

(2021-22, 2022-23, 2023-24)

BC 302: ENGLISH (COMMUNICATION SKILLS)

Time allowed : 3 hours

Max Marks : 50

Periods per week : 6

External assessment :35

Pass Marks : 35%

Internal Assessment: 15

COURSE CONTENT AND TESTING

Popular Short Stories (OUP)

The following stories are not to be studied.

1. The World Renowned Nose by V. M. Bashir
2. The Dying Detective by Sir Arthur Conan Doyle
3. Living or Dead? by Rabindranath Tagore
4. Monal Hunt by Manohar Malgonkar
5. Old Man at the Bridge by Ernest Hemingway

Testing:

Q1. (a) One essay type question with an internal alternative on summary, theme, incident or character in about 250 words.

(b) Five short questions to be attempted out of the given eight from the prescribed text in about 30 words each.

4+5= 9

Q 2. Composition

Paragraph- The student should be asked to write a paragraph on any one of the given four current topics.

6

Q3. Letter Writing

The students should be asked to write a letter with an internal alternative on the following topics:

- a) Official Letter including application for a job.
- b) Letter to a Newspaper Editor on the matters of Public Interest particular by economic, social business and current affairs.

4

Q4 Usage of Language:

Topics to be covered

- a) Transformation of Sentences
- b) Use of Direct and Indirect Speech
- c) Correction of Sentences
- d) Formation of Nouns, Verbs, Adjectives of the given words and their use in illustrative sentences.

4+4+4+4=16

(The students should be asked to attempt any four of the given six from each of the above)

Books Recommended

1. The Written Word- Vandana R.Singh
2. Living English Structure- W.Stannard Allen
3. Oxford Practice Grammar- John East Wood



B.COM. PART – II

ENGLISH

BC-302

SEMESTER-III

(COMMUNICATION SKILLS)

**Department of Distance Education
Punjabi University, Patiala**

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USAGE OF LANGUAGE

Lesson Nos.:

- 10: Transformation of Sentences
- 11: Transformation of Sentences
- 12: Correction of Sentences
- 13: Formation of Nouns and Verbs
- 14: Formation of Adjectives and Adverbs

LESSON NO. 10

Transformation of Sentences

Structure

- 10.0 Objectives
- 10.1 Introduction
- 10.2 The use of 'Say' in the Indirect Speech
- 10.3 The use of 'tell' in the The Indirect Speech
- 10.4 Reporting direct speech in the imperative mood
 - 10.4.1 Explaining the Imperative mood.
 - 10.4.2 Use of the Imperative mood
 - 10.4.3 Transforming Sentences into Indirect Speech (Imperative mood)
 - 10.4.4 Solved Examples
 - 10.4.5 Solved Examples
 - 10.4.6 Solved Examples
 - 10.4.7 Activity for the Student-I
- 10.5 Reporting Direct Statements in the Present Simple, Present Perfect and Future Simple Tense
 - 10.5.1 Changes in Pronouns
 - 10.5.2 Solved Examples
- 10.6 Reporting Direct Statements in the Past Simple, Past Perfect Tense
 - 10.6.1 Use of Should/Would
 - 10.6.2 Changes in Adverbs of Time and Place
 - 10.6.3 Solved Examples
- 10.7 Solutions to the Activity for Student-I
- 10.8 Reporting Statements with 'must,' 'can,' and 'needn't'
- 10.9 Solved Examples
- 10.10 Reporting Interrogative Speech
 - 10.10.1 Exercise
 - 10.10.2 Reporting Interrogative Speech
 - 10.10.3 Solved Examples
- 10.11 Activity for the Student-II
- 10.12 Reporting Reported Questions with "Shall"
 - 10.12.1 Solved Examples

10.13 Solution to Activity for the Student-II

10.14 Solved Examples

10.15 Reporting “Reported Questions”

10.15.1 Solved Examples

10.16 Reporting “Late Responses”

10.17 Solved Examples

10.18 Reported Speech-mixed types

10.18.1 Solved Examples

10.19 Reporting ‘Yes’ or ‘No’

10.19.1 Solved Examples

10.20 Activity for the Student-III

10.21 Reporting Exclamations

10.21.1 Solved Examples

10.21.2 Solved Examples

10.22 Solutions to Activity for the Student-III

10.23 Solved Examples

10.24 Solved Examples

10.25 Summing-up

10.0 Objectives

In this lesson we propose to discuss and explain the grammatical transformation which takes place in a sentence when a direct speech is reported or to put it simply when a direct speech is changed into indirect speech. We shall explain

- The use of ‘say’ in direct speech.
- The use of ‘tell’ in indirect speech.
- How to report direct statements when the reporting verb is in present, present perfect future tense.
- How to report direct statements when the reporting verb is in past simple past perfect or should/would form.
- How to report statements with “must”.
- How to report ‘interrogative’ speech.
- How to report a ‘reported question’.
- How to report late responses’.

10.1 Introduction

Any communication or utterance can be reported in two ways. It can be reported verbatim as uttered by the speaker, which we can say is, *The direct Speech*.

It can be reported *Indirectly* not using the words as these were used by the speaker.

Take for example the following sentences :

Sundari said, "I am going to the market."

If these words are reported as these have been spoken by the speaker, this we will say is direct-speech.

But if these are reported as -

Sundari said that she was going to the market.

We have brought in certain grammatical changes without changing the essence of the idea inherent in the original speech. This we say is indirect speech.

So, now we proceed to discuss the grammatical changes which occur when we change a sentence from the direct speech into the indirect speech.

First of all we shall discuss the use of 'Say' and 'tell' in the indirect speech.

10.2 The use of 'Say' in the indirect speech :

We gave you an example earlier :

Sundari said, "I am going to the market." Said' is The Reporting Verb.

The Reporting verb can be in either of the following tenses :

- The Reporting verb can be in the Past Tense as in the example cited above.
- The Reporting verb can be in the Present Tense e.g.
Sundari says, "I am going to the market."
- The Reporting verb can be in the Future Tense also e.g.
He will tell you, "I am very sorry."

But the most important point, however to be remembered is that the changes in the Reported Speech are always in accordance with the tense of the Reporting Verb.

We shall discuss the rules relating to Reporting verb/Reported speeches, these transformations later :

Here we want to tell you that :

- 'Say' is always used with the actual words spoken.
- 'Say' is never with the infinitive in the Reported speech.
Student may keep in mind that The infinitive verbs are not limited by person and number:
- The word to is frequently used with the infinitive.

10.3 The use of 'tell' in the indirect speech :

If you say who you are talking to, you use tell :

Study the following two examples :

- i) Pritam told me that Manjit was ill. (we will not say "Pritam said me").
- ii) What did he tell the teacher ? (We will not say. What did he say the teacher).

So 'tell' is used to tell somebody.

Otherwise we use 'say'.

Study the following examples :

i) Pritam said that Manjit was ill. (we will not say Pritam told that Manjit was ill),

ii) What did he say? (we will not say what did he tell).

So we do not say somebody we tell somebody. But we can 'say' something to somebody.

e.g. My friend said goodbye to me.

What did he say to the police?

10.4 Reporting direct Speech in the Imperative mood :

10.4.1 Before we take up to explain the rules which help us to transform direct /speech in the imperative mood into the indirect speech, let us first tell you what the term imperative implies :

- First of all, we have to remember that a verb helps to make a statement of fact or helps to ask a question e.g. :
- I help my mother in the kitchen. (The sentence makes a simple statement, a statement of fact).
- Who knocked at the door ? (The sentence makes an interrogative statement).
- But a verb can also be used to give an order, or a command e.g.-
- Run quickly.
- Speak gently.

Now this different mode or manner in which the action denoted by the verb is represented is known as the mood Imperative.

Imperative is one of the three moods to express :

10.4.2 The imperative mood is used to expression : '

- A command

e.g. go there

sit down

write neatly

- an exhortation, e.g.

Be cool

Look after your parents

Be fair and honest

- an entreaty or prayer, e.g.

give us your blessings

allow us to sit here.

In each of these sentences italicized verb is in the Imperative mood : Also remember :

- Imperative mood is used only in the second person.
- The subject of a verb in the imperative mood (you second person) is omitted.
- In the first and the third persons the sense of the imperative mood can be expressed by using the auxiliary verb 'let' :
- e.g.- Let me sit (first person)
Let him sleep (third person)

All verbs in the Imperative mood are finite because they are limited by the person and number of their subject.

10.4.3 Transforming Sentences into Indirect speech : (Imperative mood)

Study the following sentences:

Bring me a cup of tea.

The sentence is in Direct Speech.

By analyzing this sentence we can make out that there is a speaker who wants somebody to bring him a cup of tea.

If we transform this sentence into indirect speech we shall put it like this :

He (the speaker) asked her (the person who is given a command) to bring him a cup of tea.

For He we can assume any specific name like Ram, Parveen or any other name. Similarly for her also we can use him, us, me, her, them.

So we can also transform the sentence like this :

Ram (or Sita, or Parveen or any other name) asked me (or her, or him, or us, or me, or them) to bring him (a cup of tea).

So while transforming a sentence of direct speech in the Imperative mood into indirect speech we :

- assume a subject (the speaker)
- insert tell, order, command, ask
- never use 'say'
- imperative mood into the Infinitive mood
- use a negative imperative or a negative infinitive,
- e.g.- Don't do it. He asked me (her, us) not to do it.

Also remember infinitive phrases are :

- preceded by a verb such as tell, order command, ask.
- a pronoun is used for the person addressed.

10.4.4 Study these sentences carefully :

1. Go away. (He told)
He told me to go away.
2. Come here (I asked).
I asked him to come here.
3. Eat it up (Tell)
He tells him to eat that up.
4. Run away (They told)
They told him to run away.
5. Pay at once (They ordered).
They ordered him to pay at once.
6. Fold it in half (She asked).
She asked him to fold it in half.
7. Give me another. (Ask)
She asked him to give her another.
8. Write quickly. (Tell)
He tells him to write quickly.
9. Sit down, (we asked)
We asked him to sit down.
10. Have a cup of tea. (she asked)
She asked us to have a cup of tea.
11. Come at five O'clock. (He told)
He told me to come at five O'clock.
12. Pick it up. (He ordered)
He ordered him to pick it up.
13. Wash your face. (He told)
He told me to wash my face.
14. Clean my shoes. (I asked)
I asked him to clean my shoes.
15. Do it again. (Tell)
He tells us to do that again.
16. Open the door, (ask)
They asked me to open the door.
17. Hold this. (She asked)
She asked me to hold this.
18. Play the piano. (They asked)
They asked him to play the piano.

19. Come in. (He ordered)
He ordered him to come in.
20. Look out. (I told)
I told him to look out.

10.4.5 Exercise

1. Clean it yourself.
She asked him to clean it himself.
2. Wrap it up in a piece of paper.
She told him to wrap it up in a piece of paper.
3. Cut the corners off.
She ordered him to cut the corners off.
4. Don't wipe your dirty fingers on my nice clean table cloth.
She instructed the servant not to wipe his dirty fingers on her nice table cloth.
5. Don't try to be funny.
She told him not to try to be funny.
6. Mind the steps.
She advised him to mind the steps.
7. Get your hair cut.
She asked him to get his hair cut.
8. Shut the door after you.
She ordered him to shut the door after him.
9. Take a look at yourself in the mirror.
She told him to take a look at himself in the mirror.

10.4.6 Exercise

1. Go to bed and don't get up till you are called.
She told the child to go to bed and not to get up till he was called.
2. Eat up your dinner at once or I'll punish you.
The mother ordered her son to eat up his dinner at once or she would punish him.
3. Don't spend all your money on food and drink. Save some for the future.
The Father advised his son not to spend all his money on food and drink but to save some for the future.
4. Drive as fast as you can.
The officer ordered the driver to drive as fast as he could as he didn't want to be late.
5. Come and see me whenever you have a few hours to spare. Don't wait for

me to ask you every time you want to come.

He told her to come and see him whenever she had a few hours to spare. She had not to wait for him to ask him every time she wanted to come.

6. Hurry up if you want to go out with me.
She asked him to hurry up if he wanted to go with her.
7. Treat other people the way you'd like them to treat you.
You are advised to treat other people the way you would like them to treat you.
8. Take a cold shower before breakfast if you want to keep fit.
He told him to take a cold shower before breakfast if he wanted to keep fit

10.4.7 Activity Student-I

Put the following sentences into indirect speech (at places the subject and the verb is given in brackets)

1. Sit down, (we asked)
2. Have a cup of tea. (She asked)
3. Come at five O'clock. (He told)
4. Do it again, (tell)
5. Open the door, (ask)
6. Hold this. (She asked)
7. Fasten your safety belts.
8. Don't sit on my bed.
9. Wait there till I come.
10. Don't speak until you are spoken to.
11. Leave it on the Piano.
12. Brush it off when it gets dirty.
13. Don't spill it on the carpet.
14. Look where you are going.
15. Hold it round the middle.
16. Don't keep your elbow on the table.
17. Pull your socks up.
18. Take a look at yourself.
19. Write your name clearly at the top and then take down these points as I call them out.
20. Bring in the two accused men and take care they do not get away. (The judge.....)

21. Wait here under the tree until the rain stops.
22. Do what you are told or you'll get into trouble.
23. Imitate my pronunciation if you want to speak well.
24. Tell me when it is quarter past eight.
25. Be a good girl and sit quietly for five minutes and Auntie will give you a sweet.

(Solution given at 17.7)

10.5 Reporting Direct Statements :

Now we will tell you about the changes which take place in the Reported Speech, if the Reported Verb is in :

- The Present Simple
- Present Perfect
- Future Simple

Study the following example :

1. He *says*, "I am very sorry."
2. He *has just told* me, "I am very sorry."
3. He *will tell* you, "I am very sorry."

The *Italicised* verb is the Reporting Verb :

In the first sentence The Reporting Verb is in The Simple Present.

In the second sentence it is in The Present Perfect.

In the third sentence it is in Future Simple.

Now when we report these sentences we say :

1. He says that he is very sorry.
2. He has just told me that he is very sorry.
3. He will tell you that he is very sorry.

What we notice is that There is no change of tense in The Reported Speech

10.5.1 Changes in Pronouns :

But there is a necessary change so far as the Pronouns in the Reported Speech is/are concerned :

- The Pronouns of the Direct Speech are changed where necessary so that their relations with the reporter and his hearer, rather than with the original speaker, are indicated,

e.g. : He said to me, "I don't believe you."

He said he didn't believe me.

The first person pronoun I has been changed into the third person pronoun, to indicate the relationship with the reporter, so that the hearer can clearly understand the relationship between the two.

- The Pronouns of the Direct Speech are changed in the manner given below :
- First person of the Reported Speech (I, we) changes according to the subject of the Reporting Verb.
e.g. : He says to me, "I am going there."
He tells me that he is going there.
- Second person of the Reported Speech (you, your) is changed according to the object of the Reporting Verb :
e.g. : He says to her, "I am going to your house."
He tells her that he is going to her house.
- Third person of the Reported Speech is never changed :
e.g. : He says to me, "He is coming to my house today."
He tells me that he is coming to his house that day.

10.5.2 Now we are going to solve another exercise

- I am going to town with my sister.
He has told me that he is going to town with his sister.
- You have brought yourself a new hat.
He has told him that he has bought himself a new hat.
- We are very late.
They tell me that they are very late.
- I want to speak to you.
He says that he wants to speak to me.
- We have finished the work.
They have told me that they have finished their work.
- He is ready to come with us.
He says that he is ready to come with us.
- They don't know you.
He tells me that they do not know me.
- will answer the phone.
She has told me that she would answer the phone.
- You can do it if you try.
She will tell him that he can do it if he tries.
- She has done her homework well.
Preeti has told me that she has done her homework well.
- We are living in another house now.
She has informed me that they are living in another house now.
- I have been shopping all morning.

He has told me that he has been shopping all the morning.

- I have not told you anything yet.

He says that he has not told me anything yet.

- You may see the photographs if you like.

He says that I may see the photographs if I like.

