

## **COMPREHENSION AND COMMUNICATION SKILLS IN ENGLISH**



## Comprehension

**Given below are some statements from the essay. If you agree, give reasons; if you don't, state the reasons.**

- Nearly all the sports practiced nowadays are competitive.
- International sporting contests lead to orgies of hatred.
- Even a leisurely game like cricket, demanding grace rather than strength, can cause much ill-will.
- In countries like India and Burma, it is necessary at football matches to have strong cordons of police to keep the crowd from invading the field.
- Even then the spectators don't intervene physically they try to influence the game by cheering their own side and 'rattling' opposing players with boos and insults.
- Playing games is simply a waste of time.
- Games have been built up into a heavily financed activity.
- Big-scale sport is merely another effect of the causes that have produced nationalism.

### **Answer the following**

- What is sport? Try to define it.
- Who is a sportsman?
- What is sportsmanship?
- What is meant by 'the sporting spirit'?
- What is the difference between 'sporting' and 'sportive'?
- Make a list of the sports mentioned in the essay. (There are more than ten.)
- Do you regard the following as sports? Give reasons for your answer. Chess, dancing, monopoly, knitting, fishing, cooking, bird-watching, motor -racing, gardening, shooting.
- What are the differences between sports and hobbies? What is your hobby?
- What is body-line bowling?
- What is 'ferreting for rat'?
- What are your favorite outdoor activities?

- What are your favorite week-end-activities?

**Match the activity/sport with its dominant criterion.**

Martial arts	gives a great sense of rhythm
Parachuting	builds up stamina
Dancing	gives moderate exercise and helps mobility
Boxing	teaches self-discipline and self-defense
Ping-pong	develops a sense of awe and mental peace
Jogging	develops muscular strength

- Say whether you like or dislike each one of the activities/sports that you like/dislike. Make use of the list given above and words like relaxing, Boring, disgusting, interesting and exciting.

- a) playing cards b) digging in the garden c) mountain-climbing d) washing dishes  
 e) weight-lifting f) wrestling g) shopping h) gymnastics i) learning languages  
 j) rowing k) visiting relatives

Now give one reason for each of the activities/sports that you like/dislike. Make use of the list given above and words like relaxing, boring, disgusting, interesting, and exciting.

Example: I like washing dishes because it is relaxing.

- a) Complete with be, camp, do, drive, eat, get, go, lose, make, meet, spend, stay, watch, wear.

**TEST YOUR PERSONALITY**

- Do you enjoy \_\_\_\_\_ people?
- Do you dislike \_\_\_\_\_ late for appointments
- Do you like \_\_\_\_\_ expensive clothes?
- Do you ever risked \_\_\_\_\_ to parties to \_\_\_\_\_ TV at a home?
- Have you ever risked \_\_\_\_\_ your job?
- Do you enjoy \_\_\_\_\_ new friends?
- Do you like \_\_\_\_\_ cars?
- Do you prefer \_\_\_\_\_ at a hotel to \_\_\_\_\_ in a tent?
- Do you like \_\_\_\_\_ Chinese food?
- Do you enjoy \_\_\_\_\_ money?

- Do you enjoy \_\_\_\_\_ unusual things?
- Do you like \_\_\_\_\_ up early?

**(If you have answered at least six questions with YES, proceed further.)**

**Fill in the blanks, with for, from, about, in, of, up, by, to, at. (Some are to be used more than once.)**

- Are you good \_\_\_\_\_ organizing?
- Are you used \_\_\_\_\_ working hard?
- Are you fond \_\_\_\_\_ solving problems?
- Are you interested \_\_\_\_\_ dealing with people?
- Are you used \_\_\_\_\_ making decisions?
- Are you tired \_\_\_\_\_ being one in a crowd?
- Are you good \_\_\_\_\_ working with numbers?
- Are you willing to give \_\_\_\_\_ smoking?
- Can you influence people \_\_\_\_\_ convincing them?
- Do you take pleasure \_\_\_\_\_ bringing people together?
- Can you prevent others \_\_\_\_\_ cheating your friends?
- Are you capable \_\_\_\_\_ attracting crowds \_\_\_\_\_ blah – blahing?
- Can you make use of your experience gained \_\_\_\_\_ blah-blahing \_\_\_\_\_ selling things?
- Are you excited \_\_\_\_\_ going places?
- Do you feel confident \_\_\_\_\_ traveling alone?

(If you have answered all the questions with yes, call us today! Bell School of Management, Tel. 868084.)

### **GRAMMER GUIDE**

Infinitive Phrases as Direct Objects: Type I

Examples: They hope to win the game.

He claims to be a sportsman.

(In such cases, the ‘subject’ of the infinitive is the same as the subject of the main verb, e.g. the subject of hope is the same as the ‘subject’ of win.)

**Answer the questions, using a an infinitive phrase as the direct object.**

- What do you hope to do after you graduation?
- What do you sometimes neglect to do?
- What do you sometimes refuse to do?
- What do you sometimes offer to do?
- What do you sometimes pretend to do?
- What are the thing you can't afford to do?
- What are the things you fail to do?

### **Infinitive Phrases as Direct Objects: Type II**

Examples: The coach told us to an attacking game.

- The spectators encouraged us to misbehave.

In such cases, the 'subject' of the infinitive is not the same as the subject of the main verb; the subject of told is the coach but the 'subject' of play is us which is also the object of told.

**Answer the following questions, using the verb + object + to = verb.**

- Who encouraged you to study English?
- What to do your teachers urge you to do?
- Who reminds you to do your work?
- What do your parents warn you not to do?
- What do your friends persuade you to do?

## Notes

George Orwell expresses his views on competitive sports in the lesson War Minus Shooting, which also appeared as an article in Tribune in December 1945. He says that, in good olden days that is during Roman Times and in 19<sup>th</sup> century sports were not taken seriously. Some games like fishing, cockfighting and ferrying of rats did exist long ago, but they were unorganized and were meant only for the rustic communities. The posh and the elite never gave any importance to games. Dr. Arnold, the founder of the Modern Public School, viewed games as a mere waste of time. It was later felt that some type of group activity is essential for the outlet of physical strength and sadistic impulses. It is this opinion which brought the existence of a more decent word "Sports".

Then chiefly in England and in United States games were built up into a heavily financial activity and attracted the crowds by rousing savage passions and this infection spreaded country to country. Games are taken seriously in London and New York. In the middle ages they were played with much physical brutality and were not mixed up with politics nor a cause of group hatreds.

Organized sports then started gaining momentum and flourished in the Urban Communities also. The English public schools in the later part of the last century became centers of several important sports. Countries like Rome, Byzantium, London, New York, games were taken seriously. New sports namely walking, swimming, snowballing, climbing and finding houses made inroads in different parts of the world. England and United States witnessed costly games in savage passions aroused.

