

Learn and Practise Grammar

Class - X



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for **Class - X**

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Foreword

Adequate grasp of English grammar is essential for strengthening the linguistic competence and communicative skills of the learners at the secondary level. A grammar textbook written in a prescriptive style usually does not find favour with the learners; it rather proves to be trying and uninspiring. Hence, a textbook on English grammar is to be so prepared as to stimulate the learners to acquaint themselves not only with different structural patterns of sentences but also with the correct ways in which words are combined to form sentences. It should be practice-based, usage-oriented and needs to be written with a modicum of inventiveness and imagination. The imagination of the learners sufficient illustrations, diagrams, pictures, and exercises are to be given in such a manner that the lessons capture and what the intellect and interest of the learners.

Keeping an eye on this new approach to the writing of grammar textbooks the Board of writers have ably put their expertise into preparing the textbook titled **Learn and Practise Grammar**. It is hoped that the students of Class-X, who study English as their second language, will find the book useful and illuminating.

Suggestions for improvement will be highly appreciated and will be taken into account at the time of the next edition of the book.

President

Board of Secondary Education

Odisha

PREFACE

The grammar of a language is not a fixed set of rules handed down from generations to generations to be learnt and practised by the users of that language. It is a description of such rules that are formed cognitively in the mind of the user. For the formation of such rules a user needs learning, practice, stimulation or experimentation, realization and revision.

Learn and Practise Grammar Book for Class- X is designed to improve the ability of the secondary level students of Odisha to use English for academic and social purposes. It has been built on the foundation of its first volume as well as on the previous textbook “Aspects of English Grammar”. Attempts have been made to use activities for inductive learning, problem-solving activities, classroom competitions and interactions. This book is so designed that it can be used for self-learning outside the classroom. However, the learning and teaching of Grammar become more effective when they foster group interaction and discussion, so, our earnest request to our friends in the profession of teaching English is not to leave any activity self-discovery by their students and not to hesitate to encourage them to have more interaction in the classroom. They are requested to be facilitators in the classroom rather than being dispensers of new knowledge.

It is preferable to integrate the lessons of this book with other lessons from the reader prescribed for detailed studies, or with the writing activities in the classroom. The lessons from this book should also be used while drawing comparisons with those of its previous volume meant for class IX.

The members of the Board of Writers would appreciate and acknowledge valuable suggestions and recommendations from practising teachers and sincere users of this workbook.

Board of Writers

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC] and to secure to all its citizens :

- JUSTICE, social, economic and political;
- LIBERTY of thought, expression, belief, faith and worship;
- EQUALITY of status and of opportunity;
and to promote among them all
- FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation.

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

1. Subs. by the Constitution (Forty second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f.3.1.1977)
2. Subs. by the constitution (Forty second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f., 3.1.1977)

PART IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.
- (k) Who is a parent or guardian to provide opportunities for education to his child or as the case may be, ward between the age of six and fourteen years.



CHAPTER - I

Tense Revisited

We learnt about tense and time in the previous class. Now, we realize that **time** is a continuous flow measured in seconds, minutes, hours, days, or years. On the other hand, **tense** is a grammatical concept specific to a particular language. The tense system in English is not similar to that of any other language such as Odia or Sanskrit.

English language has only two defined tenses of verbs: *present* and *past*. With the help of these two tenses we express three phases of time: *past*, *present* and *future*. So, at times, we have difficulty in expressing ourselves using the proper tense forms of verbs. In this chapter, we will study how the available tense forms of verbs express all the three phases of time.

Ways of expressing the present time

Anita: What *is* your brother *doing* these days?

Binita: He *is studying* at a college this year. He *is studying* +2 Science. He *is preparing* himself for engineering studies.

Anita: He *wants* to be an engineer, *doesn't* he?

Binita: Yes, I *think* so.

Look at the verbs in the dialogue given above. What tense forms are they in?

We use the following tense forms of verbs in order to express the present time:

1. Present simple for *habitual action, laws of nature, general or scientific truths, present state or present fact, and permanent state or permanent fact.*

Examples :

I *go* to school everyday.

The sun *rises* in the east.

Tigers *live* in forests.

Water *boils* at 100° c.

I *feel* hungry.

I *study* at this school.

Permanent snow *covers* the Antarctica.

Bhubaneswar *is* the capital of Odisha.

2. Present progressive for *something happening now, for something happening over a period of time, or for a temporary action.*

Examples :

It *is raining* (now).

My brother *is searching* for a job.

He usually goes to school on his bicycle, but today he *is going* there on foot.

Activity - 1

Fill in the blanks with the correct forms of the verbs given in brackets: [You can use she or her, if required.]

He ——— (get) up early everyday. He ——— (brush) his teeth and ——— (have) his bath. He ——— (take) a quick breakfast. He ——— (not want) to be punished at school. So, he ——— (set out) early to reach school in time. He ——— (sit) on the same bench in my classroom. He ——— (have) straight hair and a sharp nose. What is his name?

Activity - 2

Write the daily activity of an animal, for example, a cow/dog/cat/tiger/horse or any other animal/bird. Don't mention the name of the animal. For example, *I'm a domestic animal. I have four legs and a long tail*, etc. Let your friends guess what animal you have thought of.

Activity - 3

Work in pairs, A and B. Your partner will tell you some sentences that are wrong. Correct your partner. Then speak your sentences and let your partner correct you. In this way complete all the sentences and at the end, write down the corrected answers.

Example: A: Mr Rao likes to eat fish.

 B: No, he doesn't eat fish. He's a vegetarian.

Wrong sentences for A:

Water freezes at 4°C.

Cuttack is the capital of Odisha.

The sun goes round the earth.

Viswanathan Anand plays football.

The Prime Minister of India lives in Mumbai.

Wrong sentences for B:

Water floats on oil.

A rose is a kind of fruit.

Sachin Tendulkar plays hockey.

Vande Mataram is our National Anthem.

New York is the capital of the USA.

Activity - 4

Work in pairs. Match the following sentences (1-6) with the uses of the *present simple* and *present progressive* (a-f).

- 1 I live in Sambalpur.
- 2 She's staying with her aunt at the moment.
- 3 Toffees are very sweet.
- 4 His English is getting better all the time.
- 5 I usually go to school on foot.
- 6 Look. Two swans are carrying a tortoise.

Present simple

- a. General or scientific truths
- b. Permanent state or permanent fact
- c. Habitual action

Present Progressive

- d. Something happening now
- e. Something happening over a period of time
- f. Temporary action

Activity-5

Look out through the window. What do you see? Write three sentences about the things that you see. Read out and see who else has written one exactly like you. For today, you are special friends.

Activity - 6

Use either the *present simple* or the *present progressive* to complete the dialogue.

Seema : Hello Lopa, what (you / do) these days?

Lopa : Nothing much. I (learn) how to dance in a dancing school. What about you?

Seema : Me? I (work) at a training school. The school (offer) lessons on cooking.

Lopa : (you / like) the job?

Seema : Yes, of course. I (prefer) this job because I (also learn) a lot how to cook while working here.

Lopa : What (they / teach) now?

Seema : Right now they (give) lessons on Chinese food. You know, Chinese dishes (taste) so good!

Lopa : Can I join the classes someday?

Seema : Sure. They (want) more and more students to join their school. You are welcome.

Lopa : Thank you.

Ways of expressing the past time

Anita: How *was* your weekend?

Binita: Oh, really good. I *went* to Puri with my family.

Anita *Did* you *spend* some time at the sea shore?

Binita: Wow, that *was* terrific. *Have* you ever *been* there?

Anita: Yes, I *spent* my childhood there.

Look at the verbs in the dialogue given above. What tense forms are they in?

We use the following tense forms of verbs in order to express the past time:

1. **Present perfect** for a *past action with present relevance*, as in
I *have* (already) *done* my homework.
2. **Present perfect progressive** for *something that started in the past, continuing at present and likely to continue in the future*, as in
I am out of breath because I *have been running* round the playground.

3. **Past simple** for a *past action that happened in a moment, or a past action that happened over a period of time*, as in
India *became* free in 1947.
The British *ruled* over India for many years.
4. **Past perfect** for an *older action in the past*, as in
When we reached the station, the train *had left*. So, we went to our village by bus.
5. **Past progressive** for an *action in progress in the past*, as in
I *was studying* in class IX last year.
6. **Past perfect progressive** for a *past action in progress for some time when another action took place*, as in
They *had been driving* for two hours when their car broke down.

Activity - 1

Complete the following conversation, using either the *past simple* or the *present perfect* form of the verb given in brackets.

- Ashok : What are these people doing here? What (happen)?
- Bini : There (be) an accident.
- Ashok : An accident? What (happen) exactly?
- Bini : A cat (run) across the road in front of a car. The driver (try) to apply the brake and (hit) the tree on the side of the road.
- Ashok : When (it happen)?
- Bini : About ten minutes ago.
- Ashok : (anyone call) for an ambulance?
- Bini : No, not yet. But the police (arrive). They will take care of that.
- Ashok : This is the second accident we (have) here this week.
- Bini : We should have a road hump here.

Activity - 2

Make sentences using the *present perfect progressive* tense form of the verbs.

Mrs Das is very tired. (work hard)

Mr Das looks pale. (not feel well / all day)

Their son Ashok has got a headache. (watch TV / all evening)

Their daughter Bini has got no money left. (buy clothes)

They are sitting idle and can't do anything. (rain / since the evening)

Activity - 3

One sentence in each of the following pairs is wrong. Strike it off.

- | | | |
|---|--------------------------------|--|
| 1 | I can go home now. | I have finished my class work.
I have been finishing my class work. |
| 2 | You look tired. | Have you worked in the garden?
Have you been working in the garden? |
| 3 | Tell the truth. | Have you broken the window?
Have you been breaking the window? |
| 4 | Your eyes are red. | You have cried.
You have been crying. |
| 5 | Now you can live in that room. | We have repaired the roof.
We have been repairing the roof. |

Activity - 4

Fill in the blanks with the *past simple* or *present perfect* forms of the verbs given in brackets.

Rahul : ————— (you / see) Jagu last night?

Bakul : No, but I ————— (just come) from his house. He's in bed. He ————— (be) very ill for the last three days, actually.

Rahul : I'm sorry to hear that. So that's why he ————— (not come) to the party last night.

Bakul : The doctor ————— (see) him twice by now. He's coming again tomorrow. Oh, by the way, Jagu ————— (send) your book.

Activity - 5

Combine the given sentences into single ones using the *past perfect* or the *past simple* forms of the verbs.

The alarm clock rang. I woke up = As soon as —————

I cleaned my teeth. I took bath. = After I —————

I got dressed. I had breakfast. = When —————

I brushed my teeth again. I looked at my watch. = When —————

I looked at my watch. I realized I was late. = When —————

I arrived at the school. I remembered it was Sunday. = When —————

Activity - 6

Work in pairs A and B. Without showing *your* sentences to *your* partner, you write five sentences using the *past perfect* tense of verbs. You must put before the sentences an expression like *as soon as / when / by the time / after*. In the mean time, your partner writes five sentences using the *past simple* tense of verbs. After writing the sentences, show each other the sentences and try to combine them. When the teacher asks you, go and write the combined sentences on the blackboard. (All the sentences may not combine.)

Example: As soon as he had watered the plants ...

It started to rain. / The teacher asked me a question. (can't combine)

Activity - 7

Fill in the blanks using the *past simple* or the *past progressive* forms of the verbs given in brackets.

Once when I —— (read) in my room, I —— (hear) a lot of noise outside. I —— (come) out and —— (see) that many people —— (run) in a particular direction. They —— (shout) at the top of their voice. They all —— (have) buckets and water pots in their hands. I —— (ask) them what the matter was. Somebody —— (point) at a house at the end of our village. I —— (see) that the house —— (burn). People —— (throw) water at the house in order to put out the fire. Very soon the fire —— (come) under control.

Activity-8

Use the *past progressive* or the *past simple* forms of the given verbs and rewrite the paragraph.

I (walk) along the street one day when I (see) something strange. I (notice) a person of the same height as me and (have) the same hair style. He (wear) clothes of the same colour and (carry) a school bag just as mine. He (just / cross) the road ahead of me but he (not / avoid) me at all. I (be) sure of that. As he (go across) the road, I (follow) him.

Activity - 9

Complete the following dialogue using the *past perfect* or the *past perfect progressive* forms of the verbs given in brackets.

Federer : My best moment in the match was when I realized that the game (finish) and I (become) the champion. I (win) at last. At that moment I (become) the best Tennis player of the world.

Reporter : And when you won, how long (you / play) Tennis?

Federer : I started just before I finished school. That means, I (play) for about six years when I won the Wimbledon.

Reporter : You (beat) some good players before you won that tournament.

Federer : Yes. Ever since I started as a Tennis professional, I (win) games regularly, until my injury.

Ways of expressing the future time

- Anita : Say, Bini, what *are you doing* this afternoon? *Would you like* to go shopping with me?
- Binita : Oh, sorry. I can't. I *am going to finish* my homework before the evening. My uncle and aunt *are coming* to our house.
- Anita : You *will help* your mother, won't you?
- Binita : Of course. Moreover, my uncle's little son loves me so much. We *are going to play* together.
- Anita : That *will be* great. Bye. Have a nice time.

Look at the verbs in italics in the dialogue given above. What tense forms are they in? What time do they refer to?

We use the following tense forms of verbs in order to express the future time:

1. With the help of **modals** for *simple future of an unplanned action*, as in
Wait a minute. I *will* come with you.
2. **Be going to + verb** for *future fulfilment of present cause or indication, and future action with present intention or decision*, as in
There are dark clouds in the sky. It *is going to rain*.
We *are going to leave* for Puri tomorrow morning.
3. **Present Progressive** for *a planned or arranged programme of a future action*, as in - The Chief Minister *is meeting* the Governor tomorrow morning.
4. **Present simple** for *an official programme (where future is seen as a fact)*, as in
Tomorrow *is* Sunday.
The match *begins* at 4.30 pm.
5. Others like *be about to*, *will be v-ing*, *will have v-en*, etc. are for *something imminent, an action to be in progress in the future, an action to be completed in the future* respectively. You studied examples of these types in the previous class.

Activity - 1

Use *shall* / *will* in the blank spaces:

- i. A friend is trying to move a heavy table. You say, "——— I give you a hand?"
- ii. "There is a lot of cleaning to do. You do the cleaning and I —— do the drying."
- iii. A friend is carrying a lot of books to the library. You are going there anyway. Y o u say, "I —— take them there if you like."
- iv. I —— go and ask the clerk if he has a spare key.

Activity - 2

Work in small groups and write a four-line poem. Your first line should be one of the following expressions. The other three lines must be your creation and must start with *I'll*. The lines need not rhyme.

When I'm old and gray,

When I go to college,

When I wake up tomorrow,

When I become famous,

When I win a prize next,

When father pats me on the back (tomorrow),

Activity - 3

In each of the following pairs of sentences, one is more natural and common. Cross out the more unusual ones.

- i. Leave that. (I'll carry it. / I'm going to carry it) for you.
- ii. Bye. (I'll see you / I'm going to see you) tomorrow.
- iii. (I'll post / I'm going to post) these letters for you if you like.
- iv. I'm so tired. (I'll go / I'm going to go) to bed.
- v. I'm so far behind with my studies that (I'll work / I'm going to work) next Sunday.

Activity - 4

Two friends Nilu and Chinu are leaving school together. Their parents have gone to their village. Some of the lines of their conversation are correct and some have mistakes. If a line is correct, put a tick mark. If a line has a mistake in it, underline the mistake and write the correct expression against the brackets.

- Where will you eat tonight? (1)
- At home. I've got a cookery book, so I'll make a curry. (2)
- Why not come to my place? I'm going to cook us both something. (3)
- Won't you go to meet your Grandpa? (4)
- No, he's left for the village. I'm not going to meet him for a month or so. (5)
- O.K. I'm going to come round at 8 and I'll bring some ice-cream. (6)
- Fine. I'll see you then. (7)

Activity - 5

Use in the blank spaces *will/shall*, *be going to*, or *present progressive* forms of the verbs given in brackets.

- Mina : Would you like to come to watch a movie this weekend?
- Nina : I'd like to, but I'm afraid ——— (I / not / have) time.
- Mina : Why? ——— (what / do)?
- Nina : Well, ——— (my father / arrive) back from Delhi. He's been there for six months and ——— (we / have) a big party to celebrate.
- Mina : ——— (he / not / be) too tired for a party after his long train journey?
- Nina : Yes and no doubt ——— (he / have) no proper food during the journey. So, on Saturday he can take it easy. But on Sunday, ——— (all the family/come) on a picnic. ——— (I / prepare) things all day on Saturday.

Mina : What a lot of work for you.

Nina : I don't mind. Other members of my family are helpful and we are well organized. In fact, ——— (I / see) someone about hiring a cook this afternoon. So, I must go now or ——— (I / not / get) to their shop before ——— (they / close).

Mina : I hope ——— (everything / go) well for you.

Nina : I'm sure ——— (it / be) a great day. Provided ——— (the weather / remain) fine.

Activity - 6

Copy your time-table for next Thursday. On the basis of that write five sentences to mention what you are going to do that day. Compare your sentences with those of your friend's.

Activity - 7

Use either *will be v-ing* or *will have v-en* in the blank spaces in the following lines. The verbs have been given in brackets.

- i. Our school closes at 4.30. I ____ (take) some snacks at home at five o'clock.
- ii. Our school closes at 4.30. I ____ (reach) home by five o'clock.
- iii. They ____ (not / finish) painting the school building until next week.
- iv. You ____ (take) a test on English Grammar this day next week.
- v. Our teacher ____ (work) here for next five years.
- vi. By the time you read this, I ____ (finish) answering all the questions.





CHAPTER - II

Types of Sentences

Look at the following sentences :

1. Mr Anil Mohanty *is* a teacher.
2. He *teaches* us English.
3. He has been teaching English for the last fifteen years.

The verbs *is*, *teaches*, *has*, in the above sentences are finite verbs because they can be changed into past tense forms. The first word in a verb phrase is called a finite verb. On the basis of the finite verbs we can say that all the above sentences have each a finite clause. (A clause has a subject and a verb in the predicate phrase and may form a complete sentence or a part of a sentence.) A complete sentence has at least one independent finite clause. A sentence can be called a 'Simple Sentence' if it has one clause. So, all the above sentences are 'simple sentences'.

Activity - 1

Pick out the finite verbs in the following sentences :

- (i) Nilima has a good memory.
- (ii) He shall not enter the house.
- (iii) We have not yet received the money.
- (iv) He has been studying to pass the examination.
- (v) Ramesh works in a bank.
- (vi) We must obey the rules of the road.

II. Kinds of Simple Sentences :

Look at the following sentences :

1. The cuckoo is singing
2. Is the cuckoo singing in that tree ?
3. Listen to the cuckoo's song.
4. How beautifully the cuckoo sings !

