

1PGDCA5

**कम्यूनिकेशन स्क्विल्स एण्ड
पर्सनेलिटी डेवलपमेन्ट**

**(Communication Skills &
Personality Development)**

1PGDCA5, कम्यूनिकेशन स्किल्स एण्ड पर्सनेलिटी डवलपमेन्ट

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Section A

GRAMMAR

Language is the means by which human beings communicate their thoughts, feelings and various emotions to other human beings. The sign languages are those means of communication where the body, face, fingers movements and gestures are used. In course of time man has modified and developed these as witnessed in the elaborate sign language of the indigenous communities and tribals from America, Australia, Africa and India. They use smoke and coloured flags to deliver a messages. Traffic signals where hand movements coordinate with the light are of great significance the world over. For acquiring a driving license knowledge of these communication system is a essential. Importance of these sign language lies in communicating without a spoken or written word. When a hunter lost or injured in the woods seeks help, he fires three shots from his gun-he is calling for help. When a truck driver about to be passed by a faster truck blinks his lights, it means "safe to pass". Thus the fire signal used by ancient Romans, smoke puffs used by the American Indians and smoke used by African tribes were all the telegraphic or instant communication. The Persians led by Xerxes at sea first used the signal flags. Shakespeare in his book "The comedy of errors" wrote,

"We discovered two ships from a far making amain to us."

He was aware of ships signals. At that time the signal demanding surrender was called "waving amain" derived from a Spanish word meaning lower the sails.

NOTES

The simplest of the sound language are the groan, cries and exclamations. The exclamations like “ooh”, “ah” and “ouch” convey very specified meaning. Besides, mimicking the sound created by the birds and animals was also a very convenient mode of communication adopted by man. Man uses the most elaborate of the sound languages that is speech. When the speech is accompanied by various body gestures, facial expressions ; it becomes a combination of signs and sound. And the communication becomes more effective.

How? When? and Where? of language is not known , yet , people have made guess ever since the time of Greeks and Egyptians. Linguists are the scientists who study languages and they believe that it is not worthwhile to study ancient languages to find out about origin of languages. Since, man has been living in groups and communities for million of years, language must also be that old. Therefore, language must have been existing thousand of years before its oldest record is available. The oldest record available of a language is approximately 8000 years old.

It is estimated that more than 3000 known languages exist today. Some of these are no longer spoken and are known only from written records. Other languages are spoken in course of day to day life. However, English is the most widespread of all these languages, followed by Chinese. Most of the languages spoken can be traced to a common source of language. All the languages derived from one common source or ancestor belong to one family of languages. English is a member of Indo-European family of languages. Other languages belonging to this family are French, Italian, German, Norwegian, Greek, and Albanian. These languages are different from one another and each has to be learnt separately. Yet, there is abundant proof that they all came from an common ancestral language.

Language changes constantly, the socio-political upheavals and other significant events introduce new words. During World War II words like blitz, radar and jeep became a part of English language. With the exploration of the outer space new words like astronaut, cosmonaut, spaceship, count down and blast off have been added to the language. Over the years English language has added words like television, medicare which are derived from Latin and Greek. Freeway is derived from two English words. Further, spoken languages that have no written form tend to change rapidly because no record is kept of them. Whereas, the written languages change rather slowly. When the language develops written literature, it slows down change even more. It is to be noted here that pronunciation changes more rapidly than does the written form of a language. This is because of English literature, English words today are spelled much as they were spelled 500 years ago but they are pronounced with new sounds. And that is the reason why both English- speaking school children and foreigners learning English have trouble spelling words like cough, enough, bough, buy, women, deaf, knight, and knee.

NOTES

To learn English one must know the difference in intonation and pronunciation of different countries. To understand each of them would call for lot of practice.

It is estimated that more than 270 million people speak English. It is the principal language of Great Britain, Canada, the United States, New Zealand, Australia and South Africa. Besides, it has great importance in international affairs. In many countries English is used as second language in the schools.

Old English

Old English language, also called Anglo-saxon language, was spoken and written in England between 400 to 1100. It was a very complex language where nouns and adjectives had three genders (male, female and neuter) and contained four cases—nominative, genitive, dative, and accusative—while pronouns also had forms for the instrumental case. There were seven classes of “strong” verbs and three of “weak” verbs, and their endings changed for number, tense, mood and person. Adjectives could have up to eleven forms. Even definite articles had three genders and five case forms as a singular and four as a plural. Word order was much freer than today. Four dialects of the Old English language are known: Northumbrian in northern England and southeastern Scotland; Mercian in central England; Kentish in southeastern England; and West Saxon in southern and southwestern England. Mercian and Northumbrian are often classed together as the Anglian dialects. Most extant Old English writings are in the West Saxon dialect; the first great period of literary activity occurred during the reign of King Alfred the Great in the 9th century.

Middle English

The history of Middle English is often divided into three periods: (1) Early Middle English, from about 1100 to about 1250, during which the Old English system of writing was still in use; (2) the Central Middle English period from about 1250 to about 1400, which was marked by the gradual formation of literary dialects, the use of an orthography greatly influenced by the Anglo-Norman writing system, the loss of pronunciation of final unaccented -e, and the borrowing of large numbers of Anglo-Norman words; the period was especially marked by the rise of the London dialect, in the hands of such writers as John Gower and Geoffrey Chaucer; and (3) Late Middle English, from about 1400 to about 1500, which was marked by the spread of the London literary dialect and the gradual cleavage between the Scottish dialect and the other northern dialects. During this period the basic lines of inflection as they appear in Modern English were first established. Among the chief characteristic differences between Old and Middle English were the substitution of natural gender in Middle English for grammatical gender and the loss of the old system of declensions in the noun and adjective and, largely, in the pronoun.

Check Your Progress

1. Write down the first period of English, called Old English or Anglo-Saxon?
2. Which year the art of printing was introduced in England?

NOTES

The dialects of Middle English are usually divided into three large groups: (1) Southern (subdivided into Southeastern, or Kentish, and Southwestern), chiefly in the countries south of the River Thames; (2) Midland (corresponding roughly to the Mercian dialect area of Old English times) in the area from the Thames to southern South Yorkshire and northern Lancashire; and (3) Northern, in the Scottish Lowlands, Northumberland, Cumbria, Durham, northern Lancashire, and most of Yorkshire.

Modern English

Modern English (sometimes New English as opposed to Middle English and Old English) is the form of the English language spoken since the Great Vowel Shift in England, which began in the late 14th century and was completed in roughly 1550. With some differences in vocabulary, texts from the early 17th century, such as the works of William Shakespeare and the King James Bible, are considered to be in Modern English, or more specifically, are referred to as using Early Modern English or Elizabethan English. English was adopted in regions around the world, such as North America, the Indian subcontinent, Africa, Australia and New Zealand through colonisation by the British Empire.

Modern English has a large number of dialects spoken in diverse countries throughout the world. This includes American English, Australian English, British English (containing English English, Welsh English and Scottish English), Canadian English, Caribbean English, Hiberno-English, Indian English, Pakistani English, Nigerian English, New Zealand English, Philippine English, Singaporean English, and South African English.

Exercise

Answer the following questions :

1. What is language ?
2. Why is language a necessity for man ?
3. Describe various means of communication.
4. Write out the story of your favourite book.
5. Visit your library and make a list of the English classics which you need to read.

2

Listening

Listening

NOTES

Listening is one of the basic needs to learn a language. It is through the capability of listening, one perceives the words reaching one's ears.. The human ear is one of the finest instruments, which receives and passes the sound waves to the brain for comprehension. Once the brain registers the sound it also has the capability of distinguishing and using it at will whenever required. Take, for example, when you are walking on the road and somebody calls out for you from behind. You are able to tell from the sound as to who the person is. Whether it is your parents, brother or friends. This capability of the man should be used to its fullest capacity, that is listening carefully and then repro- ducing the same.

The prerequisite to listening is attention and concentration. Unless the student pays attention to the speakers speech , all that is spoken will not be assimilated by his mental faculties and will be wasted. The time when writing was not invented , listening and reproducing the same verbatim was an art and the entire literary tradition of a culture was passed on from one generation to the other by means of narration. The Bards were the professionals who visited the courts and kings singing their praises and narrating the chivalry and great deeds performed by their ancestors. Story telling in the form of narration was another form of entertainment. The professional story tellers were employed by the families for entertaining the family members. Thus sharpness of the ear was a pre condition to perfect speech form.

Check Your Progress

3. What is the prerequisite to listening?

NOTES

It is difficult for the contemporary children to imagine a world devoid of visuals. Earlier for visuals one had to turn to the original. That is the surrounding nature and the landscape. There were no audiovisual facilities of television which could make a individual experience the virtual reality of north pole and Sahara desert. In spite of all these technological advancement the process of learning begins from listening. The child learns his first words from what it hears. Teaching the baby is the simple process of repetition. The first priority for the student is to learn the 26 alphabets and their pronunciation. If pronunciation of each alphabet is correct then the speech formation will be easy and correct. The face of the teacher and the movement of the jaw, tongue and lips will guide the students to learn.

Exercise

Answer the following questions:

1. Listen to the English news of the 'All India Radio', twice a day.
2. In case radio is not available listen to the television news, by keeping your eyes shut.
3. Write out the important headlines of news everyday and maintain your own news dairy.

3

Speech

Speech

NOTES

Speech is the talking that human beings do by means of their voices, facial expressions, bodily action and gestures. From time immemorial till date speech has remained the most important means for human existence. Through speech man has been able to organize himself and his society. In speech the words are only labels for objects, actions, feelings, experiences, and ideas. And when the object is being described sentences have to be formed.

A child is sent to school only after he starts talking. In school he learns words and sentences, and reads aloud. With his mental growth he learns to act in a play and tell stories and recite a poem. Within years he starts giving a talk in his class, radio and club meetings. In this process he not only learns the speech sounds and bodily action along with it but also to plan and organize his thoughts. He adopts the skill of persuasion in his speech to have the right effect on the audience. Improvement in speech comes by study, practice and helpful criticism.

Check Your Progress

4. How does the exact sound is produced from one vocal chord?

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The Speech Production

Speech is created only when one exhales. This stream of breath furnishes the necessary energy required to produce sound. When the air is forced out of the lungs it goes up through the windpipe or trachea to further pass through the voice box or the larynx. The larynx is shaped like a tube. From its inner walls two inward protruding tiny ledges of muscle and membrane are there which are called vocal chords. They can be brought together to stop the outflow of the stream of air. When this happens the vocal folds are set into a fluttering vibration, allowing little puffs of air to escape. This results into producing musical sounds. This is the tone found in vowels and voiced consonants. The process by which this sound is produced is called phonation. Before the phonated tone reaches the out- side air it is resonated. The exact sound produced depends upon the way in which the throat, mouth, and nasal cavities are adjusted. It is the vowels which demonstrate the working of these three in unison.

Another important aspect of speech is that the shape of the mouth changes and shifts with each vowel. With each shift the resonance also changes, which further changes the balance of the overtones. The result of these changes are production of different sound. The nasal consonants are another important aspect of speech. This can be illustrated as; M as in hum, and NG as in hung. These consonants are sounded, when the mouth is blocked and the phonated tone escapes through the nasal cavities. Change in resonance distinguishes nasal consonants from vowels. The other aspect of speech is articulation. Wherein the consonant sounds depend upon a narrowing or blocking of the passages above the larynx. The lips, teeth, lower jaw, tongue, and soft palate are the main articulatory organs.

Speech Problems

Speech is how we say sounds and words. There are three basic types of speech problems:

- articulation disorders
- fluency disorders
- voice disorders.

Apraxia is a motor speech disorder caused by damage to the parts of the brain related to speaking. It involves inconsistent production of speech sounds and rearranging of sounds in a word ("potato" may become "topato" and next "totapo"). Production of words becomes more difficult with effort, but common phrases may sometimes be spoken spontaneously without effort.

Cluttering, a speech and fluency disorder characterized primarily by a rapid rate of speech, which makes speech difficult to understand.

Developmental verbal dyspraxia also known as childhood apraxia of speech.

Dysarthria is a motor speech disorder in which the muscles of the mouth, face, or respiratory system may become weak or have difficulty moving.

Dysprosody is the rarest neurological speech disorder. It is characterized by alterations in intensity, in the timing of utterance segments, and in rhythm, cadence, and intonation of words.

Muteness is complete inability to speak.

Speech sound disorders involve difficulty in producing specific speech sounds and are subdivided into articulation disorders (also called phonetic disorders) and phonemic disorders. Articulation disorders are characterized by difficulty learning to produce sounds physically. Phonemic disorders are characterized by difficulty in learning the sound distinctions of a language, so that one sound may be used in place of many.

Stuttering affects approximately 1% of the adult population.

Voice disorders are impairments, often physical, that involve the function of the larynx or vocal resonance.

Exercise

Answer the following questions:

1. What is speech and why is it important for man?
2. How does a person talk?
3. Delineate the major speech problems.

Looking

My suggestion to the students is to look at the teacher while they are being taught. This is mainly because language is also a biologically operational device common to the human species, mainly consisting of speech apparatus. The main part larynx with its delicately adjustable vocal chords, the nose, tongue, hard and soft palate, teeth and lips coordinate to produce speech. And when quality, temper and tone is added it becomes speech. When listening is accompanied with looking the student will have the clear comprehension of the sound to be emitted for a vowel and consonant.

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Exercise

Stand in front of the mirror and utter the following words clear and loud:

eat, meet, greet; moon, spoon, bloom; bit, hit, kit; hat, cat, mat; Now say :
She sells sea shells on the sea shore. (Say it slowly at first then repeat it
fast.)

4**Pronunciation****NOTES**

The word speech means only the making and use of speech sounds. Speech sounds are of two types: vowels and consonants. However, the spoken vowels and consonants must not be confused with written ones. Fifteen vowels are commonly used in spoken English. The mouth is shaped differently for each vowel. For a clear idea of spoken vowels say the following words aloud :

hit, hoot, hat, hot, and hut.

All these words are alike except for their vowels. Try to notice the difference in the shape of the mouth and in the sound as you speak each word aloud. When two vowels run together in close succession, diphthongs are formed. Words like boy, bay and thou end with diphthongs.

Most people who speak English use 23 consonants. Most of the consonants are made in the mouth by either narrowing or completely blocking the passage through which air escapes from the lungs. The lower lip and the upper teeth are close to one another in making the consonant with which the word begins.

But the consonant which begins pan starts with a little explosion as the lips are blown apart. These examples represent unvoiced consonants; that is sound made by mouth noise alone. Other consonants are called voiced and are made by sounds from the voice box. Usually the voiced consonant

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combine an unvoiced explosion with their voice box tone. Now try pronouncing the words van and fan, and ban with pan, and you will know the difference.

A Take the example of the alphabet A. To say A one has to open the mouth, part the lips wide, keep the jaws apart and rest the tongue on the cavity of the mouth. Try to say rat, mat, cat, that and you will know how important it is to open the mouth and speak. But when one tries to say late, mate, ate, Kate the edges of the tongue touch the upper row of one's teeth.

U With the pronunciation of U, one actually pronounces two words in quick succession – E and U, when spoken it becomes EU. For uttering U the lip movements become very important, first stretching the lips and then contracting them. When one says universal, induce, amuse, accuse similar lip movement is required. On the other hand, when one says but, cut, mug, rut, sun, urn the mouth is opened a little and even the lip movement is minimal.

Thus one can pick out each alphabet and see the difference in pronunciation and realise the importance of use of tongue, lips and jaws when we speak. Unless the speech is perfect, other aspect of language learning will also suffer.

Most of the students face problems with spelling the words. This difficulty arises because the alphabetic symbol used in writing and their sound in speech is different. The letter “U” sounds different in the words – 'use', 'but' and 'put'.

The reason for this is that in written English we have only 26 alphabets. While in spoken English we have as many as 44 sounds which increase at times. Thus, the same letter makes different sounds under different combinations, the learner gets confused while writing and reading.

The sounds in English are divided into two categories : Consonants and Vowels.

Thus for inculcating a perfection in pronunciation the phonetic scheme consisting of consonants and vowels need to be understood.

Consonants :

The consonant sounds are produced by completely or partially obstructing the air breathed out through the mouth. There are twenty four consonant sounds in English. They are either voiceless or voiced.

A sound is voiceless when the vocal chords (Two vertical lips at the bottom of our inner throat through which air passes from the lips to the mouth) do not vibrate. That is they stand still. While a sound is voiced, when the vocal chords vibrate.

Check Your Progress

5. Why do most of the students face problems with spelling the words?

Voiceless sound

P—as in pen, pay, put

Voiced sound

b—as in big , bag , ball

In both these sounds, the speech production is by closing the lips tightly and then opening them to release the stopped air.

Voiceless sound

t—as in tea , train , tough

Voiced sound

d—as in do , day , dog

Both these sounds are produced by stopping the air with the tip of the tongue on the middle of the ridge behind the teeth.

K—as in cat , calm , class

The sound is voiceless.

g—as in girl go give

The sound is voiced.

In both these cases sounds are produced by placing the back of the tongue against the soft palate.

tf—as in church , cheat , cheap

This sound is voiceless.

dʒ—June , jail , jam

This sound is voiced.

Both these sounds are produced by stopping the air with the tip of the tongue at the ridge behind the teeth.

f—as in father , fish , fail

The sound is voiceless.

V—as in voice , village , vein

The sound is voiced.

Both these sounds are produced by placing the lower lip near the upper teeth and letting the air pass through. They are called soft and hard 'th' sounds.

θ—as in thief , thing , thin

This sound is voiceless.

ð—as in they , then , them

Pronunciation

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This sound is voiced.

Both these sounds are produced by placing the tip of the tongue near the upper teeth and letting the air flow.

S—as in sin , say , so

This sound is voiceless.

Z—as in zoo , zebra , zest

This sound is voiced.

Both these sounds are produced by placing the tip and the blade of the tongue near the ridge behind the teeth.

ʃ —as in shame , sheep , she

This sound is voiceless.

ʒ—as in vision , fusion , confusion

This sound is voiced.

Both these sounds are produced from the glottis ridge.

h—as in him , hall , hill

This sound is voiceless and is produced by letting the airflow between the back of the tongue and the palate.

m—as in man , mother , me

This is a nasal sound and is produced by closing the lips and letting the air flow through the nose.

n—as in no , number , nail

This nasal sound is produced by placing the tip of the tongue tightly against the ridge behind the teeth and letting the air flow through the nose.

ŋ—as in sing , ring , thing

This nasal sound is produced by stopping the air with the back of the tongue against the palate and making the air flow through the nose.

Remember all nasal sounds are voiced.

l—as in long , leg , lady

This voiced sound is produced when the air is made to escape through the sides of the tongue.

r—as in red , rat , ridge

This sound is produced when the tip of the curved tongue is raised towards the palate behind the teeth ridge.

j—as in yes , yellow , young

This is a semi-vowel.

w—as in wet , warm , well

This semi-vowel sound is produced by rounding the lips and uttering the vowel sound after it.

When the consonant is in combination with other words the pronunciation changes. Some examples are given below :

C is “hard” and is pronounced as K in words like :

cob ,cry , talc

C when fixed before e , i , y, is 'soft' as pronounced in ice, icy, city.

Dg when pronounced in combination is spoken as j as in judgment. G when in combination with e, i, y, is soft and pronounced as j as in age ,gin , and orgy.

N when in combination with k, c, q, x is pronounced as hard 'ng' as in zinc , uncle, tank, banquet and minx.

Ph in combination is always pronounced as f as in photo. Qu when in combination is pronounced as kw as in quit.

Tch, these three when in combination is pronounced as Ch as in batch.

X alone is pronounced as ks as in fox.

Vowels :

The Vowel sounds are produced when the air passes through the mouth without any stoppage or obstruction. Only the position of the tongue and the lips is adjusted to make the sounds. Vowel sounds are better learnt by listening and imitating. There are twelve simple vowel sounds and eight compound vowel sounds. The compound vowel sounds are called diphthongs. There are eight diphthongs.

i:—as in see thief team

I—as in sit kill hit

i—as in happy cathy

e—as in ten hen pen

æ—as in man fat rat

a:—as in far car bar

b—as in got hot pot

c:— as in saw fought sought

ʊ—as in put room could

u: as in cool pool shoot

NOTES

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ʌ—as in but shut hut

3:—as in shirt dirt hurt

?—as in ago father mother

Next the combination of vowels with other syllables will be given with there pronunciation.

ae is pronounced as e as in aegis.

ai ,, ,, ,, ei ,, ,, pain.

air → these three letters when in combination are pronounced as æ as in fair.

au is pronounced as (aw) as in maul.

ay is pronounced as ei as in say.

ea ,ee , both are pronounced as i:(ee) as in mean and meat.

ear , eer , these three are combined and pronounced as æ as in fear and beer.

ie is pronounced as i:(ee) as in thief.

ier is pronounced as er ia in pier.

oa is combination is pronounced as a Ω(o) as in boat.

ou is pronounced as (ow) as in bound.

oy combination is pronounced as oi as in coy.

Terminating Syllables

The syllables with which a word terminates or ends are called terminating syllable. To simplify this, some examples are given below.

Terminations	pronunciation	As in
-age	ij	garbage
-ate	-it or -at	mandate
-ey	-i	donkey
-ous	-us	furious
—sm	-zm	atheism , spasm
-tion	-shon	salvation
-ture	-chur , -tur	aperature . researcher

Exercise

1. Take the English Newspaper and read it aloud.
2. Make a list of ten words each for each of the sound listed above.
3. Find out from the newspaper as many words as you can with the sounds described in vowels and consonant and practice.

5

Reading

Reading

NOTES

After having acquired the skill of pronunciation of each alphabet and the combination of alphabets, one would be confident to read. It is very important for the student to understand that only when one reads aloud one is able to hear one's own voice. When one hears one's voice, one will be able to judge whether one is right or not. To sharpen your listening ability open up the radio during the broadcast of news in English. Listen very carefully since, the diction and accent of the newsreaders are still the best. Avoid listening to television news because the visuals are certainly going to divert your attention from listening.

Listening

Thinking/assimilating

Saying

The above three aspects of oral tradition on which the entire cultural tradition rested before the invention of writing still holds good for every student. Another important aspect is trying to learn the language by the language itself. And not through the medium of other languages. In case one tries to take the help of other language in the form of notes and translation, in course of time they would become his crutches to lean on. The person will never be able to stand on his own, that is to independently making

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himself operational in English. Here I do not mind sharing with the young readers my very private and personal experience. The language in which you think is usually in one's mother tongue. This language becomes vital for writing and speech. The day when one starts to think in the other language, that will be the sign of attaining perfection. Never try to learn English from movies except from the classics like "My Fair Lady" where-in the queen's English has been followed.

The serious business of reading can be defined as the ability of a person to get meaning from symbols, that is, to be able to get, and understand, ideas from certain letters, signs or a group of letters. In reading printed matter a person must first recognize the symbols or letters as being different from the others. Then he must grasp the idea for which a word or a group of words stands. Prior to understanding the words fully he must be able to relate the symbols or words to his own experience. When he is able to fit his own experience into the words he then follows and makes an idea of his own. When a person reads FIRE. He visualizes it as a word, knows its pronunciation but what it calls in his mind depends upon his experience. He may think it as :

camp fire

house on fire

fire in a stove

an order to fire the gun

Until he knows the complete sentence in which this word fire is used, he is not able to respond.

"The last rays of the sun gleamed like fire in the western sky."

After reading the entire sentence he can visualize sunset from his past experience. Thus the sunset becomes meaningful to him.

The four basic reasons as to why a man must be able to read are as follows; For personal, vocational, educational, and recreational use. As a person one must be able to read traffic signs and symbols, street and building names, rail and road time tables, telephone directories, grocery list, personal letters, mail-order catalogues and stock market quotations. Students, teachers, doctors, lawyers, salesmen, businessmen, engineers, personnel in armed forces or in governments have to read in connection with their vocation. For educational purposes to gain in knowledge one has to read.

Methods of Learning to Read

Learning to read is the acquisition and practice of the skills necessary to understand the meaning behind printed words. Some of the most popular methods of learning to read are:

- Phonics approach. The phonics approach teaches word recognition through learning grapheme-phoneme (letter-sound) associations.
- Linguistic method.
- Multisensory approach.
- Neurological Impress Technique.
- Language experience approach.
- Reading comprehension support.

NOTES**Readiness For Reading**

Reading readiness has been defined as the point at which a person is ready to learn to read and the time during which a person transitions from being a non-reader into a reader. Other terms for reading readiness include early literacy and emergent reading.

A person's readiness for reading depends upon his ability :

1. To see words or symbols that are alike and different.
2. To remember the form of a word.
3. To remember the ideas in the order in which they are given.
4. To bring to mind pictures of objects that the words describe.
5. To move the eyes from left to right on a page and to follow a line of print across the page.
6. To speak clearly and distinctly.
7. To sit still and listen to the teacher for at least 15 minutes at a time.
8. To want to find out what the words really say.

Dictionary My Friend

The only friend one should have is the dictionary, this big and heavy book will teach you more than you can learn in a life time. In case one feels that without the help of vernacular language one will not be able to grasp English, then go for a English vernacular language dictionary. Every regional language has that facility. The dictionary might appear to be out of the world for beginners, but once it is learnt it would become the key to your entry in the world of English language. For this one has to learn as to how to look up the dictionary.

Form The Habit of Consulting a Dictionary

The fresher in the English class must form a habit to consult the dictionary. Try to have a personal copy of your own. Many standard dictionaries are available in the market.

In dictionary the words are arranged in alphabetical order. The dic-

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tionary begins with the word “a” and ends with the word “z”. The words beginning with a will also be arranged in the alphabetical order.

Words beginning with followed by

“ ” come first

“ab”, “ac”, “ad”, “ba”, “bb”, “bc”, “ca”,

“aa”

“cb”, “cc”,

The same alphabetical order is followed upto the last alphabet. For example:-

collide followed by collie followed by collier followed by collocate followed by collodion.....

In every standard dictionary there are two words printed on top left and top right. This indicates the alphabetical order of the words of that page. The top left word indicates the alphabetical order of first word on the page. Where as the top right word indicates the alphabetical order of the last word on the page. By looking on these two words one can find out whether the word that one has been looking for is on that page or not. In a dictionary first the word is given, followed by its pronunciation, next the part of speech it belongs to and then its meaning. Besides this the dictionary also gives the abbreviations, foreign words and phrases and metric conversion table. If a student truly befriends a dictionary he will always be the gainer.

Exercise

1. Pick out words beginning with –ab, ac, ad, ae, af, al, as, aw, au, from the dictionary and give their meaning.
2. Give the meaning of the following words-consult the dictionary.

Psychology, democracy, epic, mythology, calculus, restraint, constrain, civilization, diligent, infatuation, fair, fare, repeat, query, quarry, triplet, twin, forbid, bias, gender, masculine, feminine, exercise, output, migrate, immigrate, verify, ridicule, principal, principle.

Check Your Progress

6. Why a dictionary must be used by the readers?

It is important to keep in mind, that English language has borrowed words from other languages. Besides, it has borrowed Roman alphabets, which are not large enough for even Latin language. Hence, they are not adequately suited to represent the sounds of English language. These constraints give rise to problems faced in spelling English and learning it. As per the British even today the American English spelling are still imperfect. In India the British or Queen's English is being followed, yet, the introduction and installation of computers has greatly impinged upon English spelling, since, the softwares of the computers are from America and have the so called simplified spellings. During 1898 the Americans recommended that 12 words may be spelled as follows:

tho, altho, thru, throout, thoro, thoroly, thorofare, program, prolog, catalog, pedagog, decalog.

Even The President of the United States, Theodore Roosevelt, gave his orders to adopt these new spellings in the United States printing presses. However, achievement of such attempts is questionable.

The main problem is due to the fact that there are many more sounds in the language than there are letters. This means that some of the sounds must be made by combination of letters or by associating different sounds with a given letter. The classic example is that of the sound made by sh in shock is made in at least 19 additional ways in other words as shown below :

appreciate, ocean, machine, mustache, stanchion, fraction, conscious, extension, pressure, admission, sure, initiate, attention, luxury and anxious.

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From the above it becomes evident that one cannot be sure which letter to associate with a given sound or what sound to associate with a given letter. This calls for the first rule, that is the students must learn the spelling of most words without the aid of rules or sound to guide them. The most frequently misspelled words are :

disappoint, scissors, antecedents, pneumonia.

Devising Spelling Rules

Suffixes are important elements of the English language. **They** are small words that are added to the end of words to make new words and give base words different meanings.

There are certain rules to follow while doing this. But there are **exceptions too**.

There are two kinds of suffixes: **vowel** and **consonant suffixes**

vowel suffix start with vowels viz. -ance, -er, -ing etc.

consonant suffix start with consonants viz. -ly, -less, -y etc.

Some important rules regarding suffixes

1. **Y to i** rule with words ending in consonant + y.
 - a. Change the **y** to **i** before vowel suffixes (**except -ing**)

carry + ed = **carried**
carry + er = **carrier**
carry + age = **carriage**

happy + est = **happiest**

supply + es = **supplies**
BUT carry + **ing** = **carrying** (can't have two i's **carriing**)

rely - reliable, reliant, relied, relies **BUT** relying
comply - compliance, compliant, complied, complies, **BUT** complying
 - b. Change the **y** to **i** before consonant suffixes

beauty + ful = **beautiful**; beauty + fy = **beautify**;
happy + ness = **happiness**; happy + ly = **happily**

likely- **likeliness**, **likelihood**
 - c. exceptions - dryer, drying, dryish, dryness, slyness

dry + ly = **dryly** or **drily**
 - d. Changing **ie** to **y**

die + ing = **dying**
lie + ing = **lying**

- e. **y** remains if the word ends in a vowel + y
 employ - employer, employee, employable, employing, employs
 enjoy - enjoying, enjoyed, enjoyable, enjoyment
 joy - joyful, joyous, enjoyable, joys

2. Drop the 'e' rule before a vowel suffix

- a. Words ending in silent '**e**' + vowel suffix
 love - loving, lover, loved, lovable (or loveable)
 make - making, maker
- b. **Exceptions** - words ending in 'ce' or 'ge' keep the 'e' before -ous and -able
 manage - manageable (BUT drop the 'e' with -ing, -ed, er managing, managed, manager)
 courage - courageous
 changeable
 gorgeous
- c. Also keep the 'e' with the following:
 likeable, saleable, hireable, blameable, sizeable, nameable (but drop the 'e' with **-ing**)
- d. Also drop the 'e' with **-is**
 analyse + is = analysis, paralyse = paralysis

Keep the 'e' rules:

- e. **Keep** the 'e' with consonant suffixes
 Keep the 'e' before **-ful**
 care + ful = care**ful**
 hopeful, peaceful, useful, wasteful
 BUT change words ending in consonant + **Y** to **i**
 plenty + ful = plenti**ful**, beauty + ful - beauti**ful**
 BUT not joyful = vowel + y
- f. **Keep** the 'e' when the word ends in ee or ye
 agree - agree**ing**
 eye- eye**ing**
- g. **Keep** the 'e' before **-ly**
 accurate + **ly** = accurat**ely**, like + ly = lik**ely**, love + ly = lov**ely**,
 definite + ly = definit**ely**

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lively, rarely, homely, desperately, approximately, entirely, completely

BUT due - duly, subtle = subtly, true - truly

h. **Keep** the 'e' before **-ment**

achieve + ment = achiev**ement**, advertisement, excitement

BUT drop the 'e' with argue + ment = argument.

3. **1:1:1 Rule**

a. Words of 1 syllable ending in 1 vowel+ 1 consonant - double the last letter before a vowel suffix

shop - shopp**ed**, shopping, shopper

fat - fatter, fatten, fattest, fatty

pot - potting, potted, potter, pottery

Do not double last letter if it's a **w, x, y** - tax - taxed, stay - staying, towed...

Do not double if **two vowels** - heat - heating, sleeping, sleeper...

Do not double if **two consonants** - sharp- sharpen, fasting, turned...

BUT **qu-** is classed as one consonant because we can't have **q** without the **u**

quit - quitting, quitter, quitted

quiz - quizzed, quizzing, quizzer

b. Words of more than 1 syllable ending in 1 vowel + 1 consonant when the **stress** is on the last syllable double up the last letter.

reg**ret** - regre**tt**able, regretting, regretted

forbid - forbidd**en**, forbidd**ing**

BUT

pre**fer** - preferring, preferred (BUT **preference**, preferable, preferential- the stress moves)

4. Double the last L

Words of more than 1 syllable ending in 1 vowel + **L** always double up the **L** before a vowel suffix. **American** spelling **don't** double up.

travel - travel**led**, traveller, travelling (American - traveled, traveler, traveling)

BUT: devil - devilish, loyal - loyalist, parallel - paralleled, paralleling, travel - travelogue

Do not double when two vowels - appeal - appealing, appealed

Spelling

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5. Words ending in **vowels** - no change with vowel suffixes.

echo - **echoed**, echoer, echoing

ski - skied, skier, **skiing**

Apostrophe Rules

Apostrophes in English serve two basic functions; they show ownership, and they indicate that letters have been removed from the original words in the process of forming a contraction.

Apostrophe Rules for Ownership

We use an apostrophe + S ('s) to show that one person/thing owns or is a member of something.

- *Rohan's car, Ross's room*

Even if the name ends in "s," it is still correct to add an "'s" to create the possessive form.

Use an apostrophe after the "s" at the end of a plural noun to show possession.

- *The parents' bedroom, girls' hostel*

In case of plural nouns, it is not necessary to add another "s" to the end.

If a plural noun doesn't end in "s," add an "'s" to create the possessive form.

- *The children's rooms*

Apostrophe Rule for Contractions

When we join two words to make it shorter, we take out some alphabets and replace them with an apostrophe.

- *they + have = they've; are + not = aren't; they + will = they'll*

The one exception to this rule is the contraction "won't," which is "will + not."

Develop a Spelling Conscience

Take pride in good spelling.

Proof read carefully all your written work in order to discover possible spelling errors.

Whenever you have misspelled a word, learn the correct spelling.

Secure a modern spelling book which gives the most important words

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used in writing.

Have someone to test you. Learn the words that you miss.

Buy a small notebook, and keep in it a list of your spelling enemies. The persons who find it difficult to learn spellings may follow the given plan :

1. Pronounce the word, saying each syllable very distinctly, and looking at each syllable as you say it.
2. With closed eye try to recall the appearance of the word, syllable by syllable as you pronounce it in a whisper. In pronouncing the word, be sure to say each syllable distinctly..
3. Open your eyes and look at the word to see whether or not you recalled it correctly.

if you did not, repeat steps one and two. Keep trying until you can say the letters correctly with closed eyes.
4. When you are sure that you have learned the word , write it without looking at your book. Then compare your attempt with the book in order to see whether or not you wrote it correctly. If you failed then again undergo the steps 1, 2, 3.
5. Now write the word again . Check it. If there is a mistake repeat all the steps again.

Exercise

1. Describe the various methods used to remember spellings.
2. What is the rule of apostrophe?
3. How do you learn your spellings?
4. How would you spell the plural nouns? Show with examples.

Handwriting

Writing has a very long history. It began as simple pictographs drawn on a rock, which were then combined to represent ideas and developed into more abstract symbols.

Handwriting is an essential skill for both children and adults. Handwriting activates the brain more than keyboarding because it involves more complex motor and cognitive skills. Handwriting contributes to reading fluency because it activates visual perception of letters.

Many standardized assessments are based on written work, particularly the time-limited written examinations which remain as a major form of assessment for many formal qualifications. Handwriting is a predictor of success, because good handwriting has a positive impact on grades. Without fast and legible handwriting, students will under-achieve and may fall behind.

Good handwriting is the platform for achievement in the workplace and self-assurance in life. It is, and will remain, the key to progress and success. Illegible handwriting can cause poor self-esteem. Poor self-esteem can trigger loss of confidence.

In recent years, modern technology has dramatically changed the way we communicate through writing. Interestingly though, many personal computers now have handwriting recognition capability so that handwriting as means of

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interacting with computers is becoming more prevalent. It seems, therefore, that even in this modern age, handwriting remains an important skill for communication. But despite the increased use of computers for writing, the skill of handwriting remains important in education, employment and in everyday life.

While writing try to be neat.

While writing try to be simple.

While writing try to be coherent.

While writing try to be consistent.

While writing try to be legible.

These five features when followed shows the concern for the reader and always pays.

Exercise

Take a ruled sheet and write out a paragraph from your favourite story book.

Corrections

The correction that one makes should always be easy to follow. It is always advisable to cross out than to alter. Insert the corrections above the crossed out text if there is no room on the same line. Incase there is no room for corrections above the text, enter the correction in the margin and indicate its place with an arrow.

Writing

Whenever writing anything –a letter, an essay, a memorandum, an application or most importantly an examination paper, the first thing one must decide is what one actually wants to say. The brain instructs to say something and suddenly one starts penning any thought which comes to mind. And one keeps on writing as the ideas come to the head, without order, systemization and consistency. This is wrong since the main purpose of writing is to convey the exact thing, which has been asked for. Hence the thought process has to be regularized. And for that one needs to order the thoughts. After deciding what one has to say one must order the thoughts. Further, mentally sort out the important ones which need to be conveyed and then start writing.

However, here I will also caution the students not to restrict the flow of their thoughts and writing them when they are writing to a friend or relative. The classic letters written to children or beloved read like a stream of thoughts penned while conversing. Indeed in formal letters and business letters that is not to be expected.

After having organized the thought , do not start writing , since one need to

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structure the thoughts. This requires a lot of control. For a improved communication during examination, essay, reports and memoranda, minutes of the meeting or while applying for a job is essential.

It is important to note here that there are very few people who are having an orderly mind and know exactly what to say and in which order.

While Filling Forms

Utmost neatness is to be maintained. It is advised to fill the form first with soft lead pencil and then using the pen. Erase the pencil marks later.

Make a format of what you want to write.

Exercise

1. Make your bio-data to apply for the post of a teacher.
2. Write an application to a firm for the post of sales executive.
3. Apply to the university for research fellowship in the department of agriculture.
4. Write a essay on My School Days. Check your essay with the help of a dictionary and assess it.

Example : A essay on –What makes a good friend ?

Take a paper and jot down the points, which you think, should be included.

Reliability

Trustworthiness

Unselfishness

Availability

Common interests

Understanding

Mode of relaxation with the friend.

After having jotted down the point take up the most /least important of the points. Start by writing 2/3 lines per point. The length of the essay will be dependent on the requirement and you will have to decide it. Always keep in mind not to contradict what you have written. Your essay will be completed in a stipulated time.

Example :

Effects of television on the family

1. Entertainer
2. Reduces communication among family members.

Check Your Progress

8. What five features regarding writing right are very important?

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3. Induces silence.
4. Erodes reading habit.
5. Family interaction during dinner/lunch minimized.
6. Bed time altered
7. Children neglected.
8. Individual thinking reduced
9. Family group joint ventures become negligible.

In the above the negative aspects of the television are given one can jot down points which are contrary to this. Take point number 1 and question your self as to how communication is reduced. Does the mother ask the child about school? Does she ever tell him a story or read out a book to him? Does the child pose any questions to the mother. Or the "Discovery Channel" answers all the questions. That is, take each point think and elaborate and soon you will be having an essay on the subject.

Example :

The car: Is it a necessity for the family?

1. Jot down your thoughts. Now put them in a linear fashion and see the result.
 - a. Car's are easy to travel in
 - b. Cheaper if many are in the family
 - c. Children love to ride the car
 - d. Babies and their paraphernalia can be carted easily in a car
 - e. Flexibility
 - f. Both the partners can drive
 - g. Visits to the relatives easier
 - h. It is equally good for short and long distance travels
 - i. Mobility increases
 - j. One tends to become more sociable
 - k. Saves on car rental and taxis

Next take each point and write five lines for each and your essay is complete.

Plan Your Paragraphs

Paragraphs are key aids to clarity

1. Paragraphs usually start about a half-inch further to the right. They break the next text into units. This makes reading and understanding

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easier. Leave a line between each paragraph.

2. Only one theme, or topic should be discussed in one paragraph.
3. One sentence should convey the theme of the paragraph.
4. Paragraph will help you organize your thoughts.
5. Each paragraph should end on a transition that is a sentence introducing the next paragraph.
6. Avoid long paragraphs.
7. Minimum three paragraphs per topic are ideally typical. Variations are welcome. The first paragraph introduces the topic. The second paragraph elaborates upon the salient features. While the third paragraph threads all the points in a chain and gives the conclusions.

Exercise

Write a paragraph on the following topics:

1. Indian cricket
2. Computer an essential teaching aid
3. Youth and Indian cinema
4. Entertainment for the young
5. Parental guidance for the children

Write Simply

Simple writing is a virtue and is much easier to read and understand. There are certain rules which can be followed effortlessly and are sure to produce very positive results.

1. Avoid long words

English is often referred to as the language of short words. When telegrams were the only mode of quick deliverance, each word was selected carefully to convey the meaning and reduce the cost.

“mother sick come sharp”

This can be written as “Mother is sick, come quickly/soon”. By using long words the flow of thoughts are often interrupted and the reader may not understand the same.

For Example :

abbreviated—short

necessitate—need

dessicate—dry-up

NOTES

multifaceted—many-sided tendermindedness—tenderness

However, long words are not to be avoided if they fulfill the need of the text.eg.

“The moon-landing was a magnificently memorable achievement”

is better than

“The moon landing was a great feat to remember.”

2. **Avoid unnecessary words**

Unnecessary words are those which add nothing to the meaning of the sentence.

Example :

To the latter end, the Technology Company Organization is a relatively small, fundamentally business-oriented group, maintaining a necessary minimum of technical and administrative staff. On analyzing the sentence we find that :—

To the latter end—means nothing in the context.

in Technology Company Organization—Organization is unnecessary.

in relatively small—Since we are not told relative to what, the use of a comparative word small is meaningless.

in fundamentally business oriented group—reflects upon the groups basic function.

Maintaining—it is a very long word and can be replaced by with.

Corrected it would be——

The technology Company is a small business group with a minimum of technical and administrative staff.

So from 25 words the sentence has been reduced to 16 words.

3. **Pleonasm**

The use of more words than are necessary to convey meaning (e.g. see with one's eyes), either as a fault of style or for emphasis. A phrase involving pleonasm is a phrase in which one or more words are redundant, as their meaning is expressed elsewhere in the phrase. "The two of them are both the same" is a pleonasm (since the word "both" is redundant)

False pretense

Free gift

NOTES

True fact

Tiny little child

Future prospects

Past antecedents

Each and every

Unless and until

More preferable

Reason is because

Return back

4. Words which have no sense :

Past prospects

Prospects means expectations to come in future. But you cannot have a past expectation happen in future. Similarly-

future antecedents

Antecedents means what came before ie. in the past. However, one cannot have what came in the past, in the future.

5. Use of the Latin words :

ie.—means “that is”. This introduces a definition.

eg.— means “for example”, This introduces an illustration.

Avoid the common error of using one for the other.

6. Piling it on

During the war the country was ravaged, maimed and wounded..... This is piling on and use of the three words ravaged, maimed and wounded reduces their impact. A single word is to be chosen to convey the meaning.

However, this piling in progression is effective. Since ONE qualifying word per NOUN is a sound rule unless the qualifying words refer to quite different qualities.

eg. He is tall, dark and handsome.

She is slim, blond and beautiful.

7. Avoid long sentences

Sentences should be short and to the point. Long sentences invariably result in making a number of mistakes.

8. Avoid Jargon

—Jargon is the use of long words, circumlocution and other clumsiness.

—It is the vocabulary of science, art, classic, trade, profession full of technical terms.

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—mixed speech of different languages.

Jargons are used mainly to cloak the ignorance rather than to make a issue explicit.

9. **Avoid double negatives**

They seldom mean what you think.

Example

not uninteresting

not without merit

10. **Avoid mixing metaphors**

A mixed metaphor is a sentence in which two metaphors are coupled, usually in a incongruous way.

Example

I “smell a rat” and will “nip it in the bud”.

Here two metaphors are being used wrongly and not conveying the meaning nor the context.

Punctuation

Punctuation is a very important aspect of writing , without it, the words would follow each other in a endless stream and the meaning of the sentence will be lost. Punctuation makes the meaning clear.

The following are the principal stops :

1. Full stop or period (.)
2. Comma (,)
3. Semicolon (;)
4. Colon (:)
5. Question Mark (?)
6. Exclamation Mark (!)
7. Dash (—)
8. Paratheses ()
9. Inverted comma or Quotation Mark (“ ”)

1. **Full-stop**

To avoid a full stop from looking like a comma (,) always start the next word after full stop with a capital letter.

Example

The tall man in the party was looking for somebody to deliver the presents.

A coma or full stop after somebody will do the trick.

2. Comma

Comma is a useful stop, especially, when reading out aloud; it gives you time to breathe. The main features of comma are as follows :

- a. To separate a series of words in the construction.

Example : England, France and Italy formed an alliance.

Comma is generally not placed before the word preceded by and.

- b. To separate each pair of words connected by and.

Example : We should be devout and humble, calm and serene.

- c. After a nominative absolute.

Example : The Guru sat still, I repeated my question again.

- d. To mark off a noun or phrase in apposition.

Example : Milton, the great English poet , was blind.

- e. To mark off words used in addressing people.

Example : How are you, Geeta?

- f. To mark two or more adverbs or adverbial phrases coming together.

- g. Before and after a participial phrase, provided that the phrase might be expanded into a sentence, and is not used in a merely qualifying sense.

- h. To indicate the omission of a word, especially verb.

Example : He was a Brahmin; she, a Rajput.

- i. To separate short co-ordinate clauses of a compound sentence.

- j. To mark off a direct quotation from the rest of the sentence.

3. Colon

- a. The colon is used to introduce the words which follow it, example

My shopping list : 12 eggs, 1kg butter, 2 kg sugar.....

- b. To introduce direct speech or a quotation.

Example : Then the King said: "I am still here to protect you."

- c. Colon marks a still more complete pause than that expressed by semi colon. It is also used with a dash after it.

- d. It is also used between sentences grammatically independent but closely connected in sense.

Example: Study to acquire knowledge: Knowledge is freedom.

4. Semi-colon

This represents a pause of greater importance than that shown by the comma.

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5. **Question Mark**

This is used, instead of full stop, after a direct question. But they are not used after an indirect question.

6. **Exclamation Mark**

This is used after interjections and after phrases and sentences expressing sudden emotions or wish.

7. **Inverted Comma**

These are used to enclose the exact words of the speaker.

8. **Dash**

This is used to indicate an abrupt stop or change of thought or to resume a scattered subject.

9. **Hyphen**

This is used to connect the parts of a compound word. It is a short line like the dash.

10. **Parantheses**

This is used to separate from the main part of the sentence a phrase or clause which does not grammatically belong to it.

11. **Apostrophe**

This is used to show the omission of a letter or letters. In the genitive cases of nouns. And to form plurals of letters and figures.

Writing a Letter

A letter is a substitute for direct contact. One writes a letter instead of meeting the person or talking over the telephone. Letter is also a means of making a proof/record about having written on the particular subject. In business, telephones are always followed by letters.

Types of Letters

Intimate letters

Formal private letters

Business letters

Official letters

Letters of application

All kinds of letters need the following format :

1. The heading consisting of
 - a. the writer's address
 - b. the date
2. The courteous greeting or salutation.
3. The communication or message—The body of the letter.

4. Courteous leave taking, or conclusion.
5. Signature.
6. Superscription on the envelope.

Writing Right

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Example :

9-c, Civil Lines,
Delhi.
11th May, 2008.

Dear Mr. Lal,

I hereby request you to kindly send the books, which I ordered on telephone.

Yours faithfully,

Mrs. Neera Pande.

Envelope :

To
The Manager.
Universal Book Depot, Faiz Bazaar,
Delhi

Answering a Letter

1. What does the writer want/
2. make sure you answer his questions and points.

Writing a Letter of Complaint

Here you are not answering somebody else's point but making a point which somebody else has to answer. Make the point simply and clearly and give all the relevant details in their proper order.

Example :

To
The director,
All in One Stores,
Ram nagar Bazaar,
Bhiwandi-1134009

Subject-Regarding supply of inferior quality grocery.

Dear Mr. Ramwilas,

I am a regular customer of your shop and have been purchasing grocery from you for last thirty years. Every month in the first week I send you a list of things required by my household, through my domestic help. Within a few hours you have been delivering the goods at my door step. This

Check Your Progress

9. What necessary rules must be followed in producing very positive writing?

NOTES

month as usual I sent the list but goods were received after two days. As per your cash memo number 8745, dated 4.4.08, I have the following complaints to make :

1. Pulses sent are of inferior quality.
2. Each packet is weighing 50 to 80 gms less.
3. The rice is full of grit and stones.
4. The flour is bug infested.
5. Biscuit packets are damaged and crushed.
6. The oil container was leaking.

I refuse to pay your bill unless you replace these items with better quality things. If you do not comply to my request ,Sir, I am sorry to inform you that you will be losing a customer of yours of long standing.

Hoping for a speedy redressal.

Yours faithfully

RamaKant Dwivedi

4/5 block –S

Shalimar Shobha

Swargashram.

6.4.08

Exercise

Write letters as per instructions:

1. To a friend inviting him for dinner.
2. To a neighbour requesting him to allow you in their pool car system.
3. To father requesting for more money to purchase books.
4. To School principal for sick leave.
5. To Younger sister on your visit to London.
6. To Municipal Corporation complaining about blocked drains.
7. To Electricity department complaining for inflated bill.

Check Your Progress

10. Why punctuation is
want?

8

Developing Ability of Question and Answer

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A. It is a norm in conversation to make a statement and ask for confirmation. As for example It is raining heavily, isn't it ? The part “isn't it” in this conversation is called as a question tag. Now look at the pattern.

- (i) Auxiliary + n't + subject, if the statement is positive,
- (ii) auxiliary + subject, if the statement is negative.

Example of (i)

It's very hot, isn't it?
He can talk well, can't he?
Ramu broke the cycle, didn't he?
Your mother cooks well, doesn't she?

Example of (ii)

You aren't busy, are you?
You aren't going, are you?
She can't cook, can she?
He hasn't come yet, has he?

Note that the subject of the question tag is always a pronoun never a noun.

Note these peculiarities :

I am correct, aren't I?
Let's go to the hall, shall we?
Wait a minute, can you?
Have some more card, will you?
There is a church in that street, isn't There?

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Some one has called haven't they?

B. Short answers are most usual form of verbal answers. (ie. questions beginning with an auxiliary)

Yes + pronoun + auxiliary

or No + pronoun + auxiliary + n't (not)

Are you going to college?

(Yes, I am.) (No, I am not.)

Can you swim?

(Yes, I can.) (No, I can't)

Is your daughter studying?

(Yes, she is.) (No, she isn't)

Does Renu work hard?

(Yes she does.) (No, she doesn't)

Did she say anything?

(Yes, she did.) (No, she didn't)

C. Agreements and Disagreement with the statements

(i) Agreements with affirmative statements are made with yes / so/of course + pronoun + auxiliary.

It is a good novel. Yes it is.

Sohan has already gone. So he has.

She can speak English very well. Yes she can.

(ii) Agreements with negative statements are made with No + pro- noun + auxiliary + n't / not.

The apples aren't good. No, they aren't.

He does not like chop. No, he doesn't.

He can't help laughing. No, he can't

(iii) Disagreement with affirmative statements are made with No/oh no + pronoun + auxiliary + n't/n't But is used in disagreement with a question or an assumption.

He is frightened. No, he isn't.

You are watching. Oh no, I'm not.

Why did you hit him ? But I didn't.

I suppose she knows Marathi. But she doesn't.

(iv) Disagreements with negative statements are made with (oh) yes/(oh) but + pronoun + auxiliary.

You can't follow it. Yes I can.

She won't go again. But she will.

You don't like him. Oh yes, I do.

I didn't tear it. Oh but you did.

(v) Addition to Remarks :

(a) Affirmative additions to affirmative remarks are made

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with so + auxiliary + subject.

Harish likes bananas. So do I.

He must go home. So must I.

He was late for the meeting. So were you.

I've finished my work. So has my sister.

- (b) Negative additions to negative remarks are made with Nor/Nei- ther + auxiliary + subject.

Mahesh doesn't like sweets, Nor do I.

She didn't follow it. Neither did I.

I can't swim. Nor can my father.

Sudeep wasn't there. Neither was pradeep.

- (c) Negative additions to affirmative remarks are made with But + subject + auxiliary + n't/not.

He knows Dutch. But I don't.

I understand the story. But Marry didn't.

She knows how to cook. But her husband does not.

I can play football. But my father can't.

- (d) Negative additions to affirmative remarks are made with But + subject + auxiliary + n't/not.

He doesn't like her. But I do.

I didn't meet him. But Harish did.

He can't play chess. But I can.

She wasn't singing. But you were.

Exercise

(i) Add Question – tags to the following :

1. It's very warm 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 curd for breakfast,?
8. I didn't hurt you,?
9. You aren't going out,?
10. They have sold the house,?
11. I didn't get up early today,?
12. It isn't ready yet,?

Check Your Progress

II. Why developing ability
of question and answer
gainful?

NOTES

13. Sheela hasn't passed the exam,?

14. They will go home soon?

(ii) Answer the following questions (a) In the affirmative, (b) In the negative.

Example – Can you write? (a) yes, I can (b) No, I can't

- | | |
|---------------------------|----------------------------|
| 1. Can you swim? | 2. Do you like sweets? |
| 3. Are you angry with me? | 4. Is it going to rain? |
| 5. Am I in your way? | 6. Does your father smoke? |
| 7. Has he met you? | 8. Will they be at home? |

(iii) Agree with the following statements using yes/so/ of course + pro- noun + auxiliary.

- | | |
|--------------------------------------|----------------------------------|
| 1. Boys like playing. | 2. She has left already. |
| 3. My uncle came yesterday. | 4. They are singing beautifully. |
| 5. Mr. Harish knows three languages. | |
| 6. Vishwas has come to see you. | |

(iv) Agree with the following statements using No + pronoun + auxiliary + n't/not.

1. He does not like milk.
2. You haven't played well.
3. Your brother doesn't look his age.
4. He didn't complain.
5. He can't speak English fluently.
6. Ramesh didn't attend the party.

(v) Disagree with the following statements (Use the pattern No/oh no But + pronoun auxiliary + n't/not.

1. He lied.
2. She has promised to obey you.
3. Why have you spoiled my shirt?
4. The boy will hurt himself.
5. I suppose he is honest.
6. You are on the wrong side.

(vi) Disagree with the following statement using the pattern (oh) yes/ (oh) But + pronoun + auxiliary).

- | | |
|---------------------------|---------------------------------|
| 1. You can't do the work. | 2. Seela doesn't like you. |
| 3. He isn't reading | 4. She won't come. |
| 5. I am not in your way | 6. I don't know where you went. |

9

Body Language and Its Use in Speaking

NOTES

Body language is the conscious and unconscious movements and postures by which attitudes and feelings are communicated. It is a type of nonverbal communication in which parts of body substantiate the **words** in expressing or conveying information. Such behavior includes facial expressions, **body posture**, gestures, eye movement, touch and **the use** of space

Main communicative body languages are:

- Eye contact.
- Body position.
- Gesture and movement.

Positive body language can be defined as those nonverbal movements and gestures that are communicating interest, enthusiasm, and **positive** reactions to what some else is saying.

Negative body language is either a conscious or an unconscious expression of **negative** feelings through movements of the **body**. Averted eye contact can be an indicator that a person is uncomfortable, self-conscious, or even lying. Crossed arms can signal defensiveness or disagreement or resistance to your ideas. A forced smile can mean insincerity. Such smiles can be differentiated from Real smile which wrinkle the eyes. Raised eyebrows signal discomfort and a gritted jaw indicates stress. Exaggerated nodding signals nervousness about approval.

It is always advised to walk with an erect posture and not to stoop. Yet, when in front of others a person always stoops to talk and converse with those around him. This is referred to as the “noble stoop” found amongst the Emperors, Popes, kings and leaders. Presenting oneself with the arms hanging in front and clasped over the belly is the sign of submission and servitude which a younger person displays for the other.

In Indian context, the same hands when held up touching both the palms and bending forward is the mode of greeting rendered to all and sundry,

Check Your Progress

12. What comprises body language?

NOTES

including God. It is customary in the Indian homes that the persons who are junior in age bend down and touch the feet of the senior person, irrespective of sex of the individual. In return the other person touches the head of the junior and blesses him.

In traditional households it is customary for the younger people not to look straight in the eyes of the senior when they are being addressed. On being reprimanded if the guilty looks up at the other then it indicates spirit of confrontation and wanting to argue it out. Thus the eye to eye contact is avoided, to save the situation from becoming volatile.

A man or a woman never turn their back on somebody. It amounts to refusal to talk and indifference. Similarly legs and feet have to be kept away from the face of the other visitor, since, it entails disrespect. It is to be noted that all these body languages are done without a sound from the mouth.

Irrespective of the country and culture body language is becoming a very important mode of communicating ill feelings. This has been witnessed during international games, where due to rough and rampant use of derogatory body language opposing teams try to demoralize the other team. Thus when talking is losing its importance body language is taking over the stage silently. The cases of road rages followed by killings is one instance which has put the alarm bell ringing for the experts and the parents.

Smile a facial movement, where lips are stretched revealing the teeth and the eyes sparkle up in unison expressing a congenial friendly gesture is the only body language which crosses cultures and races, young and old to spread warmth and happiness. If it is being used more often one can avoid many disasters. It is advised to wake the baby in the morning with a smile so that from infancy it learns the value of this important body language.

Here are given a few clues to understand the body language of a person in general :

Raising the eyebrow = questioning, surprise

Nodding head forward and backward = affirmation
Movement of the head right to left = negation
Shrugging the shoulders = not bothered

Looking down = shame, shyness

Hand movements = this serves several purpose while talking.

Raising a finger towards the other = a threatening gesture, avoid making it.

thumping or slapping the table = avoid this while talking, since it is considered outrageous.

Exercise

Collect some more body languages that you have come across and note them down in your exercise book.

10**Group Discussions****NOTES**

A collection of individuals who interact frequently or work together to achieve a common set of goals, form a Group. "Discussion" is exchanging information or ideas to achieve a goal. The goal may be increased knowledge, agreement leading to action, disagreement leading to competition or resolution or only discussing or confronting a troublesome issue, usually for alleviating tension or confusion.

So, a group discussion refers to a communicative situation that allows exchange of information, views and opinions about a topic, problem, issue or situation among the members of a group who share some common objectives. "Group Discussion", popularly known as GD, is an approach used by an organization to measure whether the candidate has certain personality traits

Most Group Discussions can be divided into 3 kinds:

- A) **Topical Group Discussions**, which are based on current affairs or 'static'
- B) **Case-studies**, which present the group with a complex business situation that requires them to come to a decision.
- C) **Abstract Group Discussions**, offer no definite context of the topic, and the participants are required to interpret the topic in their own ways. Such topics could be single-worded, such as 'Blue', or a short puzzling sentence, or even an image.

NOTES

The evaluation of participants happens in two broad perspectives: **Individual qualities and group skills**.

