



# MANONMANIAM SUNDARANAR UNIVERSITY

DIRECTORATE OF DISTANCE AND CONTINUING EDUCATION,  
TIRUNELVELI -627012, TAMIL NADU

B.A. English First Year (Second Semester)

## **Modern English Grammar and Usage** (From the Academic Year 2021-22)

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## Modern Grammar and Usage

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# Unit I

## Chapter 1

### Sentence

Words combined together in a specific order to give a complete sense is called a sentence. All sentences should begin with a Capital Letter and end with a Full Stop, an Exclamation Mark, or a Question Mark, according to the type to which they belong.

#### **Example:**

Birds fly in the air.  
Read this book carefully.  
How cold it is today!  
What is his name?

Sentences are of different types as they perform different duties. They are Assertive or Declarative Sentences, Imperative Sentences, Exclamatory Sentences and Interrogative Sentences.

#### **Assertive or Declarative Sentences,**

Assertive or declarative sentences are simple statements of facts they state or assert or declare something.

#### **Example:**

He is a good cricketer.  
His name is Amarnath.  
Amarnath comes from East Punjab.

#### **Imperative sentences,**

A sentence which expresses a command, a request, or a wish is called an imperative sentence.

#### **Example:**

Shut the door.  
Please, get me a glass of water.

May God bless you!

### **Exclamatory sentences,**

A sentence which expresses sudden, strong feelings or emotions is called an exclamatory sentence. An Exclamation Mark (!) Should always be put at the end of such a sentence.

#### **Example:**

What a fool he is!

How generous of you to have helped him like that !

What a pity you couldn't come !

### **Interrogative sentences,**

A sentence which asks a question is called an interrogative sentence. It should be followed by a question mark (?).

#### **Example:**

Have you done your homework ?

Where do you propose to go in the summer holidays ?

Did you not hear the bell?

## **Subject and Predicate**

The **subject** and **predicate** are the two main parts in a sentence. The Subject contains a **Noun** or a **Pronoun** and the Predicate contains a **Verb**.

#### **Example:**

The sun set behind the western hills.

The first part of the sentence, 'The sun' names the thing about which something is said. The second part-'set behind the western hills -tells something about the sun'. **The naming part is called the Subject and the telling part is called the Predicate.** Usually the Subject of the sentence comes first and the Predicate follows.

#### **Example:**

Mahatma Gandhi taught Truth and Non-Violence

Two American astronauts landed on the moon.

The peaks of the Himalayas are covered with snow.

The underlined first part of the sentence is called the subject and the second part is called the Predicate. Sometimes the subject may be in the middle of the sentence or at the end, as in the following sentences:

**Example:**

How are the mighty fallen!

After the dinner came the dance.

Beyond the valley was a row of hills.

Gone are all those golden dreams.

Subject is usually omitted in the Imperative Sentences,

**Example:**

Open your books. (This means “You open your books. The subject you is understood but it is not expressed in the sentence.)

Thank you. (This means ‘I thank you.’)

Help me, please. (You help me, please.’).

## Phrases and Clauses

**Phrases** are group of words that combine together to give some sense but not a complete sense. They cannot stand by themselves, but they have to be a part of a larger group of words which makes complete sense. They have no Subject or Predicate of their own.

**Example:**

In the beginning, God made the heavens and the earth.

The first three words form a group by themselves. They make sense, but not complete sense. It is called a Phrase.

**Clauses** are two group of words that make complete sense with subject and predicate of their own and forms a part of a larger sentence.

**Example:**

Here is a man whom you can trust.

It contains two groups of words-Here is a man and whom you can trust. Each makes complete sense and has a Subject and Predicate of its own. These two groups are called Clauses.

## Chapter 2

### Parts of Speech

Sentences, Clauses and Phrases are made of words. According to their nature and function in the sentence, words are divided into the following eight classes, called Parts of Speech. They are, Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction, and Interjection.

#### 1. Noun

A Noun may be defined as the name of a person, place or thing. Objects that can be seen and touched are called **Concrete Noun**. Things that can only be thought of or not seen and touched are called **Abstract Noun**.

**Example:**

Gandhij was the Father of the Nation

India is the biggest democracy in the world.

Money is the root of all evil

The underlined words are all names of persons, places or things. They are called Nouns.

#### 2. Pronoun

A Pronoun may be defined as a word used instead of a noun. It helps to avoid repeating the noun again and again.

**Example:**

Hari said that he was a good swimmer.

Hary told her parents that they should not force her to marry Francis.

The underlined words stand for certain nouns mentioned earlier in the sentence, e.g., he for Hari, they for parents and her for Mary.

#### 3. Adjective

An Adjective can be defined as a word which qualifies a noun and adds something to its meaning. They qualify certain nouns which follow or

precede them. It talks about the quality, number, etc., of the people or things mentioned.

**Example:**

He is an eloquent speaker.

I have many friends in Delhi.

Sita is clever and industrious.

The underlined words are Adjectives, they tell us something about the quality, number, etc.

#### 4. Verb

Verbs are words which describe action or condition of the subject. They talk about, what the subject does, or what happens to it, or what it is.

**Example:**

The thief jumped over the wall.

The sun sets in the west.

The underlined words are Verbs

#### 5. Adverb

Adverbs modify, or add something to the meaning of a verb (copy), an adjective (big) or an adverb (very). An Adverb may, therefore, be defined as a word that modifies a Verb, an Adjective or another Adverb.

**Example:**

Copy this out carefully.

These shoes are too big for me.

He ran very fast.

The underlined words in the sentences are adverbs they modify the verb (copy), an adjective (big) or an adverb (very).

#### 6. Preposition

The preposition is a word that is usually placed before a noun or a pronoun to show their relation to some other word in the sentence. The following are



the prepositions above, about, across, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, by, down, during, except, for, from, in, inside, into, like, near, of, off, on, since,

**Example:**

I put it in the box.  
The monkey climbed up the tree.  
The horse galloped around the field.

The underlined prepositions show their relation with the following nouns (box, tree, field) in the sentence.

### 7. Conjunction

Conjunctions are linking words or joining words that are used to link words or sentences together.

**Example:**

He works hard to earn his bread and butter.  
To fight or give up that is what we have to decide.  
Though I like him, I cannot excuse his offence.

The underlined words are Conjunctions. They link or joining words. They link together words (first sentence), phrases (second sentence), and clauses (third sentence).

### 8. Interjection

An Interjection is a word of exclamation, expressing a sudden feeling or excitement. They have no grammatical relation to the rest of the sentence.

**Example:**

Oh! I have lost my purse.  
Alas ! the poor woman died in the hospital.  
Hurrah! We have a holiday tomorrow.

The underlined words are used to express a sudden emotion.

## **Chapter 3**

### **Noun I**

A Noun is a word for a person, place or thing, they are naming words. Noun can be divided into two main classes CONCRETE and ABSTRACT.

#### **Abstract Noun**

These are names of things that we can only think of, but cannot touch or see. They have no physical existence.

##### **Example:**

Patience, beauty, death, youth, pleasure, flight, logic, astronomy.  
They express a quality (patience, beauty), a state (death, youth), a feeling or an action (pleasure, flight) or a general idea or system of thought (logic, astronomy).

#### **Concrete Noun**

These are names of persons, or things that we can touch and see. They exist physically or materially. Such nouns are called CONCRETE

##### **Example:**

Mohan, table, water, crowd, gold.

### **CONCRETE NOUNS**

Concrete Nouns can be subdivided into four groups.

#### **1. Proper Nouns**

Proper Noun may be defined as the name of a particular person, place or thing. Proper Nouns begin with a Capital Letter.

Example:

Govind, Akbar, John, Delhi, Everest, Africa,

Ford (car), Brooke Bond (tea).

These are all names of particular persons, places or things.

## 2. A Common Nouns

These are all names that can be applied to anyone of a class of persons, places or things. Such nouns are called Common Nouns.

### Example:

Boy, king, river, mountain, tree, chair, cow.

Some Proper Nouns can be used as Common Nouns:

### Example:

He is the Shakespeare of our age (the greatest dramatist).

Valmiki is the Homer of India (the greatest epic poet).

Mumbai is the Manchester of the East (the greatest cloth manufacturing city).

He is a Hercules (a very strong man).

He is a Nero (a very cruel person).

## 3. Collective Nouns

Collective Nouns are names of groups of persons or object of the same kind, considered as a single whole.

### Example:

A crowd of people.

A team of players.

A herd of cattle.

A fleet of ships.

A flock of sheep.

The underlined words are Collective Nouns. A Collective Noun is usually Singular. But when the reference is to the individual members of the group and not to the group as a whole, the Collective Noun is used as a Plural and is followed by a Plural Verb. It is then called a Noun of Multitude.

### Example:

The jury were unable to agree on the point..

The committee were divided in their opinion.

The Government have announced certain tax concessions.

#### **4. Material Nouns**

These are names of materials or substances out of which things are made. Such nouns are called Material Nouns.

**Example:**

Gold, silver, clay, stone, wood, cotton, iron, wool.

### **GENDER**

Genders are of four types in English. They are Masculine Gender, Feminine Gender, Common Gender, and Neuter Gender.

#### **Masculine Gender**

Masculine Nouns refer to words for a male figure or a member of a species or male animals or persons are of the Masculine Gender.

**Example**

Boy, king, hero, father, lion, bull.

A man was walking along the road.

#### **Feminine Gender**

Feminine Nouns refer to words for a female figure or a member of species or names of female animals or persons are of the Feminine Gender:

**Example**

Girl, woman, heroine, mother, lioness, cow

The queen sat on her royal throne.

#### **Common Gender**

Common Gender refer to names that can be applied to both male and female.

**Example**

Child, pupil, friend, neighbour, servant.  
Govind liked his teacher.(a teacher may be male or female.)

### **Neuter Gender**

Neuter Gender refer to all inanimate things, or things which do not have life like animals and human beings.

#### **Example**

meadow, tree, chair, room, stone, iron

Abstract Nouns and Collective Nouns are also regarded as Neuter Gender.

#### **Example**

Flock, crowd gang, beauty, truth, height.

I saw flock of sheep grazing in the meadow.

### **Ways of Forming the Feminine**

1. By using separate words:

King queen, boy, girl, brother sister, sir, madam bull, cow horse, mare; dog, bitch; cock, hen

2. By adding-ess to the Masculine:

Heir, heiress, actor, actress, host, hostess;  
Master, mistress, Count, Countess; lion, lioness.

3. By adding a word indicating sex before or after the main word: he-goat she-goat; man-servant, maid-servant: milk-man, milk-maid; land-lord, land-lady:

Pea-cock pea-hen::; cock-sparrow, hen-sparrow

Miscellaneous:

Hero, heroine, fox, vixen; widower, widow: Czar, Czarina; Sultan, Sultana:  
bridegroom, bride.

**Chapter 4**  
**Noun II**  
**NUMBER AND CASE**

**Number**

Singular and Plural are the two Numbers in English. The Singular Number denote one person or thing and the Plural Number denote more than one person or thing. A Singular Noun must be followed by a Singular Verb and a Plural Noun by a Plural Verb.

**Ways of Forming the Plural**

1. The majority of Nouns, by the addition of -s:  
Tables, chairs, books, cups, houses, etc.
2. Nouns ending in -s, -sh, -ch (soft), -x or -z, by the addition of -es:  
Gases, dishes, branches, foxes, topazes.
3. Nouns ending in -y, preceded by a consonant, form Plurals by changing -y into -ies:  
Stories, pastries, cities, lilies, varieties, sallies, allies.

But if the final -y is preceded by a vowel, it is usual to add an -s to the singular:

Valleys, keys, storeys, journeys, alleys, boys, buoys.

4. Nouns ending in -o, preceded by a consonant, generally form the plural by the addition of -es:

Tomatoes, potatoes, mangoes, heroes, echoes, Negroes, etc.

**Exceptions:** Some scientific or technical words borrowed from Latin, like dynamo, canto, quarto, piano, grotto, etc., have only -s added to them to make the plural.

5. Nouns ending in -o, preceded by a vowel, form the Plural by the addition of -s:  
radios, studios, folios, curios, bamboos, cuckoos, etc.

6. Nouns ending in -f or -fe form Plurals by changing -f or -fe into -fes:

Calves, leaves, loaves, halves, knives, thieves, etc.

**Exceptions:**

(1) Safe, fife, strife and cafe form the Plural by adding -s.

(2) Nouns ending in -ff. -rf, -oof, -oof, -eef and some Nouns ending in -f and -ief generally form Plurals by the addition of -s:  
proofs, roofs, chiefs, beliefs, griefs, cliffs, kerchiefs, etc.

(3) Words that take both Plural forms:

Staff (in the sense of 'stick') staffs and staves; scarf-scarfs and scarves;  
wharf-wharfs and wharves.

7. A few Nouns form their Plural by changing their internal vowel:

Mouse mice; man-men; foot-feet; goose-geese; tooth-teeth, etc.

8. A few have the Old English Plural ending -en or -ne:

oxen, children, kine (archaic Plural of cow), brethren, etc.

Children, kine and brethren are Double Plurals. There is a vowel change to indicate the Plural and also the addition of -en or -ne.

9. Compound Nouns generally form plurals by using the plural of the principal word:

Brother-in-law	- Brothers-in-law
Passer-by	- Passers-by
Looker-on	- Lookers-on
Man-of-war	-Men-of-war
Major-General	-Major-Generals

But there are a few Compound Nouns which take a double plural:

Man-servant	- Men-servants
Woman-servant	-Women-servants

**10. Foreign Plurals**

(a) Words ending in -a have a Plural in -ae:

Formula, formulae or formulas; larva, larvae, nebulas, vertebra, vertebrae or vertebrae

(b) Words ending in -us with a Plural in -i:

Alumnus, alumni; bacillus, bacilli; focus, foci or focuses; fugus, fungi or fungus, nucleus, nuclei, radius, radii stimulus stimuli

c) Words ending in -um with a Plural in -a

bacterium, bacteria: curriculum, curriculumms or curricula: datum, data: dictum, dicta or dictums; medium, media.

d) Words ending in -ex, -ix. -is with a Plural in -es:

apex, apexes or apices; Index, indexes or indices; ellipsis, ellipses; hypothesis, hypotheses, oasis, oases, parenthesis, parentheses; synopsis, synopses; thesis, theses.

e) Words ending in -on with a Plural in -a:

Automaton, automata, criterion, criteria: phenomenon phenomna

f) Species, series, corps have the same form in the Singular and Plural.

## Correct use of Certain Nouns

1. There are a few Nouns ending in -ry which are used only in the Singular form, though they have a Plural significance:

Drapery, imagery, machinery, poetry, scenery, stationery, statuary.

**Never say** 'imageries', 'sceneries', 'machineries', etc. These words in the Singular form naturally take Singular verbs after them:

**Example:**

The imagery in this poem is very striking.

The machinery for this factory was imported from Germany.

In Darjeeling the scenery is marvelous.

