



Shri Shivaji Science & Arts College, Chikhli



Faculty of Humanities Subject: English.

Department Specific Core (DSC) (Level 4.5)

BA Part I Semester – I

Course Title: English

e-notes

Prepared By

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HOD, Department of English

(The notes are prepared by using e-resources)

Sant Gadge Baba Amravati University, Amravati

Faculty of Humanities Subject: English.

Department Specific Core (DSC) (Level 4.5) BA Part I Semester - I

Course Title- English

Ability Enhancement Course (AEC)	Course	UG BA I Sem I
	Level	4.5
	Title of Paper	English
	Course Code	61501
	No. of Credits	03
	Lectures	45 (3 Hrs per week)
	Internal	40 Marks
	External (Theory)	60 Marks
	Exam Duration	03 Hrs
	Total	100 Marks

Faculty of Humanities

Subject: English

**Department Specific Core (DSC) (Level
4.5) BA Part I Semester - I**

Course Title- English

Course Objectives	<ol style="list-style-type: none">1. To enable students to learn and comprehend the written and spoken form of English Language.2. To teach functional English to the learners and to polish their reading Skills, Writing Skills, Listening Skills and Communication Skills.3. To prepare the students for competitive exams.	
Course Outcome	After Completion of this course students will able to - <ol style="list-style-type: none">1. Understand the basic knowledge of English language and literature2. Understand the relation between literature and real life.3. Understand and interpret the prose, poem, short stories4. Write the News Report, Letter, Essay, Paragraph etc.5. Avail the pleasure of literary forms such as Novel, Poem, Play etc.6. Develop interview technique, Reading Skills, Writing Skills and Speaking Skills.7. Enhance the interest in English Language.	
Unit	Course Contents	Learning Hours
Unit -I	Prose	9 Hours

	<ol style="list-style-type: none">1. The Secret of Works- Swami Vivekanand2. Maintaining Democracy- Dr B R Ambedkar.3. Eight Rupees- Murli Melwani4 The Gift of Magi- O Henry	
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Department of English Shri Shivaji College, Chikhli

Unit -II	Poetry	9 Hours
	1. Stopping by Woods on A Snowy Evening- Robert Frost 2. If – Rudyard Kepling 3. Sympathy- P L Dunbar. 4. Father Returning Home- Dilip Chitre	
Unit-III	English for Competitive Examinations I	9 Hours
	Noun: 1) Types of Nouns 2) Number 3) Gender 4) Cases of Nouns 5) Common Errors in the use of Nouns Pronoun: 1) Types of Pronoun 2) Common Errors in the use of Pronouns	12 Marks
Unit-IV	English for Competitive Examinations II	9 Hours
	Adjective: 1) Types of Adjectives 2) Errors in the use of Adjectives Adverb: 1) Types of Adverbs 2) Errors in the use of Adverbs	12 Marks
Unit-V	English for Competitive Examinations III	9 Hours
	Verb: 1) Types of Verbs 2) Subject Verb Agreement Modal Auxiliary Verbs: 1) Use of Modal Auxiliary Verbs	12 Marks
Paper Pattern		
Q.1	Students will have to answer Six short answer questions on the seen passage of Two marks each	6x2= 12
Q.2	Students will have to answer Two long answer questions out of Four on Unit II of Six marks each.	2x6 = 12
Q.3	A) Nouns	6x1 = 06

	B) Pronoun	6x1 = 06
Q.4	A) Adjective	6x1 = 06
	B) Adverb	6x1 = 06
Q.5	A) Verb	6x1 = 06
	B) Modal Auxiliary Verbs	6x1 = 06
Distribution of Marks		
Internal Assessment		
Class Test based on MCQs		20 Marks
Assignment-		10 Marks
Viva-Voce		10 Marks
Total		40 Marks
External (Theory)		60 Marks
Total		100 Marks

Unit -I	Prose	9 Hours
	<ol style="list-style-type: none"> 1. The Secret of Works- Swami Vivekanand 2. Maintaining Democracy- Dr B R Ambedkar 3. Eight Rupees- Murli Melwani 4. The Gift of Magi- O Henry 	

1) THE SECRET OF WORK

By Swami Vivekanand

Swami Vivekananda, born Narendranath Datta on January 12, 1863, in Kolkata, India, was a prominent Indian Hindu monk and a disciple of the saint Ramakrishna. He is best known for his profound spiritual wisdom and efforts to promote Vedanta and Yoga to the Western world.

In 1893, Vivekananda gained worldwide recognition when he represented India at the Parliament of the World's Religions in Chicago. His powerful speech, beginning with "Sisters and Brothers of America," received a standing ovation and introduced Hindu philosophy to a global audience. He emphasized the importance of religious tolerance and universal brotherhood.

Vivekananda founded the Ramakrishna Mission in 1897, an organization dedicated to social service and spiritual development. He believed in the potential of youth and education to transform society and worked tirelessly to uplift the poor and downtrodden.

Vivekananda's teachings focused on selflessness, the unity of all religions, and the importance of personal growth. He inspired many through his speeches and writings, which continue to be influential.

Swami Vivekananda passed away on July 4, 1902, at the young age of 39. His legacy lives on through his contributions to spiritual thought and his role in the renaissance of Hinduism in modern times.

"Secret of Work" by Swami Vivekananda encapsulates the essence of performing work as a spiritual practice rather than a mere means of livelihood. Vivekananda teaches that true fulfillment comes not from the results of work but from the dedication and effort put into it. He emphasizes the importance of focusing on the process rather than worrying about outcomes, advocating for detachment from success or failure. By dedicating our actions to a higher ideal or to serving others, work becomes a means of spiritual growth and self-development. Vivekananda encourages individuals to work with sincerity, perseverance, and a sense of duty, viewing work as an offering to the divine. Ultimately, the secret lies in performing every task with dedication and selflessness, transforming mundane actions into a path of spiritual realization and inner peace.

Text (Paragraph 1)

Helping others physically, by removing their physical needs, is indeed great, but the help is great according as the need is greater and according as the help is far reaching. If a man's wants can be removed for an hour, it is helping him indeed; if his wants can be removed for a year, it will be more help to him; but if his wants can be removed for ever, it is surely the greatest help that can be given him. Spiritual knowledge is the only thing that can destroy our miseries for ever; any other knowledge satisfies wants only for a time. It is only with the knowledge of the spirit that the faculty of want is annihilated for ever; so helping man spiritually is the highest help that can be given to him. He who gives man spiritual knowledge is the greatest benefactor of mankind and as such we always find that those were the most powerful of men who helped man in his spiritual needs, because spirituality is the true basis of all our activities in life. A spiritually strong and sound man will be strong in every other respect, if he so wishes. Until there is spiritual strength in man even physical needs cannot be well satisfied. Next to spiritual comes intellectual help. The gift of knowledge is a far higher gift than that of food and clothes; it is even higher than giving life to a man, because the real life of man consists of knowledge. Ignorance is death, knowledge is life. Life is of very little value, if it is a life in the dark, groping through ignorance and misery. Next in order comes, of course, helping a man physically. Therefore, in considering the question of helping others, we must always strive not to commit the mistake of thinking that physical help is the only help that can be given. It is not only the last but the least, because it cannot bring about permanent satisfaction. The misery that I feel when I am hungry is satisfied by eating, but hunger returns; my misery can cease only when I am satisfied beyond all want. Then hunger will not make me miserable; no distress, no sorrow will be able to move me. So, that help which tends to make us strong spiritually is the highest, next to it comes intellectual help, and after that physical help.

The miseries of the world cannot be cured by physical help only. Until man's nature changes, these physical needs will always arise, and miseries will always be felt, and no amount of physical help will cure them completely. The only solution of this problem is to

make mankind pure. Ignorance is the mother of all the evil and all the misery we see. Let men have light, let them be pure and spiritually strong and educated, then alone will misery cease in the world, not before. We may convert every house in the country into a charity asylum, we may fill the land with hospitals, but the misery of man will still continue to exist until man's character changes.

Short Answer questions.

1. Why does the text emphasize spiritual help over physical assistance?

The text prioritizes spiritual help because it addresses the root cause of human suffering permanently. Physical help, while necessary, only temporarily relieves immediate needs like hunger or shelter. Spiritual help aims to remove wants forever by enhancing spiritual strength and understanding.

2. According to the text, what is the significance of spiritual knowledge?

Spiritual knowledge is highlighted as the ultimate solution to human miseries. It transcends temporary satisfaction by annihilating the faculty of want permanently. Those who impart spiritual knowledge are considered the greatest benefactors because they uplift humanity at its core.

3. Why does the text suggest intellectual help is more valuable than physical aid?

Intellectual help, through the gift of knowledge, is esteemed higher than physical assistance because it empowers individuals with understanding and wisdom. Unlike physical needs which recur, intellectual enrichment can transform lives by guiding people towards lasting fulfillment.

4. How does the text view physical assistance in relation to spiritual and intellectual help?

Physical assistance, while essential, is considered the least effective in bringing lasting satisfaction. It addresses immediate needs like hunger or sickness, but it does not eliminate the deeper causes of human misery. The text advocates for a holistic approach where spiritual and intellectual support precede physical aid.

5. What does the text propose as the ultimate solution to human suffering?

The text proposes that the ultimate solution to human suffering lies in the purification of

mankind through spiritual strength and education. By dispelling ignorance and fostering spiritual purity, humanity can transcend the recurring miseries rooted in physical needs and worldly attachments.

6. **In what ways does the text critique reliance solely on physical assistance to alleviate human misery?**

The text critiques reliance on physical assistance alone by highlighting its limitations in providing permanent relief. It argues that despite efforts like charity asylums or hospitals, true cessation of human suffering requires a deeper transformation in human character and spiritual evolution.

Paragraph 2

We read in the Bhagavad-Gita again and again that we must all work incessantly. All work is by nature composed of good and evil. We cannot do any work which will not do some good somewhere; there cannot be any work which will not cause some harm somewhere. Every work must necessarily be a mixture of good and evil; yet we are commanded to work incessantly. Good and evil will both have their results, will produce their Karma. Good action will entail upon us good effect; bad action, bad. But good and bad are both bondages of the soul. The solution reached in the Gita in regard to this bondage-producing nature of work is that, if we do not attach ourselves to the work we do, it will not have any binding effect on our soul. We shall try to understand what is meant by this "non-attachment to" to work.

This is the one central idea in the Gita: work incessantly, but be not attached to it. Samskâra can be translated very nearly by "inherent tendency". Using the simile of a lake for the mind, every ripple, every wave that rises in the mind, when it subsides, does not die out entirely, but leaves a mark and a future possibility of that wave coming out again. This mark, with the possibility of the wave reappearing, is what is called Samskâra. Every work that we do, every movement of the body, every thought that we think, leaves such an impression on the mind-stuff, and even when such impressions are not obvious on the surface, they are sufficiently strong to work beneath the surface, subconsciously. What we

are every moment is determined by the sum total of these impressions on the mind. What I am just at this moment is the effect of the sum total of all the impressions of my past life. This is really what is meant by character; each man's character is determined by the sum total of these impressions. If good impressions prevail, the character becomes good; if bad, it becomes bad. If a man continuously hears bad words, thinks bad thoughts, does bad actions, his mind will be full of bad impressions; and they will influence his thought and work without his being conscious of the fact. In fact, these bad impressions are always working, and their resultant must be evil, and that man will be a bad man; he cannot help it. The sum total of these impressions in him will create the strong motive power for doing bad actions. He will be like a machine in the hands of his impressions, and they will force him to do evil. Similarly, if a man thinks good thoughts and does good works, the sum total of these impressions will be good; and they, in a similar manner, will force him to do good even in spite of himself. When a man has done so much good work and thought so many good thoughts that there is an irresistible tendency in him to do good in spite of himself and even if he wishes to do evil, his mind, as the sum total of his tendencies, will not allow him to do so; the tendencies will turn him back; he is completely under the influence of the good tendencies. When such is the case, a man's good character is said to be established.

Short Answer Questions

1) What central idea does the Bhagavad-Gita emphasize about work?

The Bhagavad-Gita teaches us to work continuously, understanding that every action brings both good and bad consequences. It tells us to perform our duties without getting attached to the results, recognizing that attachment to outcomes binds the soul.

2) According to the text, what is meant by "non-attachment to work"?

"Non-attachment to work" means doing our tasks without being overly concerned about the results. This attitude frees us from the bonds of karma, where good and bad actions can otherwise influence our future lives.

3) How does the text describe the concept of Samskâra?

Samskâra refers to the impressions left on our mind by every action, thought, or movement. These impressions shape our character and influence our behavior, even subconsciously, based on whether they are good or bad.

4) What determines a person's character according to the text?

A person's character is determined by the sum total of all impressions (Samskâras) accumulated from past actions and thoughts. If good impressions dominate, the character becomes good; if bad impressions prevail, the character becomes bad.

5) How does the text explain the influence of good and bad tendencies on human behavior?

Good tendencies result from consistently thinking good thoughts and doing good deeds, which compel a person to act positively, even against their own desires. Similarly, bad tendencies formed by negative thoughts and actions compel negative behavior, making a person act like a machine controlled by these impressions.

6) When is a person's good character said to be established, according to the text?

A person's good character is said to be established when their tendency to do good becomes so strong that they naturally incline towards positive actions. Even if they wish to do wrong, their ingrained good tendencies prevent them, demonstrating their strong moral foundation.

Paragraph 3

As the tortoise tucks its feet and head inside the shell, and you may kill it and break it in pieces, and yet it will not come out, even so the character of that man who has control over his motives and organs is unchangeably established. He controls his own inner forces, and nothing can draw them out against his will. By this continuous reflex of good thoughts, good impressions moving over the surface of the mind, the tendency for doing good becomes strong, and as the result we feel able to control the Indriyas (the sense-organs, the nerve-centres). Thus alone will character be established, then alone a man gets to truth. Such a man is safe for ever; he cannot do any evil. You may place him in any company, there will be no danger for him. There is a still higher state than having this good tendency,

and that is the desire for liberation. You must remember that freedom of the soul is the goal of all Yogas, and each one equally leads to the same result. By work alone men may get to where Buddha got largely by meditation or Christ by prayer. Buddha was a working Jnâni, Christ was a Bhakta, but the same goal was reached by both of them. The difficulty is here. Liberation means entire freedom — freedom from the bondage of good, as well as from the bondage of evil. A golden chain is as much a chain as an iron one. There is a thorn in my finger, and I use another to take the first one out; and when I have taken it out, I throw both of them aside; I have no necessity for keeping the second thorn, because both are thorns after all. So the bad tendencies are to be counteracted by the good ones, and the bad impressions on the mind should be removed by the fresh waves of good ones, until all that is evil almost disappears, or is subdued and held in control in a corner of the mind; but after that, the good tendencies have also to be conquered. Thus the "attached" becomes the "unattached". Work, but let not the action or the thought produce a deep impression on the mind. Let the ripples come and go, let huge actions proceed from the muscles and the brain, but let them not make any deep impression on the soul.

How can this be done? We see that the impression of any action, to which we attach ourselves, remains. I may meet hundreds of persons during the day, and among them meet also one whom I love; and when I retire at night, I may try to think of all the faces I saw, but only that face comes before the mind — the face which I met perhaps only for one minute, and which I loved; all the others have vanished. My attachment to this particular person caused a deeper impression on my mind than all the other faces. Physiologically the impressions have all been the same; every one of the faces that I saw pictured itself on the retina, and the brain took the pictures in, and yet there was no similarity of effect upon the mind. Most of the faces, perhaps, were entirely new faces, about which I had never thought before, but that one face of which I got only a glimpse found associations inside. Perhaps I had pictured him in my mind for years, knew hundreds of things about him, and this one new vision of him awakened hundreds of sleeping memories in my mind; and this one impression having been repeated perhaps a hundred times more than those of the different faces together, will produce a great effect on the mind.

Short Answer Questions

1) What is the significance of a man who can control his motives and organs?

A man who controls his motives and organs has a strong, unchangeable character. This control ensures that his inner forces are not drawn out against his will. Such a man continuously practices good thoughts and impressions, making him strong in doing good. This ability leads to the control of his sense organs and nerves.

2) How does continuous practice of good thoughts influence a person?

Continuous practice of good thoughts strengthens the tendency to do good. It helps in controlling the sense organs and nerve centers. This practice establishes a strong character and leads a person towards truth. A person with such a character cannot do evil, regardless of the company he keeps.

3) What is the ultimate goal of all Yogas?

The ultimate goal of all Yogas is the freedom of the soul. This goal is known as liberation, which means complete freedom from both good and bad bondages. Different practices like work, meditation, and prayer can lead to this goal. Notable figures like Buddha and Christ reached the same goal through different methods.

4) What does liberation mean in the context of the text?

Liberation means entire freedom from all bondages, both good and evil. It is like removing a thorn using another thorn and then discarding both. This state is achieved by counteracting bad tendencies with good ones and eventually conquering both. It leads to becoming "unattached" and unaffected by actions.

5) How can one avoid deep impressions on the soul?

To avoid deep impressions on the soul, one should not let actions or thoughts deeply affect the mind. Actions should be like ripples that come and go without leaving a mark. Huge actions can proceed from the muscles and brain, but they should not make deep impressions on the soul.

6) Why do certain impressions affect the mind more deeply than others?

Certain impressions affect the mind more deeply due to attachment. For example, seeing someone we love creates a deeper impression because of the emotional connection.

Physiologically, all impressions are the same, but emotional associations make some impressions stronger. This attachment causes deeper effects on the mind.

Paragraph 4

Therefore, be "unattached"; let things work; let brain centres work; work incessantly, but let not a ripple conquer the mind. Work as if you were a stranger in this land, a sojourner; work incessantly, but do not bind yourselves; bondage is terrible. This world is not our habitation, it is only one of the many stages through which we are passing. Remember that great saying of the Sâmkhya, "The whole of nature is for the soul, not the soul for nature." The very reason of nature's existence is for the education of the soul; it has no other meaning; it is there because the soul must have knowledge, and through knowledge free itself. If we remember this always, we shall never be attached to nature; we shall know that nature is a book in which we are to read, and that when we have gained the required knowledge, the book is of no more value to us. Instead of that, however, we are identifying ourselves with nature; we are thinking that the soul is for nature, that the spirit is for the flesh, and, as the common saying has it, we think that man "lives to eat" and not "eats to live". We are continually making this mistake; we are regarding nature as ourselves and are becoming attached to it; and as soon as this attachment comes, there is the deep impression on the soul, which binds us down and makes us work not from freedom but like slaves.

The whole gist of this teaching is that you should work like a master and not as a slave; work incessantly, but do not do slave's work. Do you not see how everybody works? Nobody can be altogether at rest; ninety-nine per cent of mankind work like slaves, and the result is misery; it is all selfish work. Work through freedom! Work through love! The word "love" is very difficult to understand; love never comes until there is freedom. There is no true love possible in the slave. If you buy a slave and tie him down in chains and make him work for you, he will work like a drudge, but there will be no love in him. So when we ourselves work for the things of the world as slaves, there can be no love in us, and our work is not true work. This is true of work done for relatives and friends, and is

true of work done for our own selves. Selfish work is slave's work; and here is a test. Every act of love brings happiness; there is no act of love which does not bring peace and blessedness as its reaction. Real existence, real knowledge, and real love are eternally connected with one another, the three in one: where one of them is, the others also must be; they are the three aspects of the One without a second — the Existence - Knowledge - Bliss. When that existence becomes relative, we see it as the world; that knowledge becomes in its turn modified into the knowledge of the things of the world; and that bliss forms the foundation of all true love known to the heart of man. Therefore true love can never react so as to cause pain either to the lover or to the beloved. Suppose a man loves a woman; he wishes to have her all to himself and feels extremely jealous about her every movement; he wants her to sit near him, to stand near him, and to eat and move at his bidding. He is a slave to her and wishes to have her as his slave. That is not love; it is a kind of morbid affection of the slave, insinuating itself as love. It cannot be love, because it is painful; if she does not do what he wants, it brings him pain. With love there is no painful reaction; love only brings a reaction of bliss; if it does not, it is not love; it is mistaking something else for love. When you have succeeded in loving your husband, your wife, your children, the whole world, the universe, in such a manner that there is no reaction of pain or jealousy, no selfish feeling, then you are in a fit state to be unattached.

Short Answer Questions.

1) What does it mean to be "unattached" according to the text?

Being unattached means letting things work without letting them disturb your mind. You should work tirelessly but not become emotionally bound to your actions. Bondage to work is considered terrible because it makes you a slave to it. Instead, work as if you are just passing through this world.

2) Why is nature important for the soul?

Nature exists to educate the soul, providing knowledge that helps the soul free itself. The soul is not for nature; rather, nature serves the soul's purpose. When we gain the required knowledge from nature, it no longer holds value for us. However, many people mistakenly

identify with nature and become attached to it.

3) How does attachment to nature affect us?

Attachment to nature causes deep impressions on the soul, binding us like slaves. This attachment makes us work not out of freedom but out of compulsion. We start thinking that the soul exists for nature, leading to selfish and miserable work. To avoid this, we should remember that nature is just a book for the soul's education.

4) What is the difference between working as a master and as a slave?

Working as a master means working freely and out of love, not out of compulsion. A master works incessantly but is not bound by the work. In contrast, a slave works selfishly and out of obligation, leading to misery. True love and freedom in work bring happiness and peace.

5) What is the relationship between love and freedom?

True love is possible only when there is freedom. A person who is bound like a slave cannot experience true love. When work is done freely and out of love, it brings happiness and peace. Love that causes pain or jealousy is not true love but a mistaken form of affection.

6) How can one achieve a state of true love and unattached work?

To achieve true love and unattached work, one must love without any selfish feelings or reactions of pain. Love should only bring bliss and not jealousy or possessiveness. When you love everyone and everything selflessly, you reach a state of unattached work. This state allows you to work tirelessly without being emotionally bound to your actions.

Paragraph 5

Krishna says, "Look at Me, Arjuna! If I stop from work for one moment, the whole universe will die. I have nothing to gain from work; I am the one Lord, but why do I work? Because I love the world." God is unattached because He loves; that real love makes us unattached. Wherever there is attachment, the clinging to the things of the world, you must know that it is all physical attraction between sets of particles of matter — something that attracts two bodies nearer and nearer all the time and, if they cannot get near enough, produces pain; but where there is real love, it does not rest on physical attachment at all. Such lovers may be a thousand miles away from one another, but their love will be all the

same; it does not die, and will never produce any painful reaction.

To attain this unattachment is almost a life-work, but as soon as we have reached this point, we have attained the goal of love and become free; the bondage of nature falls from us, and we see nature as she is; she forges no more chains for us; we stand entirely free and take not the results of work into consideration; who then cares for what the results may be?

Do you ask anything from your children in return for what you have given them? It is your duty to work for them, and there the matter ends. In whatever you do for a particular person, a city, or a state, assume the same attitude towards it as you have towards your children — expect nothing in return. If you can invariably take the position of a giver, in which everything given by you is a free offering to the world, without any thought of return, then will your work bring you no attachment. Attachment comes only where we expect a return.

If working like slaves results in selfishness and attachment, working as master of our own mind gives rise to the bliss of non-attachment. We often talk of right and justice, but we find that in the world right and justice are mere baby's talk. There are two things which guide the conduct of men: might and mercy. The exercise of might is invariably the exercise of selfishness. All men and women try to make the most of whatever power or advantage they have. Mercy is heaven itself; to be good, we have all to be merciful. Even justice and right should stand on mercy. All thought of obtaining return for the work we do hinders our spiritual progress; nay, in the end it brings misery. There is another way in which this idea of mercy and selfless charity can be put into practice; that is, by looking upon work as "worship" in case we believe in a Personal God. Here we give up all the fruits our work unto the Lord, and worshipping Him thus, we have no right to expect anything from mankind for the work we do. The Lord Himself works incessantly and is ever without attachment. Just as water cannot wet the lotus leaf, so work cannot bind the unselfish man by giving rise to attachment to results. The selfless and unattached man may live in the very heart of a crowded and sinful city; he will not be touched by sin.

This idea of complete self-sacrifice is illustrated in the following story: After the

battle of Kurukshetra the five Pândava brothers performed a great sacrifice and made very large gifts to the poor. All people expressed amazement at the greatness and richness of the sacrifice, and said that such a sacrifice the world had never seen before. But, after the ceremony, there came a little mongoose, half of whose body was golden, and the other half brown; and he began to roll on the floor of the sacrificial hall. He said to those around, "You are all liars; this is no sacrifice." "What!" they exclaimed, "you say this is no sacrifice; do you not know how money and jewels were poured out to the poor and every one became rich and happy? This was the most wonderful sacrifice any man ever performed." But the mongoose said, "There was once a little village, and in it there dwelt a poor Brahmin with his wife, his son, and his son's wife. They were very poor and lived on small gifts made to them for preaching and teaching. There came in that land a three years' famine, and the poor Brahmin suffered more than ever. At last when the family had starved for days, the father brought home one morning a little barley flour, which he had been fortunate enough to obtain, and he divided it into four parts, one for each member of the family. They prepared it for their meal, and just as they were about to eat, there was a knock at the door. The father opened it, and there stood a guest. Now in India a guest is a sacred person; he is as a god for the time being, and must be treated as such. So the poor Brahmin said, 'Come in, sir; you are welcome,' He set before the guest his own portion of the food, which the guest quickly ate and said, 'Oh, sir, you have killed me; I have been starving for ten days, and this little bit has but increased my hunger.' Then the wife said to her husband, 'Give him my share,' but the husband said, 'Not so.' The wife however insisted, saying, 'Here is a poor man, and it is our duty as householders to see that he is fed, and it is my duty as a wife to give him my portion, seeing that you have no more to offer him.' Then she gave her share to the guest, which he ate, and said he was still burning with hunger. So the son said, 'Take my portion also; it is the duty of a son to help his father to fulfil his obligations.' The guest ate that, but remained still unsatisfied; so the son's wife gave him her portion also. That was sufficient, and the guest departed, blessing them. That night those four people died of starvation. A few granules of that flour had fallen on the floor; and when I rolled my body on them, half of it became golden, as you see. Since then I have been travelling

all over the world, hoping to find another sacrifice like that, but nowhere have I found one; nowhere else has the other half of my body been turned into gold. That is why I say this is no sacrifice."

This idea of charity is going out of India; great men are becoming fewer and fewer. When I was first learning English, I read an English story book in which there was a story about a dutiful boy who had gone out to work and had given some of his money to his old mother, and this was praised in three or four pages. What was that? No Hindu boy can ever understand the moral of that story. Now I understand it when I hear the Western idea — every man for himself. And some men take everything for themselves, and fathers and mothers and wives and children go to the wall. That should never and nowhere be the ideal of the householder.

Now you see what Karma-Yoga means; even at the point of death to help any one, without asking questions. Be cheated millions of times and never ask a question, and never think of what you are doing. Never vaunt of your gifts to the poor or expect their gratitude, but rather be grateful to them for giving you the occasion of practicing charity to them. Thus it is plain that to be an ideal householder is a much more difficult task than to be an ideal Sannyasin; the true life of work is indeed as hard as, if not harder than, the equally true life of renunciation.

https://www.ramakrishnavivekananda.info/vivekananda/volume_1/karma-yoga/secret_of_work.htm

Short Answer Questions.

1) Why does Krishna continue to work according to the text?

Krishna continues to work because he loves the world. He says that if he stops working for even a moment, the whole universe would die. Despite having nothing to gain from work, he works out of love. This real love makes him unattached.

2) What is the difference between physical attachment and real love?

Physical attachment is a material attraction that brings bodies closer and causes pain when they can't be together. Real love, however, is not based on physical attachment and does not produce pain. True love can persist even when lovers are far apart. This love never dies and does not lead to painful reactions.

3) How can one achieve freedom from the bondage of nature?

To achieve freedom from the bondage of nature, one must work without expecting anything in return. Work should be done as a duty, like parents working for their children without expecting anything back. When you act as a giver, offering your work freely to the world, attachment and bondage fall away. This selfless attitude brings spiritual freedom.

4) How should we view our work to avoid attachment?

We should view our work as a free offering to the world, without expecting any return. By considering our work as "worship," we give up the fruits of our actions to a higher power. This approach prevents attachment to results. Working in this way, we remain unaffected by the outcomes and achieve non-attachment.

5) What is the story of the Brahmin family meant to illustrate?

The story of the Brahmin family illustrates the ultimate self-sacrifice and charity. Despite starving, the family gave their only food to a guest, ultimately dying of starvation. This act of selfless giving is shown as the highest form of sacrifice. The mongoose's body turning half golden symbolizes the unmatched purity of their sacrifice.

6) Why is being an ideal householder considered difficult in Karma-Yoga?

Being an ideal householder is difficult because it requires continuous selfless work without seeking rewards. It involves helping others without asking questions or expecting gratitude. The true life of work, with its focus on duty and charity, is as hard as, if not harder than, the life of renunciation. This selfless attitude is essential for spiritual progress in Karma-Yoga.

Multiple-choice questions based on the text:

1. According to Swami Vivekananda, what is the greatest help one can provide to another person?

- A) Providing physical necessities B) Giving intellectual guidance
C) Offering spiritual knowledge D) Teaching practical skills

Answer: C

2. Swami Vivekananda compares the satisfaction from removing someone's hunger to:

- A) Quenching thirst temporarily B) Fulfilling a desire for a year

C) Satisfying spiritual needs

D) Providing permanent shelter

Answer: C

3. What does Swami Vivekananda suggest is essential for ending the miseries of the world? A) Continuous physical support B) Enhancing intellectual capabilities

C) Spiritual purity and strength D) Economic prosperity

Answer: C

4. According to the Bhagavad-Gita, what is the central idea regarding work?

A) To accumulate wealth

B) To achieve fame

C) To work incessantly without attachment

D) To gain power over others

Answer: C

5. What concept from the Gita does Swami Vivekananda emphasize to avoid the bondage-producing nature of work?

A) Samskâra

B) Karma-Yoga

C) Dharma

D) Moksha

Answer: B

6. How does Swami Vivekananda define character?

A) The sum of good and bad actions B) The inherent tendencies formed by past impressions

C) The status in society

D) The ability to achieve success

Answer: B

7. What analogy does Swami Vivekananda use to illustrate the establishment of good character?

A) Tortoise withdrawing into its shell

B) Bird flying freely in the sky

C) Fish swimming in the ocean

D) Lion ruling its territory

Answer: A

8. What is the highest state beyond having good tendencies, according to Swami Vivekananda?

A) Material success

B) Intellectual superiority

C) Desire for liberation

D) Social recognition

Answer: C

9. What does Swami Vivekananda compare attachment to nature with?

A) A golden chain

B) A silver lining

C) A diamond bracelet

D) A wooden plank

Answer: A

10. How does Swami Vivekananda suggest one should work to avoid attachment?

A) As a master, not as a slave

B) With extreme caution

C) With high expectations

D) With minimal effort

Answer: A

11. What is the difference between selfish work and true work, according to Swami Vivekananda?

A) True work is done for relatives and friends

B) Selfish work brings happiness

C) True work is done with love and freedom

D) Selfish work leads to material success

Answer: C

12. According to Swami Vivekananda, what is the true nature of love?

A) Physical attraction

B) Emotional attachment

C) Selfless and without expectation

D) Dependency and need

Answer: C

13. What does Swami Vivekananda say is the goal of all Yogas?

A) Material prosperity

B) Freedom of the soul

C) Intellectual stimulation

D) Physical fitness

Answer: B

14. What story does Swami Vivekananda narrate to illustrate the essence of charity?

A) The story of a wealthy merchant

B) The story of a poor Brahmin family

C) The story of a powerful king

D) The story of a wise sage

Answer: B

15. How does Swami Vivekananda define the ideal of Karma-Yoga?

A) Working with attachment to results

B) Helping only those who can return favors

C) Working selflessly without seeking rewards

D) Expecting gratitude for charitable acts

Answer: C

16. What does Swami Vivekananda compare attachment to results with?

A) A poisonous snake

B) A thorn in the finger

C) A river overflowing its banks

D) A stormy sea

Answer: B

17. What term does Swami Vivekananda use to describe the binding effect of work when attached to results?

A) Samskâra

B) Dharma

C) Moksha

D) Karma

Answer: A

18. How does Swami Vivekananda suggest we should view the world?

A) As our playground

B) As a place of constant change

C) As a stage for spiritual growth

D) As a prison to escape from

Answer: C

19. According to Swami Vivekananda, what should one expect in return for charitable acts?

A) Material wealth

B) Gratitude from others

C) Recognition and fame

D) Nothing at all

Answer: D

20. What does Swami Vivekananda conclude is the ultimate freedom from work?

- A) Renunciation of all actions B) Mastery over others C) Liberation from attachment
D) Escaping from societal duties **Answer: C**

2) Maintaining Democracy- Dr B R Ambedkar

Dr. B. R. Ambedkar was born on 14 April 1891 in the town and military cantonment of Mhow (now officially known as Dr Ambedkar Nagar) (now in Madhya Pradesh). He was the 14th and last child of Ramji Maloji Sakpal, an army officer who held the rank of Subedar, and Bhimabai Sakpal, daughter of Laxman Murbadkar.

Bhimrao Ramji Ambedkar (Bhīmrao Rāmji Āmbēḍkar; 14 April 1891 – 6 December 1956) was an Indian jurist, economist, social reformer and political leader who headed the committee drafting the Constitution of India from the Constituent Assembly debates, served as Law and Justice Minister in the first cabinet of Jawaharlal Nehru, and inspired the Dalit Buddhist movement after renouncing Hinduism.

After graduating from Elphinstone College, University of Bombay, Ambedkar studied economics at Columbia University and the London School of Economics, receiving doctorates in 1927 and 1923, respectively, and was among a handful of Indian students to have done so at either institution in the 1920s. He also trained in the law at Gray's Inn, London. In his early career, he was an economist, professor, and lawyer. His later life was marked by his political activities; he became involved in campaigning and negotiations for partition, publishing journals, advocating political rights and social freedom for Dalits, and contributing to the establishment of the state of India. In 1956, he converted to Buddhism, initiating mass conversions of Dalits.

In 1990, the Bharat Ratna, India's highest civilian award, was posthumously conferred on Ambedkar. The salutation Jai Bhim used by followers honours him. He is also referred to by the nickname Babasaheb, meaning "Respected Father".

Works (Books)

The Education Department, Government of Maharashtra (Mumbai) published the collection of Ambedkar's writings and speeches in different volumes. The list of Ambedkar's works include the following:

Castes in India: Their Mechanism, Genesis and Development and 11 Other Essays

The Annihilation of Caste, (1936)

Ambedkar in the Bombay Legislature, with the Simon Commission and at the Round Table Conferences, (1927–1939)

Philosophy of Hinduism; India and the Pre-requisites of Communism; Revolution and Counter-revolution; Buddha or Karl Marx

Riddles in Hinduism

Essays on Untouchables and Untouchability

The Evolution of Provincial Finance in British India

The Untouchables Who Were They And Why They Became Untouchables?

Who Were the Shudras? (1946)

Pakistan or The Partition of India (1945), also published as Thoughts on Pakistan (1941)

What Congress and Gandhi have done to the Untouchables; Mr. Gandhi and the Emancipation of the Untouchables

Ambedkar as member of the Governor General's Executive Council, 1942–46

The Buddha and his Dhamma

Unpublished Writings; Ancient Indian Commerce; Notes on laws; Waiting for a Visa; Miscellaneous notes, etc.

Ambedkar as the principal architect of the Constitution of India (2 parts) Dr. Ambedkar and The Hindu Code Bill

Ambedkar as Free India's First Law Minister and Member of Opposition in Indian Parliament (1947–1956)

The Pali Dictionary and The Pali Grammar

Ambedkar and his Egalitarian Revolution – Struggle for Human Rights. Events starting from March 1927 to 17 November 1956 in the chronological order;

Ambedkar and his Egalitarian Revolution – Socio-political and religious activities. Events starting from November 1929 to 8 May 1956 in the chronological order;

Ambedkar and his Egalitarian Revolution – Speeches. (Events starting from 1 January to 20 November 1956 in the chronological order.)

Excerpts from the speech to the Constituent Assembly on November 25, 1949

<https://scroll.in/article/802495/why-br-ambedkars-three-warnings-in-his-last-speech-to-the-constituent-assembly-resonate-even-today>

Paragraph 1

On 26th January 1950, India will be an independent country. What would happen to her independence? Will she maintain her independence or will she lose it again? This is the first thought that comes to my mind. It is not that India was never an independent country. The point is that she once lost the independence she had. Will she lose it a second time? It is this thought which makes me most anxious for the future.

What perturbs me greatly is the fact that not only India has once before lost her independence, but she lost it by the infidelity and treachery of some of her own people.

In the invasion of Sindh by Mahommed-Bin-Kasim, the military commanders of King Dahar accepted bribes from the agents of Mahommed-Bin-Kasim and refused to fight on the side of their King. It was Jaichand who invited Mahommed Gohri to invade India and fight against Prithvi Raj and promised him the help of himself and the Solanki Kings. When Shivaji was fighting for the liberation of Hindus, the other Maratha noblemen and the Rajput Kings were fighting the battle on the side of Moghul Emperors. When the British were trying to destroy the Sikh Rulers, Gulab Singh, their principal commander sat silent and did not help to save the Sikh Kingdom. In 1857, when a large part of India had declared a war of independence against the British, the Sikhs stood and watched the event as silent spectators.

Question 1: What is the main worry the author has about India's independence?

The author is worried about whether India will keep its independence after becoming an independent country on January 26, 1950. He wonders if India will stay independent or lose it again, just like it did in the past. This thought makes him very anxious about the future.

His concern is based on the fact that India has lost its independence before. The author points out that this loss was not just because of outside forces but also due to the betrayal and disloyalty of some Indian people. This historical experience makes him fear that India might face similar threats again.

Question 2: How does the author show that betrayal from within India has been a problem in the past?

The author gives several examples from history to show that betrayal by Indians has caused problems in the past. He mentions that during the invasion of Sindh, King Dahar's military commanders took bribes and refused to fight. He also talks about Jaichand, who helped Mahommed Gohri against Prithvi Raj by inviting him to invade India.

Other examples include Maratha noblemen and Rajput Kings fighting for the Moghul Emperors instead of supporting Shivaji, and Gulab Singh staying silent when the British tried to destroy the Sikh rulers. The author also mentions that during the 1857 war of independence, the Sikhs did not join the fight and remained passive. These examples highlight how internal betrayal has historically weakened India.

Question 3: What does the author suggest is important for India to keep its independence?

The author suggests that unity and loyalty are crucial for India to keep its independence. He believes that India's past losses were not just due to external invaders but also because of disunity and betrayal from within. To maintain independence, the author implies that Indians must stay united and loyal to their country.

By learning from historical betrayals, the author stresses the need for a strong sense of national solidarity. He warns that if Indians repeat the mistakes of the past, the country could again lose its independence. Therefore, fostering unity and patriotism is essential for India's future stability and sovereignty.

Paragraph 2

Will history repeat itself? It is this thought which fills me with anxiety. This anxiety is deepened by the realisation of the fact that in addition to our old enemies in the form of castes and creeds we are going to have many political parties with diverse and opposing political creeds. Will Indians place the country above their creed or will they place creed above country? I do not know. But this much is certain that if the parties place creed above country, our independence will be put in jeopardy a second time and probably be lost for

ever. This eventuality we must all resolutely guard against. We must be determined to defend our independence with the last drop of our blood.

On the 26th of January 1950, India would be a democratic country in the sense that India from that day would have a government of the people, by the people and for the people. The same thought comes to my mind. What would happen to her democratic Constitution? Will she be able to maintain it or will she lose it again? This is the second thought that comes to my mind and makes me as anxious as the first.

Question 1: What is the author's main concern about the future of India's independence?

The author's main concern is whether India will be able to maintain its independence after January 26, 1950, or if it will lose it again. This anxiety stems from the fear that history might repeat itself, where internal conflicts and divisions could threaten India's sovereignty.

The author highlights the potential danger posed by various political parties with different and opposing beliefs. He worries that if Indians prioritize their personal beliefs and creeds over the country, it could jeopardize the nation's independence. The author emphasizes the need for unity and the importance of placing the country above individual creeds to protect and sustain India's independence.

Question 2: How does the author view the relationship between political parties and the country's independence?

The author views the diverse and opposing political parties as a potential threat to the country's independence. He fears that if political parties prioritize their own beliefs and agendas over the country's unity, it could lead to internal divisions that weaken India's sovereignty.

The author stresses that for India to maintain its independence, it is crucial for political parties and the people to place the country's interests above their individual creeds. He warns that if parties place creed above the country, India's independence could be put in jeopardy and possibly lost forever. This highlights the importance of unity and collective national identity in safeguarding the country's freedom.

Question 3: What additional concern does the author have about India's future as a democratic country?

The author is also concerned about the future of India's democratic Constitution. He questions whether India will be able to maintain its democratic government, which is meant to be of the people, by the people, and for the people, or if it will lose it as it once lost its independence.

This concern mirrors his anxiety about India's independence. He fears that internal divisions and prioritizing personal creeds over national unity could also threaten the democratic foundations of the country. The author emphasizes the importance of defending both India's independence and its democratic Constitution with utmost determination to ensure the country's future stability and success.

Paragraph 3

Democratic system

It is not that India did not know what is Democracy. There was a time when India was studded with republics, and even where there were monarchies, they were either elected or limited. They were never absolute. It is not that India did not know Parliaments or parliamentary procedure.

A study of the Buddhist Bhikshu Sanghas discloses that not only there were Parliaments – for the Sanghas were nothing but Parliaments – but the Sanghas knew and observed all the rules of parliamentary procedure known to modern times. They had rules regarding seating arrangements, rules regarding Motions, Resolutions, Quorum, Whip, Counting of Votes, Voting by Ballot, Censure Motion, Regularisation, Res Judicata, etc. Although these rules of parliamentary procedure were applied by the Buddha to the meetings of the Sanghas, he must have borrowed them from the rules of the Political Assemblies functioning in the country in his time.

This democratic system India lost. Will she lose it a second time? I do not know. But it is quite possible in a country like India – where democracy from its long disuse must be regarded as something quite new – there is danger of democracy giving place to

dictatorship. It is quite possible for this new born democracy to retain its form but give place to dictatorship in fact. If there is a landslide, the danger of the second possibility becoming actuality is much greater.