The four sentences given above are simple sentences, but they have different structures.

The first sentence is called a 'Declarative Sentence'. Sentence 2, which has a question mark in the end is called an 'Interrogative Sentence'. Sentence 3 is called an 'Imperative Sentence'. The last sentence is called an 'Exclamatory Sentence'.

Hence, simple sentences can be of four types : Declarative, Interrogative, Imperative, and Exclamatory

A. Declarative Sentences :

In a declarative sentence the predicate is a statement about the subject; in other words, it is a sentence of statement.

Look at these sentences :

1. Cuttack is on the Mahanadi.
2. The cuckoo sings in spring.
3. Anil teaches English grammar.
4. The story appears very interesting.
5. He is going to sell his car after Holi.

The above sentences are declarative sentences. The first three sentences state facts. The sentence 4 states an opinion and the sentence 5 states an intention.

Declarative sentences of different patterns are given below :

(i) SV	:	Subject	Verb (Intransitive)		
		The boy	came.		
		The wind	blows.		
(ii) SVO:		Subject	Verb (transitive)		Object
		He	answered		the question.
		She	will sell		a car.
(iii) SVOO	:	Subject	Verb	Object (Indirect)	Object (direct)
		The postman	gave	me	a parcel.
		The teacher	taught	us	geography.
		The guide	showed	us	the temple.
(iv) SVC	:	Subject	Verb		Complement
		Mr Das	is		a teacher.
		The sky	got		dark.
		He	looks / seems / appears		worried.
		This flower	smells		sweet.
		This pillow	feels		soft.

(v) SVOC	:	Subject	Verb	Object	Complement
		They	found	him	dead.
		They	elected	Mr Das	President.
		This book	has made	the author	famous.
		The result	proved	him	wrong

B. Interrogative Sentences :

Sentences which ask questions are usually called 'Interrogative Sentences'.

Look at the following sentences :

1. Did she attend the class yesterday ?
2. Are you joining the picnic ?
3. What are you looking for ?
4. Who wrote the Mahabharata ?

The first two sentences given above can be answered by saying either *yes* or *no*.

So they are *Yes/No* questions. The last two sentences do not begin with auxiliaries, they begin with *what* and *who*. So they are *Wh*-questions / Interrogative sentences.

C. Imperative Sentences :

Examples :

1. Respect your elders. (advice)
2. Please have another cup of tea. (request)
3. March on, soldiers. (command)
4. Let's go on a picnic. (suggestion)
5. Have mercy on us. (prayer)
6. Beware of pickpockets. (warning)
7. Don't write on the front page of the answer book. (instructions)
8. Shut the door. (order)
9. Have a smooth journey. (wish)

In the above sentences the subject is *you*, but it is not mentioned. These sentences express 'advice', 'request', 'command', 'suggestion', 'prayer', 'warning', 'instructions', 'order',

and 'wish'. Such sentences have the following characteristics :

- (i) The subject 'you' is not usually used.
- (ii) The sentences begin with the verb in its base form.
- (iii) The sentences can be made negative.
- (iv) There is no change in tense, aspect, voice and modality.

D. Exclamatory Sentences :

Look at the following sentences :

- 1. What an excellent singer she is !
- 2. How beautifully she sings !

The above sentences which express the feelings of admiration and surprise are called 'exclamatory sentences'. These sentences begin with 'What' or 'How' and there is usually a mark of exclamation at the end of these sentences.

Exclamatory sentences cannot be changed into negative sentences. One cannot say, "What an excellent singer he is not !" Nor can one say, "How beautifully she does not sing !" But the types of sentences such as 'declarative', imperative, and interrogative can be turned into negatives.

The above exclamatory sentences can be turned into declarative sentences :

(1) She is an excellent singer. (2) She sings very beautifully. Similarly, declarative sentences can be turned into exclamatory sentences :

Example :

- | | | |
|-------------|---|---------------------------|
| Declarative | - | He is very stupid. |
| Exclamatory | - | How stupid he is ! |
| Declarative | - | He is a very stupid boy. |
| Exclamatory | - | What a stupid boy he is ! |

Activity - 2

Some simple sentences are given below. Mention against each, whether it is declarative, interrogative, imperative, exclamatory. The first one has been done for you.

Example : Why were you absent from class yesterday ? (Interrogative)

- (i) Abdul is a strong boy.
- (ii) Let us move on.
- (iii) Who told you that story ?
- (iv) How luckily I escaped the accident !
- (v) Don't touch a live wire.
- (vi) Are you coming with him ?
- (vii) Turn to page 25 in your grammar book.
- (viii) Who did you give it to ?

Activity - 3

Turn the following declarative sentences into exclamatory sentences using '**how**' or '**what**' at the beginning of the sentences :

- (i) The weather is very fine.
- (ii) She is a very intelligent girl.
- (iii) He speaks very fluently.
- (iv) She has got a very sharp memory.
- (v) It is a very beautiful night.
- (vi) She has put on a very costly necklace.

Activity - 4

There are some verbs in the brackets. Fill in the blanks in the following sentences choosing the appropriate verbs from the brackets.

(hope, concentrate, make, avoid, take, get)

The examination is at hand. _____ the best use of your time. _____ on your studies.
_____ watching television. _____ the advice of your teachers when you are in difficulty.
Don't _____ nervous. Always _____ for the best.

III. Compound Sentences :

Look at the following sentences :

1. He joined the English Essay competition and won the first prize.
2. You may stay here or go home.

In the above sentences we have two finite *clauses* each. In other words, each sentence has two independent clauses. In sentence 1 the two independent clauses are :

(1) He joined the English Essay competition (2) (He) won the first prize. In sentence 2 they are: (1) You may stay here (2) (You may) go home. In sentence 1 the independent clauses are joined by *and*, and in sentence 2 they are joined by *or*. The first independent clause in each sentence is called 'Main Clause' and the second independent clause in each sentence is called 'coordinate clause'. *And*, *or* in the above sentences are called 'conjunctions' or 'coordinators' or 'coordinating conjunctions'. The sentences which have two or more than two independent clauses and are joined by coordinating conjunctions are known as 'Compound Sentences'.

Study the following compound sentence :

- | | | |
|-----------------------|---|---|
| And | : | He came and stayed for a week. |
| But | : | He is very hardworking but he is really not intelligent. |
| Yet | : | He is not rich, yet he is happy. |
| Still | : | She did not do much work, (but) still she passed the examination. |
| Nevertheless | : | There was no news; nevertheless, she went on hoping. |
| Or | : | He watches television or goes out to the playground. |
| Or else | : | Work hard, or else you will fail. |
| Otherwise | : | Take care, otherwise, you will fail. |
| Therefore | : | He was taken ill, therefore he could not attend the party. |
| Either ... or | : | Either you leave or I will. |
| Neither ... or | : | He is neither handsome, nor is he smart. |
| | | He neither returned the goods nor paid the bill. |
| Not only ... but also | : | He not only liked the house but also bought it. |

- Both ... and : He can both sing and act. (Not used in negative sentences)
- So : I was very hungry, so I wanted to have an early lunch.
- For : He found it increasingly difficult to read, for his eyes were failing.
- Besides : I don't want to go to the cinema, besides I am feeling tired.

Neither ... nor, either ... or, not only ... but also, both ... and are also called 'correlative conjunctions' or 'correlatives', for they go in pairs and are related to each other. These correlatives usually join two alternatives.

Activity - 5

Combine each pair of the following sentences into a compound sentence using conjunctions such as : 'and', 'but', 'or', 'so', 'yet', 'for', otherwise.

- (i) He finished his exercises. He put away his books.
- (ii) He must not be late. He will be punished.
- (iii) Make haste. You will be late.
- (iv) He is rich. He is not contented.
- (v) He was horrified. He saw bloodstain on the floor.
- (vi) He tried hard. He did not succeed.
- (vii) They took every precaution. They suffered from the disease.
- (viii) I have a lot of work. I must do it now.
- (ix) Be good. You will be happy.
- (x) He practised daily. He became an expert player.

Activity - 6

Combine each pair of the following sentences into a compound sentence using one of the correlatives : either ... or, neither ... nor, not only ... but also, both ... and.

- (i) Energy is necessary for success in life. Patience is also necessary for success in life.

- (ii) I have left my glasses on the bus. I have left my glasses at the office.
- (iii) He cannot speak English. He cannot speak Hindi.
- (iv) The boy is very healthy. He is also very happy.
- (v) He does not drink tea. He does not drink coffee.
- (vi) She draws pictures neatly. She also paints them beautifully.
- (vii) The artists will sing for us. They will dance for us too.

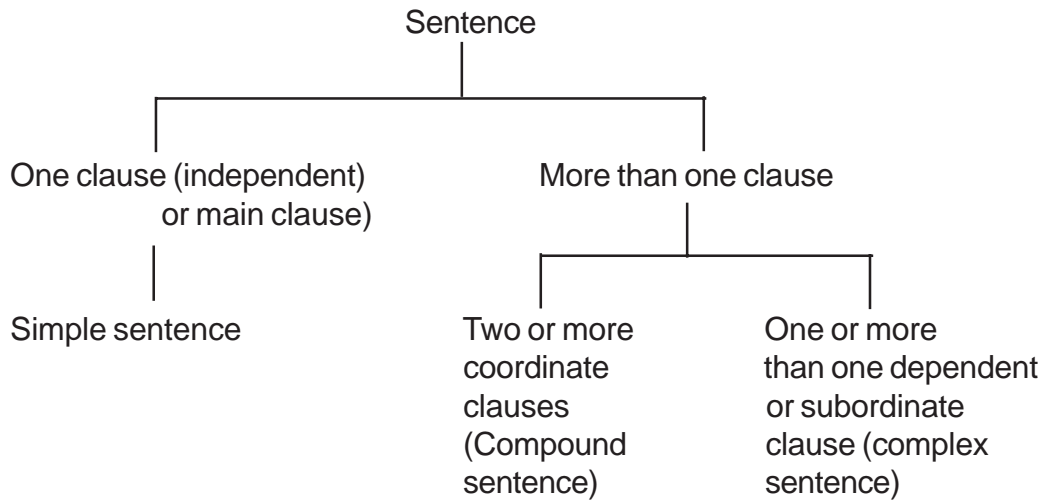
IV Complex Sentences :

Look at the following sentences :

1. I am certain of completing the work today.
I am certain that I shall complete the work today.
2. Tell me the place of your birth.
Tell me where you were born.
3. Hardworking students succeed in the examination.
Students who work hard succeed in the examinations.

There are three pairs of sentences given above. Each pair of sentences conveys the same meaning. But from the standpoint of constructions, the sentences in each pair are different from each other. The first sentence in each pair has one independent finite clause and a dependent nonfinite clause. The second sentence in each pair of sentences has two finite clauses, an independent clause (or main clause) and dependent clause. A dependent clause is otherwise known as a subordinate clause. In the second sentence of the first pair "*I am certain*" is the main clause and '*that I shall complete the work today*' is the subordinate clause. In the pair 2 "*Tell me*" is the main clause and "*where you were born*" is the subordinate clause. Similarly in the pair 3 the second sentence has two finite clauses. "*Students succeed in the examination*" is the main clause and "*who work hard*" is the subordinate clause. The subordinate clauses can be of three types : **Noun clause, Adverb clause, and Relative (Adjective) clause.**

Diagram of different types of sentences:



Activity - 7

Break up each of the following sentences into separate clauses. Mark the main clause as M.C. and subordinate clause as S.C :

- (i) He would go if you asked him.
- (ii) You should not disbelieve what he says.
- (iii) He found the watch that he had lost.
- (iv) Though he was born of poor parents, he rose to greatness.
- (v) We thought that he was a hermit.
- (vi) A dog that barks seldom bites.
- (vii) The place where Buddha was buried has recently been discovered.
- (viii) It always pours when it rains.

Activity - 8

Study the following sentences from your previous textbook. Write (S) against simple sentences, (D) against compound sentences and (X) against complex sentences.

- (i) I saw that some of the tables had been pushed into a corner.

- (ii) I chose the corner table, seated myself and started skimming through the newspaper.
- (iii) When I had finished my lunch, I asked the waiter about her.
- (iv) The curiosity which I felt about the girl persisted.
- (v) I understood how she felt.
- (vi) Do you usually go this way ?
- (vii) As we drank tea, I talked about India.
- (viii) When I go to that part of the country, I shall visit your brother's grave and write to you.
- (ix) Maggie, take Mr Gupta upstairs.
- (x) I got up and held her hand.





CHAPTER - III

Subject – Verb Agreement

1. Grandmother *was* praying and telling her beads.
2. The sparrows *were* not chirping.

In 1 the verb is “was praying”. But in 2 the verb is “were ... chirping”. Why is it so ?

In an English sentence verb must agree with its subject in number and person. Its form depends on whether the subject is singular or plural in number. It also depends on whether the subject is the first, second or third person. Keeping the subject-verb agreement in view, we choose the correct verb form after the subject. Note the agreement between the subjects and verbs in the following sentences :

Subject	Verb	Parts of the predicate other than the verb
I	am	in the school hall. grass.
We / You / They / The students	are	
He / She / It / Gopal / Rani / The teacher	is	
The teacher and the students	are	
The cow	eats	
Cows, goats and sheep	eat	

If we change the sentences into the past tense, the verbs will be *was* (in place of *am* and *is*), *were* (in place of *are*) and *ate* (in place of *eats* and *eat*).

1. (a) Verbs used after an introductory *there* have to agree with the noun (the real subject) coming after them.

There is / was a book on the desk.

There are / were four books on the desk.

- (b) When *It* is used in the normal subject position to make a statement about time, distance or weather, the verb is always singular, i.e. *is* or *was*.

It is / was ten past twelve.

It is / was two miles to the beach.

It is / was raining heavily.

2. When a plural number applies to distance, time, weights, or amounts of money, and represents a single figure or quantity, it is treated as singular and it takes a singular verb;

Fifty kilometres is not a long distance in these days of rapid travel.

Sixty years is a long time.

Two kilos of tea costs six hundred rupees.

Five rupees is not a big sum.

3. (a) If two nouns joined by *and* are regarded as *a single object or notion*, the verb is singular; as,

Bread and butter *is* my favorite breakfast.

Truth and honesty *is* the best policy.

Curry and rice *was* his favourite food.

- (b) In other cases two singular or plural subjects joined by *and* make the total subject plural which takes a plural verb.

Gopal and his sister have come.

Two boys and three girls have written their essays.

4. (a) A collective noun in the singular may take the verb in the singular if the speaker thinks of the thing as a singular whole. If individual members of the collective noun are considered, the collective noun can take a plural verb. Mark the following sentences :

The jury (i.e. the members of the jury) were divided in their opinions.

The jury (i.e., as one body) has selected its chairman.

The committee was unanimous on this issue. (single unit)

The committee were divided on this issue. (Individual members)

- (b) Some nouns like *police*, *people*, *poultry*, *cattle* etc. usually take plural verbs.

The police have not made any arrests.

The people of India are concerned about their spiritual welfare.

The poultry have been fed.

The cattle are grazing in the field.

5. The nouns *clothing*, *food*, *furniture*, *stationery*, *cutlery*, *crockery*, *jewellery* and *scenery* usually take singular verbs :

His *clothing* is very attractive.

Food is necessary for living.

The *furniture* needs to be repaired.

Stationery is sold in this shop.

Activity - 1

1. Choose the correct verbs given in brackets and rewrite the sentences :

- (a) There (is / are) plenty of job opportunities for the people of this region.
- (b) There (was / were) plenty of room for improvement in her work.
- (c) Two plus two (is / are) four.
- (d) Two twos (is / are) four.
- (e) seventy kilometres (are / is) a long distance.
- (f) Fish and chips (is / are) not so expensive as chicken curry and rice.
- (g) A crowd (has / have) gathered in the street.
- (h) The assembly (was / were) divided on this issue.
- (i) The police (is / are) chasing the burglar.
- (j) Her clothing (is / are) waterproof.

6. If a clause separates the subject from the verb, it is necessary to remember the actual subject-word, and to make the verb agree with it.

All the books which have been placed on that table are mine.

The radio which you gave my children works perfectly.

7. (a) If a subject begins with *either of*, *neither of*, or *none of* followed by a plural noun or pronoun, the verb is usually singular :

Either of the boys has got a prize.

Neither of them has come.

None of the students has arrived yet.

[Use of plural verbs in these cases is considered informal and such verbs are sometimes used in conversational English.]

- (b) *Each of*, *one of* etc. usually take singular verbs :

Each of the students was given a prize.

One of the girls was able to answer the question correctly.

- (c) If *no* or *some* is followed by a singular noun, it takes a singular verb. If it is followed by a plural noun, it takes a plural verb :

No child has done his homework.

No children have done their homework.

Some water is left in the pot.

Some girls have gone on a picnic.

- (d) When *and* connects two titles or designations of the same person, the verb is singular. If the persons referred to are different, the verb is plural.

The Vice-President of India and Chairman of Rajya Sabha has given his consent to the bill.

The Vice-President of India and the Chancellor of the University were invited to the convocation.

[To indicate that the persons talked about are two separate individuals, we use the definite article *the* before each person as in the second example above.]

- 8, If the subject begins with a fraction, the verb agrees with the noun that follows the fraction.

Two-thirds of the acid has evaporated.

Two-thirds of the apples are rotten.

9. (a) If the subject begins with *a good deal of*, *a great deal of*, *a lot of*, *plenty of*, *most of*, *some of* etc. the verb agrees with the noun that follows such phrases :

A lot of people were present at the meeting.

A lot of money was spent on buying clothes for the marriage ceremony.

Some of the students were intelligent.

Some of the music was excellent.

- (b) Phrases beginning with 'a congregation of', 'a crowd of', 'a flock of', 'a group of', 'a herd of', and 'a regiment of', usually take a singular verb in spite of the fact that the noun after 'of' is plural.

A crowd of people was shouting slogans.

A herd of elephants was seen in the jungle.

A group of smugglers was arrested yesterday.

- (c) *A number of* followed by a plural noun takes a plural verb. But *the number of* in a similar situation takes a singular verb as the real subject is *the number* :

A number of children are suffering from cold.

The number of the sick children is increasing.

10. Statistics, Mathematics, Physics, Economics, News, Measles, Mumps, Advice, Information, Jewellery, Scenery etc. are uncountable nouns. They take singular verbs :

Physics is my favourite subject.

Measles is an infectious disease.

The news was bad.

No information is available now.

Activity - 2

2. Fill in the blanks with appropriate auxiliary verbs.

- (a) Either of the boys _____ won a medal.
- (b) Neither of those officers _____ efficient.
- (c) One of his friends _____ able to speak English fluently.
- (d) Some honey _____ left in the pot.
- (e) The governor and chancellor of the university _____ been invited to this function.
- (f) Three-fourths of the crop _____ damaged by the flood.
- (g) A great deal of money _____ spent for his mother's treatment.
- (h) A whole regiment of volunteers _____ working here.
- (i) The number of scholarships _____ increased this year.
- (j) These days mumps _____ not at all difficult to cure.