Sports then began to be linked with nationalism. At the same time they were also said to be the cause of politics, brutality and group hatred. Rivalry began to develop especially when the games were played between Jews and Arabs, Germans and Czechs, Indians and British, Italians and Yugoslavs, Russians and Poles. Sports have become one of the main reasons of international rivalry. The author suggests that instead of making things worst by sending forth a team of eleven men, labeled as national champions to do battle against some rival team and allowing it to be felt on all sides that which ever nation defeated "will loose face".

The huge crowds in Boxing, Football and Cricket matches started rattling the opposite players with boos and insults. Harsh and fiercer passions began to be aroused in England and also several other countries. Even a gentleman's game like cricket, which is also called a leisurely game was under question.

The controversy was witnessed over bodyline bowling and over the rough tactics of Australian team that visited England in 1921. A boxing match between white and colored boxers gave a horrible sight. In countries like India or Burma, it is necessary at foot ball matches to have strong cordons of police to keep the crowd from invading the field. The first big foot ball match that was played in Spain about some time ago led to an uncontrollable riot.

George Orwell says that with the passage of time International sports became a mimic warfare. Sports began to be equated with war minus shooting. Instead of promoting good will, they were resulted in much hatred and further fostering the rivalry among the nations. Sports have become competitive when they are played to win and the game has little meaning unless it is won. As soon as the question of prestige arises players do every technique to win the game as I think that their countries dignity would be lost if that are lost. The attitude of the spectators is also important in creating much rivalry they forget that victory gained through cheating is meaningless. Spectators definitely try to influence the game by cheering their own side by insulting opposite players with boos and insults. The authors feels that modern games have abundant hatred, jealousy, boastfulness and ignoring of all the rules and witnessed of all the violence. The author strongly feels that it is a pressing need to inculcate sports man spirit among all of us to promote peace and goodwill through sports.

## SYNONYMS

Synonyms are those words, which are very nearly alike in meaning but not quite. We have to choose from a number of synonyms, the particular word that exactly expresses the idea that we wish to convey.

**Fill in the blanks in the following sentences with the words provided in brackets:**

- Here is a..... sword; it is the ..... one used by Guru Gobind Singh (actual, real)
- Give me a .....account of the accident, use ..... language (concise, brief)
- A ..... mind gives and .....expression (vacant, empty)
- Captain Cook .....the pacific, and ..... a great number of islands (discovered, explored)
- The ship ..... and many sailors were..... (sank drowned)
- In my new ..... I have not the comforts of a.....(house home)
- Mountain ..... is enchanting. What a beautiful.....(sight, scenery)
- It was ..... to the astronomer that the eclipse would be.....at midnight ( obvious, visible)
- She met with an ..... This ..... in her life was most memorable. It was an ..... of historical importance (accident, incident, event)
- Opium smoking is a bad .....this ..... existed among the ancient tribes of India (custom, habit)
- A ..... is bound to take place in our country sooner or later. The ..... against the dictator was put down with an iron hand (rebellion, revolution)
- Rain is ..... but not ..... before evening. Frost is ..... though not .....even at the end of May. (probable, possible)

**Choose the correct synonym of the following words**

- **COMPLEMENT**  
a. disapproval                      b. praise                      c. complaint                      d. completion
- **CONCEPT**  
a. idea                      b. belief                      c. deception                      d. control
- **DUMB**  
a. clear                      b. rouge                      c. mute                      d. stupid
- **DUBIOUS**  
a. cunning                      b. pretending                      c. resolved                      d. doubtful
- **INDUCE**  
a. trap                      b. influence                      c. resolved                      d. inflict
- **MUTTER**  
a. cry                      b. weep                      c. murmur                      d. blame
- **SUMMON**  
a. call                      b. weep                      c. punish                      d. order
- **COMPLIMENT**  
a. disapproval                      b. praise                      c. compliant                      d. completion
- **RECKON**  
a. withdraw                      b. calculate                      c. estimate                      d. exclude
- **INCULCATE**  
a. attract                      b. adapt                      c. cause                      d. exclude
- **SEA-CHANGE**  
a. complete change                      b. partial change                      c. favourable change                      d. unfavourable change
- **ANONYMOUS**  
a. generous                      b. well-known                      c. reluctant                      d. One whose name is not known.
- **ASSIDUITY**  
a. diligence                      b. bitterness                      c. peace                      d. intelligence
- **CENSOR**  
a. deceive                      b. scold                      c. delete                      d. fabricate
- **NOTHING**  
a. something                      b. cipher                      c. suffering                      d. everything
- **ANGUISH**  
a. insult                      b. anger                      c. suffering                      d. desire

- **COMPLACENCY**  
a. self-satisfaction      b. negligence      c. carelessness      d. hesitation
- **FLAIR**  
a. talent      b. anger      c. jealousy      d. hatred
- **JEOPARDY**  
a. upset      b. confusion      c. danger      d. demolition
- **POSTHUMOUS CHILD**  
a. brilliant      b. physically weak      c. illegitimate      d. born after the death of the father
- **INEFFABLE**  
a. not erasable      b. inadequate      c. inexpressible      d. not effective
- **ORATOR**  
a. speaker      b. singer      c. debate      d. critic
- **NOSTALGIC**  
a. indolent      b. diseased      c. homesick      d. soothing
- **PROCURE**  
a. preserve      b. acquired      c. recover      d. harm
- **ATHEIST**  
a. bachelor      b. disbeliever in God      c. heart doctor      d. priest
- **OPHTHALMOLOGIST**  
a. eye doctor      b. skin doctor      c. heart doctor      d. cancer specialist
- **TERRESTRIAL**  
a. wide spread      b. relating to the sky      c. windswept      d. earthly

## ANTONYMS

Words having opposite or contrary meanings are called Antonyms

- Attractive X Repulsive
- Acknowledge X Disown, deny
- Adversity X Prosperity
- Acquit X Convict
- Affirm X Deny
- Frugal, thrifty X Extravagant
- Fickle X Constant
- Condemn X Approve
- Savage X Civilized
- Persuade X Dissuade
- Prohibit X Permit
- Punish X Reward
- Retire X Advance, approach
- Work X Play
- Benefactor X Malefactor
- Base X Noble
- Frank X Reserved
- Complain X Refusal
- Ambiguity X Clarity

**Underline the correct antonym of the following words**

- DISTANT  
a. remote                      b. far                      c. near                      d. yonder
- INEVITABLE  
a. certain                      b. unavoidable                      c. escapable                      d. absolute
- INCREASE  
a. augment                      b. decrease                      c. improve                      d. deceive
- NARROW  
a. broad                      b. thin                      c. slime                      d. slender

