PART VI
JOINING AND SPLITTING OF SENTENCES
Section I

SPLITTING UP OF SENTENCE.

The Sentences

Horses run.
Bright stars shine at night.
Our country is now free.
Each of the above groups of words make complete sense.
These groups of words are called Sentences.
A Sentence is a group of words so arranged as to make complete sense.

Subject and Predicate

Dogs bark.
The Indians are not cowards.
Rabindranath was a great poet.
The Ganga falls into the Bay of Bengal.
Alexander the Great invaded India with a large army.
Each of the above sentences may be divided into two parts:

Subject                              Predicate
Dogs                                  bark
The Indians                           are not cowards
Rabindranath                         was a great poet
The Ganga                            falls into the Bay of Bengal
Alexander the Great                  invaded India with a large army

The first part is the Subject, i.e., what we are talking about.

The second part is the Predicate i.e., what we say about the Subject.

The Subject is a word or group of words denoting the person or thing we talk about.
The Predicate: a word or group of words which is said about the Subject.

Enlargement of Subject and Predicate

The boy looks at the moon.

In this sentence the Subject is composed of two words, but here the noun boy is the main word of the Subject. Boy is the Subject-word.

The main word which constitutes the Subject is called the Subject-word.

In this sentence the Predicate is composed of four words, but here the verb looks is the main word of the Predicate. Looks is the Predicate-word or Predicate-verb.

The main word which constitutes the Predicate is called the Predicate-word or Predicate-verb.

A sentence may be composed of the Subject-word and the Predicate-word, but a sentence can be enlarged by adding words, phrases or clauses to them.

The word or group of words which is used to enlarge the Subject is called the Enlargement of the Subject-word.

The word or group of words which is used to enlarge the Predicate is called the Adverbial Expansion or Enlargement of the Predicate-word.

Subject: see
Boy
The boys
The little boys
who come home in the evening

Predicate: see the moon
see the bright moon shining like a diamond in the sky

The Verb and Its Object

The boys sleep.
The horses run.
The flowers bloom.
JOINING AND SPLITTING OF SENTENCES

In the above examples the verbs *sleep, run* and *bloom* have no object, and can complete the meaning of the predicate without the help of any object. These are *intransitive verbs.*

*An Intransitive Verb has no object.*

I saw a tiger.
We ate mangoes.
He reads a book.

In the above examples the verb *saw, ate* and *reads* have each an object, and cannot complete the meaning of the predicate without any object. These are *transitive verbs.*

*A Transitive Verb has an object.*

The object of a Transitive Verb can be enlarged by adding a word or a group of words to it:

I saw a tiger.
I saw a big tiger.
I saw a big tiger moving about in the forest.

The Verb and Its Complement

The sun is bright.
The boys became angry.
He grew wise.

In the above examples the intransitive verbs *is, became* and *grew* do not complete the meaning of the predicate without the help of any other word. These verbs are *intransitive verbs of Incomplete Predication.*

*The Intransitive Verb which cannot complete the meaning of the Predicate without the help of any other word, is called an Intransitive Verb of Incomplete Predication.*

In the above examples the words *bright, angry* and *arise*
are used to help the verbs to complete the meaning of the Predicate. These words are Complements.

A Complement is the word or group of words which help a verb to complete the meaning of the Predicate.

The Complement to an intransitive Verb is called a Subjective Complement.

We made him our leader.
The police set him free.
He appointed him clerk.

Here the transitive verbs made, set and appointed cannot complete the meaning of the Predicate without the help of the complements our leader, free, and clerk. These are Transitive Verbs of Incomplete Predication.

The Transitive Verb of Incomplete Predication takes a Complement after its object to complete the meaning of the Predicate.

The complement to a transitive verb is called an Objective Complement.

ANALYSIS OF SENTENCES

The Simple Sentence

Horses run fast.
The man is wise.

Having returned home, he found his father.

Each of the above sentences contains a finite verb only.

Finite Simple Sentences.

A simple sentence contains only one finite verb.

N. B. A simple sentence may contain more than one subject:
One subject—Arun is my friend.

Two subjects—Arun and Bimal are my friends.

The Subject-Word

A noun is generally used as the subject-word of a sentence. But any other word or group of words used as a noun can also be used as subject:

1. A Noun—Boys go home.
2. A Pronoun—He can run.
3. An Adjective—The virtuous alone are happy.
4. A Simple infinitive—To lie is a sin.
5. A Gerund—Swimming is a good exercise.
6. A Verbal Noun—The reading of novels is delightful.
7. A Present Participle—The dying were not cared for.
8. A Past Participle—The wretched were turned out of the palace.
9. A Phrase—How to meet him is a question.

Enlargement to the Subject-Word

An adjective is generally used to enlarge the subject-word. But a word or group of words used as an adjective may also be the enlargement of the subject:

1. An adjective—A gold ring is lost.
2. A Noun in Apposition—Mr. Sen, our teacher, a wise man.
3. A Noun in the Possessive Case—Bimal’s undaunted.
4. A Possessive Pronoun—My pen is lost.
   In Adjective—A poor man is coming.

7. A Past Participle—A burnt child dreads the fire.

8. A Participle Phrase—A boy disobeying his teacher can never shine in life.

9. A Gerundial Infinitive—A chair to sit on was offered to him.

10. A Preposition with its Object—A man of courage never loses heart.

Division of the Subject

A beautiful thing is admired by all
Alexander, king of Macedon, died of fever.
Arun, my friend, tried heart and soul to save the boy.

| Subject | | Predicate |
|---------|---------------------------------|
| Subject-word | Enlargement | |
| thing | A, beautiful | is admired by all |
| Alexander | king of Macedon | died of fever |
| Arun | my friend | tried heart and soul to save the |

Division of the Predicate

The girl was singing a sad song.
The horse is swift of foot.
The Ganga flows to the sea.

The girl was singing song a, sad — — —
The horse is — — swift of foot —
The Ganga flows — — — to the sea
They beat the boy black and blue

### The Object

A noun or any other word used as a noun is generally used as the object of a transitive verb:

1. A **Noun**—I helped the boy.
2. A **Person**—I helped him.
3. An **Animal**—I helped the poor.
4. An **Infinitive**—The boy likes to play.
5. A **Gerund**—I like playing.
6. A **Verbal Noun**—I like the reading of books,
7. A **Present Participle**—I helped the dying.
8. A **Past Participle**—He helped the wretched.
9. A **Phrase**—I know how to swim.
Enlargement to the Object

An adjective or any other word used as an adjective is used to enlarge the object:

1. A Noun—He has lost the gold ring.
2. A Noun in Apposition—We respect Mr Sen, our teacher.
3. A Noun in the Possessive Case—I helped Bimal's brother.
4. A Possessive Pronoun—I have lost my pen.
5. An Adjective—I helped a poor man.
6. A Present Participle—I saw a running train.
7. A Past Participle—Don't pluck the faded flower.
8. A Participle Phrase—I overcame the boy going along the road.
9. A Gerundial Infinitive—I was given a chair to sit on.
10. A Preposition with its Object—Everyone admires a man of courage.

The Complement

Different parts of speech may be used as complement to a Verb of Incomplete Predication:

1. A Noun—I called him a fool.
2. An Adjective—The man is blind.
3. A Preposition with its object—I set him at liberty.
4. An Infinitive—We heard him sing.
5. A Present Participle—I found him.
6. A Past Participle—I found him.
7. An Adverb—He has fallen asleep.

Enlargement to the Complement

Different parts of speech may be used as the enlargement of a complement:
JOINING AND SPLITTING OF SENTENCES

1. **An Adjective**—He is a lame man.
2. **A Noun in the Possessive Case**—This seems Arun’s ball.
   **A Possessive Pronoun**—This is his book.
3. **A Noun in Apposition**—He is Arun, my friend.
4. **An Emphasizing Pronoun**—Was that he himself?
5. **A Preposition with its object**—He is a man of rank.
6. **An Adverb**—The scenery is very charming.
7. **An Adverb Phrase**—The problem is how to meet him at his office.

**Adverbial Expansion**

1. **An Adjective**—The boy stood alone.
2. **An Adverb**—The bird sang sweetly.
3. **An Adverb Phrase**—He blessed me heart and soul.
4. **An Adverbial Object**—He has gone home.
5. **A Participle**—He left the place insulted.
6. **A Gerundial Infinitive**—I went to see him.
7. **A Preposition with its object**—They came by boat.
8. **An Absolute Phrase**—The sun having set, I went for a walk.

**Splitting up of a Simple Sentence into its Component Parts**

The analysis of a simple sentence is to split up the sentence into its component parts.

A simple sentence can be divided into two main parts:

1. **The Subject** which again contains the parts as follows:
   
   (a) **Main Subject-word**
   (b) **Its adj. complement**

2. **The Predicate** which again contains the parts as follows:

   (a) The Finite verb
   (b) **Object**
(c) Enlargement to the Object
(d) Complement
(e) Enlargement to the Complement
(f) Adverbial Expansion

We give below analyses of a few simple sentences in running form:

1. *The brave hunter killed a big tiger with an arrow.*
   This is a simple sentence containing the following parts:
   Subject—The brave hunter
   Subject-word—hunter
   Enlargement—the, brave
   Predicate—killed a big tiger with an arrow.
   Finite Verb—killed
   Object—tiger
   Enlargement to the object—a, big
   Adverbial Expansion—with an arrow.

2. *The little boys saw the bright star shining in the sky.*
   This is a simple sentence containing the following parts:
   Subject—The little boys
   Subject-word—boys
   Enlargement—the, little
   Predicate—saw the bright star shining in the sky
   Finite Verb—saw
   Object—star
   Enlargement to the object—the, bright, shining in the sky.

3. *All the children were very glad to play in Giant’s den.*
   This is a simple sentence containing the following parts:
   Subject—All the children
   Subject-word—children
   Enlargement—All, the
JOINING AND SPLITTING OF SENTENCES

Predicate—were very glad to play in the Giant's garden
Finite Verb—were
Complement—glad

Enlargement to the Complement—very
Adverbial Expansion—to play in the Giant's garden


This is a simple sentence containing the following parts:
Subject—character
Predicate—is crown and glory of life
Finite Verb—is
Complement—crown and glory
Enlargement to the Complement—of life

5. The sun having set, all the boys returned home.

This is a simple sentence containing the following parts:
Subject—all the boys
Subject-word—boys
Enlargement—all, the
Predicate—The sun having set, returned home
Finite Verb—returned
Adverbial Expansion—the sun having set, home

We give below the analyses of a few simple sentences in tabular form:

1. No flame burns for ever.
2. *The old man told us a nice little story in the evening.*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Enlargement</th>
<th>Finite Verb</th>
<th>Object</th>
<th>Enlargement of the Object</th>
<th>Adverbial Expansion</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>The, old</td>
<td>told</td>
<td>us, story</td>
<td>a, nice little</td>
<td>in the evening</td>
</tr>
</tbody>
</table>

3. *Then the King set all the prisoners free.*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Enlargement</th>
<th>Finite Verb</th>
<th>Object</th>
<th>Enlargement of the Object</th>
<th>Complement</th>
<th>Adverbial Expansion</th>
</tr>
</thead>
<tbody>
<tr>
<td>King</td>
<td>the</td>
<td>set</td>
<td>prisoners</td>
<td>all, the free</td>
<td>Then</td>
<td></td>
</tr>
</tbody>
</table>

4. *All the boys left the place dissatisfied.*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Enlargement</th>
<th>Finite Verb</th>
<th>Object</th>
<th>Enlargement of object</th>
<th>A verbal Expansion</th>
</tr>
</thead>
<tbody>
<tr>
<td>boys</td>
<td>All, the</td>
<td>left</td>
<td>place</td>
<td>the</td>
<td>dissatisfied</td>
</tr>
</tbody>
</table>
JOINING AND SPLITTING OF SENTENCES

5. A man, coming from the next village, beat our old dog almost dead with a stick.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Predicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>A, coming from the next village</td>
</tr>
</tbody>
</table>

Exercise

Analyse the following Simple Sentences:

(a) The city of Calcutta was once the capital of India.
(b) The little girls sang merrily.
(c) The boy saw the bright moon shining in the sky.
(d) The sun having risen, the hunters got down from the tree.
(e) The moon shines bright in the sky.
(f) The poor little swallow grew colder and colder.
(g) The women with bags of rice on their heads are going home.
(h) The old man appears to be very hungry.
(i) A man expects every man to do his duty.
(j) A man cannot shine in life without character.
(k) A bird in hand is worth two in the bush.
(l) My father having died, I took charge of the family.
(m) A hunter, hailing from Nagpur, killed the ferocious tiger with an arrow.