Individual qualities refer to the competencies that you may demonstrate in or outside the context of a group. They include the following:

- A) **Content:** looked into from two viewpoints – significance and completeness.
- B) **Analytical skills:** whether or not you can explore the ‘why’ and the ‘how’ of the subject matter.
- C) **Cognitive skills:** how logical you are in your overall approach to the topic.
- D) **Organization skills:** are you able to present the facts, backings and elucidations in the right order
- E) **Communication skills:** can you get your point across to someone in a simple language they understand
- F) **Inventiveness:** Are you able to bring a novel outlook on the topic? Can you interpret an abstract topic in ways the others cannot?

On the other hand, the **group skills** refer to those skills which can only be evaluated in the context of a group. They include the following:

- A) **Listening skill:** whether or not every participant is listening to the discussion.
- B) **Leadership quality:** The participants who define the topic appropriately, offer the initial analysis of the topic, and hold the group together.
- C) **Body language:** evaluating eye contact and hand movements.
- D) **Group behaviour:** Usually it is evaluated in widespread discrimination - decisive or aggressive. Decisiveness is a rational demonstration of strengthening one's thoughts, while aggressiveness is a demonstration of dominance through subtle threat.

A group discussion can be categorically divided into three different phases :

1. Initiation/Introduction.
2. Body of the group discussion.
3. Summarisation/Conclusion.

Initiation :

Initiating a GD is a high-profit-high-loss strategy. When you start the ball rolling you not only grab the opportunity to speak but you also grab the attention of the examiner and your fellow candidates.

If you can make a favourable first impression with your content and

NOTES

communication skills after you initiate a GD, it will help you sail through this discussion.

But if you initiate a GD and stammer/stutter/quote wrong facts and figures, the damage might be irreparable. If you initiate a GD but don't speak much after that, it gives the impression that you started the GD for the sake of starting it or getting those initial kitty of points earmarked for an initiator!

When you start a GD, you are responsible for putting it into the right perspective or framework. So, initiate one only if you have in depth knowledge about the topic at hand.

There are different techniques to initiate a GD and make a good first impression :

1. Quotes
2. Definition
3. Question
4. Shock statement
5. Facts, figures and statistics
6. Short story
7. General statement (to put the GD in perspective).

Summarisation–

Most GDs do not really have conclusions. A conclusion is where the whole group decides in favour or against the topic.

Keep the following points in mind while summarising a discussion :

1. Avoid raising new points
2. Avoid stating only your view point
3. Avoid dwelling only on one aspect of the GD.
4. Keep it brief and concise.
5. It must incorporate all the important points that came out during the GD.

Points you must bear in mind :

1. A candidate with good reading habits has more chances of success. Sound knowledge on different topics is helpful.
2. Power to convince effectively is another quality that makes you stand out among others.
3. Clarity in speech and expression is yet another essential quality.

NOTES

4. If you are not sure about the topic of discussion, it is better not to initiate. Listen attentively to others, you may be able to come up with a point or two later.
5. A GD is a formal occasion where slang is to be avoided.
6. A GD is not a debating stage. Participants should confine themselves to expressing their viewpoints.
7. Language used should be simple, direct and straight forward.
8. Don't interrupt a speaker when the session is on. Try to gain by increasing your size, not by cutting others short.
9. Maintain support with fellow participants. Eye contact plays a major role. Non-verbal gestures, such as listening intently or nodding while appreciating someone's viewpoint speak of you positively.
10. Communicate with each and every candidate present. While speaking address the entire group in such a way that everyone feels you are speaking to him or her.
11. Respect the contribution of every speaker.
12. Be aware of your body language when you are speaking.
13. Agree with and acknowledge what you find interesting.
14. Don't lose your temper. A discussion is not an argument.
15. Don't interrupt. Wait for a speaker to finish what he is saying before you speak.

Exercise

Form a group of 5 students, then select out a topic from the list and discuss amongst yourselves :

1. Protecting Women
2. Indian marriage and dowry
3. "Guru Shishya parampara" the foundation for formal education.
4. Senior citizens and society
5. Aping the West?

Give an hour for the discussion at the end of which write out your group recommendations for the issue discussed.

For smooth functioning have a rapportiere amongst you whose work will be to note down all the discussion.

Check Your Progress

13. How many different phases a group discussion can be categorically divided into?

11**Interview Skills****NOTES**

First and foremost, to seek interview for a job, one should know how to write an application and prepare a brief sketch of one's profile, biodata or curriculum vitae. So, if you have just completed your studies or just decided to take that plunge for better opportunities or are forced to write one, relax help is at hand.

CV more verbosely known as curriculum vitae (in latin it means "Course of life") is not difficult to write. If you are using a computer and have MS-Word in Office (any recent version will do) just go to "file> New" Search around the "Tabs" and you will find the "Resume Wizard" select it. It will ask you a few questions and you are all set. Just fill in the blanks. If you find questions boring, repetitive and there are too many blanks to fill in you can make your own CV. Without the aid of 'templates' or if you do not have access to a computer do not mind. You should always remember that no body can teach you how to write 'your' CV. Each one of us have our own profiles, strengths/weaknesses etc. But there are certain points one should note down while preparing a CV.

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- You should not commit any typing or grammar mistakes.
- Remember you are not writing. Your “autobiography”. Be brief and to the point.
- To you your CV might be a work of art but not to the interviewer reading them. Just keep it simple.
- Your CV is the 'Text Book' from which questions will be asked in the interview. Do not write chapters you don't have answers for. Write only those 'chapters' where you are confident of getting 'pass marks'.
- List all your strengths on the first page. Don't list any weaknesses (You can always get away by saying, “I need to improve communication” in the interview”)

Once you complete the CV writing, take a print-out and read it carefully to just make sure everything is alright.

In a standard CV the basic information about you, (your name, age, etc) should be categorically mentioned, along with your academic achievements, training, experience and job that you did till date.

Writing a Job Application

This may involve you in filling in a form, in which case treat it in the same manner as an official letter. On the other hand it may be left entirely to you how to write.

Suppose you are applying for a job in answer to an advertisement in the press, construct your letter in such a way that it helps the selector to get at the key facts. It pays.

Write a cover letter saying where you saw the advertisement and the date on which you saw it. This shows you are systematic. Give your reasons for applying and, if already employed, Why you want to change. State any points which may be in your favour, such as willingness to go abroad driving experiences and outside interests. Give the names and addresses of at least two persons who can be contacted for references. This is very important. References may be your last employer, present employer, your principal, your tutor and one responsible person. Who has known you for a long time. You must, of course, ask these references before hand whether they are prepared to vouch for you.

Example :

- (i) Give your name.
- (ii) Give your date of birth.
- (iii) Give your nationality
- (iv) Give your marital status.

Check Your Progress

14. What is C.V.?

NOTES

- (v) Give your education with the name of your school, college, university, the dates you were there in brackets after each. Then give the subjects you studied and your grades. If you were in merit list of successful students mention it and highlight by underlining the statement.
- (vi) Give your experience : list the jobs you have done with the dates in brackets. This is now the letter of application with its enclosures.

The managing Director

(Company's name, address)

Date

Dear Sir,

In answer to your advertisement in the Times of India, dated..... I wish to apply for the position ofI am 29 years old, Indian, unmarried. My reason for applying to you is that I feel the need for a change. A B & company where I am working at present is a small family firm which does not offer enough scope for promotion.

For reference please contact my present employer, Mr. Srinivas (address), and Mr Reddy (address).

Yours faithfully

(P. k. Srivastav)

Enclosed : passport size photograph and my curriculum vitae.

CURRICULUM VITAE

(ON a separate sheet)

Name : P. K. Srivastava

Date of birth : 10th Jan 1980

Nationalty : Indian

Marital status : Unmarried

Address for communication : 12/1, Sector, 19, Pocket C,
Dwarika, New Delhi 110037.

Contact No. : Phone (Resi.) 011-52516667,
Mobile : 9312791801

Passed Higher Secondary : In phy, chemistary, english, sanskrit,
social studies, from Vincent Higher

NOTES

Second- ary School, Pandura Road New Delhi in the year 1998 in first Division Scor- ing 80.3 percent aggregate marks.

Passed B. C. A.

: Examination of University of Delhi from Ramjas college in 2001 and stood first scoring 73 percent mark I can speak and write English, Hindi, and Bengali.

I have been a member of the Volley Ball team and played Inter- university games in the year 2000.

I am working in A & B Company, E-38, Nehru place, New Delhi-110049 as system manager since July 2002. Outside interest : Reading fiction, driving.

According to the definition of Noun, a Noun is a word that is used to denote a person, place or thing. Here the meaning of the word 'thing' is anything that we can think of. There are many kinds of Nouns such as Proper Noun, Common Noun, Collective Noun, Abstract Noun etc. Here in this chapter we would deal with the type Countable Nouns and Uncountable Nouns.

Countable Nouns :

Countable Nouns or Countables are the names of objects, people etc. that can be counted. As for example book, pen, apple, boy, sister, doctor, horse etc. Countable Nouns have plural forms such as books, pens, boys, fathers etc.

Uncountable Nouns or Uncountables are the names of things that we cannot count. As for example, oil, sugar, gold, beauty etc. The uncountable Nouns mainly denote substances, matter and abstract things. Uncountable Nouns do not have plural forms. As far example we do not say 'sugars', 'golds', 'milks' etc.

However, there are some nouns in English language that you might expect to be countable but they are not so. As for example 'furniture', 'information' and 'equipment' all are Uncountable Nouns though these are Countable

Check Your Progress

15. What is Countable Nouns?
16. What is Uncountable Nouns?

NOTES

Nouns in Hindi.

A Countable Noun has a singular and a plural form. When it is singular, it should have a determiner preceding it. In the plural form the following prefixes can be used :

both, enough, few, many, more, most, other, several, some, these, those.

However in the plural sense it can be used without a determiner at all. For example :

I may have a driving *license* today.

An Uncountable Noun has only one form, not a distinct singular and plural form. Uncountable Nouns can be used without any determiner as prefix or with one of the following determiners

enough, little, more, most, much, other, some, that, this.

They can also be used with:

any, no, the, what, which, whose and the possessive determiners such as my, their, your etc.

For example:

There is not *much space* in that hall.

With nouns such as *furniture, information* and *equipment* as with many other uncountable nouns you can talk about amount of the things or separate parts of the things by using phrases *like a piece of, some, bits of*.

As For example :

Shailja has saved money to buy furniture for her newhome. So far she has got *two of pieces furniture*, that is, a chair and a table.

The definite article *the* can be used with Countable and Uncountable Noun, both in the singular and plural forms and in some special cases even without proper nouns.

Some of the uses of *the* are given below:

Before nouns made definite by following phrase or clause; e.g. *the books* they will need for their home work. etc.

Before names of rivers, mountains, trains, ships etc; e.g. *the Ganga, the Himalayas, the Rajdhani Express*.

Before nouns that denote unique things, for example, *the sun, the moon, the stars*,

Before a noun which by reason of context, can represent only a single particular thing e.g. *the teacher, the classroom, the blackboard*, etc.

NOTES

Before a noun which has become particular and definite by being mentioned for a second time. For example I have *a* black dog. *The* dog is called Johny.

Before superlatives; e.g. *the most* important point.

Before a noun made specific by qualifying clause; e.g. *the people* next door, *the boy* who came here yesterday etc.

The definite article *the* is not used in the following cases :

- i. Before Proper Nouns
- ii. When another determiner comes before the noun; e.g. his left thigh; every effort; their eyes etc.
- iii. Before Plural Nouns and Singular Uncountable Nouns when these are used in a general or universal sense; e.g. Man is mortal.
- iv. In expressions like all day, all night
(But *the* is not omitted in 'all the evening', 'all the morning', 'all the week', etc.)
- v. Before nouns like school, church, prison, hospital, bed etc. when these are visited for their primary purpose
e.g. His son goes to school at ten. But *the school* is located near the bridge.
- vi. Before the 'man' when it is used in the sense of 'mankind' e.g. *Man* is evolved from lower animals as claimed by anthropologists.

Exercise

I. Choose suitable determiners from Column 'A' to accompany the nouns from column 'B':

A

no, any, each, every, this, that, these,
some, his, her, its, our, their,

B

house, houses, milk those,
my, many, a, the

II. Add 'a' or 'an' where necessary:

1. Milk comes from Buffalo.
2. Door is made of glass.
3. Grass always grows in Indian fields.
4. Table is made of wood.
5. Cow has a tail.
6. Bracelet is made of gold or silver.
7. Duck swims in water.
8. We can write application on paper.
9. Apples grow on trees.

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10. Baby must have food.
11. Milk is nice in cup of tea.
12. Milkshake is drink
13. I like butter on piece of bread.
14. I can write letter in ink or with pencil.

Only Countable Nouns take *a* or *an*. Uncountable Nouns and Countable Nouns in plural are preceded by *some* when a certain quantity or number is implied.

III. Add 'a' or 'an' or 'some' where necessary :

1. She never wears hat.
2. Are you good driver?
3. Children learn very quickly,
4. Dog is animal.
5. Friends of mine are coming to stay at the weekend.
6. Here are eggs in the fridge if you're hungry.
7. I've got headache.
8. I'm optimist.
9. I've seen good films recently
10. What beautiful day!

IV. Supply 'a', 'an', 'some' or 'the' where necessary

1. There isfly in ...milk.
2. ...birds can fly very high in ...sky.
3. book on this shelf is ...interesting one about history.
4. He makes ...toys in ... evening.
5.donkeys are regarded asstupid animals.
6. Put ...butter on....potatoes.
7. ...honesty is...best of all ... virtues.
8. I should like...house in...country.
9. We had ..dinner at...new retaurant ...last night.
10. Ram and Shyam went up ...mountain to fetch...bucket of..water.
11. Do you prefer..book of ..poetry or...stories of ..adventure?
12. ...clouds over...sea are lovely today.
13. I want ..jar of ...peaches,..sugar and ...pound ofjam.
14. There is ..horse in...garden.
15. youngest brother is at...school now.

13

Pronouns : Personal, Relative and Others

NOTES

A **Pronoun** is a word used instead of a Noun.

We may say ‘Keshav is absent, because Keshav is not well’.

But it is better to avoid the repetition of the noun Keshav, and say:

‘Keshav is absent, because he is not well’

A word that is thus used *instead* of a noun is called a **Pronoun**(Pronoun means ‘for-a-noun’)

I, we, you, he, she, it, they, are called **Personal Pronouns** because they identify three persons (i) the person speaking,(ii) the person spoken to and (iii) the person spoken of.

The Pronoun I and We, which denote the person or persons speaking, are said to be Personal pronouns of the First Person.

The Pronoun you, which denotes the person or persons spoken to, is said to be a Personal pronoun of the Second Person.

You is used both in singular and plural.

The Pronouns he(she) and they, which denote the person or persons spoken of, are said to be Personal pronouns of the **Third Person**. It, although denotes the thing spoken of,is also called a Personal pronoun of the **Third Person**. [The personal Pronouns of the **Third Person** are,strictly speaking, Demonstrative Pronouns.]

NOTES

Forms of the Personal Pronouns :

The following are the different forms of the Personal Pronouns:

First Person (Masculine or Feminine)

	Singular	Plural
Subjective	I	we
Possessive	my, mine	our, ours
Objective	me	us

Second Person (Masculine or Feminine)

	Singular/Plural
Subjective	you
Possessive	your, yours
Objective	you

Third Person

	Singular		Plural	
	Masculine	Feminine	Neuter	All Genders
Subjective	he	she	it	they
Possessive	his	her, hers	its	their, theirs
Objective	him	her	it	them

Note that the Pronoun of the Third Person has three genders

Masculine	he
Feminine	she
Neuter	it

The Pronoun *It* is used :

- For things without life; as,
Here is your copy, take *it* immediately.
- For animals, unless we clearly wish to speak of them as male and female; e.g.
He loves his cat and cannot do without *it*. The horse fell and broke *its* leg.
- For a young child unless we clearly wish to refer to the sex; e.g.
When I saw the child it was *crying*.
That baby has torn *its* clothes.

NOTES

4. To refer to some statement going before;e.g.

He is telling what is not true, and he knows *it*. He deserved his punishment, and he knew *it*.

Relative Pronouns

Read the following pairs of sentences :

1. I met Shyam. Shyam has just returned.
2. I have found the pencil. I lost the pencil.
3. Here is the book. You lent me the book.

Let us now combine each of the above pairs into one sentence. Thus

1. I met Shyam who had just returned.
2. I have found the pencil which I lost.
3. Here is the book that you lent me.

Now let us observe the work done by each of the words, *who*, *which*, and *that*.

The word *who* is used instead of *Shyam*. It, therefore, does the work of a Pronoun.

The word *who* joins or connects two statements. It, therefore, does the work of a Conjunction.

The word *who*, therefore, does double work- the work of a Pronoun and also the work of a Conjunction. We might, therefore, call it a Conjunctive Pronoun. It is, however, called **Relative Pronoun**.

Other Pronouns

Interrogative Pronouns:

We use interrogative pronouns to ask questions. They are: *who*, *which*, *whom*, *what* and *whose*. These are also known as *wh*-words. Questions using these are called *wh*-questions:

The five interrogative pronouns are what, which, who, whom, and whose.

What – Used to ask questions about people or objects. Example: *What did you buy?*

Which – Used to ask questions about people or objects. Example: *Which hand do you write with?*

Who – Used to ask questions about people. Example: *Who is the best footballer in the world?*

Whom – This interrogative pronoun is rarely seen these days, but when it shows up, it is used to ask questions about people. Example: *Whom did you speak to?*

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Whose – Used to ask questions about people or objects, always related to possession. Example: *Whose watch is this?*

In some cases, interrogative pronouns take on the suffix *-ever*. A few can also take on the suffix *-soever*. For example: *whatever, whatsoever, whichever, whoever and whomsoever*

Exercise

I. Fill in the blanks with the right form of Personal Pronoun :

1. want my books back.
2. You say that his pen is
3. have so many times asked you not to commit mischief.
4. If that book is I will give it to you.
5. I told how to deal with the problem but she did not do so.
6. Who has told not to come to my place.
7. They tell that I have harmed them.
8. tell what harm I have done to
9. fought bravely but could not win.
10. was a very bad things to do.

II. Fill in the blanks with suitable Indefinite, Relative or Interrogative Pronouns :

1. won the match.
2. The horse..... was bought from the fair was very strong.
3. The house you lived in was very large.
4. has he said to you ?
5. did you give the book ?
6. The plants..... were brought from the nursery have faded.
7. There were two boys hated each other.

III. Frame sentences using the following Pronouns (One has been done for you) :

1. hers : The chair was hers and not mine.
2. yours :
3. that :
4. their :
5. what :
6. who :
7. which :

Check Your Progress

17. What for Interrogative
Pronouns used?

अंग्रेजी में 'a', 'an' तथा 'the', Articles कहलाते हैं। इन्हें दो श्रेणियों में विभाजित किया जाता है:

(A) Indefinite Articles – A तथा An

(B) Definite Article – The

1. Use of 'A' and 'An' - Indefinite Articles

'A' का प्रयोग ऐसे शब्दों के पूर्व होता है, जिनका उच्चारण करते समय प्रारम्भ में व्यंजन-ध्वनि (Consonant sound) निकलती हो, चाहे शब्द का प्रथम अक्षर Vowel (स्वर) हो या Consonant (व्यञ्जन), जैसे-

<i>a</i> man	<i>a</i> boy	<i>a</i> university	<i>a</i> European
<i>a</i> pen	<i>a</i> dog	<i>a</i> useful thing	<i>a</i> one-eyed man

Note : 'University' (यूनिवर्सिटी) में U का उच्चारण 'यू' की तरह है और 'यू' की ध्वनि Consonant (व्यञ्जन) जैसी है। इसलिए इसके पहले a लगेगा। यदि U का उच्चारण 'अ' हो, जैसे- umbrella (अम्ब्रेला), umpire (अम्पायर) तो an का प्रयोग होगा।

'An' का प्रयोग ऐसे शब्दों के पूर्व होता है, जिनका उच्चारण करते समय प्रारम्भ में स्वर-ध्वनि (Vowel sound) निकलती हो, भले ही उस शब्द का प्रथम अक्षर Vowel हो या Consonant; जैसे-

<i>an</i> apple	<i>an</i> hour (आवर्)	<i>an</i> M.A.	<i>an</i> island (आइलैण्ड)
<i>an</i> egg	<i>an</i> heir (एअर्)	<i>an</i> M.B.B.S.	<i>an</i> ox
<i>an</i> umbrella	<i>an</i> elephant	<i>an</i> honourable man (ऑनरेबल मैन्)	<i>an</i> M.Sc. इत्यादि।

NOTES

- Note : (1)** 'Hour' में 'h' silent है ! उसके बाद 'o' आता है जो Vowel (स्वर) की ध्वनि देता है। इसलिए इस शब्द के पहले 'an' लगेगा।
- (2)** *a* तथा *an* अंग्रेजी के 'one' शब्द के कमजोर रूप (weak form) हैं। इनका प्रयोग Countable Singular Nouns (गिनने योग्य एकवचन संज्ञाओं) के पहले किया जाता है। बहुवचन संज्ञाओं (Plural Nouns) तथा अगणनीय संज्ञाओं (Uncountable Nouns) के पहले इनका प्रयोग नहीं होता है। पदार्थवाचक एवं भाववाचक संज्ञाएँ (Material Nouns and Abstract Nouns) अगणनीय संज्ञाओं (Uncountable Nouns) के अन्तर्गत ही आती हैं। इनके पहले तब तक *a* या *an* प्रयुक्त नहीं होता है, जब तक वे Countable Nouns के रूप में प्रयुक्त नहीं होते।

A तथा An का प्रयोग अधिक स्पष्ट रूप से इस प्रकार समझा जा सकता है—

- (1)** प्रथम बार प्रयुक्त होने वाले Singular-Countable Nouns (एकवचन गिनने योग्य संज्ञाओं) के पहले :
1. I have *a* book.
 2. She lives in *a* hut.
 3. He saw *an* old man.
 4. He held *an* umbrella in his hand.
- (2)** ऐसी एकवचन पूरक संज्ञाओं (Noun Complements) से पूर्व जो किसी पेशे या व्यवसाय (profession) से सम्बन्धित हों :
1. She is *a* nurse.
 2. He is *an* engineer.
 3. Neeraj is *a* doctor.
 4. She is *an* actress.
- (3)** Adjective + Noun की स्थिति में *a* अथवा *an* का प्रयोग Adjective (विशेषण) से पूर्व उसकी प्रारम्भिक ध्वनि के अनुसार होता है। प्रारम्भिक ध्वनि स्वर (Vowel) होने पर *an* तथा व्यंजन (Consonant) होने पर *a* का प्रयोग किया जाता है :
1. *a* big elephant.
 2. *an* old woman.
 3. *an* ugly child.
 4. *a* useful book.
- (4)** ऐसी अभिव्यक्तियों के लिए जो मूल्य, गति, अनुपात आदि का बोध कराती हों, अर्थात् 'प्रति' के अर्थ में :
- two rupees *a* kilo, *six times a* day, eighty rupees *a* dozen, 20 km *an* hour, ten rupees *a* metre? इत्यादि।
- (5)** संख्यात्मक/मात्रात्मक अभिव्यक्तियों जैसे— दस रुपये प्रति मीटर से पूर्व :
- a* pair, *a* couple, *a* dozen, half *a* dozen, *a* hundred, *a* thousand, *a* lot, *a* great deal, *a* great many, *a* quarter, *a* million इत्यादि।
- (6)** few और little के साथ :
1. He borrowed *a* few books from the library.
 2. Please take *a* little more tea.

Check Your Progress

18. How many classes the article are divided into?

- Note : (i)** *a few* का अर्थ *a small number* (थोड़ी किन्तु महत्वपूर्ण संख्या) से होता है, जितने से वक्ता का तात्पर्य हो। इसी प्रकार, *a little* का अर्थ *a small amount* (थोड़ी किन्तु महत्वपूर्ण मात्रा) से होता है।

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(ii) *few* और *little* का प्रयोग बिना *a* के भी होता है, लेकिन ये 'लगभग नहीं' का अर्थ ले लेते हैं। जैसे :

1. Few people know this fact. (The fact is almost unknown)
2. She had little time to attend the meeting. (She had almost no time)

(7) विभिन्न भावों को व्यक्त करने वाले Exclamatory Sentences में एकवचन संख्या (Singular Noun) के पहले आने वाले विशेषण-शब्द (Adjective) के पूर्व :

1. What *a* beautiful flower!
2. What *a* pretty colour!
3. What *an* old fashion!
4. What *a* cold day!

(8) *Such* का प्रयोग किसी Countable Noun के साथ होने पर *such* के बाद *a* अथवा *an* का प्रयोग किया जाता है :

1. It was such *a* good deed.
2. He was such *a* helpful friend.
3. It was such *an* interesting story.

(9) विभिन्न उपाधियों या पदों (Titles, degrees or ranks) के संक्षिप्त रूपों (abbreviated forms) के पहले निम्न प्रकार से *a* अथवा *an* का प्रयोग होता है ।

(a) प्रथम अक्षर स्वर-ध्वनि (Vowel sound) दे तो *an* का प्रयोग, एवं

(b) प्रथम अक्षर व्यंजन-ध्वनि (Consonant sound) दे तो *a* का प्रयोग होता है।

उदाहरण : *an* M.A., *an* M.Sc., *an* M. Com., *an* S.P., *an* S. D. M., *an* L. L. B.,
a U. D. C. *an* L.D.C इत्यादि।

(10) 'a' तथा 'an' का प्रयोग 'एक-से' (the same) के अर्थ में भी होता है :

1. Birds of *a* feather flock together.
2. Men of *a* mind always group together.
3. Take two at *a* time.

(11) Mr / Mrs / Miss + surname के पहले *a* का प्रयोग होता है :

a Mr Sharma, *a* Mrs Mathur, *a* Miss Gupta इत्यादि।

(a Mr Sharma से आशय ऐसे व्यक्ति से है, जो Mr Sharma के नाम से पुकारा जाता है परन्तु वक्ता उससे अपरिचित है; परिचित अवस्था में केवल Mr Sharma या Mrs Mathur लिखते हैं।)

EXERCISE 1.

Fill in the blanks with 'a' or 'an' :

1. He was.....wise teacher.
2. It was.....long way to the forest.
3. The meeting was held in.....big hall.
4. burnt child dreads the fire.

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5. She spent.....few months in Mumbai last year.
6. Would you like to take.....little more tea ?
7. Now cricket has become.....international game.
8. They will be back in.....week.
9. I will finish this work within.....hour.
10. She is.....Italian lady.
11.man of regular habits is sure to succeed in life.
12. Rani hopes to win.....lottery.
13. He is so good.....umpire that every player respects him.
14. We are to play.....one-day match next week.
15. Ashoka was.....very kind king.

EXERCISE 2.

Fill in the blanks in the following sentences with 'a' or 'an' :

1. He is.....honest man of our city.
2. He is.....very honourable teacher of our college.
3. Let us rest here for.....while.
4. Can you give.....example of a cruel king ?
5. Anita wants to buy.....few toys for her son.
6. They hired.....taxi and reached the station.
7. We shall go for.....walk now.
8. She often tells.....lie.
9. Certainly, it is.....very interesting story.
10. India is.....independent country.
11. Such.....incident can never be forgotten.
12. She bought.....electric iron for Rs 350.
13. My father is.....M.L.A.
14. My friend's father is.....U.D.C.
15. The boy had taken.....identity card.

2. Use of 'The' - Definite Article

'The' को Definite Article कहा जाता है और इसका प्रयोग एकवचन व बहुवचन संज्ञाओं (Singular and Plural Nouns) के पूर्व निम्नलिखित स्थितियों में किया जाता है :

- (1) ऐसे Noun के पहले जिसका पूर्व में उल्लेख किया जा चुका हो :

(When the Noun has been referred to previously)

1. I saw a lion. *The* lion was sleeping under a tree.

(पहले वाक्य में) मैंने एक शेर देखा। (दूसरे वाक्य में वही शेर पेड़ के नीचे सो रहा था।

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2. We heard a noise. *The* noise came from a neighbour's house.

3. I have lost *the* pen which I bought yesterday.

(2) Adjectives की Superlative Degrees के पहले :

(Before the Superlative Degrees of Adjectives) :

1. Ravi is *the* best singer in the school.

2. My uncle is *the* richest man in the town.

अपवाद : किसी सम्बन्धवाचक या अधिकारवाचक विशेषण (Possessive Adjective), जैसे : *my, his, her, their, your, our* के बाद Adjective की Superlative Degree का प्रयोग होने पर *the* का प्रयोग नहीं होता है। जैसे:

1. He is **my** best friend.

2. Mr Dixit is **our** best teacher.

(3) किसी शब्द-समूह (Phrase) या उपवाक्य (Clause) से सुनिश्चित होने वाले Noun के पहले:

1. *The* girl in the blue skirt is my sister.

2. *The* man with a little nose is our Principal.

3. *The* cars made in our factory are the strongest ones.

4. *The* book on the table belongs to the library.

5. *The* man who went out is an excellent singer.

(4) ऐसे Noun के पहले जो अपनी सम्पूर्ण जाति (the whole class or race) का बोध कराता है:

1. *The* dog is a faithful animal. (यहाँ अर्थ समस्त 'कुत्ता जाति से है')

2. *The* elephant has a long trunk.

3. *The* cat likes milk.

(5) नदियों, सागरों, महासागरों, खाड़ियों, मरुस्थलों, द्वीप-समूहों, पर्वतशृंखलाओं, नहरों, जंगलों तथा देशों के बहुवचनीय नामों के साथ :

The Ganges, *The* Yamuna. (rivers)

The Bay of Bengal (बंगाल की खाड़ी), *The* Arabian Sea (अरब सागर)

The Gulf of Mexico (मेक्सिको की खाड़ी), *The* Thar, *The* Sahara. (सहारा मरुस्थल)

The Himalayas, *The* Netherlands (हॉलैण्ड का नाम), *The* West Indies, *The* USA (संयुक्त राज्य अमेरिका)

Note : झीलों (Lakes) के नाम के पूर्व, पर्वत (Mountain) या चोटी (Peak) के नाम के पूर्व Mount व किसी अन्तरीप के नाम से पूर्व Cape शब्द का प्रयोग होने की स्थिति में *The* का प्रयोग नहीं होता है।

जैसे : Cape Camorin, Mount Everest, Lake Mansarovar इत्यादि।

(6) संज्ञा (Noun) की तरह प्रयुक्त होने वाले विशेषण (Adjective) शब्दों के पूर्व *the* प्रयोग होता है:

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1. *The brave always rule over the earth.* ('बहादुर लोग')
 2. *The rich should help the poor.* ('अमीर' लोग)
 3. *The weak can never do anything.* ('कमजोर लोग')
- (7) विश्व में अपने ढंग की अनोखी अथवा एकमात्र वस्तुओं के लिए :
- The sun, the moon, the sky, the earth, the world, the universe, the Taj, the wall of China.*
- (8) दिशाओं (Cardinal Points) के नाम के पहले :
- The east, the west, the south, the north.*
- (9) ऐसे नामों के पहले जो Adjective + Noun या Noun + of + Noun रूप में हों :
- The National Highway, the Bay of Bengal*
- (10) धार्मिक पुस्तकों, वाद्य-यंत्रों एवं क्रमवाचक संख्याओं से पूर्व :
- (before religious books, musical instruments and ordinals):
- The Geeta, the Bible, the Quran, the Ramayan, the violin, the flute, the first, the fourth, the eleventh, the last, the next* इत्यादि।
- (11) Comparative Degree के दो बार प्रयोग की स्थिति में :
1. *The more you have, the more you want.*
 2. *The sooner, the better.*
 3. *The higher you go, the cooler you feel.*
 4. *The better I know her the more I admire her.*
- (12) जब Proper Noun (व्यक्तिवाचक संज्ञा) की तुलना किसी अन्य प्रसिद्ध व्यक्ति, स्थान या वस्तु से की जाती है :
1. Kalidas is *the* Shakespeare of India.
 2. Kashmir is *the* Switzerland of Asia.
- (13) धर्म, समुदाय, जाति, राष्ट्रीयता, राजनीतिक दलों, जहाजों, रेलगाड़ियों, हवाई जहाजों, जलपोतों आदि के नाम के पहले:
- The Hindus, the Sikhs, the Jats, the Sanataneees, the Vaishnavas, the English, the Indians, the Americans, the Congress, the B.J.P., the Nilgiri, the Kanishka, the Vikrant, the Chetak Express.*
- (14) Plural Surnames के पहले :
- The Guptas* (गुप्ता परिवार), *the Sharmas, the Mathurs* इत्यादि।
- (15) शरीर के अंगों के नाम के पहले :
1. He caught her by *the* hair.
 2. She grabbed him by *the* neck.
- (16) तारीखों एवं राष्ट्रीय महत्व के दिनों के पहले :
- The 25th July, the 15th August, the 26th January, the Independence Day, the Republic Day* इत्यादि।

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- (17) Same, only, opposite, front, end, beginning जैसे शब्दों के पूर्व :

The same scene, the only son, the opposite party, the front page, the end of the play, the beginning of the story.

- (18) All, some of (Plural Noun), one of (Plural Noun), each of (Plural Noun) के साथ:

All the boys, some of the students, one of the girls, each of the winners.

The Omission of the Definite Article :

निम्नलिखित स्थितियों में Definite Article का प्रयोग नहीं होता है:

- (1) Proper Noun (व्यक्तिवाचक संज्ञा), Material Noun (पदार्थवाचक संज्ञा) तथा Abstract Noun (भाववाचक संज्ञा) के पूर्व :

1. *Arjun* was a great archer.
2. *Gold* is more costly than *silver*.
3. *Wisdom* is greater than wealth.

परन्तु यदि material noun का abstract noun का प्रयोग किसी particular sense में होता है तो the का प्रयोग होगा।

जैसे : The gold of India is costly. The beauty of the girl attracted everybody.

- (2) जब Man शब्द का प्रयोग मानवजाति (Mankind) के अर्थ में हो :

1. *Man* is mortal.
2. *Man* is a social animal.

- (3) अध्ययन के विषयों, सार्वजनिक स्थलों (जब उनका प्रयोग उनके स्वाभाविक उद्देश्यों के लिए होता हो), खेलों, बीमारियों तथा निश्चित समय पर किये जाने वाले भोजनों के नाम के पहले:

1. She doesn't like *physics*.
2. We go to *hospital* when we are ill.
3. They go to *school* regularly.
4. We play *hockey* every day.
5. She is suffering from *pneumonia*. (निमोनिया)
6. I have *lunch* at noon.
7. He goes to *temple* daily.

अपवाद (i) The dinner of last night. (ii) The coffee in the morning.

- (4) राष्ट्रों, रंगों, त्योहारों के नाम के पहले :

1. *India* has a very old and rich culture.
2. The leaves of this plant have turned *yellow*.
3. *Diwali* is celebrated with pomp and show.

- (5) महीनों, दिनों तथा ऋतुओं के नाम के पहले :

1. *January* is the first month of the year.
2. *Sunday* comes before *Monday*.
3. *Spring* is the first season of the year. (also; *The spring*)

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(6) God शब्द के पहले इनका प्रयोग नहीं होता (जब 'G' बड़े अक्षर में लिखा गया हो और इसका अर्थ सर्वशक्तिमान 'ईश्वर' हो) : 1. He prayed to *God* for help. 2. *God* is everywhere and within every soul.

(7) 'kind of' तथा 'sort of' के बाद Definite Article नहीं आता। जैसे :

1. What *kind of* man is he ? 2. He is a right *sort of* man.

(8) Church, market, school, college, hospital, prison, bed के पूर्व Definite Article नहीं लगाते, यदि इनका प्रयोग उनके मुख्य कार्यों के लिए किया गया हो। Church में प्रार्थना के लिए, market में खरीदारी करने के लिए; school, college में पढ़ने के लिए hospital में इलाज के लिए, prison में सजा भोगने के लिए तथा bed पर सोने के लिए जाते हैं-अतः इन शब्दों का प्रयोग यदि इसी अर्थ में होता है, तो इन शब्दों के पूर्व Definite Article नहीं लगता। जैसे :

1. My son goes to school. (पढ़ने के लिए)
2. Father is going to hospital. (इलाज के लिए)
3. The thief has been sent to prison. (सजा काटने के लिए)
4. You will have to go to court. (वाद-विवाद या झगड़ा निबटाने के लिए)
5. I go to bed late at night. (सोने के लिए)
6. He goes to church every Sunday. (प्रार्थना के लिए)

लेकिन यदि इनका प्रयोग दूसरे रूप में हो तो Definite Article लगाते हैं। जैसे :

1. I am going to *the* school to enquire about the progress of my son.
2. Father is going to *the* hospital to see his friend.
3. Shall we go to *the* prison to know the prisoner's condition ?
4. I am going to *the* court to see the dacoits.
5. *The* school is at the next crossing.
6. *The* market is closed today.
7. *The* church of Ajmer is very grand.

(9) यदि किसी देश की भाषा का नाम व राष्ट्रीयता का नाम एक ही हो तो भाषा के नाम के साथ the का प्रयोग नहीं होगा, जबकि राष्ट्रीयता के पहले the का प्रयोग होगा जैसे :

The English speaks English. (अंग्रेज अंग्रेजी बोलते हैं।)

(10) Proper Noun + 's + Noun से पहले Definite Article नहीं आता। जैसे : This is *Mohan's house*. (यहाँ a Mohan's house नहीं लिखना चाहिए)

This is *Hari's book*. (यहाँ a या the Hari's book नहीं लिखना चाहिए)

परन्तु यदि Common Noun के साथ 's आता है, तो इसके पहले Article लगाते हैं।

जैसे- That is *an* old man's room. This is *a* priest's hut.

EXERCISE 3.

Fill in the blanks with 'a', 'an' or 'the' and put cross (5) where none of them is needed :

1. We study in same school.
2. We shall be in Delhi on.....Republic Day this year.
3. He has suffered.....lot.
4.Chetak Express is late today.
5. Somu is.....tallest boy in his class.
6. A fox is cleverer than.....crow.
7.condition of the boy is serious.
8.rich are not always kind.
9. Gold is.....precious metal.
10. We are going to.....Kolkata next week.
11. We should help.....poor.
12. Swimming is.....useful exercise.
13. He works in.....insurance company.
14. She takes.....lunch at 1.00 pm.
15. He returned home by.....train.

EXERCISE 4.

Use 'a', 'an' or 'the' in the blanks and put cross (5) where none of them is needed :

1. We should set.....example before others.
2. The Himalayas lie in.....north of our country.
3. She is in.....hurry.
4. He needs an hour and.....half to complete this work.
5. The police have arrested.....thief.
6.people of western countries are rich.
7. People admire.....scenery of Kashmir.
8. What kind of.....man you are !
9. She demanded a cup of.....coffee.
10.London is the Capital of Great Britain.
11.honesty is the best policy.
12. Please don't make.....noise.
13. What is.....object of this plan ?
14. Let's go as it is time for.....supper.
15. He mentions that climate of India was good.

Articles
(Use of 'A' 'an', 'the'
and their omission)

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EXERCISE 5.

Use 'a', 'an' or 'the' where necessary. Put 'x' where none can be used :

1.iron is.....hard metal.
2. I bought.....ink to write.....letter.
3. In Aristotle's view child always learns his first lesson by imitation.
4. He will leave in.....hour.
5. Indians were usually healthy and lived long.
6. He says that the Indians behaved in orderly manner.
7. The wealthy people ledcomfortable life.
8. Chandragupta had large army of seven lakh men.
9. Justice was done by the king himself in open court.
10. I passed Civil Service Examination in August 2007.
11. I am sending this letter through trusted friend of mine.
12. The organization should open Intelligence Department.
13. God has given us most wonderful gifts.
14. His greatest friend was Bassanio.
15. Udaipur is the Kashmir of Rajasthan.
16. He is M.A. in English Literature.
17. engine is pulling the train.
18. poverty is a curse.
19. The banyan is originally Indian kurta worn in Bengal.
20. Europeans are fairer in colour than the Indians.

Answers

EXERCISE 1.

1. a, 2. a, 3. a, 4. A, 5. a, 6. a, 7. an, 8. a, 9. an, 10. an, 11. A, 12. a, 13. an, 14. a, 15. a,

EXERCISE 2.

1. an, 2. a, 3. a, 4. an, 5. a, 6. a, 7. a, 8. a, 9. a, 10. an, 11. an, 12. an, 13. an, 14. a, 15. an.

EXERCISE 3.

1. the, 2. the, 3. a, 4. The, 5. the, 6. a, 7. The, 8. The, 9. a, 10. ×, 11. the, 12. a, 13. an, 14. ×, 15. ×

EXERCISE 4.

1. an, 2. the, 3. a, 4. a, 5. the, 6. The, 7. the, 8. ×, 9. ×, 10. ×, 11. ×, 12. a, 13. the, 14. ×, 15. the

EXERCISE 5.

1. ×, a, 2. ×, a, 3. a, 4. an, 5. The, 6. an, 7. a, 8. a, 9. an, 10. the, 11. a, 12. an, 13. the, 14. ×, 15. ×, 16. an, 17. An, 18. ×, 19. the, 20. the.

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The Parts of Speech

NOTES

The parts of speech (शब्द-भेद) आठ प्रकार के होते हैं जो निम्नलिखित हैं-

- | | |
|--------------------------|---|
| (i) Noun (संज्ञा) | (v) Adverb (क्रिया-विशेषण) |
| (ii) Pronoun (सर्वनाम) | (vi) Preposition (सम्बन्धसूचक अव्यय) |
| (iii) Adjective (विशेषण) | (vii) Conjunction (संयोजक या समुच्चयबोधक अव्यय) |
| (iv) Verb (क्रिया) | (viii) Interjection (विस्मयादिबोधक अव्यय) |

(i) THE NOUN AND ITS KINDS (संज्ञा और उसके भेद)

वाक्य में प्रयुक्त होने वाले किसी भी व्यक्ति, स्थान या वस्तु के नाम को Noun कहते हैं। ऐसे शब्दों को हिन्दी व्याकरण में संज्ञा कहते हैं। (The word or words used in the sentence that refer to the name of the person, animal, place or thing are known as Noun) **For Example:** Ram (राम), Table (टेबल), Chair (कुर्सी), Delhi (दिल्ली), Girl (लड़की), Army (सेना), Silver (चांदी), Poverty (गरीबी) etc.

Kinds of Nouns (संज्ञा के भेद)

Nouns पांच प्रकार के होते हैं :

- | | |
|---------------------------------------|---------------------------------------|
| (1) Common Noun (जातिवाचक संज्ञा) | (2) Proper Noun (व्यक्तिवाचक संज्ञा) |
| (3) Collective Noun (समूहवाचक संज्ञा) | (4) Material Noun (पदार्थवाचक संज्ञा) |
| (5) Abstract Noun (भाववाचक संज्ञा) | |

1. Common Noun

परिभाषा- Common Noun वह संज्ञा है जिससे एक वर्ग या एक प्रकार के विभिन्न व्यक्तियों या वस्तुओं को समानरूप से प्रकट किया जा सके। (A word that denotes a class of persons,

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places or things is called Common Noun.)

जैसे : River, city, village, chair, boy, girl, hill, sea आदि।

Note : Common Noun से कोई विशेष वस्तु, प्राणी या स्थान प्रकट नहीं होता है।

2. Proper Noun

परिभाषा- Proper Noun से विशेष व्यक्ति या स्थान प्रकट होता है। (Name of a particular person, place or thing is called Proper Noun.) जैसे -

Jesus Christ, Mahatma Gandhi, Rana Pratap, Jaipur, Rajasthan, Himalayas, Indian Ocean, The Taj, Delhi, Agra, Mount Abu, Narmada आदि।

विशेष- Proper Noun and Common Noun के उदाहरण :

1. Jaipur is a famous city. (Jaipur- Proper Noun है जबकि city- Common Noun है।)
2. The Taj is a famous building. (Taj- Proper Noun है जबकि building- Common Noun है।)
3. Rana Sanga was a famous warrior of Rajasthan. (warrior = योद्धा)
(Rana Sanga तथा Rajasthan- Proper Nouns हैं, जबकि warrior- Common Noun है।)

3. Collective Noun

परिभाषा- Collective Noun से अभिप्राय किन्हीं प्राणियों या वस्तुओं, के समूह से है और यह

Singular होता है। (Things that come in a group or collection are called collective Noun.)

जैसे- cattle, crowd, audience, train, fleet, committee, parliament, class, flock, army, library, family आदि।

4. Material Noun

परिभाषा- Material Noun से अभिप्राय ऐसे पदार्थों से है जिनसे कोई दूसरी वस्तु बन सके। (The materials of which things are made are called Material Nouns.)

जैसे- Gold, Copper, Silver, Iron, Wood आदि।

अन्य उदाहरण-

1. Iron is the commonest of all metallic elements and its symbol is Fe.
2. Teak is a hard wood and pine is a soft wood.

Note : Material Noun का Plural नहीं होता इसलिए is का प्रयोग किया है, परन्तु इनसे बनी वस्तुओं का Plural बन सकता है।

5. Abstract Noun

परिभाषा- Abstract Noun से अभिप्राय व्यक्ति या वस्तु के ऐसे गुण, या दोष से है जिसे देखना, छूना, सुनना, सूँघना या चखना संभव न हो किन्तु केवल महसूस किया जा सके। (Things which can't be seen, touched, smelt, heard or tasted but only can be felt are called Abstract Nouns.)

जैसे- obedience, growth, honesty, health, wisdom, strength, childhood, slavery, poverty.

EXERCISE 1

Select the Nouns from the following sentences and name their kinds :

1. Agra is a beautiful city.
2. The elephant is a big animal.

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- | | |
|---------------------------------------|---|
| 3. Honesty is the best policy. | 4. Sohan reads in my class. |
| 5. This cup is made of silver. | 6. The child drinks milk. |
| 7. My father always speaks the truth. | 8. The judge gave his judgement. |
| 9. Sita wrote a letter to her father. | 10. Farmers are ploughing their fields. |

THE GENDER

संज्ञाओं का प्रयोग चार Genders (लिंगों) में किया जाता है जो निम्नलिखित हैं-

- | | |
|---------------------------------|----------------------------------|
| 1. Masculine Gender (पुल्लिंग), | 2. Feminine Gender (स्त्रीलिंग), |
| 3. Common Gender (उभयलिंग), | 4. Neuter Gender (नपुंसकलिंग) |

1. Masculine Gender

Masculine Gender के Nouns से नर (Male) का बोध होता है। जैसे - Man, prince, king, tiger, washerman, son आदि।

2. Feminine Gender

Feminine Gender के Nouns से मादा (Female) का बोध होता है। जैसे - Daughter, princess, hen, peahen, queen आदि।

3. Common Gender

Common Gender के Nouns से नर तथा मादा (Male and Female) दोनों का ज्ञान होता है। जैसे- Friend, student, enemy, teacher, servant आदि।

4. Neuter Gender

Neuter Gender के Nouns से नपुंसक वस्तुओं (जो नर हैं न मादा) का ज्ञान होता है। जैसे- Tree, plant, table, chair, stool, temple आदि।

ध्यान रखें :

- (1) God (ईश्वर), god (देवता), angel (फरिश्ता, देवदूत) - इन सबको Masculine Gender का Noun माना जाता है।
- (2) Earth, moon, ship, motherland को Feminine Gender का Noun माना जाता है।
(Motherland = मातृभूमि)।
- (3) Poet शब्द का प्रयोग male (कवि), female (कवयित्री) दोनों के लिए होता है, यद्यपि व्याकरण की पुस्तकों में poet का Feminine Gender (स्त्रीलिंग) poetess दिया जाता है। किन्तु Modern Age में poetess का प्रयोग अच्छा नहीं माना जाता है। इसी तरह Chairman की जगह Chairperson का प्रयोग Male व Female दोनों के लिए होने लगा है।
- (4) विश्व में Germany ही ऐसा अकेला देश है जहाँ अपने देश को कोई व्यक्ति Motherland नहीं कहता है। जर्मन लोग अपने देश को Fatherland (पितृभूमि) कहते हैं। अतः Fatherland को Masculine Gender का Noun कहेंगे।

(ii) THE PRONOUN AND ITS KINDS (सर्वनाम और उस के प्रकार)

Pronoun शब्द Pro + Noun दो शब्दों के मेल से बना है। Pro = For (के लिए)। अतः Pronoun का अर्थ हुआ वह शब्द जो Noun के बदले में बोला या लिखा जाये। (Pronoun is a word which is used in place of a Noun.)

NOTES

उदाहरण :

Ram is a good boy. Ram always gets good marks in the examination.
(राम एक अच्छा लड़का है। राम परीक्षा में सदैव अच्छे अंक प्राप्त करता है।)

इन दोनों वाक्यों को इस प्रकार भी लिख सकते हैं :

Ram is a good boy. He always gets good marks in the examination.

चूँकि Ram के स्थान पर He का प्रयोग किया है, अतः He सर्वनाम (Pronoun) हुआ।

Kinds of Pronouns

Pronouns दस प्रकार के होते हैं :

1. Personal Pronouns (पुरुषवाचक सर्वनाम)
2. Relative Pronouns (सम्बन्धसूचक सर्वनाम)
3. Emphatic Pronouns (दृढ़तासूचक सर्वनाम)
4. Demonstrative Pronouns (संकेतवाचक सर्वनाम)
5. Distributive Pronouns (विभागसूचक सर्वनाम)
6. Indefinite Pronouns (अनिश्चयवाचक सर्वनाम)
7. Interrogative Pronouns (प्रश्नवाचक सर्वनाम)
8. Reciprocal Pronouns (परस्परवाचक सर्वनाम)
9. Reflexive Pronouns (निजवाचक सर्वनाम)
10. Exclamatory Pronouns (विस्मयादिबोधक सर्वनाम)

1. Personal Pronouns (पुरुषवाचक सर्वनाम)

Personal Pronouns तीन प्रकार के होते हैं :

(A) **First Person** : I, we, me, my, mine, our, us, ours का प्रयोग Personal Pronouns में First Person के रूप में होता है। जैसे -

उदाहरण :

- | | |
|-------------------------|---|
| 1. I shall go there. | [Nominative case, subject to the verb 'shall go'] |
| 2. We shall go there. | [Nominative case, subject to verb 'shall go'] |
| 3. Mohan will teach me. | [Objective case, object to the verb 'will teach'] |
| 4. You are my friend. | [Possessive case, possessing the noun 'friend'] |

(B) **Second Person** : You, your, yours का प्रयोग Personal Pronouns के Second Person के रूप में होता है।

जैसे -

- | | |
|------------------------|---|
| 1. You are a good boy. | [Nominative case, subject to the verb 'are'.] |
| 2. He will teach you. | [Objective case, object to the verb 'will teach'] |
| 3. You are good boys. | [Nominative case, object to the verb 'are'.] |

नोट- 1. (i) You का प्रयोग एक व्यक्ति के लिये होता है। (उदाहरण 1)

(ii) You का प्रयोग कर्ता (Subject) तथा कर्म (object) दोनों के लिए होता है।

उदाहरण 1-2)

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(iii) You का प्रयोग एक से अधिक व्यक्तियों के लिए भी होता है। (उदाहरण 3)

2. दोनों दशाओं में Present Indefinite Tense में बहुवचन की क्रिया आती है।

3. (i) Past Indefinite Tense में verb की second form आती है।

(ii) Past Continuous Tense में were तथा Main verb आयेगी।

जैसे- You were going.

4. Future Tense में will के साथ मुख्य क्रिया आयेगी। जैसे- You will go.

(C) Third Person : He, she, it, they, him, her, his, its, them, their, theirs का प्रयोग Personal Pronouns के Third Person के रूप में होता है। जैसे -

1. Ram travelled for two days. *His* clothes are dirty.

2. *Nature* has *its* own laws.

3. *They* have lost *their* way.

4. She had lost *her* ring.

5. It belongs to *them*.

2. Relative Pronouns

Relative Pronoun का प्रयोग वाक्य के मध्य में होता है। यह अपने पूर्ववर्ती (Antecedent) से सम्बन्धित होता है तथा दो वाक्यों को जोड़ता है। अतः इस का प्रयोग Complex Sentence (मिश्रित वाक्य) में ही होता है।

जैसे : Here is the boy *who* came in the morning.

इस वाक्य में *who* Relative Pronoun है। इसका Antecedent (पूर्ववर्ती) boy है। यह विशेषता (Quality) प्रकट करता है। अतः Who, whom, whose, which, that का प्रयोग Relative Pronoun की तरह होता है।

उदाहरण :

1. I know the *man* who won the race.

2. Have you seen the *drama* which was staged last week ?

3. He lost his *chain* which was made of gold.

4. The *time* which is lost is lost for ever.

5. Do you know the *soldier* whom the leaders praised.

6. *Those* who (whom) gods love die young.

7. It is an ill *wind* that blows no body good.

8. *All* that glitters is not gold. (glitters = चमकती है।)

9. Uneasy lies the *head* that wears the crown.

10. This is the *road* that goes to Mathura.

उपयुक्त वाक्य 1 में man, वाक्य 2 में drama, वाक्य 3 में chain, वाक्य 4 में time, वाक्य 5 में soldier, वाक्य 6 में Those, वाक्य 7 में wind, वाक्य 8 में All, वाक्य 9 में head, वाक्य 10 में road अपने-अपने वाक्यों में प्रयुक्त Relative Pronouns के Antecedent (पूर्ववर्ती) हैं।

3. Emphatic Pronouns

वाक्यों में जिन शब्दों का प्रयोग दृढ़ता दर्शाने के लिये होता है, उन्हें Emphatic Pronouns कहते हैं।

जैसे : 1. I will do it myself. 2. I myself saw him steal.

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3. He himself said so. 4. We will see to it ourselves.

उपर्युक्त वाक्यों से यह निष्कर्ष निकलता है कि Emphatic Pronouns का प्रयोग किसी कार्य के करने पर बल (Emphasis) देने के लिए होता है। ऐसे वाक्य कर्ता (Subject) के संकल्प (Determination) को प्रकट करते हैं।

नोट- ऐसे वाक्यों में I के साथ myself, we के साथ ourselves, you (एक व्यक्ति के लिए प्रयुक्त) के साथ yourself; you (एक से अधिक व्यक्तियों के लिये प्रयुक्त), yourselves, they के साथ themselves, he के साथ himself, she के साथ herself तथा it के साथ itself का प्रयोग होता है।

4. Demonstrative Pronouns

निम्नलिखित उदाहरणों को ध्यानपूर्वक पढ़िये :

- | | |
|-----------------------------|--------------------------|
| 1. This is a good book. | 2. That is my pen. |
| 3. These are fine pictures. | 4. Those are your books. |

उपर्युक्त उदाहरणों से स्पष्ट है कि :

- This, That, These और Those ऐसे Pronouns हैं जो वस्तुओं (things) की ओर संकेत (इशारा) करते हैं।

अतः इन्हें संकेतवाचक सर्वनाम (Demonstrative Pronouns) कहते हैं।

- This – एकवचन का सर्वनाम (Pronoun showing Singular Number) है व These इसका बहुवचन है।

इसी प्रकार That – Singular Number का Pronoun है और Those इसका बहुवचन है।

- This व These का प्रयोग पास की वस्तुओं के लिये और That व Those का प्रयोग दूर की वस्तुओं के लिए होता है।

5. Distributive Pronouns

Distributive Pronouns से पृथक्त्व प्रकट होता है। Each, Either, Neither, Everyone, None, Many का प्रयोग संकेतवाचक सर्वनाम की तरह भी हो सकता है।

- उदाहरण :**
- | | |
|-------------------------------------|----------------------------------|
| 1. Neither of you can do it. | 2. Each of you can do it. |
| 3. Either of you can do it. | 4. One of you can do it. |

6. Indefinite Pronouns

अनिश्चयवाचक सर्वनामों द्वारा किसी भी निश्चित व्यक्ति, वस्तु या स्थान का बोध नहीं होता है। इनमें प्रायः One, None, Some, Many, Others, Everybody, They आदि का प्रयोग होता है। They का प्रयोग निश्चित व्यक्ति या वस्तु के लिए भी हो सकता है। जैसे –

1. I love my parents though they are poor.
इस वाक्य में They से निश्चित व्यक्ति प्रकट होते हैं।
2. They say that Saurav Ganguli is a bad captain.
इस वाक्य में They का प्रयोग अनिश्चयवाचक सर्वनाम की तरह हुआ है।

7. Interrogative Pronouns

प्रश्नवाचक सर्वनामों से प्रश्न (Questions) प्रकट किये जाते हैं।

What, who, which, whose, whom इसी तरह के pronouns हैं। जैसे–

NOTES

1. What do you want ? 2. What is your father ?
3. Who is there ? 4. Which book do you want ?
5. Whose are these books ? 6. Whom do you love ?

नोट- who, whom, whose का प्रयोग व्यक्तियों के लिए, which का प्रयोग व्यक्तियों तथा वस्तुओं के लिए तथा what का प्रयोग वस्तुओं तथा व्यवसाय के लिए होता है।

8. Reciprocal Pronouns

जब किसी वाक्य में एक सर्वनाम दूसरे से सम्बन्ध दिखाये तो उसे परस्परवाचक सर्वनाम कहते हैं। each-other, one-another परस्परवाचक सर्वनाम होते हैं। जैसे -

1. Roma and Bharat love *each-other*.
2. Mohan, Shyam, Govind and Gopal hate *one-another*.

नोट- Each other का प्रयोग दो व्यक्तियों तथा one another दो से अधिक व्यक्तियों का सम्बन्ध दर्शाता है।

9. Reflexive Pronoun

Reflexive Pronoun यह दिखाता है कि कार्य का प्रभाव कर्ता पर ही पड़ता है और किसी पर नहीं। My, your, him, her, our के साथ self या selves लगाकर Reflexive pronouns बनते हैं। जैसे-

1. The players hurt themselves.
2. I crowned myself with success.

10. Exclamatory Pronouns

जिन वाक्यों से विस्मय का बोध हो, उनमें केवल what का ही प्रयोग होता है, और what के पश्चात् विस्मयसूचक चिह्न (!) आता है। जैसे-

1. What ! you want to go now. 2. What ! you think yourself to be handsome.
3. What ! you have not gone yet. 4. What ! not a trace of Ram.

EXERCISE 2

Fill in the blank with suitable pronouns :

1. The lion was proud of strength.
2. cars are going to Delhi.
3. Can hope to count the stars ?
4. Do anything you like.
5. is your father ?
6. you say is not correct.
7. He and his friend respected
8. He is down needs no fall.
9. is blowing hard.
10. This is the house my father purchased last year.
11. likes to home his own way.
12. She has cut the cloth.
13. of the two comes here.
14. I saw him doing this.
15. were died.

NOTES

(iii) THE ADJECTIVE (विशेषण)

विशेषण का प्रयोग संज्ञा या सर्वनाम की विशेषता प्रकट करने के लिये होता है; (Adjectives are the words which qualify Nouns or Pronoun.) जैसे - A clever crow; A good boy.

पहचानने की विधि :

Ques.- कौवा कैसा? **Ans.-** चालाक

अतः चालाक शब्द से कौवे का गुण प्रकट होता है।

Clever : Adjective, qualifying the noun 'crow'.