- **EXCLUSION**  
a. omission      b. elimination      c. inclusion      d. exemption
- **DETERIORATE**  
a. dwindle      b. decrease      c. increase      d. diminish
- **PROGRESS**  
a. develop      b. advance      c. recede      d. prolong
- **FAITH**  
a. trust      b. doubt      c. belief      d. reliance
- **FLUCTUATE**  
a. vacillate      b. change      c. shift      d. settle
- **BIAS**  
a. equity      b. impartiality      c. prejudice      d. unfairness
- **CELESTIAL**  
a. heavenly      b. divine      c. supernatural      d. earthly
- **PROTEST**  
a. objection      b. disapproval      c. assent      d. contradiction
- **LANKY**  
a. lean      b. thin      c. sturdy      d. bony
- **LAVISH**  
a. profuse      b. miserly      c. liberal      d. bountiful
- **GREAT**  
a. advance      b. big      c. large      d. little
- **IMPERFECT**  
a. absolute      b. complete      c. profound      d. consummate
- **SIGNIFICANT**  
a. important      b. insignificant      c. vital      d. necessary
- **ISOLATION**  
a. separation      b. loneliness      c. intimacy      d. solitude
- **UNIQUE**  
a. ordinary      b. common      c. singular      d. unequalled
- **SURMOUNT**  
a. surpass      b. fail      c. master      d. overcome

- **JEALOUSY**  
a. tolerance      b. aware      c. jubilant      d. rustic
- **AMBIGUITY**  
a. clarity      b. certainty      c. rationality      d. perversity
- **FEASIBILITY**  
a. unsuitability      b. cheapness      c. impropriety      d. impracticability
- **CIRCUITIOUS**  
a. round about      b. aware      c. complete      d. direct
- **GORGEOUS**  
a. fashionable      b. desperate      c. plain      d. sumptuous in appearance

## VERBAL ABILITY

### WORDS OFTEN CONFUSED

Words that are similar in form or sound, but different in meaning. A list of such words liable to be confused is given below.

- **Accept:** to receive with favour
- I accept your offer
- **Except:** to omit or exclude
- If you except the last term I shall accept the contract.
  
- **Alter:** a place for offering
- The pibus old man bowed before the altar
- **Altar:** To change
- Nothing can alter my decision.
  
- **Avocation:** a subordinate occupation, usually one pursued for pleasure and
- Pastime rather than for gain
- His vocation is photography
- **Vocation:** chief occupation
- His vocation is banking and his avocation is painting.
  
- **Womanly:** befitting a woman
- Modesty is a womanly virtue
- **Womanish:** like woman (used contemptuously)
- It was womanish on his part to shed tears.
  
- **Verbal:** oral; not written
- I cannot carry out your verbal orders
- **Verbose :** containing more words than are wanted.
- He writes in a verbose style.
  
- **Temporary:** that which lasts only for a short period
- This post is purely temporary
- **Temporal:** earthly; opposed to spiritual
- I do not care for temporal interests.
  
- **Conscious:** aware
- She is conscious of her faults
- **Conscientious:** obedient to conscience, scrupulous
- He is a conscientious worker and always does his duty.
  
- **Divers:** several; sundry
- Divers men tried to solve the problems
- **Diverse:** Marked different or unlike
- Their views were diverse, as diverse as the East and West.

- **Beneficial:** advantageous
  - Fresh air and the good food are beneficial to the health.
  - **Beneficent:** doing good; kind
  - A beneficent king wins the hearts of his subjects.
- 
- **Childish:** is used in a bad sense and suggests such as silliness, foolishness and weakness.
  - Your talk is becoming childish
  - **Child – like:** is used in a good sense and suggests such as innocence, simplicity and trustfulness
  - Her child-like innocence appealed to all.
- 
- **Calender:** The calender has gone out of order
  - Roller machine for pressing and smoothing cloth or paper
  - **Calendar:** Please consult the calendar and tell me on what day Deepawali falls:
  - List of days, week's months, of a particular year.
- 
- **Eminent:** He is an eminent scholar of Sanskrit.
  - Of great repute
  - **Imminent:** there is an danger of the war breaking out.
  - Events, specially dangers, likely to come or happen soon.
- 
- **Formally:** The proposal has not yet been made.
  - In accordance with rules, customs conventions
  - **Formerly:** Dr. Bhandari was formely a professor of electrical engineering.
  - Previously
- 
- **Honorary:** Sri Govind Prasad is working as an Secretary of the Indian Chamber of Commerce
  - Holding office without remuneration
  - **Honorable:** He retired after rendering service to the nation for 30 years.
  - Worthy of respect
- 
- **Loose:** The dg is too dangerous to be left
  - free, not held
  - **Lose:** he like wearing loose trouser.
  - Not closing fitting
- 
- **Momentary :** Many decisions taken in life are of only importance
  - Lasting for a moment, short lived
  - **Momentous:** The chairman said that at the next meeting some mimentous decisions would be taken and so he would like all members to be present
- 
- **Stationery:** The office manager occasionally carries out a physical verification of stationery items in stock

- Articles use in connection with writing  
**Stationary:** The sun is stationary body and the earth evolves round it  
Not moving fixed
- **Verbal:** He sent me a verbal message that he will reach the office half an hour before the meeting.
- Spoken, not written
- **Verb ose:** a verbose style leads to vagueness in communication.
- Using more words than necessary
- **Zealous:** For rural development we need an army of Zealous workers.
- Full of enthusiasm
- **Jealous:** He is jealous of his colleague's promotion.
- Full of envy.

**Underline the correct word out of those in brackets:**

- His paintings show that he is a great (artist, artisan).
- Our teacher does not believe in (corporal, corporeal) punishment.
- He disliked his (childish, child like) habits.
- Would you mind just (checking, chequing) these figures for me?
- I'd like (complement, compliment ) you on your excellent taste in clothes.
- They have written a very (practical, practicable) grammar and composition book.
- Cross -examination failed to (elicit, illicit) any useful information.
- All civilized nations now believe in the (human, humane) treatment of prisoners.
- He is an (eminent, imminent) scientist.
- The smog (affects, effects) our lungs and has an unpleasant effect on the skin.
- Try to (adopt, adapt) your language to the speech of community.
- The crops have suffered from the long (drought, draught).
- A judge must be (uninterested, disinterested) in a case.
- He is honest (beside, besides) being hard working.
- He is very (conscious, conscientious) worker and always does his duty.
- I think it is very (particular, peculiar) for a young man to use perfumed stationery, stationary) for his letter



## COMPREHENSION

### Check your understanding:

1. Who is a layman? What do we call a person who is not a layman?
2. In the first two paragraphs the following words are used: stunned, frightened, bewildered, confused, humbled, troubled. What will be the typical behavior of people in each of the following situations:
  - a) A tiger is found in the garden or a house.
  - b) One is defeated in a match or a debate.
  - c) In the examination hall all the questions in the question paper are found to be difficult.
3. Can you name a situation in which
  - a) You will be stunned?
  - b) You will be bewildered?
  - c) You will be troubled?
4. What was the first reaction of the layman to the effect of the dropping of an atomic bomb on Hiroshima?
5. Why are we troubled by the realization that our brain can create things which we may not be able to control?
6. How can our search for truth bring our civilization to the brink of destruction?
7. Can our scientists afford to be concerned solely with the pursuit of truth unmindful of its consequences? What is the author's opinion? What is your opinion?
8. What, according to the author, is the towering enemy of man-kind?
9. When did Einstein write his famous equation? What is it about? Why is it so famous? Who is Einstein?

