UNIT - 1 : NOUNS IN CONTEXT

UNIT STRUCTURE

1.1. Learning objectives

1.2. Introduction

1.3. Countable and uncountable nouns

1.4. Agreement between subject and verb

1.5. The possessive forms of nouns

1.6. Compound nouns

1.7. The nouns phrase

1.8. Apposition.

1.9. Answers to check your progress

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1.1. LEARNING OBJECTIVES

After reading this unit, you will be able to:

- Discuss the uses of nouns in context.
- Appreciate the notions of countability and uncountability in greater detail.
- Describe the syntactic and semantic functions of noun phrases in a piece of text.

1.2. INTRODUCTION

Read the following extract:

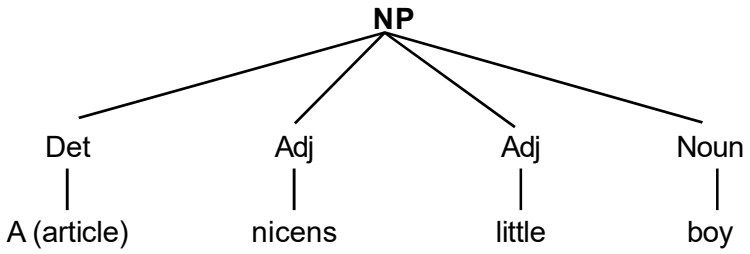
"Once upon a time and a very good time it was there was a moocow coming down along the road and this moocow that was coming down along the road met a nicens little boy named baby tuckoo…. He was a baby tuckoo. The moocow came down the road where Betty Byrne lived; she sold leman platt…."

The extract is from *A Portrait of the Artist as a young Man* by James Joyce. In fact, these are the opening lines of the novel. The extract is interesting from the grammatical point of view in its use of words which are very unfamiliar to us. Words like *moocow, nicens, tuckoo* and *platt* are very unfamiliar to us. What are these words? Are they the "names of persons, places or things"? No, we are not sure unless we go to the contexts in which these words appear. Let us look as them :

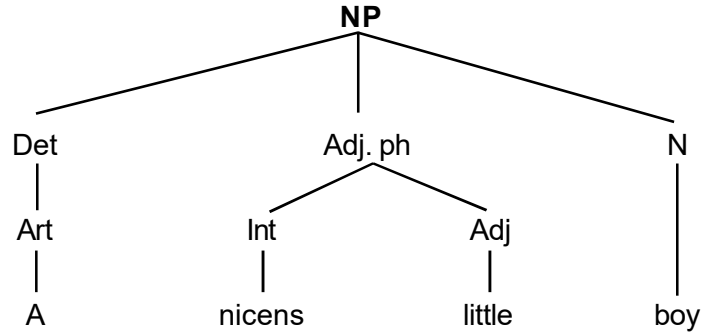
(a) There was a moocow coming down along the road.
(b) (The moocow) met a nicens little boy.
(c) He was a baby tuckoo.
(d) She sold lemon platt.

Placed in a familiar sentence structure, each of these words becomes meaningful for us. We know that moocow (whatever that means) is a noun and that too, an animate noun. 'It' comes down a road and even meets a little boy. We have reasons to think that, 'it' could even be a human being. We don't say'* the cow met the boy'. Nor would a creature other than a human being visit someone.

'Nicens' is rather puzzling. Could the '-s' ending be a plural suffix or a third person singular suffix we are not sure. But the word in the structure makes it clear that the word is an adjective sitting very smugly in its usual position in the noun phrase: a nicens little boy.



The word 'nicens' can even be seen as an intensifier modifying the adjective little in the noun phrase 'a nicens little boy'.

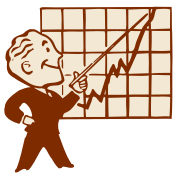


By looking at the given extract from Joyce, we can come to the conclusion:

(a) The definition of the noun as the name of a person, place or thing is not the right way to approach a study of the noun.

(b) We have to look at the syntactic criteria of a word.

Yet, we are not able to come to terms with the use of these two words in the text quoted. Why did Joyce choose these unfamiliar wards while building up the story? Would a nonsense word be more appropriate to rouse the listener's imagination while listening to a story? But we now know that there exists a relationship between lexical/ formal choice and contextual factors.



CHECK YOUR PROGRESS- 1

You have learnt from your school grammar books that a noun is the name of a person, place on thing. Make a list of ten nouns that do not fit into the category of a person place, or thing.

1.3. COUNTABLE AND UNCOUNTABLE NOUNS

Jane Austen is a famous nineteenth century British novelist. 'Pride and Prejudice' is one of her better known novels. This is how the novel opens.

"It is a truth universally acknowledged that a single man in possession of a good fortune must be in want of a wife."

However little known the feelings or views of such a man may be on his first entering a neighborhood, this truth is so well fixed in the minds of the surrounding families, that he is considered as the rightful property of someone or the other of their daughters."

In the above extract you will find the use of a large number of nouns. Could you go back to the passage and mark the nouns? *Truth, man, possession* etc, being a few of them. You know that nouns can be either countable or uncountable. Words like *man, wife, mind* etc are countable or count nouns. They have both a singular and a plural form and take a/an before them in the singular form.

On the other hand, nouns like *possession, property* etc are uncountable nouns or mass nouns. They do not have plural forms and do not take a/an before them. Example of this category of nouns include *accommodation, advice, applause, assistance, baggage, cash, chess, conduct, courage, equipment, fun, furniture, harm, health, information, leisure, poetry, sunshine,* and so on.

But what you have to keep your mind alert to is the fact that sometimes a noun is used uncountably when we are talking about the whole substance or idea but countably when we are talking about the following things:

(a) Recognized container for things
- I prefer tea to coffee. (uncount)
- I ordered two teas and sandwiches. (count)

(b) A particular example of a physical or concrete thing
- She has long hair. (uncount)
- There is a hair inside the samosa. (count)

(c) A particular instance of a substance or an idea
- I had never been good at sport.
- Hockey is a popular sport in Punjab.

Some nouns that are usually uncountable can be used countably in contexts

(a) I'd like to book a double room. (count)

There's no room for reviewing the case (uncount)

(b) What a beautiful sight (count)

The boat was within sight of the land (uncount)

Having discussed these few points about the countability and uncountability of nouns let us now move on to an interesting aspect of their use. When you write something - a story or an essay or even a poem - you may often wonder what noun to use in a given context. Look at these extracts from Jane Austen:

(a) Mr. Long says that Netherfield is taken by a young man of large --------- from the north of England; that he came down on Monday in a chaise and four to see the place.

(b) My dear, you flatter me. I certainly have had my share of ----------, but I do not pretend to be anything extraordinary now.

Could you guess the appropriate noun in the first slot? The word 'large' can collocate with a large number of nouns. But the fact the person "came down

in a chaise and four to see the place" tells us something about his affluence. He could be a man of large ----------. 'Fortune' is the most appropriate word here. Though wealth, property, affluence carry similar meaning, the context tells us that the choice is rather limited.

Similarly, in the second example, the background provided by 'flatter' narrows our choice to 'beauty'.



CHECK YOUR PROGRESS- 2

I. Fill in the blanks with nouns which fit the topics that these people are talking about:

1. Mr. Bennet's property consisted almost entirely in an ----- of two thousand a year. (estate/income; earnings)
2. The village of Longbourn was only one mile from Merycon; a most convenient ---------- for the young ladies (village/road/distance)
3. Come as soon as you can on the ---------- of this letter. My brothers and the gentleman are to dine with the officers. (information/receipt/response)
4. What do you think of that ----------? It has a large parking space, provides good food, but the service is slow.

II. Frame sentences using the following nouns as countable and uncountable nouns : paper, speech, coffee, stone

a) Paper (count) --------

Paper (uncount) -------

b) Speech (count) -----------

Speech (uncount) ----------

c) Coffee (count) ------------

Coffee (uncount) --------

d) Stone (count) ---------

Stone (uncount)---------

1.4. AGREEMENT BETWEEN SUBJECT AND VERB

Read the following extract:

"How far are we from that goal is evident to everyone of you and it is the distance we have to travel that has to be taken into account. Each one of you has a responsibility….."

The above is an extract of the convocation address of Dr. S. Radhakrishnan at Aligarh Muslim University. In the extract you may like to put some thought to the last line: "Each one of you has a responsibility…"

Observation:

(a) With each of, any of, either of, neither of, a none of and a plural noun, we prefer a singular verb.
- I don't think any of them is coming today.
- Neither of the boys has a bicycle.

(b) With a majority of, a number of, a lot of, plenty of, all of, some of and a plural noun we use a plural verb. But if we say 'the number of' we use a singular verb.
- A number of students have joined the completion
- The number of students in the class has risen to thinly.

(c) With everyone, everybody, everything and similar words beginning with any - , some - , and no - we use a singular verb
- Everyone thinks he is right.
- Everybody was happy.

(d) With each and every and a singular noun we use a singular verb.
- Each boy has a book.
- Every girl was present.

(e) With some phrases with a plural form, a singular verb is used
- Fifty thousand rupees is a lot of money.
- About three thousand miles separates England from America

(f) With a subject made up of two or more items joined by either…. or neither… nor, we use a singular verb if the last item is singular. But we use a plural verb if the last item is plural.
- Either Raj or his brother is at fault.
- Either Raj or his brothers are at fault.

(g) With per cent (also percent or %) we use a singular verb. However, when per cent is followed by of + plural noun we use a plural verb.
- A pay cut of 2% is unfair.
- Ten percent of the students are from the North- Eastern states.

(h) Some nouns with a singular form can be treated either as singular (with a singular verb) or plural (with a plural verb)

- The council has/have announced the dates of the HS examination.
- the staff was/were divided on the matter of holiday on Kati Bihu.



CHECK YOUR PROGRESS- 3

Complete the passage below using the appropriate form of the verbs in brackets : (the first one is done for you)

Except for the Marabar Caves and they (1) (be) twenty miles off _____ the city of Chandrapore (2) (present) nothing extraordinary. Edged rather than washed by the river Ganges, it (3) (trail) for a couple of miles along the river bank. There (4) (be) no bathing steps on the river front, as the Ganges (5) (happen) not to be holy here; indeed there (6) (be) no river fort. (E. M. Forster)

1. are 2. _____ 3. _____

4. _____ 5. _____ 6. _____

1.5. THE POSSESSIVE FORMS OF NOUNS

The possessive form refers to the 's (apostrophe -s) that is suffixed to a noun (or a pronoun) to express grammatical relationship with another noun or a noun phrase in a sentence structure. The noun can be singular or plural or even proper.

1. A tiger's tail (the tail of a tiger)
2. A girl's hostel (a hostel for girls)
3. John's book (a book of John)

Observation:

1. The noun following a possessive form can be left out when we talk about semeone's home, some shops and services.
   - We are visiting Mr. Bamale's this evening.
   - I went to the barber's when you phoned.

2. Often we can use the possessive's or of + noun with very little difference in meaning.

- The Board's policy or the policy of the Board.
- Shillong's beauty or the beauty of shilling.

However, sometime we prefer to use the possessive's form to the 'of form', eg

- Rina's dress rather then the dress of Rina
- A student' magazine rather then a magazine for students.

In general, we are more likely to the 'of + noun' form with inanimate nouns

- The legs of the table rather then the table's legs.
- The cover of the book rather then the book's cover.



CHECK YOUR PROGRESS- 4

The following are extracts from V.S. Naipaul. Underline the answer which you think is more likely.

1. Shortly before he was born there had been another quarrel between the mother of Mr. Biswas/Mr. Biswas's mother and his father Raghu.
2. There Bipul had cried and told the old story of the miserliness of Raghu/ Raghu's miserliness.
3. She brought back leaves of cactus/cactus's leaves, cut them into strips and hung a strip over every door.
4. At last he said, "First of all, the unfortunate boy's features/the features of the unfortunate boy.
5. From the verandah he went into the room of his father/his father's room.

1.6. COMPOUND NOUNS

Read this sentence from James Hilton's 'Lost Horizon' :
"Cigars had burned low, and we were beginning to sample the disillusionment that usually afflicts old school friends who meet again as men and find themselves with less in common than they used to think…"

In this sentence the expression 'school friends' is a combination of noun + noun. When such a particular combination is regularly used to make a new

noun, it is called a compound noun. Same compound nouns are written as one word, eg, tablecloth; some as separate words, eg 'waste paper' and other with a hyphen. On the surface, there may be two (or more) nouns present, but in function, the parts are functioning as a single item, which has its own meaning. So 'flower-pot' does not refer to a flower and a pot. But to a single object. It is pronounced, as a unit and is used grammatically as a unit. Its plural is not 'flowers-pot' but 'flower-pots'.

Observations

(a) Even if the first noun has a plural meaning, it usually has a singular form.

- A car park (a place for parking cars)
- A letter box (a box for dropping letters)

However, there are exceptions. Nouns that are only used in the plural or have different meanings in the singular and plural can have a plural first - element.

- A savings account.
- The publications department.

(b) Some compound nouns consist of - ing + noun or noun + ing forms. For example, *drinking water, chewing gum, turning point, film making, life - saving etc.*



CHECK YOUR PROGRESS- 5

What do you call ……

1. A person who teaches language ----------
2. A film lasting two hours ----------
3. A shop where shoes are sold -------
4. A flight that leaves at night ---------
5. A train which carries goods -------
6. A walk taken in the morning --------
7. Water that is fit to drink --------
8. Oil that is used for food --------

1.7. THE NOUN PHRASE

These sentences taken from P. C. Wodehouse's story,
"Something to worry about" highlight the noun phrases (NP2) in underline. Look at them closely.

(a) Sally was a pretty girl, small and trim.

(b) Mrs. Williams is my aunt.

(c) This was her first evening at Melbourne.

(d) The great public is not yet unanimous on the subject of moving picture exhibitions.

(e) The evening shadows deepened.

Can you find the different constituents of an NP?

Observations

1. The following can be constituents of an NP

(a) A noun or a pronoun

- Sally
- Mrs. Williams
- She

(b) A determiner + noun (det + N)

- The girl
- My aunt

Note that the following are determiners:

- Articles - a/an, the
- Demonstratives - this, that, these, those
- Possessives - my, your, his, her
- Wh determines - what, which

(c) A determiner + ordinal + Noun:

- Her first evening
- The five men

(d) A determiner + classifier + Noun

- The evening shadows.
- A girl's hostel.

(e) Determiner + Adjectives + Noun

- A pretty girl
- The great public

(f) Determiner + Adj. ph + Adj. ph + Noun

- A tired old man
- A sweet little dog.

2. Sometimes, of course a NP can begin with a pre determiner.
   - All the young men
   - Half of the young men of Melbourne

3. Noun phrases can also include the following as components

   (a) NP + Prep phrase

   - $\underset{NP}{\underline{Her\ first\ evening}}\ \underset{prep\ ph}{\underline{at\ Millbourne}}$
   - $\underset{NP}{\underline{the\ subject}}\ \underset{prep\ ph}{\underline{of\ moving\ picture\ exhibitions}}$

Sometimes more than one preposition phrase can occur with a NP

- A girl stood gazing at $\underset{NP}{\underline{the\ red\ roofs}}$
- $\underset{prap\ ph}{\underline{of\ the\ little\ village}}\ \underset{prep\ ph}{\underline{across\ the\ water}}$

(b) NP + Relative clause

- $\underset{NP}{\underline{the\ girl}}\ \underset{Rel\ clause}{\underline{who\ stood\ on\ the\ fringes\ of\ Millbourne\ Bay}}$
- $\underset{NP}{\underline{the\ strong\ silent\ man}}\ \underset{Rel\ cl}{\underline{who\ wants\ to\ be\ the\ headgardener}}$

(c) NP + NP

- $\underset{NP}{\underline{John}}$ and $\underset{NP}{\underline{Mary}}$
- $\underset{NP}{\underline{An\ old\ man}}$ and $\underset{NP}{\underline{his\ four\ sons}}$

(d) NPs having more than one Noun heads typical in newspaper headlines.

- CLUE IN KILLER CAR (the Telegraph 1 Nov 2008)
- MANJIT GETS VISA HOME (ibid)



CHECK YOUR PROGRESS- 6

In these NPs from P. G. Wodehouse, you will find that a word is not in the usual position.

Rewrite the NP in proper order in the space below:

(a) A little cozy cottage

(b) A self - sufficing, grave, large young man

(c) A young slow - minded man

(d) The thin tall one

(e) One of popular New York's police stations.

(f) A young big man.

(g) The fifteenth century of the middle

(h) The irresponsible average young man

Answers:

(a) -------- (b) --------

(c) ------- (d) --------

(e) -------- (f) --------

(g) -------- (h) --------

1.8. APPOSITION

A noun phrase can sometime be placed alongside another. This feature is called apposition. Look at these examples:

(a) My uncle, the headmaster of a school, retired last year.

(b) The Governor of Assam, the Chancellor of the university, will inaugurate the International conference.

- In sentence (a) we have the two NPs in apposition
  - my uncle
  - The headmaster of a school.

They are in apposition because one NP comes after the other and both refer to the same person.

- In sentence (b) the following NPs are in apposition
  - The Governor of Assam
  - The Chancellor of the University

The two NPs refer to the some person.

Observation

(a) Two NPs are in aposition when one comes after the other and both refer to the same thing.

- The hotel is close to the Raj Bhawan, the residence of the Governor of Assam.
- Dasaratha, the king of Ajodhya, had four sons

When the second phrase adds extra information we use a comma.

(b) When the second phrase identifies the first one, we do not use a comma.

- The poet PB Shelley wrote the poem "Ozymandias"
- The vice Chancellor Dr Baruah has approved the plen.



CHECK YOUR PROGRESS- 7

Rewrite the following sentences using the aposition.

(a) Blake is an English poet. He wrote the poem titled "the Tiger".

(b) Chabua is a tea estate. He works in the hospital there.

(c) Robin is my friend. He is a journalist.

(d) My uncle built this bridge. He is an engineer.

(e) The one horned rhino is a rare animal. It is found in Assam.

1.9. ANSWERS TO CHECK YOUR PROGRESS

1. Check your progress - 1

1. Beauty	2. Poverty	3. Rudeness	4. Shortage
5. Wisdom	6. Patience	7. Truth	8. Friendship
9. Patriot sue	10. Knowledge		

2. Check your progress - 2

(I) 1. Estate 2. Distance 3. Receipt 4. Hotel

(II)

(a) I presented a paper in the seminar.
Can you imagine a world without paper?

(b) The requested me to give a speech an children's Day.
It is speech that distinguishes man from other animal.
(c) Waiter, two coffees please
We drank coffee and talked for an hour.
(d) The father placed on the slab of marble a stone for Danny Fisher.
The wall is made of stone.

3. Check your prograss - 3

1. Are 2. Presents 3. Trails 4. Are 5. Happens 6. Is

4. Check your progress - 4

1. Mr. Biswas's mother.
2. Raghu's miserliness.
3. Leaves of cactus.
4. The features of the unfortunate boy.
5. His father's room.

5. Check your progress - 5

1. A language teacher.
2. A two - hour film.
3. A shoe shop.
4. A night flight.
5. A goods train.
6. A morning walk.
7. Drinking water/potable water.
8. Edible oil.

6. Check your progress - 6

(a) A cozy little collage.
(b) A large, grave, self - sufficing young man.
(c) A slow - minded young man.
(d) The tall thin one.
(e) One of New York's popular police stations.
(f) A big young man.
(g) The middle of the fifteenth century.
(h) The average irresponsible young man.

7. Check your progress - 7

(a) Blake, an English poet, wrote the poem "The Tiger".
(b) He works in the hospital at Chabua, a tea estate.

(c) Robin, my friend, is a journalist.
(d) My uncle, an engineer, built this bridge.
(e) A rare animal, the one - horned rhino, is found in Assam.

1.10. POSSIBLE QUESTIONS

1. Here is an extract of a story in which a few words have been left out. Select from the alternatives and complete the passage.
A king who had no son called all the holy men in his (1) (state/kingdom/empire) together and asked them to pray that he should be favored with a male (2) (son/heir/child). Their (3) (hymns/prayers/chantings) were effective and a handsome (4) (boy/baby/person) was born to the king. In gratitude, he made large (5) (prizes/presents/gifts) to sacred (6) (shrines/body churches/homes) and temples throughout the land.

2. Frame sentences using the following words as
(a) Count nouns and (b) uncount nouns
(i) Education (ii) Meal (iii) Hair (iv) Sport (v) Ten
(vi) Room (vii) Work (viii) Sight

3. Underline the answer which is more likely (A) or (B)

(a) When $\underset{A}{\underline{\textit{the merchant's daughter}}}$ / $\underset{B}{\underline{\textit{daughter of the merchant}}}$ saw the price, she was very happy.