Question 1: How does the author describe India's historical experience with democracy?

The author points out that India has a historical background in democratic practices. He explains that there was a time when India was filled with republics and even monarchies that were either elected or limited in power, never absolute. This indicates that democratic principles were not foreign to ancient India.

The author also mentions the Buddhist Bhikshu Sanghas, which functioned like parliaments and followed parliamentary procedures. These Sanghas had rules for seating, motions, resolutions, quorums, voting, and other parliamentary practices. The author suggests that these rules were likely borrowed from the political assemblies of the time, highlighting India's rich democratic heritage.

Question 2: What is the author's concern about the future of democracy in India?

The author is concerned that India might lose its newly established democracy, just as it lost its democratic system in the past. He acknowledges that while India has a historical background in democratic practices, democracy has not been in use for a long time, making it seem new to modern India.

This inexperience with democracy could lead to the danger of it being replaced by dictatorship. The author fears that India's new democracy might retain its outward form but could become a dictatorship in practice, especially if there is a significant shift in political power. He warns that the possibility of such a transition is higher in a country like India, where democratic practices are not deeply ingrained in recent history.

Question 3: What does the author suggest about the potential challenges India might face with its new democracy?

The author suggests that India might face significant challenges in maintaining its new democracy due to its long disuse and the potential for political instability. He

emphasizes that although democratic principles are not new to India, their reimplementation in modern times comes with risks.

One major challenge is the possibility of democracy giving way to dictatorship, either overtly or covertly. The author warns that if there is a dramatic political shift or "landslide," the danger of democracy being replaced by dictatorship is much greater. This highlights the need for vigilance and effort to preserve democratic values and prevent the erosion of democratic institutions in India.

Paragraph 4

Three warnings

If we wish to maintain democracy not merely in form, but also in fact, what must we do? The first thing in my judgement we must do is to hold fast to constitutional methods of achieving our social and economic objectives. It means we must abandon the bloody methods of revolution. It means that we must abandon the method of civil disobedience, non-cooperation and satyagraha. When there was no way left for constitutional methods for achieving economic and social objectives, there was a great deal of justification for unconstitutional methods. But where constitutional methods are open, there can be no justification for these unconstitutional methods. These methods are nothing but the Grammar of Anarchy and the sooner they are abandoned, the better for us.

The second thing we must do is to observe the caution which John Stuart Mill has given to all who are interested in the maintenance of democracy, namely, not "to lay their liberties at the feet of even a great man, or to trust him with power which enable him to subvert their institutions". There is nothing wrong in being grateful to great men who have rendered life-long services to the country. But there are limits to gratefulness. As has been well said by the Irish Patriot Daniel O'Connell, no man can be grateful at the cost of his honour, no woman can be grateful at the cost of her chastity and no nation can be grateful at the cost of its liberty. This caution is far more necessary in the case of India than in the case of any other country. For in India, Bhakti or what may be called the path of devotion or hero-worship, plays a part in its politics unequalled in magnitude by the part it plays in

the politics of any other country in the world. Bhakti in religion may be a road to the salvation of the soul. But in politics, Bhakti or hero-worship is a sure road to degradation and to eventual dictatorship.

The third thing we must do is not to be content with mere political democracy. We must make our political democracy a social democracy as well. Political democracy cannot last unless there lies at the base of it social democracy.

Question 1: What does the author suggest as the first step to maintaining true democracy in India?

The author suggests that to maintain democracy not just in form but also in substance, Indians must adhere to constitutional methods for achieving social and economic goals. He emphasizes that this means abandoning violent revolution and the methods of civil disobedience, non-cooperation, and satyagraha.

The author argues that when constitutional methods are available, there is no justification for using unconstitutional means, as these lead to anarchy. He stresses the importance of following legal and constitutional procedures to achieve objectives, as this approach supports the stability and integrity of democracy.

Question 2: What caution does the author give regarding the role of great leaders in a democracy?

The author cautions against placing too much trust and power in the hands of even great leaders. He refers to John Stuart Mill's advice not to lay liberties at the feet of a great man or trust him with power that could undermine democratic institutions. While it is natural to be grateful to those who have served the country, this gratitude should have limits.

The author highlights the particular relevance of this caution in India, where the tradition of Bhakti, or hero-worship, plays a significant role in politics. He warns that while Bhakti in religion can lead to spiritual salvation, in politics, it can lead to degradation and dictatorship. Therefore, the author urges Indians to avoid hero-worship in politics to protect their democracy and liberty.

Question 3: What is the author's view on the relationship between political democracy and social democracy?

The author believes that political democracy must be accompanied by social democracy for it to be sustainable. He argues that political democracy alone is not sufficient and that it must be rooted in social democracy to endure.

Social democracy implies equality and justice in social relations, which supports the functioning of political democracy. Without social democracy, political democracy is at risk of failing, as it requires a foundation of social equality and inclusiveness to thrive. The author's view emphasizes the need for comprehensive democratic practices that encompass both political and social dimensions.

Paragraph 5

Social democracy

What does social democracy mean? It means a way of life which recognises liberty, equality and fraternity as the principles of life. These principles of liberty, equality and fraternity are not to be treated as separate items in a trinity. They form a union of trinity in the sense that to divorce one from the other is to defeat the very purpose of democracy.

Liberty cannot be divorced from equality, equality cannot be divorced from liberty. Nor can liberty and equality be divorced from fraternity. Without equality, liberty would produce the supremacy of the few over the many. Equality without liberty would kill individual initiative. Without fraternity, liberty would produce the supremacy of the few over the many. Without fraternity, liberty and equality could not become a natural course of things. It would require a constable to enforce them.

We must begin by acknowledging the fact that there is complete absence of two things in Indian Society. One of these is equality. On the social plane, we have in India a society based on the principle of graded inequality which we have a society in which there are some who have immense wealth as against many who live in abject poverty.

On the 26th of January 1950, we are going to enter into a life of contradictions. In politics we will have equality and in social and economic life we will have inequality. In

politics we will be recognising the principle of one man one vote and one vote one value. In our social and economic life, we shall, by reason of our social and economic structure, continue to deny the principle of one man one value. How long shall we continue to live this life of contradictions? How long shall we continue to deny equality in our social and economic life? If we continue to deny it for long, we will do so only by putting our political democracy in peril. We must remove this contradiction at the earliest possible moment or else those who suffer from inequality will blow up the structure of political democracy which is Assembly has to laboriously built up.

The second thing we are wanting in is recognition of the principle of fraternity. What does fraternity mean? Fraternity means a sense of common brotherhood of all Indians – of Indians being one people. It is the principle which gives unity and solidarity to social life. It is a difficult thing to achieve. How difficult it is, can be realised from the story related by James Bryce in his volume on American Commonwealth about the United States of America.

Question 1: What is the author's definition of social democracy?

The author defines social democracy as a way of life that recognizes liberty, equality, and fraternity as its core principles. These principles should not be seen as separate entities but rather as an interconnected union, where divorcing one from the others undermines the essence of democracy.

Liberty and equality are interdependent; without equality, liberty leads to the domination of a few over the many, and without liberty, equality stifles individual initiative. Similarly, without fraternity, liberty and equality cannot naturally coexist and would require enforcement. Thus, social democracy ensures these principles work together to form a just and democratic society.

Question 2: What contradictions does the author highlight in Indian society as of January 26, 1950?

The author highlights the contradiction between political equality and social and economic inequality in Indian society. On January 26, 1950, India would adopt a political

system where every individual has one vote and each vote has equal value, signifying political equality.

However, socially and economically, India remains deeply unequal, with a structure that allows immense wealth for some and abject poverty for many. This contradiction poses a threat to political democracy, as the denial of social and economic equality could eventually lead to discontent and instability, jeopardizing the democratic system that India aims to build.

Question 3: Why does the author emphasize the importance of fraternity, and what challenges does he foresee in achieving it?

The author emphasizes fraternity as crucial for the unity and solidarity of social life in India. Fraternity means a sense of common brotherhood among all Indians, fostering the idea that they are one people. This principle is vital for maintaining social cohesion and ensuring that liberty and equality can function harmoniously.

Achieving fraternity is challenging, as demonstrated by historical examples like the United States, where building a sense of common brotherhood has been difficult. In India, where social divisions are pronounced, fostering fraternity is essential yet challenging. Without it, the other principles of liberty and equality would struggle to be realized naturally, requiring external enforcement and risking the stability of democracy.

Paragraph 6

The story is – I propose to recount it in the words of Bryce himself:

“Some years ago the American Protestant Episcopal Church was occupied at its triennial Convention in revising its liturgy. It was thought desirable to introduce among the short sentence prayers a prayer for the whole people, and an eminent New England divine proposed the words ‘O Lord, bless our nation’. Accepted one afternoon, on the spur of the moment, the sentence was brought up next day for reconsideration, when so many objections were raised by the laity to the word ‘nation’ as importing too definite a recognition of national unity, that it was dropped, and instead there were adopted the words ‘O Lord, bless these United States.’”

There was so little solidarity in the USA at the time when this incident occurred that the people of America did not think that they were a nation. If the people of the United States could not feel that they were a nation, how difficult it is for Indians to think that they are a nation?

Question 1: What incident does the author recount to illustrate the challenge of national unity?

The author recounts an incident from the American Protestant Episcopal Church's triennial Convention, as described by James Bryce. During this convention, there was a proposal to include a prayer for the nation in the church's liturgy. Initially, the phrase "O Lord, bless our nation" was accepted.

However, the next day, many laypeople objected to the word "nation" because it implied a strong sense of national unity, which they did not feel at the time. Consequently, the prayer was changed to "O Lord, bless these United States." This incident demonstrates the lack of solidarity and national unity in the USA at that time.

Question 2: What does the author suggest about the sense of national unity in India compared to the USA?

The author suggests that if Americans, at the time of the incident, struggled to perceive themselves as a united nation, it would be even more challenging for Indians to develop a sense of national unity. The author implies that fostering a sense of unity and fraternity in India is a significant challenge, given the country's diverse and divided society.

This comparison underscores the difficulty of achieving national solidarity in India. The author uses the American example to highlight the importance of fraternity and the challenges India faces in building a cohesive national identity, which is essential for the success of its democracy.

Question 3: How does the story of the American church convention relate to the author's concerns about democracy in India?

The story of the American church convention illustrates the challenges of achieving a strong sense of national unity, which the author believes is crucial for the success of

democracy. The hesitation of Americans to identify as a united nation reflects the broader struggle to cultivate fraternity, a principle the author deems essential for social democracy.

By drawing this parallel, the author emphasizes that without a strong sense of unity and common brotherhood, India's democracy could be undermined. He suggests that the absence of national solidarity in India, similar to the situation in the USA during the incident, poses a risk to the stability and effectiveness of India's democratic system. This highlights the need for efforts to build and reinforce a sense of unity among Indians.

Paragraph 7

A great delusion

I remember the days when politically minded Indians, resented the expression “the people of India”. They preferred the expression “the Indian nation.” I am of opinion that in believing that we are a nation, we are cherishing a great delusion. How can people divided into several thousands of castes be a nation? The sooner we realise that we are not as yet a nation in the social and psychological sense of the world, the better for us. For then only we shall realise the necessity of becoming a nation and seriously think of ways and means of realising the goal. The realisation of this goal is going to be very difficult – far more difficult than it has been in the United States. The United States has no caste problem. In India there are castes. The castes are anti-national. In the first place because they bring about separation in social life. They are anti-national also because they generate jealousy and antipathy between caste and caste. But we must overcome all these difficulties if we wish to become a nation in reality. For fraternity can be a fact only when there is a nation. Without fraternity, equality and liberty will be no deeper than coats of paint.

These are my reflections about the tasks that lie ahead of us. They may not be very pleasant to some. But there can be no gainsaying that political power in this country has too long been the monopoly of a few and the many are only beasts of burden, but also beasts of prey. This monopoly has not merely deprived them of their chance of betterment, it has sapped them of what may be called the significance of life. These down-trodden classes are tired of being governed. They are impatient to govern themselves. This urge for

self-realisation in the down-trodden classes must not be allowed to devolve into a class struggle or class war. It would lead to a division of the House. That would indeed be a day of disaster. For, as has been well said by Abraham Lincoln, a House divided against itself cannot stand very long. Therefore the sooner room is made for the realisation of their aspiration, the better for the few, the better for the country, the better for the maintenance for its independence and the better for the continuance of its democratic structure. This can only be done by the establishment of equality and fraternity in all spheres of life. That is why I have laid so much stresses on them.

Question 1: Why does the author believe that thinking of India as a nation is a delusion?

The author believes that considering India as a nation is a delusion because of the deep social divisions caused by the caste system. He argues that a true nation requires social and psychological unity, which India lacks due to the thousands of castes that separate people.

These castes create social divisions and generate jealousy and antipathy between different groups, making it difficult for India to function as a unified nation. The author emphasizes that recognizing this reality is crucial for India to work towards becoming a true nation, which involves overcoming the challenges posed by the caste system.

Question 2: What does the author suggest is necessary for India to become a true nation?

The author suggests that for India to become a true nation, it must overcome the difficulties posed by the caste system and work towards establishing fraternity, equality, and liberty. He argues that fraternity can only be a fact when there is a nation, and without it, equality and liberty are superficial.

The author highlights the need for social and psychological unity, which requires addressing the separation and antagonism caused by castes. Only by establishing true equality and fraternity in all spheres of life can India become a nation in reality, ensuring that liberty and democracy are meaningful and deeply rooted.

Question 3: What is the author's view on the political power dynamics in India and the aspirations of the down-trodden classes?

The author views the political power dynamics in India as monopolized by a few, with the majority being oppressed and deprived of opportunities for betterment. This monopoly has not only restricted their chances for improvement but also stripped them of the significance of life.

The down-trodden classes are tired of being governed and are eager to govern themselves. The author warns that if their aspirations are not met, it could lead to class struggle and division, endangering the country's unity and democracy. To prevent this, the author stresses the need to establish equality and fraternity, making room for the aspirations of the oppressed and ensuring the stability and continuation of India's democratic structure.

Paragraph 8

I do not wish to weary the House any further. Independence is no doubt a matter of joy. But let us not forget that this independence has thrown on us great responsibilities. By independence, we have lost the excuse of blaming the British for anything going wrong. If hereafter things go wrong, we will have nobody to blame except ourselves. There is great danger of things going wrong. Times are fast changing. People including our own are being moved by new ideologies. They are getting tired of Government by the people. They are prepared to have Governments for the people and are indifferent whether it is Government of the people and by the people. If we wish to preserve the Constitution in which we have sought to enshrine the principle of Government of the people, for the people and by the people, let us resolve not to be tardy in the recognition of the evils that lie across our path and which induce people to prefer Government for the people to Government by the people, nor to be weak in our initiative to remove them. That is the only way to serve the country. I know of no better.

Question 1: What responsibility does independence bring, according to the author?

According to the author, independence brings great responsibility. While it is a matter of joy, it also means that Indians can no longer blame the British for any problems or failures.

With independence, the responsibility for the nation's successes and failures rests solely on the shoulders of its own people. The author warns that if things go wrong in the future, Indians will have no one to blame but themselves.

The author stresses that times are changing rapidly, and people, including Indians, are increasingly influenced by new ideologies. There is a growing sentiment favoring governance for the people rather than by the people, indicating a shift away from democratic principles. To preserve the democratic constitution that embodies the principles of government of the people, by the people, and for the people, the author urges Indians to recognize and address the challenges and obstacles that may lead to this shift.

Question 2: What does the author urge Indians to do to preserve their democratic principles?

The author urges Indians to be proactive and vigilant in preserving their democratic principles, particularly the principle of government by the people. He emphasizes the importance of not ignoring or being indifferent to the challenges that threaten these principles. Instead, Indians should actively identify and address these challenges to prevent the erosion of democratic governance.

To serve the country effectively, the author suggests that Indians must not hesitate to acknowledge the obstacles and issues that could lead to a preference for government for the people over government by the people. He calls for strong initiative and resolve to remove these obstacles, ensuring that the democratic ideals of governance remain robust and reflective of the will of the people.

Question 3: What does the author consider as the best way to serve the country?

The author considers proactive action in recognizing and addressing challenges to democratic governance as the best way to serve the country. He believes that preserving the constitution and its principles of government of the people, by the people, and for the people is crucial for India's future stability and progress.

By not being complacent and actively working to remove obstacles that undermine democratic governance, Indians can uphold their responsibility to ensure that independence leads to sustained progress and prosperity. This proactive approach, according to the

author, is essential to safeguarding the democratic foundations upon which India's independence was established.

Multiple Choice Questions

1) When did India become an independent country?

A) 15th August 1947 B) 26th January 1950 C) 2nd October 1948 D) 1st January 1950

Answer: B) 26th January 1950

2) What is the author's main concern about India's independence?

A) Whether India will gain independence B) Whether India will maintain her independence or lose it again C) Whether India will become a monarchy D) Whether India will become a global superpower

Answer: B) Whether India will maintain her independence or lose it again

3) How did India lose her independence in the past?

A) Through natural disasters B) By being conquered by neighboring countries
C) By the infidelity and treachery of some of her own people D) Through economic downfall

Answer: C) By the infidelity and treachery of some of her own people

4) Who did Jaichand invite to invade India according to the text?

A) Mahommed-Bin-Kasim B) Mahommed Gohri C) British Empire D) Sikh Rulers

Answer: B) Mahommed Gohri

5) What fills the author with anxiety according to the text?

A) The possibility of economic downfall B) The thought of history repeating itself
C) The emergence of new technological advances D) The threat of natural disasters

Answer: B) The thought of history repeating itself

6) What new challenges does the author believe India will face in addition to old enemies?

A) Foreign invasions B) Economic recession C) Political parties with diverse and opposing political creeds D) Environmental issues

Answer: C) Political parties with diverse and opposing political creeds

7) What does the author suggest will jeopardize India's independence?

A) Natural calamities B) Economic instability C) Placing creed above country
D) Foreign interference

Answer: C) Placing creed above country

8) What is the author's second concern regarding India's future after January 26, 1950?
A) Economic growth B) Maintaining democratic governance C) Technological advancement
D) Military strength

Answer: B) Maintaining democratic governance

9) What does the author say about India's historical knowledge of democracy?

- A) India never had any form of democracy
- B) India has always had absolute monarchies
- C) India was once studded with republics and had elected or limited monarchies
- D) India only recently learned about democracy

Answer: C) India was once studded with republics and had elected or limited monarchies

10) What does the author compare the Buddhist Bhikshu Sanghas to?

- A) Monarchies B) Military assemblies C) Parliaments D) Religious rituals

Answer: C) Parliaments

11) Which of the following parliamentary procedures were known to the Buddhist Bhikshu Sanghas?

- A) Voting by Ballot B) Dictatorship C) Military protocols D) Economic policies

Answer: A) Voting by Ballot

12) What is the author's concern about the future of democracy in India?

- A) It will lead to economic instability B) It will be replaced by dictatorship
- C) It will result in civil war D) It will be abandoned for a theocratic system

Answer: B) It will be replaced by dictatorship

13) According to the author, what must we do to maintain democracy in fact, not just in form?

- A) Use revolutionary methods B) Follow constitutional methods C) Rely on civil disobedience
- D) Support non-cooperation

Answer: B) Follow constitutional methods

14) What does the author refer to as "the Grammar of Anarchy"?

- A) Constitutional methods B) Bloody revolution, civil disobedience, non-cooperation, and satyagraha
- C) Parliamentary procedures D) Peaceful protests

Answer: B) Bloody revolution, civil disobedience, non-cooperation, and satyagraha

15) What caution does John Stuart Mill give regarding democracy?

- A) To always trust great leaders B) To lay liberties at the feet of great men
- C) Not to trust anyone with power that can subvert institutions
- D) To follow the path of devotion or hero-worship

Answer: C) Not to trust anyone with power that can subvert institutions

16) What does the author believe is necessary for political democracy to last?

- A) Economic stability B) Religious unity C) Social democracy D) Hero-worship

Answer: C) Social democracy

17) What does social democracy mean according to the text?

- A) A society based on wealth B) A way of life recognizing liberty, equality, and fraternity
C) A political system with multiple parties D) A society with complete freedom

Answer: B) A way of life recognizing liberty, equality, and fraternity

18) Why is it important not to separate liberty, equality, and fraternity?

- A) They are individual goals B) They are unrelated to democracy
C) Divorcing one from the other defeats the purpose of democracy
D) They function independently

Answer: C) Divorcing one from the other defeats the purpose of democracy

19) What contradiction does the author mention about India's social and economic life?

- A) Equality in politics but inequality in social and economic life
B) Complete absence of liberty
C) Fraternity being the only principle recognized
D) Equal wealth distribution

Answer: A) Equality in politics but inequality in social and economic life

20) What does fraternity mean according to the text?

- A) A competitive spirit among citizens
B) A sense of common brotherhood of all Indians
C) Economic equality D) Individual achievement

Answer: B) A sense of common brotherhood of all Indians

21) What was the American Protestant Episcopal Church occupied with at its triennial Convention?

- A) Electing new leaders B) Revising its liturgy C) Discussing economic policies
D) Planning social events

Answer: B) Revising its liturgy

22) What phrase did an eminent New England divine propose for the prayer?

- A) "O Lord, bless our nation" B) "O Lord, bless our people"
C) "O Lord, bless these United States" D) "O Lord, bless our unity"

Answer: A) "O Lord, bless our nation"

23) Why was the phrase "O Lord, bless our nation" objected to by the laity?

- A) It was considered too lengthy B) It implied too definite a recognition of national unity
C) It was not religious enough D) It was too vague

Answer: B) It implied too definite a recognition of national unity

24) What does the author suggest is challenging for Indians, based on the story?

- A) Achieving economic prosperity B) Feeling a sense of national unity
C) Adopting new religious practices D) Revising liturgical texts

Answer: B) Feeling a sense of national unity

25) What expression did politically minded Indians prefer over "the people of India"?

- A) "The Indian society" B) "The Indian nation" C) "The Indian community"
D) "The Indian state"

Answer: B) "The Indian nation"

26) According to the author, what prevents India from being a nation in the social and psychological sense?

- A) Economic issues B) Political instability C) Caste divisions D) Lack of education

Answer: C) Caste divisions

27) What does the author suggest is necessary for India to become a true nation?

- A) Overcoming caste divisions B) Increasing economic growth
C) Adopting new technologies D) Reforming the education system

Answer: A) Overcoming caste divisions

28) What does the author warn against that could lead to a day of disaster for India?

- A) Economic collapse B) Class struggle or class war C) Foreign invasion
D) Environmental degradation

Answer: B) Class struggle or class war

29) What does the author say independence has thrown on India?

- A) Economic challenges B) Great responsibilities C) Cultural changes
D) Technological advancements

Answer: B) Great responsibilities

30) Who will Indians have to blame if things go wrong after independence?

- A) The British B) Foreign powers C) Themselves D) Their neighbors

Answer: C) Themselves

31) What new ideologies are moving people, according to the author?

- A) Interest in Government by the people
B) Desire for Governments for the people, regardless of whether they are by the people
C) Traditional beliefs D) Economic reforms

Answer: B) Desire for Governments for the people, regardless of whether they are by the people

32) What does the author suggest is necessary to preserve the Constitution?

- A) Adopting new technologies
B) Recognizing and removing evils that make people prefer Government for the people over Government by the people
C) Increasing military strength D) Strengthening cultural heritage

Answer: B) Recognizing and removing evils that make people prefer Government for the people over Government by the people

3. Eight Rupees- Murli Melwani

(Murli Melwani is a Sindhi businessman who lived in Taiwan for twenty-five years, during which time he travelled to a number of countries around the world to book orders for his export company. An ex-professor of English Literature at Sankerdev College, Shillong, Murli Melwani has a PhD in English Literature, and is the author of two collections of short stories, two of literary criticism and a play, which have been well received by critics. He also runs a website that serves as an archival database for collections of short stories written in English by Indians. Now semi-retired from business, Murli Melwani lives with his wife Mona in Foster City, USA, where he continues to write, and tries to stay in close touch with his family and friends near or far.

Eight Rupee is story of an Indian boy trying to make it in life. Hinduism rests on the foundation of karma, dharma and samsara. In order for society to function, each person and thing must perform its dharma, that is, perform its appropriate role or function. If people perform their dharma, they build good karma and, in the cycle of reincarnation known as samsara, they will experience better lives in the future. Hindus seek three other goals during their lives. These goals are pleasure (kama), wealth and power (artha), and release from samsara (moksha). Discuss this story in these contexts.)

Text

It was nine o'clock. The boy, thin and small, lumbered up the steps of the many- storied mansion. He stopped at each floor to survey the doors of all the rooms. The shirt he wore was tattered and his skin showed through it. The pockets of his dirty shorts bulged with the weight of something in them.

On one of the top floors a door, with a bigger and brighter nameplate than any other door in the mansion, caught his attention. The boy stood staring at it a long time. Finally, moving a few yards away and sitting down on the floor, he kept an eye on it.

People were coming out of the apartments and going down the stops. The boy studied each thoroughly. After about half an hour the door with the bigger and brighter nameplate opened and a tall, rather well-dressed man came out.

The boy sprang up, pulled out two tins of boot polish from one pocket and a brush from the other and intercepting the man said, "Shoe-shine, Sahib."

The man looked at his shoes and said, "I don't need one now. Not for another two days."

The boy's countenance fell. He showed that he was disappointed.

"I'll charge you half the market rate, sir."

The man smiled, "It's not a question of money."

"I'll make your shoes shine like silver." The man refused. But the boy persisted. Finally the man agreed.

"Thank you," the boy said, his face lighting up.

"But where's your footrest?"

"I haven't got one, sahib. I'll buy one some day. When I've saved enough."

Agilely, the boy lowered himself, crossed his legs and slapping one of his knees sharply, said, "Put your foot here." The knee looked tender and the man hesitated before putting his foot on it.

"What happened to your footrest? Broke it? Lost it?"

"I never had one. Can't afford one, with a mother and three sisters to support, and earnings being what they are."

He put the polish with rapid little stabs of his forefinger, then spread it all over with energetic circular strokes of his finger tips.

"Am I not an expert?" the boy asked as he worked looking up into the man's face. He had bright elongated eyes, strikingly set off by his smooth chocolate brown skin. The man looked down at the boy's fluttering hand and said, "Yes

"Wish I had a box and a footrest. So that my sisters could at least go to school."

"They don't go to school?"

"I'm the only one in the family who earns. The others are too young."

"What about your father?"

"He left us about six months back. Didn't tell us where he was going. Used to drink a lot."

A few quick strokes of the brush to and fro, and the shoe was glistening.

"The other foot, please."

"Have you tried to save?"

"I have. But it's impossible with so many to support. And I don't want to beg or steal."

A pause followed, the silence broken only by the rapid tapping of passing feet.

"Sometimes when I start thinking, I feel I'll go mad." He spoke in a low, silky voice, as if talking to himself.

"My sisters are growing up. One of these days I'll have to marry them off. For where am I going to get them dowries? Will they have to remain unmarried for ever?"

"How old are you?"

"Sixteen."

"You talk like a grown-up."

The boy smiled, and his smile was painful.

"How much do a box and a footrest cost?"

"Readymade ones, six rupees. Eight rupees if you order. I'd like to have mine made."

"You can't save that much?"

The boy did not say anything, only crinkled his smooth face into a pale shadow of a smile. The man looked away.

By now the people were moving in a thick stream towards the stairs, but none paid any attention to the boy and the man.

After some time the man said, "Stop charging half. Why do you charge half?"

"Because I want more customers," the boy said quietly. "That's also why I go from house to house. If I sat on the footpath like the other shoe-shine boys, I'd earn practically nothing."

Adding a moment later, "Your shoes are finished."

The man removed his foot from the boy's knee.

"Satisfied?"

"Absolutely."

As the man put his hand into his pocket, evidently to bring out the money, the boy hesitatingly said, "Would you--er--er--mind if I say something

"Go ahead."

"Could you," the boy said, eyes fixed on the ground, "lend me eight rupees. I'll return them as soon as I can. I'm ashamed of asking, but you seem . . ." he choked and could not go on.

A smile broke on the man's face. "Don't worry about paying me."

"No. No. Then I won't take the money. Just pay me for the shoe-shine. Twenty- five naye paise. Full charge - since you want to pay it."

The man took his purse and drew out a ten rupee note. "Here, take this." Then half seriously, he added: "Pay me whenever you like. After a year or five years."

"Returning eight rupees will be hard enough. Don't make things harder for me."

"And if I say I haven't any change?"

"Then I won't take anything."

"All right," the man said as he pushed the ten rupee note into the purse and pulled out a few one rupee ones. He counted eight and held them out to the boy.

"Thank you very much, sahib." the boy said taking the money. "You've done me a great favour." The man did not remember to have seen a warmer smile than the one the boy gave to him now. He could not help the smile that came to his lips.

"Tell me your name, sahib." The man told him, then asked him his. The boy obliged him.

"And is this where you live?" He pointed towards the door. The man nodded and began to walk away.

"Sahib," the boy called after him.

"You've forgotten to pay me for the shoe-shine."

"Oh," the man said, a broad smile across his face, and stopped. Then, after paying the boy, with the pleased-as-Punch smile still across his face, he disappeared down the stairs.

As the boy stood holding the notes, he was sure that a day which had started so well would certainly bring him more than the sixty-four rupees he had earned the previous day, which was the biggest amount he had ever earned on any day in any of the cities he had been to so far.

<https://asiasociety.org/eight-rupees>)

Multiple Choice Questions (MCQs)

1) What time was it at the beginning of the story?

- a) Eight o'clock b) Nine o'clock c) Ten o'clock d) Eleven o'clock

Answer: b) Nine o'clock

2) How is the boy described in the story?

- a) Tall and strong b) Thin and small c) Short and fat d) Medium height and average build

Answer: b) Thin and small

3) What was the condition of the boy's shirt?

- a) Clean and new b) Tattered and his skin showed through it c) Dirty but intact
d) Bright and colorful

Answer: b) Tattered and his skin showed through it

4) What caught the boy's attention on one of the top floors?

- a) A large window b) A bright light c) A door with a bigger and brighter nameplate
d) A loud noise

Answer: c) A door with a bigger and brighter nameplate

5) What did the boy have in his pockets?

- a) Candy and toys b) Money and keys c) Two tins of boot polish and a brush
d) Stones and marbles

Answer: c) Two tins of boot polish and a brush

6) What did the boy offer to do for the man?

- a) Clean his car b) Shine his shoes c) Carry his bags d) Fetch water

Answer: b) Shine his shoes

7) How much did the boy initially offer to charge for his service?

- a) Twice the market rate b) Half the market rate c) The full market rate d) For free

Answer: b) Half the market rate

8) Why did the boy say he didn't have a footrest?

- a) He lost it b) He broke it c) He couldn't afford one d) He forgot to bring it

Answer: c) He couldn't afford one

9) Who did the boy say he was supporting with his earnings?

- a) His father and brothers b) His mother and three sisters c) His grandparents
d) His friends

Answer: b) His mother and three sisters

10) What did the boy want to save money for?

- a) A new shirt b) A box and a footrest c) A bicycle d) School fees

Answer: b) A box and a footrest

11) How much did the boy say a box and a footrest would cost if ordered?

- a) Six rupees b) Eight rupees c) Ten rupees d) Twelve rupees

Answer: b) Eight rupees

12) How old did the boy say he was?

- a) Twelve b) Fourteen c) Sixteen d) Eighteen

Answer: c) Sixteen

13) What did the man offer the boy instead of payment for the shoe-shine?

- a) Food b) New clothes c) Eight rupees as a loan d) A place to stay

Answer: c) Eight rupees as a loan

14) How did the boy react when the man offered him the money as a gift?

- a) He refused to take it b) He accepted it happily c) He ran away d) He cried

Answer: a) He refused to take it

15) What did the boy hope for at the end of the story?

- a) To find his father b) To earn more than the previous day c) To buy new clothes
d) To move to another city

Answer: b) To earn more than the previous day

Short Answer Questions

1) Why does the boy wear tattered clothes?

The boy wears tattered clothes because he is poor and cannot afford better ones. His family's financial situation is dire, with him being the sole earner supporting his mother and three sisters. His earnings are not enough to buy new clothes.

2) What catches the boy's attention on one of the top floors?

On one of the top floors, the boy notices a door with a bigger and brighter nameplate than any other door in the mansion. He stands and stares at it for a long time before sitting down nearby to watch it.

3) Why does the boy want to buy a box and a footrest?

The boy wants to buy a box and a footrest to improve his shoe-shining business. With these tools, he hopes to attract more customers and earn more money, which would help him support his family and possibly allow his sisters to go to school.

4) How does the boy react when the man refuses his shoe-shine service initially?

The boy is disappointed when the man initially refuses his shoe-shine service. He shows his disappointment and tries to persuade the man by offering to charge half the market rate and promising to make the shoes shine like silver.

5) What does the man do after the boy asks for a loan of eight rupees?

After the boy asks for a loan of eight rupees, the man smiles and tells the boy not to worry about paying him back. He then gives the boy eight rupees, which makes the boy extremely grateful. The man also pays the boy for the shoe-shine service.

4) THE GIFT OF THE MAGI by O. Henry

William Sydney Porter (September 11, 1862 – June 5, 1910), better known by his pen name **O. Henry**, was an American writer known primarily for his short stories, though he also wrote poetry and non-fiction. His works include "The Gift of the Magi", "The Duplicity of Hargraves", and "The Ransom of Red Chief", as well as the novel *Cabbages and Kings*. Porter's stories are known for their naturalist observations, witty narration, and surprise endings.

Born in Greensboro, North Carolina, Porter worked at his uncle's pharmacy after finishing school and became a licensed pharmacist at age 19. In March 1882, he moved to Texas, where he initially lived on a ranch, and later settled in Austin, where he met his first wife, Athol Estes Roach. While working as a drafter for the Texas General Land Office, Porter began developing characters for his short stories. He later worked for the First National Bank of Austin, where he wrote *The Rolling Stone* weekly in newspapers.

After moving to Houston in 1895, he was charged with embezzlement stemming from an audit of the bank and fled to Honduras before trial. During his stay in Honduras, he began writing *Cabbages and Kings*, which originated the term "banana republic". Porter surrendered to U.S. authorities when he learned his wife was dying from tuberculosis, and he cared for her until her death in July 1897. He began his five-year prison sentence in March 1898 at the Ohio Penitentiary, where he served as a night druggist. Porter wrote 14 stories from prison under various pseudonyms, one being O. Henry.

Released from prison early for good behavior, Porter moved to Pittsburgh to be with his daughter Margaret before relocating to New York City, where he wrote 381 short stories. He married once more to Sarah (Sallie) Lindsey Coleman before she left him in 1909. Porter died on June 5, 1910, after years of deteriorating health. Porter's legacy includes the O. Henry Award, an annual prize awarded to outstanding short stories.

"The Gift of the Magi" by O. Henry is a touching short story about a young couple, Jim and Della, who are deeply in love but very poor. As Christmas approaches, both wish to give each other a special gift. Della sells her long, beautiful hair to a wig maker to buy a platinum fob chain for Jim's prized pocket watch. Meanwhile, Jim sells his watch to buy a set of combs for Della's hair. When they exchange gifts, they realize the irony and sacrifice each made out of love: Jim no longer has the watch for the chain, and Della's hair is too short for the combs. Despite this, they recognize that their mutual sacrifices are the greatest gifts of all, symbolizing their profound love and selflessness. The story concludes by highlighting the wisdom and love inherent in their acts, comparing them to the Magi, the wise gift-givers of the Christmas story.

Text

Passage 1

One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned with the silent imputation of parsimony that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas.

There was clearly nothing to do but flop down on the shabby little couch and howl. So Della did it. Which instigates the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating.

While the mistress of the home is gradually subsiding from the first stage to the second, take a look at the home. A furnished flat at \$8 per week. It did not exactly beggar

description, but it certainly had that word on the lookout for the mendicancy squad.

In the vestibule below was a letter-box into which no letter would go, and an electric button from which no mortal finger could coax a ring. Also appertaining thereunto was a card bearing the name "Mr. James Dillingham Young."

The "Dillingham" had been flung to the breeze during a former period of prosperity when its possessor was being paid \$30 per week. Now, when the income was shrunk to \$20, though, they were thinking seriously of contracting to a modest and unassuming D. But whenever Mr. James Dillingham Young came home and reached his flat above he was called "Jim" and greatly hugged by Mrs. James Dillingham Young, already introduced to you as Della. Which is all very good.

Short Answer Questions based on the passage.

1. How much money did Della have for Christmas, and how did she save it?

Della had one dollar and eighty-seven cents for Christmas. She saved sixty cents of it in pennies by bargaining hard with the grocer, vegetable man, and butcher. This persistent bargaining made her feel embarrassed. Despite her efforts, it was a small amount.

2. What did Della do after realizing how much money she had?

After realizing she only had one dollar and eighty-seven cents, Della counted the money three times. She felt despair because Christmas was the next day and she wanted to buy a gift for Jim. Overwhelmed by her feelings, she flopped down on the shabby couch. She then cried, feeling hopeless about her situation.

3. What does the narrator say about life after describing Della's reaction?

The narrator reflects on life, saying it is made up of sobs, sniffles, and smiles. According to the narrator, sniffles are the most common. This reflection comes after Della's emotional reaction to her small savings. It emphasizes the challenges and emotional ups and downs people face.

4. How does the narrator describe Della and Jim's home?

Della and Jim's home is described as a furnished flat costing \$8 per week. It is modest and shabby, implying a low-income household. The flat is not in good condition, almost as if it needed help. This description highlights their financial struggles.

5. What is mentioned about the letter-box and electric button in their home?

In the vestibule of their building, there is a letter-box that never receives any letters. There is also

an electric button that never rings when pressed. These details indicate the neglect and poor condition of their living space. It shows how basic amenities are not functioning properly.

6. What change in income had Mr. James Dillingham Young experienced, and how did it affect his name?

Mr. James Dillingham Young's income had decreased from \$30 per week to \$20. When he earned more, the name "Dillingham" reflected their prosperity. Now, with a lower income, they considered shortening his name to just "D." Despite this, at home, Della affectionately called him "Jim," and they shared a loving relationship.

Passage 2

Della finished her cry and attended to her cheeks with the powder rag. She stood by the window and looked out dully at a gray cat walking a gray fence in a gray backyard. Tomorrow would be Christmas Day, and she had only \$1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn't go far. Expenses had been greater than she had calculated. They always are. Only \$1.87 to buy a present for Jim. Her Jim. Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling--something just a little bit near to being worthy of the honor of being owned by Jim.

There was a pier-glass between the windows of the room. Perhaps you have seen a pier-glass in an \$8 flat. A very thin and very agile person may, by observing his reflection in a rapid sequence of longitudinal strips, obtain a fairly accurate conception of his looks. Della, being slender, had mastered the art.

Suddenly she whirled from the window and stood before the glass. her eyes were shining brilliantly, but her face had lost its color within twenty seconds. Rapidly she pulled down her hair and let it fall to its full length.

Now, there were two possessions of the James Dillingham Youngs in which they both took a mighty pride. One was Jim's gold watch that had been his father's and his

grandfather's. The other was Della's hair. Had the queen of Sheba lived in the flat across the airshaft, Della would have let her hair hang out the window some day to dry just to depreciate Her Majesty's jewels and gifts. Had King Solomon been the janitor, with all his treasures piled up in the basement, Jim would have pulled out his watch every time he passed, just to see him pluck at his beard from envy.

So now Della's beautiful hair fell about her rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her. And then she did it up again nervously and quickly. Once she faltered for a minute and stood still while a tear or two splashed on the worn red carpet.

Short Answer Questions based on the passage.

1. Why was Della feeling sad at the beginning?

Della was feeling sad because she only had \$1.87 to buy a Christmas present for her husband, Jim. She had been saving money for months but still didn't have enough. Their weekly income of \$20 was not sufficient to cover their expenses. She wanted to buy something special for Jim but felt disheartened by her limited funds.

2. What did Della see when she looked out the window?

When Della looked out the window, she saw a gray cat walking on a gray fence in a gray backyard. The grayness outside matched her dull mood. It was a bleak and colorless scene that reflected her feelings. The gray setting emphasized the somber tone of the moment.

3. What two possessions did Jim and Della take pride in?

Jim and Della took pride in two possessions: Jim's gold watch and Della's long, beautiful hair. Jim's watch had been passed down from his father and grandfather, making it a cherished family heirloom. Della's hair was so stunning that it could rival the treasures of royalty.

4. How did Della feel about her hair, and what did she do with it in the text?

Della felt very proud of her long, beautiful hair, which she considered one of her most precious possessions. In the text, she let her hair down to its full length, revealing its beauty

as it reached below her knee and looked like a garment. After admiring it, she quickly did it up again, feeling a mix of pride and sadness.

5. What did Della realize about her savings for Jim's present?

Della realized that her savings of \$1.87 were not enough to buy a meaningful present for Jim. Despite saving every penny she could for months, the expenses they faced were greater than she had expected. She felt disappointed and frustrated because she wanted to buy something fine and rare for Jim but didn't have enough money.

6. Why did Della's eyes shine brilliantly at one point in the text?

Della's eyes shone brilliantly because she suddenly had an idea. Despite her limited funds, she was determined to find a way to buy a special gift for Jim. Her determination and love for Jim gave her a moment of excitement and hope. This brilliance in her eyes contrasted with her pale face, showing her intense emotions.

Passage 3

On went her old brown jacket; on went her old brown hat. With a whirl of skirts and with the brilliant sparkle still in her eyes, she fluttered out the door and down the stairs to the street.

Where she stopped the sign read: "Mne. Sofronie. Hair Goods of All Kinds." One flight up Della ran, and collected herself, panting. Madame, large, too white, chilly, hardly looked the "Sofronie."

"Will you buy my hair?" asked Della.

"I buy hair," said Madame. "Take yer hat off and let's have a sight at the looks of it."

Down rippled the brown cascade.

"Twenty dollars," said Madame, lifting the mass with a practised hand.

"Give it to me quick," said Della.

Oh, and the next two hours tripped by on rosy wings. Forget the hashed metaphor. She was ransacking the stores for Jim's present.