11. If the subject of a sentence is a clause, the verb is singular :

That she is alive *is* good news.

What he does these days *does* not concern me.

12. (a) If two words are linked in the subject with the help of connectives like *with, as well as, in addition to, together with* etc., the verb agrees with the first word.

The teacher with all her students has come.

Rabi as well as his friends is responsible for the loss.

Population growth in addition to many other problems has badly affected India's growth.

This new fact together with the other pieces of evidence, proves the prisoner's innocence.

- (b) When the words in the subject are connected by “*not only ... but also*”, or, “*neithernor*” or “*either ... or*” and they differ in number and person, the verb agrees with the nearer subject.

Not only the boy but also his friends are equally guilty.

The boy or his friends have to repair the broken window.

Neither the old man nor his sons are prepared to sell their old house.

Either you or he has created this problem.

13. Some nouns are made up of two similar parts in a pair like scissors, trousers, spectacles (glasses), etc. These words are treated as plural subjects and they require plural verbs, but a pair of scissors, a pair of shoes, a pair of trousers etc, take a singular verb.

The scissors are old.

My trousers have been cleaned.

A pair of shoes was lying in the corner.

14. When an adjective is used as a noun representing a class, it takes a plural verb :

The rich have a lot of responsibility towards the poor.

The blind need escorts to cross a road.

15. When the plural noun is a proper name for some single object or for some collective unit, it requires a singular verb, as,

Gulliver’s Travels was written by Jonathan Swift.

The **United States** is a powerful country.

16. The verb in a relative clause is singular or plural depending on the number and person of the antecedent of the relative pronoun :

It is you who have wronged me.

It is he who has torn my book.

Activity - 3

3. Rewrite the sentences choosing the correct alternative given in brackets :

- (a) What he says about me (do / does) not affect me.
- (b) Ram as well as his friends (like / likes) to play football.
- (c) Neither rose nor jasmine (was / were) available in the market.
- (d) A pair of spectacles (were / was) lying on the bed.
- (e) The rich (lives / live) in affluence.
- (f) *The Canterbury Tales* (was / were) written by Chaucer.
- (g) Six weeks (are / is) a long vacation for students.
- (h) Your trousers (is / are) torn.
- (i) I am young and strong, (amn't / aren't) ?
- (j) It is you who (has / have) insulted me.

4. Choose the correct expression from the brackets and rewrite the sentences :

- (a) There (is / are) people waiting to see you.
- (b) Ours (is / are) a great nation, (isn't it / aren't they) ?
- (c) The police (has / have) a difficult job.
- (d) A lot of cattle (was / were) grazing in the field.
- (e) The youth (is / are) not so sincere.
- (f) The youth (was / were) more serious than his uncle.
- (g) Ill news (travel / travels) fast.
- (h) Mumps (is / are) very unpleasant.
- (i) Bacteria of the harmful kind (cause / causes) diseases.
- (j) There (is / are) a pair of spectacles on that shelf.





CHAPTER - IV

Non-Finite Verb Forms

A. Read these lines from your textbook of class IX.

1. (a) I felt ashamed to face Mrs. Bethy.
1. (b) I wrote a letter announcing my departure.

The *underlined* expressions are non-finite verbs.

Every simple sentence must have a finite verb and it must agree with the subject. We also know that *the first auxiliary* in a verb group takes *tense* and hence it is a **finite verb**. All other verbs following it in that verb group are **non-finite verbs**. **Non-finite verbs** have no agreement with the subject. Let us discuss the following sentences.

2. Non-Finite Verbs.

- (a) She *could* have been laughing at us.
- (b) He *may* have been writing the book.
- (c) The book *may* have been written.

Each of these sentences has four verbs : three auxiliary verbs and one full or main verb. The first modal auxiliary (could, may) is finite. All other verbs including the full verbs (laughing, writing, written) are non-finite verbs.

Non-finite verbs are used quite often. Look at the following sentences. Some of them are not acceptable. Why ?

- | | |
|---|----------------------------------|
| 3. Seema writes letters. | 7. * Seema write letters. |
| 4. Seema has written the letter. | 8. * Seema written the letter. |
| 5. Seema is writing the letter. | 9. * Seema writing the letter. |
| 6. Seema will write the letter. | 10. * Seema to write the letter. |
| 11. They made Seema <i>write</i> the letter. | |
| 12. They want Seema <i>to write</i> the letter. | |
| 13. We found on Seema's table all the letters <i>written</i> and <i>typed</i> . | |

14. We saw Seema *writing* the letter.

Sentences 7–10 above are ungrammatical sentences because they have no finite verbs. We cannot form a sentence with non-finite verbs only. We must use a finite verb in a sentence. However, the non-finite verbs can work as subordinate parts of other sentences as in sentences. 11–14.

15. (a) Seema wants to write the letter.

(b) Seema wanted to write the letter.

The finite verb changes from *wants* to *wanted* as the tense changes. But the non-finite verb to write does not change because it does not carry any tense.

Non-finite verbs can be one of the four types as given below :

(i) to + verb without any other addition as *to write* in 12.

(ii) only the verb without any addition as *write* in 11.

(iii) –en form (third form) of the verb as *written* in 13.

(iv) –ing form of the verb as *writing* in 14.

Activity - 1

Underline the non-finite verbs in the following sentences :

(a) He has been answering questions.

(b) They must have finished doing their homework.

(c) She may have been helped by her brother.

(d) You should have been studying English Grammar more thoroughly.

(e) The film must have been screened by now.

B. Now read the following sentences :

16. (a) I want to win this match.

17. (a) I want Bhutia to win this match.

18. (a) It is easy to win this match.

19. (a) Bhutia's goal helped us win this match.

In these sentences *to win* or *win* is the non-finite verb. None of them is a part of the verb group. But we can say that non-finite verbs are parts of the clauses reduced to non-finite forms.

Form example :

16. (b) I will win this match + I want it.
17. (b) Bhutia will win this match + I want it.
18. (b) Anyone can win this match + It is easy.
19. (b) We won this match + Bhutia's goal helped us.

C. *To + verb* can work in several ways in a sentence and can come in different positions. Let us see some examples :

20. *To err* is human, to forgive divine.
21. I hope *to see* you again.
22. The doctor advised Seema *to take* some tests.
23. There is a house *to let* at the end of the road.
24. He let out a part of his house *to make* some extra money.

In 20, what is human ? The answer is *to err*. So, *to + verb* is the subject of the sentence. In 21, I hope what ? So, *to + verb* is the object of hope. In 22, *the doctor advised whom ? – Seema*. The doctor advised what ? – *to take some rest*. Hence, both these expressions are objects of the verb advised. In 23, there is something at the end of the road. What is it - a house to let. Obviously, this noun phrase is the logical subject of this sentence beginning with there. *House* is the head noun. *To let* works as a describing word or functions like an adjective. But in 24 *to make some extra money* is the purpose for which he let out a part of his house. Hence, the *to + verb* construction is an adjunct here.

D. Sometimes *to + verb* may reduce to ϕ + *verb only*. Most of the modal *auxiliary* verbs are followed by ϕ + *verb*. For example :

25. I can swim
26. He might come.

Verb like **let, make, help, have, see, hear, watch, notice** are followed by ϕ + **verb** (not to + verb). For example :

27. Please let us *go* home.
28. The teacher made us *write* the word correctly.
29. I helped my mother *clean* the kitchen.
30. I will have the gardener *plant* these trees.
31. I saw him *cross* the road.
32. I heard her *sing* a patriotic song.
33. He watched the kite *rise* in the sky.
34. I did not notice you *raise* your hand.

Expressions like *had better* and *would rather* are followed by ϕ + *verb* (not to + verb).

35. You had better leave this place.
36. I would rather look into it.

E. The non-finite verbs after the following ones are usually to + verb :

agree	demand	hesitate	need	refuse
				request
appear	desire	hope		seem
attempt	expect	intend	plan	tend
claim	fail	learn	prepare	want
decide	forget	manage	pretend	wish

37. I hope to see you soon.
38. He requested me to help him.
39. They expected to travel by air.
40. They expected me to travel by air.

In 37, *to + verb* comes after the full verb. No other words can come between them. Other verbs of this type are *begin, deserve, prefer, try, remember*, etc.

In 38, there is a Noun Phrase (noun or pronoun) between the verb and *to + verb*. Other verbs of this type are *advise, allow, command, compel, force, instruct, invite, order, permit, remind, tell* etc.

Now compare 39 with 40. Verbs like *expect* can be followed immediately by *to + verb*. They can also take a noun phrase between the main verb and *to + verb*. Other verbs of this type are *ask, like, want*, etc.

Activity - 2

Break the following sentences into two simple sentences each.

- (a) I want my friend to get the medal.
- (b) She helped me do the exercise.
- (c) I hate telling lies.
- (d) I expect to write a story by tomorrow.
- (e) I expect you to write a story by tomorrow.
- (f) Our teacher made us write the story.

Activity - 3

What are the functions of the non-finite verbs clauses in the following sentences ?

[The functions are : subject, object, complement, adjunct]

- (a) She plans to buy some presents for her sister.
- (b) Don't allow others to get into the room.
- (c) He killed a snake to save the child.
- (d) I heard her sing a song.
- (e) To find fault with others is easy.
- (f) He is to go abroad next month.

Activity - 4

Complete the following sentences by adding a non-finite clause using the words given in the brackets.

- (a) They made (I / do / it)
- (b) The gardener won't let (they / touch / the flowers)
- (c) We heard (the beggar / curse / the rude boys)
- (d) The clerk doesn't allow (anyone / see / the files)
- (e) Please remind (he / write / the letter)

Activity - 5

Complete the following sentences using the non-finite verbs given in brackets. Some of these non-finite verbs may go with a noun phrase of your choice.

- (a) The teacher doesn't let ____ (make) a noise in the class.
- (b) I would like ____ (meet) my uncle.
- (c) Hot weather makes ____ (feel) uncomfortable.
- (d) Please remind ____ (phone) Ashok tomorrow.
- (e) The film was very sad. It made ____ (cry).
- (f) Lata's parents have always encouraged ____ (study).
- (g) He would like ____ (come) to the party.

Activity - 6

Fill in the blanks with **to + verb**, **φ + verb**, or **verb-ing**.

- (a) I enjoy ____ (play) on the river bank.
- (b) Where do you want ____ (go) ?
- (c) I learnt ____ (swim) when I was eight years old.
- (d) I am trying ____ (study). Please stop ____ (talk).
- (e) I don't mind ____ (travel) by bus but I prefer ____ (travel) by train.
- (f) She would not let me ____ (read) the letter.
- (g) Good bye. I hope ____ (see) you soon.

Activity - 7

Fill in the blanks with to + verb or ϕ + verb, using the verbs given in the list.

Select the appropriate ones.

[climb, do, go, cry, clean, come, walk, laugh, sleep, hear]

- (a) He is very funny, He makes me _____
- (b) Please stay with me. I don't want you _____
- (c) Do you want to go on a bicycle ? No, let's _____
- (d) Don't wake up tomorrow morning. Let me _____ for some more time.
- (e) I helped my brother _____ his room.
- (f) Talk quietly. I don't want anybody _____ us.
- (g) We persuaded our teacher _____ with us.
- (h) I saw him _____ over the wall.

Activity - 8

Read the following sentences and the hints are given in the brackets. Write another sentence with a related meaning using the hints given. The first one has been done as an example.

- (a) Please don't tell anyone that I have been punished.

(I / not / want / anyone / know)

Ans. I don't want anyone to know about it.

- (b) I was sure that Ashok would help me.

(I / had / asked / him / help me)

- (c) "Don't touch that wire", the man said to me.

(man / told / not / touch)

- (d) My father said that I could use his watch.

(Father / allow / use / his watch)

- (e) He told me that it would be good if I told the police about this accident.
(He / advise / report / to the police)
- (f) There is a football match between Mohan Bagan and East Bengal.
(You / want / East Bengal / win ?)

Activity - 9

Put the verb given in brackets in the proper form, by using + verb, ϕ + verb or verb-ing, whichever is appropriate.

- (a) When you see Mr. Dash, remember _____ him my regards. (give)
- (b) I hate _____ what I have heard about you. (repeat)
- (c) I prefer _____ alone. (be)
- (d) I prefer _____ silent in this case. (remain)
- (e) I hate _____ lies. (tell)
- (f) Don't forget _____ the letter. (post)
- (g) Can you ever forget _____ that important letter without any postage on it ? (post)





CHAPTER - V

Prepositions

Study the following sentence from your previous textbook :

My grandmother always went **to** school **with** me because the school was attached **to** the temple.

The word that have been made bold are called prepositions.

Prepositions are a small set of English words or expressions that show the relationship between a noun or pronoun and another word in the sentence.

1. (a) The book is **on** the table.
- (b) The book **on** the table is mine.
- (c) I put the book **on** that table.
- (d) The table is full **of** books.

In the above sentences the preposition tells us the position of the book in relation to the table.

We have three types of prepositions :

Single word, multi-word and participle.

Single word prepositions are :

about	among	beside	during	into	on	through
across	at	between	except	like	over	till
after	before	beyond	for	near	past	to
against	behind	by	from	of	round	towards
along	below	downin	off	since	under	
Until	up	upon	with	within	without	

etc.

Multi-word prepositions are :

according to	due to		
along with	except for	in addition to	in comparison with
apart from	in front of	instead of	in relation to
as for	in spite of	out of	prior to
as to	by means of	opposite to	together with
because of	for the sake of	owing to	
but for	with a view to	over and above	

etc.

Prepositions with – ing :

excepting	barring	following
concerning	considering	including
pending	regarding	

etc.

A preposition joins a noun / pronoun to another expression in the sentence. The other expression may be –

- (i) a noun / pronoun : The book on the table .
- (ii) an adjective : He is good at mathematics
- (iii) a verb : You must listen to your teacher.
- (iv) an adverb : He writes well for his age.
- (v) a wh-clause : I expressed my surprise at what he said.

Prepositions are positioned before nouns or pronouns. But sometimes they appear to have no nouns / pronouns as their objects at the end of a clause / sentence.

For Example :

- (i) Wh questions : What are you looking at ?
- (ii) relative clauses : This is the book I have been looking for.
- (iii) passives : I don't speak until I am spoken to.
- (iv) infinitives : There was no chair to sit on.
- (v) exclamation : What a difficult situation he is in !

But, if we study carefully, we will find that in (i) the end-preposition 'at' has the interrogative pronoun 'what' as its object and it has been shifted to the front of the sentence. Try to find the objects of other end-prepositions.

Prepositions can be grouped according to their functions. They can be –

- (i) **Prepositions of place** : by, beside, over, above, under, below, beneath, through, across, along, behind, before, between, opposite, off, towards, for, at, in, on, etc.
- (ii) **Prepositions of time** : at, in, on, by, for, since, from to, till, until, between, during, et.
- (iii) **Other prepositions** : like means of travel means of communication, instrument, agency, modes of payment, etc.

2. Prepositions of Place :

2.1. AT : is used to show the exact point : house, station, village, etc.

- (i) She is standing at the corner of the street / at the door / at the bus-stop.
- (ii) He lives at 95, Bapuji Nagar.
- (iii) She works at the public library / at the city General Hospital.
- (iv) The train arrived at Cuttack. (means Cuttack Railway Station)
- (v) They met at the club / at the station / at the party.
- (vi) He is at school / at work / at the doctor's.
- (vii) He is sitting at a desk / at the table.
- (viii) Candidates have to write their names at the top of / at the bottom of the page.

2.2. In : has the idea of being within a larger area; it also refers to a house or residence, when no specific one is mentioned. 'In' is used for places of work if they are buildings.

Examples :

- (i) He likes to spend the holiday in the country / in a village.
- (ii) He lives in London / in China.
- (iii) My brother works in a bank / in an office / in a factory / in a shop.

- (iv) He is sitting in the corner of the room.
- (v) He lives in Bapuji Nagar.
- (vi) Stand in a queue / in a line.
- (vii) He is playing in the playground / He is working in the field.
- (viii) He put the plates in the cupboard.

2.3. On :

(a) If the places of work are not buildings, 'on' is used :

- (i) He is working on a farm / on a rubber plantation.
- (ii) The meeting was held on the premises / on the campus of the college.

(b) 'On' is used to express the idea of 'touching' 'close contact' :

- (i) There is a notice on the notice board / on the wall.
- (ii) He is sitting on the grass / on the bench / on a chair (but in an armchair) / on the floor.
- (iii) He kept his books on the shelf.
- (iv) He is standing on the balcony.

(c) 'On' is used to indicate proximity, to mean 'close to'.

- (i) He is sitting on my left / on my right.
- (ii) Haridwar is on the Ganges.
- (iii) Cuttack-on-Mahanadi, a village on the frontier, a house on the main road, a town on the coast, trees on both sides of the river.

(d) He lives on an Island (you can see water all around).

(e) By / Beside :

He is sitting by / beside me / by my side (at my side).

2.4. 'Over' and 'Above' :

'Over' means both 'vertically above' and 'higher than', whereas 'above' means 'higher than'

Example :

The aeroplane is flying *over* the head. (vertically above)

He hung a calendar *over* the fireplace.

There is a temple *above* the house. (at a higher level)

Attendants held a large umbrella *over* / *above* the chief's head.

- (a) 'Over' has also the meaning of 'across', 'from one side to the other; 'to the other side', in every part of'

Example :

There is a bridge *over* the river.

He jumped *over* the brook. He climbed *over* the wall.

He is famous all *over* the world. He travelled all *over* Europe.

- (b) Both '*over*' and '*above*' express the sense of greater in number, weight, and 'more than'.

Applicants *over* / *above* the age of 30 must not apply.

2.5. Under, Below, and Beneath :

'Under' indicates a position lower than, it also means 'directly, below'.

Example :

The cat is sitting *under* the table.

He is sitting *under* the tree.

She is carrying her handbag *under* her arm.

He hid his face *under* the bed-clothes.

- (a) 'Under' is also figuratively used to mean 'less than'.

Children *under* the age of five cannot be admitted to this school.

His income per month is *under* five thousand rupees. He has about fifty workers *under* him. (It shows his authority or power)

- (b) '**Below**' :

It means '*lower* than'.

When the sun sets, it goes *below* the horizon.

Shall I write my name *below* the line ?

Your work is *below* the average.

He must be *below* (under) sixty years of age.

(c) Beneath :

It means 'directly under something' 'to or in a lower position than something'.

The dolphins disappeared *beneath* the waves.

The ground was slippery *beneath* her.

(d) (a) It is used figuratively to mean a lower or less important job, position, and rank.