(b) I was shocked by $\underset{A}{\underline{\textit{the opinion of Barun}}}$ / $\underset{B}{\underline{\textit{Barun's opinion}}}$

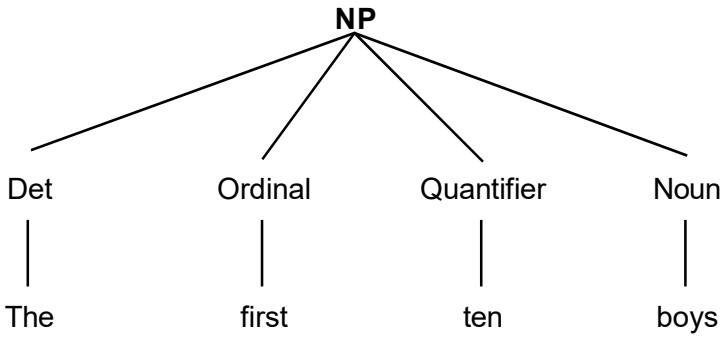
(c) $\underset{A}{\underline{\textit{the construction of the wall}}}$ / $\underset{B}{\underline{\textit{the wall's construction}}}$ took three months

(d) He gently patted $\underset{A}{\underline{\textit{the shoulder of his brother}}}$ / $\underset{B}{\underline{\textit{his brother's shoulder}}}$

(e) $\underset{A}{\underline{\textit{The completion of the road}}}$ / $\underset{B}{\underline{\textit{the road's completion}}}$ was ahead of schedule

4. Identify by the constituents of the following NPs (you may use tree diagrams) One is done for you.

Example : the first ten boys.



(a) A very interesting story.

(b) A glass vase.

(c) That young man.

(d) The girl in the room.

(e) A new English text book.

UNIT - 2 : DETERMINERS IN CONTEXT

UNIT STRUCTURE

2.1. Learning Objectives

2.2. Introduction

2.3. Uses of Articles

2.4. Some, any etc.

2.5. Much, many etc.

2.6. Each, every, all etc.

2.7. Quantifiers

2.8. Answers to check your progress

2.9. Possible Questions

2.10. Further Readings

2.1. LEARNING OBJECTIVES

After reading this unit, you will be able to –

- Appreciate the fact that the indefinite article is both a grammatical and a phonological concept.
- Understand the definiteness of the definite articles in context.
- Sharpen your focus on the use of possessives and demonstratives
- Understand the role and function of quantifiers.

2.2. INTRODUCTION

Determiner is a word class which is used with a noun and which limits the meaning of the noun in some way. For example, in English, the following categories of words can be used as determiners:

a) Articles, eg. a book, the table
b) Demonstratives, eg. this book, that table
c) Possession, eg. my book, her table
d) Quantifiers, eg. some water, many people
e) Numerals, eg. the first day, three books
f) Wh- determiners eg what book, which house

You will note that by co-occurring with nouns they express a wide range of semantic contracts such as quantity or number. In this unit, the focus being primarily on usage, students are advised to consult the books listed in the 'further readings' for details.

Your primary interest in the determiners is that they attribute meaning to a piece of text and that a wrong use of a determiner can affect the total meaning of the text. Look at the following extracts. Extracts (a) and (b) are taken from V.S. Naipaul's book *India: A Wounded Civilization*. But the determiners are left out. Read the passages and see for yourself how meaningful the extracts are without the determiners:

a) India, which I visited for first time in 1962, turned out to be very strange land. Hundred years had been enough to wash me clean of Indian religious attitudes; and without attitudes distress of India was – and is – almost insupportable.

b) I know, for instance, beauty of sacrifice, so important to Aryans. Sacrifice turned cooking of food into ritual: first cooking thing – usually small round of unleavened bread, miniature, especially made – was always for fire, god……. (p-9)



CHECK YOUR PROGRESS- 1

Read the above extracts (a) and (b) from Naipaul and rewrite the passages below by putting appropriate determines.

(a) _____

(b) _____

2.3. USES OF ARTICLES

As a general rule, we note that the is a definite article denoting definiteness and a/an a is an indefinite article denoting indefiniteness. Read the use of articles in the extracts from V.S. Naipaul's *India: A Wounded Civilization*.

i. The lights at Bombay airport showed that it had been raining; and the aeroplane, as it taxied in, an hour or two after midnight, blew the monsoon puddles over the concrete.

ii. There is a new kind of coming and going in the world these days.
iii. India which I visited for the first time in 1962, turned out to be a very strange land.

Observations:

1. In extract (i) "the" in the aeroplane does not contain the same meaning as. The aeroplane is a marvel of science. The aeroplane here refers to a specific plane while in the line the aeroplane is a marvel of science 'the' is not concerned with an individual or specific plane. We use the definite article for both individual and general nouns.
2. The indefinite article an hour is not the same as a new kind, or a very strange land. 'An' is used in the sense of one here while in the other examples a is an ordinary natural word.

   We shall now look at some of the uses of articles:

1. The choice between a and an:

The choice between 'a' and 'an' is basically governed by phonological consideration than grammatical consideration.

1) a university for distance education.
2) an old university for distance education.
3) a historian but an old historian.
4) an hour to go but a long hour to wait.
5) a one rupee coin but an only one rupee coin.
6) an orange shirt but a new, orange shirt.
7) a union but an employees union.

2. A/an as one:

A/an could mean 'one'. That is, the indefinite article can have a numerical function.

1) An hour or two after midnight.
2) Wait a minute.
3) One at a time.
4) I'll need a day to complete the work.
5) A bird in the hand is worth two in the bush.

3. A/An/No article as a whole class:

Sometimes an article refers to the whole class and not to a single entry.

1) Politics is perhaps the last refuge of a scoundrel (Dr. Johnson)
2) A tiger is a large hearted gentleman. (Corbett)
3) Man delight me not, woman neither. (Shakespeare)

4) What a piece of work is man; (Shakespeare)
5) The attitude of an average Englishman is often misunderstood.

4. A/An and countability :

Depending on the nature of noun in terms of countability, we have to take decisions as to what article we have to use. Here are a few examples:

art (i) (*the expression of what is beautiful*) Art lies in concealing art.

(ii) (*a skill*) Speaking is an art that we must acquire.

capacity (i) (*ability*) Her capacity for work is remarkable.

(ii) (*Power of holding*) The theatre has a seating capacity of 2,000.

cold (i) (*low temperature*) The old man is shivering with cold.

fire (i) (*Something burning*) She's afraid of fire.

(ii) (*made for heating*) We made a fire to warm ourselves.

glass (i) (*a substance*) The container is made of thick glass.

(ii) (*a vessel*) Can I have a glass of water?

history (i) (*a branch of knowledge*) He is a teacher of history.

(ii) (*a series of events*) Assam has a glorious history.

reason (i) (*power to understand*) People are different from animals because they possess reason.

(ii) (*argument*) He gave me a good reason for his absence.

Stone (i) (*a hard substance*) This wall is made of stone.

(ii) (*a small piece of stone*) He threw a stone at the dog.

5. The use of 'the':

We are often confronted with the problem of using or not using the definite article. Should we use 'the' when the meaning of a noun is specified by a phrase beginning with 'of'? When we mention countries, rivers, mountains and oceans, what do we do? Should we use 'the' when the reference to is a whole class? Read these extracts from E.M. Forster:

1. The Englishman appears to be cold and emotional because he is really slow.
2. The Englishman's attitude towards criticism will give us another starting point.

In the above extract 'the Englishman' refers to a whole class and not to a particular Englishman. Our school grammar books contain a great deal of examples on the Himalays, the Indian Ocean, the Gita, the Kamrup Express and so on.



CHECK YOUR PROGRESS- 2

Say why do we use or not use the article 'the' here:

1. The United States.
2. The Himalays.
3. The Ganges is a holy river.
4. The sun is closer to/Mars.
5. Mt Everest is in Nepal.
6. He goes to/church. Every Sunday.
7. He was in/prison for two years.
8. I will go to/court if you do not pay the money.

2.4. SOME, ANY ETC.

Some and any are used with plural and uncountable nouns, usually when we are talking about unknown or uncertain amounts or numbers of things. More specifically the rules are as follows:

a) *Some* is used in affirmative sentences and *any* with a negative meaning.

b) *Some* is used in questions where we expect agreement or the answer 'yes'. *Any* is used in other type of questions.

c) We use *some* to mean a large amount/number of something but we use *any* to mean 'all' and it is not important which.

Now read this adapted extract for V.S. Naipaul:

"In some[1] parts of central and north western India, men take to the ravines and become dacoits, outlaws and brigands. But some[2] years ago, there was something[3] bigger. Some[4] years ago, there was a tragic attempt at a revolution. This was the Naxalite movement. Any[5] person who had land was killed, land was seized. Then the government acted; and the movement crumbled."

Observations:

1) When we mean "not all", we can use some
2) When we mean "a number of" we can use some
3) A number of compound words begin with some and any: someone/anyone, something/anything etc.: Something refers to an un-

certain amount or number.

4) Same as 2. Note that when the number is not specified, we can use some.
5) When we mean someone and it is not important which one, we mean any.

2.5. MUCH, MANY

Much (of) and many (of) are used to talk about quantities and amounts. Much is used with uncountable nouns and many with countable nouns. More specifically, the rules are as follows:

1. *Much* and *many* used in negative sentences to emphasise that we are talking about small quantities or amounts.
2. Much and many are used in questions to ask about quantities and amounts.

Now read the following extracts:

Much[1] have I traveled in the realms of gold.
And many[2] goodly states and kingdoms seen.
Round many western islands have I been.
Which bards in fealty to Apollo hold. (Keats).

Observations:

1. In affirmative sentences we often use a lot of, lots of etc. However, in formal contexts such as poetry or academic writings much and many are preferred. Eg. Lots of our ex-students are now in high posts of the state and Central government. In this sentence Many of would be rather formal.
2. Sentences like "Many goodly states ……" or "Many Western Islands……" are again fairly formal. It would be more appropriate to use many in structures like

a. Not many of my friends know that I am pursuing this course on Creative English.
b. How many questions could you answer?

2.6. EACH, EVERY, ALL ETC.

We use each (of) and every with singular countable nouns to mean all things or people in groups of two or more. Here is an extract from Dr.S.Radhetrishman. You may like to note how this eminent scholar and philosopher has made use of each, every and all.

How for are we from that goal is evident to every one of you. Each of you has a responsibility. We come to the universities to be equipped with the knowledge and the skill by which we will be able to build our country … We are all working together for a common purpose. That common purpose must endow every student….

Observation:

1. Dr Radhakrishnan uses each to refer to individual members of the groups of students present in his speech.
2. He is using all in a plural context "We are all…." To talk about things in the group of listeners.
3. Every/Everyone is used with a singular countable noun to refer to the people in the group.



CHECK YOUR PROGRESS- 3

Find out the mistakes:

1. Each member of the team have to work hard to achieve the goal.
2. Anyone calls him Kumar his real name is Sukumar.
3. Each student were praised by the Vice Chancellor
4. Every candidate complained that she/he thought the question paper was difficult.

2.7. QUANTIFIERS

This group of determines include *some*, *any*, *much*, *many*, *both*, *all*, *each*, *few*, *little* etc. When we use these words, it is important to note the following points:

1. These words can be used with of or without of.
   (a) I want some apples.
   (b) Some of my jewelry is missing.
2. (a) Don't pay any attention to him.
   (c) Have you seen any of these books?
3. (a) He didn't pay much interest.
   (b) Much of his speech contains wrong data.
4. (a) Many talented students are leaving for the US.
   (b) She gave me many of her best paintings.

5. (a) Both Maugham and his friend enjoyed a holiday in the continent.
   (b) Both of them were authors.
6. (a) All students of class IX must be registered
   (b) All of her closest friends were coming.
7. (a) He wrote down each word that the speaker said.
   (b) Each of them sat together.
8. (a) There are few students in the class
   (b) A few of their friends arrived.
9. (a) I have little time for you.
   (b) Little of his money came from royalty on books.



CHECK YOUR PROGRESS- 4

Find the difference in meaning between each pair of sentences:

1. (a) Many boys enjoy cricket.
   (b) Many of the boys enjoy cricket.
2. (a) All onions come from Nasik.
   (b) All of the onions we sell come from Nasik.
3. (a) She put her few clothes in the bag
   (b) She put a few clothes in the bag

2.8 ANSWERS TO CHECK YOUR PROGRESS

Check your progress- 1

(a) India, which I visited for the first time in 1962, turned out to be a very strange land. A hundred years had been enough to wash me clean of many Indian religious attitudes; and without these attitudes, the distress of India was- and is- almost insupportable.

(b) I know, for instance, the beauty of sacrifice, so important to the Aryans. Sacrifice turned the cooking of food into a ritual: the first cooked thing- usually a small round of unleavened bread, miniature, especially made- was always for the fire, the God….

Check your progress – 2

1. They are collection of states.
2. Names of mountains or mountain ranges are generally preceded by ‘the’.

3. Names of rivers are generally preceded by 'the'
4. Sun and Moon are preceded by 'the' but the other planets (Mars, Venus etc.) are not preceded by 'the'.
5. Names of peaks do not take an article
6. To mean to go to pray
7. He was there as a prisoner.
8. To mean 'to file a suit'.

Check your progress – 3

1. Each member of the team has……
2. Everyone calls him Kumar but his real .....
3. Each student was……
4. Every student complained that they……

Check your progress- 4

1. (a) refers to boys in general
   (b) refers to a particular group of boys
2. (a) refers to onions in general
   (b) refers to a particular type of onion
3. (a) refers to all that she has.
   (b) refers to some of what she has



2.9 POSSIBLE QUESTIONS

Q. Rewrite the passages given below by filling in the blanks with appropriate determiners where necessary:

1. It was ———— bitterly cold night, and even at ———— far end of ———— bus , ———— east wind that roved along ———— street cut like ———— knife. ———— has stopped and two women and ———— man got in together and filled ———— vacant places. ———— younger woman was dressed in sealskin, and carried one of those ———— Pekinese dogs that women in sealskin like to carry in their laps. ———— conductor came in and took ———— fares.

2. ———— literature of France is one of ———— most prefect and complete of European civilization. In ———— Middle Ages it gave ———— example and set ———— pace of ————

—— rest of Christendom; in ———————— seventeenth and eighteenth centuries it was again ————— shining model, though ——————————-dangerous one to imitate in modern times ————————— French writers have led ————— way in ————— age of experiment in literary forms and themes ————————characteristics of this literature have shown remarkable ———————— variation from its beginning to the present day ———————— prose and ———————— poetry, ————————drama and ————————-novel reveal ————————same general features.



2.10 FURTHER READINGS

1. Dowerah, S. A Student's Grammar of English (Student Stores, Guwahati)
2. Hewings, M. Advanced English Grammar (Cambridge)
3. Thakur, D. A Handbook of English Grammar and Usage (Bharati Bhawan)
4. Taid. T & Dutta , U.C. English for Schools (Bharati Book Stall)

Extracts from the following books/articles/stories are taken.

1. Bisson, Lawrence: A Short History of French Literature (Pelican)
2. Naipaul, V.S. India: A Wounded Civilization (Penguin)
3. Forster, E.M. "Notes on the English Character"
4. Keats, J. "On first looking into Chapman's Homer"
5. Radhakrishnan, S : "Science Humanities and Religion"
6. Gardiner, A.G. "All about a Dog"

UNIT - 3 : ADJECTIVES AND ADJECTIVE CLAUSES

UNIT STRUCTURE

3.1 Learning Objectives

3.2 Introduction

3.3 Word order

3.4 Adjectives with 'the'

3.5 Degree

3.6 Relative clauses

3.7 Answer to check your progress

3.8 Possible Questions

3.9 Further Readings

3.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- make appropriate use of adjectives
- understand the proper order of adjectives in an adjective phrase
- make proper use of comparative and superlative patterns
- understand the use of relative clauses

3.2 INTRODUCTION

Let us begin by reading the opening paragraph of Jules Verne's famous novel *Twenty Thousand Leagues under the Sea*.

"The year 1866 was signalized by a remarkable incident, a mysterious and inexplicable phenomenon, which doubtless no one has yet forgetten. Not to mention rumours which agitated the maritime population and excited the public mind, even in the interior of continents, seafaring men were particularly excited…."

An adjective is a word like remarkable, mysterious, inexplicable, maritime, public and excited. These words tell us something abut the incident. They tell us what the incident that look place in 1866 was like.
You will note that these words occur in a sentence structure in two ways. The first way is as a part of a noun phrase as in

(a) a remarkable incident
(b) a mysterious and inexplicable phenomenon.

In the above two examples, the adjectives are used in what is known as an attributive position. In the first example, the adjective remarkable qualifies the noun incident.

In the second example we find two adjectives mysterious and inexplicable qualifying the noun phenomenon. Both the adjectives are used attributively in the noun phrase. (Please refer to Unit 1 on the noun in this block).

The other way in which adjectives are used in a sentence structure is known as predicatively in the complement position of the sentence structures.

(i) subject + verb + complement
She is pretty.
(ii) subject + verb + object + complement
He made the girl happy.

A striking example in the above extract is:

Seafaring men were particularly excited.
Have 'excited' occupies a predicative position in the clause structure. In such cases the verb is in variably the linking 'be' verb with its different forms: am , is , are , was and were. However, in the S+V+O+A structure, the verb is transitive as we have seen from example (ii) above.

Another thing that we note from the example of seafaring men were particularly excited is that an adjective can he preceded by an adverb like rather, fairly, particularly etc. Thus, we find that there are a number of issues that need to be considered in using adjective in context. The most important thing is that they add vividness to an otherwise opaque piece of writing. We must be able to make a choice of an adjective that makes a text very much expressive.

3.3 WORD ORDER

From the section 3.2, we have seen that there are two places where we can use an adjective: before a noun (a quiet evening) and after a linking verb (the evening was quiet). We have seen that we can use two adjectives together ('a mysterious and inexplicable phenomenon') and that we can put an adverb before an adjective as in very tired.

1. Like the adjective quiet mentioned above, there are many adjectives that we can use in both positions- before a noun (attributively) and after a linking verb (predicatively). But a few adjectives can go in one position but not in the other. Here are some adjectives that can go before a noun:
   (a) This road leads to the main road.
   (b) He is my elder brother
   (c) Football is an outdoor game
   (d) Mr. Baruah is a former Headmaster of the school
   (e) The upper age for government jobs is 35 years

Here are some adjectives that can only go after a liking verb :

   (a) The baby is asleep.
   (b) Our problems are very much alive.
   (c) Don't be afraid.
   (d) I am ashamed at your behaviour.
   (e) The teacher is unwell today.

2. Sometimes we use two nouns together, one of which (the first one) behaving like an adjective.
   (a) a stone wall
   (b) a glass door

Words like stone and glass are nouns; but in the present context they are used as adjectives. These words are known as classifiers.

These classifiers can be qualified by another adjective as well:

(c) a high stone wall
(d) a heavy glass door

3. When we use more than one adjective in a clause structure, it is important for us to know that adjectives have a word-order which is determined by their meaning. This is the normal order:

Group	Examples
1. Opinion (How good?)	Wonderful, nice, great, awful, terrible, large, small, long, short, tall
2. Size (How big?)	Large, small, long, short, tall
3. Most other qualities	Quiet, famous, important, soft, wet, difficult, fast, angry, warm
4. Age (How old?)	New, old
5. Colour	Red, blue, green, black
6. Origin (Where from?)	Indian, American, British
7. Material (Made of?)	Stone, plastic, glass
8. Type (What kind?)	An electric kettle, road transport
9. Purpose (What for?)	A bread knife, a bath towel

Look at these examples:

(a) a big, brown, Alsacian Dog (Size, colour, origin)

(b) a beautiful, wooden, picture frame (opinion, material, purpose)

(c) a long, boring, train journey. (size, quality, type)



CHECK YOUR PROGRESS- 1

Write the information in a single sentence:

(a) The shoes are modern. They are for sports. They are wonderful.

_____

_____

(b) This is a new car. It is small. It is white. It is made in Japan.

_____

_____

(c) He sings in the radio. He is Bengali. He is famous.

_____

_____

(d) We took a journey by train. It was a boring journey. It was long.

_____

_____

(e) It is a pussy cat. It is small. It is white.

_____

_____

3.4 ADJECTIVES WITH 'THE'

Read the following sentences:

1. The injured were rushed to the Guwahati Medical College Hospital.
2. Who looks after the old and the sick?
3. The strong must not bully the weak

We can use 'the + adjective' to refer to some groups of people in society. In the above sentences, the injured means "those people who were injured". It cannot refer to just one person. Thus, the old, cannot refer to just one person. Thus, the old, the sick, the strong, the weak refers to groups of people that come under the category of old, sick etc.

You must know that not all adjectives can be used in this way (the + adjective). Here are some examples of adjectives used in this way.