Short Answer Questions based on the passage.

1. **What did Della do after putting on her old brown jacket and hat?**

Della left her home with excitement, her eyes sparkling. She quickly went down the stairs and out to the street. She was determined and in a hurry, with her skirts whirling around her. She headed straight to a shop with a sign that read "Mme. Sofronie. Hair Goods of All Kinds."

2. **What was the sign on the shop where Della stopped?**

The sign on the shop where Della stopped read "Mme. Sofronie. Hair Goods of All Kinds." This indicated that the shop dealt in various types of hair products. Della knew this was where she could sell her hair. The sign gave her hope for getting money to buy Jim's present.

3. **Describe Madame Sofronie's appearance.**

Madame Sofronie was large, very pale, and had a chilly demeanor. She didn't quite fit the elegant image that her name might suggest. Her appearance was somewhat intimidating to Della. Despite her appearance, she was a professional in her trade.

4. **What did Della ask Madame Sofronie, and what was her response?**

Della asked Madame Sofronie if she would buy her hair. Madame Sofronie responded affirmatively, saying, "I buy hair." She then instructed Della to take off her hat so she could see her hair. Madame Sofronie assessed Della's hair with a practiced hand.

5. **How much did Madame Sofronie offer Della for her hair?**

Madame Sofronie offered Della twenty dollars for her hair. She determined this amount after examining the mass of Della's hair. The offer was made quickly and confidently. Della immediately agreed to the price.

6. **What did Della do after selling her hair?**

After selling her hair, Della felt a sense of urgency and excitement. She spent the next two hours searching through stores to find the perfect present for Jim. Her happiness and anticipation made the time feel as though it passed quickly. Della was determined to find something special for her beloved husband.

Passage 4

She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the stores, and she had turned all of them inside out. It was a platinum fob chain simple and chaste in design, properly proclaiming its value by substance alone and not by meretricious ornamentation--as all good things should do. It was even worthy of The Watch. As soon as she saw it she knew that it must be Jim's. It was like him. Quietness and value--the description applied to both. Twenty-one dollars they took from her for it, and she hurried home with the 87 cents. With that chain on his watch Jim might be properly anxious about the time in any company. Grand as the watch was, he sometimes looked at it on the sly on account of the old leather strap that he used in place of a chain.

When Della reached home her intoxication gave way a little to prudence and reason. She got out her curling irons and lighted the gas and went to work repairing the ravages made by generosity added to love. Which is always a tremendous task, dear friends--a mammoth task.

Within forty minutes her head was covered with tiny, close-lying curls that made her look wonderfully like a truant schoolboy. She looked at her reflection in the mirror long, carefully, and critically.

"If Jim doesn't kill me," she said to herself, "before he takes a second look at me, he'll say I look like a Coney Island chorus girl. But what could I do--oh! what could I do with a dollar and eighty- seven cents?"

Short Answer Questions based on the passage.

1. What did Della finally find for Jim, and why was it perfect for him?

Della finally found a platinum fob chain for Jim's watch. It was perfect because it was simple and elegant, just like Jim. It didn't need any flashy decorations to show its value, which matched Jim's quiet and valuable nature. Della knew immediately that it was the right gift for him.

2. How much did the platinum fob chain cost, and how much money did Della have left afterward?

The platinum fob chain cost Della twenty-one dollars. After buying it, she had only 87 cents left. She had saved up and sacrificed to get the perfect gift for Jim. Despite having little money left, she was happy with her purchase.

3. Why did Jim sometimes look at his watch on the sly?

Jim sometimes looked at his watch on the sly because it was attached to an old leather strap instead of a proper chain. Even though the watch was grand and valuable, the worn strap made it less impressive. The new platinum fob chain would allow him to check the time confidently in any company. Della wanted to give him something that matched the dignity of his watch.

4. What did Della do to her hair after returning home?

After returning home, Della used curling irons and lit the gas to style her hair. She worked hard to fix the damage caused by cutting her hair to sell it. Within forty minutes, she had transformed her hair into tiny, close-lying curls. The new hairstyle made her look like a truant schoolboy, which worried her.

5. How did Della feel when she looked at her reflection after curling her hair?

When Della looked at her reflection after curling her hair, she felt a mix of emotions. She examined herself long, carefully, and critically. She was worried about how Jim would react to her new look. She thought he might be shocked at first but hoped he would understand why she did it.

6. What did Della say to herself about Jim's possible reaction?

Della said to herself that if Jim didn't kill her before taking a second look, he might say she looked like a Coney Island chorus girl. She was anxious about his reaction to her drastically changed appearance. However, she felt she had no other choice with only \$1.87 left. She hoped Jim would see the love and sacrifice behind her decision.

Passage 5

At 7 o'clock the coffee was made and the frying-pan was on the back of the stove hot and ready to cook the chops.

Jim was never late. Della doubled the fob chain in her hand and sat on the corner of the table near the door that he always entered. Then she heard his step on the stair away down on the first flight, and she turned white for just a moment. She had a habit for saying little silent prayer about the simplest everyday things, and now she whispered: "Please God, make him think I am still pretty."

The door opened and Jim stepped in and closed it. He looked thin and very serious. Poor fellow, he was only twenty-two--and to be burdened with a family! He needed a new overcoat and he was without gloves.

Jim stopped inside the door, as immovable as a setter at the scent of quail. His eyes were fixed upon Della, and there was an expression in them that she could not read, and it terrified her. It was not anger, nor surprise, nor disapproval, nor horror, nor any of the sentiments that she had been prepared for. He simply stared at her fixedly with that peculiar expression on his face.

Della wriggled off the table and went for him.

"Jim, darling," she cried, "don't look at me that way. I had my hair cut off and sold because I couldn't have lived through Christmas without giving you a present. It'll grow out again--you won't mind, will you? I just had to do it. My hair grows awfully fast. Say `Merry Christmas!' Jim, and let's be happy. You don't know what a nice-- what a beautiful, nice gift I've got for you."

"You've cut off your hair?" asked Jim, laboriously, as if he had not arrived at that patent fact yet even after the hardest mental labor.

"Cut it off and sold it," said Della. "Don't you like me just as well, anyhow? I'm me without my hair, ain't I?"

Jim looked about the room curiously.

"You say your hair is gone?" he said, with an air almost of idiocy.

"You needn't look for it," said Della. "It's sold, I tell you--sold and gone, too. It's Christmas

Eve, boy. Be good to me, for it went for you. Maybe the hairs of my head were numbered," she went on with sudden serious sweetness, "but nobody could ever count my love for you. Shall I put the chops on, Jim?"

Short Answer Questions based on the passage.

What was Della doing at 7 o'clock?

At 7 o'clock, Della had made coffee and prepared the frying pan on the stove, ready to cook the chops. She was waiting for Jim to come home. Della sat on the corner of the table near the door, holding the fob chain she had bought for him. She was nervous but hopeful about his reaction.

2. What did Della whisper to herself when she heard Jim's steps?

When Della heard Jim's steps on the stairs, she whispered a little prayer to herself. She said, "Please God, make him think I am still pretty." She was anxious about how Jim would react to her cutting her hair. Della hoped he would still find her attractive and understand her sacrifice.

3. How did Jim look when he entered the room?

When Jim entered the room, he looked thin and very serious. He was only twenty-two but burdened with the responsibilities of a family. He needed a new overcoat and was without gloves, highlighting their financial struggles. His serious expression showed his weariness and concern.

4. What was Jim's reaction when he saw Della?

Jim stopped inside the door and stared at Della with a peculiar expression that she couldn't read. It wasn't anger, surprise, disapproval, or horror, but it terrified her. He was immovable and just looked at her fixedly. His reaction was unexpected and confusing for Della.

5. What did Della explain to Jim about her hair?

Della explained to Jim that she had cut off and sold her hair because she wanted to buy

him a Christmas present. She assured him that her hair would grow back quickly and hoped he wouldn't mind. Della emphasized her love and sacrifice, saying she couldn't live through Christmas without giving him a gift. She tried to make him understand her decision.

6. How did Della express her love for Jim at the end of the text?

At the end of the text, Della expressed her love for Jim by saying that maybe the hairs on her head were numbered, but no one could ever count her love for him. She asked him to be good to her, as she had sold her hair for him. She then offered to put the chops on, showing her desire to move past the tension and enjoy Christmas Eve together. Della's words highlighted her deep affection and commitment to Jim.

Passage 6

Out of his trance Jim seemed quickly to wake. He enfolded his Della. For ten seconds let us regard with discreet scrutiny some inconsequential object in the other direction. Eight dollars a week or a million a year--what is the difference? A mathematician or a wit would give you the wrong answer. The magi brought valuable gifts, but that was not among them. This dark assertion will be illuminated later on.

Jim drew a package from his overcoat pocket and threw it upon the table.

"Don't make any mistake, Dell," he said, "about me. I don't think there's anything in the way of a haircut or a shave or a shampoo that could make me like my girl any less. But if you'll unwrap that package you may see why you had me going a while at first."

White fingers and nimble tore at the string and paper. And then an ecstatic scream of joy; and then, alas! a quick feminine change to hysterical tears and wails, necessitating the immediate employment of all the comforting powers of the lord of the flat.

For there lay The Combs--the set of combs, side and back, that Della had worshipped long in a Broadway window. Beautiful combs, pure tortoise shell, with jewelled rims--just the shade to wear in the beautiful vanished hair. They were expensive

combs, she knew, and her heart had simply craved and yearned over them without the least hope of possession. And now, they were hers, but the tresses that should have adorned the coveted adornments were gone.

But she hugged them to her bosom, and at length she was able to look up with dim eyes and a smile and say: "My hair grows so fast, Jim!"

And then Della leaped up like a little singed cat and cried, "Oh, oh!"

Jim had not yet seen his beautiful present. She held it out to him eagerly upon her open palm. The dull precious metal seemed to flash with a reflection of her bright and ardent spirit.

"Isn't it a dandy, Jim? I hunted all over town to find it. You'll have to look at the time a hundred times a day now. Give me your watch. I want to see how it looks on it."

Instead of obeying, Jim tumbled down on the couch and put his hands under the back of his head and smiled.

"Dell," said he, "let's put our Christmas presents away and keep 'em a while. They're too nice to use just at present. I sold the watch to get the money to buy your combs. And now suppose you put the chops on."

The magi, as you know, were wise men--wonderfully wise men--who brought gifts to the Babe in the manger. They invented the art of giving Christmas presents. Being wise, their gifts were no doubt wise ones, possibly bearing the privilege of exchange in case of duplication. And here I have lamely related to you the uneventful chronicle of two foolish children in a flat who most unwisely sacrificed for each other the greatest treasures of their house. But in a last word to the wise of these days let it be said that of all who give gifts these two were the wisest. O all who give and receive gifts, such as they are wisest. Everywhere they are wisest. They are the magi.

Short Answer Questions based on the passage.

1. **How did Jim react when he came out of his trance?**

Jim quickly woke from his trance and embraced Della. He reassured her by saying that nothing like a haircut could make him love her any less. He then took a package from his

overcoat pocket and placed it on the table. Jim asked Della to open the package to understand his initial reaction.

2. What was inside the package Jim gave to Della?

Inside the package Jim gave to Della was a set of combs she had long admired in a Broadway window. They were beautiful tortoise shell combs with jeweled rims. Della had always wanted them but never thought she could afford them. Despite cutting her hair, she was ecstatic to receive them.

3. Why did Della react with both joy and tears upon seeing the combs?

Della reacted with joy because she had always wanted the beautiful combs. However, she quickly became tearful because she had cut off her hair, which would have adorned the combs. The combs were a cherished dream, but her hair was gone. Her emotional response was a mix of happiness and sadness.

4. What did Della show Jim after receiving the combs, and why?

After receiving the combs, Della showed Jim the platinum fob chain she had bought for his watch. She was excited to give him the gift she had carefully chosen. Della wanted to see how the chain would look on Jim's watch. She had sacrificed her hair to buy it and was eager for Jim to appreciate it.

5. What did Jim reveal about his own gift to Della, and what was his suggestion?

Jim revealed that he had sold his watch to buy the combs for Della. This made their gifts ironic and impractical since Della no longer had long hair, and Jim no longer had his watch. Jim suggested that they put away their Christmas presents for a while, as they were too nice to use immediately. He also asked Della to start cooking the chops.

6. What does the narrator say about the wisdom of Jim and Della's gift-giving?

The narrator concludes that, despite their seemingly foolish sacrifices, Jim and Della were the wisest gift-givers. Their actions reflected true love and selflessness. They are compared to the magi, who invented the art of giving Christmas presents. Their wisdom lay in their love and willingness to sacrifice for each other.

8) What did Della buy for Jim?

- a) A new coat b) A pair of gloves c) A platinum fob chain d) A hat

Answer: c) A platinum fob chain

9) How much did Della pay for the fob chain?

- a) \$18 b) \$19 c) \$20 d) \$21

Answer: d) \$21

10) What did Jim do to get money for Della's present?

- a) Worked extra hours b) Sold his gold watch c) Borrowed money d) Sold his shoes

Answer: b) Sold his gold watch

11) What did Jim buy for Della?

- a) A necklace b) A dress c) A set of combs d) A bracelet

Answer: c) A set of combs

12) Why was Della initially worried when Jim came home?

- a) She was late for dinner b) She lost the money c) She had cut her hair d) She had broken a dish

Answer: c) She had cut her hair

13) How did Jim react when he saw Della without her hair?

- a) He was angry b) He was happy c) He stared at her with a peculiar expression
d) He laughed

Answer: c) He stared at her with a peculiar expression

14) What was Jim's reaction to Della's gift?

- a) He was disappointed b) He was overjoyed
c) He smiled and suggested they keep the presents for later d) He was indifferent

Answer: c) He smiled and suggested they keep the presents for later

15) What is the main theme of the story?

- a) Wealth and luxury b) Sacrifice and love c) Greed and jealousy d) Adventure and excitement

Answer: b) Sacrifice and love

16) Why are Della and Jim compared to the Magi?

- a) Because they are wealthy b) Because they travel far
c) Because they give wise and selfless gifts d) Because they are royalty

Answer: c) Because they give wise and selfless gifts

17) How did Della feel about her new look with short hair?

- a) Proud b) Embarrassed c) Indifferent d) Anxious

Answer: d) Anxious

18) What did Jim need a new overcoat for?

- a) To stay warm in winter b) For his job c) For a party d) To impress Della

Answer: a) To stay warm in winter

19) What does the story imply about material possessions and love?

- a) Material possessions are more important than love
b) Love is more important than material possessions
c) Both are equally important d) Neither is important

Answer: b) Love is more important than material possessions

20) What is the significance of the title “The Gift of the Magi”?

- a) It refers to the expensive gifts
b) It symbolizes the wise and selfless acts of giving by Della and Jim

c) It refers to the gifts from the three kings d) It refers to a famous poem

Answer: b) It symbolizes the wise and selfless acts of giving by Della and Jim

Unit II : Poetry

Unit II	Poetry	09 Hours
	1) Stopping By Woods on A Snowy Evening-Robert Frost	
	2) If - Rudyard Kipling	
	3) Sympathy – P. L. Dunbar	
	4) Father Returning Home – Dilip Chitre	

1) Stopping by Woods on a Snowy Evening

By [Robert Frost](#)

(**Robert Frost** was an American poet born on March 26, 1874, in San Francisco, California. After his father's death when Frost was eleven, his family moved to Lawrence, Massachusetts. He developed an interest in reading and writing poetry during high school.

Frost attended Dartmouth College for a few months but returned home to work at various jobs, including teaching and farming, to support his family. Despite these responsibilities, he continued to write poetry. In 1895, he married Elinor Miriam White, and they had six children together.

His first collection of poems, "A Boy's Will," was published in 1913, followed by "North of Boston" in 1914. These works brought him recognition and established him as a significant voice in American literature. Known for his depictions of rural New England life, Frost's poetry often explored complex social and philosophical themes.

Frost received four Pulitzer Prizes for Poetry during his lifetime, a record for any poet. Some of his most famous poems include "The Road Not Taken," "Stopping by Woods on a Snowy Evening," and "Mending Wall."

He spent much of his later life teaching and lecturing at various colleges, including Amherst College and Harvard University. Robert Frost passed away on January 29, 1963, in Boston, Massachusetts, leaving behind a lasting legacy in American poetry.)

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

<https://www.owleyes.org/text/gift-magi/read/the-gift-of-the-magi#root-218982-39>

Long Questions of Six Marks

Discuss the themes and imagery in Robert Frost's poem "Stopping by Woods on a Snowy Evening." How does the poem capture a moment of peaceful contemplation, and what significance does the repeated line at the end hold in relation to the narrator's responsibilities and the journey ahead?

"Stopping by Woods on a Snowy Evening" is a poem by Robert Frost. It describes a quiet moment in the woods on a snowy evening. The poem starts with the narrator telling us that he knows the person who owns the woods. This person lives in the village, so he won't see the narrator stopping to watch his woods fill up with snow.

The narrator is traveling with his horse, and they stop to admire the snow-covered woods. The scene is peaceful and calm. There is no farmhouse nearby, just the dark, lovely woods and the snow gently falling. The only sounds are the soft sweep of the wind and the light fall of snowflakes.

The narrator's horse finds the stop unusual. It is not normal to stop in the middle of the woods, especially on a snowy evening. The horse shakes its harness bells, making a little noise, as if to ask if there is some mistake. This sound breaks the silence of the snowy evening.

The narrator reflects on the beauty of the woods. He describes them as "lovely, dark, and deep." He feels drawn to the peacefulness and quiet of the scene. However, he quickly remembers that he has responsibilities and promises to keep. He cannot stay in the woods, no matter how beautiful and calming they are.

The poem ends with the narrator repeating the lines, "And miles to go before I sleep, And miles to go before I sleep." These lines are significant because they remind the narrator, and the readers, of the duties and journey that lie ahead. Even though the woods are a place of peace and escape, the narrator must continue his journey and fulfill his responsibilities.

The repeated lines emphasize that the narrator has a long way to go and many things to do before he can rest. This repetition adds to the feeling of duty and the sense of a journey that is not yet complete. The poem captures a moment of quiet contemplation and appreciation of nature, but it also highlights the importance of returning to one's obligations.

Robert Frost uses simple and clear language to describe the scene. The imagery of the snowy woods, the silent night, and the gentle sounds of nature create a vivid picture of the peaceful moment the narrator experiences. The poem beautifully balances the allure of the tranquil woods with the reality of life's demands and responsibilities.

In conclusion, "Stopping by Woods on a Snowy Evening" is a short and simple poem that conveys deep meaning. It describes a moment of peace and beauty in the woods on a snowy evening, while also reminding us of the importance of fulfilling our duties and continuing our journey in life. The poem's calm and reflective tone, combined with its clear and evocative imagery, makes it a memorable and thought-provoking piece of poetry.

2) **If** BY [Rudyard Kipling](#)

(Rudyard Kipling was a British author and poet born on December 30, 1865, in Bombay (now Mumbai), India. He spent his early years in India, which influenced much of his work. Kipling returned to England for schooling but later went back to India to work as a journalist. He gained fame for his short stories, poems, and novels.

Kipling's most famous works include "The Jungle Book," "Kim," and the poem "If—". He was known for his vivid storytelling and deep appreciation of British and Indian cultures. In 1907, he became the first English-language writer to receive the Nobel Prize in Literature. Despite his success, Kipling faced criticism for his imperialist views. He died on January 18, 1936, in London. Kipling's works remain popular and continue to be read by people of all ages worldwide.)

Text

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your virtue,
Or walk with Kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!

(<https://www.poetryfoundation.org/poems/46473/if--->)

Long Question

How does Rudyard Kipling's poem "If—" serve as a guide for personal conduct and development, and what are the key qualities and actions he advises to achieve maturity and integrity?

"If—" by Rudyard Kipling is a timeless poem that offers profound advice on how to live a fulfilling and honorable life. Written as a series of conditional statements, the poem outlines the qualities and actions that one should strive for to achieve maturity, integrity, and success.

Kipling begins by advising the reader to stay calm and composed, even when others around them are losing their composure and blaming them. He emphasizes the importance of keeping your head clear and not giving in to anger or fear. Instead, maintain your confidence and self-belief, but be humble enough to listen to others without losing your own voice.

In the second stanza, Kipling encourages dreaming and thinking big, but cautions against being consumed by dreams or thoughts alone. He advises to keep a level head amidst success and failure, treating both as mere impostors that should not dictate your emotions or actions. Remain grounded in reality and practicality, understanding that both highs and lows are temporary phases in life.

The third stanza focuses on resilience and perseverance in the face of challenges. Kipling urges the reader to take risks and face setbacks without giving in to despair or defeatism. Even when exhausted and worn out, muster the strength to endure and keep pushing forward. He stresses the importance of starting anew when necessary, using determination and resilience to rebuild from scratch if needed.

In the final stanza, Kipling discusses the importance of integrity and honor in one's interactions with others. He advises maintaining your values and principles regardless of who you are dealing with—whether they are friends or foes. Keep your integrity intact and exhibit self-control in all situations. Use your time wisely and fill every moment with purposeful action, always striving to be a better person.

Overall, "If—" serves as a comprehensive guide to navigating life's challenges with dignity, integrity, and resilience. It encourages the reader to develop inner strength, moral courage, and a steadfast resolve to pursue their goals and ideals. By embodying the qualities outlined in the poem—calmness, humility, resilience, integrity, and purposefulness—one can lead a fulfilling and honorable life, regardless of the obstacles encountered along the way.

3) Sympathy

By [Paul Laurence Dunbar](#)

I know what the caged bird feels, alas!
When the sun is bright on the upland slopes;
When the wind stirs soft through the springing grass,
And the river flows like a stream of glass;
When the first bird sings and the first bud opes,
And the faint perfume from its chalice steals—
I know what the caged bird feels!

I know why the caged bird beats his wing
Till its blood is red on the cruel bars;
For he must fly back to his perch and cling
When he fain would be on the bough a-swing;
And a pain still throbs in the old, old scars
And they pulse again with a keener sting—
I know why he beats his wing!

I know why the caged bird sings, ah me,
When his wing is bruised and his bosom sore,—
When he beats his bars and he would be free;
It is not a carol of joy or glee,
But a prayer that he sends from his heart's deep core,
But a plea, that upward to Heaven he flings—
I know why the caged bird sings!

<https://www.poetryfoundation.org/poems/46459/sympathy-56d22658afbc0>

How does Dunbar's depiction of the caged bird's struggle in "Sympathy" reflect the broader human desire for freedom and the impact of oppression?

"Sympathy" is a poem by Paul Laurence Dunbar that vividly describes the feelings of a caged bird. The bird, longing for freedom, beats its wings against the bars of its cage until they

bleed. This painful and desperate struggle symbolizes the yearning for liberty and the suffering that comes from being confined. The bird's song is not one of joy but a prayer, a plea for release from its bondage.

The poem can be interpreted as an allegory for the African American experience during Dunbar's time. Just like the caged bird, African Americans were trapped by the constraints of racism and oppression. Dunbar's imagery of the bird's suffering and its relentless desire for freedom reflects the deep emotional and physical pain endured by those who are denied their rights and freedoms.

The poem is divided into three stanzas, each highlighting different aspects of the bird's plight. In the first stanza, the bird is seen yearning for the beauty of nature, symbolizing a desire for freedom and a connection to the world outside the cage. In the second stanza, the bird's struggle against the cage is described in graphic detail, emphasizing the physical and emotional toll of its confinement. The final stanza focuses on the bird's song, which is a heartfelt plea for liberation rather than a melody of happiness.

Dunbar's use of vivid imagery and poignant language makes the reader empathize with the bird's suffering and understand the profound impact of oppression. The poem ultimately serves as a powerful metaphor for the universal struggle for freedom and the human spirit's resilience in the face of adversity.

Unit-III	English for Competitive Examinations I
	<p>Noun:</p> <ol style="list-style-type: none"> 1) Types of Nouns 2) Number 3) Gender 4) Cases of Nouns 5) Common Errors in the use of Nouns <p>Pronoun:</p> <ol style="list-style-type: none"> 1) Types of Pronoun 2) Common Errors in the use of Pronouns

Unit-IV	English for Competitive Examinations II
	Adjective: 3) Types of Adjectives 4) Errors in the use of Adjectives Adverb: 1) Types of Adverbs 2) Errors in the use of Adverbs
Unit-V	English for Competitive Examinations III
	Verb: 3) Types of Verbs 4) Subject Verb Agreement Modal Auxiliary Verbs: 1) Use of Modal Auxiliary Verbs

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Grammar :

- The rules in a language for changing the form of words and joining them into a sentences. It is the measurement of language. (व्याकरण हे शब्दांचे शास्त्र असते.)

Alphabet

- There are 26 alphabet in English (इंग्रजी भाषेत २६ मुळाक्षरे आहेत.)

Capital Letters

A B C D E F G H I J K L M N
O P Q R S T U V W X Y Z

Small Letters

a b c d e f g h i j k l m n
o p q r s t u v w x y z

- Vowels (स्वर) a, e, i, o, u
- Consonants (व्यंजने) b c d f g h j k l m n p q r s t v w x y z

Parts of Speech

- There are eight part of speech in English (इंग्रजीत शब्दांच्या एकूण आठ जाती आहेत.)

1) Noun (नाम) :

All that you can see, feel or think is - a noun (सृष्टीतील कोणत्याही मूर्त किंवा अमूर्त घटकाला ओळखण्यासाठी वापरलेला शब्द हा नामच असतो.)

Types of Nouns : (इंग्रजी नामाचे खालीलप्रमाणे ५ प्रकार पडतात.)

- 1) Proper Noun (विशेषनाम)
- 2) Common Noun (सामान्यनाम)
- 3) Collective Noun (समूहवाचक नाम)
- 4) Material Noun (पदार्थवाचक नाम)
- 5) Abstract Noun (भाववाचक नाम)

Mumbai, city, team, sugar, honesty etc.

- 1) He lives in **Mumbai**. (Proper noun)
- 2) I saw a **dog** on the road. (Common noun)
- 3) Our **team** has won the match. (collective noun)
- 4) I need some **sugar**. (Material noun)
- 5) **Poverty** is a curse. (Abstract noun)

2) Pronoun (सर्वनाम) : A word that is used for a noun.

- नामाएवजी वापरलेला शब्द हा सर्वनाम असतो. नामांची पुनरावृत्ती टाळणे हे सर्वनामाचे मुख्य कार्य आहे. नामाएवजी वापरलेला कोणताही शब्द हा सर्वनाम असला तरी त्यांच्या कार्यावरून वेगवेगळे नऊ प्रकार पडतात. जसे - पुनरावृत्ती टाळण्यासाठी - पुरुषवाचक सर्वनामे, प्रश्न विचारण्यासाठी - प्रश्नार्थक सर्वनामे, निर्देश करण्यासाठी - दर्शक सर्वनामे तर अनिश्चित व्यक्ती दर्शविण्यासाठी - अनिश्चित सर्वनामे.

- he, who, that, neither, someone, what etc.

- 1) **He** is a boy.
- 2) **Someone** has stolen my bag.
- 3) **That** is a book.

3) Adjective (विशेषण) : Adjective is a word that gives more information about a noun or pronoun.

- नामाबद्दल कोणत्याही स्वरूपाची अधिक माहिती सांगणारा शब्द हा विशेषण असतो. विशेषण नामाच्यापूर्वी किंवा नंतर सुद्धा येऊ शकते. त्यावरून विशेषणाचे अधिविशेषण (Attributive) व विधिविशेषण (predicative) असे दोन प्रकार पडतात. विशेषणांच्या स्वरूपावरून त्यांचे एकूण दहा प्रकार पडतात. जसे - गुणविशेषण, संख्याविशेषण, परिमाणवाचक विशेषण, दर्शक विशेषण, विभाजक विशेषण ---

- clever, five, little, this, neither etc.

- 1) She is **beautiful** and **clever**.
- 2) I have **some** money.
- 3) **That** book is mine.

4) Verb (क्रियापद) : It is a word that tells about the action or state of subject.

- क्रियापदाशिवाय वाक्याचा अर्थ पूर्ण होत नाही; म्हणून वाक्याचा

अर्थ पूर्ण करणाऱ्या क्रियावाचक शब्दाला क्रियापद म्हणतात. क्रियादर्शक शब्द जसे क्रियापदे असतात तसे अवस्था, स्थिती, मालकी दर्शविणारे शब्द सुद्धा क्रियापदेच मानली जातात.
play, write, work, have, is, do etc.

1) I **play** cricket.

2) She **is** a doctor.

3) He **has** a car.

5) **Adverb (क्रियाविशेषण)** : An adverb is a word that adds more to a verb / adjective / adverb.

➤ क्रियेबद्दल अधिक माहिती सांगणाऱ्या शब्दाला क्रियाविशेषण म्हणतात. क्रिया केव्हा, कोठे, कशी, किती वेळा घडली यासारखी माहिती क्रियाविशेषणातून मिळते. विशेषण व क्रियाविशेषण यांची अधिक माहिती सांगणारे शब्दसुद्धा क्रियाविशेषणेच असतात.

➤ beautifully, slowly, always, here, tomorrow, twice etc.

1) She is **very** beautiful.

2) He was **so** tired.

3) Rāju ran **very fast**.

6) **Preposition (शब्दयोगी अव्यय)** : A word or phrase that is used before a noun or pronoun to show place, time, direction, etc.

➤ कर्ता, कर्म, पूरक यांना वाक्याशी जोडण्यासाठी कोणत्याही शब्दाची गरज नसते. ही बहुदा नामे असतात; परंतु यापेक्षा वेगळ्या अर्थाने एखादे नाम वाक्यात वापरावयाचे झाल्यास त्याला वाक्याशी जोडण्यासाठी शब्दयोगी अव्ययाची गरज असते.
on, in, by, into, between, from etc.

1) There is a book **on** the table.

2) I live **in** Aurangabad.

3) A cat jumped **upon** the table.

7) **Conjunction (उभयान्वयी अव्यय)** : A word that is used for joining other words, phrases or sentences,

➤ दोन एका जातीचे शब्द किंवा वाक्य जोडण्यासाठी वापरलेला शब्द उभयान्वयी अव्यय असतो. असे जोडलेले वाक्य संयुक्त वाक्य किंवा मिश्र वाक्य असू शकते. काही प्रसंगी केवळ वाक्यात सुद्धा उभयान्वयी अव्यय वापरलेले असते. उभयान्वयी अव्ययाचे दोन प्रकार पडतात.

A) Co-ordinating conjunctions (प्रधानत्वसूचक उभयान्वयी अव्यय) (संयुक्त वाक्य करण्यासाठी) :

➤ and, both - and, as well as, not only - but also, but, only, neither ---- nor, either ---- or, or, else, otherwise, yet, however, so, for, hence, therefore, still etc.

1) **Both** boys **and** girls are coming to the party.

2) **Neither** the head master **nor** the teachers are responsible.

B) Sub-ordinating conjunctions (गौणत्वसूचक उभयान्वयी अव्यय)(मिश्र वाक्य करण्यासाठी) :

➤ as, as soon as, when, no sooner .. than, hardly ..when, while, till, because, since, lest, so that, so ... that, unless, that, though /although, than, as / so...as, before, where, who, which, whose, whom, if etc.

1) **As soon as** the teacher saw the children, they ran away.

2) She was **so** tired **that** she could not walk.

8) **Interjection (केवलप्रयोगी अव्यय)** : A word or phrase that is used to express surprise, pain, pleasure (to express sudden feelings) etc.

➤ तीव्र स्वरूपाच्या भावना वाक्यातून व्यक्त न करता उद्गारातून व्यक्त केल्या तर त्या उद्गारांना केवलप्रयोगी अव्यय म्हणतात.

➤ absolutely, achoo, ack, ahh, aha, ahem, ahoy, agreed, alas, alright, almighty, alack, amen, anytime, argh, anyhow, as if, attaboy, atta girl, aww, awful, bam, bah humbug, behold, bingo, blah, bless you, boo, bravo, cheers, crud, dang, doh, drat, duh, eek, eh, gee, gee whiz, golly, goodness, gracious, gosh, ha, hey, hi, hmmm, huh, indeed, jeez, my gosh, no, now, nah, oops, ouch, phew, please, rats, shoot, shucks, there, tut, Ugg, Waa, what, woah, woops, wow yay, yes, yikes etc.

1) **Hurrah!** we have won the match.

2) **Alas!** he died so young.

Exercise

- Identify the type of word :
- 1) "I'm frightened," she said nervously.
1) preposition 2) adjective
3) verb 4) adverb
- 2) Komal got a beautiful dress at the mall.
1) preposition 2) adjective
3) noun 4) conjunction
- 3) My brother kept his shoes under the table.
1) adjective 2) preposition
3) pronoun 4) Interjection
- 4) If we finish our work quickly we can go to the movies.
1) conjunction 2) pronoun
3) verb 4) adverb
- 5) Everyday they Work from ten to five.
1) preposition 2) adjective
3) verb 4) adverb
- 6) Hurrah! we have won the match.
1) preposition 2) pronoun
3) interjection 4) adverb
- 7) I asked a question but nobody answered.
1) adverb 2) adjective
3) pronoun 4) conjunction
- 8) Masons built a new house.
1) Noun 2) Pronoun
3) Adjective 4) Article
- 9) There is a university in Pune.
1) adjective 2) preposition
3) adverb 4) noun
- 10) They brought a paper bag.
1) Noun 2) Pronoun
3) Adjective 4) Article
- 11) They landed in a field.
1) Noun 2) Pronoun
3) Adjective 4) Article
- 12) During the fourteenth century, a "hooping" craze swept England.
1) Noun 2) Pronoun
3) Adjective 4) Article

- 13) I'm sure I've met your father.
1) verb 2) preposition
3) pronoun 4) interjection
- 14) Money doesn't make us happy unless we are poor.
1) Article 2) Conjunction
3) Pronoun 4) Noun
- 15) He was on the school football team.
1) Verb 2) Article 3) Noun 4) Pronoun
- 16) I went home at five o'clock.
1) preposition 2) adjective
3) noun 4) conjunction
- 17) What is she asking you to do?
1) pronoun 2) Verb
3) conjunction 4) preposition
- 18) After dinner one must go for a walk.
1) pronoun 2) preposition
3) adjective 4) verb

Answer key

1 - 4	2 - 2	3 - 2	4 - 1	5 - 3
6 - 3	7 - 4	8 - 1	9 - 4	10 - 2
11 - 3	12 - 3	13 - 1	14 - 2	15 - 1
16 - 1	17 - 1	18 - 2		

Some Basic Facts

- A) **Subject (उद्देश्य) : Subject is one who has state.**
(वाक्य ज्याच्याबद्दल माहिती सांगते तो उद्देश्य असतो.)
- B) **Doer (कर्ता) : Doer is one who does work or action.**
(जो क्रिया करतो त्याला कर्ता असे म्हणतात.)
Note : उद्देश्य व कर्ता यात जरी फरक असला तरी कर्त्याला सुद्धा Subject म्हटले जाते.
1) Ram was a king. (subject)
2) Ram killed Ravana. (doer)
- C) **Object (कर्म) : It receives the effects of the action in the sentence.**
(ज्याच्यावर क्रिया घडते त्याला कर्म म्हणतात.)
- D) **Complement (पूरक) : A part of a clause that usually follows the verb in English and adds**

more information about the subject or object.

(कर्ता व क्रियापद सोडून इतर एखाद्या शब्दाची वाक्याचा अर्थ पूर्ण करण्यासाठी गरज असेल तर त्याला पूरक असे म्हणतात. पूरकाचे खालील प्रकार पडतात.)

- 1) Komal is a doctor. (Sub.complement)
- 2) Put the money in the box. (Adv. Complement)
- 3) I found the gaurd sleeping. (Obj.complement)
- 4) Please stand still. (Adv. Complement)
- 5) I love living in New York.(Adv.Complement)

E) **Predicate (विधेय) : The part of a sentence that contains the finite verb and gives information about the subject.** (विधेय असा शब्दसमूह असतो, की ज्यात क्रियापद असून हा शब्दसमूह उद्देशाबद्दल माहिती देतो, यात कर्त्यापूर्वी कर्त्याविषयी माहिती सांगणाऱ्या विशेषणांचा समावेश होत नाही.)

- 1) Mom asked me to go to the store.

Types of subjects (कर्त्याचे प्रकार)

➤ वाक्याचा कर्ता खालीलप्रमाणे कोणत्याही स्वरूपात असू शकतो.

- 1) Birds have feathers. (noun)
- 2) They went home. (pronoun)
- 3) To see the sun is pleasant. (phrase)
- 4) What he said was true. (clause)
- 5) To err is a human habit. (Infinitive)
- 6) Swimming is a good exercise. (Gerund)
- 7) Integrity is the best policy. (noun)

● टीप : phrase असा शब्दसमूह असतो की ज्याला काही अर्थ असतो; परंतु पूर्ण वाक्याचे स्वरूप नसते. तसेच phrase मध्ये कर्ता नसतो. clause मात्र पूर्ण अर्थाचे वाक्य असते.

कर्त्याचे खालीलप्रमाणे इतर प्रकार पडतात.

- 1) **Complete subject** : एखादे नाम /विशेषण + नाम वाक्याचा कर्ता असेल तर त्याला simple /complete subject म्हणतात.
- 2) **Compound subject** : दोन पेक्षा अधिक कर्ते जर उभयान्वयी अव्ययाने जोडले तर त्याला Compound subject असे म्हणतात.
 - 1) Both men and women can enjoy yoga. (Compound subject)

2) **Raju's road bike** is much faster than his mountain bike. (Complete subject)

3) **Dolphins and elephants** are highly intelligent creatures. (Compound subject)

4) **My friend, Khushi**, is a great basketball player. (Complete subject)

वाक्याचा कर्ता वाक्याच्या शेवटीसुद्धा असू शकतो.

- 1) Down flowed the river Ganges.

Important

- **Language** : The system of communication in speech and writing
- **Literature** : writing, speaking etc. of learned people.

1 Noun (नाम)

➤ A word that refers to a person, place, thing, event, substance, or quality. (एखाद्या घटकाला ओळखण्यासाठी जो शब्द वापरतात त्याला नाम असे म्हणतात.)

➤ Lata, Ram, a boy, a pen, a pencil, anger, fear, Aurangabad.

Function of Nouns (नामांचे कार्य)

नामांचे त्याच्या वाक्यातील स्थानावरून कार्य बदलते.

- 1) **Subject of the verb (क्रियापदाचा कर्ता) : Kavita sang a song.** कर्त्याला Subject of the verb म्हणतात.
- 2) **Complement of the subject (कर्त्याचे पूरक) : She is a teacher.** क्रियापदानंतर आलेले नाम कर्त्याबद्दल अधिक माहिती सांगत असेल तर त्याला कर्त्याचे पूरक असे म्हणतात.
- 3) **Object of the verb (क्रियापदाचे कर्म) : I saw Nitin.** क्रियापदानंतर आलेल्या नामावर कर्त्याची क्रिया घडत असेल तर अशा नामाला क्रियापदाचे कर्म असे म्हणतात.
- 4) **Object of a preposition (शब्दयोगी अव्ययाचे कर्म) : I spoke to Nitin.** शब्दयोगी अव्ययानंतर आलेल्या नामाला शब्दयोगी अव्ययाचे कर्म असे म्हणतात.
- 5) **Noun as an appositive (प्रतिनाम) : एखाद्या नामासाठी पुन्हा एखाद्या पर्यायी नावाचा वापर करणे. काही प्रसंगी शब्दसमूह किंवा वाक्यसुद्धा अशा प्रकारचे कार्य करते.**
 - 1) My sister Jane is 27 years old. (दिलेल्या वाक्यात My sister साठी Jane हे प्रतिनाम वापरलेले आहे.)

2) Manoj, **their youngest child**, is very musical.
(मनोज व त्यांचे लहान लेकू हे दोन्ही शब्द एकाच व्यक्तीसाठी आहेत. यातील दुसरे नाव हे प्रतिनामाचे कार्य करते.)

3) Ajinkya, **a smart boy**, is my best friend.

1) **Proper Noun (विशेषनाम) : The name of a particular person, place, or thing that is spelled with a beginning capital letter.** (विशिष्ट घटकापुरते मर्यादित असणाऱ्या नामाला विशेषनाम म्हणतात.)

e. g. Mandar, Satish, Kavita, Pune, Mumbai etc.

Proper Noun is sometimes used as common Noun (विशेषनामाचा सामान्य नामाप्रमाणे उपयोग) : समान गुणधर्म दाखविण्यासाठी एखादे विशेषनाम दुसऱ्याकरिता वापरले तर त्यापूर्वी निश्चिती व अनिश्चितीनुसार a/an/the हे उपपद वापरतात.

e. g. 1) Kalidasa is a **Shakespeare**. (एक नाटककार)

2) Kalidasa is **the Shakespeare** of India.
(निश्चित स्थळाशी निगडीत)

2) **Common Noun (सामान्यनाम) : A name for any group of people, places, or things that are of the same type.** (समान गुणधर्म दाखविणाऱ्या घटकातील प्रत्येक सदस्याला जे एकच नाव दिले जाते त्याला सामान्यनाम असे म्हणतात.)

e. g. book, man, dog, city, girl, baby, star, tree, bird etc.

3) **Collective Noun (समूहवाचक नाम) : A noun that describes a group of things or people as a unit.** (एकाच जातीच्या किंवा समान असणाऱ्या अनेक व्यक्ती किंवा वस्तू यांच्या समुदायाचा एकत्रित उल्लेख ज्या शब्दाने केला जातो, त्यास 'समुदायवाचक किंवा समूहवाचक नाम' असे म्हणतात.)

e. g. army, gross, jury, bunch, bundle, crowd,

mob, team, flock, herd, family, nation, parliament, committee, police, etc.