2. There are some Nouns which have the same form in the Singular and Plural:

**Example:** Sheep, deer, swine, grouse, trout, salmon, means, innings.

**Never write** 'sheeps', 'offsprings', 'deers', etc.

3. Some Nouns should be used only in the Plural, because they always go in pairs:

**Example:** scissors, spectacles, trousers, pantaloons (pants), tongs bellows.

**So never say** 'my pant', 'trouser', 'scissor', etc.

4. Miscellaneous Nouns, always used in the Plural:

**Example :** draughts (game), billiards, mumps, measles, annals, thanks, tidings, premises, wages.



5. Names of certain subjects of study are Plural in form, but Singular in meaning:

**Example:** Mathematics Physics Politics Economics, Civics.

6. Certain Nouns are used only in the Singular form:

**Example:** Furniture, Information, Advice.

## **THE CASE**

### **The Nominative Case**

A Noun which is the Subject of a Verb is said to be in the Nominative Case.

**Example:**

1. Sankar(S) built(V) a house.
2. Gopal (S) bought(V) a bicycle.
3. Hari(S) saw(V) Mohan in the street.

### **The Objective Case**

A Noun which is the Direct Object of a Verb or the Object of a Preposition is said to be in the Objective Case.

Example :

1. Sankar built (V) a house(DO). Sankar built.... What? A house.
2. Gopal bought (V) a bicycle(DO). Gopal bought... what? A bicycle.

### **The Possessive Case**

They show the possession.

**Example:**

I went to Sankar's house.

This is Gopal's bicycle.

### **Ways of Forming the Possessive Case**

1. By adding -'s to Singular Nouns:

**Example:**

Shiva's dance, cow's milk, dog's tail, girl's song, king's death.

2. By adding -'s to Plural Nouns which do not end in s:

**Example:**

Men's wear, women's college, children's books.

3. By adding only the apostrophe to Singular Nouns, which contain two or more hissing sounds:

**Example:**

Jesus' name, for conscience' sake, Moses' laws, for righteousness' sake

When there is only one sound in the Singular Nouns -'s should be added;

**Example:** Keats's poetry, horse's head, Bates business

4. By adding only the apostrophe (') to Plural Nouns ending in s.

**Example:** Birds' nests, Students' Union, Merchants' Association

5. By adding -'s only to the last of a **group of Nouns** taken together.

**Example:**

The Government of India's Policy.

The University of Bombay's regulations.

Richardson and Robert's workshop.

My brother-in-law's marriage.

6. By adding -'s to the **second of two Nouns** in apposition:

**Example:**

Patel, the advocate's house.

Murthy, the magician's tricks.

Smith, the jeweller's shop.

### **The Dative Case**

A Noun or Pronoun which forms the Indirect Object of a Verb is the Dative Case. The answer to the question to whom or for whom is the Indirect Object, which is usually a person or a living thing.

**Example:**

I gave Sita a present. (I gave a present.... To whom? To Sita)

Sudhir sent me a book. (Sudhir sent a book.... To whom? To me)

Madhab bought his son a watch. (Madhab bought a watch.... For whom? For his son)

### **The Vocative Case (or Nominative of Address)**

Vocative is derived from a Latin word which means **call**. A person or thing that is addressed is said to be in the Vocative Case or Nominative of Address. Thus the Case of a Noun shows its relationship with other words in the sentence. It shows whether it is the Subject or Object of a Verb: whether it is the Object of a Preposition, etc.

**Example:**

1. Come here, Tom.

2. O Death, where is thy sting?

3. Friends, let us form a new Democratic Party.

## Chapter- 5 ARTICLES

**A, an,** and **the** are called Articles. They are essentially **Demonstrative Adjectives**. **A** and **an** are called **Indefinite Articles** because they do not specify which particular person or thing that is referred to. **The** is called the **Definite Article** because it is used to refer to a particular person or thing.

### Example:

I saw a man standing on the road (some man-not definite.)

He said he would have an orange (any orange-not definite.)

A telegram was sent to Ahmed.

An umbrella was bought for Sita.

The king of Afghanistan will be visiting India shortly.(referring to a particular King)

### ‘A’ and ‘An’

**A** is used with words beginning with a **consonantal sound**.

These include:

1. Words which begin with consonants (including **-y**, and also **-h** when it is pronounced): as, a boy, a horse, a human being, a historical novel, a yard a yell, a yellow paper, a young man, a youth, a year (It is wrong to say 'an year.
2. Words beginning with certain vowels which have a consonantal sound:
  - (a) Words which begin with a **y sound**: as, a ewe, a university, a useful thing, a unit, a European, a uniform, a union a eulogy.
  - (b) Words which begin with a **w sound**: as, a one-legged man, a one-man tribunal, a one-rupee coin, such a one, a one-way ticket

**An** is used before words beginning with a vowel sound.

These include.

1. Words beginning with vowels (except those in 2(a) and 2(b) above); as, an arm-chair, an army, an Alsatian, an American, an Australian, an enemy, an idiot, an umbrella, an eye, an ear an ulcer, an ell.
2. Words beginning with **a silent h**: as, an hour, an honour, an heir an heirloom, an honest man, an honourable man.

### Use of the Indefinite Article

1. A and An are weakened forms of one. So their primary use is in the sense of one.

**Example:**

I bought a dozen oranges.

He has an ulcer on his leg.

2. It is used sometimes in the rather vague sense of a certain.

**Example:**

I saw a hawker selling his wares in the street.

A man came and knocked at the door.

3. It is occasionally used in the sense of any or a single.

**Example:**

At this rate there won't be a lion left in the Gir forest in a few years' time.

There is not a man here who will not support you.

4. It is also used in the sense of every.

**Example:**

He gets a salary of 2,000/- a month.

He makes thirty thousand a year.

5. It is sometimes used with a Singular Noun to make the latter represent a whole class.

**Example:**

A dog is faithful to his master. (meaning all dogs)

Only an infantry man knows what war is. (all infantry men)

A parrot can repeat what you say. (all parrots)

This use is similar to that of the Definite Article for the same purpose. "Compare",  
'The dog is faithful to his master'

6. The Indefinite Article is occasionally used before a Proper Noun to make it a Common Noun: Here is a Daniel (a wise and upright judge) come to judgement. He is a Valmiki (an inspired poet).

## **Use of the Definite Article**

The Definite Article (the) is used in various contexts:

1. It is used to refer things which are the only ones of their kind: as, the sun, the moon, the sea, the earth, the sky.
2. It is used to specify a particular person or thing: as the boy, who stood first, was given a prize.
3. It is used to indicate a person or thing has been already mentioned earlier, the Definite Article is used in later references to that particular person or thing.

**Example:**

I saw a beggar near the bus stop; the fellow came to me with outstretched hands.

We came across a little, bubbling stream; the stream flowed through a wooded valley.

4. It is used when it is clear from the context that a particular person or thing is meant, the Definite Article is used.

**Example:**

I was talking to the Mayor yesterday. (Must be the Mayor of the speaker's city.)  
I asked the boys not to play in the street. (Must be the street in front of their house.)

5. It is used when a Singular Noun is used to represent the whole class of things to which it belongs.

**Example:**

The lotus is a lovely flower.  
Can the leopard change its spots?

6. Before names of rivers, gulfs, seas, groups of islands, mountain ranges, etc.

**Example:** The Ganges, the Mississippi, the Amazon, the Persian Gulf, the Pacific Ocean, the Dead Sea, the Himalayas, the Andamans,

Note. The is not used before the names of individual peaks and mountains:

Mount Everest, Mt. Etna, Kanchenjunga.

7. Before the names of certain well-known books.

**Example:** The Bible, the Ramayana, the Koran, the Iliad, the Odyssey. But the is dropped when the author's name is prefixed to the name of the book: Homer's Iliad, Valmiki's Ramayana.

8. Before a Proper Noun when it is used as a Common Noun:

**Example:**

Kalidas is the Shakespeare (the greatest dramatist) of India.  
Einstein is the Newton (the greatest scientist) of our age.

9. Before an Adjective in the Superlative Degree: The corruption of the best becomes the worst.

**Example:**

The longest has the shortest night.  
Socrates was the wisest of Greek philosophers.

10. Before an Adjective to make it a Noun in the Plural.

**Example:**

The rich must help the poor.  
The educated should teach the illiterate.

11. As an Adverb in such sentences as.

**Example:**

The more they get, the more they want.  
The more the merrier. The more you speak, the less I understand.

## Cases where Articles should not be used

1. Before Proper Nouns:

**Example:**

Tagore was a truly great poet.

Delhi is the capital of India.

Everest is the highest peak in the world.

2. Before Abstract Nouns:

**Example:**

Wisdom is better than riches.

Commonsense is a great virtue.

Patience and perseverance can conquer all obstacles.

3. Before Material Nouns:

**Example:**

Iron and steel are controlled commodities.

This pillar is made of reinforced concrete.

4. Before a Common Noun used in its widest sense:

**Example:**

Man is mortal.

Animals have an undeveloped brain.

**Unit - II**  
**Chapter-6**  
**PRONOUNS**

The word Pronoun stands for a Noun. It is a word used instead of a Noun.

There are different kinds of Pronouns.

**Example:**

Joshi painted a picture. Joshi gave the picture to Sita. Sita got the picture framed.

Here the Nouns Joshi, picture and Sita are repeated. The tedious repetition is avoided by the use of the words he, it and the Such words are called Pronouns.

Joshi painted a picture. He gave it to Sita. She got it framed.

**Kinds of Pronouns**

There are the following nine kinds of Pronouns:

1. Personal Pronoun
2. Interrogative Pronoun
3. Reflexive Pronoun
4. Emphatic Pronoun
5. Distributive Pronoun
6. Reciprocal Pronoun
7. Demonstrative Pronoun
8. Indefinite Pronoun
9. Relative Pronoun

**Personal Pronoun**

The word **Person in Grammar** refers to the **three possible subjects** of speech. **The First Person** stands for the speaker, **the Second Person** for the person spoken to, and **the Third Person** for anyone or anything else.

**First Person**

The Pronouns **I, my, mine, me, we, our, ours, us** are said to be in the First Person because they stand for the person speaking.

**Example:**

I have a watch.

My watch is new.

A friend gave me the watch.

The watch is mine.

## Second Person

The Pronouns **thou, thine, thee, ye, you, your, yours**, are said to be in the Second Person, because they stand for the person or persons spoken to. The forms thou, thy, thine, thee, ye, are archaic and seldom used except in poetry or when referring to God, the angels, etc..

### Example:

Thou art merciful, O God. We praise Thee.

We glorify Thy name.

All power is Thine.

Blessed are ye, O angels.

You are responsible people.

Which is your house?

## Third Person

The Pronouns **he, his, him, she, her hers, they, their, theirs, them, it, it's**, are said to be in the Third Person, because they stand for some person or thing other than those included in the First and Second Persons.

### Example:

He has a camera.

It is his camera.

A friend gave him the camera.

**Table showing the forms of Personal Pronouns**

Person	Singular Number		Plural Number			
	Nominative Case	Possessive Case	Objective Case	Nominative Case	Possessive Case	Objective Case
First Person	I	My, mine	me	we	Our, ours	us
Second Person	Thou you	Thy, Thine, Your, yours	Thee' you	Ye, you	Your, Yours Your, yours	You you



Third Person	He	His	Him	They	their, theirs	Them
Fem	She	Her, hers	Her	They	their, theirs	Them
Neuter	It	Its	it	They	their, theirs	them

The two forms of the Possessive **-my, mine: our ours, your yours; her, hers; their, theirs;** should be carefully distinguished. The forms my our your, etc., are used before a Noun and the forms mine, ours, yours, etc., are generally used after a Noun.

**Example:**

This is my hat.                      This hat is mine.  
That is your coat.                      That coat is yours.  
The fault is theirs.                      It is their fault.

**Uses of mine yours, theirs, etc..**

(a) As the Subject of a sentence:

My car has come.                      Theirs hasn't come yet.  
Your hair is black.                      Mine has turned grey.  
His dog is small.                      Yours is very big.

(b) As the Object of a Verb:

He lost his pen; so I lent him mine.  
I shall tell his fortune first and then yours..

(c ) As the Object of a Preposition:

I prefer your company to theirs.  
We have received no application except yours.

(d) As the Subject of an Infinitive:

Our neighbour's boy has gone to the pictures, but we didn't want ours to go.  
Sastri got his house whitewashed. I want mine to be whitewashed too.

**Use of 'It'**

1. For lifeless things and animals:

This chair is in the way; please, take it away.

I have bought a table; it is made of rosewood.  
The horse is hurt, it should be taken to the hospital.  
Pratap shot the tiger, when it jumped at him.

2. For a young child, except when the sex has to be made explicit:

The baby cried because it was hungry.  
The mother is nursing the child and it looks happy.

3. As a provisional Subject at the beginning of a sentence, to represent the real Subject which follows later. This may be called the **Preparatory use of It**:

It is useless to argue any more (To argue any more is useless).  
It is doubtful whether he will be selected.  
It is true that I promised to help him.

3. To refer to some statement in the preceding clause:

He is really responsible for this muddle; and he knows it.  
He was telling a lie: and he knew it.  
You caused all this trouble; and you know it.

4. As an Impersonal Pronoun:

It rained heavily.  
It has been snowing incessantly for an hour.  
Then it thundered and the earth trembled.

5. In speaking of the weather or the time:

It is very hot today. It is fine weather now.  
It was very wet yesterday.

6. For a Collective Noun when it is viewed as a single whole:

The committee decided to hold its next meeting on the 25<sup>th</sup>.  
The jury gave its unanimous verdict against the prisoner.  
The team was ably led by its captain.  
The fleet reached its destination the next day.

If the Collective Noun is used to refer to its separate members, then the Pronoun which stands for it must be in the Plural Number. The Committee were divided in their views on the Language problem.

### **On the use of Personal Pronouns**

1. Agreement with the Noun in Number, Gender and Person:

The Pronouns / the Noun / Personal Pronouns must agree with the Nouns they stand for.

Srinivas is a good student.	He won a prize in Mathematics.
Savitri sings well.	She has a golden voice.
The children went on a picnic.	They had a nice time.

2. When two Singular Nouns are connected by and, but refer to the same person, the Pronoun should be Singular. But when they represent different persons, the Pronoun should be in the Plural.

My uncle and guardian gave his consent to my plan.

The Secretary and Treasurer put his signature to the document.

The Secretary and the Treasurer were asked to settle their differences quickly.

3. When two Singular Nouns connected by and are preceded by each or every, the Pronoun must be in the Singular. at these sentences:

Every General and every Admiral did his duty well.

Each man and each boy cast his vote for you.

4. After or, either...or, and neither...nor:

When two Singular Nouns are joined by or either...or, neither...nor, the following Pronoun should be in the Singular. But when a Singular Noun and a Plural Noun are joined by or, or nor, the Pronoun should be in the Plural.

Hari or Govind may offer his services.