She has married *beneath* her.

He regarded Prime Ministership itself as *beneath* his dignity.

2.6 Through :

It means entering at one side, on one surface, etc. and coming out at the other.

The road goes *through* the forest.

The Mahanadi flows *through* Odisha.

(a) It is also figuratively used.

He has come *through* many hardships.

2.7. Across :

It means 'from one side to the other'.

There is a bridge *across* the river.

Draw a line *across* the page.

(a) It also means 'at / on the other side of' :

The house is just *across* the street.

2.8. Along :

It means 'in a line from one end to the other' :

Trees grow *along* the bank of the river.

There are a lot of shops *along* this street.

- (a) It means 'in the direction of the length of' :

He walked *along* the road.

2.9. Behind :

It means 'at or towards the back of something' :

The boy was hiding *behind* a tree.

There is an orchard *behind* the house.

- (a) It also means 'not having made so much progress as' :

She is *behind* other girls in sewing / in mathematics.

2.10. Before :

It means 'in front of' :

The priest stood *before* the altar.

2.11. Between / Among :

'Between' is used when we speak of two persons or things. Among is used when we speak of three or more people or things.

Amar lives somewhere *between* the university and the hospital.

The Municipality is building a new road *between* the police station and the railway station.

Luxemburg lies *between* Belgium, Germany and France.

The sweets were distributed *among* the children.

2.12. Against :

It means 'next to', 'touching an upright surface'.

There was a ladder *against* the wall.

He is leaning *against* the wall.

- (a) It means movement in the opposite direction.

He is sailing *against* the wind.

2.13. Opposite :

It means facing each other.

There is a temple just *opposite* my house.

Ram is sitting *opposite* Gopal.

2.14. In front of :

He is standing *in front of* the class. (He is facing the students.)

There are some trees *in front of* the house.

(Trees are there close to the front part of the house.)

There is a man standing *in front of* me.

(I am facing the man and the man is very near to me.)

2.15. Off, out of, from are used for direction :

‘Off’ has the meaning ‘from the surface of’ and ‘down from’.

Take the book *off* the table.

He fell *off* the horse.

Out of : It means ‘from the interior’.

He took the handkerchief *out of* his pocket.

‘From’

They ran *from* the place of the murder.

2.16 To, towards, for are used for direction.

He is ran *towards* a safe place.

He is threw a ball *to* the children. [He threw a stone at the dog.]

He left *for* home.

He set off *for* London.

Activity - 1

Fill in the blanks in the following sentences with appropriate prepositions :

(i) The young men are swimming _____ the sea.

(ii) There is a label _____ the medicine bottle.

(iii) There is a TV set _____ the corner of the room.

(iv) London is _____ the Thames.

(v) John was brought up _____ a farm, but at the age of sixty he was sent to work _____ a shop.

- (vi) When we visited Hyderabad, we stayed _____ the Justa Hotel.
- (vii) I would prefer to work _____ a factory.
- (viii) He told me that he lived _____ 25 Ashok Nagar, Bhubaneswar.
- (ix) My father is employed as a cashier _____ the local branch of the Allahabad Bank.
- (x) He was _____ me at school. (Suggesting 'lower than')
- (xi) My hat fell _____ a chair as I was leaving the room.
- (xii) He has ten men working _____ him.
- (xiii) They were standing _____ the hillside.
- (xiv) They were walking together _____ the beach.
- (xv) He waited half an hour _____ the corner of the street.
- (xvi) She divided the cake _____ her five children.
- (xvii) I can't see any difference _____ these two books.
- (xviii) She met him _____ the front door.
- (xix) I was getting late, so we set off _____ home.
- (xx) He couldn't keep himself from falling _____ the wall.

3. Prepositions of Time :

[at, in, on, for, since, by, from, to, till, until, between, during, after, before]

3.1 At

It is used with exact point of time and with the names of festivals.

e.g. He arrived here *at* three o'clock / *at* half past ten / *at* midday / *at* midnight / *at* dawn / *at* daybreak / *at* sunrise / *at* sunset / *at* dusk / *at* the weekend / *at* weekends / *at* Christmas / *at* Easter / *at* Holi / *at* Diwali / *at* the New Year.

He is in bed *at* this moment. He was in bed *at* that moment.

3.2. In

It is used with seasons, years and parts of months and days.

e.g. He came here *in* winter / *in* summer / *in* 2005 / *in* January / *in* the morning / *in* the afternoon / *in* the evening / *in* the twilight / *in* the night (but at night).

It is used with the Future Time to show the period at the end of which an action will happen.

e.g. This project will be finished *in* six months' time.

He will arrive *in* ten minutes.

It is used to show a period of time.

e.g. It was done *in* a day.

It happened *in* my childhood / *in* my schooldays / *in* my youth / *in* my old age.

3.3. On

It is used with specific dates and days.

e.g. I saw her *on* March 15, 2005 / *on* 15th March / *on* Thursday / *on* a Sunday morning / *on* a winter evening / *on* a fine morning / *on* her birthday / *on* the occasion of her 20th birthday / *on* New Year's Day / *on* Christmas evening / *on* the Republic Day / *on* the evening of 15 August (but in the evening on 15 August) / *on* that day.

3.4. By

It is used to show the latest time at which an action will be finished. It is usually used with the Future Time.

e.g. The show will probably be over *by* eight o'clock.

Applications must reach the office *by* 20th June.

3.5. For

It is used with a period of time.

e.g. He has lived here *for* one year / *for* the last year / *for* the last three years.

It rained *for* three hours.

3.6. Since

It is used with a point of time in the past from which some action began and continues until the time of speaking. It is generally used with Perfect Tense (either Simple or Continuous).

e.g. It has been raining *since* 6 o'clock this morning / *since* Monday last / *since* last week.

I have lived (have been living) here *since* 2000 / *since* last January / *since* Jan. 2000 / *since* 15 Jan. 2000 / *since* childhood / *since* last year / *since* I was born.

3.7. From ... to / till / until

e.g. The road will be closed *from* Friday evening *to* / *till* / *until* Monday morning.

Without using 'from' we can also use 'till / until'.

e.g. The book fair continued till / until Friday.

3.8. Between

You can see the doctor *between* 8 a.m. and 12 noon.

3.9. During

It is with an action that took place or is to take place.

e.g. The fire broke out *during* the night.

He was absent from home *during* the vacation / *during* the holidays. He lost his legs *during* the war. I will see you *during* the week.

3.10 Some phrases indicating time : On time / in (good) time

On time : It is used with an action or event taking place at the exact or correct time and as per schedule or timetable.

The train arrived at the station *on time*.

The teacher came to the class *on time*.

The magic show started *on time*.

3.11. In (good) time :

It means 'earlier than'.

e.g. He reached the airport *in time* to see his friend off.

He arrived *in time* to attend the meeting.

Prepositions, 'on', 'in' are not used with some adverbials like next morning, last week, last Monday, next Monday, yesterday, tomorrow, today, this morning, this week, every morning, and every week.

e.g. He will visit his uncle's house next Friday (not 'on next Friday')

But we can say – He will visit his uncle's house *on* Friday next.

He saw his friend last Monday. (he saw his friend *on* Monday last).

He went to Kanpur last month (not 'in last month').

He came here this morning (not 'in this morning')

Activity - 2

Fill in the following blank spaces with appropriate prepositions.

- (i) The meeting started _____ ten o'clock.
- (ii) The house should be finished _____ next month.
- (iv) He has been sick _____ the day he arrived.
- (v) He came here _____ a winter evening.
- (vi) He has been ill _____ the last month.
- (vii) He has been ill _____ last month.
- (viii) The train never arrives _____ time.
- (ix) The Second World War ended _____ 1945.
- (x) We leave for France _____ Friday.
- (xi) We are having a party _____ New Year.
- (xii) The work must be finished _____ December.
- (xiii) He started his journey _____ daybreak.

4.1. Prepositions indicating means of travel

He goes to college daily by bus / by car / by train / by taxi / bicycle / rickshaw.

We can say – by air / by aeroplane / by sea / by ship / by water / by boat / by road / by land.

But if an article (a, the) is used before the **means of travel**, the preposition 'on' or 'in' is usually used :

He went to college on his / a / the bicycle / on the / a bus / on the train / on the rickshaw / on the motor bike / on horse back / on foot.

He went to London on the / a plane / on a ship. But for 'car' and 'boat' 'in' is generally used.

He went to Bhubaneswar in a car.

4.2. Modes of Communication

He sent the message by post / by cable / by telegram / by telephone / by hand / by letter / by radio / by e-mail / by mail.

He talked to his friend *by* telephone. But we say – He talked about this *on* / *over* the telephone. He is watching the news *on* television.

He heard an interesting programme *on* the radio.

Mode of payment

He paid the bill *by* cheque / *by* credit card / *in* cash.

4.3. Prepositions of instrument

With : He wrote the letter *with* a pen / with a pencil.

He cut the apple *with* a knife.

He saw the accident *with* his own eyes.

He is walking *with* a stick. He took something *with* both hands.

But we say– The letter was written in ink / in pencil. The picture was painted in oils.

4.4. Prepositions of agency, means, instrumentality

The temple was designed *by* Rabi. (agency)

He makes a living *by* teaching. (means)

He was killed *by* lightning. (instrumentality)

The man was killed *by* a falling chimney.

Activity - 3

- (i) He went to America _____ an aeroplane.
- (ii) He went to Howrah _____ the Coromondal Express.
- (iii) He sent the books _____ registered parcel.
- (iv) He dug the pit _____ a shovel.
- (v) He talked to his friend _____ telephone.
- (vi) He paid his dues _____ cash.
- (vii) If you haven't got any cash on you, you can pay _____ cheque.
- (viii) The answer was written _____ a pencil.
- (ix) The answer was written _____ pencil.

5. Idiomatic uses of Prepositions

at play	by chance / by accident	in need
at work	by design	in a hurry
at heart	by mistake	in debt
at breakfast / lunch	by name	in danger
at dinner	by sight	in fun
at table (having a meal)	by day (during the day)	in particular
at home	by night	in trouble
at will	by good fortune	in general
at ease	by oneself	in due course
at last	by no means	in short
at length	by all means	in brief
at hand	by surprise	in a word
at random	for sale, for pleasure	in work (having a job)
at rest	in all	in the end
at once (immediately)		in use
on business	on the whole	out of place

on fire	on the contrary	out of control
on holiday	on the other hand	out of use
on foot / on horseback	on leave	out of danger
on sale	on a visit	out of work
on purpose	on picnic	out of date
on (an / the) average	on a journey	out of question
on duty / guard	on one's way	out of sight
off duty		out of order
on no account	on second thoughts	out of reach
		out of practice
under control		
within hearing		
within reach		

Activity - 4

Supply appropriate prepositions in the following blanks.

- (i) His decision took me _____ surprise.
- (ii) He is very kind _____ heart.
- (iii) Rabi has been _____ holiday for the last two weeks.
- (iv) The house is _____ sale.
- (v) There were one hundred people there _____ all.
- (vi) I was able to know _____ sight.
- (vii) He acted _____ once to save the boy's life.
- (viii) When I arrived in his house, he was _____ lunch.
- (ix) He is _____ a visit to Delhi.

6. Some verbs are followed by definite prepositions.

If the preposition can be changed, the meaning of the sentence also changes.
Here are some verbs followed by definite prepositions.

- (i) Inquire / remind / worry + about
- (ii) Inquire + after
- (iii) Protest / warn + against
- (iv) Aim / knock / smile + at
- (v) Admire / blame / leave / provide / search / thank + for
- (vi) Die / differ / exempt / hear / made / prevent / recover / save + from
- (vii) Believe / deal / interfere / invest / specialise / trust + in
- (viii) Accuse / approve / boast / complain / consist / cure / die / made / remind / rob
/ warn + of
- (ix) Agree / attend / congratulate / depend / insist / knock / live / spend + on
- (x) Worry + over
- (xi) Agree / appeal / apologies / apply / attend / belong / compare / complain /
invite / object / prefer +to
- (xii) Agree / charge / compare / collide / contrast / deal / differ / fill / interfere /
provide / replace / share / sympathise / tremble + with.

Use of some prepositions are given below :

- Inquire about** : He inquired about the advertisement in the newspaper.
- Inquire after** : He called me aside to inquire after my daughter.
- Warn against** : He warned me against swimming in the sea.
- Warn of** : He warned me of danger.
- Die of** : He died of cholera / his illness / old age / hunger.
- Die from** : He died from overeating / wounds / starvation.
- Complain of** : He complained of a pain in his chest / toothache.
- Complain to** : He complained to the headmaster about lack of good drinking water.
- Complain about** : He complained to the police about the theft in his house.
- Agree to** : They agreed to my proposal.
- Agree with** : Hari agreed with me on this point.

Agree on : They all agreed on the date of examination.

Remind about : He reminded me about the meeting of 6 o'clock.

Remind of : The bicycle reminded him of his young days.

Made of : The ring is made of gold.

Made from : Butter is made from milk.

Flour is made from wheat.

Compare with : He compared Shakespeare with Kalidas.

Compare to : The poet compared her face to the moon. (between two dissimilar things)

Activity - 5

Insert appropriate prepositions in the following blank spaces :

- (i) Let us invite them all _____ dinner.
- (ii) I hastened to assure him _____ my support.
- (iii) He borrowed a pen _____ me.
- (iv) His failure has completely discouraged him _____ trying again.
- (v) I like to indulge _____ a hot bath.
- (vi) We congratulate you _____ becoming a father.
- (vii) Students should concentrate _____ studies.
- (viii) Everybody has been warned _____ the danger.
- (ix) They reminded me _____ the meeting.

7. Adjectives followed by definite prepositions :

There are some adjectives which are followed by definite prepositions.

For Example :

- (i) Anxious / careful / careless / excited / sorry / worried + about
- (ii) Angry / delighted / good / bad / quick / shocked / surprised + at
- (iii) Shocked / surprised + by
- (iv) Eligible / fit / responsible / sorry / useful + for
- (v) Absent / different + from

- (vi) Blind / interested + in
- (vii) Afraid / ashamed / aware / capable / careful / certain / confident / conscious / envious / fond / full / hopeful / innocent / jealous / proud / sure / tired / worthy + of
- (viii) Keen + on
- (ix) Applicable / blind / familiar / faithful / grateful / harmful / indifferent / kind / known / identical / loyal / useful + to
- (x) affectionate + towards
- (xi) Angry / careful / delighted / disappointed / disgusted / familiar / ill / pleased / satisfied + with

Activity - 6

Fill in the blanks with appropriate prepositions :

- (i) Don't be impolite _____ your elders.
- (ii) You shouldn't be rude _____ them.
- (iii) Some people are cruel _____ animals.
- (iv) Are you angry _____ what happened ?
- (v) The old man is very furious _____ me.
- (vi) I am contented _____ what I have.
- (vii) I am tired _____ arguing with you.
- (viii) The diet here is deficient _____ vitamins.
- (ix) I am very glad _____ seeing you.
- (x) You must be conscious _____ your speech and action.
- (xi) I am now short _____ funds.
- (xii) His income is sufficient _____ his needs.

8. Nouns followed by definite prepositions :

Some nouns are usually followed by definite prepositions.

For Example :

- (i) Opinion / view + about
- (ii) Resemblance + between

- (iii) Admiration / attraction / appetite / cause / cure / demand / dislike / love / pity
/ reason / remedy / room / sympathy + for
- (iv) Belief / difficulty / success + in
- (v) Advantage / cause / knowledge / proof + of
- (vi) Effect / influence / opinion / view + on
- (vii) Access / alternative / consent / resemblance / solution + to
- (viii) Attitude / duty + towards
- (ix) Difficulty + with

Activity - 7

Fill in the blank spaces with appropriate prepositions.

- (i) I have a good relationship _____ my neighbours.
- (ii) There is a sharp fall _____ demand for gold.
- (iii) There is no difference _____ a steam engine and an oil engine.
- (iv) What is your reaction _____ the news ?
- (v) His progress _____ studies is very satisfactory.
- (vi) They had a discussion _____ the topic.
- (vii) His familiarity _____ the place saved him from a lot of troubles.
- (viii) He has a great admiration _____ my talent.
- (ix) He is in agreement _____ my views on this subjects.
- (x) His performance made an impression _____ me.



CHAPTER - VI

Phrasal Verbs



Look at the following sentences :

1. Sayapatri and Sukumar looked at each other.
2. The child looked up the word in the dictionary.

In the above sentences the verb *look* has two parts — a main verb (look) and another small word (at, up). In sentences 1, the small words *at* is a prepositional particle and in sentence 2, *up* is an adverb particle. These verbs are known as two-word verbs. The verb group in sentence 2 is known as a **phrasal verb**. We can say, a phrasal verb is formed when an *adverb particle* is added to the main verb to make a new verb. The verb has a new meaning most of the times.

For example :

5. I have *run out* of money.
6. The people of Manali are *looking forward* to a new source of living.

Phrasal Verbs : Their Meanings :

Some phrasal verbs are very easy to understand. For example :

7. We *went round* the city.
8. Prices have *come down*.

In the above sentences we can easily understand the meanings of the phrasal verbs (went round, come down) if we have understood the meaning of the words they are made up of.

Now look at the following phrasal verbs.

9. Our request was *turned down*.
10. Lisa and Misa have *fallen out*.

We cannot guess the meaning of the phrasal verbs in the above sentences even if we know the meanings of the words which make them. The meaning of 'turn down' has nothing to do with the meanings of 'turn' and 'down'. Similar is the case with 'fallen out'. The phrasal verbs here give us quite different meanings. 'Turned down' means rejected and 'fallen out' means quarrelled. Most phrasal verbs of this type can be replaced by a single-word verb.

Transitive and Intransitive use :

Like the ordinary verbs, phrasal verbs can be transitive or intransitive i.e. they can have either objects or no objects at all. Look at the following sentences :

11. My car has *broken down*.

12. The plane *took off* late.

Both the phrasal verbs do not have any objects. They are *intransitive phrasal verbs*.

Now study the following sentences :

13. We have *set up* a school.

14. I cannot *make out* your words.

15. Would you please *turn on* the light ?

In the above sentences the phrasal verbs have objects. They are *transitive phrasal verbs*.

Some phrasal verbs can be used both transitively and intransitively with or without a change in their meanings. For example.

16.(a) Intransitive : The battery has run down (= become weak)

16.(b) Transitive : (i) You will run down the battery if you use it long. (no change in meaning)

(ii) He is always running down his neighbours (= criticise : change in meaning)

17. Turn out :

Intransitive : The whole town turned out to welcome the winning football team. (came out into the street)

Transitive : This factory turns out two hundred cars a week. (produce)

18. Give out :

Intransitive : His patience gave out and he slapped the child hard. (became exhausted)

Transitive : The teacher gave out the books. (distribute, issue)

19. Look on :

Intransitive : Two men were fighting and the rest were *looking on*. (be the spectators)

Transitive : Most people *look on* a television set as an essential piece of furniture. (consider)

Common Phrasal Verbs, Prepositional Verbs and Phrasal Prepositional Verbs :

break down : (i) (= stop functioning, fail)

The car has broken down.