Some Important Collective Nouns

1	An army	of soldiers/ants	सैन्य
2	An assembly	of elected members	संसद
3	A ball	of wool	चेंडू
4	A band of	musicians/robbers	पथक
5	A bench	of judges	न्यायमंडळ
6	A board	of directors	मंडळ
7	A bouquet	of flowers	गुच्छ
8	A brood	of chickens	खोप
9	A bunch	of bananas/ grapes/keys	जुडगा
10	A bundle	of hay/sticks	गड्डा
11	A cache	of arms	शस्त्रसाठा
12	A century	of years	शतक
13	A chain	of mountains	शृंखला
14	A chest	of drawers	पेटारा
15	A choir	of singers	गानवृंद
16	A class	of students	वर्ग
17	A club	of registered members	मंडळ
18	A clump	of trees	झाडांचा समूह
19	A cluster	of fruits/flowers	घोस
20	A code	of laws	संहिता
21	A collection	of stamps	संग्रह
22	A commission	of members to do survey	आयोग

नामांचे खालील पाच प्रकार पडतात.

Kinds of Noun

Proper Noun (विशेषनाम) India Aurangabad The Ganga	Common Noun (सामान्यनाम) Book Pen Dog	Collective Noun (समूहवाचक नाम) Class Family Flock	Material Noun (पदार्थवाचक नाम) Paper Water Salt	Abstract Noun (भाववाचक नाम) Bravery Kindness Truth
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23	A committee	of members who have been chosen to discuss or to decide something	समिती
24	A company	of workers	मंडळी
25	Kindergarten	School of small Children	बालोद्यान
26	A council	of elected members to govern a town	परिषद
27	A course	of lectures	उपक्रम
28	A crew	of sailors/soldiers/scientists	पथक
29	A crowd	of people	गदी
30	A family	of members having blood relation	कुटुंब
31	A file	of papers	धारिका
32	A flock	of birds	थवा
33	A forest	of trees	जंगल
34	A gaggle	of geese	थवा
35	A galaxy	of stars	आकाशगंगा
36	A gang	of dacoits/thieves	टोळी
37	A government	of people who run a country	सरकार
38	A group	of men/women/boys/girls/students	गट
39	A heap	of stones/wood	ढिगारा
40	A herd	of cattle/deer	कळप
41	A hive	of bees	पोळे
42	A horde	of savages	टोळी
43	A jury	of judges	न्यायमंडळ
44	A league	of nations	संघ
45	A library	of books	ग्रंथालय
46	A litter	of puppies	पिलावळ
47	A mob	of rioters	जमाव
48	A nation	of people	राष्ट्र
49	A nursery	of plants/school for young children	रोपवाटीका / बालोद्यान
50	An orchard	of fruit trees	फळबाग

51	A pack	of cards/wolves	गट्टा
52	A web	of spiders	जाळे
53	A pile	of books/cloth	ढीग
54	A plague	of ruins	झुंड
55	A posse	of policemen	फौज
56	A pride	of lions/the morning mist	झुंड
57	A quiver	of arrows	भाता
58	A range	of mountains	रांग
59	A regiment	of soldiers	तुकडी
60	A series	of events	मालिका
61	A set	of tools	संच
62	A sheaf	of corn	पेंढी
63	A shoal	of fish	समूह
64	A society	of people	समाज
65	A squadron	of aero planes	विमानांचा ताफा
66	A stack	of locusts (grass hoppers)	झुंड
67	A staff	of teachers/actors/members	वृंद
68	A stock	of saris/books/shirts	साठा
69	A string	of pearls	माला
70	A suite	of furnished rooms	निवास
71	A swarm	of bees	मोहळ
72	A team	of footballers/players	संघ
73	A tribe	of people following the same customs	जमात
74	A troop	of scouts/soldiers	पथक
75	A troupe	of dancers	नृत्य पथक
76	A turf	of grass	हिरवळ
77	A volley	of shots	वर्षाव
78	A nest	of ants	मुंग्यांचे घरटे
79	A swarm	of ants	मुंग्यांचे मोहळ
80	A fleet	of ships sailing together	ताफा
81	A tuft	of grass	गवताचा तुरा

82	A lock	of hair	वेणी
83	A pair	of socks	पायमेज्यांची जोडी
84	A pinch	of salt	चिमूठभर मीठ
85	An album	of photos	फोटोचा अल्बम
86	A bunch	of crooks	जूडगा
87	A staff	of employees	कर्मचारी वर्ग
89	An audience	of listeners	श्रोते
90	A panel	of experts	तज्ञ समिती
91	A gang	of labours	कामगारांची टोळी
92	A flock	of tourists	पर्यटकांचा समूह
93	A flight	of birds	पक्षांचे उड्डाण
94	A litter	of cubs	छाव्यांची खोप
95	A host	of sparrows	चिमण्यांचा थवा
96	A zoo	of wild animals	प्राणी संग्रहालय
97	A litter	of puppies/kittens	कुत्र्यांच्या व मांजरींच्या पिलांची खोप
98	A murder	of crows	कावळ्यांचा थवा
99	A hedge	of bushes	फुलझाडांचा ताटवा
100	A bowl	of rice	तांदळाचे भांडे
101	A constellation	a group of stars forming a pattern	नक्षत्र
102	Parents	Mother or Father	पालक

4) **Material Noun (पदार्थवाचक नाम) : A grammar term that refers to a material or substance from which things are made.** (लिटर, मिटर किंवा कि.ग्रॅ. मध्ये मोजल्या जाणाऱ्या घटकांच्या नावांना पदार्थवाचक नामे म्हणतात.)

➤ e.g. wood, tea, gas, soil, steel, salt, milk etc.

a) केस, गवत, धान्य, सोने, पाणी, हवा ही पदार्थवाचक नामे आहेत. पदार्थवाचक नामे नेहमी एकवचनी रूपातच वापरली जातात. पदार्थवाचक नामापूर्वी a / an ही उपपदे वापरली जात नाहीत; परंतु काही प्रसंगी पदार्थवाचक नामासाठी एकपेक्षा अधिक विशेषणे वापरली जातात तेव्हा असे पदार्थवाचक नाम अनेकवचनी रूपात लिहिले जाते.

➤ In its still, clear waters reflected the blue sky.

b) केस हा शब्द धागे या अर्थाने वापरल्यास किंवा केसांसाठी दोन विशेषणे वापरल्यास मात्र hairs असा शब्दप्रयोग करतात.

e.g. 1) My hair is black.

2) There are five hairs on the table.

3) She has some black and grey hairs.

c) जर पदार्थवाचक नामाबरोबर एखाद्या साधनाचा उपयोग केल्यास अशा साधनासाठी a / an वापरले जाते.

➤ a milk bag, a glass of water, a petrol tank etc.

d) पदार्थवाचक नामापूर्वी वापरलेले परिमाण एकपेक्षा अधिक संख्या दर्शवित असले, तरी ते परिमाण एकवचनी रूपातच लिहिले जाते, कारण अशा वेळी ते विशेषण म्हणून वापरलेले असते व विशेषण नेहमी एकवचनीच असते.

1) Three litres water (Incorrect)

2) Three litre water (Correct)

5) **Abstract Nouns (भाववाचक नामे) : A noun that refers to a thing that does not exist as a material object.** (जिला आपण प्रत्यक्ष डोळ्यांनी पाहू शकत नाही; परंतु केवळ मनाने कल्पना करू शकतो, अशा स्थितीच्या, गुणाच्या, भावनेच्या, कल्पनेच्या किंवा क्रियेच्या तसेच विचारपद्धतीच्या नावास 'भाववाचक नाम' असे म्हणतात.) beauty, kindness, fondness, sleep, death etc.

● भाववाचक नामाचे खालील तीन प्रकार पडतात.

Quality (गुणदर्शक)	State (स्थितिदर्शक)	Action (कृतिदर्शक)
Honesty	Poverty	Movement
Wisdom	Freedom	theft

Exercise

● Categorise the following nouns into Proper, Common, Collective, Material and Abstract Nouns, (नामांची प्रकारानुसार वर्गवारी करा.)

Boy, Aurangbad, city, Mandar, group, water, petrol, anger, poverty, Ashoka, wisdom, Madhu, girl, dog, Moti, player, woman, crowd, mob, army, salt, soil, Ram, love, danger, milk, heap, fleet, sugar, sleep.

Answers

Proper Noun	Common Noun	Collective Noun	Material Noun	Abstract Noun
Aurangabad	boy	group	water	anger
Mandar	city	crowd	petrol	poverty
Ashoka	girl	mob	salt	wisdom
Madhu	dog	army	soil	love
Moti	player	heap	milk	danger
Ram	woman	fleet	sugar	sleep

- मूळ भाववाचक नामाव्यतिरिक्त इतर शब्दांपासूनही खालील प्रमाणे भाववाचक नामे तयार करता येतात.

Formation of Nouns

- इतर शब्दांपासून नामांची निर्मिती करताना त्या नामाच्या रूपात बदल केला जातो, तर काही नामांना प्रत्यय जोडले जातात. काही शब्द आहे त्या रूपातच वेगवेगळ्या प्रकारे वापरता येतात.
- 1) क्रियापदांपासून नामे तयार करताना खालील प्रत्यय जोडले जातात.
 - - al, ance, ence, ation, tion, sion, ure, ment, age, ing, ery, th, ity, ancy
 - arrive - arrival, attend - attendance, perform - performance, educate - education, combine - combination, confuse - confusion, depart - departure, agree - agreement, pack - package, write - writing, brave - bravery.
 - 2) विशेषणापासून नामे तयार करताना पुढील प्रत्यय जोडले जातात.
 - - ness, ity, ism, th, cy, ty, ery, age, ure, ence
 - happy - happiness, active - activity, ideal - idealism, long - length, private - privacy, honest - honesty, brave - bravery, safe - safety.
 - 3) क्रियापदापासून व्यक्तिवाचक नामे तयार करताना पुढील प्रत्यय जोडले जातात.
 - - ant, ent, ee, ist
 - preside - president, pay - payee, inform - informant, tour - tourist
 - 4) विशेषणापासून व्यक्तिवाचकनामे तयार करताना पुढील प्रत्यय जोडले जातात.
 - - ist, ster
 - human - humanist, young - youngster

- 5) नामापासून व्यक्तिवाचकनामे तयार करताना पुढील प्रत्यय जोडले जातात.

- - arian, ee, eer, ist, ster.
- vegetable - vegetarian, refuge - refugee, engine - engineer, column - columnist, young - youngster.

● A) Class changing/ Maintaining Suffixes :

- काही प्रत्यय जोडल्याने शब्दाचा अर्थ बदलतो; परंतु काही प्रत्ययामुळे शब्दाची जात बदलते.

- 1) child (noun) - childhood (ab. noun)
- 2) child (noun) - childish (adjective)
- 3) engage (verb) - engagement (noun)

● B) Class changing/ Maintaining Prefixes :

- 1) happy (adj.) - unhappy (adj.)
- 2) friend (noun) - befriend (verb)
- 3) able (adj.) - enable (verb)

■ How to identify noun from the sentence. (वाक्यातील नाम कसे ओळखावे.)

- 1) वाक्याचा कर्ता व कर्म नाम असते.
 - 1) Mohan broke a cup.
- 2) शब्दयोगी अव्ययानंतर आलेला शब्द नाम असतो.
 - 1) He went to Pune.
- 3) षष्ठीनंतर येणारा शब्द नेहमी नाम असतो.
 - 1) He is my friend.
- 4) a / an / the या उपपदानंतर येणारा शब्द नाम असतो.
 - 1) There is a possibility of rain today.
- 5) ('s)/of च्या मागे पुढे दोन्ही नामेच असतात.
 - 1) This is Gopal's bag.
 - 2) The battery of car is not working.

नामांची (Nouns) त्यांच्या स्वरूपावरून खालील दोन गटांत विभागणी होते.

Countable Nouns
(संख्येत मोजता येणारी)
pen, book, apple

Uncountable Nouns
(संख्येत न मोजता येणारी)
water, sugar, anger, hair

1) Abstract Nouns from Adjectives (विशेषणांपासून भाववाचक नामे) :

✦ **-ness**

adjective	noun
aware	awareness
busy	business
cheap	cheapness
empty	emptiness
happy	happiness
heavy	heaviness
sharp	sharpness
shy	shyness
ugly	ugliness
wicked	wickedness

✦ **-ity**

active	activity
civil	civility
curious	curiosity
extreme	extremity
generous	generosity
inferior	inferiority
noble	nobility
public	publicity
pure	purity
vital	vitality

✦ **-ty**

certain	certainly
novel	novelty
loyal	loyalty
royal	royalty

✦ **- changing -t to -ce**

absent	absence
brilliant	brilliance
obedient	obedience
patient	patience

✦ **- changing -t, -te to -cy**

accurate	accuracy
decent	decency
honest	honesty
private	privacy
vacant	vacancy

✦ **- miscellaneous**

brave	bravery
brief	brevity
broad	breadth
dear	dearth
deep	depth
double	duplicity
false	falsehood
grand	grandeur
hot	heat
just	justice
long	length
moist	moisture
open	opening
pious	piety
poor	poverty
proud	pride
solitary	solitude
true	truth
wise	wisdom
young	youth

2) Nouns from verbs (क्रियापदांपासून नामे) :

✦ **- ment**

Verb	Noun
fulfil	fulfilment
achieve	achievement
advertise	advertisement
allot	allotment
amuse	amusement

appoint	appointment
argue	argument
attach	attachment
develop	development
employ	employment
enjoy	enjoyment
equip	equipment
excite	excitement
govern	government
improve	improvement
invest	investment
judge	judgement
move	movement
state	statement
treat	treatment
* - ance	
abound	abundance
accept	acceptance
allow	allowance
appear	appearance
attend	attendance/attention
convey	conveyance.
endure	endurance
ignore	ignorance
inherit	inheritance
insure	insurance
perform	performance
rely	reliance
resist	resistance
* - ence	
confer	conference
confide	confidence
differ	difference
excel	excellence
infer	inference
occur	occurrence

prefer	preference
refer	reference
reside	residence
* - al	
arrive	arrival
bury	burial
deny	denial
dismiss	dismissal
dispose	disposal
propose	proposal
remove	removal
renew	renewal
survive	survival
try	trial
* - ion	
act	action
agitate	agitation
attract	attraction
calculate	calculation
connect	connection
constitute	Constitution
construct	construction
correct	correction
create	creation
decorate	decoration
elect	election
* - sion	
collide	collision
compel	compulsion
exclude	exclusion
expel	expulsion
extend	extension
include	inclusion
revise	revision
suspend	suspension

✦ **- ssion**

admit	admission
commit	commission
concede	concession
omit	omission
permit	permission
proceed	procession
recede	recession
remit	remission
submit	submission

✦ **- ption**

absorb	absorption
consume	consumption
deceive	deception/deceit
describe	description
receive	reception/receipt
subscribe	subscription

✦ **- ation**

admire	admiration
alter	alteration
cancel	cancellation
civilise	civilisation
examine	examination
form	formation
imitate	imitation
oblige	obligation
proclaim	proclamation
resign	resignation

✦ **- ifton**

add	addition
ignite	ignition
define	definition
opposite	opposition
propose	proposition
repeat	repetition
recognise	recognition

✦ **- cation**

apply	application
clarify	clarification
justify	justification
multiply	multiplication
notify	notification
qualify	qualification

✦ **- y**

assemble	assembly
deliver	delivery
discover	discovery
flatter	flattery
enquire	enquiry
recover	recovery

✦ **- ure**

close	closure
depart	departure
expose	exposure
fail	failure
please	pleasure
press	pressure

✦ **- age**

bond	bondage
break	breakage
carry	carriage
pack	package
pass	passage
post	postage

✦ **- t and th**

complain	complaint
grow	growth
heal	health
steal	stealth
weigh	weight

★ - Miscellaneous

abide	abode
advise	advice
analyse	analysis
begin	beginner/beginning
bind	bond
bite	bite/bit
bless	bliss
choose	choice
contain	contents
die	death
dine	dinner
do	deed
eat	eatable
exceed	excess
feed	food
float	fleet
flow	flood
fly	flight
go	gait
lend	loan

3) Abstract Nouns from Common Nouns
(सामान्यनामापासून भाववाचक नामे) :

Com. Noun	Ab. Noun
king	kingdom
thief	theft
author	authority
hero	heroism
patriot	patriotism
coward	cowardness
infant	infancy
act	action
baby	babyhood
bond	bondage
child	childhood
friend	friendship

man	manhood
robber	robbery
woman	womanhood
priest	priesthood
widow	widowhood
agent	agency
beggar	beggary
boy	boyhood
dictator	dictatorship
mother	motherhood
owner	ownership

Exercise

- 1) What type of noun is the underlined word?
Wisdom is better than strength. (STI-ASST-10)
1) Common noun 2) Proper noun
3) Collective noun 4) Abstract noun
- 2) What type of noun is the underlined word?
The crowd was very big. (PSI-STI-ASST-08)
1) common noun 2) proper noun
3) collective noun 4) abstract noun
- 3) What type of noun is the underlined word?
Integrity is the best policy. (MESE -08)
1) Common noun 2) material noun
3) abstract noun 4) collective noun
- 4) Find the odd man out.
1) Pune 2) Mumbai
3) Nagpur 4) Village
- 5) Choose collective noun from given alternatives.
1) century 2) city
3) Aurangabad 4) players
- 6) Choose 'Abstract noun' from given alternatives.
1) wisdom 2) thief
3) sugar 4) air
- 7) Choose proper noun from given alternatives.
1) village 2) Wadgaon
3) city 4) colony
- 8) Find odd man out.
1) freedom 2) wisdom
3) poverty 4) poor man

9) Match the pairs.

A

B

- | | |
|------------------|-------------|
| 1) Proper Noun | a) movement |
| 2) Common noun | b) Children |
| 3) Material Noun | c) Mahavir |
| 4) Abstract Noun | d) Cloth |

1 2 3 4

- | | | | |
|--------|-----|-----|-----|
| 1) 1-c | 2-a | 3-b | 4-d |
| 2) 1-a | 2-c | 3-b | 4-d |
| 3) 1-a | 2-d | 3-b | 4-c |
| 4) 1-c | 2-b | 3-d | 4-a |

10) Match the pairs.

A

B

- | | |
|------------------|---------------|
| 1) Proper noun | a) Air |
| 2) Common noun | b) Pune |
| 3) Material Noun | c) Punishment |
| 4) Abstract Noun | d) Dog |

1 2 3 4

- | | | | |
|--------|-----|-----|-----|
| 1) 1-c | 2-a | 3-d | 4-b |
| 2) 1-b | 2-d | 3-a | 4-c |
| 3) 1-a | 2-b | 3-c | 4-d |
| 4) 1-b | 2-c | 3-d | 4-a |

11) Choose Common Noun from given alternatives.

- | | |
|-------------------|-------------|
| 1) Mahatma Gandhi | 2) strength |
| 3) Choice | 4) Woman |

12) Which of the following is an abstract noun ?

- 1) bread 2) coffee 3) cheese 4) happiness

13) Choose Proper Noun from given alternatives.

- 1) Goat 2) Tiger 3) Cow 4) Moti

14) Find odd man out. (गटात न बसणारा शब्द)

- 1) team 2) bouquet
3) herd 4) Children

15) Sheep : herd :: students : ——— ?

- | | |
|---------------|---------------|
| 1) class | 2) team |
| 3) playground | 4) class room |

16) Choose wrong pair. (चूकीची जोडी निवडा)

- | | |
|------------------|-----------------|
| 1) people-crowd | 2) bees-swarm |
| 3) arrows-quiver | 4) soldier-team |

17) An assembly of ———. Choose correct word for filling the blanks. (रिक्ामी जागा भरा)

- | | |
|--------------|--------------------|
| 1) Ministers | 2) elected members |
|--------------|--------------------|

- | | |
|----------------|------------------------|
| 3) poor people | 4) government officers |
|----------------|------------------------|

18) 'The place where small, young children are taught is called ———

- | | |
|-----------------|------------|
| 1) nursery | 2) school |
| 3) kindergarten | 4) Balwadi |

Note : हा Dpt-PSI परीक्षेत विचारलेला प्रश्न आहे. nursery व kindergarten असे दोन्ही शब्द पूर्व प्राथमिक शाळेसाठी वापरतात; परंतु nursery हा शब्द रोपवाटीकेसाठी सुद्धा वापरतात म्हणून kindergarten उत्तर दिले आहे.

19) Musicians : Band :: Bench : ———

- | | |
|--------------|------------|
| 1) directors | 2) flowers |
| 3) tables | 4) judges |

20) Find odd man out. (गटात न बसणारा शब्द निवडा)

- | | |
|------------|----------|
| 1) century | 2) brood |
| 3) thief | 4) class |

21) Find odd man out.

- | | | | |
|----------|---------|---------|-----------|
| 1) chest | 2) club | 3) code | 4) player |
|----------|---------|---------|-----------|

22) Laws: Code:: Stamps : ———

- | | |
|---------------|-----------|
| 1) Company | 2) Course |
| 3) Collection | 4) people |

23) A group of members having blood relations is called ———

- | | |
|-----------|-----------------|
| 1) crowd | 2) people |
| 3) family | 4) team members |

24) A series of mountains is called a ———

- | | | | |
|----------|---------|----------|---------|
| 1) hills | 2) rows | 3) chain | 4) file |
|----------|---------|----------|---------|

25) Match the pairs.

A

B

- | | |
|-------------------|------------|
| 1) A committee of | a) trees |
| 2) A forest of | b) dacoits |
| 3) A gaggle of | c) members |
| 4) A gang of | d) geese |

1 2 3 4

- | | | | |
|--------|-----|-----|-----|
| 1) 1-c | 2-a | 3-d | 4-b |
| 2) 1-a | 2-b | 3-d | 4-c |
| 3) 1-b | 2-d | 3-a | 4-c |
| 4) 1-d | 2-b | 3-a | 4-c |

26) Match the pairs.

A

B

- | | |
|--------------|-----------|
| 1) A herd of | a) judges |
|--------------|-----------|

- 2) A hive of b) cattle
 3) A jury of c) books
 4) A library of d) bees
- | | | | |
|--------|-----|-----|-----|
| 1 | 2 | 3 | 4 |
| 1) 1-c | 2-b | 3-d | 4-a |
| 2) 1-d | 2-b | 3-c | 4-a |
| 3) 1-b | 2-d | 3-a | 4-c |
| 4) 1-a | 2-b | 3-c | 4-d |

27) A set of furnished rooms is called ———
 1) house 2) home 3) building 4) suite

28) Match the pairs.

- | | | | |
|------------------|----------------|---|--|
| A | | B | |
| 1) A regiment of | a) aero planes | | |
| 2) A society of | b) plants | | |
| 3) A nursery of | c) soldiers | | |
| 4) A squadron of | d) people | | |
- | | | | |
|--------|-----|-----|-----|
| 1 | 2 | 3 | 4 |
| 1) 1-b | 2-c | 3-d | 4-a |
| 2) 1-c | 2-a | 3-b | 4-d |
| 3) 1-c | 2-d | 3-b | 4-a |
| 4) 1-a | 2-b | 3-c | 4-d |

29) Identify the sentences having abstract noun/s in them. (राज्यसेवा-17)

- a) He had no friends or relations and lived in solitude.
 b) We were rivals, but I felt no enmity for her.
 c) Their navy consists of over sixty ships.
- 1) a and b only 2) a and c only
 3) a and d only 4) a, b and c

30) Make the following : (PSI-17)

- | | |
|-----------|---------------------|
| a) King | i) Proper noun |
| b) Action | ii) Collective noun |
| c) Fleet | iii) Abstract noun |
| d) Ashoka | iv) Common noun |

- | | | | | | | | |
|-------|-----|-----|----|-------|----|-----|-----|
| a | b | c | d | a | b | c | d |
| 1) i | ii | iii | iv | 2) ii | i | iii | iv |
| 3) iv | iii | ii | i | 4) i | ii | iv | iii |

31) Which of the following is a count noun?

- 1) happiness 2) sunshine (PSI-17)
 3) mile 4) gold

32) Use the appropriate word and fill in the blank :

A ——— of cattle / deer

- 1) herd 2) heard 3) horde 4) hoard

33) Select one word denoting number and fill in the blank. (Dep. Sti-14)

A ——— of birds or sheep.

- 1) flock 2) flight 3) swarm 4) herd

34) ——— modern. Select a correct prefix to form a meaningful word. (Asst-15)

- 1) hyper 2) ultra 3) arch 4) sub

35) Select the correct class - changing suffix-prefix from those given below. (इंजि. -12)

- a) enslave b) childish
 c) teaching d) worked

Which of the above is / are correct ?

- 1) (a) only 2) (a) and (b) only
 3) (c) only 4) (c) and (d) only

36) Which of the following affixes can convert certain adjectives into nouns ? (इंजि. -13)

- 1) -un 2) -ness 3) -less 4) -s

37) i) Erudite ii) Brief

iii) Cozy iv) Revere

The noun forms of the above words take ' -ence', '-ity', '-ness', or '-tion' as suffix. Choose the right option : (इंजि. -13)

- 1) (i) tion (ii) ness (iii) ness (iv) ence
 2) (i) ness (ii) ness (iii) tion (iv) ity
 3) (i) ness (ii) ity (iii) ness (iv) ence
 4) (i) tion (ii) ity (iii) ness (iv) ence

38) Which of the following words use '-ence' in their noun form? (dep. sti -14)

- a) accept b) present
 c) eminent d) resonate

- 1) only a and b 2) only b and c
 3) only a, b and c 4) only b, c and d

39) Fill in the blank with an appropriate word from the list given below. (PSI-01)

'Don't disturb him, he is busy with the ——— of some new specimens he found this morning'

- 1) Classify 2) Classifying
 3) Classification 4) Classing

40) Words under List-A are verbs and under List-B are nouns. (PSI-01)

List-A	List-B
(a) advise	advice
(b) annoy	annoyance
(c) bury	burial
(d) collect	collector/collection

Choose the correct combination of codes.

- 1) (b) alone is correct
 - 2) (a) and (b) are correct
 - 3) (a), (c) and (d) are correct
 - 4) All are correct
- 41) Pick out the sentence where the underlined word has been used as a noun. (PSI-01)
- 1) With his name the mothers still the babies.
 - 2) Still waters run deep.
 - 3) Her sobs could be heard in the still of night.
 - 4) He is still in business.
- 42) If the usage of a suffix makes the word 'teach' into 'teacher', then which will be the correct suffix to use for the word 'betray'?
- 1) betrayfy
 - 2) betrayfic (ASST-14)
 - 3) betrayal
 - 4) betrayen
- 43) In which one of the following case 'lead' is pronounced as 'led' (similar to 'red')?(PSI-01)
- 1) lead (verb)- to be ahead of others to guide them.
 - 2) lead (adjective) - main e.g a lead role.
 - 3) lead (noun) - a kind of metal used in pencils.
 - 4) leading (adjective) - in the front e.g. a leading newspaper.
- 44) Find the correct form of underlined word : Mary had a little lamb. (ज.स.औ.बाद.-08)
- 1) Proper noun
 - 2) Abstract noun
 - 3) Common noun
 - 4) Collective noun
- 45) Choose the Noun form of - Indicate (लिपीक नाशिक-08)
- 1) Indication
 - 2) Indelicately
 - 3) Indicate
 - 4) Indicative
- 46) It is a very spacious _____ for constructing a nursing home. (ASST-14)
Pick out the correct word to complete the

sentence.

- 1) cite
 - 2) site
 - 3) sight
 - 4) seat
- 47) Parents know the pains of parenting. Identify the type of the underlined nouns. (PSI-11)
- 1) Common, Collective
 - 2) Collective, Proper
 - 3) Common, Abstract
 - 4) Collective, Abstract
- 48) Give noun form of - advise
- 1) advice
 - 2) advisable
 - 3) adviseful
 - 4) advising
- 49) Choose : Choice :: Attract : _____
- 1) Active
 - 2) attractive
 - 3) attraction
 - 4) Actor
- 50) Find odd man out.
- 1) death
 - 2) movement
 - 3) tradition
 - 4) Practise
- 51) Find odd man out.
- 1) speech
 - 2) tale
 - 3) tell
 - 4) tail
- 52) Give noun form of — Approve
- 1) Approved
 - 2) Approval
 - 3) Approving
 - 4) Approves
- 53) Pick out the wrong pair.
- 1) Furnish – Furniture
 - 2) Discover – Discovery
 - 3) Heal – Health
 - 4) Receive – Received.
- 54) Pick out the wrong pair.
- 1) Apply – Application
 - 2) Know – Knowledge
 - 3) live – life
 - 4) Manage – Managing
- 55) Pick odd man out.
- 1) answer
 - 2) question
 - 3) passage
 - 4) punish
- 56) Choose correct noun form from following.
- 1) Sell
 - 2) Sale
 - 3) sells
 - 4) sold
- 57) Choose noun form from following.
- 1) strength
 - 2) strong
 - 3) strengthen
 - 4) strongly

- 58) Fill in the blank with correct word.
 _____ of Amitabh is increasing day by day.
 1) popular 2) People
 3) Popularity 4) popularize
- 59) Tick mark noun of the verb — 'accept.'
 (STI-ASST -10)
 1) acceptance 2) accepted
 3) acceptful 4) accepting
- 60) What is the noun form of the given verb? —
 'describe'
 1) descretion 2) distribution
 3) description 4) descriptison
- 61) Identify the correct noun form of 'rely'.
 1) relying 2) reliable (PSI -04)
 3) rediness 4) reliance
- 62) Choose the correct noun form of the word
 'die' from following alternatives :
 1) death 2) died 3) dead 4) deadly
- 63) Identify the noun from given alternatives.
 1) high 2) height
 3) highly 4) heighten
- 64) Identify the noun from given alternative.
 1) beauty 2) Beautify
 3) beautiful 4) beautifully
- 65) Choose noun from given alternatives.
 1) advise 2) practise
 3) provide 4) production
- 66) Choose noun from given alternatives.
 1) short 2) poor
 3) weakness 4) stupid
- 67) Choose noun from the given alternatives.
 1) deep 2) depth 3) deepen 4) deeply
- 68) Pick out the wrong matching.

A	B
1) Please	a) pleasure
2) weigh	b) weight
3) Able	c) Ability
4) Long	d) Longly

- 69) Choose the correct matching of 'Adjective and noun'.

A	B
1) Move	a) movement
2) advise	b) advice
3) Poor	c) poverty
4) do	d) deed

 1) 1 2) 2 3) 3 4) 4
- 70) Choose the correct sentence without an error in the use of Noun : (इंजि. -12)
 1) He gave us much good advice
 2) He gave us many good advices
 3) He gave us much good advise
 4) He gave us many good advises
- 71) What is the correct noun form of the given word? - Vivisection (इंजि. -12)
 1) Vivid 2) vixen
 3) vizier 4) vivisectionist
- 72) Choose the correct alternative to form a meaningful word. Griev— (Dpt. PSI-16)
 1) ence 2) iance 3) ance 4) nce
- 73) Choose the correct noun form of the word 'prove' from the following alternatives:
 1) proving 2) proven (लघु. लि.-12)
 3) proved 4) proof

➤ Answer key

1 - 4	2 - 3	3 - 3	4 - 4	5 - 1
6 - 1	7 - 2	8 - 4	9 - 4	10 - 2
11 - 4	12 - 4	13 - 4	14 - 4	15 - 1
16 - 4	17 - 2	18 - 3	19 - 4	20 - 3
21 - 4	22 - 3	23 - 3	24 - 3	25 - 1
26 - 3	27 - 4	28 - 3	29 - 1	30 - 3
31 - 3	32 - 1	33 - 1	34 - 2	35 - 2
36 - 2	37 - 4	38 - 2	39 - 3	40 - 4
41 - 3	42 - 3	43 - 1	44 - 1	45 - 1
46 - 2	47 - 4	48 - 1	49 - 3	50 - 4
51 - 3	52 - 2	53 - 4	54 - 4	55 - 4
56 - 2	57 - 1	58 - 3	59 - 1	60 - 3
61 - 4	62 - 1	63 - 2	64 - 1	65 - 4
66 - 3	67 - 2	68 - 4	69 - 3	70 - 1
71 - 4	72 - 3	73 - 4		

Gender (लिंग)

इंग्रजीत खालीलप्रमाणे लिंगांचे चार प्रकार पडतात.

Masculine (पुल्लिंग)	Feminine (स्त्रीलिंग)	Common (सामान्य)	Neuter (नपुंसक लिंग)
Man Husband	Woman Wife	Teacher Student	Table Book

काही पुल्लिंगी (Masculine) व स्त्रीलिंगी (Feminine) नामे

Masculine		Feminine	
Boy	मुलगा	Girl	मुलगी
Gentleman	श्रीमान	Lady	श्रीमती
Lord	श्रीमान	Lady	श्रीमती
Hart	नर हरीण	Roe	मादी हरीण
Bachelor	अविवाहित मुलगा	Spinster/maid	अविवाहित मुलगी
Horse	घोडा	Mare	घोडी
Buck	काळवीट	Doe	मादी हरीण
Husband	नवरा	Wife	बायको
Bull(ox)	बैल	Cow	गाय
Great uncle	चुलत आजोबा	Great aunty	चुलत आजी
Usher	चौकीदार	Usheress	स्त्री चौकीदार
King	राजा	Queen	राणी
Bullock	वैल	Heifer	गाय
Man	पुरुष	Woman	स्त्री
Cock	कोंबडा	Hen	कोंबडी
Czar	रशियन राजा	Czarina	रशियन राणी
Monk	मठाधिपती	Nun	स्त्री मठाधिपती
Colt	शिंगरू	Filly	मादी शिंगरू
Nephew	पुतण्या	Niece	पुतणी
Dog	कुत्रा	Bitch	कुत्री
Ram	एडका	Ewe	मेंढी
Drake	नर बदक	Duck	मादी बदक
Stag	काळवीट	Hind	मादी हरीण
Drone	नर मधमाशी	Bee	मादी मधमाशी
Lion	सिंह	Lioness	सिंहीण
Manager	व्यवस्थापक	Manageress	व्यवस्थापिका

Mayor	महापौर	Mayoress	स्त्री महापौर
Giant	राक्षस	Giantess	राक्षस (स्त्री)
Swain	प्रेमी	Nymph	प्रेमिका
Tom Cat	बोका	Queen/She Cat	भाटी
Boer	रानडुक्कर	Sow	रानडुक्करीन
Fiance	नियोजित वर	Fiancee	नियोजित वधू
Lad	तरुण	Lass	तरुणी
sloven	घाणेरडा पुरुष	Slut	घाणेरडी स्त्री
Patron	आश्रयदाता	Patroness	स्त्री आश्रयदाता
Peer	उमराव	Peeress	उमराव पत्नी
Poet	कवी	Poetess	कवयित्री
Priest	धर्मगुरु	Priestess	स्त्री धर्मगुरु
Prophet	भविष्यकार	Prophetess	स्त्री भविष्यकार
Shepherd	मेंढपाळ	Shepherdess	स्त्री मेंढपाळ
Steward	विमान किंवा बोटीतील सेवक	Stewardess	सेविका
Viscount	उमराव	Viscountess	उमराव पत्नी
Actor	अभिनेता	Actress	अभिनेत्री
Benefactor	उपकारकर्ता	Benefactress	उपकारकर्ती
Conductor	वाहक	Conductress	स्त्री वाहक
Enchanter	मंत्रमुग्ध करणारा	Enchantress	मंत्रमुग्ध करणारी
Hunter	शिकारी	Huntress	स्त्री शिकारी
Instructor	निर्देशक	Instructress	निर्देशिका
Negro	कृष्णवर्णीय पुरुष	Negress	कृष्णवर्णीय स्त्री
Abbot	मठाधिपती	Abbess	जोगीण
Prince	राजा	Princess	राणी
Songster	गायक	Songstress	गायिका
Tempter	मोहविणारा	Tempress	मोहविणारी
Duke	सर्वोच्च सरदार	Duchess	सरदार पत्नी
Votary	सेवक	Votress	सेविका
Governor	राज्यपाल	Governess	स्त्री राज्यपाल
God	देवता	Goddess	देवी
Master	मालक	Mistress	मालकीण
Founder	संस्थापक	Foundress	संस्थापिका
Don	गुंड	Donna	गुंडीण
Traitor	राजद्रोही	Traitress	राजद्रोहीण

Dairyman	गवळी	Dairymaid	गवळीण
Grandfather	आजोबा	Grandmother	आजी
Barman	सेवक	Barmaid	सेविका
Peacock	मोर	Peahen	लांडोर
Headmaster	मुख्याध्यापक	Headmistress	मुख्याध्यापिका
Step brother	सावत्र भाऊ	Step sister	सावत्र बहिण
Milkman	गवळी	Milkmaid	गवळीण
Step father	सावत्र बाप	Step mother	सावत्र आई
Land lord	जमीनदार	Land lady	स्त्री जमीनदार
Son-in-law	जावई	Daughter-in-law	सून
He-goat	बोकड	She-goat	शेळी
Billy-goat	बोकड	Nany-goat	शेळी
Bull-calf	वासरू	Cow-calf	कालवड
Father-in-law	सासरा	Mother-in-law	सासू
fox	कोल्हा	Vixen	कोल्हीण
Man-servant	सेवक	Maid-servant	सेविका
He-bear	अस्वल	She-bear	मादी अस्वल
Jack-ass	गाढव	Jenny-ass	गाढवीण
Widower	विधुर	Widow	विधवा
Bridegroom	नवरदेव	Bride	नवरी
Lover	प्रेमी	Beloved	प्रेमिका
Papa	पिता	Mamma	माता
Hero	अभिनेता	Heroine	अभिनेत्री
Administrator	प्रशासक	Administratrix	प्रशासिका
Executor	संपादनकर्ता	Executrix	संपादनकर्ती
Chairman	सभापती	Chairperson	महिला सभापती
Dog-wolf	लांडगा	Bitch-wolf	मादी लांडगा
Spokesman	प्रवक्ता	Spokesperson	महिला प्रवक्ता
Viceroy	प्रतिनिधी	Vicereine	स्त्री प्रतिनिधी

Gender च्या संबंधात खालील नियम लक्षात ठेवणे महत्त्वाचे आहे.

- भाववाचक नामे/निर्जीव घटक सामान्यपणे नपुंसकलिंगी मानतात.
 - The sun is a star. It is very hot.
 - Winter is a cold season, isn't it ?
- ज्या भाववाचक नामातून/निर्जीव घटकातून ताकद, सामर्थ्य, हिंसा, क्रूरता असे सजीवाप्रमाणे गुणधर्म दर्शविले जातात अशा नामांना पुल्लिंगी माणून सर्वनामे सुद्धा पुल्लिंगीच वापरली जातात. The Sun, storm, time, death, winter, wind, summer, thunder, ocean, love, worm, wine etc.

- 1) The sun sheds his beams.
- 2) Death always knows his victim.
- 3) ज्या भाववाचक नामातून/निर्जिव घटकातून सुंदरता, कोमलता, मोहकता, न्याय, स्वातंत्र्य, औदार्य, निसर्ग, शांतता व्यक्त होते तेव्हा ती नामे स्त्रीलिंगी समजली जातात. अन्यथा नपुंसकलिंगी असतात.
 - The Moon, The Earth, Spring, Autumn, Nature, Liberty, Justice, Mercy, Peace, Hope, Charity, Faith, Nation, Fame, Modesty, Pride, Truth etc.
- 1) The Moon had hidden her face behind the cloud.
- 2) Spring has her own beauty.
- 4) **Woman** शब्दाचा वापर फक्त लिंग दर्शविण्यासाठी केला जातो. **Lady** चा वापर एखाद्या स्त्रीचे समाजातील स्थान किंवा उपस्थिती दर्शविण्यासाठी केला जातो, तर एखाद्या स्त्रीला प्रत्यक्ष संबोधण्यासाठी **Madam** शब्द प्रयोग केला जातो.
 - 1) There is a woman.
 - 2) May I come in, Madam?
 - 3) Have you stolen the purse of this lady?
- 5) **Committee / jury/ family/ team / assembly** ही समुदायवाचक नामे एकवचनी आहेत. ज्यावेळी अशा समुदायवाचक नामातील सदस्यांत एकवाक्यता असते त्या वेळी तो एक समूह असतो म्हणून; क्रियापद एकवचनी नपुंसकलिंगी वापरावे लागते ($V_1 + s / es$) व सर्वनाम **it/it / its** पैकी योग्य ते वापरावे लागते; परंतु वरील समूहवाचक नामातील सदस्यांत मतभिन्नता, वाद, चर्चा, वेगवेगळ्या दिशा तसेच प्रत्येकाच्या वैयक्तिक क्रिया, वैयक्तिक बाबी दर्शविल्यास मात्र हा समूह रहात नसल्याने त्यातील व्यक्तीनुसार अनेकवचनी क्रियापद तसेच अनेकवचनी सर्वनामे वापरावी लागतात; म्हणजेच **they** च्या नियमानुसार क्रियापद व सर्वनामे घ्यावी लागतात. अशा वाक्यात उर्वरीत भागात असा एखादा शब्द असतो की जो वाक्याचे क्रियापद ठरवतो.
 - 1) The jury unanimously gives its decision.
 - 2) The team is strong.
 - 3) The jury were divided on their decision.
 - 4) The committee discussed the matter without leaving their seats.
 - 5) The team are fighting among themselves.

Exercise

- 1) The class ----- their vacations. (describes, describe)
- 2) The whole team ----- at 3 p.m. (meet, meets)
- 3) The family ----- a trip to Mahabaleshwar. (takes, take)
- 4) The chess club ----- their strategies so as to win the tournament. (decide, decides)
- 5) The audience ----- the winner of the million dollars. (cheer, cheers)
- 6) The baseball team ----- together every evening. (practise, practises)
- 7) The troop ----- in different directions. (disappears, disappear)
- 8) The crowd ----- to their favourite places. (moves, move)
- 9) The team ----- putting on their helmets. (is, are)
- 10) The stage crew ----- completed the scenery. (has, have)
- 11) For weeks, the cast ----- rehearsing their lines with one another. (was, were)

Answers

- 1) describe 2) meets 3) takes 4) decide
- 5) cheers 6) practises 7) disappear
- 8) move 9) are 10) has 11) were
- 6) लहान मुले व छोटे प्राणी यांच्यासाठी नपुंसक लिंग वापरतात; परंतु लहान मुलांचे लिंग माहित असल्यास पुल्लिंगी किंवा स्त्रीलिंगी सर्वनाम सुद्धा वापरले जाते.
 - 1) The dog is barking. Take it outside.
 - 3) The baby is crying. Please take it.
 - 2) The child was a girl. She was very beautiful.
- 7) नर जातीला पुल्लिंगी मानतात व पुल्लिंगी एकवचनासाठी सर्वनाम **He** वापरतात तर मादी जातीला स्त्रीलिंगी मानतात व एकवचनात **she** सर्वनाम वापरतात.
 - 1) He is her husband. 2) She is a girl.
- 8) छोटे प्राणी व पक्षी यांच्यासाठी **it** सर्वनाम वापरले जाते. तसेच मोठ्या प्राण्यांसाठी सुद्धा **it** सर्वनाम वापरले जाते; परंतु नर किंवा मादी असा उल्लेख करावयाचा झाल्यास

मात्र he किंवा she वापरले जाते.