Either Priya or Rabiya will bring her guitar.

Neither the Manager nor his Assistants did their duty.

Either the Minister or his sons have to admit their responsibility for this.

5. After than:

The Pronoun following than must be in the same Case as the Noun or Pronoun preceding it. This will be clear when you write the sentences in full:

George ran faster than I (not me).George ran faster than I ran.

You are taller than he (not him).You are taller than he is.

Alex was smarter than they (not them).Alex was smarter than they were.

6. Good manners require that I should come last in expressions:

George and Harris and I, You and George and I, Hari and I. You and I, etc.

You and I can do this job together. Robert and I have planned to go to Delhi.

You and Robert have been selected. You and Robert and I can expect promotion.

The rule is: the person addressed should come first, the person spoken of second and the speaker himself last.

7. The Double Possessive:

He is a friend of mine (one of my friends). I have a book of yours with me.

Some friends of ours are coming to stay with us.

Where is that silly boy of yours? He has broken my windowpane again.

In these sentences both the Possessive Pronoun and of are used together. Hence of mine, of yours, etc., are Double Possessives.

## **Reflexive Pronouns**

When **-self** is added to **my, your, him, her and is** and **-selves** to **our, your, and them**, Compound Personal Pronouns are produced. When these are used as the Object of a Verb, they are called Reflexive Pronouns, because they help to reflect or turn the action of the Verb back upon the Subject itself.

I enjoyed myself.	We enjoyed ourselves.
You enjoyed yourself.	You enjoyed yourselves.
He hurt himself.	She killed herself.
I washed myself.	Behave yourself.
They patted themselves on the back	

In the following sentences the Reflexive is wrongly used No one knows it better than yourself (should be you).

## **Emphatic Pronouns**

When Compound Personal Pronouns are used for the sake of emphasis they are called Emphatic Pronouns. They are usually placed immediately after the Noun or pronoun which it emphasize. Sometimes, they follow at a distance: I saw the Minister myself.

### **Example:**

I myself will take you there.  
I was just thinking of that myself.  
You yourself are to blame.  
They themselves admitted it.

## Chapter- 6

### VERB – MOOD AND TENSE

#### **Mood**

Verbs can be used in different ways-to state facts, to give commands, to ask questions and so on. The manner in which a Verb is used is called its Mood. There are three Moods in English-Indicative, Imperative and Subjunctive.

#### **Example:**

1. Jayaram likes detective stories.
2. When are you going to Delhi?
3. Shut that door.
4. If I were you, I should not let him go.

#### **Indicative Mood**

Verbs that is used to state a fact or to ask a question is said to be the Indicative Mood.

#### **Example:**

1. The farmer is ploughing the field.
2. When the sun set we returned home.
3. Nehru was a great statesman.

#### **Imperative Sentence**

A sentence which contains a command, a piece of serious advice, petitions is said to be in the Imperative Mood. The subject of the Imperative Sentence is generally You-i.e., the person to whom the command, advice or entreaty is addressed. It is usually omitted.

#### **Example:**

1. Keep to the left.
2. Drive slowly.
3. Never postpone till tomorrow what you can do today.
4. Be regular and systematic in your work.
5. Speak the truth, whatever happens.

Sentences beginning with the Auxiliary Verb **let** are also considered to be Imperative Sentences:

#### **Example:**

1. Let me speak.
2. Let us go.

#### **Subjunctive Mood.**

It is used to express a wish or desire.

Long live the Indian Republic!  
God be with you.

1. These are some set phrases expressing a solemn wish and the Verb is ed in Subjunctive Mood. The Subjunctive is used in other expressions of a wish or desire like, a purpose, a doubtful condition or possibility, a condition or supposition contrary to fact

O that I were young once again!

Judge not that ye be not judged. .(a purpose).

We eat that we may live.(a purpose).

If you could do this we should be so grateful. .( A doubtful condition or possibility)

If he should arrive before Christmas, how happy we would be.( A doubtful condition or possibility)

If it were possible, I would do it.(a condition or supposition contrary to fact)

### **Tense**

Tense means the time at which the action of the Verb takes place. It also show the degree of action completed. Past, Present and Future are the three main Tenses.

1. I give a rent of 150/- for this house. (Present)
2. My father gave me a new watch. (Past)
3. We shall give an application for a scholarship.( Future)

Indefinite (Simple) Tense simply makes a statement without indicating definitely whether the action is complete or not. Continuous Tense indicates the action that is going on at the time of speaking. Perfect Tense shows that the action has been completed or perfected, Perfect Continuous Tense indicates that the action which started sometime in the Past has been going on continuously ever since and is still going on.

1. I give (Present Indefinite or Simple Present)
  2. I am giving (Present Continuous)
  3. I have given (Present Perfect)
  4. I have been giving (Present Perfect Continuous)
- 
1. I gave (Past Indefinite or Simple Past)
  2. I was giving (Past Continuous)
  3. I had given (Past Perfect)
  4. I had been giving (Past Perfect Continuous)
- 
1. I shall give (Future Indefinite or Simple Future)
  2. I shall be giving (Future Continuous)
  3. I shall have given (Future Perfect)
  4. I shall have been giving (Future Perfect Continuous)

Most of these Active forms have their corresponding Passive forms also all the Tense forms of the **Verb give** are given in the table below.

<b>Tense</b>	<b>Voice</b>	<b>Indefinite or Simple</b>	<b>Continuous</b>	<b>Perfect</b>	<b>Perfect Continuous</b>
Present	Active	I give	I am giving	I have given	I have been giving
	Passive	I am given	I am being given	I have been given	
Past	Active	I gave	I was giving	I had given	I had been giving
	Passive	I was given	I was being given	I had been given	
Future	Active	I shall give	I shall be giving	I shall have given	I shall have been giving
	Passive	I shall be given		I shall have been giving	

### The Uses of the Tenses

The Present Indefinite or the Simple Present tells what actually happens at the time of speaking or a habitual action or some general or universal truth

1. Here comes Robert.(at the time of speaking)
2. How fiercely the wind blows.(at the time of speaking).
3. Birds fly in the air (habitual action).
4. Hari writes with his left hand(habitual action).
5. Man is mortal.(some general or universal truth)
6. The earth revolves round the sun.(some general or universal truth)

When a narrative begins in the Past Tense and suddenly switches over to the Present to make the action more vivid and exciting, the Present Indefinite is used. It is then called the Historic Present. It is trick used by the narrator to make past events seem immediate.

#### **Example:**

The two boxers sparred for some time. Suddenly Joe Louis rushes at his opponent like lightning and with a terrific upper cut knocks him out for the full count.

### 1. The Present Indefinite

It is used to represent a future action when futurity is clear from the context.

College re-opens on Monday.

We leave for Chennai tomorrow.

The Chief Minister returns next Tuesday.

### 2. The Present Continuous

It is used to represent an action that is going on at the time of speaking. (It is more frequently used for this purpose the Present indefinite) or a future action especially in colloquial usage

It is raining. The child is sleeping.

Mother is cooking.

I am going to Kolkata on Wednesday.

Milford is coming soon.

### 3. The Present Perfect

The Present Perfect expresses an action just completed or is used not to indicate an action just completed but to refer to a past action in a more general sort of way.

- a. I have finished the letter.
- b. I have often gone to that theatre.
- c. We have lived in this house for fifteen years.

It is wrong to say: "I have written to him yesterday" or "I have seen him last week. No definite point of time should be mentioned after the Present Perfect. If you have to mention a definite point of time, use the Simple Past "I wrote to him yesterday." "I saw him last week.

### 4. The Past Indefinite or Simple Past

The Past Indefinite expresses a past action or event.

I went to the Public Library yesterday.

The Swami ji spoke very eloquently.

Edison sold (used to sell) newspapers before he became a famous inventor.

### 5. The Past Continuous

The Past Continuous represents an action as going on or being done at some time in the Past.

The boys were playing football.

It was raining when we went out.

Was he hiding himself in the bath room?



## 6. The Past Perfect (also called Pluperfect)

The Past Perfect denotes an action completed at some point before some other past action commenced.

I had seen him twice before he left for New York.

Basanti had not finished cooking when the visitors came.

Thomas had taken two wickets before play was interrupted by the rain.

## 7. The Future Indefinite or Simple

The Future Indefinite denotes an action or event which is still to take place,

Future I shall write to him.

We shall buy a house in the city.

He will certainly pass the test.

## 8. The Future Continuous

The Future Continuous represents an action as going on at some time in the future in the Past.

He will be having a nap in the afternoon.

They will be assembling at the Club this evening.

We shall be visiting Darjeeling in the summer.

## 9. The Future Perfect

The Future Perfect denotes that some action will be completed at certain point of time in the future.

I shall have taken my bath by then.

Saraswathi will have gone to Chennai before Mohan arrive

We shall have completed half the course by Christmas.

## Chapter – 8

### Concord or Agreement of the Verb with the Subject

Concord is the agreement between the subject and the Verb. The Verb must agree with the Subject in Person( first, second, and third person) and number(singular or plural. That is, it must be of the same Person as the Subject.

Example:

I like coffee. You like coffee.

He likes coffee. It likes coffee.

The verb like has two different forms in the Singular. The Verb must agree with its Subject in Number.

**He**likes coffee.

**They**like coffee.

The Subjects **he** and **they** are in the same Person-Third but the first is Singular and the second Plural in Number. Thus the Verb must agree with its Subject in Person and Number, i.e., it must be of the same Person and Number as its Subject. Third Person Singular-he/it likes has different endings. The verb remains unchanged like-in all other forms, The verb to be has different forms in the Singular, but not in the Plural,

	Singular	Plural
1 <sup>st</sup> Person	I am/was	We are / were
2 <sup>nd</sup> Person	You are / were	You are / were
3 <sup>rd</sup> Person	He is/was It is/was	They are / were

### Some Useful Hints

#### On the Agreement of the Verb with the Subject

1. The verb must agree in Number and Person with its real subject and not with any other Noun that may immediately precede it.

#### Example:

One of my friends has gone to Zambia.

Each of the boys was given a fountain pen.

Every one of the clerks has applied for casual leave today.

Neither of the combatants was able to win a decisive victory.

The underlined verbs are all in the Singular although the Nouns immediately before them are all in the Plural. That is because the real subjects of these verbs are not the Plural Nouns immediately before them, but the Singular Nouns underlined at the beginning of each sentence.

2. Two or more Singular Nouns connected by **and** are normally followed by a Plural Verb.

#### Example:

**Tobacco**and**alcohol** are injurious to health.

**He**and**I** were at Oxford together.

**Sumati**, **Sumitra**and**Susheela** are great friends.

3. Two Singular Nouns connected by **and** together **express one idea**, they are followed by a Singular Verb.

#### Example:

Age and experience brings wisdom to man.

Slow and steady wins the race.

Bread and butter is what they want.

4. Two Nouns connected by **and** refer to the same person the Singular Verb is used.

#### Example:

My uncle and guardian wants me to study medicine.

A notable patriot and revolutionary was lost to India in the death of Subhash Chandra Bose.

My friend and colleague, Anil Mukherji, has gone abroad.

5. Two Nouns refer to two different persons, the Articles and Possessive Pronouns should be repeated and the Verb should be used in the Plural.

**Example :**

My uncle and my guardian want me to study medicine,

The orator and the statesman are no more.

6. When Singular Nouns connected by **and** are preceded by **each or every** they are followed by the Singular Verb.

**Example:**

**Each** man **and each** woman has a vote.

**Every** officer **and every** soldier has to be ready to sacrifice for the country.

7. Singular Subjects connected by **or, either...or, neither nor**, are followed by a Singular Verb.

**Example:**

**Neither** Ram **nor** Govind **has** any right to the property.

No prize **or** medal **was** given to the boy, though he stood first in the examination`

**Either** Pratap **or** Pradeep **has** done this mischief.

8. When the Subjects connected by **or**, or **nor**, are of different Numbers. The Plural Subject should be written last and it should be **followed by a Plural Verb**

**Example:**

**Neither** the Principal **nor** the Lecturers **were** present at the meeting.

**Either** Mehta **or** his parents **are** responsible for this.

**Neither** the Chief Minister **nor** his colleagues **have** given any explanation for this.

9. When the Subjects connected by **or** or **nor** are of different Persons, the Verb should agree in Person with the Subject nearest to it. (The Subjects should be arranged in the proper order the person spoken to, first, the person spoken of, second; and the speaker, last.)

**Example:**

**Neither** he **or** I **have** money to spare for this.

**Neither** you **nor** Ram **seems** to be capable of doing this

**Either** you **or** Gopal **has** to take the lead in this matter.

10. Collective Noun (crew, committee) is followed by a Singular Verb when the group is thought of as a single unit. But when individual members of the group are thought of the Plural Verb is used.

**Example:**

The **ship's crew** **was** a mixed group of different nationalities.

When the ship arrived in port, **the crew**were taken into custody on a charge of mutiny.

A **Committee**was appointed to study the question. The **Committee** were divided on the question of increased D.A.

11. Some Nouns are Plural in form, but Singular in meaning. They should be followed by Singular Verbs.

**Example:**

The news is too good to be true.

The wages of sin is death.

Politics is a dirty game.

The United Nations is our only hope.

'Gulliver's Travels is an interesting book.

12. When the Subject is a sum of money considered as a whole, the Singular Verb is used. When the Subject is a sum of money and the reference is to the bills or coins considered separately, the Plural Verb is used.

**Example:**

A thousand dollars is not a small sum.

A thousand dollars were distributed among the prize winners.

One thousand five hundred rupees is this Advocate's fee for a single appearance in the Supreme Court.

There were twenty silver rupees jingling in his pocket

Chapter – 9  
THE AUXILIARIES

A verb which supports the main verb to form the structure of the sentence based to a specific tense and give information about the time of action expressed by main verb, is called helping verb or auxiliary verb. Verbs which have a meaning of their own are called Principal Verbs or Full Verbs. An Auxiliary Verb is one which helps other verbs to form other Tenses

**The following are the Auxiliary verbs in English:**

**Be and its forms:** am, is, are, was, were.

**Have and its forms:** has, had.

**Do and its forms:** does, did.

Shall, should; will, would.

Can, could; may, might, must; ought; need; dare.

The Auxiliaries be, have and do help merely to express statements of fact. These three Auxiliaries (and their various forms) are called Primary Auxiliaries.

The cow is eating grass.

I am writing a novel.

The Germans were marching into Belgium.

He has done wrong.

They have worked very hard.

Sentences that are not statements of fact, but they express actions or events that exist only as conceptions of the mind probabilities, possibilities, obligations, wishes, expectations, etc. Several factors may prevent these probabilities, possibilities, expectations, etc., from being fulfilled. Auxiliaries which help to express such conceptions of the mind are called Modal Auxiliaries. (Modal is the adjective of mode which means ‘mood’ or ‘manner’). They help to express the Subjunctive and Imperative Moods. They may even be called coloured Auxiliaries, because they are coloured by the speaker’s feelings (hopes, fears, expectations, etc.).