- She has written me a long letter.

He says that she has written him a long letter.

- I am giving a party this week to all my friends.

She tells me that she is giving a party this week to all her friends.

- You have an excellent cook.

She tells me that I have an excellent cook.

- We have not heard the news.

They tell me that they have not heard the news.

- I like oranges better than bananas.

She tells me that she likes oranges better than bananas.

- They are learning higher mathematics.

They have told us that they are learning higher mathematics.

- He is sitting over there.

I have told him that he is sitting over there.

- You are not working hard enough.

I have told him that he is not working hard enough.

- She has given me a present.

She told us that she had given her a present.

- You play the piano very well.

He has told me that she plays the piano well.

- I have flown about a million kilometers.

The pilot has told us that he has flown about a million kilometers.

- You have been very quick.

He tells me that I have been very quick.

- Elizabeth has gone to school.

Elizabeth's mother has told us that she has gone to school.

- They are waiting outside.

They tell us that they are waiting outside.

- We always try to please you.

They will tell us that they always try to please us.

- I have been smoking too much.

I have told the doctor that I have been smoking too much.

10.6 Reporting Direct Statements :

Study this speech :

“I am a student, and I have studied for three years”. The action here is in the Present Perfect Tense - an action which started in the Past and is continuing till now. So the speech when reported will be :

He said that he was a student and had studied for three years.

Since the Reporting Verb is in the Past Tense - Past Simple, Past Perfect or should/ would form so the words reported have a sequence, related to a time in the Past. Therefore the tense of the Reported Speech will be in accordance with the tense of the Reporting.

In the following tenses changes automatically take place when the Reporting Verb is in the Past Tense :

Direct Speech	Reported Speech
Make(s) (Present Simple)	made (Past Simple)
Is making (Present Simple)	was making (Past Continuous)
Has/have made (Present Perfect)	had made (Past Perfect)
Made (Simple Past)	had made (Past Perfect)

10.6.1 Use of should/would

Shall/ will of the future changes into should/would.

Should I would change into should/would.

Should and would in the polite form do not change e.g. “would you like to come to my place.” He asked me if I would like to come to his place.

Here would has not been changed into would have because would has been used in the direct speech as a polite expression.

10.6.2 Changes in Adverbs of Time and Place

We have already told you that when the tense of Reporting Verb is in the Past Tense, the tense of The Reported Speech changes accordingly. Similary adverbs of time and place also change accordingly.

e.g. “They went away yesterday.”

He told me that they had gone away the day before.

Some of these equivalentents are :

Here	changes into there
Now	changes into then
Yesterday	changes into the day before
This	changes into that
Ago	changes into before
Next week	changes into the following week

- The changes do not occur if the speech is reported during the same period or at the same place; He says, "I am glad to be here this evening." He says, he is glad to be here this evening.
- Student may keep in mind that these changes take place in a convenient context, these changes are not a matter of grammatical rule. At times it may not be necessary to use any equivalent at all.

e.g. "I am coming to see you now."

He said that he is coming to see me now.

In this sentence if now is changed into then, the speech loses its tenor. Therefore we do not bring in any change in this adverb of time.

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

10.6.3 Solved Exercise

1. I am ill.
He told me that he was ill.
2. I met him last year.
He told me that he had met him the last year.
3. They will be here soon.
They informed us that they would be there soon.
4. She has finished now.
The teacher told us about Mira, that she had finished the work.
5. I don't know what he'll say.
She said that she didn't know what he would say.
6. They went away yesterday.
He told me that they had gone away the day before.
7. Wait till I come.
He asked me to wait till he came.
8. I think she is married.
You said that you thought that she was married.
9. She is quite charming but hasn't much sense.
He said that she was quite charming but hadn't much sense.
10. He can come in when I have finished my work.
She said that he could come in when she had finished her work.
11. The clock will never work again if you try to mend it.
He said that clock would never work again if he tried to mend it.
12. I lost my temper yesterday morning.
He said that he lost his temper the previous morning.

13. I'll come as soon as I can.
He said that he would come as soon as he could.
14. I've sold all those you gave me yesterday.
He told me that he had sold all those I had given him the previous day.
15. You may have to stay in bed for a week.
The doctor told me that I might have to stay in bed for a week.
16. She will be here in half an hour if she is not late.
He informed us that she would be there in half an hour if she wasn't late.
17. This is the last time I saw him.
He told me that was the last time he had seen him.
18. I shall try to be in time today. I am sorry I forgot to come yesterday.
He said that he would try to be in time that day. He was sorry he had forgotten to come the day before.

10.7 Solution to Activity for Student - I

1. We asked them to sit down.
2. She asked me to have a cup of tea.
3. He told us to come at five O'clock.
4. He told them to do that again.
5. We asked her to hold that.
6. She asked her to open the door.
7. The pilot asked the passengers to fasten their safety belts.
8. He asked me not to sit on his bed.
9. He asked me to wait there till he came.
10. The culprits were asked not to speak until they were spoken to.
11. He was ordered to leave that on the piano.
12. He was told to brush that off when that get dirty.
13. He was asked not to put his elbows on the table.
14. He was warned to look where he was going.
15. He was advised to hold that round the middle.
16. I asked her not to spill that on the carpet.
17. You are required to pull your socks up.
18. I was asked to take a look at myself.
19. The teacher advised the pupils to write their name clearly at the top and then take down the points as he (the teacher) called them out.
20. The judge ordered to bring the two accused men and warned the police to take care so that they didn't get away.

21. You are advised to wait there under the tree until the rain stopped.
22. You are advised to do what you are told or you would get into trouble.
23. The teacher wanted the pupils to imitate his pronunciation if they wanted to speak well.
24. I required him to tell me when it was quarter past eight.
25. The mother cajoled the girl to sit quietly for five minutes and promised her that Auntie would give her a sweet.

10.8 Reporting statements with 'must', 'can' and 'needn't':

In this exercise, we will learn the use and change of 'must', 'can' and 'needn't' the Reported Speech.

"Must" in ordinary speech has three possible meanings each of which has a different form when reported.

1. Necessity or compulsion at the moment of speaking.
For example :
 - a) He said, "I must go now."
He said that he had to go at once.
 - b) He said, "I needn't go."
He said that he didn't have to go.
 - c) He said, "I mustn't go."
He said that he wasn't to go.

"Must" in each of the three examples given above has been used in the present. But in the Reported Speech 'must' in the Present form is changed into the past.

2. "Must" in the sense of necessity or compulsion in the future which is a substitute for 'shall have to.' It behaves like a future. It changes to the should would form in reported speech. Similarly, needn't also changes into would and should form.

For example :

- a) He said, "I must go next week."
He said that he would have to go the following week.
- b) He said, "I needn't go next week."
He said he would not have to go next week.
- c) "I mustn't go....."
He said that he wasn't to go. (mustn't go' has no future form)
3. In the permanent ruling or prohibition 'must' remains unchanged. He said to us, "You mustn't cross the road against the red light. He told us that we mustn't cross the road against the red light.

All natural laws and eternal truths remain in the Present Simple Tense.

10.9 Exercise

Report the sentences putting the introduction verb in the Past Tense.

1. I would do the same myself if I were in your place.
He told me that he would have done the same himself if he had been in my place.
5. I haven't had enough time to finish what I intended to do. I can do some more later on.
He said that he hadn't had enough time to finish what he had intended to do. He could do some more later on.
7. You must leave the country at once.
The leader ordered the traitor that he had to leave the country at once.
8. People mustn't fish in this river.
He instructed the people that they mustn't fish in that river.
9. You must decide what you want to do.
He told them that they would have to decide what they wanted to do.
10. You must do it all again before next week, though I must confess it's the first bad repair you've done. You'll get a new job to do when you've finished it.
He told me that I would have to do that all along before the following week though he had to confess that it was the first bad repair I had done. He promised me that I would get a new job if I finished that.
17. If you can't type any better than this, you had better not type at all. I can't pay people for incompetence, so you will have to leave tomorrow. (He told Maisie that.....)
He told Maisie that if she couldn't type any better than that, she had better not type at all. He couldn't pay people for incompetence, so she would have to leave the next day.
18. You mustn't forget what I told you in the last lesson.
He told them that they were not to forget what he had told them in the previous lesson. He would expect them to be able to repeat the following lesson by heart. They would have to learn that all again if they couldn't.
19. I waited for you yesterday till six O'clock, but you didn't come. I thought you would come later, so I left a message with the partner.
He told her that he had waited for her the previous day till six o'clock, but she had not come. He had thought she would come later so he had left a message with the partner.

10.10 Reporting Interrogative Speech :

Study the following example :

“What is your name ?”

In the above statement a question is being asked. When an interrogative statement is reported the inversion is removed,

e.g. He asked me what my name was.

What we observe is that :

10.6.2.1 The word-order of the Reported Speech in interrogative or the Reported Question is the same as a simple statement.

10.6.2.2 But in questions introduced by a question word like who, what, how, when, the question word serves as a link between introducing verb and the reported question. See the example cited above.

10.10.1 Solved Examples

1. Where are you going ?
He asked me where I was going.
2. How did you do that ?
They wanted to know how I had done that.
3. Who will come to the picture with me ?
They wanted to know who would come to the picture with me.
4. Why are you so sad ?
He enquired from her why she was so sad.
5. What is the matter ?
He enquired what the matter was.
6. Which book are you taking ?
He wanted to know about the book I was taking.
7. Where ought we to meet tonight ?
He enquired from me where we should meet during night.
8. Who showed you my work ?
He asked me who had shown me his work.
9. How could you be so unkind ?
He asked him how he could be so unkind.
10. When did they tell you that ?
He wanted to know when they told him that ?
11. Why has she not eaten anything ?
She asked why she had not eaten anything.
12. What am I to do?
She asked me what she should do.

13. What is the time ?
He enquired what the time was.
14. How do you know that ?
He wondered how I knew that.
15. Where has he put my pencil ?
I wanted to know where he had put my pencil.
16. When are you beginning your holiday ?
He asked me when I was beginning my holiday ?
17. Where can I go for it ?
He enquired where he could go for that.
18. How do you like this cake ?
He asked me how I liked that cake ? OR (He wondered how I liked that cake.....)
19. Why does he sing so loudly ?
He wondered why he sang so loudly.

10.10.2 Reporting Interrogative Speech

If in the Reported Speech, the question does not begin with who-word but is one of the type that can take “yes” or “no” for an answer, “if” or “whether” is used as a link between the introducing Verb and the Reported question.

For example :

He said to me, “Are you going to Delhi ?”

He asked me whether I was going to Delhi.

10.10.3 Solved Examples

20. Are you enjoying yourself ?
She asked me whether I was enjoying myself.
21. Did you see the king yesterday.
He enquired from me whether I had seen the king the day before.
22. Does she always wear a hat ?
She asked whether she always wore a hat.
23. Have you seen my new hat ?
She enquired if I had seen her new hat.
24. Do I look all right ?
She wanted to know if she looked all right.
25. Are the grapes sour ?
She asked if the grapes were sour.
26. Is it time to go ?
She asked if it was time to go.

27. Will the taxi be here at night ?
He enquired from her if the taxi would be there at night.
28. Can you hear a noise ?
He asked me if I could hear a noise.
29. Ought the light to be on ?
She asked me if the light ought to be on.
30. Are my shoes cleaned yet ?
He wanted to know if his shoes were cleaned yet.
31. Did the greengrocer have any fresh vegetables ?
She asked if the greengrocer had any fresh vegetables.
32. Did your car always make a nasty smell?
She asked if my car always made a nasty smell.
33. May I use your telephone ?
He asked me if he might use my telephone.
34. Is it raining very heavily ?
Ashok wanted to know if it was raining very heavily.
35. Do you sleep in the afternoons ?
He enquired if I slept in the afternoons.
36. Must the door be kept shut ?
She asked him if the door had to be kept shut.
37. Was the train very full ?
He wanted to get the information if the train had been very full.
38. Have the children put away their toys ?
She wanted to know if the children had put away their toys.
39. Did Bill give you that ring ?
She enquired from me if Bill had given me that ring.

10.11 Activity of the Student - II

Put the following sentences into Reported Speech, introducing them with verb in the Past Tense:

1. I am living in London.
2. He is going to Berlin tomorrow.
3. I have just been to the butcher's.
4. I can come next week.
5. I fell downstairs.
6. I'll leave it on the table.
7. I am sorry I'm late.
8. I am very stupid.

9. I was very ill yesterday.
10. I learnt all this nonsense a long time ago.
11. I have never been here before.
12. I haven't done my homework.
13. I tried to ride a bicycle but I fell off three times.
14. I shall expect to see you next Wednesday.
15. These apples won't keep, they are too soft.
16. I expect to hear some news tomorrow, I will tell you if I do, so that you needn't worry.
17. The football match will take place tomorrow afternoon. All spectators are requested to obtain their tickets before five O'clock today.
18. Last night I went to the cinema and saw Peter O'Toole's latest film. I enjoyed myself very much and am going to take my other girl-friend tonight. (Cyril said that.....)
19. I am eighteen years old. I was previously employed in a large shop in this city, and my employers considered me to be very capable.
20. When I get back I'll give you the five pounds, I borrowed from you yesterday. I hope I shan't meet with an accident.
21. I can't do it now, but I expect I can do it next week.
22. By the time we reach the hill, the enemy will have cut us off from the rest of our men. We shall have to fight our way back along the coast, where the enemy has fewer troops.
23. I do not believe a word you are saying. I think it would be better for every body if you speak the truth. This is not the first time you have deceived me, and I hope it won't occur again.

(See 10.13 for Solutions)

10.12 Reporting 'Reported question' with 'Shall'

Study the following two examples :

1. Shall I ever forget her ?
 2. Shall I open the window ?
- In both, the speech starts with 'shall' in the interrogative form.
 - But in the first speech shall has been used in the future form and in the second speech, 'shall' has been used in the form of request.
 - So, when we are reporting speech in the 'shall' form first of all we have to learn something about the behaviour of shall;
 - Whether it denotes the future form OR
 - It denotes a request

- In the future form the speech would be reported as. if she would.
eg-
"Shall I ever forget her."
He wondered if he would ever forget her.
In the request form the speech would be reported as..... if he should.
eg.
"Shall I open the window."
He asked if he should open the window.
We solve below exercise No.51.9 using 'shall' in the future form as well as in the 'request form.'

10.12.1 Solved Examples

1. Shall I do it before tomorrow ?
He asked if he should do that before the next day.
2. Shall I call for you.
He asked if he should call for me.
3. Shall I like the concert.
He wondered if I would like the concert.
4. Shall I leave it in the car? (He asked me)
He wondered if he should leave it in the car.
5. Shall I live to be a hundred ? (He wondered)
He wondered if he would live to be a hundred.
6. Shall I lay the table now ?
She wanted to know if she should lay the table.
7. Shall we buy your father a present ? (They wondered.....)
They wondered if they could buy their father a present.
8. Shall we know the answer tomorrow ?
They asked if they would know the answer tomorrow.
9. Shall I give you the money now ?
(She asked us) She asked us if she should give us the money now.
10. Shall I type it again ?
He asked if he should type that again.
11. Shall I remember your name next time"? (He wondered.....)
He wondered if he should remember his name next time.
12. Shall I change the wheel for you ? (He asked her.....)
He asked her if he should change the wheel for her.
13. Shall we succeed in our examinations ? (They wondered.....)

- They wondered if they would succeed in the examinations.
14. Shall I be in your way ?
He wondered if he would be in my way.
 15. Shall I help you pack ?
He asked me if he should help me pack.
 16. Shall I ask the little boy how to get there ?
I asked them if I should ask the little boy how to get there.
 17. Shall we have time to finish ? (They wondered.....)
They wondered if we would have time to finish.
 18. Shall I marry him ? (She asked her mother.....)
She asked her mother if she would marry him.
 19. Shall I ever get married ?
She wondered if she would ever get married.
 20. Shall I be able to hear what he is saying ?
He asked me if he would be able to hear what he was saying.
 21. Shall I hurry on and get the tickets.
He asked me if he should hurry on to get the tickets.
 22. Shall we wait till the others come ? (They wanted to know)
They wanted to know if they should wait till the others came.
 23. Shall we require new books next time ? (They wondered.....)
They wondered if they would require new books next time.
 24. Shall I send it to you by post? (The student asked)
The student asked the teacher whether he should send that to her by post.