- 1) It is a dog. It is a bitch. It is a crow.
2) An elephant was standing with her calf.
- 9) देशाचा उल्लेख सांस्कृतिक, राजकीय व आर्थिक अर्थाने केल्यास she वापरावे तर भौगोलिक अर्थाने it वापरावे.
1) India has her own culture.
2) India, it is a big piece of land.
- 10) सामान्य लिंग पुल्लिंगी मानावे; परंतु लिंग माहित असल्यास मात्र पुल्लिंगी किंवा स्त्रीलिंगी योग्य तो शब्द प्रयोग करावा.
Teacher, Doctor
1) The doctor came late, didn't he ?
2) The teacher brought her car, didn't she?
- 11) पाळीव जनावरे जसे cat, dog, horse यांच्यासाठी स्त्रीलिंगी किंवा पुल्लिंगी शब्द प्रयोग केला जाऊ शकतो.
1) Your dog has lost his sense.

Exercise

- 1) Select the odd matching with reference to gender.
1) Cock-Hen 2) Dog - Bitch
3) Ox-Bull 4) Horse-Mare
- 2) The feminine of 'Horse' is
1) Bitch 2) Sow 3) Ewe 4) Mare
- 3) Choose the correct gender of the word 'Actor'.
1) Actress 2) Act
3) Acting 4) Senior actor
- 4) Find the correct feminine noun of 'Fox'
1) Vixen 2) Foxen
3) She fox 4) Foxess
- 5) Which one of the following is not a pair of word of opposite gender. (तलाठी-10)
1) Master-Mistress 2) Host-Hostess
3) Fort-fortness 4) Prince - Princess
- 6) Father: Mother:: Czar : _____ (तलाठी-10)
1) czaress 2) czaren 3) czarix 4) czarina
- 7) Actor: Actress:: Bachelor : _____
1) Lady 2) girl 3) woman 4) spinster
- 8) Match the pairs.
A B

- 1) Hart a) Doc 1) 1-b 2-a 3-c 4-d
2) Buck b) Roe 2) 1-a 2-b 3-c 4-d
3) Bullock c) Heifer 3) 1-d 2-b 3-c 4-a
4) Monk d) Nun 4) 1-b 2-c 3-d 4-a

9) Match the pairs.

- A B
- 1) Colt a) Niece 1) 1-c 2-b 3-d 4-a
2) Nephew b) Bee 2) 1-a 2-c 3-d 4-b
3) Dog c) Bitch 3) 1-d 2-a 3-c 4-b
4) Drone d) Filly 4) 1-b 2-a 3-c 4-d

10) Match the pairs.

- A B
- 1) Gander a) Hostess 1) 1-c 2-a 3-b 4-d
2) Wizard b) Witch 2) 1-c 2-b 3-a 4-d
3) Host c) Goose 3) 1-a 2-b 3-c 4-d
4) Prince d) Princess 4) 1-d 2-b 3-c 4-a

11) Give feminine for — God.

- 1) Godlike 2) God lady
3) Goddess 4) Princess

12) Give feminine for — Master.

- 1) Miss 2) Mrs. 3) Mister 4) Mistress

13) Match the pairs.

- A B
- 1) People a) He 1) 1-b 2-d 3-c 4-a
2) Book b) It 2) 1-a 2-b 3-c 4-d
3) Woman c) She 3) 1-d 2-b 3-c 4-a
4) Sachin d) They 4) 1-c 2-b 3-d 4-a

14) The masculine gender of 'duck' is (PSI-09)

- 1) drake 2) drone 3) dukle 4) dog

15) The feminine form of the word 'czar' is —

- 1) Czarin 2) Czarina (Dpt. PSI -16)
3) Czarees 4) Czareena

16) The feminine gender for 'boy' would be 'girl'. Then what will it be for 'Bachelor'?(Asst -15)

- 1) Girl friend 2) Sister
3) Maid 4) Cousin

Answer key

1 - 3	2 - 4	3 - 1	4 - 1	5 - 3
6 - 4	7 - 4	8 - 1	9 - 3	10 - 2
11 - 3	12 - 4	13 - 3	14 - 1	15 - 2
16 - 3				

Number (वचन)

- 1) **Singular Number** एकवचन : ज्या नामातून फक्त एकाच घटकाचा बोध होत असेल, असे नाम एकवचनी असते.
boy, girl, book, pen, city, etc
 - 2) **Plural Number** अनेकवचन : नामातून एकापेक्षा अधिक घटकांचा बोध होत असेल तर असे नाम अनेकवचनी असते.
boys, girls, books, pens, cities etc.
- खालील पद्धतींनी अनेकवचन केले जाते.
- Note : अनेकवचन करताना Apostrophe देऊ नये.

- 1) काही एकवचनी नामांचे अनेकवचन करताना फक्त 's' प्रत्यय लागतो.

Singular	Plural	Singular	Plural
boy	boys	desk	desks
girl	girls	cat	cats
book	books	eye	eyes
pen	pens	cap	caps
tree	trees	farmer	farmers
cow	cows/kine	car	cars
chair	chairs	hat	hats
month	months		

- 2) ज्या एकवचनी नामाच्या शेवटी s, sh, ch, x किंवा z पैकी अक्षरे असतील अशा नामाचे अनेकवचन करताना es प्रत्यय लागतो.

dish	dishes	box	boxes
match	Matches	tax	taxes
catch	catches	bench	benches
branch	branches	brush	brushes
gas	gasses	watch	watches
fox	foxes	kiss	kisses
bush	bushes	Ass(गाढव)	Asses

- 3) ज्या नामाच्या शेवटी y आहे व y पूर्वी एखादा स्वर आहे, तर अशा नामाचे अनेकवचन करताना फक्त s प्रत्यय जोडला जातो.

boy	boys	essay	essays
toy	toys	bay	bays
way	ways	day	days
ray	rays	key	keys
monkey	monkeys	play	plays
donkey	donkeys	valley	valleys

- 4) ज्या नामाच्या शेवटी y आहे परंतु y पूर्वी एखादे व्यंजन असेल तर अनेकवचन करताना y ऐवजी ies प्रत्यय जोडावा.

story	stories	fly	flies
lady	ladies	city	cities
cry	cries	duty	duties
army	armies	copy	copies
body	bodies	policy	policies
lorry	lorries	folly	follies

- 5) ज्या एकवचनी नामाच्या शेवटी 'o' असेल; परंतु त्या पूर्वी एखादे व्यंजन असेल अशा नामाचे अनेकवचन करताना 'es' प्रत्यय जोडावा.

mango	mangoes
echo	echoes
potato	potatoes
buffalo	buffaloes
hero	heroes
negro	negroes
motto	mottoes
mosquito	mosquitoes
torpedo	torpedoes
calico	calicoes
manifesto	manifestoes
grotto	grottoes
desperado	desperadoes
innuendo	innuendoes
tomato	tomatoes
volcano	volcanoes
veto	vetoes
flamingo	flamingoes
tornado	tornadoes
halo	haloes
canto	cantoes
commando	commandoes

- अपवाद : वरील नियमाला अपवाद आहे. जी नामे इंग्रजीमध्ये परभाषेतून आली आहेत त्याचबरोबर संक्षिप्त रूप केलेल्या नामाच्या शेवटी 'o' असूनसुद्धा अनेकवचन करताना फक्त s प्रत्यय लागतो.

photo	photos	piano	pianos
solo	solos	dynamo	dynamos
momento	momentos	kilo	kilos
kimono	kimonos	soprano	sopranos
embryo	embryos	proviso	provisos
concerto	concertos	maestro	maestros
quarto	quartos		

6) खालील नामांचे दोन प्रकारे अनेकवचन होते.

cargo	cargos/cargoes
lasso	lassos/lassoes
portico	porticos/porticoes

7) ज्या नामाच्या शेवटी दोन 'स्वर' आहेत अशा नामांचे अनेकवचन करताना फक्त s प्रत्यय जोडावा.

zoo	zoos	tree	trees
bee	bees	cuckoo	cuckoos
radio	radios	scenario	scenarios
studio	studios	bamboo	bamboos
cameo	cameos	curio	curios
portfolio	portfolios	ratio	ratios
stereo	stereos	folio	folios
video	videos		

8) जर नामाचा शेवट 'f' किंवा 'fe' ने होत असेल, तर ते काढून टाकून फक्त 'ves' प्रत्यय जोडावा.

leaf	leaves	life	lives
wife	wives	wolf	wolves
knife	knives	shelf	shelves
thief	thieves	calf	calves
loaf	loaves	elf	elves
half	halves	self	selves
sheaf	sheaves		

> अपवाद : या नियमाला खालील नामे अपवाद आहेत.

Singular	Plural	Singular	Plural
brief	briefs	roof	roofs
safe	safes	chief	chiefs
grief	griefs	proof	proofs
cliff	cliffs	dwarf	dwarfs
cafe	cafes	gulf	gulfs

hoof	hoofs	mischief	mischiefs
puff	puffs	reef	reefs
staff	staffs	stuff	stuffs
turf	turfs	wharf	wharfs
strife	strifes	handkerchief	handkerchiefs

अपवाद : खालील नामांचे दोन प्रकारे अनेकवचन होते.

hoof	hoofs/hooves
scarf	scarfs/scarves
wharf	wharfs/wharves

9) काही नामांच्या शेवटी अनेकवचन करताना 'en' किंवा 'ren' प्रत्यय लागतो.

ox	oxen
child	children
brother	brethren/brothers

10) काही नामांतील स्वरात बदल करून अनेकवचन केले जाते.

tooth	teeth	goose	geese
foot	feet	man	men
mouse	mice	louse	lice
woman	women		

11) खालील नामांच्या शेवटी असणाऱ्या 'man' चे 'men' करून अनेकवचन केले जाते.

work man	work men
gentle man	gentle men
washer man	washer men
fisher man	fisher men

अपवाद : इंग्रजीत परभाषेतून आलेल्या शब्दांच्या शेवटी man असल्यास s प्रत्यय जोडून अनेकवचन करावे.

North man	North mans
Brahman	Brahmans
Musalman	Musalmans
Turcoman	Turcomans

12) दोन नामांपासून तयार झालेल्या संयुक्त नामांतील शेवटच्या नामाला 's' प्रत्यय जोडून अनेकवचन केले जाते. कारण यातील पहिला शब्द विशेषणाचे कार्य करतो व विशेषण एकवचनी असते.

story-book	story-books
class-room	class-rooms
ink-bottle	ink-bottles

box-office	box-offices
class-mate	class-mates
play-room	play-rooms

- 13) संयुक्त नाम जर in/of ने जोडल्यास पहिल्या मुख्य शब्दाचे अनेकवचन करावे.

son-in-law	sons-in-law
brother-in-law	brothers-in-law
sister-in-law	sisters-in-law
father-in-law	fathers-in-law
man-of-war	men-of-war
daughter-in-law	daughters-in-law
commander-in-chief	commanders-in-chief
coat-of-mail	coats-of-mail

- 14) नामाबरोबर शब्दयोगी अव्यय असेल तर मुख्य शब्दाचे अनेकवचन करावे.

passer-by	passers-by
looker-on	lookers-on
hangar-on	hangars-on

- 15) अक्षरे, संख्या व चिन्हांचे अनेकवचन करताना (s) वापरतात. काही लेखक मात्र ('s) देऊन अनेकवचन करतात.

T	Ts	S	Ss	10	10s
P	Ps	M	Ms		

- 16) आद्याक्षरांचे अनेकवचन 's' प्रत्यय जोडून करतात.

Singular	Plural	Singular	Plural
MP	MPs	VIP	VIPs
OAP	OAPs	UFO	UFOs
MLA	MLAs		

- 17) खालील शब्दांचा उपयोग एकवचनी किंवा अनेकवचनी अशा दोन्ही अर्थाने वाक्याच्या अर्थानुसार केला जाऊ शकतो.

➤ thousand, hundred, score, gross, dozen, million, billion, trillion, pair etc.

- a) संख्या + नाम (नाम अनेकवचनी)

1) I have five rupes.

- b) संख्या + संख्या (दोन्ही एकवचनी)

1) I have three thousand.

- c) संख्या + संख्या (कर्ता) + of + अ.व.नाम + अ.व.क्रि.

1) Two dozen of the pencils are stolen.

2) I have two pair of shoes.

- काही लेखक I have two pairs of shoes. असा सुद्धा उल्लेख करतात. परीक्षेत सुद्धा असेच उत्तर बरोबर दिले आहे.

- d) संख्या + संख्या + नाम (संख्या ए.व., नाम अ.व.)

1) I bought five dozen mangoes.

2) She gave me ten thousand rupees.

- e) परंतु शेकडो, हजारो अशा अर्थाने of पूर्वी या शब्दांचा वापर केल्यास त्यांचे अनेकवचनी रूप वापरावे. त्यासाठी अशा नामापूर्वी संख्याविशेषण नसावे.

1) She spends thousands of rupees.

2) He has dozens of pens.

- f) संख्या + नाम (दोन्हीचे मिळून विशेषण-ए.व./अ.व.)

1) I have a five rupee note.

2) A five men committee had a three hours meeting yesterday

- 18) काही वस्तुतील एखादी अपूर्ण दाखविताना खालीलप्रमाणे रचना करावी.

I gave her three and a half apples. (incorrect)

I gave her three apples and a half. (correct)

- 18) खालील नामांचे एकवचन व अनेकवचनात रूप बदलत नाही. sheep, fish, deer, cannon, offspring, brace, cream, fruit, alphabet, moose, craft, swine, carp, grouse, trout, salmon etc.

1) I saw a sheep. (Singular)

2) Sheep are grazing. (Plural)

- अपवाद : वरील नामांच्या संदर्भातील वेगवेगळ्या प्रकारांचा उल्लेख केल्यास मात्र वरील नामे अनेकवचनी रूपात वापरली जातात.

1) Apple, orange, sweet lemon are fruits.

2) He brought fishes like Bangada, Paplet, Surmai etc.

3) My child is learning alphabets from different languages.

- 19) इंग्रजी भाषेत परभाषेतून आलेल्या खालील शब्दांचे अनेकवचन अगदी वेगळ्याप्रकारे होते.

crisis	crises
ovum	ova
bacterium	bacteria

critereion	criteria
analysis	analyses
medium	media/mediums
oasis	oases
radius	radii
basis	bases
genius	genii
syllabus	syllabi
index	indices/Indexes
axis	axes
handful	handfuls
formula	formulae/formulas
larva	larvae
phenomenon	phenomena
bacillus	bacilli
nucleus	nuclei
agendum	agenda
memorandum	memoranda
curriculum	curricula/curriculum
datum	data
dictum	dicta/dictums
hypothesis	hypotheses
erratum	errata
alumnus	alumni
bandit	banditti
sanatorium	sanatoria
thesis	theses
terminus	termini
parenthesis	parentheses
metamorphosis	metamorphoses
narcosis	narcoses
diagnosis	diagnoses
synopsis	synopses
ellipsis	ellipses
synthesis	syntheses
hypnosis	hypnoses
appendix	appendices

madam	mesdames
bureau	bureaux, bureaux
cherub	cherubim/cherubs
seraph	seraphim/seraphs
corrigendum	corrigenda
crematorium	crematoria
maximum	maxima
minimum	minima
momentum	momenta
album	albums
mausoleum	mausoleums
forum	forums
premium	premiums
museum	museums
auditorium	auditoriums
aquarium	aquariums/aquaria
stadium	stadiums
harmonium	harmoniums
gymnasium	gymnasiums
asylum	asylums
decorum	decorums
petroleum	petroleums
pendulum	pendulums
euphonium	euphoniums
stratum	stratums/strata
podium	podiums/podia
millennium	millenniums/millennia
demon	demons
neutron	neutrons
electron	electrons
proton	protons
plateau	plateaux
monsieur	messieurs
focus	foci/focuses

20) दोन भागांपासून बनलेल्या वस्तूचे नाम नेहमी अनेकवचनी रूपातच असते. अशा वस्तूंचा उल्लेख एकवचनी किंवा फक्त संख्येत करू नये, तो नेहमी जोड्यांमध्ये किंवा

- अनेकवचनीच करावा व क्रियापद अनेकवचनी वापरावे; परंतु एका जोडीसाठी मात्र क्रियापद एकवचनी वापरावे.
- pants, pyjamas, trousers, breeches, binoculars, pliers, scissors, spectacles, glasses, scales, shears, tongs, drawers, bellows, shorts, pincers etc.
- 1) I need pants. (correct)
 - 2) I need three pants. (incorrect)
 - 3) I need three pairs of pants. (correct)
 - 4) I need a pant. (incorrect)
 - 5) A pair of scissors is needed. (correct)
- 21) रोगांची नावे नेहमी एकवचनीच असतात. त्यांचे अनेकवचन होत नाही. त्यापूर्वी उपपद वापरू नये व क्रियापद एकवचनी वापरावे. **Measles, mumps, rickets, shingles.**
- 1) Measles has broken out in the city.
 - 2) Shingles is a dangerous disease
- 22) ics ने शेंवट होणाऱ्या नामापूर्वी the किंवा स्वामित्व दर्शक विशेषण जसे **my, his, her, your** असेल तर या नामांचा वापर विषय म्हणून केला जात नाही. अशा वेळी क्रियापद अनेकवचनी वापरावे; परंतु विषय म्हणून मात्र क्रियापद एकवचनी वापरावे. **Mathematics, Physics, Politics, Athletics, Ethics, Genetics, Economics, Linguistics, Mechanics** etc.
- 1) His mathematics are weak.
 - 2) His physics are poor.
 - 3) Mathematics is my favourite subject.
 - 4) Politics is an interesting subject.
- 23) **News, Innings, Algiers, Athens, Brussels, Maples, Wales, The United Nations, The United States** ही नामे एकवचनी आहेत.
- 1) This news is not true.
 - 2) India won by an innings and three runs.
- 24) **Means** चा अर्थ साधन असा घेतल्यास एकवचनी व अनेकवचनी अशा दोन्ही अर्थानी उपयोग केला जातो; परंतु **Means** चा अर्थ संपत्ती असा घेतल्यास तो नेहमीच अनेकवचनी असतो.
- 1) Unfair means are not allowed here.
 - 2) Aeroplane is the fastest means of communication.

- 3) Trucks and buses are means of travelling.
- 25) भाववाचक नामाचे अनेकवचन केले जात नाही.
- 1) Honesty is the best policy.
- 26) सामान्य परिस्थितीत पदार्थवाचक नामाचे व विशेषनामाचे अनेकवचन केले जात नाही व क्रियापद एकवचनी असते.
- Water, oil, tin, wood, Mohan, Mumbai.
- 1) Water is our life.
- 27) काही समूहवाचक नामे सामान्यपणे अनेकवचनी अथनिच वापरली जातात. त्यामुळे त्यांचे पुन्हा अनेकवचन करू नये; तसेच क्रियापद अनेकवचनी वापरावे तर काही समूहवाचक नामे एकवचनी अथनि वापरतात म्हणून क्रियापद एकवचनी वापरावे.

Singular	Plural	Singular	Plural
team	people	century	vermin
flock	cattle	clergy	gentry
bunch	poultry	bouquet	premises

- 1) Cattles are grazing. (incorrect)
 - 2) Cattle is grazing. (incorrect)
 - 3) Cattle are grazing. (correct)
- 28) **Draughts, Billiards, Gymnastics, Darts, Bowls, Dominoes** ही खेळांची नामे नेहमी एकवचनी अथनिच वापरली जातात; म्हणून क्रियापदही एकवचनीच असते.
- 1) Billiards is a popular game.
- 29) **Furniture, machinery, equipment, drapery, imagery, poetry, scenery, stationery, traffic, luggage, crockery, electricity, work, dust, rubbish, wood, iron, grass, advice, butter, dirt, food, health, garbage, heritage, postage, percentage, jewellery, music, maintenance, parking, smoking** ही नामे नेहमी एकवचनी रूपातच असतात. त्यामुळे क्रियापद एकवचनी पाहिजे. या नामांचे अनेकवचन करू नये तसेच या नामांपूर्वी a/an वापरू नये.
- 1) This luggage is very heavy.
 - 2) Shakespeare's poetry is very popular in the world.
- 30) शब्दयोगी अव्ययाच्या मागेपुढे तोच शब्द अल्यास त्याचे अनेकवचन करू नये.
- Day by day, woman after woman, row upon row

31) खालील दोन्ही शब्दांचे अनेकवचन होते.

Man-servant	Men-servants
Lord-justice	Lords-justices
Woman-servant	Women-servants
Knight-Templar	Knights-Templars

32) खालील संयुक्तनामात Man किंवा Woman असून सुद्धा शेवटच्या शब्दाचे अनेकवचन केले जाते.

Man eater	Man eaters
Man lover	Man lovers
Man hater	Man haters

33) Mens, Childrens या अनेकवचनांना Double Plurals असे म्हणतात.

34) काही असे शब्द आहेत की ज्यांच्या शेवटच्या नामाचे अनेकवचन केले जाते.

Forget-me-not (छोटी निळ्या रंगाची फुले)	Forget-me-nots
Go-between (मध्यस्थ)	Go-betweens
Pick-me-up (उत्तेजक पेय)	Pick-me-ups

Touch-me-not plant (लाजाळू)	Touch-me-not plants
Drawback (दोष)	Drawbacks
Look-out (निरीक्षण स्थळ)	Look-outs
Good-for-nothing (बिनकामाचा)	Good-for-nothings

35) काही महत्त्वाची अनेकवचने :

Mr.	Messrs
Mrs.	Mesdames
Mr. Mogal	Messrs Mogal/The Mr. Mogal
Miss Kadam	Misses Kadam/The Miss Kadam

36) The rich, the poor, the sick, the blind ही नामे विशेषण साधित असल्याने एकच गुणधर्म असणाऱ्या पूर्ण वर्गासाठी हे शब्द वापरतात; म्हणून त्यांचा अनेकवचनी अर्थाने उपयोग केला जातो व क्रियापद अनेकवचनी वापरले जाते.

1) The poor are always hated.

2) The rich are often rude.

1) **Nouns with two meanings in singular and only one in plural** : काही नामांचे एकवचनात दोन अर्थ होतात; तर अनेकवचनात एकच अर्थ होतो.

Noun Singular	Meanings (two)	Noun Plural	Meaning (Only one)
Abuse	i) wrong use दुरुपयोग ii) reproach दोष	Abuses	wrong practice दुरुपयोग
Force	i) strength ताकद ii) Group of men सैन्य/तुकडी	Forces	troops सैन्याच्या तुकड्या
Issue	i) result परिणाम ii) offspring वंशज	Issues	results परिणाम
Wood	i) timber लाकूड ii) forest जंगल	Woods	forests जंगले
Light	i) lamp दिवा ii) brilliance बुद्धिमत्ता	Lights	lamps दिवे
Gain	i) profit नफा ii) acquisition संपत्तीचा ताबा	Gains	profits नफा
People	i) persons लोक ii) nation राष्ट्र	Peoples	nations राष्ट्र
Cricket	i) cricket क्रिकेट ii) insect किटक	Crickets	insects किटक

• **Examples :**

a) **Wood** is used in almost all modern houses. (timber)

b) He lives in a **wood**. (forest)

c) **Woods** are fast disappearing from India. (forests)

- d) A great **force** is needed to lift this box. (strength)
 e) A **force** of ten persons attacked him. (armed men)
 f) Indian **forces** are known for their bravery. (troops)

- 2) **Nouns with one meaning in singular and two in plural** : काही नामांचे एकवचनात एक; तर अनेकवचनात दोन अर्थ होतात.

Noun Singular	Meaning (only one)	Noun Plural	Meanings (two)
Arm	upper limb बाहू	arms	a) weapons शस्त्रे b) upper limbs बाहू
Pain	ache वेदना	pains	a) troubles वेदना b) care प्रयत्न/कष्ट
Manner	method पद्धत	manners	a) methods पद्धती b) behaviour वर्तन
Custom	habit प्रथा	customs	a) habits प्रथा b) duties on goods मालावरील कर
Letter	alphabet मुळाक्षर	letters	a) alphabet मुळाक्षरे b) learning शिकलेला
Spectacle	sight दृश्य	spectacles	a) sights दृश्य b) eye- glasses चष्मा
Colour	hue रंग	colours	a) hues रंग b) flags झेंडे
Quarter	fourth part चौथा भाग	quarters	a) fourth parts चौथे भाग b) lodgings निवास

• **Examples :**

- a) He caught the old man by the **arm**. (upper limbs) हात
 b) Pakistan buys **arms** from the USA. (weapons) शस्त्रे
 c) Please write your telegram in capital **letters**. (alphabet) अक्षरे
 d) He is a man of **letters**. (learned) विद्वान, शिकलेला
 e) The **spectacle** was horrible. (sight) दृश्य
 f) My **spectacles** have been broken. (eye-glasses) चष्मा

- 3) **Some nouns have different meanings in singular and plural** (एकवचन व अनेकवचनात वेगवेगळे अर्थ असणारी काही नामे)

Noun Singular	Meaning	Noun Plural	Meaning
Advice	counsel सल्ला	advices	information सूचना/माहिती
Air	atmosphere हवा	airs	proud behaviour बढाई
Authority	command अधिकार	authorities	persons in power अधिकारी
Good	nice चांगली बाब	goods	property माल
Iron	metal धातू	irons	fetters, chains बेडी, शृंखला
Force	strength ताकद	forces	army सैन्य
Content	satisfaction समाधान	contents	contained things समाविष्ट घटक
Respect	regards आदर	respects	compliments शुभेच्छा
Quarter	one-fourth पाव भाग	quarters	houses निवास, सदनिका
Earning	income मिळकत	earnings	savings बचत
Return	come back वळण	returns	earnings मिळकत

Physic	medicine	औषध	Physics	subject	भौतिकशास्त्र
Compass	border	सीमा	Compass	a device	यंत्र
Number	figure	संख्या	Numbers	amount	प्रमाण
Sand	grains of rock	वाळू	Sands	desert	वाळवंट
Premise	an idea	सिद्धांत	Premises	the building and the land around	परिसर
Ground	the solid surface of the earth	जमीन	Grounds	reasons	कारण
Alphabet	a set of letters in a fixed order	वर्णमाला	Alphabets	letters from different languages	विविध भाषेतील मुळाक्षरे
Study	process of learning	शिकणे	Studies	study/reachers of different subjects	विविध विषयांचा अभ्यास

● **Examples :**

- I took a **return** from the temple. (come back) वळण
 - His **returns** were poor. (earnings) मिळकत
 - Iron** is a useful metal. (metal) धातू
 - They removed the **irons** of the prisoner. (chains) साखळ्या
 - Good** is always praised. (well behaved) चांगला
 - I sent my **goods** by train. मालमत्ता, वस्तू
 - Let's go out for some **air**. (atmosphere) हवा
 - Stop putting on **airs**. (proud behaviour) बढाई
 - The doctor gave him a dose of **physic**. औषध
 - My favourite subject is **physics**. भौतिकशास्त्र विषय
- 4) **Some nouns have two plural forms with different meanings :** काही नामांचे दोन प्रकारे अनेकवचन होते, अनेकवचनातील अर्थ मात्र भिन्न असतात.

Noun Singular	Noun Plural	Meaning	
Brother	brothers brethren	sons of the same parents members of a community or society	सखी भावंडे व्यवसाय, समाज बांधव
Cloth	cloths clothes	kinds or pieces of cloth garments	कापडाचे तागे, तुकडे तयार कपडे
Die	dies dice	stamps for coining small cubes for playing	नाणे पाडण्याचे ठसे खेळातील चौकोनी ठोकळे
Index	indexes indices	tables of contents sign in algebra	अनुक्रमणिका गणितातील चिन्हे
Shot	shots	balls of iron or hitting	लोखंडी गोळे किंवा फटके

	shots	firing from the gun	गोळ्या झाडणे
Fish	fish	many from same kind	एकाच जातीचे अनेक मासे
	fishes	different kinds	वेगवेगळ्या जातीचे मासे
Formula	formulae	rules of mathematics	गणितातील नियम
	formulas	methods of application	उपयोगात आणण्याच्या पद्धती

● **Examples :**

- He is my elder **brother**. (भाऊ)
- We are four **brothers**. (भावंडे, एकाच आईवडिलांची मुले)
- We are **brethren** of the same profession (व्यवसाय बंधू)
- The **cloths** from Mumbai are sold every where by the meter. (कापडाचे तुकडे)
- I gave some **clothes** to a beggar. (कपडे)

Nouns often confused (गोंधळात टाकणारी काही नामे)

- काही नामांच्या अर्थातील सारखेपणामुळे वाक्याच्या अर्थानुसार योग्य नाम निवडणे आवश्यक असते. चुकीचे शब्द वाक्याचा अर्थ बदलवू शकतात म्हणून; खालील शब्दांचा काळजीपूर्वक अभ्यास करावा.

Noun	Proper use	Examples
1) a) Habit	सवय	He has a bad habit of smoking.
b) Custom	प्रथा	The west Indians have storage of customs.
2) a) House	कोणतेही घर	There is an old house.
b) Home	आपण किंवा एखादी व्यक्ती राहते ते घर.	You should go home now.
3) a) Cause	कारण	The police could not find the cause of the accident.
b) Reason	उद्देश	The police could not find the reason of the murder.
4) a) Air	हवा	Water and air sustain life.
b) Wind	वाहणारी हवा (वारा)	Leaves are rustling because of the wind.
5) a) cost	दुकानदाराने मालाची दिलेली किंमत	What is the cost of production?
b) price	गिःहाईकाने दिलेली किंमत	Price of the pen is 10 Rs.
6) a) customer	माल खरेदी करणारा	Customer is like a God for any shopkeeper.
b) client	सेवांचा लाभ घेणारा	Ad. Kate has plenty of clients.
7) a) Ground	घराच्या बाहेरील मैदान	The children are playing on the ground.
b) Floor	खोलीचा तळवा	My book is lying on the floor.
8) a) Climate	विशिष्ट ठिकाणचे हवामान	The climate of Mumbai is temperate.
b) Weather	सामान्य हवामान परिस्थिती	The Weather affects the crops.
9) a) Accident	अपघात	He met with a serious accident.
b) incident	प्रसंग	That incident has great importance in my life.
10) a) Liberty	व्यक्तीची, गुलामगिरी, तुरुंग यांतून सुटका	The prisoner was set at liberty.
b) Freedom	स्वातंत्र्य, व्यापक संकल्पना	India got freedom in 1947.

11) a) Man	पुरुष	I saw a man.
b) Gentleman	सभ्य पुरुष	He is a gentleman.
12) a) Shade	सावली	We sat under the shade of a tree.
b) Shadow	पडछाया	She saw her own shadow.
13) a) Lady	महिला (समाजातील महत्त्वाच्या स्थानासाठी)	Ladies and gentlemen, beware of terrorism.
b) Woman	स्त्री (लिंग भेदासाठी)	A woman doctor has been required.
14) a) wages	शिक्षा (एकवचन)	Wages of sin is death.
b) wages	पैसा (अनेकवचन)	My wages are very poor.

● **Examples :**

- You have bad habit of biting your nails.
- Marriage in early age is a bad custom in many countries all over the world.
- This is the cause of the accident.
- The police could not find the reason of the kidnapping.

■ **Some nouns are always used as plural.**

खालील नामे अनेकवचनी अथवा वापरली जातात म्हणून क्रियापदही अनेकवचनी वापरावे.

alms	भिकाऱ्याला दिलेली भिक्षा-कपडे, पैसा, वस्तू
annals	ऐतिहासिक कागदपत्रे, बखरी, वृत्तांत
intestines	आतडी
thanks	आभार
proceeds	चालू ठेवणे, पुढे जाणे
spirits	विचार, भावना, आत्मा
tidings	वार्ता, बातमी
savings	बचत
belongings	मालकीच्या वस्तू
contents	अंतर्भूत गोष्टी
credentials	योग्यता ठरवणारे गुण
nuptials	विवाह समारंभातील रीती
caves	वळचणी, छपराच्या कडा, पागोळ्या
riches	अनेक किमती वस्तू
clothes	कपडे
arrears	बाकी रक्कम

dividers	दुभाजक
doings	कर्म
dues	दंड शुल्क
the movies	सिनेमा
the pictures	सिनेमा
surroundings	वातावरण
cards	पत्ते
brains	हुशार लोकांचा समूह
fireworks	फटाके
funds	धनराशी
amends	नुकसान भरपाई
shoes	जोडे
socks	मोजे
premises	परिसर
valuables	किमती वस्तू
ashes	रक्षा
caves	गुंफा
species	प्रजाती
congratulations	अभिनंदन

➤ वरील शब्दांतून एकापेक्षा जास्त वस्तूंचा उल्लेख होत असल्याने अशी नामे नेहमी अनेकवचनी अथवा वापरतात.

- Riches have wings. (Correct)
- Contents are not given in the list. (Correct)
- Several nuptials are performed in marriage ceremony in India. (Correct)

- गोंधळात टाकणारे महत्वाचे शब्द

Incorrect	Correct
Cousin-brother /sister	Cousin
English teacher	The teacher of English
Family members	Members of the family/family
Boarding	Boarding house
Free ship	Free student ship
Lecturer ship	Lecture ship
half pants	shorts

Exercise

- The plural of 'half' is –(लघुलेखक/टंकलेखक-07)
1) hulf 2) halves 3) halves 4) halfes
- Pick out the odd matching with reference to number. (PSI-01)
1) man - men 2) mouse - mouses
3) foot - feet 4) goose - geese
- Choose the correct sentence from the following : (PSI-98)
1) I have recently bought three trousers.
2) I have recently bought three pairs of trousers.
3) I have recently bought three pairs of trouser.
4) I have recently bought pairs of three trousers.
- Select the correct plural form of 'Shelf'.
1) Shelfs 2) Shelf's
3) Shelfes 4) Shelves
- Choose the correct singular of ——— Bushes.
1) Boosh 2) Bushe 3) Bush 4) Busch
- Which is the correct plural form of given word 'Mango.'
1) Mangos 2) Mangosis
3) Mangoes 4) Mangoess
- Choose the correct plural form of the word 'box'
1) Box 2) Boxes 3) Boxis 4) Boxess
- Choose the correct plural form of 'story'.
1) Stories 2) Story's 3) Storey 4) Storyes

- Choose the correct plural form of – 'Horse.' (PSI-STI-ASST-91)
1) Horses 2) Horse 3) Horsy 4) Hores
- Choose the plural of the word 'Criterion.'
1) criteques 2) criterious (PSI-84)
3) criterias 4) criteria
- Find out the word which can not be used plural. (PSI-STI-ASST-92)
1) Office 2) Furniture
3) boy 4) shop
- 'Brother-in-law' – choose the plural form of the word – (PSI-STI-ASST-91)
1) Brother-in-laws 2) Brothers-in-law
3) Brother-ins-laws 4) Brother and laws
- Choose the correct sentence. (PSI-01)
1) Mathematic is an interesting subject.
2) Mathematics are an interesting subject.
3) Mathematic is an interested subject.
4) Mathematics is an interesting subject.
- Fill in the blanks : (वरिष्ठ साहा.परीक्षा-08)
Let us find out the ——— of the quarrel.
1) reason 2) cause
3) aetiology 4) beginning
- The plurals such as, 'mens', 'childrens are known as : (लिपि. टंक-14)
1) Zero plurals 2) Regular plurals
3) Double plurals 4) Mutation plurals
- Measles ——— (be) a painful affliction. Fill the blank with an acceptable form of the verb given in the bracket. (इंजि. -13)
1) is 2) are
3) are being 4) were being
- The correct form of the plural of 'Memorandum' from among the following ones is ——— (Sti .d.- 12)
1) memorabilia 2) memoranda
3) memorandi 4) memorandas
- Which one of the following two sentences is incorrect? (STI-14)
a) I packed my luggages.
b) Scouts wear half pants.
1) only a 2) only b 3) Both 4) Neither

Answer key

1 - 2	2 - 2	3 - 2	4 - 4	5 - 3
6 - 3	7 - 2	8 - 1	9 - 1	10 - 4
11 - 2	12 - 2	13 - 4	14 - 2	15 - 3
16 - 1	17 - 2	18 - 3	19 - 2	20 - 3
21 - 1	22 - 2	23 - 1	24 - 2	25 - 1
26 - 2	27 - 1	28 - 4	29 - 1	30 - 2
31 - 3	32 - 2	33 - 3	34 - 2	

Cases of Nouns (नामांच्या विभक्ती)

- Nominative case (प्रथमा विभक्ती) :**
 - कर्त्याच्या जागी वापरलेल्या नामाची विभक्ती नेहमी प्रथमाच असते.
 - Lata sings a song.
 - Ram eats an apple.
 - Objective / Accusative case (द्वितीया विभक्ती):**
 - वाक्यात कर्म म्हणून वापरलेले नाम द्वितीया विभक्तीत असते. ज्याच्यावर क्रिया घडते ते कर्म असते.
 - I met Mr. Kate yesterday.
 - She ate a banana.
 - Possessive / Genitive case (षष्ठी विभक्ती) :**
 - मालकी, अधिकार, नाते दर्शविण्यासाठी नामाची चा, ची, चे, च्या अथनि ('/ ('s)/ (of) षष्ठी विभक्ती केली जाते. सजीवांची ('s) ने तर निर्जीवांची of ने षष्ठी करतात.
 - That is Rahul's bag. 2) Boys' hostel.
 - The battery of car
- Important facts about possessive case of a noun (षष्ठी विभक्तीसंदर्भात महत्त्वाच्या बाबी)**
- नामात एकच hissing sound (स्/ज्) असेल तर ('s) ने षष्ठी करावी; परंतु दोन वेळा असेल तर फक्त (') वापरावा.

With ('s)	With (')
Keates's poems	Jesus' work
Jemes's car	Moses' life
Jones's house	Pythagoras' theorem (अपवाद)
Yeats's poems	Archimedes' law (अपवाद)

- अनेकवचनी नामाच्या शेवटी s नसेल तर षष्ठी विभक्ती करताना ('s) जोडावा; परंतु अनेकवचनी नामाच्या शेवटी s असल्यास अशा नामाच्या शेवटी फक्त (') जोडावा. पुन्हा s लिहू नये.
 - These are children's toys.
 - This is girls' hostel.
 - These are men's hats.
 - That is boys' camp.
 - Men's parlour, mice's tails, women's dresses
 - एकाच नावात कितीही शब्द असले तरी शेवटच्याच शब्दाची षष्ठी करावी.
 - Siddharth Shinde's car.
 - My father - in-law's house.
 - They know well one another's Nature.
 - And ने जोडलेल्या दोन नामांची एकत्रित मालकी दाखवायचो झाल्यास दुसऱ्या नामाला ('s) प्रत्यय जोडावा.
 - Radha and Mohan's house.
 - एखादा निर्जीव घटक किंवा भाववाचक नामामध्ये सजीवाप्रमाणे गुणधर्म दर्शविल्यास अशा नामाला ('s) प्रत्यय जोडून षष्ठी विभक्ती केली जाते.
 - Death's icy hands, Nature's laws, duty's call, sorrow's tears etc
 - नामांना सलग दोनदा ('s) वापरू नये त्याऐवजी खालीलप्रमाणे एक of ने व दुसरी ('s) ने षष्ठी विभक्ती करावी.
 - Note :** नामापूर्वी षष्ठी असल्यास ते नाम जर षष्ठीपासून वेगळे केले तर त्यापूर्वी the वापरले जाऊ शकते.
 - My mother's friend's dog. (Incorrect)
 - The dog of my mother's friend. (Correct)
 - नामाच्या शेवटी जर hissing sound असेल व पुढे sake असेल तर फक्त (') ने षष्ठी करावी; परंतु नामाच्या शेवटी hissing sound (स् ..., ज् ...) नसेल व पुढे sake असेल तर ('s) ने षष्ठी करावी.
 - For God's sake leave me alone.
 - For conscience' sake leave me alone.
- For goodness' sake, for justice' sake, for heaven's sake etc.

- 8) एकवचनी व अनेकवचनी कालवाचक शब्दांची षष्ठी खालीलप्रमाणे करतात.
 1) A week's holiday, Three weeks' holiday.
 2) A day's journey, Four days' journey.
- 9) वजन व अंतर दर्शक शब्दांची षष्ठी ('s) ने करतात.
 1) A foot's length, A pound's weight etc
- 10) Winter/summer ची षष्ठी ('s) ने करतात.
 1) A winter's day.
- 11) Anybody, somebody, nobody, none, ची षष्ठी ('s) ने करतात.
 1) Everybody's business is nobody's business.
- 12) Anybody, somebody नंतर else आल्यास else ला ('s) प्रत्यय जोडावा.
 1) I like your decision and not anybody else's.
- 13) Everything, anything, something, nothing ची षष्ठी of ने करतात.
 1) The beauty of everything.
- 14) The sun, The moon, The earth, nature, soul, court, Heaven, law, mind अशा एकमेव व उत्कृष्ट प्राकृतिक घटकांची षष्ठी ('s) ने करतात.
 > The earth's surface, The sun's rays, Heaven's will, the heart's contents, the mind's eye.
- 15) देश व स्थळ यांची षष्ठी खालील दोन प्रकारे केली जाऊ शकते.
 1) China's history, Mumbai's water supply
 2) The history of China, The water supply of Mumbai.
- 16) स्वामित्वदर्शक विशेषण जसे my, his, her व षष्ठी बरोबर a/an/the ही उपपदे कधीच वापरत नाहीत.
 1) This is Principal's a daughter. (incorrect)
 2) This is Principal's daughter. (correct)
- 17) देशाचा उल्लेख विशेषणासारखा केल्यास षष्ठी करू नये.
 1) India's players. (incorrect)
 2) Indian players. (correct)
- 18) नायासाठी लगेच प्रतिनाम आल्यास दुसऱ्या नामाची षष्ठी करावी.
 1) Tagore, the poet's work, was honoured every where.