(a) Social / Economic contexts.

The rich, the poor, the strong, the weak, the hungry, the (under) privileged, the disadvantaged, the unemployed, the homeless

(b) Physical/Health contexts

The blind, the deaf, the sick, the dictated, the handicapped, the living, the dead.

(d) Age contexts

The young, the old, the middle-aged, the elderly.

It is notable that the adjectives can be modified by an adverb:

(a) This exclusive chat is for the very rich.
(b) The accident made him severely disabled.
(c) Nehru considered himself to be more fortunate than the average Indians.

Note that the use of the form the + Adj gives a compactness to your style of writing as illustrated by these two examples

1. People who have very little money are seldom happy.
   The poor are seldom happy.
2. The government should do more for the people who are old.
   (Try yourself)

3.5 DEGREES

In general, short adjectives take the form adj+er in the comparative degree and adj+est in the superlative degree. One syllable adjectives count as short

and three syllable adjectives count as long. Most two syllable adjectives count as long but not all of them.

(a) Short adjectives:

We have stated earlier that one syllable adjectives take er/est ending in comparative and superlative degrees respectively.

(i) He is strong.
(ii) He is stronger than his brother.
(iii) He is the strongest boy in the class.

However, we use more and most even in a few one syllable adjectives.

(i) I was pleased to hear the news.
(ii) He was more pleased than his wife at the news.
(iii) He is the most pleased.

(b) Two-syllable adjectives:

The following adjectives take more/most (more useful, most useful)

(i) Ending in – ful : careful, helpful, hopeful, peaceful.
(ii) Ending in less: helpless, useless.
(iii) Ending in ing : boring, pleasing, tiring.
(iv) Ending in –ed: amused, annoyed, ashamed etc.
(v) Some others: afraid, cautious, certain, correct, eager, exact, famous, foolish, formal, frequent, mature etc.

However, two syllable adjectives ending in –y usually take er/est.

(i) happy – happier – happiest.
(ii) dirty – dirtier – dirtiest
(iii) pretty – prettier – prettiest

(c) Adjectives of three or more syllables:

These adjectives take more/most.

(i) difficult – more difficult – (the) most difficult
(ii) expensive – more expensive – (the) most expensive
(iii) popular – more popular – (the) most popular

Note that when we intend to talk about something that is equal or unequal, we use the form as ……as

(i) This flat is as big as our old one.
(ii) This shirt is as expensive as a Tweed coat.
- In negative sentences we can also use as ……. as

(iii) This flat isn't as big as our old one.
(iv) This shirt isn't as expensive as a Tweed coat.
- When we talk about comparisons there are a few other words

that you may like to look at

1. less and least

These two words are the opposites of more and most.

(i) A train journey is less expensive than going by air.

(ii) I am the least worried student in the class about the exams.

2. fewer and fewest

These two words are also the opposites of more and most

(i) I buy fewer comics these days

(ii) You've got the fewest books of anyone I know.



CHECK YOUR PROGRESS- 2

Transform the sentences:

1. Shakespeare is the greatest poet in Britain.
   (Turn into positive and comparative)
2. Misery is a greater mystery than any other
   (Turn into positive and superlative)
3. Nothing else travels so fast as light.
   (Turn into comparative and superlative)
4. He is as competent as any man.
   (Turn into comparative and superlative)

3.6 RELATIVE CLAUSES

You must be aware of a common test item on vocabulary which is rather popular among paper setters of school final examinations. The examinees are given some statements and they are required to express them in one word each, eg.

(i) a person who collects fares on a bus.

(ii) A person who dies for a noble cause.

(iii) A person who prepares technical plans and drawings.

You know the answers : (i) conductor, (ii) martyr, and (iii) architect. We can write out the information in complete sentences.

(i) A conductor is a person who collects fares on a bus.

(ii) A martyr is a person who dies for a noble cause.

In these two sentences the definition of a conductor or a martyr is not simply that he is a person. The clause "who ……" is an essential part of the whole definition and cannot be omitted to make the sentence meaningful. The portion of the sentence beginning with 'who', is a relative clause. It is actually an adjective clause qualifying the noun person. This is the basic feature of a relative clause. When a relative clause is presented in the form of a definition, some grammarians call it **a defining relative clause** to distinguish them from clauses such as the following:

The Saraighat Bridge, which was opened in 1962, is Assam's first bridge over the Brahmaputra.

If we omit the portion which was opened in 1962, we are left with the statement :

The Saraighat Bridge is Assam's first bridge over the Brahmaputra.

The relative clause does not define the noun that it follows but gives additional information only. It is an example of what is known as ***non-defining relative clause.***

It may interest you to note that a relative clause is introduced by a relative pronoun like 'who', 'that', 'which', and so on. We shall look at the uses of these relative pronouns in a relative clause. But before we do that, it would be important to know that an adjective or prepositional phrase can modify a noun; a relative clause does the same as you can see from the examples below:

Adj : the new house.
Phrase : The house on the corner.
Rel. Cl. : The girl who plays the piano.

Note that :

The relative pronoun who, which and that go after a noun and at the beginning of a relative clause. Let us take a close look at their uses:

(a) who refers to people.
(i) Shakespeare is the playwright who wrote Hamlet.
(ii) I don't like people who tell jokes all the time.
(iii) She was pretty annoyed with the boy who broke the window.
- We can also use that but it is less usual in these contexts.

(b) That and which refer to things.
(i) The car that he bought is a Wagoner.
(ii) The animals that escaped from Kaziranga could not be traced.
- Comparatively which is a little more formal than that.

Read this extract :

"The hero of Sakharam Binder – Vijay Tendulkar's most popular play which got him into trouble with the censors is a working man of low caste" (Naipaul).
"His material security is his technical skill which gives him his second name ……" (ibid).

In all these sentences who, which, and that are the subject of the relative clause.

- The relative pronoun can also be the object of the relative clause. Look at this sentence:

I am visiting a person who I met at Jorhat last week. ('whom' I met is more formal)
Here 'who' is the object of the relative clause. It implies I met the person/him at Jorhat.
Note that in informal or conversational style, we can leave out the relative pronoun when it is the object of the relative clause:

(i) I am visiting a person I met at Jorhat last week.
(ii) The man I saw at the bus stop is Rina's brother.

Very often you wonder whether to use who or whom at the beginning of a relative clause. In formal style whom is sometimes used when the object of the relative clause is a person:
The person who/whom I met yesterday is an engineer.



CHECK YOUR PROGRESS- 3

Combine the following sentences in each item with a relative pronoun.

(a) The lady is my father's sister. She came to see me last month.

(b) A scientist has won the Nobel prize. He discovered a cure for cancer.

(c) The sportsman was banned from participating in any event. He took drugs.

(d) The airline company has retrenched thousands of employees. It is curtailing business.

(e) Immigration is a major issue. The issue raises strong emotions.

3.7 ANSWERS TO CHECK YOUR PROGRESS

1. Check your Progress – 1

(a) These are wonderful modern sports shoes.

(b) This is a small new white Japanese car.

(c) He is a famous Bengali radio singer.

(d) It was a long, boring train journey that we took.

(e) It is a small white pussy cat.

2. Check your progress – 2

1. (a) No other poet in Britain is as great as Shakespeare

   (b) Shakespeare is greater than any other poet in Britain

2. (a) No other mystery is as great as misery

   (b) Misery is the greatest mystery.

3. (a) Light travels faster than anything else.

   (b) Light is the fastest thing that travels.

4. (a) He is more competent than any other man.

   (b) He is the most competent of all men.

3. Check your progress- 3

(a) The lady who came to see me last month is my father's sister.

(b) A scientist who discovered a cure for cancer has won the Nobel Prize.

(c) The sportsman who took drugs was banned from participating in any event.

(d) The airline company that is curtailing business has retrenched thousands of employees.

(e) Immigration is a major issue which raises strong emotions.

3.8 POSSIBLE QUESTIONS

1. Read the opening lines from Pearl S. Buck's novel ***Fighting Angel***:

"You might have seen him walking along the street of any Chinese little village, a slender, tall American, slightly stooping. At one time in his life he

wore new, red, long Chinese clothes. I have a picture of him thus, seated upon a carved, stiff Chinese brown, wooden chair, his large American feat planted before him in soft huge Chinese brown shoes."

Underline the noun phrases that include more than one adjective. You will find that in some of them the order is not in proper sequence. Rewrite the passage by putting the adjectives in proper order.

2. Combine the two sentences into one by using who / that / which

(a) An old man was injured in the accident. He has been admitted to the railway Hospital.

(b) Your son answered the phone. He told me that you were away.

(c) Mrs. Baruah lives next door. She is a teacher in a college.

(d) Some people were arrested. They have now been released.

(e) The bus goes to the station. It runs every half hour.

(f) Dhruba works for a company. It makes electrical appliances.

(g) The building was destroyed in the fire. It has now been rebuilt.

(h) What happened to the money? The money was on the table.

3. Complete the sentences with appropriate form of the comparative or superlative adjective.

(a) I feel much _____ now that the exams are over (relax)

(b) This exercise is too difficult. I think you should make it _____ (simple)

(c) "All animals are equal but some animals are _____ than others" (equal)

(d) It has been the _____ day in Guwahati for the last 10 years (hot)

(e) The later the general elections, the _____ it will be for the Government (good).

(f) It was the _____ solution possible (good)



3.9 FURTHER READINGS

1. Graver, B.D. *Advanced English Practice*. OUP.
2. Eastwood, John. *Oxford Guide to English Grammar,* OUP.
3. Leech, Geoffrey. *English Grammar: a Glossary of Terms*. Viva Books Pvt. Ltd.

UNIT - 4 : PRONOUNS

UNIT STRUCTURE

4.1. Learning Objectives

4.2. Introduction

4.3. Personal Pronouns

4.4. Reflexive Pronouns

4.5. Emphatic pronouns

4.6. One/ Ones, Someone/ Anyone etc.

4.7. Answer to check your progress

4.8. Possible Questions

4.9. Further Readings

4.1. LEARNING OBJECTIVES

After going through this unit, you will be able to:

- Make proper use of personal pronouns.
- Discuss the uses of reflective pronouns.
- Use emphatic pronouns in appropriate context.

4.2. INTRODUCTION

Read the following extract from Khushwant Singh's account of his grand-mother carefully. You may get some hints from this extract while doing your assignment.

My grandmother, like everybody's grandmother, was an old woman. She had been old and wrinkled for the twenty years that I had known her. People said that she had once been young and pretty and had even had a husband, but that was hard to believe. My grandfather's portrait hung above the mantelpiece in the drawing room. He wore a big turban and loose- fitting clothes. His long white beard covered the best part of his chest and he looked at least a hundred years old.

Look at the underlined words like he, she , her etc. in the above extract. They are used to avoid the repetition of nouns. These words are called pronouns as they are used in place of nouns. The noun for which a pronoun stands is its antecedent. In this unit we shall look at the various uses in a piece of spoken or written text.

4.3. PERSONAL PRONOUNS

We have seen from the extract at 4.2. that words like he and she are pronouns. Since they stand for person, they are referred to as personal pronouns. Altogether, there are seven of them : I , we , you , he , she , it , they . 'Personal' means first person (the speaker), second person (the person spoken to) and third person (another person or thing). These are the forms:

Person	Singular		Plural	
	Subject	Object	Subject	Object
1st person	I	Me	We	Us
2nd person	You	You	You	You
3rd person	He	Him	They	Them
	She	Her		
	It	It		

Comment

1. We use the subject form (I, we,etc) when the pronoun is the subject and there is a verb in a sentence.
   (i) I like coffee.
   (ii) She works in a school.
2. The pronoun on its own or after 'be' verb usually has the object form
   (i) It was me who broke the window.
   (ii) A : who broke the window?

B : Me : Sorry, it was me.

3. We can use one to mean any person or people in general including the speaker.
   (i) One should know what one is talking about.
   (ii) One wouldn't like to go to a party in **informal** dress.
4. We can use they for other people in general.
   (i) They say the standard of the people is no more what it used to be.
   (ii) They are going to build a parking shed here.

LET US KNOW

Historically one is a 3rd person pronoun though it may be 'I' or 'you', depending on context. Sometimes 'one' is called the *indefinite pronoun*.

- British writers use it regularly but the Americans find it rather formal.
- 'One' has no regular place in the pronoun system and therefore it is not clear which pronoun should agree with it. There are several possibilities:

- one should do one's best
- one should do his best
- one should do her best.

The first choice is most preferred though according to Oxford English Dictionary, the option using his is the oldest. Americans find one's awkward. 'His' or 'her' has perceived sexism and therefore many use their to follow singular one. Grammarians object to this use also.

4.4. REFLEXIVE PRONOUNS

Read this Conversation:

Anil : Are we going to the theatre tonight?

Dilip : Of course we are. I'll get the tickets, shall I?

Anil : It's O K. But I'll pay for myself.

Dilip : Of course you will. I'll also pay for myself.

Anil : In fact, we are paying for ourselves, aren't we ?

Observations :

1. Myself is a reflexive pronoun. In Dilip's statement, 'I' and 'myself' are the same person. The plural form of 'myself' is 'ourselves' not 'ourself' .
2. We use 'yourself' with singular subject and 'yourselves' with plural subject.
   (i) Anil, you can buy the tickets yourself.
   (ii) Anil and Dilip, you can buy the tickets yourselves.
3. 'Himself' and 'herself' have the same plural form 'themselves' .
4. Reflexive pronouns are very commonly used in personal letters . Read the extract below and note the words 'ourselves' and 'themselves'. Both are reflexive pronouns.

Dear Rima,
We have just arrived from Goa. I must say that we thoroughly enjoyed ourselves. The children too enjoyed themselves in the beach.....

4.5 EMPHATIC PRONOUNS

Emphatic pronouns have the same form as reflexive pronouns as you can see from the following examples :

1. The house itself is small but it has a beautiful garden. I myself planted the flowers in the garden.
2. The host herself welcomed us to the party.

In the above two examples, the emphatic pronoun comes after the noun or pronoun it relates to. ('house' and 'I' in sentence 1 and 'host' in sentence 2)

Note the following :

1. Often themselves and each other are confused as in
   (i) They are talking between themselves.
   (ii) They are talking to each other.

When we take a sentence like Dilip and Anil help each other with their work, we mean that Dilip helps Anil, and Anil too helps Dilip. In this context we don't say Dilip and Anil help themselves .

2. One another and each other have the same meaning.
   (i) Dilip and Anil help each other with their work.
   (ii) Dilip and Anil help one another with their work.

Having done this section, you may still wonder whether a particular pronoun ending with self / selves is a reflexive pronoun or an emphatic pronoun since both have the same forms. The answer lies in the meaning. 'Emphatic' means giving emphasis. When a pronoun gives emphasis to the corresponding noun/ pronoun , we know that it is an emphatic pronoun.

(i) I myself did it .
(ii) The doctor himself said so.

Here, there is emphasis in the subjects I and the doctor because of the pronoun that follows. ('myself' and 'himself' respectively)

LET US KNOW

'each other' or 'one another' **:** Some insist that 'each other' should be used between two people and 'one another' when more than two are involved. Fowler spoke against this distinction.



CHECK YOUR PROGRESS- 1

Say which of the underlined words in each pair is a reflexive pronoun or an emphatic pronoun .

1.(a) The old man is no longer able to look after himself .

(b) The manager himself signed the file.

2. (a) The Minister himself visited the hospital and saw the condition of the patient.

(b) He made himself a cup of tea.

3. (a) Please make yourself at home.

(b) I know the story. You told me yourself .

4. (a) I don't send my cloths to the laundry .

I wash them myself .

(b) Oh dear ! I cut myself .

5. (a) The children are old enough to look after themselves .

(b) They themselves painted the house .

Answers :

1. (a) _____

(b) _____

2. (a) _____

(b) _____

3. (a) _____

(b) _____

4. (a) _____

(b) _____

5. (a) _____

(b) _____

4.6. ONE / ONES, SOMEONE / ANYONE ETC.

1. One / Ones

Here is a dialogue between a customer and the manager of a big publishing concern.

Customer : Hello ! I'd like to have a copy of a French dictionary .
Manager : Will this one (1) do , sir ?
Customer : Oh, you get a rather small one (2) I wanted a bigger one (3) you know, with illustrations .
Manager : We don't have bigger ones (4) at the moment .
Customer : Disappointing, y' know .
Manager : There aren't any customers for big dictionaries . The ones (5) who come prefer the small ones (6) .
Customer : Any way. I have the one (7) by Kettridge .
Manager : That's not available here . At the most you may have one 8 by Louis Chaffurin.



Activity

In the above dialogue the underlined words are numbered and listed below. Write what the words stand for.

1. This one : a copy of a French dictionary .
2. Small one : _____
3. Bigger one : _____
4. Bigger ones : _____
5. Ones : _____
6. Small ones : _____
7. The one : _____
8. One : _____

Comment

1. We cannot use one or ones with an uncountable noun . eg water . But remember , a bottle of water is a countable noun .
2. Generally the use of one / ones after demonstratives like this , that , these , and those , is optional .
   I don't like these shirts . I prefer those (ones) .
3. In certain cases we cannot leave out one / ones .
   Our house is the last but third one on the right.
4. When the context becomes plural , we use some / them in place of one .

(i) I haven't got an umbrella , but I'll need one

(ii) I haven't got any revenue stamps , but I'll need some .

(iii) I've bought some stamps . I put them in my briefcase .

2. Everyone , Something

Here is a diary entry of Jim Hacker dated October 23rd . You may like to know that he is a British Cabinet Minister in the famous BBC serial Yes Minister . After the election results were announced Mr Hacker is keenly looking forward to the position of a Cabinet Minister . This is what he had recorded in his diary .

- I'm still hoping but I wonder if Robin Day knows something that I don't. I've been sitting by the telephone ever since breakfast. No potential cabinet Minister ever moves more than twenty feet from the telephone in the twenty four hours following the appointment of a new Prime Minister .If you haven't heard within twenty-four hours , you are not going to be in the Cabinet .

- Annie asked me to help do with the Brussels sports for dinner if I didn't have anything else to do . I explained to her that I couldn't because I was waiting for the call from someone .

Comment

1. We use a singular verb with everyone , anyone , something , anything, no one etc.
   (i) No one knows where he has gone .
   (ii) Everyone is having their lunch .
2. After everyone , something etc we can use another word :
   (i) We always have chicken curry .Let's have something else today .
   (ii) Dilip was the only one who didn't speak in the meeting . Everyone else spoke.
3. We can form words with 'any' : a few them are : anyone , anybody , anything, anywhere

   Anyone means - it doesn't matter who .

   Anything means - it doesn't matter what .

   Anywhere means- it doesn't matter where .

ACTIVITY

Here is poem :

Cats sleep
Anywhere
Any table
Any chair
Top of piano
Window ledge,
In the middle,
On the edge.

Open drawer,
Empty shoe.,
Anybody's
Lap will do
Fitted in a
Cupboard box

In a cupboard
With your frocks -
Anywhere !
They don't care !
Cats sleep
Anywhere

Eleanor Farjeon

How does the poet qualify 'anywhere'?
(You don't have to write out the poem)

3. <u>There</u> / <u>It</u>

If you leaf through a collection of stories and folk tales , you will find that at least nine out of ten stories begin with <u>there</u> .

(1) Long ago there lived …….
(2) Once upon a time there was …….
(3) There was once …….
(4) There once lived …….
(5) In a village , there were ……..
(6) Once there was a …….

Interestingly enough , you will find that many suspense stories , thrillers , even decent short stories begin with ' It……..'

(1) It is a strange feeling of pleasure that …….
(Maupassant : **Virtue in the Ballet**)

(2) It all come over him one Sunday after the Mass
(Maupassant : **Benoist**)

(3) It was not long ago that the Hungarian prince
(Maupassant : **A Deer Park**)

(4) It cannot be denied that men and women have looked upon one another…….
(O. Henry : **The Badge of Policeman O' Roon**)

Indeed 'It' helps to create a situation very comfortably

- It was a bitterly cold night …….
- It was still raining …….

Observations

1. 'There' is helpful to talk about the existence of something . (There is / There are …)
2. We use it for a thing , an action , a situation or an idea .
   You've bought a new car. It's very nice .
3. We use it for the time , the weather and the distance .
   "It is the witching time of night ……" (Shakespeare)
   It was a pleasant summer's day .
   It was fifty miles to …….