10.13 Solution to the Activity for Student - II ‘

1. He told us that he had been living in London.
2. Nirmal said that her husband was going to Berlin the next day.
3. He informed us that he had been to the butcher's.
4. He told us that he could come next week.
5. He told the doctor that he had fallen downstairs.
6. He reminded us that he would leave that on the table.
7. He felt sorry that he was late.
8. He admitted that he was very stupid.
9. He informed us that he was very ill the previous day.
10. The officer told his juniors that he had learnt all the nonsense a long time ago.
11. He said that he had never been there before.

12. The pupil told the teacher that he had not done his home work.
13. He informed us that he tried to ride his bicycle but he fell off three times.
14. He told us that he would expect to see us next Wednesday.
15. He told the shopkeeper that these apples would not keep they were too soft.
16. He told me that he expected to hear some news the next day but he would tell me if he did, so that I need not worry.
17. The managers informed that the football match would take place the next day afternoon. All spectators were requested to obtain their tickets before five O'clock the same day.
18. Cyril said that the previous night he went to the cinema and had seen Peter O'Toole's latest film. He enjoyed himself very much and was going to take his other girl friend this night.
19. He informed us that he was eighteen years old. He was previously employed in a large shop in that city and his employers considered him to be very capable.
20. He promised me that when he would get back he would give me five pounds he had borrowed from me the previous day. He hoped that he would not meet with an accident.
21. He admitted that he could not do it then but he expected to do that next week.
22. The General said that by the time they reached the hill, the enemy would have cut them off from the rest of their men. They would have to fight their way back along the coast where the enemy had fewer troops.
23. I told him that I didn't believe a word he was saying. I thought it would be better for everybody if he spoke the truth. This was not the first time he had deceived me and I hoped that would not occur again.

10.14 Solved Examples

Put the following sentences into Reported Speech with the introducing verb in the Past Tense.:

1. Where do you live ?
He asked him where he lived.
2. Where shall I be tomorrow ?
He wanted to know where he would be the next day.
3. Can you tell me where I can find the British Museum ?
He requested me if I could tell him where he could find the British

Museum.

4. Do you speak Russian ? Do you think you can learn it in a year ?
He asked me if I spoke Russian and if I thought I could learn it in a year.
5. Can you lend me five pounds ? Do you think you can trust me.
She asked him if he could lend her five pounds and if he thought he could trust her.
6. Now do you believe me or do you still think I'm lying ?
He wanted to know if I believed him now or if I still thought he was lying.
7. What do you mean ? Do you think. I am mad ?
He wanted to know what I meant and if I thought he was mad.
8. Must we be here by six or can we come a little later ?
They wanted to know if they had to be there by six or they could come a little later.
9. Did you understand my instructions ?
He asked me if I had understood his instructions.
10. How far is it to the National Theatre ? Can I walk it in ten minutes or must I take a bus ?
He enquired from me how far it was to the National Theatre. If he could walk in ten minutes or he would have to take a bus.
11. What is the English for Donaudampfschifffahrts-gesellschafts-beamter?
He wanted to know what the English for Donaudampfschifffahrts-gesellschafts-beamter was.
12. How many cakes can you get into your mouth at once ? Do you think it is greedy to eat more than two at a time.
She asked him how many cakes he could get into his mouth at once, and if she thought it was greedy to eat more than two at a time.
13. Did Maisie question you about my whereabouts last Friday ? What did you tell her? Is she asking you any more questions tomorrow ?

He wanted to know from me whether Maisie had questioned me about his whereabouts the previous Friday and what I had told her, and if she would be asking me any more questions the next day.

10.15 Reporting a Reported question

In the Reported questions there is the change of the tense in both parts of the sentence,

For example :

He said, "Do you know who is coming."

He asked me if I knew who was coming.

"Do you know who killed him?"

He asked me if I knew who had killed him.

"Did you wonder why I didn't come?"

He asked me if I'd wondered why he hadn't come.

- But student must keep in mind that two Past Perfects are used in succession very rarely.
- As a matter of practice when two actions occur in the Past one after another the first action takes Past perfect and the Second action takes Past Simple.

(See the example cited above)

10.15.1 Solved Examples

1. Can you tell me why you are sad ?
He asked me if I could tell him why I was so sad.
2. Must you always ask what I'm doing ?
He wanted to know from her if she always had to ask him what he was doing.
3. Will you please tell me when you expect to come.
He requested me if I would tell him when I expected to come.
4. Have you any idea when you will be this way again ?
She wanted to know if he had any idea when he would be that way again.
5. Won't you find out why he doesn't like us ?
He wanted him to find out why he didn't like them.
6. Where were you when the train started ?
He enquired from me where I had been when the train started.
7. What do you think you are doing ?
He asked me what I thought I was doing.
8. Who do you suppose would believe that story ?
He wanted to know who I supposed would believe that story.
9. Do you know if any decision was arrived at ?
He wanted to know whether I knew if any decision had been arrived at.
10. Is this the spot where the murder was committed?
He asked if that was the spot where the murder had been committed.
11. Do you know which is the cup you used ?
He asked if I knew which was the cup I had used.

10.16 Reporting "Late Response"

Study the following examples of conversation :

Ex. A : I am supposed to go on Friday.

Ex. B : When were you supposed to go again.

In this piece of conversation

Mr. A is giving some information to Mr. B. Mr. B. has not fully grasped that information. So Mr. B wants Mr. A to repeat what he has said. But Mr. B's direct question has been put in the tense of a Reported Question with a Past Tense introducing Verb.

- Now this kind of conversation combines the principles of direct and reported speech in one.
- But the problem arises when the listener while asking the doubtful point frames his direct speech questioning the tense of the Reported Question with a Past tense introducing verb.
See the example cited above.

Mr. A said he was supposed to go again on Friday.

Mr. B in order to clear his doubt says :

When were you supposed to go again.

(When did you say you were supposed to go again).

Study the following examples :

Mr. A : His name is Tanner-Whyte.

(Pause or Conversation)

Mr. B : What was that man's name ?

(= What did you say his name was)

- In imperative sentences, while reporting late responses was (were) to is used
- In some cases had to is also used, but its use is rare.

Mr. A : Put it among the Papers in the third drawer down.

(Pause for forgetting)

Mr. B : Where was I to put it ?

(=where did you say I was to put it ?)

- In the Past Tense, late response is to be reported as follows :

Mr. A : They made at least seventeen copies and sold them all.

(Pause or more conversation to confuse the mind of Mr. B.)

Mr. B : How many copies had they made ?

(=How many did you say they had made?)

10.17 Solved Examples

1. He was at the pictures all the time.
"Where did you say he had been all the time?"
2. My husband is very fond of a piece of pie for his supper.
"What did you say your husband was fond of for his supper?"
3. Take the pink cushion with you when you go.
"Which cushion did you say I was to take when I went?"
4. He ate a double helping of meat and potatoes just before he collapsed.
"What did you say he had eaten just before he collapsed?"
5. I ask taking the dogs as far as the common for a run.
"Where did you say you were taking the dog for a run?"
6. I packed three suitcases before I found I wasn't to go after all.
"How many suitcases did you say you had packed before you had found that you weren't to go after all?"
7. Its gone half past three.
"What time did you say it was?"
8. We are coming again in one week.
"When did you say you were coming again?"
9. The cunning old man hid it under a rose bush in his own garden.
"Where did you say the cunning old man had hidden it?"
10. When you get there go into the third door on your right as you face the building.
"Which door did you say I was to go into?"
11. ..." and I shot five tigers while I was in India.
"How many tigers did you say you had shot?"
12. My husband has gone away for a week.
"For how long did you say your husband had gone away?"
13. Let us go and sit in the Rose-garden ?
"Where did you say we were to sit?"
14. She cleans her floors with a special kind of polish.
"What did you say she cleaned them with?"
15. I am meeting an old school friend of mine tomorrow night.
"Where did you say you were meeting tomorrow night?"

10.18 Reported Speech (Mixed Types)

In the conversation when statements and questions are mixed.

- Each part should be introduced by an appropriate verb.
- The statements should be introduced with tell, say, explain, remark
- Questions should be introduced with ask, enquire, want to know, wonder

etc.

- Both the parts can be connected by using 'and' and adding 'that' and other connecting words as per the meanings expressed.

For example :

He said, "I am off to the pictures, where are you going?"

He said that he was off to the pictures and wanted to know where I was going.

10.18.1 Solved Examples

Put the following into Reported Speech, with the introducing verbs in the past tense

1. It is cold in here. Is the window open ?
He said that it was cold in there and asked if the window was open.
2. Do you think it will rain? It is very cloudy.
He asked me if I thought it would rain as it was very cloudy.
3. I must write some letters now. What date is it?
He said that he had to write some letters and enquired what date it was.
4. That looks difficult to do. Can I help you ?
He remarked that it looked difficult to do and asked me if he could help me.
5. Are you free tomorrow night? I would like you to come to my party.
He wanted to know if I was free the following night as he would like me to go to his party?
6. The dog has stolen the meat. What are we to do?
He informed that dog had stolen the meat and wanted to know what we were to do.
7. Is that the Postman? I hope he has a letter for me.
He wanted to know if that was the postman as he hoped he had a letter for him.
8. Would you like to see the garden. It is very pleasant out there.
He asked me if I would like to see the garden as it was very pleasant out there.
9. I am learning English. Can you speak English?
He told me that he was learning English and asked me if I could speak English.
10. I have a headache. Can I have an aspirin ?
He said that he had a headache and asked if he could have an aspirin.
11. Will you explain what Cyril means ? I don't know what he is talking about

?

He asked me if I could explain what Cyril meant as he didn't know what he was talking about.

12. Why can not you answer at once? You are not always so slow.

He asked me why I could not answer at once since I wasn't always so slow.

13. Can you tell me the time? I shall have to leave at five.

He asked me if I could tell him the time, as he would have to leave at five.

10.19 Reporting Yes' or No'

While reporting yes' and 'no' we have to add a short form clause which should echo the question verb. Study the following examples :

1. He said, "Will you come out tonight?" "no"?

He asked if I would go out with him that night but I said I wouldn't.

2. He said, "Do you like this?" 'Yes'.

He asked me if I liked it and I said I did.

10.19.1 Solved Examples

Put the following into Reported Speech with the introducing verb in the Past Tense :

1. Have you had anything to eat? we have just finished our dinner.

He asked me if I had anything to eat as they had just finished their dinner.

2. I hear that Ann was at the dance last night. What was she wearing ?

He said that he heard that Ann had been at the dance the night before and enquired what she had been wearing.

3. The clock has stopped. Did you forget to wind it up.

He told that the clock had stopped and asked if I had forgotten to wind it up.

4. Did you ring me up last night? 'Yes'

He asked me if I had rung him up the previous night I said that I had.

5. "Did anybody call during my absence?" 'No'

He asked me if anybody had called during his absence and I said that they hadn't.

6. Bob wants to be an insurance agent. Do you think it is a good idea?

He informed me that Bob wanted to be an insurance agent and asked me if I thought that it would be a good idea.

7. May I open the window? It's rather hot in here.

- She asked me if I might open the window as it was rather hot there.
8. Can you meet tomorrow? 'No.'
She asked me if I could meet her next day, but I said that I couldn't.
9. What have you done with my comb? I haven't seen it for days.
She asked him what he had done with her comb as she had not seen it for days.
10. "Will you have some more strawberries?" 'No, thank you.'
He asked me if I would have some more strawberries but I thanked him and said I wouldn't.
11. Will you take some castor oil? No, I don't like it. 'Do you think a medicine I don't like will do me good.' 'No, I suppose not.'
The doctor asked her if she would take some castor oil. She said that she did not like and enquired from the doctor if he thought that a medicine she didn't like would do her good. The doctor replied in the negative.

10.20 Activity for Student - II

1. I am going to do it all again on the 15th of July.
2. My friend cannot come because she has a touch of flu.
3. She put it in the left hand cupboard.
4. I am supposed to have finished it by five O'clock.
5. Bring me that book over there.
6. How do you like Massie's dress? I bought it for her at a sale..
7. We are going for a country walk. Would you like to come too?
8. What time is it? My watch has stopped.
9. This is a most interesting book. Have you ever read it ?
10. What is the matter? You don't look very well.
11. How far is it to Birmingham ? I hope we can get there before dark.
12. Who do you think is England's greatest dramatist? I like Shaw best.
13. How long have you been learning English? Your accent is very good.
14. It is time to go. Have you got all your things ?
15. Where are the Barkers spending their holidays? They usually go to Bournemouth.
16. You are late home. What have you been doing ?
17. Would you like a cup of tea? It's just been made.
18. The matter will soon be dealt with. Have you anything more to ask?
19. Have you a light? I've forgotten to bring my matches.
20. Do you understand it now? I'll explain it again if you don't. .

21. I've read that book before. Have you something else I can read?
22. May I take an apple? They look so nice.
23. George is taking his exam in June. Do you think he will pass?
24. Whatever have you got on? You look like a scarecrow.
25. What is the doctor's telephone number? Mary has fallen downstairs and broken her leg.
26. The milk is burnt again. Will you have lemon in you tea instead?
27. Did you see the fire last night? Two shops were burnt to the ground.
28. Your hair is very long. Are you going to be a musician?
29. I want a new hand bag. Where is the best place to get one?
30. Are you listening? I've asked you a question three times already.
31. The Jacksons live in the most out of the way place. Have you ever tried to find it.
32. Why did you lock the door? Nobody will disturb us.
33. We are very hungry. What can you give us to eat !
34. Are you going away for the weekened?' 'Yes.¹
35. It's nearly time for tea. Will you put the kettle on?

10.21 Reporting Exclamations

In exclamatory sentences the introducing verbs are added according to the meaning of the exclamation.

Ex. What a lovely garden. .

He remarked what a lovely garden it was.

10.21.1 Solved Examples

1. What a lovely house.
He observed what a lovely house it was.
2. Hello- what do you want.
He greeted me and asked what I wanted.
3. My goodness! You are so slim.
He gave an exclamation when he saw how slim I was.
4. Haven't you been here before?
He was surprised that I had never been there before.
5. What a dirty face you have.
He damned my dirty face.
6. Oh! I have cut myself.
She cried in pain that she had cut herself.
7. Help me.
She called for help.

8. The house is on fire.
He shouted that the house was on fire.
9. What have you done to your hair?
He asked in a shocked tone what I had done to my hair.
10. Good Gracious! It is impossible !
He exclaimed that it was impossible.
11. What on earth has happened ?
He exclaimed what on earth has happened.
12. What ever is the matter ?
He wondered whatever the matter was.
13. What a terrible noise ?
He protested terribly against the terrible noise.
14. Do be quiet.
She begged her to be quiet.
15. Don't stand there doing nothing.
The teacher told them not to stand there doing nothing.
16. What a fool I've been ! Why didn't I think it before.
He lamented that he had been a fool and wondered why he didn't think it before.
17. What a noise you are making! Do you know how to play the piano.
He reprimanded him for making noise and not playing the piano properly.
18. What a pity we did not eat up all the figs yesterday ! Now they're all bad.
He repented for not eating up all the figs the previous day since then they had all gone bad.
19. I say what a charming daughter you have Mrs. Sidebotham.
He gave a cry of admiration and told Mrs. Sidebotham what a charming daughter she had.
20. What a big helping of pudding you're giving me? I shan't be able to eat it all, I'm sure.
She exclaimed on seeing the size of her helping of pudding protesting that she was sure she wouldn't be able to eat it all.