### Matching words with their meanings

Match the words with their meanings as used in the passage. Column II has one 'extra'. You may use a dictionary and look back at the essay.

Column I	Column II
1. Indistinguishable	a. amazing in degree
2. Arbiter	b. free
3. Repercussion	c. unfeeling
4. Dilemma	d. far-reaching effect
5. Perverted	e. denial
6. Absolve	f. cannot be differentiated being in spirits
7. Distortions	g. The state of being in high spirits
8. Stupendous	h. passionate
9. Callous	i. turned to a wrong use
10. Elation	j. having to choose between two equality undesirable courses of action.
11. Fervent	k. person in complete control
12. Disavowal	l. false accounts
	m. judge.

- **Think and answer.**

Distinguish between:

- i. Culture and civilization
- ii. Knowledge and wisdom
- iii. Anarchy and autocracy
- iv. Education and literacy.

- Under each statement given below two meanings are given. Say which one correctly explains the meaning of the italicized expression.

1. Science will plunge ahead in the pursuit of truth even if the process leaves the world in dust and ashes.
  - a) in a highly pollute state.
  - b) in a state of destruction
2. The weapons which science gives us have brought us to the door – step of doom.
  - a) close to ruin
  - b) close to evil
3. We have been most successful in pushing out the boundaries of knowledge.
  - a) limits of our knowledge
  - b) divisions of knowledge
4. We are bewildered by the power which science has placed in our laps.
  - a) in our power
  - b) at our disposal.
5. We are confronted by the tragic irony.
  - a) sad reversal of a situation.
  - b) disastrous outcome

Raymond B. Fosdick in the lesson 'A Dilemma' says that science should be used only for the constructive purpose and not to be aimed at the degeneration of the society. August 6, 1945, a day of unfortunate, on which the atomic bomb was dropped on Hiroshima brought home to all of us about the significance (or) importance of science in human life. Mankind was frightened by science and bewildered by its enormous power. This instance has realised the mankind how unequipped we are in terms of ethics, law, and government, to know how to use it. The author says that science is based on truth and should spring from the noblest attribute of the human spirit.

There are certain inventions that can evoke both positive and negative responses. Invention of Radio, Automobiles, penicillin, Radar and jet propulsions shall be aimed towards the betterment of the society rather than creating ugliness and desolation. The gifts of science, the author vehemently feels, should not blow our civilization into drifting dust. The research and Technology yield right fruits when they are related to human welfare.

Science is the search for truth. But it is the same search for truth that has brought our civilization to the brink of destruction. The writer strongly feels that research shall be subjected to some kind of restraint if it is not linked to human constructive purpose; it is really disheartening to read about that leading scientists associated with atom bomb saying that one should not hold back progress because of fear of misuse of science

Fosdick then says that some inventions are purely accidental and the scientists never had any evil intentions while discovering them. For instance Albert Einstein never thought of atom bomb while working for his transformation equation in 1905. Yet, from this come out one of the principles upon atom bomb is based. Similarly sulphur drugs and mustard gas which are offshoots of German dye industry was not created to deal with either medicine or weapons of war; Willard Gibbs was a gentle spirit whose life was spent in his laboratory at Yale university had never dreamt that his research in the mathematical physics might have even a remote relationship to World War I & II. These discoveries are classic examples where the gifts of science can be used by evilmen to do evil men to do evil even more obviously and dramatically than can be used by men of goodwill to do good.

The author concludes that the towering enemy of mankind is not science but war. Science merely reflect the social forces by which it is surrounded. When there is peace, science is constructive and when there is war, science is prevented to destructive ends. Our problem therefore is not to combat science but to stop war- to substitute law for force and international government for awareness in the relations of one nation with another. He feels that our education should be based on tolerance understanding and creative intelligence that should run fast enough to put an end to the evil effects of the science formally, Science must help us but the decision lies within ourselves i.e., the role responsibility is of human beings.

## HOMONYMS

**Homonyms are distinct words with quite different meanings that are spelt and pronounced just the same way.**

- Eg: 1. Grave..... serious, tomb
2. Bank ..... shore, place to deposit money
  3. Bear..... a) animal b) to carry
  4. bark... ..... a) the tough outer covering of tree trunks b) the short sharp sound made by dogs.
  5. bat..... a) a small animal like mouse with wings. b) a piece of wood
  6. fair..... a) what is just or reasonable b) an exhibition
  7. lie ..... a) to give a false impression b) to rest on a surface
  8. rest ..... a) to relax b) an object that is used for support c) the remaining part

**Use the following words in two ways:**

- |            |            |             |            |           |             |
|------------|------------|-------------|------------|-----------|-------------|
| 1. BANK    | 2. MATCH   | 3. CABINET  | 4. FACE    | 5. SPRING | 6. BOWL     |
| 7. CALL    | 8. POST    | 9. CELL     | 10. CORD   | 11. COLD  | 12. PALM    |
| 13. PART   | 14. PAST   | 15. DISPLAY | 16. DOUBEL | 17. FOLD  | 18. PEN     |
| 19. LIKE   | 20. LIGHT  | 21. NAP     | 22. OVER   | 23. PASS  | 24. DON     |
| 25. ABOUT  | 26. ABSENT | 27. AWAKE   | 28. GRATE  | 29. HOCK  | 30. QUAIL   |
| 31. SCHOOL | 32. SCORE  | 33. SNAP    | 34. SPELL  | 35. CLUB  | 36. THROUGH |
| 37. BOON   | 38. BOWLER | 39. CHANCE  | 40. AFFECT | 41. AIR   | 42. ADDRESS |

**More words at a glance**

Acts/ax	Aisle / I'll
Ad/add	All / awl
Adds / ads	Allowed / aloud
Ade / aid	Altar / alter
Aerie / airy	An / ann
Aero / arrow	Ant / aunt
Affect / effect	Ante / auntie
Ail / ale	Arc / ark
Air / are	Ascent / assent
E'er / ere	Ate / eight
Err / heir	

## HOMOPHONES

Homophones are words, which sound identical but are spelt differently and have different meanings.