A stone thrown by a certain boy hurt the old woman walking along the road.
(o) A little bee has flown into my room bearing in its wings the fragrance of forest flowers.
(p) The people living in glass houses should not throw stones.

ANALYSIS OF COMPLEX SENTENCES

The Clause

All is not gold that glitters.

That the moon has no light is known to all.

In the above examples the groups of words in italics contain a subject and a predicate of their own, but form the part of a longer sentence. These groups of words are Clauses.

The Clause is a group of words having subject and predicate of its own but forming part of a longer sentence.

Kinds of Clauses

All is not gold that glitters.

The clause All is not gold is not dependent on any other clause and can be treated as a complete sentence. Such a clause is known as Principal or Main Clause.

The Principal or Main Clause is not dependent on any other clause and can be treated as a complete sentence.

All is not gold that glitters.

Here the clause that glitters cannot express a complete sense of the principal clause All is not gold. Such a clause is dependent or Subordinate Clause.

A Dependent or Subordinate Clause depends upon the Principal Clause to complete its sense.

A subordinate clause is used as a noun, adjective or adverb.
Co-ordinate Clauses

He came in and I went out.
I do not know where he has gone and when he will come back.

In the first example two Principal Clauses have been joined together by a co-ordinating conjunction. In the second example two subordinate clauses have been joined together by a Co-ordinating conjunction. Each of these clauses is a Co-ordinate Clause.

The clauses which are joined together by a co-ordinating conjunction are known as Co-ordinate Clauses.

The word Co-ordinate means of equal rank, and so the co-ordinate clauses are said to be co-ordinate to one another.

Kinds of Subordinate Clauses

That the moon has no light is known to me.

Here the subordinate clause the moon has no light is used as a subject to the finite verb is, and therefore is doing the function of a noun. Such a subordinate clause is known as a Noun Clause.

The subordinate clause doing the function of a noun is called a Noun Clause.

A Noun Clause may be used as follows:
1. Subject to a sentence—That he is greedy is known to me.
2. Object to a transitive verb—I know that
3. Object to a preposition—The house will be sold for what it is worth.
4. Complement to a verb—This is how he betrayed me.
5. Apposition to a noun—The notion that he is greedy is wrong.
All is not gld that glitters.

In the above example the subordinate clause that glitters is qualifying the noun gold like an adjective. Such a clause is an Adjective Clause.

The subordinate clause doing the function of an adjective is called an Adjective clause.

The Adjective clause may be used as follows:

1. Qualifying a noun—This is the boy who stole my books.

2. Qualifying a pronoun—He who is poor is neglected by all.

I shall call on you if you write to me.

In the above example the subordinate clause if you write to me has been used as an adverb to modify the verb call. Such a clause is an Adverb clause.

The subordinate clause doing the function of an adverb is called an Adverb Clause.

The Adverb clause may be used as follows:

1. Modifying an adjective—I am sorry that you are ill.

2. Modifying a verb—I shall sleep when you will come back.

3. Modifying an adverb—He worked hard that he was tired.

The conjunction that is used to join a subordinate clause, but sometimes how, when, what, where etc., is used as connecting words.

N. B. The Relative pronouns and Relative adverbs are used to join a Subordinate clause to the Principal clause.

N. B. Almost all the Subordinate conjunctions are used to join a Subordinate Adverb clause to the Principal clause.
JOINING AND SPLITTING OF SENTENCES

The Complex Sentence

That Arun is your friend is known to me.
The flower that smiles today fades tomorrow.
The mice will play when the cat is away.

In the above examples all the sentences contain a principal clause and a subordinate clause. Such sentences are Complex Sentences.

A Complex Sentence contains a Principal Clause and one or more Subordinate Clauses.

Splitting up of Complex Sentences into their Component Parts

I know that the earth is round.
Sympathy is the golden key which unlocks the treasures of wisdom.
I was away when he called on me.

We can break up the Clauses in the above sentences as follows:

<table>
<thead>
<tr>
<th>Principal Clause</th>
<th>Subordinate Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know</td>
<td>(that) the earth is round</td>
</tr>
<tr>
<td>Sympathy is the golden key</td>
<td>which unlocks the treasures of wisdom</td>
</tr>
<tr>
<td>I was away</td>
<td>when he called on me</td>
</tr>
</tbody>
</table>
Now let us see the functions done by each of the above clauses:

<table>
<thead>
<tr>
<th>Clauses</th>
<th>Kinds of Clause</th>
<th>Connective</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I know</td>
<td>Principal Clause</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) the earth is round</td>
<td>Subordinate Noun</td>
<td>that</td>
<td>object to the transitive verb know in (a)</td>
</tr>
<tr>
<td></td>
<td>Clause</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Sympathy is the</td>
<td>Principal Clause</td>
<td></td>
<td></td>
</tr>
<tr>
<td>golden key</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) which unlocks the</td>
<td>Subordinate Adjective Clause</td>
<td>(which) qualify =ing the noun key in (a)</td>
<td></td>
</tr>
<tr>
<td>treasures of wisdom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) I was away</td>
<td>Principal Clause</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) when he called on</td>
<td>Subordinate Adverb</td>
<td>when</td>
<td>modifying the verb was in (a)</td>
</tr>
<tr>
<td>me</td>
<td>Clause</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The process of splitting up of a Complex sentence is known as Clause Analysis.

Now split up a few Complex Sentences into their component parts and show their relations to one another, in running form:

1. The thought came to a certain king that he would never fail if he always knew three things.
This is a Complex Sentence containing the clauses as follows:

(a) The thought came to a certain king—Principal clause.

(b) That he would never fail—Subordinate Noun clause, Case in Apposition with the noun thought in (a).

(c) If he always knew three things—Subordinate Adverb clause, modifying the verb fail in (b).

2. The king, therefore, sent messengers throughout his kingdom, promising a large sum of money to anyone who would show him how to know the right time for every action, how to choose the right people to advise him, and how to judge what was the most important thing for him to do.

This is a Complex Sentence containing the following Clauses:

(a) The, therefore, sent messengers throughout his kingdom, promising a large sum of money to anyone—Principal Clause.

(b) Who would show him how to know the right time for every action, how to choose the right people to advise him, and how to judge—Subordinate Adjective clause qualifying the pronoun anyone in (a).

(c) What was the most important thing for him to do—Subordinating Noun clause, object to the transitive verb judge in (b).

3. There was once a young man who was strong and healthy and enjoyed his work.

This is a Complex Sentence containing the following clauses:

(a) There was once a young man—Principal Clause.

Who was strong and healthy—Subordinate
Adjective clause qualifying the noun *man* in (a) and co-ordinate to (c).

(c) (Who enjoyed his work—Subordinate Adjective clause qualifying the noun *man* in (a) and co-ordinate to (b).

**Connection:** and

4. *One of the things all boys and girls are going to learn before very long is that they are fragile little things in a dangerous world.*

This is a Complex Sentence containing the following clauses:

(a) *One of the things is—Principal Clause.*

(b) *(that) all boys and girls are going to learn before very long—Subordinate Adjective Clause qualifying the noun *things* in (a).*

(c) *that they are fragile little things in a dangerous world—Subordinate Noun Clause, complement to the verb is in (a).*

5. *Most of them would give all the money they have to get your health and strength, your good teeth and nice hair.*

This is a Complex Sentence, containing the following clauses:

(a) *Most of them would give all the money—Principal Clause.*

(b) *(that) they have to get your health and strength, your good teeth and nice hair—Subordinate Adjective clause, qualifying noun *money* in (a).*

It sounded so sweet to his ears that he thought it must be the king's musicians passing by.

This is a Complex Sentence containing the following clauses:

(a) *It sounded so sweet to his ears—Principal Clause*
(b) that he thought—Subordinate Adverb Clause, modifying the adjective sweet in (a).

(c) (that) it must be the king's musicians passing by—Subordinate Noun Clause, object to the transitive verb thought in (b).

7. King Pluto knew that he must hasten away with his prize lest Ceres should discover her loss.

This is a Complex Sentence containing the following clauses:

(a) King Pluto knew—Principal Clause.

(b) that he must hasten away with his prize—Subordinate Noun Clause, object to the transitive verb knew in (a).

(c) lest Ceres should discover her loss—Subordinate Adverb clause, modifying the verb hasten in (b).

8. Proserpine knew that the nymph of the stream had recognized her, and had tried to save her by making the waters of the stream rise.

This is a Complex Sentence containing the following clauses:

(a) Proserpine knew—Principal Clause.

(b) that the nymph of the stream had recognised her—Subordinate Noun Clause, object to the transitive verb knew in (a) and Co-ordinate to (c).

(c) (that the nymph of the stream) had tried to save her by making the waters of the stream rise—Subordinate Noun clause, object to the transitive verb knew in (a) and Co-ordinate to (b).

Connective—and

9. She hoped that in some way the girdle might reach Ceres and help her to find her lost daughter.
This is a complex sentence containing the following clauses:

(a) She hoped—Principal Clause.

(b) That in some way the girdle might reach Ceres—Subordinate Noun clause, object to the transitive verb hoped in (a) and co-ordinate to (c)

(c) (the girdle might) help her to find her lost daughter—Subordinate Noun clause, object to the transitive verb hoped in (a) and co-ordinate to (b)

Connective—and

10. Stoopin$g$ to see what it was, she picked up the girdle which Proserpine had long ago thrown to the water nymph.

This is a complex Sentence containing the following clauses:

(a) Stoopin$g$ to see, she picked up the girdle—Principal clause.

(b) what it was—Subordinate Noun clause, object to the transitive verb see in (a)

(c) which Proserpine had long ago thrown to the water nymph—Subordinate Adjective clause, qualifying the noun girdle in (a)

Lastly we are to analyse all the clauses of a complex sentence like simple sentences.

One day as Odysseus was wandering outside the camp, he met a stranger, a wise man who told him that there was an ancient pres$e$ $cy$ concerning Troy, which said that the city would be captured so long as the holy statue of Athene remained in the city.

1. This is a Complex Sentence containing the following clauses:

(a) he met a stranger, a wise man—Principal Clause
(b) one day as Odysseus was wandering outside the camp—Subordinate Adverb clause, modifying the verb met in (a)

(c) who told him—Subordinate Adjective clause, qualifying the noun man in (a).

(d) that there was an ancient prophecy concerning Troy—Subordinate Noun clause, object to the transitive verb told in (c)

(e) Which said—Subordinate Adjective clause, qualifying the noun prophecy in (d).

(f) that the city would never be captured so long—Subordinate Noun clause, object to the transitive verb said in (e).

(g) as the holy statue of Athene remained in her temple in the city—Subordinate Adverb clause, modifying the adjective long in (f).

ANALYSIS OF CLAUSE (a)

He met a stranger, a wise man

Subject—He

Predicate—met a stranger, a wise man

Finite verb—met

Object—stranger.

Enlargement to the object—a, a wise man

ANALYSIS OF CLAUSE (b)

One day as Odysseus was wandering outside the camp

Subject—Odysseus

Predicate—One day as, was wandering outside the camp

Finite Verb—was wandering

Adverbial Expansion—One day, as, outside

ANALYSIS OF CLAUSE (c)

Who told him

Subject—who
Predicate—told him

*Finite verb*—told

*Object*—him

**ANALYSIS OF CLAUSE (d)**

That there was an ancient prophecy concering Troy

*Subject*—an ancient prophecy concering Troy

*Subject-word*—prophecy

*Enlargement*—an, ancient, concering Troy

*Predicate*—there was

*Finite verb*—was

*Adverbial Expansion*—there

*Connective*—that

**ANALYSIS OF CLAUSE (e)**

Which said

*Subject*—which

*Predicate*—said

**ANALYSIS OF CLAUSE (f)**

that the city would never be captured so long

*Subject*—the city

*Subject-word*—city

*Enlargement*—the

*Predicate*—would never be captured so long

*Finite verb*—would be captured

*Adverbial Expansion*—never, as long

*Connective*—that

**ANALYSIS OF CLAUSE (g)**

the holy statue of Athene remained in her temple

*Subject*—the holy statue of Athene

*Subject-word*—statue
Enlargement—the holy, of Athene
Predicate—remained in her temple in the city
Finite verb—remained
Adverbial Expansion—in her temple in the city
Connective—as

2. The prior, whose duty it is to let nothing escape him in the behaviour of his children in religion, resolved to keep a watch over Barnaby.