10.21.2 Solved Examples

Put the following into Reported Speech with the introducing verb in the Past Tense :

1. Hello! Where are you off to?
He called out in surprise and asked where I was off to.

2. Oh Dear ! I've split my coffee.
He gave an exclamation of annoyance because he had split his coffee.
3. Would you believe it Jane's broken another dish.
She complained with an expression of annoyance that Jane had broken another dish.
4. Help me ! Help ! Quick.
He called loudly and urgently for help.
5. Look out ! There's a motor bike coming.
He warned that there was a motor bike coming.
6. Oh ! I have burnt myself.
She cried in pain that she had burnt herself.
7. Bother ! The light has gone out.
He was bothered that the light had gone out.
8. Owl can't you look where you're going. You have trodden on my sore toe.
She cried out very angrily and asked if he couldn't look where he was going and told him that he had trodden on her sore toe.
9. Darling ! I love you ! Will you always love me.
The boy called her darling and professed his love for her, and asked if she would always love him.
10. Oh ! How I hate touching sticky things.
She gave an expression of disgust and told how she hated touching sticky things.
11. Tut tut ! You are a naughty girl.
He reproved her gently telling her that she was a naughty girl.
12. Oh how wonderful ! I'd simply love to come.
He cried in jubilation and said that he would simply love to come.
13. For goodness sake stop that awful row.
He appealed to the good sense of all and requested to stop that awful row.
14. What ever shall I do now my wife's fallen ill, what with looking after the baby and guests too in the house.
He wondered in panic that whatever he would do now that his wife had fallen sick. He failed to understand who would look after the baby, the guests and the house too.
15. Oh John ! That's the best news I've heard for a long time.
He expressed joy and told John that was the best news he had heard for

- a long time.
16. What a lovely garden you have. How well it is looked after.
He told them with admiration what a lovely garden they had and how well it was looked after.
17. Hurry ! we are going to have a holiday tomorrow ! Where shall we go !
They shouted with delight because they were going to have a holiday the next day and wondered where they would go.
18. By Jove that was a good race. How splendid they rowed.
He cried in joy that it was a good race and they had rowed splendidly.
19. Good Heavens ! look at the time I've forgotten all about my cake in the oven. I hope it is not burnt to the cinder.
She cried that she had forgotten about the cake in the oven. She wondered if it had burnt.
20. To the bride and bridegroom ! May you both be very happy together, and may your troubles be over.
He proposed to the health of the bride and bridegroom and hoped that they would be very happy together and expressed a wish that all their troubles would be over.

10.22 Solution to Activity for Students - III

1. "When did you say you were going to do it again."
2. "What did you say, why your friend cannot come."
3. "Which cupboard did you say she put in."
4. "When did you say you are supposed to finish it."
5. "What should I bring and where."
6. I asked him how did he like Massie's dress. I told him that I had bought it for her at a sale.
7. They informed us that they were going for a country walk and wanted to know if we would like to come too.
8. He enquired about the time and told that his watch had stopped.
9. He informed me that was the most interesting book and wanted to know if I had ever read that.
10. He asked me what the matter was as I did not look very well.
11. They asked me how far it was to Birmingham. He hoped that they could get there before dark.
12. He wanted to know who I thought was England's greatest dramatist. I told him that I like Shaw best.
13. He enquired from me how long I had been learning English. He found my

- accent good.
14. He said that it was time to go and enquired whether we had got all our things.
 15. He asked me where the Barkers were spending their holiday's. I told him that they usually went to Bournemouth.
 16. He told me that I was late to the house. He asked me what I had been doing.
 17. He wanted to know if I would like a cup of tea. He informed me that it had been just then made.
 18. He told us that the matter would soon be dealt with and wanted to know if we had anything more to ask.
 19. He asked me if I had a light. He told that he had forgotten to bring his matches.
 20. I asked him if he understood it and if he did not I would explain that again.
 21. I told him that I had read this book before and wanted to know if he had something else I could read.
 22. I asked him if I could take an apple as they looked so nice.
 23. He informed us that George was taking his exams in June and wanted our opinion whether he would pass.
 24. He asked me whatever I had got on as I looked like a scarecrow.
 25. He enquired from me about the doctor's telephone number as Mary had fallen from stairs.
 26. He told us that milk had burnt again and enquired if we would have lemon in our tea.
 27. He asked us if we had seen the fire last night. He told us that the two shops had burnt to the ground.
 28. He wanted to know if I was going to be a musician as my hair was very long.
 29. He said he wanted a new hand bag and wanted to know about the place to get one.
 30. He asked me if I was listening as he had asked me a question three times already.
 31. He informed us that the Jacksons lived in the most out of the way place and wanted to know if I had ever tried to find it.
 32. He asked from me why I had locked the door as nobody would disturb us.

33. They wanted to know what we could give them to eat as they were very hungry.
34. He asked me if I was going away for the weekend. I told him that I was.
35. I said that it was nearly time for tea and asked if he would put the kettle on.

10.23 Solved Examples

Based on the previous exercise :

Put the following into Reported Speech with the introducing verb in the Past Tense :

1. I shouldn't do that if I were you. Isn't it very dangerous?
He said that he wouldn't do that if he had been me and asked if it wasn't dangerous.
2. When we've finished this game we'll have supper. Will you have time to play again afterwards?
They told that when they had finished that game, they would have supper and enquired if we would have time to play again afterwards.
3. Don't you know how to behave? There must be no talking in lessons.
The teacher scolded the children by saying if they didn't know how to behave and told them that there must be no talking in lessons.
4. I wonder where I left my scissors. Can you see them anywhere? (He wondered where)
He wondered where he had left his scissors and enquired if I could see them anywhere.
5. Don't do that ! Are you mad ?
She warned me not to do that and asked me if I was mad.
6. What time does the concert start? I am sure it is time to start.
He enquired what time the concert started and he was sure that it was time to start.
7. How can I help laughing ? Maisie's hat is so funny.
He exclaimed how he couldn't help laughing over Maisie's hat as it was so funny.
8. What a dark night it is ! I am thankful I haven't got to go out.
He observed that it was a very dark night and he was thankful that he hadn't got to go out.
9. Didn't you bring a coat with you. I am afraid you'll be cold.
He asked me if I had not brought a coat with me and was afraid that it would be cold.

10. "Did you visit Tower when you were in London last year?" "No, I wanted to but, I had no time".
She asked me if I had visited the Tower when in London the year before. I said that I had wanted to but I had no time.
11. When I go to Paris tomorrow, I shall have been there ten times.
He said that when he went to Paris the next day he would have been there ten times.
12. Hello ! What are you doing in this part of the world ? What a pity you didn't come yesterday. We had a lovely day on the river. But never mind you must come with us to the hills tomorrow, if you have time.
He greeted me and asked me what I was doing in that part of the world. He regretted that it was a pity that I had not come the previous day as they had a lovely day on the river. He told me not to mind and invited me to go with them to the hills the next day, if I had time.

10.24 Solved Examples I

Based on the previous exercises

1. I am sure we are lost. Run and ask that policeman the way.
He said that he was sure that we were lost and told me to run and ask that policeman the way.
2. Did you remember to take your medicine before dinner? If not you'd better take it now.
The mother asked her daughter if she had remembered to take her medicine before dinner and if she hadn't, she'd better take that at once.
3. Do as I tell you or you will be punished. I'll teach you who is the master in this house.
He threatened her by saying that she was to do as he told her or she would be punished and he would teach her who was master in that house.
4. When you have cleaned the sitting room, will you please light a fire there? It is rather chilly today.
He requested her to light a fire in the sitting room when she had cleaned it as it was rather chilly that day.
5. Please excuse me, I am too tired to go out tonight.
She asked him to excuse her as she was too tired to go out that night.
6. Have you ever been to the Lake District? It is most delightful walking country.
He asked me if I had ever been to the Lake District which was most

delightful walking country.

7. I am going to the library this morning. Shall I change your book for you.

He told me that he was going to the library that morning and asked me if he should change my book for me.

8. Stop ! Wait for me ! I won't be a moment.

He asked me to stop and wait for him as he wouldn't be late for a moment.

9. I am so sorry ! Did I hurt you.

He said that he was sorry and asked me if he had hurt me.

10. How many pieces of watermelon can you eat ? What ! Only five ! What a tiny appetite you have.

He asked me how many pieces of watermelon I could eat and was astonished when I told him only five and remarked what a tiny appetite I had.

10.25 Summing-Up

Dear Student,

In this lesson we have discussed and explained the grammatical transformations which take place when a direct speech is changed into an indirect speech. We have given you examples of all kinds and also solved Exercises from Living English Structure by W. Staunard Allen. However, in your examination you can get exercises and sentences from outside Living English Structure. In your Response Sheet, exercise No. I contains sentences which are not from the prescribed text. Solve these exercises and send the same to us for correction.

Transformation of Sentences

Structure

- 11.0 Objectives
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11.0 Objectives

- To teach the students the transformation of Active Voice into Passive Voice;
- To explain the use of Too and As well.
- To study the use of Rather/certainly, fairly and surely.
- To test the comprehension of students.

11.1 Introduction

In the lesson, we shall be discussing the transformation of Active Voice into Passive Voice. Which is very important in English. Probably about 90 percent of the passive sentences spoken or written are of the type replacing the indefinite pronoun or reflexives.

11.2 Transformation of Active Voice into Passive Voice : Some Rules

Voice is that form of a verb which shows whether what is denoted by the subject does something or has something done by it.

A verb is in the Active Voice when its form shows that the person or thing denoted by the subject does something, or in other words, is the doer of the action.

The Active Voice is so called because the person denoted by the subject acts.

A verb is in the Passive voice when its form shows that something is done to the person or thing denoted by the subject.

The Passive Voice is so called because the person or thing denoted by the subject is not active but passive, that is, suffers or receives some action.

For Example : see the change in the following sentence :

Active : Someone has stolen my books.

In this sentence the indefinite subject someone occupies the most prominent place. We prefer the same sentence in the passive voice which will be as follows :

Passive : My books have been stolen.

So we might say that while verbs in active voice denote the actions done by a doer or agents, verbs in the passive voice denote what the objects of those actions 'suffered' or 'received'. In other words, when we use the Active Voice, we give prominence to what the doer or the agent does and when we use the Passive Voice, we give prominence to the object by making it the subject of the sentence and saying, what the subject 'suffered' or 'received'. Hence we say :

My books have been stolen.

Suppose we want to describe some of the qualities of the books. The verbs we use will then be in the active voice. We will say, for example :

The books are very educative and informative. They entertain us as well.

So it will be noticed that when the verb is changed from the Active Voice to the

Passive Voice, the object becomes the subject. But only Transitive Verbs can be used in the Passive Voice.

So you must remember that the Active Voice is used when the agent (i.e. the doer of the action) is to be made prominent. The Passive Voice is used when the person or thing acted upon is to be made prominent.

11.3 Exercise

Complete the following Passive Voice sentences in the tenses suggested :

1. This picture (always admire) - Present
This picture is always admired.
2. His leg (hurt) in an accident - Past
His leg was hurt in an accident.
3. This exercise (do) very carefully - Present Continuous
This exercise is being done very carefully.
4. The box (not open) for the last hundred years - Present Perfect
The box has not been opened for the last hundred years.
5. The Tower of London (formerly use) as a prison - Past
The Tower of London was formerly used as a prison.
6. Two of my dinner plates (break) - Present Perfect
Two of my dinner plates have been broken.
7. A big battle (fight) here 200 years ago. - Past
A big battle was fought here 200 years ago.
8. You (invite) a lunch Tomorrow - Present Perfect
You have been invited for lunch tomorrow.
9. This play (forget) in a few years' time - Future
This play will be forgotten in a few years' time.
10. The bridge (build) last year - Past
The bridge was built last year.
11. My brother (never beat) at tennis. Present Perfect
My brother has never been beaten at tennis.
12. English (speak) all over the world - Present
English is spoken all over the world.
13. Any questions (ask) about me? - Past
Were any questions asked about me ?
14. The answers must (write) on one side of the paper only - Infinitive
The answers must be written on one side of the paper only.
15. These books must (not take away) : Infinitive.
These books must not be taken away.

16. I (punish) for something I didn't do. - Past
I was punished for something-I didn't do.
17. Milk (use) for making butter and cheese - Present
Milk is used for making butter and cheese.
18. You (want) to help lay the table - Present
You are wanted to help lay the table.
19. A pupil (praise) when he works hard. - Present Perfect
A pupil is praised when he works hard.
20. The stolen car (find) in another town. - Present Perfect
The stolen car has been found in another town.
21. Hats and coats must (leave) in the cloakroom. - Infinitive
Hats and coats must be left in the cloakroom.
22. The piano (play) are too loudly. - Past Continuous
The piano was being played too loudly.
23. The matter (discuss) tomorrow. - Future
The matter will be discussed tomorrow.
24. Progress (make) every day in the world of science. - Present
Progress is made every day in the world of science.
25. The chicken (not feed) this morning. - Past
The chicken were not fed this morning.
26. Some ink (spill) on the carpet. - Present Perfect
Some ink has been spilt on the carpet.
27. She said that some ink (spill) on her carpet - Present Perfect
She said that some ink has been spilt on her carpet.
28. Not a sound (hear). - Past
Not a sound was heard.
29. This door can (easily mend). - Infinitive
This door can easily be mended.
30. What (do) about this? - Present Perfect
What has been done about this ?

11.4 Self-Check Exercise- Activity -I

Change the following sentences into Passive Voice :

31. The door (already shut). - Present Perfect
32. Your question (answer)? - Present Perfect
33. The book (finish) next month? - Future
34. He saw that the table (push) into the corner. - Past Perfect
35. The article (beautifully write). - Present Perfect

Answers

31. The door has already been shut.
32. Has your question been answered ?
33. Will the book be finished next month?
34. He saw that the table had been pushed into the corner.
35. The article has been beautifully written.

11.5 Intermediate Sentences - Explanation

When the verb is in the active voice it takes two objects, it is more usual in English to make the PERSONAL object the subject of the passive voice.

For Example :

Active : Someone gave me a book.

Passive: I was given a book.

The form A book was given (to) me would be used when we need to stress this new subject.

11.5.1 Exercise

Put then following sentences into the PASSIVE VOICE with a PERSONAL SUBJECT:

1. They gave my little sister a ticket too.
My little sister was given a ticket too.
2. People will show the visitors the new buildings.
The visitors will be shown the new buildings by people.
3. Someone has already paid the electrician for his work.
The electrician has already been paid for his work.
4. They promise us higher wages.
We are promised higher wages by them.
5. Somebody will tell you what time the train leaves.
You will be told what time the train leaves.
6. Someone ordered the prisoners to stand up.
The prisoners were ordered to stand up.
7. Somebody recommended me to another doctor.
I was recommended to another doctor.
8. Someone taught him French and gave him a dictionary.
He was taught French and given a dictionary.
9. They will allow each boy a second plate of ice-cream.
Each boy will be allowed a second plate of ice-cream by them.
10. The authorities refused Cyril a passport.
Cyril was refused a passport by the authorities.

11.16 Self-Check Exercise- Activity - II

11.6.1 Transform the following sentences into Passive Voice :

11. They will ask us all several questions.
12. When we first met, they had already offered me a job at the bank.
13. Someone will read you another chapter next time.
14. They requested the stranger to leave the meeting.
15. This is the third time they have written to us about this.
16. They still deny women the right to vote in some countries.
17. They have made my uncle a captain.
18. They asked the rest of us to be there at eight O'clock.
19. The others told the new students where to sit.
20. Someone is showing Maisie how to bathe a baby.

11.6.2 Answers

11. We all shall be asked several questions by them.
12. I had already been offered a job at the bank when we first met.
13. You will be read another chapter next time.
14. The stranger was requested to leave the meeting by them.
15. This is the third time we have been written to about this by them.
16. Women are still denied the right to vote in some countries.
17. My uncle has been made a captain by them.
18. The rest of us were asked to be there at eight O'clock (by them).
19. Maisie is being shown how to bathe a baby.

11.7 Elementary Sentences with a vague Subject

11.7.1 The general principle governing the use of the passive voice is as follows:

When the main interest of the speaker or writer is on the verb activity itself rather than on the active subject, there is a desire to express this idea first. In the sentence *People Speak English all over the world* too much weight is given to the vague subject people, when our real concern is the SPEAKING OF ENGLISH. The passive voice form

English is spoken all over the world.