Ques. - लड़का कैसा? **Ans.-** अच्छा

Good : Adjective, qualifying the noun 'boy'.

Uses of the Adjectives

Adjectives का प्रयोग दो प्रकार से होता है :

- (1) Attributive use Or Used Attributively.
- (2) Predicative use Or Used Predicatively.

इनका वर्णन इस प्रकार है :

Attributive use में विशेषण (Adjective) संज्ञा से पहले प्रयुक्त होता है; जैसे -

A thirsty traveller is sleeping.

Predicative use में Adjective (विशेषण) क्रिया (Verb) के पश्चात् प्रयुक्त होता है।

अर्थात् वह Predicate (विधेय) का अंश होता है। जैसे-

The traveller was thirsty.

Kinds of Adjectives (विशेषण के भेद)

Adjectives निम्न प्रकार के होते हैं:

1. Adjective of Quality (गुणवाचक विशेषण)
2. Proper Adjective (व्यक्तिवाचक विशेषण)
3. Adjective of Quantity (परिमाणवाचक विशेषण)
4. Adjective of Number (संख्यावाचक विशेषण)
5. Interrogative Adjective (प्रश्नवाचक विशेषण)
6. Demonstrative Adjective (संकेतवाचक विशेषण)
7. Distributive Adjective (विभागसूचक विशेषण)

1. Adjective of Quality

गुणवाचक विशेषण से किसी व्यक्ति या वस्तु के गुण तथा दोष प्रकट किये जाते हैं -

उदाहरण :

1. An honest boy is liked by everybody.
2. My youngest daughter is very happy.
3. Kanpur is very big city.
4. He has a good pen.

पहचान- Adjective में कैसा, कैसी या किस प्रकार का लगाने से Adjective of Quality का ज्ञान होता है; जैसे-

NOTES

Ques. – कैसा लड़का? **Ans.** – An honest boy.

अतः Honest गुणवाचक विशेषण (Adjective of Quality) है।

नोट– An Adjective of Quality से दोष (Defect) भी प्रकट होता है।

उदाहरण : A weak boy is a curse.

Ques. – कैसा लड़का? **Ans.** – A weak boy.

अतः Weak का प्रयोग इस उदाहरण में Adjective of Quality के रूप में हुआ है।

2. Proper Adjective

Proper Adjective (व्यक्तिवाचक विशेषण) किसी Proper Noun (व्यक्तिवाचक संज्ञा) से बनता है। जैसे – French wine, Indian tea, British goods, Japanese toys आदि।

पहचान– Proper Adjective की शुरुआत Capital letter से होती है।

3. Adjective of Quantity

परिमाणवाचक विशेषण से किसी वस्तु का परिमाण अर्थात् मात्रा ज्ञात होती है। मुख्य परिमाणवाचक विशेषण हैं– All, Some, much, little, whole (समस्त), enough (पर्याप्त), sufficient (पर्याप्त), no, any (कुछ) आदि।

उदाहरण : 1. He has lost *all* his welth. 2. Is there *any* milk in a glass ?
3. He has *little* intelligence. 4. I want *some* water.

पहचान– यह वाक्य में संज्ञा से पहले How much अर्थात् कितना या कितनी लगाने से ज्ञात होता है।

नोट– Little का प्रयोग Negative Sense अर्थात् ‘बिलकुल नहीं’ के भाव में होता है।

4. Adjective of Number

इस Adjective में व्यक्तियों, वस्तुओं या समुदायों की संख्या ज्ञात होती है।

उदाहरण : 1. Five boy are doing their homework.
2. The hunter has caught seven birds.

पहचान– यह वाक्य में संज्ञा से पहले How many (कितने या कितनी) लगाकर ज्ञात होता है।

नोट– First, second, twice, thrice आदि का भी समावेश Adjective of Quantity में ही हो जाता है।

5. Interrogative Adjective

प्रश्नवाचक विशेषण द्वारा प्रश्न (Question) प्रकट होता है। जैसे –

1. Whose book is this? 2. Which house is yours?
3. What game will you play?

पहचान– वाक्य के अन्त में प्रश्नवाचक का चिह्न (?) होता है तथा whose, which, what आदि के बाद संज्ञा शब्द आता है।

नोट– (1) Whose का प्रयोग Possessive case में होता है।

(2) Who और Whom का प्रयोग प्रश्नवाचक विशेषण की तरह नहीं होता है।

6. Demonstrative Adjective

संकेतवाचक विशेषण से किसी व्यक्ति, या वस्तु की ओर संकेत किया जाता है। This, That, These, Those, Such का प्रयोग Demonstrative Adjective की तरह होता है। जैसे–

Check Your Progress

19. How many genders are there of Nouns?

NOTES

1. This boy is stronger than Ramesh.
2. These toys are not inferior to Japanese ones.

पहचान- इस विशेषण द्वारा किसी व्यक्ति या वस्तु की ओर इशारा (संकेत) किया जाता है जिससे वह व्यक्ति या वस्तु अन्य व्यक्तियों या वस्तुओं से पृथक् दिखाई दे।

नोट- एक ही शब्द Demonstrative Adjective के साथ-साथ Adjective of Quantity भी हो सकता है।

उदाहरण :

Adjective of Quantity

1. I ate some rice.
2. I have lost all my wealth.

Demonstrative Adjective

1. Some boys are lazy.
2. All men must die sooner or later.

7. Distributive Adjective

इस विशेषण द्वारा किसी व्यक्ति या वस्तु को उनके वर्ग या समुदाय से अलग (पृथक्) कर दिया जाता है।

उदाहरण :

1. Each boy must wait for his turn.
2. That boy is lazy.
3. Don't be in such a hurry.
4. Those mangoes are sour.

पहचान- This, That, These, Those, Such का प्रयोग विभागसूचक विशेषणों की तरह होता है

किन्तु शर्त यह है कि इन शब्दों के पश्चात् किसी वस्तु या व्यक्ति का प्रयोग होना चाहिए।

नोट- निम्न उदाहरणों को पढ़ो। इनके अध्ययन से Distributive Adjective तथा Distributive Pronoun का भेद आपकी समझ में सरलतापूर्वक आ जायेगा।

उदाहरण :

Distributive Adjective

1. That boy is clever.
2. I hate such things.
3. These mangoes are ripe.
4. Those boys are naughty.

Distributive Pronoun

1. That is a clever boy.
2. Such is not my habit.
3. These are ripe mangoes.
4. Those are naughty boys.

ध्यान दें- Distributive Adjective के रूप में Each, Every, Either, Neither, Such के तुरन्त बाद संज्ञा शब्द का प्रयोग होता है किन्तु Distributive Pronoun के रूप में Each, Everyone, Either, Neither, No One या None तथा Such का ही प्रयोग होता है।

EXERCISE 3

Pick out the Adjectives in the following sentences and point out the Nouns which are qualified by them :

1. You are very talkative.
2. He who climbs high must fall down.
3. The lazy boys are not liked.
4. I have one pen only.
5. I need no other pen.
6. Whose cycle is this ?
7. This book is quite different from yours.
8. It is a wise policy to look before leaping.
9. Open rebuke is better than false flattery.
10. There is no hope for an idle servant.

NOTES

11. An ideal teacher is respected.
12. The first boy who came here looked very sad.
13. Narendra Modi surprised all his supporters.
14. Our Prime Minister is wise and popular.
15. Ill luck has chased me whole life.
16. This yellow shirt is better than the white one.
17. This is most unfortunate.
18. That boy is the strongest in this class.
19. A wretched father like me has nothing to lose now.
20. Now several boys were found copying in this school.

EXERCISE 4

Using suitable Adjective, complete the following sentences :

1. I do not like your action.
2. Jaipur is a city.
3. Varanasi is a place.
4. He is an man.
5. I could not eat rice yesterday in the party.
6. You have sense.
7. The hand has fingers.
8. April has days.
9. boy must wait for his turn.
10. The oranges are
11. I have sugar.
12. men must die.
13. There are not spoons.
14. boy is industrious.
15. bag is this ?

DEGREES OF ADJECTIVES

विशेषणों का प्रयोग तीन अवस्थाओं (Degrees) में होता है। जैसे-

1. Ram is *fat*.
2. Mohan is *fatter* than Ram.
3. Hari is the *fattest* boy in the family.

वाक्य 1 में बताया गया है कि राम एक मोटा लड़का है, वाक्य 2 में मोहन के मोटेपन की तुलना राम के मोटेपन से की गई है। वाक्य 3 में एक परिवार के तीन लड़कों की तुलना करते हुए बताया गया है कि हरी परिवार के अन्य लड़कों अर्थात् राम और मोहन से अधिक मोटा है। दूसरे शब्दों में कहा जा सकता है हरी अन्य दो लड़कों से अधिक मोटा है।

KINDS OF DEGREES (डिग्रियों के भेद)

Adjective की तीन अवस्थाएँ (Degrees) निम्नलिखित हैं:

1. Positive Degree (मूलावस्था या सामान्य अवस्था)
2. Comparative Degree (उच्चतर अवस्था)
3. Superlative Degree (उच्चतम अवस्था)

NOTES

1. Positive Degree

Positive Degrees का प्रयोग किसी व्यक्ति, वस्तु या स्थान के गुण तथा दोष को प्रकट करने के लिये होता है। जैसे—

Rama is very *fat*. Mathura is a *holy* place. The sun is very *bright*.

2. Comparative Degree

Comparative Degree का प्रयोग दो व्यक्तियों, वस्तुओं या स्थानों की तुलना करने के लिये होता है।

उदाहरण :

1. Jhansi is *hotter* than Mathura.
2. The younger son of the merchant was *wiser* than his elder brother.
3. You are *senior* to me.

नोट- (1) प्रायः Positive Degree के विशेषण में *er* बढ़ाकर Comparative Degree का विशेषण बना लेते हैं।

(2) उदाहरण 3 को देखिये। इसमें Senior के पश्चात *to* का प्रयोग किया गया है। जबकि उदाहरण 1 और 2 में *hotter* तथा *wiser* के पश्चात *than* का प्रयोग किया गया है।

(3) Senior (ज्येष्ठ), Junior (कनिष्ठ), Inferior (घटिया); तथा Superior (श्रेष्ठ) के पश्चात *than* का प्रयोग नहीं होता है, बल्कि *to* का प्रयोग होता है।

3. Superlative Degree

किसी एक ही वस्तु या व्यक्ति की तुलना उसकी समस्त जाति या वर्ग से करते हुए उसे सर्वोपरि मानने के लिए इसका प्रयोग किया जाता है। जैसे -

1. Rita is the most beautiful girl in her class.
2. Ram is the best boy in the class.

नोट- (1) Positive Degree के विशेषण में *est* बढ़ाकर Superlative Degree का विशेषण बना लेते हैं।

जैसे- *clever* से *cleverer* (Comparative Degree) तथा *clever* से *cleverest* (Superlative Degree).

(2) इस नियम के कुछ अपवाद (Exceptions) हैं। जैसे- *Good, better, best; Beautiful, more beautiful, most beautiful; Easy, easier, easiest; Big, bigger, biggest.*

Formation of Comparative and Superlative

(उच्चतर तथा उच्चतम डिग्रियों के विशेषण बनाना)

Positive Degree के विशेषणों से Comparative Degree तथा Superlative Degree के विशेषण बनाने के नियम निम्नलिखित हैं :

Rule 1 : Positive Degree के विशेषणों में - *er* बढ़ाने से Comparative Degree का विशेषण बन जाता है तथा -*est* बढ़ाने से Superlative Degree का विशेषण बन जाता है। जैसे—

Po sitive	Comparative	Superlative
Sweet (मीठा)	Sweeter (अधिक मीठा)	Sweetest (सबसे अधिक मीठा)
Small (छोटा)	Smaller (अधिक छोटा)	Smallest (सबसे अधिक छोटा)
Tall (लम्बा)	Taller (अधिक लम्बा)	Tallest (सबसे अधिक लम्बा)

Rule 2 : जब Positive Degree के शब्दों के अन्त में -e होता है, तब केवल -r या -st बढ़ाते हैं। जैसे—

Po sitive	Comparative	Superlative
Fine (अच्छा)	finer (अधिक अच्छा)	finest (सबसे अधिक अच्छा)
Late (बाद में)	later (और बाद में)	latest (सबसे बाद में)
Stale (बासी)	staler (अधिक बासी)	stalest (बहुत अधिक बासी)
Blue (नीला)	bluer (अधिक नीला)	bluest (सबसे अधिक नीला)
Wide (चौड़ा)	wider (और चौड़ा)	widest (सबसे चौड़ा)

NOTES

Rule 3 : यदि Positive Degree के शब्दों के अन्त में y और y से पहले व्यंजन (Consonant) हो तो comparative के लिए y की जगह -ier तथा Superlative के लिए y की जगह -iest लगा देते हैं। जैसे—

Po sitive	Comparative	Superlative
Angry (गुस्सा)	angrier (अधिक गुस्सा)	angriest (सबसे अधिक गुस्सा)
Curly (घुंघराला)	curlier (अधिक घुंघराला)	curliest (सबसे अधिक घुंघराला)
Dirty (गंदा)	dirtier (अधिक गंदा)	dirtiest (सबसे अधिक गंदा)
Dry (सूखा)	drier (अधिक सूखा)	driest (सबसे सूखा)
Early (जल्दी)	earlier (अधिक जल्दी)	earliest (सबसे जल्दी)
Easy (आसान)	easier (अधिक आसान)	easiest (सबसे आसान)
Heavy (भारी)	heavier (अधिक भारी)	heaviest (सबसे अधिक भारी)

Rule 4 : यदि Positive Degree के विशेषण में केवल एक ही Syllable हो और उसके अन्त में Consonant हो, तथा उस Consonant (व्यंजन) से पहले कोई स्वर (Vowel) हो तो Comparative के लिये -er तथा Superlative के लिये -est बढ़ाने से पूर्व उस Consonant (व्यंजन) को दो बार लिख देते हैं। जैसे—

Positive	Comparative	Superlative
Red (लाल)	Redder (अधिक लाल)	Reddest (सबसे अधिक लाल)
Big (बड़ा)	Bigger (अधिक बड़ा)	Biggest (सबसे अधिक बड़ा)
Hot (गर्म)	Hotter (अधिक गर्म)	Hottest (सबसे अधिक गर्म)
Thin (पतला)	Thinner (अधिक पतला)	Thinnest (सबसे अधिक पतला)
Sad (दुःखी)	Sadder (अधिक दुःखी)	Saddest (सबसे अधिक दुःखी)

Fat (मोटा) Fatter (अधिक मोटा) Fattest (सबसे अधिक मोटा)

Rule 5 : दो से अधिक Syllables (एक अक्षर या अनेक अक्षरों का समुदाय जो एक साथ बोला जाए) अर्थात् पदांश वाले विशेषणों में Comparative Degree में विशेषण से पूर्व More तथा Superlative Degree में Most लगाकर विशेषण बनाये जाते हैं। जैसे-

Positive	Comparative	Superlative
Beautiful (सुन्दर)	More Beautiful (अधिक सुन्दर)	Most Beautiful (सबसे अधिक सुन्दर)
Different (भिन्न)	More Different (अधिक भिन्न)	Most Different (सबसे अधिक भिन्न)
Important (आवश्यक)	More Important (अधिक आवश्यक)	Most Important (सबसे अधिक आवश्यक)
Elegant (सुन्दर)	More Elegant (अधिक सुन्दर)	Most Elegant (सबसे अधिक सुन्दर)

Rule 6 : जिन Adjectives के Comparative व Superlative दिये गये Rules 1-5 में किसी से भी नहीं बनते। वे निम्नलिखित हैं—

Positive	Comparative	Superlative
Good (अच्छा)	Better (अधिक अच्छा)	Best (सबसे अधिक अच्छा)
Much (अधिक)	More (और अधिक)	Most (सबसे अधिक)
Many (बहुत से)	More (और अधिक)	Most (सबसे अधिक)
Old (बड़ा)	Elder (अधिक बड़ा)	Eldest (सबसे अधिक बड़ा)

नोट- (1) Adjectives की Degrees में विद्यार्थी नियमों की अपेक्षा विशेषण की Degrees को याद करें।

(2) Fast (तेज) Adjective भी है और Adverb भी है। Quick से Quickly, Slow से Slowly क्रिया-विशेषण बनते हैं, किन्तु Fast से Fastly नहीं बनता है, क्योंकि Fastly शब्द ही नहीं है। जैसे—

(i) He ran fast. (ii) Srinath is a fast bowler.

(3) कुछ शब्दों की Positive तथा Comparative Degree नहीं बनती है; जैसे-

Unique (अद्वितीय), Utmost (सबसे अधिक)।

EXERCISE 5

Fill in the blanks with the correct degree of comparison of Adjectives given in the brackets :

1. Mount Everest is the peak in the world. (high)
2. This box is than the other one. (heavy)
3. Shyam is the man in my village. (rich)
4. His condition is than before. (bad)
5. Ashok was than most other kings of India. (great)
6. Kolkata is the city in India. (big)
7. Reeta is the of the three daughters. (old)
8. The Taj is one of the buildings in the world. (beautiful)

Check Your Progress

20. How many degrees are there of Adjectives?

9. Some boys in the class are than Hari. (tall)
 10. This way is than the other one. (short)

Special use of Some Adjectives (कुछ विशेषणों के विशिष्ट प्रयोग)

Some और Any का प्रयोग :

Some का प्रयोग Affirmative (सकारात्मक) Sentences (वाक्यों) में Adjective of Quantity प्रकट करने के लिये होता है। जैसे- I have read some books.

Any का प्रयोग Negative (नकारात्मक) या Interrogative (प्रश्नवाचक, वाक्यों) में होता है। जैसे-

- (1) They have not read any newspaper. (Negative)
 (2) Have you got any news? (Interrogative)

Exception (अपवाद) :

उन प्रश्नवाचक वाक्यों में जिनमें कोई प्रार्थना की जाती है अथवा कोई आज्ञा दी जाती है, Some का प्रयोग किया जा सकता है। जैसे- Will you please lend me some money ?

Each and Every का प्रयोग :

Each और Every के प्रयोग को समझने के लिए निम्नलिखित तथ्यों पर ध्यान दें :

1. Each और Every समान हैं किन्तु Every शब्द Each की अपेक्षा अधिक emphatic है।
2. Each का अर्थ each without exception अर्थात् प्रत्येक अपवाद-रहित है।
3. Each का प्रयोग दो व्यक्तियों, वस्तुओं या स्थानों के लिये होता है। Every का प्रयोग दो से अधिक व्यक्तियों, वस्तुओं या स्थानों के लिये ही होता है।
4. Each किसी समुदाय के कुछ व्यक्तियों का बोधक है। Every सम्पूर्ण समुदाय का ज्ञान कराता है।
5. Each का प्रयोग उसी दशा में होता है जब समुदाय के व्यक्तियों की संख्या सीमित (Limited) तथा निश्चित (Definite) हो। Every का प्रयोग उस समय होता है जब संख्या अनिश्चित (Uncertain या Indefinite) होती है।

उदाहरण :

1. Every seat was unoccupied.
2. Three boys were seated on each bench.
3. Everyone of these five stools is broken.
4. Leap year falls in every four years.
5. Shyam came to see me every three months.
6. It rained everyday during winter vacation.

Little, A little तथा The little के प्रयोग

Little का प्रयोग :

Little का अर्थ है - नहीं के बराबर, अर्थात् Little विशेषण का भाव निषेधात्मक (Negative) होता है। जैसे-

1. Little knowledge is dangerous.
2. There is little hope of the patient's recovery.

NOTES

A little का प्रयोग :

A little का अर्थ कुछ, परन्तु आवश्यकता से बहुत कम है। इसका प्रयोग Positive (सकारात्मक) अर्थ में होता है। जैसे-

1. Now there is a little hope of the patient's recovery.
2. A little tact would have saved the situation.

The little का प्रयोग :

The little का अर्थ है - 'ज्यादा नहीं किन्तु जितना है वह सब', जैसे -

1. The little information he has is not enough.
2. The little milk in the milkpot is not sufficient for a good cup of tea.

नोट- : (1) Old की दो Comparative तथा Superlative Degree हैं- Old, Older, Oldest तथा Old, Elder, Eldest.

Elder तथा Eldest का प्रयोग एक परिवार के सदस्यों के लिये होता है। Old, Older तथा Oldest का प्रयोग अन्य व्यक्तियों (जो एक परिवार के न हों) तथा वस्तुओं के लिये होता है। जैसे-

1. Hari is my eldest brother.
2. Naina is my eldest daughter.
3. This is the oldest mosque in the town.
4. Afzal is the oldest villager in the village.
5. He is elder to me.
6. She is the oldest lady among these three.

EXERCISE 6

(A) Using Older or Elder, complete the following sentences :

1. I have an brother.
2. Raman is than Madan by three years.
3. Her brother is a teacher.
4. Gita is the of the two sisters.
5. The nephew is than his uncle.

(B) Using Oldest or Eldest, complete the following sentences :

1. Vijay is the of my son's three sons.
2. Shyam is the member of the Bhama Shah Trust of Mathura.
3. That is Mohan, the major's son
4. The temple in the town is near the post office.
5. Mr. John is the European resident of Kanpur.

(C) Using 'little', 'a little', or 'the little', complete the following sentences :

1. I gave the beggar money I had.
2. There is chance of his success.
3. Do not spoil milk you have.
4. Go and bring milk.
5. knowledge is a dangerous thing.

(iv) THE VERB AND ITS KINDS (क्रिया और उस के प्रकार)

Verb is an Action word. अर्थात् Action word को ही verb कहते हैं। Verb के बिना कोई वाक्य नहीं बन सकता। यदि किसी वाक्य में केवल एक ही शब्द है, तो वह शब्द Verb ही होगा। जैसे-

- (1) Go. (2) Come. (3) Stop. आदि।

NOTES

KINDS OF THE VERB (क्रिया के भेद)

क्रिया निम्नलिखित प्रकार की होती हैं :

1. Intransitive Verb (अकर्मक क्रिया)
2. Transitive Verb (सकर्मक क्रिया)
 - (a) Transitive Verb with One Object (एक कर्म वाली सकर्मक क्रिया)
 - (b) Transitive Verb with Two Objects (दो कर्मों वाली सकर्मक क्रिया)
 - (c) Transitive Verb with an Object and a Complement (सकर्मक क्रिया जिसका एक कर्म हो तथा एक पूरक हो)
3. Phrasal Verb (वाक्यांशों से बनने वाली क्रिया)
4. Linking Verb (संयोजक क्रिया)
5. Auxiliary Verb (सहायक क्रिया)

1. Intransitive Verb

ऐसी क्रियाएँ जिनका कोई object नहीं होता है, उन्हें intransitive verb (अकर्मक क्रिया) कहते हैं। जैसे-

1. He goes.
2. Ram wept.
3. The dog barks.
4. The child is sleeping.

उपर्युक्त वाक्यों में goes, wepts, barks तथा sleeping के कोई objects नहीं हैं।

2. Transitive Verb

(a) Transitive Verb (सकर्मक क्रिया) वह क्रिया है जिसके साथ उसका कर्म Object हो। जैसे-

1. He reads a book
2. You play cricket daily.

उपर्युक्त उदाहरणों में reads तथा play का प्रयोग Transitive Verb की तरह है और इनके कर्म (Objects) क्रमशः book तथा cricket हैं।

(b) कुछ सकर्मक क्रियाओं के साथ दो कर्मों (Objects) का प्रयोग होता है; जैसे-

He gave me his books.

इस उदाहरण में gave ऐसी सकर्मक क्रिया है जिसके दो Objects – (1) me और (2) books हैं।

(c) कुछ सकर्मक क्रियाएँ ऐसी होती हैं जिनके साथ एक कर्म (Object) तथा एक Complement (पूरक) का प्रयोग होता है। जैसे -The boys made Shyam their Captain.

इस उदाहरण में Shyam का प्रयोग object की तरह तथा captain का प्रयोग Complement की तरह हुआ है।

EXERCISE 7

Pick out the Transitive and Intransitive verbs in the following sentences and write the object of each Transitive verb against it :

1. Dogs bark.
2. Boys go to school.
3. The birds flew away.
4. He asked me a question.
5. She gave me a pen.
6. She never tells a lie.

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7. They found her asleep.
8. School opens at 7 a.m.
9. The teacher taught us a lesson.
10. He washed his clothes.
11. She loves me.
12. Hari laughs
13. I like reading books.
14. She cried.
15. You helped me.

3. Phrasal Verb

कुछ क्रियाओं के बाद में Preposition या Adverb Participle लगाने से उनके अर्थ में पूरी तरह से परिवर्तन हो जाता है; जैसे- Give = देना; Give up = छोड़ देना (त्यागना)। Bring = लाना; Bring up = पालन-पोषण करना।

4. Linking Verb (संयोजक क्रिया)

Linking Verb वह क्रिया है जो कर्ता (Subject) को Complement से जोड़े; जैसे-

1. I am a boy.
2. You are a teacher.
3. My father was old.

नोट- Linking Verb में केवल Is, Am, Are, Was, Were का ही प्रयोग होता है। अर्थात् Is, Am, Are, Was, Were का प्रयोग Main Verbs की तरह होता है।

5. Auxiliary Verbs (सहायक क्रियाएँ)

ये वे क्रियाएँ होती हैं जो मुख्य क्रियाओं के Tense बनाने में सहायता देती हैं। जैसे- 1. Ramesh is playing. 2. She has gone.

नोट- उपरोक्त वाक्यों में is तथा has-Auxiliary verbs हैं। Auxiliary verbs दो प्रकार की होती हैं : (a) Primary Auxiliaries (b) Modal Auxiliaries.

(a) Primary Auxiliaries ये तीन हैं - (1) be, (2) have, (3) do.

Be के अन्तर्गत- (1) Be (2) Been (3) Is (4) Am (5) Are (6) Was (7) Were का वर्णन होता है।

Have के अन्तर्गत - (1) Has (2) Have (3) Had का वर्णन होता है।

Do के अन्तर्गत - (1) Do (2) Does (3) Did का वर्णन होता है।

नोट : (1) Primary Auxiliaries के पश्चात Not लगाने से Sentence (वाक्य) Negative बन जाता है।

जैसे- He is *not* sleeping.

(2) Primary Auxiliaries को कर्ता (Subject) से पहले रखने से वाक्य Interrogative बन जाता है।

जैसे- Is he sleeping now?

(b) Modal Auxiliaries: ये विधिसूचक सहायक क्रियाएँ हैं। इन्हें modals भी कहा जाता है।

(i) Modal Auxiliaries को आजकल Modals भी कहते हैं।

(ii) Modal Auxiliaries में निम्नलिखित Verbs का समावेश है :

(1) Must (2) Should (3) Needn't (4) Will (5) Shall (6) Can (7) Could (8) May (9) Might (10) Ought to (11) Used to (12) Dare (13) Need.

(iii) primary Auxiliaies में निम्नलिखित Verbs का समावेश है:

(1) Be (2) Have (4) Do

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इस प्रकार Modals के अन्तर्गत 16 क्रियाओं का समावेश है।

नोट – इनकी विस्तृत जानकारी Chapter 8 Modals में अलग से दी गयी है।

(v) THE ADVERB (क्रिया-विशेषण)

Adverb का use Verb, Adjective, Adverb, Preposition या Conjunction को Modify करने के लिये किया जाता है। इसलिए इसे Modifying Word भी कहते हैं। (Adverb is a word which modifies a verb, adjective, adverb, preposition or conjunction.), जैसे –

1. He reached there *easily*. (Verb)
2. This flower-vase is very *beautiful*. (Adjective)
3. He writes quite *legibly*. (Adverb)
4. The fan is *just* over my head. (Preposition)
5. The doctor came *just* after the patient was shifted to another Nursing Home. (Conjunction)

KINDS OF ADVERBS (क्रिया-विशेषण के भेद)

Adverbs तीन प्रकार के होते हैं :

1. Simple Adverbs
2. Relative Adverb
3. Interrogative Adverbs.

1. Simple Adverbs

इनमें Time, Place, Number, Manner, Degree, Affirmation व Negation के वाक्य बनाये जाते हैं। जैसे–

(a) Simple Adverbs of Time (जो समय को व्यक्त करें)

इनमें now, before, soon, today, tomorrow, yesterday, daily, late का प्रयोग होता है। जैसे–

1. I shall go there *now*.
2. They will be back *before* 4 p.m..
3. We plan to leave *soon*.
4. It did not rain *yesterday*.
5. Today the sky is *overcast*.
6. Do not put off your work till *tomorrow*.
7. My son goes to gym for exercise *daily*.
8. It is too *late* for me to get married *now*.

(b) Simple Adverbs of Place (जो स्थान को व्यक्त करें)

इनमें here, there, up, in, out, for, near, away का प्रयोग होता है। जैसे–

1. He should come *here*.
2. You ought to go *there*.
3. They went *up* on the first floor.
4. Sheela came *in* from the rear gate.
5. Chintoo went *out* from the side gate.
6. Their school is *near* the Municipal Hospital.
7. Our houses are *away* from the main terminal.
8. The Market is *far* from my residence.

(c) Simple Adverbs of Number (जो संख्या को व्यक्त करें)

इनमें once, sometime, never, often, seldom, twice, always, frequently, first, again का प्रयोग होता है। जैसे–

1. I recall having *once* met Amitabh Bachchan.

Check Your Progress

20. Name kinds of the verb.

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2. *Sometimes*, despite it being cloudy it doesn't rain.
3. *Never* mind what she says, she is pious at heart.
4. We can't afford to take our dinner outside *often*.
5. She *seldom* goes out.
6. We should brush our teeth *twice*.
7. Good students try to be punctual *always*.
8. A B.P. patient should *frequently* get his B.P. checked.
9. *First*, you visit your parents.
10. He has come *again* for financial help.

(d) Simple Adverbs of Manners (जो कार्य करने के तरीके को व्यक्त करे)

इनमें hard, bravely quickly, clearly, sweetly का प्रयोग होता है। जैसे-

1. She sings *sweetly*.
2. He walks *quickly*.
3. Mohan speaks *clearly*.
4. Ram works *hard*.
5. Our jawans fought *bravely*.

(e) Simple Adverbs of Reasons or Cause (कारण बताने वाले साधारण क्रिया-विशेषण)

इनमें hence, तथा therefore का प्रयोग होता है, जैसे-

1. He was, *therefore*, unable to continue.
2. *Hence*, he left the school.

(f) Simple Adverbs of Affirmation (स्वीकृति के साधारण क्रिया-विशेषण)

इनमें स्वीकृति के वाक्यों में surely, या yes का प्रयोग होता है, जैसे-

1. *Surely*, he is going to do my work.
2. *Yes*, he is going to help the poor woman.

(g) Simple Adverbs of Negation (अस्वीकृति के साधारण क्रिया-विशेषण)

इनमें अस्वीकृति के वाक्यों में no, तथा not का प्रयोग होता है। जैसे-

1. This is *not* my coat.
2. *No*, I am not interested in this work.

2. Relative Adverbs

इनमें when, where, how, why की सहायता से वाक्यों का Relation बताया जाता है। जैसे-

1. I know the place *where* he wants to go.
2. You want to know *when* he will come to you.
3. They wish to tell *how* they will get the work done.
4. They do not know *why* he was unsuccessful.

3. Interrogative Adverbs

इनका प्रयोग प्रश्न पूछने के लिए प्रारम्भ में किया जाता है। जैसे-

1. Why was he late ?
2. How did you get through ?
3. Where was he going ?
4. When will you come again ?

EXERCISE 8

Use suitable words from the list to complete the following sentences :

today, fast, just, leave, hard, daily, yesterday, always, bravely,
well, when, where, how, why, once, harder, exact, at once, often.

1. She is rather sad
2. It is true he ran
3. Our plane landed at 4.

NOTES

4. He went there
5. The contractor worked to complete the building in time.
6. He goes to gym in the evening
7. He had reached at his uncle's
8. speak the truth.
9. The jawan fought
10. This is a written article.
11. will you come ?
12. can you find a matching table cloth ?
13. are you going to settle his account ?
14. do you want to leave Delhi ?
15. She wants to know you have placed her L.I.C. policy.
16. You want to know how he will come.
17. The dealer tried to tell he got the distributorship of L.G.
18. We know he failed in his last attempt.
19. I haven't seen him
20. I work than you.

(vi) THE PREPOSITIONS (सम्बन्धबोधक अव्यय)

नोट : इनका विस्तृत विवरण अध्याय 4. 'Prepositions' में अलग से दिया गया है।

(vii) THE CONJUNCTION OR CONNECTORS (संयोजक)

Conjunctions or connectors की सहायता से हम दो शब्दों या वाक्यों को जोड़ देते हैं। (A Conjunction joins two words or sentences.)

KINDS OF CONJUNCTIONS (संयोजक के भेद)

Conjunctions दो प्रकार के होते हैं—

1. Coordinating Conjunctions, 2. Subordinating Conjunctions.

1. COORDINATING CONJUNCTIONS

Coordinating Conjunctions से दो या दो से अधिक simple sentences को मिलाकर एक compound sentence बनाया जाता है।

Kinds of Coordinating Conjunctions

Coordinating Conjunctions चार प्रकार के होते हैं—

(a) Cumulative Conjunction

इसमें and, but, as well as, both and, not onlybut also के प्रयोग से दो sentences के भाव को एक sentence में व्यक्त किया जाता है। जैसे—

एक वाक्य Mohan's sister is married to a Bengali. तथा दूसरे वाक्य Sohan's sister is married to a Bangali. को मिलाकर एक वाक्य में इस प्रकार कहा जा सकता है :

Mohan's *as well as* Sohan's sister is married to a Bengali.

(b) Alternative Conjunction

इसमें or, either.....or, neither.....nor, else के प्रयोग से दो sentences के भाव को एक sentence में व्यक्त किया जाता है। जैसे—

NOTES

एक वाक्य Give me your biodata. तथा दूसरे वाक्य Contact me in my office. को मिलाकर एक वाक्य में इस प्रकार व्यक्त किया जाता है :

Either give me your biodata *or* contact me in my office.

(c) Adversative Conjunction

इसमें but, still, while, whereas के प्रयोग से दो sentences के भाव को एक sentence में व्यक्त किया जाता है। जैसे-

He is truthful. तथा He is not shrewd. को एक वाक्य में इस प्रकार व्यक्त किया जाता है :

He is truthful *but* he is not shrewd.

इसी प्रकार We want to make up with them. तथा You do not want to patch up. को एक वाक्य में इस प्रकार व्यक्त किया जाता है : We want to make up with them *while* you do not want to patch up.

(d) Illative Conjunction

इसमें for के प्रयोग से दो sentences के भाव को एक sentence में व्यक्त किया जाता है। जैसे-

(1) I see the cinegoers coming out of the Hall. (2) The show must be over. The show must be over *for* I see the cinegoers coming out of the Hall.

2. Subordinating Conjunctions

Subordinating conjunction में एक principal clause व शेष sub-ordinate clause होते हैं।

Kinds of Subordinating Conjunctions

Subordinating Conjunctions छः प्रकार के होते हैं :

(a) Time Conjunction

इनमें when, before, till, after, since के प्रयोग से sentences बनाये जाते हैं, जैसे-

1. She was washing her clothes *when* I knocked.
2. It had started raining *before* we reached the picnic spot.

(b) Cause or Reason Conjunction

इनमें because, since, as के प्रयोग से sentences बनाये जाते हैं, जैसे-

1. The mother is attending the child *because* it is not well.
2. *Since* my health is not improving, I cannot go out of town.

(c) Result or Consequence Conjunction

इसमें That के प्रयोग से sentences बनाये जाते हैं, जैसे-

1. He is so poor *that* he cannot pay his child's school fee.
2. Naresh is so selfish *that* no one can trust him.

(d) Condition Conjunction

इसमें If, Unless, In case के प्रयोग से sentences बनाये जाते हैं। जैसे-

1. *Unless* you give me a green signal, I will not start.
2. *If* you promise to reciprocate, I shall come to you.

(e) Comparison Conjunction

इसमें than के प्रयोग से sentences बनाये जाते हैं। जैसे-

1. The hare ran faster *than* the tortoise.
2. Speaking is easier *than* writing.

(f) Concession Conjunction

इसमें Though, Although Yet के प्रयोग से sentences बनाये जाते हैं, जैसे-

1. *Although* he reached the station, he failed to locate his sister.
2. *Though* stone-breakers are daily wage-earners, *yet* they are happy.

NOTES

3. *Though* he worked hard, he could not get good marks.

EXERCISE 9

In the following sentences pick out the conjunctions :

1. Birds fly and fish swim.
2. He is slow but sure.
3. I was angry, still I kept quiet.
4. Belinda smiled and the world was gay.
5. Walk quickly, else you will not overtake him.
6. Hurry up, otherwise you will miss the train.
7. I read the paper because I was interested in the news.
8. I don't care whether you stay or leave Delhi.
9. Since you say so, I will come.
10. We eat that we may live.
11. I will not see him though he comes.
12. A book is a book although there is nothing in it.
13. We shall go since you desire it.
14. I must play here for such is my duty.
15. Look before you leap.
16. Play while you play and work while you work.
17. While you are in Rome, do as the Romans do.
18. As you sow, so shall you reap.
19. He is richer than Govind.
20. Catch me if you can.

(viii) THE INTERJECTION (विस्मयादिबोधक)

An interjection is a word or phrase which is used as an exclamation. (जिन शब्दों से हर्ष, विषाद अथवा विस्मय का बोध हो, उन्हें Interjection कहते हैं।)

An interjection एक ऐसा शब्द है जो वाक्य में डाला जा चुका हो जबकि उसके बिना भी वाक्य अपने में पूर्ण हो। इसे पूर्ण वाक्य की आनन्ददायक या दुःखद/प्रतिक्रिया प्रकट करने के लिए प्रयोग किया जाता है। जैसे-

1. *Oh!* What a beautiful scenery !
2. *Hello !* How are you ?
3. *Hello, Mr. !* What brings you here ?
4. *Hurrah !* Our team has won.
5. *Alas !* We could catch larks.
6. *Hush !* Who is advancing ?
7. *Ah !* That's the usual play.
8. *Hush !* Keep quiet , the little child is sleeping.
9. *Bravo !* Our team has won the match.
10. *Oh !* What a picturesque landscape !

Answers**Exercise 1**

1. Agra-proper, city-common
2. elephant, animal-common
3. honesty-abstract, policy-abstract
4. Sohan-proper, class-collective
5. Cup-common, silver-material
6. child-common, milk-material
7. father-common, truth-abstract
8. judge-common, judgement-abstract
9. Sita-proper, letter-common, father-common
10. farmer-common, field-common

Check Your Progress

22. How many kinds are there of Conjunctions?

NOTES

Exercise 2

- | | | | | |
|---------------|---------------|------------|------------|----------|
| 1. his | 2. These | 3. you | 4. that | 5. What |
| 6. What | 7. each-other | 8. who | 9. it | 10. that |
| 11. Everybody | 12. herself | 13. either | 14. myself | 15. Many |

Exercise 3

- | | |
|--------------------------------|---|
| 1. talkative-you | 2. who-he. |
| 3. lazy-boys | 4. one-pen |
| 5. other-pen | 6. whose-cycle |
| 7. This-book | 8. wise-policy |
| 9. open-rebuke, false-flattery | 10. idle – servant |
| 11. ideal - teacher | 12. first , who, sad - boy |
| 13. all - supporters | 14. wise, popular – prime minister |
| 15. Ill – luck | 16. This, yellow-shirt, white-shirt (one) |
| 17. unfortunate - this | 18. That - boy, strongest-boy, this - class |
| 19. wretched - father | 20. several - boys, this - school |

Exercise 4

- | | | | | |
|----------|----------|-----------|----------|-----------|
| 1. such | 2. big | 3. holy | 4. ideal | 5. any |
| 6. no | 7. five | 8. thirty | 9. Every | 10. sour |
| 11. some | 12. Such | 13. many | 14. Ihat | 15. whose |

Exercise 5

- | | | | | |
|------------|------------|-------------------|-----------|-------------|
| 1. highest | 2. heavier | 3. richest | 4. worse | 5. greater |
| 6. biggest | 7. oldest | 8. most beautiful | 9. taller | 10. shorter |

Exercise 6

- | | | | | |
|-------------------|-----------|---------------|-------------|-------------|
| (A) 1. elder | 2. older | 3. elder | 4. elder | 5. Older |
| (B) 1. eldest | 2. oldest | 3. eldest | 4. oldest | 5. Oldest |
| (C) 1. the little | 2. little | 3. the little | 4. a little | 5. A little |

Exercise 7

- | | |
|---|---|
| 1. bark – intransitive | 2. go – intransitive |
| 3. flew awy – intransitive | 4. asked – transitive, objects – me, a question |
| 5. gave – transitive, object – me, a pen | 6. tells – transitive, objects – a lie |
| 7. found – transitive, objects – her asleep | 8. opens – intransitive |
| 9. Staught – transitive, objects – us, a lesson | |
| 10. washed – transitive, object – his clothes | |
| 11. loves – transitive, objects – me | 12. laughs – intransitive |
| 13. like – transitive, object – reading books | 14. cried – intransitive |
| 15. helped – transitive, object – me | |

Exercise 8

- | | | | | |
|----------|--------------|-----------|------------|------------|
| 1. today | 2. fast | 3. exact | 4. at once | 5. hard |
| 6. daily | 7. yesterday | 8. Always | 9. brabely | 10. well |
| 11. when | 12. where | 13. How | 14. Why | 15. where |
| 16. fast | 17. how | 18. why | 19. today | 20. harder |

Exercise 9

- | | | | | |
|--------------|--------------|-----------------|----------|------------|
| 1. and | 2. But | 3. Still | 4. and | 5. Else |
| 6. otherwise | 7. because | 8. whether | 9. since | 10. That |
| 11. though | 12. although | 13. since | 14. for | 15. Before |
| 16. while | 17. while | 18. As so | 19. than | 20. If |

16 The Prepositions

NOTES

Grammar की दृष्टि से अंग्रेजी भाषा में Prepositions का बहुत महत्वपूर्ण स्थान है। इनके बिना किसी वाक्य के Subject (Noun or Pronoun) द्वारा किये गये कार्यों अथवा Subject की स्थिति (position) का उसी वाक्य के Object (Noun or Pronoun) से सही सम्बन्ध नहीं जुड़ पाता है। कभी-कभी Preposition नहीं होने से अर्थ का अनर्थ हो जाता है। जैसे –

1. Mamata is *in* the kitchen. (ममता रसोईघर में है ।) (with Preposition)
यदि इस वाक्य में से 'in' हटा दिया जाये तो वाक्य बनता है—
Mamata is the kitchen. (ममता रसोईघर है ।) (without Preposition)
2. The pen is *on* the table. (कलम मेज़ पर है ।) (with Preposition)
यदि इस वाक्य में से 'on' हटा दिया जाये तो वाक्य बनता है –
The pen is the table. (कलम मेज़ है।) (without Preposition)

उपर्युक्त उदाहरणों से स्पष्ट है कि Prepositions वाक्यों में महत्वपूर्ण भूमिका निभाते हैं।

यहाँ यह स्मरण रखना चाहिये कि एक ही Preposition कई अर्थों में प्रयुक्त होता है। जैसे :
He is **at** home (Place). He goes to school **at** ten (Time). I was surprised **at** his behaviour. (Mental attitude). देखिये, यहाँ **at** तीनों जगह विभिन्न अर्थों में काम कर रहा है।

POSITIONS OF THE PREPOSITIONS

Prepositions के प्रयोग की विभिन्न स्थितियाँ हैं। इन्हें निम्नलिखित रूपों में प्रयोग किया जाता है :

1. सामान्यतया Prepositions का प्रयोग अकर्मक Verb में प्रयुक्त Object से पूर्व किया जाता है। जैसे—
(1) He is working *in* his office.
(2) She is *at* the gate.
(3) Sheela was walking *on* the road.

उपर्युक्त वाक्यों में **in**, **at**, **on** Prepositions हैं जो इन वाक्यों में प्रयुक्त Verbs के Objects **office**, **gate**, **road** से पहले प्रयोग किये गये हैं।

NOTES

2. यदि Preposition का Object 'that' या 'which' हो तो Preposition का स्थान Sentence के अन्त में होता है। जैसे –

(1) This is the pen **which** she was looking *for*.

(2) That is the book **that** you were asking *for*.

(3) This is the post **that** I have applied *for*.

यहाँ Sentence (1) में **which for** का Object है। (2) में **that for** का Object है। (3) में **that for** का Object है। इसलिए इन तीनों Sentences में **for** अन्त में आया है। *For which* या *for that* लिखना गलत होता है।

3. यदि Preposition का Object कोई Interrogative Pronoun है तो Preposition Sentence के अन्त में प्रयोग किया जाता है। जैसे –

(1) **What** are you talking *about* ?

(2) **Whom** was this letter addressed *to*?

(3) **Which** class do you read *in* ?

नोट – यह वाक्य हम इस प्रकार भी लिख सकते हैं : *In which* class do you read ?

4. यदि Preposition का Object कोई छिपा हुआ (understood) Relative Pronoun है तो Preposition Sentence के अन्त में प्रयुक्त होता है। जैसे –

(1) This is the man I was speaking *of*.

(2) This is the poet I was referring *to*.

(3) I don't know the man you were talking *with*.

(4) It was an inspiring story I was listening *to*.

उपर्युक्त चारों sentences में Relative Pronouns छिपे हैं। इसलिए Prepositions sentences के अन्त में आये हैं।

5. Verb + Preposition की स्थिति में Preposition का Verb के बाद ही प्रयोग करते हैं। जैसे –

(1) The thief *broke into* the house.

(2) The book you are *looking for* is not available at this time.

(3) The police were *running after* the thief.

(4) He was *accused of* theft.

(1) PREPOSITIONS OF MOTION

1. After : To indicate 'following somebody'
(‘किसी का अनुगमन करने’ के अर्थ में इसका प्रयोग किया जाता है।)

उदाहरण : The cat is running *after* the rats. We ran *after* the thief.

2. From/to : सामान्यतया ये दोनों ही Preposition एक-दूसरे के विपरीतार्थी हैं।

To : इसका प्रयोग किसी स्थान की ओर गति दर्शाने के लिए होता है।

From : इसका प्रयोग किसी स्थान से दूर जाने या वापस लौटने वाली क्रिया के साथ होता है।

उदाहरण : I went *to* market.

They are going *to* Kota next week.

I returned *from* market.

He must come *to* my office tomorrow.

NOTES

- He walked *from* school to home.
- 3. Onto/off :** ये दोनों ही Prepositions एक-दूसरे के विपरीतार्थी हैं। एक किसी धरातल पर पहुँचने का तो दूसरा धरातल से पृथक् होने का भाव देता है।

Onto : To indicate 'movement' on or 'to a particular place' (किसी विशिष्ट स्थान पर (या को) गति दर्शाने के अर्थ में इसका प्रयोग होता है।)

उदाहरण : We stepped down from the train *onto* the platform.

The fruit fell *onto* the roof of my house

- 4. Off :** To indicate 'a movement away from a place' (किसी स्थान से दूर होने की गति दर्शाने के अर्थ में इसका प्रयोग होता है।)

उदाहरण : I called him but he *ran off*.

She is *off* today. (अर्थात् वह ड्यूटी पर नहीं है।)

Take your coat *off*.

I must be *off* soon. (शीघ्र प्रस्थान करना पड़ेगा।)

- 5. Into/out (of):** ये दोनों ही Prepositions एक-दूसरे के विपरीतार्थी हैं।

Into : To indicate 'a movement' inside something.

(किसी स्थान के अन्दर की ओर गति इंगित करने के अर्थ में इसका प्रयोग होता है।)

Out (of) : To indicate 'a movement away from the inside of a place.

(किसी स्थान के अन्दर से बाहर की ओर गति इंगित करने के अर्थ में इसका प्रयोग होता है।)

उदाहरण : The god of water dived *into* the river.

The god of water came *out of* the river.

The boy fell *into* the river.

The boy came *out of* the river.

The teacher came *into* the class.

The teacher went *out of* the class.

I put my pen *into* my pocket.

I took my pen *out of* my pocket.

- 6. Across :** To indicate the meaning of 'from one side to the other side of something' :

(किसी स्थान (वस्तु) के एक ओर से दूसरी ओर (अर्थात् आर-पार) का आशय इंगित करने के लिए इसका प्रयोग होता है।)

उदाहरण : He walked *across* the field.

I drew a line *across* the page.

I went *across* the road and reached my office.

Can you row me *across* the river ?

NOTES

- 7. Along :** To indicate the meaning of 'from one end to or towards the other end of something'
(किसी स्थान (वस्तु) के एक छोर से दूसरे छोर की ओर (अर्थात् के सहारे-सहारे) का आशय प्रकट करने के लिए इसका प्रयोग किया जाता है।
- उदाहरण :** They walked slowly *along the road*.
You cannot swim *along the river*.
We planted trees *along the bank of the river*.
- 8. Over :** To indicate the meaning 'to cross something and be on the other side.'
(किसी स्थान (वस्तु) को 'पार कर दूसरी ओर आ जाने' (अर्थात् के परे) के अर्थ में इसका प्रयोग होता है।)
- उदाहरण :** She climbed *over* the wall. (अर्थात् वह दीवार के दूसरी ओर चली गई।)
A bird flew *over my house*.
A cat jumped *over* the table.
The plane flew *over* the mountains.
- 9. Through :** To indicate the meaning 'from end/side to the other'.
(इसका प्रयोग भी 'एक ओर/छोर से दूसरे ओर/छोर तक (अर्थात् में होकर)' के अर्थ में होता है।
- The burglar got in *through* the window.
The snake entered the room *through* a hole in the wall.
The bullet went straight *through* him.
- 10. Under :** To indicate the meaning 'below the surface of something'.
(किसी वस्तु की, सतह के नीचे' के अर्थ में इसका प्रयोग होता है।
- उदाहरण :** Have you looked *under* the bed.
The toy has rolled *under* the sofa.
The dog went *under* the table and slept there.
- 11. Up/down :** दोनों ही Preposition एक-दूसरे के पूरक हैं। जहाँ up ऊपर की ओर (upward movement) गति दर्शाता है, वहीं down (downward move- ment) नीचे की ओर गति दर्शाता है।
1. Ram stood *up* and went out of the room.
 2. I sometimes get *up* early.
 3. Would you like to sit *down*, please ?
 4. The picture fell *down*.
 5. The other boy climbed *down* the tree.
 6. Hari is going *up* stairs.
 7. Radha is coming *down* stairs.

(2) PREPOSITIONS OF TIME

1. At :

To indicate a point of time (समय-बिन्दु को इंगित करने हेतु)

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समय-बिन्दु— इसका आशय घड़ी के निश्चित समय, दिनों के नाम, महीनों के नाम तथा वर्ष आदि से है। किन्तु *at* का प्रयोग 24 घण्टों की अवधि में बताये गये समय से पूर्व, उम्त्र जिसमें कोई कार्य होता है तथा अवधि प्रकट करने वाले त्यौहारों के नामों से पूर्व किया जाता है। दिन, दिनांक, महीने या वर्ष से पूर्व इसका प्रयोग नहीं होता है। Point of time के उदाहरण देखिये :

The sun rose *at* 6 a.m.

He will come back *at* sunset. (sunset = सूर्यास्त) समय-बिन्दु है।

I can repay the amount *at* any moment.

The thief entered the house *at* midnight.

We had lunch *at* noon.

Ram will go to school *at* nine.

Children start school *at* the age of six.

2. On :

Before days and dates (दिनों व दिनांकों से पूर्व)

नोट – दिनों या दिनांकों से पूर्व का तात्पर्य Point of time (समय-बिन्दु) से है।

निम्न उदाहरण देखिये:

Ram will go to Jaipur *on* Monday.

John goes to church *on* Sundays.

I shall fire crackers *on* Deepawali.

He was awarded *on* the Republic Day.

We celebrate the Independence Day *on* 15th of August.

He is returning *on* 7th instant.

नोट :- 7th instant अर्थात् 'इस माह की 7 तारीख को'।

अन्य उदाहरण :

on tour, **on** a cold day, **on** a wet day, **on** that day, **on** this occasion, **on** time.

3. In

(a) Before names of the months, seasons and years. (महीनों, ऋतुओं व वर्षों से पूर्व)

उदाहरण :

I was born *in* 1985.

In Rajasthan it rains *in* summer.

We took exams *in* March.

(b) Before morning, evening, afternoon etc. (morning, evening, afternoon आदि शब्दों से पूर्व)

I shall go to school *in* the morning. Meet me *in* the afternoon.

लेकिन night के साथ *at* का प्रयोग होता है: The thief starts their work *at* night.

(c) Before a period of time (समय-अवधि से पूर्व)

I shall be back *in* an hour. You have to finish it *in* a week. I shall be

NOTES

ready *in* a moment.

4. Before

To indicate 'earlier than' (इसका प्रयोग 'से पूर्व' के अर्थ में किसी समय या घटना से पूर्व किया जाता है। यह 'after' का विपरीतार्थक है।)

उदाहरण :

- Meet me *before* dinner. (भोजन से पूर्व)
Come back *before* dark. (अँधेरे से पूर्व)
The patient had died *before* the doctor came. (डॉक्टर के आने के पूर्व)
Sunday comes *before* Monday. (सोमवार से पूर्व)
He came here the day *before* yesterday. (कल से पहले दिन अर्थात् परसों)

5. After

To indicate 'following in time' or 'later than'

(‘किसी समय के बाद’ या ‘के पश्चात्’ के अर्थ में किसी एक समय या कार्य से पूर्व इसका प्रयोग किया जाता है।)

उदाहरण :

- Meet me *after* dinner. (भोजन के पश्चात्)
Don't go out *after* dark. (अन्धेरा होने के पश्चात्)
The doctor came *after* the patient had died. (रोगी के मरने के पश्चात्)
I am leaving for Ajmer the day *after* tomorrow. (कल के पश्चात् परसों)
February comes *after* January. (जनवरी के पश्चात्)
Monday comes *after* Sunday. (रविवार के पश्चात्)

6. During

To indicate the meaning 'throughout the continuance of'

(‘किसी समय की निरन्तरता के दौरान’ के अर्थ में इसका प्रयोग समय से पूर्व किया जाता है।)

उदाहरण :

- The sun gives us light *during* the day. (दिन के दौरान)
During my school days I watched several movies. (स्कूली दिनों के दौरान)
What did you do *during* my absence? (मेरी अनुपस्थिति के दौरान)
Ram sleep *during* his lessons. (पाठ पढ़ाये जाने के दौरान)

नोट – यहाँ absence से तात्पर्य 'अनुपस्थित रहने की समय-अवधि' से तथा lessons से तात्पर्य 'पाठ पढ़ाये जाने की समय अवधि' से है।

7. By

1. To indicate the meaning of 'as soon as' or 'not later than'

(समय से पूर्व 'तक' के अर्थ में इसका प्रयोग किया जाता है। दिये गये समय से 'पूर्व तक' के अर्थ में या 'जैसे ही' के अर्थ में इसका प्रयोग होता है।)

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उदाहरण :

- I shall finish my work *by Sunday*. (रविवार तक)
By July 15th he will have left the place. (15 जुलाई तक)
 You would have taken dinner *by now*. (अब तक)
 It will be dark *by the time you reach* there. (जब तुम पहुँचोगे तब तक)

2. Before time to indicate conditions and circumstances

(स्थिति या परिस्थिति इंगित करते समय इसका प्रयोग समय से पूर्व 'को' के अर्थ में भी किया जाता है।)

उदाहरण :

The enemy attacked *by night*. ('रात्रि को' यहाँ परिस्थिति बताने के अर्थ में प्रयोग हुआ है।)

The thief thought it fit to break into the house *by moonlight*.

8. For**1. To indicate extent of time**

('समय-सीमा' इंगित करने के लिए इसका प्रयोग 'के लिए' के अर्थ में समय से पूर्व किया जाता है।)

उदाहरण :

- I am going abroad *for a month*. (एक माह के लिए)
 They are leaving for Jodhpur *for a week*. (एक सप्ताह के लिए)

2. To indicate period of time in the Perfect व Perfect Continuous Tenses

(Perfect व Perfect Continuous Tenses में 'समय की अवधि' से पूर्व 'से' के अर्थ में इसका प्रयोग किया जाता है।)

- I have been learning* driving *for a month*. (एक माह 'से')
Ram has been watering the plants *for two hours*. (दो घण्टे 'से')
 The teacher *has been teaching* the students *for some time* (कुछ समय 'से')

9. Since**To indicate a point of time in Perfect व Perfect Continuous Tenses**

(Perfect व Perfect Continuous Tenses में 'समय-बिन्दु' से पूर्व 'से' के अर्थ में इसका प्रयोग किया जाता है।)

उदाहरण :

- I have been learning driving *since July*. (जुलाई से)
 They have been working hard *since Sunday*. (रविवार से)
 I have been reading in this school *since 2001*. (सन् 2001 से)
 He hasn't come back here *since his marriage*. (अपनी शादी से)

10. Through

To indicate 'from the beginning to the end of time'

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(‘शुरू से अन्त तक’ के अर्थ में समय से पूर्व इसका प्रयोग किया जाता है।)

उदाहरण :

The patient will not live *through the night*.

(मरीज ‘रात भर’ जिन्दा नहीं रहेगा, अर्थात् प्रातःकाल से पूर्व मर जायेगा।)

You can't work in the sun *through the day*. It is very hot. (पूरे दिन भर)

A child cannot sit quietly *through a long lesson*. (लम्बा पाठ पढ़ाये जाने के दौरान)

11. Till :

To indicate 'up to the time when' ('किसी समय तक' के अर्थ में इसका प्रयोग किया जाता है।)

उदाहरण :

I shall wait for you *till 7 o'clock*. (सात बजे तक)

Ram works hard from morning *till night*. (रात्रि तक)

John waited *till Mary's return*. (मेरी के लौटने तक)

12. Until

Till और Until दोनों ही समानार्थी व समान प्रयोग वाले Prepositions हैं। Until का प्रयोग अधिकांशतः उन वाक्यों में किया जाता है जब इससे सम्बन्धित clause (उपवाक्य) या phrase (वाक्यांश) वाक्य में पहले आता है।

उदाहरण :

Until his marriage he spent his time with his friends.

Until 7 o'clock I waited for him. Until Mary's return, John waited.