This is a Complex Sentence containing the following clauses:
(a) The prior resolved to keep a watch over Barnaby—Principal Clause.
(b) Whose duty it is to let nothing escape him in the behaviour of his children in religion—Subordinate Adjective clause. qualifying the noun prior in (a).

ANALYSIS OF CLAUSE (a)
The prior resolved to keep a watch over Barnaby
Subject—The prior
Subject-word—prior
Enlargement—the
Predicate—resolved to keep a watch over Barnaby
Finite Verb—resolved
Adverbial Expansion—to keep a watch over Barnaby

ANALYSIS OF CLAUSE (b)
Whose duty it is to let nothing escape the behaviour of his children in religion
Subject—it, to let nothing escape him in the behaviour of his children in religion
Formal Subject—it
Real subject—to let nothing escape him in the behaviours of his children in religion
Predicate—Whose duty is

Finite verb—is

Complement—duty

Enlargement to the complement—whose

3. When the starving people came to Ceres and begged her to resume her duties and to be their friend again, Ceres answered that until Proserpine was found, she could think only of her child, and could not care for the neglected earth.

This is a Complex Sentence containing the following clauses:

(a) Ceres answered—Principal Clause

(b) When the starving people came to Ceres—Subordinate Adverb clause, modifying the verb answered in (a) and Co-ordinate to (c).

(c) (When the starving people) begged her to resume her duties and to be their friend again—Subordinate Adverb clause, modifying the verb answered in (a) and Co-ordinate to (b).

(d) Until Proserpine was found—Subordinate Adverb clause, modifying the verbs think in (e) and care in (f).

(e) That she could think only of her child—Subordinate Noun clause, object to the transitive verb answered in (a) and Co-ordinate to (f).

(f) (that she) could not care for the neglected earth—Subordinate Noun clause, object to the transitive verb answered and Co-ordinate to (e).

ANALYSIS OF CLAUSE (a)

Ceres answered

Subject—Ceres

Predicate—answered
ANALYSIS OF CLAUSE (b)
When the starving people came to Ceres
Subject—the starving people
Subject-word—people
Enlargement—the, starving
Predicate—when, came to Ceres
Finite verb—came
Adverbial Expansion—when, to Ceres

ANALYSIS OF CLAUSE (c)
(When the starving people) begged her to resume her duties and to be their friend again
Subject—(the starving people)
Subject-word—(people)
Enlargement—the, starving
Predicate—begged her to resume her duties and to be their friend again
Finite verb—begged
Object—
Adverbial Expansion—to resume her duties and to be their friend again.

ANALYSIS OF CLAUSE (d)
until Proserpine was found
Subject—Proserpine
Predicate—was found
Connective—until

ANALYSIS OF CLAUSE (e)
that she could think only of her child
Subject—she
Predicate—could think only of her child
Finite verb—could
Adverbial Expansion—think only of her child
Connective—that
ANALYSIS OF CLAUSE (f)

(that she) could not care for the neglected earth
Subject—(she)
Predicate—could not care for the neglected earth
Finite verb—could
Adverbial Expansion—not care for the neglected earth
Connective—(that)

Exercises

Split up the following complex sentences into their component parts and show their relations to one another:

(a) What cannot be cured must be endured.
(b) The Bishop said that these were the candlesticks which he gave the gentleman.
(c) When the Giant came back, he saw the children were playing in the garden.
(d) Milton said that he did not educate his daughters in the languages because the tongue was enough for a woman.
(e) They accused her of vanity because once or twice she wore the beautiful dress the king gave her.
(f) The exact time when the theft was committed was never found out.
(g) The Happy Prince looked so sad that the little swallow was very sorry.
(h) An Englishman who had sworn to add a faggot to the flame gave back as she approached.

In the young grubs reach their full size, they change into the chrysalis state, spinning little cocoons in which they remain for about ninety days, when they emerge as fully-grown ants, ready for work.

(i) The only people who were pleased were the snow and the frost.
(k) A colony of ants begins in just the same way as a family of Ammophila wasps or of earwigs.

(l) While this activity is constantly going on inside the nest, there is a stream of workers engaged on outside jobs—workers foraging for food and other material needs of the nest, and bringing it in from the vast outer world.

(m) You cannot speak the truth by saying what you think is the truth.

(n) In every tree that he could see there was a little child.

(o) While they were trying his hands and making him ready to play his part, the chosen heroes went up the ladder into the hollow horse.

(p) When evening came, Odysseus made up his mind to try to steal the statue, even though it was kept in the temple of the goddess in the very centre of Troy.

(q) There were other stories also that I listen to, stories from old Hindu mythology, from the epics, the Ramayana and the Mahabharata, that my mother and aunt used to tell us.

(r) But more than all these festivals I was interested in one annual event in which I played the central part—the celebration of the anniversary of my birth.

(s) He was really very sorry for what he had done.

(t) Surely I was mad when I listened to Paris.

(u) But the little boy whom the Giant loved was never seen again.

(v) Father’s intervention, when it touched the hook is all up.

(w) In every tree that that was in the garden there was a little bird twittering merrily.

(x) But every time that they attacked the walls the Trojans drove them back.
(y) Sometimes, as was inevitable in a large family, there were family squabbles.

2. Analyse fully the following Complex Sentences:

(a) When you are cycling and see an old man hesitating on a crossing, don’t call him an old fool.

(b) What will you think if schoolboys make fun of you because you can only move slowly.

(c) Good manners are also important when you are with your friends.

(d) I should be grateful if you would post a letter for me if it is not too much trouble.

(e) Whenever you are arguing with someone about a point, remember that there is quite a good chance that you are wrong, whoever you are and however confident you feel about it.

ANALYSES OF DOUBLE AND MULTIPLE SENTENCES

The Double Sentence

I got in, but they went out.

He is poor, nevertheless he is happy.

In each of the above sentences two principal clauses are joined together by a co-ordinating conjunction. These are Double Sentences.

A Double Sentence contains two Principal Clauses joined together by a co-ordinating conjunction.

The Multiple Sentence

Men may come and men may go but I go on for ever.

The above sentence contains three co-ordinate clauses joined together by two co-ordinating conjunctions. This is a Multiple Sentence.
A Multiple Sentence contains three or more Principal clauses joined together by two or more co-ordinating conjunctions.

N.B. There may be subordinate clauses under the principal clauses in the double or multiple sentence.

Gradually he got strong again but when he was in a train or bus he now looked round to see if there was any older person in need of a seat, and if there was, he gave up his.

N.B. The Double Sentence or Multiple Sentence is also called a Compound Sentence.

Splitting up of Double or Multiple Sentences into their Component Parts

If we are to analyse a Double Sentence or a Multiple Sentence, we are to separate the principal clauses and the subordinate clauses that the sentence contains. Then we shall have to examine the connective or connectives joining the Co-ordinate clauses. This process is known as Clause Analysis.

1. He looked at the strong men sitting comfortably in the train or bus, and then, feeling tired himself noticed how tired some of the older people were, who were standing beside him.

This is a Double Sentence containing the following Clauses

(a) He looked at the strong men sitting comfortably in the train or bus—Principal clause, and co-ordinate to (b).

(b) Then (he), feeling tired himself noticed—Principal Clause, Co-ordinate to (a).

(c) How tired some of the older people were—Subordinate Noun Clause, Object to the transitive verb noticed in (b).
(d) Who we standing beside him—Subordinate Adjective Clause, qualifying the noun people in (c).

Connective—and

2. You have no idea how tired they are at times, but because they do not complain, you think everything is alright.

This is a Double Sentence containing the following Clauses:

(a) You have no idea—Principal Clause, Co-ordinate to (d)

(b) how tired they are at times—Subordinate Noun Clause, object to be preposition (about) understood in (a) after idea.

(c) because they do not complain—Subordinate Adverb Clause, modifying the verb think in (b).

(d) You think—Principal Clause, Co-ordinate to (a).

(e) (that) everything is alright—Subordinate Noun Clause, object to the transitive verb think in (d).

Connective—but

3. Well, try to make life easy for them so far as you can; and when it is your turn to suffer you will feel happier for having helped when you could.

This is a Double Sentence containing the following Clauses:

(a) Well, (you) try to make life easy for them so far—Principal Clause, and Co-ordinate to (d).

(b) as you can—Subordinate Adverb Clause, modifying the adjective in (a).

(c) it is your turn to suffer—Subordinate Adverb Clause, modifying the verb feel in (d).

(d) you will feel happier for having helped—Principal Clause, Co-ordinate to (a).

(e) when you could—Subordinate Adverb Clause, modifying the Perfect Participle having helped in (d).
Connective—and

4. Whatever you may say, always assume that the person may overhear, and modify your remarks accordingly.

This is a Double Sentence containing the following Clauses:

(a) Whatever you may say—Subordinate Adverb Clause, modifying the verb assume in (b).

(b) (you) always assume—Principal Clause, and Co-ordinate to (d).

(c) that the person may overhear—Subordinate Noun Clause, object to the transitive verb assume in (b).

(d) (you) modify your remarks accordingly—Principal Clause, Co-ordinate to (b).

Connective—and

5. When the cold of autumn strikes down, or when the plant on which the budded-off family is feeding begins to run dry and wither, male and female flies with wings are produced and these fly off to seek a better plant on which to live.

This is a Double Sentence containing the following Clauses:

(a) When the cold of autumn strikes down—Subordinating Adverb Clause qualifying the verb are produced in (d), and Co-ordinate to (b).

(b) when the plant begins to run dry and wither—Subordinate Adverb Clause modifying the verb are produced in (d) and Co-ordinate to (a).

(c) on which this budded-off family is a Subordinate Adjective Clause qualifying the noun plant in (b).

(d) male and female flies with wings are produced—Principal Clause and Co-ordinate to (e).

(e) these fly off to seek a better plant on which to live—Principal Clause, Co-ordinate to (d).
Connective—or, and

6. After the seven years were over he had said all that he had to say, for his conversation was limited, and he determined to return to his own castle.

This is a Multiple Sentence containing the following Clauses:

(a) After the seven years were over—Subordinate Adverb clause modifying the verb had said in (b).

(b) he had said all—Principal Clause, and Co-ordinate to (d) and (e).

(c) that he had to say—Subordinate Adjective clause, qualifying all in (b).

(d) his conversation was limited—Principal Clause, and Co-ordinate to (b) and (e).

(e) he determined to return to his own castle—Principal Clause, co-ordinate to (b) and (d).

Connectives—for, and

7. When they broke into his house Deiphobus was asleep, but at the noise of their entrance he started up and seized his weapons, while Helen, screaming, tried to run away as soon as she saw Menelaus.

This is a Multiple Sentence containing the following Clauses:

(a) When they broke into his house—Subordinate Adverb clause, modifying the verb was in (b).

(b) Deiphobus was asleep—Principal Clause, and Co-ordinate to (d) and (e).

(c) at the noise of their entrance he started up—Principal Clause, co-ordinate to (b), (d) and (c).

(d) (he) seized his weapons—Principal Clause, co-ordinate to (b), (c) and (e).

(e) Helen, screaming, tried to run away as soon—Principal Clause, co-ordinate to (b), (c) and (d).
(f) as she saw Menelaus—Subordinate Adverb clause, modifying the adverb soon in (e).

Connectives—but, and, while,

8. Although he was taken by surprise and was without armour Deiphobus fought bravely, but before long Menelaus overpowered him and struck him dead.

This is a Multiple Sentence containing the following Clauses:

(a) Although he was taken by surprise—Subordinate Adverb clause modifying the verb fought in (c) and Co-ordinate to (b).

(b) (Although he) was without armour—Subordinate Adverb clause, modifying the verb fought in (c), and Co-ordinate to (a),

(c) Deiphobus fought bravely—Principal Clause, and Co-ordinate to (d) and (e)

(d) before long Menelaus overpowered him—Principal clause, Co-ordinate to (c) and (e).