CHECK YOUR PROGRESS- 2

Write a paragraph on " A Rainy Day " . You may begin with 'It' by focusing on your personal experience of that day . (Within 100 words)

4.7. ANSWERS TO CHECK YOUR PRIGRESS

1. Check your progress – 1

1. (a) reflexive pronoun
   (b) emphatic ”
2. (a) emphatic ”
   (b) reflexive ”
3. (a) reflexive ”
   (b) emphatic ”
4. (a) emphatic ”
   (b) reflexive ”
5. (a) reflexive ”
   (b) emphatic ”

2. Check your progress – 2

It was a cheerless morning when I went out for walk . Soon after , it began to rain hard . I ran to a roadside shop seeking shelter in the verandah . But strong gusts of wind flew the rain heard , drenching me completely . So , I thought , I might as well run home in the rain rather than wasting my time there . But torrents of water red with mud , rushed along the road alarmingly. Deciding to wait , I stood gazing at the dreary road as empty school buses passed by rudely splashing water on me.

A faint glimmer of happiness passed my mind . Here is some sort of adventure after all .

4.8. POSSIBLE QUESTIONS

1. Write a paragraph about your experiences in a city bus or railway train . Your writing must be between 100- 120 words .
2. Write a biographical account about a person of your acquaintance . Please do not write about the life of great man about whom there will be lots of essays already. Choose a person whose activities you find interesting . You may even visit the person to collect date on his / her life and achievements. (You may refer to the extract on 4.2)

UNIT - 5 : TENSES AND MODALS

UNIT STRUCTURE

5.1. Learning objectives

5.2. Introduction

5.3. Simple forms

5.4. Progressive forms

5.5. Perfective and Perfective progressive forms

5.6. Future time references

5.7. Modals

5.8. Answers to check your progress

5.9. Possible Questions

5.10. Further Readings

5.1. LEARNING OBJECTIVES

After going through this unit you should be able to:

- Take decisions on what tense form of a verb is to be used in a particular context.
- Discuss different implications of forms expressing future time references.
- Decide on using the appropriate modal in a context.

5.2. INTRODUCTION

A few years ago a hilarious BBC serial Yes Minister was telecast by Doordarshan. The script in diary form was published by BBC and it isn't surprising that the book has immense popularity throughout the world and the Civil services in particular.

Here are two extracts from that book:

Then Sir Arnold Robinson, The Cabinet Secretary , came out of the PM's office. Sir Humphrey asked him what news there was.
Sir Arnold said the same thing in Whitehall language " That speech is causing the PM some distress . Has it definitely been released to the press ?"
I explained that I gave express instructions for it to go out at twelve noon…….
(p – 28)

I showed him the invoice for the computer display terminals . He admitted that the D D A has purchased this brand for the whole of Whitehall .
(p – 23)

If you look at the above extracts you will be interested in the expressions " I explained that I gave …….. " in the first extract and " He admitted that the D D A has purchased ……. " in the second one .They are structures differently used from what your school grammar books profess as correct usage . BBC would surely use the Queen's English and there is no question of challenging these sentences though your grammar book says that in the first extract "had given" is preferred and in the second one " had purchased " would be preferred.

It is important to remember that the category called " Tense " is associated with the class of words called "verbs". This class of words describes an activity – even the state of being and becoming can be viewed as an activity.

When we attempt to describe an activity , we indicate the time of the activity as well . It is because of this necessity that time automatically gets associated with tense. But it should be remembered that there is no one-to-one correspondence between **time** and **tense**. **Time** is a universal concept that exists independent of any language and can be described in terms of *past*, *present* and *future* . On the other hand, **tense** is a grammatical category realized through verb forms. In terms of form we discover only two divisions of tenses in English, which we refer to as *past* and *present*. The notion of future can be expressed in a variety of ways as you will see in 5.6 section of this unit.

What we have to note is that tense has some move important functions besides indicating time, notably (a) the state of the activity and (b) the atti-

tude or mood of the speaker towards the activity.

The speaker may view the activity in three different ways:

(1) The act as a whole.
(2) As an unfinished act, and
(3) As a finished act.

The following tenses indicated these three aspects of the activity :

(1) The act as a whole : Simple tenses realized through the verbs alone-
e.g. play- in the sentence “He plays football”.
(2) Unfinished act : Progressive tense is a form of be (am / is / are / was / were) followed by the present participle (playing / going etc.)
e.g. He is playing football now but he usually plays cricket.
(3) Finished act : Perfective tense, is a form of have (has / have / had) followed by the past participle (played / taken / gone) form of the verb.
e.g. He has played in the school football team.
He has taken a loan from the bank.
He has gone.

To indicate the speaker’s attitude , various auxiliaries and modals are used. (See section 5.7 in this unit). Note that the speaker’s attitude can also be expressed by other devices. For example, we may use the past tense form of the verb to indicate politeness. This could be the reason why the sentence “ I explained that I gave express instructions ……’’ could have used the perfect tense as well but the sentence definitely has a hint of politeness. So far the other example is concerned , we have to see its meaning in the context of the time reference. It is the time reference that in most cases governs the appropriate choice of a verb form in a given sentence structure . Remember Mark Anthony’s famous speech : “ I come to bury Caesar , not to praise him ……’’.

5.3. SIMPLE FORMS

Though the section is marked "simple form" for our convenience, it is important to state that it becomes rather complicated to take up a tense form in isolation when we attempt to discover patterns of use in authentic situations . The simple forms have to be seen in relation to perfect forms as well which we shall be doing all along. However, we shall try to make the simple form more focused in this section .

Here is an extract from Dr Zakir Hussain's speech which he gave after taking the oath as President in 1967.

> ….. I maintain that education is a prime instrument of national purpose and that quality of education is inescapably involved in the quality of the nation. I, therefore, pledge myself to the loyalty of our past culture…….. The whole of Bharat is my home and its people are my family.

Note how Dr Zakir Hussain uses the words maintain and pledge in the above extract. We generally use the simple form in contexts such as these

1. To express promises : I promise ....., I pledge .....
2. To express thoughts and feelings : I maintain ....., I think .....
3. To express likes and dislikes : I like, I admire ....., I hate.....
4. To express states or conditions : I live....., I travel.....
5. To express instantaneous action especially in sports commentaries : Dipen passes the ball to Rohit .....Rohit misses the ball ..... etc.

It is fairly straightforward. In the simple present , we use the verb without any ending. e.g.

(a) I leave for office at ten .
(b) He plays cricket very well .

What you have to note in the spelling rule in the use of the simple present form in the third person singular. In most cases it is just suffixing the –s to the base form of the verb. But some caution is necessary in the following forms :

Note the following :

1. After s , sh , ch and x we add -es, e.g. pass – passes , wash – washes , catch – catches , mix – mixes.
2. Some verbs ending in o have - es, e.g. go – goes , do – does.
3. When verbs end in a consonant + y , the y changes to ies, e.g.
   Hurry – hurries , copy – copies
   But we do not change y after a vowel, e.g.
   Stay – stays , enjoy – enjoys

However , in the case of simple past form , we have to note another useful point. See how the form is used in the following extract :

Almost the whole village stopped to watch the big boat . No one else owned such a large boat or even worked on one . Perhaps they did not believe it would do well at sea .

Anita Desai : A Village by the Sea
P 31

The above extract makes use of four verbs in the simple past tense out of which the last one is in the negative form. We use the past tense to refer to something that happened in the past which is finished. They are all regular verbs that form the past tense by using- ed to the base form.

However, in the case of irregular verbs the- ed ending is not used. Look at these sentences :
I went to the market at 6 o'clock. he came at about the same time. He rang me in the morning to say that he would come at 5 o'clock. I waited for a whole hour for him. But he didn't come at 5 o'clock.

You may like to look at the forms of irregular verbs available in any good grammar book where you will find positive forms such as,

(i) I went to the market.
(ii) He came at about the same time.
and negative forms like
(iii) He didn't come.

The interrogative form makes use of the do along with the necessary interrogative inversions .

(i) Did he come yesterday ?
(ii) Does he come every day ?
(iii) Do you play tennis ?

5.4. PROGRESSIVE FORMS

Read the following extract :

On the third day of his vacation, Father commanded Swaminathan just as he was stepping out of the house : " Swami , come here.''
Father was standing in the small courtyard wearing a dhoti and banian.
"Where are you going ?''
"Nowhere.''
"Where were you yesterday at this time?"
"Here.''
"You are lying. You were not here yesterday and you are not going out now.''

R.K. Narayan : Swami and Friends

The above extract is an authentic piece of text where you will see the natural use of the progressive form of the verb . Note that we use the auxiliary be (am / is / are / were) with the present participle (verb + ing) to make progressive forms. (Traditional grammar uses the term 'continuous')

Observation :

1. In order to describe something that is happening now , the present progressive is used .

eg. (i) Where are you going ?
(ii) You are lying .

2. We also use the present progressive for a routine or situation that we see as temporary .

eg. (i) I am working in a school .
(ii) I am staying at a hotel near the bus station .

3. We can use 'always' with the present progressive
   (i) Swami is always inviting friends here.
   (ii) He is always making silly mistakes .
4. We use the past progressive to refer to something happening at a time in the past. Look at these examples :
   (i) …… just as he was stepping out of the home .
   (ii) Father was standing in the small courtyard wearing a dhoti and banian.



CHECK YOUR PROGRESS- 1

Look at the extract in the above box from Swami and Friends and note the last sentences .

" You are lying . You were not here yesterday and you are not going out now ."

Note that Father uses the present progressive " You are not going out now " State at least two other ways by which Father could have expressed the same idea.

(a) _____

(b) _____

5.5. PERFECTIVE AND PERFECTIVE PROGRESSIVE FORMS

Here is an extract from the conversation between Swami and his father.

> "How many days is it since you have touched your books ?'' Father asked.
>
> "Should I read when I have no school ?''
>
> "Do you think you have passed the B A ?'' Father asked.

In the extract you will see that the father uses the present perfect tense form to talk about or describe an action or situation in the past which connects to the present

(i) How many days is it since you have touched your books ?

(ii) Do you think you have passed the BA ?

However , we use the present perfect continuous when we talk about an activity in progress up to the present and to ask about or describe actions which go on over a period of time up to the present.

(i) Have you been waiting long ?

(ii) I have been sitting here for an hour.

Likewise , we use the past perfect when we are describing an action with the past simple and we want to refer to an action further in the past.

(i) I went to his office , but he had left .

(ii) I reached the station at 10 o'clock but the train had already left.

We can use the past perfect for earlier events after clauses with reporting or *thinking* verbs in the past.

(i) Swami told me that he had passed in the English paper.

(ii) Father thought he had failed.

You may like to note that we use the past perfect continuous for events in progress before another event in the past.

(i) I had been thinking about that before you mentioned it.

(ii) I felt tired because I had been working all day.



CHECK YOUR PROGRESS- 2

Here are the first few paragraphs of Ruskin Bond's story " The Kite Maker". Rewrite the passage by using the appropriate forms of the verbs which are wrongly entered here and underlined.

An ancient banian tree which has grown (1) through the cracks of an abandoned mosque was the only tree in the street know (2) as Gali Ram Nath. And little Ali's kite catch (3) its branches.

The boy, barefoot and clad only in a torn shirt, runs (4) along the cobbled stones of the narrow street to where his father sits (5) nodding dreamily in the sunshine of their back courtyard.

"Grandfather !" shouted the boy. "The kite went!" (6)

The old man woke from his day dreams with a start and raising his head, display (7) a beard which would have (8) white had it not been dyed red with mehandi leaves. "Do (9) the twine break ?'' he asked. "I knew (10) that kite twine is not what it used to be.''

5.6. FUTURE TIME REFERENCES

Unlike the present and the past forms, there is no specific form used as the future tense . We can use a variety of forms to express future. Here are some of them.

1. By using will and shall
   - (i) Will or 'll + infinitive in all persons .
   - (ii) Shall + infinitive (1st person only)

Examples :

- (i) The meeting will start at 3 p.m.
- (ii) I won't tell anyone.
- (iii) We shall never forget your kindness .

2. By using going to + infinitive
   - (i) It's going to rain .
   - (ii) I'm going to report against you .
3. By using present progressive
   - (i) The train is leaving at 11.30 pm .
   - (ii) The Prime Minister is arriving tomorrow .

4. By using simple present tense
   (i) The session starts in January .
   (ii) The train leaves tonight at 8 o'clock .
5. By using will / shall + progressive
   (i) He'll be doing his best .
   (ii) When will you be coming ?
   This construction can be used to convey greater tact and consideration than the form in (1) above .
6. By using Be to + infinitive
   (i) You are to be ready by 8 o'clock .
   (ii) If you are to succeed , put some more effort in your work .
   (iii) We are to be married soon .
7. By using be about to + infinitive
   This construction expresses near future .
   (i) I am about to go to bed .
   (ii) We are about to leave .
8. By using past tense forms
   (i) Literary style
   The time was not far off when he would regret his decision .
   (ii) Unfulfilled intention
   You were going to give me your telephone number .

Now read the following poem by W. B. Yeats

I will arise and go now, and go to Innisfree
And a small cabin build there, of clay and wattles made
Nine bean rows will I have there, a hive for the honey-bee,
And live alone in the bee loud glade.
And I shall have some peace there, for peace comes dropping slow
Dropping from the veils of the morning to where the cricket sings ———
There midnight's all a glimmer, and noon a purple glow,
And evening full of the linnet's wings
I will arise and go now, for always night and day
I hear lake water lapping with low sounds by the shore :
While I stand and the road way, or on the pavement grey
I hear it in deep heart's core.

You will see in the poem how the poet makes a plan of what he intends to do at the lake isle of Innisfree and why he intends to do so. You will notice the extensive use of will + infinitive for future expression.



ACTIVITY

After your exams are over, you may like to visit some place of your interest. Write a paragraph on your proposed visit indicating the things that you intend to do there. Your write- up should be around a 100 words.

5.7. MODALS

In our day – to - day language use, we often perform a variety of functions with language. Let us list some of the functions that we perform.

1. Asking for and giving permission :

We can ask for permission by saying Can I? Could I ? or May I?
Look at the following sentences:

(1) Anita : Can I leave my bag here while I look round the library?
Library Clerk : Of course.

(2) Bidyut : Could I borrow your dictionary?
You : Certainly.

(3) Binita : May I use your phone?
Dilip : Sure, you may.

You may notice that while asking for permission the words used in the sentences are : can, could, may.

2. Making requests :

We use 'Can you ?' and ' Will you ?' to ask someone else to do something.

(i) Anita : Can you come tomorrow?
Dilip : Yes, I can.

(ii) Dilip : Could you tell me where the station is?
Raj : You are actually very near the station. Just turn this bend, and you'll see it in front of you .

(3) Making offers :

(i) Can I help you?
(ii) Shall I carry the bag for you?

(iii) I can lend you the book.
(iv) I could lend you the book.
(v) I'll lend you the book.

(4) Making suggestions :
(i) Shall I come in the afternoon?
(ii) Why don't you come in the afternoon?
(iii) Let's go for a walk.
(iv) How about going for a walk?
(v) What about going for a walk?

(5) Giving orders :
(i) You must come tomorrow.
(ii) You had better come tomorrow.
(iii) You ought to come tomorrow.
(iv) You should come tomorrow.
(v) You could come tomorrow.

Note that the above 5 examples are in the form of gradient with must as strong and could as less strong.

(6) Stating that something was unnecessary:
(i) You needn't have come.
(ii) He needn't have spoken in the meeting.
(iii) He didn't need to speak in the meeting.

(7) Expressing ability :
(i) I can swim.
(ii) I am able to drive this tractor.
(iii) He didn't need to speak in the meeting.

(8) Deduction : Certainty and possibility
(i) (The phone rings) it must be from Anita.
She rings at about this time.
(ii) It can't be Anita . She had just left the house.
(iii) The parcel might be from the bookseller.

(9) Expressing expectation :
(i) You should write to us soon.
(ii) He should have left earlier.



CHECK YOUR PROGRESS- 3

Read the following extract from To Sir, with Love in which Braithwaite handles the class:

Then after assembly, as soon as they were quiet I waded in. This might be a bit rough, I thought, but here goes.;

"I am your teacher, and I think it right and proper that I should let you know something of my plans for this class.'' I tried to pitch my voice into its most informally pleasant register. "We're going to talk, you and I, but we'll be reasonable with each other. I would like you to listen to me without interrupting in any ways, and when I am through any one of you may say your piece without interruption from me. "My business here is to teach you, and I shall do my best to make my teaching as interesting as possible. If at any time I say anything which you do not understand or with which you do not agree, I would be pleased if you would let me know.''



Activity

Identify the modals in the passage and list them below . Since a modal may appear more than once, for the sake of clarity write the words preceding and following the modals : You should write ..... (This is from I (i) above.



Activity

Read the passage carefully because there is a question for you in the passage at 5.9

5.8. ANSWERS TO CHECK YOUR PROGRESS

1. Check your progress – 1

(a) You mustn't go out now .

(b) Don't go out .

2. Check your progress - 2

(1) had grown (2) known (3) had caught (4) ran (5) sat (6) has gone (7) displayed (8) would have been (9) did (10) know.

3. Check your progress – 3

1. this might be …….. 2. I should let ……

3. I would like …… 4. You may say ……

5. I would be …….. 6. You would let ……..

5.9 POSSIBLE QUESTIONS

1. Read the extract in "Check your progress – 3''. Supposing you are Braithwaite, write a diary entry of what had happened in your class on that day . Your write- up must be in about 100 words .
2. Read the extract of Dr Zakir Hussain's speech given at 5.3 . Imagine you are a press reporter attending the speech of the President . Write a report on the proceeding .
3. Discuss the use of modals in English.
4. Discuss with suitable examples the difference between (a) Simple present tense and present continuous tense (b) past simple and present perfect (c) modal auxiliaries and lexical verbs.



5.10. FURTHER READINGS

- Hornby, A. S. *Oxford Advanced Learners' Dictionary of Current English*. OUP.
- Crystal, David. *Making Sense of Grammar*. Longman, London.
- Greenbaum, Sidney and Randolf, Quirk. *A Students Grammar of the English Language*. Longman.
- Dowerah, S. *A Students Grammar of English*. Students' Stores, Guwahati.
- Wood, F. T. *Remedial English Grammar*. Macmillan.

UNIT - 6 : ADVERBS AND ADVERB CLAUSES

UNIT STUCTURE

6.1. Learning Objectives

6.2. Introduction

6.3. Word order

6.4. Adjectives and Adverbs confused

6.5. Degrees

6.6. Adjuncts

6.7. Disjuncts and conjuncts

6.8. Answers to Check your Progress

6.9. Possible Questions

6.10. Further Readings

6.1 LEARNING OBJECTIVES

After going through this unit, you should be able to:

- Discuss the syntactic functions of adverbs in a piece of text.
- Use appropriate adverbs to make the text cohesive and coherent
- Comprehend the concepts of adverb and adverbial.

6.2 INTRODUCTION

A good piece writing is characterized by what is known as coherence. It is not enough, if the writer is able to produce grammatically correct sentence. He or she should be able to produce grammatically correct sentence. He or she should also be able to produce a piece of text that is coherent. Coherence shows the relationship between the elements and the construction. It shows how sentences in a paragraph are connected at one level and how paragraphs in a passage often are connected at the other. Just as one word in a sentence naturally leads to another, one sentence in a paragraph should lead to another. At each level, there should be enough markers to make one sentence in a passage relate to the other. Thereby, the passage becomes

more comprehensible to the reader. Read the following extract from M. Alderton Pink's essay "Work and Leisure".

"It is not too much to say that the economic system of the future will stand or fall by its capacity to provide something like full employment for the population. When unemployment became acute in Great Britain after the First World War, it could be plausibly attributed to causes especially affecting this country, and at first it was generally regarded as a passing phase. Then came the great depression. Even before the depression in the period of relative prosperity immediately before 1929 there were over one and a half millions of unemployed in Great Britain."

In the above extract the word when connects the sentence "when unemployment – phase" with the one that precedes it. Likewise, "then" connects the second with the third sentence and likewise, "Even before" does the same with the other two sentences- sentences 3 and 4- thereby contributing towards coherence of the text. Then you will find that adverbs and adverbials contribute towards achieving coherence to a piece of text.

Before we proceed further, you may like to know the difference between the two terms adverb and adverbial. Note that the term adverb is used to refer to a word class (part of speech) like noun, pronoun, verb, adjective etc. Adverbs include words like 'always', 'soon', 'very', 'perhaps'. But many adverbs are formed from an adjective + ly (e.g. slow + ly = slowly, happy + ly = happily etc). In fact, some adverbs have the same form as an adjective. They are distinguished only by their use in a sentence. Look at the following examples:

Fast: (Adj) I caught a fast train.
(Adv) The train runs quite fast.
Long: (Adj) We undertook a long journey.
(Adv) The girl had to wait long for the bus.
Early: (Adj) I had an early night.
(Adv) I went to bed early.

Adverbials, on the other hand, is a term used to refer to an element of clause structure. An adverbial can have these forms:

1. Adverb phrases: The train is running very slowly.
2. Prepositional Phrases: He is in the room.
3. Noun Phrase: I came last Sunday.