13. With

To indicate 'at the same time as' ('ठीक उसी समय' के अर्थ में इसका प्रयोग समय से पूर्व किया जाता है।)

उदाहरण :

With the approach of the sunset it became chilly. (सूर्यास्त होते ही)

With these words the teacher started to teach us. (इन शब्दों से)

I rise *with the sun*. (अर्थात् सूर्योदय के समय)

14. Within

to indicate 'in less than (time)'

(‘से कम (समय) में’ के अर्थ में इसका प्रयोग समय से पूर्व होता है।)

उदाहरण :

Do it *within an hour*. (एक घंटे से पूर्व)

He will finish his work *within a week*. (एक सप्ताह से पूर्व)

You should complete it *within a month*. (एक माह से पूर्व)

15. From :

To indicate the starting of a period of time

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(From का प्रयोग समय-अवधि के प्रारम्भिक बिन्दु (अर्थात् समय (बिन्दु) से पूर्व 'से' के अर्थ में Non-Perfect Tenses में किया जाता है। ध्यान रखिये : Perfect Tenses में Point of Time से पूर्व since का प्रयोग होता है।)

उदाहरण :

Our school will start *from 1st of July*. (एक जुलाई से)

Our exams will start *from Saturday*. (शनिवार से)

Mr Mohan is going to teach us *from August 5*. (पाँच अगस्त से)

John will come to school *from Tuesday*. (मंगलवार से)

(3) PREPOSITIONS OF SPACE

1. At :

To indicate the place in which something or somebody is/was/will be
(‘उस स्थान को इंगित करने के लिए जिसमें कोई संज्ञा स्थित है, थी या रहेगी।’)

उदाहरण :

Mr Mohan is *at* his office. I saw a beggar *at* the station.

John is *at* home. In the evening Hari was *at* his uncle's house.

2. On :

To indicate the position of a thing covering or forming part of a surface
(किसी वस्तु के किसी सतह या धरातल पर स्पर्श करते हुए, टिके रहने के अर्थ में on का प्रयोग होता है।)

The book is *on* the table. He is sitting *on* the grass.

The pictures are *on* the wall. A leaf is floating *on* the water.

There is a carpet *on* the floor. He wears a hat *on* his head.

Words are written *on* the blackboard. Sudha has a ring *on* her finger.

3. In

To indicate something in a surrounded place
(किसी परिवेश में किसी वस्तु या व्यक्ति का होना ‘in’ के प्रयोग द्वारा दर्शाया जाता है।)

उदाहरण :

John is sleeping *in* his room. This is the only shop *in* the village.

Sohan reads *in* this school. Children are playing *in* the street.

We live *in* India. There are clouds *in* the sky.

Mohan lives *in* a village. Raju is swimming *in* the lake.

4. Against :

To indicate support or close proximity
(‘सहारा’ या ‘अत्यधिक निकटता’ इंगित करने के लिए स्थान से पूर्व इसका प्रयोग होता है।)

उदाहरण :

The ladder is placed *against* the wall. (दीवार के सहारे)

John stood leaning *against* the pillar. (खम्भे के सहारे)

He put the sofa with its back *against* the wall. (दीवार के सहारे)

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5. Above :

To indicate 'higher than' or 'at a higher point' ('से ऊँचा' के अर्थ में)

उदाहरण :

The sun rose *above the horizon*. (क्षितिज से ऊँचा)

The water came *above our knees*. (घुटनों से ऊपर)

The kite is flying *above the clouds*. (बादलों से ऊपर)

6. Before:

To indicate the meaning of 'in front of' ('के सामने' के अर्थ में)

उदाहरण :

There is a tree *before his house*. (घर के सामने)

The thief was brought *before the judge*. (जज के सामने)

Mohan is standing *before me* in the queue. (मेरे सामने)

He made a beautiful house *before the church*. (चर्च के सामने)

7. Opposite : ('आमने-सामने' के अर्थ में)

उदाहरण :

There is a theatre opposite my house.

The teacher stands opposite to the students in the class.

8. In front of :

To indicate the meaning of 'directly before' ('ठीक सामने' के अर्थ में)

उदाहरण :

There are some trees *in front of my house*. (घर के ठीक सामने)

There is a garden *in front of the post office*. (डाकघर के ठीक सामने)

9. Behind :

To indicate the meaning of 'at the rear of' ('के पीछे' के अर्थ में)

उदाहरण :

The sun was *behind the clouds*. (बादलों के पीछे)

The child stood *behind his mother*. (माँ के पीछे)

The thief hid *behind a tree*. (पेड़ के पीछे)

There is a garden *behind my house*. (मेरे घर के पीछे)

10. Over :

1. To indicate a thing covering the surface partly or completely

(किसी सतह को आंशिक या पूर्ण रूप से ढकने के अर्थ में)

उदाहरण :

Mohan spread his handkerchief *over* his face and slept.

He spread a cloth *over* the table.

He put his coat *over* the box.

2. To indicate 'vertically above or directly higher' (सीधे या लम्बवत् ऊपर होने के अर्थ में)

NOTES

उदाहरण :

The sky is *over* our heads.

Many aeroplanes fly *over* the Indian Ocean.

He held an umbrella *over* his head.

There is a lamp *over* the table.

11. Below :

To indicate 'a position lower than' ('से नीचे' के अर्थ में इसका प्रयोग होता है। यह Above का विपरीतार्थी है। Below के स्थान पर, कभी-कभी under का प्रयोग भी किया जा सकता है।)

उदाहरण :

Don't write *below* this line.

He stood *below* the building.

His overcoat reaches *below* his knees. The sun went *below* the horizon.

12. Between

1. Used with two persons, things or groups. (दो व्यक्तियों या वस्तुओं के बीच में)

उदाहरण :

She stood *between* her husband and son.

The old man divided his property *between* Ravi and Anand.

I walked across the garden *between* the flower beds.

2. With two or more nouns when boundaries are concerned
(सीमाओं के सम्बन्ध में दो या दो से अधिक संज्ञाओं के साथ)

उदाहरण :

Rajasthan lies *between* Haryana, Gujarat, M.P. and U.P.

India lies *between* Pak, China, Bangladesh and Ceylon.

13. Among

Used with more than two persons or things (दो से अधिक व्यक्तियों या वस्तुओं के लिए)

उदाहरण :

Distribute these mangoes *among* these boys.

He divided his property *among* his five sons.

The village is situated *among* the hills.

She is sitting *among* her children.

(4) PREPOSITIONS OF MENTAL ATTITUDE

'Mental Attitude' से तात्पर्य 'मानसिक प्रवृत्ति' से है। इसको निम्न प्रकार समझा जा सकता है :

Mental : Connected with mind.

Attitude : One's thinking and feeling about somebody or something; the way one behaves towards somebody or something.

अर्थात् 'किसी भी व्यक्ति की किसी अन्य व्यक्ति या वस्तु के प्रति सोच या भावना या व्यवहार' 'Mental Attitude' कहलाता है। अंग्रेजी भाषा में ऐसी अनेक Verbs (क्रियाएँ) हैं जो Mental Attitude को प्रदर्शित करती हैं। जैसे-

1. Argue (तर्क करना) **Argue against** (किसी विषय के विरुद्ध तर्क करना)

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	Argue with	(किसी व्यक्ति से तर्क करना)
2. Apologize (क्षमा माँगना)	Apologize for	(किसी बात पर क्षमा माँगना)
	Apologize to	(किसी व्यक्ति से क्षमा माँगना)
3. Agree (सहमत होना)	Agree with	(किसी व्यक्ति से सहमत होना)
	Agree to	(किसी प्रस्ताव से सहमत होना)
	Agree in	(किसी के दृष्टिकोण से सहमत होना)
	Agree on	(किसी विषय पर सहमत होना)

Adjectives (विशेषण) भी Mental Attitude को प्रदर्शित करते हैं। जैसे :

- 1. Afraid of** (किसी से भयभीत)
- 2. Angry at** (किसी बात पर नाराज)
Angry with (किसी व्यक्ति से नाराज)
- 3. Envious of** (किसी दूसरे की वस्तु के प्रति ईर्ष्यालु)
- 4. Ready for** (किसी कार्य के लिए तैयार)

Nouns (संज्ञाएँ) भी Mental Attitude प्रदर्शित करते हैं। जैसे :

- 1. Complaint against** (किसी के विरुद्ध शिकायत)
Complaint about (किसी विषय में शिकायत)
- 2. Desire for** (किसी वस्तु के लिए लालसा)
- 3. Necessity for** (किसी वस्तु की आवश्यकता)
- 4. Gratitude for** (किसी बात के लिए कृतज्ञता)
Gratitude to (किसी व्यक्ति के प्रति कृतज्ञता)

इस प्रकार Mental Attitude से सम्बन्धित Prepositions वे हैं जो हमारी मानसिक भावनाओं यथा – क्रोध, प्रसन्नता, अवसाद, सहमति, असहमति, कृतज्ञता, झुँझलाहट, हठ, लालसा, ईर्ष्या, डाह आदि को किसी वस्तु, व्यक्ति या बात के प्रति दर्शाते हैं। Mental Attitude तथा उसके पश्चात् आने वाले मुख्य Prepositions निम्न हैं :

(A) 'Verbs' Denoting Mental Attitude + Prepositions

- 1. Agree to** (किसी बात से सहमत होना)
Agree with (किसी व्यक्ति से सहमत होना)
- 2. Apologize to** (किसी व्यक्ति से क्षमा माँगना)
Apologize for (किसी धृष्टता के लिए क्षमा माँगना)
- 3. Appeal to** (किसी व्यक्ति से निवेदन करना)
Appeal for (सहायता हेतु निवेदन करना)
- 4. Argue with** (किसी व्यक्ति से तर्क करना)
Argue for (किसी बात के पक्ष में तर्क करना)
Argue against (किसी बात के विरुद्ध तर्क करना)
- 5. Bear with** (किसी की गलती को सहन करना)

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6. **Beg pardon of** (किसी व्यक्ति से क्षमायाचना करना)
7. **Beg for** (किसी चीज के लिए याचना करना)
Beg a person to (किसी व्यक्ति से किसी कार्य हेतु याचना करना)
8. **Believe in** (विश्वास करना)
9. **Beware of** (किसी से सावधान होना)
10. **Congratulate on** (किसी बात पर बधाई देना)
11. **Disagree with** (किसी व्यक्ति से असहमत होना)
12. **Fall in love with** (किसी से प्यार होना)
13. **Fight for** (किसी के पक्ष में लड़ना)
Fight against (किसी के विरुद्ध लड़ना)
14. **Grieve for** (किसी व्यक्ति के लिए दुःख प्रकट करना)
15. **Laugh at** (किसी व्यक्ति पर हँसना)
16. **Long for** (किसी वस्तु की इच्छा करना)
17. **Mourn for** (मृत के लिए शोक करना)
18. **Pray to** (ईश्वर से प्रार्थना करना)
19. **Repent of** (किसी बात पर पछताना)
20. **Revolt against** (किसी के विरुद्ध विद्रोह करना)

(B) 'Adjectives' Denoting Mental Attitude + Prepositions

1. **Afraid of** (किसी से भयभीत)
2. **Angry at** (किसी बात से नाराज)
Angry with (किसी व्यक्ति से नाराज)
3. **Annoyed at** (किसी बात से रुष्ट)
Annoyed with (किसी व्यक्ति से रुष्ट)
4. **Anxious for** (किसी बात के लिए चिन्तित)
Anxious about (किसी परिणाम के विषय में चिन्तित)
5. **Ashamed of** (किसी बात से शर्मिन्दा)
6. **Busy with** (किसी कार्य में व्यस्त)
7. **Eager for** (किसी कार्य के लिए उत्सुक)
Eager in (किसी विषय में कार्य करने का इच्छुक)
8. **Envious of** (किसी अन्य की वस्तु से ईर्ष्यालु)
9. **Faithful to** (किसी के प्रति वफादार)
10. **Fearful of** (किसी बात से भयभीत)
11. **Fond of** (किसी बात का शौकीन)
12. **Good at** (किसी विषय में कुशल)
13. **Greedy of** (किसी वस्तु आदि का लालची)

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- 14. **Jealous of** (किसी अन्य की बात से ईर्ष्यालु)
- 15. **Polite in** (तौर तरीकों में विनम्र)
Polite with (किसी के प्रति विनम्र)
- 16. **Responsible to** (किसी व्यक्ति के प्रति उत्तरदायी)
Responsible for (किसी कार्य के प्रति उत्तरदायी)
- 17. **Proud of** (किसी बात/व्यक्ति पर गर्वित)
- 18. **Mad with** (किसी बात से पागल)
- 19. **Hopeful of** (किसी बात के लिए आशावान)
- 20. **Fit for** (किसी कार्य के लिए योग्य)

(C) Nouns + Prepositions

- 1. **Affection for** (किसी व्यक्ति के लिए स्नेह)
- 2. **Ambition for** (किसी वस्तु हेतु महत्वाकांक्षा)
- 3. **Apology for** (किसी गलती के लिए क्षमा याचना)
- 4. **Attention to** (किसी बात के प्रति ध्यान)
- 5. **Desire for** (किसी बात के लिए आकांक्षा)
- 6. **Envy at/of** (किसी अन्य के प्रति ईर्ष्या)
- 7. **Gratitude for** (किसी बात के लिए कृतज्ञता)
- 8. **Hatred of/for** (किसी व्यक्ति के प्रति घृणा)
- 9. **Opposition to** (किसी के प्रति विरोध)
- 10. **Quarrel with** (किसी से झगड़ा)
Quarrel between (दो के मध्य झगड़ा)
- 11. **Regret for** (किसी बात के लिए खेद)
- 12. **Sympathy with/for** (किसी के प्रति सहानुभूति)
- 13. **Yearning for** (किसी बात के लिए लालसा)
- 14. **Pride in** (किसी बात पर गर्व)
- 15. **Remorse for** (किसी बात पर पश्चाताप/ग्लानि)

मुख्य Prepositions एवं उनके कुछ और प्रयोग

I. *Above* :

- (a) Only higher than (केवल ऊपर के अर्थ में)
 - (1) The bridge stands *above* the tree.
 - (2) The kites are flying *above* the tree.
(Kites की स्थिति बिना स्पर्श किये हुए पेड़ के ऊपर है।)
- (b) Superior in rank (पद या दर्जे में उच्चतर के अर्थ में)
 - (1) The Major is *above* the Captain in the army.
 - (2) The President is *above* the Prime Minister in the country.
- (c) Coming earlier (पहले आना/होना के संदर्भ में)

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His name is *above* mine in the list.

2. **After :**

- (a) Later than, next in order (अगला)
 (1) Please see me *after* this period.
 (2) The students entered the room *after* the teacher.

- (b) Next (Place) (दूसरा या अगला स्थान)
 We went to Amber Palace *after* Hawa Mahal.

3. **At :**

- (a) In the state of (की अवस्था/हालत में)
 India and China were *at* war in 1962.
- (b) With some Verbs as an appropriate Preposition
 throw *at*, look *at*, point *at*, shoot *at*, aim *at*, laugh *at*, strike *at*, इत्यादि।
- (c) गति (speed), वस्तुओं के भाव (rate) तथा निश्चित तापक्रम (temperature) बताने में।
 (1) She drove her car *at* 70 km per hour.
 (2) Bananas are sold here *at* eight rupees a kilogram.
 (3) Water boils *at* 100°C.

4. **Before :**

- (a) In front of (के सामने)
 (1) There is a tree *before* his house.
 (2) He has made a beautiful house *before* the church.
- (b) In the presence of (की उपस्थिति में)
 (1) He put up his documents *before* the officer.
 (2) The prisoner was brought *before* the magistrate.
- (c) Earlier than (showing time) (से पहले के अर्थ में)
 You should return *before* sunset.

5. **Behind :**

- (a) In support of (मदद में)
 (1) The whole college was *behind* the Principal on this issue.
 (2) Don't worry, we are all *behind* you.
- (b) Backward or inferior (पिछड़ा होना या निम्न होना)
 He is *behind* all other students at studies in the class.

6. **Below : (above का विलोम)**

- (a) Lower or inferior in rank (पद या दर्जे में निम्न)
 (1) The L.D.C. is *below* the U. D. C. in rank.
 (2) The Tehsildar is *below* the S. D. M. in position.
- (b) Coming after (बाद में आना/होना)
 His name is *below* hers in the programme.
- (c) Lower than in condition, value or importance (दशा, मूल्य या महत्व में कम)
 (1) Above 33% people live *below* the poverty line in India.
 (2) There is nothing *below* ten rupees here.

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- (3) This is *below* my dignity.
(4) His writing is *below* standard.

7. **From :**

- (a) Indicating the starting point of place, person, time or anything
(स्थान, व्यक्ति या किसी भी बिन्दु से प्रस्थान करने के अर्थ में – प्रायः to के साथ)
(1) He travelled *from* Delhi to Jaipur.
(2) He sold caps *from* village to village.
(3) She works in an office *from* 10 a.m. to 5 p.m.
- (b) निम्न Phrases में to के साथ
from time *to* time, from day *to* day, from beginning *to* end.
जैसे – He read the book from beginning *to* end.
- (c) Indicating source (स्रोत दर्शाते हुए)
(1) Apples come *from* Kashmir. (2) These quotations are *from* Tagore.
- (d) वस्तुओं का प्रयोग तथा परिवर्तन दर्शाने के लिए
(1) Butter is made *from* milk. (2) Dalda is made *from* vegetable oils.
- (e) Indicating separation (अलगाव दर्शाने के लिए)
(1) The teacher stopped him *from* going out of the class.
(2) The dacoits took the children away *from* their mothers.
(3) He prevented the child *from* entering the cave.
- (f) Showing reason, sense, etc. (कारण, बोध, आदि प्रदर्शित करने में)
(1) He is suffering *from* malaria. (2) They did it *from* a sense of duty.
- (g) Showing difference (प्रायः क्रिया differ के साथ भिन्नता दर्शाने के अर्थ में)
(1) This dog differs *from* all the others.
(2) He differs in qualities *from* the rest of the students.
- (h) Showing time (समय का भाव प्रदर्शित करने के लिए)
He was blind *from* birth.

Some other uses of 'from':

1. This is a man *from* Jaipur.
2. I saved the boy *from* drowning.
3. She comes *from* a poor family.
4. *From* my point of view this book will be very useful.

8. **In :**

- (a) *In* the sense of time 'when' ('जिस समय' के अर्थ में)
in the morning, *in* the afternoon, *in* the evening.
We go for a walk *in* the morning.
- (b) *In* the sense of at rest (स्थिर अवस्था के अर्थ में)
(1) He is *in* the house. (2) The children are playing *in* the street.
- (c) Showing job or profession (कार्य या व्यवसाय प्रदर्शित करने के लिए)
(1) He has been *in* Indian politics for about 30 years.
(2) His father is an officer *in* the army.

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- (d) Indicating colour, material of thing or showing situation or condition (रंग, वस्तु का पदार्थ या दशा बताने में)

- (1) Today Abhishek is *in* Khaki dress.
- (2) Anurag is *in* a very happy mood.
- (3) She is still *in* great trouble.
- (4) He signed *in* ink/pencil.

9. **To :**

- (a) Suggesting destination (मंजिल या गन्तव्य स्थान दर्शाने के लिए)
- (1) We walked *to* the station.
 - (2) He goes *to* school every day.
- (b) In the sense of till (of time) (प्रायः from के साथ 'से तक' के अर्थ में समय दर्शाने के लिए)
- (1) She visited the town from 3 *to* 5 p.m.
 - (2) Our school runs from 7.30 a.m. *to* 12.30 p.m.
- (c) In the sense of 'as far as' from door *to* door, from village *to* village.
- (1) The capseller sold his caps from village *to* village.
 - (2) He walked from door *to* door making an appeal.
- (d) Showing comparison (तुलना दर्शाते हुए) – inferior *to*, superior *to*, junior *to*, senior *to*, prefer *to*, prior *to*, इत्यादि ।
- (1) I prefer walking *to* running.
 - (2) He is junior *to* her.
- (e) बाकी समय बताने के लिए
- (1) It is five *to* six.
 - (2) It is a quarter *to* ten.
- (f) Showing purpose (उद्देश्य दर्शाने के लिए)
- (1) He came *to* see us.
 - (2) She came *to* our help.

Some other uses of 'to'

1. There are mountains *to* the North of India.
2. She tore the book *to* pieces.
3. She is devoted *to* her love.
4. He must be 22 *to* 26 years of age.
5. I gave the book *to* Mohan.

10. **On : (ऊपर या पर) स्थिरता के लिए**

- (a) In the sense of 'about' concerning a person, topic or subject ('के बारे में' के अर्थ के लिए किसी व्यक्ति, विषय या प्रकरण के सन्दर्भ में)
- (1) He is writing a thesis *on* Prem Chand.
 - (2) This is a good book *on* economics.
- (b) निम्नलिखित Phrases में –
- on* account of, *on* hearing this/that, *on* behalf of, *on* the occasion of, *on* fire, *on* sale, *on* purpose, *on* the whole, *on* the contrary, *on* foot, इत्यादि ।
- (c) Suggesting direction (दिशा दर्शाने में)
- (1) Pinky was hit *on* the head.

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(2) I met him *on* the way.

(d) Indicating engagements (विभिन्न कार्यों, अवसरों या दिनों में कार्य में लगे होने का भाव दर्शाने में)

(1) He keeps himself busy *on* holidays. (2) He is there *on* some business.

(3) He is *on* tour for a week. (4) He is *on* leave.

11. *Over* :

(a) More than ('से अधिक' के अर्थ में) : He is *over* fifty.

(b) While engaged in (किसी कार्य में लगे होने या समय गुजारने के अर्थ में)

We settled the quarrel *over* a cup of tea.

(c) From one side to the other (एक छोर से दूसरे छोर तक – आर-पार के अर्थ में)

(1) There was a bridge *over* the river.

(2) She ran *over* the ground in no time.

(d) Showing command, control, authority, etc.

(आदेश, नियंत्रण, अधिकार, श्रेष्ठता आदि प्रकट करने के अर्थ में)

(1) He ruled *over* our country for about 30 years.

(2) She has no control *over* her emotions.

12. *Through* :

(a) From one side to another in a closed place

(घिरे हुए या बन्द स्थान में 'एक तरफ से दूसरी तरफ' के अर्थ में)

(1) The train is moving *through* a tunnel.

(2) He walked *through* the forest.

(3) The thief entered the house *through* an open window.

(4) He looked *through* a telescope.

(5) The water flows into the tank *through* this pipe.

(6) The sun came *through* the window.

(b) Indicating means or agency (साधन या माध्यम दर्शाने हेतु)

(1) He got his job *through* a minister's recommendation.

(2) Our library gets magazines and journals *through* the local newspaper agency.

(3) I came to know of this *through* the driver.

(4) I knew it *through* a newspaper.

(c) He got *through* his examination.

सफलतापूर्वक समाप्त करने के अर्थ में

(d) 'के बावजूद' के अर्थ में

We heard his cry *through* the great uproar.

(e) Across the interior of anything. (से होकर एक छोर से दूसरे छोर तक)

(1) There is no way *through* the forest.

(2) The river Yamuna flows *through* Delhi.

(3) Cars are not allowed to go *through* the city in the day time.

(f) 'के कारण' के अर्थ में

(1) The vase was broken by Ram *through* his carelessness.

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- (2) She died *through* neglect.
 (3) All this was done by Mohan *through* envy.
 (4) *Through* your help, she may succeed.
 (5) He ran away *through* fear.
- (g) Between or among the individual members ('व्यक्तिगत सदस्यों के बीच में' के अर्थ में)
 This book has passed *through* many hands.
- (h) From first stage to the last finished stage of a process
 (किसी भी वस्तु के तैयार होने की पहली प्रक्रिया से अंतिम प्रक्रिया तक)
 The body of a car passes *through* 147 stages on the production line.

13. Into :

- (a) दशा में परिवर्तन या घटना के परिणाम को दर्शाने में
 (1) Translate these sentences *into* English.
 (2) When he saw his mother, he burst *into* tears.
- (b) 'समय के' अर्थ में, जैसे : He often works late *into* the night.
- (c) पेशे आदि में जाने के अर्थ में, जैसे : He went *into* business.

14. Under: (Over का विलोम)

- (a) अन्दर तथा डूबे या घिरे होने के अर्थ में जैसे :
 The railway line near Jaipur remained *under* water for many days.
- (b) 'अपेक्षाकृत कम' के अर्थ में जैसे : She is *under* forty.
- (c) 'की अवस्था में' के अर्थ में जैसे :
 (1) The house is *under* construction.
 (2) The matter is *under* consideration.
- (d) 'पद या दर्जे में निम्न' के अर्थ में
 (1) Many people work *under* him.
 (2) No one *under* the rank of an Inspector shall enter the hall.
- (e) 'शासित होने या नेतृत्व में रहने' के अर्थ में
 (1) India, *under* Pt Nehru, progressed much.
 (2) He is very happy in his office *under* his new director.

15. With :

- (a) साधन, औजार, हथियार, आदि के प्रयोग करने के अर्थ में
 (1) He killed the lion *with* a gun. (2) She hit the crow *with* a stone.
 (3) I always write *with* this pen. (4) He cut vegetables *with* a knife.
- (b) साथ या सम्बन्ध दर्शाने के अर्थ में
 (1) She went there *with* her husband.
 (2) He lived *with* his wife and children.
- (c) Having के अर्थ में
 (1) A girl *with* blue eyes is coming towards us.
 (2) A woman *with* a child is also coming.

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- (d) because of या owing to के अर्थ में (कारण दर्शाने में)
(1) She was trembling *with* fear. (2) He was silent *with* shame.
- (e) तरीका या ढंग दर्शाने में
(1) She accepted the present *with* pleasure.
(2) He reached there *with* courage.
- (f) किसी की देखरेख, संभाल या अधिकार में छोड़ने, रखने के अर्थ में
(1) They left the child *with* its aunt.
(2) We left our luggage *with* the parcel clerk.
- (g) निम्न Phrases में :
deal *with*, quarrel *with*, sympathise *with*, agree *with*, part *with*, down *with*,
fight *with*, pleased *with*, angry *with*, इत्यादि।
(1) The Principal is always pleased *with* good boys.
(2) He parted *with* his parents for two years.

16. By :

- (a) पास में या बगल में होने के अर्थ में
(1) He came and sat *by* me. (2) His house is *by* the river.
- (b) through, along या across के सन्दर्भ में जैसे :
We came *by* a shortcut.
- (c) किसी स्थान से होकर गुजरने या निकलने के अर्थ में
(1) I walk *by* the post office every noon.
(2) We drove *by* the hill and reached the town.
- (d) During (के दौरान) के अर्थ में
(1) He prefers to travel *by* night.
(2) He worked *by* day and rested at night.
- (e) कर्ता दर्शाने में, agent या doer से पहले
(1) 'Meghdoot' was written *by* Kalidas.
(2) Many people were killed *by* the earthquake in Gujarat.
- (f) 'के बाद नहीं' के अर्थ में
(1) You should join your duty *by* next Monday.
(2) We have to finish our assigned work *by* March 31.
- (g) 'के अनुसार' के अर्थ में : What is the time *by* your watch ?
- (h) आवागमन या यातायात का तरीका बताने के अर्थ में : *by* train, *by* bus, *by* car, *by* plane, *by* ship, *by* sea, *by* air, इत्यादि।
(1) She came *by* car from Agra. (2) They often travel *by* air.
- (i) तरीका बताने में *by* the collar, *by* the hair, *by* chance, इत्यादि।
(1) He caught the boy *by* the hair. (2) She met one of her classmates *by* chance in the fair.

17. For :

- (a) मंजिल या गन्तव्य स्थान दर्शाने के लिए

NOTES

- (1) He left *for* Mumbai today. (2) The train left *for* Delhi.
- (b) उद्देश्य बताने में
(1) I go *for* a walk daily. (2) Some people live *for* others.
- (c) तैयारी दर्शाने के लिए जैसे :
(1) We should save *for* the future. (2) Let us get ready *for* school.
- (d) पसंद, स्नेह, उपयुक्तता दर्शाने के सन्दर्भ में
(1) He has a taste *for* painting.
(2) Every man has a weakness *for* beautiful things.
(3) The climate of this place is bad *for* health.
- (e) विनिमय या मूल्य के आदान-प्रदान के अर्थ में
(1) I bought this pen *for* five rupees. (2) They sold their house *for* two lakhs.
- (f) निम्नलिखित Verbs के साथ
wait *for*, hope *for*, ask *for*, pray *for*, search *for*, affection *for*, long *for*,
इत्यादि ।
(1) He waited *for* the bus for an hour.
(2) She asked me *for* a pen.

18. Of

- (a) Indicating connection or relation (सम्बन्ध दर्शाने के अर्थ/संकेत में)
The legs *of* the chair are broken.
- (b) Indicating partition or conclusion (विभाजन या शामिल होने के सन्दर्भ में)
a piece of paper, a ton of coal, a lot of books, lakhs of people, इत्यादि ।
(1) Please give me a piece *of* paper.
(2) He has read hundreds *of* books so far.
- (c) Suggesting reason or cause (कारण या प्रभाव दर्शाने में)
He died *of* cancer.
- (d) निम्न शब्दों के साथ :
proud *of*, afraid *of*, fond *of*, tired *of*, ashamed *of*, glad *of*, jealous *of*,
desirous *of*, accused *of*, इत्यादि ।
He is accused *of* theft.
- (e) Indicating material used but not changed (वस्तु के प्रयोग होने किन्तु परिवर्तन न होने का भाव दर्शाने में)
(1) This chair is made *of* wood. (2) This house is built *of* stone.

SOME SPECIAL USES OF PREPOSITIONS**1. In और At का प्रयोग**

- (a) In देशों, बड़े स्थानों एवं बड़े शहरों के लिए प्रयुक्त होता है जबकि at छोटे शहरों, कस्बों तथा स्थानों के लिए प्रयुक्त होता है। जैसे—(1). She lives *at* Rampur. (2). Harish lives *in* Mumbai.
- (b) In का प्रयोग समयावधि (period of time) के लिए होता है जबकि at एक निश्चित समय (point of time) के लिए प्रयुक्त होता है। जैसे— (1) He will return *in* an hour. (2) I get up *at* 6 a.m.

NOTES

2. In और Into का प्रयोग

In स्थिर वस्तु के लिए तथा into का प्रयोग गतिशीलता प्रकट करने के लिए प्रयुक्त होता है। जैसे—

- (1) He is *in* his office. (2) She is working *in* the kitchen.
(3) He jumped *into* the river. (4) The frog jumped *into* the water.

3. In और Within का प्रयोग

Future Tense के वाक्यों में समयावधि (period of time) से पूर्व पद का प्रयोग करने पर 'बाद में' या 'समय की समाप्ति पर' अर्थ निकलता है। परन्तु समयावधि से पूर्व यदि *within* का प्रयोग किया जाता है तो उससे 'समय से पूर्व' या 'पहले' का अर्थ प्रकट होता है। जैसे—

- (1) My parents will come *in* a week.
(अर्थात् एक सप्ताह के बाद या एक सप्ताह की समाप्ति पर आयेंगे।)
(2) They will return *within* a week.
(सप्ताह की अवधि समाप्त होने से पूर्व ही आयेंगे।)

4. On और At का प्रयोग

(a) समय का बोध कराने के लिए किसी खास दिवस (day) अथवा तिथि (date) से पूर्व *on* का प्रयोग किया जाता है। जैसे—

- (1) We shall leave for Delhi *on* Sunday.
(2) They will start their journey *on* the 25th January.

परन्तु किसी निश्चित समय (point of time) से पूर्व *at* का प्रयोग किया जाता है (*on* का नहीं)।

जैसे— (1) She is to reach here *at* 6.00 a.m.

(2) The last train arrives here *at* 10.30 p.m.

(b) *On* का प्रयोग किसी वस्तु के ऊपरी तल को छूते हुए की स्थिति बताने में किया जाता है। परन्तु *at* का प्रयोग किसी स्थान के आस-पास कहीं भी स्थित होने के अर्थ में किया जाता है। जैसे—

- (1) My books are *on* the table. (2) Stand *at* the gate.

5. On और Upon का प्रयोग

On का प्रयोग स्थिरता व्यक्त करने के लिए होता है। *Upon* का प्रयोग गतिशीलता प्रकट करने के लिए किया जाता है। जैसे—

- (1) The book is *on* the table. (2) The dog jumped *upon* the table.

6. With और By का प्रयोग

With किसी instrument (यंत्र) को दिखाता है जिसका किसी कार्य को करने में प्रयोग किया जाता है और *by* किसी कार्य करने वाले (agent या doer) के लिए प्रयुक्त किया जाता है। जैसे—

- (1) He was killed *by* a robber *with* a gun. (2) She wrote a letter *with* her pen.

By के अन्य प्रयोग

- (1) He sat *by* me. (पास) (2) I shall return *by* 3 o'clock. (तक)
(3) He is a Brahmin *by* caste. (से) (4) I swear *by* God. (की)

7. Beside और Besides का प्रयोग

Beside का अर्थ है 'by the side of' (बिल्कुल नजदीक) जबकि Besides का अर्थ है 'in

addition to' (के अतिरिक्त)। जैसे—

(1) Sit *beside* me.

(2) *Besides* this, I want two other books.

8. From, For और Since का प्रयोग

हिन्दी में इन तीनों शब्दों का अर्थ 'से' होता है। 'for' समय की अवधि (period of time) और 'since' समय का बिन्दु (point of time) बतलाता है। जैसे—

(1) She has not seen me *for* the last one week.

(2) He has been ill *since* Saturday last.

'from' भी point of time बताता है परन्तु 'from' का प्रयोग Perfect Continuous को छोड़कर सभी Tenses में होता है। साधारणतया इसका प्रयोग 'to' के साथ होता है। जैसे — He was ill *from* Sunday to Thursday.

NOTES

WORDS FOLLOWED BY APPROPRIATE PREPOSITIONS

कुछ शब्दों के साथ कुछ निश्चित Prepositions प्रयुक्त होते हैं। जैसे —

1. **absent from** (अनुपस्थित) — He was *absent from* the class yesterday.
2. **according to** (अनुसार) — He works *according to* my advice.
3. **aim at** (लक्ष्य साधना, लक्षित होना) — He *aimed at* the bird and then fired at it.
4. **attention to** (ध्यान देना) — Pay proper *attention to* your studies.
5. **appeal to** (आग्रह करना) — The PM has *appealed to* the countrymen to make peace.
6. **afraid of** (डरना, भयभीत होना) — He is not *afraid of* difficulties.
7. **affection for** (प्रेम) — He has no *affection for* his father.
8. **agree with** (सहमत होना — व्यक्ति से) — She *agreed with* me.
9. **agree to** (सहमत होना — प्रस्ताव से) — He *agreed to* my proposal.
10. **angry with** (क्रोधित होना — व्यक्ति से) — He was *angry with* me.
11. **apply for** (के लिए प्रार्थना-पत्र देना) — He *applied for* the post of a clerk.
12. **apply to** (को प्रार्थना-पत्र देना) — He *applied to* the manager.
13. **ashamed of** (पर शर्मिन्दा) — I was *ashamed of* my behaviour.
14. **ask for** (माँगना) — I *asked* my friend *for* some money.
15. **belong to** (किसी का होना, सम्बन्ध रखना) — This book *belongs to* me.
16. **blame for** (दोष लगाना) — He *blamed* Ramesh *for* his carelessness.
17. **busy with** (व्यस्त) — He is *busy with* his studies.
18. **care for** (परवाह करना) — He does not *care for* me.
19. **capable of** (समर्थ) — He is *capable of* doing this exercise.
20. **congratulate on** (बधाई देना) — He *congratulated* me *on* my success.
21. **compare with** (तुलना करना) — Don't *compare* this pen *with* that.
22. **careful about** (सावधान होना) — Be *careful about* your health.
23. **cure of** (इलाज करना) — This doctor has *cured* many patients *of* cancer.

NOTES

24. **die of** (मरना) – He *died of* cholera.
25. **differ with** (मतभेद होना) – Ramesh *differs with* you on this point.
26. **differ from** (भिन्न होना) – Birds *differ from* beasts.
27. **expert in** (दक्ष) – Asha is *expert in* singing.
28. **faithful to** (वफादार) – Your servant is not *faithful to* you.
29. **familiar with** (परिचित) – He is not *familiar with* me.
30. **fond of** (शौकीन) – Her baby is very *fond of* rice.
31. **full of** (भरा हुआ) – The glass is *full of* water.
32. **filled with** (भरा हुआ) – The glass is *filled with* milk.
33. **finned for** (दण्डित) – Sohan was *finned for* absence.
34. **grateful to/for** (कृतज्ञ) – I am *grateful to* you for your help.
35. **guilty of** (अपराधी) – You are *guilty of* theft.
36. **hopeful of** (आशावान) – I am *hopeful of* my success.
37. **inferior to** (घटिया) – Your table is *inferior to* mine.
38. **interested in** (रुचि लेना) – He is not *interested in* politics.
39. **jealous of** (ईर्ष्यालु) – He is *jealous of* my success.
40. **knock at** (खटखटाना) – Who is *knocking at* the door ?
41. **kind to** (दयालु) – We should be *kind to* the poor.
42. **laugh at** (हँसी उड़ाना) – Do not *laugh at* him.
43. **listen to** (को सुनना) – *Listen to* him.
44. **long for** (अभिलाषा रखना) – She *longs for* seeing her son.
45. **married to** (शादी हुई) – She was *married to* a rich man.
46. **made of** (बनी हुई) – My ring is *made of* gold.
47. **obedient to** (आज्ञाकारी) – Children should be *obedient to* their parents.
48. **opposite to** (विपरीत) – His house is *opposite to* the college.
49. **proud of** (घमण्डी, अभिमान करने वाला) – He is *proud of* his wealth.
50. **prefer to** (अधिक पसंद करना) – Suresh *prefers* coffee to tea.
51. **qualified for** (योग्य) – Naresh is *qualified for* this post.
52. **quarrel with** (झगड़ना – व्यक्ति से) – She often *quarrels with* her brother.
53. **related to** (सम्बन्धित) – He is *related to* me.
54. **rely on** (निर्भर रहना) – You should not *rely on* Kiran.
55. **run over** (कुचलना) – The young boy was *run over* by a bus.
56. **reply to** (उत्तर देना) – He has *replied to* my letter.
57. **responsible for** (जिम्मेदार) – I am not *responsible for* this.
58. **result of** (परिणाम) – No one knows the *result of* this match.

NOTES

59. **run after** (पीछा करना, अनुसरण करना) – The cat *ran after* the rat.
60. **rob of** (लूटना, छीनना) – The cheat *robbed* him *of* all his money.
61. **search for** (तलाश करना) – Ram is *searching for* his lost book.
62. **sentence to** (दंड देना) – He was *sentenced to* death.
63. **satisfied with** (सन्तुष्ट) – I am *satisfied with* my work.
64. **suffer from** (पीड़ित) – He is *suffering from* fever.
65. **superior to** (श्रेष्ठ) – Your book is not *superior to* mine.
66. **sure of** (निश्चित) – I am *sure of* my success.
67. **sympathy for** (सहानुभूति Noun) – He has *sympathy for* the poor.
68. **sorry for** (दुःखी) – He was very *sorry for* what he had done.
69. **sure of** (आश्वस्त या भरोसेमन्द) – I am not *sure of* his victory.
70. **similar to** (समान, तुल्य या मिलता-जुलता होना) – Many of her habits are *similar to* mine.
71. **tired of** (ऊबना) – He is *tired of* doing nothing.
72. **true to** (सच्चा) – He is *true to* his word.
73. **thankful to/for** (कृतज्ञ होना) – I am *thankful to* him *for* his help.
74. **useful for/to** (लाभदायक) – Exercise is *useful for* health. It is *useful to* you.
75. **wait for** (प्रतीक्षा करना) – We *waited for* you at the bus-stand.

EXERCISE 1.

Fill in the blanks with the correct Preposition given in the brackets :

- He stayed on a tree.....half a day. (for, in, since, at)
- If you can sleep alone.....my office room. (for, at, in, into)
-the first of next month, I'll sleep alone, father. (On, From, In, Before)
- Swami pulled the blanket.....his face. (over, in, under, on)
- You will not go to your granny's side.....night. (in, at, on, by)
- Swami felt cut off.....humanity. (with, on, for, from)
- He hated the newspaper.....printing the tiger's story. (for, from, at, to)
- David received medical degree.....Temple University.(in, through, from, on)
- He expected the devil to clutch.....his throat. (by, at, on, over)
- Swami spread his bed.....the bench. (in, into, under, to)
- I stand.....the mirror. (on, at, before, after)
- I could go for a party.....Vishal's house. (on, from, in, at)
- We see violence everywhere.....the world. (in, on, from, since)
- Dave had gone completely blind.....the age of eight. (on, at, in, since)
- Mr Hartman rolled the ball.....the ground. (in, at, along, after)
- The ball made whistling sound coming.....the grass. (from, through, on, in)
- He insisted.....leaving the local blind school. (on, at, in, for)
-the spring of 1972, David was winding up four years at college with top marks. (On, From, In, Since)

NOTES

19.the afternoon of April 27, a ninth rejection came from a medical college. (To, On, At, After)
20. Dave received a call.....his mother. (in, to, from, at)

EXERCISE 2.

Fill in the blanks with the correct Preposition given in the brackets :

1. David got the highest marks.....physical diagnosis. (in, on, at, for)
2. A person may have Ph.D.....his name. (after, before, on, over)
3. They preserved the trees.....their village. (from, into, around, on)
4. Every year a religious fair is held.....this spot. (at, in, from, for)
5. The younger woman was dressed.....sealskin. (with, on, over, in)
6. The bus conductor stepped.....the pavement. (into, onto, over, for)
7. Everybody was.....the side of the lady and the dog. (on, at, for, over)
8. Two or three passengers got.....of the bus and disappeared into the night. (into, out, in, on)
9. The conductor went and had a talk.....the driver. (out, with, on, over)
10. Our daily shopping trips were made.....a disreputable two-wheeled basket cart. (with, over, in, to)
11. The crowd held its breath as the Mayor reached.....the glass bowl for the lucky ticket. (into, onto, for, over)
12. I saw my father's sturdy figure.....the rear window. (at, into, over, through)
13. I saw my father, he was pacing.....the pavement. (along, across, over, above)
14. My father had to explain the whole thing.....the beginning. (since, for, at, from)
15. There was a large shoe store.....the road. (over, along, across, on)
16. When he looked.....me his face was flush. (at, for, to, over)
17. Ninth rejection camea medical college. (on, before, during, from)
18. We bowed very low.....the third hill. (to, towards, on, for)
19. Human ear is meant.....receiving sound of normal range of decibels. (for, on, to, toward)
20. The modern youth take pride in driving.....great speed. (on, in, at, for)

Answers

EXERCISE 1.

1. for, 2. in , 3. From, 4. over, 5. at, 6. from, 7. for, 8. from 9. at, 10. under, 11. before, 12. at, 13. in, 14. at, 15. along, 16. through, 17. on, 18. In, 19. On, 20. from.

EXERCISE 2.

1. on, 2. after, 3. around, 4. at, 5. in, 6. onto, 7. on, 8. out, 9. with, 10. in, 11. into, 12. through, 13. along, 14. from, 15. across, 16. at, 17. from, 18. towards, 19. for, 20. at.

17 Clauses : Coordinate, Subordinate, Relative Adverbs

Clauses : Coordinate,
Subordinate, Relative
Adverbs

NOTES

Look at the collection of words 'in a corner' it makes sense, but not complete sense. Such a collection of words which makes sense, but not complete sense is called a phrases. In the following sentences, the group of words in *italics* are phrases.

The sun risen *in the east*.

It was sunset of *great beauty*

The tops of the *mountains were covered with snow*.

Now look at the group of words in italics in the following sentences:

(i) He has a *chain of gold*

(ii) He has a chain *which is made of gold*.

We recognize the first group of words as a phrase.

The second group of words unlike the phrase of gold, contains a subject (which) and a predicate (is made of gold)

Check Your Progress

23. What is a asphrase called?

24. What is a clause called?

NOTES

Such a group of words which forms part of a sentence and contains a subject and a predicate is called a *clause* in the following sentences the group of words in italics are clauses.

People who *pay their debts* are trusted.

We can not start *when it is raining*.

I think that you have *made a mistake*.

Adverb Clauses

Looks at the groups of words in italics in the following sentences :

1. They rested *at sunset* (Rested when?)
2. They rested *when evening came* (Rested when?)

It is clear that both the groups of words in italics, in 1 and 2, do the work of an adverb as they qualify the word *rested* showing when the action was performed.

We immediately recognize the first group of words *at sunset* as an adverb phrase. Is the second group of words, *when evening came* also an adverb phrase?

No: it is not a phrase for unlike a phrase, it has a subject (evening) and a predicate (come when) of its own, and thus it is like a sentence. But not like a sentence it is part of a sentence.

Such groups of words that form a part of sentence, and have a subject and a predicate of their own are called clause. Since the clause *when evening came* does the work of an adverb. It is called an *Adverb clause*.

Hence the definition is :

"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."

We have seen that an adverb clause is a subordinate clause which does the work of an adverb. It may, therefore, made by some verb, adjective or adverb in the main clauses, as :

Strike the iron *while it is hot*.

You are taller *than I thought*.

He ran so quickly *that he soon overtook* me.

Adverb clauses are of many kinds and may be classified as under:

- (i) Adverb clauses of time are introduced by the subordinating conjunctions— *whenever, while, after, before, since as etc.*

NOTES

When you have finished you may go home.

As long as I am the principal of this school there will be discipline.

As soon as he heard the bell he went home.

- (ii) Adverb clauses of place are introduced by the subordinating conjunctions, *when* and *whereas*.

I have put it *where* we can find it again.

You can put it *wherever* you like.

- (iii) Adverb clauses of purpose are introduced by the subordinating conjunctions *so that*, *in order that* and *lest*.

We eat *so that* we may live.

I will give you a map *so that* you can locate us.

He was polite to his superiors *lest* something adverse should be written into his records.

- (iv) Adverb clauses of cause or reason are introduced by the subordinating conjunctions *because*, *as*, *since*, *that*, *because* :

Since you are very clever, you will be able to explain this. I am glad *that* you like it.

As he was not there, *as* spoke to his mother.

- (v) Adverb clauses of condition are introduced by the subordinating conjunctions *if*, *whether*, *unlike*. *As* :

Unlike it I shall buy it.

You must go *whether* you hear from him or not

Unless you work harder you will fail

- (vi) Adverb clauses of comparison are of two kind:

(a) Adverb clauses of comparison of reason.

(b) Adverb clauses of comparison of manner.

Adverb clauses of comparison of reason are introduced by the subordinating conjunction *than* or by the relative adverb *as* :

He is older *than* he looks. He is *as* stupid *as* he is lazy.

- (vii) Adverb clause of comparison, of manner are introduced by the relative adverb *as* :

NOTES

You may do *as* you please.

It all ended *as* we expected.

- (viii) Adverb clauses of on concession are introduced by subordinating conjunctions *though, although, even if* :

Though I am poor I am honest.

Although he called me I did not respond.

Even if it rains he will come.

18 Adjectives and Adjective Phrases

NOTES

Adjectives are the words which qualify nouns or pronouns.

This is my cat. Look at *his* cat. That is your cat. Look at *his* cat.

Have you looked your cat. Their cat is up the tree. In all the above sentences

my cat, *his* cat *your* cat and so on.

These words (all qualifying the noun cat) are *adjectives*. Because they show possession. We call them *possessive adjectives*

Let us collect them and arrange them like this :

Determiners : possessive adjectives

	Singular	Plural
1st person	my your	our your their
2nd person	his, her	
3rd person		

When we use a possessive adjective with a noun, it does not have any other determiner

You have learned what the *possessive adjectives* are now we must notice two points about the way they behave.

NOTES

1. The *singular* forms, *my, your, his, her, its* are used if the possession is singular, It does not matter whether the thing that is possessed is singular or plural.
My sisters are in the garden.
My pocket is full of apples
My pockets are full of apples.
2. The plural forms *our, your, their* are used if the possession is plural. It does not matter whether the thing possessed is singular or plural.
Our cat (singular) is in the basket.
Our cats (plural) are in the basket.

Kinds of Adjectives

Adjectives may be divided into the following classes:

- (i) **Adjective of Quality** (or descriptive adjective) shows the *kind* or *quality* of a person or thing. as :
Kolkata is a large city
He is an honest man
The foolish old man tried to sing.
- (ii) **Adjective of quantity** shows *how much* of a thing. As :
I ate some rice.
He has lost all his wealth.
He has little intelligence.
I want some water.
Adjectives of quantity answer the question : '*how much?*'
- (iii) **Adjective of number** (or *Numeral Adjective*)
Shows *how many* persons or things are there, or *in what order* a person or thing stands. as :
The hand has five fingers.
Few cats like cold water.
There are no pictures in this book.
All enemies must die.
Most boys like cricket.
Sunday is the first day of the week.
Adjectives of Number answer the question '*how many?*' Adjectives of number (or numeral adjectives) are of three kinds :

NOTES

- (a) **Definite Numeral Adjective** which denotes exact number. Such as :

One, two, three, etc..... they are called *cardinals*.

First, second, third These are called *ordinals*.

Cardinals denote *how many* and ordinals the *order of things* in a series.

- (b) **Indefinite Numeral Adjectives**, do not denote any exact number. Such as :

All, no, many, some any, certain, several

- (c) **Distributive Numeral Adjectives** refer to each one of a number. As :

Each boy must take his turn.

India expects *every* citizen to do his duty.

The same adjectives may be classified as of quantity or of number according to their use. As :

Adjectives of quantity

I ate *some* rice

She lost *all* her money.

You have *no* sense.

Adjectives of number

Some boys are clever.

All enemies must die.

There are *no* pictures in this book.

- (iv) **Demonstrative Adjectives** point out a person or thing; as :

This boy is stronger than that.

I hate *such* things.

(It should be noted that *this* and *that* are used with singular nouns and *these* and *those* with plural nouns.)

- (v) *What, which* and *whose* when they are used with nouns to ask questions, are called **Interrogative adjectives** as :

What kind of man is he ?

Which way shall we go ?

- (vi) In the following sentences the words *own* and *very* are used as an.

Emphasizing adjectives, as :

I saw it with my *own* eyes.

That is the *very* thing we want.

- (vii) The word 'what' is sometimes used as an **Exclamatory Adjective**, as:

What an idea!

NOTES

What a piece of work is man!

Formation of Adjectives

(i) Many adjectives are formed from nouns :

Noun	Adjective	Noun	Adjective
Boy	boyish	Storm	stormy
care	careful	Laugh	laughable
shame	shameless	Envy	envious
Silk	silken	Courage	courageous

(ii) Some adjectives are formed from verbs :

Verb	Adjective
Tire	tireless
Talk	talkative

Comparison of Adjectives

To show the extent of quality we divide the Adjectives in three degrees :

(i) Positive Degree

(ii) Comparative Degree

(iii) Superlative Degree

(i) **Positive Degree Adjectives** – They modify the Nouns to a normal extent. As :

It was a *melodious* song.

Maheep has a *unique* collection of stamps.

Durga delivered a *firy* speech.

(ii) **Comparative Degree Adjectives** – They modify the Nouns to the higher extent. They are used for comparison between two Nouns. As :

The Ganges is *larger* than the Kosi.

Reema is *more intelligent* than Mahesh.

His car is *costlier* than that of mine.

Comparative Degree Adjectives must take 'than' after them.

(iii) **Superlative Degree Adjectives** – They qualify the Nouns to the highest degree or extent. They are used for comparison among more than two Nouns. As :

Ravi is *the best* boy of his school.

Tulika is *the fastest* writer in her class.

Micky is *the naughtiest* mouse in his group.

Superlative Degree Adjectives must take 'the' before them.

Positive Degree Adjectives take 'er' to form Comparative and 'est' to form Superlatives. Adjectives of more than two syllables take 'more' and 'most' to form Comparatives and superlatives.

NOTES

The rules to change the Positive Degree into Comparative and Superlative Degrees :

- (i) Normally Positive Degree Adjectives take 'er' and 'est' to form Comparative and Superlative. As:

Bold	bolder	boldest
Deep	deeper	deepest
Great	greater	greatest
Tall	taller	tallest
Small	smaller	smallest

- (ii) If a positive degree Adjective ends in a single consonant and is preceded by a short vowel, the consonant is doubled before taking 'er' or 'est'. As :

Positive	Comparative	Superlative
Big	bigger	biggest
Fat	fatter	fattest
Thin	thinner	thinnest
Hot	hotter	hottest

- (iii) If a positive degree Adjective ends in 'e', we just add 'r' and 'st'. As :

Brave	braver	bravest
Fine	finer	finest
Able	abler	ablest
Noble	nobler	noblest

- (iv) The Positive Degree Adjectives which end in 'y' and 'y' is preceded by Consonant, 'y' is changed into 'i' before taking 'er' or 'est'. As :

Lazy	lazier	laziest
Easy	easier	easiest
Busy	busier	busiest
Heavy	heavier	heaviest
Happy	happier	happiest
Dirty	dirtier	dirtiest

NOTES

- (v) If 'y' is preceded by a Consonant instead of a Vowel 'y' does not change into 'i'. As :

Grey	greyer	greyest
Gay	gayer	gayest

- (vi) Some Positive Degree Adjectives form their comparative or superlative in a very irregular terms. As :

Positive	Comparative	Superlative
Good	better	best
Well	better	best
Bad	worse	worst
Evil	worse	worst
Ill	worse	worst
Much	more	most
Many	more	most
Little	less	least
Far	farther	farthest
Fore	further	furthest
In	inner	innermost, inmost
Up	upper	upmost, uppermost

- (vii) Positive Degree Adjectives of more than two syllables take 'more' and 'most' and not 'er' and 'est' to form comparative and superlative. As :

Beautiful	more beautiful	most beautiful
Wonderful	more wonderful	most wonderful
Important	more important	most important
Famous	more famous	most famous
Useful	more useful	most useful

- (viii) There are some Comparatives which have lost their Positive and Superlative forms. Now they are used as Positives. They end with 'or' instead of 'er'. As :

senior, junior, superior, inferior, exterior, interior, alterior etc.

Nouns Used As Adjectives

The use of noun as adjectives is very common in English. As :

I met a little *college* girl.

He is always playing *computer* games.

NOTES

Position of Adjectives :

An adjective used attributively is generally placed immediately before the noun;
as :

King Vikram was a *hearty* king.

She was a *strong* headed girl.

The girl was a *rare* beauty.

When an adjective is used after the link verb, it is said to be used predicatively.

Such as :

She was tired and *hungry*.

He appears *sad*.

Madhu seems *exhausted*.

Harish looks *smart*.

Exercise

A. Fill in the blanks with the Comparative or Superlative forms of Adjectives. Their Positive form has been given in the brackets :

1. The boy is than the girl. (strong)
2. Mother was than the children. (tired)
3. She was the athlete of her school. (good)
4. The eagle was then the kite. (mighty)
5. The man in white sang in the voice. (sweet)
6. The Ganges is the river of India. (long)
7. Russia is than America. (big)
8. The Pacific is the ocean in the world. (large)
9. Tokyo is than any other city. (densely populated)
10. Africa has forest than any other country. (much)
11. Bangalore is the city to live in. (good)

B. Pick out and identify the Degrees of Comparison and write them in the space given below :

1. Saumya is nimbler than her sister.
.....
2. Sudhir is a better painter than Kirti.
.....

NOTES

3. The Himalayas are the highest mountain range of the world.
.....
4. The Arabian sea is bigger than the Bay of Bengal.
.....
5. Gold is heavier than all other metals.
.....
6. Iron is one of the heaviest metals.
.....
7. The high mountains of the Himalayas are spread along the northern frontier of India.
.....
8. You are senior to me in point of age.
.....
9. He lives at an interior place.
.....
10. A great tornado lashed against the coastal region of America.
.....

C. Fill in the blanks with the correct degree of comparison of Adjectives given in the brackets :

1. Mount Everest is the peak in world. (high)
2. This box is than the other one. (heavy)
3. Shyam is the man in my village. (rich)
4. His condition is than before. (bad)
5. Ashok was than most other kings of India. (great)
6. Kolkata is the city in India. (big)
7. Reeta is the of the three daughters. (old)
8. The Taj is one of the buildings in the world. (beautiful)
9. Some boys in the class are than Hari. (tall)
10. This way is than the other one. (short)

19 Verb

Verb

NOTES

THE VERB AND ITS KINDS

Verb is an Action word. There can be no sentence without a Verb. If there is only one word in a sentence, it would be verb, such as :

(1) Go. (2) Come. (3) Stop.

KINDS OF THE VERB

Verbs are of following kinds :

1. Intransitive Verb
2. Transitive Verb
 - (a) Transitive Verb with One Object
 - (b) Transitive Verb with Two Objects
 - (c) Transitive Verb with an Object and a Complement
3. Linking Verb
4. Auxiliary Verb

Intransitive Verb

The Verbs which have no objects are called Intransitive Verbs. As :

1. He *goes*.
2. Ram *wept*.

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3. The dog *barks*.
4. The child is *sleeping*.

In the examples given above *goes*, *wept*, *barks* and *sleeping* don't have any objects.

Transitive Verb

(a) Transitive Verb must have an object. As :

1. He *reads* a book
2. You *play* cricket daily.

In the examples given above *reads* and *play* have been used as Transitive Verbs and their objects are *book* and *cricket*.

(b) A few Transitive Verbs demand two objects. As :

He *gave* me his books.

In the example given above *gave* has two Objects – (1) *me* and (2) *books*.

(c) There are some Transitive Verbs which ask for an Object followed by a complement. Such as:

The boys *made* Shyam their Captain.

In this example *Shyam* has been used as an object and *Captain* has been used as Complement.

Exercise

Pick out the Transitive and Intransitive verbs in the following sentences and write the object of each Transitive verb against it :

1. Dogs bark.
2. Boys go to school.
3. The birds flew away.
4. He asked me a question.
5. She gave me a pen.
6. She never tells a lie.
7. They found her asleep.
8. School opens at 7 a.m.
9. The teacher taught us a lesson.
10. He washed his clothes.
11. She loves me.
12. Hari laughs
13. I like reading books.
14. She cried.
15. You helped me.

Linking Verb

Linking Verbs connect subject to Complement. Such as :

1. I *am* a boy.
2. You *are* a teacher.
3. My father *was* old.

Note : Linking Verbs only consist of Is, Am, Are, Was, Were are used as Main Verbs.

Auxiliary Verbs

Auxiliary Verbs help forming the Tense of the Main Verbs. As :

1. Ramesh *is* playing.
2. She *has* gone.

Note : In the examples given above *is* and *has* are Auxiliary verbs.

Auxiliary verbs are of two kinds : (a) Primary Auxiliaries (b) Modal Auxiliaries.

Primary Auxiliaries are three in number : (1) be, (2) have, (3) do.

'Be' includes μ (1) Be (2) Been (3) Is (4) Am (5) Are (6) Was (7) Were.

'Have' consists of – (1) Has (2) Have (3) Had.

'Do' takes – (1) Do (2) Does (3) Did.

Note : (1) Putting 'not' after Primary Auxiliaries becomes Sentence Negative. Such as :

He *is not* sleeping.

(2) Primary Auxiliaries if put before the subject, the sentence becomes Interrogative.

Such as : *Is* he sleeping now ?

Exercise

A. Pick out the Verbs from the following sentences and put them in the respective columns of Transitive or Intransitive, given below :

1. The girl slept well.
2. She picked up the idol.
3. The cat jumped on the rat.
4. The river is flowing freely.
5. The man weaves a basket.
6. He made us fool.
7. People worshipped god.
8. She painted a picture.
9. Kiran appears to be cheerful.
10. Gagan looked pale and sick.

NOTES

Transitive Verb	Intransitive Verb
.....
.....
.....
.....
.....
.....
.....