(e) (Menelaus) struck him dead—Principal Clause, and Co-ordinate to (c) and (d).

Connectives—and, but, and

9. In the evening usually many friends came to visit father and he would relax after the tension of the day and the house would resound with his tremendous laughter.

This is a Multiple Sentence containing the following Clauses:

(a) In the evening usually many friends came to visit father—Principal Clause, Co-ordinate to (b) and (c).

(b) he would relax after the tension of the day—Principal Clause, Co-ordinate to (a) and (c).

(c) the house would resound with his tremendous laughter—Principal Clause, Co-ordinate to (a) and (b).

Connectives—and, and
10. *The giant stole up behind him and took him gently his hand and put him up into a tree.*

This is a Multiple Sentence containing the following Clauses:

(a) The giant stole up behind him—Principal Clause and Co-ordinate to (b) and (c).

(b) (the giant) took him gently in his hand—Principal Clause and Co-ordinate to (a) and (c).

(c) (the giant) put him up into a tree—Principal Clause Co-ordinate to (a) and (b).

Connectives—and, and.

Full Analysis of Double and Multiple Sentences

Lastly, we are to analyse all the clauses like simple sentences.

1. *He seemed to me the embodiment of strength and cleverness, far above all the other men I saw, and I treasured the hope that when I grew up I would he rather like him.*

This is a Double Sentence containing the following Clauses:

(a) He seemed to me the embodiment of strength and cleverness, far above all the other men—Principal Clause and Co-ordinate to (c).

(b) (Whom) I saw—Subordinate Adjective clause, qualifying the noun men in (a)

(c) That I would be rather like him—Subordinate Noun clause, Case in Apposition with hope in clause (c).

(d) When I grew up—Subordinate Adverb clause, modifying the verb treasured in (c).

Connective—and
ANALYSIS OF CLAUSE (a)

He seemed to me the embodiment of strength and cleverness far above all the other men
Subject—He
Predicate—seemed to me the embodiment of strength and cleverness, far above all the other men
Finite Verb—seemed
Complement—embodiment
Enlargement to the Complement—of strength and cleverness
Adverbial Expansion—to me, far above all the other men

ANALYSIS OF CLAUSE (b)

(Whom) I a saw
Subject—I
Predicate—(whom) saw
Finite Verb—saw
Object—(whom)

I treasured the hope
Subject—I
Predicate—treasured the hope
Finite Verb—treasured
Object—hope
Enlargement to the object—the

ANALYSIS OF CLAUSE (d)

That I would he rather like him
Subject—I
Predicate—would he rather like him
Finite Verb—would be
Adverbial Expansion—rather like him
Connective—that
ANALYSIS OF CLAUSE (a)

when I grew up
Subject— I
Predicate— when grew up
Finite Verb— grew
Adverbial Expansion— when, up

2. Later I found that a mighty search was being made for the lost pen and I grew frightened at what I had done, but I did not confess.

This is a Multiple Sentence containing the following Clauses:

(a) Later I found—Principal Clause and Co-ordinate and (e)

(b) that a mighty search was being made for the lost pen—Subordinate Noun clause, object to the transitive verb found in (a).

(c) I grew frightened at that—Subordinate Clause and Co-ordinate to (a) and (e).

(d) which I had done—Subordinate Adjective clause, qualifying the noun which in (e).

(e) I did not confess—Principal Clause and Co-ordinate to (a) and (c),

Connectives— and, but

ANALYSIS OF CLAUSE (a)

Later I found
Subject— I
Predicate— later found
Finite Verb— found
Adverbial Expansion— later
**ANALYSIS OF CLAUSE (6)**

That a mighty search was being made for the lost pen

*Subject*—a mighty search
*Subject-word*—search
*Enlargement*—a, mighty
*Predicate*—was being made for the lost pen
*Finite Verb*—was being made
*Adverbial Expansion*—for the lost pen
*Connective*—that

**ANALYSIS OF CLAUSE (a)**

I grew frightened at that

*Subject*—I
*Predicate*—grew frightened at that
*Finite Verb*—grew
*Complement*—frightened at that

**ANALYSIS OF CLAUSE (d)**

Which I had done

*Subject*—I
*Predicate*—which had done
*Finite Verb*—had done
*Object*—which

**ANALYSIS OF CLAUSE (e)**

I did not confess

*Subject*—I
*Predicate*—did not confess
*Finite verb*—did confess
*Adverbial Expansion*—not
Exercise

1. Split up the following Double and Multiple Sentences into their component parts and show their relations to one another:

(a) The poor little Swallow grew colder and colder, but he would not leave the Prince, he loved him so well.

(b) The tree broke at once into blossoms, and the birds came and sang on it.

(c) God made the country and man made the town.

(d) I took the little boy in my arms when it was awake and nursed it lovingly.

(e) The poor children tried to play on the road, but the road was very dusty.

(f) The birds did not come to sing and trees forgot to blossom.

(g) In Egypt the sun is warm on the green palm trees, and the crocodiles lie in the mud and look lazily upon them.

(h) All the next day he sat on the Prince’s shoulder and told him stories of what he had seen in strange lands.

(i) The Swallow flew over the great city, and saw the rich who were making merry in their beautiful houses, while the beggars were sitting at the gates.

(j) I did not know what sorrows were, for in the royal palace I was surrounded day and night by lords and ladies.

These boys could never forget that day, and whenever they heard of any perplexing dispute they would think this boy on the mound.

(l) The guilty trembled when they came before him, for they knew that his eyes would look straight into the guilt.
trant of the fact that their empire had outlived its usefulness and was doomed to perish.

How could they realise the threatened danger? Rome made a fine showing of outward glory. Well-paved roads connected the different provinces. The imperial police were active and showed little tenderness for highwaymen. The frontier was closely guarded against the savage tribes who seemed to be occupying the waste lands of northern Europe. The whole world was paying tribute to the mighty city of Rome, and a score of able men were working day and night to undo the mistakes of the past and bring about a return to the happier conditions of the early Republic.

But the underlying causes of the decay of the state had been removed and reform therefore was impossible. Rome and last and all the time a city state as Athens and Corin city states in ancient Greece. It had been able to dominate the Italian peninsula. But Rome as the ruler of the entire civilized world was a political impossibility and could not endure. Her young men were killed in her useless wars. Her farmers were ruined by long military service and by taxation. They either became professional beggars or hired themselves out to rich landowners who gave them board and lodging in exchange for their services and made them 'serfs', those unfortunate human beings who are neither slaves nor freemen, but who had become part of the soil upon which they were, like so many cows, and the trees.

The empire, the State, had become everything. The common citizen had dwindled down to less than nothing. As for the slaves they had been taught to be meek and they obeyed their seniors. But they had lost all interest in the affairs of this world which had proved such a miserable place of abode. They were willing to fight and fight that they might enter the Kingdom of Heaven. But were not willing to engage in warfare for the benefit of an
ambitious emperor who aspired to glory by way of a foreign campaign in the land of the Parthians and the Numidians or the Scots.

Word-notes: realise-উপলব্ধি করা। grumbled-অস্ত্রোপ একাশ করিয়াছিল। rebelled-বিরোধ করিয়াছিল। rapacious-লোভী ও অত্যাচারী। gladiators-সাঁক্ষেপের রোমান বোধ। slums-বর্তমান স্থান। tenderness-দয়া। highwaymen-পথ-মূল। tribute-সমায়ল। underlying-অস্তিনিহিত। decay-কায়। reform-সংস্কার। had-dwindled down-হস্ত পাইয়াছিল।

Questions

1. What was the reason why the Romans did not realise how their old world was coming to an end?

2. In what ways did Rome make a fine show of outward

   How was it that Rome as the ruler of the entire civilized

   not endure?

3. What was the condition of the common citizen and the

   slaves in ancient Rome? [H. S. 1061]

2. Original Passage

In South Africa Gandhiji wore a European stiff white wing collar and stiff white shirt, a grey striped necktie, and brightly polished shoe. At Durban he rented an English villa in a fashionable part of the beach. He was earning five to six thousand pounds annually, or twenty-five to thirty thousand dollars, from legal work, and on the whole his life resembled that of an Indian Europeanised by constant imitation of the white world.

But he had strange ideas. When Ramdas, his third son, was born in South Africa in 1837, he took charge of the infant.
and Kasturbai, and sometimes the older boys, carried out the work. He insisted; she had no choice. But one boader, a clerk in Gandhi's law office, was a former untouchable who became a Christian. To the orthodox Kasturbai, however, he was still an untouchable and she refused to serve him. In fact, she hated the whole business and did not see why she, or for that matter her husband and children, should be doing these things. He, however, considered it a part of her education, and sometimes she cried her eyes red. This annoyed him. Not only must she do the work, she must do it cheerfully, and when he saw her weep, he shouted—as he himself tells the story—'I will not have this nonsense in my house,' 'Keep your house to yourself and let one go,' she exclaimed.

Gandhiji grabbed her by the hand, dragged her to the gate, opened it, and was about to push her out. 'Have you no shame!' she sobbed. 'Where am I to go? I have no parents to come here. For Heaven's sake behave yourself and shut the gate. Let not be found making scenes like this.'

This brought him to his senses. He had a violent nature and his subsequent calm was the product of long training in temperament-control. He did not easily become an even-minded, desireless Yogi. He had to remould himself. Recognising his deficiencies, he made a conscious effort to grow and change and restrain his bad impulses. He turned himself into a different person. This was a remarkable case of second birth in one lifetime. The transformation began in South Africa and the result was a self-made man.

Word-notes: beach—समुद्रकिन | imitation—अनुकूल | unmitigated—असंप्रभावाच | grabbed—किलेन | subsequent—प्रवर्तक समय | even-minded—समता | de imperia | निराम | deficiencies—पत्तिसमूह | impulses—प्रेरणसमूह | transform—शिक्षन | man.

Questions

Describe Gandhiji's dress and life in the fashionable part o
2. How did Gandhiji prove himself to be an unmitigated nuisance to Kasturbai in the household?
3. 'Keep your house to yourself and let me go'. To what incident does this refer?

3. Original Passage

Johnson's love of London, however, was of his own sort, quite unlike that of Charles Lamb for instance, or that of such a man as Sir Walter Besant. He cared nothing for architecture, and little for history. Still less had his feeling anything to do with the merci

less had his feeling anything to do with the merci


treatness of London. He had a scholar's contempt for people without ideas fit for rational conversation......

lack of human life beat strongest. There a man can show his man better than anywhere else, there he could not only live but grow; there more than anywhere else he might escape the complacency which leads to intellectual and moral torpor, because there he would be certain to meet not only with his equals but with his superiors. These were grave grounds which he could use in an argument; but a man needs no arguments in justification of the things he likes, and Johnson liked London because it was the home of the intellectual pleasures which to him were the only real pleasures, and which made London for him a heaven upon earth.

Word-notes: architecture—আস্টেক্কি। contempt—পাতি। rational—র্তাসিগুলু।

self—সেলফ। fancy—ফেন্স।

Questions

1. Enumerate the attractions of London as stated in the above passage.
2. What was Johnson's attitude towards traders? And
1. Who thought of London as the place ‘where the pulse of human life beat strongest’? And why?

2. Explain the meaning of ‘there he could not only live but grow’ [H. S. 1962]

3. Original Passage

Sidney was one of the famous men who lived in the time of Elizabeth I. He travelled a good deal in Europe, visiting France, Venice and Genoa and meeting some of the great Italian painters of the age. At the court of Elizabeth he was a model of what a courtier should be: polished in manners, perfectly educated, interested in all that was going on, ready to talk entertainingly on any subject, able to make and keep friends, and attractive to all who came in touch of him. He distinguished himself not only as the courtier, but also as a statesman, soldier, poet, and government.

Today we remember him chiefly as a writer. It was an age of enquiry in every direction, when, men were discovering new lands, new peoples and new ideas. There was much to look forward to in the future, much to be enjoyed in the present, and much to be learnt from the past. In English literature, as in other fields of activity, men were trying to produce works that should be of as high a standard as any found in the other countries in modern or ancient times. They saw that the Greeks and Romans had succeeded in writing great poetry, great plays, great criticism. Why should not Englishmen do the same? Surely they could produce the same results if they followed the same methods and obeyed the same rules of writing. There was much discussion in England whether it is better for men to imitate the Greeks and Romans or to aim at greatness through originality, using the English language in an entirely natural way. Sidney was a member of what was perhaps the leading literary club in England, and his influence was felt by all writers of the time. He advised poets not to think too much about the rules of
correct verse, but to look in their hearts and write. Feeling, he knew might be stronger than reason, and produce better poetry.