(ii) (= collapse, burst into tears)

She broke down when she heard of her husband's death.

break into : (= enter by force)

Thieves broke into our house last night.

break in : (i) (=interrupt a discussion)

She broke in as he was speaking.

(ii) (=tame)

It will be difficult to break that horse in.

break off : (= stop for a rest or break)

Let's break off for ten minutes.

bring out : (= publish)

The publishers have brought out a new edition.

bring up : (= educate/rear)

He was brought up by his uncle.

call up : (= summon or telephone)

I'll call you up if I need your help.

call on : (= visit)

They called on me yesterday for about an hour.

call off	:	(= cancel) The workers have decided to call off their strike.
carry out	:	(= execute) I expect her to carry out her promises.
carry on	:	(= continue) Carry on with your work.
do up	:	(i) (= fasten) Do up your shoes ! He forgot to do up the zip. (ii) (= decorate) She did up the room.
get on	:	(= fare, make progress) It is hard work, but I'm getting on quite well.
get over	:	(= overcome) He got over his difficulties.
give up	:	(i) (= stop) He is trying to give up smoking.
give in	:	(i) (= surrender, yield) He gave up his seat on the bus to an old lady.
give away	:	(= distribute) The Chief Guest gave away the prizes.
keep up	:	(i) (= prevent from getting low) Keep up your courage/spirits. (ii) (= maintain the same speed or level) You are walking too fast, I cannot keep up.
lay by	:	(= put away for future use / save) Lay by something.
leave out	:	(= omit) If you can't think of the answer to that question, leave it out.

look after	:	(= take care of) She has looked after her elderly parents for many years.
look for	:	(= try to find) I am looking for a new house.
look over	:	(= examine carefully) I would like to look over these documents.
look into	:	(= investigate) The police are looking into the matter.
make off	:	(= depart hurriedly) The cat made off as soon as the dog appeared.
make out	:	(= understand) His writing is always difficult to make out.
make up	:	(i) (= settle, reestablish good relations) They have made up their quarrel at last. (ii) (= invent) Did you make that story up, or is it true ? (iii) (= supply deficiency) It will take a long time to make up the loss.
pick out	:	(= choose) Would you pick out the oranges you want ?
pick up	:	(i) (= get, acquire) He has picked up some bad habits. (ii) (= recover after an illness) He is picking up again, I am glad to say.
put down	:	(= suppress by force) The police put the riot down.
put off	:	(= postpone) Don't put off today's work for tomorrow. They have put off the meeting because of bad weather.

put out	:	(= extinguish, turn off) Shall I put out the light ?
put up	:	(i) (= stay, live) He puts up at a little hotel in the town. (ii) (= raise) The boy put his hand up to ask a question. (iii) (= accommodate) Would you put them up here for the night ?
set in	:	(= begin, start) Winter has set in.
set off/set out	:	(= start a journey) He set off/set out on a long journey.
set up	:	(= start, establish) He set up a school for poor children.
take down	:	(= write down) The reporter took down the speech.
take off	:	(i) (= leave the ground) The aeroplane took off smoothly. (ii) (= remove) He took off his hat.
take over	:	(= accept duty) When Mr Pattnaik retired, his son took over the business.
get away with	:	(= escape) The thief got away with a lot of money.
get on with	:	(= make progress) How are you getting on with your studies ?
go back on	:	(= fail to keep) I won't go back on my word.
go in for	:	(=like or enjoy) Lots of people go in for cricket these days.

- keep up with : (= go forward at an equal pace with)
He could not keep up with the class.
- look forward to : (= anticipate eagerly)
We are looking forward to seeing you again.
- make up for : (= compensate for)
He tried to make up for all the trouble he had caused.
- run out of : (= have no time left)
I have run out of time.

Notes to teachers :

At this level, it is not necessary to distinguish between phrasal, prepositional and phrasal-prepositional verbs. Let all of them be called phrasal verbs.

Activity - 1

In some sentences given below the particles can be separated from the verb and put after the noun phrase (the object). Find out such sentences and rewrite them with the particles after the objects. Write NS (not separable) against the sentences where particles cannot be separated.

- Examples :**
1. I depend on you. (NS)
 2. He turned off the light.
= He turned the light off.
1. She is looking for a good dress.
 2. The enemy blew up the bridge.
 3. The police are looking into the matter.
 4. Take off your shoes before coming in.
 5. I called on an old friend yesterday.
 6. You should keep up your honour.
 7. Can I count on your help during difficulties ?
 8. The government put down the revolt firmly.
 9. The child hit on a plan to escape punishment.
 10. We called off the strike after an agreement.

Activity - 2

Replace the noun phrase in italics by an appropriate pronoun and use it in the right place.

Example : We saw *our friends* at the airport.

Ans : We saw them off.

1. Can you pick out *the correct answers* ?
2. We have pointed out *many mistakes*.
3. It is time to wind up *the speech*.
4. The soldiers pulled down *the fort*.
5. Can you carry on *this work* a little longer ?
6. They threw away *all the useless things*.
7. We closed down *our business* as it was not profitable.
8. You must lay by *a part of your income* for future use.
9. Please look up *the word* in a dictionary.
10. They have ruled out *any change in his behaviour*.

Activity - 3

Complete the sentences using the phrasal verbs and the objects in the appropriate places. Put the verbs given in brackets into the correct tenses :

Example : (i) I will _____ after lunch. (call back / you)

Ans : I will call you back after lunch.

(ii) It's a trick. Only a fool will _____. (fall for / it)

Ans : Only a fool will fall for it.

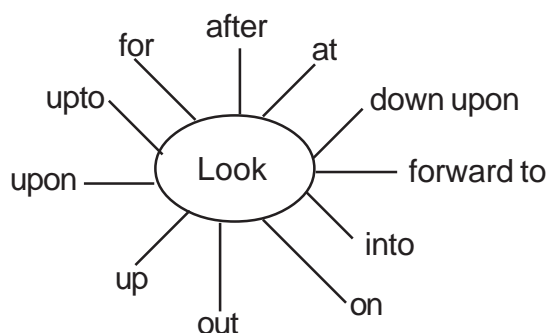
1. I _____ on my way to school. (came across / a strange animal)
2. It is better to _____. (throw away / broken chairs)
3. It was a mistake. My friend _____. (point out / it)
4. Who is _____ nowadays ? (looking after / this building)
5. His son died. He has never _____. (get over / his sorrows)

6. The machine is making a lot of noise. Can you _____ ? (switch off / it)
7. She offered to help me, but I _____. (turn down / it)
8. I met Ramesh today. He _____. (asking after / you)
9. This school is running well. We will _____. (close down / it)
10. Your brother is in trouble. You must _____ during his distress.

(stand by / him)

Activity - 4

Dictionary use. Study the diagram given below :



Combine the verb **look** with the particles shown as rays and use them in the following sentences. The verb and the meaning of the two word verb have been given in each case.

Example : (a situation getting better) The weather is looking _____ after the stormy days.

[Ans : up]

- (i) (to be careful) 'Look _____ ! there might be a snake there !'
- (ii) (to be care of) Grandma looked _____ Fakirmohan.
- (iii) (to investigate) A team of experts is looking _____ this problem.
- (iv) (to consider somebody in a particular way) I look _____ Reeta as my sister.
- (v) (to search for something in a dictionary) Please look _____ the word in a dictionary.
- (vi) (to consider with contempt) Never look _____ girls; they can work wonders.
- (vii) (to expect something enjoyable) I am looking _____ my birthday.
- (viii) (to think about or study) Look _____ the following sentences.
- (ix) (to watch something happening) Everyone looked _____ in silence.

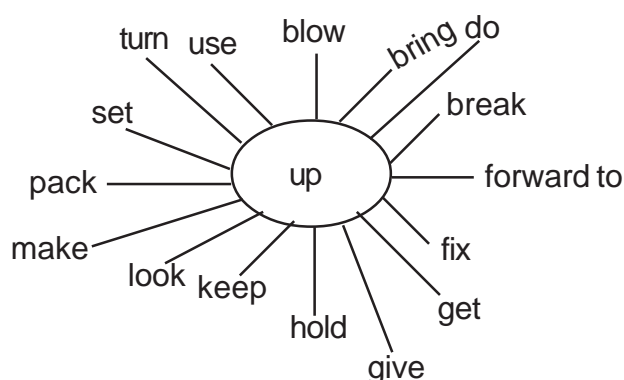
- (x) (to consider with respect) After the morning prayers all the children looked _____ Swami.
- (xi) (to search) Where is my grammar book ? I have been looking _____ it since morning.

Do similar exercises using 'break / come / give / go / put'.

Let there be a competition in the class.

Activity - 5

Dictionary use. Study the diagram given below :



Combine the particle up with the verbs shown as rays and use them in the following sentences putting them into the correct tense form. The meaning of the two word verb has been given in each case.

Example : (To search for something in a dictionary) Please _____ up in the dictionary how the phrase is used. [Ans. - Look)

- (i) (To replace some lost thing) We must work hard to _____ up the lost hours.
- (ii) (to stop working) It's going to rain, we should _____ up and go home.
- (iii) (to start a business / an institution) I plan to _____ up a business after getting the degree.
- (iv) (to exhaust something so that nothing is left) I have _____ up all the petrol in my scooter.
- (v) (to separate) The group _____ up after the quarrel.
- (vi) (to leave bed after sleeping) We usually _____ up early in the morning.

- (vii) (a situation getting better) After three long rainy days the weather is _____ up.
- (viii) (to come to a meeting) Only a few students _____ up in the class due to heavy rain.
- (ix) (to destroy by exploration) The platoon of soldiers _____ up a bridge.
- (x) (to take care of) We should _____ up children with care.
- (xi) (to make something attractive) We _____ up our house before my sister's marriage.
- (xii) (to arrange something to happen) We have _____ up the meeting for the next week.
- (xiii) (to stop doing something) Don't _____ up hopes.
- (xiv) (to obstruct) A marriage procession _____ up the traffic for an hour.
- (xv) (to maintain something at a high level) We must try to _____ up the honour of our school.

Do similar exercise using after / for / off / on / out. Let there be a competition in the class.

Activity - 6

Replace the underlined expressions with phrasal verbs using the verbs given in brackets.

- (i) I don't like the way Swami is being educated. (bring)
- (ii) The government rejected the employees' request for pay revision. (turn)
- (iii) The strike was cancelled. (call)
- (iv) We reduced our expenses after our father's retirement. (cut)
- (v) I disappointed my parents by my poor results. (let)
- (vi) I can hardly understand what you say. (make)
- (vii) Most children resemble their parents. (take)
- (viii) We called a doctor when my mother was ill. (send)
- (ix) We continued working long after the evening. (keep)
- (x) Have you read the book I gave you ? (go)

Activity - 7

Combine one verb from group – **A** with a suitable particle from group – **B**. In this way, frame 10 phrasal verbs. Use them in sentences. Who will do it first in the class ?

Group – A : break, bring, call, come, cut, get, give, go, keep, let, make, put, set, take

Group – B : after, at, away, by, down, for, from, in, into, off, on, out, over, to, up

Activity - 8

Choose the correct particles and complete the phrasal verbs in the sentences.

1. Please turn _____ the radio. (on, up)
2. Cholera broke _____ everywhere. (down, out)
3. The meeting came _____ very successfully. (up, off)
4. I do not give _____ to anybody's pressure. (out, in)
5. I agree _____ you on this point. (with, to)
6. They have closed _____ their old business. (up, down)
7. I look _____ him as my own father. (after, upon)
8. Every month I lay _____ a few rupees for my child's education. (by, down)
9. I could not make _____ what he was saying. (up, out)
10. The police put _____ the violence. (off, down)
11. Nobody was at the airport to see him _____. (out, off)
12. Why did he turn _____ your request ? (down, off)
13. A nuclear war cannot be ruled _____ in the future. (out, over)
14. The thief made _____ with a large amount of money. (off, out)
15. The old man passed _____ in his sleep. (away, out)

Activity - 9

Replace the word(s) in *italics* with their corresponding phrasal verbs choosing from the list given)

(get over, pack up, look up, brought out, keep on, do away with, drop out, stand by, go back on, fell through)

1. He has **published** a new book.
2. We are tired. We must **stop working** now.
3. You can **continue** working if you like.
4. Will you **help** me during my bad days ?
5. He has not been able to **overcome** his fears.
6. We **withdrew** from the match after a quarrel.
7. The talk between India and Pakistan **failed** due to many disagreements.
8. He promised to help me, but later he **failed to keep** his promise.
9. India has **stopped having** the caste system.
10. The situation is **improving** day by day.

Activity - 10

Choose the appropriate phrasal- prepositional verb from the given list for each of the sentences below and complete the sentences.

(run out of, get on (well) with, come out with, looking forward to, put up with, catch up with, come in for)

1. When the whole class was worried how to solve the problem, Suresh ____ a solution.
2. We all are eagerly ____ our sister's wedding.
3. I ____ a rude shock when my friend cheated me.
4. We have ____ sugar. Can you buy some ?
5. We do not ____ our new neighbour.
6. Who can ____ such mischief ?
7. The child walked fast to ____ his parents.





Noun Clauses and Relative Clauses

A clause is a group of words that form a part of a longer sentence and has a subject and predicate of its own. Single-clause sentences are simple sentences. Multi-clause sentences can be complex or compound sentences (see page 21). Now, let us see what the clauses are. Let's look at the following sentences:

1a. *Everybody in the family went to the cinema but Mohan stayed at home.*

This sentence means Everybody in the family went to the cinema.

But Mohan stayed at home.

These two-part sentences of 1a are called clauses of that sentence. Here both the clauses are independent and can stay alone. So, the first one is the **main clause** and the second one is a **coordinate main clause** because it is joined to the main clause with the help of a coordinating conjunction: 'but'. The same 1a can be rewritten as

1b. *Mohan stayed at home but everybody else in the family went to the cinema.*

Here the main clause is Mohan stayed at home.

The coordinate clause is But everybody else in the family went to the cinema.

Let's study another form of the same sentence:

1c. *Mohan stayed at home when everyone else was at the cinema.*

In this sentence the main clause is also Mohan stayed at home.

But the other clause 'when everyone else was at the cinema' is not an independent clause. It cannot stay alone. It is a **subordinate clause**.

Subordinate clauses can be of three types. They are

- **Noun clauses**
- **Relative or Adjective clauses**
- **Adverb clauses**

Let's consider another sentence:

2a. *He sealed and posted the letter.*

This sentence has got two verbs: *sealed* and *posted*. So it has two clauses as given below.

The main clause is – *He sealed (the letter)*.

The coordinate clause is – *And (he) posted the letter*.

Both the clauses are independent. Neither of them depends on the other, even though we cannot change the order of the verbs. Otherwise, we would get

2b. **He posted and sealed the letter.*

This sentence is grammatically correct but the meaning is absurd.

If we change the sentence in the following manner, what do we get?

3a. *After sealing the letter, he posted it.*

3b. *He posted the letter after sealing it.*

3c. *He posted the letter after he had sealed it.*

Now, the sequence of events is fixed. *Sealing the letter* and *posting the letter* continued one after the other, in that order. There are two clauses in each sentence because there are two verbs. Do you find any difference between 2a and 3a? In 2a we get two independent clauses: one main clause and the other coordinate main clause. But in 3a, the main clause is 'He posted the letter.' What about the other?

In 3a and 3b *after sealing the letter* has a nonfinite verb *sealing*. So, it is a *nonfinite clause*. But in 3c, *had* carries the past tense and therefore it is a finite verb. So, *after he had sealed it* is a *finite clause*. In 3a-c the clauses beginning with *after*, whether finite or nonfinite, are **subordinate clauses** as they cannot remain alone. But the other clause *he posted the letter* is independent and can stay alone. Therefore it is the **main clause**.

Activity - 1:

Mention whether the following expressions are phrases(P), clauses(C) or sentences(S).

Where have you been?	Under the queen's chair	A stitch in time
Humpty Dumpty sat on a wall	All the king's horses	The clock struck one
Like a diamond in the sky	up the hill	Pussy in the well
Who pulled her out?	a nice fairy story	After sealing the letter
And Jill came tumbling after	Jack fell down	to fetch a pail of water

Activity - 2:

Draw double lines under the main clauses and single lines under subordinate clauses in the following sentences. Ignore coordinate clauses.

I cannot express how sorry I am.	Do you know when the next train arrives?
Jack fell down and he broke his crown.	All that glitters is not gold.
All depends on how the work is done.	He says that his mother is ill.
It is feared that he will not help us.	He told me that he was ready.
It is clear that he is honest.	What he says may be true.
I asked the boy how old he was.	He waved his hand and boarded the bus.

The point is that he was absolutely honest.

When his father will return is uncertain.

His great fear is that he may not succeed.

Humpty Dumpty sat on a wall and he had a great fall.

A proverb is one man's wit but it is all men's wisdom.

There is many a slip before the cup is taken to the lip.

Noun Clauses

Some subordinate clauses are called **noun clauses** because they work like nouns in the sentence. For example, study the following sentences:

- 1a. Ajay remembers *that it was a Friday*. [that...Friday is a clause.]
 1b. Ajay remembers *the Independence Day of India*. [the...India is a phrase.]
 1c. Ajay remembers *it*. [It is a word, a pronoun.]

The italicised expressions are a clause, a phrase and a word in 1a, b and c respectively. All of them are objects of the verb *remembers*. A noun, a noun phrase or a noun clause can work in a sentence as one of the following:

- The *subject* of the sentence
- An *object of a transitive verb* in the sentence
- A *complement* of a verb of incomplete predication
- An *object of a preposition*
- An expression *in apposition to* another noun or pronoun

Let's see how noun clauses function in the following sentences:

- 2a. *What he says* is correct.
 2b. *That his father has come home* is true.
 2c. *Whether he will stay here for more than a week* depends on a lot of things.

In these sentences, the italicised expressions are noun clauses working as the **subjects** of the sentences.

- 3a. Radha said *(that) she was happy*.
 3b. I asked Radha *how she felt*.
 3c. Tell me *if Radha would go there*.

In these sentences, the italicised expressions are noun clauses working as the **objects** of transitive verbs. In 3b and 3c the transitive verbs need two objects each: the noun clause and Radha/me.

4a. The difficulty was *how we would arrange the fund*.

4b. The problem is (*that*) *we do not have any money*.

In these sentences, the italicised expressions are noun clauses working as the **complements** of the verbs of incomplete predication. To verify this, try putting a full stop before the noun clause. (*The difficulty was. Is it a sentence ?)

5a. You should pay attention to *what I say*.