B. Find out whether the complements given in the sentences are Subjective or Objective. Write SC for Subjective Complement and OC for Objective Complement in the space given :

1. She found him sleeping. ()
2. They saw her stealing clothes. ()
3. We like the honest to be rewarded. ()
4. A horse is an animal. ()
5. The child looked afraid. ()
6. He appeared to have done it. ()
7. Raman found Amit asleep. ()
8. We left him as he was. ()
9. Kapil remained as he used to be. ()
10. He got well. ()
11. The train is away. ()

C. Frame sentences of your own from the given Verbs. One has been done for you :

1. appear : Ravi *appeared* to be fresh.
2. seem :
3. look :
4. feel :
5. bring :
6. get :
7. cause :
8. make :
9. promise :
10. send :
11. spread :
12. ask :

20 The Model Auxiliaries

NOTES

Words like **be**, **have** and **do** can be **auxiliaries and main verbs**. They have grammatical functions and are used for forming tenses, questions, the passive, etc.

Modals cannot be used like main verb and in tense formation. They are **can**, **could**, **may**, **might**, **must**, **ought to**, **shall**, **should**, **will**, **would** and **need** (need can also be a main verb). There are certain rules regarding modal auxiliaries.

Do **not** use modals for things which happen definitely (The earth moves round the sun).

They have **no -s** in the 3rd person singular (She **can sing** beautifully).

Questions are formed **without do/does/did** (**Can** he come today?)

It follows a **main verb in its infinitive** (They **must** watch the movie)

There are **no past forms** (except *could* and *would*) (He **was allowed to go** for excursion).

When you use the past participle you tell about things which **did not happen in the past** (You **should have done** this)

Check Your Progress

25. Define Modal Auxiliaries.

NOTES

Usage of Modal Auxiliaries

Can – *Can* is used to show ability, permission and possibility. Such as :

- I *can* speak in English. (ability)
- He *can* win the match. (ability)
- Can* I sit here? (Permission)
- Yes, you *can*. (Permission)
- You *can* reach Delhi by 8 A.M. tomorrow. (Possibility)
- She *can* complete the work in a week. (Possibility)

Could – *Could* is used to show ability in Past Tense. It also can be used to seek permission with greater politeness and express possibilities more strongly. Such as

- He *could* ride a horse in his young age. (ability)
- They *could* work really very hard. (ability)
- Could* I have a cup of tea ? (permission)
- Could* you allow me to accompany you? (permission)
- The road *could* be blocked. (strong possibility)
- He *could* come today. (strong possibility)

May/might – *May* is used to seek permission formally. Such as :

- It *may* rain. (strong possibility)
- He *may* come tomorrow. (strong possibility)
- May* I go out for a walk? (permission)
- May* he attend the class? (permission)

Might expresses weak possibility. Such as :

- It *might* rain today. (weak possibility)
- He *might* come today. (weak possibility)

Shall/will – *Shall* is used with I and we and *will* is used with the rest to express simple futurity. As:

- I *shall* go to school tomorrow.
- He *will* come from America next week.
- We *shall* learn English.
- John *will* buy a car. इत्यादि।

Use of *will* with I and we expresses strong intention. As :

- I *will* become a pilot.
- We *will* win this match.

You, he, she, it, they and Nouns when used with *shall* express hidden threat, command, instructions etc. As :

- You *shall* complete your homework first. (command)

NOTES

They *shall* face the result. (threat)

The school *shall* re-open on Monday. (Official Instruction)

Should and *Would* are used to seek permission with greater politeness. Such as

Should I use your phone? (permission)

Would you have a cup of tea? (request)

Needn't – *Needn't* is used to show something is not required. Such as:

You *needn't* go there.

He *needn't* come to me.

Manu *needn't* trouble herself any more.

Must – *Must* is used to express strong advice and firm intention or compulsion. Such as :

You *must* work hard to succeed. (strong advice)

They *must* obey their parents. (strong advice)

I *must* become a pilot. (firm intention)

We *must* win the match. (compulsion)

She *must* complete her homework. (compulsion)

Daren't – *Daren't* is used in the sense of not having the courage. Such as :

She *daren't* talk to me.

He *daren't* go outside in the dark.

Ought to – *Ought to* shows moral responsibility as well as strong advice. Such as :

You *ought to* go to school. (strong advice)

We *ought to* be honest. (moral responsibility)

People *ought to* serve their motherland. (moral responsibility)

Exercise

A. Supply appropriate Auxiliary Verbs from the box given below :

daren't, needn't, must, can, may, should, can, could,
shall, ought to, should, shall

1. I not speak in English.
2. She pass the exams.
3. You consult a doctor.
4. Mahima win the match.
5. The programme be postponed.
6. The Academy remain closed on Saturday.
7. The student first complete their homework.
8. We obey our elders.
9. One be honest to be great.
10. I use your telephone, Sir?

NOTES

11. She harm me.
12. He work so hard to pass.

B. Fill in the blanks with suitable Modal Auxiliaries taken from the brackets :

1. you like to go for a walk. (should, would)
2. The rich help the poor. (should, ought to)
3. you paint a picture ? (can, could)
4. I help you. (can, could)
5. All be honest. (should, would)
6. We work so that we enjoy. (may, can)
7. You not go there today. (need, must)
8. you please speak truth ? (will, would)
9. God bless you! (may, can)
10. India win the match. (may, might)
11. It rain today. (may, can)
12. We be kind to others. (should, must)

C. Use the following Modals in your own sentences as directed :

1. can (ability) : I can do anything in the world.
2. can (permission) : Can I?
3. can (possibility) :
4. may (permission) : May I?
5. may (possibility) :
6. might (possibility) :
7. must (strong advice) :
8. daren't :
9. ought to (strong advice) :

21 Adverb, Adverb Phrases Comparisons and Intensification

Adverb, Adverb Phrases
Comparisons and
Intensification

NOTES

A word that modifies the wearing of a verb, an adjective on another adverb is called an adverb. The words *quickly*, *very* and *quite* are there for adverbs. In the following sentences adverbs modify verbs :

They ran *fast*. He played *well*.

They acted *promptly* to save him.

Adverb placed at the beginnig of sentences sometimes modify the whole sentence rather than any particular word; as :

Probably he is mistaken.

Evidently the figures are incorrect.

Quickly he escaped unhurt

Kinds of Adverbs

A. Adverbs may be classified into the following categories as per their meanings :

- (i) Adverbs of time (which show *when*); as :

I have heard this *before*.

We shall *now* begin to work.

He comes here *daily*.

That day he arrived *late*.

Check Your Pgoress

26. Define an adverb.

NOTES

- (ii) Adverbs of frequency (which show *how often*); as : I have told you *twice*.
He *often* makes mistakes.
I have not seen him *once*.
He *always* tries to do his best.
The postman called in *often*.
- (iii) Adverbs of place (which show *where*); as :
My brother is *out*.
Walk *backward*.
The horse galloped *away*
Come *in*.
- (iv) Adverbs of manner (which show *how* or *in what manner*); as:
Ram reads *clearly*.
The child is sleeping *soundly*.
Slowly and *sadly* we laid him down.
The boy works *hard*.
It may be noted here that this class includes nearly all those adverbs which are derived from adjectives and end in-ly.
- (v) Adverbs of degree or quantity (which show *how much*, or in *what degree* or to *what extent*); as:
He was *too* clever.
I am *badly* prepared. The sea is *very* stormy. I am *so* delighted.
She sings *pretty* well. You are *partly* right.
- (vi) Adverbs of affirmation and negation; as :
Surely you are mistaken. He *certainly* went there. I *do not* know him.
- (viii) Adverbs of Reason; as :
He *therefore* left home
He is *hence* unable to refuse the charge.
Some of the adverbs and verbs may belong to more than one classes. As :
She sings *delightfully* (Adverb of manner)
The weather is *delightfully* cool (Adverb of degree)
Do not go *far* (Adverb of place)
He is *far* better now (Adverb of Degree)
When Adverbs are used in *asking questions* they are called inter- rogative adverb ; as.

NOTES

Where is Rahim? (Interrogative Adverb of place)

When did you come? (Interrogative Adverb of time)

How many boys are there in your class (Interrogative Adverb of number)

How high is Qutubminar? (Interrogative Adverb of Degree)

B. Adverbs are divided into three classes according to their use :

- (i) Simple adverbs, used to modify the meaning of a verb, adjective and an adverb; as:

I can *hardly* believe it.

You are *quite* wrong.

How *brightly* the moon shines.

- (ii) Interrogative Adverbs are used to ask question, as :

Why are you late?

- (iii) Relative Adverbs which refer back to a noun as their dependent; as:

I remember the house *where* I was born.

It should be noticed that :

(a) A simple adverb merely modifies some words.

(b) An interrogative adverb not only modifies some words but also introduces a question.

(c) A relative adverb not only notifies some words but also refers back to some attachments.

C. Forms of Adverbs

Some Adverbs are the same in form as the corresponding adjectives; as:

Adjectives

He spoke in a loud voice.

Irfan is our fast bowler.

Are you an early riser?

He is no better than a fool

Adverbs

Don't talk so *loud*.

Irfan can bowl *fast*.

We started *early*.

He knows me better *than* you do.

D. Comparison of Adverbs:

Some adverbs like adjectives have three degrees of comparison.

If the adverb is of one syllable we form the comparative by adding 'er' and the superlative by adding 'est' to the positive ; as :

Fast	faster	fastest
Ram ran fast		(Positive)
Ram ran faster.		(comperative)
Ram ran the fastest.		(supertative)

NOTES

E. Adverbs ending in 'ly' form the comparative by adding 'more' and the superlative by adding 'most' as:

Safely, more safely, most safely

Skillfully, more skillfully, most skillfully

Abdul played *skillfully*. (positive)

Karim played *more skillfully* than Abdul. (Comparative)

Of all the others, Ahmed played *most skillfully*. (Superlative)

F. Formation of Adverbs :

- (i) Adverbs of manner are mostly formed from adjectives by adding 'ly'; as:

clever - cleverly, kind - kindly, quick - quickly.

wise - wisely, foolish - foolishly

Akbar was a *wise* king.

He ruled *wisely* for many years

- (ii) When the adjective ends in 'y' preceded by a consonant, change 'y' into 'i' and add 'ly'; as :

Happy, happily, ready, readily

- (iii) When the adjective ends in 'le', simply change 'e' into 'y' ; as :

single ; singly ; double ; doubly

- (iv) Some adverbs are made of a noun and a qualifying adjective ; as:

sometimes ; meantime , meanwhile ; midway

- (v) Some adverbs are compounds of on (which are formed by adding 'a' to a noun ; as :

Afoot (= on foot); abed, asleep, ahead, aboard

- (vi) Similarly there are other adverbs which are also compounds of some preposition and a noun ; as :

Betimes, besides, to-day, to-morrow, overboard

- (vii) Some adverbs are compounds of a preposition and an adjective; as:

abroad, along, aloud, anew, behind, below, beyond.

- (viii) Some adverbs are compounds of a preposition and an adverb ; as:

within, without, before, beneath

- (ix) Two adverbs sometimes go together and are connected with the conjunctions, as :

Again and again (= more than once repeatedly)

By and by (= before long, after some time)

Once and again (= on more than one occasion, repeatedly)

Out and out (= decidedly, beyond all occasion)

Through and through (=thoroughly, completely)

Adverb, Adverb Phrases
Comparisons and
Intensification

NOTES

G. Position of Adverbs

- (i) Adverbs of manner, which answers the questions 'how' e.g. well, fast, quickly, carefully, calmly are generally placed after the verb or after the object if there is one ; as :

It is raining *heavily*.

The sheep is going *slowly*.

He does his work *carefully*.

Adverbs of place (e.g. here, there, everywhere, on the wall) and of time (e.g. now, then, yet, today, next Sunday) are also usually placed after the verb or after the object if there is one; as :

He will come *here*.

I looked *every where*.

Hang the picture *there*.

- (iii) When there are two or more adverbs after a verb (and its object) the normal order is adverb of manner, adverb of place, adverb of time; as :

She sang well in the concert.

We should go *there tomorrow* evening.

He spoke honestly at the meeting last night.

- (iv) Adverbs of frequency which answer the question (after, always, never, often, rarely, usually generally) are put before the verbs. As:

His wife *never* cooks.

I have *often* told him to write neatly.

We *usually* have breakfast at 9.

I *quite* agree with you.

- (v) If the verb is – am/are/is/was, these adverbs are placed after the verb ; as.

I am *never* late for school.

He is *always* at home on sundays.

We are *just* off.

- (vi) When an adverb modifies an adjective or another adverb the adverb usually comes before it; as :

Ram is a *rather* lazy boy

The dog was *quite* dead.

Do not speak so *fast*

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- (vii) But the adverb *enough* is always placed after the word which it modifies ; as :

Is the box big *enough*?

He was rash *enough* to interrupt.

Exercise

Use suitable words from the list to complete the following sentences :

today, fast, just, leave, hard, daily, yesterday, always, bravely,
well, when, where, how, why, once, harder, exact, at once, often.

1. She is rather sad
2. It is true he ran
3. Our plane landed at 4.
4. He went there
5. The contractor worked to complete to building in time.
6. He goes to gym in the evening
7. He had reached at his uncle's
8. speak the truth.
9. The jawan fought
10. This is a written article.
11. will you come ?
12. can you find a matching table cloth ?
13. are you going to settle his account ?
14. do you want to leave Delhi ?
15. She wants to know you have placed her L.I.C. policy.
16. You want to know how he will come.
17. The dealer tried to tell he got the distributorship of L.G.
18. We know he failed in his last attempt.
19. I haven't seen him
20. I work than you.

22 Linking Devices

NOTES

Consider this example:

I like cooking. I like eating. I don't like washing dishes afterward.

These are 3 different sentences which can be combined into one as follows:

I like cooking and eating, but I don't like washing dishes afterward.

Here 'and' and 'but' are linking devices linking three sentences together and in grammar we call these as **"Conjunction"**.

Conjunctions are words that link thoughts, actions, and ideas as well as words, phrases, or clauses together. Without conjunctions, we are forced to take help of a series of short, simplistic sentences to express our ideas and thoughts. Conjunctions allow us to form complex, elegant sentences and avoid the choppiness of multiple short sentences.

Geeta is clearly exhausted, **yet** she insists on dancing till dawn

I tried to hit the nail **but** hit my thumb instead.

I'd like a bike **for** commuting to work.

While using conjunctions we have to make sure that the phrases joined by conjunctions are parallel (i.e. they share the same structure and agree to each other).

I work quickly and am careful (incorrect).

I work quickly and carefully (correct).

NOTES

There are only a few common conjunctions, yet these words perform many functions: They present explanations, ideas, exceptions, consequences, and contrasts. Commonly used conjunctions are: and, as, because, but, for, just as, or, neither, nor, not only, so, whether, yet.

- (i) 'Ramanujan had not been able to enter Madras University because he could not matriculate in English', is a short way of saying instead of :
'Ramanujan had not been able to enter Madras University. He could not matriculate in English.'
- (ii) 'Baljit and Surendra are good bowlers'. is a short way of saying instead of 'Baljit is a good bowler and Surendra is a good bowler.'

So,

'The man is poor but honest.'

is a contracted way of saying, instead of :

'The man is poor. But he is honest.'

Conjunctions are divided into two classes *coordinating* and *subordinating*.

A. Coordinating Conjunctions.

Read the sentence :

Birds fly *and* fish swim.

The sentence contains two independent statements or two statements of equal rank on importance. Hence the conjunction joining together these two statements or clauses of equal rank is called a *co-ordinating conjunction*. Hence the definition is, 'A *co-ordinating conjunction joins together clauses of equal rank*. The chief co-ordinating conjunctions are :

And, but, for, or, nor, also, either or, neither nor, not only..... but also, both and else etc.

Co-ordinating conjunctions are of four kinds :

- (i) **Cumulative** which simply adds one statement to another or in other words join two clauses or similar ideas; such as :

and, as well as, both..... and, not only but also, also.

e.g. He is *both* intelligent *and* smart. They are *not only* wise *but also* beautiful.

- (ii) **Adversative** which expresses opposition or contrast between two statements. In other words those conjunctions that join two

clauses of opposite or dissimilar idea; are called Adversative Conjunctions. Such as:

but, yet, still, whereas, nevertheless, only, not etc.

For example :

He is slow, *but* he is sure.

I was annoyed, *still* I kept quiet.

Conjunctions must be carefully distinguished from other linking devices such as Relative pronouns, Relative adverbs and Prepositions which are also connecting words.

(i) This is the house *that* Mohan built. (Relative pronoun)

(ii) This is the place *where* he was killed. (Relative adverb)

(iii) Take this *and* give that (Conjunction)

In the sentence (i) :

The Relative pronoun *that* refers to the noun *house* and also joins the two parts of the sentence.

In the sentence (ii) :

The Relative adverb *where* modifies the verb *was killed* and also joins the two parts of the sentence.

In the sentence (iii) :

The conjunction *and* simply links/joins the two parts of the sentence.

(iii) Alternative (Disjunctive) : Those which join two clauses express- ing a choice between two alternatives, such as, or, otherwise, neither nor, either or, else; as for example :

(a) She must weep *or* she will die.

(b) *Either* he is mad *or* he feigns madness.

(iv) Relative : Those that join two clauses, the first presenting a state- ment and the second sharing an inference; such as : so, hence, there- fore, far.

(a) All precautions must have been neglected, *for* the cholera spread rapidly.

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(b) Something certainly fell down, *for* I heard a splash.

B. Subordinating conjunctions – These are the words that join one independent clause with one or more dependent clauses, thus forming a complex sentence. They are further divided into nine kinds :

(i) Time :

Those which form adverb clauses of time. Such as :

when, while, till, untill, or, since, before, after, as soon as, as long as.

(ii) Place :

Those which form adverb clauses of place such as :

where, whence, whither.

(iii) Result :

Those which form adverb clauses of result, such as : so..... that.

(iv) Purpose :

Those which form adverb clauses of purpose; such as :

so that, that, in order that, lest.

(v) Reason :

Those which form adverb clauses of reason, such as : because, as, since, that.

(vi) Condition :

Those which form adverb clauses of condition; such as :

if, unless, in case, provided that, on condition that.

(vii) Contrast :

Those which form adverb clauses of contrast; such as :

though, although, as, however, notwithstanding, that, whether or.

(viii) Comparison :

Those which form adverb clauses of comparison; such as :

than, as as, so as.

(ix) Manner :

Those which form adverb clauses of manner; such as :

as, according as, as if, as though.

(x) Apposition :

Those which form noun clauses such as that (it is preceded) by a transitive verb or a verb of incomplete predication, or a preposition, or a noun in apposition).

NOTES**SENTENCE CONNECTORS :**

The words which are used to connect sentences are called sentence connectors. These are words like *therefore*, *however*, *nevertheless*. Because these words connect sentences, either a full stop or a semicolon is used to separate the sentences they join :

It was too cold; therefore we stayed back. (It was too cold. Therefore, we stayed at home.) Conjunctions join sentences by coming in the beginning or in the middle, but in the case of the connectors the place keeps varying.

It was too cold, *however*, we decided to go out.

It was too cold, we decided, *however*, to go out.

It was too cold, we decided to go out, *however*.

Other sentence connectors are : *moreover*, *besides*, *likewise*, *further more*, *also*, *nonetheless*, *consequently*, *accordingly*, *hence*, *thus*.

(Note : Some of these sentence-connectors do not normally come at the end of sentences. e.g. hence, thus.

A few points about the punctuation of sentences in which conjunctions and sentence-connectors are used, have special importance.

1. When two sentences are joined by conjunctions (*and*, *but*, *so*, *yet*, *for* etc.) a comma can be used at the end of the first sentence. (often, no commas are used and many writers treat comma as optional before *and*, put, etc, and use them before *so*, *yet*, *for*, etc.)
2. When sentence-connectors are used to join two sentences, a comma at the end of the first sentence is not enough. Either a semicolon or a full stop has to be used.
3. Whereas no commas are used after the conjunctions, commas are used. After *moreover*, *besides*, *likewise*, *furthermore*, *cousequently*, *accordingly*, *however*. Words like *also*, *therefore*, *thus*, *hence*, *nevertheless* are often used without commas after them but using commas after them would not be wrong.

Exercise

A. Join the following sentences with 'and' or 'but'. One has been done for you:

1. Meera is intelligent. Manohar is intelligent.

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Meera *and* Manohar are intelligent.

2. Manu is brave. Saket is timid.

3. Antonio was kind. Shylock was cruel.

4. Namita is smart. Sheela is beautiful.

5. Govind likes old melodies. His brother is fond of Rock and Roll.

6. Mary is an American. Sujata is an Indian.

7. Ravi is strong. Rahul is weak.

8. Gagan paints pictures. Ajeet writes poems.

9. Manish passed the exams. Harish failed in the exams.

10. Geeta keeps late hours. Sarita goes to bed early.

11. Azhar plays cricket. Bhutia plays football.

12. Ritu is fond of his brother. Lata is afraid of him.

B. Fill in the blanks with appropriate Conjunctions :

1. She got up early could not reach school in time.

2. Sujeet learns wrestling he is strong.

3. I my son have come to see you.

4. Manimala her children has gone to the fair.

5. Mahesh is hard-working Suresh is lazy.

6. Namrata got the letter did not give it to me.

7. Lakhan Lohit is going to Mumbai.

8. the students their teacher was invited.

C. Pick out the Conjunctions from the given sentences and write them in the space provided :

1. Ram and Shyam love each other.
2. Ram is tall but Shyam is short.
3. Hira or Moti could pull the cart.
4. She was punished for she was guilty.
5. I got late because it was raining heavily.
6. When the sun shines, it is daytime.
7. If I had seen him I must have talked to him.
8. Though my friend is poor, he is very happy.
9. Either you or your sister will be paid for this.
10. Neither the boy nor his father came to me.
11. Subha is not only tall but she is also beautiful.
12. He as well as his wife is doing this course.

D. Frame sentences of your own with the given Conjunctions :

1. But :
2. For :
3. Because :
4. And :
5. Or :
6. Either...or :
7. As well as :
8. Not only...but also :
9. Neither..nor :
10. When :
11. Though :

E. In the following sentences pick out the conjunctions :

1. Birds fly and fish swim.
2. He is slow but sure.
3. I was angry, still I kept quiet.
4. Belinda smiled and the world was gay.

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5. Walk quickly, else you will not overtake him.
6. Hurry up, otherwise you will miss the train.
7. I read the paper because I was interested in the news.
8. I don't care whether you stay or leave Delhi.
9. Since you say so, I will come.
10. We eat that we may live.
11. I will not see him though he comes.
12. A book is a book although there is nothing in it.
13. We shall go since you desire it.
14. I must play here for such is my duty.
15. Look before you leap.
16. Play while you play and work while you work.
17. While you are in Rome, do as the Romans do.
18. As you sow, so shall you reap.
19. He is richer than Govind.
20. Catch me if you can.

Check Your Progress

27. What are Linking devices? What are they?

23 Subject Verb Agreement

NOTES

The verb signals an action, an occurrence, or a state of being. Whether mental, physical, or mechanical, verbs always express activity.

Physical verbs are action verbs. They describe specific physical actions. Eg. Let's **walk** to the temple and back. I **hear** the mobile ringing. **Call** me when you are free.

In contrast, Mental verbs have meanings that are related to concepts such as discovering, understanding, thinking, or planning. In general, a mental verb refers to a cognitive state. Eg. I **know** the answer. She **recognized** me even after so many years. Do not always **believe** what you hear.

States of Being Verbs or linking verbs describe conditions or situations that exist. These verbs are usually complemented by adjectives. E.g. I **am** a teacher. We **are** simple human beings. Please **be** quiet.

A verb must be in agreement with its subject in number and person. Often, the verb is made to agree in number with a noun near it instead of with its proper subject. This is called "Error of Proximity" This should be decided, and this can be understood with the following examples.

- (i) The introduction of tinned milk, canned juice and such other food items *has* not been without some impact.
- (ii) The quality of apples *was* not good.
- (iii) His knowledge of Hindi alphabets *is* far beyond expectation.
- (iv) The state of his business affairs *was* such as to cause anxiety to his bankers.

Two or more singular nouns or pronouns joined by *and* require a plural verb; as :

Gold and silver *are* precious metals.

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Are your brother and sister at home?

He and I *were* eating.

But if the nouns suggest one idea to the mind, or refer to the same person or thing the verb is singular as :

(i) Opportunity and time *waits* for no one.

(ii) Rice and vegetable *is* his only food.

words joined to singular subject by with, as well as, etc. as parenthetical. The verb should therefore be put in the singular; as :

The plane, with its crew, *was* lost.

English, as well as sanskrit, *was* compulsory there.

The care, as well as the mediciner *was* wanting.

Two or more singular subjects connected by *or* or *nor* require a singular verb, as :

Either Shyam or Ram *has* been here.

Neither Geeta nor Sita *was* to be found there.

But when one of the subjects joined by *or* or *nor* is plural, the verb must be plural and the plural subject should be placed nearest to the verb : as

Neither the principal nor the students *are* present.

When the subjects joined by *or*, *nor* are of different persons, the verb agrees with the nearer one; as,

Either he, or I *am* mistaken.

Either you or he *is* mistaken

But it is better to avoid these constructions, and to write :

He *is* mistaken, or else I *am*.

You *are* mistaken or else he *is*.

Either, neither, each, everyone, many a must be followed by a singular verb; as :

He asked me whether *either* of the applicants *was* suitable.

Each of these items *is* found in India.

Many a student *does* not know his marks.

Two nouns qualified by each or every, even though connected by 'and' require a singular verb; as Every boy and every girl *was* given a packet of sweets.

Some nouns which are plural in form, but singular in meaning, take a singular word.

The *news* *is* true.

Politics *has been* his business of life.

The *wages of sin* *is* death.

Mathematics *is a* branch of study in school.

Check Your Progress.

28. What meant by subject verb agreement?

NOTES

pains and means take either the singular or the plural verb, but the construction must be consistent, as :

Great pains *have* been taken.

The means employed by you *is* sufficient.

In the sense of income, the word means always takes a plural verb; as:

My means *were* not enough to meet the expenses.

His means are adequate to pay the pending bills. Some nouns which are singular in form, but plural in meaning take a plural verb; as :

According to the present market rate, twelve dozen *cost* one hundred rupees.

None, though properly singular, commonly takes a plural verb; as :

None *are* so dumb as those who will not speak.

A collective noun takes a singular verb when the collection is thought as one whole; plural verb. When the individuals of which are taken separately of; as:

The committee *has* published its report.

The committee *are* divided on issue of Sati.

But we must be consistent, Thus we should say :

The committee has appended a note to its (not their) report.

When the plural noun is a proper name for some single object or some collective unit, it must be followed by a singular verb; as :

The Panchtantra stories *is* still a great favourite.

The united Arab Eirates *has* a big share.

Major Indian Scientists *is* an interesting lesson.

Gulliver's Travels *was* written by Swift.

When a plural noun denotes some specific quantity or amount considered as a whole, the verb is generally singular; as :

Fifteen minutes *is* allowed as extra time for each candidate.

Five kilometers *is* a long walk.

Three parts of the vehicle *was* left to load.

Exercise

A. Fill in the blanks with the correct forms of Verbs given in the brackets:

1. Latika and Mohan friends. (is/are)
2. Gita and Abdul done this. (has/have)
3. The horse and cart brought. (was/were)
4. Slow and steady the race. (win/wins)
5. Each book and notebook been covered. (has/have)

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6. Every horse and bullock examined. (was/were)
7. A gang of robbers caught by the police. (was/were)
8. A fleet of ship sailing towards Chennai. (is/are)
9. India won the match. (has/have)
10. The group trying to do this. (is/are)
11. No news good news. (is/are)
12. The furniture sold to Kritika. (was/were)
13. The people questions about it (ask/asks)
14. The cattle helpful to farmers. (prove/proves)
15. Mala as well as her sisters come. (has/have)
16. Not only the queen but also her maidswalking. (was/were)

B. Fill in the blanks with the correct forms of Verbs given in the brackets:

10. The group trying to do this. (is/are)
1. Sri Krishna and Sudama friends. (was/were)
2. Narendra been in Kolkata for a long time. (has/have)
3. The Arabian Nights a story-book. (is/are)
4. Each boy and girl intelligent. (is/are)
5. Neither you nor I guilty, my friend. (am/are)
6. A choir of singers giving a programme. (was/were)
7. Australia scoring runs. (was/were)
8. My luggage lying on the floor. (is/are)
9. The police arrived. (has/have)
10. Maheep as well as his children to come. (is/are)
11. Not only the students but also their teacher come. (has/have)

24 Tenses

Tenses

NOTES

Tenses सीखने के लिए हमें निम्नलिखित बातों की जानकारी होनी आवश्यक है :

- (1) Tenses के विविध रूप, (2) प्रत्येक Tense की पहचान,
- (3) Tense के Subject के Number एवं Person के अनुसार Verb का सही प्रयोग,
- (4) Tense के Subject, Verb और Object, आदि का यथास्थान सही प्रयोग करना।

व्याकरण की दृष्टि से क्रियाओं (Verbs) के विविध रूपों का सही निरूपण (प्रयोग) ही Tense कहलाता है। मूलतः Tense वाक्य-रचना की प्रक्रिया है जिसमें Subject (कर्ता) के Number (वचन) व Person (पुरुष) के अनुरूप भिन्न-भिन्न काल में क्रियाएँ (Verbs) भिन्न-भिन्न रूपों में प्रयुक्त होती हैं।

यह विविध कालखण्डों में प्रयुक्त क्रियाओं के रूपों से बँधा रहता है।

इस अध्याय में हम Tense के बिन्दुओं पर विस्तार से चर्चा करेंगे, किन्तु इससे भी पूर्व Tense और Time पर प्रकाश डालना भी आवश्यक है।

TENSE AND TIME

Tense Verb का वह रूप (Form) है जो Verb द्वारा व्यक्त कार्य अथवा अवस्था के समय का बोध कराता है।

Time (समय) एक सार्वभौमिक एवं सार्वकालिक शब्द है। यह हमारे जीवन का अभिन्न अंग है जो सेकण्ड, मिनट, घण्टा, दिन, सप्ताह, महीना, वर्ष, आदि रूपों में जाना जाता है। यह किन्हीं नियमों में बँधता नहीं है। अनन्त काल से एक-एक पल निरन्तर भागते रहने वाला समय (Time) अगम्य और अगोचर है।

1. The Prime Minister **visited** our city **last week**. (Past Tense, Past Time)
2. The Prime Minister **visits** our city **tomorrow**.

Or

The Prime Minister is **visiting** our city **tomorrow**. (Present Tense, Future Time)

3. Abhishek **will have finished** his work by evening. (Future Tense, Future Time)

NOTES

अतः यह आवश्यक है कि विद्यार्थी Present Tense एवं Present Time, Past Tense एवं Past Time तथा Future Tense एवं Future Time को भली-भाँति समझ लें। इससे उन्हें अंग्रेजी के वाक्यों को सही ढंग से अभिव्यक्त करने में बहुत मदद मिलेगी।

Tenses को तीन भागों में विभाजित किया गया है :

(1) Present Tense (2) Past Tense (3) Future Tense

उपर्युक्त प्रत्येक Tense को भी चार-चार भागों में विभाजित किया गया है :

1. Simple या Indefinite 2. Continuous या Progressive या Imperfect
3. Perfect 4. Perfect Continuous

इस प्रकार कुल मिलाकर $3 \times 4 = 12$ Tenses होते हैं।

1. The Present Indefinite Tense (Simple Present)

इस Tense के हिन्दी-वाक्यों के अन्त में 'ता है', 'ती है', 'ता हूँ', 'ते हैं' आते हैं।

इस Tense का प्रयोग वर्तमान समय में होने वाले कार्य या आदत के लिए होता है। इन वाक्यों में है, हूँ, हैं की अंग्रेजी is, am, are नहीं आती, क्योंकि ये मुख्य क्रिया के अंश हैं, स्वतन्त्र या भिन्न क्रियाएँ नहीं हैं। जैसे :

He plays, They play, I play.

Affirmative (स्वीकारात्मक) वाक्यों में Third Person के Singular Subject के साथ Verb के First Form में s या es लगाते हैं और Plural Subject के साथ Verb का केवल First Form (बिना s/es) प्रयोग किया जाता है।

Pattern : (a) Subject (III Person, Singular) + V_1 (s/es) +
(b) Subject (III Person, Plural) + V_1 +

उदाहरण- She plays. They write. Boys play.

First person तथा second person के वाक्यों के साथ verb का root form (V_1) प्रयुक्त होता है।

Pattern : Subject (I/we/you) + V_1 +

उदाहरण- I play. You swim. We sing. You go.

Negative वाक्यों में Third Person, Singular Subject की स्थिति में does not + V_1 एवं Third Person, Plural Subject के साथ do not + V_1 का प्रयोग होता है। इसी प्रकार I/we/you/they के साथ भी do not + V_1 का प्रयोग किया जाता है।

Note: (1) I → Singular है। किन्तु इसके साथ Plural Verb का प्रयोग होता है।

(2) Verb का First Form सदैव Plural (बहुवचन) में होता है। जैसे—go, come आदि।

एकवचन बनाने के लिये इसमें s या es लगा देते हैं। जैसे—goes, comes आदि।

Pattern : (a) Subject (III Person, Singular) + does not + V_1 +
(b) Subject (III Person, Plural) + do not + V_1 +
(c) Subject (I/we/you) + do not + V_1 +

उदाहरण- (i) Sarita does not sing. (ii) Boys do not play. (iii) I/We/You/They do not swim.

Check Your Progress

28. What meant by
subject verb
agreement?

Interrogative वाक्यों में III Person, Singular Subject के साथ (I के अलावा) वाक्य के प्रारम्भ में Does तथा शेष सभी Subjects के साथ वाक्य के प्रारम्भ में Do का प्रयोग करते हैं और वाक्य के अन्त में प्रश्नवाचक चिह्न (?) रखते हैं।

Pattern : Does/Do + Subject + V₁ +.....?

उदाहरण- (i) Does Sonal do her work ? (ii) Do girls play in the sun ? (iii) Do we regard our elders?

प्रयोग (Uses) : इस Tense का प्रयोग निम्नलिखित अवस्थाओं में होता है :

1. शाश्वत सत्य (Eternal truth या Universal truth) का भाव प्रकट करने के लिए; जैसे :
(i) The sun **rises** in the east. (ii) Water **boils** at 100°C. (iii) The earth **moves** round the sun.
2. स्थायी (Permanent) कार्य अथवा स्वभाव का बोध कराने के लिए :
(i) We **hear** with our ears. (ii) The rose **smells** sweet.
3. आदत (Habit) का भाव प्रकट करने के लिए; जैसे :
(i) They usually **go** to a movie on Sundays. (ii) Hari never **goes** to office late.
(iii) He always **comes** to school punctually.

Note : Simple Present के साथ *always, often, seldom, sometimes, rarely, usually, regularly*, आदि Adverbs का प्रयोग आदत का भाव प्रकट करने के लिए मुख्य क्रिया से पूर्व किया जाता है।

4. ऐतिहासिक वर्तमान (Historic Present) का बोध कराने तथा आँखों देखा हाल सुनाने के लिए; जैसे :
(i) Now the battle of Panipat **begins**. (ii) The batsman **takes** strike and goes for a single.
5. पूर्व नियोजित भविष्यकालीन कार्यक्रमों को प्रकट करने के लिए जिनमें भविष्य के समय (Future time) की ओर संकेत करने वाले शब्दों tomorrow, at 4.30 p.m., next Monday, next week, आदि का प्रयोग हो। जैसे :
(i) We **leave** Ajmer tomorrow. (ii) The train **leaves** at 4.30 p.m.
(iii) Classes **begin** next Monday.

पहचान : इस Tense के वाक्यों में निम्नलिखित Adverbials आते हैं :

- (i) in the mornings / evenings.....,आदि।
- (ii) on Sundays / Mondays.....,आदि।
- (iii) each day / night / week / month.....,आदि।
- (iv) everyday / night / week.....,आदि।
- (v) always, often, sometimes, usually, generally, frequently, seldom, rarely,

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never, regularly, daily, (without past showing group of words.)

2. The Present Continuous (Progressive) Tense

हिन्दी में इस Tense के वाक्यों में 'रहा हूँ', 'रहा है', 'रही है', 'रहे हैं', 'हुआ है', 'हुई है', 'हुए हैं', 'हुआ हूँ' आदि आते हैं। यह Tense is, am, are + ing form of the Verb से बनता है। जैसे :

I am playing. You are playing. He is playing.

1. Affirmative Sentences में Singular Subject के साथ *is* तथा Plural Subject के साथ *are* का प्रयोग होता है, लेकिन *We/You* के साथ *are* तथा *I* के साथ *am* का प्रयोग होता है। जैसे:

She *is* watching TV.

Renu *is* sitting on the stool.

We *are* playing.

Children *are* weeping.

- Pattern :**
- (a) Subject (III Person, Singular) + *is* + V_1 (ing) +
 - (b) Subject (III Person, Plural) + *are* + V_1 (ing) +
 - (c) *We/You* + *are* + V_1 (ing) +
 - (d) *I* + *am* + V_1 (ing) +

2. निषेधात्मक (Negative) वाक्यों में *not* को *is*, *are*, *am* तथा मुख्य क्रिया के *ing* रूप (form) के बीच में रखते हैं।

जैसे: (i) He **is not reading** a book. (ii) They **are not going** to market.

Pattern : Subject + *is/are/am* + *not* + V_1 (ing) +

3. प्रश्नवाचक वाक्यों में *is*, *am*, *are* को कर्ता (Subject) से पहले रखते हैं। जैसे :

(i) Is he playing football? (ii) Are they making toys?

Pattern : *Is/Am/Are* + subject + V_1 (ing) +

प्रयोग (Uses) :

1. इसका प्रयोग ऐसे कार्यों के लिए होता है, जो वक्ता के द्वारा व्यक्त किए जाने के समय जारी हों। जैसे :

(i) I **am writing** letters.

(ii) The child **is weeping**.

2. यह Tense कभी-कभी निकट भविष्य के अर्थ में पूर्व निर्धारित कार्यक्रमों को व्यक्त करने में प्रयुक्त होता है। भविष्यत् काल का बोध कराने वाले शब्दों (tomorrow, next week आदि) का इस Tense के साथ प्रयोग होता है। जैसे:

(i) My father **is leaving** for home tomorrow.

(ii) Hari **is coming** here next week.

3. निकट भविष्य की क्रिया दिखाने के लिए *going to* का भी प्रयोग होता है। ऐसे वाक्यों से कार्य करने के इरादे या सम्भावना का बोध होता है। जैसे : (i) She *is going to* lead a new life. (ii) I **am going** to see him tomorrow.

पहचान : इस Tense में निम्नलिखित Adverbials आते हैं जो इसकी पहचान कराने में सहायक होते हैं :

now, still, today, tonight, these days, now-a-days, at this time, at this moment, at present, at this instant, etc.

Verbs normally not used in 'ing' form

निम्नलिखित Verbs का प्रयोग सामान्यतया Continuous form में नहीं होता है :

1. Verbs of perception (ज्ञानेन्द्रियों के अनुभवों को व्यक्त करने वाली क्रियाएँ)

see, hear, taste, feel, smell, notice, prefer, please, recall.

उदाहरण :

- | | | |
|------|-------------------------------|-------------|
| (i) | I am seeing a picture. | (Incorrect) |
| | I see a picture. | (Correct) |
| (ii) | I am hearing a song. | (Incorrect) |
| | I hear a song. | (Correct) |

Note: Hear के साथ ing का प्रयोग सुनने के भाव में नहीं होता अपितु सुनवाई के लिए होता है। जैसे:

Hear, hear ! The judge **is hearing** the case.

2. Verbs showing feelings or state of mind (भावनाओं अथवा मस्तिष्क की अवस्थाओं को व्यक्त करने वाली क्रियाएँ) : want, wish, desire, like, dislike, believe, care, hate, love, hope, imagine, refuse, forgive, आदि।

उदाहरण :

- | | | |
|-------|------------------------------------|-------------|
| (i) | She believes in God. | (Correct) |
| | She is believing in God. | (Incorrect) |
| (ii) | I hate you. | (Correct) |
| | I am hating you. | (Incorrect) |
| (iii) | We wish you success. | (Correct) |
| | We are wishing you success. | (Incorrect) |

3. Verbs showing possession (प्रभुत्व या अधिकार प्रदर्शित करने वाली क्रियाएँ):

possess, own, belong to, have.

उदाहरण :

- | | | |
|-------|--|-------------|
| (i) | He possesses a vast area of land. | (Correct) |
| | He is possessing a vast area of land. | (Incorrect) |
| (ii) | I have a dozen of horses. | (Correct) |
| | I am having a dozen of horses. | (Incorrect) |
| (iii) | This horse belongs to me. | (Correct) |
| | This horse is belonging to me. | (Incorrect) |

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4. **Verbs denoting the process of thinking** (विचारशीलता की विभिन्न अवस्थाओं को व्यक्त करने वाली क्रियाएँ): know, feel, think, suppose, remember, forget, recollect, mind, recall, understand, mean, realise.

उदाहरण-

- (i) He **knows** reading and writing English. (Correct)
He is **knowing** reading and writing English. (Incorrect)
- (ii) I **remember** how he led his past days. (Correct)
I **am remembering** how he led his past days. (Incorrect)
- (iii) He **thinks** that you are an honest man. (Correct)
He **is thinking** that you are an honest man. (Incorrect)
- (iv) She is **believing** in God. (Incorrect)
She **believes** in God. (Correct)
- (v) He **is knowing** English. (Incorrect)
He **knows** English. (Correct)

Note: ज्ञानेन्द्रियों के अनुभव, भावनाओं या संवेगों को व्यक्त करने वाली कुछ क्रियाओं में जब ing लगता है तो उनका अर्थ ही बदल जाता है। जैसे:

- (i) The doctor **is seeing** the patient. (see = जाँच करना)
(ii) He **is seeing** me today. (see = मिलना)
(iii) The doctor **is feeling** the pulse of the patient. (feel = नब्ज गिनना)

3. The Present Perfect Tense

यह Tense have या has तथा क्रिया के Third Form से बनता है। जैसे :

- (i) I **have done** the work. (ii) He **has learnt** his lesson.

अंग्रेजी में अनुवाद करने के नियम

1. III Person, Singular Subject के साथ has + V_3 तथा Third Person, Plural Subject के साथ have + V_3 का प्रयोग होता है। I, We तथा You के साथ भी have + V_3 आता है।

(1) Ram *has written* a letter. (2) They *have gone* home. (3) I *have taken* tea.

Pattern : (a) Subject (III Person, Singular) + has + V_3 +

(b) Subject (III Person, Plural) + have + V_3 +

(c) Subject (I/We/You) + have + V_3 +

2. निषेधात्मक वाक्यों में not का प्रयोग have/has और मुख्य क्रिया के बीच में होता है। जैसे:

- (i) He **has not taken** food.
(ii) I **have not learnt** the poem.

Pattern : Subject + has/have + not + V_3 +

3. प्रश्नवाचक वाक्यों में have तथा has का प्रयोग Subject से पहले होता है तथा मुख्य क्रिया का प्रयोग Subject के बाद होता है। जैसे :

(i) **Have** you **learnt** your lesson ?

(ii) **Has** Sita **sung** a song ?

Pattern : Has/Have + Sub + V₃ +?

प्रयोग (Uses) :

1. इस Tense का प्रयोग ऐसे कार्य के लिए होता है जो अभी हाल में ही समाप्त हुआ हो।

ऐसे वाक्यों में बहुधा just, recently, already का प्रयोग करते हैं। जैसे :

(i) He **has just gone** out.

(ii) He **has already explained** his problem to me.

(iii) I **have recently read** this novel.

2. इस Tense का प्रयोग उन कार्यों के लिए होता है जो भूतकाल में पूरे हो गये हों पर उनका प्रभाव वर्तमान समय में भी दिखाई देता हो। जैसे—

(i) He **has cut** his finger.

उसने अपनी उँगली काट ली है (पर अब भी खून बह रहा है)।

(ii) The Chetak Express **has arrived**.

चेतक एक्सप्रेस आ चुकी है (और अभी भी यह प्लेटफॉर्म पर है)।

पहचान: इस Tense के साथ वर्तमान काल का बोध कराने वाले शब्दों already, just now, recently, so far, lately, yet, this week/month/year, आदि का प्रयोग होता है। जैसे :

(i) He **has saved** 200 rupees **this week**.

(ii) My sister **has not got up yet**.

(iii) **Have** you **seen** my mother **lately** ?

4. The Present Perfect Continuous Tense

ऐसे कार्य जो वक्ता द्वारा व्यक्त किए जाने के समय जारी हों और जिनका कुछ अंश पूरा हो चुका हो, Present Perfect Continuous Tense esa शामिल किए जाते हैं।

1. Third Person, Singular Subject के साथ has been + V₁ (ing) तथा शेष सभी Subject के साथ have been + V₁ (ing) का प्रयोग होता है। अक्सर इन वाक्यों के अन्त में for/since के बाद समय दिया हुआ होता है।

Pattern :

(a) Subject (III Person, Singular) + has + been + V₁ (ing) + object + for/since + time.

(b) Subject (III Person, Plural) + have + been + V₁ (ing) + object + for/ since + time.

(c) Subject (I/We/You) + have + been + V₁ (ing) + object + for/since + time.

उदाहरण : (i) I **have been** reading **for** two hours.

(ii) He **has been** working **since** 3 O'clock.

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(iii) They/You/We/I **have been** playing **since** noon.

2. निषेधात्मक वाक्यों में not का प्रयोग has/have और been के मध्य होता है। जैसे :

(i) He has **not** been living in this house for four years.

(ii) They have **not** been playing since morning.

Pattern : Subject + has/have + not + V₁ (ing) +

3. प्रश्नवाचक वाक्यों में has तथा have का प्रयोग Subject (कर्ता) से पहले होता है। जैसे :

Have you been learning your lesson for two hours ?

Has she been teaching in this school for twelve years ?

Pattern : Has/Have + Subject + been + V₁ (ing) +?

प्रयोग (Uses) :

इस Tense का प्रयोग ऐसे कार्य के लिए होता है जो भूतकाल में आरम्भ हुआ हो और अब भी जारी हो। इस Tense में प्रायः for/since (अनिवार्यतः नहीं) के बाद में समय दिया होता है। यदि समय नहीं दिया होता है तो वाक्य Present Continuous Tense में माना जाता है। निम्नलिखित वाक्यों को देखिए :

(i) It is raining. वर्षा हो रही है। (Present Continuous Tense)

(ii) It has been raining for **two hours**. वर्षा दो घण्टे से हो रही है।

(Present Perfect Continuous Tense)

पहचान : इस Tense में since और for का प्रयोग होता है। since का प्रयोग निश्चित समय (point of time) के लिए तथा for का प्रयोग समय की अवधि (period of time) के लिए होता है। जैसे :

(i) Hari has been playing with a ball **for two hours**. (period of time)

(ii) Sita has been reading her books **since morning**. (point of time)

5. The Past Indefinite Tense (Simple Past)

इस Tense का प्रयोग भूतकालीन कार्यों (actions), घटनाओं, सामान्य नियमित रूप से या प्रायः

होने वाले कार्यों तथा आदतों को व्यक्त करने में किया जाता है। जैसे :

(i) He **broke** his leg in an accident. (happening)

(ii) She **wrote** letters to her mother. (general action)

(iii) Abhishek always **went** to school in time. (habitual action)

1. Affirmative Sentence बनाने के लिए सभी Subjects के साथ Verb के II Form का प्रयोग किया जाता है। जैसे: (i) She wept. (ii) They went home. आदि।

Pattern : Subject + V₂ +

2. Negative वाक्य Subject के बाद did not + V₁ का प्रयोग कर बनाये जाते हैं। जैसे :

(i) She did not weep. (ii) They did not go home.

Pattern : Subject + did not + V₁ +

3. वाक्य के प्रारम्भ में Subject से पूर्व Did तथा वाक्य के अन्त में प्रश्नवाचक चिह्न (?) रखकर Interrogative Sentences बनाए जाते हैं। जैसे- (i) Did you go there ?(ii) Did she write any letter ?

Pattern : Did + Subject + V₂ + ?

इस Tense के विविध प्रयोगों को नीचे विस्तार से समझाया गया है।

प्रयोग (Use) :

1. इस Tense का प्रयोग भूतकाल में होने वाले कार्यों या घटनाओं को व्यक्त करने के लिए किया जाता है। जब इस Tense का प्रयोग होता है तो वाक्य में किसी शब्द (Word) या वाक्यांश (Phrase) के द्वारा भूतकाल के समय को व्यक्त किया जाता है। जैसे :

(i) He **wrote** a novel **last year**. (ii) India **became** free **in 1947**.

2. यह भूतकाल की आदत बताने के लिए प्रयुक्त होता है। जैसे :

(i) Madan always **sang** in the morning.
(ii) Whenever Hari went out at night, he **carried** a torch.

विशेष : **used to** का प्रयोग भी भूतकाल की आदत बताने के लिए होता है, परन्तु यह ऐसी आदत प्रकट करता है जो भूतकाल में होती रही हो लेकिन वर्तमान में नहीं। जैसे: When he was young, he **used to** play cricket.

3. (a) स्वामित्व, अधिकार या सम्बन्ध बताने के अर्थ में Verb 'have' के Second Form (Past Form) **had** का प्रयोग किया जाता है। जैसे :

(i) Once my neighbour **had** one dozen cows.
(ii) She **had** no money to buy vegetables.
(iii) **Had** he really seven horses ?

- (b) Verb 'have' को उपर्युक्त अर्थों (स्वामित्व/अधिकार/सम्बन्ध) के अतिरिक्त जब ग्रहण करने, लेने, देने, आनन्द उठाने आदि रूपों में प्रयोग किया जाता है तो इनके Negative व Interrogative वाक्यों में **did** का प्रयोग किया जाता है। जैसे :

(i) She **had** lunch at 1 p.m.
(ii) She **did not have** lunch at 1 p.m.
(iii) **Did** she **have** lunch at 1 p.m. ?

पहचान :

इस प्रकार के वाक्यों में निम्नलिखित Adverbials का प्रयोग किया जाता है :

last night, last year, last month, last week, long ago, some time back, yesterday, once, in 2001, इत्यादि।

6. The Past Continuous (Progressive) Tense

इस काल के वाक्यों से प्रकट होता है कि भूतकाल में कार्य जारी था और समाप्त नहीं हुआ था। इस काल के वाक्यों में कार्य होते रहने की अवधि या समय-बिन्दु नहीं दिया हुआ होता है। इस प्रकार के वाक्यों के अन्त में 'र हाथा', 'र हीथी', 'र हेथे', आदि शब्द आते हैं। जैसे : (i) He **was playing**.

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(ii) They **were flying** kites.

1. Third Person, Singular Subjects तथा I के साथ was + V₁ (ing) का प्रयोग करते हैं तथा शेष सभी प्रकार के Subjects के साथ were + V₁ (ing) का प्रयोग किया जाता है।

Pattern : (a) Subject (III Person, Singular) + was + V₁ (ing) +
(b) Subject (I) + was + V₁(ing) +
(c) Subject (III Person, Plural) + were + V₁(ing) +
(d) Subject (You/We) + were + V₁(ing) +

उदाहरण :

(i) **She** was reading. (ii) **We** were laughing.
(iii) **I** was sitting. (iv) **They** were dancing.

2. Helping Verbs—was/were तथा Verb के ing Form के बीच not रखकर Negative sentences बनाए जाते हैं। जैसे : (i) He was **not** playing. (ii) They were **not** dancing. (iii) We were **not** laughing.

Pattern : Subject + was/were + not + V₁ (ing) +

3. प्रश्नवाचक वाक्यों में was और were को Subject के पहले रखते हैं। जैसे : (i) **Was** he playing ? (ii) **Were** these boys washing their clothes yesterday ?

Pattern : Was/Were + Subject + V₁ (ing) + ?

प्रयोग (Use) :

1. इसका प्रयोग ऐसे कार्य के लिए किया जाता है जो भूतकाल में जारी रहा हो। जैसे :

(i) He **was lying** in the sun. (ii) They **were playing** in the field.

2. इसका प्रयोग ऐसे कार्य के लिए भी होता है जो भूतकाल में कुछ समय तक जारी रहा हो और उसी बीच कोई दूसरा कार्य भी हुआ हो। इस दूसरे कार्य के लिए जो तुरन्त समाप्त हो जाता है, Simple Past Tense का प्रयोग करते हैं तथा जिस Clause में कार्य जारी रहा हो उसमें Past Continuous का प्रयोग करते हैं। जैसे :

(i) Mahesh **was reading** a novel when I went in.
(ii) When the war began, I **was living** in Kolkata.

पहचान : इस प्रकार के वाक्यों की कोई विशिष्ट पहचान नहीं होती, परन्तु इन वाक्यों में at that time, at that moment, those days, then जैसे Adverbials आते हैं।

7. The Past Perfect Tense

इस Tense के वाक्यों से स्पष्ट होता है कि कार्य को समाप्त हुए काफी समय हो गया है। हिन्दी के वाक्यों के अन्त में 'चुका था', 'चुके थे', 'लिया था', 'लिये थे', आदि शब्दों का प्रयोग होता है।

1. प्रत्येक Subject के साथ had + V₃ का प्रयोग कर इन वाक्यों को बनाया जाता है। जैसे :

(i) Mahesh **had done** his work. (ii) She **had done** her work in time.

Pattern : Subject + had + V₃ +.....

2. Negative वाक्यों में not को had तथा Main Verb (मुख्य क्रिया) के बीच में रखते हैं। जैसे:

The police had **not** reached before the thief ran away.

Pattern : Subject + had + not + V₃ +

3. प्रश्नवाचक वाक्यों में had को Subject के पहले प्रयोग करते हैं। जैसे :

Had the match **begun** before you arrived at the ground ?

Pattern : Had + subject + V₃ + ?

प्रयोग (Uses) :

1. इस Tense का प्रयोग ऐसे कार्य के लिए होता है जो भूतकाल में किसी दूसरे कार्य से पहले समाप्त हो गया हो अर्थात् जो कार्य पहले हो जाता है, उसमें Past Perfect Tense का प्रयोग होता है। जो कार्य बाद में होता है, उसमें Simple Past Tense का प्रयोग होता है। ऐसे दो वाक्यों को जोड़ने के लिए before, when, after, आदि Conjunctions का प्रयोग होता है। जैसे :

- (i) Mahesh **had written** the letter before I **entered** his room.

‘Mahesh had written the letter’— यह कार्य पहले समाप्त हुआ।

‘I entered his room’— यह कार्य बाद में हुआ।

- (ii) The students **went** to school after it **had rained**.

- (iii) When the bell **rang**, we **had finished** our work.

Note: जब दो कार्य साथ-साथ हो रहे हों तो दोनों में Simple Past Tense का प्रयोग करते हैं। जैसे:

As soon as he **saw** the police, he **ran away**.

भूतकाल की अकेली घटना के लिए इस Tense का प्रयोग नहीं हो सकता।

I **had finished** my work yesterday. (Incorrect)

I **finished** my work yesterday. (Correct)

2. इस Tense का प्रयोग ऐसे Conditional Clauses में होता है जिसमें शर्त भूतकाल में पूरी न हुई हो।

If you **had reached** the station in time, you would have met your friend.

यदि तुम समय से स्टेशन पहुँच गये होते तो तुम्हें अपना मित्र मिल गया होता। (लेकिन तुमको नहीं मिला।)

3. भूतकाल (Past Time) की किसी अपूर्ण इच्छा को व्यक्त करने के लिए इस Tense का प्रयोग wish, would sooner/rather, if only, as if, as though के साथ होता है। जैसे :

- (i) I **wish** I **hadn't telephoned** her (= I am sorry I telephoned her).

- (ii) **If only** I **had seen** the thief (= but couldn't see).

- (iii) He shows/showed **as though** he **himself had caught** the thief (= but he didn't do so).

NOTES

8. The Past Perfect Continuous Tense

इस Tense के वाक्यों से प्रकट होता है कि कार्य भूतकाल में किसी समय चालू होकर बाद तक चलता रहा। भूतकाल में कार्य जारी रहने का समय दिया होता है।

1. प्रत्येक कर्ता के साथ had been लगाकर क्रिया के First Form के अन्त में ing लगाते हैं। निश्चित समय (point of time) के लिए since तथा समय की अवधि (period of time) के लिए for का प्रयोग करते हैं। जैसे—

(i) He **had been studying** for two hours last night.

(ii) I **had been walking** in the park **since** yesterday morning.

Pattern : Subject + had + been + V₁(ing) + object + for/since + V₁(ing) + time.

2. Negative Sentences में had के बाद been से पहले not लगाते हैं। जैसे :

It had **not** been raining today since morning.

Pattern : Subject + had + not + been + V₁ (ing) + object +

3. प्रश्नवाचक वाक्यों में had को कर्ता से पहले रखते हैं। जैसे :

Had your brother **been buying** some books for two hours yesterday ?

Pattern : Had + subject + been + V₁ (ing) + object + for/since + time + ?

प्रयोग (uses) :

1. इसका प्रयोग ऐसे कार्य के लिए होता है जो भूतकाल में निश्चित समय तक जारी रहा हो। उसके साथ प्रायः since या for आता है।
2. जिस प्रकार Present Perfect Continuous Tense का प्रयोग होता है, उसी प्रकार से भूतकाल के कार्य के लिए Past Perfect Continuous Tense का प्रयोग होता है।

9. The Future Indefinite Tense (Simple Future)

इस Tense से ज्ञात होता है कि कार्य भविष्य में होगा। प्रत्येक वाक्य के अन्त में 'आ' 'औ' 'ऐ' आदि शब्द आते हैं ।

1. I तथा we के साथ shall + V₁ का प्रयोग करते हैं तथा शेष सभी Subjects के साथ will + V₁ रखकर Affirmative Sentence बनाए जाते हैं। जैसे :

(i) I **shall go** to Mumbai with you tomorrow.

(ii) You **will go** to market.

(iii) He **will do** it.

Pattern : (a) Subject (I/we) + shall + V₁ +

(b) Subject (शेष सभी) + will + V₁ +

2. Negative वाक्यों में will या shall के बाद not लगाकर Main Verb का First Form लिखते हैं। जैसे :

(i) He **will not** help you. (ii) I **shall not** play with you.

(iii) They **will not** come here.

Pattern : Subject + will/shall + not + V₁ +

3. प्रश्नवाचक वाक्यों में will या shall कर्ता के अनुसार कर्ता के पहले प्रयोग करते हैं। जैसे :

(i) Will you write a letter to your mother today ?

(ii) Shall we read English tomorrow?

Pattern : Will/Shall + Subject + V₁ + ?

प्रयोग (Uses) :

1. भविष्य में किसी क्रिया के होने के लिए इस Tense का प्रयोग होता है। जैसे :

My son **will become** a doctor next year.