**Word-notes:** model—আদর্শ; polished—পরিচিত; entertainingly—পাকলিঙ্গে; originality—ব্যক্তিত্ব।

**Questions**

1. How did Sidney distinguish himself as a courtier?
2. Why was the age of Elizabeth called the age of enquiry?
3. How did great literature come to be produced in that

   What was Sidney's advice to the poets?

   [H. S. Comparrison. 1962]

5. **Original Passage**

   New methods of transport have profoundly modified the life in the village and small town. Up to only a generation ago most villagers were to a great extent self-sufficing communities. Every trade was represented by its local technician; the local produce was consumed or exchanged in the neighbourhood; the inhabitants worked at the spot. If they desired instruction or entertainment or religion, they had to mobilize the local talent and produce it themselves. Today all this is changed. Thanks to improved transport, the village is now closely bound up with rest of the economic world. Supplies and technical services are obtained from a distance. Large number of inhabitants go out to work in factories and offices in far-off cities. Music and the drama are provided not by local talent, but over the radio and in the picture theatres. Once all the members of the community were always on the spot; now, thanks to cars, motor cycles and buses the villagers are rarely in the village. Community fun, community worship, community efforts to secure culture have tended to decline, for the simple reason that, in leisure hours, the large part of the community's membership is always somewhere else. Nor...
The older inhabitants of Middletown complained that the internal combustion engine had led to decline of neighbourliness. Neighbours have Fords and Chevrolets, consequently they are no longer there to be neighbourly; or if by chance they should be at home, they content themselves with calling up on the telephone. Technological progress has reduced the number of physical contacts; impoverished the spiritual relations between the members of a community.

Word notes: profoundly—গভীরভাবে; modified—পরিবর্তন করিয়াছে; talent—প্রতিভা; impoverished—কম করিয়াছে।

Questions

1. What was the condition of villages before the introduction of new methods of transport?
2. Mention some of the changes brought about by new methods of transport.
3. What, according to the writer, is the harmful effect of technological progress on a village community? [H.S. 1963]

6. Original Passage

Some years ago I was stopping with a friend at a certain University which for the purposes of this history we will call, Cambridge. One day I was impressed with the appearance of two persons whom I saw walking arm-in-arm down the street. One of these gentlemen was, I think, without exception, the handsomest young fellow I had ever seen. He was very tall, very broad, and had a look of power and a grace of bearing that seemed as native to him as to a wild stag. In addition his face was without flaw a good face as well as a beautiful one. When he lifted his head which he did just when to a passing lady, I saw that his head was covered with little golden curls growing close to the scalp.

"Do you see that man?" I said to my friend with whom I was walking; 'why he looks like a statue of Apollo come to life. at a splendid fellow he is!"
'Yes,' he answered, 'he is the handsomest man in the University and one of the nicest too. They call him "The Greek God." Look at the other one; he is Vincey's Guardian, and supposed full of every kind of information. They call him "Charon," because of forbidding appearance or because he has ferried across the deep waters of examination. 'I don't know which.'

I looked, and found the older man quite as interesting in his way as the glorified specimen of humanity at his side. He appeared to be about forty years of age, and I think was as ugly as his companion was handsome. To begin with he was short, rather bow-legged, very deep chested, and with unusually long arms. He had hair and small eyes, and the hair grew down his forehead, and looked very quite up to his hair, so that there was little of his countenance to be seen. Altogether he reminded me of a gorilla, and yet there was something very pleasing and genial about the man's eyes. I remember saying that I should like to know him.

"All right," answered my friend, "not more easier. I know Vincey; I'll introduce you" and he did, and for some minutes we stood chatting about the Zulu people, I think for I had just returned from the Cape at that time.

Presently, however, a stout lady, whose name I do not remember, came along the pavement accompanied by a pretty, fair-haired girl, and Mr. Vincey who clearly knew them well, at once joined these two, walking off in their company. I remember being rather amused by the change in the expression of the older man whose name I, several was Holly, when he saw the ladies was advancing, suddenly he stopped short in his talk, cast a reproachful look at his companion, and with an abrupt nod to myself, turned and marched off alone across the street.

Word-notes: grace of bearing—ঠাকুরব্যবহারের মাধুর্য; appearance—আচার, specimine—মূল; whiskers—ঝুঁপি; reproachful—ভিরক্তপূর্ণ.
ANSWERING QUESTIONS FROM A PASSAGE

Questions

1. According to the author the young man whom he saw having down the streets of Cambridge was 'the handsomest fellow I have ever seen'. How does he justify his statement?

2. How does the author describe the young man’s companion?

3. What happened when a stout lady accompanied by a 'pretty-brown-haired girl' met Mr. Vinceney and his companion?

[H. S. Compart. 1969]

7. Original Passage

A blind man, having received his sight as the result of a remarkable operation, confessed the other day that he was so disappointed in the world he saw that he wondered whether he was happier when he was blind. Human beings were of different shape and appearance from those with which he had always imagined them. Everything apparently from motor cars to flower gardens, fell short of the glorious images he had made of them. The gift of sight brought him merely disillusionment.

It is easy to understand his distress. Most of us have experienced the same sense of disillusionment when we have for the first time seen with our eyes something that we had hitherto idealized in our imagination. I remember being deeply disappointed in the first lion I saw. Until then I regarded him as the King of Beasts and had attributed to him a size and majesty such as have never belonged to any real lion. The lion in the cage at the menagerie (show of caged wild animals) seemed to be only about one-third the size of the lion of my dreams, and he bore few marks of regality. Life in a cage in a travelling menagerie does not, I fancy, conduct to kingliness of bearing. The lion, however, was not the only beast that fell below my expectations. The elephant himself was only a miniature of what I had imagined, and the camel a small, seedy, turkey-like animal with very little of the romance of the desert about him.

Word-notes: remarkable—উল্লেখযোগ্য ; disillusionment—দুঃখিত ; regality—শক্তি ; conduct—সাপ্লে করিতে সাপ্লেন করা ; miniature—কুপ্ত সংক্ষেপ
Questions

1. Why was the blind man disappointed when he received his sight?

2. What were the reasons for which the lion in the passage disappointed the author?

3. "Most of us have experienced the same sense of disillusionment when we have for the first time seen with our eyes something that we had hitherto idealized in our imagination.

   Can you give any example from your own experience of a thing which disappointed you when you saw it first and felt that it did not come up to your expectation? [II. S. 1964]

8. Original Passage

The earth seems a very solid affair when we stand on it, and so big when we travel over it, that it is hardly surprising that men used to think of it as a vast immovable mass, forming the very centre of the universe. Many of them pictured it as a sort of flat board, with the starry sky covering it—rather as a dish-cover covers a dish. Of course they said that the stars continually turned round the pole and so they had to suppose that the dish-cover turned over the dish; this was simpler than to suppose that the dish turned round under the dish-cover. Yet there were some, especially among the Greeks, who held different opinions. More than five centuries before Christ we find Pythagoras maintaining that the earth was of a globular shape; a ball floating in space, he said. Some centuries later, other Greeks, and Aristarchus in particular, began to see that this ball must not only float in space but also move through space moving in fact revolve around the sun. But the idea did not prove popular at first, for did not like to think of their home as anything less than the centre of the universe, they found it simpler and more flattering to their self esteem to think of the earth as standing at rest, while every else revolved round it. And so they continued in their old beliefs.
nearly two thousand years after Aristarchus had seen and proclaimed the truth.

Word-notes: globular—গোলাকার; flattering—ভোগাসৃষ্ট; proclaimed—প্রতিষ্ঠিত।

Questions

1. What ideas had men in the old days about the nature and importance of the earth?

2. What new truths were proclaimed by Pythagoras and Aristarchus?

3. Why did men continue in their old beliefs for a long time ever after Aristarchus had proclaimed the truth?

[II. S. Tomp. 1964]

PART III

PRÉCIS-WRITING

SECTION I  [FOR CLASS IX]

INTRODUCTION

As a form of exercise in English composition the making of summary of a given passage is known as précis-writing. Précis is a French word meaning abstract or summary.

Précis-writing is an important form of composition which aims at improving one's power of understanding and expression. By practising in précis-writing one can learn to economise words and, therefore, to be precise.

In making a précis it is necessary to bear in mind that—

1. You understand the given passage as a whole;

2. You have comprehended what the author intends;

3. You have been able to pick out all the important points.
You are to attain all these things as a good précis should not only be an abridgement of the original passage but also it should be a piece of good and continuous prose.

The following directions are to be carefully observed while writing a précis:

1. You should read the given passage more than once, in order to grasp its meaning.

2. You are to write down all the important points in the given passage so as to form an outline of your précis.

3. Then write out your précis as simply, clearly and briefly as you can.

The précis should be about a third of the length of the original passage. You should suggest a suitable title for your précis. Your title should be in keeping with the subject-matter of the given passage.

4. Add nothing to your précis which exist in the original passage and omit nothing which is important.

5. You should use your own words as far as possible.

6. You should write your précis in the indirect narration and if possible in the past tense.

Some Passages Fully Worked Out

1. Original Passage

People in India have many enemies, but none perhaps so deadly as the fly and the mosquito. The housefly breeds in healthy places. It does not suck the blood like the mosquito. It is the dirtiest of all insects. When it flies to the sweetmeat stall and puts its dirty feet upon the sweets, it leaves deadly germs behind. In this it may flies spread diseases like cholera, dysentery, enteric fever and constipation. Many people in India suffer from malaria. It is a disease which affects thousands of people every year. It ruins the health of those more. It is caused by special germs. These are put into the bite when people are bitten by a special kind of mosquito.
Precis

Of all the enemies of the people in India, the most deadly are the flies and the mosquitoes; for the former spread germs of deadly diseases and the latter causes malaria thereby killing thousands of people and ruining the health of thousands more. [35 words]

Title: The two most dangerous enemies of the people in India.

2. Original Passage

The Equator passes through the country of Ecuador and the city of Quito in South America. In that country, in the year 1797, from thirty to forty thousand people were killed at once by an earthquake. One would have thought that was warning enough; but the warning was not taken, and since then, thousands more have been killed in the very same country, in the very same way.

They might have expected as much. For there are volcanoes, most of them, close to volcanoes, some of the highest and most terrible in the world. And, wherever there are volcanoes, there will be earthquakes. You may have earthquakes without volcanoes, now and then; but volcanoes without earthquakes, seldom or never.

(114 words,

Precis

In 1797 an earthquake happened in Quito in South America. Killing forty thousand people and since then thousands more have been killed by earthquakes which frequent the place as it stands close to volcanoes. For, earthquakes take place where there are volcanoes. [40 words]

Title: The cause of earthquakes at Quito in South America.

3. Original Passage

The Romans had an old tale or legend of the founding of their city. There was a cruel chief of a small State in Italy, who ordered the twin sons of his brother's daughter to be thrown into the river Tiber. The children did not sink, however, but floated to the bank of
the river. Here a she-wolf, who had lost her cubs, found them and nursed them, till a shepherd, wandering in the woods, saw them and took them home to his wife. She named them Romulus and Remus, and brought them up. When they became men, they saw the wicked king and placed their grandfather on the throne. They set to work to build, close to the river Tiber, a little city of their own for themselves, and some other young men who had joined them. But as they were building the city, they quarrelled, and the king killed his brother, and named the city after himself, Rome, the first king of Rome. (148 words)

I recis

According to an old story, the chief of a small tribe lived over the Tiber. He had two sons of his brother to be thrown into the river Tiber. But those who were not drowned were brought up as Romulus and Remus. When they grew up, they rose against the king. One-half of the city they put their grandfather on the throne and began to rule. In a quarrel Romulus who killed Remus was given the throne who was the king of Rome. (78 words)

Title: Legend about the foundation of Rome.