A homophone is a word that sounds like another word but has a different meaning.

A list of homophones are given hereunder

- |     |            |            |     |        |         |
|-----|------------|------------|-----|--------|---------|
| 1.  | Sew        | Sow        | 26. | Toe    | Tow     |
| 2.  | Aisle      | Isle       | 27. | Pair   | Pare    |
| 3.  | Profit     | Prophet    | 28. | Altar  | Alter   |
| 4.  | Hair       | Heir       | 29. | Bolder | Boulder |
| 5.  | Colonel    | Kernel     | 30. | Pain   | Pane    |
| 6.  | Course     | Coarse     | 31. | Pray   | Prey    |
| 7.  | Compliment | Complement | 32. | Bow    | Bough   |
| 8.  | Sauce      | Source     | 33. | Caught | Court   |
| 9.  | Idol       | Idle       | 34. | Bare   | Bear    |
| 10. | Dough      | Dove       | 35. | Vale   | Veil    |
| 11. | Flower     | Flour      | 36. | Tied   | Tide    |
| 12. | Vein       | Vain, vane | 37. | Suite  | Sweet   |
| 13. | Disease    | Decease    | 38. | Paw    | Poor    |
| 14. | Flea       | Flee       | 39. | So     | Sew     |
| 15. | Fair       | Fare       | 40. | To     | Too     |
| 16. | Key        | Quay       | 41. | Made   | Maid    |
| 17. | Cereal     | Serial     | 42. | Saw    | Soar    |
| 18. | Boy        | Buoy       | 43. | Eight  | Ate     |
| 19. | Bear       | Bare       | 44. | Hoarse | Horse   |
| 20. | Air        | Heir       | 45. | Knight | Night   |
| 21. | Steal      | Steel      | 46. | Warn   | Worn    |
| 22. | Place      | Plaice     | 47. | Grate  | Great   |
| 23. | Tale       | Tail       | 48. | Isle   | I'll    |
| 24. | Son        | Sun        | 49. | Beach  | Beech   |
| 25. | Peal       | Peel       | 50. | Mail   | Male    |

## EXERCISE

### Fill in the blanks with the suitable words from the blanks:

1. There is a \_\_\_\_\_ big fire burning in the \_\_\_\_\_ (grate, great).
2. You can eat the \_\_\_\_\_ but give me the knife to \_\_\_\_\_ the skin (pare, pear).
3. He was charged with stealing a \_\_\_\_\_ of cotton and was released on \_\_\_\_\_ (bale, bail).
4. The artist's \_\_\_\_\_ showed a picture of a politician trying to \_\_\_\_\_ votes (canvass, canvas)
5. He is the \_\_\_\_\_ of a plan to make slow pupils understand the difference between a \_\_\_\_\_ and a multiplier (deviser, divisor)
6. There is thunder and \_\_\_\_\_ and dark stormy sky shows no sign of \_\_\_\_\_ (lightening, lightning).
7. The \_\_\_\_\_ of our college is a man of \_\_\_\_\_ (principal, principles).
8. She wrote a \_\_\_\_\_ on the history of peace \_\_\_\_\_ (treatise, treaties).

### Underline the correct word:

1. What medicine did the doctor prescribe / proscribe for her?
2. Gandhi did not like corporeal / coporal punishment
3. Milton's poetry is full of classical allusions / illusions.
4. Do you know the Archimedes principle / principal?
5. I passed the intermediate course / coarse.
6. This is not officious / official.
7. Canvass / Canvas cloth is used for tents.
8. Ramesh always sits beside / besides her.
9. The minister is appraised / apprised of the situation.
10. This film is an adaptation / adaptation of novel.

## SPOKEN ENGLISH AND BROKEN ENGLISH

(In every country in the world in which literature holds a place, the name of George Bernard Shaw is well known. No other writer, except, perhaps, Shakespeare, has earned such world-wide fame. The following text, which the literary genius prepared and spoke on a 'gramophone' recording for the Linguaphone Institute, is loaded with characteristic Shavian wit, but with serious purpose behind it all. The provocative ideas are couched in a simple but sparkling rhetorical style)

I am now going to suppose that you are a foreign student of the English language; and the that you desire to speak it well enough to be understood when you travel in the British Commonwealth or in America, or when you meet a native of those countries. Or it may be that you are yourself a native but that you speak in a provincial or cockney dialect of which you are a little ashamed, or which perhaps prevents you from obtaining some employment which is open to those only who speak what is called "correct English". Now, whether you are a foreigner or a native, the first thing I must impress on you is that there is no such thing a ideally correct English. No two British subjects speak exactly alike. I am a member of a committee established by the British Broadcasting Corporation for the purpose of deciding how the utterances of speakers employed by the Corporation should be pronounced in order that they should be a model of correct speech for the British Islands. All the members of that Committee are educated persons whose speech would pass as correct and refined in any society or any employment in London. Our chairman is the Poet Laureate, who is not only an artist whose materials are the sounds of spoken English, but a specialist in their pronunciation. One of our members is Sir Johnston Forebes Robertson, famous not only as an actor but for the beauty of his speech. I was selected for service on the "Committee because, as a writer of plays I am accustomed to superintend their rehearsals and to listen critically to the way in which they are spoken by actors who are by profession trained speakers (being myself a public speaker of long experience). That committee knows as much as anyone knows about English speech; and yet its members do not agree as to the pronunciation of some of the simplest and commonest words in the English language. The two simplest and commonest words in any language are "yes and "no". But no two members of the committee pronounce them exactly alike. All that can be said is that every member pronounces them in such a way tha t they would not only be intelligible in every English-speaking country but would stamp the speaker as cultivated person as distinguished from an ignorant and illiterate one. You will say, "well' that is good enough for me" that is how I desire to speak. "But which member of the committee will you take for your model? There are Irish members, Scottish members, Welsh members, Oxford University members, American members; all recognizable as such by their differences of speech. they differ also according to the country in which they were born. Now, as they all speak differently, it is nonsense to say that they all speak correctly. All well can claim is that they all speak presentably, and that if you speak as they do, you will be understood in any English-speaking country and accepted as person of good social standing. I wish I could offer you your choice among them as a mode; but for the moment I am afraid you must put up with me-an Irishman.

I have said enough to you about the fact that no two native speakers of English speak it alike; but perhaps you are clever enough to ask me whether I myself speak it in the same way.

I must confess at once that I do not. Nobody does. I am at present speaking to an audience of many thousands of gramophonists, many of whom are trying hard to follow words, syllable by syllable. If I were to speak to you as carelessly as I speak to my wife at home, this record would be useless; and if I were to speak to my wife at home as carefully as I am speaking to you, she would think that I was going mad.