2. जब दो Clauses भविष्यत् काल का बोध कराते हैं तो एक में Future Tense तथा दूसरे में Present Tense का प्रयोग होता है। जिन Clauses में समय का बोध होता है उनमें Present Tense आयेगा। साधारणतया when, whenever, while, before, after, as soon as, until, unless, in case के पश्चात् Future Tense का प्रयोग नहीं होता। जैसे :

(i) When **he comes**, I **shall go** with him to the market.

जब वह आयेगा तो मैं उसके साथ बाजार जाऊँगा।

(ii) I **shall wait** for you until **you come** back.

जब तक तुम वापस नहीं आओगे मैं तुम्हारी प्रतीक्षा करूँगा।

Note :

(1) हिन्दी के दोनों clauses में Future Tense आता है, परन्तु अंग्रेजी में ऐसा नहीं होता।

(2) First Person (I तथा we) के साथ निश्चय (determination), इरादा (intention), offer प्रस्ताव रखना तथा प्रतिज्ञा (promise) दिखाने के लिए will का प्रयोग होता है।

इसी तरह आदेश (order) तथा धमकी (threat) बताने के लिए Second तथा Third Persons में will के स्थान पर shall का प्रयोग करते हैं। जैसे:

(i) We **will fight** against injustice. (निश्चय)

(ii) I **will help** you as much as I can. (प्रतिज्ञा)

(iii) He **shall clean** the room. (आदेश)

(iv) I **will bring** tea or coffee for you whichever you like. (प्रस्ताव)

पहचान: इस Tense के वाक्य में समयसूचक शब्दों tomorrow/next day/next week/next month/next year/in a few days/never/always, आदि का प्रायः प्रयोग होता है।

10. The Future Continuous Tense

इस काल के वाक्यों से ज्ञात होता है कि भविष्य में कोई कार्य जारी रहेगा। इस काल के वाक्यों के अन्त में 'रहा होगा', 'रही होगी', 'रहे होंगे', आदि शब्द आते हैं। इन वाक्यों में कार्य के लगातार जारी रहने का समय नहीं दिया होता है। यह Tense, shall be या will be + 'ing' form of the Verb से बनता है। जैसे-

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He **will be reading** his book at night.

1. I, we के साथ shall be तथा शेष सभी कर्ताओं के साथ will be लगाकर मुख्य क्रिया के First Form में ing जोड़ देते हैं। जैसे : You **will be learning** your lesson at this time tomorrow.

Pattern :

(a) Subject (I/we) + shall be + V₁ (ing) +

(b) Subject (शेष सभी) + will be + V₁ (ing) +

2. Negative वाक्यों में shall not be, will not be का प्रयोग करते हैं। इसके पश्चात् मुख्य क्रिया के 'ing' रूप को लिखते हैं। जैसे : They **will not be waiting** for you.

Pattern : Subject + will/shall + not + be + V₁ (ing) + object.

3. प्रश्नवाचक वाक्यों में will/shall को कर्ता के पहले प्रयोग करते हैं। जैसे :

Shall I be singing a song at night?

Pattern : Will/Shall + Subject + be + V₁ (ing) + object + ?

प्रयोग (Uses) :

1. इस Tense का प्रयोग ऐसे कार्य के लिए होता है जो भविष्य में आरम्भ होकर कुछ समय तक जारी रहे। जैसे :

Kailash **will be waiting** for me at the station.

2. इस Tense का प्रयोग ऐसे कार्य के लिए होता है जो भविष्य के लिए पहले से निश्चित किया गया हो। जैसे :

We **shall be holding** a meeting in the hall tomorrow evening.

हम कल सायंकाल हॉल में एक सभा कर रहे होंगे।

पहचान- at this time tomorrow / at this moment tomorrow.

11. The Future Perfect Tense

इस काल के वाक्यों से प्रकट होता है कि कार्य भविष्य में समाप्त हो चुकेगा। अतः इन वाक्यों के अन्त में 'चुकेगा', 'चुकेगी', 'चुकोगे', आदि शब्द आते हैं।

1. I, We के साथ shall have तथा He, She, It, They एवं Third Person के सभी Subjects के साथ will have लगाकर Verb का Third Form प्रयोग करते हैं। जैसे:

(i) She **will have cooked** food by 2 p.m. (ii) I **shall have done** this work by noon.

Pattern :

(a) Subject (I, We) + shall have + V₃ + object + by (time)/by the end of (time).

(b) Subject (शेष सभी) + will have + V₃ + object + by (time)/by the end of (time).

2. Negative वाक्यों में shall/ will के बाद not लगाते हैं। जैसे :

He **will not have reached** Mumbai by two o'clock ?

Pattern : Subject + will/shall + not + have + V₃ +

3. प्रश्नवाचक वाक्यों में will या shall को Subject के पहले रखते हैं। जैसे :

Will he have reached his village before Sunday ?

Pattern : Will/Shall + subject + have + V₃ + ?

प्रयोग (Uses) :

1. इस Tense का प्रयोग ऐसे कार्य के लिए होता है जो भविष्य में किसी निर्धारित समय तक समाप्त हो चुकेगा। जैसे :

He **will have returned** home by next month.

2. इस Tense का प्रयोग समयसूचक Clauses के साथ भी होता है। जो Clause समय बताता है, उसमें Simple Present Tense का प्रयोग होता है। जैसे :

I **shall have bought** the book when you **come** back.

Or When you **come** back, I **shall have bought** the book.

Note: समयसूचक उपवाक्य (Time clause) को वाक्य के आरम्भ में और अन्त में दोनों स्थानों पर रख सकते हैं।

पहचान: प्रायः इन वाक्यों के प्रारम्भ में या अन्त में By + time या By the end of (time) दिया हुआ होता है। जैसे :

(i) They will have finished their work **by evening**.

(ii) We shall have made this building **by the end of March**.

Or **By the end of March**, we shall have made this building.

12. The Future Perfect Continuous Tense

इस Tense के वाक्यों में कार्य का भविष्यत् काल में जारी रहना पाया जाता है तथा साथ ही साथ समय दिया जाता है। वाक्य के अन्त में 'रहेंगे', 'रहेगी', 'रहूँगा', 'रहोगे', 'रहेंगी' या 'रहा होगा', 'रही होगी', 'रहे होंगे', 'रही होंगी', 'रहा हूँगा', आते हैं। कार्य प्रारम्भ होने का समय दिया होता है।

Note : इस Tense में since का प्रयोग नहीं होता है।

1. Affirmative वाक्यों में I, We के साथ shall have been तथा अन्य सभी कर्ताओं के साथ will have been लगाकर क्रिया के First Form में ing लगा देते हैं। जैसे:

(i) He **will have been walking** on the road **for** two hours.

(ii) We **shall have been staying** in this city **for** many weeks.

(iii) By December 2007, we **shall have been living** in Jaipur **for** four years.

Pattern :

(a) Subject (**I, We**) + shall have been + V₂ (ing) + Object + for + time.

(b) Subject (शेष सभी) + will have been + V₁ (ing) + Object + for + time.

2. Negative वाक्यों में will/shall के बाद not लगाते हैं। जैसे :

Nareesh will **not** have been reading for two hours.

NOTES

3. प्रश्नवाचक वाक्यों में कर्ता के पहले सहायक क्रिया will/shall को लिखते हैं।

Will they have been sleeping for three hours ?

प्रयोग (Uses) :

इस Tense का प्रयोग भविष्य में किसी समय विशेष तक जारी रहने वाले कार्य के लिए होता है।

MORE ABOUT VERBS

क्रिया के सही रूप का प्रयोग करने के लिए तथा शुद्ध वाक्य-रचना के लिए Tenses के अतिरिक्त निम्नलिखित बातों को ध्यान में रखना आवश्यक है :

1. had better, would rather तथा let के साथ क्रिया के First Form का प्रयोग करते हैं। जैसे :

(i) You had better **wash** your face. (ii) You had better **start** earlier.

(iii) I would rather **stay** at home. (iv) Let me **go**.

2. क्रिया का वह रूप जो कर्ता एवं काल की सीमा में न रहे अर्थात् कर्ता एवं काल के परिवर्तन से न बदले, Infinitive कहलाता है। ऐसे Verb के First Form के पूर्व to का प्रयोग करते हैं। जैसे:

(i) He goes there to **read** newspapers.

(ii) He will go there to **read** newspapers.

(iii) He went there to **read** newspapers.

Note: इन वाक्यों में to read अपरिवर्तनशील है। किन्तु कुछ क्रियाओं के बाद Infinitive का प्रयोग बिना to के भी होता है। उन क्रियाओं में से कुछ क्रियाएँ, dare, need, hear, feel, know, make, help, let, bid, see हैं। जैसे :

(i) Please **help** me lift this box.

(iv) She **heard** me sing.

(ii) You **need** not worry.

(v) Let me **read**.

(iii) The Principal **bade** him go.

(vi) Let us **play** now.

3. जब Simple Present का Future के अर्थ में प्रयोग हो तो in case, unless, if, when, as soon as के साथ Verb का First Form आता है। अगर Subject एकवचन हो तो क्रिया के साथ s या es जोड़ दिया जाता है। जैसे :

(i) **In case I forget**, please remind me to clear your bill.

(ii) Write down my name in your diary **in case you forget**.

(iii) Take an umbrella with you **in case it rains**.

(iv) You will not pass **unless you work** hard.

(v) She does not take tea **unless her mother asks** her.

(vi) **When I finish** my work, I shall go to bed.

(vii) He will teach you **provided you pay** him the money he asks for.

4. Have, get, make, cause चार Causatives हैं। जब कर्ता स्वयं कार्य न करके दूसरे से कराता है तो इन Causatives का प्रयोग होता है। इनमें क्रिया की स्थिति इस प्रकार होती है:

Check Your Progress

29. What must be remembered to learn up Tenses?

- (a) Sub. + get/cause + doer + Infinitive + Object.
(Active Form)
(to get/cause someone to do something)
(i) He **got** a workman to **whitewash** his house.
(ii) He **caused** a washerman to **wash** his clothes.
- (b) Sub. + have/make + doer + Verb का First Form + Object.
(Active Form)
(i) **I have** my sister **stitch** my shirt.
(ii) He **made** us **laugh** in the class.
- (c) Sub. + get/have + Object + Third Form of the Verb + by (doer).
(Passive Form)
(to get/have something done)
(i) She **had** her chair **repaired** by a carpenter.
(ii) I **got** my shoes **polished** by a cobbler.
(iii) You **have** the plants in your garden **watered** by the gardener.
(iv) I **shall get** a letter **delivered** by the postman.

5. Without, on, for, of, need, help, mind, by, instead of के साथ Verb के First Form में ing लगाते हैं। जैसे :

- (i) He ran **without stopping**.
(ii) He posted the letter **without writing** the address on it.
(iii) He kept **on singing**.
(iv) She got good marks **by working** hard day and night.
(v) I do not **mind** your **smoking**.
(vi) **Instead of wasting** your time, you should play any game.
(vii) She could not **help weeping**.
(viii) Her hair **needs cutting**.

6. It's time के साथ Verb की स्थिति इस प्रकार होती है :

- (i) **It's time** you went home. यही सही समय है जब तुम घर जाते।
(ii) **It's time** for you to go home. अपने घर जाने के लिए तुम्हारे लिए यही सही समय है। इन दोनों वाक्यों का अन्तर समझिये।

7. Lest के वाक्यांश में सभी कर्ताओं के बाद should + Verb का First Form आता है। जैसे:

- (i) Walk carefully **lest** you **should stumble**.
(ii) Work hard **lest** you **should fail**.
(iii) You have to be careful **lest** you **should miss** the chance.

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8. As if का प्रयोग वाक्य के मध्य में होता है। as if के बाद आये कर्ता के बाद प्रायः were का प्रयोग होता है। जैसे :

(i) He walks **as if** he were drunk. अर्थात् वह वस्तुतः पिये हुए नहीं है, केवल अभिनय कर रहा है।

(ii) She is walking **as if** she were lame.

Note : as if के बाद were निम्न स्थिति में नहीं आयेगा :

(i) He was trembling **as if** he **had seen** a ghost.

(ii) The conductor waved his hand **as if** he **had gone** mad.

9. While ('जब तक कि' या 'जब') का प्रयोग 'of during the time that' के अर्थ में Subordinate Clause को Principal Clause से जोड़ने के लिए होता है। इसके वाक्यांश की क्रिया में प्रायः अवधि का अर्थ निहित होता है। while के वाक्यांश की क्रिया गतिमान होती है। अतः वह प्रायः continuous tense में होती है। जैसे :

(i) **While** it **was raining**, I put up my umbrella.

(ii) Let us stay here, **while** it **is raining**.

(iii) Do not disturb me, **while** I **am reading**.

(iv) **While reading**, I fell asleep.

10. So that (जिससे कि, ताकि) से अर्थ बताने वाले उपवाक्य में will/can/may (यदि so that के पहले Present Tense है) का प्रयोग करते हैं और अगर so that के पूर्व Past Tense है तो would, might, could का प्रयोग करते हैं। जैसे :

(i) We eat **so that** we **may** live.

(ii) My mother lighted the gas **so that** she **could** make tea.

(iii) He is working hard **so that** he **can** get first division.

(iv) We earn **so that** we **may** live comfortably.

11. यदि दो Singular Subjects किसी वाक्य में and से जुड़ रहे हों और दोनों ही अलग-अलग व्यक्ति या वस्तु को इंगित करते हों तो उनके साथ Verb का Plural Form प्रयोग किया जाता है। परन्तु and से जुड़े दो Singular Subjects जब एक ही व्यक्ति या वस्तु के लिए प्रयुक्त हो रहे हों तो उनके साथ Singular Verb का प्रयोग होता है। जैसे :

(i) The cashier and the accountant have gone.

(ii) The cashier and accountant is on leave today.

उपर्युक्त वाक्य (i) तथा (ii) को एक साथ ध्यान से पढ़िए। वाक्य (i) में बताया गया है कि cashier और accountant दो अलग-अलग व्यक्ति हैं और दोनों चले गये हैं। अतः इनके साथ बहुवचन की क्रिया आयेगी। ऐसी दशा में cashier तथा accountant दोनों से पहले 'the' article प्रयुक्त हुआ है। इसके विपरीत (ii) वाक्य में बताया गया है कि cashier और accountant एक ही व्यक्ति है। अतः इसके लिये एकवचन की क्रिया आयेगी। article 'the' भी एक ही बार प्रयुक्त हुआ है।

EXERCISE 1.

Write the letter of the correct answer (A, B, C or D) in the brackets :

1. I have my clothes by my mother.
(A) wash (B) washes (C) washed (D) to wash ()
2. He ate all the fruits without.....
(A) stops (B) stopped (C) to stop (D) stopping ()
3. She kept on.....clothes in her room.
(A) stitching (B) to stitch (C) stitches (D) stitched ()
4. We heard her..... a song.
(A) to sing (B) sing (C) sings (D) sang ()
5. I requested him to let me..... my home.
(A) went (B) go (C) goes (D) to go ()
6. Rahul and Pramod.....real brothers.
(A) are (B) is (C) was (D) will be ()
7. The thief entered the room and.....all the ornaments.
(A) takes (B) had taken (C) taking (D) took away ()
8. He went on.....the fence the whole day.
(A) whitewashes (B) whitewashed (C) whitewash (D) whitewashing ()
9. He could not help that side.
(A) looking (B) looked (C) looks (D) to look ()
10. Instead of his books, he gave them to Ram free of cost.
(A) sold (B) to sell (C) selling (D) sells ()

EXERCISE 2

Fill in the blanks with the appropriate forms of the verbs given in the brackets :

1. The train.....(stop) before I came.
2. He.....(go) out just now.
3. The farmer.....(work) all day.
4. He.....(come) an hour ago.
5. He.....(fall) asleep while reading.
6. I shall see him when he (return).
7. A barking dog seldom (bite).
8. The Ganga(rise) in the Himalayas.
9. He.....(sell) newspapers in childhood.
10. I.....(do) my homework before it was dark.
11. They were.....(swim) in the river.
12. It.....(rain), take your umbrella.

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EXERCISE 3.

Fill in the blanks with the appropriate forms of the verbs given in the brackets :

1. Your friends for you for over an hour.(wait)
2. It is not worth so much money for this concert (pay).
3. When I reached the station, the train (leave).
4. I theTajMahal last month. (visit).
5. The criminal the victim with a blunt object. (attack).
6. His company is greatly after.(seek)
7. His courage him (forsake).
8. The terrified people to the mountains. (flee).
9. The police no stone unturned to trace the culprits. (leave).
10. The robber him a blow on the head. (strike).
11. We (paint) the gate last year.
12. He (teach) Sanskrit for a long time.
13. Next year we (live) here for ten years.
14. If Mohan gets good marks, he (get) a new bike.
15. Unless you send an invitation, he (not come)

EXERCISE 4.

Fill in the blanks with the correct tense forms of the verbs in the brackets:

1. It _____ (rain) since last night, and it _____ (look) as if it may rain for the rest of the day.
2. My school _____ (hold) a food-and-fun fair next month to raise money for the school building-fund.
3. Look! Those bees _____ (buzz) round the flowers. The bees _____ not only _____ (collect) honey, but they _____ (pollinate) the flowers as well.
4. Mary told him what _____ (happen) to his dog, so he _____ (run) home to see how it _____ (be).
5. _____ the taxi _____ (come) yet? It _____ (be) already ten minutes late. I hope it _____ (be) here soon.
6. We _____ (go) shopping last weekend. There _____ (be) a great crowd at the shopping center. Most of the people _____ (do) their New Year's shopping.
7. It _____ (be) a fine morning today. The birds _____ (sing) in the trees, and there _____ (be) not a cloud in the sky.
8. That child _____ always _____ (ask) questions. Sometimes he _____ (ask) such complicated questions that I _____ (become) puzzled, too.
9. I thought that the grass _____ (need) cutting, but the lawnmower _____ (be) out of order. Therefore, I _____ (cut) the grass with a pair of shears.
10. Your friends _____ (wait) for you for over an hour. Where _____ you _____ (be) all this time ? You _____ (be) out for almost four hours.

11. She _____ (mop) the floor when her cousin came in. She _____ (scold) him angrily because he _____ (make) the floor dirty with his muddy shoes.
12. The police _____ (investigate) the robbery that _____ (take) place last week. So far, they _____ (discover) nothing and _____ (arrest) no one.
13. She _____ (look) very worried for the past few days; but when I _____ (ask) what the matter was, she _____ (say) that it _____ (be) nothing.
14. She says that she _____ (send) the letter a month ago; but, so far, she _____ (not receive) any reply. She _____ (think) that her letter _____ (be) lost in the post.
15. He walked along the road, wondering what _____ (happen) and where all the people _____ (go). The streets _____ (be) deserted, and the stalls _____ (be leave) as they _____ (be), with fruit and vegetables arranged in neat rows.

Answers

EXERCISE 1.

1. (C), 2. (D), 3. (A), 4. (B), 5. (B), 6. (A), 7. (D), 8. (D), 9. (A), 10. (C).

EXERCISE 2.

1. had stopped, 2. has gone, 3. works, 4. came, 5. fell, 6. returns, 7. bites, 8. rises, 9. sold, 10. had done, 11. swimming, 12. is raining.

EXERCISE 3.

1. Your friends **waited** for you for over an hour.
2. It is not worth **paying** so much money for this concert.
3. When I reached the station, the train **had left**.
4. I **visited** the TajMahal last month.
5. The criminal **attacked** the victim with a blunt object.
6. His company is greatly **sought** after.
7. His courage **forsook** him
8. The terrified people **fled** to the mountains.
9. The police **left** no stone unturned to trace the culprits.
10. The robber **struck** him a blow on the head.
11. We **painted** the gate last year.
12. He **has been teaching** Sanskrit for a long time.
13. Next year we **shall have been living** here for ten years.
14. If Mohan gets good marks, he **will get** a new bike.
15. Unless you send an invitation, he shall **not come**.

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EXERCISE 4.

1. It **has been raining** since last night, and it **looks** as if it may rain for the rest of the day.
2. My school **is holding** a food-and-fun fair next month to raise money for the school building-fund.
3. Look! Those bees **are buzzing** round the flowers. The bees **are** not only **collecting** honey, but they **are pollinating** the flowers as well.
4. Mary told him what **had happened** to his dog, so he **ran** home to see how it **was**.
5. **Has** the taxi **come** yet? It **is** already ten minutes late. I hope it **will be** here soon.
6. We **went** shopping last weekend. There **was** a great crowd at the shopping center. Most of the people **were doing** their New Year's shopping.
7. It **is** a fine morning today. The birds **are singing** in the trees, and there **is** not a cloud in the sky.
8. That child is always **asking** questions. Sometimes he **asks** such complicated questions that I **become** puzzled, too.
9. I thought that the grass **needed** cutting, but the lawnmower **was** out of order. Therefore, I **cut** the grass with a pair of shears.
10. Your friends **have been waiting** for you for over an hour. Where **have** you **been** all this time? You **were** out for almost four hours.
11. She **was mopping** the floor when her cousin came in. She **scolded** him angrily because he **made** the floor dirty with his muddy shoes.
12. The police are **investigating** the robbery that **took** place last week. So far, they **have discovered** nothing and **have arrested** no one.
13. She **had been looking** very worried for the past few days; but when I **asked** what the matter **was**, she **said** that it was nothing.
14. She says that she **had sent** the letter a month ago; but, so far, she **has not received** any reply. She **thinks** that her letter was lost in the post.
15. He walked along the road, wondering what **had happened** and where all the people **had gone**. The streets were deserted, and the stalls **were left** as they **were**, with fruit and vegetables arranged in neat rows.

25 Common Errors

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To error is human and more so when people learn to speak and write a foreign language. We are 'found to commit errors.' In English, there are certain common errors that creep in. It is not possible to enumerate all the common errors that we come across in day to day dealing, nevertheless the readers would find out the most common errors that happen in parts of speech.

(A) Common errors in the use of Nouns and Pronouns:

- (i) Words like book table flower and apple are 'countable nouns'. They are things that can be counted. Such nouns can have plural forms and are used with a/an.

Words like ink, milk, gold and wisdom are 'uncountable nouns'. They are the things that cannot be counted. Normally uncountable nouns do not have plural forms and cannot be used with a/an.

Note that the following nouns are usually uncountable in English : device, news, information, furniture, luggage, work, business weather, traffic, scenery, paper, writing material, bread. Most of these are countable in indian languages and therefore indian students often incorrectly use them with a/ an and in the plural.

Incorrect : He gave me an advice.

Correct : He gave me some advice.

He gave me a piece of advice.

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- Incorrect** : The sceneries here are very good.
Correct : The scenery here is very good.
- (ii) The object of a verb or of a preposition when it is a pronoun, should be in the objective form; as.
- Incorrect** : Between you and I affairs look dark.
Correct : Between you and me affairs look dark.
Incorrect : Let you and I do it.
Correct : Let you and me do it.
Incorrect : He has given great trouble to my father and I.
Correct : He has given great trouble to my father and me.
- (iii) The indefinite pronouns one should be thorough, if used at all
- Incorrect** : One cannot be too careful about what he says.
Correct : One cannot be too careful about what one says.
Incorrect : One cannot be too careful of his good name.
Correct : One cannot be too careful of one's good name.
- (iv) Any should be used when more than two persons on things are spoken of; as :
- Incorrect** : She was taller than either of her five sisters.
Correct : She was taller than any of her five sisters.
- (v) Each, either and neither are distributive pronouns calling attention to the individuals forming a collection, and must accordingly be followed by verbs in the singular. As :
- Incorrect** : Each of the scholars have done well.
Correct : Each of the scholars has done well.
Incorrect : Each of the men were paid twenty rupees.
Correct : Each of the men was paid twenty rupees.
- (vi) Be careful to use who (Nominative) and whom (objective) correctly. As :
- Incorrect** : There is Mr. Dutt, Whom they say is the best painter in the town.
Correct : There is Mr. Dutt who they say is the best painter in the town.
Incorrect : Whom did you say was there?
Correct : Who did you say was there?
- (vii) Sometimes a Pronoun is inserted where it is not required; as:
- Incorrect** : The applicant, being a householder, he is eligible to vote.

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Correct : The applicant, being a householder, is eligible to vote.

- (viii) A nouns or pronouns in the possessive case should not be used as the antecedent to a relative pronouns; as :

Incorrect : Do not forget his enthusiasm who brought this movement so far.

Correct : Do not forget the enthusiasm of his who brought this movement so far.

- (ix) The relative pronoun is sometimes Incorrectly omitted when it is the subject of the clause, as :

Incorrect : He has an impudence would carry him through anything.

Correct : He has an impudence that would carry him through any thing.

- (x) Avoid the use of same as a substitute for the personal pronoun. As :

Incorrect : When you have examined these patterns please return the same to us.

Correct : When you have examined these patterns please return them to us.

- (xi) The adjective incorrectly used with a verb when some quality of the subject, rather than of the action of the verb, is to be expressed; as :

Incorrect : The flowers smell sweetly.

Correct : The flowers smell sweet.

- (xii) In a comparison by means of a superlative, the latter term should include the former, as :

Incorrect : Solomon was the wisest of allother men.

Correct : Solomon was the wisest of all men.

Incorrect : The Ganga is the largest of allother rivers.

Correct : The Ganga is the largest of all rivers

- (xiii) A very common form of error is the example given in the following sentence :

Incorrect : The population of Kolkata is greater than any city in France.

Correct : The population of Kolkata is greater than that of any city in France.

Since the comparison is between

- (a) The population of Kolkata and

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(b) the population of any city in France.

(B) Common errors in the use of Verbs:

- (i) The subject of the sentence should not be left without a verb.

Incorrect : He who has suffered most in the cause let him speak.

Correct : Let him, who has suffered most in the cause, speak.

OR

He who has suffered most in the cause should speak.

- (ii) A common blunder is to leave the participle without proper agreement or with no agreement at all; as :

Sitting on the gate, a scorpion stung him.

Here the word 'scorpion' to which the participle 'sitting' refers grammatically is not that with which it is meant to be connected in the sense; in other words, the participle is left with proper agreement.

We should therefore present it as shown below :

Sitting on the gate, he was stung by a scorpion.

OR

While he was sitting on the gate, a scorpion stung him.

- (iii) The following verbs are often Incorrectly used with the to-infinitive; en- joy, avoid, miss, postpone, suggest. They should be used with the gerund (when a verb does the work of a Noun, it becomes Verb-Noun and is called Gerund. e.g. the word 'reading'. in the sentence, 'Reading is his favorite pastime.')

Incorrect : He enjoys toswim.

Correct : He enjoys swimming.

Incorrect : We missed tosee the Prime Minister.

Correct : We missed seeing the Prime Minister.

Incorrect : Suresh toldto me about it.

Correct : Suresh told me about it.

(C) Common Errors in the use of Adverbs :

- (i) The negatives destroy each other. Hence two negatives should not be used in the same sentence unless we wish to make an affirmation we should say.

Incorrect : I haven't got none.

Correct : I haven't got any.

Incorrect : I have not got no paper for my exercise.

Correct : I have not got any paper for my exercise.

- (ii) Adjectives should not be used for Adverbs. We should say, for

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instance

He ate the sweets greedily (not greedy) .

He will pay dearly (not dear) for his mistake.

- (ii) The use of without a conjunction equivalent to unless is now considered bad English.

Incorrect : I shall not go without you do.

Correct : I shall not go unless you do.

- (iii) The advert like is often Incorrectly used as a conjunction instead of as

Incorrect : He speaks like his father.

Correct : He speaks as his father.

- (iv) No sooner is followed by than and not by but

Incorrect : No sooner had he returned but he was off again.

Correct : No sooner had he returned than he was off again.

- (v) Care should be taken when using correlative conjunctions, such as either or, neither ... nor, not only...but also, that they are followed by the same part of speech as :

Incorrect : He notonly lost his ticket butalso his luggage.

Correct : He lost notonly his ticket butalso his luggage.

- (vi) Neither is followed by nor, not by or.

Incorrect : He washed neither his hand or his face.

Correct : He washed neither his hand nor his face.

Some important examples of common errors :

1. Incorrect : He gave me breads.
Correct : He gave me some pieces of bread.
2. Incorrect : Cattles are grazing in the field.
Correct : Cattle are grazing in the field.
3. Incorrect : He ate many fishes.
Correct : He ate a lot of fish.
4. Incorrect : He sold all his furnitures.
Correct : He sold all his furniture.
5. Incorrect : He gave me good advices.
Correct : He gave me good advice.
6. Incorrect : The sceneries were very attractive.
Correct : The scenery was very attractive.
7. Incorrect : They were good Commander-in-Chiefs.

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- Correct : They were good Commanders-in-Chief.
8. Incorrect : They won the match by an inning.
Correct : They won the match by an innings.
9. Incorrect : The rich is happy and the poor is gloomy.
Correct : The rich are happy and the poor are gloomy.
10. Incorrect : He has engaged some woman-servants.
Correct : He has engaged some women-servants.
[Both the nouns will be plural.]
11. Incorrect : He gave me two dozons of pencils.
Correct : He gave me two dozen pencils.
12. Incorrect : He has a five-rupees note.
Correct : He has a five-rupee note.
13. Incorrect : Keep your words.
Correct : Keep your word.
14. Incorrect : I have a spectacle.
Correct : I have a pair of spectacles.
15. Incorrect : I have a lot of book.
Correct : I have a lot of books.
16. Incorrect : He is one of my sincere friend.
Correct : He is one of my sincere friends.
17. Incorrect : He occupied his quarter.
Correct : He occupied his quarters.
18. Incorrect : This wall is ten foot high.
Correct : This wall is ten feet high.
19. Incorrect : He has a three feet rod.
Correct : He has a three-foot rod.
20. Incorrect : He has two brethren.
Correct : He has two brothers.

COMMON ERRORS IN THE USE OF PRONOUNS

We should be careful while using pronouns in our sentences. There are some examples of errors committed with the use of Pronouns along with the corrections :

1. Incorrect : One should do his work.
Correct : One should do one's work.
2. Incorrect : Your pencil is the same like hers.
Correct : Your pencil is the same as hers.
3. Incorrect : If I were him, I wouldn't do so.

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- Correct : If I were he, I wouldn't do so.
4. Incorrect : He said to hisself.
Correct : He said to himself.
5. Incorrect : The boy who you referred to was not there.
Correct : The boy whom you referred to was not there.
6. Incorrect : Between you and I, he is a villain.
Correct : Between you and me, he is a villain.
7. Incorrect : The two boys loved one-another.
Correct : The two boys loved each-other.
8. Incorrect : He is the only person out of them who have done it.
Correct : He is the only person out of them who has done it.
9. Incorrect : Neither of the three girls worked out this sum.
Correct : None of the three girls worked out this sum.
10. Incorrect : It is one of a few books which is worth reading.
Correct : It is one of a few books which are worth reading.
11. Incorrect : The man whom I owed money has come.
Correct : The man to whom I owed money has come.
12. Incorrect : It is him who stole my watch.
Correct : It is he who stole my watch.
13. Incorrect : This is the book whom I like most.
Correct : This is in book which/that I like most or
This is the book I like most. (Here 'which' or 'that' is understood.)
14. Incorrect : You and he should go to their village.
Correct : You and he should go to your village.
15. Incorrect : He does not mean who he says.
Correct : He does not mean what he says.
16. Incorrect : Whom are you talking?
Correct : Whom are you talking to? Or
Who are you talking to? Or
To whom are you talking?
17. Incorrect : It is them who attacked me.
Correct : It is they who attacked me.

NOTES

(यहाँ subject 'it' है, इसलिए verb singular हो गया।)

18. Incorrect : I don't like such books like these.
Correct : I don't like such books as these.
19. Incorrect : You are reading a book, isn't it?
Correct : You are reading a book, aren't you?
20. Incorrect : I am going there, isn't it?
Correct : I am going there, aren't I?

COMMON ERRORS IN THE USE OF ADJECTIVES

We must pay attention to the following things while using Adjectives :

Some Adjectives in the comparative degree take 'to' in place of 'than'. Superlative degree must be preceded with 'the'. 'Elder/eldest' are the words used for the members of one family while 'older/oldest' are used for the people outside the family.

Some examples of the errors committed in the use of Adjectives have been given below with their corrections :

1. Incorrect : This is the matter of uttermost importance.
Correct : This is the matter of utmost importance.
2. Incorrect : He can write with either hands.
Correct : He can write with either hand.
3. Incorrect : There is outer chaos in our college.
Correct : There is utter chaos in our college.
4. Incorrect : He is my older brother.
Correct : He is my elder brother.
5. Incorrect : He is the eldest man in the village.
Correct : He is the oldest man in the village.
6. Incorrect : He has only few friends whom he believes.
Correct : He has only a few friends whom he believes.
7. Incorrect : He is the foremost boy to obtain such high marks.
Correct : He is the first boy to obtain such high marks.
8. Incorrect : Much boys passed in the first division.
Correct : Many boys passed in the first division.
9. Incorrect : Dr Sen is the first physician in Patna.
Correct : Dr Sen is the foremost physician in Patna.
10. Incorrect : He is most clever of all.
Correct : He is the cleverest of all.

NOTES

11. Incorrect : It is the less of the two evils.
Correct : It is the lesser of the two evils.
12. Incorrect : She had a little milk, hence she made no tea.
Correct : She had little milk, hence she made no tea.
13. Incorrect : Have you got the last news ?
Correct : Have you got the latest news ?
14. Incorrect : Farther information is awaited.
Correct : Further information is awaited.
15. Incorrect : He is lesser competent than his brother.
Correct : He is less competent than his brother.
16. Incorrect : Little knowledge is a dangerous thing.
Correct : A little knowledge is a dangerous thing.
17. Incorrect : I haven't some work.
Correct : I haven't any work.
18. Incorrect : I have any books to spare.
Correct : I have some books to spare.
19. Incorrect : Have you some money on you ?
Correct : Have you any money on you ?
20. Incorrect : I will be the latest man to tolerate it.
Correct : I will be the last man to tolerate it.

COMMON ERRORS IN THE USE OF CONJUNCTIONS :

Look at the given examples and try to understand the way conjunctions we used in sentences. Following examples throw light on the errors committed while using them along with their corrections :

1. Incorrect : Poor as he is, so he is honest.
Correct : Poor as he is, he is honest.
2. Incorrect : Although he is poor, but he is honest.
Correct : Although he is poor, he is honest.
3. Incorrect : Nobody knows that where he went.
Correct : Nobody knows where he went.
4. Incorrect : The reason he didn't turn up is not known.
Correct : The reason why he didn't turn up is not known.
5. Incorrect : He talks as if he is mad.
Correct : He talks as if he were mad.
6. Incorrect : Scarcely had he come than it began to rain.
Correct : Scarcely had he come when (before) it began to

NOTES

- rain.
- (नोट- 'Scarcely' के बाद हमेशा 'When' या 'before' आता है।)
7. Incorrect : Hardly had I reached the station than the train started.
Correct : Hardly had I reached the station when (before) the train started.
8. Incorrect : Naughty as he is yet everybody likes him.
Correct : Naughty as he is, everybody likes him.
(यहाँ 'as' का अर्थ 'although' है। यह हमेशा Adjective के बाद आता है तथा 'yet', 'so' आदि नहीं लगाये जाते हैं।)
9. Incorrect : You as sow, you so reap.
Correct : As you sow, so will you reap.
10. Incorrect : Not only I went to Patna, but also to Gaya.
Correct : I went not only to Patna, but also to Gaya.
11. Incorrect : He was not injured, but he was safe.
Correct : He was not injured, he was safe.
12. Incorrect : Nothing is so bad than it is.
Correct : Nothing is so bad as it is.
13. Incorrect : As it is hot, so I won't go out.
Correct : As it is hot, I won't go out.
14. Incorrect : Make hay during the sun shines.
Correct : Make hay while the sun shines.
15. Incorrect : Nobody is guilty, neither Ram nor Mohan.
Correct : Neither Ram nor Mohan is guilty.
16. Incorrect : Neither you can read nor write.
Correct : You can neither read nor write.
17. Incorrect : Before that I went to Delhi, I went to Patna.
Correct : Before I went to Delhi, I went to Patna.
18. Incorrect : It is all the same to me when you stay or go.
Correct : It is all the same to me whether you stay or go.
19. Incorrect : For he was not there, I could not meet him.
Correct : Because he was not there, I could not meet him.
20. Incorrect : Wait as I come back.
Correct : Wait till I come back.

COMMON ERRORS IN THE USE OF ADVERBS

Common Errors

For the practice of the students a few examples are given below which show what are the mistakes committed in the use of adverbs and how they can be rectified :

NOTES

1. Incorrect : I am much sorry to hear it.
Correct : I am very sorry to hear it.
2. Incorrect : He reads English seldom.
Correct : He seldom reads English.
3. Incorrect : He works hardly to pass the exam.
Correct : He works hard to pass the exam.
4. Incorrect : He is enough wise to advise you.
Correct : He is wise enough to advise you.
5. Incorrect : He runs fastly.
Correct : He runs fast.
6. Incorrect : He only passed the test and none else.
Correct : Only he passed the test and none else.
7. Incorrect : Only he bought a house and nothing else.
Correct : He bought only a house and nothing else.
8. Incorrect : Only he can speak, not write.
Correct : He can only speak, not write.
9. Incorrect : He was too only kind to help me.
Correct : He was only too kind to help me.
10. Incorrect : The meat is not enough cooked.
Correct : The meat is not cooked enough.
11. Incorrect : Glad he came and glad he went.
Correct : Gladly he came and gladly he went.
12. Incorrect : He hearty thanked me.
Correct : He heartly thanked me.
13. Incorrect : It was received thankful.
Correct : It was thankfully received.
14. Incorrect : It is hopeless bad.
Correct : It is hopelessly bad.
15. Incorrect : It was decorated beautiful.
Correct : It was beautifully decorated.
16. Incorrect : It is comparatively better/finer.
Correct : It is comparatively good/fine.
17. Incorrect : Write neat and legible.

NOTES

- Correct : Write neatly and legibly.
18. Incorrect : It is terrible hot.
Correct : It is terribly hot.
19. Incorrect : He was saved lucky.
Correct : He was luckily saved.
20. Incorrect : This is much pleasing indeed.
Correct : This is very pleasing indeed.
- (Past Participle takes 'much' and Present Participle takes 'very' before them.)

COMMON ERRORS IN THE USE OF VERBS

1. Verbs are always used as per the number and person of the Subject.
2. If the principal clause is in past the subordinate clauses will follow in past forms.

Some examples of the errors committed alongwith their corrections have been given below :

1. Incorrect : He let me to go.
Correct : He let me go.
2. Incorrect : It is transpired that he is a villain.
Correct : It transpires that he is a villain.
3. Incorrect : The picture was hanged.
Correct : The picture was hang.
4. Incorrect : He lied on the grass.
Correct : He lay on the grass.
5. Incorrect : The boy sank into the pond.
Correct : The boy was drowned into the pond.
6. Incorrect : Dying is better than dishonour.
Correct : Death is better than dishonour.
7. Incorrect : He had better to go there.
Correct : He had better go there.
8. Incorrect : He had rather to take the examination.
Correct : He had rather take the examination.
9. Incorrect : He starved rather than to beg.
Correct : He starved rather than beg.
10. Incorrect : He proved a coward.
Correct : He proved (himself) to be a coward.
11. Incorrect : He appears to be very sad.

NOTES

- Correct : He appears very sad.
12. Incorrect : There appears a mistake.
Correct : There appears to have been a mistake.
13. Incorrect : It seems to be difficult to you but not to me.
Correct : It seems difficult to you but not to me.
14. Incorrect : You plucked in the examination.
Correct : You got plucked in the examination.
15. Incorrect : Let it do.
Correct : Let it be done.
16. Incorrect : When he sought your help, you ought to help him.
Correct : When he sought your help, you ought to have helped him.
17. Incorrect : He prefers dying to beg.
Correct : He prefers dying to begging.
18. Incorrect : He was punished to tell a lie.
Correct : He was punished for telling a lie.
19. Incorrect : Stop to talk.
Correct : Stop talking.
20. Incorrect : To see is believing.
Correct : Seeing is believing.

ERRORS IN SUBJECT-VERB AGREEMENT

Carefully have a glance at the errors committed when we try to ensure that the Verb must agree with the Subject. The rectifications too have been given :

1. Incorrect : The poet and scholar are dead.
Correct : The poet and scholar is dead.
2. Incorrect : Rice and curry are my favourite food.
Correct: : Rice and curry is my favourite food.
3. Incorrect : The long and the short of this matter are this.
Correct : The long and the short of this matter is this.
4. Incorrect : Ten miles are a long distance
Correct : Ten miles is a long distance
5. Incorrect : The horse and carriage are waiting at the door.
Correct : The horse and carriage is waiting at the door.
6. Incorrect : Each boy and each girl have got a prize.
Correct : Each boy and each girl has got a prize.
7. Incorrect : I go to the cinema every five day.

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| | Correct | : | I go to the cinema every five days. |
| 8. | Incorrect | : | Either he or his brother are guilty. |
| | Correct | : | Either he or his brother is guilty. |
| 9. | Incorrect | : | Neither she nor her sister were there. |
| | Correct | : | Neither she nor her sister was there. |
| 10. | Incorrect | : | No boy or girl were allowed to go. |
| | Correct | : | No boy or girl was allowed to go. |
| 11. | Incorrect | : | Neither English nor Sanskrit are to my liking. |
| | Correct | : | Neither English nor Sanskrit is to my liking. |
| 12. | Incorrect | : | He, you and I am to go there. |
| | Correct | : | You, he and I are to go there. |
| 13. | Incorrect | : | Neither he nor his brother are guilty. |
| | Correct | : | Neither he nor his brother is guilty. |
| 14. | Incorrect | : | Either he or his friends has done it. |
| | Correct | : | Either he or his friends have done it. |
| 15. | Incorrect | : | Either you or he are to go there. |
| | Correct | : | Either you or he is to go there. |
| 16. | Incorrect | : | He as well as I am going there. |
| | Correct | : | He as well as I is going there. |
| 17. | Incorrect | : | His friends as well as he has come. |
| | Correct | : | His friends as well as he have come. |
| 18. | Incorrect | : | The rich is happy but the poor is miserable. |
| | Correct | : | The rich are happy but the poor are miserable. |
| 19. | Incorrect | : | Many a boy were punished. |
| | Correct | : | Many a boy was punished. |
| 20. | Incorrect | : | Some boy has done well. |
| | Correct | : | Some boys have done well. |

ERRORS IN THE USE OF PREPOSITIONS

Practice is the key to accuracy in the use of prepositions in sentences. A few examples have been given below to show the mistakes which are committed in general, along with their rectifications :

Nouns followed by Prepositions :

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|----|-----------|---|---|
| 1. | Incorrect | : | They have abundance with food. |
| | Correct | : | They have an abundance of food. |
| 2. | Incorrect | : | The princes are fighting for the accession on the throne. |

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| | Correct | : | The princes are fighting for the accession to the throne. |
| 3. | Incorrect | : | He does not work in accordance to the rule. |
| | Correct | : | He does not work in accordance with the rule. |
| 4. | Incorrect | : | Admission into this school is difficult. |
| | Correct | : | Admission to this school is difficult. |
| 5. | Incorrect | : | He took the oath of allegiance for the Constitution. |
| | Correct | : | He took the oath of allegiance to the Constitution. |
| 6. | Incorrect | : | He is ready to make amends to me with the injury. |
| | Correct | : | He is ready to make amends to me for the injury. |
| 7. | Incorrect | : | He made an application in an enquiry. |
| | Correct | : | He made an application for an enquiry. |
| 8. | Incorrect | : | He has no apprehension for any danger. |
| | Correct | : | He has no apprehension of any danger. |
| 9. | Incorrect | : | The time of his arrival in this meeting is not known. |
| | Correct | : | The time of his arrival at this meeting is not known. |
| 10. | Incorrect | : | The President gave assent for the bill. |
| | Correct | : | The President gave assent to the bill. |
| 11. | Incorrect | : | He has no attachment with me. |
| | Correct | : | He has no attachment to me. |
| 12. | Incorrect | : | His attendance in the meeting is a must. |
| | Correct | : | His attendance to the meeting is a must. |
| 13. | Incorrect | : | He has no authority on us. |
| | Correct | : | He has no authority over us. |
| 14. | Incorrect | : | He is a great authority over History. |
| | Correct | : | He is a great authority on History. (history) |
| 15. | Incorrect | : | These are the causes of his anxiety. |
| | Correct | : | These are the causes for his anxiety. |
| 16. | Incorrect | : | There was no comment over his statement. |
| | Correct | : | There was no comment on his statement. |

NOTES

17. Incorrect : There is much complicity with this crime.
Correct : There is much complicity in this crime.
18. Incorrect : He made no concession for our demand.
Correct : He made no concession to our demand.
19. Incorrect : I have no confidence on him.
Correct : I have no confidence in him.
20. Incorrect : My views are not in conformity to yours.
Correct : My views are not in conformity with yours.

Adjectives and Participles Followed by Prepositions :

1. Incorrect : He was absorbed with study.
Correct : He was absorbed in study.
2. Incorrect : He is addicted with drinking.
Correct : He is addicted to drinking.
3. Incorrect : These are not agreeable with my wishes.
Correct : These are not agreeable to my wishes.
4. Incorrect : I was quite amazed with his behaviour.
Correct : I was quite amazed at his behaviour.
5. Incorrect : He is ashamed at his conduct.
Correct : He is ashamed of his conduct.
6. Incorrect : I was astonished on his behaviour.
Correct : I was astonished at his behaviour.
7. Incorrect : I was aware with his intentions.
Correct : I was aware of his intentions.
8. Incorrect : He took the decision based at sound principles.
Correct : He took the decision based on sound principles.
9. Incorrect : He is blind of the Correct eye.
Correct : He is blind in the Correct eye.
10. Incorrect : He is born by rich parents.
Correct : He is born of rich parents.
11. Incorrect : He was busy in his work.
Correct : He was busy with/at his work.
12. Incorrect : He is quite certain for his success.
Correct : He is quite certain of his success.
13. Incorrect : He was charged of theft.

NOTES

- Correct : He was charged with theft.
14. Incorrect : He is very close with me.
Correct : He is very close to me.
15. Incorrect : The murderer was condemned of death.
Correct : The murderer was condemned to death.
16. Incorrect : I am quite confident for success.
Correct : I am quite confident of success.
17. Incorrect : There are a few persons who are congenial for him.
Correct : There are a few persons who are congenial to him.
18. Incorrect : I shall do nothing contrary of rule.
Correct : I shall do nothing contrary to rule.
19. Incorrect : This action on his part is creditable for him.
Correct : This action on his part is creditable to him.
20. Incorrect : He is deaf with my entreaties.
Correct : He is deaf to my entreaties.

Verbs followed by Prepositions :

1. Incorrect : He was acquitted from all charges.
Correct : He was acquitted of all charges.
2. Incorrect : It admits from no excuse.
Correct : It admits of no excuse.
3. Incorrect : Alight down this train.
Correct : Alight from this train.
4. Incorrect : He was appointed on the post of Principal.
Correct : He was appointed to the post of Principal.
5. Incorrect : I am apprised with the fact.
Correct : I am apprised of the fact.
6. Incorrect : He arrived on Nawada in Bihar.
Correct : He arrived at Nawada in Bihar.
7. Incorrect : He did not approve to our plan.
Correct : He did not approve of our plan.
8. Incorrect : I am ready to atone on hurting your feelings.
Correct : I am ready to atone for hurting your feelings.
9. Incorrect : He tried to attain at perfection.
Correct : He tried to attain to perfection.

NOTES

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| 10. | Incorrect | : | He must attend on his work. |
| | Correct | : | He must attend to his work. |
| 11. | Incorrect | : | He is basking under the sun. |
| | Correct | : | He is basking in the sun. |
| 12. | Incorrect | : | I shall bear to him. |
| | Correct | : | I shall bear with him. |
| 13. | Incorrect | : | He begged a piece of bread from me. |
| | Correct | : | He begged for a piece of bread from me. |
| 14. | Incorrect | : | Bring this matter in his notice. |
| | Correct | : | Bring this matter to his notice. |
| 15. | Incorrect | : | I cautioned him from danger. |
| | Correct | : | I cautioned him against danger. |
| 16. | Incorrect | : | I came to a river on the way. |
| | Correct | : | I came across a river on the way. |
| 17. | Incorrect | : | I am communicating to him on this subject. |
| | Correct | : | I am communicating with him on this subject. |
| 18. | Incorrect | : | Compare this book to that. |
| | Correct | : | Compare this book with that. |
| 19. | Incorrect | : | I shall complete him for this prize. |
| | Correct | : | I shall compete with him for this prize. |
| 20. | Incorrect | : | I complained with the Principal against him. |
| | Correct | : | I complained to the Principal against him. |

26 Word Building

NOTES

The stock of words in English language is very large. However it does not consist of all unrelated and independent words. A large part of this stock consists of words that are clarified from a smaller number of 'roots' by virtue of pureness like prefixation, suffixation and compounding. Each rule applies only to a small number of words and information about these is given in dictionary.

Given a root e.g. think (verb), we can form an adjective by adding the suffix ing to it; thinking, as in a thinking person. The suffix ing must be distinguished from the participle suffixing in 'He is thinking'. Suffixes like ing, ed, s, es etc which are used regularly to form present or past tense forms of verbs, or plural or possessive forms of Nouns etc are elements of the grammatical process of inflection thinking as the stem (compose) of root stem think + suffix ing) we can add a negative prefix 'un' with it getting unthinking (as in 'his usual unthinking honesty'). A further derivation is possible by adding the adverb forming suffix ly to unthinking, unthinkingly.

The addition of prefixes and suffixes generally follow a definite order. For example to derive 'international' we must first derive 'national' by adding al to nation and then prefix inter to national. We can not prefix inter to nation since there are no such words as internation.

NOTES

It may be noted here that words which are not derived or compounded or developed from other words are called 'Primary word'. or 'root word'.

Compound words are formed by joining two or more simple words. e.g.

Moon light, never the less, under take, man-of-war.

I. Primary Derivatives :

Formed by making some change in the body of the simple word e.g.

bond from bind, breach from break, wrong from wring.

Note here that the most important class of words formed by internal change consists of the Past Tenses of Primary Verbs, which are not usually classed as Derivatives.

Secondary Derivatives formed by an addition to the beginning or the end., unhappy, goodness.

An addition to the beginning of a word is prefix and an addition to the end is suffix.

Compound words are for the most part, Noun, adjectives and verbs.

(A) Compound Noun may be formed from :

(i) Noun + Noun e.g.

Moonlight, chess-board, wind mill, railway, shoemaker.

(ii) Adjective + Noun e.g.

Sweet-heart, nobleman, stronghold, blackboard,

(iii) Verb + Noun

marksheet, breakfast, pick pocket, dare devil.

(iv) Gerund + Noun

spelling-book, blotting paper, looking-glass.

(v) Adverb (or preposition) + Noun, bypass

(vi) Verb + Adverb e.g. Out set, out cry, out come.

(B) Compound adjectives may be formed from :

(i) Noun + adjective (or participle) e.g.

Blood-red, skin-deep, mouth-eaten, bed-ridden

(ii) Adjective + adjective e.g.

Redhot, lukewarm, blue-black.

(iii) Adverb + participle, e.g.

well-informed, well-read, well-versed.

Check Your Progress

29. How can be form a compound word?

(C) Compound verbs may be formed from :

- (i) Noun + verb e.g.
Way-lay, backbite, earmark.
- (ii) Adjective + Verb e.g.
Safeguard, whitewash, fulfil.
- (iii) Adverb + Verb, as
Overthrow, outdo, outpass, overdo, upset.

II. Primary derivatives**(i) Formation of Nouns from Verbs and Adjectives**

Verb	Nouns
Advise	advice
Bless	bliss
Choose	choice
Live	life
Prove	proof
Sing	song

(ii) Formation of Adjective from Verbs and Nouns

Verbs	Adjectives
Float	fleet
Lie	law
Nouns	Adjectives
Milk	milch
Wit	wise

(iii) Formation of Verbs from Nouns and Adjectives

Nouns	Verbs
Bath	bathe
Belief	belive
Breath	breathe
Cloth	clothe
Food	feed

NOTES

Adjective

Cool

Hale

Verbs

chill

heal

III. Secondary derivatives

English prefixes.

A – on, in; ahead, abroad, asleep.

A – out, in; arise; beside, betimes.

For – forgive, forbear.

There are only two prefixes of English that are still applied freely to new words 'mis' and 'un', mis with the force of the adjective bad and un with the force of a negative.

Besides there are many latin and greek prefixes that are being used for building the words.

IV. English suffixes

i) Of nouns

- er (denoting agent or doer) (-ar, or yer): painter, hawker, beggar, sailor

- ster : spinster

denoting state, action, condition, being etc.

- dom : freedom, wisdom

- hood (head) : manhood, godhead

- look (- ledge) : wedlock, knowledge

- ness : darkness, sweetness

- red : kindred, hatred

- ship : hardship, friendship

(ii) Forming diminutives

- el (le) : kernel, girdle, handle.

- en : maiden, chicken

- kin : napkin, lampkin

- let : leaflet

- ling : duckling, weakling

- ock : hillock, bullock.

(iii) of adjectives

ed (having) : gifted, talented, learned.

ful (full of) : hopeful, joyful.

ish (somewhat like) : girlish, boorish.

less (free from without); fearless, bandless, hopeless.

ly (like) : manly, godly

some (with the quality of) : wholesome, quarrelsome.

ward (inclining to) : forward, wayward.

- y (with the quality of) : wealthy, healthy, dirty.

(iv) Of verbs

- en (causative, forming transitive verbs) : weaken, strengthen.

- se (to make) : clause, rinse.

- er (intensive or frequentative) : chatter, flutter

(v) Of adverbs

- ly (like) : boldly, wisely

- long : headlong, sidelong.

- ward (wards) : homeward, upwards.

- way (ways) : anyway, always

- wise (manner mode) : likewise, afterwise.

NOTES**WORD POWER**

Word power includes besides meanings, structure and usage of current English language, a vocabulary likely to be met in general conversation and reading. Further as the spoken word becomes more important with the advancement of mass communication through newspaper, radio, films, T.V. and computer more alteration is to be paid to colloquialisations and contemporary words and phrases which these media now bring into homes everywhere.

To build up word power the students must practise the following habits to enlarge their vocabulary :

1. Reading :

Besides reading text books in English, one should read fiction, news paper, magazines, essays, to enrich one's vocabulary.

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2. Consulting dictionary :

To strengthen one's grasp on correct usage of words and spelling.

3. Consult the dictionary to look up for homonyms, synonyms, antonyms :

The vocabulary that your prepared mind helps you to find the words with which you express yourself more clearly, more effectively and more precisely.

You may need another way of saying adulterate. If you have a sound vocabulary you may find other words such as contaminate, debase, pollute, impure that you can bring freshness in your expression similarly to bring a substitute expression. For journey you may find words like travel, trip, tour etc.

You may not quite be satisfied with the adjective unbeatable, possibly because it does not fit the rhythm of your sentence or fails, in some little way, to achieve the exact effect you are striving for, you can find replacement with words like undefeatable, indomitable, invincible.

Check Your Progress

30. What must be practised by the students to build up word power?

(i) WORDS COMMONLY MISSPELT

अंग्रेजी में कुछ ऐसे Words हैं, जो उच्चारण में एक दूसरे से मिलते-जुलते हैं, पर उनके अर्थ बिल्कुल भिन्न होते हैं। ऐसे शब्दों के प्रयोग में साधारणतया गलतियाँ हो जाया करती हैं। उनके कुछ उदाहरण देखिये और गलतियाँ सुधारिये :

- | | | | |
|----|---------------------------|---|---|
| 1. | Aid (मदद करना) | — | He often aids me. |
| | Add (जोड़ना) | — | Add four to five. |
| 2. | Accident (दुर्घटना) | — | He met with an accident. |
| | Incident (घटना) | — | Such incidents do not perturb me. |
| 3. | Allay (कम करना) | — | This medicine will allay your suffering. |
| | Alley (सँकरी गली) | — | This is a blind alley. |
| 4. | Access (पहुँच) | — | I have no access to him. |
| | Excess (अधिकता) | — | The excess of everything is bad. |
| 5. | Adapt (के अनुसार ढालना) | — | He could not adapt himself to the new surroundings. |
| | Adept (निपुण) | — | She is adept in knitting. |
| | Adopt (अपनाना) | — | He adopted wrong methods. |
| 6. | Affect (प्रभाव डालना) | — | His lecture did not affect me. |
| | Effect (प्रभाव) | — | It will have no effect on you. |
| 7. | Accede (मान लेना) | — | He acceded to our demands. |
| | Exceed (अधिक होना) | — | His expenditure exceeded his income. |

NOTES

8.	Advise (सलाह देना)	—	He advised me to go there.
	Advice (सलाह)	—	He gave me good advice.
9.	Artist (कलाकार)	—	He is a great artist.
	Artisan (कारीगर)	—	They are poor artisans.
10.	Allusion (प्रसंग)	—	I dislike to make any allusion to his way of speaking.
	Illusion (भ्रम)	—	You are under an illusion.
11.	Altar (बलिवेदी)	—	He sacrificed everything at the altar of the goddess.
	Alter (बदलना)	—	He often alters his opinion.
12.	Boarder (छात्रावास में रहने वाला)	—	All the boarders have been asked to vacate the hostel.
	Border (किनारा)	—	The border of this curtain is ornamental.
13.	Beside (by the side of)	—	He was sitting beside me.
	Besides (अतिरिक्त)	—	He knows English besides French.
14.	Berth (जगह)	—	I reserved a berth in the train.
	Birth (जन्म)	—	The baby weighted five pounds at birth.
15.	Born (पैदा हुआ)	—	He was born in 1980.
	Borne (लाया हुआ)	—	Smallpox is an air-borne disease.
16.	Bath (स्नान)	—	He took a bath.
	Bathe (स्नान करना)	—	He bathes in the river.
17.	Bread (रोटी)	—	Give him a piece of bread.
	Braid (रत्नजड़ित सामान)	—	Her sari was covered with gold braid.
18.	Check (examine)	—	He checked our tickets.
	Cheque (bank cheque)	—	He gave me a cheque for Rs. 500.
19.	Corps (कोर, टुकड़ी)	—	He is a member of this corps.
	Corpse (कॉर्पस) (लाश)	—	The corpse was stinking.
20.	Complement (पूरक)	—	They made him king, here 'king' is complement.
	Compliment (अभिवादन)	—	Say my warm compliments to your father.
21.	Continuously (लगातार बिना रुके)	—	It has been raining continuously for two hours.
	Continually (लगातार पर रुक-रुक कर)	—	He has been learning English continually for years.
22.	Confirm (पुष्टि करना)	—	I was confirmed in my service.
	Conform (के अनुकूल होना)	—	This does not conform to rules.
	Confident (आश्वस्त)	—	Are you confident of your success?
23.	Confidant (विश्वासी व्यक्ति)	—	She is my confidant.
24.	Considerable (much)	—	He has a considerable income.
	Considerate (thoughtful)	—	He is always considerate to elderly people.
25.	Corporal (शारीरिक)	—	No corporal punishment is given to children

NOTES

26.	Corporeal (for the body) -	now.
26.	Counsel (advice) -	His corporeal needs are not fulfilled.
	Council (group of persons) -	He gave me good counsel on my problems.
27.	Canon (church law) -	He is a member of the Legislative Council.
	Cannon (तोप) -	The Christians are to follow the canon.
28.	Civic (नागरिक) -	In olden times they used a cannon in battles.
	Civil (not military) -	Some of us have no civic sense.
29.	Cloths (बिना सिले कपड़े) -	He was admitted to a civil hospital.
	Clothes (सिले सिलाये कपड़े) -	He deals in cloths.
30.	Dependent (आश्रित) -	He put his clothes into this wardrobe.
	Dependant (अश्रित व्यक्ति) -	The boy is not dependent on his parents.
31.	Decease (death) -	I have to support a number of dependants.
	Disease (बीमारी) -	His decease shocked us all.
32.	Draught (हवा का झोंका) -	Cancer is a serious disease.
	Drought (सूखा) -	Be away from the draught wind.
33.	Dual (द्वय) -	Bihar is facing drought.
	Duel (मल्लयुद्ध) -	They sit on dual desks.
34.	Die (मरना) -	Ram was killed in a duel.
	Dye (रँगना) -	He is going to die soon.
35.	Dissent (अस्वीकृति) -	They are dyeing cloths.
	Decent (सुन्दर) -	He gave a note of dissent to the proposal.
	Descent (वंशज) -	It was a decent performance.
36.	Discreet (careful) -	He was a decent of Bahadur Shah.
	Discrete (discontinuous) -	It maintained a discreet silence.
37.	Deceased (dead) -	It was a discrete discussion.
	Diseased (बीमार) -	Nobody knew the deceased person.
38.	Dear (प्यारा) -	The diseased man is my servant.
	Deer (हरिण) -	He is my dear friend.
39.	Eligible (fit to be chosen) -	I saw a number of deer there.
	Illegible (अस्पष्ट) -	He is not eligible for this post.
40.	Emigrant (विदेश में जाकर- रहने वाला)	His signature was illegible.
	Immigrant (विदेश से आकर रहने वाला)	They are emigrants to Sri Lanka.
41.	Elicit (प्राप्त करना) -	He is an immigrant from Pakistan.
	Illicit (गैर कानूनी) -	He elicited this information from me.
42.	Eminent (renowned) -	He deals in illicit liquor.
	Imminent (अवश्यम्भावी) -	He is an eminent professor.
43.	Except (अलावा) -	His success is imminent.
	Accept (स्वीकार करना) -	Except Ram nobody passed in English.
44.	Efficacious (प्रभावशाली) -	He gladly accepted my invitation.
		This medicine is very efficacious.