He will come.

He shall come.

He can come.

He must come.

He may come.

He ought to come.

He dare not come.

He need not come.

However, it must be admitted that they do not always express such moods. Sometimes, for example, they may express simple futurity, without any hint of personal feeling. On the other hand, the Primary Auxiliaries may sometimes be used with modal force, e.g., ‘If it were possible,

I would do it. You are to go to the Principal at once. In spite of this partial overlapping of their functions, the distinction between the Primary and Modal Auxiliaries is a useful one.

### Use of the Primary Auxiliaries-Be, Have, Do

Be, have, do are used both as Principal Verbs and as Auxiliaries. They are Auxiliaries only when they help other verbs to form their Tenses and Moods. Look at the following sentences:

1. Pratap Singh is a good footballer.
2. Meera was writing a letter.
3. I have a bad head-ache.
4. She has taken my pen.
5. He did his work very well.

### Uses of 'Be'

#### A. As a Principal Verb

1. Be and its forms are usually used as linking Subject with a following word:  
Linking the Subject with the following word.

Sampath is a lawyer (linking the subject with a Noun)  
Sumathi is very intelligent (linking with an Adjective)  
My house is there. (linking with an Adverb)  
My car was in the garage (linking with an Adverbial Phrase)  
Govind is to retire next year. (linking with an Infinitive)

2. Be is used as a full verb by itself in the sense of exist

God is. (exists)  
I think, therefore I am. (exist)

4. Be is also used to express a command or request:

Be quiet. Be off  
Be a good boy. Be nice to her.

#### B. As an Auxiliary Verb

1. Different forms of –be verbs combines with the Present Participles of Verbs to form the Present and Past Continuous Tenses.

I am reading a novel.  
You were standing at the gate.  
She is knitting a sweater.  
They are marching forward.

2. Forms of –be verb combine with the Passive of the Present Participle form the Passive of the Continuous Tenses.

I was being shadowed.

You are being considered for the job  
The dinner is being cooked.  
They were being questioned.

3. The forms of -be verb combine with the Past Participles of Transitive Verbs to form the Passive Voice.

I am sent to Jaipur  
You were rewarded for it.  
He is treated badly  
They are sold cheap.

4. B- verbs combine with the Past Participles of certain Intransitive Verbs to form the Perfect Tense

He is gone.  
You are quite grown up.  
The moon was risen.  
They were engaged in a heated argument.

### Uses of 'Have'

- A. As a Principal Verb in the sense of possess, take, experience, receive:

They have a Fiat car. (possess)  
We have dinner at 7.30 PM. (take)  
He had a heart attack. (experienced)  
I had a cable from my son in New York. (received)

- B. As an Auxiliary Verb

**Have** combines with the Past Participle to form the Present PerfectTense.

I have completed my work.  
You have created a problem.  
He has turned down my offer.  
They have violated the agreement.

**Had** combines with the Past Participle to form the Past PerfectTense.

I had heard of this before.  
You had gone by that time.  
She had never promised to do it.  
They had forgotten to send the letter.

### Uses of 'Do'

- A. As a Principal Verb

It is used in the sense of perform or act.  
You must do your work well. (perform)

Please, do as I tell you. (act)

Can't you do it by yourself? (perform)

B. As an Auxiliary

It is used in three ways.

1. To ask a question:

Do you know where John lives?

Did he ask you to write to him?

Do they take him for a fool?

2. To form a negative statement:

Positive

Negative

I saw the picture last week.

I did not see the picture last week

He gave me a present.

He did not give me a present.

They want a doctor.

They do not want a doctor.

3. To emphasize an assertion:

I do admit that I was wrong.

She does look rather shabby.

They did say that they would pay up.



## Unit – III

### Chapter – 10

An Adverb is a word which modifies the meaning of a Verb, an Adjective or another Adverb.

#### Example:

1. The flowers were artistically arranged. (artistically modifies the Verb arranged)
2. It was a very delightful function.(very modifies the Adjective delightful)
3. He spoke quite eloquently.(quite modifies the Adverb eloquently)

Artistically, very and quite are examples of Adverbs.

#### Kinds of Adverbs

There are three kinds of Adverbs **Simple**, **Interrogative** and **Relative**. The vast majority of Adverbs belong to the first group; there are only a few adverbs of the second and third type.

#### Simple Adverbs

1. **Adverbs of Time.** (Which answer the question, When?)

He came very <u>late</u> .	Let us start <u>now</u> .
I shall go there <u>tomorrow</u> .	They <u>never</u> turned up.
You must get up <u>early</u> .	He comes here <u>daily</u> .
I have seen him <u>before</u> .	I have warned him <u>already</u> .

2. **Adverbs of Place**(Which answer the question. Where?)

He lives <u>here</u>	I want to go <u>there</u>
I looked for him <u>everywhere</u> .	I found him <u>nowhere</u>
The boss has gone <u>out</u>	Please, come <u>in</u>

3. **Adverbs of Number** (Which answer the question How often? Or In what order?)

You are <u>always</u> welcome.	I called on him <u>again</u>
We <u>often</u> go there.	They <u>seldom</u> come here
I have seen him only <u>once</u> .	He <u>frequently</u> comes
<u>Secondly</u> , I can't afford it.	Thus I am <u>doubly</u> rewarded

4. **Adverbs of Manner or Quality** (Which answer the question How? Or In what manner?)

Ranjit Singh fought <u>bravely</u> .	She sings <u>beautifully</u>
He managed it <u>skilfully</u> .	It is <u>well</u> written.
I was <u>terribly</u> busy.	He was <u>dreadfully</u> tired.
She is <u>seriously</u> ill.	I was <u>pleasantly</u> surprised

5. **Adverbs of Degree or Quantity.** (Which answer the question How much? Or In what degree?)

It was <u>very</u> tragic.	It was <u>too</u> hard.
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They were fully prepared.      She is quite strong.

This is good enough.      You are utterly wrong

I have almost finished.      He was rather busy.

#### 6. Adverbs of Reason.

Consequently he refused to go.

Therefore they decided to boycott the meeting.

Hence I am unable to help you now.

#### 7. Adverbs of Affirmation or Negation

He is certainly right.      I am not going.

You are surely mistaken.      I shall probably go

He is a fool indeed.

#### Interrogative Adverbs

Adverbs which are used for asking questions are called Interrogative

1. When will you go to Delhi? How long will you stay there? (Inter. Adverb of Time)
2. How early will the school reopen? How soon can you begin work?(Inter. Adverb of Time)
3. Where are my keys?(Inter. Adverb of Time)
4. Where has he come from ?(Inter. Adverb of Place)
5. How many people were present?(Inter. Adverb of Number)
6. How often does the committee meet?(Inter. Adverb of Number)
7. How did he behave?(Inter. Adverb of Manner)
8. How did she sing? (Inter. Adverb of Manner)
9. How are you today? (Inter. Adverb of Manner)
10. How much did you pay?(Inter. Adverb of Quantity)
11. How far did you go?(Inter. Adverb of Quantity)
12. How much more do you want?(Inter. Adverb of Quantity)
13. Why did you resign?(Inter. Adverb of Reason)
14. Why do you wish to go there? (Inter. Adverb of Reason)

#### Relative Adverbs (Where, When, Why)

A Relative Adverb connects an Adjectival clause to the main clause.

Examine this sentence:

Do you know the place where the meeting will be held?

Where is a Relative it connects the two clauses of the sentence and at the same time refers back to its antecedent, place. Where is therefore called a Relative Adverb.

#### Formation of Adverbs

1. **By adding-ly to an Adjective:**

He is a strange person. He behaved strangely.  
 She is very beautiful She is beautifully dressed.

There are numerous other examples:

Able, ably; cheerful, cheerfully modest, modestly, probable probably handsome, handsomely, vigorous, vigorously, selfish selfishly, etc.

2. The suffixes **wise, ways, ward** and **wards** are also used to form adverbs:

He crawled crab-wise across the floor.  
 She glanced sideways at the newcomer.  
 I looked upwards and saw a shooting star.  
 Let us march onward.  
 If you walk backwards, you may trip and fall.

Most of these words can be used both as Adverbs and Adjectives You can speak of a crab-wise crawl, a sideways glance, an upward trend, an onward march, a backward look.

3. **Compounds of a Preposition and a Noun:** Afoot (on foot), abed, asleep, aboard, ahead, away, besides, be-times, overboard, today, tomorrow, etc.
4. **Compounds of a Preposition and an Adjective:** Abroad, along, aloud, around, anew, behind, below, etc.
5. **Compounds of an Adverb and a Preposition:** Hereafter, hereby, herein, herewith, wherefore, whereof, wherein. Hitherto, thereby, thereupon, thereof, therein, henceforth, thence forth, etc.
6. **Two Adverbs joined by the Conjunction and:** By and by, far and wide, first and foremost, now and then, off and on, out and out, over and above, to and fro, through and through etc.

### Words used as both Adjectives and Adverbs

Here are a few examples:

Adverbs	Adjectives
He is an <u>early</u> riser	I got up <u>early</u> today
His <b>late</b> arrival caused some trouble.	He came <b>late</b> to the class
He is a <b>fast</b> bowler	He drives <b>fast</b> .

It is very <b>hard</b> work	He works very <b>hard</b>
I have a <b>high</b> opinion of him	Always aim <b>high</b>
There is <b>enough</b> sugar left.	You have worked <b>enough</b>
It is a <b>long</b> way	She waited <b>long</b>
He spoke in a <b>loud</b> voice	Don't talk so <b>loud</b>
He lives in the <b>next</b> house	I shall call him <b>next</b>
It is an <b>easy</b> job	Take it <b>easy</b>
I had a <b>leisurely</b> walk	Do it <b>leisurely</b>

### Comparison of Adverbs

Descriptive Adverbs, like descriptive Adjectives, have three Degrees of Comparison. These Degrees are formed in different ways

1. If the Adverb is of one syllable, add-er to form the Comparative and-est to form the Superlative:

Positive	Comparative	Superlative
Hard	Harder	Hardest
Soon	Sooner	Soonest
Fast	Faster	Fastest
Late	Later	Latest

Almost all the Adverbs which are also used as Adjectives belong to this class

2. Adverbs which end in -ly, take and **most** for the Superlative: **more** for the Comparative.

Positive	Comparative	Superlative
Softly	More Softly	Most Softly
Swiftly	More Swiftly	Most Swiftly
Greedily	More Greedily	Most Greedily

But there is one exception:

Early – Earlier - Earliest

4. A few Adverbs Form Degrees of Comparison in an irregular manner:

Positive	Comparative	Superlative
Well	Better	best
Badly	Worse	Worst
Far	Farther Further	Farthest Furthest

Little	Less	Least
Much	More	Most

### Position of Adverbs

Adverbs should be placed as near as possible to the Verbs they modify

1. When the Verb is Intransitive, place the Adverb immediately after it:

He works hard.      She rises early  
 They walk fast.      She smiles sweetly  
 She speaks fluently.      He came late.

5. When the Verb is Transitive with an object following, place the Adverb immediately after the object:

He gave his reply immediately.      He drew the picture nicely.  
 He did the work satisfactorily.      She offered her help willingly  
 He refuted the charge effectively.      She suffered the agony bravely.

6. Adverbs of time like always, before, never, often are placed before the verb:

He seldom comes to see me.  
 They never admitted their fault.  
 We always try to help him.  
 He often absented himself.

4. When the Verb consists of an Auxiliary and a Principal Verb, the modifying Adverb is placed between the two: if there are two Auxiliaries, the Adverb is placed between them.

He was greatly praised for his service to the nation.  
 I have always wanted to write a novel.  
 I should never have thought it possible.  
 One couldn't possibly have suspected her.  
 I have no had the time to look into the matter.

5. An Adverb is placed before an Adjective or another Adverb which it modifies.

He is very competent.  
 You are absolutely right.  
 He is a rather careless fellow.

### Correct use of Some Adverbs

Only - The Adverb only should be placed immediately before the word which it modifies.

Note the change in the meaning of a sentence according to the change in the position of -only

1. Only John helped me to buy the house. (ie, only John and no one else helped me).
2. John only helped me to buy the house. (Le, John helped me to buy the house, but didn't actually buy it for me).

3. John helped only me to buy the house. (ie, he helped me, but did not help anyone else).
4. John helped me only to buy the house. (ie, he helped me to buy the house but not to do anything else).
5. John helped me to buy only the house. (ie., he helped me to buy the house, but not to buy anything else).

[Students often make the mistake of placing ‘only’ after the word it modifies and not before. You must carefully avoid this error]

2. **Too:** Too means ‘more than is good or desirable or required for a specific purpose’. It should not be used in the general sense of **very or much**. It is usually followed by to or for.

It is **too** hot to go out now.

It is **too** good to be true.

The hat is **too** large for me.

### **Don’t say:**

He is too healthy. (say very)

You are too kind. (very)

She is too good. (very)

1. **Before, ago:** Ago is used only when you date back from now i.e., the time of speaking. **Before** can be used when you date back from any point of time which is made specific.  
I saw him two years **ago**. (two years before now)

I saw him two years **before** I went to England.

I shall be seeing him at Oxford **before** I get back to India.

2. **As, so:**

As is generally used in Affirmative sentences and so in Negative sentences:

Sita is as tall as Sarada.

Sarma is not so tall as Samant.

### **Adverb Phrases**

An Adverb Phrase, which can be substituted for the Adverb alone. Some Adverbs can thus be changed into an Adverb Phrase and vice versa. But not all Adverbs can be changed into an Adverb Phrase

The boy sat **alone**.

The boy sat by **himself**.

Alone is an Adverb showing the manner in which the boy sat. By himself is a phrase which means the same thing as alone and does the work of an Adverb. You will notice that it is with the help of the Preposition by that the Adverb Phrase by himself is formed. Most Adverb Phrases, but not all, begin with a Preposition.

## Chapter -11

### Prepositions

A Preposition is a word that is placed before a Noun or Pronoun to show its relation to some other word in the sentence. Examples for preposition would *be, above, about, across, against, along among, around, at, before, behind, below, beneath, beside, between, beyond, by, down, during, except, for from, in, inside, into, like, near, of, off, on, since, to, toward, through, under, until, up, upon, with, and within.*

There is no sugar in the pot.

He is coming by plane,

Rama is very angry with you.

In the first sentence **in** shows the relation between **sugar** and **pot** (both Nouns). In the second **by** shows the relation between **coming** (Verb) and **plane** (Noun). In the last sentence **with** shows the relation between **angry** (Adjective) and **you** (Pronoun). **In, by** and **with** are, examples Prepositions.

Although the Preposition is usually **placed before** (Pre means before) a Noun or Pronoun, sometimes it **comes after** the word which it governs.

1. The Preposition is always placed at the end of the sentence when its object is the Relative Pronoun that:

**Example:**

Here is the book that you were looking for.

This is a song that I am very fond of.