Adverbials function as an obligatory element in the clause structure and function in the same way as an adverb. For greater details you may like to read chapter 5 and chapter 8 of *A University Grammar of English*, a book included in the further readings list.

Having stated that adverbs contribute to the coherence of a piece of text it would be useful to state that besides adverbs, there are other elements that also contribute towards making a piece of text coherent. Pronouns also contribute to coherence.

Coherence is achieved indirectly by the use of pronouns (see the unit on pronouns for the uses of this grammatical element). Here is an example:

Naseeruddin had a shed behind his house. It had no lights. One night he went to the shed and lost his ring there. He went out into the well—lit street and began to look around. One of his friends saw him and asked him what he was looking for.
"My ring", replied Naseeruddin.
"Where did you lose it?" enquired the friend.
"In my shed".
"Then why are you looking for it here?" his friend asked.
"Because it is quite dark in the shed whereas there is plenty of light here".

In sentence 2, the word 'it' refers back to the 'shed' in sentence 1.
In sentence 7, the word 'it' refers back to the noun 'ring' in sentence 6. Thereby, connectivity is achieved in the lines.

6.3 WORD ORDER

1. While other word classes have a definite position in the sentence structure, it is not the case with the adverbs. They can occur at different positions in the structure as the following examples indicate:

(a) Outside a grey dawn was breaking slowly.
Adv Adv

(b) Then the ship slowly sailed away.
Adv Adv Adv

Note that in imperative sentence we can use slowly at the beginning also. Here is a line from *Dr. Faustus*: "Oh slowly, slowly run ye steeds of night".

2. There are some adverbs that are very comfortable in mid position i.e. close to the verb. If there is an auxiliary they occur between the auxiliary and the main verb.
   (a) Yes, the train is just leaving.
   (b) The work has definitely been done by him.
   (c) You probably forgot to greet him.
3. When there is a direct object in a sentence, we put the adverb after the direct object and not before it.

(a) I wrote the letter yesterday.
(b) I enjoyed the programme very much.

4. Adverb and adverbial phrases of place and time are placed at the end though in some cases, it is acceptable to place it in the front.
   (a) He is leaving for Delhi next week.
   (b) He put the book on the table.
   (c) Yesterday there was a heavy shower.
5. Adverbs of manner like slowly, quickly etc usually go in the end position, but for the sake of emphasis an adverb ending in -ly can sometime go in mid – position.
   (a) He walked out of the room hurriedly.
   (b) He hurriedly walked out of the room.
6. Adverbs of frequency like Every day can occupy a front or a back position.
   (a) Every day I go for a morning walk.
   (b) I go for a morning walk every day.

   Normally, usually, often, sometimes can occupy a front a mid, or an end position in a sentence.

   e.g. Often we meet the professor in the library.
   We met the professor often in the library.
   We meet the professor in the library often.
7. There can be more then one adverb or adverbial in the end position in a sequence.
   (a) You can meet me here every morning at 10 O'clock.
   (b) The programme was held last evening at Rabindra Bhawan.
   (c) The programme was held at Rabindra Bhawan last evening.



CHECK YOUR PROGRESS- 1

Rewrite the passage from Bertrand Russell by placing the underlined adverbs in proper order:

Ideally the good man does not drink or smoke, avoids bad language, converses in the presence only of men as he exactly would if there were ladies present, attends regularly church and holds the correct opinion on all subject….. He still has a greater horror of wrong thinking, and considers it the business of the authorities to safeguard the young against those who question the wisdom of the views accepted generally by middle-aged successful citizens.

6.4. ADJECTIVES AND ADVERBS CONFUSED

In 6.2, we made the observation that some adjectives have the same form as the adverb and that their identity can be established only by their use in a sentence. What is that use? How can we establish that identity? Look at this extract :

> A University is essentially a community of students and teachers. The two have to work together for the one single purpose of advancing knowledge and disseminating it.

In the above exact essentially is an adverb. Its adjective form is essential. Most adverbs are formed by adding – ly to an objective.

beautiful- beautifully angry- angrily
miserable- miserably extreme- extremely

However, there are many adjectives that end in –ly such as friendly, likely, lively, lonely, lovely, silly, ugly etc. Since they already have an -ly ending, they cannot be made into adverbs by adding another -ly. We have to use a phrase instead.

(a) Adjective : I was impressed by her friendly behavior.
Adverbs : She talked to me in a friendly manner.
(b) Adjective : She made a silly remark.
Adverb : She remarked in a silly way.

In 6.2, we also showed you that some adjectives and adverbs like fast, long, early etc have the same form. But problem arises when we have adverbs like hard and hardly, late and lately etc, which confuse us with differences in meaning.

1. Let us take 'hardly'. Hardly means 'almost not'. It can go in various positions in the sentence.
   (a) I had hardly reached the station when the train arrived. (= only just)
   (b) I hardly noticed when he entered the compartment. (= I almost didn't notice)
   (c) We hardly ever go on holiday. (= almost never)

Hardly is often used with 'any'.

(a) There were hardly any passengers in the compartment. (= almost nobody)
(b) Hardly had any of us visited the place before. (= almost none of)

2. Similarly late and lately are both adverbs but they have different meanings.
   Lately means recently.
   (a) I haven't visited Kolkata lately.
   (b) He came late.
3. The adverb for good is well.
   (a) The play was very good. (adj)
   (b) The actors performed well. (adv)
   But 'well' is also an adjective which means the opposite of 'ill'.
   (a) I had a bad headache yesterday, but I am well today.

LET US KNOW

New writers are often advised to use less adverbs and are urged to avoid adverbs like 'very', 'extremely', 'awfully'. Writers like Toni Morrison think that adverbs distract from dialogues. But many writers use adverbs with skill and flair. Daniel Handler has a novel titled *Adverbs* in the cover page of which he says that "it is not the nouns. The mistake is the adverbs, the way things are done." See the use of adverbs in Joyce's story, *The Dead* or Dickens' *Bleakhouse* to know how adverbs, far from diluting the meaning in a creative text, enrich it.

6.5 DEGREES

(A) Positive: I speak French fluently.
Comparative: I speak French more fluently than Hindi.
Superlative: I speak English most fluently.

(B) Positive: She works hard.
Comparative: She works harder than her husband.
Superlative: Of all the members of her family, she works the hardest.

(C) Positive: Sheila sings well.
Comparative: Sheila sings better than her sister.
Superlative: Out of all the students, Ranee sings the best.

(D) Positive: He drives slowly.
Comparative: He drives less slowly than John.
Superlative: Of the three, David drives the least slowly.

Observations

(a) Most adverbs use more or less to make comparatives and the most or the least to make superlatives.

(b) Adverbs without -ly make comparative and superlatives in the same way as short adjectives.
(c) Some comparative and superlative adverbs are irregular.
(d) Adverbs use the same comparative structure as adjectives.



CHECK YOUR PROGRESS- 2

Put the adverbs given in brackets below in their right places in the sentence given. Make whatever changes may be necessary:

(a) I go for a walk every morning. (at 5 O'clock)
(b) I get up at 4.30 in the morning. (always)
(c) I walk for an hour. (at least)
(d) Do you go for morning walks? (how often)
(e) The weather is hot today. (unusually)
(f) I have missed my morning walks. (never)
(g) When I return my brother is asleep. (still)
(h) Do you expect to see me? (At what time)

6.6 ADJUNCTS

Adjunct is a term used in grammar to refer to a category of adverbs or adverbials that operate at sentence level and hence some grammars notably Eastwood's *Oxford Practice Grammar* refer to them as sentence adverbials. But we are using Quirk's term here (see further readings) because we have to bring two other sentence adverbials separately here notably disjuncts and conjuncts.

Our interest in **adjuncts**, **disjuncts** and **conjuncts** in this course of Creative English is largely because they always perform very important meaning related functions in a piece of text. Here are a few illustrations of adjuncts shown in relation to the functions that they perform:

1. To express a point of view :
   (a) Looked at politically, the migrant issue is not an easy problem to solve.
   (b) Morally speaking, ragging in campuses is a serious offence.

2. To be exclusive or to particularize:
   (a) The grade IV employees in particular are going to benefit the most from the new pay scales.
   (b) He won the scholarship purely on merit.
3. To emphasize or to amplify or to tone down:
   (a) I shall definitely make it a point to see you.
   (b) He was very much disturbed by the news.
   (c) He is so weak that he can hardly walk.
4. To describe a process:
   (a) They live frugally on the husband's small income.
   (b) She spoke with great courtesy.
5. To express a will:
   (a) He deliberately told a lie.
   (b) Intentionally I didn't phone her.
6. To express a static position or direction:
   (a) He was born at Stratford- upon- Avon.
   (b) People visit Stratford from all parts of the would
7. To express time, duration, frequency etc:
   (a) People like to visit Stratford in April.
   (b) His plays are staged all through the season.
   (c) I've been to Stratford once.

6.7 DISJUNCTS AND CONJUNCTS

Disjuncts :

Disjuncts are a sub – class of adverbials realized by prepositional phrases or clauses in a sentence. We use disjuncts in our speech and writing to perform two main functions.

1. To express a verb of speaking of which the subject is 'I'. We can use various forms to convey such a meaning, and at the same time to express what we can say "a personal point of view". A sentence like "I don't approve of what he says" is a statement. We can use a disjunct to make it more expressive.

(a) Frankly, I don't approve of what he says.

(b) In all frankness, I don't approve of what he says.

(c) To be frank, I don't approve of what he says.

(d) If I may be frank / If I can speak frankly / If I can put it frankly, I don't approve of what he says.

2. To convey the speaker's or writer's comment on the content of what he/she is saying. They generally appear in declarative sentences.

(a) Obviously, you can expect heavy rains in July in Guwahati.

(b) Understandably, we avoid this month for holding national conferences.

(c) The University has postponed the seminar to September which is not surprising in view of the climatic condition here.

Conjuncts :

Note that disjuncts, like adjuncts, are not obligatory elements in the clause structure. They merely add to or modify a statement or point of view so as to enrich the meaning content. Likewise, **conjuncts** too are not obligatory in the clause structure. They however perform a very important function in bringing both cohesion and coherence to a piece of text. Look at this passage:

Happiness is not to be secured by polities alone, but there are certain political conditions without which, in our modern world, happiness must be precarious and temporary. The first of these is that all the major armaments should be under the control of one single authority, so that great wars should no longer be possible. The second is that there should be a continual approach in the poorer parts of the work towards that level of prosperity which has already been achieved in the west. And the third is that the habits of population everywhere should be such as to prevent a rapid increase in population.

Bertrand Russell: *Fact and Fiction*

Observation:

1. Note the use of the first, the second, and the third in the above passage. They establish connectivity in the passage. Words like first, second, third, firstly, secondly, thirdly, next, finally etc are all **conjuncts**.

2. The above examples of conjuncts perform the function of enumera-

tion. A closely related concept is **reinforcing** which includes words like also, further more, moreover, then, in addition, above all etc. Other conjuncts include the following.

(a) Equative: equally, likewise, similarly, in the, same way

(b) Transitional: by the way, incidentally

(c) Summative: then, in all, in conclusion

(d) Apposition: namely, in other words, for example etc.

(e) Result: consequently, hence

(f) Inferential: else, otherwise, then etc

(g) Reformulatory: better, rather, in other words

(h) Replacive: alternatively, on the other hand

(i) Antithetic: instead, then, on the contrary

(j) Concessive: anyhow , anyway , besides etc.

(k) Transition: meanwhile , in the mean time



CHECK YOUR PROGRESS- 3

Identity the conjuncts and state their functions in the sentence below:

(a) You must hurry up; other wise you will miss the train.

(b) I'd like you to do two things for me. First, when you go out post this letter for me. Secondly, while coming back bring me two black refills.

(c) Teaching aids include a number of things namely, machine operated devices and non – machine devices

6.8 ANSWERS TO CHECK YOUR PROGRESS

1. Check your progress – 1

The ideally good man does not drink or smoke, avoids bad language, converses in the presence of men only exactly as he would if there were ladies present, attends church regularly and hold the correct opinions on all

subjects. He has a still greater horror of wrong thinking and considers it the business of authorities to safeguard the young against those who question the wisdom of the views generally accepted by middle-aged successful citizens.

2. Check your progress – 2

(a) I go for a walk every morning at 5 O'clock.

(b) I always get up 4.30 in the morning.

(c) I walk at least for an hour.

(d) How often do you go for morning walks?

(e) The weather is unusually hot today.

(f) I have never missed my morning walks.

(g) When I return, my brother is still asleep.

(h) At what time do you expect to see me?

3. Check your progress - 3

(a) Otherwise – inferential

(b) First and Secondly – enumerative

(c) Namely – apposition:

6.9 POSSIBLE QUESTIONS

1. Write an essay in about 150-200 words putting forward your argument that sports and physical education should be a compulsory subject up to the HS level.

   Include as many as possible of the following markers:

   - Firstly, secondly, thirdly etc.
   - That is to say.
   - Briefly
   - Leaving aside the following.
   - To conclude
   - Moreover
   - Hence
   - Therefore



6.10 FURTHER READINGS

- Quirk and Greenbaum : *A University Grammar of English* (Language) (Chapter v & viii).
- Tickoo and Subramanian : *A Functional Grammar* (Frank Bros) Chapter 9 (f).
- Sawpon Dowerah : A Students' Grammar of English.
- R. W. Burchfield (ed) : The New Fowler's Modern English Usage.
- Rodney Huddleston and Geoffrey Pullum : Cambridge Grammar of the English Language.

UNIT - 7 : PREPOSITION

UNIT STRUCTURE

7.1 Learning objectives

7.2 Introduction

7.3 Idiom

7.4 Prepositional phrases

7.5 Prepositions of place and movement

7.6 Prepositions of time

7.7 Using phrasal verbs

7.8 Answers to check your progress

7.9 Possible Questions

7.10 Further Readings

7.1 LEARNING OBJECTIVES

After going through this unit, you should be able to make your writing more expressive by:

- Making proper use of prepositions
- Being aware of the idioms of natural English

7.2 INTRODUCTION

Prepositions are structural words unlike nouns, verbs, adjectives and ad-verbs, which are known as content words. You are by now familiar with the terms structural words and content words. Let me briefly recapitulate the two terms here.

Content words are words which refer to a thing, quality, state or action and which have meaning on their own when the words are used above. For example, we know what a book is or, what kind of action play indicates, we know that tall, beautiful etc. qualify a noun and quickly modifies a verb. These are content words, words having stable meaning.



Lexical : relating to the lexicon (the dictionary or vocabulary) of a language. Nouns are lexical words, that is the words whose meaning is explained in terms of content

On the other hand, structural words, also called function words, are those words which do not have stable meaning; they depend entirely on the context for meaning. For example, while book, play, beautiful, quickly, have stable meaning, words like at, on, about, across, etc have no such practical or stable meaning. Their meaning is relational or grammatical, rather than lexical. As isolated words, they are almost meaningless but when used with other words, they establish the grammatical framework or the structure in which the meaningful words operate. Besides prepositions , the class of words known as determiners , auxiliaries etc belong to the category of function words.

We can distinguish between simple and complex prepositions. Most of the common English prepositions such as at, in, for etc are simple i.e. they consist of one word. Other prepositions, consisting of more them one words are complex e.g. along with, because of, by means of etc.

In this unit, we shall see how they help us in making our writing more expressive and more idiomatic and how improper uses of prepositions can not only destroy the meaning but can also make our writing unidiomatic.

7.2 IDIOM

During your school days, you must have memorized long lists of what is known as appropriate prepositions. Some of them include the following:

Approve of:	I don't approve of his conduct.
Enquire about:	I enquired about hotel tariffs.
Insist on:	I insist on your coming on time.
Look forward to:	I look forward to your visit
Accuse of:	The teacher accused the boy of theft.
Congratulate on:	He congratulated me on my succors.
Agree with:	I don't agree with you on this mother.
Ask for:	He asked me for a lean
Ask about:	He asked the class about their performance in the exams.

You must have been told that in the use of English what you must look for is idiom. An idiom is an expression peculiar to a given language. It may or may not make logical or grammatical sense but it is nevertheless customary to use an idiom in the given form. Look at these expressions in the box :

Above board (honest) : In money matters, the manager is always above board.

At bottom (in reality) : The story appears to be new but at bottom I think it is copied from some Hollywood film.

Behind the scenes (not seen in public) : There were endless activities behind the scenes days before the visit of the Prime Minister.

By fits and starts (not continuously) : The work on the Bogibeel bridge seems to be going by fits and starts.

In the dark (without information) : I was totally in the dark about the proposal for a new post in the department.

Of one's own accord (voluntarily) : He told her of his own accord that he was going to join a new office.

Off the record (told in confidence) : This is strictly off the record; but I hear that a new Secretary is joining next month.

On the dot (punctual) : The meeting will start at 4 O'clock on the dot.

You will notice that these expressions have a colloquial flavor about them and appear more expressive than what is given as meaning in brackets along with each of them.

What is distinctive about these idioms is that each one of them includes a preposition in the construction. These prepositions cannot be changed by another, or for that matter any word in the expression cannot be changed with another. It we do so, the language will become unidiomatic (which means not correct).

Idiom is a matter of usage, and is not something which logic or grammar can much help us with. Look at this idiom: in the same boat. The meaning of this idiom is "in the same difficult position". We can write a sentence like this:

"If the company has to close down, we'll all be in the same boat, whether manager or peon."
In the same boat is an idiom. We cannot changed in by on or for that matter boat by ship, bus or car. Most errors in idiom result from using prepositions that are incorrect- unidiomatic- in combination with certain other words.

A good writer should know that proper use of the idiom is an essential part

of good writing. A proper use of an idiom makes speech and writing effective and lucid. Having stated that, one needs to know that there are certain expressions in the language called clichés which because of their overused character have tended to lose their effectiveness in writing. Hence, instead of saying first and foremost we can plainly say first ; instead of few and foremost, we can plainly say few. Remember plainness is a basic feature of modern-day writing.



CHECK YOUR PROGRESS- 1

Here are some commonly used phrases and idioms. But the prepositions are wrongly placed. Correct the preposition and provide the nearest meaning of each item.

(a) In one's wits end

(b) By the limelight

(c) At hot water

(d) Away from the beaten track

(e) Over a cloud

(f) Below the weather

7.4 PREPOSITIONAL PHRASE

Let us look at the opening lines from R.K. Narayan's memoir, *My Days*:

All day long, I sat half buried in sand piled in a corner of our garden, raising castles and mountain ranges, unaware of the fierce Madras sun overhead. I had a peacock and a monkey for company. The monkey was chained to a post, on top of which a little cabin was available for his shelter, but he preferred to sit on the roof of his house, hanging down his tail.

Observations:

1. In the above extract, groups of words like in sand, in a corner, of our garden etc are prepositional phrases.
2. Usually a preposition (in, of, to, for, on, etc) introduces a prepositional phrase.

3. Prepositional phrases function as adverbials (see the unit on Adverbs and especially the discussion on adjuncts, disjuncts, and conjuncts) eg:
   e.g. I sat half buried in sand.
4. Prepositional phrases function as post-modifier in a noun phrase (N P)

The girl in the car is my sister. (Here, prep. phrase in the car is post modifier to the noun phrase the girl.)

1. Prepositional phrases function as complementation of verbs and adjectives.
   (i) We depend on you (comp of verb)
   (ii) I am happy with your work (comp of adj)

Note the following points:

A knowledge of prepositional phrases is of great help to you in this course. Remember, prep. phrases are essential components in writing. What are the things you must know?

1. You can bring compactness to your style of writing by reducing various kinds of clauses to prepositional phrases that virtually do the same job.

(a) The girl who is in the car is my sister. In this sentence "who is in the car" is a relative clause. We can replace this clause with a prepositional phrase and write the sentence as shown below.

(b) The girl in the car is my sister.

Structurally, this is a more compact sentence.

2. You can reduce clauses to prepositional phrases using gerunds to improve your writing.

(a) Although she trained rigorously, she could not qualify the preliminary round.

(b) In spite of her rigorous training, she could not qualify the preliminary round. ('training' here is a gerund)

3. Remember too many prepositional phrases in a piece of writing can contribute to awkwardness. Practise getting rid of unnecessary clutter of preposition phrases by revising your sentences so as to reduce the number of prepositional phrases to add beauty to your style. Here is a sentence from "Let's know our environment".

Oil trade among different countries of the world demands transportation of oil by takers across the seas and oceans.

The sentence is cluttered with 5 prepositional phrases. We can revise it as an academic exercise to reduce all the 5 prepositional phrases to zero.

International oil trade demands that oil tankers ply seas and oceans.

This sentence is definitely neater than the earlier one. Of course it is not suggested here that prep phrases are bad; on the contrary, it is being suggested that you must train yourself to reduce prep phrases for stylistic effect.



CHECK YOUR PROGRESS- 2

Rewrite the following sentences by replacing the underlined clauses with prepositional phrases.