NOTES

	Efficient (योग्य)	-	Mr Acharya is an efficient teacher.
45.	Farther (अधिक दूर)	-	Ram went far, his brother went farther.
	Further (आगे)	-	He further said that he was sick.
46.	Fare (भाड़ा)	-	What is the fare to Bombay ?
	Fair (मेला)	-	I visited the village fair.
	Fair (अच्छा)	-	His writing is fair.
47.	Foul (नियम विरुद्ध)	-	He plays foul.
	Fowl (bird for food)	-	He keeps fowl.
48.	Fatal (causing death)	-	The accident was fatal.
	Fateful (भविष्य बनाने वाला)-	-	15th August. 1947 was a fateful day for us.
49.	Fate (भाग्य)	-	His fate was doomed.
	Fete (उत्सव)	-	I attended the fete of the villagers.
50.	Furnish (supply)	-	They furnished him books.
	Furnace (भट्ठी)	-	This house is like a furnace.
51.	Graceful (सुन्दर)	-	Hema was a graceful girl.
	Gracious (दयालु)	-	Mr. Atul is a gracious man.
52.	Gate (फाटक)	-	Who is standing at the gate?
	Gait (चाल)	-	Her gait is very strange.
53.	Hare (खरगोश)	-	The hare runs fast.
	Hair (बाल)	-	His hair is grey.
54.	Heir (उत्तराधिकारी)	-	He is my heir.
	Air (हवा)	-	The air was cool.
55.	Hit (मारना)	-	He hit me on the head.
	Heat (गर्म करना)	-	Heat the iron before striking it.
56.	Imaginary (काल्पनिक)	-	This story is imaginary.
	Imaginative (showing imagination)	-	She is an imaginative writer.
57.	Industrial (औद्योगिक)	-	Jamshedpur is an industrial city.
	Industrious (परिश्रमी)	-	He is very industrious.
58.	Informer (मुखबिर)	-	They killed the police informer.
	Informant (one who informs)-	-	My informant told me that the meeting would be postponed.
59.	Imperial (साम्राज्यवादी)	-	England had an imperial design.
	Imperious (commanding)-	-	He spoke in an imperious tone.
60.	Interminable (too long)	-	This story is interminable.
	Intermittent	-	He suffers from intermittent fever. (with some intervals)
61.	Ingenious (showing skill)	-	His ingenious statement surprised all. at inventing things)
	Ingenuous (frank)	-	Everybody knows that he is an ingenuous person.
62.	Inappropriate (अनुपयुक्त)-	-	This is an inappropriate word here.
	Misappropriate	-	He misappropriated the public money.
	(गलत काम में लगाना)	-	

NOTES

63.	Jealous (ईर्ष्यालु)	-	He is jealous of my prosperity.
	Zealous (उत्साही)	-	He is a very zealous worker.
64.	Judicial (कानून संबंधी)	-	He is a judicial magistrate.
	Judicious (होशियार)	-	That boy is very judicious.
65.	Label (कागज आदि का टुकड़ा)	-	Price label may be seen before buying an article.
	Level (surface)	-	This place is 4000 metres from the sea-level.
66.	Luxuriant (बहुत बढ़ने वाला)	-	This plant has a luxuriant growth.
	Luxurious (ऐशो आराम से भरा)	-	His life is luxurious.
67.	Later (बाद में)	-	He later informed me that he won't attend the meeting.
	Latter (पिछला)	-	You gave me a pen and a book. The latter is more expensive.
68.	Loose (ढीला-ढाला)	-	Your coat is very loose.
	Lose (खोना)	-	Where did you lose yours pen?
69.	Lair (माँद)	-	The tiger was lying in the lair.
	Layer (परत)	-	The upper layer of earth is not hard everywhere.
70.	Lightning (आसमान में बिजली)	-	The boy was afraid of lightning.
	Lightening (प्रकाशित करना)	-	They were lightening their houses.
71.	Momentary (क्षणिक)	-	Such pleasure is momentary.
	Momentous (significant)	-	It was really a momentous decision.
72.	Metal (धातु)	-	Iron is a useful metal.
	Mettle (साहस)	-	He showed his mettle in the battle.
73.	Minor (नाबालिग)	-	She is a minor girl.
	Miner (खान में काम करने वाला)	-	The job of a miner is risky.
74.	Main (मुख्य)	-	Discuss the main points.
	Mane (बाघ या घोड़े की गर्दन के बाल)	-	This lion has a big mane.
75.	Morn (सुबह)	-	I saw a beggar in the morn.
	Mourn (विलाप करना)	-	She is mourning the death of her husband.
76.	Might (सका)	-	He might have done it.
	Mite (छोटी रकम)	-	Contribute your mite to this fund.
77.	Mare (घोड़ी)	-	I bought a fine mare.
	Mayor (मेयर)	-	He is the Mayor of the Patna Corporation.
78.	Musician (गवैया)	-	He is a renowned musician.
	Magician (जादूगर)	-	Mr. P.C. Sarkar was a magician, who showed his magic at several places.
79.	Negligent (असावधान)	-	He is negligent of his duties.
	Negligible (महत्वहीन)	-	His mistakes are negligible.
80.	Notable (remarkable)	-	His speech was really notable.

NOTES

	Notorious (कुख्यात)	-	His is a notorious thief.
81.	Ordinance (अध्यादेश)	-	The president issued an ordinance to ban some patries.
	Ordinance (तोपखाना)	-	There is no ordinance in the private sector.
82.	Ordinal	-	He is the second son of his parents Here 'second' is the ordinal number.
	(number showing order)	-	
	Ordinary (साधारण)	-	It is an ordinary pen.
83.	Peace (शान्ति)	-	There is no peace anywhere.
	Piece (टुकड़ा)	-	I want a piece of paper.
84.	Persecute (परेशान करना)	-	They must not be persecuted.
	Prosecute (सजा देना)	-	Have you ever been prosecuted?
85.	Popular (लोकप्रिय)	-	He is a popular leader.
	Populous (घनी आबादी वाला)	-	Calcutta is very populous.
86.	Pitiable (दयनीय)	-	His condition is pitiable.
	Pitiful (दया से पूर्ण)	-	He was really a pitiful man.
87.	Pray (प्रार्थना करना)	-	We pray to God.
	Prey (शिकार)	-	He fell a prey to the disease.
88.	Prescribe (सलाह देना)	-	He prescribed this medicine.
	proscribe (जब्त देना)	-	This book has been proscribed by the Govt.
89.	Precede (पहले आना)	-	January precedes February.
	Proceed (आगे बढ़ना)	-	I tell you not to proceed.
90.	President (अध्यक्ष)	-	Who was the president of the meeting ?
	Precedent (उदाहरण)	-	He failed to cite any precedent.
91.	Principal (प्राचार्य)	-	Mr. Arun is the Principal of our college.
	Principle (सिद्धान्त)	-	He has no principle.
92.	Plaintiff (मुद्दई)	-	He who sues in court of law is a plaintiff.
	Plaintive (sorrowful)	-	It was really a plaintive note, so I burst into tears.
93.	Practical (व्यावहारिक)	-	He has no practical knowledge.
	Practicable (व्यवहार में आने लायक)	-	Such proposition is not practicable.
94.	Plain (मैदान)	-	Such crops grow in the Gangetic plain.
	Plane (हवाई जहाज)	-	He often travels by plane.
	Plan (योजना)	-	What is your next plan ?
95.	Pain (trouble)	-	This medicine will lessen your pain.
	Pane (शीशा)	-	He broke my window pane.
96.	Pours (अतिवृष्टि होना)	-	It never rains but pours.
	Pores (रोम-कूप)	-	Clean your pores by rubbing.
97.	Postage (डाक-सम्बन्धी)	-	Have you bought the postage stamps?
	Postal (डाकीय)	-	The postal services are far from satisfactory these

NOTES

98.	Poor (गरीब)	-	The poor man needs our help.
	Poorly (जैसे-तैसे)	-	The meeting was poorly organised.
99.	Partisan (एकतरफा)	-	He took a partisan attitude.
	Partition (विभाजन)	-	Who is responsible for the partition of the country?
100.	Purist (शब्दों का ठीक प्रयोग करने वाला)	-	My teacher is a purist about grammar.
	Puritan (person who is strict in morals)	-	He is a puritan in the true sense of the term.
101.	Quite (बिल्कुल)	-	That boy is quite innocent.
	Quiet (शान्त)	-	Keep quiet while I sleep.
102.	Quack (नौसिखुआ डाक्टर)	-	Villagers are often treated by quacks.
	Quick (शीघ्र)	-	Be quick about it.
103.	Query (question)	-	I query whether he is a reliable person.
	Quarry (जहाँ से पत्थर आदि निकाले जाते हैं)	-	Many workers work in this quarry.
104.	Rain (वर्षा होना)	-	It was raining, so I did not go out to play.
	Rein (लगाम)	-	Catch hold of the rein of the horse.
	Reign (शासन)	-	People were happy during the reign of Ashoka.
105.	Roll (लुढ़कना)	-	A rolling stone gathers no moss.
	Role (भूमिका)	-	He played a very bad role in this incident.
106.	Rest (विश्राम)	-	He is taking a rest there.
	Wrest (जबरदस्ती छीनना)	-	He wrested the wrist watch from me.
107.	Respectfully (आदर से)	-	I respectfully wished him good morning.
	Respectively (क्रमानुसार)	-	January and February are respectively first and second months of the year.
108.	Root (जड़)	-	He cut the root of the tree.
	Route (रास्ता)	-	Which is the route to the park ?
	Rout (समूल नष्ट करना)	-	The enemies were routed.
109.	Reward (इनाम)	-	He got nothing in reward.
	Reword (दूसरे शब्दों में पुनः कहना)	-	Reword this passage in order shorten it.
110.	Reveal (make known)	-	He did not reveal the secret.
	Revel (make merry)	-	Children were revelling.
111.	Stationary (स्थिर)	-	The earth is not stationary.
	Stationery (लिखने-पढ़ने का सामान)	-	He has a stationery shop.
112.	Soul (आत्मा)	-	May his soul rest in peace !

NOTES

	Sole (जूते का तला)	-	Mend the soles of my shoes.
113.	Sight (दृश्य)	-	It was a beautiful sight.
	Site (स्थल)	-	This is the site for a hospital.
114.	Sensible (समझदार)	-	This boy is not sensible.
	Sensitive (easily offended)	-	She is sensitive to blame.
115.	Social (सामाजिक)	-	Man is a social animal.
	Sociable (friendly)	-	Their action is sociable.
116.	Sore (painful)	-	He has a sore leg.
	Soar (ऊपर उठना)	-	Prices are soaring these days.
117.	Solder (easily melted metal)	-	Join them with solder.
	Shoulder (कंधा)	-	Who will shoulder this responsibility ?
	Soldier (सिपाही)	-	Many soldiers were killed in the battle.
118.	Session (सत्र)	-	The college session begins in July.
	Cession (जमीन जायदाद देना)	-	China demands the cession of some area of our country.
119.	Seem (look)	-	He seems to be foolish.
	Seam (जोड़ का चिन्ह)	-	It is a seamless table.
120.	Sale (बिक्री)	-	This house is for sale.
	Sail (नाव खेना)	-	They set sail in the morning.
	Sell (बेचना)	-	He will sell his house.
121.	Spacious (having much space)	-	This room is spacious.
	Specious (seeming true)	-	The specious argument did not convince me.
122.	Steel (इस्पात)	-	This glass is made of steel.
	Steal (चुराना)	-	Someone may steal your watch.
123.	Siege (घेरा)	-	They laid a siege round the fort.
	Seize (जब्त करना)	-	His property was seized.
124.	Statue (मूर्ति)	-	This statue is made of marble.
	Statute (कानून)	-	The statute will soon come into force.
125.	Stare (ताकना)	-	They stared in amazement.
	Steer (direct the course)	-	He steered his boat.
126.	Straight (सीधा)	-	Draw a straight line.
	Strait (जलडमरूमध्य)	-	Have you seen the Strait of Panama ?
127.	Through (होकर)	-	He was passing through the forest.
	Thorough (absolute)	-	He has thorough knowledge of English.
128.	Track (रास्ता)	-	Follow this cart-track.
	Tract (area)	-	This is a barren tract of land.
129.	Tread (कुचलना, पैरों से रौंदना)	-	The elephant trod the crops.
	Trade (व्यापार)	-	He did not succeed in his trade.

NOTES

130.	Umpire (निर्णायक)	-	Mr David Shepherd is the umpire of this cricket match.
	Empire (साम्राज्य)	-	Britain has no empire now.
131.	Union (संघ)	-	They have formed a union.
	Unity (एकता)	-	There is no unity among the students.
132.	Underline (draw a line under)	-	The teacher asked us to underline the sentence.
	Underlie (give rise to)	-	Such action will underlie many misgivings.
133.	Urban (of a town)	-	They were unaware of the urban way of living.
	Urbane (polite)	-	His urbane behaviour pleased everybody.
134.	Utter (total)	-	There was an utter failure.
	Outer (बाहरी)	-	The outer wall collapsed.
135.	Use (benefit)	-	What is the use of learning so many languages ?
	Usage (way of using)	-	It is a guide to usage in English.
136.	Verbal (शब्दिक)	-	I have given him a verbal order.
	Verbose (शब्दों से पूर्ण)	-	I dislike verbose writing.
137.	Vacant (खाली)	-	I found the room vacant.
	Vacate (खाली करना)	-	He vacated the house.
138.	Vary (change)	-	It varies from time to time.
	Very (much)	-	I am very glad to see you.
139.	Vane	-	The vane on the building turns when the wind blows.
	Vain (व्यर्थ)	-	He tried in vain to do it.
	Vein (नस)	-	Blood flows along our veins.
140.	Vest (गंजी आदि)	-	He is wearing a fine vest.
	West (पश्चिम)	-	His house faces west.
141.	Vine (अंगूर की लता)	-	He has a vineyard.
	Wine (शराब)	-	He often drinks wine.
142.	Vacation (अवकाश)	-	I shall go to Mumbai in the coming vacation.
	Vocation (profession)	-	Teaching is a vocation.
143.	Voluble (talking quickly)	-	She is voluble and therefore I do not follow her.
	Valuable (कीमती)	-	This book is very valuable.
144.	Vulnerable (कमजोर, weak)	-	His arguments are vulnerable.
	Venerable (respectable)	-	Our venerable English teacher retired last month.
145.	Vegetarian (शाकाहारी)	-	My family is vegetarian.
	Vegitation (plants of all kinds)	-	This area is famous for its vegetation.

NOTES

146.	Vogue (in use)	-	This fashion is not in vogue now.
	Vague (अस्पष्ट)	-	His statement is vague.
147.	Variant (भिन्न)	-	His colour is variant from that.
	Various (कई)	-	Various kinds of flowers are in his garden.
148.	Veracity (सत्य)	-	The veracity of his statements will be questioned.
	Voracity (लालच)	-	He is disliked for his voracity.
149.	Wave (लहर)	-	He is watching the seawaves.
	Waive (त्यागना)	-	I waived my claim to that house.
150.	We (हमलोग)	-	We are students.
	Wee (बहुत छोटी)	-	It is a wee drop in the ocean.
151.	Waist (कमर)	-	He wears a belt around his waist.
	Waste (बर्बाद करना)	-	Don't waste your time.
152.	Ware (article)	-	He deals in earthen wares.
	Were (थे)	-	They were my friends.
153.	Weather (मौसम)	-	The weather is foul today.
	Wither (मुरझाना)	-	This flower withers soon.
154.	Weigh (तोलना)	-	The grocer was weighing sugar.
	Way (राह)	-	Which is the way to the Post Office?
155.	Wed (marry)	-	He will soon wed that girl.
	Wade (पानी में चलना)	-	The giant was wading in the river.
156.	Weal (wellbeing)	-	Weal and woe are the two wheels of life.
	Will	-	Who will answer my question?
157.	Warden (authority)	-	The warden of our hostel ordered him to vacate the hostel.
	Warder (guard)	-	He acts as a warder in this jail.
158.	Wring (निचोड़कर पानी निकालना)	-	Wring your wet clothes.
	Ring (बजाना)	-	Ring the bell.
159.	Yonder (वहाँ)	-	Yonder is the moon.
	Under (नीचे)	-	There is a cat under your cot.
160.	Zest (खुशी)	-	He joined us with great zest.
	Jest (मजाक)	-	He said so in jest.

EXERCISE

Distinguish by means of sentences between the words in each of the following pairs:

verbal, verbose; persecute, prosecute; prescribe, proscribe; elicit, illicit; confirm, inform; beside, besides; adapt, adept; accede, exceed; continual, continuous; jest, zest; zealous, jealous; momentary, momentous.

(ii) WORD FORMATION BY PREFIX AND SUFFIX

Word Formation का तात्पर्य है- शब्द के भिन्न-भिन्न रूप बनाना। अंग्रेजी में आठ प्रकार के शब्दों का प्रयोग किया जाता है। इन आठ प्रकार के शब्दों को अंग्रेजी व्याकरण में Parts of Speech कहा जाता है। Noun (संज्ञा), Pronoun (सर्वनाम), Verb (क्रिया) Adjective (विशेषण), Adverb (क्रियाविशेषण), Preposition (सम्बन्ध-बोधक अव्यय), Conjunction (संयोजक शब्द) तथा Interjection (विस्मयादिबोधक शब्द)– इन सभी का उपयोग आवश्यकतानुसार वाक्य-रचना में किया जाता है। अंग्रेजी में एक ही शब्द (word) को Noun (संज्ञा) अथवा Adjective अथवा Verb अथवा Adverb (क्रिया-विशेषण) आदि विभिन्न रूपों में परिवर्तित करके तथा दो भिन्न शब्दों को मिलाकर एक शब्द बनाने को शब्द-रचना (Word Formation) कहते हैं।

Root/base and affix (मूल तथा उपसर्ग या प्रत्यय)

अंग्रेजी में word-formation के विभिन्न तरीकों को समझने से पूर्व Root, base तथा affix की अवधारणा को समझना आवश्यक होता है। Root शब्द का वह भाग होता है, जो शब्द के मुख्य अर्थ को अभिव्यक्त करता है। Affix वह होता है, जो root word के आगे या पीछे जोड़ा जाता है जैसे- dislike, में like root word है, तथा dis-affix है, क्योंकि इसे root word like के आगे जोड़ा गया है।

इसके अन्य उदाहरण निम्नवत हैं-

- (a) disobey → dis + obey (affix + root)
- (b) unkind → un + kind (affix + root)
- (c) irregular → ir + regular (affix + root)
- (d) actor → act + or (root + affix)
- (e) illegally → il + legal + ly (affix + root + affix)

केवल root का प्रयोग ही अकेले एक शब्द के रूप में किया जा सकता है, परन्तु affix का उपयोग बगैर root के नहीं किया जा सकता है।

Affixes

Affix तीन प्रकार के होते हैं : (i) Prefix (ii) Infix (iii) Suffix

(i) **Prefix** : ये वे affix होते हैं, जो root word के पहले जुड़ते हैं। जैसे : impure, misuse, indiscipline.

(2) **Infix** : अंग्रेजी में infix नहीं पाये जाते हैं।

(3) **Suffix** : ये वे affix होते हैं, जो root word के अन्त में जोड़े जाते हैं। जैसे- lovely, careless, dangerous.

Prefixes (उपसर्ग): सामान्यतया prefixes एक शब्द के अर्थ में कुछ परिवर्तन ला देते हैं। यहाँ पर अंग्रेजी के कुछ प्रचलित prefixes नीचे दिये जा रहे हैं।

(A) नकारात्मक prefixes (उपसर्ग) :

dis – dislike, disagree, disappear	un – unable, unfortunate, unhappy
in – incorrect, indirect, incomplete	mis – mislead, misguide, misuse
ir – irregular, irrational, irrelevant	il – illegal, illegible, illiterate.
im – impure, imperfect, impossible	

(B) स्थान बताने वाले prefixes :

inter (बीच में)– intercity, international, intermarry.

intra (में/सीमा के अन्दर)– intranet, intracircle, intranational

mid (बीच में)– midsession, midway, midday.

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fore (सामने का या आगे का) – forehead, forelegs, foretell, sub (नीचे) – substandard, subway, subnormal

(C) degree या size को अभिव्यक्त कर नेवाले Suffixes.

mini (छोटा) – miniskirt, minicab, minibus

arch (मुख्य) – archbishop, archangel, archenemy

super (से अधिक) – supernatural, supermarket, superfast.

(D) कुछ अन्य महत्वपूर्ण prefixes.

ante (पहले) – antemeridiem, antenatal, anteroom.

anti (खिलाफ) – antidote, antiquity, antiseptic

auto (स्वतः) – automatic, autobiography, autoriksha

bi (दो) – bicycle, bilingual, bilateral

co (साथ, सह) – co-operation, co-education, co-incident

cyber (इन्टरनेट, कम्प्यूटर) – cyber-crime, cyber-cafe, cyber-culture.

de (विपरीत क्रिया) – de-cese, de-forest, de-generate.

e (इलेक्ट्रॉनिक, इंटरनेट) – e-mail, e-commerce, e-book

eco (पर्यावरणीय) – eco-friendly, eco-tourism eco-logy.

ex (पूर्व) – ex-husband, ex-minister, ex-primeminister

geo (पृथ्वी) – geo-logy, geo-physics.

ill (बुरी तरह से) – ill-fed, ill-will, ill-advised.

kilo (हजार) – kilo-byte, kilo-metre, kilo-gram.

micro (सूक्ष्म) – micro-biology, micro-meter

mono (एक) – mono-cycle, mono-oxide, mono-poly.

multi (अनेक बहु) – multi-storey, multi-plication, multi-national.

over (अत्यधिक) – overthrow, overeat, over confidence.

omni (सभी) – Omnipresent, omnipotent, omniscient.

poly (अनेक) – polyester, polygamy, polygon.

semi (आधा) – semicircle, semicivilized, semicolon.

tele (दूरस्थ) – telephone, television, telescope.

tri (तीन) – tri-angle, tri-cycle, trioxide.

ultra (परा) – ultrasonic, ultrasound, ultramodern

under (नीचे, कम) – underfed, underline, underpay

uni (एक) – unicycle, uniform, unilateral.

vice (उप-सहायक) – vice-president, vice- chancellor.

Suffix (प्रत्यय) :

Suffix दो प्रकार के होते हैं : (1) Inflectional (2) Derivational.

(i) **Inflectional** – ये शब्द के Part of speech में कोई परिवर्तन नहीं करते हैं। जैसे – play - plays, playing, box - boxes.

अंग्रेजी में कुल मिलाकर सात inflectional, suffixes होते हैं :

(i) -s या -es (बहुवचन बनाने के लिए)

(ii) -'s या -s' (possessive बनाने के लिए) जैसे – Hari's, boys'.

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- (iii) -s या -es (verb को singular बनाने के लिए present indefinite में third person singular subject के साथ)
- (iv) -d या -ed (भूतकाल के लिए) जैसे – talked, untalked.
- (v) -d या -ed (past participle के लिए)
- (vi) -er (comparative के लिए) जैसे – smaller, bigger.
- (vii) -est, (superlative के लिए) जैसे – biggest, fastest.

(ii) Derivational – ये शब्द के part of speech में परिवर्तन कर देते हैं। यहाँ पर कुछ महत्वपूर्ण suffixes दिये जा रहे हैं:

(A) Suffixes जो nouns बनाते हैं। Abstract nouns बनाने वाले suffixes निम्न हैं :

- (a) verb + ing → building, copying.
- (b) Adjective + ness → kindness, meanness, happiness.
- (c) Adjective + ty → electricity, falsity, density.
- (d) -ent से समाप्त होने वाले adjectives को -ence में बदलने वाले, जैसे : present → presence, absent → absence, independent → independence.
- (e) Verb के साथ -ence या -ance को जोड़कर बने शब्द, जैसे : performance, acceptance, preference.
- (f) -d/-t से समाप्त होने वाली verbs के साथ इनके स्थान पर -sion को जोड़कर बने शब्द, जैसे : permit - permission, decide – decision, admit - admission
- (g) verb के साथ -ion / tion / ition / -ation जोड़कर बने शब्द, जैसे : presentation, correction, starvation.
- (h) verb के साथ -ment जोड़कर बने शब्द, जैसे : punishment, agreement, commitment

व्यक्तियों से सम्बंधित nouns बनाने वाले suffixes :

- (a) Verb के साथ -er / or जोड़कर, जैसे : actor, teacher, driver, operator.
- (b) Noun/verb/adjective के साथ, जैसे : -ist जोड़कर bicyclist, tourist, motorist.
- (c) verb के साथ -ant/-ent जोड़कर, जैसे : Student, applicant, participant.
- (d) संज्ञा के साथ -an/-ian जोड़कर, जैसे : musician, republican.
- (e) verb के साथ -ee जोड़कर, जैसे : payee, employee, addressee.
- (f) noun के साथ -ess जोड़कर, जैसे : lioness, waitress, actress,.

(B) Verbs बनाने वाले suffixes :

- (a) संज्ञा के साथ -ate जोड़कर, जैसे : chlorinate.
- (b) विशेषण के साथ -ize जोड़कर, जैसे : popularize, computerize, summarize. यहाँ -ize के स्थान पर -ise का प्रयोग भी सही माना जाता है।

Adjective के साथ -en का प्रयोग करके, जैसे : sharpen, ripen, deafen, frighten.

(C) Adjectives बनाने वाले suffixes :

- (a) संज्ञा के साथ -al जोड़कर, जैसे : national, cultural,
- (b) संज्ञा के साथ -ic जोड़कर, जैसे : heroic, energetic
- (c) verb या noun के साथ -ive जोड़कर, जैसे : attractive, active, introspective.
- (d) संज्ञा के साथ -ful का प्रयोग करके, जैसे : beautiful, harmful, helpful, mouthful.
- (e) संज्ञा के साथ -ous का प्रयोग करके, जैसे : careless, homeless, painless, helpless.
- (f) संज्ञा के साथ -ous का प्रयोग करके, जैसे : ambitious, dangerous, famous.
- (g) संज्ञा के साथ -y का प्रयोग करके, जैसे : sandy, greasy, salty.

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(h) संज्ञा के साथ - ly जोड़कर, जैसे : friendly, fatherly, monthly.

(i) verb के साथ -ible/able जोड़कर, जैसे : responsible, reasonable, suitable/

(D) Adverbs बनाने वाले suffixes :

सामान्यतया सभी adverbs, adjectives के साथ - ly या - ward (s) लगाने से ही बनते हैं। जैसे- slowly, quickly, afterward.

EXERCISE 1

Fill in the blanks with the correct forms of the words given in the brackets :

1. The.....of the city were very alert. (inhabit)
2. He behaved..... in the party. (foolish)
3. The enemies attacked the people. (sleep)
4. Shouts of joy could be from every where. (hear)
5. They could see nothing in the (dark)
6. The ball hit the wall and came (back)
7. There was a mark of wound his right eyebrow. (nearness)
8. He came.....at 8 p.m. (exact)
9. My brother is doing some course in..... (manage)
10. Pranjali became a doctor. (fame)
11. In big cities, roads are..... (crowd)
12. He is of his look. (care)
13. Pranjali's eyes were with tears. (fill)
14. India is the largest of tea in the world. (produce)
15. I read an story. (interest)
16. Exercises keep one (health)
17. An..... was signed between them. (agree)
18. I received your letter with a news (wonder)
19. My headmaster was a (discipline)
20. Neha is agirl. (beauty)
21. He sent the boy to work..... (independent)
22. The fox was really..... (help)
23. Children were busy in different..... (active)
24. Dhyan Chand was a devotee of (excellent)
25. Piyush was with the birds. (friend)

EXERCISE 2

Fill in the blanks with the correct forms of the words given in the brackets :

1. Piyush sat.....against the wall. (lean)
2. He thought that he was for his people. (use)
3. Shweta was a new in the class. (come)
4. We should not spell the words (wrong)
5. is very complicated. (Machine)
6. The stick is really..... (magic)
7. water never stinks. (run)
8. Sujata was full of (excite)
9. Some wild animals are..... (danger)
10. A man stumbled over the stone in the (dark)
11. There was a behind the mosque. (grave)
12. He gave a clear of the incident. (describe)
13. They passed through the country side. (love)
14. Holi is a festival. (colour)

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15. Ballooning is an sport. (adventure)
16. The plane took off. (gradual)
17. He will come back from the city three days. (with)
18. Dhyan Chand was a of hockey. (magic)
19. She ropped in the school and became in the village. (fame)
20. A man should be (health)
21. His is Indian. (national)
22. There is no in the village. (employ)
23. Your teacher can give you all the you need. (inform)
24. Chittorgarh is famous for its fort. (history)
25. This place is full of beauty. (nature)

(iii) SYNONYMS AND ANTONYMS

Synonyms को हिन्दी में पर्यायवाची या समानार्थी शब्द कहा जाता है। इन शब्दों के अर्थ एक से होते हैं। परन्तु इनका प्रयोग वाक्य के भाव के अनुसार ही किया जाता है। Antonyms को हिन्दी में विलोम शब्द या विपरीतार्थक शब्द कहा जाता है यहाँ कुछ प्रमुख शब्दों के Synonyms तथा Antonyms दिये जा रहे हैं :

Abase	(अपमान)	humiliate	honour	(सम्मान)
Abhor	(नफरत करना)	hate	love	(स्नेह)
Absent	(अनुपस्थित)	inattentive	present	(उपस्थित)
Absolute	(पूर्ण)	entire	incomplete	(अपूर्ण)
Absurd	(हस्यास्पद)	ridiculous	sensible	(समझदार)
Accede	(सहमति)	consent	dissent	(असहमति)
Access	(पहुँच)	approach	departure	(रवानगी)
Achieve	(पूर्ण करना)	accomplish	fail	(असफल होना)
Acquire	(प्राप्त करना)	obtain	lose	(खोना)
Acute	(तेज)	sharp	blunt	(कुँठित, भोंथरा)
Adjourn	(स्थगित करना)	postpone	continue	(जारी रखना)
Adversity	(दुर्भाग्य)	misfortune	prosperity	(सम्पन्नता)
Affirm	(स्वीकार करना)	assert	deny	(अस्वीकार करना)
Ailing	(बीमार)	unwell	healthy	(स्वस्थ)
Alliance	(संगठन)	union	enmity	(शत्रुता)
Allure	(आकर्षित करना)	attract	deter	(बाधा डालना)
Amiable	(स्नेही)	loving	hateful	(घृणित)
Array	(क्रमबद्ध)	order	disorder	(अव्यवस्थित)
Assault	(आक्रमण करना)	attack	defend	(रक्षा करना)
August	(भव्य)	majestic	mean	(तुच्छ)
Avarice	(लालच)	greed	extravagance	(फिजूलखर्ची)
Awe	(डर)	fear	familiarity	(अभिन्न मित्रता)
Baffle	(हराना)	defeat	help	(सहायता करना)
Barbarous	(असभ्य)	savage	civilized	(सभ्य)
Beautiful	(सुन्दर)	elegant	ugly	(भद्दा)

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Bitter	(कड़वा)	harsh	sweet	(मीठा)
Blank	(खाली)	empty	filled	(भरा)
Blend	(मिश्रण)	mix	separate	(पृथक्)
Blithe	(प्रसन्नचित्त)	merry	dejected	(दुःखी)
Blunder	(गलती)	mistake	accuracy	(सही)
Bounty	(उदारता)	generosity	miserliness	(कंजूसी)
Breed	(जन्म देना)	beget	eradicate	(नष्ट करना)
Brisk	(चुस्त)	active	inactive	(निष्क्रिय)
Brittle	(भंगुर)	fragile	solid	(ठोस)
Bulk	(बड़ा)	size	particle	(छोटा टुकड़ा)
Cajole	(खुशामद)	flatter	chide	(धमकाना)
Candid	(सरल/स्पष्ट)	fair	unfair	(अस्पष्ट)
Caprice	(सनक)	whim	reason	(तर्क)
Cede	(त्यागना)	quit	hold	(पकड़ना)
Charity	(दयालुता)	kindness	harshness	(रूखापन)
Chastity	(पवित्रता)	purity	immorality	(अनैतिकता)
Clamour	(शोरगुल)	noise	silence	(चुप्पी)
Cloak	(ढकना)	cover	exposure	(उघाड़ना)
Colleague	(साथी)	fellow	opponent	(विरोधी)
Combat	(विरोध)	oppose	help	(मदद)
Commence	(शुरू करना)	initiate	conclude	(समाप्त करना)
Comprehend	(समझना)	coinceive	mistake	(गलती करना)
Conceal	(छिपाना)	hide	expose	(खोलना)
Congregate	(इकट्ठे होना)	gather	disperse	(बिखरना)
Conspiracy	(षड्यंत्र)	plot	legislation	(कानून)
Consume	(उपयोग करना)	utilize	reject	(रद्द करना)
Convulse	(उग्र करना)	agitate	soothe	(शांत करना)
Countenance	(सहायता करना)	support	oppose	(विरोध करना)
Crest	(शिखर)	summit	bottom	(तल)
Crude	(कच्चा)	rain	refined	(शुद्ध)
Date	(तथ्य)	facts	assumption	(कल्पना)
Deceit	(धोखा)	guile	sincerity	(ईमानदारी)
Defer	(देरी करना)	delay	haten	(शीघ्रता करना)
Deter	(हतोत्साहित करना)	discourage	persuade	(उकसाना)
Devour	(निगलना)	swallow	vomit	(उल्टी करना)
Deligence	(ध्यान)	attention	negligence	(लापरवाही)
Distinct	(स्पष्ट)	obvious	obscure	(अस्पष्ट)
Drowsy	(ऊँघना)	dozy	vigilant	(सतर्क)
Due	(उचित)	proper	improper	(दार्शनिक)

NOTES

Dwell	(रहना)	abide	roam	(भटकना)
Eclipse	(ढकना)	overcast	revel	(प्रकट करना)
Elastic	(लचीला)	flexible	rigid	(कठोर)
Eliminate	(हटा देना)	eject	welcome	(स्वागत करना)
Elude	(बच निकलना)	shun	encounter	(सामना करना)
Emit	(उगलना)	exhale	inhale	(निगलना)
Endue	(इकट्ठा करना)	store	spoil	(बिगाड़ना)
Enthusiasm	(जोश)	ordor	coldness	(रूखापन)
Epitome	(सारांश)	summary	expansion	(प्रसार)
Erect	(खड़ा करना)	raise	destroy	(नष्ट करना)
Even	(समान)	uniform	rough	(खुरदरा)
Execute	(पूरा करना)	fulfill	dorp	(छोड़ देना)
Expedient	(उपयुक्त)	fit	unfit	(अनुपयुक्त)
Familiar	(परिचित)	intimate	stranger	(अजनबी)
Fasten	(बाँधना)	tie	untie	(खोलना)
Fertile	(उपजाऊ)	Prductive	barren	(बंजर)
Festal	(खुशी)	gay	ascetic	(दुःखी)
Fend	(शत्रुता)	enmity	reconciliation	(सुलह)
Fidelity	(ईमानदारी)	honesty	infidelity	(बेईमानी)
Fiery	(गर्म)	hot	icy	(ठण्डा)
Finite	(सीमित)	limited	enternal	(असीमित)
Flattery	(खुशामद)	cajolery	rebuke	(फटकार)
Flicker	(झिलमिल)	glimmer	shine	(चमक)
Forget	(भूलना)	overlook	recollect	(याद करना)
Formidable	(विकट)	horrible	trivial	(तुच्छ)
Found	(स्थापित करना)	establish	demolish	(नष्ट करना)
Free	(स्वतंत्र)	liberal	Illiberal	(परतंत्र)
Futile	(तुच्छ)	trivial	useful	(उपयोगी)
Gallant	(बहादुर)	bold	timid	(डरपोक)
Gibe	(उपहास)	mock	approve	(छोटा)
Gigantic	(विशाल)	vast	diminutive	(स्वीकृत)
Glide	(सरकना)	slide	hop	(फुदकना)
Go	(जाना)	proceed	come	(आना)
Gorgeous	(भव्य)	superb	mean	(तुच्छ)
Grind	(दबाना)	oppress	help	(मदद करना)
Hail	(स्वागत करना)	salute	avoid	(उपेक्षा करना)
Halt	(रुकना)	rest	advance	(आगे बढ़ना)
Handy	(सुविधाजनक)	convenient	inconvenient	(असुविधाजनक)
Harbor	(शरण देना)	shelter	expel	(खदेड़ना)

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Havoc	(विनाश)	destruction	conservation	(संरक्षण)
Heed	(ध्यान देना)	notice	ignore	(उपेक्षा करना)
Hew	(काटना)	chop	form	(सुधारना)
Homely	(भद्दा)	ugly	beautiful	(सुन्दर)
Illusion	(भ्रम)	deception	reality	(वास्तविकता)
Immune	(कैद करना)	imprison	release	(छोड़ना)
Impose	(थोपना)	put	remove	(हटाना)
Impudent	(साहसी)	bold	polite	(विनम्र)
Incite	(उकसाना)	provoke	discourage	(हतोत्साहित करना)
Indifference	(लापरवाही)	carelessness	interest	(रुचि)
Ingress	(प्रवेश)	entrance	exit	(निकास)
Insane	(पागल)	mad	sane	(समझदार)
Inter	(दफनाना)	bury	disinter	(उघाड़ना)
Jade	(थका हुआ)	weary	refresh	(तरोताजा)
Juicy	(रसभरा)	spongy	parched	(सूखा)
Kindle	(उकसाना)	excite	surpass	(दबाना)
Lank	(दुबला)	thin	plump	(फूला)
Lascivious	(कामुक)	lustful	chaste	(पवित्र)
Latent	(छिपा हुआ)	secret	visible	(स्पष्ट)
Lax	(लापरवाह)	loose	strict	(कठोर)
Lessen	(कम करना)	diminish	extend	(बढ़ाना)
linger	(देरी करना)	loiter	hasten	(शीघ्रता करना)
Listless	(सुस्त)	careless	active	(चुस्त)
Lofty	(भव्य)	exalted	undignified	(अशोभनीय)
Lull	(शान्त)	calm	excitement	(उत्तेजना)
Lusty	(मजबूत)	strong	weak	(कमजोर)
Malady	(बीमारी)	disease	healthy	(स्वस्थ)
Malicious	(दुष्ट)	wicked	kind	(दयालु)
Mania	(पागलपन)	lunacy	sanity	(समझदारी)
Mar	(बिगाड़ना)	ruin	make	(बनाना)
Meditate	(मनन करना)	think	execute	(करना)
Mellow	(पका हुआ)	ripe	unripe	(कच्चा)
Mind	(ध्यान देना)	heed	ignore	(उपेक्षा करना)
Mischief	(चोट पहुँचाना)	hurt	benefit	(लाभ पहुँचाना)
Misty	(धुंधला)	dim	clear	(स्पष्ट)
Mock	(खिल्ली उड़ाना)	ridicule	admire	(प्रशंसा करना)
Muse	(सोचना)	think	act	(कार्य करना)
Nasty	(गंदा)	filthy	nice	(अच्छा)
Nerve	(साहस)	courage	timidity	(कायरता)

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Nocturnal	(गहरा)	dark	brilliant	(चमकीला)
Novel	(आधुनिक)	modern	ancient	(प्राचीन)
Obese	(मोटा)	fat	slender	(दुबला)
Obstacle	(बाधा)	barrier	help	(मदद)
Occult	(छिपा हुआ)	hidden	open	(खुला)
Offspring	(बच्चे)	children	ancestry	(वृद्ध)
Onerous	(भारी)	heavy	light	(हल्का)
Oppress	(दबाना)	overtask	assist	(मदद करना)
Ordinance	(अध्यादेश)	regulation	custom	(रीति-रिवाज)
Overthrow	(नष्ट करना)	demolish	construct	(बनाना)
Passion	(स्नेह)	affection	frigidity	(रूखापन)
Peerless	(अद्वितीय)	unique	ordinary	(सामान्य)
Penetrate	(घुसेड़ना)	pierce	withdraw	(निकालना)
Perceive	(देखना)	discern	overlook	(उपेक्षा करना)
Petition	(प्रार्थना)	prayer	protest	(आपत्ति)
Pick	(चुनना)	select	reject	(अस्वीकार करना)
Pile	(ढेर)	heap	scatter	(बिखरा)
Plague	(परेशान करना)	annoy	amuse	(मनोरंजन करना)
Pluck	(साहस)	courage	cowardice	(डरपोक)
Plunge	(डूबना)	sink	emerge	(प्रकट होना)
Ponderous	(भारी)	weighty	light	(हल्का)
Precede	(पूर्ववर्ती होना)	herald	follow	(पीछे-पीछे आना)
Predict	(भविष्यवाणी करना)	prophecy	recall	(याद करना)
Prelude	(प्रस्तावना)	preface	conclusion	(निष्कर्ष)
priggish	(प्रभावित करना)	affected	unaffected	(अप्रभावशाली)
Primitive	(प्राचीन)	ancient	modern	(आधुनिक)
Probity	(निष्ठा)	integrity	rascality	(दुष्टता)
Procure	(पाना)	get	lose	(खोना)
Profound	(गहरा)	deep	shallow	(पिछला)
Proposal	(प्रस्ताव)	offer	order	(आदेश)
Pry	(देखना)	peep	overlook	(अनदेखी करना)
Provide	(देना)	supply	retain	(रोकना)
Puerile	(बचकाना)	childish	manly	(पुरुषोचित)
Putrefy	(सड़ना)	rot	preserve	(संरक्षित रखना)
Quake	(काँपना)	tremble	rest	(आराम करना)
Rack	(यातना देना)	torture	console	(सांत्वना देना)
Rail	(फटकारना)	scold	flatter	(खुशामद करना)
Rapture	(आनन्द)	delight	agony	(निराशा)
Rational	(समझदार)	sensible	mad	(पागल)

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Raze	(नष्ट करना)	destroy	erect	(खड़ा करना)
Rear	(लालन-पालन करना)	breed	kill	(मारना)
Recline	(झुकना)	lean	stand	(खड़े होना)
Reel	(डगमगाते हुए चलना)	stagger	run	(भागना)
Reflect	(विचार करना)	muse	overlook	(उपेक्षा करना)
Refute	(गलत सिद्ध करना)	falsify	confirm	(पुष्टि करना)
Reiterate	(दोहराना)	repeat	reverse	(पीछे आना)
Reliance	(विश्वास)	confidence	diffidence	(अविश्वास)
Rend	(चीरना)	tear	patch	(मरम्मत करना)
Resemblance	(समानता)	similarity	difference	(असमानता)
Respond	(उत्तर देना)	answer	overlook	(उपेक्षा करना)
Retain	(रोक रखना)	restrain	give up	(छोड़ देना)
Revenge	(बदला)	vengeance	pardon	(क्षमा)
Revive	(तरोताजा होना)	refresh	exhaust	(थकना)
Rigid	(कठोर)	stern	flexible	(मुलायम)
Salary	(मजदूरी)	wages	gift	(उपहार)
Scholar	(शिष्य)	disciple	master	(गुरु)
Sequel	(बन्द)	close	opening	(शुरूआत)
slock	(ढीला)	loose	tight	(चुस्त)
sociable	(मिलनसार)	friendly	bashful	(शर्मीला)
Sordid	(लालची)	greedy	prodigal	(फिजूलखर्ची)
Spontaneous	(स्वतः)	willing	compulsory	(अनिवार्यतः)
Squander	(उपभोग करना)	consume	save	(बचाना)
Starved	(भूखा)	illfed	well-fed	(अच्छी तरह पोषित)
Strive	(प्रयास करना)	endeavor	yield	(समर्पण करना)
Supine	(सुस्त)	lazy	diligent	(कुशल)
Tally	(मिलना)	agree	differ	(भिन्न होना)
Thaw	(पिघलना)	melt	freeze	(जमना)
Tinge	(रंगना)	dye	erase	(मिटाना)
Trammel	(बंधन)	bond	liberation	(स्वतंत्रता)
Tranquil	(शांत)	quiet	agitated	(उत्तेजित)
Trivial	(तुच्छ)	frivolous	important	(महत्वपूर्ण)
Tyro	(नौसिखिया)	learner	expert	(दक्ष)
Uniform	(समान)	alike	unlike	(असमान)
Usurp	(हथिया लेना)	seize	surrender	(समर्पण कर देना)
Vile	(तुच्छ)	sordid	noble	(श्रेष्ठ)
Whet	(धार तेज करना)	sharpen	blunt	(भौंथरा करना)
Wholesome	(स्वास्थ्यकर)	healthy	unhealthy	(अस्वास्थ्यकर)
Wizard	(जादूगर)	magician	dupe	(भोलाभाला)

EXERCISE 3.

Fill in the blanks with the antonyms of the words given in the brackets

1. Ravi is (tall)
2. God keeps everyone..... (dead)
3. He set out on a journey. (short)
4.all the time is not good. (working)
5. Ramu is a boy. (kind)
6. We are verytoday. (unhappy)
7. The cages looked..... (fuel)
8. Work hard and you will..... (fail)
9. It was for him to do. (difficult)
10. They went beyond the reach of their..... (friends)
11. Ours is not a very..... school. (big)
12. Don't be.....of your mistakes. (careful)
13. Writing is ainvention. (useless)
14. It was a beautiful..... (evening)
15. The ocean is very..... (shallow)
16. Reshma always wore adress. (clean)
17. The next morning Reshma's face was..... (dirty)
18. The forests in Assam are very..... (thin)
19. The servants carried adress. (clean)
20. The silk merchant was a man. (fearful)
21. Mount Everest is the mountain peak in the world (lowest)
22. The people gaveopinions. (same)
23. My father is a man. (short)
24. He is a (witch)
25. Dhyani Chand is a for excellence. (antonym)
26. All children are (unequal)
27. Myis a housewife. (father)
28. Children should be treated..... (cruelly)
29. You can think about.....occupations. (modern)
30. The fort stood on a steep hill. (low)

EXERCISE 4

Fill in the blanks with appropriate synonyms given in the brackets

1. We should be of our duties. (aware)
2. Banwir was a man. (wicked)
3. My father me to work hard for examinations (compel)
4. He did not to my advice. (mind)
5. Everybodycriminals. (dislike)
6. A eagle has eyes. (sharp)
7. My friend me during examinations. (misled)
8. Nobody liked his (opinion)
9. During interview questions are asked. (oral)
10. Himalaya is the of the Ganga. (source)
11. The teacher did not us go home. (allow)
12. Wordsworth did not like beauty. (physical)
13. The prisoner filed a writ..... in the High Court. (prayer)
14. The shop is a present on every purchase. (giving)
15. He my idea of going home. (refused)

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| 16. We should not at the poor. | (ridicule) |
| 17. mangoes taste sweet. | (mellow) |
| 18. The naughty monkey used to..... people and children. | (hurt) |
| 19. A nun in convent. | (inhabit) |
| 20. The car is smoke. | (giving out) |

ANSWERS

- EXERCISE 1 :** 1. inhabitants, 2. foolishly, 3. sleeping, 4. heard, 5. darkness, 6. back- ward, 7. near, 8. exactly, 9. management, 10. famous, 11. crowded, 12. careless, 13. filled, 14. producer, 15. interesting, 16. healthy, 17. agreement, 18. wonderful, 19. disciplinarian, 20. beautiful, 21. independently, 22. helpless, 23. activities, 24. excellence, 25. friendly.
- EXERCISE 2:** 1. leaning, 2. useless, 3. comer, 4. wrong, 5. Machinery, 6. magical, 7. Running, 8. excitement, 9. dangerous, 10. darkness, 11. graveyard, 12. description, 13. lovely, 14.colourful, 15. adventurous, 16. gradually, 17. within, 18. magician, 19. famous, 20. healthy, 21. nationality, 22. employment, 23. information, 24. historical, 25. natural.
- EXERCISE 3:** 1. short, 2. alive, 3. long, 4. playing, 5. unkind, 6. happy, 7. empty, 8.suc- ceed, 9. easy, 10. enemies, 11. small, 12. careless, 13. useful, 14. morning, 15. deep, 16. dirty, 17. clean, 18. think, 19. heavy, 20. fearless, 21. highest, 22. different, 23. tall, 24. wizard, 25. synonym, 26. equal, 27. mother, 28. kindly, 29. traditional, 30. high.
- EXERCISE 4:** 1. conscious, 2. bad, 3. forced, 4. heed, 5. hate, 6. keen, 7. mis- guided, 8. idea, 9. verbal, 10. origin, 11. permit, 12. material, 13.pe- tition, 14. offering, 15. rejected, 16. mock, 17. ripen, 18. harm, 19. dwelled, 20, emitting.

Synonyms

A word or phrase that means exactly or nearly the same as another word or phrase in the same language are called synonyms, for example shut is a synonym of close. Words that are synonyms are referred to as being synonymous, and the state of being a synonym is called synonymy

Antonyms

Words which have an opposite meaning are called antonyms. It comes from the Greek words “anti” for opposite and “onym” for name. Fast is an antonym of slow.

Homophones, Homographs and Homonyms

Homophones are words that sound alike. Homophones have the same sound but different meaning, and they are often spelled differently. For example, consider the word “plate” and “plait.” A plate is a dish for eating, but a plait is a special knot or twist, usually indicating something braided, like hair or rope.

Homographs are words that are spelled the same. Homographs have the same spelling but different meanings. For example, the words “tear” and “tear.” Tear can mean drops of water from the eyes; on the other hand, it can mean to rip paper into pieces.

Homonyms have characteristics of both homophones and homographs. As we mentioned, they are words that are spelled alike (like homographs) *and* sound alike (like homophones). Homonyms are a special case, and they are best thought of as the center portion of a Venn diagram that shows the overlap between homophones in one half and homographs in the other. Examples:

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- bear (an animal)/bear (to withstand or hold up)
- can (a metal container)/can (able to)

Some more examples:

Synonyms:

- Come — advance, approach, arrive, near, reach
- Go — depart, disappear, fade, move, proceed, recede, travel
- Hurry — rush, run, speed, race, hasten, urge, accelerate, bustle
- Hide — conceal, cover, mask, cloak, camouflage, screen, shroud, veil
- Begin — start, open, launch, initiate, commence, inaugurate, originate
- Big — large, enormous, huge, immense, gigantic, vast, colossal, gargantuan, sizable, grand, great, tall, substantial, mammoth, astronomical, ample, broad, expansive, spacious, stout, tremendous, titanic, mountainous
- New — fresh, unique, original, unusual, novel, modern, current, recent

Antonyms

Fat and skinny, young and old, happy and sad, hard and soft, last and first, foolish and wise, fast and slow, warm and cool, wide and narrow, abundant and scarce, joy and grief, dark and light, dangerous and safe, clever and foolish, early and late, empty and full, smart and dumb, risky and safe

Homonyms

- Address (to speak to)/address (location)
- Air (oxygen)/air (a lilting tune)
- Band (a musical group)/band (a ring)
- Bark (a tree's outer layer)/bark (the sound a dog makes)
- Current (up to date)/current (flow of water)
- Die (to cease living)/die (a cube marked with numbers one through six)
- Fair (equitable)/fair (beautiful)
- Kind (type)/kind (caring)
- Lie (to recline)/lie (to tell a falsehood)
- Match (to pair like items)/match (a stick for making a flame)
- Mean (average)/mean (not nice)
- Pole (a person from Poland)/pole (a piece of metal that holds a flag)/pole (two different ends).
- Pound (unit of weight)/pound (to beat)/pound (currency)
- Rose (to have gotten up)/rose (a flower)
- Spring (a season)/spring (coiled metal)
- Tender (gentle)/tender (to pay money)
- Tire (to grow fatigued)/tire (part of a wheel)

Spelling Rules

You may find variation in spelling of a single word e.g. the word with the suffix ize and its derivatives e.g. ization, differ in English dictionary of British and American origin. As for example realisation (= realization),

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organisation (= organization).

- (i) One syllable words ending in single vowel + single consonant double the consonant before a suffix beginning with a vowel :

beg + ed = begged

rob + er = robber

run + ing = running

sad + est = saddest

but wish + ed = wished (two consonants).

fear + ing = fearing (two vowels)

- (ii) Words of two or three syllables ending in single vowel + single consonant doubles the final consonant if the last syllable is stressed :

begin + ing = beginning

occur + ed = occurred.

permit + ed = permitted

control + er = controller

The consonant is not doubled if the last syllable is not stressed :

benefit + ed = benefited

suffer + ing = suffering

- (iii) In British English the consonant 'l' is doubled, even if the stress does not fall on the last syllable :

quarrel + ed = quarrelled.

travel + er = traveller

Note the exception parallel + ed paralleled. If the word to which the suffix ful is added ends in ll, the second l is dropped :

skill + ful = skilful,

will + ful = wilful

Words ending in silent e drop the e before a suffix beginning with a vowel :

live + ing = living

move + ed = moved

hope + ing = hoping

drive + er = driver

- (vi) The e remains before a suffix beginning with a consonant :

hope + ful = hopeful

engage + ment = engagement

Note the exceptions :

true + ly = truly

awe + ful = awful.

due + ly = duly

- (vii) Notice the special case of words ending in ce and ge which keeps the e when adding able and ous :

notice + able = noticeable

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change + able = changeable

- (viii) In such words the e and g are pronounced soft before e. Sometimes the e is retained to avoid confusion with a similar word :

sing + ing = singeing (do not confuse with singing)

swing + ing = swingeing (do not confuse with swinging)

- (ix) Words ending in ee do not drop an e before a suffix :

see + ing = seeing

agree + ment = agreement

- (x) Words ending in ie change the ie to y when ing is added :

die — dying,

tie — tying,

lie — lying

- (xi) A final y following a consonant changes to i before a suffix except ing :

happy + ly = happily

beauty + ful = beautiful

But,

carry + ing = carrying

marry + ing = marrying

But y following a vowel does not change :

pray + ed = prayed

play + er = player

Note a few exceptions :

pay + ed = paid

day + ly = daily

lay + ed = laid

say + ed = said.

- (xii) When ie or ei is pronounced like ee ie 'jeep' i comes before e except after c :

Believe receive.

Achieve deceive

field conceit

Some exceptions :

seize protein counterfeit

weird plabeian

Section B

COMPOSITION

Nowadays the school and colleges have adopted the system of term papers and assignments for judging the students' ability. This is a novel way instead of having the examination at the end of the term, entailing lots of last minute hectic activity. Thus in formal education the writing of dissertation, thesis and technical report has become synonymous.

Conventions of Writing

Defining the Problem

Defining the problem is the first task. It involves determining what the questions, assignment or essay requires you to do. Some commonly encountered words and their meaning in the context of assignment is given below.

1. **Analyse** : Consider the various components of the whole and try to describe the inter-relationships between them.
2. **Compare** : Examine the characteristics of the objects in question with a view to demonstrating their similarities and their differences.
3. **Contrast** : Examine the characteristics of the objects in question for the purpose of demonstrating differences.
4. **Define** : Give a definition or state terms of reference.
5. **Discuss** : Present the different aspects of a question or problem.

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6. **Enumerate** : Give a listing.
7. **Evaluate** : Examine the various sides of a question and try to reach a judgment.
8. **Examine critically** : Act as a judge or critic, appraise.
9. **Illustrate** : Give an example , explain, draw a figure.
10. **Prove** : Demonstrate or show by logical argument.
11. **Summarize** : Examine the main points briefly.

Limiting The Problem

Spend a few hours right at the beginning by limiting the problem.

Example :

topic :

1. Diseases affecting wheat
2. The control of rust in wheat
3. Recent development in control of wheat rust in the region of Doaba village.

Out of these topics the first is fit for a book. The second is too broad for a term paper. The third topic is manageable.

Time Schedule

Allocating time for reading, data collection, analysis and writing is a must for bringing out the best result.

Consulting Source Material

A suggested list of references is often included with set assignments. Begin reading with these materials. Reference books contain further reference material. Collect them and read further for promising leads. Search the library with catalogue/computers.

Preparing Working Bibliography

A bibliography for a written assignment is an alphabetic list of all source material to which reference has been made. The essential information has to be as follows :

- 1- Authors name and initials
- 2- The name of article, journal, book.
- 3- Place of publication, publisher, and date of publication
- 4- Few lines on the contents of the book/journal/article.

The call number of the library along with the name of the library is an additional information.

Taking Notes

Notes can be made on full scape paper or in the reference card itself depending upon the details required. Remember in technical report, each author's contribution has to be acknowledged, whether you are paraphrasing or giving within quotes.

The Outline

The format / layout of the reports varies as per the institution. Follow the required format for the outline. Here a general format is suggested.

Title of the Assignment

That is the first thing to be decided upon and would depend upon the selection of the topic.

Aim :

Define the aim of the work undertaken in a few lines.

Objective :

Delineate the aspects which would be taken into account for the present research.