As a public speaker I have to take care that every word I say is heard distinctly at the far end of large halls containing thousand of people. But at home, when I have to consider only my wife sitting within six feet of me at breakfast, I take so little pains with my speech that very often instead of giving me the expected answer, she says "Don't mumble; and don't turn your head away when you speak I can't hear a word you are saying." And she also is a little careless. Sometimes I have to say "What?" two or three times during our meal; and she suspects me of growing deafer and deafer, though she does not say so, because, as I am now over seventy, it might be true.

No doubt I ought to speak to my wife as carefully as I should speak to a queen, and she to me as carefully as she would speak to a king. We ought to; but we don't. (Don't," by the way, is short for "do not".)

We all have company manners and home manners. If you were to call on a strange family and to listen through the keyhole – not that I would suggest for a moment that you are capable for doing such a very unladylike or ungentleman like thing; but still – if, in your enthusiasm for studying languages you could bring yourself to do it just for a few seconds to hear how a family speak to one another when there is nobody else listening to them, and then walk into the room and hear how very differently they speak in your presence, the change would surprise you. Even when our home manners are as good as our company manners – and of course they ought to be much better – they are always different; and the difference is greater in speech than in anything else.

Suppose I forget to wind my watch, and it stops, I have to ask somebody to tell me the time. If I ask a stranger, I say "What O'clock is it?" the stranger hears every syllable distinctly. But if I ask my wife, all she hears is 'cloxst.' That is good enough for her; but it would not be good enough for you. So I am speaking to you now much more carefully than I speak to her; but please don't tell her!

I am now going to address myself especially to my foreign hearers. I have to give them another warning of quite a different kind. If you are learning English because you intend to travel in England and wish to be understood there, do not try to speak English perfectly, because, if you do, no one will understand you. I have already explained that though there is no such thing as perfectly correct English, there is presentable English which we call "Good English"; but in London nine hundred and ninety nine out of every thousand people not only speak bad English but speak even that very badly. You may say that even if they do not speak English well themselves they can at least understand it when it is well spoken. They can when the speaker is English; but when the speaker is a foreigner, the better he speaks, the harder it is to understand him. No foreigner can ever stress the syllables and make the voice rise and fall in question and answer, assertion and

denial, in refusal and consent, in enquiry or information, exactly as a native does. Therefore the first thing you have to do is to speak with a strong foreign accent, and speak broken English: that is, English without any grammar. Then every English person to whom you speak will at once know that you are a foreigner, and try to understand you and be ready to help you. He will not expect you to be polite and to use elaborate grammatical phrases. He will be interested in you because you are a foreigner, and pleased by his cleverness in making out your meaning and being able to tell you what you want to know.

If you say "Will you have the goodness, Sir, to direct me to the railway terminus at Charing Cross," pronouncing all the vowels and consonants beautifully, he will not understand you, and will suspect you of being a beggar or a confidence trickster. But if you shout, 'please! Charing Cross! Which way!' You will have no difficulty. Half a dozen people will immediately overwhelm you with directions.

Even in private intercourse with cultivated people you must not speak too well: Apply this to your attempts to learn foreign languages, and never try to speak them to well: and do not be afraid to travel. You will be surprised to find how little you need to know or how badly you may pronounce. Even among English people, to speak too well is a pedantic affectation. In a foreigner it is something worse than an affectation: it is an insult to the native who cannot understand his own language when it is too well spoken. That is all I can tell you: the record will hold no more. Good-bye!

## COMPREHENSION

1. What according to Shaw are the advantages in learning to speak well?
2. a) What is meant by a provincial or cockney dialect?  
b) Can you name some important native dialects of English?
3. a) Is there such a thing as ideally correct English?  
b) Do all British speakers speak exactly alike?  
c) What are the examples cited by Shaw to prove his statement?
4. What are the two simplest and commonest words in English?
5. When can we say that somebody's speech is acceptable?
6. Does Shaw offer himself as a model? What does he say about his own speech?
7. Does Shaw speak to his wife as carefully as he would speak to a queen?
8. If he were to speak to his wife at home as carefully as a public speaker speaking to a large audience, what would she think?
9. When he says 'What?' two or three times to his wife at breakfast what does she suspect?
10. Does Shaw advocate listening through the keyhole? Why not?
11. Why are home manners different from company manners?
12. "What o' clock is it?" – How does his wife hear it?
13. Why should we adjust our speech style to the occasion?  
Do you do it in your own language?
  
14. a) Why does Shaw urge foreigners not to try to speak English perfectly?  
b) Do you think it is sound advice? Is he speaking with his tongue in his cheek?  
c) Can you mention a play that Shaw wrote to prove his point of view?
15. a) "In London nine hundred and ninety nine out of every thousand people not only speak bad English but speak even that very badly."  
- Can you explain what it means?  
b) "Even among English people, to speak well is a pedantic affectation. " \_ What does it mean? Why?

- **Guess the intended meaning**

Write out the sentence under each statement that correctly explains the meaning of the italicized expression or expressions.

1. "I am afraid you must put up with me." (Paragraph 1)  
\_\_\_\_\_ Shaw is frightened and he is taking you to stay with him.  
\_\_\_\_\_ He politely says that you must tolerate his way of speaking.
2. "That is good enough of her." (Para 7)  
\_\_\_\_\_ That is all that is necessary or needed.  
\_\_\_\_\_ She deserves only that.
3. "He will suspect you of being a beggar or a confidence trickster." (para 8)

- \_\_\_\_\_ He will think you are trying to cheat him.  
 \_\_\_\_\_ He will think you are telling him some tricks to be kept secret.
4. In a foreigner it is something worse than an affection.  
 \_\_\_\_\_ It is something worse than a kindly feeling.  
 \_\_\_\_\_ It is something worse than being unnatural or pretending to be genuine.

The responses in the following conversation are those of a person whose knowledge of English is very elementary. Do you think Shaw will approve of the responses? Rewrite the responses in good English.

- A: Where were you born?  
 B: I born on ship.  
 A: What was the name of the ship?  
 B: I not know.  
 A: What nationality was your mother?  
 B: She French.  
 A: Where is your mother now?  
 B: She die.  
 A: Who is your father?  
 B: I not know him.  
 A: Did your mother tell you about him?  
 B: He English. A seaman I never see.  
 A: When did your mother die?  
 B: Excuse \_ I not know.  
 A: Do you know how old your were when your mother died?  
 B: I six year old.  
 A: Afterwards, who looked after you?  
 B: I take care myself.  
 A: Can you read and write?  
 B: I write name.

In the following sentences the meaning intended is not clear. Can you rewrite the sentences so that the meaning intended is made clear?