2. The Preposition is usually placed at the end, when its object is an Interrogative Pronoun:

**Example:**

What are you talking about?

Whom are you thinking of?

3. The Preposition is placed at the end, when its object is Relative Pronoun, understood and not stated:

**Example:**

There is the man I was speaking of

That is the poet I was referring to.

**Phrase Prepositions or Conglomerate Prepositions**



In addition to single-word Prepositions like *on, in, about, above, outside, underneath*, etc., there are some word groups which function as Prepositions: eg., *in front of, in spite of, by means of, in order to, owing to, instead of, for the sake of, on behalf of, in the course of, with regard to, etc.* These are called **Phrase Prepositions or Conglomerate Prepositions**.

**Example:**

She was standing in front of the mirror.

I went to Delhi in order to attend a Conference.

**Objects of Prepositions**

A Preposition can have as its Object a Noun, a Pronoun, a Gerund an Infinitive or a Noun Clause

Noun : The factory was built near a *river*.

Pronoun : A little boy was walking beside *her*.

Gerund : Since his *coming* the school has improved much.

Infinitive: What would you like to do besides *swim in* the pool?

Noun Clause: You must be content with *what you have*.

**Relations Shown by Prepositions**

Prepositions show various kinds of relations. The chief are the following

**1. Place**

He ran **across** the road.

She fell **among** the thorns.

He was **at** the foot of the tree.

He stood **behind** the door.

**2. Time**

He came **at** 6 o'clock.

You must **return** before sunset.

Wait **till** tomorrow.

He stayed **for** a month.

**3. Method and Manner**

It came **by** post.

He cut it **with** a knife.

He fought **with** courage.

**By** hard work he succeeded.

**4. Reason and Purpose**

He trembled **with** anger.

She died **of** a fever.  
Exercise is good **for** health .  
He struggled **for** freedom.

#### 5. Possession

Delhi is the capital **of** India.  
I saw a boy **with** red hair.  
He is a man **of** principles.  
He came **by** a lot of money.

#### 6. Direction and Motion

He fell **into** the well.  
She walked **towards** the market.  
He climbed **up** the tree.  
The moon moves **round** the earth.

## Chapter – 12 CONJUNCTION

A Conjunction is a word which joins together sentences or words.

### Example:

A fool and his money are soon parted.

The Governor came and inaugurated the Assembly Session.

He tried his best but could not pass the test.

You must pay damages or face the consequences.

I was annoyed, still I kept quiet.

In the first sentence the Conjunction and joins together two words. In the others the Conjunctions join together two sentences. It is already seen that Relative Pronouns and Relative Adverbs also join sentences together:

1. This is the book which I bought. (Relative Pronoun)
2. This is the place where he lived. (Relative Adverb)
3. John and Mary got married (Conjunction)
4. He played well and won the match. (Conjunction)

The Relative Pronoun which in sentence 1 and the Relative Adverb, where in sentence 2, not only join clauses together, but refer back to the antecedents book and place respectively. But the Conjunction and in sentences 3 and 4 has no other function than joining words or sentences. A Conjunction is merely a connecting word and has no other function in the sentence.

### Phrase Conjunctions

A number of phrases are used as Conjunctions:

**As if:** He looks as if he were on the brink of a breakdown

**As though:** It looks as though it is going to rain.

**As soon as:** As soon as I finish this book, I shall begin another.

**As well as:** Ram, as well as Shyam, played in the match.

**As far as:** That is as far as I can go.

**Even if:** I wouldn't do it even if it were possible.

**In order that:** He wore a coat in order that he might not catch cold.

**So that:** We started early so that we might not miss the show.

**On condition that:** He was let off on condition that he would repeat the offence.

### Co-ordinating and Subordinating Conjunctions

Conjunctions can be divided into two broad classes-  
**Co-ordinating and Subordinating:**

A Conjunction that joins together sentences of clauses of equal rank, is called **Co-ordinating Conjunction**.

**Example:**

God made the country **and** manmade the town.

A Conjunction that joins together Clauses of unequal rank is called a **Subordinating Conjunction**.

**Example:**

I told him **that** he should join the Evening College.

In the first example two independent clauses of equal rank or importance are joined together by **and**. In the second sentence **that** joins together two clauses of unequal rank. I told him is the main clause, and that he should join the Evening College, is a subordinate clause which is the object of the verb told in the main clause.

### **Co-ordinating Conjunctions**

The chief Co-ordinating Conjunctions are and, but, or, nor, for, yet, so either...or, neither... nor. They generally connect sentence elements of the same grammatical class: e.g., Nouns with Nouns, Adverbs with Adverbs Phrases with Phrases and Clauses with Clauses.

**Example:**

**Jack and Jill** went up the hill. (Nouns)

He may be **wise** or **foolish**. (Adjectives)

He worked **diligently** and **patiently** (Adverbs)

Tom went across the fields and **into the woods**. (Prepositional Phrases)

We want no one **who is unwilling to work** or **who won't stick to his job**.

(Adjectival Clauses)

### **Kinds of Co-ordinating Conjunctions**

1. Some of the conjunctions merely add one statement to another. Conjunctions which merely add one statement to another are called Cumulative or Copulative Conjunctions.

**And:**The cow got up **and** slowly walked away

**Both and :** She was **both** clever **and** pretty

**As well as:** Tom **as well as** Brown qualified for the finals.

**Not only but also:** He was **not only** praised **but also** rewarded.

2. Some of the Co-ordinating Conjunctions express opposition or contrast between two statements: Conjunctions which express opposition or contrast between two Statements are called **Adversative Conjunctions**

**But:** He is ill **but** he is cheerful.

**Still, yet:** He is very wealthy, **yet** (or still) very unhappy.

**Whereas, while:** Tom is ambitious **whereas** (or while) his brother is quite the reverse.

**Nevertheless:** There was little hope of success **nevertheless** they decided to perform the operation.

3. Some Co-ordinating Conjunctions present two alternatives sometimes indicating a choice between them: Conjunctions which present two alternatives, sometimes indicating a choice between them are called Disjunctive or Alternative Conjunctions.

**Or:** You can have tea **or** coffee.

**Either or:** He is **either** a fool or a rogue.

**Neither...nor:** He will **neither** spend his money **nor** invest it.

**Neither, nor:** He does not smoke, **neither** (or nor) does he drink.

**Otherwise, else:** You must apologise, **otherwise** (or else) You will be punished.

4. Some Co-ordinating Conjunctions express something inferred from another statement or fact : Conjunctions which express an inference are called **Illative Conjunctions**.

**For:** He must be asleep, **for** there is no light in his room.

**So:** He has been working hard, **so** he will pass.

## **Subordinating Conjunctions**

A Subordinating Conjunction connects a Noun clause or an Adverb clause to some other clause. Subordinating Conjunctions are not used to connect Adjective clauses. The latter are joined to other clauses by Relative Pronouns or Relative Adverbs.

### **Subordinating Conjunctions Introducing Noun Clauses**

The most common conjunction used for this purpose is that others are **whether, if, when, where, why, how**.

1. I think **that** he is trustworthy.
2. I don't know **whether** he will come.
3. I don't care **if** he comes or not.
4. Tell me **how** you managed it.

### **Subordinating Conjunctions Introducing Adverb Clauses**

#### **1. Adverb Clause of Time**

I have not seen him **since** he was a boy.  
Please, see me **before** you go.  
I will not forget it **till** I die.  
I remembered his name **after** he had gone.

## 2. Adverb Clause of Reason

I must go now **as** I have some work to do.  
I shall promote him **because** he is efficient.  
It shall be done **since** you desire it.

## 3. Adverb Clause of Purpose

Work hard **that** you may succeed.  
Strengthen our defenses **lest** the enemy should attack us.  
Play games **in order** that your health may improve.

## 4. Adverb Clause of Result or Consequence

He was so weak that he could hardly stand.  
She ate so much that she fell ill.

## 5. Adverb Clause of Condition

I shall go abroad **if** I get a scholarship.  
I can't help you **unless** you tell me the truth.  
I can help you **provided** you tell me the truth.  
It looks **as if** it might rain.

## 6. Adverb Clause of Concession

He works hard **though** he is weak.  
She is always neatly dressed **although** she is poor.

## 7. Adverb Clause of Comparison

He is cleverer **than** I.  
I like him better **than** her.

## Correlative Conjunctions

Some Conjunctions are used in pairs. They are called Correlative Conjunctions. Most of these are of the Co-ordinating type.

### Either.... Or

You must **either** follow my instructions **or** resign.  
He is **either** a fool **or** a madman.  
**Either** you **or** he will have to go.

### Neither...nor

I shall **neither** follow your instructions **nor** resign.  
He is **neither** a fool **nor** a madman.  
**Neither** Joshi **nor** Sastri could have done this,

### Not only...but also

They **not only** looted the shop, **but also** set fire to it.  
Not **only** Ram, **but** Shyam **also** got a prize.  
He visited **not only** France **but also** Germany.

**Though yet**

**Though** he is hurt **yet** he wants to play.  
**Though** he worked hard **yet** he could not pass.

**Whether...or**

I don't know **whether** I should stay **or** go back.  
**Whether** he comes **or** not makes no difference.

**Both and**

He is **both** scholarly **and** cultured.  
**Both** Ram **and** Shyam spoke at the meeting.

**So as**

He is not **so** bad **as** you say.  
The situation is not **so** difficult **as** people make out.

**So...that**

The task is **so** difficult **that** one man alone can't do it.  
The officer was **so** inefficient **that** he had to be sacked.

**Such...that**

I have **such** regard for him **that** I will do anything to please him.  
**Such** was Damayanti's beauty **that** princes from far and near came to woo her,

**Such as**

I gave him **such** help **as** I could.  
You must give **such** an assurance **as** will satisfy the people.  
**Such** valuables **as** she left were sold at an auction.

**No sooner than**

**No sooner** did the tiger appear **than** he shot it down.  
**No sooner** had she read the telegram **than** she fainted.  
**No sooner** did I hear the shot **that** I rushed to the spot.

It is wrong to use when instead of them in these sentences. It is also wrong to say "No sooner the tiger appeared than The Auxiliary did r had must come immediately after no sooner

**Scarcely when**

**Scarcely** had I reached the station **when** the train steamed out.  
**Scarcely** had I solved one problem **when** another cropped up.

**Chapter – 13**  
**SIMPLE, COMPOUND, COMPLEX AND COMPOUND-COMPLEX**  
**SENTENCES**

Sentences can be divided into four classes **Assertive, Imperative Interrogative and Exclamatory**. But according to their clause structure, sentences can be divided into four different kinds **Simple, Compound, Complex and Compound-Complex**

**The Simple Sentence:**

A sentence which has only one Subject and one Predicate is called a **Simple Sentence**. These sentences have only one Subject (S) and one Predicate (P) each.

**Example:**

**The sky(S) is blue(P).**

**The cow(S) gives milk(P).**

**The annual sports(S) will be held tomorrow(P).**

**The Compound Sentence:**

A sentence which has two or more clauses that are joined by the Co-ordinating Conjunction. Each part has its own Subject and Predicate and therefore they are clauses of equal rank or importance, independent of each other. Such clauses are called Co-ordinate Clauses. A sentence which consists of two or more Co-ordinate clauses is called **Compound Sentence**.

**Example:**

Ram went to the station **and** boarded the Mumbai train.

You can go by bus **or** by train.

He went to Chennai, got his visa **and** came back.

**The Complex Sentence:**

Clause that gives a full meaning is an independent clause, it can stand by itself, and so it is called the **Main or Principal Clause**. But some clause cannot stand by itself. It depends on the Main clause for its meaning. It is therefore called a **Dependent or Subordinate Clause**. A sentence which consists of one Main Clause and one or more Subordinate Clauses is called a **Complex Sentence**.

**Example:**

I shall do(Main Clause) **as** I like (Dependent Clause).

When we went there(Dependent Clause). we found(Main clause) that he had gone(Dependent Clause).

**The Compound-Complex Sentence**

A sentence containing two or more Main Clauses and at least one Subordinate Clause is called a Compound-Complex Sentence. This is more appropriate and meaningful term for this type of sentence than term 'Double Sentence' used by older Grammarians.

**Example:**



**While the man played the harmonium**(Subordinate Clause), **the boys sang**(Co-ordinate Main Clauses)**and the girls danced** (Co-ordinate Main Clauses).

**I knew** (Co-ordinate Main Clauses)**that he was ill**(Subordinate Clause), **but I did not know**(Co-ordinate Main Clauses)**that he suffered from cancer**(Subordinate Clause).

**Unit - IV**  
**Chapter- 14**  
**SYNTHESIS OF SENTENCES**

Synthesis means the combination of two or more Simple sentences into one new sentence of Simple, Compound or Complex.

**Example:**

The thief heard a shout. He ran away. g a shout, the thief ran away.

**Ways of Combining Two or More Simple Sentences into One Simple Sentence**

**1. By using a Participle**

This combining is possible only when the sentences have a common Subject:

I read the book. I returned it to the Library.

**Having read** the book I returned it to the Library.

**2. By using the Absolute Construction**

This is done when the sentences have different Subjects

The President took his seat on the dais. The meeting began.

**The President having taken** his seat on the dais, the meeting began.

**3. By using an Infinitive**

I have some work. I must do it tonight.

I have some work **to do** tonight.

You must help your brother. It is your duty.

It is your duty **to help** your brother.

**4. By using a Noun or Phrase in Apposition.**

Rama defeated Ravana. Ravana was the King of Lanka.

Rama defeated Ravana, **the King of Lanka.**

Mr. Reddy is my tenant. He pays the rent regularly.

Mr. Reddy, my tenant, pays the rent regularly.

**5. By using a Preposition + a Noun or a Gerund**

He had many faults. But he was a good man at heart.

**In spite of having** many faults, he was a good man at heart.

Rossetti was a painter. He was also a poet.  
**Besides being** a painter, Rossetti was also a poet.

**6. By using an Adverb or an Adverbial Phrase**

He will win the election. That is certain.  
He will **certainly** win the election.

They decided to wind up the company. All agreed to this.  
They **unanimously** decided to wind up the company.  
**By common consent** they decided to wind up the company.

**Ways of Combining Two OR More Simple Sentences Into One Compound Sentence**

A compound sentence is one having two or more co-ordinate clauses. Hence it can be formed only with the help of coordinating conjunctions:

1. By Using **and**, **Both ... and**, **Not only ... but also**, **as well as**, these conjunctions merely add one sentence to the other.

He had many friends. He always has several enemies.  
**Not only** had he many friends **but also** several enemies

Tom passed the test. Brown also passed the test.  
Tom **as well as** Brown passed the test.

2. **By using but, yet, whereas, nevertheless.**

These are used when contrasting statements have to be joined together.

He is ill. He is cheerful.  
He is ill **but** he is cheerful.

Tom is ambitious. His brother is quite the reverse.  
Tom is ambitious **whereas** his brother is quite the reverse.