Methodology :

The technical report writing takes the help of various instruments, mathematical and statistical tools, approved and sanctioned laboratory protocols which aid and facilitate the study. For field oriented works field work methodology and the method of data collection form an important part. All these things have to be presented under this sub- title.

Introduction :

In this, a clear statement of the problem has to be made Define your terms and indicate the limits of the study. Set the problem within a meaningful background. This should provide the readers with all nec- essary information for what is to follow. It should be crisp and infor- mative.

Review Of The Literature :

Once the topic has been selected it is essential to review all the relevant material which has bearing on the topic. Chronologically all the works need to be sited and discussed with in the topic under study.

Designing The Study :

The design is the pivot on which the thesis rests.It is difficult to generalize here, but the main features would include :

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Statement of Hypothesis :

A clear statement of the argument and the grounds for it.

Statement Of Assumptions :

In every study it is necessary to make certain assumptions. Wherever, these are made, they should be stated clearly. Nothing should be taken for granted.

Statement of Limitation of the Study :

The time allowed for a study and restrictions of length in reporting. It imposes necessary limitations on each study. The limits of the proposed investigation should be clearly defined.

Appropriateness of Research Design :

In the empirical study, the statistical methods for testing hypothesis need to be described and examined for appropriateness.

The Control of Error :

In experimental studies, variables have to be considered and controlled and these need to be described.

Reliability and Validity :

The reliability of the test instruments have to be given in the body of the report.

Conclusion :

This section presents the finding of the study, the solution or the approach to the solution to the problem initially stated.

Example :

Title page

The critical history of the Agrarian movement
by
Ramesh Mehta
assignment of modern history for graduate course
Department of History
University of Delhi
24th July 2008

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Editing the Final Draft

Before the final draft of the assignment or report is typed it should be carefully edited. It is the responsibility of the writer to ensure that the text is free from spelling and grammatical errors. The spellings to be checked from an authoritative dictionary . The punctuation, capitalization, hyphen- ation and abbreviations should be referred to a recognized text. further, the headings, sub headings, quotations, footnotes, tables and figures, references and appendixes need to be checked and rechecked.

After having satisfied yourself, the draft may be handed over for typing.

Proof Reading the Final Report

Each line needs attention and special eraser may be used to rectify the mistakes. In case a page has several mistakes, then it should be retyped. This part of the work is tiring but of utmost importance

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Exercise

Prepare a project on the following topics and submit it to your teacher:

1. Solar energy and its use in Indian homes
2. The socio-economic needs of the domestic helps
3. The declining trend of playing outdoor games amongst the adolescent
4. Relevance of youth participation in Indian politics today.
5. Morality and its erosion from Indian values.

Letter writing is a skill which we should acquire as it is a means of communication and one which in spite of being old is still used widely. Now it has taken the form of Electronic mail or E mail but it is a need of formal communication. Letter writing in English requires knowledge about its rules, formats, examples, and the ability to put your feelings, ideas and thoughts in your words.

There are several kinds of letters but mainly they can be categorized as (i) Informal letters, also known as personal or social letters which are written to relatives or friends, (ii) Business letters which are used in business and are used by traders, companies and firms and (iii) Official letters which include applications, letter to government officials and communication from one department to another and letter to newspapers.

In all kinds of letters the following points needs to be taken care of:

- a. **HEADING:** Includes the address and the date.
- b. **GREETING OR SALUTATION:** The greeting usually starts with 'Dear' and is followed by the person's name and then a comma.
- c. **BODY:** the body of the letter is the main text of letter. It is the communication or message.
- d. **CLOSING:** The closing includes a short capitalized expression such as 'Sincerely' or 'Love' and is followed by a comma.
- e. **SIGNATURE:** You sign your name beginning directly below the closing.
- f. Sometimes you may add a **POSTSCRIPT** at the end of your letter. You write P.S., add a note and then end it with your initials.

Check Your Progress

33. What are the six points of form in all kind of letter to be taken care of? What are they?

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In case of emails there is provision for giving the email id of the main recipient and of the recipients to whom the copy of the letter has to be sent. There is also a provision for providing the subject. Date and time are generated automatically. The mail starts with salutation.

(i) The Heading:

This inform the reader where you wrote the letter and when. The **where** (which should be the writer's full address/E-mail Id, gives the address to which reader may apply : and the **when** is for reference, as it gives him the **date** on which you wrote.

The position of the heading is the top right hand corner of the first page - the address above and the date just below it. The heading and the date may alternatively go on the left.

Example :

XYZ Publications
Industrial Area
Mandideep – 462046
Date: 12 May 2018

The date may be written in any of the following ways:

12 th May 2018	12-05-2018
May 12, 2018	12.05.2018
12 May 2018	12/05/2018

The British date format is DD/MM/YYYY and we generally follow it. However Americans use the format MM/DD/YYYY.

(ii) Salutation or Greeting :

The form of Greeting will depend upon the relation in which you stand to the person to whom you are writing.

(a) To members of your family, for example, it will be My dear Mother, Dear Uncle, Dear Father, My dear Hari, etc.

To friends, it will be :

Dear Shyam, Dear Sunita etc.

To business people, it will be :

Dear sir, Dear Sirs etc.

It may be noted here that the use of term Dear is purely formal and is nothing more than a polite expression, the term does not necessarily imply any special affection.

The position of the salutation is at the left hand of the first page, at a lower level than the heading.

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(iii) The communication or body of the letter :

This is the heart of the matter and the style in which it is written depends upon the kind of letter you intend to write. The style of letter to an intimate friend would differ than that of a purely business letter or an official communication. But some common hints that apply to all letters are given below :

- (a) Divide your letter (unless it is short) into paragraphs to mark changes of subject matter.
- (b) Use simple and direct language and short sentences. You should know that English is a language of short words. Fowler, one of the authorities on the use of good English, quotes a passage from Milton's "Paradise lost" in which 52 out of 56 words have only one syllable. He also quotes a passage from Tennyson's 'Idyll of the king' in which only twelve out of 101 words have more than one syllable.
- (c) Avoid unnecessary words.

Unnecessary words are words which add nothing to the meaning of the sentence.

- (d) Try to be complete.

It is a sign of bad planning when you have to add. Post scripts at the end of a letter. Think out what you want to say before you begin to write and put down your points in some logical order.

- (e) Write neatly.

Remember, if you are not using a type-writer or computer and using your pen only your writing should be neat, so that the person to whom you are sending a message should easily read what you write and you should not give him unnecessary trouble with bad Penmanship.

- (f) Take care of your punctuation marks and put in commas and semi colons and full stops in their proper places. The correct punctuation may alter the whole meaning of a sentence.

Example :

A correspondent, was covering the press conference of a military general. The general said that he had ordered his troops after the victory not to kill the enemies and leave them. The correspondent sent the following text of the news head line :

"Kill them, not leave them". The correct version would be "kill them not, leave them" the meaning of the first was quite contrary to the meaning of the second. The first sentence means "kill all the enemies and do not leave them alive" while the actual meaning as

NOTES

deciphered from the correct punctuation is “Do not kill them (the enemies), leave them (let them live)”.

(iv) The subscription or courteous leave taking

A letter must not end abruptly simply with the writer's name/signature. This would look rude. So certain forms of polite leave taking are pre-scribed. Such as

Yours sincerely, your sincere friend, yours faithfully etc.

(v) The signature or name of the writer must come below the subscription. 'Thus yours sincerely.

(R.K. Dhawan)

(vi) The address on the envelope (or post card) should be written neatly such as

AIRMAIL	Postage Stamp
Seagull Publications 1 Washington Square Village Apt IU, New York, NY 10012 USA	

An Example

121-c, sector 19

Rohini Delhi-110085

2nd January, 2008

Dear sir,

I shall be much obliged if you send me as soon as possible the books which I ordered on 12th December 2007.

Yours faithfully

(D.R. Saxena)

Exercise

Write a short letter to :

1. A friend describing your favourite hobby.
2. A friend describing a foot-ball match.
3. A company asking for some information on the sports goods that they have advertised.
4. Your sister explaining how you missed your exams.
5. A friend arranging for an excursion together.
6. A friend who is going abroad with his father and mother.

Letters are excellent means of communication, but writing them demands a lot of practice patience and hard work. It is an art which needs to be perfected before applied.

We write letters on all occasions. Write letters to friends and family members. We also write to people who are our seniors, or with whom we are in some sort of business. The letters which are written to our near and dear ones are called informal letters while those written to people in business with us or letters to the editors of the newspapers or to our seniors etc. are Formal letters. Both types are different from each other in purpose, tone, style, word selection etc. In this chapter we'd learn to write both Formal and Informal letters.

There is a format which we have to stick to while writing to somebody. They are almost similar for both. Formal and Informal styles. We'd see them ahead and practise then because it's they which give a piece of writing the look and the form of a letter. There are some model expressions for each part of the format you may look up to while framing your own sentences. Don't copy them in toto. Rather, they would help you understand what should be written in that space or in that part.

Parts of a Letter :

- (1) **Your Address :** It is written on the top left side of the letter. Earlier it occupied the top right spot on the page but now. The changed patterns recommend sticking to the top-left space. However in informal letters you still may opt for the top-right spot.

It's written as :

178, Raman Street,
Saket Vihar
New Delhi,



NOTES

Your address should be short, clear and enough so that the receiver may have an idea who has written to him and in need of a reply he may use that address to write back to you. Don't write your own name in your address.

2. **Address of the Addressee :** Just below your own address, leaving some space, you should write the Address of the Addressee.

Mr. Satish Chandra
72, Purnendu Nagar,
Mitramandal colony,
Patna-2,

3. **Date :** Below the address of the Addressee after a little space, you should write 'Date'. You may write date in several ways, 20th October 2011, October 20, 2011, 20-10-2011, 20/10/2011.

4. **Salutations :** Salutations vary a bit on different occasions. If you are writing to your boss or senior or a person you are or have to be in business with write

Dear Sir/Dear Madam,

While writing a letter of application or a letter to the editor of a newspaper or a very senior authority, just write.

Sir/Madam

If the person you are writing to is one among your friends and family, you may choose a wide range of expressions- My dear Avi, Dear Sushma, My dear Mom/Dad/Unle/Aunt, Dear Anil, Dear Shashank.

While writing to one's girl friend/boy friend/wife/husband or somebody we are emotionally attached to, you may write Dearest, My heart's darling, My love, etc.

5. **The Body of the Letter :** This part is very important as it carries your message to the person you are communicating with. It should be as short as possible, simple, crisp and straightforward. It consists of four parts :

Introducing the topic :

- I came to know that your final exams are at hand and you are still not serious to your studies.
- I am writing to complain about...../ I am writing to remind you of.....
- I want to arrest the attention of the concerned authorities to through your reputed newspaper,

Describing the topic :

- Being a seasonal student can't help and you should be regular at studies. (You may choose adjectives to stress or convey your feelings as required)
- The laptop was purchased three months ago and it is still in the guarantee period.....
- Dumping the garbage just outside the city is not the solution and it causes air as well as soil pollution and.....

Stating what you want or the solution you offer :

- I hope you will heed to my suggestions and study as per a regular and well-planned schedule.

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- I hope the company will take necessary actions to replace or repair the laptop so that.....
- I hope the concerned authorities will see to it that a proper garbage disposal plan is brought to reality and.....

Closing :


- Awaiting your positive reply.
- I look forward to the meeting.....

6. Courteous Leave-taking : In this part you say good bye with some polite phrases. like.

Yours truly, Yours sincerely, Faithfully yours, Affectionately yours, Yours lovingly, With love, With regards etc.

7. Your Signature : If you are writing to a person who has been known to you for long, you may sign in short, but if the person is a stranger or a person you are writing to first time, you must sign in full.

Example :

Signature in Short – 

Signature in Full – Avi Bhutt, Shashank, Krishna

Now let us look at format in a box :

Now let us look at format in a box :

B-74, Dwarka Dada Bhai Road Madurai-3,	← Your Address
Kavi Prakash, Avant, Street, Ambala	← Address of the Addressee
10-08-2011	← Date
Dear kavi	← Proper Salutations
<div style="border: 1px solid black; height: 100px; margin: 10px auto; width: 80%;"> <p>Body of the letter</p> </div>	
Yours sincerely	← Courteous leave taking
Aditya Raj	← Your Signature

NOTES

There are a few things that you should keep in mind before you venture on writing a letter. Ask yourself a few questions :

- **What is the purpose of writing this letter ?** – It may be just you want to know the whereabouts of your friends, family members or acquaintances. You might be offering a suggestion to your friend, younger brother or sister. There may arise need to complain about a problem to some one or request for leave. You may be writing to highlight some social issue in a newspaper by a letter to its editor. You must be very clear why you have picked up a pen to write to somebody. Once the purpose is clear it gets easier to plan a letter.
- **Who are you writing to ?** – Answering this question helps you set the tone of your letter. If you are writing to your Principal or your boss the language you use is quite different from the one you write while communicating with your near and dear ones.
- **The First Draft** – After determining your purpose and your audience prepare the first draft trying to put in it all that you want to convey. Never think that it should be perfect from all angles, for it is just the first draft.
- **Edit and Proofread it** – See whether you have presented the matter the way you wanted to. Can it draw the kind of response you expect from the person you are writing to ? Have you used the right words ? And Finally, read and re-read it to find out if there has been any error related to structure or spelling.

Writing Formal Letters :

While writing formal letters your aim should be to express what you want to say clearly. The reader must be able to understand 100% of it in the first reading itself. Do the following :

- Use standard English words which are formal and appropriate.
- Avoid slangs or informal expressions.
- Avoid writing contracted forms like (I'm, I'll, haven't, won't etc.) Don't use abbreviations (ad-advertisement).
- Don't write very long or complex sentences which are difficult to understand.
- Be polite and courteous.
- Avoid being emotional.
- End your letters with.

Sincerely yours, Yours truly, Yours faithfully, Regards etc.

NOTES**Business Letters :**

Let us see a letter of complaint to see the layout, the language, the tone, the manner we should use.

Raj has travelled in the AC compartment of an important Superfast Express Train. While travelling he had to undergo several inconveniences. He is writing a letter to the Railway Authorities, asking for compensation for the tough time he had to face.

The Manager
Customer Grievance Cell,
Indian Railways,
Rail Bhawan,
New Delhi Sept 2, 2010.

Dear Sir/Madam,

My wife and I were travelling by Taj Heritage Express on ticket no.....and..... on 18 Aug 2010 from Agra to Amritsar. I am writing this letter to complain about various inconveniences we had to suffer from during the journey.

First, just within half an hour after the train left the station, some unauthorised persons boarded the AC-II compartment we were in and occupied all the seats. What to talk of proper tickets they did not have any tickets at all. They started cutting vulgar jokes. The toilet glass was broken and the airconditioning was switched off for a considerable period of time. We had to pass a harrowing time as not a single official or guard was there to take charge of the situation and deal with them.

Secondly, the bed-sheets and the blankets we were provided were not properly cleaned and we had to pass the night without using any of them.

If I pay a hefty sum to buy the journey tickets I must be provided the security and comfort I have been promised. I therefore expect some compensation for your failure to ensure those facilities.

Yours sincerely
Raj Roy

A Letter to an Editor

A letter written to an editor is a formal letter. It is for the public. You attract the attention of people to an issue of public importance or project an administrative problem to arrest the attention of concerned government authorities.

A letter to the editor should be written direct. The language should be simple yet forceful. It should express your opinion clearly. A few changes are made :

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- (i) In the salutation, we write 'Sir', instead of writing Dear Sir or Dear Madam.
- (ii) A title is supplied to attract the readers attention.
- (ii) In the courtereors leave taking we write 'yours truly' and nothing else.

Mainly it is divided into four paragraphs. In the first paragraph we introduce the topic. In the second paragraph we give. Main points with proper reasons. In the third one more reasons and examples are given to support the main point while in the fourth paragraph we try to provide a solution or appeal to the authorities to take proper steps towards solution of the problem.

Let us look at a letter written to the editor. The Times of India on the effect of 'Violence scenes in Cinema' on children.

The Editor
Times of India New
delhi

The effect of violence scenes in cinema on children

Sir,

Through your esteemed newspaper I would like to draw the attention of parents and guardians to the negative influence of violence scenes in the movies today on children. It has polluted the young minds making them prone to aggresive behaviour.

Para 1
introducing
the topic

Today the films are full of bloodshed and killing scenes, and project violence as only way to solve all the problem. Most of the movies are knit around a superhero who can beat or kill at least fifty people at a time. Children take pleasure in watching all this. It develops in them a sadistic tendencies and they become insensitive.

Para 2 giving
the main points
with reasum

We, everyday, read about several news items in which the teenagers are reported to be involved in robbery casses. In America, frequent shootouts by students in schools and colleges have worried the parents as well as the entire society.

Supporting the
reasons with
examples

Therefore, it should be taken into serious consideration what sorts of films are being made and there should be an effective regulatory system. In addition, awareness in this regard must be created among people.

Providing
solution.

Yours truly
Thomas Joe

A Letter of Application :

A few changes will mark this kind of letter.

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- The salutation is Sir/Madam and not 'Dear Sir' or 'Dear Madam'.
- In the first paragraph write about the reason of seeking leave.
- In the second paragraph request for sanctioning the leave.
- In the third paragraph, express your thankfulness for the expected favour done by him.
- In the courteous leave taking you may write.
- Sincerely yours, yours faithfully etc.

Let us look at a letter of application for three day's leave.

<p>Sir,</p> <p>My brother's marriage is going to be solemnised on June 20, 2010. My father has written to me to reach home till 15th of June to assist him in preparations.</p> <p>I know my absence in the office may cause a bit of inconvenience but seeing the urgency of my purpose you are requested to grant me a leave for one week from 15 June to 22 June 2010.</p> <p>I'd be thankful to you for this done to me.</p> <p>Yours faithfully Aditya Raj Accountant</p>	<p>} The first paragraph stating the reason of leave</p> <p>} The second paragraph requesting for sanctioning the leave</p> <p>} Expressing thanks.</p>
--	---

Writing Informal Letters :

Informal letters grant us more freedom when it comes to style and language. Informal letters are mostly written to those who are known to you. You also express your emotions and feelings to your near and dear ones. No word limit is there. Slangs, at times, too are forgiven.

One hand, this freedom is good as it liberates your creativity and encourages you to experiment, on the other hand it may lead you stray. Therefore, use this freedom judiciously. The letter should not be endlessly long. Too many slangs should not creep in. Don't be swept by the emotions off your feet and forget to convey the original message.

Let us see a few Informal letters written to different people in different situations.

1. A letter to a friend inviting him to spend the summer vacations together.

Dear Kamal,

Check Your Progress

33. Write down a specimen of a letter to a friend inviting him to spend the summer vacations together.

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I hope you are in good spirit. I received your letter yesterday and came to know that your examinations were over.

I believe summer vacations have begun in your college and you must be getting ready to say good-bye to the hostel for two months and return home. I have also come back from Pune yesterday. This time I am planning to have a 15 day's trip to Massoorie. One of my uncles who lives there has invited me to the trip. The most encouraging thing is he has permitted me to bring at least one friend with me. Since then, I have been thinking about you.

If you haven't yet made any specific plan regarding the summer vacation, you are warmly welcome to accompany me to Massoorie. It's a beautiful hill station in Gadhwal range.

Think and write about your opinion on my proposal. How are Uncle and Auntie. Convey my regards to them.

Affectionately yours
Aditya Gupta

2. A father's letter to a daughter staying in a hostel, advising her to be more serious to studies, as a teacher of hers had written to him complaining about her non serious approach towards studies.

My dear Neeraja

I hope you are well. Two days ago, I received a letter from one of your teachers. She wrote that for a few weeks you have not been serious to studies. She also wrote that it is telling upon your result in the monthly tests.

At times my dear, one might feel distracted and one's course book might not seem to be interesting to one, but it never means we should allow ourselves to neglect our duty. Right now, your duty is to work hard in your studies. If you feel a particular subject not interesting you may seek help from the concerned teachers. Remember, great are not the people who involve themselves in interesting things. But, great are those ones who turn every work into an interesting thing. Time is very precious. Be ready to use every every minute in pursuit of something worthwhile. I hope you get my points.

Here everybody in the family is Ok. Mama sends you love,

Yours affectionately,
S.L Sen.

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3. A letter to a friend congratulating him on his success in Engineering Exams.

Dear Som,

It has been long since I heard from you, but I believe you are hail and hearty. I saw your name and roll number in the list of successful candidates for the IIT Joint Entrance Exams. It was indeed a heartening news. Accept my congratulations on this grand success of yours. You have made us proud by this feat of yours.

I remember, even in our school days, you kept talking about clearing the IIT exams and get admission to one of the world's most prestigious institutions. Ultimately your unflinching will emerge victorious as you are now standing on the threshold of fulfilling your dream.

I hope you are coming soon. We'll have a big get-together to celebrate this occasion.

Convey my regards to your parents. Awaiting your reply eagerly,

Sincerely yours

Renjeet Singh

Letters of Invitation

Letters of invitation are of two types formal and informal. Formal notes of invitation are sent to those whom you know formally but are not so intimate with or close to. Formal notes of invitation are very short and are written in the third person. The reply to such invitations are short too. Informal notes of invitation are just like personal letters and follow the same pattern. A few examples of invitation notes of both formal and informal type have been given below for you to observe, learn and practice.

(i) Formal notes of invitation :

- A. Mr. and Mrs. Brajesh Sharma request the presence of Mr. and Mrs. Bharati Juneja on the occasion of their daughter's wedding ceremony on June 24, 2010, at 7.30 AM in the community hall, Mitramadal colony Saket Vihar.

Mr. and Mrs. Sharma
D-76, Mitramandal Colony

7.00 P.M 13 June 2010

(ii) Reply to this letter.

Mr. and Mrs. Bharati Juneja has pleasure to accept the invitation of

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their daughter's wedding on June 24, 2010, at the community hall of their residential colony.

Mr. and Mrs. Juneja

11.30 AM. 16 June 2010

R-98, Purnendu Nagar

Mr. Pradeep Bokaria invites Mr. and Mrs. R.C. Dhillon to grace the occasion of the house-warming ceremony on 19 July, 2010, at their newly built residence at 8.00 P.M. Their esteemed presence will be eagerly awaited.

Mr. Pradeep Bokaria

3 July 2010

C-6 Rose Avenue, Vastu Vihar.

(iii) Reply to this note :

Mr. and Mrs. R.C dhillon has pleasure to accept Mr. Pradeep Bokariaas invitation to the house-warming ceremony at this newly constructed residence at 8 P.M on 19 July 2010. Mr. and Mrs. Dhillon thank Mr. Bokaria for this kind invitation.

Mr. and Mrs. R.C. Dhillon

6 July 2010

House No. 76,

Sector C, Chandigarh

Informal Letters of Invitation:

As we have earlier discussed, Informal Letters/Notes of Invitaion are almost like personal letters. They are written to those we are close with. Still we have to be short, crisp. Polite and warm while extending invitation. We can divide such letters into three parts.

A. This part refers to the opening line or sentence of the letter in which you tell the reason of inviting the concerned person. You may start like this :

(1) You will be pleased to know that my son's wedding has been fixed on.....

(2) Let me tell you that my brother's engagement falls on.....

(3) It's my pleasure to inform you that

(4) I am writing to infrom you that.....

(5) This letter is to inform you that my son's birthday falls on.....

B. In the second part we assure them that the printed invitation cards have been sent, however they are close eough to be written to personally. You can also make a request to them in some cases to arrive too three days

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earlier to help in the preparation. Some model sentences have been given below :

- (1) Though printed invitation cards have been sent to you. I think it proper to write personally to a close friend like you.
- (2) A close friend like you can't be left without being informed through a letter just because printed invitation cards will do their job.
- (3) You are requested to arrive at least two days earlier because I won't be able to do much without your precious help and guidance.
- (4) Please do come at least 2-3 days ago and let us benefit from your precious guidance in the preparation of your function.
- (5) My son is personally enclosing a note with this letter with special requests to you to be present in his birthday party.

C. In the third part we generally remind them to come and that any no will not be accepted from them. See some sentences.

- (1) Do bring your wife with you.
- (2) We are in no position to accept 'no' from you.
- (3) Do come, because we'll feel helpless without your guidance.
- (4) I am sealing this note with a conviction that you are coming.
- (5) You are welcome along with your entire family.

Now look at some model letters framed to help you get a practical feel of the way it is written :

(I)

Dear Avi

You will be happy to know that my brother's engagement and marriage have been fixed on 19 and 21 June respectively. Though printed invitation cards have been sent to you. I feel that a close friend like you must be written to personally. We request you to come at least two days ahead of the function as I'd find myself quite helpless without your help and precious guidance in the preparation.

We are in no position to take any 'no' from you.

Eagerly awaiting your arrival,

Your's affectionately
Kumar Amitosh

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(II)

My dear Kavyesh,

It's my pleasure to inform you that my sister's marriage has been fixed on 24th of July 2010. Though printed cards are being sent to everyone, I can't forget writing to an intimate friend like you. Your presence is keenly awaited as I'd be able to do nothing without your support and guidance. In addition, what's a celebration without you ? Do come at least three to four days before the function, because you have to look after every preparation.

I can't take 'no' from you atleast. Just give us a call the moment you get off the train. I'll send my car to receive you.

Yours affectionately

Kripa

(III)

Dear Sujata,

I am writing to inform you that my daughter's birthday falls on 13 August. On this occasion, we are throwing a party to our near and dear ones. I must remind you that any no will not be accepted by us. My daughter is sending a special note of request enclosed with this letter. Don't forget to bring your hubby and your cute little son along with you.

Yours affectionately

Vibha

You have seen how informal notes of invitation are composed. Now you have to know how you reply to such letters. There are two situations. First, you may give your consent of your arrival in the function and second you have to decline the invitation for umpteen reasons. In both the cases you have to send them a note. Especially if for any reason, you find yourself unable to go and have to decline the invitation, do it as politely as possible. Take care that their emotions are not hurt as people are more a creature of emotion than a creature of reason. You may divide this reply note into three parts.

(a) Tell them that you got their invitation note and you were happy to know about it. Make them understand why, despite your earnest wishes to be there you find your-self unable to attend the function. See some model expressions :

(1) Got your note of invitation just yesterday and was very happy to know about this auspicious occasion.

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- (2) Found your invitation note in my mail box today itself and my joy knew no bounds to hear this happy news.
- (3) I am afraid, inspite of my strongest wishes to be among you at this happy occasion. I find myself unable to come.....
- (4) I'm sorry I can't come on that particular day as.....
- (b) If you are going to attend the mentioned function tell them that you are coming and ask them to pick you from the railway station/airport on.....
- (1) Complying with your request we have decided to come on..... .
Please pick us at the station/airport if possible.
- (2) Don't sorry about the preparations as I will turn up two days ago and extend a helping hand in everything required.
- (3) I know you yourself are a good manager so, I don't sorry at all about the preparations. However, I'll be there at least one day before the date of wedding.
- (c) In the third part we end the letter with a promise to meet them at their place.
- If you are not going you should send your good wishes for the success of the function.
- (1) I am ending this note with a promise to see you there at your place at the decided date.
- (2) Thankyou for taking trouble to write me personally. See you there two days before the wedding caremony.
- (3) I am again sorry for my inability to come to the function but I send my good wishes for the success of the function.
- (4) I am sorry for not coming but my best wishes to the bride and the groom for their happily conjugal life.

Now see some examples:**(1)**

Dare Karunesh,

Got the note of invitation sent by you in my mail box. I was really happy to receive this news. I have been looking for this occasion to take place. I'll be there two days before the date of wedding. You needn't worry much about the preparation as we two will be enough to see that every thing goes well. If possible, please send somebody at the railway station as I'd be reaching there by the afternoon train.

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Now. I am ending this note with a promise to see you there at your place at the decided date.

Affectionately Yours

Neelesh

Dear Khanna,

Received your invitation note and was really overjoyed to know that your sister's wedding has been fixed on..... . Though I can't say how much I wish to be there, I am afraid I can't attend the function as I have to go on a four day tour for company's business. I'll visit you after I come back.

I am really sorry for not coming this time but my best wishes to the bride and the groom for their happy conjugal life.

Yours sincerely

Avinash,

4

Paragraph Writing

Oxford Dictionary defines Paragraph as a distinct section of a piece of writing, usually dealing with a single theme and indicated by a new line, indentation, or numbering.

A paragraph is a series of sentences that are structured and coherent, and are all related to a single topic. A paragraph could contain a sequence of brief examples or a single long illustration of a common point. It might describe a place, character, or process; report a series of events; compare or contrast two or more things; categorize items; or elucidate causes and effects. Regardless of the kind of information they contain, all paragraphs share certain characteristics. One of the most important of these is a topic sentence which is a single controlling idea expressed in a sentence.

Most paragraphs have a three-part structure—introduction, body, and conclusion. Each part of the paragraph plays an important role in communicating the intended meaning to the reader.

1. **Introduction:** the first section of a paragraph should include the topic sentence and any other sentences at the beginning of the paragraph that give background information or provide a transition. It may be a famous quote or a line from a poem.
2. **Body:** follows the introduction; discusses the controlling idea, using facts, arguments, analysis, examples, and other information. The sentences should be simple, straightforward and crisp. The most important thing is maintaining a logical sequence. It should not appear that sentences have been extracted from here and there and have been just put at one place to make the body. Each sentence should be logically and coherently linked to another.

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Conclusion: the final section. It is the most important part of the paragraph after the topic sentence as it summarizes the connections between the information discussed in the body of the paragraph and the paragraph's controlling idea. It should be in unison with the key sentence. No matter how well the body has been written, if the topic sentence and the conclusion are not good, the paragraph is not worth reading.

Some paragraphs have been given here as models for you to read and re-read them and then practice writing on the same pattern :

1. My Hobby

I love reading classic novels. I have been reading novels since I was in school. It's a very good pastime. It teaches you a lot of things about life. A good novel is the autobiography of the time it was written in. It talks about the people of that particular period, their way of thinking, their life style, their practices, their customs, rituals and a lot more. It also reveals how the people of that period found solution to their problems. Thus a novel doesn't only narrate a story but it is also the history of that period. The second most important thing a novel does to us is that it refines and beautifies our language. Therefore reading novels can be termed a good habit and informing too.

2. India

From the Himalayas in the north to the Indian Ocean in the south from the Arabian sea in the west to the Bay of Bengal in the east lies an ancient land. It is called India. India is a vast country of more than one billion people who consider it their home. It is like a mother to those people who speak different languages, practice different rituals, customs, adopt various life styles and yet unite themselves in one nation we call India. It is our beloved motherland. Thus India is not only an area of land but it is a thought, a beautiful feeling in one billion hearts which throb for it.

3. Libraries

Libraries are homes of books. They are the storehouse of knowledge and information. They are one of the best gifts a generation can pass on to the next generation. Just arrange a library at your home and nobody in your family could ever be or remain illiterate. There are both public and private libraries. The public libraries are run and maintained by government bodies or social organisations. They are big in size. The private libraries are arranged, collected and managed by a particular person mostly in his house. They are relatively smaller and can have a few dozen or a few hundred or rarely even a few thousand books. Public or private libraries are knowledge banks and must be kept and managed well. A person who is into the habit of visiting a library even once a week will be enlightened, informed and will evolve a good personality. Therefore, let's start a library culture in our society.

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4. Your Ideas of a Happy Life

Alexander Pope has written, 'Happy the man whose wish and care few paternal acres bound'. I agree to this idea that contentment and self-control are two strong pillars of happiness. A person's first mission in life should be to control his mind. It's easier said than done but to get a precious thing like happiness one must pay this price. It needs a lot of practice. A mind should be trained not to be a storehouse of information but to be able to entertain just one thought at a time, and that too a positive or a good thought. This habit helps us win over worries or anxieties. It helps the mind to be calm and thus be happy. If we started finding happiness within, we wouldn't run after worldly gains and joy and peace will be our personal nature. I never say don't be the master of infinite but warn people not to be its slave. Have plenty but be happy with little. This is called contentment. Therefore, these two things-self-control and contentment lay the foundation of happiness.

5. Mahatma Gandhi

Once Einstein wrote about the Mahatma, "Generations to come would hardly believe that such a person in flesh and blood had ever walked on earth". Such a person was Mahatma Gandhi. From an ordinary man laden with weaknesses he had turned himself into the incarnation of truth and non-violence. Born on 2 October 1869 at Porbander in Gujarat this man had stirred the entire world with a new way to fight for one's rights, 'Satyagraha'. He influenced great leaders of many generations. Martin Luther King Junior and Nelson Mandela practised his principles in their lives and created history. He fought the British fearlessly to win freedom for India. Even his enemies were his admirers of his fearlessness, truthfulness and the principles of Ahimsa that he practised. He was shot dead by an extremist called 'Nathuram Godse' on 30 January 1948. We call him father of nation. We should follow his principles of Truth and Ahimsa in life.

6. Mother

Great things have been said about mothers. The holy Quran says, 'There is Heaven under the feet of a mother'. Somebody else said 'Since God could not be himself everywhere at a time, he created mothers'. Mothers are embodiment of love, affection, compassion and what not. She is the one who keeps the child in her womb for nine months and even after his birth feeds and rears him till he becomes a self-reliant person. A mother has a great role to play in her child's life. She is the first teacher of her baby. Children of a virtuous mother can rarely be bad or ordinary. They train them to be good citizens of their nation. Napoleon used to say, 'Give me good mothers and I will give you a great nation'. She builds the character of her child. It's why mothers have been given a higher position in children's life than their fathers.

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7. Your Aim in Life

An aimless life is worthless. Therefore, everybody should have a just and good aim in his life. Everybody has an aim. Almost every body tries to achieve it, but only few succeed. Why? It's because there are very few people who have faith in their aims and the ability within them to achieve it. God has a masterplan for everybody who has been sent on this earth. That is his mission on earth. Now the question is 'how a person should know what mission he has to accomplish in his life'. The answer to it is simple. Everybody is born with an innate ability to do something so well that no body can do it like him. Just because of this ability he feels attracted to certain fields, certain tasks. Now yours is to identify what you feel interested in. What's there that when you do you feel happy and fulfilled. That very area or task can be your aim. Whatever your aim in it should have enough scope to express your creative ability. It should also be in the welfare of the society, the nation and the world. Therefore we should decide a worthy aim and strive to achieve it..

8. The Winter Season

Winter is one of the four seasons that we experience in India. It's a beautiful season. It starts in November and lasts till February. The days are short and the nights are long. The sun's rays fall slantingly on the earth. We get rid of the heat of the scorching sun. The dew drops begin to smile on crimson rose petals. Warm clothes are out and sitting in the sun is a treat of the day. Winter is also a very healthy season. What we eat digests well and we feel stronger. We don't feel exhausted as we do in the summer heat. We can work harder and still not feel tired. Sitting around fire in the evening and sleeping in the quilt is very pleasant. On top of that it is also a season of festivals. Dussehra, Diwali, Vasant Panchmi, Makar Sankranti all give us enough space to enjoy life during winter. Thus we can say that winter is a beautiful season.

Check Your Progress

35. Write a modal paragraph about your Aim in Life.

5

E-mail Writing

E-mail Writing

NOTES

Emails have come up as unique, innovative useful and the fastest means of written communication. In a trice, our letters travel to the person sitting on the other side of the globe. I believe, it has saved written communication from fading into oblivion. Now the question is how to write emails. There are certain format to be followed and a few rules to be adhered to. The things that we should pay attention to are as follows.

- We should know who our reader is because again like letters our language and tone have to be set as per the kind of reader we have.
- The email should be curt or polite. Generally, emails, whether formal or informal are written to accomplish some purpose, therefore it should not be long enough to distract the reader. Formality and politeness are two watch- words. They can guide us to write an effective e-mail.
- No matter whether an email is formal or informal it still should be polite and friendly.
- We must avoid using slangs even in personal emails.

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There are some email etiquettes that we should follow :

- Always use an informative and short line to write the subject.
- If you have attachments to send, mention in the email what are the attach- ments about.
- If you receive email attachments from somebody, don't forget to write him thanks.
- Read your email after you finished writing it. It will save you from many typing and language errors. You might need to add or remove something or there may be a grammatical or spelling error that you can rectify on time.
- Business emails should be short, simple and straightfor ward.
- Contractions like-I'll, won't, can't, he's - are permitted to be used in emails. But avoid incomplete sentences.

See an example of a business email :

To :	richa.sharma@heromindmine.com
Cc :	rsharma@rediffmail.com
Subject :	An enquiry about language training program

→ Clear
subject line

Dear Madam,

I am a commerce graduate and working with a domestic call centre. I want to join an international BPO, but for that I need to improve my English. I've heard about the Here Mind mine training centres and your Language Training Programmes. I am interested to know in detail about them so that I may decide to join one suitable for my needs.

} Introducing your
self and telling
about why you
are writing this
email.

Could you please send me some more information regarding the courses, the time duration required for each of them and the fee structure too. It would help me a lot to take a positive decision regarding it.

} Talking about
your
requirements

Looking forward to your reply

With regards
Arpana Sen

→ Signature

Arpana Sen
238, Central Avenue
M.G. Road
.....

} Your address

NOTES

A Polite yet friendly reply to the email received.

To :	aparna1000@gmail.com
Cc :	
Subject :	Re : An enquiry about language Training Program

Thank you for showing interest in our language training programmes. As per your enquiry all the detailed information is being given below. Please find attached herewith a PDF containing the fee details and the duration of the courses.

As far as deciding about joining a course of your need is concerned please drop-down at any of our centres and the concerned people will assess you to know which course you should opt for.

You are welcome to contact me through emails if you want to know anything more.

Regards

Richa

Richa Sharma
Hero Mindmine
Gurgaon

} Thanking for writing then saying what has been done and what kind of attachment have been sent.

} Invitation extended making her feel the requirement of it.

} Promising help in future.

You have seen business or official email letters. Now see how the informal emails are written. Though the format is the same. The tone and the words chosen differ.

To :	aditiraj@yahoo.co.in
Cc :	adiraj@gmail.com
Subject :	Enquiring whereabouts

Dear Aditi,

It has been long since I saw you. Yesterday my husband and I were talking about you and I thought of enquiring where you are and what you are doing.

NOTES

Last Monday I saw Keya. She has come back from Australia and is planning to setup, a health-care centre in this city. She has grown slimmer and more beautiful.

How is your husband doing? Did he start the business project he had been talking about when we met last. What about you? Working some where or just sitting at home. Send a picture of your little son.

I hope to see you soon when I visit Delhi. Rest is ok.
Affectionately yours

Kamya

Kamya Priya

E-38, Vasant Kunj
Mall Road
Massoorie

Check Your Progress

36. Write down a modal
of the informal e-mail.

6

Writing Resume

Your resume (sometimes called your "CV") is an advertisement, and you are the product. Your goal is to get the hiring managers call you for an interview. It is your marketing tool and your trusty belt buckle of tricks when applying for a job. Without it you are powerless. It doesn't matter how qualified you are, or how much experience you have - if your resume is badly written, you're going to have trouble getting the job you want - or even an interview.

Your resume needs to demonstrate that you are employable, you have the right qualifications, experience and skills and right level of professionalism for the job.

Your resume needs to be tailored for every job application to show how your work experience specifically meets the needs of the job you're applying for. Ways that you can tailor your resume include:

- Linking your experience and education to the organization and the requirements of the job
- Listing your most relevant key skills first

NOTES

- Including list of achievements that meet the advertised requirements of the job
- Including specifically relevant key words and phrases throughout your resume

You should use all tools like capitals, boldtype, spacing etc. to make your resume attractive.

RATAN RAJ

C-36, Nehru Enclave email : ratan_raj@yahoo.com
Kamran Nagar mob : 09347312349
Indaur, M.P. Ph. : 0--2346142

Data of birth : 2nd July 1990

Nationality : Indian

Marital Status : Single

Objective : To find work as centre co-ordinator in a Training Institution that will help me to go ahead in the same field.

Profile : A hardworking innovative and creative graduate in English with a work experience of 6 months.

Education

2006-2009 : Graduation in English (Hons.), Delhi, University.

2004-2006 : Higher Secondary (Physics, Maths, Chemistriy)

2004 : Xth, CBSE, St. Johns school. Indore,

Experience

June 2009-May 2010 : Language Trainer cum centre manager Elixir Institute of Training, Indare.

← Now your name is the title of the Resule

A few people, now, don't think it necessary to supply personal details

It helps the interviewer know what sort of person you are.

NOTES

Languages Known : Hindi, English and Marathi,

Interests : Writing poetry, meeting new people, travelling new places.

References : Available on demand

Your interests should prove you are a creative person.

Now lookat a CV British style :

Name : **Ravi Parkash**

Address : Katya House, B.D. Colony, Jabalpur.

Mobile : 09325732180

Phone : 0---2345621

email : rprakash_10@sify.com

Objective : To find a role in TV or Film Production company so that I can propel my career to a new height in the same field.

Profile : An innovative and outgoing graduate with work experience of 1 year with a reputed Advertising Agency.

Educational Qualification

2009 : MA in Media studies and Film Production, Mahatma Gandhi University, Pune

2006-2009 : Graduate in Media Studies, Mahatma Gandhi University, Pune.

2004-2006 : St. Mary School, Jabalpur. Xth (94%), CBSE Board.

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Work Experience

June 2007-July 2009 : Worked with Hind Advertising a reputed Advertising Agency as a copy writer and assistant in making Ad- Films.

April 2006-March 2007 : Taught English to small and large groups with a Language Training Institute and worked as a Centre Manager as well.

Skills :

Languages : Hindi, English, Spanish, near native speaker of English, Good knowledge of Microsoft office, comfortable working on photoshop also.

Interests : Acting in theatres, writing stories, Debating, Editing Ad films, etc.

References : Enclosed with the CV.

If you have a lot of experience in the field you are looking for a job put above education.

Check Your Progress

37. Furnish a specimen of a British style C.V.

Cover letters are one page documents that you send with your resume when applying for a job. It is meant to provide additional information on your skills and experience. The letter provides detailed information on why you are qualified for the job you are applying for, and therefore, the strong points to match employer's job requirements needs mention in the cover letter.

It plays a big role amid attaining a job interview or having your resume overlooked, so it makes good sense to dedicate the necessary time and effort to writing effective cover letters.

Each cover letter you write should be customized to include:

- Which job you're applying for (include the job title in your opening paragraph)
- How you learned about the job.
- What are the relevant responsibilities that make you suitable for the job.
- What you have to offer to the employer, and why you want to work at this specific company (match your skills and experiences with the skills and experiences required by the job). Fill in places your resume cannot describe.
- Thank you for being considered for the job.

NOTES

A good C.V is incomplete without a good cover letter if you are applying for a job. It is a formal letter. It advocates your candidature for the post you applied for. It should be neatly written or typed on a single Page.

A few things to take care of

- In the first Paragraph write the purpose of writing, which job you are applying for and how you came to know about it.
- In the second Paragraph write which job you are in right now. Merton the responsibilities, making it relevant to the post you are applying for.
- How your selection can benefit the company should be the subject matter of the third Paragraph.
- Say when you are available for the Interview in the fourth Paragraph.

The Format :

			← Address yours
	← Address of the addressee		← Date
	← Solution		
Body of the Cover letter			
	← Courteours leave taking		
	← Your Signature in full		
	← Your Name		

201, Residential Block
Amrapali Apartment
M.G Road
Banglore
Tel : ----2347518
11 April 2010

Writing a Cover Letter

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Mr. K. Ambasth
Human Resouce Manager,
Juari Seeds
5, K-Block, Kolkata.....

Dear Mr. Ambasth,

While scanning the Wednesday Times of India (7 April 2010) I came across your advertisement regarding the post of an accountant in your compony. This letter of mine refers to that only and humbly submits my candidature for the above-mentioned post.

At present I am working with a Private Management college as a senior ac- countant. I, here, look after all the financial planning and transaction with rea- sonable success. I have got letters of appreciation for this job from the president of the trust which runs and manages the college.

If given a chance. I believe, I can work with the same zeal and care for your company and prove my worth. I can succesfully deal with clients and customers of all temperament.

I am available for the interviewas for the next 4 weeks as summer holidays are on in the institution.

I am looking forward to hearing from you.

Yours faithfully

Raj Rastogi

Raj Rastogi

Note : C.V is enclosed with the letter for your kind perusal.

Check Your Progress

38. Furnish a specimen of a Cover-letter for applying a job.

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Answer of Check Your Progress :

1. The first period of English, from 400 to 1150 is called old English or Anglo- Saxon.
2. The art of printing was introduced in English by 1476.
3. The prerequisite to listening is attention and concentration. Unless the student pays attention to the speakers speech , all that is spoken will not be assimilated by his mental faculties and will be wasted.
4. The exact sound produced from one vocal chord depends upon the way in which the throat, mouth and nasal cavities are adjusted.
5. This difficulty arises because the alphabetic symbol used in writing and their sound in speech is different. The letter “U” sounds different in the words – 'use', 'but' and 'put'.

The reason for this is that in written English we have only 26 alphabets. While in spoken English we have as many as 44 sounds which increase at times.
6. In a dictionary first the word is given , followed by its pronunciation, next the part of speech it belongs to and then its meaning. Besides this the dictionary also gives the abbreviations, foreign words and phrases and metric conversion table. If a student truly befriends a dictionary he will always be the gainer.
7. The Americans recommended the set of 12 words may be spelled as follows in the year 1898.
8. The five features regarding writing right are writing neat, simple, cohe couristent and legible.
9. Following necessary rules must be followed in producing very positive writing:
 - Avoiding Languages
 - limiting pleonasms
 - Avoiding long sentences
 - mixing metaphors
 - Unnecessary words limiting.
 - Limiting words which have no sanse
 - Jargon & double negatives
10. Punctuation is a very important aspect of writing , without it, the words would follow each other in a endless stream and the meaning of the sentence will be lost. Puntuation makes the meaning clear.
11. Devoleping ability of questions and answers means adding questions tag very gainful art of learning good english.
12. Body language comprises of gestures and movements of the body or body parts in response to confrontation with another individual.
13. A group discussion can be categorically divided into three different phases :
 - (1) Initiation/Introduction.
 - (2) Body of the group discussion.
 - (3) Summarisation/Conclusion.
14. C.V. means Curriculam Vitae means “Course of Life”.
15. Countable Nouns or countables are the names of objects, people etc. that

can be counted. As for example book, pen, apple, boy, sister, doctor, horse etc. Countable Nouns have plural forms such as books, pens, boys, fathers etc.

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16. Uncountable Nouns or uncountables are the names of things that we cannot count. As for example, oil, sugar, gold, beauty etc. The uncountable Nouns mainly denote substances, matter and abstract things. Uncountable Nouns do not have plural forms. As far example we do not say 'sugars', 'golds', 'milks' etc.
17. Interrogative pronouns are used for asking questions. For example :
 - **Who** is there? **Who** are you ?
18. Article are divided into two classes. They are indefinite (A & An) and definite (The).
19. There are four genders of Nouns. They are :
 - Masculine,
 - Common
 - Feminine,
 - Neuter.
20. There are three degree of Adjectives. They are :
 - Positive
 - Superlative
 - Comparative
21. Following are the kinds of the verb :
 - (i) Intransitive Verb
 - (ii) Transitive Verb
 - (ii) Phrasal Verb
 - (iv) Linking Verb
 - (v) Auxiliary Verb
22. The Conjunctions are of two kinds. They are :
 - (A) Coordinating :**
 - (i) *Comulative*
 - (ii) *Alternative*
 - (iii) *Adversative*
 - (iv) *Illative.*
 - (B) Subordinating :**
 - (i) *Time*
 - (ii) *Cause or Reason*
 - (iii) *Result or Consequence*
 - (iv) *Condition*
 - (v) *Comparison*
 - (vi) *Concession*
23. A collection of words which makes sense, but not complete sense is called a phrases.
24. A group of words which forms part of a sentence and contains a subject and a predicate is called a clause.
25. Modal Auxiliaries can't be used like a main verb. Neither do they help in Tense formation.

Modal Auxiliaries express the attitude of the speaker.

Can, could, may, might, shall, should, will, would, need, dare, must, ought to etc. are Modal Auxiliary Verbs.

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26. A word that modifies the wearing of a verb, an adjective on another adverb is called an adverb. The words quickly, very and quite are there for adverbs.
27. Linking devices are these devices which join together sentences and after make more compact they are :
 - (i) Co-ordinating
 - (ii) Subordinating &
 - (ii) Coordinating Conjunctions.
28. A verb must be in agreement with its subject in number and person. Often, the verb is made to agree in number with a noun near it instead of with its proper subject.
29. One must remember the following to learn up Tenses :
 - (i) Various forms of Tenses
 - (ii) Recognition of Tenses
 - (ii) Correct use of the verb of Number and Person of the Subject in a Tenses.
 - (iv) Correct placing of the subject, object and verb in a Tense.
30. A Compound word formed by using two or more simple words :

It is also formed by making some change in the body of the simple word. This also formed with the help of prefix and suffix etc.
31. To build up word power the students must practise the following habits to enlarge their vocabulary :
 1. Reading :

Besides reading text books in English, one should read fiction, news paper, magazines, essays, to enrich one's vocabulary.
 2. Consulting dictionary :

To strengthen one's grasp on correct usage of words and spelling.
 3. Consult the dictionary to look up for homonyms, synonyms, antonyms :

The vocabulary that you prepare will help you to find the words with which you express yourself more clearly, more effectively and more precisely.
32. Editing means the final Draft should be checked and rechecked sincerely. It should be ensured that the text is free from spelling and grammatical errors besides heading, subheading quotation, footnotes, tables figures and references and appendixes and checklists are checked and rechecked.
33. In all kind of letters there are six points of form to be taken care of. These are
 - (i) The heading consisting of (a) writer's address and (b) the date.
 - (ii) The courteous greetings or salutation.
 - (iii) The communication or message – the body of letter.

- (iv) The subscription, or courteous leave-taking or conclusion.
- (v) The signature
- (vi) The superscription on the envelope (if sent by surface mail)

NOTES

34. Dear Kamal,

I hope you are in good spirit. I received your letter yesterday and came to know that your examinations were over.

I believe summer vacations have begun in your college and you must be getting ready to say good-bye to the hostel for two months and return home. I have also come back from Pune yesterday. This time I am planning to have a 15 day's trip to Massoorie. One of my uncles who lives there has invited me to the trip. The most encouraging thing is he has permitted me to bring at least one friend with me. Since then, I have been thinking about you.

If you haven't yet made any specific plan regarding the summer vacation, you are warmly welcome to accompany me to Massoorie. It's a beautiful hill station in Gadhwal range.

Think and write about your opinion on my proposal. How are Uncle and Auntie. Convey my regards to them.

Affectionately yours

Aditya Gupta

35. An aimless life is worthless. Therefore, everybody should have a just and good aim in his life. Everybody has an aim. Almost every body tries to achieve it, but only few succeed. Why? It's because there are very few people who have faith in their aims and the ability within them to achieve it. God has a masterplan for everybody who has been sent on this earth. That is his mission on earth. Now the question is 'how a person should know what mission he has to accomplish in his life'. The answer to it is simple. Everybody is born with an innate ability to do something so well that no body can do it like him. Just because of this ability he feels attracted to certain fields, certain tasks. Now yours is to identify what you feel interested in. What's there that when you do you feel happy and fulfilled. That very area or task can be your aim. Whatever your aim in it should have enough scope to express your creative ability. It should also be in the welfare of the society, the nation and the world. Therefore we should decide a worthy aim and strive to achieve it.

36. To:

aditiraj@yahoo.co.in

Cc:

adiraj@gmail.com

Subject:

Enquiring whereabouts

Dear Aditi,

It has been long since I saw you. Yesterday my husband and I were talking about you and I thought of enquiring where you are and what you are doing.

NOTES

Last Monday I saw Keya. She has come back from Australia and is planning to setup, a health-care centre in this city. She has grown slimmer and more beautiful.

How is your husband doing? Did he start the business project he had been talking about when we met last. What about you? Working somewhere or just sitting at home. Send a picture of your little son.

I hope to see you soon when I visit Delhi. Rest is ok.

Affectionately yours

Kamya

Kamya Priya

E-38, Vasant Kunj

Mall Road

Massoorie

37.

201, Residential Block
Amrapali Apartment
M.G Road Bangalore
Tel : ----2347518
11 April 2010

Mr. K. Ambasth
Human Resource Manager,
Juari Seeds
5, K-Block,
Kolkata.....

Dear Mr. Ambasth,

While scanning the Wednesday Times of India (7 April 2010) I came across your advertisement regarding the post of an accountant in your company. This letter of mine refers to that only and humbly submits my candidature for the above-mentioned post.

At present I am working with a Private Management college as a senior accountant. I, here, look after all the financial planning and transaction with reasonable success. I have got letters of appreciation for this job from the president of the trust which runs and manages the college.

If given a chance. I believe, I can work with the same zeal and care for your company and prove my worth. I can successfully deal with clients and customers of all temperament.

I am available for the interview for the next 4 weeks as summer holidays are on in the institution.

I am looking forward to hearing from you. Yours faithfully

Raj Rastogi

Raj Rastogi

Note : C.V is enclosed with the letter for your kind perusal.

SAMPLE TEST PAPER

Writing a Cover Letter

NOTES

1. Which of the following kinds of communication are students most of the time engaged in:
A. Listening B. Speaking C. Reading. D. Writing
2. Which of the following behaviors is part of active listening?
A. Maintain eye contact B. Nodding and making eye contact.
C. Asking for clarification D. All
3. We need an air stream mechanism for the
A. Production of Speech B. Digestion process
C. Blood circulation process D. De-oxidation Process
4. The total number of sounds in English language is
A. 12 B. 8 C. 20 D. 44
5. This mountain is high. The word 'mountain' is what type of noun?
A. Proper Noun B. Collective Noun C. Abstract noun D. Common Noun
6. Proper nouns are nouns that refer to _____ entities.
A. Specific B. Common C. Unspecific D. None
7. You look very confused by the homework, Clive_____I help you?
A. Will B. Can C. Must D. None
8. When he was young, he _____ swim very well. He won medals and championships!
A. Had to B. Can C. Could D. None
9. If I ask him, he _____ refuse.
A. Ought to B. May C. Can D. None
10. I don't think I_____ do it.
A. May B. Could C. Should D. None
11. Make it correct: A modal auxiliary is a verb that is used with another___ to express a mood or tense.
A. Verb B. Noun C. Adjective D. All
12. He usually cuts my hair _____.
A. Quick B. Quickly C. More quickly D. None
13. The introductory section of a research report should aim to:
A. Identifythe specific focus of the study
B. Provide a rationale for the dissertation, or article
C. Grab the reader's attention
D. All
14. The main point is written in which part of a formal letter?
A. Post script B. Closing C. Opening D. Body
15. What would you say in the opening part of a formal letter?
A. Inform the recipient why you are writing the letter.
B. Talk about how good the weather is in your city.
C. Ask the recipient if he is hale and hearty.
D. Ask how good the weather is in the recipient's city
16. Applications can be
A. Online B. Paper C. Mailed or emailed to you D. All

NOTES

17. A good cover letter will
 - A. Make a good first impression.
 - B. Answer the question "Why should I hire you?"
 - C. Be direct and to the point.
 - D. All
18. You plan to create two different resumes, one chronological and one skills based, to apply for jobs in different industries. What information should appear on each resume?
 - A. Career objective
 - B. List of references
 - C. Contact information
 - D. A link to your personal homepage
19. Erikson's Theory is a theory of –
 - A. Personality
 - B. Reality
 - C. Charge
 - D. Grammar
20. Identify the odd, related to personality.
 - A. Sigmund Freud's Psychoanalytic Theory
 - B. Erikson's Theory
 - C. Charge Theory
 - D. Sheldon's Physiognomy Theory
21. Motivated employees are more quality _____.
 - A. Oriented
 - B. Un-oriented
 - C. Disoriented
 - D. None
22. The word personality is derived from a _____ word.
 - A. Greek
 - B. Swedish
 - C. Indian
 - D. Latin
23. Color of a person's eye is a part of -
 - A. Inherited Characteristics
 - B. Learned Characteristics
 - C. Inherited Characteristics and Learned Characteristics both
 - D. None
24. Attitude is a part of -
 - A. Inherited Characteristics
 - B. Learned Characteristics
 - C. Inherited Characteristics and Learned Characteristics both
 - D. None
25. Building a schedule includes
 - A. Prioritizing goals
 - B. Attending classes
 - C. Setting weekly and daily goals
 - D. Setting weekly and daily goals and prioritizing them.

ANSWER SHEET

1	A	7	B	13	D	19	A	25	D
2	D	8	C	14	D	20	C		
3	A	9	A	15	A	21	A		
4	D	10	A	16	D	22	A		
5	D	11	A	17	D	23	A		
6	A	12	B	18	C	24	B		

Notes

Handwriting practice lines consisting of 28 horizontal dashed lines.

Notes

Handwriting practice lines consisting of 28 horizontal dashed lines.

सुझाव पत्र (विषय विशेषज्ञ/पाठ्यक्रम समन्वयक/कार्यक्रम समन्वयक के लिये)

नाम	—	पद	—
विभाग/विषय	—	पता	—
फोन नं.—		सत्र	—
ई-मेल आईडी	—		

प्रिय विषय विशेषज्ञ/पाठ्यक्रम समन्वयक/कार्यक्रम समन्वयक,

विश्वविद्यालय के द्वारा दूरस्थ शिक्षण संस्था में पंजीकृत छात्र-छात्राओं को दी जाने वाली पाठ्यसामग्री को हमेशा बेहतर बनाने का प्रयास रहा है। इस उद्देश्य की पूर्ति हेतु आपके विचार एवं सुझाव प्रार्थनीय है, कृपया आप इस पाठ्य-सामग्री के संबंध में अपने विचार एवं सुझाव 500 शब्दों में लिखकर प्रेषित करें, ताकि उक्त विचार एवं सुझाव का अमल करते हुये हम अपने पाठ्य सामग्री को और अधिक सरल, सहज एवं रोचक बनाया जा सकें।

सुझाव —

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धन्यवाद,

नाम एवं हस्ताक्षर

सुझाव पत्र (विद्यार्थियों के लिये)

नाम	—	कार्यक्रम का नाम	—
नामांकन नं.	—	कोर्स का नाम	—
फोन नं.—		सत्र	—
ई-मेल आईडी	—		

प्रिय छात्र-छात्राओं,

विश्वविद्यालय के द्वारा दूरस्थ शिक्षण संस्था में पंजीकृत छात्र-छात्राओं को दी जाने वाली पाठ्यसामग्री को हमेशा बेहतर बनाने का प्रयास रहा है। इस उद्देश्य की पूर्ति हेतु आपके विचार एवं सुझाव आमंत्रित हैं, कृपया आपको प्रदान की जाने वाली पाठ्य-सामग्री के संबंध में अपने विचार एवं सुझाव 500 शब्दों में लिखकर प्रेषित करें, ताकि उक्त विचार एवं सुझाव का अमल करते हुये हम अपने पाठ्य सामग्री को और अधिक सरल, सहज एवं रोचक बनाया जा सकें।

सुझाव —

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छात्र का नाम एवं हस्ताक्षर