1. The school bus comes <u>when it is 7.30</u>.
2. Can you bring me the newspaper <u>that is on the shelf</u>?
3. <u>When it is morning</u>, the milkman will be here.
4. We need the advice <u>that an expert can give us</u>.
5. Could you call that man <u>who is in the garden</u>?
6. Please give the letter to the man <u>who is standing at the gate</u>.

7.5 PREPOSITIONS OF PLACE AND MOVEMENT

We use a large number of prepositions to indicate <u>place</u> as the following sentences show:

1. Tondra is <u>in</u> the swimming pool.
2. She is diving <u>into</u>/<u>in</u> the water.
3. She will get <u>out of</u> the pool ten minutes later.
4. Her friend is waiting <u>outside</u> the stadium for her.
5. His car is <u>beside</u> the gate.
6. Tondra's house is <u>near</u> the hospital.
7. She left her bag <u>on</u> the counter.
8. Her mobile phone was <u>in</u> the bag.
9. After her swim, she went <u>up</u> the stairs <u>to</u> the counter.
10. She crossed a man coming <u>down</u> the stairs.
11. She noticed that he was running across the lounge in a tearing hurry.

12. Next she saw him dash towards his bike in front of the lounge.
13. His bike was between two cars.
14. In no time he rode his bike through the gate and disappeared round the bend.
15. Tondra went up to the counter and took her bag which she had kept on top of the shelf.
16. She opened her bag; her purse was not inside the bag.
17. She came out of the stadium very upset.
18. She wondered if she had dropped her purse at the Archie's Gallery.

Observations:

1. We use in
   - For someone or something inside a limited area, such as a town, village, garden etc.
   - For someone or something inside a room or a building or container.
2. We use on
   - For a point on a fixed line such as a road.
   - With floor and ceiling
   - For public transport, vehicles etc.
3. We use at
   - For a place in terms of its function, e.g. He is studying English at Cotton College.
   - For an event, e.g. at the party
4. We use across and over
   - For a place one crosses to refer to movement,, e.g. He walked across the field.
5. We use along for something that follows a line indicating movement, e.g. They were walking slowly along the road.
6. We use by and beside to mean ' next to', e.g. He came and sat by me.

   The attendant sat beside the patient all night.
7. We use between when we mean two things or people and we use among to identify something as part of a group, e.g. He divided the property between his two sons.

   The fruits were distributed among the children in the class.
8. We use in front of for something or someone located at the front of

something or someone,

e.g. We should not say bad things about others in front of our children.

His house is in front of our house.



ACTIVITY

Read the eighteen sentences about Tondra and write out a story. Think of a suitable ending for the story. You may name the story, "The Case of the Missing Purse". Write it in about 200 words".
(No model answer provided)

7.6 PREPOSITIONS OF TIME

We use prepositions like at, an, in, for, since etc. to indicate time as the following examples show:

1. We use at
   - To refer to a time of the day,
     e.g. The children go home at 3.30
   - To refer to seasonal holidays,
     e.g. They went home at Christmas.
   - For the following expressions

   At the beginning

   At first/ last

   At present/ the moment

   At times/ once
2. We use on
   - To refer to dates and days, e.g.

   On Monday

   On 21st January

   On the 26th of July

   On New Year's Day

   On my birth day

3. We use in
   - To refer to all or part of a period of time

   In the afternoon

   In summer

   In the nineteenth century

   In the Medieval times
4. We use by
   - To refer to something that happens not later than, and possibly before, the time mentioned.

   The work must be over by 5 O' clock.

   I intend to go to Reading by the end of next year,
5. We use until
   - To refer to something that continues up to, but not later than, the time mentioned.

     The college will remain closed until the Lakshmi Puja
   - To express negative meaning 'not before'.

     You can't leave until you finished your work.
6. We use during
   - To refer to an event against the background of a period of time.

     I shall visit Kolkata during the Puja.
7. We use for
   - To refer to a period of time

   For two hours

   For a long time
8. We use since
   - To refer to a point of time

   Since 2 O'clock

   Since Monday
9. We use ago
   - To refer to a past time measured from the present

   Five years ago

   A few minutes ago
10. We use before
    - to refer to a past time with the past perfect form of the verb

      I received a reply to the letter I had written weeks before.

LET US KNOW

(A) One of the problems that most second language users of English have with regard to prepositions is the distinctions of prepositions indicating time notably

(i) on time

(ii) in time

Note that:

In time means 'early enough':

- We were in time for the meeting.
- We reached the station in time for the connecting train.

On time means 'at the right time':

- Today the Kamrup Express is on time.
- I hope the meeting starts on time.

(B) Time prepositions are often puzzling. Can you think why we use these different prepositions with night?

- I woke up in the night.
- It happened on Monday night.
- I can't sleep at night.



CHECK YOUR PROGRESS- 4

Here is a biographical account of a famous cricketer of our time Sunil Gavaskar who reflects upon his childhood cricket- playing days. Read the account and complete the blank spaces with appropriate prepositions.

My most vivid recollection ____(1)____ my childhood cricket playing days is the time I almost broke my mother's nose. She used to bowl____(2)____ me ____(3)____the small gallery ____(4)____ our house where we played our 'daily match' with a tennis ball. Since the area was small she would kneel to bowl, or rather lob the ball gently ____(5)____ me. I hit one straight back and caught her long ____(6)____ the nose, which started bleeding. Although it was a tennis ball, the distance between the two ____(7)____ us was very short, which accounts for the force with which the ball hit her. I was frightened but she shrugged it ____(8)____, washed her face and as the bleeding stopped, we continued the game.

7.7 USING PHRASAL VERBS

Some grammars call them 'prepositional verbs'. A prepositional verb is a verb + preposition e.g.

Waiting for, belong to, look for, look after, look into, etc.

Let us look at the use of a few of these verbs which are given here as examples only:

Ask after	: to enquire about the health and well-being of someone.
Ask for	: to behave so as to cause something bad
Break into 1	**: to enter by force**
Break into 2	: to interrupt
Break into 3	: to begin suddenly
Break through	: to force a way through
Call for	: to demand
Call on	: to visit someone
Come across	: to meet or to discover
Come upon	: to discover
Come at	: get at
Come before	: to be of more importance than someone/ something
Come between	: to interrupt
Come by	: to obtain
Come of	: to be descended from
Come over	: to trouble or to annoy someone
Put in	: to add something
Put off	: discourage from
Put on	: to add to
Put onto	: to give information

In the above list you will find a verb followed by a preposition. Hence, they are referred to as prepositional verbs. However, most grammar books use the term ‘phrasal verbs’ or ‘two-part verbs’ because besides preposition, the second element in a majority of cases is an adverb. It is hardly necessary to make a list of verb + prepositions and verb + adverbs separately. These elements are brought here to your attention so that you will be able consciously to use them or avoid them to the degree appropriate to any particular piece of writing you do.

Most of these verbs are standard and idiomatic and hence writers are very fond of using them. However, you may come across verbs which are clearly colloquial or informal. A good dictionary will indicate the status of these verbs. For example, a verb like call up to refer to drafting in the armed forces could be informal in British English but not so in American English. Many of the standard ones that we often use are relatively informal- that is, they are much preferred to their formal equivalents. Let us read the following sentences to see the difference between the formal and informal expression.

Formal : Presents were bestowed on the visitors by the Principal
In formal : The principal gave away presents to the visitors.
Formal : He renounced his job with the Company.
In formal : He gave up his job with the company.

You will probably be aware of the fact that much writing now-a-days including academic writing, is becoming increasingly informal. Read eminent writers like V.S. Naipaul, Issac Asimov and international best seller like E.R. Braithwaite, Doris Lessing and many others including eminent Indian writers like M.K. Gandhi, Jawaharlal Nehru, Khuswant Singh etc and you will discover in their writing a striking plainness. The phrasal verbs that they use contribute to a considerable extent towards this plainness thereby distinguishing the quality of their writing. A passage cluttered with obscure lexical items can hardly appeal to the readers today.

7.8 ANSWERS TO CHECK YOUR PROGRESS

Check your progress – 1

At one's wit's end : made too worried about what to do next.
In the limelight : lot of attention from the public
In hot water : to be in or get into trouble
Off the beaten track : not well known
Under a cloud : out of favor
Under the weather : not very well

Check your progress – 2

The school bus comes at 7.30.
Can you bring me the newspaper on the shelf.
The milkman will be here in the morning.
We need the advice of an expert.
Could you call that man in the garden?
Please give this letter to the man at the gate.

Check your progress – 3

A model answer is not provided here. Each of you will have your own versions of the story and each will have a different ending. What you have to note is the style of writing a story. Try to build up a climate of suspense for your reader.

Check your progress – 4

(1) of (2) to (3) in (4) in (5) to
(6) on (7) of (8) off



7.9 POSSIBLE QUESTIONS

1. Rewrite the following sentences correctly:

(a) Summer time begums from April here. It is very wet at summer and you can expect several spates of floods.

(b) I've been waiting since an hour to meet her but she won't be free after six O'clock.

(c) If you are below 18, you won't be allowed to vote; you must be 18 years or over.

(d) It seems that the thief broke the lock by a knife and took away my wallet. I'm now faced by the difficulties of paying my bills.

2. Fill in the blanks to complete the passage:

I passed the matriculation examination _____(1)_____ 1887. It then used to be held _____(2)_____ two centers, Ahmedabad and Bombay. The general poverty _____(3)_____the country naturally led Kathiawad students to prefer the nearer and the cheaper centre. The poverty _____(4)_____ my family likewise dictated _____(5)_____ me the same choice. This was my first journey _____(6)_____ Rajkot _____(7)_____ Ahmedabad and that too _____(8)_____ a companion.

3. Using a dictionary if necessary, rewrite these sentences in a more informal style using appropriate forms of these phrasal verbs.

Give up, fill in, take off, put off, go along with, send back, take up

(i) You should complete this form and return it with a bank draft for five hundred rupees.

You have to _____

(ii) I abandoned my attempt to accept a tea garden job.

_____

(iii) Please observe local customs at the temple and remove your shoes before entering.

_____

(iv) The match had to be postponed because of the rain.

_____



7.10 FURTHER READINGS

1. N. Krishnaswamy : Modern English (Macmillan)
2. John Eastwood : Oxford Practice Grammar (OUP)

UNIT - 8 : DIRECT AND INDIRECT NARRATION

UNIT STRUCTURE

8.1 Learning Objectives

8.2 Introduction

8.3 Rules for transformation

8.4 Reported speech: Tense change

8.5 Reported questions

8.6 Reported requests, offers, etc

8.7 Answers to check your progress

8.8 Possible Questions

8.9 Further Readings

8.1 LEARNING OBJECTIVES

After going through this unit, you should be able to:

- report the words of a speaker in the appropriate way,
- comprehend the suitability of direct and indirect reporting for a particular context,
- discuss the appropriate choice of reporting verbs to suit the mood, purpose, manner, feelings of a speaker.

8.2 INTRODUCTION

When you report something to somebody, you know that you can do it in two ways. One, you can use your own words when you do not want to report word- by- word what exactly was said. Two, you can use the actual words to report what was being said. Read this extract from Khushwant Singh:

Next day in my office arrived a tall Englishman dressed in btack carrying a parcel in his hand. He introduced himself: "I am Kenyon of Kenyon & Kenyon Undertakers. No doubt you have heard of us!

I replied : "Indeed, I have."

"No doubt you read of the death of Her Highness the Rani of Mandi!"
I admitted I had read about it in the previous day's evening paper.
"Wasn't I sad ?", asked Mr Kenyon.
"Very sad", I agreed.
He continued, "Sir, Her Highness left a will wanting her today to be draped in her favourite sari for cremation."; Whereupon he undraped the parcel in his hand and unfolded the most gorgeous purple sari with gold borders……

You will find in the above extract, Khushwant Singh uses both the ways of reporting what exactly was said in the conversation with Mr. Kenyan at India House in London.

(i) He uses the exact words the speakers have used which are given within quotes e.g. "No doubt you read of the death of Her Highness the Rani of Mandi!"

(ii) He gives the substance of his actual words and not the exact words that he had used, e.g. I admitted that I had read about it in the previous day's evening papers.

The first example is in direct narration and the second is in indirect narration. Can you say what the exact words of Mr. Singh were? Most probably he had said:
"Yes, I've read about it in yesterday's evening papers."

You will note that when reporting a conversation it is not obligatory that every utterance has to be given in the direct speech or in the indirect speech. The writer exercises a freedom to mix the two forms for stylistic effect. In the second example you have noticed that the author did not use any quotation marks but reported the substance of what he had said in his own words. This is an example of indirect reporting or indirect narration. You are all familiar with these grammatical terms. We shall not go into details here but merely refresh your mind with some of the rules associated with direct and indirect narration.

8.3 RULES FOR TRANSFORMATION

In order to make our speech and writing acceptable, the following rules may be helpful for us:

1. If the reporting verb is in the present or future tense, the tense of the verb in the reported speech does not change.

Jagan says, “Mali has brought a guide book for creative writing from America.

Jagan says that Mali has brought a guide book for creative writing from America.

2. If the reporting verb is in the past tense, the verb in the reported speech must be changed into the corresponding past tense.

   Gagan said, “I am a very active man.”

   Gagan said that he was a very active man.

   However, if the reported speech has a universality as in “Honesty is the best policy”, no tense changes take place, e.g.

   He said “Honestly is the best policy”.

   He said that honesty is the best policy.

3. The pronouns in the spoken sentence are changed into the ones that the reporting person will use.

   He said, “I will try the machine”.

   He said that he would try the machine.

4. Demonstratives and adverbials of time and place are also changed into the ones that the reporting person will use. e.g.

   He said, “I’ll come here again tomorrow”.

   He said that he would go there again the next day.

5. The pronouns of the third person undergo no change.

   She said to me, “He will surely write to you”.

   She told me that he would surely write to me.

6. In reporting we use verbs such as announce, answer, reply, explain, state, say, mention, suggest, tell, warn etc. The most common of these are say and tell. Note that:

   (a) We use say when we do not mention the hearer. E.g.

   The teacher said that the exams would start on the following Monday.

(b) We use tell when we mention the hearer.

e.g. The teacher told the students that the exams would start on the following Monday.

7. In reporting, the changes from direct speech depend on the changes in the situation. We may have to make changes when we are reporting something another person had said, or when we report it in a different place or at a different time. Here are some typical changes:

   (a) Person

   I - he/she

   My - his/her

   (b) Place

   Here - there

(c) Time

Now	-	then, at that time
Today	-	that day, on Monday, etc.
Yesterday	-	the day before, the previous day
Tomorrow	-	the next/ following day
This week	-	that week
Last week	-	the week before, the previous week
An hour ago	-	an hour before/ earlier
Last night	-	the previous night
Next week	-	the following week

As we go along, we shall see the uses of tenses in transformation from direct to indirect speech. These examples will give us a fair idea of the corresponding changes that we have to take note of.



CHECK YOUR PROGRESS- 1

Below you will find the extracts of a tape recording of a felicitation programme held in New Delhi recently. Read the tape-script carefully.

[Male voice] Now, I request Mr. V.P. Pyarelal, Joint Secretary (Films) Information & Broadcasting Ministry, Govt. of India, to present legendary actor-film maker Dev Anand Saheb with a bouquet and a shawl. I also request Mr. Pyarelal to say a few words of felicitation.

[Noises of clapping] Respected Chairman, distinguished dignitaries on the dais, Dev Anand Saheb, and Ladies and Gentlemen. I, on behalf of the Ministry of Information & Broadcasting, Govt. of India, take this proud privilege to felicitate legendary actor and film maker Dev Anand Saheb on the occasion of his production house "Navketan Films" completing sixty years. We recall Dev Saheb's achievements who, even at the age of 86, has been tirelessly working for the creation of new films. We also recall his films like Guide, Baazi, Texi Driver, and Jewel Thief that had been runaway hits… (clapping)

[Voice] Now I take the pleasure to request Dev Saheb to say a few words. [Clapping and cheers] …… I have been meeting you, seeing you and you have been an inspiration for my craft [cheers and claps] I owe my humble success and fame to you. It is only your love that has inspired me to continue working …..[Claps]

[Voice] To mark this auspicious occasion a coloured version of Dev Saheb's film Hum Dono will be screened. [Claps]



ACTIVITY

Use the information in the text to write a news-story in about 100 words. Use both direct and indirect narration to make the write-up interesting.

8.4 REPORTED SPEECH : TENSE CHANGE

When do we change the tense in a reported speech? As a general rule, we change the tense under the following conditions:

(a) After a past tense verb. e.g.

The man said to the policeman, “Where is the post office?”

➢ The man asked the policeman where the post office was.

(b) If the statement is still up to date when we report it, we have a choice. We can leave it as it is or we can change it.

You said, “you like coffee”

➢ You said that you like/ liked coffee.

(c) If the statement is no longer up-to-date when we report it, then we change the tense.

The landlord said, “There are two bedrooms and a large living room.”

➢ The landlord said that there were two bedrooms and a living room.

(d) If the verb phrase is more than one word e.g. <u>is playing</u>, <u>has taken</u> etc, then the first word changes.

He said, “I have not said anything to him

➢ He said that he had not said anything to him.

(e) Modal verbs change to the corresponding tense form e.g. can $\rightarrow$ could, shall $\rightarrow$ should, will $\rightarrow$ would, may $\rightarrow$ might. <u>Must</u> changes to have to/ had to. <u>Ought to</u> doesn’t change. Modals like <u>could</u>, <u>might</u> , <u>should</u> and <u>would</u> in the direct narration dose not change.

I said, “I must finish the work early.”

➢ I said that I must finish the work early.

I said, “I may go to Delhi next week”.

➢ I said that I might go to Delhi on the following week.



CHECK YOUR PROGRESS- 2

Rewrite the following story by filling in the blanks with appropriate verb forms:

As a boy, I was very fond of the old soldiers in our little town. He only ____1____ (have) one leg, having lost the other somewhere in the front in the 1971 war. He ____2____ (use to) sit on the tank of our small river and ____3____ (tell) me about his adventures. He ____4____ (tell) me that he ____5____ (run) away from home to join the army when he ____6____ (be) eighteen. He ____7____ (experience) his first battle in the desert of Rajasthan in the 1965 war. He ____8____ (use) to tell me dozen of war stories, but the one I ____9____ (like) best ____9____ (be) the one in which his platoon ____11____ (ambush) by a Pakistan patrol. In the encounter that ____12____ (take) place he ____13____ (lose) a leg. He ____14____ (be) quite contented with his lot. He ____15____ (say) that his pension is enough for his needs. Even today, I often _____ (remember) him.

8.5 REPORTED QUESTONS

Think of a classroom situation. The teacher asks a question to a pupil and the pupil replies to the question (if he can) and in this way most classroom interaction goes on. Real life conversation may not always be so neatly structured.

Here is a piece of conversation from *A Study in Scarlet*, the first of Sherlock Holmes mysteries in which Mr. Stamford takes Dr. Watson to introduce him to Sherlock Holmes in his laboratory.

"Dr. Watson, Mr. Sherlock Holmes", said Stanford introducing us.

"How are you?" He said cordially. "You have been in Afghanistan?"

"How on earth did you know that?" I asked in astonishment.

Ignoring the question he said, chuckling to himself, "No doubt you see the significance of this discovery of mine?"

In the above extract, you can see how questions lead to questions rather than to answers. When we report questions we often use words like ask, wonder or want to know as in the following examples.

- He asked cordially how he was.
- He wanted to know if he had been in Afghanistan.
- I asked in astonishment how on earth he came to know that.

Observations:

1. In reporting wh- questions, the subject comes before the verb: He asked cordially how he was. (not 'how was he')
2. In reporting yes/no questions, we often use if or whether.

   He said, "Has the boy arrived yet?"

   He asked if the boy had arrived then.
3. In reporting questions, there are often changes in the tenses.

   He said to me, "What's the problem?"

   He asked me what the problem was.

8.6 REPORTED REQUESTS, OFFERS ETC.

We use a variety of structures in order to make requests. These structures can be imperatives or even interrogatives. However, while reporting requests, the variety is toned down to a structure beginning with an infinitive.

1. He said to me, "Please come here".
- He requested me to go there.
2. The shopkeeper said to me, "Please pay at once".
- The shopkeeper told me to pay at once.
3. He said to me, "would you mind closing the door".
- He requested me to close the door.
4. He said to me, "you really must be careful".
- He told me to be careful.
5. He said to me, "Do not open the gate please".
- He told me not to open the gate.
- He asked me not to open the gate.

Observations:

1. In reporting requests, we can use the structure tell/ask someone to do something.

2. In reporting negative requests we can use the structure tell/ask someone not to do something.
3. We can use the structure ask to do something

In reporting offers, suggestions etc, it is important to note the following forms.