5b. There is no meaning in *what you say*.

5c. I have no objection to *whatever you say*.

In these sentences, the italicised expressions are noun clauses working as the **objects of prepositions**.

6a. The news *that his father has come* is true.

6b. It is true *that his father has come*.

6c. It is a pity *that his father does not come home more often*.

In 6a, the italicised expression is a noun clause **in apposition to** the noun phrase *the news*.

In 6b and 6c, the italicised expressions are in apposition to the subject *it* even though they come after the complements. (*True* is an adjective and *pity* is a noun - but both are complements of *is*, a verb of incomplete predication.)

From these examples (1 - 6) we see that a noun clause works in the sentence as a noun and it usually begins with a *wh-word*, *if* or *that*. In some cases, *that* may be hidden. See 3a and 4b.

Activity - 1

Underline the noun clauses in the following sentences. Mention whether they work as subject, object, complement, object of preposition or in apposition to another noun or pronoun.

It is not clear who has done it.

You know how hard she works.

That he is honest is known to all.

The film depends on how it ends.

"I'm glad to hear it," Mrs Bethy said.

My decision is that he must help you.

What is in our fate cannot be avoided. The matter is that they have cheated us.

Shanti didn't know that her uncle had come.

Can you tell me who wrote 'The Ramayan'?

No one can say how the war will come to an end.

Mr Gupta promised that he would put some flowers on her brother's grave.

Activity - 2

Complete the following sentences using noun clauses.

Can you tell me _____ ? He admitted that _____

His looks prove _____ He wanted to know _____

We all thought that _____ I have no objection to _____

His plan is that _____ Copernicus proved that _____

_____ is known to all. The rumour _____ is true.

Relative Clauses

Some subordinate clauses are called Relative or Adjective clauses because they work like adjectives in the sentence. For example, study the following sentences:

1a. I have already read the book *which you gave me*.

1b. The book *which is lying on the table* belongs to my friend.

1c. The boy *who always gives me books* is my friend.

The italicised clauses work as the adjectives of the nouns that come before those clauses: book or boy. If we study the sentences, we will find that each of them is a combination of two sentences. For example, 1a is actually a combination of

1d. You gave me a book.

1e. I have already read that book.

The common word between the two sentences is *book*. So, we should use one of the sentences along with a relative pronoun after the common word *book* present in the other sentence. Now, break the sentences 1b and 1c in a similar way. Further, reconsider 1a.

1a. I have already read the book *which you gave me*.

I have already read the book *that you gave me*.

I have already read the book *you gave me*.

If the relative pronoun is the object of verb in the relative clause, the relative pronoun can be dropped as in the last sentence. Relative clauses usually begin with relative pronouns such as *who, whom, which, that, whose*, etc.

Activity - 1 :

Combine the following pairs of sentences using one of them as a relative clause:

The birds are chirping.	+	The birds live in the neighbourhood.
I write with the pen.	+	My father bought the pen for me.
The sick were delighted.	+	Florence Nightingale nursed the sick.
I like the man.	+	The man has a smiling face.
The thief escaped in the dark.	+	The thief had robbed me.
The boy is our monitor.	+	I have borrowed his book.
The chair has a cracked leg.	+	He is sitting in the chair.

Activity - 2 :

In some of the following sentences the *relative pronoun* can be dropped. Rewrite those sentences without the *relative pronouns*. [You are not allowed to perform any other change.]

The children who are playing cricket live in this locality.

I have read the story book that my father bought yesterday.

The shopkeeper who I was working for is a good person.

It is the best possible explanation that we can give about Socrates.

The only question that drew everybody's attention is worth discussing.

Our school, which works for the young people of our area, is highly popular.

Pramod, who is my classmate, is very sincere.

The travellers who knew about the floods took another road.

The travellers, who knew about the floods, took another road.

The man that Mohan was talking to is his uncle.

The music which we were listening to was a 16th century devotional song.

I write with the pen which my father bought.

Activity - 3 :

Define the terms as given in the example:

Example: A greengrocer - is a person who sells fruits and vegetables.

A driver is a person who ... A conductor is a person who ...

An actor is a person who ... A teacher is a person who ...

A journalist is a person who ... A plumber is a person who ...

A farmer is a person who ... A doctor is a person who ...

A patient is a person who ... A hospital is a place where ...

A newspaper is a document in which ... A transitive verb is a verb which ...

Activity - 4 :

In the following four columns some proverbs or quotations have been given. Expressions in column **A** and column **D** belong to the same proverb. Put a suitable relative pronoun in column **B** and choose the correct expression from column **C**. In this way write the proverbs. As soon as you complete, raise your hand and draw the teacher's attention.

A	B	C	D
All	_____	pays the piper	is not gold.
People	_____	laughs last	should not throw stones.
All's well	_____	prays together	well.
He	_____	glitters	calls the tune.
He	_____	blows nobody	laughs best.
It's a long lane	_____	do not want	_____ .
It's an ill wind	_____	ends	any good.
There are no one so deaf as those _____ live in glass houses			to hear.
The family _____		has no turning	stays together.

Study the following sentences:

- 1c. The boy *who always gives me books* is my friend.
2. Amit, *who always gives me books*, is my friend.

In 1c, the relative clause defines the noun phrase going before it: *the boy*. With the help of the relative clause, the large number of boys is restricted to only one boy. So this type of relative clause is called **defining or identifying relative clause**.

On the other hand, 2 tells us about Amit, the writer's friend. In addition to that, the writer tells us that Amit always gives him/her books. So, here the relative clause is not as much necessary as in 1c. It is an extra-information clause. Such relative clauses are called **non-defining or non-identifying relative clauses**. Mark the commas before and after the non-defining relative clause.

REMEMBER:

- The defining relative clause is an essential part of the sentence but the nondefining relative clause is an additional part. It gives extra information.
- The nondefining clause is kept separate from the main clause with the help of commas or a comma.
- The non-defining clause cannot take the relative pronoun 'that'.
- The relative pronoun cannot be dropped in the nondefining relative clause.

- The non-defining clause cannot be used after an indefinite pronoun like anyone, anybody, anything, someone, somebody, something, etc.
- The non-defining clause can sometimes qualify the whole main clause and not a particular noun or pronoun. e.g. Satish scored a goal in the last minute, *which was fortunate*.

Activity - 5 :

Underline the relative clauses in the following sentences. Write **D** for *defining* and **N** for *non-defining* relative clauses.

- A green grocer is a person who sells fruits and vegetables.
- Bhola, who is a green grocer, goes to the fields every morning.
- What is the name of your friend who often comes to our house?
- Where does Amit, who often comes to our house, live?
- My uncle who is a judge is coming here tomorrow.
- My uncle, who is a judge, is coming here tomorrow.
- My father, who is a teacher, loves to talk.
- Uneasy lies the head that wears a crown.
- We love the man who thinks of our welfare.
- We call Uncle Bhola, who thinks of our welfare, as the Gandhi of our village.

Activity - 6 :

Put commas in the following sentences, if they are necessary.

- The man whom the police arrested is not known to us.
- The strike at the factory which lasted ten days is over now.
- My father who is working at Koraput is a doctor.
- I have found the book which I was looking for.
- Mira's grandmother who is sick is in hospital now.
- Einstein who discovered the theory of relativity once failed in an examination.
- Engineer Choudhury who got this bridge built is on a visit to our village.

- viii. Mother Teresa who faithfully served the poor is called a saint now.
- ix. He has stopped attending classes which is unfortunate.
- x. The chairman of the committee who is impartial solves all problems cleverly.

Activity - 7 :

Fill in the blanks with relative pronouns such as *who, which, where, whose, that*, etc.

The house in —— I lived as a child has been pulled down now.

My grandmother, —— was an extraordinary woman, lived to the age of one hundred.

Stop him! He's the man —— stole my purse.

They have invented a television set —— is as small as a watch.

There are many people —— lives have been spoilt by this factory.

Is that the button —— you pressed?

Could everybody —— answer sheets are with me raise their hands?

That scientist has invented a kind of ink —— is visible in darkness.

Activity - 8 :

Work in pairs. Think of a puzzle whose answer you know. The clue you give must have a relative clause. For example,

A black and white bird which can swim but can't fly. Seven letters. (Penguin)

Now, the other partner must think of a puzzle whose answer must contain one of the letters of *Penguin*. For example, *A snow house that an Eskimo builds* . Five letters. (Igloo). In this process make a crossword puzzle, always using an existing letter, e.g.

I
P E N G U I N
L
O
O

When ten words have been formed, show it to the teacher (or present before the class).



CHAPTER - VIII
Adverb Clauses



Some subordinate clauses are called adverb clauses because they work like adverbs in **the** sentences. For example, study the following sentences:

- 1a. It always rains *after I have watered the plants in the garden.*
- 1b. They arrived *where nobody had set foot before.*
- 1c. Do it *as your teacher showed you.*
- 1d. I wrote in the diary *so that I wouldn't forget.*
- 1e. I couldn't go to the fair *because I was busy.*

The clauses in italics are adverbs and they tell us respectively about the time, the place, the manner, the purpose and the reason of the verb found in the main clause. Ask questions like *when, where, how, to what purpose and why* respectively after the verbs *rains, arrived, do, wrote, and couldn't go* respectively. You will get the adverb clauses as your answers. Similarly, in the following sentences :

- 2a. The pupils worked harder *than we had thought.*
- 2b. They studied hard *although they were tired.*
- 2c. *If you study hard,* you will be successful.

The clauses in italics are adverbs of *comparison, concession* and *condition* respectively.

Different adverb clauses start with the words as given below:

- *Time* - *after, before, when, whenever, while, as, as soon as, by (the time), since, till, until, once, etc.*
- *Place* - *where, wherever, every where, etc.*
- *Manner* - *as, as (adj/adv) as, as if, as though, how, etc.*
- *Purpose* - *so that, in order that, etc.*
- *Reason* - *because, as, since, etc.*
- *Comparison* - *than, as (adj/adv) as,*
- *Concession* - *although, though, even though, however, no matter how, whether, etc.*
- *Condition* - *if, unless, provided, supposing, etc*

Activity - 1 :

Complete the following sentences with adverb clauses starting with the word(s) given in brackets.

We reached home _____(when)

Ramesh ran _____(so fast that)

You wouldn't succeed _____(if)

The sum is not as difficult _____(as)

The thief behaved _____(as if)

You should rest _____(because)

My friends will come _____(even if)

He speaks better _____(than)

The thief hid the jewellery _____(where)

The man is absolutely honest _____(even though)

Activity - 2 :

Identify the adverb clauses and mention what kinds of adverbs they are:

Train up the children in the way they should go.

As the dog returns to his vomit, so a fool returns to his folly.

Where there is no vision, the people suffer.

Do unto others as they would do unto you.

We went out to play as the weather became better.

Although he went to the market, he forgot to buy the vegetables.

Whether you join the picnic or not, you will have to pay the money.

You can't cheat him even though he is very simple.

Provided you are in need, we shall help you.

We keep food in the fridge so that it remains fresh.

Let us consider the following sentences:

3a. *If you heat ice*, it melts. Ice melts *if you heat it*.

3b. *If you work hard*, you will get a first division.

You will get a first division *if you work hard*.

3c. *If wishes were horses*, beggars would ride them.

Were wishes horses, beggars would ride them.

3d. *If he had arrived in time*, he could have witnessed the match.

Had he arrived in time, he could have witnessed the match.

Pay attention to the **commas** in 3a-d. They are there if the adverb clauses are in the beginning of the sentences. Mark the alternative sentences without commas . Now, let us look at the verbs used in the main clauses as well as in the adverb clauses.

	<i>Tense in the adverb clause</i>	<i>Tense in the main clause</i>
3a.	present simple	present simple
3b.	present simple	modal present with will / shall
3c.	past simple	modal past with would /could / might
3d.	past perfect	modal past with would /could / might + perfect marker

All these adverb clauses suggest conditions. We have already discussed that clauses of condition begin with *if, unless, provided, supposing, etc.* Most of the sentences with adverb clauses of condition follow the tense pattern as given above. These clauses of condition suggest different meanings also.

- 3a. (*zero conditional - facts*)- General statements like universal or scientific truth. *If* can be replaced by *when(ever), everytime (that)*
- 3b. (*first conditional with 50 -50 chance*)- Open real condition that may or may not be fulfilled. The present tense in the adverb clause of condition has a future meaning. Other present tense forms can also be used in the conditional clause.
- 3c. (*second conditional - imaginary condition*)- Hypothetical condition that is never possible.
- 3d. (*third conditional - unfulfilled condition*)- Possible in the past but impossible at present. The past condition was not fulfilled. So the result was not achieved.

Activity - 3 :

Match the adverb clauses with the corresponding main clauses. Then rewrite the sentences starting with the main clauses.

Adverb clause of condition

Main clauses

If you pour oil on water	I could have arrived there on time.
If you heat iron	you can understand.
If the sun sets	you would have got a first class.
If it rains today	I would take you to her place.
If you read the lesson	it floats.
If we start now	I would fly in the sky.
If I had wings	it expands.
If I knew her address	we can reach there in time.
If you had not reminded me	I shall not go out.
If you had studied more sincerely	it becomes dark.

Activity - 4 :

Complete the following sentences using main clauses (Don't forget the commas.):

If you meet him, _____	If Mahatma Gandhi were alive today, _____
Had I the wings of a dove, _____	If you boil water upto 100°C, _____
If India had won this match, _____	If my friend comes in time, _____
If you are not watching TV, _____	If I were you, _____
If you had driven more carefully, _____	If Germany had won the World War-'II, _____

Sentence types

We learnt that a simple sentence must have only one clause. If there are more than one clause, the sentence may be complex or compound. Let us consider these sentences:

- 1a. *I came (there) (early in the morning).*
- 1b. *I came, I saw, (and) I conquered.*
- 1c. *I came early so that I would not miss the first part of the film.*
- 1d. *He promised that he would come and help me.*
- 1e. *He sealed the letter as soon as he had written it and dropped it in the post-box
which was nearest to his house.*

1a is a **simple** sentence with one verb: *came*. So, it has only one clause.

1b is a **compound** sentence containing three independent clauses. The first of them is the main clause (*I came.*) and the other two are coordinate clauses (*I saw. And I conquered.*)

1c is a **complex** sentence because it has only one main clause (*I came early.*) and a subordinate adverb clause of reason (*so that I would not miss the first part of the film.*).

Ask, 'Why did I come early?'

1d is another complex sentence because it has only one main clause (*He promised (it).*).

He promised (what?) - Two things: *He would come. And he would help me.* That means the verb *promised* has two noun clause objects coordinate to each other but in a combined way subordinate to the main clause. [Main Cl.- Noun1 + Noun2]

1e. is a compound sentence containing two independent clauses (*He sealed the letter. He dropped it in the post-box.*) That both the main clause and the coordinate clause have subordinate clauses is another matter. The main clause has a subordinate adverb clause of time (*As soon as he had written it.*) The coordinate clause has a subordinate relative clause (*Which was nearest to his house.*) [Main Cl - Adv of time + Coordinate Cl - Relative Cl]

Activity - 5 :

Study the following sentences and mention whether they are simple **(S)**, complex **(X)**, or compound**(D)** sentences:

- i. The sun is shining and the day is quite warm.
- ii. The day is quite warm because the sun is shining.
- iii. The sun is bright, warm and not very unpleasant.
- iv. Make hay while the sun shines.
- v. Please call that girl, who has blue eyes.
- vi. What you told me is entirely false.
- vii. This is not what I asked for.
- viii. I know you were inattentive and didn't listen to me.
- ix. Don't be inattentive in the class.
- x. Waste not, want not.
- xi. It isn't true that he cheated in the examination.
- xii. I am sorry that he has been disturbed.
- xiii. The man you saw through the window has gone.
- xiv. I met him as I was leaving the house.
- xv. They answered better than I had hoped.
- xvi. I am taking an umbrella in case it rains.
- xvii. The memory of what the teacher had said still burned within him.
- xviii. The sun is shining, the day is warm and the birds are singing.

Activity - 6 :

Find the noun and adverb clauses in the sentences given in the previous question.
Mention why they are noun clauses or what type of adverb clauses they are.

Activity - 7 :

Combine the following pairs of sentences first into **complex sentences** and then into **compound ones**. [You may change the order of sentences in each pair, if you like.]

Call on me tomorrow.	+	I will give you the money then.
I can't go.	+	I have no ticket.
The days are unlucky.	+	We mustn't give up hope.
The day was very cold.	+	I had to take a woolen sweater.
I broke a tooth.	+	I had to go to see the dentist.

Activity - 8 :

Find out the **subordinate clauses** in the following passage and say what type of clauses they are. Mention why you think so.

Tuni asks Tuna, "Please go to the shop for me and buy a packet of milk and, if they have eggs, get six." A short time later, Tuna comes back with six packets of milk. Tuni asks him, "Why did you buy so much milk?" He replies, "They have eggs."

Note:

In these two chapters, you learnt about the following types of clauses:

1. Independent clauses including the **main** clause and the **coordinate** main clause.
2. Dependent or subordinate clauses including the **noun** clause, **relative** or adjective clause, and **the adverb** clauses including the conditional ones.

You have also learnt about two dependent clauses being coordinate to each other and together being subordinate to another independent clause.

You haven't been told anything about the **parenthetic** clause. You will learn about it afterwards.

In this chapter, you also learnt about **simple**, **complex** and **compound** sentences. You needn't know about the double or multiple compound sentences now. The main thing is that you should write correct sentences, not long sentences.





CHAPTER - IX

The Passive

Mark these sentences from your textbook for class IX and their changed forms :

- 1.a. After five years I came back home and **was met** by her at the station.
- 2.a. The unique attempt **was made** (by Janaki) on 28 July 1992.
- 1.b. After five years I came back home and **she met me** at the station.
- 2.b. Janaki made this unique attempt on 28 July 1992.

In 1a, “**I was met by her**” has been changed to “**she met me**” in 1b.

The attempt was made (by Janaki) in 2a has been changed to “**Janaki made the attempt**” in 2b.

1b and 2b are said to be in active voice whereas 1a and 2a are said to be in the **passive voice**.

- (i) The object of the active sentence is used as the subject of the passive sentence. Me (1b) and the unique attempt (2b) became subjects of 1(a) and 2(a) respectively.
- (ii) The *verb* in the active sentence is changed into its appropriate passive form i.e. be + en - form of the main verb.
- (iii) The *by + the agent* phrase may be left out, depending on the situation in which the passive is used.

Note that the forms of the ‘be’ verb are : *is / am / are / was / were / be / being / been*
Also remember that when the past participle form of a verb has an adjectival meaning referring to a state, it is not in the passive form. So sentences like ‘He was worried to hear of his failure’, ‘she was married when I last saw her in a wedding.’ etc are not passive sentences.