- (Some clues are given to help you.)
1. He killed the man with a stick. (How? Who?)
  2. I went to my village to sell and land along with my wife. (What was to be sold?)
  3. The committee's appointment was not satisfactory. (What was not satisfactory?)
  4. Do not go other shops to be disappointed, but come to us. (For What?)
  5. Would you like to try on that dress in the window? (Where? What?)
  6. He loves his dog more than his wife. (Who loves who?)

7. I have smoked one of your cigarettes, and shall in future smoke no others. (gave up smoking)
  8. The college may refuse admission to anyone they think proper. (Who may be refused admission?)
  9. The report that the students were reading annoyed the warden. (What were they reading?)
  10. Jim curse the day he was born. (When? What?)
- The following expressions are used in the Indian variety of English. Can you put them in Standard British English?
    1. The meeting was pre-poned.
    2. The matter will be referred to the concerned ministry.
    3. Why you came late to the class?
    4. They are having three cars.
    5. Look at the alphabets of English.
    6. Go and enjoy.
    7. In find it difficult to make by both ends meet.
    8. You may be knowing that officer.
    9. We are living here since 1970.
    10. Newspaper advertisement: "Wanted a Non-vegetarian Cooker 45 years old."
  - Shaw was outraged by the irrational spelling of English. He said, "My surname has two sounds; but I have to spell it with four letters: another 100 percent loss of time, labour, ink, and paper. The Russians can spell it with tow letters, as they have an alphabet of 35 letters. In the race of civilization, what chance has a power that cannot spell so simple a sound as Shaw against a rival that can?"
    1. Can you suggest simpler ways of writing the following words?
 

a) enough	b) queue	c) should	d) love	e) through
f) finally	g) quality	h) photo	i) all right	
    2. Indian English as it is spoken is highly influenced by the spelling. There are people who pronounce the following words as they are written. Can you say how they are to be pronounced? Psychology, summer, plumber, subtle, bottle, bomb, colonel, drought.
    3. Think of your first language (i.e your mother tongue). Do you think all those who speak it speak exactly alike? Are there variations among individuals? Are there variations between two speakers of your first language? Are the speech habits identical? Similar? Can you point out some variations in accent, in the use of words, etc., between individuals, regions, and social classes?
    4. Think of your first language. Do you adjust your speech style to the occasion? Can you give some examples?

## Notes

This lesson is a Gramophone recording for the Linguaphone Institute given by George Bernard Shaw, a well known personality in the history of world literature.

Shaw here emphasizes the point that there is no such thing as ideally correct English and no two Britishers speak English exactly in the same manner. He says that because of his rich experience as a public speaker and also as a playwright he was appointed by the British Broadcasting Corporation as a member of a committee whose main aim was to develop a model of correct English speech for the British Islands. The Committee was chaired by a poet Laureate who was also an artist and his materials are the sounds of Spoken English, and a specialist in pronunciation Johnston Forbes Robertson, a well known actor known for the beauty of speech was also a member of this committee which was a heterogeneous blend of Irish, Scottish, Welsh, Oxford and American members. All these members could be recognized by their difference in speech and hence we can't conclude that they spoke English correctly. They, of course, Spoken English presentably which is easy to comprehend. Imitating them would make us persons of good social standing. It is also astonishing to note that this committee sometimes did not agree to the usage and pronunciation of most of the simple and common words of English.

Shaw says that the two commonest words in English are 'Yes' and 'No'. But no two members of the committee pronounce them exactly alike. Yet there are some people who find delight in avoiding them. Shaw points out that good effort is needed to comprehend or to follow words, syllable by syllable. He says that he is speaking carefully to an audience of thousands of gramphonists. But if he speaks carelessly as he speaks to his wife, the audience can't make out, and at the same time if he speaks carefully at home, his wife thinks that he has gone mad.

The usage of English differs from situation to situation. One would indeed be labeled mad or insane if one talks to his wife in the same manner as he does at a Gramophone recording and vice - versa. Shaw, in a lighter sense, asks us to be careful even while speaking to wife and the conversation between a husband and wife should be like a conversation between a King and a Queen. Unfortunately that doesn't happen with all of us.

Shaw classifies manners into two types namely Company Manners and Home Manners which also vary according to the situation. Family members do not speak among themselves in the manner as they do on ordinary occasions when they are in the presence of an outsider. Shaw further adds by citing an example of 'key hole moral' the listener gets surprised to note the difference between two situations. The difference is greater in speech than in anything else.

Foreigners need not speak English perfectly if they want to travel in England and if they are wise to be understood these. Even if they do so, they will not be understood since a vast majority in London speaks bad English. If a foreigner speaks perfect English, he/she will be suspected of being a beggar or a confidence trickster. Speaking English too

well is in fact a pedantic affectation. George Bernard Shaw further mentions that the stranger, hears every syllable distinctly when he asks him what O' Clock is it? But his wife hears it as "Cloxst", because it is good enough for her but not to the listener.

Shaw emphasizes that there is no such thing as perfectly correct English and there is presentable English which we call "Good English". In London, Shaw points out that Nine hundred ninety nine out of every thousand people don't only speak bad English but speak even that very badly. They neither speak it correctly nor be understood when it is well spoken. He suggests the foreigners, to speak with a foreign accent, and speak broken English, that is English without grammar. Then, the native understands the foreigner and try to understand and gets ready to help.

The native never expects the foreigner to be polite and to use elaborate grammatical phrases. Shaw cites an example ie.,

"Will you have the goodness sir,  
to direct me to the railway  
terminus at charing cross"

But if the foreigner shouts  
"Please! Charing Cross! Which way!"

the stranger would have no difficulty, responding to it half a dozen people will immediately over whelm to help.

If any foreigner requests the native, pronouncing all the vowels and consonants beautifully, how will not understand, and would suspect him to be a beggar or a confidence trickster.

Finally, G.B. Shaw suggests us that one must not speak too well even with cultivated people, during private inter course also. While dispelling the fears of foreigners with regard to the language G.B. Shaw says that little knowledge is adequate to travel England, and adds that to speak too well is a pedantic affectation, even among English people. G.B. Shaw says that is an insult to the native who can't understand his own language when it is too well spoken.

## FUNCTIONAL GRAMMAR

A verb must agree with its subject in number and person i.e., the verb should be of the same number and person as that of the subject.