4. Original Passage

Long, long ago, in the city of Bagdad there lived a man named Sindbad the Porter. He was given that name because he had earned a living by carrying loads for other people. One hot, heavy day, he was very tired. Just then he passed the grand house which had a shady seat by the gate. The breezes were cool and fresh. The porter was glad to rest upon the door-way a beautiful garden and many servants running there. And the poor porter thought how pleasant it would be to have a rich and to own that luscious house and garden. Just then a heron
some man came out and said to Sindbad, 'Could my master calls for you.' [143 words]

Precis

Long ago, the porter Sindbad lived in Bagdad. On a hot day very tired he was passing by a palace having a shady seat. The down on it and thought how nice it would be to be rich and house. Just then a beautiful man came out and took Sindbad, his master. [54 words]

A story about Sindbad the porter.

5. Original Passage

If the Divamitra had a baby girl from Menaka, a beautiful the following had not married. It was a lovely baby, but Present her nor the mother wanted to keep her. She left Past Indefinite some kind birds and animals and Present Continuation found her Present Perfect tense in the forest.

Future Tense her up like his own child and called her Exception. She was simple and innocent and played with habitual action and flowers and the young deer. Her companions Direct girls, Priyamvada and Anasuya, who loved her dearly Indirect she princess of the forest.

Direct King Dushyanta of Hastinapur came hunting wild Indefinite the forest and arrived at the cottage of Kanva in the he sage. Here he met Shakuntala and the two fell in Tense other. Dushyant proposed to Shakuntala and married Thence the sage returned to his cottage he was happy to hear and blessed the couple. [201 Words]

Precis

Sakuntala, the daughter of Biswamitra and Menaka, was thrown the forest where some birds and animals brought her up. Then va, a kind hermit, took her to his cottage and brought her up
and named her Shakuntala, who grew up to be a very, beautiful girl and led simple and innocent life in the forest. One day Dushyanta, King of Hastinapur, saw Shakuntala and married her. On coming back, Kauna heard the news and was much too glad. 73 words.

Title: Shakuntala and Dushyanta.

SOME PASSAGES FOR PRACTICE

1. Original Passage

In some parts of the world there is only sand and water, and are no trees. These areas are known as very hard to travel through the desert. One cannot run cars or carts. One cannot cross it in a boat. There is only one way in which a desert can be crossed and that is by pack animals. It has therefore been called "the ship of the desert." The camel can run easily in desert. No other animal can do this. The camel can travel many miles in a day. It has very long legs. It moves slowly. It has padded feet. They do not sink into the sand. It has very soft feet. It does not win a prize. The camel can travel many miles without drinking water. It can do so because it can store water in its stomach. A load of six to twelve hundred and walk twenty-five. The camel can go without drinking for three days.

Word-notes: desert—कुशी; ship—विद्यार्थी travel—वन्नति

2. Original Passage

On the same day we set forth, meaning to go to the coast. We guided the ship as if we were going to the island of Noronha. Then we left that island on the east. After a few days, there came a fearful storm. The wind blew the ship this way and that for twelve days. The ship was badly broken and water
and liberal views and a benefactor of India, is affectionately remembered in this country.

Exercises

Combine each of the following groups of sentences into one sentence by using Participles:

1. heard a noise. I stopped.
2. They took my book. He began to read.
3. they afraid. We met an old man. sacred.
4. No wind has blown a gale all day. In the evening.
5. There men saw the approach of a violent dust.
6. took shelter in a hut. The hut golden.
7. of the field.

Combine each of the following groups of simple sentences into one sentence by using Infinitives:

26. The truth money. He can spare it.
27. old man. They go for Agra. I shall see the Taj Mahal.
28. afraid. He will do it.
29. kept a dog. The dog guards his house.
30. The report. He would set up for himself. He would manufacture clocks.

Combine each of the following groups of simple sentences into one Simple sentence by using Absolute Phrases:

32. The well ran dry. She did not get any water.
33. that was the case. He did not return home.

Combine each of the following group of simple sentences into one Simple sentence by using Prepositions with nouns or adjectives:

34. (a) The sun rose. We went out for a walk.
35. (b) The gentleman worked hard. He succeeded in life.
Adjectives and Adverbs

Adjectives or Adverbs denoting nearness become the corresponding words denoting remoteness:

This becomes that.
These " those.
Here " there.
Now " then.
Hence " thence.
Neither " thither.
Today " that day.
Yesterday " the previous day, or the day before.
Last night " the previous night, or the night before.
Thus " so, in that way or manner.
Ago " before.

(a) Statements (Assertive Sentences)

Statements are introduced by a verb like say, tell followed by the conjunction that:

Direct: He said, "Bimal has done well".
Indirect: He said that Bimal had done well.

Direct: He said to me, "You have not done well in the examination".
Indirect: He told me that I had not done well in the examination.

Direct: He said, "I went to Calcutta yesterday".
Indirect: He said that he had gone to Calcutta the previous day.

(b) Questions (Interrogative Sentences)

Questions are introduced by a verb like ask, inquire, etc., and followed by the conjunction if or whether in case of an inquiry.

Direct: He said to me, "Do you know the boy?"
Indirect: He asked (or inquired of) me if (or whether) I knew the boy.
If a question is introduced by an Interrogative pronoun, Interrogative adjective or an Interrogative adverb, if or whether is not used:

He said to the girl, "Why do you weep?"

He asked the girl why she wept.

(c) **Desires** (Imperative and Optative Sentences)

**Commands, Requests, Prayers**

Commands, requests or prayers are introduced by a verb like order, command, tell, ask, request, pray, entreat, beg etc.

Direct: I said to him, "Come into the room".

Indirect: I told him to come into the room.

**Wishes**

Desires introduced by a verb like wish or pray:

Direct: The woman said to me, "May your life long".

Indirect: The woman wished that I might live long.

(d) **Exclamations** (Exclamatory Sentences)

Exclamations are introduced by a verb like exclaim, cry out, etc. with additional words, if necessary, to express the sense of the context.

Direct: The boys said, "Hurray! We have won the game!"

Indirect: The boys cried out in joy that they had won the game.

Direct: He said, "What a big snake!"

Indirect: He exclaimed that it was a very big snake (or, the snake was very big).

Direct: The Headmaster said to the boys, "Bravo! you have done well."

Indirect: The Headmaster applauded the boys saying that they had done well.

**Exercises**

1. **Put the following sentences into Indirect Speech**:
   
   (a) The boy says, "I am a friend of Bimal".
   (b) The man said, "I shall teach you a lesson".
   (c) Uma said to me, "I have plucked all the flowers".
   (d) He said, "I have finished my work".
   (e) I said, "You have done your work well".
   (f) He said, "I cannot meet you here today".
   (g) He said to me, "I shall call on you tomorrow".
   (h) I said to the lady, "Please give me a glass of water".
   (i) He said to the boy, "Wait here till I come back".
   (j) The teacher said to the boys, "Do not run in the sun".
   (k) He said to me, "Will you have a cup of tea?"
(b) I said to the boy, "What is your father's name?"
(m) I said to him, "For shame, you rogue!"
(n) He said, "By God, what a nice rose!"
(o) The man said, "Alas, I am undone!"

2. Put the following dialogues into Indirect speech:

(a) Do I look pale?" said Tom.
   "Well, yes—a little, "replied Alice gently."
   "I'm very brave, generally," he went on in a low voice:
   "Only today I happen to have a headache."
   "I too, have a headache today, "said Tom. "I am far worse
   than you."
   "Then you'd—better not fight today", said Alice.

(b) "And who are you, my dear, "said she, "to whom are we all
   so obliged?"
   "Henry Studford, M'sieur."
   "Well, my child, you are a dear, brave little creature, and you
   shall go home and dine with me."
   "No thank you, madam, my father will want me."

(c) "And would you buy it?" said the laird. "If so please
   you," answered the farmer. "How comes it," cried the gentleman,
   "that I was unable to live upon double the quantity of land, paying
   no rent, which you, living on this small piece, for which you pay rent,
   have gained enough to purchase it?" "Oh" said the farmer smiling,
   "but two words made the difference; you said so, and I said come."

(d) Third woman. Why did he go there into my house?
   Princess. I only took the bread and...
   Third woman. ...and...and...Do's all heir that?
   Second man. Let me come. I'll make her talk!
   [He comes up the steps and tries to grasp her arm.]
   Princess. [Screaming]. No! No! No! I tell you I am the
   Princess! Oh! Can't you believe what I say?
   Several Voices [scornfully]. The Princess! The Princess!
   Third man. Get her to the pond. She'll tell us what she's
   taken!

(e) 'Who hath dared to wound thee?' cried the Giant; 'tell me,
   that I may take my big sword and slay him.'
   'Nay,' answered the child; 'but these are the wounds of love.'
   'Who art thou?' said the giant, and a strange awe fell on him
   and he knelt before the child.
1. When sentences of different types are included in the reported speech, separate reporting verbs according to the type of the different sentences must be used:

*Direct*: He said to me, "What is your name? What class do you read in? Come again tomorrow."

*Indirect*: He asked me what my name was, and what class I read in, and advised me to go to him again the next day.

*Direct*: The boy said to the teacher, "Why are you angry with me? I have done nothing wrong. Kindly enquire into the matter."

*Indirect*: The boy asked the teacher why he was angry with him adding that he had done nothing wrong, and begged him to enquire into the matter.

But if the reported speech contains sentences of the same kind, the same reporting verb may be used.

*Direct*: The master asked the servant, "Why are you late? Where have you been? When will you go to the market?"

*Indirect*: The master asked the servant why he was late, where he had been, and when he would go to the market.

2. Sometimes in the Indirect Narration, for the sake of effective expression we re-arrange the speech by means of various devices:

*Direct*: He said to me, "Thank you."

*Indirect*: He thanked me.

*Direct*: Ram said to Hari, "You are a liar."

*Indirect*: Ram called Hari a liar.

*Direct*: Ramesh said to me, "Rest assured, I shall help you."

*Indirect*: Ramesh assured me of his help.
Direct: He said to me, "Is your task unfinished? Your brother tells me that you are not studying properly. If you carry on in this way, you have no chance of passing the examination."

Indirect: He asked me whether my task was unfinished. My brother had told him that I was not studying properly. He went on to warn me that, if I carried on in that way, I had no chance of passing the examination.

Direct: The Captain said to the soldiers, "Do not suppose that you are safe here. The Germans are still following us, and if they can trace us here, there is no way of escape. So do not light any fires, and dig yourselves in for the night."

Indirect: The Captain advised the soldiers not to suppose that they were safe there. The Germans were still following them, and if they could trace them there, there was no way of escape. He, therefore, forbade them to light any fires and ordered them to dig themselves in for the night.

Further Examples

Direct: "What a fine piece of meat that dog has!" said he to himself, "I must have that also."

Indirect: He said to himself that that dog had a very fine piece of meat, and resolved that he must have that piece also.

Direct: "Ah, I am rightly served," said he, "The greedy are sure to lose."

Indirect: He exclaimed in sorrow that he was rightly served and admitted that the greedy are sure to lose.

Direct: "Oh master," said the lamb, "how's that? I was not born a year ago. I am only six months old."
Indirect: The lamb respectfully pointed out that what he said was not possible, and added that he (lamb) had not been born a year ago, since he was only six months old.

Direct: “I hope,” said he, “you will return this visit, and dine with me tomorrow.”

Indirect: He hoped that his host would return the visit and go and dine with him the next day.

Direct: “You lazy old man!” said the woman, “You sit at ease while the poor lad toils away at your side.”

Indirect: The woman called him a lazy old man, and rebuked him for sitting there at ease while the poor lad was toiling away by his side.

Direct: “You see,” said Tommy sitting up in bed and hugging her knees, “you see, I do not like to have Midge all to myself, and you can’t be by yourself in a hotel.”

Indirect: Sitting up in bed and hugging her knees Tommy said that she did not like to have Midge all to herself, and that one could not be by oneself in a hotel.

Direct: “Heavens!” exclaimed one of the officers, “Do you know what the stuff cost?”

Indirect: One of the officers, surprised at the visitor’s ignorance, asked him if he knew what the stuff cost.

Exercise

1. Change the following to Indirect Narration:

(a) He said to me, “I have often warned you against mixing with bad company.”

(b) The master said to the servant, “If I am satisfied with your work, I shall pay you a higher salary from the next month.”
(c) The dwarf said to her, "Promise me that when you are queen, you will give me your first-born child."