3. **By using or, either...or, nor, neither...nor, otherwise, else.**

These are used when two alternative facts or statements have to be presented.

You can have tea. You can have coffee.  
You can have tea **or** coffee

You must apologise. You will be punished.  
You must apologise **otherwise** you will be punished.

4. **By using for, so.**

These are used when you have to make an inference from another statement or fact.

He must be asleep. There is no light in his room.

He must be asleep **for** there is no light in his room.

He has been working hard. He will pass.

He has been working hard; **so** he will pass.

## Chapter – 15 CLAUSES

A **Clause** is a group of words, which has a Subject and Predicate of its own, makes complete sense and forms part of a larger sentence.

**Example:**

The dog ran up when I whistled.

### **Kinds of Clauses**

There are three kinds of Subordinate Clauses-**The Noun Clause, the Adjective Clause, and the Adverb Clause**

#### **The Noun Clause**

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

**Example:**

I told him the **truth**(N).

I told him **that he had failed**( Noun Clause).

In sentence 1 the Object of told is truth. (A Noun). In sentence 2 the Object of told is that he had failed, which is a clause that does the work of a Noun. Hence it is called a Noun Clause.

#### **The Adjective Clause**

An Adjective Clause is a group of words which has a Subject and Predicate of its own and does the work of an Adjective.

**Example:**

Desai is a **wealthy**(Adjective) man.

Desai is a man **who has great wealth**( **Adjective Clause**).

#### **The Adverb Clause**

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

**Example:**

The milkman came at **dawn**(Adverb).

The milkman came **when the sun rose**(Adverb Clause).

In sentence 1 at dawn is a phrase which serves as an Adverb of time When did the milkman come? At dawn. In sentence 2 the Clause what the sun rose does the work of an Adverb and hence it is called an Adverb Clause.

#### **The Noun Clause**

The Noun Clause can have several functions in a Complex Sentence.

### **1. The Subject of a Verb**

**What he said** is true.

**Whether he will agree to** this is doubtful.

**Why you should get involved in this** is more than I can understand.

**How on earth he manages it** is a mystery.

## 2. The Object of a Verb

He asked **how they were going to solve the problem.**

I don't remember **what he said then.**

Can you tell me **where that rascal has gone?**

Nobody knows **who did this mischief.**

**Whatever he does,** he does well.

## 3. The Complement of a Verb

The problem is **how the refugees can be helped.**

My fear is **that they may make a surprise attack.**

The question is **where we can find the money for it.**

Life is **what we make of it.**

He is not **what he seems.**

## 4. The Object of a Preposition.

They quarrelled over **when the wedding should take place.**

He paid no attention to **what I said.**

This is addressed to **whomsoever** it may concern.

He had to manage with **whatever he got.**

There is some doubt as to **where the murder was committed.**

## 5. In Apposition to a Noun or Pronoun

It is surprising that **he hasn't said a word about it in his letter.**

Isn't it a pity **that she should have lost her job?**

I accept the principle **that all men are equal.**

Do you know the maxim **that health is wealth?**

## 6. Nominative of Address

Noun Clauses introduced by **whoever or whatever** are sometimes used in Direct Address:

Get out of my way, **whoever you are.**

Lend me a hand with this, **whatever your name is.**

## The Adjective Clause

Adjective Clause does the work of an Adjective and qualifies some Noun or Pronoun. An Adjective Clause is introduced by a Relative Pronoun or a Relative Adverb.

### 1. Introduced by the Relative Pronouns, Who, Which, That, But, As

The boy **who stole the watch** was caught.  
He **who is afraid to take risks** can never do anything great.  
The man **whose car was stolen** complained to the police.  
This is matter **of which I am proud**.  
This is the house **that Jack built**.

### 2. Introduced by the Relative Adverbs, Where, When, Why

The spot **where Lincoln was buried** became a place of pilgrimage.  
This is the place **where the murder** was committed.  
At the time **when this incident took place** I was only eight.  
Spring is the season **when Nature appears at her best**.  
That is the reason **why I insist on dropping him**.

### 3. Omission of the Relative

The Relative Pronoun or Adverb is sometimes understood and not expressed:

Take all you want. (that is omitted)  
He is a man everybody likes. (whom is omitted)  
But he is also a man nobody likes to lend money to. (to whom nobody likes to lend money)  
We may accept the offer he has made. (which)  
At the time he wrote this poem Keats was ill. (when)

## The Adverb Clause

The Adverb Clause does the work of an Adverb. Hence it can modify a Verb, an Adjective or an Adverb.

Adverb Clauses are of different kinds;

1. Clause of Time
2. Clause of Place
3. Clause of Manner
4. Clause of Degree or Comparison.
5. Clause of Cause

6. Clause of Purpose
7. Clause of Result
8. Clause of Condition
9. Clause of Concession or Supposition

### 1. The Adverb Clause of Time

Adverb Clauses of Time are introduced by Subordinating Conjunctions like **when, whenever, before, after, since, till**

**When the policeman appeared,** the thief ran away.

**Whenever you get an idea for a story,** you should jot it down in a pocket book.

We got the seeds planted **before the rains came.**

**After the play ended,** we sang the national anthem.

**As the visitor arrived,** we all stood up.

### Adverb Clause of Place

Adverb Clauses of Place are introduced by the Conjunctions **where, wherever,** also the more archaic **whence, wheresoever.**

**Where there is a will,** there is a way.

Grapes won't grow **where there is heavy rainfall.**

**Wherever you go,** I shall follow you.

I asked him **whence he came.**

**Wheresoever we looked,** we saw black ants, a whole army of them.

### Adverb Clause of Manner

Adverb Clauses of Manner answer the question **how?** The principal Conjunctions are **as, as if, as though, in that**

You may do **as you please.**

He looks **as if he were frightened.**

The old farmer nodded, **as though he understood every word.**

It looks **as though it might rain.**

Arvind gave us a pleasant surprise **in that he stood first in the examination.**

### 4. Adverb Clause of Degree or Comparison

The Adverb Clause of Degree answers the questions **how much, how little or how many?** The chief Conjunctions used are **as, as.... as, so..... as, than.**

It is not a bad price, **as prices go these days.**

It is a rather high price, **even as prices go these days.**

She is **as wise as she is beautiful.**

She is **as pretty as a doll.**



She is not **so intelligent as her sister**.

### 5. Adverb Clause of Cause

This Clause gives the reason for the activity mentioned in the Main Clause. The chief Conjunctions used are **because, since, as inasmuch as, that**:

I paint **because I like painting**.

He thinks he can do anything **because he happens to be rich**.

**Since he has expressed in the matter his** regrets we will take no further action.

**As I could not find him** I left a message with his brother.

**Inasmuch as he dedicated himself to the service of the poor** he may be considered a true servant of God.

### The Conjunction that is often omitted:

I am glad you like it.

They were disappointed you weren't in.

### That Clause sometimes modifies a Verb rather than an Adjective:

I grieve **that** we shall not meet again.

I rejoice **that** all your sons are now happily settled.

### Adverb Clause of Purpose

This states the purpose of the action mentioned in the main clause. The common Conjunctions used are **that, in order that, so that, and lest**:

We eat **that we may live**.

She starved herself **that her children might be fed**.

School was closed early **in order that the children might reach home before the storm**.

I worked hard **so that I might win the Gold Medal**.

Put on your warm **clothes lest you catch a chill**.

### Adverb Clause of Result or Consequence

This states what has happened or what may happen as a result of the action in the Main Clause. The usual conjunctions are **so that, so.... that, such...that**.

The storm raged furiously **so that many trees fell down**.

The famine was **so severe that thousands perished**.

Our soldiers fought **so bravely that the enemy retreated in disarray**.

Such were his words and gestures **that the listeners were hypnotized**.

She spoke in such a low voice **that few could hear her**.

That is often omitted:

She was so weak she could hardly stand.

It was so hot I could not go out.

### 7. Adverb Clause of Condition

The principal conjunctions used are **if, unless, that and so long as;**

**If it rains**, the match will be cancelled.

You may come **if you like**.

You won't pass **unless you work hard**.

That is Ramanathan, **unless I am mistaken**.

There will be no trouble **so long as you keep your mouth shut**.

You have to do **it whether you like it or not**.

### 8. Adverb Clause of Concession or Supposition

The principal conjunctions used are **though, although, even though even if while, whereas.**

**Though he is poor** he is honest.

**Although the elephant was strong**, it was no match for the agile tiger.

The men managed to survive **even though they were three day without water**.

**Even if I fail**, I shall try again and again until I succeed.

**While it was true** that I had some lands and houses, I did not have ready cash to invest in industry.

## Chapter – 16

### TRANSFORMATION OF SENTENCE – I

Transformation or Conversion of a sentence means changing its form without altering its sense.

#### Changing an Exclamatory Sentence into an Assertive Sentence and vice versa

- |                |   |
|----------------|---|
| 1. Exclamatory | What a wonderful opportunity!                 |
| Assertive      | It is a very wonderful opportunity.           |
| 2. Exclamatory | O that I were young again!                    |
| Assertive      | I wish I were young again.                    |
| 3. Exclamatory | How kind of you to help him like that!        |
| Assertive      | It is very kind of you to help him like that. |
| 4. Assertive   | He is truly noble.                            |
| Exclamatory    | How noble he is!                              |
| 5. Assertive   | This is indeed a great pleasure.              |
| Exclamatory    | What a great pleasure it is!                  |

#### Changing an Interrogative Sentence into an Assertive Sentence and vice versa.

- |                  |   |
|------------------|---|
| 1. Interrogative | Is not wisdom better than riches?             |
| Assertive        | Wisdom is much better than riches.            |
| 2. Interrogative | Why worry about what people say?              |
| Assertive        | It is foolish to worry about what people say. |
| 3. Assertive     | I never asked you to do it.                   |
| Interrogative    | Did I ever ask you to do it?                  |
| 4. Assertive     | There is no sense in doing that.              |
| Interrogative    | Is there any sense in doing that?             |
| 5. Assertive     | It matters little whether we win or lose.     |
| Interrogative    | What does it matter whether we win lose?      |

#### Changing an Imperative Sentence into an Interrogative Sentence and vice versa

- |                  |  |
|------------------|--|
| 1. Imperative    | Stop talking.                              |
| Interrogative    | Will you stop talking?                     |
| 2. Imperative    | Shut the door.                             |
| Interrogative    | Shut the door, will you?                   |
| 3. Imperative    | Please, get me a glass of water.           |
| Interrogative    | Will you, please, get me a glass of water? |
| 4. Interrogative | Will you get out of here or not?           |
| Imperative       | Get out of here.                           |
| 5. Interrogative | Will you tell Sreedhar to come here?       |

Imperative                      Tell Sreedhar to come here.

The Interrogative form is a milder or more polite form of the Imperative. However, the addition of **or, not** adds a touch of threat to the command.

### Interchange of the Degrees of Comparison

Degrees of Comparison of Adjectives and Adverbs without changing the meaning.

1. Positive                      No other man was so **strong** as Hercules.  
Comparative                    Hercules was the **stronger than** all other man  
Superlative                      Hercules was **the strongest** of all men.
2. Comparative                Everest is **higher** than all other peaks  
Superlative                      Everest is **the highest** peak in the world.  
Positive                          No other peak in the world is so **high** as Everest.
3. Superlative                 Darjeeling is **the most beautiful** place I have seen.  
Positive                          No other place I have seen is so **beautiful** as Darjeeling.  
Comparative                      Darjeeling is **more beautiful than** any other place I have seen.
4. Positive                      Nothing else travels so **fast** as light.  
Comparative                      Light travels **faster than** anything else.  
Superlative                        Of all things in the world light travels **fastest**.
5. Superlative                 Chennai is one of **the biggest** cities in India.  
Comparative                      Very few cities in India are **bigger than** Chennai.  
Positive                          Most of the cities in India are not so **big as** Chennai.

### Changing Active into Passive Voice and vice versa

A sentence in the Active form can be changed into the Passive form without change of meaning:

1. Active                        The people elected him Mayor.  
Passive                        He was elected Mayor by the people.
2. Active                        Who gave you this pen?  
Passive                        By whom were you given this pen?
3. Active                        Give the order.                      .  
Passive                        Let the order be given.
4. Active                        Listen to me.

Passive	You are requested to listen to me.
5. Active	They were questioning the spy.
Passive	The spy was being questioned by them.
6. Active	She expected to get the job.
Passive	It was expected by her that she would get the job .
7. Active	Circumstances obliged me to do so. .
Passive	I was obliged to do so.
8. Passive	My pocket has been picked.
Active	Someone has picked my pocket.
9. Passive	Our team has been defeated.
Active	Our opponents have defeated our team.

The Active Voice is used when the Agent or doer of the action is to be made prominent. The Passive Voice is used when the Agent is unknown, or when we do not care to name him, also when the person or thing acted upon is to be made prominent.

## 6. Changing Negative Sentences into Affirmative Sentences vice versa

1. Negative	He is not illiterate.
Affirmative	He is literate.
2. Negative	Ram is not so foolish as you think.
Affirmative	Ram is wiser than you think.
3. Negative	His action is not without justification.
Affirmative	His action is quite justified.
4. Negative	I was not sure whether you would like it
Affirmative	I was doubtful whether you would like it.
5. Negative	No one but a coward would act like that.
Affirmative	Only a coward would act like that.
6. Affirmative	Everyone will admit that he is innocent.
Negative	No one will deny that he is innocent.
7. Affirmative	This is all I possess.
Negative	I do not possess anything else

## Chapter – 17

### TRANSFORMATION OF SENTENCE – II

#### Conversion of Simple Sentences to Compound Sentences

A Simple Sentence has only one subject and one predicate. A Compound Sentence must have two or more Co-ordinate clauses, each with its own subject and predicate.

Simple	Climbing up the tree, he plucked some mangoes.
Compound	He climbed up the tree and plucked some Mangoes.

Here the Participial Phrase Climbing up the tree changed into the clause He climbed up the tree and connected to the original clause with the Co-ordinating Conjunction and. Thus a Simple Sentence can be converted into a Compound Sentence by expanding a word or a phrase into a clause and by using a Co-ordinating Conjunction to connect the clauses.

1. Simple                      Being tired, he fell asleep.  
Compound                    He was tired **and** fell asleep.
2. Simple                      Besides being pretty, she is clever.  
Compound                    She is **not only** pretty **but also** clever
3. Simple                      In spite of his illness he attended classes.  
Compound                    He was ill, **butstill** he attended classes
4. Simple                      Notwithstanding his great learning, he is humble  
Compound                    He is very learned, **yet** humble.
5. Simple                      You must work hard to get the first prize.  
Compound                    You must work hard, **or** you will the first prize.

#### Conversion of Compound Sentences to Simple Sentences

This can be done only by reducing the number of clauses to one.

Compound	He got up and walked away.
Simple	<b>Getting up</b> , he walked away.