Put the idea in a much better perspective. The agent by people is superfluous we have just used a passive construction to get rid of it anyway

11.7.2 Warning

In all PASSIVE VOICE exercises the use of by with an agent must be rigorously suppressed, except in those examples where, although our interest in the predicate has led us to passive voice, the active subject has some interest of its own and is necessary for complete sense, e.g:

The poem was written by Keats.

Shows greater interest in the poem (the speaker is presumably discussing it, or reading it), but mention of the poet is necessary to complete the sense. Such active subjects as *I, we, you, they one, someone, nobody, people, a man, a boy, the servant etc.* are very seldom worth mention in the passive construction.

11.7.3 Prepositions

Prepositions or adverb particles must not be left out with verbs requiring them; there is a tendency to forget them.

ACTIVE : They will look after you well.

PASSIVE: You will be well looked after. (Note position of adverb of manner).

11.8 Exercise

Put the following sentences into the PASSIVE VOICE, using the part in bold type as the subject where shown :

1. She showed the visitors the new baby.
The visitors were shown the new baby.
2. Someone asked the student a very difficult question.
The student was asked a very difficult question.
3. We must look into this matter.
This matter must be looked into.
4. People speak well of my friend Cyril.
My friend Cyril is well spoken of.
5. They told her to be quick.
She was told to be quick.
6. Someone reads to the old lady every evening.
The old lady is read to every evening.
7. Somebody told the students to wait outside.
The students were told to wait outside.
8. Someone promised me a bicycle if I passed my examination.
I was promised a bicycle if I passed my examination.
9. You must work for success.
Success must be worked for by you.
10. Somebody gave her a box of chocolates for her birthday.
She was given a box of chocolates for her birthday.
11. I told Cyril never to come here again.
Cyril was told never to come here again.
12. They gave me 10p (ten pence) change at the shop.
I was given 10p (ten pence) change at the shop.

13. She promised a book by her.
He was promised a book by her.
14. It is time they brought the cows in.
It is time the cows were brought in.
15. They told me to go away.
I was told to go away.
16. Nobody has slept in that room for years.
That room has not been slept in for years.
17. She will look after the little girl well.
The little girl will be well looked after.
18. A car ran over our dog. (AGENT)
Our dog was run over by a car.
19. The teacher promised Mary a prize if she worked well.
Mary was promised a prize by the teacher if she worked well.
20. A friend told me the news this morning (AGENT).
I was told the news this morning by a friend.

11.9 Self-Check Exercise- Activity - III

Transform the following sentences into Passive Voice

21. Unkind remarks easily upset Maisie. (AGENT)
22. Somebody must finish the work.
23. Nobody can repair this broken vase.
24. What ought we to do about this ?
25. What questions did the examiner set? (AGENT)
26. People play football all over the world.
27. Nobody has made any mistakes.
28. Beethoven composed this piece. (AGENT)
29. A guide pointed out the Pyramids to me.(AGENT)
30. Somebody has left the gate open, and so the horses have run away.

11.9.1 Answers

21. Maisie is easily upset by unkind remarks.
22. The work must be finished.
23. This broken vase cannot be repaired.
24. What ought to be done about this by us?
25. What questions were set by the examiner?
26. Football is played all over the world.
27. No mistakes have been made.
28. This piece was composed by Beethoven.

29. The Pyramids were pointed out to me by a guide.
30. The gate has been left open, and so the horses have run away.

11.10 Intermediate and Advanced Sentences : Exercise

Put the following sentences into the PASSIVE VOICE using the part in bold type as the subject where shown :

1. Somebody has found the boy the people wanted. (2 PASSIVES)
The boy who was wanted has been found.
2. People ought not to speak about such things in public.
Such things ought not to be spoken about in public.
3. The wind blew his hat down the street.
His hat was blown down the street by the wind.
4. They will take her to hospital tomorrow.
She will be taken to hospital tomorrow.
5. The police gave me a reward. (AGENT)
I was given a reward by the police.
6. An unseen hand opened the window. (AGENT)
The window was opened by an unseen hand.
7. They will send Cyril to prison.
Cyril will be sent to prison.
8. Writers should make lessons more interesting for children.
Lessons should be made more interesting for children.
9. They had eaten all the dinner before they finished the conversation. (2 PASSIVES)
All the dinner had been eaten before the conversation was finished.
10. Somebody left the light on all night.
The light was left on all night.

11.11 Self-Check Exercise- Activity - IV

Change the following sentences into Passive Voice :

1. We shall lock the house up for the summer and the old gardener will look after it. (2 Passives)
2. No one can answer your question.
3. Somebody has spilt tea all over the table cloth.
4. His brother just beat John in the 100- yards race.
5. Has someone mended that chair yet?
6. Nobody has ever spoken to me like that before.
7. A friend lent me this book. (AGENT)
8. We have asked some friends of hers to join us.

9. People talked about Maisie all over the town.
10. They will give you the answer next week.

Answers to Self-Check Exercise

1. The house will be locked up for the summer and looked after by the old gardener.
2. Your question cannot be answered.
3. Tea has been spilt all over the table cloth.
4. John was just beaten by his brother in the 100-yards race.
5. Has that chair been mended yet ?
6. I have never been spoken to like that before.
7. I was lent this book by a friend.
8. Some friends of hers have been asked to join.
9. Maisie was talked about all over the town.
10. You will be given the answer next week.

11.11.1 Exercise

People say = It is said

The passive form here only brings in another vague subject, introductory it. So we generally prefer the subject of the clause introduced by it as the subject of the passive voice.

ACTIVE : People say that figs are better for us than bananas.

PASSIVE (1): It is said that figs are better for us than bananas.

PASSIVE (2): Figs are said to be better for us than bananas.

(PASSIVE(2) IS THE BEST)

Another good use of the passive, more usually found in the written language than in speech, is as a device to save changing the subject of a clause sequence.

ACTIVE : He spoke at great length, people asked him many questions at the end, which he answered satisfactorily.

He spoke at great length, was asked many questions at the end, and he answered them all satisfactorily.

11.12 Exercise

Put the following sentences into the Passive Voice :

1. Somebody must have taken it while I was out.
It must have been taken while I was out.
2. You must iron this dress for tonight.
This dress must be ironed for tonight by you.
3. Did the noise frighten you?
Were you frightened by the noise?

4. They treated us to some ice-cream.
We were treated to some ice-cream.
5. Don't let the others see you. (PASSIVE REFLEXIVE)
Don't let yourself be seen by others.
6. The orchestra played that piece beautifully.
That piece was beautifully played by the orchestra.
7. He's so good at golf nobody can beat him.
He's so good at golf he can't be beaten.
8. The doctor had to operate on him to find out what was wrong.
He had to be operated on to find out what was wrong.
9. Didn't anybody ever teach you how to behave?
Were you never taught how to behave.
10. They did nothing until he came.
Nothing was done until he came.
11. I can assure you I will arrange everything in time. 2 (PASSIVES)
You can be assured that everything will be arranged in time.
12. Somebody will meet the visitors at the station.
The visitors will be met at the station.
13. A sudden increase in water pressure would break the dam.
The dam would be broken by a sudden increase in water pressure.
14. The army can shell cities from a distance of several miles.
Cities can be shelled from a distance of several miles.
15. One cannot eat an orange if nobody has peeled it. (2 PASSIVES)
An orange cannot be eaten if it hasn't been peeled.
16. They took the collection half-way through the meeting.
The collection was taken half-way through the meeting.
17. The police are sure to ask you that question.
You are sure to be asked that question by the police.
18. Her beauty struck me deeply. (AGENT)
I was deeply struck by her beauty.
19. You needn't think your joke took me in. (AGENT)
You needn't think I was taken in by your joke.
20. They should not make the celebration an excuse for bad behaviour, ,
The celebration should not be made an excuse for bad behaviour.

11.13 Self-Check Exercise- Activity - V

Change the following into passive Voice :

21. People generally assume that money brings happiness. (Money)

22. Let me know if there is anything we should do.
23. They gave the thief a fair trial and sent him to prison. (2 PASSIVES)
24. Poverty drove him to desperation.
25. You must account for every penny.
26. A new company has taken the business over.
27. They tell me somebody has shot your uncle. (2 PASSIVES)
28. Somebody can't have shut the safe properly.
29. They can't put you in prison if they haven't tried you. (2 PASSIVES)
30. We'll have to examine you again.

Answers

21. Money is generally assumed to bring happiness.
22. Let me know if there is anything to be done.
23. The thief was given a fair trial and sent to prison.
24. He was driven to desperation by poverty.
25. Every penny must be accounted for.
26. The business has been taken over by a new company.
27. I am told that your uncle has been shot.
28. The safe can't have been shut properly.
29. You can't be put in prison if you haven't been tried.
30. You'll have to be examined again.

CORRECTIONS OF SENTENCES

STRUCTURE

- 12.0 INTRODUCTION
- 12.1 OBJECTIVES
- 12.2 CORRECT USAGE
 - 12.2.1 COMMON ERRORS IN THE USE OF ARTICLES
 - 12.2.2 COMMON ERRORS IN THE USE OF PREPOSITIONS
 - 12.2.2.1 ADJECTIVES AND PARTICIPLES FOLLOWED BY PREPOSITIONS
 - 12.2.2.2 VERBS FOLLOWED BY PREPOSITIONS
 - 12.2.3 PRACTICE ACTIVITY FOR THE STUDENTS-I
 - 12.2.3.1 ANSWERS TO THE PRACTICE ACTIVITY-I
 - 12.2.4 COMMON ERRORS IN THE USE OF NOUNS
 - 12.2.4.1 SOLVED EXAMPLES IN THE USE OF NOUNS
 - 12.2.5 COMMON ERRORS IN THE USE OF PRONOUNS
 - 12.2.5.1 SOLVED EXAMPLES IN THE USE OF PRONOUNS
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 - 12.2.16 SUMMING UP
 - 12.2.17 SUGGESTED READING

11.0 INTRODUCTION

Communication in a particular language requires a mastery over its various skills and techniques. It is always important to have a command over the language in

which one needs to interact. Hence as the students of English language, it is very important that you develop the power to express your thoughts and ideas in words, phrases and sentences. Apart from this, grammar, the central aspect of language needs to be mastered. A level of excellence can be achieved only by following the correct grammatical usage. Grammar is an essential component of language: Adhering to the rules of grammar is very important-to understand and learn through regular practice, the correct formation of various sentence structures.

The lesson that follows focuses on the areas of usage which are often trouble some for the students of English language. The lesson pertains to corrections. In a detailed list we shall take up the various errors likely to be made by one who is in the process of mastering this foreign language. The errors can be in the use of articles, prepositions, adjectives, nouns, pronouns, verb, adverbs and various patterns of language. The lesson also gives some examples of the incorrect use of conjunctions verbs and tenses.

11.1 OBJECTIVES

After going through this lesson :

- the student will be able to understand the significance of the correct usage in various sentence constructions in the English language.
- The student will have a knowledge of the various errors that are usually made while communicating in English.
- The student will have a thorough knowledge of the way the different parts of speech are sometimes misused or misplaced.
- the student will learn to master the skills of the correct usage in various grammatical structures in formal and correct English.
- The lesson gives ample scope of understanding and practice of the correct usage in different sentence constructions.

11.2 CORRECT USAGE

11.2.1 ERRORS IN THE USE OF ARTICLES

INCORRECT

This is book referred to in the lesson

Go into room

The lady had black and white dog.

He is better poet than novelist:

CORRECT

This is the book referred to in the lesson.

Go into the room

The lady had a black and white dog
(meaning, the lady had a dog that was
black and white)

The lady had a black and a white dog
(meaning the lady had two dogs, one black
and one white).

He is a better poet than a novelist

An university campus is usually very big:	A university campus is usually very big.
An unique feature of the show was the presence of the belle dances:	A unique feature of the show was the presence of the Belle dancers.
A umberella is needed in the sun:	An umbrella is needed in the Sun.
Seven days make week	Seven days make a week
Lily is a lovliest of all flowers:	Lily is the loveliest of all flowers
Rose is lovely flower	Rose is a lovely flower.
It always pays to speak truth:	It always pays to speak the truth.
What fool he is.	What a fool he is.
Have you heard news?	Have you heard the news.
This is a good news:	This is good news.
He gave me an advice:	He gave me some advice
I want to see movie:	I want to see a movie or I want to see the movie (if it is any particular movie, you want to see)

I always prefer to read magazine that carries articles on sports:	I always prefer to read the magazine that carries articles on sports.
She is very good at the English:	She is very good at English

12.2.2 COMMON ERRORS IN THE USE OF PREPOSITIONS

INCORRECT CORRECT

We travelled in train while go in to Delhi.	We travelled by train while going to Delhi.
Open your book on page 204.	Open your book at page 204.
They decided to do the job among two off them.	They decided to do the job between two of them.
I heard the knock in the door.	I heard the knock at the door.
It is difficult to agree to you in this matter.	It is difficult to agree with you in this matter.
The doctors operated him for the third time.	The doctors operated upon him for the third time.
The teacher explained with a lower tone .	The teacher explained in a lower tone.
The examination will begin from the 21st April.	The examination will begin on the 21st April or The examination will commence from the 21st April.
I shall come back before an hour.	I shall come back within an hour.
She always desired to marry with a	She always desired to marry a

millionaire.

The middle aged woman is married with a man much younger to her.

The police are inquiring in the matter.

He insisted for my doing the work.
Do not meddle in other men's business.

It is always best to submit with God's will.

The prince succeeded on the throne at the age of fourteen.
Fortunes smiled for him.
He was deprived from his liberty.
It is always good not to get addicted by bad habits.

I am confident for his success
They did not agree with my proposal.

The minister's son is known by him.

We should do away with bad habits.

They carried the plan successfully.

The Germans fell on their enemies at night.

The post operation problems have confined her with bed.
He puts an air of authority.
No one knows what will turn on next.

They worked the problem in no time.

She had made no progress in her medical profession.
I have no taste in music.

millionaire

The middle aged woman is married to a man much younger to her.

The police are inquiring into the matter.

He insisted on my doing the work.
Do not meddle with other men's business.

It is always best to submit to God's will.

The prince succeeded to the throne at the age of fourteen.
Fortunes smiled at him
He was deprived of his liberty.
It is always good not to get addicted to bad habits.

I am confident of his success.
They did not agree to my proposal.

The ministers son is known to him.

We should do away with the bad habits

They carried out the plan successfully.

The Germans fell upon their enemies at night

The post operation problems have confined her to bed.
He puts on an air of authority.
No one knows what will turn up next.

They worked out the problem in no time.

She had made no progress with her medical profession.
I have no taste for music

His subscription for the Flood Relief Fund is negligible.

His subscription to the Flood Relief Fund is negligible

12.2.2.1 ADJECTIVES AND PARTICIPLES: Followed by PREPOSITIONS

INCORRECT

My father was honoured of good services.

CORRECT

My father was honoured for good services

The college is adjacent with the university campus.

The college is adjacent to the university campus.

The convict was acquitted for the charge of murder.

The convict was acquitted of the charge of murder.

I am surprised on her impudence.

I am surprised at her impudence.

She always gets angry with me.

She always gets angry at me.

The authorities were annoyed with the behaviour of the student leaders.

The authorities were annoyed at the behaviour of the student leaders.

You ought to be ashamed for your misconduct.

You ought to be ashamed of your misconduct.

The rising temperature is averse for good working conditions.

The rising temperature is averse to good working conditions.

The students are bent to spoiling the peace of the campus:

The students are bent upon spoiling the peace of the campus.

He is always occupied in his work

He is always occupied with his work.

We should be respectful for our traditions:

We should be respectful to our traditions.

The class was introduced with the new syllabus:

The class was introduced to the new syllabus or The class was informed about the new syllabus.

The opponents are fearful at his success

The opponents are fearful of his success.

The old man was afflicted in gout.