(d) "What do you intend to do?" said the father to his son.

(e) "Who are you? Where do you come from? Whom do you want?" said the policeman on duty.

(f) "Be off from here, and do not let me see your face any more," thundered the angry man.

(g) "My God, I am ruined," said the merchant.

(h) "Your piece is bigger," said one. "No, your piece is bigger," said the other.

(i) "The bear seemed to be talking to you," he said. "What did he say?"

(j) "He said," said the other fellow, "never trust a friend who deserts you at a pinch."

(k) One of them said, "Friend, let us stick to each other. If we fall in with wild beasts, I will come to your help and I hope you will do the same to me." "Of course, I fully agree," replied the other.

(l) He retorted, "I may not be able to walk with you, but I can beat you in a race." "That's a good jockey," said the hare, "I can dance round you all the way."

(m) "No," said Tommy, "No, I can't go and stay with mother." "Of course, you can. Ned will take you over to Ritheli and see you into the train. It's much the best plan."

"I hadn't thought of that," said Tommy slowly. She hesitated and then added, "Nay, I couldn't stay on here, could I? I couldn't face Mark or Harry or—or any of the other lads. They would be—be sorry for me."

(n) "Let us pretend that you are father, and I am mother, and that we live in a land for away," said Bess.

"That's good," said Bess, "I will get Nurse to give me some cake and cold tea. Oh, won't it be a jolly game?"

(o) "I know," said the jolly Tap. "Let us turn the water on, and then run away. Oh, won't she get wet?"

(p) "Dear little Micky," said his mother, "You have been to sleep. The fairy was part of the dream, as well."
“No mother,” and Micky, “she was a real fairy, I am sure. I hope I shall see her again some day.”

(q) “Joan, where are you?” called little Jack. “I can’t see you.”

“Oh Jack, come back to me,” cried little Joan with tears on her cheeks.

(r) “Now I am going into the wood with my gun,” he said.

“Oh can I come with you?” asked her sister Mary. “I’ll put my hair into two long plaits over my ears, and dress up in the brown blankets.’

(s) “Go back to your place in the drawer,” shouted the angry knife.

“How dare you speak so to me?” replied the fork.

2 Change the following to Direct Narration:—

(a) The children exclaimed delightedly that it was very cheerful.

(b) The old man wished the young one a happy Christmas. Addressing the little girl the old man said with a smile that she ought not to be awake just then.

(c) My friend advised me to be afraid.

(d) Amala said to her brother that she would like to hear what he thought of the Zoo that day.

(e) The teacher ordered both the boys to be quiet.

(f) The grandfather asked his grandson why he had come there.

(g) The editor asked the gentleman what he meant by intruding into his office and enquired who he was and why he came there.

(h) The master ordered the servant to do what he was told and not to linger on for reason.

(i) The teacher asked me why I was so late.

(j) The Foreman of the Jury said to the Judge that they were of opinion that the accused was guilty of causing grievous hurt.

(k) As the stranger entered the town he was met by a policeman who asked him if he was a traveller. He replied carelessly that it would appear so.

(l) The recruiting officer asked why a young man like Rahim should lose the opportunity of making his mark in life by refusing to enlist in the army.

(m) The old man advised his sons not to quarrel among themselves when he was dead but to remain united.

(n) He then requested his friend to give him his hand and bidding
farwell asked him not to grive that he had fallen into that misfortune on his account, but to commend him to his wife and to tell her how he loved him.

(o) The Headmaster told the students on strike that they had brought disgrace upon the whole school. If they had any grievance, they could come to him, and if they did not get justice, then they might have gone on strike.

(p) The mother regretted that she had not a bit of bread to give the child. He had eaten up all the provisions she had in the house on the previous day. She added that she had a little cotton which she had spun. She proposed to go and sell that, and buy bread and something for their dinner.

Models (University Questions)

1. **Direct**: One day a wasp asked to the bee: “Why are men so fond of you and so unkind to me? We are both much alike, only I am better looking than you are. We both sting when we are cross, yet men take care of you and give you a nice house to live in, while they try to kill me.” The bee said to the wasp: “Men know that I work all day to make honey for them, but you never do good to anyone but yourself.” (C. U. 1940)

**Indirect**: One day a wasp asked a bee why men were so fond of bees and so unkind to wasps, though they were much alike; only the wasp was better looking than the bee was. Continuing the wasp said that they both stung when they were cross, yet men took care of the bee and gave her a nice house to live in, while they tried to kill him. The bee said to the wasp that men knew that she worked all day to make honey for them, but that he on the contrary never did good to anyone but himself.

2. **Direct**:

Customer: “Can I get a garden-roller in this shop?”
Assistant: “Yes, sir, in our hardware department.”
Customer: “And how do I get there?”
Assistant: It is on the third floor.

Customer: It is there a lift or must I take the stairs?

Assistant: "There is a lift through the door facing you. Take the first turning to the left."

**Indirect**: A customer inquired of a shop assistant if he could get a garden-roller in that shop. The assistant replying in the affirmative directed the customer to their hardware department, but the latter wanted to know how he could get there. The assistant replied that it was on the third floor. So the customer enquired if there was a lift or if he should take the stairs, and the assistant replied that there was a lift through the door facing the customer, and that he should take the first turning to the left.

3. **Direct**: Portia now desired Shylock to let her look at the bond, and when she had read it, she said, "The bond is forfeited, and by this the Jew may lawfully claim a pound of flesh to be by him cut off nearest Antonio's heart." Then she said to Shylock, "Be merciful. Take the money and bid me tear the bond." Then no mercy would the cruel Shylock show, and he said, "By my soul, I swear there is no power in the tongue of man to alter me." "Why then, Antonio," said Portia, "You must prepare your bosom for the knife." (C. U. 1943)

**Indirect**: Portia then desired Shylock to let her look at the bond, and when she had read it, she said that the bond was forfeited, and accordingly the Jew might lawfully claim a pound of flesh to be cut off by him nearest Antonio's heart. However she appealed to Shylock to be merciful, take the money, and allow her to tear up the bond. But the cruel Shylock would show no mercy. Rather, swearing by his soul he said that there was no power in the tongue of man to induce him to alter his decision. Accordingly Portia told Antonio that he must prepare his bosom for the knife.
4. **Direct**:

Columbus—They drink too much.

Pedro—They are simple men and must have their relaxation. We have not all your vision, Captain.

Columbus—You are beginning to doubt, Pedro. Give me the contents of your mind. I am an impatient man and prone to be unjust, but I mean well.

(C. U. 1947)

**Indirect**: Columbus complained that they (the crew) drank too much. Pedro replied that they were simple men and must have their relaxation, and pointed out that they did not all possess his vision. Columbus observing that Pedro was beginning to doubt, begged him to give him the contents of his mind. He confessed that he was an impatient man and prone to be unjust, but added that he meant well.

5. **Direct**: "Can you tell me, pretty maiden," asked Hercules, "whether the right way to the garden of the Hesperides lies through this?"

"The garden of Hesperides!" cried she, "We thought mortals were weary of seeking it after so many disappointments. And pray, traveller, what do you want there?" (U. P. 1931)

**Indirect**: Calling her a pretty maiden Hercules asked her whether the right way to the garden of the Hesperides lay through that. She was very much surprised to hear that he wanted to know the way to the Hesperides; for they had thought that mortals were weary of seeking that garden after so many disappointments. She then wanted to know what he wanted, from it.

6. **Direct**: The Magistrate said, "Do you not come from a distance. What are you doing so far from home? Surely it would have been better for you to have laid your complaint at the thana instead of coming to me, when you see I am busy."

(P. U. 1938)
Indirect: The Magistrate supposed that he had come from a distance and enquired what he was doing so far from his home. He remarked that it would certainly have been better for him to have laid his complaint at the thana instead of coming to him when he saw that he was busy.

Exercise

(University Questions)

Change the narration in the following:—

1. I am a merchant from distant parts. On my journey last night I met with thieves who stripped me of my purse and all that I had; and now I must see my only friend in this town, a squire at the King's palace. He will be glad, I know, to lend me what I ask. Only set me down at the palace gate, and I shall soon be in a position to pay you handsomely for this morning's kindness. Tell me your name, friend, and where you live. (C. U. 1918)

2. "I wish I were king's son," cried a poor boy as he sat on some straw in his wretched home. "Why do you wish that, my boy?" asked his teacher, who had entered unobserved. "Why sir, I was standing by the palace gate this morning to see all the ground folk going to court splendidly dressed in fine carriages. I thought how happy they must be to be allowed to see the Queen and to enter the beautiful palace." "What would you think if I told you that you might be a king's son if you chose this very moment?" asked the teacher. (C. U. 1922)

3. "Alas! child," said his mother, "I have not a bit of bread to give you, you ate up all the provisions I had in the house yesterday. But I have a little cotton which I have spun. I will go and sell it, and buy bread and something for our dinner." "Mother," replied Aladdin, "keep your cotton for another time, and give me the lamp I brought home yesterday; I will go and sell it, and the money I shall get for it will buy both breakfast and dinner, and perhaps supper too."

4. "Do you still think there is much danger?" asked the lady. "To them that have reason to fear death," replied the sailor. "Listen, do you hear the hollow noise beneath us?"

"Yes," replied the lady, "it is the wind driving the vessel."
"No, it is the poor vessel itself," replied the sailor, "giving her last groans. The water is breaking upon her decks, and in a few minutes this beautiful ship will become like chips of wood."

(U. P. 1926)

5. "Gentlemen," said Mr. Lincoln, "Let us not disgrace the age and century in which we live. This is a land where freedom of speech is guaranteed. Mr. Baker has a right to speak, and ought to be permitted to do so. I am here to protect him, and no man shall take him for this stand if I can prevent it."

(U. P. 1937)

6. "I am not in favour of all this folly of yours," said Jones. "You ought to be ashamed of yourself for behaving in this manner now that we are faced with a more difficult problem than we have had to solve for some time."

"I shall act as I choose," replied Smith. "I may not have your brains, but I have more than your courage. These are indeed difficult times, but it is a bad workman that quarrels with his tools. Let us face it as best as we can, and all will be well."

(P. U. 1933)

7. "If I allow you to come and stay with me for the holidays, it will only be on this understanding, that you live very quietly here. I am not a rich man, and when I have paid your school fees, very little is left beyond what I need for my ordinary living expenses. Please, therefore, my son, remember this, and do not be extravagant. Will you promise to do exactly what I tell you?"

(Punjab U. 1915)

8. "In the evening I have my game of whist, which I never miss; I am surprised that you do not play with your skill, as I know, at games of this kind. You should play and learn. As it is, you have little to amuse you; and now is the time to acquaint yourself with a means of enjoyment which will be a solace to you when you are grown too old for less gentle diversions."

(Patna U. 1922)

9. The moon having risen, the leader of the band addressed his men, saying that the task before them was as dangerous as it was difficult yet they would be mad to neglect the opportunity, at the worst they could still die like brave men.

(C. U. 1911)

10. My son requested my daughter kindly to make his house ready for him when he returned the next day from the journey which he was taking to fetch her child home. His sister answered that since I also would be arriving home on that day, she would not be able to do the work herself, but would send our head servant.