Here the clause, **he got up**, is reduced to the Participial Phrase **getting up**

Compound	He gave them not only a house but so land also.
Simple	<b>Besides a house</b> , he gave them some land also.

Here the clause, **he gave them not only a house**, is reduced to the Prepositional Phrase, **besides a house**.

Compound	He ran away and thus escaped arrest
Simple	He ran away in order to escape arrest.

Here the clause “**thus escaped arrest** is replaced by the InfinitivePhase **in order to escape arrest**.

Thus in order to convert Compound Sentences into Simple Sentences, Clauses have to be reduced to Participial, Prepositional or Infinitive Phrases.

### Conversion of Simple Sentences to Complex Sentences

This can be done by expanding a word or phrase into a Subordinate Clause-which may be a Noun Clause, an Adjective Clause or an Adverb Clause

#### Noun Clause

Simple	He liked <b>my suggestion</b>
Complex	He liked <b>what I suggested</b>
Simple	<b>His advice</b> did not prove very useful
Complex	<b>What he advised</b> did not prove very useful.
Simple	I don't know <b>the time of his arrival</b>
Complex	I don't know <b>when he will arrive</b>
Simple	Find out <b>his residence</b>
Complex	Find out <b>where he lives</b>

#### Adjective Clause

Simple	There I saw a <b>very old man</b> .
Complex	There I saw a man <b>who was very old</b>
Simple	A <b>wounded</b> tiger is very fierce
Complex	A <b>tiger that is wounded</b> is very fierce
Simple	He follows <b>his father's</b> example
Complex	He follows the example <b>which was set by his father</b>

You will notice that it is Adjectives or Adjective Equivalent Appositional words or phrases that are generally converted Adjective Clauses.

#### Adverb Clause

Simple	She was <b>too poor to educate her son</b> .
Complex	<b>She was so poor that she could not educate her son</b> .
Simple	<b>On being challenged</b> they ran away
Complex	<b>When they were challenged</b> they ran

Simple        **Being sick**, he could not work  
 Complex     **As he was sick**, he could not work  
 Simple       **He tried to the best of his ability**  
 Complex     **He tried as best as he could**  
 Mostly Adverb Phrases and occasionally simple Adverbs, that are converted into Adverb Clauses.

### Conversion of Complex Sentences to Simple Sentences

This can be done by changing Noun Clauses, Adjective Clauses and Adverb Clauses to a word or phrase.

#### Noun Clauses

Complex     He admitted **that he was guilty**.  
 Simple       He admitted **his guilt**.  
 Complex     **That you have been indiscreet** is evident.  
 Simple       **Your indiscretion** is evident.  
 Complex     Tell me **when the meeting will be held**  
  
 Simple       Tell me **the time of the meeting**  
 Complex     **Whoever is learned** is respected  
 Simple       **The learned** are respected.  
 Complex     Do you know **how long he will stay!**  
 Simple       Do you know **the duration of his stay!**

#### Adjective Clauses

Complex     Alexander **who was the King of Macedon** tried: become a world conqueror.  
 Simple Alexander, **King of Macedon**, tried become a world conqueror.  
 Complex     This is the place **where the meeting will be held**.  
 Simple       **This is the venue of the meeting**.  
 Complex     I have no money **that I can lend you**.  
 Simple       I have no money **to lend you**.  
 Complex     People **who live in glass houses** cannot afford to throw stones.  
 Simple       People **living in glass houses** cannot afford to throw stones.

#### Adverb Clauses

Complex     **When the war ended**, the United Nations was formed.  
 Simple       **At the end of the war** the United Nation was formed.  
 Complex     He was **so weak that he could not walk**.



Simple	He was <b>too weak to walk</b> .
Complex	Govind was punished <b>because he was disobedient</b> .
Simple	Govind was punished <b>for his disobedience</b> .
Complex	<b>When he saw the police</b> he ran away.
Simple	<b>On seeing the police</b> he ran away.
Complex	I was surprised <b>when I saw his obstinacy</b> .
Simple	I was surprised to <b>see his obstinacy</b> .

**Unit V**  
**Chapter - 18**  
**Letter-writing**

Letter-writing is a useful art, everyone have to write letters depending upon the occasion's demand. It is necessary to understand the need and format of letters for making an effective communication. There are different types of letter writing as,

1. Personal letters
2. Invitations
3. Business letters
4. Application
5. Official letters
6. Letters to newspapers

**The Form of Letters**

Letter writing has a form and structure, it is essential to understand that each type of letter has its own particular form, but there are certain features common to all types.

**1. The Heading.**

The heading consists of the writer's address and the date, which should be written in the following manner at the top right hand corner of the letter paper. The heading is not written in official note of an invitation. The date may be written as March 28, 2014 or the shortened form 28-3-2014 could be also used in official correspondence, but it is better to avoid it in personal writings. In letter papers the name of the writer is often printed at the top left-hand corner.

64 Rashtrapati road,  
Secunderabad,  
28 March, 2014.

**2. Greeting or Salutation.**

The salutation should be written below the address and date, beginning from the left hand side of the page and should be followed by a comma, but not a colon or an exclamation mark. The form of the salutation will vary according to the type of letter written. In personal letters it will depend upon the degree of intimacy that a person have with a person address.

- ❖ To members of your family, salutation will be, *My dear Father, My dear Mother, My dear Sister, My dear, Dear.*
- ❖ To friends, will be, *Dear Mr. Rama Rao* (not very intimate), *Dear Rama Rao* (more intimate), *My dear Rama Rao* (very intimate and affectionate), *Dear Mr. Rama Rao.*
- ❖ To strangers the salutation should be *Dear Sir* for men, *Dear Madam* for woman.

- ❖ Teachers or Official Superiors are to be greeted as *Dear Sir* or *Sir*.
- ❖ *Honoured Sir* and *Respected Sir* are *Indianisms* which should be avoided.

### 3. The Body of the Letter.

This is the main part of the letter. It should be written in a simple, natural style. Through a formal manner is followed in official correspondence, a familiar, colloquial style may be used in personal letters to friends and relations. If the letter is long, it should be divided into paragraphs.

### 4. Leave-taking or Subscription.

After completing the body of the letter the leave-taking phrase should be written to the right side of the page and put the signature below it. There is no apostrophe in yours, either before or after the s. There should be a comma after sincerely. The leave-taking phrases like with kind regards, with every good wish, hoping to hear from you soon, looking forward to seeing you Can be used only when a visit is planned.

Yours sincerely,  
Prabodh

In personal letters instead of Yours sincerely you can say Yours very sincerely, Sincerely yours, Yours affectionately (to relations), Your affectionate brother, Your loving son, etc. In official letters the normal expression used is Yours faithfully or sometimes Yours truly But while writing to teachers and to official superiors Yours obediently is to be used. Yours respectfully is seldom used except by shopkeepers writing to patrons, servants writing to masters, etc.

### 5. The Address on the envelope or the Superscription,

The Address should be written very clearly in this manner:

Shri K. R. Gopinath,  
184, Mount Road,  
Chennai-2,

Or thus:

Shri K. R. Gopinath,  
184, Mount Road, Chennai-2.

### Personal Letters

Personal letters should be written in a familiar and intimate style, depending upon the degree of intimacy one has with the person addressed. The sentences should be short and simple, it can be loosely connected, rather than formal and elaborate. Conversational idioms and colloquial expressions may be used, as also and shortened forms of the Auxiliaries, like, didn't, won't, shant, etc. It should be like a friendly, heart-to-heart talk. It is essential to write about things of common interest and about people with whom, both the correspondents are interested in. The main aim in writing a personal letter is that it should give pleasure to the person to whom it is addressed.

### Example for a personal letter:

210, Hyderguda,  
Hyderabad-8,  
15th November 2014

My dear Subhadra,

What are you planning to do with yourself during the Christmas holidays? Why not pay us a visit, as you have often promised to do?

You know Hyderabad is a beautiful place with several historical monuments and interesting sights. And the weather is just perfect in December quite cool and pleasant, unlike your hot and humid weather in Chennai.

I want you particularly to see the Salar Jung Museum-perhaps the best collection of art treasures made by an individual anywhere in the world. Salar Jung was the Prime Minister of the old Hyderabad State under the Nizams. He had no children and he spent all his money, collecting works of art from all over the world-Chinese vases, Japanese pottery, Persian carpets, anything you can think of. And then the dressing table of that most tragic queen-Marie Antoinette; items of furniture which belonged to Napoleon, beautiful marble statues from Greece, original paintings from Italy ..... I hope I have said enough to whet your curiosity. But the that most attracts the common people is a big clock from which a turbaned and be-whiskered man steps out with a hammer in his hand to strike the hour on a metal disc, and having done so, steps back into his hiding place.

I do hope you will come this time.

Write and say you will.  
Yours affectionately,  
Leela

Miss Subhadra Rajaram,  
31 / B, Manikyavasagar Street,  
Chintadripet,  
Chennai.

## II. Invitations

### Formal Note of Invitation

Formal Note of Invitations are always written in the Third Person. The writer's address is given not at the beginning, but at the end. There is no salutation and no leave taking or signature.

#### Example

Mr. and Mrs. Paul Appadurai request the pleasure of the company of Mr. and Mrs. Saul Annadurai at dinner on Friday, the 25<sup>th</sup> of April, at 8 o'clock.  
21, Upper Circular Road,  
Kolkata,

17<sup>th</sup> April 2014.

### **Formal Note of Acceptance**

#### **Example**

Mr. and Mrs. Saul Annadurai have pleasure in accepting the kind invitation of Mr. and Mrs. Paul Appadurai to dinner on Friday, the 25<sup>th</sup> of April, at 8 o'clock.

6, Chowringhee,  
Kolkata,  
18<sup>th</sup> April 2014.

### **Formal Note of Refusal**

#### **Example**

Mr. and Mrs. Saul Annadurai regret that owing to a previous engagement they are unable to accept the kind invitation of Mr. and Mrs. Paul Appadurai to dinner on Friday, the 25<sup>th</sup> of April, at 8 o'clock.

6, Chowringhee,  
Kolkata,  
18<sup>th</sup> April 2014.

### **Informal Note of Invitation**

#### **Example**

Lake View,  
Aurangabad,  
15<sup>th</sup> May 2014.

My dear Mr. Jalaluddin,

My wife and I will be very happy if you and Mrs. Jalaluddin will come and have dinner with us on Tuesday the 20<sup>th</sup> at 8 o'clock.

There will be a few other friends also here, but I think you know most of them.

Looking forward to seeing you,

Yours very sincerely,  
Ghulam Ahmed

**Informal Note of Acceptance**  
**Example**

6, Pearl Mosque Road,  
Aurangabad,  
16<sup>th</sup> May 2014.

My dear Mr. Ahmed,

Thank you very much for your kind invitation to dinner on Tuesday the 20<sup>th</sup>.

My wife and I will be delighted to accept your invitation. I am sure we'll have a very pleasant evening with all the other friends expected to turn up.

Very sincerely yours,  
Jalaluddin

**Informal Note of Refusal**

6, Pearl Mosque Road,  
Aurangabad,  
16<sup>th</sup> May 2014.

My dear Mr. Ahmed,

Thank you very much for your kind invitation.

Unfortunately my wife has been laid up with influenza for the last three days. And you know how weak one becomes after a bout of flu.

Under the circumstances, we won't be able to be with you on Tuesday and we are awfully sorry to disappoint you.

With best wishes,

Yours sincerely,  
Jalaluddin

**III. Business Letters**

16, Station Road,  
Sholapur,  
8<sup>th</sup> July 2014.

Messrs Patel, Puranik & Co.,  
68, Fort Road,  
Mumbai-1.

Dear Sirs,

I shall be obliged if you will send me by V. P. P. a set of stainless steel cutlery, as advertised in your catalogue (p. 152 No. 48) for 64.

Yours faithfully,  
C.P. Malhotra

Example : 2

218, Rashtrapathi Road,  
Secunderabad,  
21<sup>st</sup> August 2014.

Laxmi Publication Pvt Ltd.  
113, Daryaganj  
New Delhi-2

Dear Sirs,

I shall be obliged if you will send me the following books by V.P.P. at your earliest convenience:

1. The Morning of the World, by Graham Cooper – 2 copies.
2. In search of Peace, by Neil Richards - 3 copies.
3. The Ape and You, by Brian Darwin - 1 copies.

Yours faithfully,  
Ghulam Rasul

#### **IV. Application**

##### **1. For Leave of Absence**

78, Rash Behari Avenue  
Kolkata,  
17<sup>th</sup> September 2014.

The Principal,  
Presidency College,  
Kolkata.

Dear Sir,

As I have been laid up with fever since last evening, I am unable to attend College. I shall be grateful, therefore, if you will kindly grant me leave of absence for two days.

Yours obediently,  
Sushil Kumar Rudra,  
(IV yr. Student).

## 2. For a Post

35, Thambu Chetty Street,  
George Town, Chennai-1.  
15<sup>th</sup> June 2014.

To  
The Manager,  
Gordon, Mackenzie & Co.,  
Bangalore-3.

Dear Sir,

In response to your advertisement in *The Hindu* for an Assistant Manager in your firm, I wish to offer myself as a candidate.

I was a student of the Madras Christian College, Tambaram, from where I graduated in 2006 securing a high Second Class B.Sc. Degree. Then I did my M.Sc. in Mathematics in the same College with Statistics as my special subject. I took my M.Sc. Degree in 2008, securing a First Class and standing third in the University.

From 2008 onwards I have been working in Patny & Co., Chennai, as an Office Assistant. I have thus become familiar with all aspects of office work in a reputed concern.

While I was a student I was a member of the Madras Christian College. Cricket team, which I captained in my last year. I also play Tennis and Hockey and won the Singles Championship in the Tennis tournament conducted by Patny & Co., last year.

I am 29 years of age, and am quite healthy and capable of hard work.

I enclose copies of testimonials regarding my character and abilities, Both from my Principal and Professors at Tambaram and from the Manager, Patny & Co., Chennai.

Assuring you of my devoted services, if appointed to the post.

I remain,  
Yours faithfully,  
K. C. Abraham



## **V. Official Letters**

68, Amherst Street,  
Kolkata.  
5<sup>th</sup> March 2014.

To  
The Post Master,  
General Post Office,  
Kolkata

Sir,

On the 15<sup>th</sup> of February I sent a registered parcel containing some valuables to my brother Shri Hriday Bhushan Misra, Headmaster, Zillah, Parishad School, Midnapore. The parcel has not reached the addressee so far.

I shall be obliged if you will kindly make enquiries and trace the parcel. The number of the registered parcel receipt is 168 and it is dated 15-2-2014.

Hoping to receive an early reply.

1 remain,  
Yours faithfully,  
Benoy Bhushan Misra

## **VI. Letters to Newspapers**

The Editor,  
The Chennai Mail,  
Mount Road,  
Chennai-2.

Sir,

Through the columns of your esteemed daily, may I draw the attention of the Milk Commissioner to the fact that some of the milk bottles distributed through the milk booths appear to have been tampered with and the milk diluted.