The old man was afflicted with gout.

12.2.2.2. VERBS FOLLOWED BY PREPOSITIONS

INCORRECT

I cannot compete to him for the prize.

CORRECT

I cannot compete with him for the prize.

He deals with diamonds.

He deals in diamonds.

We should behave respectfully to our

We should behave respectfully

seniors.

We discussed about the matter yesterday.

I have ordered for three cups of coffee.

She requested for my help.

They described about the trip very excitingly.

The teacher stressed on the importance of the book .

The members of the Committee emphasized on the need for more finance.

with our seniors.

We discussed the matter yesterday.

I have ordered three cups of coffee.

She requested me for help.

They described the trip very excitingly

The teacher stressed the importance of the book.

The members of the Committee emphasized the need for more finances.

*The verbs discuss, describe, order, request, stress and emphasize are transitive and cannot, therefore be used with prepositions.

12.2.3. PRACTICE ACTIVITY FOR THE STUDENT-I 'TEST YOURSELF'

Correct the following sentences:

Distribute these books between the students of class.

Ashok has been operated for cancer.

Camel is ship of desert.

A horse is faithful animal.

He ascended of the hill.

The Chairman presided the meeting.

He is constantly grumbling over his bad luck.

I have no objection on your going there.

The boss discussed about the scheme with him.

The class requested a break after the practical class.

12.2.3 ANSWERS TO THE PRACTICE ACTIVITY FOR THE STUDENT-I

Distribute the books among the students of class.

Ashok has been operated upon for cancer.

Camel is the ship of desert.

A horse is a faithful animal

He ascended the hill

The Chairman presided over the meeting.

He is constantly grumbling with his bad luck.

I have no objection to your going there.

The boss discussed the scheme with him.

The class requested for a break after the practical class.

12.2.4 COMMON ERRORS IN THE USE OF NOUNS

Words like book, table, flower and apple are “countable nouns”. They are things that can be counted. Such nouns can have plural forms and are used with a/an.

Words like ink, milk, gold and wisdom are “unaccountable nouns”. They are things that cannot be counted. Normally unaccountable nouns do not have plural forms and cannot be used with a/an.

(From Wren and Martin; Revised by N.D.V. Prasada Rao)

INCORRECT

He gave me an advice:

The sceneries here are very good :

The nouns advice, news, information, furniture, luggage, work, business, wealth, traffic, scenery, bread are usually unaccountable in English, though they may be countable in Indian languages- This is the reason that Indian students often commit errors while using them with a/an and in the plural.

To master the correct usage of nouns, students are advised to go through the following sentences.

INCORRECT

These poetries are by the noted English poet Wordsworth.

He gave me detailed informations about the developments going on in my absence.

Here are the news.

The sceneries of Kashmir are charming.

I did not pay any heed to his advices.

CORRECT

He gave me some advice or (a piece of advice)

The scenery here is very good.

CORRECT

These poems are by the noted English poet Wordsworth.

He gave me detailed information about the developments going on in my absence.

Here is the news.

The scenery of Kashmir is charming

I did not pay any heed to his advicer

He reached late due to the traffics on the traffic round abouts.

He was worried about his luggages that did not arrive in time.

He reached late due to the on the round abouts.

He was worried about his luggage that did not arrive in time.

12.2.4.1 SOLVED EXAMPLES IN THE USE OF NOUNS.

INCORRECT CORRECT

This garden's flowers are beautiful.

What is your book's price.

My hairs are black.

The duty was assigned to one of the best girl in the class.

He is one of the proud owner of some good furnitures in the city.

The old folks have gone.

The cattles are grazing in the field.

Each one of the students should do their best.

The flowers of this garden are beautiful.

What is the price of your book.

My hair is black.

The duty was assigned to one of the best girls in the class.

He is one of the proud owners of some good furniture in the city or (some good pieces of furniture).

The old folk have gone.

The cattle are grazing in the field.

Each of the students should do his best,

12.2.5 COMMON ERRORS IN THE USE OF PRONOUNS

- The object of a verb or a preposition, when it is a pronoun, should be in the objective form, for e.g.
- Between you and me (and not I) affairs look dark.
- There is really no difference between you and me. Let you and me (not I) do it.
- He had given great trouble to my father and me (not I).
- A pronoun directly after 'than' or 'as' is usually in the objective case unless there is a very after it. If a verb follows it, the nominative form is used.
- He is better than me or
- He is taller than I am.
- I swim better than him or I swim better than he does.
- A pronoun must agree with its Antecedent in person, member and gender.
All passengers must show their tickets.
Everyman must bear his own burden.
Each of the girls gave her own version of the affair.
- In referring to anybody, everybody, everyone, anyone, each etc., the pronoun of masculine or the feminine gender is used according to the contents.

12.2.5.1 SOLVED EXAMPLES OF SOME COMMON ERRORS IN THE USE OF PRONOUNS

INCORRECT

My class work is inferior to your.
Between you and I, there is no formality

Her daughter is taller than me.
My motorcycle is inferior to yours
I and he study together.

His result is better than mine.
He and myself have passed the examination.
Rahul and yourself may leave
It is me, who arrived first in the morning.

I am stronger than him.

CORRECT

My class work is inferior to yours.
Between you and me there is no formality

Her daughter is taller than I am.
My motorcycle is inferior to that of yours.
He and I are class fellows or he and I study together

His result is better to mine.
He and I have passed the examination.

Rahul and you may leave.
It is I, who arrived first in the morning.

I am stronger than he

12.2.6 PRACTICE ACTIVITY FOR THE STUDENT-ITEST YOURSELF'

Correct the following sentences:

Where are your luggages?

What beautiful sceneries !

Can you give me an advice?

He has eaten two breads for breakfast.

I have an important work to do.

What an awful weather

12.2.6.1 ANSWERS TO THE PRACTICE ACTIVITY-II

Where is your luggage?

What beautiful scenery !

Can you give me some advice ?

He has eaten two pieces of bread.

I have some important work to do.

12.2.7 COMMON ERRORS IN THE USE OF ADJECTIVES

- The Adjective is correctly used with a verb when some quality of the subject, rather than of the action of the verb, is to be expressed-e.g.
The flowers smell sweet.
She looks dainty
It tastes sour
He feels sad
- As a general rule, if any phrase denoting manner could be substituted, the adverb should be used, but if some part of the verb to be' could be employed as a connective, the adjective is required-e.g.
A ship appeared suddenly
The decision appears unjust
He looks cold
We feel warm.
- The words, superior, inferior, senior, junior, prior take to' instead of than'
Rahul is superior to Gautam.
This fabric is inferior to the one you bought last time.
The professor is senior to his colleague
The boy is junior to his school mate.
They gave the notice prior to the meeting.
- * In comparing two things or classes of things the comparative should be used, e.g.
Which is the better of the two ?
Who is the taller of the two?
Which is the nearer of the two?
Of the two novels, this is definitely more interesting.

12.2.7.1 SOLVED EXAMPLES OF SOME COMMON ERRORS IN THE USE OF ADJECTIVES

INCORRECT

These kind of mangoes are sweet:

Sarita is the older of the two sisters:

CORRECT

This kind of mangoes is sweet.

Sarita is the elder of the two sisters.

The first two chapters of this book
book are

is difficult

None of these two boys are reliable:

I have got few books:

The climate of Punjab is better than

Uttar Pradesh:

I do not like these sort of people

The population of London is greater

than any city in India:

Note that the comparison is between the population of London and the population of any city in India.

The first two chapters of this

difficult.

Neither of these two boys is reliable.

I have got a few books

The climate of Punjab is better than that

of Uttar Pradesh.

I do not like this sort of people.

The population of London is greater than

that of any city in India.

- Remember, Less (the comparative of little) is used before unaccountable nouns, while fewer (the comparative of few) is used before plural nouns.
- Another rule to be remembered, is that certain adjectives do not really admit of comparison because their meaning is already superlative, as unique, ideal, perfect, complete, universal, entire, extreme, chief, square, round.
We cannot say,
-This is the most unique monument,
just as we cannot say
- The one is more ideal or perfect than the other.
- Older and oldest may be said either of persons or of things, while elder and eldest apply to persons only, and are besides, strictly speaking, confined to members of the same family, e.g.
The Professor is the oldest faculty member.
He will succeed to the title in the event of the death of his elder brother.
- It is also wrong to use the expression 'two first', we should always say 'the first two'.
- 'A few' is a positive expression while 'Few' used by itself means 'hardly any' or 'not many'. If you want to express the negative-say, "Not many people turned up- you can say few people turned up.'
- 'Later' does not mean 'the last of all'. This expression is used only when there is a mention of two. The former (the first) and the later (the last).

12.2.8 COMMON ERRORS IN THE USE OF ADVERBS

- Adverbs should come, if possible, next to the word or words they modify e.g.
The team had reached almost to the destination, when the accident took place.
- 'Only' as an adverb, should be placed immediately before the word it is

intended to modify, e.g.

The athlete ran only two races.

I thanked him only after he came.

- The adverbs, ever, never, scarcely, should be preferably used after the verb.
- A very common error made in a sentence structure is the use of two negatives in a single sentence.
Unless you wish to make an affirmation, never use two negatives, together, as they destroy each other, e.g.
 - I can not find it no where: is an incorrect usage.
 - the correct one would be :
 - I cannot find it anywhere.
- Be careful of the difference in the use of an Adjective and an adverb, e.g.
 - Do not say: He ate greedy
 - but say : He ate greedily.
- The expression 'Seldom or never' meaning we usually do not and seldom if ever can are both correct, but 'seldom or never' used in a single sentence is incorrect.
- Else should be followed by but
You can say : It is nothing else but pride, but you cannot say.
It is nothing else than pride.
- We usually use 'never' for 'not' This is incorrect. Avoid saying he was "never" born in India, when you want to say, he was "not" born in India.
- Usually we see a sentence reading as
 - He went only that far,
and we wonder what is wrong with it?
Actually the use of 'that' is incorrect.
The correct word to be used is 'so'-
 - He went only so far.
- The adverb 'too' means: 'more than enough' and should not be used instead of 'Very' or 'much'. Look at the following expressions which are correct usages:
 - The sound of the music is too good to be missed
 - This kind of work is too hard for one person to handle.

12.2.8.1 SOME SOLVED EXAMPLES OF THE CORRECT USAGE OF ADVERBS:

INCORRECT

She is so beautiful.

I couldn't help not laughing at the joke. I couldnt help laughing at the joke.

CORRECT

She is very beautiful

The rose smells sweetly.
 This book is much interesting.
 It is much cold today.
 She is very respected.
 I never remember having met him.
 He was that tired that he could
 scarcely stand.
 I feel so lonely.
 I could not find it nowhere.

The rose smells sweet.
 This book is very interesting.
 It is very cold today.
 She is much respected.
 I do not remember ever having met him.
 He was so tired that he could scarcely
 stand.
 I feel very lonely.
 I could not find it anywhere.

12.2.9 PRACTICE ACTIVITY FOR THE STUDENT-III 'TEST YOURSELF'

Correct the following sentences:

The news is true
 Politics with him is a business.
 This apple tastes well.

I am too glad to see you.

Which is the cheap of the two?

The population of India is greater than China.

This is the most unique structure.

12.2.10 COMMON ERRORS IN THE USE OF VERBS.

- The subject of the sentence should not be left without a verb; e.g.
 She who has come back from Calcutta yesterday, let her rest.
 We can say it like this:
 Let her, who has come back from Calcutta yesterday, rest OR
 She, who has come back from Calcutta yesterday, should rest.
- No exercise in the correction of errors in spoken and written English can be considered complete without handling the errors that we usually make in the use of verbs.

- The agreement of the verb with the subject is of utmost importance.
 - A verb must agree with its Subject in Number and Person.
 - Two or more singular nouns or pronouns joined by 'and' require a plural verb, e.g.
 Maths and physics are his strong subjects.
 Are the apples and pears very expensive.
- Words joined to a singular subject by 'with as well as, etc., are parenthetical. The verb should therefore be put in the singular; e.g.
 - The house, with its contents, was insured
and not
 - The house, with its contents were insured.
- Two or more singular subjects connected with 'or' 'nor' require a singular verb.
 - Neither food nor water was found in the desert
 and not
 - Neither food nor water were found in the desert
- But when one of the subjects joined is plural, the verb must be plural and the plural subject should be placed nearest the verb, e.g.
 - The girl and her class mates were present,
 and not
 - The girl and her class mates is present.
- Some nouns which are plural in form, but singular in meaning take singular verb, e.g.
- When the plural noun denotes some specific quantity or amount considered as a whole, the verb is generally singular e.g.
 Fifty thousand rupees is a large sum.
 Five acres of land is left for me to inherit.

12.2.10.1 SOLVED EXAMPLES OF ERRORS IN THE USE OF VERBS AND TENSES

VERB, the most important part of speech in ENGLISH LANGUAGE undergoes variations in forms according to the tenses. It is very important to know the various forms of verbs in its present tense, past tense and future tense. So while constructing a sentence, pay a lot of attention on the correct usage of the verb in relation to the tense.

INCORRECT

Neither my brother nor I is invited.
 invited.

She is sick for two days.

CORRECT

Neither my brother nor I am

She has been sick for two days.

I am waiting for him for the last two hours.

He never has, and never will take such strong measures.

Ten new students have enrolled and seven left.

He left for his home on Monday, arriving there on Sunday.

The teacher made the class to do the whole work.

She avoids to meet people.

The officers on duty missed to report in time.

I want that they should come with us.

I suggest you to apply for the post.

I have been waiting for him for the last two days.

He never has taken and never will take such strong measures.

Ten new students have been enrolled and seven have left.

He left for his home on Monday and arrived there on Sunday.

The teacher made the class do the whole work.

She avoids meeting people.

The officers on duty missed reporting on time.

I want them to join us or (come with us)

I suggest that you should apply for the post

12.2.11 PRACTICE ACTIVITY FOR THE STUDENT-IV

'TEST YOURSELF'

Correct the following sentences:

being a wet day, I carried my umbrella

Having gone to bed very late, the sun woke me at about nine O'clock.

Crossing the channel, a heavy storm arose.

She told she would not come.

I suggest you to apply for the post.

I should liked to have gone.

12.2.12 COMMON ERRORS IN THE USE OF CONJUNCTIONS
INCORRECT CORRECT

I shall not come except you need me.
He speaks as his father does.

I shall not come unless you need me.
He speaks like his father (like here is not a verb but a preposition)

She reprimanded me that why I was late.
He is sad, hopeful.

She reprimanded me why I was late.
he is sad, yet hopeful.

Listen to his command, you will be punished.

Listen to his command or you will be punished.

Work hard lest you may not fail.

Work hard lest you should fail.

Neither the teacher is in the class nor the students.

Neither the teacher nor the students are in the class.

This is as good if not better than that.
Scarcely had he gone than a policeman knocked at the door.

This is as good as, if not better than that,
Scarcely had he gone, when a policeman knocked at the door.

No sooner had he returned but he was off again.

returned than he was off again.

12.2.13 COMMON ERRORS IN THE USE OF SHALL AND WILL
INCORRECT CORRECT

Do you think I will catch the train?
I will get the first prize in English.
The students will go out to relax the teacher permits.
Shall you help this poor man?
Shall they all attend the meeting.
You shall get this book tomorrow.

Do you think I shall catch the train?
I shall get the first prize in English.
The students shall go out to relax if the teacher permits.
Will you help this poor man?
Will they all attend the meeting?
You will get this book tomorrow.

12.2.14 COMMON ERRORS IN THE USE OF 'SINCE' AND 'FOR'
INCORRECT CORRECT

She has lived there since four years.
They have been working for the company from January 2002.
The girl has been studying since two hours.

She has lived there four years.
They have been working for the company since January 2002.
The girl has been studying for two hours.

It started raining in the morning, it has it
been continued from then.

It started raining in the morning,
has continued since then.

Indian Hockey dominated the world in
world
its techniques since many years.

Indian Hockey dominated the
in its techniques for many years.