1. He said to me, "I'll pay the fine".
   He offered to pay the fine.
2. I said to him, "I'll finish the work by the end of the next month".
   I promised to finish the work by the end of the following month.
3. I told her, "I think you should accept the offer."
   I advised her to accept the offer.
4. I said to her, "Don't forget to write to me".
   I reminded her to write to me.
5. The boy said, "I have lost the keys".
   The boy admitted that he had lost the keys.

Observations:

1. In reporting offers, we can use agree, offer, promise etc with a 'to'-infinitive.
2. We can also use an object + to – infinitive after advise , invite , remind etc. e.g. I advised him to ignore the matter.
3. We can use an – ing form after admit , apologize for etc.
   e.g. He admitted having driven the car without a license.



CHECK YOUR PROGRESS- 3

A French lady Madame Rejane Gillette arrived at a hotel in the city with an English speaking interpreter. The lady met the Hotel Manger at the desk and spoke in French which the interpreter translated to the Hotel Manager. Portions of the interpreter's words are left blank. Complete them with the most appropriate words.

Rejane: Bon Jour Monsieur. Je Suis Madame Rejane Gillette.

(Good day, sir. I am Mrs. Rejane Gillette)

Inter. : Madam wishes you good day and says that ____(1)_____

Manager : Good morning madam.

Rejane : Je vous ai ecrit il y a trois semaines. N'avezvous pas recu ma lettre?

(I wrote to you three weeks ago. Did you receive my letter?)

Inter. : Madam says that she had _____(2)_____. She wants to know whether _____(3)_____

Manager : Yes Madam. I have booked your room.

Rejane : Merci. Je compte rester une semaine

(Thanks. I intend to stay a week).

Inter. : Madam thanks you and says that _____(4)_____

Manager : That's all right.

Rejane : Avez – vous une chambre qui donne sur la Brahmaputra?

(Have you a room looking on to the Brahmaputra?)

Inter. : Madam wishes to know if _____(5)_____

_____

Man : Yes, we have

Rejane : Bien, je prendrai cette chambre

(Very well, I shall take this room)

Inter. : Madam is happy and says _____(6)_____

_____

8.7 ANSWERS TO CHECK YOUR PROGRESS

1. Check your progress – 1

(The following is only a model. Other versions are also acceptable)

GOVT. HONOURS DEV ANAND

New Delhi, Sept 5 : Legendary actor-filmmaker Dev Anand who was felicitated by the government on the occasion of his production house "Navketan Films" completing 60 years, says it is his fans who inspire him to continue working.

"I have been meeting you, seeing you and you have been an inspiration for my craft," Anand told his fans at the launch of a function." Anand told his

fans at the launch of a function organized by the Information and Broadcasting Ministry, which began here yesterday. “I owe my humble success and fame to you”, said the 86 year old star of hits like Guide , Baazi , Taxi Driver and Jewel Thief .

Earlier, Anand was presented with a bouquet and a shawl by V. P. Pyarelal, Joint Secretary (Films), I & B Ministry of the Govt. of India.

On the occasion, a coloured version of his film “Hum Dono” was screened.

2. Check your progress – 2

(1) had	(2) used to	(3) tell	(4) told	(5) had run
(6) was	(7) had experienced		(8) used	(9) liked
(10) was	(11) was ambushed		(12) took	(13) lost
(14) is	(15) says		(16) remember	

3. Check your progress- 3

(1) She is Mrs. Rejane Gillette.

(2) Written to you three weeks earlier.

(3) You had received the letter.

(4) She intends to stay a week.

(5) You have a room looking on to the Brahmaputra

(6) She will take that room.

8.8. POSSIBLE QUESTIONS

1. Read the following text and rewrite it in the form of a story by putting direct speeches in the text wherever necessary and making necessary paragraphs. Give a suitable title.

One sunny day a horse dealer came to the count of King Philip. He told the king that he wanted to sell him a magnificent horse which had a shining black coat and a star on its forehead. The king asked one of his captains to ride it. But as room as the captain came near the horse it stood on its hind legs. The king then called the other captains. They also tried but no one succeeded. Every time anyone approached it, it stood on its hind legs. Alexander, the son of King Philip was watching all this. He told the king that

he wanted to ride the magnificent horse. The king allowed him to do so. The young prince approached the house quietly. He had seen when the captains tried to ride it that it was afraid of its own shadow on the ground in front. He slowly turned the horse towards the sun. Now it could not see its own shadow. Then Alexander jumped on its back ands rode it triumphantly.

2. Read the following story and write it by putting the necessary quotation marks. (direct speech indicators)

MURDER IN BOMBAY

It was a dark winter night. I was returning home late after completing some important work in the office. As I was walking past a row of tall buildings, I suddenly heard a woman's voice.

Help the woman screamed.

The voice seemed to come from one of the flats in the tallest building. Then I heard the voice again.

Help! Save me!

The voice was shaking with fear.

Oh, don't kill me! The woman was screaming at the top of her voice. Take all my money take all my gold ornaments, but don't kill me.

Almost without thinking, I rushed into the building and ran up the stairs. The front door was bolted from inside. I hammered at the door.

Who is it ? a man's voice said from inside the flat.

Open the door! I shouted. Quickly, or I'll break the door down.

What do you want? The man's voice said.

Go away!

I continued to beat on the door with my hands.

The door opened and I saw a tall man standing there.

Who are you? he said. Why are you making so much noise?

Where is the woman? I shouted. Have you murdered her?

Which woman? Are you mad?

I pushed him aside and rushed into the flat.

Stop shouted the man. What do you mean by entering my bedroom?

I did not listen to him. But when I entered, there was no woman there.

There was no one.

The radio was on.

A voice said over the radio. You were listening to a radio play called **Murder in Bombay** and now we bring you the news.....



8.9 FURTHER READINGS

- Eastwood, J. (2005) *Oxford Learners Grammar*. OUP.
- Krishnswamy, N. (1975) *Modern English*. Macmillan.

UNIT - 9 : VERBS, INFINITIVES, GERUNDS AND PARTICIPLES

UNIT STRUCTURE

9.1 Learning objectives

9.2 Introduction

9.3 Infinitives

9.4 Gerunds

9.5 Participles

9.6 Non finite verb forms

9.7 Some suggestions an writing

9.8 Answers to check you progress

9.9 Possible Questions

9.10 Further Readings

9.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- Use various types of infinitives in context.
- Use gerunds and participles in context.
- Discuss the import of the concepts: infinitives, gerunds and participles.

9.2 INTRODUCTION

We have already discussed the concept of the verb in the 5th unit of this Block wherein we took up tenses and modals. Our interest in verb in this unit is basically in the context of their forms in infinitives, gerunds, and present, past and perfect participles.

A dictionary entry of a verb is generally the base form. The term base from is used in language studies to refer to the form of a word without the inclusion of prefixes and suffixes.

- Prefixes are elements attached before a word in the base form either to change the class of the word or to change the meaning of the word E.g. dis + like = dislike (change meaning); en + list (change class)
- Suffixes are elements attached after a word in the base form either to change the meaning or the class of a word. E.g. book + s = books (change meaning) ; king + ly = kingly (change class)
  In the word unlikely , un- is the prefix and -ly is the suffix attached to the base form like. Thus, base form is the form without any affixes.

Our interest at this point is with the base form of the verb because we use the base form of the verb to create infinitives, gerunds and participles. For example:

(a) We use the base form after to in order to create an infinitive construction.

e.g. I want to go home.

(b) We can even use the base form without to in order in create a base infinitive construction.

e.g. He made us do the work.

(c) We attach -ing to the base form of the verb to create progressive constructions.

e.g. I enjoy reading more then anything else .

(d) We attach -ing to the base form of the verb to create **present participle** constructions.

e.g. Speaking harsh words, the men stood up.

(e) We attach -ed to the base form of the verb to create **past participles** constructions.

e.g. Encouraged by his teachers , the boy joined the competition.

(f) We use having + past participle to create the **perfect participle** constructions.

e.g. Having gone that far , he wished to turn back.

We shall note how these constructions operate in a piece of text.

9.3 SIMPLE INFINITIVES

Here is the opening paragraph of an essay by L. A. Hill titled “The Principles of Good Writing”. Please read the essay carefully as its gives a number of suggestions on the features of good writing. But, for the moment, you may like to take a close look at the extract to see how the infinitive operates in a

piece of text :

To write well, you have to be able to write clearly and logically, and you cannot do this unless you can think clearly and logically too. If you cannot do this yet, you should train yourself to do it by taking particular problems and following them through, point by point, to a solution, without leaving anything out and without avoiding any difficulties that you meet.

For example, you may take the problem, "What do I mean when I say that I am a free person?" and then try to find a solution along something like the following lines: "Am I free to do anything I like? No, I am not free to fly to Mars for example. My freedom is limited to what is possible."

Observations

1. We usually use infinitives after verbs
   (a) You should try to find a solution to the problem.
   (b) He agreed to see her on Monday.
2. We usually use infinitives after adjectives
   (a) I am not free to fly to Mars.
   (b) I am happy to be here.
3. We can use infinitives after pronouns and wh- Words
   (a) You should train yourself to do it.
   (b) I cannot decide what to do.
4. We can use infinitives after nouns
   (a) I made a promise to help him.
   (b) I have taken a decision to stop smoking.
5. We usually leave out the second to when we join two infinitives with and
   (a) You have to be able to write and think clearly and logically.
   (b) Am I free to speak and write anything?
6. We usually use bare infinitives (without to) after modals, perception verbs and after let
   (a) You must leave now. ('must' is a modal, 'leave' is a bare infinitive)
   (b) I did not hear him come in. ('hear'- perception verb)
   (c) They won't let me leave.

We can use the to infinitives as continuous or perfect. Look at these pairs of sentences:

1. (a) I expect to get my results next month.
   (b) I expect to have got my results last week. ('to have got'- perfect)
2. (a) Gene seems to be quite worried.
   (b) She seems to be studying even harder these days. ('to be study-

ing'- continuous)

3. (a) Her brother seems to be ill a lot.
   (b) Her brother seems to have been ill a lot. ('to have been'- perfect)
4. (a) I am hoping to learn German.
   (b) I am hoping to have learnt German before we visit Europe. ('to have learnt'- perfect)
5. (a) I would have liked to be there.
   (b) I would have liked to have been there. ('to have been'- perfect)
6. (a) The car is supposed to be repaired today.
   (b) The car is supposed to have been repaired last week. ('to have been'- perfect)

9.4 GERUNDS

Let us read the following extract from a student's essay on 'My hobby':

Reading is a hobby for many people. My teachers also say that reading can be the best kind of hobby for students. Beyond my school textbooks, I don't mind reading comics. But reading makes me sleepy. I watch TV serials instead of reading. So, watching TV is my hobby.

Observations

(a) We can use gerunds (verb + ing) as the subject of a sentence: Reading is a hobby for many people.
(b) We can use gerunds after verbs: I don't mind reading comics.
(c) We can use gerunds after prepositions: I watch TV instead of reading.

We are so much used to seeing gerunds in operation in our daily life without being aware of their character! Think of all the signs that we see around us. We call them 'block language'. These signs use gerunds profusely:

- No smoking
- Trespassing not allowed
- No parking in front of gate
- No trespassing : Private Property

Let us look at a few other uses of gerunds:

1. We can use nouns in front of gerunds: I don't mind Jeena leaving early.
2. We can use pronouns in front of gerunds: The cuckoo has arrived; I listened to it singing all night.
3. We can use gerunds in clauses with objects, prepositional phrases

and adverbs: (a) The doctor recommended taking three tablets after meals; (b) He came to the get- together with a view to meeting his old friends; (c) I advise slowly driving the car.

4. We can use the perfect form of the verb as gerunds when we want to be clear that the action was in the past : She regretted having told her husband about Dilip.
5. We can use the passive form of the verb construction as gerund for an action which happens to the subject : In ***My Days***, Narayan talks about being reprimanded on his first day as a teacher.
6. After verbs such as avoid and enjoy we use gerunds: Avoid using your mobile phone while driving; I enjoy traveling.



CHECK YOUR PROGRESS- 1

Fill in the blanks with the appropriate gerund or infinitive of the verb given in brackets:

(a) He promised ———————— (help) me.
(b) "Stop ———————— (talk) and start ———————— ——— (write)", the invigilator announced.
(c) When I saw him at the gate, I stopped ———————— (talk) to him.
(d) I tried ———————— (find) an answer to the question.
(e) "Don't forget ———————— (take) this medicine before you go to bed" she said to me.
(f) He avoided ———————— (see) me.
(g) He considered ———————— (apply) for the job .
(h) He didn't choose ———————— (stand) for the election.
(i) We decided ———————— (vote) for Mr. Das.
(j) He gave up ———————— (smoke) at the doctor's advice.

9.5 PARTICIPLES

We all know the story of little Franz in Alphanso Daudet's story *The Last Lesson* who had started for schools very late that morning and was in great dread of scolding especially because M. Hemal, the teacher had said that he would question the pupils on participles and Franz didn't know the first word about them. Obviously, Franz was to be tested on French participles. Our interest here is in English participles, notably the present participle (verb + ing) and the past participle (verb + ed/en).

(A) Present Participle (Verb + ing) :

Let us quickly look at the uses of verb + ing form in sentences.

1. Some verbs must have an object before the v + ing form
   (a) I saw the boy riding a bike.
   (b) I heard footsteps fading away.
2. Some verbs like stand, remember, hate, imagine etc. can have an object or no object before an – ing form
   (a) I recall talking to her
   (b) He started shouting at me.
3. Some verbs like consider, delay, deserve, escape etc cannot have an object before an – ing form
   (a) I delayed meeting him.
   (b) He denied stealing the book.
4. Some verbs like feel, hear, see, watch etc can be followed either by an – ing form or a bare infinitive
   (a) I heard the dogs bark/ barking.
   (b) I watched him climb/ climbing up the wall.
5. Note that by replacing v– ing with 'infinitive to' can bring about a change of meaning in sentences. e.g.:
   (a) I stopped buying cigarettes.
   (b) I stopped to buy cigarettes.

(B) Past Participle (Verb + ed/en) :

Now we shall look at past participle forms, that is, v + ed/en forms.

(a) We can use <u>get</u> or <u>have</u> followed by an <u>object</u> + <u>past participle</u> when we say that somebody arranges for something to be done by someone else.
   (i) I had my hair cut.
   (ii) I got my eyes tested.

(b) We use <u>won't</u> (<u>or will not</u>) have if we want to say that we won't allow something to happen to someone or something.
   (i) I won't have him spoken to like that.
   (ii) I won't have my reputation spoilt by associating myself with you.

(c) We use <u>need</u> , <u>prefer</u> , <u>want</u> and <u>would like</u> followed by an object + past participle to say that we need, prefer, etc something to be done.
   (i) I'd like my car serviced please.
   (ii) I want the books to be rearranged.

(d) We use <u>hear</u> , <u>feel</u> , <u>see</u> and <u>watch</u> followed by an object + past participle to refer to hearing something happen or take place.

(i) I haven't seen the film screened in our city.

(ii) I felt myself thrown forward.



CHECK YOUR PROGRESS- 2

Point out the differences in meaning in each pair:

1. (a) I stopped to buy cigarettes.
   (b) I stopped buying cigarettes.
2. (a) I tried to take some aspirins for my headache.
   (b) I tried taking aspirins for my headache.
3. (a) I'll remember to pay you the money.
   (b) I'll remember paying you the money
4. (a) I had the car delivered
   (b) I had delivered the car
5. (a) I'll clean the house
   (b) I'll get the house cleaned.

9.6 NON FINITE VERB FORMS

The non-finite verb forms which we have so far discussed in this unit include infinitives , gerunds and participles . Our interest in the use of these non-finite verb forms is that they contribute in a big way towards precision, clarity and effectiveness of expression. Read the following extract:

"When I was a very small boy I was made to learn by heart certain of the fables of La Fontaine. Among those I learnt was "The Ant and the Grasshopper", which is devised to bring home to the young the useful lesson that in an imperfect world, industry is rewarded and giddiness punished. In this admirable fable working is a way of life for the ant and singing for the grasshopper. The ant spends a laborious summer gathering its winter store, while the grasshopper sits on a blade of grass singing. Winter comes and the ant is comfortably provided for, but the grasshopper now regrets singing all through the summer ; he has an empty larder. He goes to the ant and begs for a little food. Then the ant gives him her answer.

"I would have liked to be there on the blade of grass just like you. You sang all through the summer. Singing will do you good. You must go on singing in the winter too."

I cannot help thinking of this fable when I think of my neighbour in his palatial house……."

When you read the above extract, which is the opening of a story, see how the author makes use of the non-finite verb forms- infinitives, gerunds and

participles. List the non-finite verbs in the passage and see for yourself how they make the passage expressive.



ACTIVITY

Complete the story in your own way so as to bring about a suitable ending to the story. Try to write your story in about 250-300 words, using as many non-finites as possible.

9.7. SOME SUGGESTIONS ON WRITING

While you write the above story or while you write an article or an essay, there are a few things that you may like to take note of in order to make your writing clear and fresh.

1. You must be aware of your readers. You may not have a specific idea who your readers are but you can understand that words that are vague or misty may confuse them. Your writing should show that you have a clear mind.
2. The ideas should be grouped in a skillful manner. The beginning should be impressive. There should be a sensible development and a satisfying conclusion.
3. Each paragraph in the composition should contribute to strengthen the main idea. That is, one paragraph should lead to another so that an inner harmony is achieved.
4. In order to achieve clarity in writing, you must avoid words which do not serve any purpose in your composition. Useless words in sentences destroy clarity and effectiveness in a piece of text.

Obviously, the best training for good writing is to read good texts by writers who we know are reputed for their good writing. Reading Gandhi and Nehru can be a very rewarding experience. The following extract from Nehru can be quoted to illustrate the point:

I am a lover of words and phrases and try to use them appropriately. Whatever my opinion might be, the words I use are meant to express them intelligently and in an ordered sequence…….

The above extract needs no explanation. But we can look at an extract from an essay titled “Let’s know our Environment” to show how loose use of words can destroy the beauty of a piece of text. The essay is included in the HS Level English text book *An Anthology of English Prose and Poetry.*

The atmosphere is a gaseous envelope surrounding the earth from all sides, which controls life on earth. It protects the earth's surface from becoming too hot by filtering the incoming solar radiation and prevents the harmful ultraviolet solar radiation from reaching the earth's surface. (P.-59)

The text is rather wordy. Look at the word "surrounding" in the fist sentence. Don't you think that "surrounding" has made the whole expression "from all sides" redundant? "From all sides" is a paraphrase of "surrounding". Secondly, the second sentence is full of repetitions of the some idea "filtering incoming solar radiation" and "prevents harmful ultra violet solar radiation" are the same thing. We must be cautious in our use of words and phrases to achieve clarity and freshness of expression.



CHECK YOUR PROGRESS- 3

Comment on the use of stylistic features, such as repetitions and dangling phrases in the following passage (at least two)

Water is one of the essential elements for supporting life on earth. On the one hand, it maintains life; and on the other hand, it is used for a wide range of activities, such as bathing, cleaning, fishing, irrigating fields of crops and plantations, generating electricity, transportation, recreational activities etc. It is for this reason that many great civilizations flourished in the valleys of the Nile, Tigris, Euphrates and the Indus in ancient times.

9.8 ANSWERS TO CHECK YOUR PROGRESS

1. Check your progress – 1

(a) to help
(b) talking, writing
(c) to talk
(d) to find
(e) to take
(f) seeing
(g) applying
(h) to stand
(i) to vote
(j) smoking

2. Check your progress – 2

1 (a) The person is about to buy cigarettes.
(b) The person be longer buys cigarettes.

2 (a) The person made on attempt – but didn't take aspirins so far.
(b) The person took aspirins.
3 (a) He hasn't paid.
(b) He has already paid.
4 (a) The car was delivered by someone to the speaker.
(b) The speaker delivered the car.
5 (a) The person will clean the house personally.
(b) The person will engage someone to clean the house.

3. Check your progress – 3

(a) "Supporting life" and "maintains life" are repetitions.
(b) The expression "It is for this reason" dangle rather loosely in the presage. They do not establish any cohesive link in the passage.
"Hence" is a better choice.



9.9 POSSIBLE QUESTIONS

1. Correct the following sentences.
(i) The man kept ask us to helping him.
(ii) I've finished to decorate the room.
(iii) I regret say what I did.
(iv) Do you mind to help me?
(v) Alice was beginning getting tired.
(vi) I can't afford buy a new car.
(vii) I really enjoy to swim.
(viii) I want to avoid to hurt anyone's feelings
(ix) The man denied to threaten to kill the policeman.
(x) I hear you are preparing leaving for America.
2. Write on advertisement for a newspaper on your intention to sell your old bike/ washing machine/ bicycle/ car/ computer (using non finites e.g. ..... easy to operate)



9.10 FURTHER READINGS

1. Jagadish Chander (Ed). *Creative English* OUP (This book contains the article 'Principles of Good Writing')
2. J. Nehru. "Not I but the British Empire" (You'll find this in the BA selection of G. U.)
3. John Eastwood. *Oxford Practice Grammar*, OUP
4. Herbert Read. *English Prose Style* (Kalyani Publishers)
5. Heather Leach and Robert Graham. *Everything you need to know about Creative Writing*. Viva- Continuum Edition.