Of late it has been noticed that the seals of some of the bottles are loose, and the milk in such bottles is invariably found to be diluted. Milk in the properly sealed bottles is found to be

good. Will the Commissioner, please, find out who is responsible for tampering with the seals and diluting the milk?

We hope that at least in future we shall be supplied with good, wholesome milk.

Yours truly,  
Mrs. Vimala Vasant

115, Besant Road,  
Adyar,  
Chennai,  
6<sup>th</sup> April 2014.

## Chapter - 19 PRECIS WRITING

Précis (pronounced *praysee*) means a brief summary or abstract of a given passage. If no particular length is prescribed for it in the question, you should restrict it to about one-third the length of the original.

Précis-writing is of great practical importance in the busy world of today. Business executives, politicians, etc., who have little time to spare to wade through long reports and other documents, depend upon their secretaries to make a précis of such things for them. The correctness of the decisions finally made by these executives will depend largely upon the accuracy of the précis presented to them by their secretaries.

Here are some guidelines for writing a précis.

Read the passage rapidly once to find out

- (a) What the passage is about (the central theme)
- (b) What its tone is (serious, satirical, humorous, etc.)
- (c) What type of writing it is (descriptive, narrative, reflective, etc.)

**Find a title** for the passage. This will be a brief statement of the central theme. The title should be brief and pointed, not vague. Every word in the title, except Prepositions and Conjunctions, should begin with a capital letter.

Read the passage again, as slowly as possible, try to understand every sentence and **select the main ideas**. Anything that is not related to the central theme is irrelevant or superfluous and should be omitted.

Avoid following particulars.

- (a) **Repetition.** The author may have repeated the same idea in different words for emphasis.
- (b) **Examples and illustrations.** Example indispensable but it may be retained. But that examples and illustrations can be easily dispensed with.
- (c) **Quotations and anecdotes.**
- (d) **Metaphors, similes and other figures of speech.**
- (e) **Any superfluous or irrelevant point.**

Make a list of the important ideas noted in the passage. Do not underline the essential sentences in the original passage, because it will tempt to transfer the underlined words and phrases bodily into the précis. The précis should be written as far as possible in own words and should not become a patchwork of phrases and clauses culled from the

text. After listing the main ideas, read the passage again to see whether you have left out anything important,

The order of the ideas in the given passage may generally be preserved in the précis also. But in a few cases, it may be necessary to change the order for the sake of clarity, coherence and logical development of thought. The précis should have an organic plan, a clear unbroken sequence of ideas.

The **précis should be written in Third Person**, even if the original is in the First Person or in the form of a dialogue.

The précis **should not contain ideas that are not found in the original**  
**Do not add your comments or criticism.**

**Do not introduce your own thoughts**, however bright they may be.

**Create the list of ideas**, make the rough sketch of précis without referring to the text. Then read it and see whether it is clear and coherent. Revise and rewrite passages which appear vague or loose. Don't leave out conjunctions and link words which are indispensable to preserve coherence and continuity.

Check up the length of the précis, if it is longer than required, condense it again. Ten words more or less than the required number will not be considered a serious lapse. When a satisfied draft is of the proper length, and written in the clearest and most coherent manner possible, copy it out neatly for submission.

Précis does not read like a summary or a collection of detached ideas, but a piece of original composition..

### **Example 1**

#### **Make a précis of the following passage:**

To have a second language at your disposal, even if you only know it enough to read it with pleasure, is a sensible advantage. Our educationists are too often anxious to teach children so many different languages that they never get far enough in any one to derive any use or enjoyment from their study. The boy learns enough Latin to detest it, enough Greek to pass an examination, enough French to get from Calais to Paris, enough German to exhibit a diploma, enough Spanish or Italian to tell which is which, but not enough of any to secure the enormous boon of access to a second literature.

Choose well, choose wisely and choose one, concentrate upon that one. Do not be content until you find yourself reading in it with real enjoyment. The process of reading for pleasure in another language rests the mental – muscles; it enlivens the mind by a different sequence and emphasis of ideas. The mere form of speech excites the activity of separate brain cells, relieving in the most effective manner the fatigue of those in hackneyed use, One may

imagine that a man who blew the trumpet for his living would be glad to play the violin for his amusement. So it is with reading in another language than your own.

-Churchill

**Title : The Study of a Second Language.**

**Main Points**

1. It is advantageous to know a second language well enough to read it with pleasure.
2. In England too many languages are taught so that the boys do not know any of them thoroughly.
3. A person should choose only one language other than his own for study. He should learn it so thoroughly that he can read and enjoy the literature written in it.
4. If a man can read a second language with pleasure, it will enliven the mind and stimulate the brain.

**Precise**

In the author's opinion it is highly advantageous to learn thoroughly a language other than one's own. In England the students are taught many languages, but none thoroughly. Everyone should choose one second language and learn it so well as to read with pleasure the literature written in it. Such a thorough study of a second language refreshes the mind and stimulates the brain.

(Notice how the references to Latin, Greek, etc., in para 1 and the trumpeter in para 2 have been omitted from the précis because they are only examples and illustrations).

## Chapter - 20

### ESSAY WRITING

An essay is a piece of prose composition, generally short, on any chosen subject. The word essay literally means an attempt'. The essay is an attempt at express your thoughts on a given topic and differs in this respect from a treatise which is an elaborate and thorough study of a subject.

#### **Different classes of essays:**

1. **Descriptive Essays:** A descriptive essay is perhaps the simplest type of essay consisting of a description of some place, person or thing, e.g., A Game Sanctuary, A Water-fall, A Village Fair, The Taj Mahal.
2. **Narrative Essays:** A narrative essay consists in the narration of an incident, a journey, a natural calamity, a biography, a story, etc., eg.. A Street Fight, A Visit to Agra, A Flood, A Train Accident. The Boyhood of Gandhi ji.
3. **Reflective Essays:** A reflective essay expresses the writer's thoughts or reflections on various themes like:
  - (a) **Qualities**, e.g., Courage, Patience, Love, Truth.
  - (b) **Social and domestic themes**, e.g., Friendship, Marriage, TheClass Struggle, Poverty, Education, Social Customs.

- (c) **Political themes**, eg., Democracy, Elections, War, International Peace.
- (d) **Philosophical and religious topics**, e.g., The Purpose of Living, The Meaning of the Universe, The Immortality of the Soul.
4. **Imaginative Essays:** These deal with imaginary situations. The writer has to place himself in a situation in which he has never been before and describe what he would do in such circumstances, eg. 'If I were a Millionaire', 'Cast on a Desert Island', 'The Autobiography of a Rupee.'
5. **Expository Essays:** These expound a theory or doctrine eg., Evolution, Nature Cure, Karma and Rebirth; or a literary topic, eg, The Art of the Short Story, Literature and Life.

Expository essays are generally objective and impersonal. The personal element appears in varying degrees in the other types of essays. Perhaps the most subjective type is the rambling kind of essay developed as a fine art by writers like A. G. Gardiner and Robert Lynd. Such an essay is a 'loose sally of the mind' and the essayist often appears to be 'a snapper-up of unconsidered trifles'. It is not easy to write such an essay and students are advised to attempt essays that conform to the definite types detailed above.

### **Characteristics of the Essay**

Normally the essay should have a **beginning, a middle and an end**-an *introduction*, the *main body* of the essay and a *conclusion*. The essay should have an organic unity. The main theme should be kept in view throughout and nothing that is not relevant to it should be allowed to creep in.

There should be an **orderly development** of thought from paragraph to paragraph, a logical sequence of ideas, one point leading naturally to another.

The **style and treatment** should be adapted to the subject. A serious or philosophical theme should be treated in a dignified manner. A subject like a picnic or a village fair may be dealt with in a familiar, light-hearted manner. Simple, direct expression should be preferred to pompous or verbose writing.

**Anecdotes and illustrations** may be used to make the essay interesting. The personal approach is what makes an essay distinctive. The essay – should reflect not only the opinions and thoughts of the writer but his very personality.

### **Hints on Writing an Essay**

1. **Study the subject carefully.** Do not start writing the essay straightaway, but analyse the subject so as to get a clear and accurate idea of its scope. The wording of the subject is very important. If the subject is Travel as a Means of Education, don't write on travelling in general, the different modes of travel by land, sea and air, the difficulties of present-day travel and so on but focus your attention on the knowledge of other countries and people, their customs, culture and civilization that can be acquired through travelling. Keep to the point and avoid all that is not relevant to it.
2. As you think over **the subject**, several thoughts will pass through your mind. Jot them down on a piece of paper. Perhaps some examples, illustrations and apt quotations will also occur to you. Write them down immediately lest you should forget them.
3. **Order and arrangement** of thought is very important. Having set down all your ideas, try to arrange them under various heads. Each main point should be developed in a separate paragraph, and one paragraph should logically lead to another. Thus there should be an organic unity and continuity of thought in the essay. You should also see that no aspect of the subject is unduly stressed or elaborated at the expense of another. There should thus be a certain balance and proportion in the development of ideas.
4. **The introduction** should be brief and striking. It should at once catch the interest of the reader. Perhaps the most common opening in essays is with a definition of the subject. But there are more striking ways of beginning an essay as shown in the next section.
5. However effective the introduction may be, your effort will be a failure, if the main body of the essay is not well-planned and well-written. So you must spend at least ten minutes planning your essay carefully.
6. **The conclusion** too must be forceful and effective. Several ways of doing this are indicated below.

### **How to Begin an Essay**

Many people find it difficult to begin an essay. Once they begin, they can go on writing without much trouble. Here are some ways of

#### **1. Without any Introduction**

The writer often plunges right into his subject without wasting words on an introduction. This kind of abrupt opening is often effective:

1. "Studies serve for delight, for ornament and for ability" Francis Bacon, Of Studies



2. 'No young man believes he shall ever die. It was a saying of my brother's, and a fine one', William Hazlitt, 'On the Feeling of Immortality in Youth
3. Silence is unnatural to man. He begins life with a cry, and ends it in stillness..... Robert Lynd, "Silence"

## **2. With a Definition**

The definition may be brief and concise, or elaborate and detailed. It may be your own, or borrowed from others. For example, when asked to write on Democracy, many people begin with the words of Abraham Lincoln: 'Democracy is the government of the people, by the people and for the people'. Bacon begins his essay on Revenge thus: 'Revenge is a kind of wild justice.'

## **3. With an Anecdote or Reminiscence**

Personal essays often begin with an anecdote or reminiscence. The advantage is obvious. The reader immediately gets interested in what you have to say. The anecdote must be quite relevant to the subject, and should be amusing or striking.

### **Example:**

The other night I heard a voice on the radio in my living-room asking who was King George's great-grand-mother. I felt terribly pleased because I knew the answer-Queen Victoria!" by Stephen Leacock, "Who knows it?"

## **4. With a Quotation**

Many writers use an apt quotation as a spring-board from which to launch into their themes. The quotation is striking and relevant and that the, author is worth quoting:

### **Example:**

What is Truth?" said jesting Pilate: And would not stay for an answer. "Francis Bacon, 'On Truth'

## **5. With a Question**

An effective way of opening an essay is with a question. The reader's attention is at once gripped by a striking question and by your answer to it:

### **Example:**

"In what consists the most characteristic quality of our species? Some would say, in moral virtue; some, in godliness; some, in courage; some, in the power of self-sacrifice. Aristotle found it in reason....." By C.E.M. Joad, "The Gandhian Way"

## **6. With a Proverb or a Striking Statement**

A proverb or a statement that arrests the attention of the reader can be used as an opening for an essay. The statement may be paradoxical or epigrammatic or merely witty:

### **Examples:**

“Bad news, they say, travels fast..... Robert Lynd, ‘The School Cap’

“Men fear death, as children fear to go in the dark” Francis Bacon, ‘Of Death’

## **7. With a Piece of Vivid Description**

The author may begin his essay with a striking description of a scene or a character

### **Example:**

He was, I should say, in the late sixties --- an elderly man with a par nose and a grey moustache --- and walked, like Mammon, with his eyes on the ground.” Robert Lynd, The Butt-Gatherer

## **How to Conclude the Essay**

### **1. With a Brief Summary**

In the last paragraph can be briefly summed up, the main arguments or ideas that have been developed in the course of the essay. Draw the conclusions on the basis of the arguments. The conclusion should be stated briefly but forcefully, with an air of finality. **Example:**

1. “To sum up the stages—first a whirling disc of gas, then eddies, clouds, condensations, and finally stars.” Fred Hoyle, ‘The Birth of Stars’

### **2. With a Prediction**

Some essays, especially those dealing with political or social themes, sometimes end with a speculation about the future:

A clear choice must be made within fifty years, the choice between Reason and Death. And by Reason ‘I mean willingness to submit to law as declared by an international authority, I fear that mankind may choose Death. I hope I am mistaken Bertrand Russell, ‘Science and War’

### **3. With a Quotation, Witticism or Anecdote**

An effective way of concluding an essay is by using a quotation, a witticism or an anecdote, which neatly summarizes what you have been saying or leaves the reader in an amused and satisfied frame of mind.

“Bacon, in his Essay on Study, says, “Study is for delight, for ornament and for ability. For delight its chief use is in privateness and retirement.” Walton, at the end of his most famous and delightful book, puts simply this quotation: “Study to be quiet”. Viscount Grey, “The Pleasures of Reading.

### **4. With a Question or an Abrupt Remark**

A rather sudden and thought-provoking conclusion can be given if you end the essay with a rhetorical question, or an abrupt remark. But you should never end with a question if you have already begun the essay with one.

“Well, well, well-what are we coming to?” P. Herbert, “The Mystical Business of My Passport”

## **Chapter- 21**

### **WRITING SHORT STORIES FROM OUTLINES**

The purpose of this exercise is to write brief narratives or stories using certain key points provided by the text. These points form a skeleton or outline. This is what should be done:

First read the outline carefully. Try to make up a story supplying missing links with inventiveness. Plan a proper introduction and conclusion. Direct speech, jokes, anecdotes can be brought in to build the structure of a sequence of thought. The rules of grammar and punctuation should be adhered to strictly. When finished, read what have been written carefully and conclude the work by giving it a proper title.

#### Exercise

Write stories from the following outlines:

1. Young man knocks down Bernard Shaw-Upset-Shaw cool-gets up. Says silly fellow, you missed a chance to get into history-Young man, a college student-understands what a great man Bernard Shaw was.
2. Shaw sends two complimentary tickets to the opening night of one of his plays – The note to Winston Churchill said – “For you and a friend of yours if any.” Churchill’s reply: “I will come for the second show if any.”
3. Contest between Athena and Neptune for right of guardianship of Athens-Jupiter’s decree: whoever gives the greater gift to the city. Neptune – sea god gives man a war horse summoning it from nothingness with his trident-Athena strikes the earth with her spear and there sprouts an olive tree. Jupiter declares Athena the greater benefactor of man.