1. Two or more singular subjects joined by 'and' take a plural verb.  
Eg: Mohan and Sohan have passed.
2. But some times two subjects are regarded as presenting one idea and than the verb is singular as  
Eg: Bread and butter is a wholesome food.  
Slow and steady wins the race.
3. If two singular nouns refer to the same person or thing, the verb must be singular; as  
Eg: The orator and states man has arrived (here orator and statesman refer to the same person).
4. If the article is mentioned twice then two distinct persons are intended and the verb following must be in plural number; as.  
Eg: The poet and the philosopher are dead.
5. If two singular nouns joined by and preceded by each and every, the verb is singular; as  
Eg: Each day and every hour brings us a fresh anxiety.
6. Two or more subjects connected by or, nor, either....or, neither....nor take singular verb; as  
Eg: Neither Rama nor his brother was present.  
Either Mohan or Sohan is in the wrong.  
Any boy or girl sees it at once.
7. When one of the nouns or pronouns joined by or, nor is the singular and the other in plural, the verb should be plural and the plural subject be placed near the verb; as  
Eg: John or his brot hers are to blame.  
Neither Afzal nor his friends were present
8. If two subjects joined by or, nor are different persons, the verb agrees in person with the subject nearer to it; as  
Eg: Either you or he is telling a lie.
9. If two nouns are joined with or as well as, the verb, the verb agrees with the first noun, i.e., if the first noun is singular the verb must be singular, even if the second noun is plural; as  
Eg: Rama as well as his friend has won the prize.  
Iron as well as gold is found in India.  
The king with his ministers was killed.  
The manager as well as the workers is responsible for the accident.
10. Collective noun is a word that refers to a group of collections of persons or things. Collective noun takes a singular or plural verb according to the sense. If the idea

of oneness is expressed, the verb must be singular; if the individuals of the collection are thought of, the verb must be plural.

Eg: The Jury = men of jury were divided in their opinions.

The jury (= one body) has elected its president.

11. Indefinite pronouns: Pronouns, which do not refer to a particular person or thing, take a singular verb. Some of the commonly used pronouns are: either, neither, everyone, many must be followed by a verb in singular; as  
Eg: Either of the two applicants is suitable.  
Neither of the applicants is suitable.  
Each one of these men is reliable.  
Every one of the boat's crew was drowned.  
Many a flower is born to blush unseen.
12. Errors due to proximity should be avoided. Often verb is made to agree in number with a noun near instead of the proper subject. This should be avoided.  
Eg: The behavior of the children was excellent.  
Not one of his lectures has ever been printed.  
The cost of all these items has been raised.
13. When the plural noun denotes some specific quantity or amount considered as a whole, the verb is generally singular.  
Eg: A thousand rupees is a good sum  
Two thirds of the city is in ruins.
14. It is the same with names of books and names of sciences.  
Eg: Arabian Nights is an interesting book.  
Mathematics is his favorite subject.
15. Relative pronouns; a relative pronoun always agrees in number and person with its antecedent; as  
Eg: I am a woman who seeks my children's welfare.  
He is one of those men who know every thing.
16. Words that indicate part or portion: most often such words that indicate part or portion occur as part of a phrase, which acts as the subject. The complete subject determines the number of the verb in such cases.  
Eg: Half of the job was completed within two days.  
Half of the jobs were completed within two days.  
Two thirds of the employees are in favour of this proposal.  
Two thirds of the pole is rotten.  
All the money is spent.  
All the students have gone.

17. Compound subjects: When a subject consists of more than one word but refers to a single person, idea, or unit or to the same person, or thing, it takes a singular subject.

Eg: Many a student has joined the Sevasamithy to serve the local community.  
Bread and butter was his sole concern.  
Every clerk and every assistant is expected to know typing.

18. Words that indicate numbers: When number is preceded by 'the', it takes as singular Verb and by 'a', a plural verb. This is because 'the' number is generally considered to refer to a unit and 'a' number to individual terms of a unit.

Eg: The number of people who reported for the work this morning is small.  
The number of crimes in Delhi is increasing.  
A number of meetings were held to discuss the issue.  
A number of books are missing from the library.

19. Words that indicate amount and people. These words generally take a singular verb

Eg: Ten thousand rupees is a lot of money.  
Three miles a day is a good walk.  
But when such word is used to convey a general impression, it takes a plural verb.

20. Introductory 'there' and 'it' : In sentences beginning with 'there', the true subject which generally follows the verb, determines the number of verb.

Eg: There are various methods of collecting data.  
There is no need for typing this report.  
'It' always takes a singular verb, irrespective of whether the subject, which usually follows the verb, is singular or plural.

Eg: It is the people who matter in a democracy.  
It is the same draft which you showed me yesterday, isn't it?

## **FUNCTIONAL GRAMMAR EXERCISES**

### **AGREEMENT OF VERB WITH SUBJECT**

**Identify the correct verb or pronoun that agrees with subject of the following sentences:**

1. The orator and statesman has/have arrived
2. The poet and philosopher is/are dead
3. Each day and every hour brings/bring a fresh anxiety
4. Neither Rama nor his brother was/were present there
5. Neither Afzal nor his friends was/were available for comment on the developments
6. The king with all his ministers was/were killed
7. The council that met in the town Hall was/were divided
8. Every one of the boat's crew was/were drowned
9. The behavior of the children was/were excellent
10. Not one of his lectures has/have ever been printed
11. A series of lectures has/have been arranged on the subject
12. Four weeks is/are a good holiday
13. He is one of those men who know/knows every thing
14. Four kilometers is/are a good distance
15. None but the brave deserve the fair
16. Neither children nor their mother is/are admitted
17. Many a flower is/are born to blush unseen
18. A large number of women was/were present at the meeting
19. Mohan as well as his friend is/are guilty
20. Time and tide wait/waits for no man

21. A knowledge of modern languages is/are essential these days
22. The accountant and treasurer has/have absconded
23. Either Rama or his brother is/are a fault
24. Not one of these five boys is/are present in the class
25. Which one of these umbrellas belongs/belongs to you?

**Identify the correct verb or pronoun that agrees with the subject of the following sentences:**

1. It is these people who instigate/instigates the workers.
2. Neither Mary nor Joseph has collected his/her admit card yet.
3. The multitude was/were frightened at the sight of the lion.
4. Any boy or girl sees/see it at once.
5. Everyman and every woman was/were terrified.
6. Each faculty member as well as most of those students know/knows the names of the miscreants.
7. More than forty boys was/were present at the meeting.
8. Bread and butter are/is a wholesome diet.
9. Mathematics seem/seems to be difficult.
10. I like every thing and everybody who/which reminds me of the greatness of God.
11. The man and the woman, the judge said, is/are guilty.
12. The managing director, not his assistants was/were responsible for the omission.
13. Advice is/are more easily given than taken.
14. The furniture your wish to buy is/are very expensive.
15. The acoustics of new auditorium is/are excellent.

16. The proceeds of this programme go/goes to local charities.
17. The people of India have/has firm faith in democracy.
18. The jury has/have given its verdict.
19. The jury is/are in complete disagreement on the issue.
20. None wants/want a change in the working hours
21. I who is/am your fiend will help you.
22. I am the person who has/have done this.
23. The number of students who reported to the class this morning is/are small.
24. A number of books are/is missing from the library.
25. Every one is/are entitled to one month's salary.