12.2.15 PRACTICE ACTIVITY FOR THE STUDENT-IV 'TEST
YOURSELF'

Correct the Following Sentences:

He has no house to live

He was appointed as junior clerk.

I said him a liar

Have you given key to the watch

He works better than me

I beg your leave

Who are you speaking to

My hairs are thicker than yours

I wrote him yesterday

Do not write with red ink

12.2.15.1 ANSWERS TO THE PRACTICE ACTIVITY-V

He has no house to live in

He was appointed a junior clerk
I called him a liar
Have you wound the watch.
He works better than I.
I beg leave of you
Whom are you speaking to
My hair are thicker to yours.
I wrote to him yesterday.
Do not write in red ink.

12.2.16 SUMMING UP

In this lesson an effort has been made to train the students in the correct usage of different parts of speech, while communicating in English language. Though an attempt has been made to incorporate and illustrate maximum usages in corrections, there is no limit to such an exhaustive subject. However, if you comprehend the correct usages given in this lesson, you can get fairly well acquainted with the rules. Also try to practise more examples from some good grammar books that you lay hands upon, because the best way of mastering the correct usage in English is practising it with a lot of diligence.

12.2.17 SUGGESTED READINGS:

A Practical English Grammar by A.J. Johnson and A.V. Martinet published by Oxford University Press, Delhi : 1960.

High School English Grammar and Composition by Wren and Martin. Revised by N.D.V. Prasad Rao (Published by S.Chand and Company Ltd., Delhi, 2003).

LESSON NO. 13

FORMATION OF NOUNS AND VERBS

Structure

12.0 Objectives

13.1 Introduction

13.2 Formation of Nouns

13.2.1 Noun Suffixes

13.2.2 Nouns for People

13.2.3 Some Words and Nouns formed from these

13.2.4 Nouns formed and used in sentences

13.2.5 Self-check exercise 1 : Activity for the Student-I

13.3 Formation of Verbs

13.3.1 Verb Suffixes

13.3.2 Verb Prefixes

13.3.3 Some words and verbs formed from these

13.3.4 Verbs formed and used in sentences

13.3.5 Self-check exercise-II : Activity for the student-II

13.4 Answers to Self-Check Exercise-I

13.5 Answers to Self-Check Exercise-II

13.6 Let us Sum Up

13.0 Objectives :

- * to teach the student how to form nouns from the given words.
- * to teach the student how to form verbs from the given words.
- * to acquaint the student to different noun suffixes, verb suffixes and prefixes.

13.1 Introduction :

Dear Student,

In this lesson, we shall take up how nouns and verbs are formed. In your examination, you will be asked to form nouns and verbs from the given words and to use them in sentences of your own. Both nouns and verbs are formed by adding a suffix or prefix to the given word. Suffix is a syllable or a group of syllables joined at the end of a word to change its meaning. Prefix is a syllable or a group of syllables that is joined to the beginning of a word to change its meaning. There are no exact rules about which suffix or prefix you can add to which word. So you will have to go

through the list of words and the nouns or verbs formed from these given in grammar books. You can add to these lists other words that you come across.

13.2 Formation of Nouns

Look at these sentences :

1. Lots of people believe that God exists.
2. Lots of people believe in the existence of God.

In sentence no. 1, 'exist' is a verb and in sentence no. 2, 'existence' is a noun. The word 'existence' has two parts - exist and ence. We call ence a suffix, we add it to end of the verb exist to form a noun.

There are many other suffixes such as ment, ance, ness, ing etc. adding which we can form nouns from the given words. Adding a suffix to form a noun can also involve other changes in the form of a word. For example :-

repeat-	repetition
(verb) -	(noun)

13.2.1 Noun Suffixes

Some of the important noun suffixes i.e. suffixes which we use to form nouns are given below :

(i)	ment	the prospects of <u>employment</u>	reach an <u>agreement</u>
(ii)	ness	<u>willingness</u> to help	recovering from <u>illness</u>
(iii)	ity	keep the door locked for <u>security</u>	praise him for his <u>punctuality</u>
(iv)	ty	I respect him for his <u>honesty</u>	I hate him for his <u>cruelty</u> to animals
(v)	ing	enter a <u>building</u>	reach an <u>understanding</u>
(vi)	ence/ance	<u>preference</u> for houses rather than flats	a <u>distance</u> of ten <u>miles</u>
(vii)	tion	increase in <u>production</u>	moving in right <u>direction</u>
(viii)	ation/ition	an <u>invitation</u> to a party	your <u>opposition</u> to the idea.
(ix)	sion	take a <u>decision</u>	ask for <u>permission</u>
(x)	ion	take part in <u>discussion</u>	
(xi)	hood	in his <u>childhood</u>	in my <u>neighbourhood</u>

13.2.2 Nouns for People

	Suffix	Examples	
(i)	er/or	the <u>driver</u> of the car	<u>editor</u> of the magazine.
(ii)	ist	a place full of <u>tourists</u>	a <u>scientist</u> doing experiment
(iii)	ant/ent	my <u>assistant</u>	<u>students</u> at the university

- (iv) an/ian Republicans the electrician rewiring
the house
- (v) e e an employee of the company notes for examinee

13.2.3 Some examples of formation of Nouns from given words

Word	Noun
able	ability
absurd	absurdity
abundant	abundance
angry	anger
anxious	anxiety
applaud	applause
analyse	analysis
aweful	awe
aspire	aspiration
arrange	arrangement
bag	baggage
broad	breadth
bury	burial
bond	bondage
behave	behaviour
child	childhood
compare	comparison
clean	cleanliness
conquer	conquest
curious	curiosity
cruel	cruelty
decide	decision
die	death
discreet	discretion
defend	defence
destroy	destruction
deep	depth
enter	entrance
explain	explanation
expand	expansion
excellent	excellence
expect	expectation
friend	friendship
feel	feeling
fragrant	fragrance

false
grand
grow
gird
gay
humble
holy
humid
high
honest
hinder
invade
imitate
illiterate
indicate
innocent
invent
just
judge
join
kind
knit
king
laugh
loyal
lenient
manage
marry
morbid
move
neighbour
noble
novel
odious
odd
omnipotent
penitent
prosper
perform
pursue

falsehood
grandeur
growth
girth
gaiety
humility
holiness
humidity
height
honesty
hindrance
invasion
imitation
illiteracy
indication
innocence
invention
justice
judgement
joint
kindness
knitter
kingdom
laughter
loyalty
lenience, leniency
management
marriage
morbidity
movement
neighbourhood
nobility
novelty
odiousness
oddity
omnipotence
penitence
prosperity
performance
pursuit

pure	purity
prove	proof
punctual	punctuality
provide	provision
require	requirement
reside	residence
sell	sale
slow	slowness
steer	steering
slave	slavery
strong	strength
sure	surety
starve	starvation
true	truth
tender	tenderness
think	thinker
transact	transaction
vain	vanity
versify	versification
violent	violence
write	writer
warm	warmth
weave	weaver
warn	warning
wed	wedding
yearn	yearning
zealous	zeal

13.2.4 Nouns formed and used in sentences :

- (i) mix : mixture
Life is a mixture of joy and sorrow.
- (ii) destroy : destruction
Floods have caused great destruction.
- (iii) meet : meeting
He reminded me of the meeting.
- (iv) invite : invitation
Did you get an invitation to the party ?
- (v) react : reaction
I was surprised at his reaction to my suggestion.
- (vi) connect : connection
The police believe there is a connection between the two crimes.

(vii) differ : difference

There are some differences between British and American English.

(viii) alter : alteration

He made certain alterations in the essay written by me.

13.2.5 Self-check exercise 1 : Activity for the Student-I

Form nouns from the given words and use these in sentences of your own ;
true ; sit ; free ; wise ; instruct ; repeat ; able ; friend ; cruel ; holy.

13.3 Formation of Verbs

Look at the following two sentences :

(i) The system is modern.

(ii) The system is being modernized (= made modern)

In sentence no. 1, modern is an adjective that describes the word system. In sentence no. 2 we have formed verb modernized by adding the suffix ize to the adjective modern.

There are many other suffixes such as en, fy, ify etc. which can be added to form verbs. Certain prefixes (that we add to the beginning of the word) too are used to form verbs. For example take the word courage. We can form verb from it by prefixing en. The word encourage is a verb.

13.3.1 Verb Suffixes :

Some important verb suffixes i.e. suffixes that we use to form verbs are given below :

- | | | | |
|-------|------------|--|--|
| (i) | ize or ise | Safety rules are being <u>standardized</u> | The company is going to be <u>privatized</u> |
| (ii) | en | They are <u>widening</u> the road. | Meeting you has really <u>brightened</u> my day. |
| (iii) | fy/ify | Please <u>simplify</u> the statement. | <u>Clarify</u> your positions. |

13.3.2 Verb Prefixes :

Some important prefixes that we use to form verbs are :

- | | | | |
|-------|----|--|--|
| (i) | en | Don't <u>encourage</u> the child to do mischief | His presence <u>enlivened</u> the atmosphere of the house. |
| (ii) | be | We can't <u>befriend</u> everybody. | The town has been <u>besieged</u> by the army. |
| (iii) | em | I am not <u>empowered</u> to sanction the loan. | |
| (iv) | im | Your actions may <u>imperil</u> your reputation. | |

13.3.3 Some examples of formation of verbs from given words

Word	Verb formed
able	enable
accomodation	accomodate
advice	advise
beauty	beautify
broad	broaden
bright	brighten
bath	bathe
black	blacken
brass	braze
breath	breathe
courage	encourage
calm	becalm
clear	clarify
comparison	compare
cloth	clothe
cheap	cheapen
danger	endanger
deep	deepen
division	divide
electric	electrify
equal	equalise
fast	fasten
feeble	enfeeble
fertile	fertilize
friend	befriend
food	feed
force	enforce
glass	glaze
glory	glorify
glad	gladden
gold	gilded
hard	harden
high	heighten
humble	humiliate
hot	heat
immune	immunize
imitation	imitate
joy	enjoy

judgement	judge
just	justify
large	enlarge
loose	loosen
loss	lose
long	lengthen
liberty	liberate
less	lessen
memory	memorise
modern	modernize
mad	madden
nation	nationalize
noble	ennoble
note	notify
product	produce
pursuit	pursue
pleasure	please
peace	pacify
roll	enroll
smooth	smoothen
sympathy	sympathise
speech	speak
slaughter	slay
soft	soften
safe	save
terror	terrify
thought	think
unison	unite
verbal	verbalize
vapor	vaporize
vacant	vacate
wide	widen

13.3.4 Verbs formed and used in sentences :

- (i) apology : apologise
When I realised I was wrong, I apologised for my mistake.
- (ii) solution : solve
He has solved all my problems.
- (iii) belief : believe
He doesn't believe in the existence of God.

- (iv) large : enlarge
He asked me to get the picture enlarged.
- (v) circle : encircle
Kindly encircle the important topics.
- (vi) thought : think
Don't be lost in the past, think about future.
- (vii) sure : ensure
The company must ensure the safety of the goods.
- (viii) strife : strive
We have to strive hard to achieve our goals.

13.3.5 Self-check exercise-II : Activity for the student-II

Form verbs from the given words and use these in sentences of your own :
thought ; endurance ; terror ; memory ; tight ; wide ; speech ; modern ; division ;
sympathy.

13.4 Answers to Self-Check Exercise-I

- (i) true : truth
Always speak truth.
- (ii) sit : seat
Take a seat please.
- (iii) free : freedom
India attained freedom on 15th August, 1947.
- (iv) wise : wisdom
Have faith in your own wisdom.
- (v) instruct : instruction
Follow the instructions given by your tutor.
- (vi) repeat : repetition
Avoid repetition of words while writing an article.
- (vii) able : ability
His ability to organize the show is known to everybody.
- (viii) friend : friendship
Friendship is tested in adversity.
- (ix) cruel : cruelty
Cruelty to animals should be condemned.
- (x) holy : holiness
Holiness of this temple must be preserved.

13.5 Answers to Self-Check Exercise-II

- (i) thought : think
Don't be lost in the past ; think of the present.
- (ii) endurance : endure
I cannot endure this torture.

- (iii) terror : terrify
The sight of tiger terrified me.
- (iv) memory : memorize
The teacher asked the student to memorize the tables.
- (v) tight : tighten
The security around the temple is being tightened.
- (vi) wide : widen
This road is being widened.
- (vii) speech : speak
Don't speak so loudly.
- (viii) modern : modernize
They have modernized the whole system.
- (ix) division : divide
The property was equally divided among the brothers.
- (x) sympathy : sympathise
We must sympathise with him in his hour of grief.

13.6 Let Us Sum Up

Dear Student,

In this lesson, we have acquainted you to some important noun suffixes, verb suffixes and verb prefixes. By joining the noun suffixes at the end of the words we form nouns. By joining the verb prefixes to the beginning of the words or verb suffixes at the end of the words we form verbs. We have also seen that formation of nouns or verbs, in addition to the joining of suffixes or prefixes also involves other changes in the form of the word.

LESSON NO. 14

FORMATION OF ADJECTIVES AND ADVERBS

STRUCTURE

14.0 Objectives

14.1 Introduction

14.2 Formation of Adjectives

14.2.1 Adjective Suffixes

14.2.1.1 List of Adjectives - formed from Nouns.

14.2.1.2 Some More examples of Adjectives Formed from Nouns.

14.2.2 Adjectives Prefixes.

14.2.2.1 Adjectives formed with Prefixes added to verbs.

14.2.3 Formation of Adjectives from Verbs and Adjectives.

14.2.4 Some Adjectives for Countrymen.

14.2.5 Adjectives formed and used in Sentences.

14.2.6 Self Check Exercise : Activity for the Student-I

14.3 Formation of Adverbs

14.3.1 Adverb Suffixes

14.3.2 Some Examples of Adverbs formed from Adjectives.

14.3.3 List of Adverbs formed from Nouns, Adjectives and Verbs.

14.3.4 Adverbs formed and used in Sentences

14.3.5 Self-Check Exercise : Activity for the Student -II

14.4 Answers to Self-Check Exercise I

14.5 Answers to Self-Check Exercise II

14.6 Let us Sum Up

14.0 OBJECTIVES

- * to teach the student how to form adjectives from the given words.
- * to teach the student how to form adverbs from the given words.
- * to acquaint the student to different ADJECTIVE SUFFIXES and PREFIXES; ADVERB SUFFIXES AND PREFIXES
- * to initiate the student into practising the skills of forming adjectives and adverbs and using them in sentences of their own.

14.1 INTRODUCTION:

Dear Student,

In this lesson, we shall take up the formation of Adjectives and Adverbs. In your examination, you will be asked to form adjectives and adverbs from the given words and to use these in sentences of your own. Many adjectives are formed from nouns, however some are also formed from verbs and other adjectives. Similarly, adverbs are formed from verbs, adjectives and other adverbs. This can be done by adding prefixes or suffixes, which help in changing the form of the given word. In order to master this skill of forming adjectives and adverbs from the given words, you will have to go through the lists of words and adjectives and adverbs formed from these, given in various grammar books. We have tried to give some examples and initiate you to the practice of forming adjectives and adverbs from the given words and using them in sentences. However, you need to practise more than what has been given in these lessons.

14.2 FORMATION OF ADJECTIVES :

An ADJECTIVE, usually qualifies a noun, i.e. it is used with a noun to add something for its meaning. (An ADJECTIVE means added to). It also sometimes qualifies a verb or another ADJECTIVE.

Look at the following sentences.

- I. China is known for the manufacture of silk.
- II. China is known for manufacturing the silken yarn.

In the first sentence, 'silk' is used as a noun. In the second sentence 'en' has been added to 'silk', hence forming an 'adjective' of the noun 'silk'. In this case 'en' is a suffix that causes the change and forms the ADJECTIVE 'Silken' from the noun 'Silk'.

14.2.1. ADJECTIVE SUFFIXES:

There are many kinds of suffixes, adding which we can form adjectives from the given nouns, e.g. 'ish', 'ful', 'some', 'less', only the vowel 'y', 'able', 'ious', or 'ed'. In some cases the vowel 'y' is replaced with 'i' with an addition of 'ous'. Adding of 'ly' is another suffix that can be used for different formations of Adjectives.