UNIT - 10 : SPOKEN GRAMMAR IN CONTEXT

UNIT STRUCTURE

10.1 Learning objectives

10.2 Introduction

10.3 Contraction

10.4 Ellipses

10.5 Spoken and Written language

10.6 A note on punctuation

10.7 Let us sum up

10.8 Answers to check your progress

10.9 Possible Questions

10.10 Further Readings

10.1 LEARNING OBJECTIVES

After going through this unit, you should be able to:

- Use appropriate contraction and ellipses and short responses,
- Understand the difference between spoken and written language,
- Handle language more consciously

10.2 INTRODUCTION

This is your last unit on this block wherein attempt will be made to highlight some features of spoken and written language. In natural/authentic language use, you will find a large number of variations depending on the situations. The situations may be (a) formal (b) semi- formal and (c) informal. Each of these situations demands different kinds of language. As users of the language you should be able to manipulate words and phrases to suit different situations.

Look at this sentence:

You are requested to book your tickets sufficiently well in advance.

This is a fairly formal sentence. You can rewrite it in a less formal way as:

Please book your ticket in advance.

In this unit, we shall introduce you to some features of the language that will enable you to write an informal variety of English. These features include contraction and ellipses. Secondly, we should be able to sharpen our sensitivity towards the distinction between spoken and written English. Our conversation between friends is always informal and hence there is the need for us to use word and expression that serve this purpose.

Look at these two extracts and find out which of them is formal and which is informal and what features of the language have prompted you to arrive at this decision:

PASSAGE A

According to one National Union of Students Survey, four out of ten students attending university in the UK had a job during term time. With more tuition fees and other additional costs, it seems reasonable to assume that the figure is increasing. The students we talked to confirmed that this is the case.

PASSAGE B

You will be glad to know I've just taken up a part-time job at Marx and Spenser's. It's a big super market. I'm sure you'll understand that the extra buck that'll come my way would be of great help. In fact most of my friends have taken up jobs during term time. Sarah's in Littlewood and Fiona hopes that Asda'll take her.

10.3 CONTRACTION

Contraction refers to the use of contracted or short forms in informal writing. Look at the following extract from Arthur Miller's *Death of a Salesman*.

Linda : Willy!
Willy : It's all right. I came back
Linda : Why? What happened? Did something happen, Willy?
Willy : No, nothing happened
Linda : You didn't smash the car, did you?
Willy : I said nothing happened. Didn't you hear me?
Linda : Don't you feel well?
Willy : I'm tired to death. I couldn't make it. I just couldn't make it.

Note the first utterance of Willy.

It's all right. I came back.

The form It's is the shortened form of It is. In short forms we miss out part of a word and use an apostrophe instead. We do not leave a space before the apostrophe.

Short form: You didn't smash the car, did you?

Full form: You did not smash the car, did you?

Let us look at some ways by which we make the short form or contraction.

(i) Contraction with verbs:

Verb	Contraction
Am	I'm
Are	You're, we're, they're
Is/has	He's, she's, it's
Have	I've, you've, we've, they've
Had/would	I'd, you'd, he'd, she'd, it'd, we'd, they'd
Will	I'll, you'll he'll, she'll, it'll, we'll, they'll
Shall	I'll, we'll

We shall now look at another category of contraction with adverbials.

(ii) Contraction with adverbials:

Full form	Contraction
here / there + is	here's, there's
there will / would	there'll, there'd
that is	that's

(iii) Now we shall look at contractions in question verbs:

Full forms	Contraction
Who + is / will / would	Who's, who'll, who'd
What + is / will	What's, what'll
Where / when + is	Where's, when's
How is	How's

(iv) Next, let us consider auxiliaries and their contracted forms:

Full forms	Contraction
Are / is / was / were + not	Aren't, isn't, wasn't, weren't
Do / does / did + not	Don't, doesn't, didn't
Have / has / had + not	Haven't, hasn't, hadn't,
Will / would + not	Won't, wouldn't
Shall / should + not	Shan't, shouldn't
Can/could/might/need, ought, Dare + not	Can't, couldn't, mightn't

(v) A short form can also be with a noun though this is less common than with a pronoun. E.g.

- The school'll open on Monday
- This scooter's mine.

You will recall that it was stated earlier that contracted forms are used in informal writing. One of the problems that second language users of English often face is to distinguish between informal usage and formal usage and, for that matter, between slang and informal usage.

Slang terms are in one sense simply extreme examples of the colloquial or informal. It is considered or below the level of educated standard speech and it is desirable to avoid such words, unless of course, you are writing a play where a character uses slang in his/her speech.

Use words appropriate to you, to your topic and to the situation or context in which you are writing. You should consider the occasion, your purpose and your reader. If you are writing a story, it is obvious that your characters will tend to be informal in their use of language. Contractions can be helpful to bring about informality to your style. Similarly, your personal correspondences would require you to use contraction. It is always preferable to adopt a straight moderate style, a medium level of words in your writing.

LET US KNOW

Auxiliary verb is a 'helping' verb that cannot occur without following the main verb. The primary verbs 'be', 'have' and 'do' are used as auxiliary. But they can also be used as main verbs. E.g.

He is coming. (aux)
He is a teacher. (main)
He has done this. (aux)
He has a big house. (main)
Do you know him? (aux)
I have done the work. (main)



CHECK YOUR PROGRESS- 1

Put the correct verb form. While doing so, decide when to use contraction and when not to.

(a) _____ (I/do) all my homework. Now can I go out and play? (boy talking to parent)

(b) We _____ (not reach) a decision about placing an order with your firm for office stationery. (official correspondences)

(c) I _____ (would like) you to visit us during the Puja. Mom _____ (be) delighted. (personal letter)

(d) A boy _____ (run over) by a speeding car. The driver _____ (apprehend)

(e) _____ (not worry). I _____ (see) you soon.

(f) I _____ (be not) sure it I _____ (free) tomorrow morning for the meeting.

10.4 ELLIPSIS

The term 'ellipsis' is used to refer to a stylistic device that we follow in our use of language in order to avoid repetition of words, phrases and clauses. There are several techniques that are followed in making ellipsis as we can see from these examples.

1. Leaving out words and phrases:

(a) Look at this exchange between A and B:

A: Will Namita come today?

B: She might come but I don't think she will. (come)

In B's speech, 'come' is avoided because the word is merey a repetition.

(b) Look at this sentence:

(i) The man switched off the light and he went to sleep.

(ii) The man switched off the light and went to sleep.

In the second sentence the 'he' is avoided because it is redundant. The second sentence is an inprovement over the first one.

2. Replacing a word or a phrase

(a) Look at this exchange between A and B:

A: I hope you can come tomorrow at 8 O'clock.

B: I hope so.

In B's utterance, the word 'so' replaces the words, "I can come tomorrow at 8 O'clock."

(b) A: Ratul is in Digboi Refinery. He is an engineer.

B : Ashim is there too.

Here the words 'there' replaces the words 'in Digboi Refinery'.

3. Providing new information

Our conversations are often made up of two different kinds of information-given information and new information. For stylistic reasons, we provide only the words and phrases that contain new information; we omit the words and phrases that contain known information. Look at this exchange:

A : Have you brought the book for me?

B : (i) Yes, I have.

(ii) No, I haven't.

Depending on the context, B can make his/her choice of (i) and (ii). Both are elliptical sentences containing only the words providing new information. The sentences with the given information would be:

(i) Yes, I have brought the book for you.

(ii) No, I haven't brought the book for you.

Ellipsis, thus, depends on the context. Here is another example.

A: Dilip was here. Has he gone?

B: Yes, he has.

C: No, he hasn't.

However, some ellipsis are not dependent on the context. It is entirely stylistic as this exchange shows:

A: Looking for somebody?

B: Beg your pardon.

A: Anything the matter?

B: 'Fraid dropped my wallet somewhere.

This exchange in complete form would appear as following:

A: Are you looking for somebody?

B: I beg your pardon

A: Is anything the matter?

B: I'm afraid, I've dropped my wallet somewhere.

Note that in such cases, it is the initial item that is ellipted.

An interesting example of elliptical sentence is newspaper headlines:
Examples:

TEN DIES THIRTY INJURED
WOMAN RUN OVER
KHANDU ELECTED UNOPPOSED

In headlines, generally determiner, auxiliaries and pronouns are omitted.

10.5 SPOKEN AND WRITING LANGUAGE

In a discussion on creative English, it is important to throw light on the two dimensions of language – speech and writing – so as to identify features of spoken and written language.

Read the following passage:

Hari had strayed into the household as a poor homeless child of five or six. His father, who was a cook at the house of an English official, was an irresponsible, hard- drinking man who beat his wife mercilessly. The poor woman finally took shelter in the premises of Swaraj Bhawan and so Hari come to be noticed by my grandfather. Nanuji, always ready to help those in difficulty, found him a bright youngster and decided to employ him. So Hari grew up in the family's service and was sent to school by Nanuji.

The above passage is an example of a cohesive and coherent piece of text. Notice how a word in a sentence naturally leads to another. There is a smooth flow of ideas. There is a continuity and a logic which holds the sentences together. There are enough anaphoric and cataphoric reference features in the passage that contribute towards its cohesion and coherence. The interconnections between words and phrases in a passage establish anaphoric and cataphoric reference features or cross reference features. We can refer backward and forward in order to establish relationship between lexical items in a piece of text.

How do you know that the passage is cohesive? You will know this by discovering an inter-relationship among the sentence – by discovering how one word refers back or refers forward to another word or phrase and thereby establishes a network of relationships. Take the word 'Hari' in the first sentence. Who is Hari? We find the answer by referring forward to the passage and discover the interconnecting words and phrases:
"a poor homeless child of five or six" in the same sentence and further down "a bright youngster".

When the meaning of an expression is recovered from subsequent mention, we call such features of the text, cataphoric reference features or simply cataphore.

LET US KNOW

Cataphore: a word that refers to or has the same meaning as a later word. E.g. When he came to our house, Dilip looked sad. Here 'he' is a cataphore for 'Dilip'.
Anaphore: a word or phrase that refers back to an earlier word or phrase. E.g. My brother said he was leaving. Here 'he' is used as an anaphore for 'my brother'.

Now we come to the word 'His father' in the second sentence. In order to find out whose father is referred to, this time, we refer back to the previous sentence and recover the information. 'His father' refers back to Hari; likewise Nanuji refers back to 'my grandfather' in the previous sentence.
When the meaning of a word or expression recovered from earher mention, we call such featres of the text, anaphoric refercnce features or simply anaphore.

These reference features show that the passage we are concerned with is a meaningful, unified and purposeful piece of text. In order for a piece of writing to be appealing to the reader, it has to be meaningful, unified and purposeful. These reference features show that the syntax of written language is well structured. There should not be any loose sentence dangling about the passage.

Spoken Language:
Now when we examine the features of spoken language especially in informal situations, the first thing that we discover is that the syntax of spoken language is much less structured than that of written language. To illustrate this point, we may refer to our own use of language in our utterances. However, here we shall examine an extract from *Pygmalion* by Shaw by leaving out the stage directions.

Mrs. Hill : *How do you do?*
Miss Hill : *how d' you do?*
Mrs. Higgins : *My son Henry.*
Mrs. Hill : *Your celebrated son! I have so longed to meet you, Professor Higgins.*
Higgins : *Delighted.*

Mrs. Hill : *How do you do?*

Higgins : *I've seen you before somewhere. I haven't the ghost of a notion where; but I've heard your voice. It doesn't matter. You'd better sit down.*

Mrs. Higgins : *I'm sorry to say that my celebrated son has no manners. You mustn't mind him.*

Miss Hill : *I don't.*

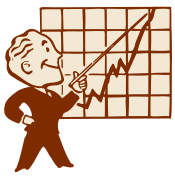
Mrs. Hill : *Not at all.*

Higgins : *Oh, have I been rude? I didn't mean to be.*

Observations:

From your reading of the above passage, you will find that:

- Spoken language contains many incomplete sentences, often simply phrases or words, such as "Delighted".
- In spoken language mostly active, declarative forms are used, e.g. "I've seen you before somewhere".
- The speaker may replace or refine expressions as he goes along: "Oh, have I been rude? I didn't mean to be".
- The speaker may make use of words and phrases which are not normally used in written English, e.g. "I haven't the ghost of a notion where".
- The speaker may make use of "fillers" like "oh!" Other examples include "Well!" "As a matter of fact", "You know" "er." etc.



CHECK YOUR PROGRESS- 2

Read the following extract from Anita Desai's novel *A Village by the Sea*. It is a delightful story about a poor Indian family. Hari, the eldest son leaves the village and arrives at Bombay (Mumbai) hoping to work and earn some money.

Hari had been so tired and weak and anxious that first night that he had not really been aware of the place in which he found himself. He only saw it for the first time when he woke next morning.

Sri Krishna Eating House was the meanest and shabbiest restaurant Hari had ever seen; even in Thul there were cafes that were pleasanter; usually wooden shacks built in the shade of a mango or frangipani tree with a handful of marigolds and hibiscus crammed into an old link bottle for a vase, coloured bottles of aerated drinks attractively arranged on the shelves and possibly a bright picture of a god or goddess on the wall. But Sri Krishna Eating House did not have even so much as a coloured picture of Kirshna glued to the wall…..

Question:

Imagine you are Hari. Write a first person account of your arrival at the Sri Krishna Eating House. It can be in the form of a personal letter to a friend in the village. This is the beginning.

Sri Krishna Eating House
Mumbai
22-10-09

Dear Shyam,
I arrived at Mumbai last evening….
(You concentrate on the text above and don't worry about completing the letter)

10.6 A NOTE ON PUNCTUATION

This note on punctuation substitutes a unit on the topic mainly to highlight a few observations. It is asserted here that good punctuation is essential to clear and effective writing. It helps a writer to clarify meaning and establish tone, and consequently it helps a reader to understand what the write wishes to communicate.

1. Punctuation has meaning

Like words, some punctuation marks are symbols. They enable a writer to indicate meaning that would, in spoken language, be indicated by pauses and by pitch and tone and stress. A sentence like:
You didn't come yesterday?
would be understood only as a question by the question mark at the end. Likewise, a word unusually in quotes in a sentence will suggest a deeper or perhaps a different meaning.

2. Internal Punctuation

Commas, semi-colons , colons and dashes are internal Punctuation. The comma is a mild separator and makes a reader pause slightly. Look at the uses of the comma in these sentences.

(a) I want the work today, not tomorrow.
(b) To err is human; to forgive, divine
(c) Sir, how was your trip to Afghanistan?
(d) I left on July 15,2009, and was gone a week.
(e) He lives in Rajgarh, Guwahati.

The semi-colon is a heavy separator and is used between closely related independent clauses requiring the reader to pause longer than in a comma.

Likewise, we use a colon to introduce a quotation besides performing on anticipatory function as in the following sentence:
We have six mediums of instruction – Assamese, Bengali, Hindi, Bodo, Manipuri and English.

The dash is used to indicate expectation; that is what would follow after the dash would be either emphatic or surprising.
I told him — though I didn't mean to- that he should stop seeing the girl.
All these four types are also called 'in — punctuations'.

3. End Punctuation

The full stop, the question mark and the exclamation mark are referred to as 'end punctuation' because they occur at the end of every type of sentence. The full stop is the most common terminal punctuation; it ends the vast majority of sentences. The question mark is used to end direct questions or seeming questions that are intended to be questions. Likewise, the exclamation mark is used to end a sentence that express strong emotion, emphatic surprise or even emphatic query. No separate illustrative examples are given because many sentences used in this block can be referred to illustrate the point.

4. Other Punctuation

Your use of 'in- punctuation and 'end- punctuations' do not pose much problems at this stage and hence a passing reference was made at 2 and 3 above. What is more problematic than others is the use of parenthesis, quotation marks, ellipses for omissions.

Sentence interrupters refer to additional information that we put in a sentence that interrupts the structure. Such interrupters are placed either by putting commas or dashes or parenthesis at both ends of the interrupter.
Look at the following sentences:

(a) Jawaharlal Nehru, during his imprisonment in Dehra Dum Jail, wrote this piece.
(b) He told me- believe it or not- that he will give up smoking.
(c) One Sunday morning (a morning I well never forget), the phone rang continuously.

Use of quotation marks requires a bit of caution. In dialogues where there are two or more speakers, it is conventional to begin a new paragraph each time the speaker changes. Even when speeches are not complete the part

that is verbatim still must be enclosed.

Secondly, when we quote from other sources we can run the question in our own text.
According to John Updike, "the autobiography of a writer of fiction is generally superfluous."

However, if a prose quotation extends to more than four lines or more, it is customary to indent it and single- space it in our writing. When we follow this convention, no quotation marks are given in the indented piece of quote:
A novel like The Man Eater of Malgudi, though its hero Natraj and its author Narayan are not to be confused, tells us more about India that R.K. Narayan inhabits, and more explicitly animates his opinion of what he sees, than his recent brief memoir.

Finally, when we make omissions from quoted material we must put three spaced dots … (ellipses). However, if the omission includes the end of the sentence, add a fourth dot ….
In *My Days*….one meets men so absorbed in self- interest that they become grotesque and emblematic….

10.7 LET US SUM UP

You have seen in these units that the concepts of grammar were introduced as a means to an end: the end being an ability to control your writing and avoiding weaknesses in it. The end was to make you aware of the features of effective writing by a thoughtful combination of words to produce sentences, combining sentences to produce paragraphs, combining paragraphs to form stories and other types of writing. Extracts of writings of eminent authors were profusely used in these units so as to give you a taste of good English composition and also to enable you to see how language operates in these passages. They should provide you with a springboard for further activities of such kinds.

10.8 ANSWERS TO CHECK YOUR PROGRESS

Check your progress – 1

(a) I've done…
(b) We have not reached.

(c) I'd like you to visit….
(d) Mom'll be delighted
(e) A boy was run over….
(f) The driver was apprehended.
(g) Don't worry. I'll see you soon.
(h) I'm not sure if I'll be free tomorrow ….

Check your progress – 2

I was so tried and weak and anxious that I had not really been aware of the place in which I found myself. I only saw it for the first time when I woke this morning.

Sri Krishna Eating House is the meanest and shabbiest restaurant I've ever seen. Even in Thul there are cafes that are pleasanter. They are usually wooden shacks built in the shade of a mango or frangipani tree. There would be a handful of marigolds and hibiscus crammed into an old ink bottle for a vase. There would also be coloured bottles of aerated drinks attractively arranged on the shelves and possibly a bright picture of a god or a goddess on the wall. But Sri Krishna Eating House doesn't have even so much as a coloured picture of Krishna glued to the wall…..



10.9 POSSIBLE QUESTIONS

1. The extract below is from the novel Amritvela by Leena Dhingra. In this extract Meera, a character of the novel who has just returned to India after living in England visits a collage industries shop. Read what she is thinking.

I stroll down the aisles, in and out of the labyrinths, touching, looking, my mind crowding with thoughts, plans, reminiscences, past, present, future, images, colures, sounds, smells, .. sandalwood visiting cards! What a lovely idea! Could get them for Martin- no, something more useful maybe .. I suppose I could get them for me, but then what address would I put on them … later maybe. And Maya? My little Maya! Best to get her lots of things and so lots of little packets she can open. Yes she'd like that. But what? —— Gosh, what a nice box — Yes, a box ——could get her a box and fill it with bangles.

Question:

Rewrite the above passage in the third person. I will stand for Meera. Make it in the form of a narrative.

2. Rewrite the passage using appropriate punctuation makes and capital letters and appropriate paragraphs.

The air hostess smiled welcome abroad sir would you like a news-paper. Yes please Carl took the newspaper and looked at the ticket. I'm in seat number 5F where's that. It's near the front of the plane sir on the left there by the window. I see thank you very much Carl smiled back at the air holsters she was young and pretty just like my daughter he thought.



10.10 FURTHER READINGS

- John Eastwood : Oxford Guide to English Grammar
- N. Krishnaswami : Modern English
- R. L. Trask : The Penguin Guide to Punctuation
- Sylvia Chalker and Edmund Weiner : The Oxford Dictionary of English Grammar
- Susan Conrad, Douglas Biber and Geoffrey Leech : Student Grammar of Spoken and Written English: Workbook
- G. V. Carey : Mind the Stop: A Brief Guide to Punctuation: Penguin