(B) Use of the Passive in different patterns of sentences :

(i) Present Simple :

- Badminton *is played* here every afternoon.
- New warm clothes *are given* to the children every winter.

Mark the *be* auxiliaries in present tense followed by main verbs in *–en form*.

(ii) Past Simple :

- My purse was stolen yesterday.
- Sweets were distributed among the school children.

Here *was / were + en - form* of the verb has been used in the passive.

(iii) Present Progressive :

- Football is being played in this playground.
- The sum is being worked out on the black board.

Note that the active forms of these sentences are respectively (i) *The Children / People are playing football in this play ground.* (ii) *The teacher is working out the sum on the black board.* Here *are playing* and *is working out* have been changed into *is being played* and *is being worked out* in the passive because of their singular subjects. In other words, *be auxiliary + ing - form* of the verb in the active becomes *be auxiliary + being + past participle form* of the main verb. Mark that the tense of the *be* auxiliary in both active and passive sentences is the same.

(iv) Past Progressive :

- The walls of my room were being painted green.
- A chair was being made for me.

Here *were painting* has been changed into *were being painted* and *was making* verb into *was being made*.

(v) Present Perfect :

- The room has been decorated.
- Flowers have been collected for the puja.

Here *has / have decorated* has been changed into *has / have been decorated*.

(vi) Past Perfect :

- The room looked beautiful. It had been nicely decorated.
- Roofs of houses had been blown off in the storm.

Here **had decorated / had blown off** has been changed into 'had been decorated / had been blown off'.

Present and past perfect progressive verbs cannot be passivized. Why ?

(vii) Passive with Modals :

- The letter will be typed soon.
- The work should be completed by 5 p.m. to-day.

Notice that '**will type**' and 'should complete' have been changed into '*will be typed*' and '***should be completed***' respectively.

The other modals such as shall / would / must / may / might / can / could / ought to / needn't / used to etc used in the active can be used in the passive with modals + be + past participle form of the main verbs.

(viii) Passives with get / have :

- He got his hair cut.
- They had their house painted yellow.

Remember we use such sentences in very limited situations only in informal English.

(ix) The Passive used with a Complement :

Active : The students have selected Sushama Rout monitor of the class.

Passive : Sushama Rout has been selected monitor of the class.

Notice that the object complement in the active becomes subject complement in the passive.

(x) Passive form of verbs having two objects :

1. Father gave the son fifty rupees.
→ The son was given fifty rupees.
2. Father gave fifty rupees to the son.
→ Fifty rupees was given to the son.

You must have observed that the nearest object becomes the subject in the passive sentence. Ditransitive verbs like give, ask, bring, take, tell, etc. can be passivized in this way.

(xi) Passives with the verbs of reporting :

Active : People say that elephants have good memories.

Passive : It is said that elephants have good memories.

or Elephants are said to have good memories.

Active : People say that he was an honest officer.

Passive : It is said that he was an honest officer.

or He is said to have been an honest officer.

This is because in the first example both the main clause and the 'that - clause' are in the same tense form (present simple) while in the second example the main clause has the present simple tense but the 'that' clause is in the past simple tense.

(xii) Passives with that - clause / wh - clause as the subject :

That the earth moves round the sun is believed by everybody.

But such sentences are not commonly used by the people. They prefer to use this idea in the sentence '*it is believed that the earth moves round the sun*' making the that - clause an opposition to the pronoun 'it'.

(xiii) The Passive with to - infinitive / ing - form of the verb :

Active : The teacher made him stand up.

Passive : He was made to stand up.

Active : I saw him climbing the ladder.

Passive : He was seen climbing the ladder.

We see that bare infinitives in the active become to - infinitive in the passive. The main verbs used in this way are **let, hear, see, have, watch, make** etc.

(xiv) We use either an active infinitive or a passive infinitive when the subject of the sentence is 'there'.

– There are a lot of windows to paint / to be painted.

– There is some home work to do to be done.

(xv) Sentences in the active form with passive meanings :

- _ These clothes need washing.
- = These clothes need to be washed.
- The room requires tidying.
- = The room requires to be tidied.

Activity - 1

Verbs in some of the following sentences are *active*, in some *passive*. Identify them and then write **A** for active sentences and **(P)** for the passive ones in the box given against each sentence.

- | | |
|---|--------------------------|
| (i) Prakash killed a snake with a stick. | <input type="checkbox"/> |
| (ii) Mother has made a sweet cake for me. | <input type="checkbox"/> |
| (iii) Mr Patnaik has been selected President of the Congress Party. | <input type="checkbox"/> |
| (iv) R.N. Tagore wrote the Gitanjali. | <input type="checkbox"/> |
| (v) Why was he beaten ? | <input type="checkbox"/> |
| (vi) He must have finished his work by now. | <input type="checkbox"/> |

Activity - 2

Put the verb in brackets into the correct passive form :

- (i) A car will (buy) next year if the savings increase.
- (ii) Thousands of people (kill) in the earthquake in Japan last year.
- (iii) What cannot (cure) must (endure).
- (iv) He should (punish) for telling a lie.
- (v) English (speak) all over the world.
- (vi) The road (repair) when I saw it last year.
- (vii) The accident might (cause) due to the carelessness of the driver.
- (viii) People (deny) justice these days.
- (ix) His grandfather (say) to have been a landlord.
- (x) I like (leave) alone.

Activity - 3

Hereunder is a letter written by a father to his son. Rewrite it changing the verbs in brackets into their appropriate forms :

Buxibazar

Cuttack

2nd January, 2013

Rakesh

I understand that the Annual Day function of your school is going to (hold) on your school premises this evening. I (tell) that the Governor of our state has (invite) to inaugurate the function and to give away the prizes to the winners. I know that you secured the first position in your class in the last annual examination and also came first in the debate and essay competitions which (held) at your school. You would certainly (awarded) some prizes and medals for your merit and proficiency I would have been very glad to see you receive prizes from the Governor if I (invite) to the function and (be) present there at such happy moments.

However, enjoy yourself and stay happy at the function.

More when we meet.

Lots of love and good wishes.

Father.

Activity - 4

The following is a part of a newspaper report. Use the verbs supplied in brackets in their appropriate forms :

Fifty houses in the Khandagiri Slum area in Bhubaneswar (burn) to ashes last Sunday. Ten Children and six women (burn) alive. All the belongings of the people (completely destroy) in the fire. About two hundred people (render) homeless and eighty people (hospitalise) for treatment of their injury (cause) in the fire. How the houses first caught fire (still shroud) in mystery. Government's assistance for rehabilitation of these affected people (badly need) at this hour.

We have discussed declarative sentences in their active forms are changed in their equivalent passive forms. Let's now see how interrogative sentences in their **active forms** are changed into the **passive**.

Consider the following sentences :

Active : Did the hunter kill the bird yesterday ?

First we have to change it into a declarative sentence.

Step - I : The hunter did kill the bird yesterday.

Step - II : The hunter killed the bird yesterday. (did kill = killed)

Step - III : The bird (using the object of the active sentence as the subject of the passive)

Step - IV : The bird was killed (changing the active verb 'killed' into its passive form 'was killed')

Step - V : The bird was killed yesterday.

(Now we have to decide whether we would use the 'by + the agent' phrase i.e. 'by + the hunter' here or not. Since it is not necessary to use the 'by + the agent' phrase in such a situation, we needn't use it.

Step - VI : Was the bird killed yesterday ?

(changing into the question form)

Let's consider how some other types of interrogative sentences are changed into their corresponding passive forms.

Example - 1 : Who wrote this book ?

Step - I : Somebody wrote this book

(changing the sentence into a declarative one in the active form)

Step - II : This book

(using the object of the active sentence as the subject of the passive)

Step - III : This book was written

(changing the active verb 'wrote' into the passive form)

- Step - IV :** This book was written by somebody
(using the by + the agent phrase in the end position)
- Step - V :** This book was written by whom / who.
(Replacing somebody by whom / who)
- Step - VI :** By whom was this book written ?
or Who was the book written by ?
(changing the sentence into the interrogative form)

Example - 2

- Active :** How did you work out that sum ?
- Passive :** How was that sum worked out ?

Example - 3

- Active :** Why did he beat his servant ?
- Passive :** Why was his servant beaten ?

Example - 4

- Active :** When did he return the book to the library ?
- Passive :** When was the book returned to the library ?

Example - 5

- Active :** Where did he find it ?
- Passive :** Where was it found ?

Restrictions on the use of the passive :

We use the passive when we are more interested in the action that is performed than in the agent that performs the action. But there are certain restrictions in its use.

The restrictions are :

- (a) Not all active verbs can have passive forms.

Example :

- (i) Active : **I have a car** (grammatical). But '**A car is had by me**' (which is wrongly thought to be its passive form) is ungrammatical and unacceptable. So 'have' (as a main verb meaning to possess), to eat, to take, to experience, to suffer etc cannot be passivised.

- (b) Similarly passive sentences like :

- * I am resembled by my father.
- * Courage is lacked by him.
- * I am well fitted by these shoes.
- * The country was fled by him.

are not acceptable.

So the active verbs like *resemble, lack, fit, suit, flee, hold, let, owe, like, possess* etc. cannot be passivised.

- (c) Though the following underlined verbs occur with objects, they have no corresponding passive forms :

- Rama Chandra married Sita.
- Two and three make five.
- Children like chocolates.
- I can read Bengali.
- Babies drink milk.
- The monkey climbed the tree.
- We eat rice.
- Mother loves her children.

The passive forms of these sentences will be absurd and unnatural. So they are not acceptable.

- (C) Reflexives as the subjects of passive constructions are unacceptable although their use as objects in active sentences is grammatically correct.

Example :

- * 'Himself was hurt'
- * 'Itself was opened'
- * 'Herself was seen in the mirror'

are all ungrammatical and unacceptable sentences.

- (D) Reciprocal pronouns like each other and one another cannot be used as the subject of a passive construction.

- * Each other was helped by Prakash and Robin.
- * One another was loved by the children.

are ungrammatical and unacceptable sentences.

But their use in active sentences like

'Prakash and Robin helped each other' and 'The children loved one another' are grammatically correct.

- (E) Intransitive and link verbs have no passive forms.

So sentences like the following have no passive forms.

- This baby sleeps ten hours a day.
- The pen costs ten rupees .
- The plane took off at 2 p.m.
- The meeting lasted two hours.
- The stick measures one metre.
- He weighs sixty kilogram.

(The phrasal verb 'took off' is intransitive.)

Such other intransitive and link verbs cannot be passivised.

- (F) Imperative verbs cannot normally be passivised.

However, imperative sentences with the verb 'let' can have passive forms.

So '*Let the door be shut*' cannot be accepted as the passive equivalent of 'Shut the door'. The sentence '*Let the door be shut.*' loses the force of the command contained in the sentence '*Shut the door*'. Moreover, in 'Shut the

door'. the order (command) is directed at a person asking him / her to do the work while *Let the door be shut*, simply offers a suggestion for the work to be done by anybody. So both of these sentences are not equivalent to each other in meaning.

- (G) There are some verbs which are used only in the passive. Mark their use in the following sentences.

Example :

- Gandhiji was born in 1869.
- He was drowned in the river.

- (H) Intransitive phrasal verbs cannot be passivised, but transitive phrasal verbs can have passive forms.

Example :

- All the lights in the town went out.
- The car broke down on the way.

Here *went out* and *broke down* are intransitive phrasal verbs But transitive phrasal verbs like, *cut down*, *called off*, *run over* etc. can be used in passive sentences.

Example :

'The tree was cut down'. 'The strike was called off' and
'The owl was run over by a truck- are all acceptable sentences.

(1) Active infinitives with passive meanings :

Example :

- You are not to blame. (Active)
- = You are not to be blamed. (Passive)
- There is a house to let. (Active)
- = There is a house to be let. (Passive)

There are some such active infinitives which have passive meanings.

(5) Use of the *by + the agent* phrase in the passive :

We have seen that the use of the *by + the agent* phrase in most passive sentences is not necessary. But there are a few situations where the *by + the agent* phrase is used in passive sentences because the speaker here, while talking about the action, wants to provide additional information about the doer (agent) of the action.

- (a) We use the *by – phrase* in the passive when the agent is an important person - a renowned scientist, a poet or a writer, a painter or an artist, an inventor or a discoverer.

Example :

- The Ramayan was written by Valmiki.
- Radio was invented by Marconi.
- The Monalisa was painted by Leonardo da Vinci.

- (b) We use the *by – phrase* in the passive when the agent is an indefinite person or thing and the speaker thinks it will provide the readers with new information.

Example :

- While the wood-cutter was passing through the forest, he was suddenly killed by a tiger.
- Although the problem was very difficult, it was solved by a child.

Here ‘a tiger’ and ‘a child’ are indefinite and they provide the readers with new information.

- (c) We use the ‘by-phrase’ in passive sentences when the agent is an inanimate or non-living thing or object and is regarded as something unusual or unexpected.

Example :

- The traffic in our city is manned by electrical devices.
- This hotel is run by a robot.

In these situations we would not expect non-living agents to act like living beings, so the agent in each sentence is thought to be unusual or unexpected.

We have also seen that most passive sentences are without the *by*-phrase. Therefore we use passives in situations where it is not necessary to mention the agent.

- (d) Let's now identify some such situations where the passive is used without the *by + phrase*.

Example :

- Stars were created millions of years ago.
 - My purse has been stolen.
- (ii) We use the passive without the *by – phrase* when we are not interested in the agent :

Example :

- My dog has been killed.
 - This car is made in India.
- (iii) The *by – phrase* is not used in the passive when the speaker thinks that the agent is obvious or commonly known :

Example :

- The thief was arrested.
 - The patient was admitted into a hospital.
 - Grapes are grown in Hyderabad.
- (iv) The passive is used without the *by – phrase* when the speaker knows who / what the agent is, but does not want to mention him / it for some reason.

Example :

- All the biscuits have been eaten up.
 - Mistakes were made in the totalling of marks.
- (v) We use the passive without the *by – phrase* :

Example :

- It is hoped (that) he will flourish in his business.
- It is believed that the sun is a ball of fire.

- (vi) We use passive sentences in official, legal, scientific and newspaper writings and in public notices :

Example :

- The peon was punished for his late attendance in the office. (official)
- The criminal was at last granted bail. (legal)
- Dust particles are found in the air. (scientific)
- Smoking is prohibited here. (public notice)
- One thousand people are reported to have been killed in the tsunami in Japan (newspaper).

It is now clear that the passive is usually used in scientific, legal and official situations. We should not blindly change every active verb into a passive one. The passive is used when a context demands it. It is therefore, necessary to study the context first to determine whether or not a passive is needed.

Activity - 5

Write a passive sentence for each of the following situations, using the active verb supplied in brackets. The first one has been done for you.

- Example :** (i) My grandfather did not die. (murder)

He was murdered.

- (ii) People say he resigned his job, but he didn't. (sack)
- (iii) He did not leave the examination hall. (ask to leave)
- (iv) The shop did not open. (close down)
- (v) He didn't do his homework yesterday. (punish)
- (vi) He could not come out of water. (drown)
- (vii) My request was not entertained. (turn down)
- (viii) The doctor didn't come in time. People waited for him. (keep)

Activity - 6

Study the following situations and write a passive sentence for each of them.
The first one has been done for you.

1. You want to talk about the Odia Bhagabat, You would like to mention its author Jagannath Das.

Answer: The Oriya Bhagabat was written by Jagannath Das.

2. You would like to talk about the prize your friend Mohan won. You would also like to mention your friend's name.
3. You have seen one of your friends breaking a chair. You have to report the matter to your class teacher without disclosing your friend's name.
4. Your teacher asks you to write an essay in a week's time. You are not sure of yourself. You have to tell your teacher that you will finish it in time. But you don't want to take a risk.
5. You want to talk about the delicious cakes your villagers make during the Raja festival every year. You are at this moment not interested in the villagers.
6. You don't know who created the earth long ago. You want to talk about its creation.
7. You want to tell your best friend that your other friends will celebrate his birthday this year. You don't want to say who they are.

Activity - 7

Use the verbs given in brackets in the following sentences in the correct form :

- (i) Originally, this novel (write) in Hindi, but it (translate) into odia in 1990.
- (ii) Cheese (make) from milk.
- (iii) An accident occurred here this afternoon. Somebody called an ambulance, but as nobody (injure), the ambulance (not require).
- (iv) The office is in a mess. The telephone (never answer), no proper records (keep) and no work (do).

- (v) A tree is lying across the road. It (blow down) in the storm.
- (vi) The letter (post) a week ago and it reached me yesterday.
- (viii) The child playing on the road (run over) by a truck.

Activity - 8

The following are the instructions given for making tea using tea bags. Make them carefully and write the process in the passive form as per the instructions given : The first one has been done for you.

The Instructions are :

1. Use one tea bag to make each cup of tea.
2. Place the required number of tea bags in the kettle.
3. Add boiling water as per the requirement.
4. Stir the water, but make sure that the tea bags do not open.
5. Allow the tea to stand for five minutes.
6. Pour the tea into cups.
7. Add sugar and milk to taste.

How tea is made, using tea-bags :

1. One tea-bag is used for making each cup of tea.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____



CHAPTER - X

Direct and Indirect Speech



(A) **Study the following sentences chosen from your book for class IX :**

1. The woman said to her husband, "I met the boy on the road today."
2. "Take Mr Gupta upstairs," Mrs Bethy said to Maggie.
3. Sukumar said to his father, "Are you ever able to meet her in your heart ?
4. "Oh, how I want to see her !" Sukumar said.

In these sentences, the words of some people have been presented within inverted commas. Mark the punctuation marks. These sentences are said to be in the **direct speech**.

(B) **Form of the Direct Speech :**

In direct speech :

- (i) The exact words of the speaker are put within inverted commas "....."
- (ii) The first word of the direct speech begins with a capital letter.
- (iii) The verb that precedes the direct speech is called 'reporting verb' ?
- (iv) The quoted words are separated from the reporting verb by a comma (,).

Remember that in modern times most writers use one ('.....') inverted comma instead of two (".....") in direct speech.

(C) **Now study the following sentences :**

- 1b. The woman *told / informed* her husband that *she had met* the boy on the road *that day*.
- 2b. Mrs Bothy *told / directed* Maggie **to take** Mr Gupta upstairs.
- 3b. Sukumar *asked* his father if *he was* ever able to meet her in *his* heart.
- 4b. Sukumar *said / announced* that *he* wanted *very much* to see her.

In these sentences, the exact words of the speakers have not been used. But the meaning of their messages has been reported indirectly. So, these sentences are said to be in the reported / indirect speech.

(D) Form of the Indirect Speech :

In indirect speech :

- (i) the inverted commas are omitted.
- (ii) no comma is used after the reporting verb.
- (iii) the reported speech is generally followed by the conjunction 'that'.
- (iv) the reported speech ends with a full stop (.), no matter what type of sentence the direct speech is.