14.2.1.1 LIST OF ADJECTIVES formed from NOUNS, with the addition of the above mentioned Suffixes :

<u>NOUN</u>	<u>ADJECTIVE</u>
boy	boyish
fool	foolish
care	careful

play	playful
hope	hopeful
trouble	troublesome
shame	shameless
sense	senseless
dirt	dirty
storm	stormy
pardon	pardonable
laugh	laughable
outrage	outrageous
courage	courageous
glory	glorious
envy	envious
king	kingly

Other than these there are some more suffixes that are used in the formation of adjectives from nouns, e.g.

music (n)	-	musical (adj.)	we also have 'en' or 'ic' as in
wood (n)	-	wooden (adj.)	
angel (n)	-	angelic (adj.),	

or the use of the suffix 'ate' as in the case of fortune (n) - fortunate (adj.)

Given below is an exhaustive list of Nouns that have been formed into adjectives with the addition of 'suffixes' and other changes in the use of 'vowels' and 'consonants' :

ability	-	able
approval	-	approved
adventure	-	adventurous
accident	-	accidental
art	-	artistic
aggression	-	aggressive
book	-	bookish
breadth	-	broad
break	-	broken
cleanliness	-	clean
care	-	careful
casualty	-	casual
commander	-	commanding
charity	-	charitable
courage	-	courageous

circle	-	circular
clarity	-	clear
cheer	-	cheerful, cheerless
chivalry	-	chivalric
commerce	-	commercial
dash	-	dashing
daunt	-	dauntless
deaf	-	deafening
decide	-	decided
decoration	-	decorated
dedicate	-	dedicated
defeat	-	defeated
deliberate	-	deliberative
delight	-	delighted
demand	-	demanding
divinity	-	divine
dogma	-	dogmatic
disaster	-	disasterous
equator	-	equatorial
glory	-	glorious
glee	-	glad
glamour	-	glamorous
grace	-	gracious
ground	-	grounded
guide	-	guided
hate	-	hated, hateful
heat	-	heated
heaven	-	heavenly
habit	-	habitual
hell	-	hellish
height	-	heightened
human	-	humanly
imagination	-	imaginative, imaginary
instruction	-	instructional
instrument	-	instrumental
intelligence	-	intelligent
intangibility	-	intangible
life	-	lively

load	-	loaded
mountain	-	mountainous
magnet	-	magnetic
memory	-	memorable
mistake	-	mistaken
mercy	-	merciful
minister	-	ministerial
mischief	-	mischievous
nature	-	natural
need	-	needful
neglect	-	negligence
nomination	-	nominated
notification	-	notified
people	-	populous
paste	-	pasted
pity	-	pitiable
palace	-	palatial
prophet	-	prophetic
pure	-	purify
quarrel	-	quarrelsome
race	-	racial
religion	-	religious
resource	-	resourceful
respect	-	respectful
responsibility	-	responsible
sense	-	sensible
skill	-	skilful
sadness	-	sad
science	-	scientific
satan	-	satanic
spirit	-	spirituous
social	-	sociable
scarcity	-	scarce
scene	-	scenic
scholar	-	scholaristic
taste	-	tasty
time	-	timely
totally	-	total
tire	-	tiresome

trouble	-	troublesome
title	-	titular
tear	-	torn

14.2.1.2 Some More Examples of adjectives formed from nouns :

al	a professional Musician	Britian's Coastal Waters
ic	a metallic sound	a scientific inquiry
ive	an informative guide book.	another exclusive to our readers.
ful	a successful career	feeling hopeful about the future
less	feeling hopeless about the future	powerless to do anything about it
ous	guilty of dangerous driving	Luxurious holiday apartments
y	a rocky path	the salty taste of sea water
ly	a friendly smile	a very lively person
able/ible	an acceptable error a valuable painting	a comprehensible explanation a comfortable chair.

14.2.2 Adjectives Prefixes :

In some cases adjectives are formed by using a syllable or a group of syllables before the noun, verb or an other adjective e.g. anti social, international, interstate, miscalculated, over baked, over crowded, multifaceted, prehistoric, premature, semicircle, semifinal, superstar, underweight, uncertain, under estimated, undernourished, uncomfortable, unofficial, unnecessary, anti-customary, multinational, non-alcoholic and so on.

14.2.2.1 List of Adjectives formed by adding Prefixes to Nouns and Verbs :

NOUNS

invisible
impolite
impossible
illegal
dishonest
disadvantageous
irregular
irresponsible
irrelevant
uncertain

VERBS

unorganized

dislocated
 miscalculated
 overfed
 semiskilled
 underpaid
 unemployed
 reunited
 overexhausted
 dishonoured
 discontinued
 overgrown
 antisocial.

14.2.3. Some other ADJECTIVES formed from verbs and other ADJECTIVES:

from verbs

Hate - Hatecrime
 Tire - Tireless
 Cease - Ceaseless
 Move - Moveable
 Talk - Talkative
 Grow - Grown

from adjectives

Black - Blackish
 White - Whitish
 Sick - Sickly
 Fair - Fairly

14.2.4. Some Adjectives for Countrymen :

Holland - Dutch
 Poland - Polish
 Canada - Canadian
 New Zealand - New Zealanders
 Nigeria - Nigerians
 Rome - Roman (The Roman Emperors)
 Greece - Greek (The Greek Gods)
 Portugal - Portugese
 Spain - Spanish
 Korea - Korean (The Korean goods)
 Switzerland - Swiss (The Swiss banks, Swiss watches)
 England - English
 France - French (The French Revolution)
 and so. on.

14.2.5. Formation of some Adjectives and their use in Sentences :

study : studious — The studious boys dislike strikes.
 picture : picturesque — The picturesque town attracts

			visitors.
poet	: poetical	—	The poetical works of the Romantics made them famous.
Autumn	: Autumnal	—	The autumnal leaves covered the ground of the forest.
Extend	: Extensive	—	The students followed the extensive syllabus.
Wit	: Witty	—	The witty answers of the boy got him the prize.
Memory	: Memorable	—	The memorable tales were recorded by the poet.

14.2.6 SELF-CHECK EXERCISE : Activity for the student

Form Adjectives from the given words and use them in sentences :- occasion, life, science, luxury, office, attract, wool, favour, prosper, defend.

14.3 FORMATION OF ADVERBS :

An adverb is a word which modifies the meaning of a verb, an adjective or another Adverb.

Read the following sentences :-

- i. Ram is a quick boy.
- ii. Ram runs quickly.

In the first sentence 'quick' qualifies the noun boy, hence it is an adjective.

In the second sentence the addition of 'ly' changes 'quick' into 'quickly' telling us about the way Ram runs - hence it is an adverb.

Another Example :-

This is a very sweet mango.

'very' shows how much the mango is sweet, that is, it modifies the Adjective sweet.

Adverbs of manner are mostly formed from Adjective by adding 'ly' as:-

clever	:	Cleverly
wise	:	wisely
kind	:	kindly
quick	:	quickly
foolish	:	foolishly
beautiful	:	beautifully

When the Adjective ends in 'y' preceded by a consonant, change 'y'

into 'i' and add 'ly' as,

happy	:	happily
ready	:	readily
heavy	:	heavily

When the Adjective ends in 'le', simply change 'e' into 'y' as,

single	:	singly
double	:	doubly

When the Adjective ends in able/ible drop the final 'e' and add 'y'.

capable	:	capably
sensible	:	sensibly

When the Adjective ends in a vowel + e, follow the usual rule :-

final	:	finally
comfortable	:	comfortably.

14.3.1 Adverb Suffixes

Adverbs can usually be formed by adding the suffix 'ly' as shown in the examples given above. However, depending on the position of the Adverb (adverb of manner, adverb of place, adverb of time or adverb of frequency or degree), the formation is done by using the vowels and consonants in various ways.

14.3.2. Some examples of Adverbs formed from Adjectives. We form many adverbs from an adjective +ly.

slow	:	slowly
calm	:	calmly

we do not leave 'e' before 'ly'.

safe	:	safely
strange	:	strangely

But there are a few exceptions.

due	:	duly
true	:	truly
whole	:	wholly

When an adjective ends in a consonant +y the 'y' changes to 'ily'.

angry	:	angrily
happy	:	happily

An exception is shy - shyly

When an Adjective ends in a consonant +le, the 'e' changes to 'y'.

probable	:	probably
sensible	:	sensibly

When an Adjective ends in 'ic', we add 'ally'.

automatic	:	automatically
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romantic : romantically

But there is an exception

public : publicly

14.3.3 LIST OF SOME ADVERBS formed from Nouns, Adjectives and verbs.

art	:	artfully
able	:	ably
apparent	:	apparently
apprehensive:		apprehensively
authoritative :		authoritatively
annual	:	annually
blunt	:	bluntly
bountiful	:	bountifully
breathless	:	breathlessly
chemical	:	chemically
chronic	:	chronically
clear	:	clearly
collective	:	collectively
condense	:	condensely
confidential	:	confidentially
craft	:	craftily
crazy	:	crazily
design	:	designedly
decorate	:	decoratively
demolish	:	demolishingly
dogmatic	:	dogmatically
easeful	:	easefully
effect	:	effectively
elemental	:	elementally
elementary	:	elementarily
eloquent	:	eloquently
enjoy	:	enjoyably
enthusiastic :		enthusiastically
ethnic	:	ethnically
eventual	:	eventually
extraordinary:		extraordinarily
extreme	:	extremely
exuberance	:	exuberantly
fabulous	:	fabulously
familiar	:	familiarly

famous	:	famously
feeble	:	feebly
ferocious	:	ferociously
fertile	:	fertilely
final	:	finally
firm	:	firmly
flattish	:	flatly
fragrance	:	fragrantly
fraternal	:	fraternally
furious	:	furiously
gentle	:	gently
glassy	:	glassily
glower	:	gloweringly
glorious	:	gloriously
grieve	:	grievingly
grusome	:	grusomely
health	:	healthily
heinous	:	heinously
heroic	:	heroically
honest	:	honestly
horrid	:	horridly
humour	:	homourously
humane	:	humanely
illiterate	:	illiterately
illuminate	:	illuminatingly
illustrious	:	illustriously
improve	:	improvably
incoherent	:	incoherently
increase	:	increasingly
infinite	:	infinitely
intelligent	:	intelligently
irregular	:	irregularly
jovial	:	jovially
judicious	:	judiciously
justifiable	:	justifiably
laborious	:	laboriously
liberal	:	liberally
listless	:	listlessly
literary	:	literarily

logical	:	logically
luxuriant	:	luxuriantly
lyrical	:	lyrically
magnificent	:	magnificently
maiden	:	maidenly
majestic	:	majestically
manual	:	manually
marginal	:	marginally
martial	:	martially
masculine	:	masculinely
maternal	:	maternally
military	:	militarily
moderate	:	moderately
monarch	:	monarchly
mortify	:	mortifyingly
mutual	:	mutually
nasal	:	nasally
national	:	nationalistically
neat	:	neatly
negotiable	:	negotiablely
neutral	:	neutrally
nutrition	:	nutritionally
obdurate	:	obdurately
observant	:	observantly
obsolete	:	obsoletely
obstruct	:	obstructively
occupation	:	occupationally
offend	:	offendingly
official	:	officially
omniscient	:	omnisciently
organic	:	organically
outrageous	:	outrageously
overflow	:	overflowingly
palatable	:	palatably
panorama	:	panoramically
paradox	:	paradoxically
pessimist	:	pessimistically
phenomenal	:	phenomenally

photograph	:	photographically
physiologic	:	physiologically
possible	:	possibly
posthumous	:	posthumously
potential	:	potentially
practicable	:	practicably
predatory	:	predatorily
preliminary	:	preliminarily
public	:	publicly
punctual	:	punctually
repulsive	:	repulsively
resent	:	resentfully
resolve	:	resolvingly
reverse	:	reversely
rhythmic	:	rhythmically
scientific	:	scientifically
scream	:	screamingly
sculpture	:	sculpturally
seductive	:	seductively
semiconscious:		semiconsciously
sensible	:	sensibly
severe	:	severely
silent	:	silently
significance	:	significantly
sly	:	slyly
smile	:	smilingly
tiresome	:	tiresomely
tolerant	:	tolerantly
transcendental:		transcendentally
transitional	:	transitionally
tragic	:	tragically
uneven	:	unevenly
unfold	:	unfoldingly
universal	:	universally
virulent	:	virulently
voluntary	:	voluntarily
vulnerable	:	vulnerably
vulgar	:	vulgarly

- 14.3.4. wander : wanderingly
Adverbs formed and used in sentences :
- valour : valiantly
He fought valiantly in the war.
- free : freely
He roamed freely in the town, in spite of his criminal activities.
- annual : annually
The premium was paid annually.
- menace : menacingly
He menacingly disturbed the regularity of the class.
- history : historically
It was historically proved to be true.
- happy : happily
He did not go to work happily.
- true : truly
The news was truly reported to the masses.
- noble : nobly
His son officiated nobly, in the absence of his father.
- sincere : sincerely
It is always good to do one's job sincerely.
- able : ably
She ably handled the problem, and succeeded.
- vain : vainly
The team vainly tried to score a goal.
- remark : remarkably
She did remarkably well in her interview.
- occasion : occasionally
The inspector visited the school occasionally.
- whole : wholly
He attended the function wholly.
- necessary : necessarily
The class was told to finish the project necessarily by the end of the week.
- honour : honourably
He was received honourably by the audience.
- first : firstly
Firstly, she should be educated in a good environment.
- Last : Lastly
Lastly, the boys came to the conclusion that they must leave.

hope : hopefully

Hopefully, it will not exceed the desirable number.

sympathy : sympathetically

The public requested the judge to handle his case sympathetically.

14.3.5

SELF-CHECK EXERCISE : Activity for the Student II

Form Adverbs from the given words and use them in sentences.

note, natural, office, merit, pleasant, ideal, will, design, art, skill.

14.4

ANSWERS TO SELF CHECK EXERCISE I

occasion : occasional

She made occasional visits to the country of her birth.

life : lively

They appreciated him for his lively behavior.

science : scientific

Their approach toward the problem was very scientific.

luxury : luxurious

He yearned for the luxurious life he had enjoyed while living as a king.

office : official

He had visited the USA while on an official deputation.

wool : woollen

It was necessary to carry woollen clothes, keeping in mind the cold weather of their destination.

favour : favourable

He could only carry on his assignment in favourable conditions.

prosper : prosperous

They enjoyed the prosperous times of their king's reign.

defend : defensible

The team needs a defensible side to score a win over the aggressive opponents.

14.5

Answers to Self Check Exercise II

note : notably

He was notably called to address the august gathering.

natural : naturally

She, naturally, did not appreciate the behaviour of the hostile students.

office : officially

He was officially appointed as member of the organizing committee.

merit : meritoriously

He accomplished his goals meritoriously.

pleasant : pleasantly

They pleasantly accepted the offer made by their associates.

ideal : ideally

He rendered his services ideally, without any recognition from his employer.

will : willfully

The boys behaved willfully, disregard of the threat of the authorities to punish them.

design : designedly

The mansion was designedly built.

art : artfully

The room should be prepared for the function artfully.

skill : skilfully

The job was done skilfully.

14.6 LET US SUM UP :

Dear Student, in this lesson, we have acquainted you with the process of formation of Adjectives and Adverbs. This formation, as you must have noticed, takes place with the addition of some suffixes or prefixes to the given words, or with the change of certain vowels and consonants. There are some other methods to make these changes too as shown in the lesson. Other than the lesson, you need to practise these formations from the grammar books too. There are always exceptions to the given rules or methods, so the only way to master such skills is to practise as often as you can and understand the use of Adjectives and Adverbs in Sentences.

Mandatory Student Feedback Form

<https://forms.gle/KS5CLhvpwrpgjwN98>

Note: Students, kindly click this google form link, and fill this feedback form once.