- 19) All, both, many, each, either, neither ची षष्ठी ('s) ने न करता of ने करावी.
 1) Both's names are known. (incorrect)
 2) The names of both are known. (correct)
- 20) Possessive pronoun, Possessive adjective ची ('s) ने षष्ठी करू नये. कारण ते मुळातच षष्ठीत आहेत.
 1) Your's daughter. (incorrect)
 2) Your daughter. (correct)
 3) Your's faithfully. (incorrect)
 4) Yours faithfully. (correct)
- 21) पक्षी व प्राणी यांची षष्ठी ('s) ने करतात.
 1) A horse's tail.
 2) A bird's nest.
- 22) The + adjective ची षष्ठी ('s) ने करू नये तर of ने करावी.
 1) The deaf's voice is loud. (incorrect)
 2) The voice of the deaf is loud. (correct)
- 23) कर्त्याच्या जागी नामाची षष्ठी लिहिली जाऊ शकते अशा वाक्यातील नाम शक्यतो शेवटी असते.
 1) Mohan's is a new car.
- 24) वाक्याच्या शेवटी नामाची षष्ठी वापरून त्या व्यक्तीच्या घराचा/ठिकाणाचा अप्रत्यक्षरीत्या उल्लेख होतो.
 1) I had lunch at my uncle's. (uncle's house)
- 4) **Vocative Case - संबोधन** : एखाद्याला उद्देशून घेतलेल्या नामाची विभक्ती 'संबोधन' असते.
 1) **Boys**, come here.
 2) **Friends**, be happy.
- 5) **Dative Case - चतुर्थी विभक्ती** : दिवकर्मक वाक्यात दान जाणारा प्रत्यक्ष कर्म तर दान घेणारा अप्रत्यक्ष कर्म असतो. अप्रत्यक्ष कर्माची विभक्ती चतुर्थी असते.
 1) She gave the prince a bag of seeds. या वाक्यात the prince हे Indirect object आहे.

Exercise

- 1) Identify the case of underlined word.
Ram plays cricket.
1) Nominative 2) Objective
3) Possessive 4) Dative
- 2) The teacher punished Sachin for his guilt.
The underlined word is in ——— case.
1) Objective 2) Nominative
3) Possessive 4) None of these
- 3) Choose grammatically correct sentence.
1) This is Rahul bag. 2) This is Rahul's bag.
3) This Rahuls bag. 4) This bag is Rahul.
- 4) Choose grammatically correct sentence.
1) Lata and Geeta father.
2) Lata's and Geeta's father.
3) Lata's and Geeta father.
4) Lata and Geeta's Father.
- 5) Choose the correct sentence.
1) This is Kale Kaka car.
2) This is Kale's Kaka Car.
3) This is Kale Kakas car.
4) This is Kale Kaka's car.
- 6) Choose grammatically correct sentence.
1) These are children games.
2) These are children's games.
3) These are children' games.
4) These are children games.
- 7) Choose grammatically correct sentence.
1) This is boys hostel.
2) This is boys' hostel.
3) This is boy's hotel.
4) This is boy hostel.
- 8) Choose grammatically correct sentence.
1) This is my father - in's - law car.
2) This is my father's - in law car.
3) This is my father - in-law car.
4) This is my father - in - law's car.
- 9) Choose wrong expression from following.
1) Dog's tail 2) Book's cover
3) Battery of car 4) Gopal's bag

10) Friends, be happy.

The underlined word is in ——— case.

- 1) Nominative 2) Objective
3) Possessive 4) vocative

11) This is my Friend's motorcycle. The underlined word is in ——— case.

- 1) objective 2) Possessive
3) Nominative 4) Dative

12) Choose wrong expression.

- 1) A week's holiday 2) A year's time
3) A length of foot 4) A pound's weight

13) Choose correct sentence.

- 1) My mother's friend's dog.
2) My mother of friend's dog.
3) The dog of my mother's friend.
4) None of these

14) Choose the most appropriate usage.

- 1) I like the poems of John Keats.
2) I like the poems from John Keats.
3) I like John Keats' poems.
4) I like John Keats's poems.

15) Which statement is correct? (ASST-12)

- A) I spent the holidays with my family members.
B) I spent the holidays with my family.
C) I spent the holidays with the members of my family.
1) Only A 2) Only B 3) Only C 4) B and C

Answer key

1 - 1	2 - 1	3 - 2	4 - 4	5 - 4
6 - 2	7 - 2	8 - 4	9 - 2	10 - 4
11 - 2	12 - 3	13 - 3	14 - 4	15 - 4

Error in the use of Nouns

● नामांच्या उपयोगाविषयी काही महत्त्वाच्या बाबी : या वाक्यांचा विद्यार्थ्यांनी काळजीपूर्वक अभ्यास करावा.

1) He is my cousin brother.

☞ cousin चा अर्थ चुलत भावंड असा होतो. cousin नंतर brother किंवा sister वापरू नये. त्याऐवजी He is my cousin. असे लिहावे.

2) Second hand furnitures were sold.

☞ furniture हा शब्द नेहमीच एकवचनी अर्थाने वापरला जातो म्हणून वाक्यातील क्रियापदसुद्धा एकवचनीच वापरावे लागते. त्यामुळे furniture was असे लिहावे.

3) He lives in a boarding.

☞ मराठीत ज्या नामाच्या शेवटी गृह शब्दप्रयोग करतात त्यासाठी इंग्रजीत House शब्दप्रयोग करतात. सिनेमागृह, वसतिगृह, विश्रामगृह - Cinema House, Boarding House, Rest House. अपवाद Kitchen

4) He did not listen to the advices of his teacher.

☞ advices चा अर्थ माहिती असा होतो; म्हणून सल्ला या अर्थाने advice शब्दप्रयोग करणे आवश्यक आहे.

He didn't listen to the advice of his teacher.

5) She always helps the poor people.

☞ the poor हे विशेषणसाधित नाम असल्याने पुन्हा त्यानंतर people हे नाम वापरू नये.

She always helps the poor.

6) I took my meals at 11'o clock.

☞ meals चा अर्थ दोन्ही वेळचे जेवण असा होतो. आपण एकाच वेळी दुपारचे व रात्रीचे जेवण घेऊ शकत नाही, म्हणून एका वेळच्या जेवणासाठी meal वापरावे. नाश्ता व दुपारचे जेवण यांना एकत्रीतरीत्या brunch शब्दप्रयोग आहे.

7) My son will be here in Diwali vacations.

☞ सुटीच्या एका कालखंडासाठी vacation शब्दप्रयोग करतात vacations वापरले तर एकापेक्षा अधिक कालखंड असा अर्थ होईल.

My son will be here in Diwali vacation.

8) Mr. Shinde is an English teacher.

☞ an English teacher असा शब्दप्रयोग केल्यास ब्रिटिश शिक्षक असा अर्थ होतो; म्हणून इंग्रजी विषयाच्या शिक्षकासाठी the teacher of English असा शब्दप्रयोग करावा.

9) One of the horse are black.

☞ one of the नंतर येणारे नाम शक्यतो अनेकवचनी असते तर अशा नामानंतर येणारे क्रियापद of the पूर्वीच्या शब्दानुसार असते. जसे की, One of the horses is black.

10) Good night, sir! How are you?

☞ संध्याकाळ ते मध्यरात्रीपर्यंत भेटण्याच्या वेळी Good evening म्हणतात तर निरोप घेताना Good night वापरतात.

11) Dal and Chapati are the food of Punjabi people.

☞ दोन एकवचनी नामे and ने जोडली असतील व त्या दोन्हीही नामांचा पुढे एकच घटक होत असेल तर त्या घटकानुसार क्रियापद घ्यावे. दिलेल्या वाक्यात dal, chapati हे food या पदार्थाचे घटक आहेत; म्हणून is हे क्रियापद food नुसार घ्यावे.

Dal and chapati is the food of Punjabi people.

12) The jury took their decision.

☞ Jury/Committee यातील सदस्यांत एकवाक्यता असल्यास ही नामे एकवचनी नपुंसकलिंगी अर्थाने वापरतात; म्हणून सर्वनाम it/it/its पैकी वापरतात; परंतु मतभिन्नता असल्यास अनेकवचनी अर्थाने they/them/their वापरतात.

The jury took its decision.

13) His hairs have turned grey.

☞ hair शब्द एकवचनी अर्थानेच वापरला जातो. सर्वच केस एकतर काळे असतील किंवा पांढरे असतील तर hair नंतर एकवचनी क्रियापद वापरावे. His hair has turned grey; परंतु काही काळे व काही पांढरे केस असतील तर hair चे रूप hairs वापरून क्रियापद अनेकवचनी वापरतात. Her hairs are black and grey. केसापूर्वी संख्यादर्शक शब्द असेल किंवा few, many सारखे विशेषण असेल तर hairs असा अनेकवचनी शब्दप्रयोग करावा.

1) I have three grey hairs on my head.

2) There are only few black hairs remained on my head.

पांढऱ्या केसांसाठी grey शब्दप्रयोग करावा; कारण केस शुभ्र पांढरे नसतात म्हणून white शब्दप्रयोग चूक आहे.

14) He takes pain over his work.

☞ pain चा अर्थ वेदना असा होतो तर pains या अनेकवचनी शब्दाचा अर्थ वेदना, काळजी, कष्ट घेणे असा होतो. वाक्याशी सुसंगत शब्द pains असून त्याचा अर्थ कष्ट घेणे होतो.

He takes pains over his work.

15) I am well up in my study.

- ☞ I am well up in my studies. अभ्यासात अनेक विषय असतात.

16) They are my son-in-laws.

- ☞ शब्दयोगी अव्ययाने जोडलेल्या दोन नामांचे अनेकवचन करताना पहिल्या शब्दाचे अनेकवचन होते.

They are my sons-in-law.

17) Raju's my neighbour's house is looted.

- ☞ राजूचे, माझ्या मित्राचे अशी दुहेरी विभक्ती करणे चूक आहे, त्याऐवजी वाक्य खालीलप्रमाणे करावे.

Raju, my neighbour's house is looted.

18) She brought two dozens eggs.

- ☞ hundred, dozen, score यांसारख्या शब्दांचा विशेषण म्हणून उपयोग केला असल्यास व त्यापूर्वी एखादा संख्यावाचक शब्द असल्यास वरील शब्दांचे नेहमी एकवचनच वापरतात.

She brought two dozen eggs.

19) The wages of sin are death.

- ☞ wages चा अर्थ शिक्षा असा घेतल्यास तो नेहमी एकवचनीच असतो म्हणून are ऐवजी एकवचनी क्रियापद is वापरावे.

The wages of sin is death.

20) Road closed for repair.

- ☞ दुरुस्तीमध्ये अनेक घटकांचा समावेश असतो.

Road closed for repairs.

21) The judge passed order for his release.

- ☞ एखाद्याच्या अधिकारात दिलेल्या आज्ञा.

The judge passed orders for his release.

22) He carried my luggages.

- ☞ luggage या शब्दातच सर्व सामान असा अर्थ व्यक्त होतो; म्हणून luggages असा अनेकवचनी शब्दप्रयोग चूक आहे.

He carried my luggage.

23) My car's battery is not working.

- ☞ शक्यतो निर्जीव घटकांची षष्ठी विभक्ती of प्रत्यय वापरून होते तर सर्जीवांसाठी 's वापरले जाते.

The battery of my car is not working.

24) Ram's and Shyam's car.

- ☞ and ने जोडलेल्या दोन नामांच्या मालकीची एकच वस्तू असेल किंवा दोघांचा संबंध एकाच घटकाशी असेल तर पहिल्या नामाला 's प्रत्यय न लावता. दुसऱ्या नामाला वापरावा. दोन्हीही

नामाची षष्ठी विभक्ती केल्यास रामची व शामची अशा दोन वेगवेगळ्या कार होतील.

1) Ram and Shyam's car.

2) Seeta and Geeta's father.

25) He has completed two-third of this book.

- ☞ One - third, Two - thirds, Three - fourths

He has completed two-thirds of this book.

26) He has a five-rupees note.

- ☞ कोणतेही नाम विशेषण म्हणून वापरल्यास ते नेहमी एकवचनीच वापरावे लागते.

He has a five-rupee note.

27) He is walking in the center of the road.

- ☞ center वर्तुळात असते रस्त्याला नसते.

He is walking in the middle of the road.

28) Though my means is small, I help my friends with money.

- ☞ means चा अर्थ मिळकत, पैसा, संपत्ती घेतल्यास तो नेहमी अनेकवचनी असतो. म्हणून अनेकवचनी क्रियापद वापरावे. Though my means are small, I help my friends with money.

29) We are the brothers of the same profession.

- ☞ समाज, व्यवसायबांधव यासाठी brethren वापरावे.

We are brethren of the same profession.

30) I do everything for conscience's sake.

- ☞ एखाद्या नामाच्या शेवटी s किंवा ce असेल व त्यानंतर sake शब्दप्रयोग केला असेल, तर अशा नामाला फक्त apostroph वापरून षष्ठी विभक्ती करावी, s प्रत्यय वापरू नये.

I do everything for conscience' sake.

31) Custom on exports and imports in India are so heavy.

- ☞ custom चा अर्थ चालीरीती, प्रथा असा होतो customs चा अर्थ जफात असल्याने वाक्य खालीलप्रमाणे लिहावे.

Customs on exports and imports in India are so heavy.

32) Good night! Glad to meet you.

- ☞ संध्याकाळ ते मध्यरात्रीपर्यंत भेटताना Good evening तर निरोप घेताना Good night वापरतात.

Good evening! Glad to meet you.

33) The Juries consist of ten members.

- ☞ Jury हे समूहवाचक नाम असल्याने त्याचे अनेकवचन करू नये या नामाचा उपयोग एकवचनप्रमाणे केला जात असल्याने क्रियापदही एकवचनीच वापरवे.

The Jury consists of ten members.

34) My brother is in the teaching line.

- ☞ जो धंदा किंवा व्यवसाय करण्यासाठी शिक्षणाची अट नसते त्याला line असे म्हणतात. तर जो व्यवसाय करण्यासाठी उच्चशिक्षणाची अट असते त्याला profession असे म्हणतात.

My brother is in the teaching profession.

35) Boy's clothes are more expensive than girls.

- ☞ मुलांच्या कपड्यांची तुलना मुलींच्या कपड्याशी न होता प्रत्यक्षात मुलींशीच होते, त्याकरिता दोन्ही कपड्यांच्या किमतीची तुलना करावयाची झाल्यास मुलींचीसुद्धा षठी विभक्ती वापरणे आवश्यक आहे.

Boy's clothes are more expensive than girl's.

36) The cattles are grazing.

- ☞ cattle हे समूहवाचक नाम असल्याने सर्वच जनावरांचा त्यात समावेश होतो. हा शब्द अनेकवचनी अर्थाने वापरत असल्याने पुन्हा त्याचे अनेकवचन करू नये.

The cattle are grazing.

37) The police has arrested the thief.

- ☞ A police एक पोलिस शिपाई, The police एक किंवा अनेक पोलिस the police असल्यास अर्थ अनेकवचनी घेऊन क्रियापदही अनेकवचनी वापरतात.

The police have arrested the thief.

38) The weather of Aurangabad is good for health.

- ☞ weather म्हणजे सामान्य हवामान परिस्थिती; परंतु विशिष्ट स्थळ किंवा काळ याचा उल्लेख करताना climate वापरतात.

The climate of Aurangabad is good for health.

39) You must be true to your words.

- ☞ words म्हणजे भाषेतील शब्द, word म्हणजे वचन किंवा दिलेला शब्द; तू तुझा शब्द (वचन) पाळले पाहिजे, यासाठी word हा शब्द योग्य आहे.

You must be true to your word.

40) Such phenomena has never been seen before.

- ☞ phenomena हे नाम नेहमीच अनेकवचनी अर्थाने वापरतात. Such phenomena have never been seen before.

41) I was sitting on the ground of the room.

- ☞ घराच्या बाहेरील मैदानास ground म्हणतात तर घर किंवा खोलीच्या तळभागास floor म्हणतात.

I was sitting on the floor of the room.

42) We need twenty males and thirteen females.

- ☞ males व females यातून नरजात व मादीजात असा अर्थबोध होतो. स्त्री आणि पुरुषांसाठी मात्र women and men असेच वापरवे लागेल.

We need twenty men and thirteen women.

43) What is your date of birth?

- ☞ date of birth असा शब्दप्रयोग चूक आहे कारण जन्माचा संबंध तारखेशी नसून व्यक्तीशी आहे म्हणून the date of your birth असे म्हणावे.

What is the date of your birth?

44) I don't know even alphabets of Marathi.

- ☞ एकाच भाषेतील एक व अनेक अक्षरांसाठी alphabet असाच शब्द वापरतात. alphabets वापरल्यास वेगवेगळ्या भाषांतील अक्षरे होतील.

I don't know even alphabet of Marathi.

45) The police could not find the reason of the accident.

- ☞ The Police could not find the cause of the accident.

46) His service has been terminated.

- ☞ His services have been terminated.

47) This house is built of bricks and stones.

- ☞ एखादी वस्तू तयार करण्यासाठी वापरलेले घटक नेहमी एकवचनी अर्थानेच वापरतात.

This house is built of brick and stone.

48) In the absence of positive witness, the murder case could not be established against him.

- ☞ In the absence of positive evidence, the murder case could not be established against him. Witness - साक्षिदार, evidence - पुरावा.

49) He put his sign to the letter.

- ☞ sign - चिन्ह, signature - स्वाक्षरी.

He put his signature to the letter.

50) Mankind are to be loved.

☞ Mankind एकवचनी अर्थाने वापरला जाणारा शब्द असल्याने त्यानंतर एकवचनी क्रियापद वापरावे.

Mankind is to be loved.

51) I want to know the content of the medicine.

☞ content - समाधान, contents - समाविष्ट घटक.

I want to know the contents of the medicine.

52) We entered the cinema.

☞ इमारतीचा उल्लेख करताना cinema या शब्दाबरोबर house वापरणे आवश्यक आहे.

We entered the cinema house.

53) Our elders gave us many advices.

☞ advice हे संख्येत न मोजता येणारे नाम असल्याने अनेकवचन करू नये. अनेक सल्ले अर्थाने Our elders gave us many pieces of advice अशी रचना असते.

54) She gave me informations.

☞ information हे संख्येत न मोजता येणारे नाम असल्याने अनेकवचन करू नये.

She gave me information.

55) The sceneries of Mahabaleshwar are very charming.

☞ scenery हे संख्येत न मोजता येणारे नाम असल्याने अनेकवचन करू नये तसेच क्रियापद एकवचनी वापरावे.

The scenery of Mahabaleshwar is very charming.

56) I want a paper.

☞ paper हे संख्येत न मोजता येणारे नाम आहे.

I want a piece of paper.

57) A poet and writer are dead.

☞ and ने जोडलेल्या दुसऱ्या नामापूर्वी उपपद/षष्ठी वापरलेली नसेल तर ती एकच व्यक्ती असते.

A poet and writer is dead.

58) There are many news published in local news papers.

☞ news हे संख्येत न मोजता येणारे नाम आहे अनेकत्व दर्शविताना खालीलप्रमाणे रचना करावी.

There are many items of news published in local news papers.

59) Is your scissors dull ?

☞ scissors हे अनेकवचनी नाम आहे.

Are your scissors dull ?

60) I go for a two miles walk daily.

☞ two miles हे विशेषणाचे कार्य कराते म्हणून अनेकवचन करू नये.

I go for a two mile walk daily.

Exercise

● Fill in the blanks with proper noun forms of given words in the brackets.

- Your —— (high) is 165cm.
- We can't measure the —— (deep) of this well.
- There is a —— (possible) of rain today.
- Children often have a —— (fond) for pets.
- Amitabh's —— (famous) spread all over India.
- He did not follow my —— (advise)
- Lack of studies was the cause of his —— (fail) in the examination.
- I don't know about the —— (arrive) of the guest.
- Children's —— (curious) is difficult to satisfy.
- Now we have given up —— (rely) on foreign goods.
- My uncle could not hide his —— (angry), when he saw my cousin playing marbles.
- Because of his —— (coward), he gave everything to the thieves.
- Mothers have great —— (anxious) for their children.
- The teacher was doubtful about his —— (able)
- The poor have to face many —— (hard)
- This is the —— (prove)
- Ramayana is the —— (tell) of Rama's bravery.
- His —— (busy) suffered due to load shading.
- Every where there was only —— (dirty)
- We should fight with terrorism with —— (unit)

- 21) Lack of exercise affects the ——— (grow) of a child.
- 22) Tata has started the ——— (produce) of Nano in Gujrat.
- 23) He was given an award for his ——— (brave)
- 24) The recent earthquake caused huge ——— (lose) of life.
- 25) Her ——— (perform) on the stage was very poor.
- 26) The authorities of the municipal corporation are trying to prevent the ——— (slay) of animals.
- 27) Indications have been found of ——— (exist) of life on other planets too.
- 28) I have no ——— (intend) of going out today.
- 29) ——— (prevent) is better than cure.
- 30) There is no ——— (respond) from them yet.

Answers

- | | |
|-----------------|----------------|
| 1) height | 2) depth |
| 3) possibility | 4) fondness |
| 5) fame | 6) advice |
| 7) failure | 8) arrival |
| 9) curiosity | 10) reliance |
| 11) anger | 12) cowardice |
| 13) anxiety | 14) ability |
| 15) hardships | 16) proof |
| 17) tale | 18) business |
| 19) dirt | 20) unity |
| 21) growth | 22) production |
| 23) bravery | 24) loss |
| 25) performance | 26) slaughter |
| 27) existence | 28) intention |
| 29) prevention | 30) response |

2) Pronouns (सर्वनामे)

नामाऐवजी वापरल्या जाणाऱ्या शब्दाला 'सर्वनाम' म्हणतात. सर्वनामांचे खालील प्रकार पडतात.

- 1) Personal Pronouns पुरुषवाचक सर्वनामे
- 2) Reflexive Pronouns आत्मवाचक/कर्मवाचक सर्वनामे
- 3) Demonstrative Pronouns दर्शक सर्वनामे
- 4) Indefinite Pronouns अनिश्चितार्थी सर्वनामे
- 5) Interrogative Pronouns प्रश्नार्थक सर्वनामे
- 6) Distributive Pronouns विभाजक सर्वनामे
- 7) Relative Pronouns संबंधी सर्वनामे
- 8) Exclamatory Pronouns उद्गारवाचक सर्वनामे
- 9) Emphatic Pronouns परिणामकारी सर्वनामे

1) **Personal Pronouns (पुरुषवाचक सर्वनामे)** : पुनरावृत्ती टाळण्यासाठी जी सर्वनामे वापरतात ती पुरुषवाचक गटात मोडतात.

➤ इंग्रजीत पुरुषवाचक सर्वनामे एकूण आठ आहेत.

Pronoun (सर्वनाम)	अर्थ	वचन
I	मी	एकवचन
He	तो	एकवचन
She	ती	एकवचन
It	ते	एकवचन
You	तू	एकवचन
You	तुम्ही	अनेकवचन
They	ते, त्या, ती	अनेकवचन
We	आम्ही	अनेकवचन

➤ Ram was a king. **He** was very brave.

● पुरुषावरून सर्वनामांची खालील तीन गटांत विभागणी होते.

Person (पुरुष)

First Person प्रथम पुरुष	Second Person द्वितीय पुरुष	Third Person तृतीय पुरुष
I - ए.व. We - अ.व.	You - ए.व. You - अ.व.	He She It They - अ.व.

अति महत्वाचे : वाक्यात क्रियापदाचे मूळ रूप असल्यास -

I/we - v1
you/you - v1
he/she/it (एकवचनी नाम) - v + s/es
they (अनेकवचनी नाम) - v1

Pronoun & First form of verb

सर्वनाम	क्रियापदाचे मूळरूप
I	Write
He	Writes
She	Writes
It	Writes
You	Write
You	Write
they	Write
We	Write

सर्वनामाचे वचन

Singular (एकवचन)	Plural (अनेकवचन)
I	We
You	You
He	
She	They
It	

**Cases of Pronouns
(सर्वनामांची विभक्ती)**

Nominative Case प्रथमा विभक्ती (कर्ता)	Objective Case द्वितीया विभक्ती (कर्म)	Possessive Case (पत्नी)	
		Poss.adj. स्वामित्वदर्शक विशेषण	Poss.Pro. स्वामित्वदर्शक सर्वनाम
I	me	my	mine
He	him	his	his
She	her	her	hers
It	it	its	its
You	you	your	yours
You	you	your	yours
They	them	their	theirs
We	us	our	ours

स्वामित्वदर्शक सर्वनामांना फक्त S जोडवा. (') वापरू नये.

- **विभक्तीविषयी खालील बाबी लक्षात ठेवाव्यात :**
- 1) **Nominative case (प्रथमा विभक्ती) :**
कर्त्याची विभक्ती प्रथमा असते. क्रियापदापूर्वी कोणतेही सर्वनाम वापरावयाचे झाल्यास ते प्रथमा विभक्तीतच असते.
 - 1) She is a doctor. (Correct)
 - 2) Her is a doctor. (Incorrect)
- 2) **Objective case (द्वितीया विभक्ती) :**
 - i) या विभक्तीला 'ला' प्रत्यय असतो. कर्माची विभक्ती नेहमी द्वितीयाच असते. क्रियापद, शब्दयोगी अव्यय, let नंतर येणारे सर्वनाम द्वितीयेतच असते.
 - 1) She wrote I a letter. (Incorrect)
 - 2) Let me go.
 - 3) Manoj laughed at you and me.
 - 4) She wrote me a letter. (Correct)
 - 5) I spoke to him.
 - ii) Like / unlike चा उपयोग शब्दयोगी अव्यय म्हणून केल्यास त्यानंतर येणाऱ्या सर्वनामाची विभक्ती द्वितीया असते.
 - 1) My son looks like me.
 - 2) You are like her.
 - iii) All, none, everybody, no, everything, nothing, nobody, no where नंतर but आल्यास त्या वाक्याचा कर्ता प्रथमा किंवा द्वितीया अशा दोन्हीही विभक्तीत चालतो; परंतु प्रथमेत अधिक योग्य मानला जातो. अशा वाक्यात but चा वापर च्या शिवाय असा होतो.
 - 1) Everyone but she / her knew the answer.
 - iv) परंतु but नंतर फक्त सर्वनामच असेल तर ते द्वितीयेत घ्यावे. 1) Everyone was there but me.
 - v) Gerund (V + ing) नंतर सर्वनामाची द्वितीया असते.
 - 1) Talking him was pleasant.
 - 2) Visiting them delightful.
- **Important** ●
- 1) कर्ता व कर्म भिन्न घटक असतील तर कर्ता प्रथमेत, तर कर्म द्वितीयेत असते.
 - 1) I saw her.

- 2) कर्ता व कर्म एकच असतील म्हणजे कर्ता स्वतःवरच क्रिया करत असेल तर कर्ता प्रथमेत तर कर्माच्या जागी आत्मवाचक सर्वनाम असते.
1) I hurt myself.
- 3) To be चे रूप मुख्य क्रियापद असेल व त्याच्या मागे पुढे एकच व्यक्ती असेल तर दोन्हीही सर्वनामे प्रथमेतच असतात.
1) She is a doctor. 2) She is she.
- परंतु इंग्रजीत नामांची पुनरावृत्ती टाळली जाते. त्यासाठी पुढील नामाकरीता **Introductory subject** म्हणून it किंवा this वापरले जाते.
1) It is a book. 2) It is raining.
3) It is she. 4) It is I.
- 4) **And, or, as well as etc.** च्या मागे पुढे येणाऱ्या सर्वनामांची विभक्ती सारखीच असते.
1) Kiran and I go to collage everyday.
2) My father forbade you and me to play in the Sun.
3) He, she and I are good friends.
4) Between him and her, she is taller.
- 5) To be चा वापर **Infinitive** म्हणून केला असेल व त्यानंतर येणारे सर्वनाम नेमके कोणत्या कर्त्यासाठी वापरले आहे हे स्पष्टपणे दिलेले नसेल तर ते सर्वनाम प्रथमेत घ्यावे.
1) I would not want to be he.
- 6) To be चा वापर **Infinitive** म्हणून केला असेल व त्यानंतर येणारे सर्वनाम पहिल्या वाक्यातील कर्मासाठी असेल तर मात्र ते दिवतीयेत घ्यावे.
1) I know the man to be him.
- 7) **Who/That/Which** चा उपयोग संबंधी सर्वनाम म्हणून केला असेल तर हे शब्द ज्या नामासाठी वापरले आहेत, त्यानुसारच **Who/That/Which** नंतरचे क्रियापद घ्यावे.
1) It is I who am playing cricket.
2) It is they who have a car.
3) I who am a teacher, teach here.
4) God helps those who help themselves.
5) The cyclist who won the race trained hard.
6) Mohan is one of the greatest painters that live in Aurangabad.
7) The pants that I bought yesterday are already stained.

- 8) **It** चा वापर वेळ, अंतर, ऋतू यांचा उल्लेख करण्यासाठी होतो.
1) It is 9 a.m.
2) It is summer.
3) It is night.
- 9) **This** चा वापर व्यक्ती, वस्तू, नाव, ओळख, परिचय, समीपता दर्शविण्यासाठी केला जातो.
1) This is a notebook.
2) This is 9011025700
3) This is All India Radio.
- 3) **Possessive Adjective (स्वामित्वदर्शक विशेषणे):**
स्वामित्वदर्शक विशेषण हे फक्त नामापूर्वीच वापरले जाते, नामाशिवाय ते वापरले जात नाही. रिकामी जागा नामापूर्वी असेल तर स्वामित्वदर्शक विशेषणच वापरावे.
1) ----- computer is not working. (my/mine)
☞ My computer is not working.
2) ----- son is not doing well in the school. (your/yours)
☞ Your son is not doing well in the school.
3) We are concerned about ----- performance. (her/hers)
☞ We are concerned about her performance.
4) I could not understand ----- intentions. (your/yours)
☞ I could not understand your intentions.
5) Stop messing with ----- hair. (my/mine)
☞ Stop messing with my hair.
- 4) **Possessive Pronouns (स्वामित्वदर्शक सर्वनामे):**
a) स्वामित्वदर्शक सर्वनामे ज्या नामाची मालकी दाखवतात, त्या नामानंतरच वापरली जातात किंवा वाक्यात मालकी असलेले नामच नसेल तर स्वामित्वदर्शक सर्वनाम वापरतात.
1) The red balls are ----- . (my/mine)
☞ The red balls are mine.
2) The orange saree is ----- . (her/hers)
☞ The orange saree is hers.
3) Is this your book? That one is ----- . (my/mine)
☞ Is this your book? That one is mine.

- 4) Here is my book. Where's ----- ? (your/yours)
 - Here is my book. Where's yours?
 5) May I borrow your pen? I lost ----- . (my/mine)
 - May I borrow your pen? I lost mine.
 6) Why are you using my mobile? Where is ----
 ---? (your/yours)
 - Why are you using my mobile?
 - Where is yours?

- Note : वस्तुचे नाव न घेता 'तुमचे आहे का?' या अर्थाने फक्त 'yours?' वापरावे..
 b) स्वामित्वदर्शक सर्वनाम कर्ता म्हणून वापरता येते.
 1) Ours is a great country.
 2) Hers is a nice car.
 c) स्वामित्वदर्शक विशेषणानंतर येणाऱ्या नामाची पुनरावृत्ती टाळण्यासाठी स्वामित्वदर्शक सर्वनाम वापरतात.
 1) I prefer your company to hers.
 2) Your problem is different from mine.

सर्वनामे व प्राथमिक साहाय्यकारी क्रियापदे यांची सुसंगती

Pronouns सर्वनामे	Primary Helping Verbs प्राथमिक साहाय्यकारी क्रियापदे					
	to be ची रूपे		to have ची रूपे		to do ची रूपे	
	वर्तमानकाळ	भूतकाळ	वर्तमानकाळ	भूतकाळ	वर्तमानकाळ	भूतकाळ
I	am	Was	have	had	do	did
He	is	Was	has	had	does	did
She	is	Was	has	had	does	did
It	is	Was	has	had	does	did
You	are	Were	have	had	do	did
They	are	Were	have	had	do	did
We	are	Were	have	had	do	did

सर्वनामे व भाववाचक साहाय्यकारी क्रियापदे यांची सुसंगती

Pronouns सर्वनामे	Modal Auxiliaries भाववाचक साहाय्यकारी क्रियापदे								
	Shall	can	could	may	might	Should	would	must	
I	Shall	can	could	may	might	Should	would	must	
He	Will	can	could	may	might	Should	would	must	
She	Will	can	could	may	might	Should	would	must	
It	Will	can	could	may	might	Should	would	must	
You	Will	can	could	may	might	Should	would	must	
You	Will	can	could	may	might	Should	would	must	
They	Will	can	could	may	might	Should	would	must	
We	Shall	can	could	may	might	Should	would	must	

● सर्वनामांविषयी महत्त्वाचे ●

- 1) तीनही पुरुषी सर्वनामे एकाच वाक्यात वापरण्याची झाल्यास पुढीलप्रमाणे रचना असावी.
 - A) सामान्य/चांगली परिस्थिती - दिव.पु + तु.पु. + प्र.पु.
 - B) चूक /दिलगिरी/ माफी - प्र.पु + दिव.पु + तु.पु.
 - 1) You, he and I are good friends.
 - 2) I, You and he are wrong.
- 2) Degree च्या वाक्यात तुलना करताना ज्या दोन नामांची/सर्वनामांची तुलना होते त्यांची विभक्ती सारखीच असते.
 - 1) I love you more than him. (दोन कर्मात तुलना)
 - 2) I love you more than he. (दोन कर्त्यात तुलना)
 - 3) She is taller than he. (दोन कर्त्यात तुलना)
- 3) Degree च्या वाक्यात तुलना करताना than नंतरचे सर्वनाम प्रथमेत घ्यावे की, दिवतीयेत या विषयी वेगवेगळी मते आहेत. than चा वापर preposition म्हणून केल्यास than नंतर दिवतीया घ्यावी असे oxford dictionary मध्ये than च्या उपयोगात स्पष्टपणे दिले आहे; परंतु conjunction म्हणून than चा वापर केल्यास मात्र than नंतर प्रथमा वापरावी.
 - 1) She is taller than me. (preposition)
 - 2) She is taller than I am. (conjunction)
 - Note : परंतु तुलना करताना दोन्हीही नामे एकाच विभक्तीत असावी लागतात. त्यानुसार आयोगाच्या प्रश्नपत्रिकेतसुद्धा than नंतर प्रथमाच असणारी रचना घेतलेली आहे.
 - Which of the following is correct? (sti-dpt. 12)
 - a) He is older than I. b) He is elder than I.
 - 1) only (a) 2) only (b)
 - 3) both (a) and (b) 4) neither (a) nor (b)
- 4) जर तुलना करताना दोन्ही नामांपूर्वी षष्ठी असेल तर पुढा नामाची पुनरावृत्ती न करता फक्त षष्ठी लिहावी.
 - 1) Boy's clothes are more expensive than girl's clothes. (incorrect)
 - 2) Boy's clothes are more expensive than girl's. (correct)
- 5) जर सर्वनामाची षष्ठी असेल व अशा नामाची पुनरावृत्ती होत असेल तर शेवटी येणाऱ्या नामाची पुनरावृत्ती न करता षष्ठी ऐवजी स्वामित्वदर्शक सर्वनाम वापरावे.
 - 1) My car is bigger than her car. (incorrect)

2) My car is bigger than hers. (correct)

- 6) तुलना करताना of पूर्वीच्या नामाची पुनरावृत्ती होत असेल तर ती टाळण्यासाठी that वापरावे
 - 1) The temperature of Pune is hotter than the temperature of Mumbai. (incorrect)
 - 2) The temperature of Pune is hotter than that of Mumbai. (correct)

Subject Verb Agreement

- 1) वाक्याचे क्रियापद कर्त्याच्या लिंग, वचन, पुरुषानुसार असते.
 - 1) The cat is playing with her ball.
 - 2) The cats are playing with their ball.
 - 3) My friend was not present there.
 - 4) She does not like coffee.
 - 5) I have a car.
- 2) and ने स्वतंत्र दोन वेगवेगळे घटक जोडले असतील तर त्यांना अनेकवचनी मानून क्रियापद they नुसार अनेकवचनी घ्यावे; परंतु त्या दोन नामांचा पुढे एकच घटक होत असेल, तर अशा घटकाच्या वचनावरून वाक्याचे क्रियापद घ्यावे.
 - 1) Madhu and Sadu (they) do not play cricket.
 - 2) Dal and Chapati is the food of Punjabi people.
 - 3) Ram and Shyam are players.
 - 4) The cow and the pig are jumping over the moon.
 - 5) Red beans and rice is my mom's favorite dish.
- 3) and ने दोन नामे जोडले असतील व उपपद किंवा स्वामित्वदर्शक विशेषण फक्त पहिल्या नामापूर्वी वापरलेले असेल तर ती एकच व्यक्ती असते; परंतु दोन्ही पूर्वी वापरल्यास ते दोन व्यक्ती असतात.
 - 1) The Magistrate and collector has prepared his statement.
 - 2) The Principal and the Secretary have tendered their resignation.
 - 3) There is a black and white cow. (one)
 - 4) There is a black and a white cow. (two)
- 4) and ने जोडलेली एकपेक्षा अधिक नामे एकाच व्यक्तीची असतील तर मात्र क्रियापद पहिल्या नामानुसार घ्यावे.

➤ Rahul, my friend and good actor, is our neighbour.

- 5) कर्ता तू, पु. ए. व. असेल तर त्यापुढे क्रियापदाच्या मूळ रूपाला s/es प्रत्यय लागतो.
1) Ram/He/She/It plays cricket.
- 6) कर्ता अनेकवचनी किंवा I/you/they पैकी असल्यास त्यापुढे क्रियापदाच्या मूळरूपाला कधीही s/es प्रत्यय जोडू नये.
1) Children/I/they/you Play cricket.
- 7) **Everyone, Everybody, somebody, nobody, someone** यासारखी अनिश्चित सर्वनामे एकवचनी असल्याने क्रियापदसुद्धा एकवचनी पाहिजे. तसेच वरीलपैकी शब्द ज्या वाक्याचा कर्ता असेल त्यावाक्यातील क्रियापद व सर्वनामे तसेच सर्वनामांच्या विभक्ती एकवचनी वापरल्यात.
1) **Everyone is selfish.**
2) **Everybody of the girls has submitted her homework.**
- 8) अनेकवचनी घटकाचे प्रमाण दर्शविल्यास क्रियापदसुद्धा अनेकवचनी असते.
1) Half/30 of every 100 children are malnourished
- 9) **A number of** नंतर अनेकवचनी नाम आल्यास क्रियापद अनेकवचनी असते; परंतु **The number of** नंतर जरी अनेकवचनी नाम आले तरी क्रियापद मात्र एकवचनीच असते.
1) The number of students we need to hire is thirteen.
2) A number of women are attending the party.
- 10) **of the** नंतरचे नाम संख्येत मोजता येणारे असेल तर ते अनेकवचनी असते व क्रियापद **of the** पूर्वीच्या नामानुसार असते.
1) Some of the TV serials are worth seeing.
2) One of the TV serials is worth seeing.
- 11) **of the** नंतर पदार्थावाचक नाम असून त्याचा काही भाग/परिमाण **of the** पूर्वी दिले असेल तर क्रियापद पदार्थानुसारच एकवचनी घ्यावे.
1) Some of the sugar is used for making sweets.
2) Two pounds of coffee costs 200rs.
3) Five gallons of petrol is required to get the engine start.
- 12) **of the** नंतर एकाच घटकाचे नाव असेल व त्याची काही अंगे **of the** पूर्वी दिलेली असतील तर क्रियापद **of the** पूर्वीच्या नामानुसार अनेकवचनी घ्यावे.

- 1) The horns of the cow are very sharp.
2) The colours of the rainbow are beautiful.
- 13) **of the** पूर्वी एकवचनी नाम असेल परंतु त्यातील काही अंतर्भूत घटक **of the** नंतर दिलेले असतील तर क्रियापद एकवचनी घ्यावे.
1) The basket of apples and pears is hanging from a hook.
- 14) कर्ता व क्रियापद यांच्यामध्ये गौण वाक्य आले तरी क्रियापद मूळ कर्त्यानुसार असते.
1) The dog, which is standing on the compound wall, is usually very good.
- 15) कर्त्यापूर्वी **each, every, no** पैकी शब्द आल्यास क्रियापद एकवचनी वापरावे.
1) No smoking or drinking is allowed.
2) Every boy and girl is required to check in.
3) Everybody wants to play cricket.
4) Each boy and girl is invited.
- 16) दोन **infinitives** जर **and** ने जोडले तर क्रियापद अनेकवचनी घ्यावे.
1) To walk and to swim are types of exercise.
- 17) **gerund** चा वापर कर्ता म्हणून केल्यास क्रियापद एकवचनी घ्यावे; परंतु दोन **gerunds** जर **and** ने जोडले तर क्रियापद अनेकवचनी घ्यावे.
1) Standing in the water is a good idea.
2) Swimming and playing drums are Rahul's hobbies.
- 18) पुस्तकाची नावे, चित्रपटाची नावे, कथा, कादंबऱ्या यांची नावे एकवचनी असतात.
1) 'The Three Musketeers' is a wonderful book.
- 19) दोन नामे जर **as well as, in addition to, besides, like, unlike, with, along with, together with, accompanied by, led by, guided by, controlled by, governed by, rather than, and not** ने जोडल्यास क्रियापद पहिल्या कर्त्यानुसार असते.
1) You as well as your sister were in the wrong.
2) He together with his friends is coming today.
3) The headmaster along with the teachers is expected tomorrow.
4) Excitement as well as nervousness is the cause of her stutter.