(U. P. 1925)
PART V

FRAMING SENTENCES WITH IDIOMATIC PHRASES

SECTION I [ For Class IX ]

NOUN PHRASES

an act of God (প্রাকৃতিক বিপর্যয়): The earthquake is an act of God.

an apple of discord (বিপর্যয়ের বিপর্যয়): This plot of land has proved to be an apple of discord between the two brothers.

the apple of one’s eye (নয়নের শিশি): Bimal is her only son: and so he is naturally the apple of her eye.

a beast of prey (পিকারী জল): A tiger is a beast of prey.

a bed of roses (সুখধর্মী): Our life is not a bed of roses.

a bird’s eye view (শোচনীয় দারণ): I had a bird’s eye view of Calcutta from the Monument.

a bird of passage (বাধ্যবর্ণ বাণী): He came back from Bombay yesterday and had left for Delhi today—he is a regular bird of passage.

birds of a feather (সমাধ্যকৃতির বাণী): Birds of a feather will always flock together.

black looks (কৃত্রিম দৃষ্ট): He gave me black looks and asked what my name was.

bad blood (বিপর্যয়): Bad blood has been created between the two brothers over their ancestral property.

blue riband or ribbon (সর্বোচ্চ পুরস্কার বা সমান): The East Bengal Club has won the I. F. A. Shield—the blue riband (or ribbon) of the Indian Football.

a bolt from the blue (অপ্রত্যাশিত ঘটনা): The news came to us just like a bolt from the blue.

bone of contention (বিপর্যয়ের বিপর্যয়): See an apple of discord.

bread and butter (জীবনদারণের উপায়): This petty shop is my bread and butter.
a breach of the peace (শাস্তি): There is no apprehension of a breach of the peace.

the breath of one’s nostrils (অভ্যন্তরের মুখোজনের জিনিস): Freedom is the breath of our nostrils, so to say.

brute force (বল-প্রয়োগ): The police used brute force to bring the situation under control.

castle in the air (আকাশকুহ্নি ক্ষয়া): He is in the habit of building a castle in the air.

castle in Spain (আকাশকুহ্নি ক্ষয়া): See castle in the air.

cat and dog life (নিবৃদ্ধিতে বিষ্ণুবাদগুলি জীবন): They are accustomed to lead a cat and dog life.

a cat’s paw (কুঁড়নাক): You are merely a cat’s paw in his hand.

a chicken-hearted fellow (অভ্যন্তরে ভার্চুল ব্যক্তি): You cannot expect anything from a chicken-hearted fellow as he is.

a cock and bull story (জাঙ্গুলির গল্প): He says that he has seen a ghost. It’s nothing but a cock and bull story.

a dead language (অগ্রহিত ভাষা): Sanskrit has now become a dead language.

an eye witness (প্রত্যক্ষদর্শী): According to an eye-witness, fifty persons have been killed in the accident.

the fair-name (সৌন্দর্য): He could not keep up the fair name of his family.

a fair weather-friend (সুসমাচার বন্ধু): All his friends left him when he was in distress. They were his fair-weather friends.

fair words (মিল্লি বক্তা): No fair words could appease his anger.

a feather in one’s cap (গৌরাঙ্গ): It is surely a feather in his cap to be elected Secretary of the Committee.

a fish out of water (অন্তঃজীবন অবস্ত): Among so many strangers I felt a fish out of water.

fire and sword (বৃষ্টি ও হত্যাঘাত): Hitler wasted the whole of Europe by fire and sword.

a fool’s errand (পণ্ডিত্য): I searched for the missing letter all day and it proved to be a fool’s errand in the end.
a fool’s Paradise (ক্যাম্বারি আশাজনিত সুখবর্ত অবস্থা): You are living in a fool’s Paradise should you expect help from him.

the gift of the gab (খুঁজের জোর): He has the gift of the gab and so he will be a good pleader.

a green-eyed monster (ঈষ্ট): Jealousy is called a green-eyed monster.

a hole and corner policy or affair (গোপন বীচি বা বটন): The Government has taken a hole and corner policy in the solution of the unemployment problem.

a hair’s breadth escape (খুট অতের জন্য রক্ষা): I was about to be run over by motor car and had a hair’s breadth escape.

a hue and cry (সোরগোল): A hue and cry was raised in their house last night.

the ins and outs (নিচ্ছিদ বিবর্ণি): I know the ins and outs of the incident.

as iron hand (কঠোর হস্ত): The Government quelled the rebellion with an iron hand.

kith and kin (অায়ীন-বন): Even his kith and kin did not stand by him in his distress.

a light-footed animal (অত্তরণী আপা): A horse is a light-footed animal.

the lion's share (সংবেলে বেশী অংশ): His younger brother took the lion’s share of the property.

loaves and fishes (পার্থিব সম্পদ): I am not after loaves and fishes of office.

the long and the short (সার্বস্ব): The long and the short of it was that he was insulted by his own brothers.

main force (শাস্ত্রীয় শক্তি): The police dispersed the crowd by main force.

a man of letter (সাহিত্যিক): He is a man of letters and so you should respect him.

a man of mark (অভিজ্ঞতাবান ব্যক্তি): Everybody respects a man of mark.
a man of his word (কথার মাহব): He is a man of his word and so he will do what he says.

a man of the world (সাংসারিক বৃহিসম্পত্তি ব্যক্তি): He is a man of the world and so he will not help you.

milk-and-water plans (হুর্ল পরিকল্পনা): The Government has made milk-and-water plans for solving the unemployment problem.

a moot point (বিচার বিষয়বস্ত): It is a moot point whether he was at home at that time.

the naked eye (খালি চোখ): All the stars cannot be seen with the naked eye.

odds and ends (ইংকিতক জিনিস): All the odds and ends have been kept in the almirah.

an open question (অর্থসংক্রমিত প্রশ্ন): Socialism is no longer an open question.

an opening speech (উদ্বোধনী বক্তৃতা): In his opening speech the Chief Minister stressed on the solution of the unemployment problem.

an open-hearted man (সহজ-সরল লোক): He is an open-hearted man and so he will help you.

palmy days (হুসন): In the palmy days of colonialism many illiterate persons got rich.

a past-master (খুশ্চু ব্যক্তি): He is a past-master in gambling.

part and parcel (অবিচেত অংশ): Solution of food problem is part and parcel of our Five-year Plans.

a pretty penny (পরিমূল অর্থ): He has earned a pretty penny by dealing in rice.

a pick-me-up (লকারক ঔষধ): Wincarnis is a good pick-me-up.

plain dealing (সহজ-সরল ব্যবহার): I expect plain dealing from you.

Pandora's box (সরল অনিষ্টের আঁধার): His statement in the press proved to be Pandora's box in the end.

point-blank (সৌন্দ্র্য): He denied point blank that he had borrowed money from me.
the primrose path (আসারের জীবন): He followed the primrose path and the members of his family suffered for his selfishness.

the pros and cons (তাল-মথ উভয় দিক): You should consider the pros and cons of the incident.

pole to pole (সারা পৃথিবী): He moved about pole to pole in quest of his missing wife.

a queer card or customer (মাখাপাখি লোক): The gentleman is learned, but obviously he is a queer card (or, customer).

rack and ruin (সম্পূর্ণরূপে ধ্বংসপ্রাপ্ত): The furniture has gone to rack and ruin.

the rank and file (সাধারণ কর্মচারী, সভ্য বা সেবক): The treatment to the rank and file was extremely harsh.

a rainy day (হুলিন): A prudent may lays by something for a rainy day.

rhyme or reason (যুক্তি ও তর্ক): There was no rhyme or reason in his statement.

a red letter day (শ্রেষ্ঠ দিন): To-day is a red letter day—I have passed the examination.

a rope of sand (কণাহরী): His friendship proved to be a rope of sand.

ruling passion (একমাত্র কামা): His ruling passion in life is how to get rich.

a rough diamond (অশিকিত অঞ্চল বোগা বাক্তি): She is a rough diamond, but she knows how to keep house.

a rock-bottom price (সবচেয়ে কম দাম): He offered a rock-bottom price for the house.

a red tape (সরকারী দণ্ডের খুঁটিনাটি): I am not trying to get the job, there is too much red tape involved.

a red rag to a bull (খুন্ন জ্বিকু): Any reference to communism was like a red rag to a bull to him.

a right-hand man (প্রধান সর্বরক্ত বা সহকারী): He was my right-hand man during the election.
a roundabout way (ঝুঁকিপথ) : They reached the town towards sunset by a roundabout way.

the salt of the earth (আদর্শ বাক্তি) : A hard-working man is the salt of the earth.

seventh heaven (অপরিসম্ম আনন্দ) : I was in seventh heaven when I met him.

a short-cut (লোপ রাথা) : The distance by the road is five miles, but there is a short-cut through the meadow.

a slip of the pen (লেখায় ভুল) : By a slip of the pen he wrote that Bankim Chandra was a great poet.

a slip of the tongue (বলায় ভুল) : He spoke of T. S. Eliot as a great dramatist—a slip of the tongue.

a slow coach (দীর্ঘবর্তনী) : A slow coach can never succeed in life.

a snake in the grass (শুষ্কনাথ) : I never trusted him; for he has always been a snake in the grass.

stone blind (সপ্তর্ণীপে অন্ধ) : He cannot see anything; for he is stone blind.

stone deaf (বক কানা) : You will have to shout; for he is stone deaf.

a stone's throw (আলু দূরত্য) : The market is within a stone's throw of our house.

a storm in a tea-cup (সাদাতুল ব্যাথায় ভূতল উন্মুক্তি) : They always quarrel—it is usually a storm in a tea-cup.

strong waters (মেঘ বা অস্ত্রাতুল উন্মুক্ত পানীয়) : You should refrain from drinking strong waters.

a sharp look-out (তীর্থ দৃষ্ট) : Keep a sharp look-out on the servant.

the sinews of the war (যুদ্ধ পরিচালনের একুশ শক্তি অর্থং অর্থ) : Money may be called the sinews of the war.

the sum and substance (সারষ্য) : The sum and substance of his speech was that the capitalist mentality was the cause of the country's poverty.
a scape goat (অপরের দোষ যাহার উপর আরোপ করা হয়) : He was guilty, but I was made a scape goat.

a sworn enemy (পরম শত্রু) : Fascism is sworn enemy to the cause of democracy.

the sword of Democles (বে কোন সময় ঘটিতে পারে, এক্ষণে বিপদ) : Be careful, for the sword of Democles is hanging over your head.

tall order (পালন করা সংসাধন, এক্ষণে আদেশ) : He wanted me to start for Delhi at once; but I pointed out that it was a tall order.

tall story (অবিশ্বাস্ত গল্প) : He told me that he caught fifty birds in a single day—undoubtedly a tall story.

tall talk (শিরা-চওড়া কথা) : You always indulge in tall talks.

a thorn in the flesh, or in one's side (সহ্য করিতে হয় এক্ষণে বিয়ক্তি বা অসন্তোষ) : The old woman lives with me, she is a thorn in the flesh (or, in my side).

thunders of applause (তূলনা হর্দন্ত) : There were thunders of applause when he began to address the gathering.

time of day (সময়) : What is the time of day? Half past seven.

time of life (বয়স) : At my time of life, I cannot be expected to walk four miles at a stretch.

a tower of strength (প্রধান শক্তি ও সহায়) : He was a tower of strength at the theatre.

trouble brewing (সম্ভাব্য বিপদ) : There may be trouble brewing over the speech he made.

trouble in store (বে কোন সময় ঘটিতে পারে, এক্ষণে বিপদ) : You may have trouble in store with the clerk.

ups and downs (উত্থান-পতন) : Men's lives are full of ups and downs.

a Utopian scheme (অবাত্ত পরিকল্পনা) : It is a Utopian scheme to set up a hospital of our village.

tale of tears (পৃথিবী) : You shall have to live for many years in this vale of tears.
vested interest (কার্যক্ষীর বার্থ) : He has a vested interest in the business.

the vital spark (জীবন) : She lay motionless; the vital spark has fled.—W. Freeman.

de vulgar herd (সাধারণ লোক) : The vulgar herd could not appreciate the play.

a well-lined purse (শৌচু অর্থ) : You must have a well-lined purse to stay at the Taj Mahal Hotel.

a wild goose chase (পণ্ডিত, বুখা অর্থ) : I tried to rectify him, but it proved to be a wild goose chase.

a wolf in sheep’s clothing (ছুয়েলী শক্ত) : Beware of him, he is a wolf in sheep’s clothing.

the why and wherefore (প্রকৃত কারণ) : Nobody knew the why and wherefore of his sudden death.

word of mouth (মূখের কথা) : He informed me by word of mouth that the prisoners would be hanged.

the writing on the wall (সতর্কবাণী) : We recognized the writing on the wall—his extravagance was leading him straight to ruin.

yeoman service (আশ্রিত উপকার) : He did yeoman service by setting up a school in our village.

SOME ADJECTIVE PHRASES

cut and dried (বাড়া-ধরা) : There are no cut and dried rules about working out these sums.

free and easy (সহজ ও সরল) : His dealings were free and easy.

fair and square (সম্পূর্ণ কার্যসেবা) : His terms were fair and square.

hard and fast (বীর্য-ধরা) : There are some hard and fast rules in solving the puzzle.

high and mighty (উজ্জ্বল) : His behaviour was high and mighty.