Remember when we change a sentence in *direct speech* into an *indirect one*, we generally take into account four important things namely –

- (1) the tense of the reporting verb.
- (2) the tense of the verb in the direct speech.
- (3) the noun phrases and the adverbials used in it and finally
- (4) the reporter and the time of reporting.

In the sentence (1) the reporting verb is in the past simple tense (said), so the tense of the verb in the direct speech has been pushed back from the past simple to the past perfect tense i.e. from 'met' to 'had met'. Also 'I' has been changed to 'she' (1b).

(E) Reported Speech as per the Reporting Time :

Usually, a speaker's words are reported some time after they are **spoken**. The gap between the speaking and reporting time may be short (only a few minutes) or long (several months). When the speaker's words remain true or unchanged at the time of reporting, there will be no change in the tense of the verb in indirect speech even if the reporting verb is in the past simple tense.

For example : *Mother said, "My son is returning home this evening"* may be reported as '*Mother said that her son is returning home this evening*', if the reporting is done in the same afternoon. It is, however, possible to change the tense as in '*Mother said that her son was returning home this evening*', if the reporting is made that day late in the evening.

But if the reporting is done some days later, the reported speech, would be *'Mother said that her son was returning home that evening'*.

Study the following sentences :

1. He said, "I like sweets"..
2. The teacher said, "Bhubaneswar is a city of temples".

When reported they would be *He said (that) he likes sweets* and *The teacher said (that) Bhubaneswar is a city of temples* because the words are still true at the time of speaking.

Remember that the present tense in direct speech is not changed into past tense if the direct speech is a universal scientific or geographical truth or a habitual action.

Look at the following examples :

Direct Speech	Indirect Speech
1. Father said, "The sun rises in the east."	1. Father said (that) the sun rises in the east. (universal truth)
2. Tutu said, "I go for a walk every morning."	2. Tutu said (that) he goes for a walk every morning. (habit)
3. The teacher said, "Water boils at 100°C."	3. The teacher said (that) water boils at 100°C (scientific truth)

- (F)** Mark how the verbs in indirect speech remain unchanged when the reporting verb is in present tense. Here the present tense suggests that the words were spoken only a short time ago and are still relevant.

Examples :

Direct Speech	Indirect Speech
1. The traveller says, "I am tired."	1. The traveller says that he is tired.
2. He will say, "I shall go to bed early."	2. He will say that he will go to bed early.

Activity - 1

A nationally famous magician has arrived in your city and has presented his performance. His magic show has proved to be amazingly popular. Different local newspapers have given their comments on his performance as follows :

“The show is brilliant,” the Samaj.

“It made me jump up in delight,” the reporters from the Sambad.

“We can’t have a better show,” the Dharitri.

“You’ll love it,” the Dinalipi.

“You shouldn’t miss it,” - the Prajatantra.

“His performance is outstanding,” the Matrubhasa.

Now put their comments in reported speech :

1. The Samaj reported that
2.
3.
4.
5.
6.

Activity - 2

Last Sunday you met your cousin Makhan in the morning. Hereunder are some of the things he said to you :

1. “I’d like to go to a good college, but my parents can’t afford to pay the fees”
2. “I’m living with a friend and working part-time”
3. “I’m enjoying my work.”
4. “My friend has got a scholarship for his higher studies.”
5. “I’ll tell my mother about our meeting.”
6. “I want to have my lunch with you.”

Report the conversation to your mother the next day using indirect speech :

Activity - 3

Rewrite the following statements in Indirect Speech :

1. Rakhal said, "I shall never forget my childhood days."
2. The children said, "We play football everyday."
3. The man said, "The house is on fire."
4. She says, "I don't like sweets."
5. The guide said, "Puri is famous for the temple of Lord Jagannath."
6. The teacher said, "The earth moves round the sun."
7. Father said, "Spring comes after winter."
8. He has said, "My son is going to hospital for treatment."

(G) You have noticed that when a statement in direct speech is changed into a 'that-clause' (noun clause) in indirect speech, the conjunction is usually left out in conversation and in informal writings.

Let's now see how the sentences in present progressive, present perfect and present perfect progressive in direct speech are changed into indirect speech when reporting verb is in the past tense.

(i) Look at the following examples :

Direct Speech	Indirect Speech
1. He said, "I am going home"	1. He said (that) he was going home.
2. I said, "I have done my home work."	2. I said (that) I had done my homework.
3. Rekha said, "I have been working in the garden since morning."	3. Rekha said that she had been working in the garden since that morning.

- (ii) Now mark how a verb in the past simple tense in direct speech is changed in indirect speech.

Examples :

Direct Speech	Indirect Speech
1. The peon said, "I posted the letter."	1. The peon said that he had posted the letter.
2. She said, "I took it home with me."	2. She said that she had taken it home with her.

Here the verb in the past simple tense has been changed into past perfect in indirect speech because the actions of 'posting the letter' (as in 1) 'taking it home' (as in 2) took place before the time of saying.

However, the past simple tense form of the verb remains unchanged in the following contexts :

- (i) Direct Speech : The teacher said, "India became independent on 15th August 1947."
- Indirect Speech : The teacher said (that) India became independent on 15th August 1947.
- (ii) Direct Speech : Father said, "I decided to buy the house because it was on the main road."
- Indirect Speech : Father said he had decided to buy the house because it was on the main road.

(Statement in (i) and (ii) are relevant or true at the time of reporting)

- (iii) Direct Speech : The monitor of the class said, "When the teacher entered the class, all the students stood up."
- Indirect Speech : The monitor of the class said that when the teacher entered the class all the students stood up.

(iv) Direct Speech : She said, "When I left home, it began to rain."

Indirect Speed : She said that when she left home, it began to rain.

(Here in all the cases two actions took place at the same time)

(v) Direct Speech : "If I were the Primeminister of India, he said, I would raise her economic status to a high level."

Indirect Speed : He said if he were the Primeminister of India he would raise her economic status to a high level.

(iii) Direct Speech : He said, "When I saw them, they were playing tennis."

Indirect Speed : He said that when he saw them, they were playing tennis.

(Verb in time clauses usually do not change)

Note that past perfect and past perfect progressive forms do not change in indirect speech. But the past progressive is usually but not always changed into past perfect progressive.

Examples :

(i) Direct Speech : He said, "I had helped my friend a lot before."

Indirect Speed : He said that he had helped his friend a lot before.

(ii) Direct Speech : He said, "I had been doing my homework in the morning."

Indirect Speed : He said that he had been doing his homework in the morning.

(iii) Direct Speech : He said, "I was helping my brother in the hour of his need."

Indirect Speed : He said that he had been helping his brother in the hour of his need.

Now mark the use of adverbials, modal verbs, demonstratives and pronouns in indirect speech :

(a) Change of Adverbials in indirect Speech :

From direct speech (changes) to indirect speech.

<i>Now</i>	→	then / at that time
<i>today</i>	→	that day
<i>yesterday</i>	→	the day before / the previous day
<i>the day before yesterday</i>	→	two days before
<i>tomorrow</i>	→	the next day / the following day
<i>this week</i>	→	that week
<i>the day after tomorrow</i>	→	in two days' time
<i>next week / year etc</i>	→	the following week / year
<i>last week / year</i>	→	the week before / the previous week
<i>ago</i>	→	before
<i>a year</i>	→	a year before / the previous year
<i>here</i>	→	there
<i>there</i>	→	there
<i>thus</i>	→	in that way

(b) Change of modal auxiliaries in indirect speech :

Direct Speech		Indirect Speech
<i>Will</i>	→ changes to	→ would
<i>Shall</i>	→ changes to	→ Should / Would

[*should* is usually used with first person (I, We) and in 2nd and 3rd persons in other meanings.
would can also be used with first persons]

Examples :

Direct Speech : I said, "I shall complain about you to the police."

Indirect Speech : I said that I would complain about him to the police.

Direct Speech : He said, "What shall I do ?"

Indirect Speech : He asked what he should do.

<i>can</i>	→	changes to	→	could
<i>may</i>	→	changes to	→	might
<i>must</i>	→	becomes	→	must / had to / would have to

[When *must* is used in the meaning of necessity, it remains unchanged in indirect speech or changes to *had to*, When it refers to the future, it changes to *would have to*.]

Examples :

Direct Speech	:	I thought, "There must be some mistake."
Indirect Speech	:	I thought there must be some mistake. (certainty)
Direct Speech	:	"I must go soon", said Sarita.
Indirect Speech	:	Sarita said (that) she would have to go soon. (future)

Direct Speech

Indirect Speech

<i>mustn't</i>	→	changes to	→	mustn't / wasn't to
<i>needn't</i>	→	changes to	→	needn't / didn't have to

Note that *should*, *would*, *might*, *could*, *used to* and *ought to* do not generally change in indirect speech.

<i>here</i>	→	changes to	→	there
<i>there</i>	→	remains unchanged	→	there

(c) Change of pronoun / demonstratives (determiners) in indirect speech :

Direct Speech

Indirect Speech

<i>this (time expression)</i>	→	changes to	→	that
<i>(this week)</i>	→	changes to	→	that week
<i>these (time expression)</i>	→	changes to	→	those
<i>(these days changes to those days)</i>				

This, *that* and *these* used as pronouns can become *it*, *they* / *them*. But *this* and *these* used as demonstratives (determiners) usually change to 'the'.

Examples :

He said, "I brought this saree / these sarees for my mother."
 He said that he had bought the saree / sarees for his mother.

(H) Reporting verbs for statements :

You have noticed that the reporting verb in direct speech in most cases is 'say'. But in indirect speech we sometimes replace it by another verb appropriate to the meaning of the statement. Some of such reporting verbs in indirect speech are :

tell, state, announce, declare, promise, order, complain, protest, allege, explain, think, realise, admit, advise, ask, agree, observe, remark etc.

Moreover, when something is said in continuation of another statement, we generally use the reporting verbs '*add*', '*continue*' and '*further*' said. And if something is said in reply to a remark or a question, we use the verbs *reply, answer, respond, deny, refuse* etc.

Note that 'yes' or 'no' are expressed in indirect speech by subject + appropriate auxiliary verb e.g. 'will' in direct speech changes to '*would*' in indirect speech, for 'yes', and for 'no' it changes to *would* and *wouldn't* etc.

Activity - 4

Rewrite the following in indirect speech :

- (i) Rabi said to me, "I know where you were born."
- (ii) Father said, "Morning is at six today."
- (iii) She said, "I'll help you in the hour of your need."
- (iv) He said, "I collected these pebbles at the seashore."
- (v) I said to him, "You didn't keep fit last year."
- (vi) The teacher said to me, "You must work hard for your examination."
- (vii) The doctor said to me, "You mustn't smoke".
- (viii) Sushil said, "We celebrate our Republic Day on 26th January every year ?"
- (ix) He said, "I was playing the violin every morning last year."
- (x) He said, "These are my toys."

(I) Questions in Indirect Speech :

You know there are two types of questions namely (a) Wh-questions and (b) Yes-No type questions. Let's now see how such questions are changed in indirect speech. Look at the following examples :

	Direct Speech	Indirect Speech
1.	Rakesh said to his servant, "Where are you going ?"	Rakesh asked his servant where he was going.
2.	My friend said to me, "When did you return home last night ?"	My friend asked me when I had returned the previous night.
3.	Gita said to her younger brother, "Who are you talking to on the phone ?"	Gita asked her younger brother / wanted to know from her younger brother who he was talking to on the phone.
4.	"Who lives next door ?" He said.	He asked who lived next door.
5.	"What happened ?" She said.	She asked what had happened.

Mark that we generally use the verb **ask** to report a question. The other reporting verbs used with question sentences in indirect speech are : **enquire, question, wonder, want** and **know**, etc.

Remember that :

- (i) The conjunction **that** is not used after the reporting verb.
- (ii) The wh-questions are changed into statements beginning with wh-words.
- (iii) The structure of the indirect speech is : subject + ask + person addressed + wh-noun clause i.e a statement beginning with the wh-word with which the question is formed.

(J) Yes-No questions in Indirect Speech :

Look at the following examples :

Direct Speech	Indirect Speech
(i) He said to me, "Do you know him ?"	He asked me if/whether I <i>knew</i> him.
(ii) The teacher said to me, "Have you done your homework ?"	The teacher asked me if/ whether I had done my homework.
(iii) "Was it raining heavily at your place last month ?" he said to me.	He asked me if / whether it had been raining heavily at my place the previous month / the month before.

It is evident from the above examples that :

- (i) Yes-No questions become statements beginning with if / whether.
- (ii) the conjunction 'that' is not used after the reporting verb as done in the case of declarative sentences.
- (iii) He asked me if / whether it had been raining heavily at my place the previous month / the month before.
- (iv) the verb ask / enquire / want to know / wonder is used to report the question.
- (v) question mark is not given at the end of the indirect speech.
- (vi) the change of the verb form, person, demonstratives, pronouns and adverbials are the same as they are for statements.

Activity - 5

The wedding of your sister has just been over. Your friend Mahesh asks you a lot of questions about the bridegroom. Now report, in indirect speech, the questions Mahesh asked you.

- (i) What is the name of your sister's husband ?
- (ii) What is he doing ?
- (iii) Where is he posted at present ?
- (iv) Has he ever been abroad ?
- (v) How long did he stay there ?
- (vi) Has he ever gone to Australia ?
- (vii) What salary does he get ?
- (viii) Will his salary increase next year ?

Activity - 6

Suppose your father is a retired headmaster of a high school, The Director, Doordarshan Centre, Bhubaneswar, invited him on the Teacher's Day to give a message to the students. The Programme Assistant asked him the following questions. Report them in indirect speech :

- (i) Why is this day observed in the whole of India ?
- (ii) What difference do you mark between the education imparted now and that which was imparted at your time ?
- (iii) What is your impression on the teachers working at present and those who were working at your time ?
- (iv) Do you think that the system of education has improved a lot ?
- (v) Haven't the students become more knowledgeable than before ?
- (vi) Has their conduct changed for the better ?
- (vii) Will they grow into good citizens of our country ?
- (viii) What message do you have for the students of our country ?

(K) Imperatives in Indirect Speech :

Study the following examples :

Direct Speech

- (i) The teacher said to the students, "Move out of the class silently."
- (ii) The N.C.C. teacher said, "March on boys."
- (iii) "Please help me cross the road", he said to the policeman.
- (iv) Mother said to me, "Don't go to bed late."

Indirect Speech

- (i) The teacher asked the students to move out of the class silently.
- (ii) The N.C.C. teacher ordered / commanded the boys to march on.
- (iii) He requested the policeman to help him cross the road.
- (iv) Mother advised me not to go to bed late.

Mark the modals in the following sentences :

- (v) He said, "We must have a party to celebrate your success."
- (vi) He said, "I must go there."
(here 'must' is used in the meaning of necessity.)

- (v) He said that we must have a party to celebrate my success.
- (vi) He said he had to go there.

- (vii) They said, "We must mend the roof properly before the rains set in."

- (vii) They said they would have to mend the roof properly before the rains set in.

(Here **must** implies selfimposed obligation / or a natural action.

- | | |
|---|---|
| (viii) "Can I have a sweet ?" said the little boy. | (viii) The little boy asked to have a sweet / asked if he could have a sweet. |
| (ix) "Could I speak to the Secretary, please ?" said Mr Roy on the phone. | (ix) Mr Roy asked on the phone if he could speak to the Secretary. |
| (x) She said, "Let's go on a picnic to Nandankanan tomorrow." | (x) She suggested their going on a picnic to Nandankanan the next day / the day after or She suggested that they (should) go on a picnic to Nandankanan the next day / the day after. |
| (xi) My sister said, "Remember to bring the umbrella." | (xi) My sister reminded me to bring the umbrella. |
| (xii) Mother said to me, "Don't leave the door unlocked." | (xii) Mother told / asked / advised me not to leave the door unlocked. |

Note :

- (i) When reporting an imperative sentence, we use one of the following verbs *ask, order, request, suggest, tell, remind, command, beg, warn, advise, promise, agree, refuse*, etc instead of '**say**'.
- (ii) We use **to / not to** before the verb of the imperative sentence so that it takes a to + infinitive + noun phrase form.
- (iii) Its structure in indirect speech will then be; *ask / order / request etc + person addressed / not to + the imperative sentence.*

(L) Exclamations in Indirect Speech :

Look at the following sentences and mark how exclamatory sentences become statements in indirect speech :

Direct Speech	Indirect Speech
(i) "What a splendid sunset this is !" he said.	(i) He exclaimed in joy that it was really a splendid sunset.
(ii) He said, "Alas ! The poor old man is dead."	(ii) He exclaimed in sorrow that the poor old man was dead.
(iii) He said, "Good luck !"	(iii) He wished me good luck.
(iv) He said to me, "Congratulations !"	(iv) He congratulated me.
(v) He said, "Liar !"	(v) He called me a liar.
(vi) He said, "How dreadful !"	(vi) He exclaimed that it was very dreadful.
(vii) He said, "Hello ! Where do you live ?"	(vii) He greeted me and asked me where I lived.
(viii) He said, "Good morning !"	(viii) He wished me a good morning.

Mark the modals in the following sentences :

(ix) My teacher said, "Can you work out this sum ?" and I said, "No."	(ix) My teacher asked me if / whether I could work out the (that) sum and I replied that I could not.
(x) He said, "Can you go to the circus this evening ?" "Yes", I replied.	(x) He asked me if / whether I could go to the circus that evening and I replied that I could.

Note that :

- (i) Exclamatory sentences become statements in indirect speech.
- (ii) We use 'very' to emphasize the intensity of exclamation in the indirect speech.
- (iii) In some cases statements may fail to convey the meaning or the force of exclamations. In such cases we often use other sentences to convey the similar sense or meaning.

Activity - 7

Turn into indirect speech :

- (i) "Consult a doctor immediately," he said to me.
- (ii) "Hurry up, or you will miss the train," he said to me.
- (iii) "Don't get addicted to tea," he said to me.
- (iv) "Your mouth smells foul. Don't open it," he said.
- (v) The captain said, "Hurrah ! We have scored two goals !"
- (vi) The General said, "Bravo ! You have done wonders !"
- (vii) The teacher said to Nirmal, "What a lazy boy you are !"
- (viii) My friend said to me, "How nice of you to have come !"
- (ix) The traveller said, "Farewell, friends."
- (x) The beggar, "Oh, for a morsel of food !"
- (xi) "If only I had the wings of a dove !" he said.

You have seen how different types of sentences are expressed in the reported speech. Now practise all the types in the following activity.

Activity - 8

"Are you leaving today ?" Maggie asked, "Yes", I replied, "Today is the day of my departure."

"How long will it take to reach your country ? In which part of the country do you live ?" She wanted to know. I replied, "Punjab, in the west."

"Please, put a flower on my brother's grave," She requested me with tears in her eyes.