- 20) Neither—nor, Either—or, or, or, nor ने दोन कर्ते जोडल्यास क्रियापद जवळच्या कर्त्यानुसार असते व ज्या कर्त्यानुसार क्रियापद असते त्यानुसारच सर्वनामेसुद्धा असतात.
- 1) Neither you nor I am willing to do it.
3) Either you or he is making a noise.
- 2) Has either Sachin or his friends broken the cup?
- 21) जर दोन कर्ते not..but किंवा not ने जोडले असतील तर क्रियापद ज्या कर्त्याबरोबर not नाही त्यानुसार घ्यावे लागते.
- 1) Not she but her friends are guilty.
- 22) More than one नंतर एकवचनी नाम व एकवचनी क्रियापद असते.
- 1) More than one room is vacant.
- 23) Here/there वाक्याचा कर्ता असेल तर हे शब्द ज्या नामासाठी वापरले आहेत त्यानुसार वाक्याचे क्रियापद घ्यावे.
- 1) There was a King.
2) There were two kings.
3) Here are some papers.
- 24) It सर्वनाम असल्याने क्रियापद सुद्धा It नुसारच असते.
- 1) It is these girls that came late today.
- 25) कर्त्याच्या जागी असलेल्या शब्दसमूहासाठी पुढे एकच शब्द आला असेल तर त्या शब्दानुसार वाक्याचे क्रियापद ठरते.
- 1) Two thousand rupees is handsome amount.
2) Hundred kilometres is a long distance.
- 26) Except हे शब्दयोगी अव्यय असल्याने त्यानंतर सर्वनामाची द्वितीया वापरावी.
- 1) Everyone attended the party except him.
- 27) such as नंतर येणारे सर्वनाम प्रथमेत घ्यावे.
- 1) I have no liking for such a woman as she.
- 28) Not only — but also ने दोन कर्ते जोडल्यास क्रियापद दुसऱ्या कर्त्यानुसार घ्यावे.
- 1) Not only the fans but also the team's head coach was shocked.
- 29) वाक्यात एकपेक्षा अधिक पुरुषी सर्वनामे असतील तर क्रियापद व सर्वनामांच्या विभक्ती खालीलप्रमाणे घ्याव्यात.
- a) You and I - we नुसार
b) You and he - You नुसार
c) he and I - we नुसार
d) You, he and she - You नुसार

e) You, he and I - we नुसार

f) he, she and they - they नुसार

1) You and I must obey our parents.

2) You and he have done your home work.

3) He and I do our lesson ourselves.

4) You, he and she go to your school in time.

5) You, he and I have finished our work.

30) व्यक्ती तिरस्कार नसून सवयीचा तिरस्कार असेल तर बऱ्या वापरून खालीलप्रमाणे रचना करावी.

1) My father does not like me going to pictures. (incorrect)

2) My father does not like my going to pictures. (correct)

Exercise

● Choose proper forms of pronouns to fill in the blanks :

1) Let you and —— try that. (I/me)

2) Wait for me and —— (he/him)

3) Between you and —— I believe him. (I/me)

4) Let —— go to the movie. (We/us)

5) —— am a teacher. (I/we)

6) The book is —— . (her/hers)

7) This is —— book. (my/mine)

8) This book is —— . (my/mine)

9) It was —— that gave you the alarm. (I/me)

10) He and —— were fast friends. (she/her)

11) Annie and her brothers —— at school. (is, are)

12) The dog or the cats —— outside. (is, are)

13) —— the tweezers in this drawer? (Is, Are)

14) Your pants —— at the cleaner's. (is, are)

15) Benito —— know the answer. (doesn't, don't)

16) —— the news on at five or six? (Is, Are)

17) Either answer —— acceptable. (is, are)

18) Every one of those books —— fiction. (is, are)

19) Either my shoes or your coat —— always on the floor. (is, are)

- 20) George and Tamara ——— want to see that movie.(doesn't, don't)
- 21) One of my sisters ——— going on a trip to France. (is, are)
- 22) The man with all the birds——— on my street. (live, lives)
- 23) The movie, including all the previews, ——— about two hours to watch. (take, takes)
- 24) The players as well as the captain ——— to win. (want, wants)
- 25) Nobody ——— the trouble I've seen. (know, knows)
- 26) Mathematics ——— John's favourite subject. (is, are)
- 27) Eight dollars ——— the price of a movie these days. (is, are)
- 28) There ——— fifteen candies in that bag. (was, were)
- 29) The committee ——— very different lives in private. (leads, lead)
- 30) The Prime Minister, together with his wife, ——— the press cordially. (greet, greets)
- 31) All of the CDs, even the scratched one, ——— in this case. (is, are)
- 32) Either my mother or my father ——— coming to the meeting.(is, are)

Answer

- 1) me 2) him 3) me 4) us
 5) I 6) hers 7) my 8) mine
 9) I 10) she 11) are 12) are
 13) are 14) are 15) doesn't 16) is
 17) is 18) is 19) is 20) don't
 21) is 22) lives 23) takes 24) want
 25) knows 26) is 27) is 28) were
 29) lead 30) greets 31) are 32) is

2) **Reflexive Pronouns** (कर्मवाचक किंवा आत्मवाचक सर्वनामे) :

3) **Emphatic Pronouns** (परिणामकारी सर्वनामे) :

Pronouns	Reflexive pronoun	अर्थ
I	myself	मला स्वतःला
He	himself	त्याला स्वतःला
She	herself	तिला स्वतःला
It	itself	त्याला स्वतःला
You	yourself	तुला स्वतःला
You	Yourselves	तुम्हाला स्वतःला
they	themselves	त्यांना स्वतःला
we	ourselves	आम्हाला स्वतःला

➤ कर्ता व कर्म एकच असेल म्हणजे कर्त्याने केलेली कृती त्याच्या स्वतःवरच घडत असेल तर ती आत्मवाचक सर्वनामाने दर्शवितात.

■ **Reflexive Pronouns :**

- 1) He hurt himself with a knife.
- 2) Be careful, you will hurt yourself.
- 3) He enjoyed himself in the party.
- 4) Mr. Khan prides himself on his success.

➤ कर्ता दुसऱ्यावर क्रिया करत असेल म्हणजेच कर्ता व कर्म वेगवेगळी असतील तर वाक्यात वापरलेले आत्मवाचक सर्वनाम त्या कर्त्यावर त्यानेच कृती केली असा जोर निर्माण करते तेव्हा ते परिणामकारी/जोरदर्शक होते.

■ **Emphatic Pronouns :**

- 1) He himself cooked the food.
- 2) I did it myself.
- 3) Mr.Patil himself was not aware of the plan.
- 4) Rahul himself went to the market and bought it.

● टीप : आत्मवाचक सर्वनाम पूर्व उल्लेख असल्याशिवाय वापरता येत नाहीत; म्हणून पूर्व उल्लेख नसताना Myself, himself अशी सुरुवात न करता I myself, He himself अशी सुरुवात करावी. एकवचनासाठी self तर अनेकवचनासाठी selves प्रत्यय लागतो.

1) enjoyed, pride, absent, present, introduce, busy, avail, address, hurt, cheat, prostrate, resign, apply नंतर कर्त्यानुसार आत्मवाचक सर्वनाम वापरावे.

- 1) I introduced myself to the panel.

2) **Reflexive Pronouns** कधीही वाक्याचा कर्ता म्हणून वापरले जात नाही. तसेच या सर्वनामांबरोबर कधीही ('s) वापरले जात नाही.

- 1) Myself is Mr. B. A. Shinde. (incorrect)
- 2) I am Mr. B. A. Shinde. (correct).

3) कर्ता व कर्म एकच व्यक्ती असेल तर कर्माच्या जागी आत्मवाचक सर्वनाम असते; परंतु भिन्न असतील तर कर्माच्या जागी सर्वनामाची द्वितीया वापरली जाते.

- 1) My mother must look after herself.
(कर्ता व कर्म एकच व्यक्ती)
- 2) The principal distributed the books among them. (कर्ता व कर्म दोन व्यक्ती)

4) **Demonstrative Pronouns** (दर्शक सर्वनामे) :

➤ व्यक्ती किंवा वस्तूचा निर्देश करण्यासाठी दर्शक सर्वनामे वापरतात.

Singular	Plural
this	these
that	those
such	such
the same	the same

a) **This/ these** ने जवळच्या वस्तूचा निर्देश होतो तर **that/those** ने दूरच्या वस्तूचा निर्देश होतो.

- 1) **This** is a boy.
- 2) **These** are boys.
- 3) **That** is a car.
- 4) **Those** are cars.
- 5) **This** is my mother's ring.
- 6) **That** looks like a car.
- 7) **These** are nice shoes.
- 8) **Such** was her command over the English language.

● महत्त्वाचे ●

b) **This/that sort of/kind of** + एकवचनी नाम + एकवचनी क्रियापद

These/those sorts of/ kinds of + अनेकवचनी नाम + अनेकवचनी क्रियापद

- 1) **This** kind of shirt is costly.
- 2) **These** kinds of shirts are costly.

- 3) I do not like these/those kinds of novels.
- 4) I don't like this/that kind of novel.
- 5) This sort of problem is quite common.
- 6) These sorts of problems are quite common.

5) **Indefinite Pronouns** (अनिश्चित सर्वनामे) :

➤ वापरलेले सर्वनाम नेमके कोणत्या व्यक्तीसाठी वापरले आहे हे निश्चितपणे सांगिता येत नसेल तर ते अनिश्चित सर्वनाम असते.

a) **Singular** : one, anyone, everyone, no one, someone, anybody, everybody, nobody, somebody, another, the other, either, neither, each, little, less, much

b) **Plural** : both, few, fewer, many, others, several

c) **Singular or plural** : all, any, more, most, some

- 1) **All** were present.
- 2) **Some one** has stolen my necklace.
- 3) **Many** of the students were absent yesterday.
- 4) **Both** of them are invited.
- 5) Does **anybody** help me?
- 6) Please pass the football to **another**.
- 7) **Each** of us has bought a book.
- 8) **Everything** is going according to the plan.
- 9) **All** are welcomed in my birthday party. (plural)
- 10) **All** is well. (singular)

● **Note** : अनिश्चित सर्वनामाच्या शेवटी one/body/thing असेल तर ते सर्वनाम एकवचनी असते.

● **One** या अनिश्चित सर्वनामाविषयी महत्त्वाचे ●

अनिश्चित सर्वनाम	षष्ठी	आत्मवाचक सर्वनाम
one	one's	oneself
everyone/body	his	himself
one of the girls	her	herself
one of the boys	his	himself
it	its	itself

- 1) **One** must obey **one's** parents.
- 2) **Everyone** must obey **his** parents.
- 3) **One** must not boast about **oneself**.
- 4) **One** should be careful about **one's** career.

5) Every one must look after his parents.

6) Everyone of the boys has given his bike.

- **Note :** Of the नंतरचे नाम संख्येत मोजता येणारे असेल तर ते अनेकवचनी असते व त्यानंतर येणारे क्रियापद of the पूर्वीच्या शब्दानुसार असते; परंतु of the नंतर येणारे नाम पदार्थवाचक असेल तर वाक्याचे क्रियापद एकवचनी it नुसार घ्यावे.

1) Some of the horses are black.

2) One of the horses is black.

3) Some of the sugar is used.

4) Two litters of milk costs 100 rupees.

- 1) One / body वाक्याचा कर्ता असेल तर त्या वाक्यातील क्रियापद व सर्वनामाच्या विभक्ती he नुसार एकवचनी असतात; परंतु नवीन वाक्यात उल्लेख करताना त्यांच्यासाठी they हे अनेकवचनी सर्वनाम वापरावे. ही सर्वनामे कोणत्या लिंगासाठी वापरली आहेत हे पुढे दिलेले असेल तर त्या लिंगानुसार एकवचनी सर्वनामे घ्यावीत.

None

Nobody

Anyone 1) ए.व.क्रि.

Someone 2) of the+अ.व.नाम+ए.व.क्रि.

Everyone

Everybody

Somebody

1) Everyone has submitted his home work.

3) Everybody of the girls has paid her fees.

2) A : None is present. B : Where are they?

4) I helped everyone of the boys in his studies.

5) None of the brothers has their father's talent.

6) None of her features is remarkable.

- 2) खालील अनिश्चित सर्वनामांचा question tag करताना अनेकवचनी क्रियापद घेऊन they नुसार करावा.

1) Everyone plays cricket, don't they?

- 3) जर वाक्यात own चा वापर केलेला असेल तर त्यापूर्वी त्याच वाक्यातील कर्त्याची पंथी वापरली जाते.

1) Each of the girls gave her own version of affairs.

2) Each of the boys gave his own versions of affairs.

- 4) खालील अनिश्चित सर्वनामे वस्तुरूपी कर्त्यासाठी एकवचनी अथवा वापरली जातात. या अनिश्चित सर्वनामांसाठी I/ its/itself या एकवचनी सर्वनामांचा वापर करावा. तर question tag करताना it नुसार एकवचनी क्रियापद घेऊन करावा.

Everything

Something 1) ए.व.क्रि.

Nothing 2) of the + अ.व.नाम + ए.व.क्रि.

Anything

1) Every thing is ready.

2) Nothing of the books is available.

3) Every thing is beautiful, isn't it?

- 5) वाक्यात अनिश्चित सर्वनाम असेल तर त्यासंबंधी पंथी विभक्ती किंवा सर्वनाम वापरावयाचे झाल्यास ते पुल्लिंगी वापरतात.

1) Every one has his duties.

- 6) एकवचनी countable noun ची पुनरावृत्ती टाळण्यासाठी one तर अनेकवचनी countable noun ची पुनरावृत्ती ones ने टाळली जाते.

1) This is a new shirt, but that is an old one.

2) These are new shirts, but those are old ones.

- 7) खालील अनिश्चित सर्वनामे अनेकवचनी/एकवचनी अथवा वापरली जाऊ शकतात.

- टीप : of ने दोन शब्द जोडल्यास of पूर्वीचा शब्द कर्ता असतो तर नंतरचा कर्म असतो. वाक्याचे क्रियापद कर्त्यानुसार असते.

a) All, Some, Few चा वापर एकवचनी व अनेकवचनी अशा दोन्ही अथवा केला जाऊ शकतो.

1) All are present. 2) All is/are well.

3) Some of the boys are present.

4) Some of the sugar is used.

5) Some is/are useful.

6) Few play cricket.

7) Few have books.

8) Few of the boys are present.

9) Few of the sugar is used.

b) Many अनेकवचनी अनिश्चित सर्वनाम आहे.

1) Many are present.

2) Many of the girls have passed the exam.

● महत्त्वाचे ●

- a) **All** - दोन पेक्षा अधिक घटकांसाठी सर्व अर्थाने वापरतात. फक्त दोन घटकांसाठी वापरू नये.
- 1) All of the five boys are clever. (correct)
 - 2) All of the two boys are clever. (incorrect)
- b) **Both** - फक्त दोन घटकांसाठी दोन्हीही अर्थाने वापरतात. दोनपेक्षा अधिक घटकांसाठी वापरू नये. तसेच Both नकारदर्शक अर्थाने वापरू नये. दोन्हीही नाही अर्थाने मात्र Neither वापरावे.
- 1) Both of the boys are clever. (correct)
 - 2) Both of the five boys are clever. (incorrect)
 - 3) Both did not go. (incorrect)
- ☞ Neither went. (correct)
- c) **either** - फक्त दोन घटकांसाठी दोन्ही पैकी एक अशा एकवचनी अर्थाने वापरतात. जर दोनपेक्षा अधिक घटक असतील तर either ऐवजी anyone वापरावे.
- 1) Either is good.
 - 2) Either of the five boys has won the match. (incorrect)
 - 3) Anyone of the five boys has won the match. (correct)
- d) **neither** - फक्त दोन घटकांसाठी दोन्ही पैकी एकही नाही अशा नकारदर्शक अर्थाने वापरतात. दोनपेक्षा अधिक घटकांसाठी वापरू नये. दोन पेक्षा अधिक घटक असतील व त्यापैकी एकही नाही अर्थाने मात्र none वापरावे. Neither च्या वाक्यात एखादा नकारदर्शक शब्द वापरू नये.
- 1) Neither of them is invited.
 - 2) Neither of the five men is interested in the offer. (incorrect)
 - 3) None of the five men is interested in the offer. (correct)
- e) **Everyone** - दोन पेक्षा अधिक घटकांसाठी प्रत्येक अशा एकवचनी अर्थाने वापरतात. दोन घटकांसाठी वापरू नये.
- 1) Everyone of the two students came late. (incorrect)
 - 2) Everyone of the five students came late. (correct)
- f) **each** - दोन किंवा मर्यादीत गटासाठी प्रत्येक अशा एकवचनी अर्थाने वापरतात.
- 1) Each of the two students came late.
 - 2) Each was punished.

◆ many a / a great many / many / many of the

- 1) **Many a** + एकवचनी नाम + एकवचनी क्रियापद
 - 2) **A great many** + अनेकवचनी नाम + अनेकवचनी क्रियापद
 - 3) **Many** + अनेकवचनी नाम + अनेकवचनी क्रियापद
 - 4) **Many of the** + अ.व. नाम + अ.व. क्रियापद
- 1) **Many a flower** is beautiful
 - 2) **A great many girls** have scooties.
 - 3) **Many boys** were playing cricket.
 - 4) **Many of the horses** are black.
 - 5) **Many soldiers** were killed in the war.
 - 6) **Many a soldier** was killed in the war.
 - 7) **Many of the soldiers** were killed in the war.

6) **Interrogative Pronouns** (प्रश्नार्थक सर्वनामे) :

who, whom, which आणि what चा वापर प्रश्न विचारण्यासाठी केला असता उत्तर जर एखादे नाम येत असेल तर वरील प्रश्नसूचक शब्द 'प्रश्नार्थक सर्वनामे' असतात.

प्रश्नार्थक सर्वनामांच्या विभक्ती

Nominative case	Objective case	Possessive case
प्रथमा (कर्ता)	द्वितीया (कर्म)	षष्ठी(चा/ची/चे/च्या)
who (व्यक्ती)	whom (व्यक्ती)	whose
which	which	whose

व्यक्तीरूपी कर्त्याला Who ने प्रश्न विचारतात.

- 1) **Valmiki** wrote The Ramayana.
- ☞ Who wrote The Ramayana? Or
- ☞ Who did write The Ramayana?

2) जर **passive voice** मध्ये कर्त्याला प्रश्न असेल तर खालीलप्रमाणे प्रश्न सूचक शब्द घेतले जातात.

- 1) Who killed **Ravana**. (active voice)
- 2) By whom was **Ravana** killed. (passive voice)
- 3) Who was **Ravana** killed by. (passive voice)

व्यक्तीरूपी कर्मांला Whom ने प्रश्न विचारतात.

- 2) Ram killed **Ravana**.
- ☞ Whom did Ram kill ?

शब्दयोगी अव्ययानंतर सर्वनामाची द्वितीया असते; म्हणून व्यक्तीसाठी Whom ने प्रश्न विचारावा.

- 1) You are referring to **her**.

☞ Whom are you referring to.

पच्छीला Whose ने प्रश्न विचारावा.

1) This is Raju's bag.

☞ Whose bag is this?

● प्राणी व वस्तूसाठी which वापरतात.

1) The dog is a faithful animal.

☞ Which is a faithful animal ?

7) **Distributive Pronouns (विभाजक सर्वनामे):**

एका वेळी एकाच व्यक्तीचा उल्लेख करण्यासाठी 'विभाजक सर्वनामाचा' उपयोग केला जातो.

1) Each - प्रत्येक

2) Either - दोन्हीपैकी एक

3) Neither - दोन्हीपैकी एकही नाही.

➤ वरील तीनही शब्द एकवचनी असल्याने ते ज्या वाक्यात असतील त्या वाक्याचे क्रियापद he/she/it नुसार एकवचनीच घ्यावे. तसेच वाक्यात पुढे येणारी सर्वनामे एकवचनी वापरावीत. Each चा वापर प्रत्येक अर्थाने दोन किंवा मर्यादीत संख्येबरोबर केला जातो. तर Either व Neither फक्त दोनच घटकांसाठी वापरले जातात. दोनपेक्षा अधिक घटक असतील तर Either ऐवजी Anyone वापरावे, तर Neither ऐवजी None वापरावे. दोन्ही नकारदर्शक घटकांसाठी None वापरू नये, Neither वापरावे.

Each	ए.व. नाम + ए.व.क्रि.
Either	ए.व.क्रि.
Neither	of the + अ.व. नाम + ए.व.क्रि.

1) Each of the boys gets a prize.

2) Either of these roads leads to the railway station.

3) Neither of the girls is honest.

4) Each boy plays cricket.

5) Each was punished.

6) Each of the boys has a bicycle.

7) Neither of these three girls is beautiful. (incorrect)

☞ None of these three girls is beautiful. (correct)

8) Neither of the accusations are true. (incorrect)

☞ Neither of the accusations is true. (correct)

1) Each चा वापर कर्त्याबरोबर करावयाचा झाल्यास ते साहाय्यकारी क्रियापद किंवा मुख्य क्रियापद यांच्यापूर्वी असते व क्रियापद मूळ कर्त्यानुसार असते.

1) We each have advised him.

2) We each tried our best to win the match.

2) परंतु जर each चा वापर कर्माबरोबर करावयाचा असेल व कर्मानंतर एखादी phrase असेल तर each कर्म व phrase यांच्यामध्ये वापरावे; परंतु फक्त कर्म असेल तर कर्मापूर्वी each वापरू नये. each of चा वापर करावा.

1) I gave them each some books.

2) He likes each of them.

● Very Important ●

➤ 'Each other' and 'one another' ही Reciprocal pronouns (परस्परसंबंधी) सर्वनामे आहेत.

➤ दोन व्यक्ती/घटकांसाठी - Each other

➤ दोनपेक्षा अधिक व्यक्ती/घटकांसाठी - one another

1) The two boys helped each other.

2) The students helped one another.

3) Josh and Mary looked at each other.

4) Three girls talked to one another.

5) I and my uncle talk to each other every day.

6) All people should love one another.

7) She and her brother stopped talking and looked at each other.

8) My cat and his dog looked at each other with dread.

8) **Exclamatory Pronouns (उद्गारवाचक सर्वनामे) :**

➤ What नंतर उद्गारवाचक चिन्ह आल्यास उद्गारवाचक सर्वनाम असते.

☞ What! are you hungry?

9) **Relative Pronouns (संबंधी सर्वनामे) :**

➤ Who, whom, whose, which, what ने नामाला प्रश्न विचारल्यास ती प्रश्नार्थक सर्वनामे होतात. वरील शब्दांपैकी whose, which, what हे शब्द एखाद्या नामापूर्वी प्रश्नार्थक वाक्यात वापरल्यास ती प्रश्नार्थक विशेषणे होतात; परंतु वरील शब्दांचा वापर प्रश्नार्थक वाक्यात न करता दोन वाक्य जोडण्यासाठी केल्यास ती संबंधी सर्वनामे होतात.

- **Note :** Antecedent (पूर्वपद)-Relative Pronoun ज्या नाम किंवा सर्वनामासाठी वापरले जाते त्याला पूर्वपद/पूर्वनाम म्हणतात. संबंधी सर्वनामानंतरचे क्रियापद ते संबंधी सर्वनाम ज्या नामासाठी वापरले आहे त्यानुसारच असते. संबंधी सर्वनामाचे वाक्य ज्या नामाची माहिती सांगते शक्यतो त्या नामानंतरच लिहिले जाते.

- 1) **Who** are you ? (Interrogative pronoun)
- 2) The man, **who** is honest, is trusted. (Relative pronoun)
- 3) **What** time did you come? (Interrogative Adjective)

- **Relative Pronoun** चे वाक्य ज्या नामाबद्दल माहिती सांगते त्याची फक्त विशेषता सांगत असेल तर त्याला **restrictive use** म्हणतात, तर त्या नामाच्या (व्यक्तीच्या) कृतीची अधिक भर असेल तर त्याला **continuative use** म्हणतात.

- 1) The man who lived here died last month. (restrictive use)
- 2) I met my friend who recognised me at once (continuative use)

- 1) **Who जो/जी/जे की :** Who ची विभक्ती प्रथमा असल्यामुळे ते फक्त कर्त्याच्या जागी वापरले जाऊ शकते! म्हणून रिकामी जागा क्रियापदापूर्वी असल्यास who वापरावे. Who फक्त व्यक्तीसाठी वापरले जाते.

- 1) The man **who** is honest is trusted.
- 2) I don't know **who** brought these books.

- 2) **Whom की ज्याला/जिला :** Whom ची विभक्ती द्वितीया असल्याने ते फक्त व्यक्तीरूपी कर्मासाठीच वापरले जाते.

- 1) The man **whom** I met yesterday is a great leader.
- 2) This is the man **whom** the police caught in the offence of theft.

- 3) **Whose ज्याचा/जिचा :** Whose ची विभक्ती षष्ठी असल्याने रिकामी जागा एखाद्या नामापूर्वी असेल व षष्ठीचा संबंध येत असेल (चा/ची/चे/च्या) तर whose वापरावे. प्रामुख्याने सजीवासाठी whose वापरले जात असले तरी काही प्रसंगी निर्जीव घटकांसाठीसुद्धा whose वापरले जाते. whose ऐवजी of, which वापरले तरी चालते.

- 1) This is the boy whose name is Gopal.
- 2) That is the lady whose son is lost.

- 3) A triangle whose three sides are equal is called an equilateral triangle.

- 4) A house whose walls are painted looks attractive.

- 5) A house of which walls are painted looks attractive.

- 4) **That जो/जी/जे की :**

- a) **That चा उपयोग सजीव तसेच निर्जीवांसाठी केला जातो. everything, the only, any, everyone, not, no, much, little, the few, the little, all, none, nothing, same तसेच Superlative Degree नंतर Relative Pronoun वापरावयाचे झाल्यास ते that वापरावे.**

- 1) All that glitters, is not gold.
- 2) I tell my wife all that happens in the college.
- 3) She is the cleverest girl that I ever met.
- 4) This is the only pen that I bought yesterday.
- 5) He has read the few novels that I gave him.

- b) **and ने मनुष्य व प्राणी अशी दोन नामे जोडली असतील तर Relative Pronoun म्हणून That वापरावे.**

- 1) The man and his dog that we saw yesterday met with an accident.

- c) **It is/ it was नंतर पदार्थवाचक नाम असेल तर Relative Pronoun म्हणून That वापरावे.**

- 1) It is milk that she has ordered.

- 5) **Which जे की :** दोन वाक्ये जोडण्यासाठी वस्तू, प्राणी यांच्यासाठी Relative pronoun म्हणून which चा वापर करतात.

- 1) The cat, which is standing on the road, is ours.
- 2) The stream, which was flowing down to the mountain, was looking like a white line.

- 6) **What जे की :** What चा वापर प्रामुख्याने जे काय या अर्थाने एकवचनी व अनेकवचनी अशा दोन्ही प्रकारे केला जातो अशा वाक्यात what ज्या नामासाठी वापरलेले असते ते नाम दिलेले नसते. पहिल्या वाक्यात नामाचा उल्लेख असल्यास that/which वापरावे.

- 1) What he tells, is not true.

- 3) You may eat what you want.

- 2) She has given me the book what I needed. (incorrect)

- ☞ She has given me the book that / which I needed. (correct)
- 7) **Preposition नंतर Relative pronoun वापरावयाचे** झाल्यास व्यक्तीसाठी whom तर वस्तू व प्राण्यांसाठी which वापरावे.
- 1) This is the boy to whom I have given some clothes.
- 2) This is the hostel in which I spent three years when I was in college.
- 8) **It is / was + pronoun नंतर who/that वापरता येत** असले तरी that अधिक योग्य आहे.
- 1) It is he who/that helped me in the hour of need.
- 9) **स्वल्प विरामाने स्वतंत्र केलेल्या वाक्यात that हे Relative pronoun वापरू नये.**
- 1) Amitabh is a popular actor, that lives in Mumbai. (incorrect)
- ☞ Amitabh is a popular actor, who lives in Mumbai. (correct)
- 10) **The same चा वापर प्रामुख्याने तोच या अर्थाने विशेषण म्हणून व्यक्ती व वस्तूसाठी केला जातो. पुढील वाक्यात क्रियापद स्पष्ट असेल तर Relative pronoun म्हणून that वापरावे. क्रियापद स्पष्ट नसल्यास मात्र as वापरावे.**
- 1) This is the same person that deceived her.
- 2) This is the same shirt as mine.
- 11) **सर्वनामानंतर लगेच सामान्यनाम वापरले जाऊ शकते.**
- 1) We mothers were present for the party.
- 12) **Who, which, whose, whom, that चा वापर Relative pronoun म्हणून केला असेल तर त्यापूर्वी येणाऱ्या नामापूर्वी the वापरावे. My, his, her, our अशी षष्ठी वापरू नये.**
- 1) Your shirt that you bought yesterday is red. (incorrect)
- ☞ The shirt that you bought yesterday is red. (correct)
- 13) **प्रश्नार्थक वाक्यात प्रश्नार्थक सर्वनामासाठी that हेच Relative pronoun वापरावे.**
- 1) Who is here that does not love his parents?
- 14) **antecedent (पूर्वनाम) ची षष्ठी ('s) ने न करता of ने करावी.**

1) These are the headmaster's orders which must be obeyed. (incorrect)

☞ These are the orders of the headmaster which must be obeyed. (correct)

15) **Compound relative pronouns जसे whoever, whomever, whichever सारख्या relative pronoun पूर्वी antecedent (पूर्वनाम) वापरू नये.**

1) Whoever comes early will get a seat.

Errors in the use of pronouns

1) The man, whom is standing on the road, is our leader.

☞ The man, who is standing on the road, is our leader. कर्त्याची विभक्ती प्रथमा असते. क्रियापदापूर्वी कर्त्याचे स्थान असते; म्हणून क्रियापदापूर्वी who हे प्रथमेतील संबंधो सर्वनाम योग्य आहे.

2) Madhav is one of the greatest philosophers that has ever lived.

☞ Madhav is one of the greatest philosophers that have ever lived. who, which, that चा वापर कर्त्याच्या जागी दोन वाक्ये जोडण्यासाठी केल्यास या शब्दानंतर येणारे क्रियापद या शब्दापूर्वी असणाऱ्या नामानुसार असते म्हणून philosophers नुसार have बरोबर आहे.

3) This is the girl, who they declared a thief.

☞ This is the girl, whom they declared a thief. मूळस्वरूपात They declared her a thief असे वाक्य आहे. her कर्म असल्याने द्वितीयेतील whom हे pronoun आवश्यक आहे.

4) My father does not like me going to pictures every day.

☞ My father does not like my going to pictures every day. माझ्या वडिलांना मी आवडतो पण माझे चित्रपट पाहणे आवडत नाही.

5) She was more beautiful than either of her three sisters.

☞ She was more beautiful than anyone of her three sisters. either चा वापर फक्त दोनच घटकांबरोबर केला जातो.

6) Let I go.

☞ Let me go. Let नंतर नाम/सर्वनामाची द्वितीया येते.

7) Between you and I, I am taller.

- Between you and me, I am taller. शब्दयोगी अव्ययानंतर नाम/सर्वनामाची द्वितीया येते म्हणून you द्वितीयेत असल्यामुळे and ने जोडलेले दुसरे सर्वनामसुद्धा द्वितीयेतच घेणे गरजेचे आहे.

8) Lata sings better than me.

- Lata sings better than I. वरील वाक्यात than चा वापर उभयान्वयी अव्यय म्हणून केला आहे. Lata हा वाक्याचा कर्ता असल्याने तो प्रथमेत आहे. तुलना करताना प्रथमेची तुलना प्रथमेशीच करावी लागेल; म्हणून me ऐवजी I वापरणे योग्य आहे. कारण than नंतरचे वाक्य पूर्ण स्वरूपात लिहिल्यास ते I sing असे होते.

9) One of the boys have a bicycle.

- One of the boys has a bicycle. one of the नंतर येणारे नाम अनेकवचनी असले तरी क्रियापद मात्र one नुसार एकवचनीच असते.

10) Many of the boys has bicycles.

- Many of the boys have bicycles. Many नुसार क्रियापद अनेकवचनी घेतले पाहिजे.

11) Neither of these three candidates is fit for the post.

- None of these three candidates is fit for the post. Neither चा वापर फक्त दोन घटकांसाठी होतो. त्यापेक्षा अधिकसाठी none वापरावे.

12) Both did not go.

- Neither went. Both चा वापर नकारदर्शक अर्थाने केला जात नाही. शिवाय दोनच घटक असल्याने Neither वापरणे योग्य आहे.

13) You and he should not waste his money.

- You and he should not waste your money. द्वितीय व तृतीयपुरुषी सर्वनामे and ने जोडल्यास षष्ठी विभक्ती You नुसार घ्यावी.

14) I who is your father should be respected.

- I who am your father should be respected. who नंतरचे क्रियापद who पूर्वीच्या सर्वनामानुसार घ्यावे.

15) He is a friend of me.

- He is a friend of mine. संबंध दाखविणाऱ्या नामापूर्वी possessive Adjective वापरले जाते तर नंतर मात्र Possessive pronoun वापरले जाते.

16) I hate him talking too much.

- I hate his talking too much. या ठिकाणी द्वितीया वापरल्यास व्यक्तीचा तिरस्कार होतो. वाक्यात व्यक्तीच्या सवयीचा तिरस्कार असल्यामुळे षष्ठी वापरणे योग्य आहे.

17) None of we accepted his invitation.

- None of us accepted his invitation. शब्दयोगी अव्ययानंतर नामाची प्रथमा न वापरता द्वितीया वापरावी.

18) Who are you referring to?

- Whom are you referring to? वाक्याच्या कर्त्याला Who ने प्रश्न विचारतात. दिलेल्या वाक्यात you हा कर्ता दिलेला आहे. म्हणजेच कर्त्याला प्रश्न विचारलेला नाही. वरील वाक्याचे विधानार्थी वाक्य केल्यास You are referring to him/her. असे होईल. him/her या कर्माला प्रश्न विचारताना तो whom ने विचारावा.

19) The jury was divided on this issue.

- The jury were divided on this issue. The jury/ The committee यांच्या निर्णयात एकवाक्यता असल्यास क्रियापद एकवचनी वापरावे; परंतु मतभिन्नता असल्यास मात्र क्रियापद अनेकवचनी वापरावे.

20) Every of the boys has taken his share.

- Each of the boys has taken his share. Every चा वापर सर्वनाम म्हणून होत नाही, फक्त विशेषण म्हणूनच वापरले जाते म्हणून Every ऐवजी Each वापरावे.

21) One ought to do his duty.

- One ought to do one's duty. One ची षष्ठी one's अशी होते.

22) He and myself went to get the seats reserved.

- He and I went to get the seats reserved. Reflexive pronoun कर्ता म्हणून स्वतंत्ररीत्या वापरता येत नाही. त्याऐवजी फक्त pronoun वापरावे.

23) 10 kms are a long distance.

- 10 kms is a long distance. वाक्याचा कर्ता एखादा शब्दसमूह असेल व त्यासाठी पुढे एखादा शब्द वापरला असेल तर त्यानुसार क्रियापद ठरते; म्हणून distance नुसार is बरोबर आहे.

Exercise

- 1) Which one of the following sentences is grammatically correct? (PSI-97)
 - 1) Those books are of I
 - 2) Those books are my.
 - 3) Those books are mine.
 - 4) Those books are I's.
- 2) Which of these addresses is correct? (PSI-97)
 - 1) your? 2) your's
 - 3) you all's? 4) yours?
- 3) Which one of the following sentences is correct? (PSI-98)
 - 1) It is me who has done this.
 - 2) It is me who have done this.
 - 3) It is I who has done this.
 - 4) It is I who have done this.
- 4) Fill in the blank with appropriate pronoun. 'One should not boast of — merits.' (PSI-98)
 - 1) his 2) hers 3) one's 4) its
- 5) Fill in the blank with the proper alternative. ——— did you give the letter to? (PSI-98)
 - 1) Which 2) Who
 - 3) Whom 4) None of these
- 6) Fill in the blank in the given sentence with appropriate word from the given alternatives. 'We are much stronger than ——— at football.'
 - 1) they 2) them (PSI-01)
 - 3) us 4) themselves
- 7) Pick out the correct pronoun to fill in the blank in the following sentence. (PSI-01)

I tell my wife all ——— happens in my college.

 - 1) which 2) what
 - 3) that 4) whatever
- 8) Which of the following sentence is correct?
 - 1) It is me who has written this letter. (PSI-01)
 - 2) It is I who has written this letter.
 - 3) It is me who have written this letter.
 - 4) It is I who have written this letter.

- 9) Fill in the blank with appropriate pronoun.

One cannot be careful of ——— good name. (PSI-01)

 - 1) his 2) my 3) one's 4) their
- 10) Fill in the blank with proper alternative form of 'self'.

They found ——— in a tight corner. (PSI-01)

 - 1) himself 2) herself
 - 3) themselves 4) itself
- 11) Pick out a sentence with an agreement between the subject and the pronoun.
 - 1) Each of the girls gave her own version of affairs. (PSI-01)
 - 2) The girls gave her own version of affairs.
 - 3) He gave her own version of affairs.
 - 4) They gave her own version of affairs.
- 12) Fill in the blank with the correct alternative.

She went to the movie with ——— two children.

 - 1) his 2) him 3) her 4) she (PSI-01)
- 13) Pick out the correct sentence : (PSI -2000)
 - 1) Each of the two candidates have paid their fees.
 - 2) A crowd of the university students have surrounded the vice-chancellor.
 - 3) Many a flower is born to blush unseen.
 - 4) Two weeks are a long time
- 14) Choose the appropriate relative pronoun to fill in the gap in the following statement :

The person ——— gave us this present, was my great uncle. (PSI - 2000)

 - 1) that 2) who 3) whose 4) none
- 15) They offered ——— a good job.
 - 1) I 2) me 3) mine 4) myself
- 16) Select the proper pronoun.

One should be proud of ——— Motherland.

 - 1) his 2) ones 3) one's 4) once
- 17) Nobody but ——— was present.
 - 1) me 2) I 3) myself 4) mine
- 18) Choose correct pronoun to complete the sentence.

——— is the best player of the team.'

 - 1) His 2) He 3) It 4) Her

- 19) ——— is an American dog.
1) It's 2) They 3) It 4) He
- 20) ——— work in a company.
1) We 2) He 3) She 4) It
- 21) ——— speaks very well.
1) We 2) They 3) We 4) She
- 22) I saw ——— at the Bus stop.
1) them 2) they 3) their 4) theirs
- 23) The teacher punished ———
1) he 2) his
3) him 4) none of these
- 24) Let ——— go.
1) I 2) my 3) myself 4) me
- 25) Let ——— have a nice picnic.
1) We 2) our 3) us 4) ours
- 26) Let ——— ask their problems.
1) they 2) them 3) their 4) theirs
- 27) One should be careful about ——— study.
1) once 2) one's 3) his 4) her
- 28) One should not boast about ———
1) hisself 2) himself
3) oneself 4) ourselves
- 29) *The lady, ——— the police caught, was a terrorist.*
Choose the correct word to fill in the blanks.
1) who 2) whose 3) whom 4) which
- 30) The man ——— is honest, is trusted.
1) whom 2) who 3) which 4) whose
- 31) She is the most loving woman ——— ever lived.
1) who 2) which 3) whose 4) that
- 32) We bought a car ——— is red.
1) who 2) which 3) whose 4) whom
- 33) I solved a problem ——— was very difficult.
1) who 2) whose 3) which 4) whom
- 34) The man, ——— bag is lost, is very angry.
1) who 2) whom 3) whose 4) which
- 35) Choose the sentence in which 'That' is used as a 'Relative Pronoun'.
1) That is my brother.

- 2) This is all that makes life interesting.
3) That is the problem
4) I told everything to that man.
- 36) Choose 'Distributive Pronoun' from following alternatives.
1) some 2) few 3) Either 4) All
- 37) Fill in the blank with correct 'Distributive Pronoun' ——— boy is good.
1) Neither 2) All 3) some 4) Few
- 38) 'Each has a bicycle', The underlined word is used as ———
1) Relative Pronoun
2) Distributive Pronoun
3) Interrogative Pronoun
4) Indefinite Pronoun
- 39) *Sachin and Rahul blamed ———*
Complete the given sentence.
1) one another 2) each other
3) one to other 4) none of these
- 40) Many players greeted ——— complete the sentence with correct expression.
1) Each one 2) any other
3) one another 4) each other
- 41) What! Are you mad?
The underlined word is ———
1) Interrogative Pronoun
2) Relative Pronoun
3) Distributive Pronoun
4) Exclamatory Pronoun
- 42) Water is needed to sustain life on the earth.
Choose correct Wh-type question to get underlined part as answer
1) Who is needed to sustain life on the earth?
2) What is needed to sustain life on the earth?
3) Which is needed to sustain life on the earth?
4) Whose is needed to sustain life on the earth?
- 43) This is Gopal's bag.
Choose the correct Wh-type question to get underlined part as answer.
1) Whose bag is this? 2) which bag is this?
3) who bag is this? 4) why bag is this?

- 44) Choose the sentence which has 'Interrogative Pronoun'.
- 1) Who is there?
 - 2) The man, who is honest, is trusted.
 - 3) This is the boy who won the first prize.
 - 4) Why bag is this?
- 45) Choose 'Interrogative Pronoun' from following.
- 1) Why 2) where 3) which 4) when
- 46) Choose 'Interrogative Pronoun' from following.
- 1) who 2) where 3) why 4) when
- 47) Which is the best book in the market?
The underlined word is used as _____ in the sentence.
- 1) Relative Pronoun 2) Indefinite Pronoun
 - 3) Distributive Pronoun 4) Interrogative Pronoun
- 48) _____ have bicycles.
- 1) No one 2) Some one
 - 3) every body 4) Few
- 49) _____ of the persons has a car.
- 1) All 2) some
 - 3) Few 4) Every body
- 50) _____ have good storybooks.
- 1) many 2) Everybody
 - 3) someone 4) Nobody
- 51) 'Walmiki wrote Ramayana'.
Choose correct Wh-type question to get underlined part answer
- 1) Who wrote Ramayana?
 - 2) Which wrote Ramayana?
 - 3) Whose wrote Ramayana?
 - 4) Whom wrote Ramayana?
- 52) That is his sister. Choose correct wh-type question to get underlined part as answer
- 1) Who is his sister? 2) Which is his sister?
 - 3) Whose is his sister? 4) When is his sister?
- 53) Choose correct Reflexive pronoun for the blank place.
The king saw _____ into the mirror.
- 1) herself 2) himself
 - 3) itself 4) ourselves
- 54) She blamed _____
- 1) himself 2) herself

- 3) it self 4) none of these
- 55) They went _____
- 1) ourselves 2) themselves
 - 3) ourselves 4) himself
- 56) Choose correct plural form of 'Self'
- 1) Selves 2) selfes
 - 3) selves 4) none of these
- 57) I _____ said so.
- 1) himself 2) myself
 - 3) ourselves 4) themselves.
- 58) The king _____ went to see the queen.
- 1) himself 2) myself
 - 3) itself 4) ourselves
- 59) We _____ came out of the jungle.
- 1) ourselves 2) ourself
 - 3) himself 4) themselves
- 60) _____ is a boy.
Choose correct 'Demonstrative Pronoun'
- 1) these 2) those 3) This 4) He
- 61) _____ is my car.
Choose correct 'Demonstrative Pronoun'
- 1) That 2) these 3) whose 4) those
- 62) _____ are my cars.
Choose correct 'Demonstrative Pronoun'.
- 1) This 2) That 3) Those 4) They
- 63) Choose ' Indefinite Pronoun'.
- 1) He 2) They
 - 3) some one 4) myself
- 64) Choose correct ' Indefinite Pronoun' for filling the blanks. _____ is there.
- 1) some one 2) He
 - 3) She 4) They
- 65) Choose correct ' Indefinite Pronoun' for blank places.
1) _____ are called, but _____ are chosen.
- 1) he, she 2) they, we
 - 3) you, she 4) many, few
- 66) _____ are present.
Choose correct ' Indefinite Pronoun' for filling the blanks.
- 1) he 2) she 3) they 4) All

- 67) ——— is wrong.
Choose correct 'Indefinite Pronoun' for filling the blanks.
1) He 2) you 3) something 4) we
- 68) ——— are punished.
Choose correct 'Indefinite Pronoun' for filling the blanks.
1) some one 2) Any one
3) somebody 4) Few
- 69) ——— flower is beautiful.
Choose correct 'Indefinite Pronoun' for filling the blanks.
1) many 2) A great many
3) Many a 4) none of these
- 70) ——— men were punished.
Choose correct 'Indefinite Pronoun' for filling the blanks.
1) many a 2) A great many
3) somebody 4) none of these
- 71) ——— is there.
Choose correct 'Indefinite Pronoun' for filling the blanks.
1) All 2) Few 3) No one 4) some
- 72) Choose the correct Relative pronoun.
I have forgotten ——— gave us this book.
(STI-ASST-10)
1) who 2) why 3) whose 4) which
- 73) Fill in the blank with appropriate pronoun :
I wish I knew the man ——— wrote the story.
(STI-ASST-10)
1) who 2) which 3) that 4) whom
- 74) Choose the appropriate relative pronoun to fill in the gap in the following statement :
Pick out the correct pronoun to fill in the blank in the following sentence :(PSI-STI-ASST-06)
I know the man ——— painted this picture.
1) who 2) whom 3) whose 4) which
- 75) Choose the correct pronoun to fill in the blank :
Ashoka was a wise king. ——— lived more than 2000 years ago. (PSI-STI-ASST -91)
1) Their 2) They 3) It 4) He

- 76) Choose the correct pronoun to fill in the blank :
(STI-ASST-91)
Cats are very useful ——— can catch mice.
1) she 2) They 3) It 4) He
- 77) Find the correct form of pronoun of underlined word : (STI-ASST-91)
I prefer black shoes to brown ones.
1) Demonstrative pronoun
2) Relative Pronoun
3) Indefinite Pronoun
4) Personal pronoun
- 78) The boy who made the top score is my cousin.
The underlined word is ———
1) Demonstrative pronoun
2) Personal Pronoun
3) Relative pronoun
4) Reflective pronoun
- 79) Which one of the following alternatives is not a 'pronoun' ?
1) Most 2) his 3) those 4) which
- 80) ——— of the rooms is good to me.
1) Every 2) Each 3) some 4) All
- 81) Choose correct form of pronoun to fill in the blanks.
They never admitted ——— faults.
1) Them 2) Their 3) Theirs 4) None.
- 82) Choose the correct word to complete the following sentence.
He is friend of ———
1) me 2) mine 3) my 4) None
- 83) The moment ——— is lost, is lost forever.
1) that 2) which 3) when 4) what
- 84) There is no doubt that one has to keep ——— with the changing times.
1) aside 2) tuning 3) oneself 4) pace
- 85) Fill in the blank with the appropriate relative pronoun : (ASST-12)
The opportunity ——— is lost is lost for ever.
1) those 2) who 3) what 4) which
- 86) Fill in the blank with the correct option :
A friend bought the car for ——— (ASST-12)
1) mine 2) hers 3) us 4) we

- Choose the incorrect part of the sentence.
- 87) This is (1) of course (2) strictly between (3) you and I (4)
- 88) Let you (1) and I (2) share (3) this secret (4)
- 89) I remember (1) all (2) what (3) he said (4)
- 90) This is one of the (1) best novels (2) that has (3) come out recently (4)
- 91) Choose the correct sentence from the given alternatives
- 1) The boy has been punished by the headmaster who has broken the window pane.
- 2) The boy who has broken the window pane has been punished by the headmaster.
- 3) The boy has been who punished by the headmaster has broken the window pane.
- 4) None is correct.
- 92) "Rajan will meet Umesh at the shop in the evening to deliver the message". (इंजि. -13)
Which 'wh' word should the question begin with to get the underlined word as answer ?
- 1) Who 2) Whom 3) Where 4) Why
- 93) Which of the following sentences is correct?
(A) Both did not go. (B) Neither went.
- 1) Only (A) 2) Only (B) (Sti.d.-12)
- 3) Both (A) and (B) 4) Neither (A) nor (B)
- 94) Which of the following sentences is correct?
(A) He is older than I. (Sti.d.-12)
(B) He is elder than I.
- 1) Only (A) 2) Only (B)
- 3) Both (A) and (B) 4) Neither (A) nor (B)
- 95) The mother was carrying a baby in ——— arms. (Sti.D.-11)
Choose appropriate option from the following to fill in the blank.
- 1) his 2) her 3) your 4) their
- 96) I ——— will tell you the truth.
Choose the appropriate option to fill in blank in the above sentence. (Sti.D.-11)
- 1) herself 2) himself
- 3) yourself 4) myself

- 97) The porter was carrying a heavy burden on ——— back. (Sti.D.-11)
Choose proper word from the following to fill in the blank.
- 1) his 2) her 3) your 4) their
- 98) I have found the book ——— I lost yesterday.
Choose the correct option to fill in the blank. (Sti.D. - 2011)
- 1) who 2) whom 3) which 4) when
- 99) Pick out the incorrect part of the following sentence : (लघुलेखन लि. -12)
'Taj Mahal is one of the wonder of the world.'
- 1) Taj Mahal is 2) one of
- 3) the wonder 4) of the world
- Exp : one of the wonders
- 100) Find out number of pronouns in the following sentence. (इंजि-12)
I planted these coconut trees five years ago, one has started yielding coconuts, the other hasn't.
- 1) 01 2) 02 3) 03 4) 04
- 101) Fill in the blank with the correct word from the choices given below : (लघुलेखन लि. -12)
The principal scolded the students ——— project work was not complete.
- 1) what 2) whose 3) who 4) which
- 102) Choose the correct pronoun from the following alternatives to fill in the blank :
You and ——— have both been placed first in the competition. (लघुलेखन लि. -12)
- 1) me 2) mine 3) I 4) my
- 103) Identify the grammatically correct sentence/s? (Psi-14)
- a) None of the brothers has their father's talents.
- b) None of the brothers have their father's talents.
- c) None of the brothers had their father's talents.
- d) None of the brother's had their father's talents.
- 1) Only (a) and (c) correct
- 2) Only (b) and (d) correct
- 3) Only (a), (b) and (c) are correct
- 4) All correct

104) Pick out the correct alternative to complete the sentence given below : (Psl-14)

I know the man ———

- 1) that was here yesterday
- 2) who was here yesterday.
- 3) if he was here yesterday
- 4) which was here yesterday

105) I have done this work myself. (Sti-14)

Identify the type of underlined pronoun in the above sentence.

- 1) Relative
- 2) Reflexive
- 3) Emphatic
- 4) Personal

106) Don't annoy that bull or _____ may attack you. (राज्यसेवा-21)

Which one of the following pronouns correctly agrees with the noun 'bull' and fills in the blank in the sentence above?

- (a) They (b) he (c) she (d) it

Answer options:

- (1) (a) only
- (2) (d) only
- (3) (c) only
- (4) (b) only

107) Identify incorrect sentence/s: (sti-14)

- a) The basket of apples and pears were hanging from a hook.
 - b) This must be one of the best plays that has been staged at Stratford this season.
 - c) Each of the candidates are well qualified.
- 1) a only 2) a and b 3) b and c 4) a, b, c

Exp : was, have, is

108) Which one of the following two sentences is correct? (sti-14)

- a) Who did this? I b) He and I are brothers.
- 1) Only a
 - 2) only b
 - 3) Both
 - 4) Neither

109) Which one of the following two sentences is correct? (sti-14)

- a) He enjoyed during the holidays
 - b) I asked for my pencil but he did not give me.
- 1) only a 2) only b 3) Both 4) Neither

Exp : I asked for my pencil but he did not give it to me,

110) Which one of the following two sentences is incorrect? (sti-14)

- a) One of my servants tells me.
 - b) Both did not go.
- a) only a 2) only b 3) both 4) Neither

111) Choose the incorrect sentence/s. (dep. sti-14)

- a) What a nonsense to have a picnic in such a bad weather!
 - b) If your braces are loose your trousers come down.
 - c) The football team is having its bath.
- 1) only a 2) only b 3) a and b 4) a and c

Exp : nonsensical idea, are having

112) I) Either Ravi or Mohan have done his work.
II) You are more lethargic than she.

Identify the correct sentence. (dep. sti-14)

- 1) only I is correct
- 2) only II is correct
- 3) both I and II are correct
- 4) both I and II are incorrect

113) Identify the correct verb agreement : (Asst-15)

The introduction of English, Marathi and other regional languages ——— profound effect on the students linguistic competence.

- 1) has had
- 2) have had
- 3) are
- 4) have

Exp : The introduction - एकवचनी

114) a) The host and the hostess were kind to us.

b) Bread and butter is my favourite food.

Identify the correct sentence : (Asst-15)

- 1) only a is correct
- 2) only b is correct
- 3) Both a and b are correct
- 4) Both a and b are incorrect

115) Identify the correct sentence (s). (clerk -15)

a) The minister, accompanied by his officers, is visiting the town tomorrow.

b) Each of the employees was given a bonus.

- 1) only a is correct
- 2) only b is correct
- 3) both a & b are correct
- 4) both a & b are incorrect

116) Identify the grammatically correct sentence(s)

- a) Every man and woman is welcome.
b) Neither of the two boys were successful.

- 1) only a is correct (clerk-15)
2) only b is correct
3) Both a & b are correct
4) Both a and b are incorrect

117) Choose the correct substitute for the following sentence : (sti dep.-15)

He thought that he was safe there.

- 1) He thought him to be safe there.
2) He thought about himself safe there.
3) He thought himself to be safe there.
4) He thought himself was safe there.

118) In which part of the sentence does the error lie? (sti dep.-15)

The king, with his ministers were here.

a b c

No error.

d

- 1) a 2) b 3) c 4) d

119) Which one of the following is a distributive pronoun? (Dpt. PSI-16)

- 1) Those 2) Some 3) Each 4) Whose

120) Choose the correct alternative to fill in the blank.

_____ unemployed persons were present at the demonstration. (PSI-98)

- 1) Much 2) Many a
3) A great many 4) A many

121) Choose the correct option to fill in the blanks in the following sentences. (Tax Asst. Pre.-17)

- a) Ten pounds _____ a lot of money.
b) Twenty miles _____ not a great distance in these day of rapid travel.
c) There _____ eggs and bacon for breakfast.
1) are, is, is 2) is, is, is
3) are, are, are 4) is, are, is

122) Identify the correct sentence : (राज्यसेवा-17)

- 1) The price is depended on the quality.

- 2) The price is made to depend on the quality.
3) The price depends on the quality.
4) The price was depended on the quality.

123) Identify the correct sentence/s : (राज्यसेवा-17)

- a) The ship was wrecked and every man, woman and child was drowned.
b) The ship was wrecked and every man, woman and child were drowned.
c) The ship was wrecked and every man, woman and child had drowned.

- 1) only b 2) only c 3) only a 4) both b and c

Exp : wrecked, drowned - ही विशेषणे आहेत.

124) Choose the sentences containing correctly used pronouns. (दुय्यम निरीक्षक-17)

- a) That book is her.
b) That idea of yours is excellent.
c) This book is mine.

- 1) a only 2) c only
3) a and b only 4) b and c only

125) Select the grammatically correct sentence/s. (दुय्यम निरीक्षक-17)

- a) Each of the employees, were given bonus.
b) Each of the employees, was given bonus.
c) Neither of the accusations is true.
d) Neither of the accusations are true.

- 1) only a and c 2) only b and c
3) only b and d 4) only a and d

126) Identify the incorrect sentence/s. (PSI-17)

- a) A course of lectures was delivered.
b) Silver as well as gold is used for ornaments.
1) Only a 2) Only b 3) Both 4) Neither

127) Choose the correct pronouns to fill in the blanks : (PSI-17)

- a) Every student passed _____ examination.
b) Everyone had to show _____ ticket.
c) We have lost _____ dog.
1) his, his, our 2) their, his, our
3) his, their, our 4) his, his, ours

128) Pick out the error in the sentence. (PSI-17)

England expects every man to do your duty.

a b c d

1) a 2) b 3) c 4) d

129) I) Either Sham or his friend has booked tickets. (अभि-15)

II) Ram as well as Sham were present.

Identify the correct sentence.

- 1) Only I is correct
- 2) Only II is correct
- 3) Both I and II are correct
- 4) Both I and II are incorrect

130) Recognise the type of pronoun of the underlined word : (अभि-15)

'He saw himself in the mirror'.

- 1) Personal pronoun
- 2) Possessive pronoun
- 3) Indefinite pronoun
- 4) Reflexive pronoun

131) He and his five brothers love _____ very much. (STI-17)

Which one of the following pronouns correctly fills in the blank in the sentence above?

- 1) each other
- 2) themselves
- 3) one another
- 4) one other

132) Fill in the blank by choosing the correct alternative : Is that my book, or is it _____?

- 1) Your
- 2) Your's
- 3) Yours
- 4) Your's book

133) The committee _____ considered your request. (राज्यसेवा-21)

The verb which agrees with the subject - The committee in notional concord is :

- (a) Are
- (b) is
- (c) Has
- (d) have

Answer options: (प्रश्न संदिग्ध आहे)

- (1) (c) only
- (2) (b) only
- (3) (a) only
- (4) (d) only

Exp : notional concord कर्ता व क्रियापद यांची सुसंगती 134)

a) Some of the TV serial is worth watching today.

b) Some of the TV serials are worth watching today.

c) None of the TV serials is worth watching today.

d) None of the TV serials are worth watching today.

The grammatically incorrect sentences among these are. (Tax asst-14)

- 1) a and d
- 2) a and b
- 3) c and d
- 4) b and c

135) Identify the sentence/s grammatically correct. (दुय्यम निरीक्षक-17)

- a) The committee is divided on some issues.
- b) The committee are divided on some issues.
- c) The committee has issued its report.
- d) The committee have issued their report.

- 1) only a and c
- 2) only b and c
- 3) only a and d
- 4) only b and d

136) Find out the incorrect sentence from the following : (Tax Asst. Mains-17)

- 1) Fifty thousand rupees is a big amount.
- 2) Ten miles are not a short distance.
- 3) Five years is a long period.
- 4) One of the books is damaged.

137) Choose the correct sentence : (राज्यसेवा-18)

- a) Leap years that have 366 days contain an extra day in February.
- b) Leap years, which have 366 days, contain an extra day in February

- 1) (a) only
- 2) (b) only
- 3) Both (a) and (b)
- 4) None of the above

138) Fill in the blanks. (राज्यसेवा-18)

a) His excuses, _____ were not convincing, angered his sister.

b) I made the dress I intend _____

c) The organisers invited entries _____ did not exceed 1000 words.

- 1) since, to wear, that
- 2) which, to wear, that
- 3) because, wearing, that
- 4) which, wearing, that

139) Find out objective personal pronouns from the following : (गट क-19)

I, WE, MY, Our, Me, Thou, Us, You, Thee, Your

- 1) I, We, My, Our, Thou

- 2) I, We, My, Your
- 3) Me, Us, Thee, You
- 4) None of these above

Expl : पर्याय 3 मध्ये दिवतीयतील सर्वनामे असून thee हे you चे रूप आहे. त्याचा अर्थ तुला, तुम्हाला असा होतो.

140) Choose the correct sentence : (राज्यसेवा-19)

- a) The cat licked it's paw.
- b) The club cheered for its team.
- c) It's Five hours until my birthday.

Answer options :

- 1) Only a is correct
- 2) Only b is correct
- 3) Only c is correct
- 4) Both b & c are correct

Expl : it's - it is, its - षष्ठी

Answer key

1 - 3	2 - 4	3 - 4	4 - 3	5 - 3
6 - 1	7 - 3	8 - 4	9 - 3	10 - 3
11 - 1	12 - 3	13 - 3	14 - 2	15 - 2
16 - 3	17 - 2	18 - 2	19 - 3	20 - 1
21 - 4	22 - 1	23 - 3	24 - 4	25 - 3
26 - 2	27 - 2	28 - 3	29 - 3	30 - 2
31 - 4	32 - 2	33 - 3	34 - 3	35 - 2
36 - 3	37 - 1	38 - 2	39 - 2	40 - 3
41 - 4	42 - 2	43 - 1	44 - 1	45 - 3
46 - 1	47 - 4	48 - 4	49 - 4	50 - 1
51 - 1	52 - 2	53 - 2	54 - 2	55 - 2
56 - 3	57 - 2	58 - 1	59 - 1	60 - 3
61 - 1	62 - 3	63 - 3	64 - 1	65 - 4
66 - 4	67 - 3	68 - 4	69 - 3	70 - 2
71 - 3	72 - 1	73 - 1	74 - 1	75 - 4
76 - 2	77 - 3	78 - 3	79 - 1	80 - 2
81 - 2	82 - 2	83 - 2	84 - 3	85 - 4
86 - 3	87 - 4	88 - 2	89 - 3	90 - 3
91 - 2	92 - 2	93 - 2	94 - 1	95 - 2
96 - 4	97 - 1	98 - 3	99 - 3	100 - 3
101 - 2	102 - 3	103 - 1	104 - 2	105 - 3
106 - 2	107 - 4	108 - 3	109 - 4	110 - 2
111 - 4	112 - 2	113 - 1	114 - 3	115 - 3
116 - 1	117 - 3	118 - 3	119 - 3	120 - 3
121 - 2	122 - 3	123 - 3	124 - 4	125 - 2
126 - 4	127 - 1	128 - 4	129 - 1	130 - 4
131 - 3	132 - 3	133 - 4	134 - 1	135 - 2
136 - 2	137 - 2	138 - 2	139 - 3	140 - 4

3 Adjective (विशेषण)

- नामाबद्दल विशेष माहिती सांगणाऱ्या शब्दाला 'विशेषण' असे म्हणतात.
- विशेषणाचे खालील प्रकार पडतात.
 - 1) Adjectives of Quality - गुणविशेषणे
 - 2) Adjectives of Quantity - परिमाणदर्शक विशेषणे
 - 3) Adjectives of Number - संख्यावाचक विशेषणे
 - 4) Demonstrative Adjectives - दर्शक विशेषणे
 - 5) Distributive Adjectives - विभाजक विशेषणे
 - 6) Interrogative Adjectives - प्रश्नार्थक विशेषणे
 - 7) Possessive Adjectives - स्वामित्वदर्शक विशेषणे
 - 8) Emphasizing Adjectives - जोरदर्शक विशेषणे
 - 9) Exclamatory Adjectives - उद्गारवाचक विशेषणे
 - 10) Proper Adjectives - व्यक्तीवाचक विशेषणे महत्त्वाचे
- Adjectives व Determiners ही दोन्हीही विशेषणे असली तरी त्यांच्या स्वरूपात मात्र फरक आहे.
- Determiners च्या रूपाला प्रत्यय अथवा उपसर्ग जोडला जात नाही. जसे so, much, little, few, whole परंतु विशेषणामध्ये मात्र असे बदल होऊ शकतात. Determiners चा वापर फक्त नामापूर्वी होतो. Adjectives मात्र नामाच्या पूर्वी किंवा नंतर वापरले जाऊ शकतात.

उदा. beautiful, blackish, handsome

- जर एकाच वाक्यात Adjectives व Determiners एकत्र वापरावयाचे झाले तर त्यांचा क्रम Determiners + Adjectives असा ठेवावा.

उदा. she has some coloured papers.

स्थानावरून विशेषणाचे दोन प्रकार पडतात.

Attributive Adjective **Predicative Adjective**

अधि/पूर्वविशेषण (नामापूर्वी) विधी/उत्तरविशेषण (नामानंतर)

she is a beautiful girl. This girl is beautiful.

Kinds of Adjectives

- 1) **Adjectives of Quality (गुणविशेषणे) :**
गुणविशेषणामध्ये रंग, रूप, आकार, प्रकार, गुण, दोष, स्थिती यांचे वर्णन असते. big, tall, small, honest, clever.
1) He is an honest person in the office.

- 2) Lata is a clever student.
- 3) This piece of candy is sweet.
- 4) This food tastes sour.
- 5) Her husband is handsome.
- 6) My son is good, most of the time.
- 7) The dog is hungry.
- 8) This shirt is black.
- 9) Baby has fair skin.

Note : ज्यावेळी एकपेक्षा अधिक विशेषणे वाक्यात असतात तेव्हा त्यांचा क्रम खालीलप्रमाणे ठेवावा.

order	relating to	examples
1	number	many, first, two, double (indefinite + ordinal + cardinal + frequency)
2	opinion	usual, lovely, beautiful
3	size	fat, small, tall
4	shape	round, square, triangular
5	age	young, old
6	colour	blue, red, yellow
7	origin	Indian, Japanese, Turkish
8	material	metal, wood, plastic
9	type	four-sided, U-shaped
10	purpose	cleaning, hammering, cooking

Examples :

- 1) I bought a ————— tie.
 - 1) red, long, Italian, silk, beautiful
 - 2) beautiful, long, red, Italian, silk
 - 3) long, red, Italian, beautiful, silk
 - 4) Italian, beautiful, red, long, silk
- 2) I carried a ——— suitcase.
 - 1) very small black 2) black very small
 - 3) very black small 4) none of these
- 3) They have ——— paintings.
 - 1) Indian some old 2) old some Indian
 - 3) some old Indian 4) Indian old some
- 4) I saw ——— girls.
 - 1) beautiful two little 2) little two beautiful

3) beautiful little two 4) two beautiful little

2) Adjective of Quantity (परिमाणदर्शक विशेषण) :

संख्येत न मोजता येणाऱ्या नामापूर्वी त्याचे प्रमाण दाखविणारा शब्द हा परिमाणदर्शक विशेषण असतो. शक्यतो अशी नामे एकवचनी पदार्थवाचक किंवा भाववाचक असतात.

➤ much, enough, all, no, any, great, few, half, sufficient, whole, little etc.

نوٹ : परिमाणदर्शक विशेषणानंतर येणारे नाम नेहमी एकवचनी असते.

- 1) I will have **light** dinner.
- 2) I want **some** coffee.
- 3) For his **whole** life he helped the poor.
- 4) We have **enough** study material.
- 5) I need **more** jam.
- 6) She has **little** intelligence.
- 7) The company has **sufficient** funds to give bonus to all.
- 8) There is a possibility of **heavy** rain tonight.

1) **any** व **no** चा उपयोग एकत्रितरित्या केला जात नाही कारण ही दोन्ही विशेषणे आहेत व विशेषणच विशेषणाची माहिती सांगण्यासाठी वापरत नाहीत. विशेषणाची माहिती सांगणारा शब्द क्रियाविशेषण असतो. **not** बरोबर मात्र **any** वापरले जाऊ शकते कारण **not adverb** आहे.

1) I have no any money. (incorrect)

☞ I have not any money. (correct)

2) **few** व **little** ही विशेषणे तसेच **hardly**, **scarcely**, **barely**, **seldom**, **lest** ही क्रियाविशेषणे नकारदर्शक असल्याने हे शब्द ज्या वाक्यात असतील त्या वाक्यात दुसरा एखादा नकारदर्शक शब्द नसतो.

1) I have not very little time to play. (incorrect)

☞ I have very little time to play. (correct)

3) Adjectives of Number (संख्यावाचक विशेषणे) :

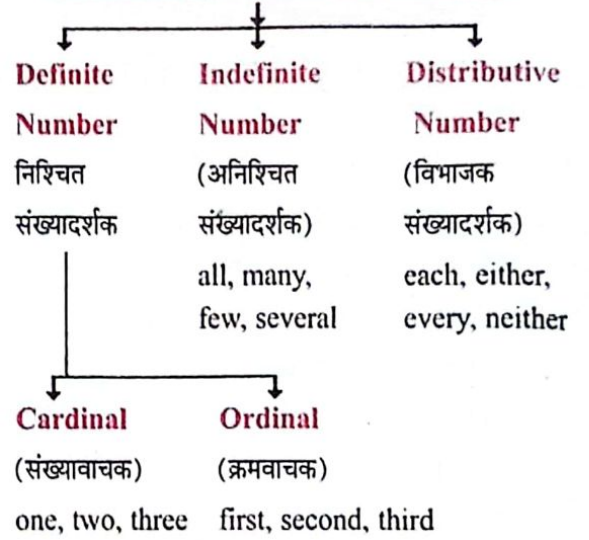
अनिश्चित व निश्चित संख्यादर्शक तसेच क्रमदर्शक विशेषणांना 'संख्यादर्शक विशेषणे' म्हणतात. संख्यावाचक विशेषण होण्यासाठी पुढे येणारे नामसुद्धा संख्येत मोजता येणारे असावे लागते.

➤ four, five, hundred, all, more, some, first, second, fourth, many

1) They have **four** children.

2) **All** men must die.

Kinds of Adjective of Number



- 1) I have **three** books.
- 2) She saw **many** wolves in the forest.
- 3) **Neither** girl is beautiful.
- 4) He got the **first** prize.

i) **Some/any** - विधानार्थी वाक्य होकारदर्शक असल्यास **some** वापरावे, नकारदर्शक असल्यास **any** वापरावे. प्रश्नार्थक वाक्यातून काही देण्याची किंवा घेण्याची offer असेल तर **some** वापरावे; परंतु offer नसल्यास **any** वापरावे.

- 1) I have some books to read.
- 2) I haven't any books to read.
- 3) Do you have any children?
- 4) Do you have some money?
- 5) Do you need some coffee?
- 6) No, I don't need any rice.
- 7) We have some milk in the jar.
- 8) Would you like some wine?
- 9) May I have some money?

ii) **Use of much and many :**

Much चा वापर खूप/पुष्कळ अथवा संख्येत न मोजता येणाऱ्या नामापूर्वी करतात तर **many** संख्येत मोजता येणाऱ्या नामापूर्वी वापरतात.

- 1) I have **many** friends.
- 2) I have **much** sugar.
- 3) There is **too much** water in the tank

- 4) How many brothers and sisters have you got?
- 5) I receive many letters nowadays.
- 6) I put too much salt in the soup.
- 7) There wasn't much traffic on the motorway.

- होकारदर्शक वाक्यात कर्मापूर्वी **much/many** चा वापर होत नाही. त्याऐवजी खालील प्रमाणे शब्दसमूह घ्यावेत.
- **Many** - A great many of, a good many of, a great number of, great numbers of, plenty of, a lot of, lots of, numerous, a large number of, large numbers of, enough.
- **Much** - A great deal of, a good deal of, a large quantity of, plenty of, enough of, a lot of.

- 1) I know many men.(incorrect)
- ✓ I know a large number of men.(correct)

iii) खालील शब्दसमूह व त्यानंतर येणारे नाम व क्रियापद लक्षात ठेवावे.

A good many (of)	
A great many (of)	
A great number (of)	
great numbers (of)	
A large number (of)	
Plenty (of)	अनेकवचनी नाम +
A lot (of)	अनेकवचनी क्रियापद
Lots (of)	
Numerous	
Enough (of)	
Large numbers of	

- 1) A large number of women have become officers.
- 2) A great number of students are present for the exam.
- 3) A large number of our services have developed regular dialogue with customers.
- 4) A great many stars were shining
- 5) A great many houses were knocked down by the earthquake

A great deal (of)	
A good deal (of)	
A large quantity (of)	
Plenty (of)	परिमाणवाचक एकवचनी
A lot (of)	नाम + एकवचनी क्रियापद
Enough (of)	
A large percentage of	

- 1) A large percentage of the older population is voting against her.
- 2) A lot of water has been wasted.
- 3) There is plenty of food.

iv) Use of all and whole :

> **All** चा वापर एकवचनी अर्थाने तसेच संख्येत मोजता येणाऱ्या अनेक घटकांसाठी सर्व अर्थाने केला जातो; परंतु **whole** मात्र एकाच घटकाची सर्व अंगे अर्थाने एकवचनी नामापूर्वी वापरतात. पदार्थासाठी **all** वापरावे.

- 1) All boys are clever.
- 2) All sugar is used.
- 3) Her whole body was damaged.
- 4) The whole town gathered for the programme.

• महत्त्वाचे •

> काही संख्यावाचक व परिमाणवाचक विशेषणे सारखीच आहेत.

> **All, some, few** या विशेषणानंतर येणारे नाम अनेकवचनी असेल तर ती संख्या विशेषणे असतात, परंतु नाम जर एकवचनी पदार्थावाचक किंवा भाववाचक असेल तर ती परिमाणवाचक विशेषणे असतात.

- 1) There are **some** boys.(अनिश्चित संख्यादर्शक विशेषण)
- 2) There is **some** water in the well. (परिमाणदर्शक विशेषण)

4) **Demonstrative Adjectives (दर्शक विशेषण) :**

> वस्तूचा किंवा व्यक्तीचा निर्देश करणाऱ्या विशेषणांना 'दर्शक विशेषणे' म्हणतात.

This, these, that, those, such, a certain, certain, the same, anyother, other, another etc.

- 1) These books are mine.
- 2) That girl is his sister.

1) Use of a certain and certain :

➤ A certain चा उपयोग अनिश्चित एकवचनी संख्येत मोजता येणाऱ्या नामापूर्वी करतात; परंतु certain मात्र अनेकवचनी संख्येत मोजता येणाऱ्या नामापूर्वी वापरतात.

- 1) I met a certain boy in the market.
- 2) There are certain things proper for a kitten to eat.

2) Use of other, another, anyother, no other :

a) other + एकवचनी/अनेकवचनी नाम, दुसरा एखादा/अनेक अर्थाने वापरतात.

- 1) The other student
- 2) The other students

b) another - आणखी दुसरा एक अशा एकवचनी अर्थाने होकारदर्शक विधानार्थी वाक्यात वापरतात, तसेच प्रश्नार्थक offer मध्ये सुद्धा वापरतात; परंतु another + संख्या + अनेकवचनी नाम अशी रचना सुद्धा केली जाते.

- 1) I need another book of this publication.
- 2) I need another three books of this publication.
- 3) Would you like another cup of tea?
- 4) She wants another pen.

c) Any other - नकारदर्शक विधानार्थी वाक्यात आणखी एखादा अर्थाने वापरतात. Degree च्या वाक्यात एकाची अनेकांशी तुलना असेल तर than नंतर any other वापरावे.

- 1) She does not want any other pen.
- 2) Kala is better than any other student in the class.

3) Use of such and same :

➤ हे शब्द संख्येत मोजता येणाऱ्या एकवचनी व अनेकवचनी अशा दोन्ही नामापूर्वी तसेच संख्येत न मोजता येणाऱ्या नामापूर्वी सुद्धा वापरतात.

such a man, such men, such coffee, the same student, the same students

5) Distributive Adjectives (विभाजक विशेषणे):

➤ दिलेल्या संख्येतील प्रत्येक घटकाचा उल्लेख विभाजक विशेषणातून होतो. या विशेषणानंतर लगेच येणारे नाम एकवचनी असते. अशा वाक्यातील क्रियापदे व सर्वनामे एकवचनी असतात.

Neither, Each, Every, either

- 1) Every citizen is proud to be an Indian.
- 2) Each of his friends is helpful.

3) Every car comes with a free cover.

4) Each student is responsible for littering classroom.

5) Every worker was given bonus.

6) Neither question is easy.

7) Neither boy knows the answer.

8) Every man has his duties.

9) Each person must take his seat.

● महत्त्वाचे ●

a) Every चा उपयोग मोठी संख्या, सक्ती तसेच ठराविक कालावधीनंतर घडणारे प्रसंग तसेच nearly, almost, practically, without exception यांपैकी शब्द वाक्यात असेल तर every वापरावे. अशा वाक्यात each वापरू नये. every चा वापर अनेकवचनी नामासाठी केला जात नाही; परंतु every नंतर संख्यावाचक शब्द आल्यास मात्र पुढे येणारे नाम अनेकवचनी असू शकते व क्रियापदही अनेकवचनी असते. every नामाशिवाय वापरले जाऊ शकत नाही, कारण ते विशेषण आहे.

- 1) I have read almost every book of this library.
- 2) Every year we celebrate Diwali.
- 3) Everyone of you must pay your fees.
- 4) Every was punished. (Incorrect)
- 5) Every boy was punished. (Correct)
- 6) Every ten boys have bicycles.

b) Each मात्र विशेषण व सर्वनाम अशा दोन्ही प्रकारे वापरता येते. Each एकवचनी असून त्यानंतर लगेच येणारी नामे, क्रियापदे व सर्वनामे एकवचनी असतात.

- e.g. 1) Each was punished. (pronoun)
2) Each boy was punished. (adjective)

6) Interrogative Adjectives (प्रश्नार्थक विशेषणे) :

➤ what, which, whose चा वापर नामाबरोबर प्रश्न विचारण्यासाठी केल्यास ती प्रश्नार्थक विशेषणे होतात.

- 1) What time is it?
- 2) Whose dog is this?
- 3) Which book are you reading?

7) Possessive Adjectives (स्वामित्वदर्शक विशेषणे) :

➤ my, his, her, your, their, our, its चा वापर नामापूर्वी मालकी दाखविण्यासाठी केल्यास ती स्वामित्वदर्शक विशेषणे होतात.

1) This is **my** house.

2) That is **your** car.

8) **Emphasizing Adjectives** : (जोरदर्शक विशेषणे) :

➤ own आणि very चा वापर नामापूर्वी केल्यास ती जोरदर्शक विशेषणे होतात.

1) This is the **very** shirt that I want.

2) I saw it with my **own** eyes.

➤ जोर देण्यासाठी own स्वामीत्व दर्शक विशेषणानंतर वापरतात.

1) I gave him my **own** book.

9) **Exclamatory Adjectives** : (उद्गारवाचक विशेषणे) :

➤ what चा उपयोग नामापूर्वी उद्गारवाचक वाक्यात केल्यास ते उद्गारवाचक विशेषण होते.

1) What **folly!**

2) What an **idea!**

10) **Proper Adjective** (व्यक्तीवाचक विशेषणे) :

➤ Indian, American, Russian या सारख्या विशेषणांना Proper Adjective म्हणतात.

● महत्त्वाचे ●

➤ विशेषणे शक्यतो नामापूर्वी येतात, तर सर्वनामे स्वतंत्ररीत्या कर्ता किंवा कर्म म्हणून वापरली जातात.

1) **This** is my house. (pronoun)

3) **This** house is mine. (adjective)

2) **Which** person do you want to see? (adjective)

4) **What** is your name? (pronoun)

● विशेषणांचे आणखी काही उपयोग :

1) **The** + विशेषण हे अनेकवचनी नामाचे कार्य करते. पुन्हा अशा शब्दानंतर नाम वापरू नये तसेच क्रियापद अनेकवचनी वापरावे.

1) The rich people always hate the poor people. (incorrect)

☞ The rich always hate the poor. (correct)

2) The rich are arrogant.

● इतर शब्दांचा विशेषणाप्रमाणे वापर :

1) **Nouns as adjectives** - नामाचा विशेषणाप्रमाणे उपयोग:

1) It is a **desert** cactus.

2) Mr. Jadhav has brought a **water** tank.

➤ वरील वाक्यात desert (वाळवंट) व water (पाणी) ही नामे

आहेत, परंतु त्यांचा उपयोग cactus व tank या नामापूर्वी विशेषणासारखा केला आहे.

2) **Present participle (verbal) adjective** -

क्रियापदाच्या ing युक्त रूपाचा वाक्यात कोठेही वापर केला असेल परंतु ते वाक्यातील एखाद्या नामाबद्दल अधिक माहिती सांगत असेल तर त्याला Present participle as adjective/verbal adjective असे म्हणतात.

1) We have brought a **washing** machine.

2) **Going** on the road, the boy met with an accident. (जाणारा मुलगा)

3) We met a boy **carrying** books (पुस्तके वाहणारा मुलगा)

3) **Past participle (verbal) adjective** - क्रियापदाच्या

v3 युक्त रूपाचा वाक्यात कोठेही वापर केला असेल परंतु ते वाक्यातील एखाद्या नामाबद्दल अधिक माहिती सांगत असेल तर त्याला Past participle as adjective/verbal adjective असे म्हणतात.

1) The bird was kept in a **gilded** cage.

2) He has only a **torn** shirt.

3) **Blinded** by dust, the man stopped on the road. (धुळीने आंधळा झालेला माणूस)

4) **Tired** of walking, he called a cab. (चालून थकलेला माणूस)

● विशेषणांचे क्रम व प्रकाराविषयी महत्त्वाचे ●

1) संख्याविशेषण व गुणविशेषण एकाच वाक्यात आल्यास प्रथम संख्यावाचक व नंतर गुणविशेषण घ्यावे.

1) I saw two beautiful girls.

2) अनिश्चित संख्यावाचक व निश्चित संख्याविशेषणे एकत्र आल्यास प्रथम अनिश्चित व नंतर निश्चित असा क्रम ठेवावा.

1) Many single rooms are available.

3) एकाच वाक्यात एकापेक्षा अधिक संख्याविशेषणे आल्यास त्यांचा क्रम क्रमदर्शक + संख्यादर्शक + आवृत्तीदर्शक असा ठेवावा.

1) The first five double rooms are booked.

4) जर वाक्यात Countable व uncountable अशी दोन्ही नामे आल्यास त्या नुसारच विशेषणांचे सुद्धा आयोजन करावे.

1) He has bought **many** oranges and **much** milk.

5) Unique, excellent, Perfect, Unmatched, unparalleled, major, extreme, universal, whole, complete, full, round, circular, spherical, triangular, rectangular, parallel, golden, milky, lunar, ही विशेषणे मुळातच Superlative Degree मध्ये आहेत. त्यांच्यात Positive व Comparative असा बदल करता येत नाही तसेच त्यांना उपसर्ग व प्रत्यय जोडता येत नाही.

1) This is one of the most major operations.
(Incorrect)

☞ This is one of the major operations. (Correct)

2) This is the most unique system. (Incorrect)

☞ This is the unique system. (correct)

6) Senior, Junior, Superior, Inferior, Prior, Posterior ही विशेषणे मुळातच comparative degree दर्शवितात. त्यामुळे त्यांचे Positive व superlative degree मध्ये रूपांतर होत नाही. तसेच या विशेषणानंतर नेहमी to हेच शब्दयोगी अव्यय वापरावे लागते. कारण ज्या विशेषणाचे मूळ रूप बदलून comparative मध्ये रूपांतर केले जाते अशा विशेषणानंतर than वापले जाते. या विशेषणांबरोबर उपसर्ग अथवा प्रत्यय वापरू नये.

1) He is more senior to me. (Incorrect)

☞ He is senior to me in the office. (correct)

2) Lata is junior than me in the office. (Incorrect)

☞ Lata is junior to me in the office. (correct)

3) Ram is taller than Sham. (correct)

7) Minor, ulterior, interior, exterior ही फक्त Positive Degree मधील विशेषणे असल्याने त्यांचे इतर degree मध्ये रूपांतर होत नाही. तसेच more/most हे उपसर्ग व than/to हे प्रत्यय वापले जात नाहीत.

1) This is a more minor problem. (Incorrect)

☞ This is a minor problem. (correct)

8) Comparatively व Relatively ही क्रियाविशेषणे comparative degree चा भाव व्यक्त करतात. म्हणून त्यानंतर नेहमी विशेषणाचे मूळ रूपच वापरावे किंवा हे शब्द काढून टाकून विशेषणाचे दुसरे रूप करावे.

1) The weather is Comparatively hot today.

2) The weather is hotter today.

9) Enough पूर्वी नेहमी विशेषणाचे मूळ रूप असते Superlative/Comparative वापरू नये.

1) Lata is intelligent enough to understand your tricks.

2) He is smarter enough to get selected.
(Incorrect)

10) जर तुलना दोन घटकात असेल व वाक्यात prefer/rather शब्दप्रयोग असेल तर prefer बरोबर to तर rather बरोबर than चा वापर केला जातो.

1) I prefer tea to coffee.

2) He wants to sit rather than sleep.

11) Preferable नंतर to च वापरावे.

1) Ice-cream is preferable to summer.

12) दोन Adjectives जर and ने जोडले तर ते दोन्हीही एकाच degree मध्ये असतात.

1) good and wise

2) better and wiser

3) best and wisest

13) Such/the same / the other/ any + singular / plural countable noun.

1) Such a boy/such boys.

2) The same book/the same books.

● Note:- a/an/the ही सुद्धा विशेषणेच आहेत.

14) a/an/a certain/another/this/that + singular countable Noun

1) I need another book of this publication.

2) You must stop at a certain point.

15) Each, either, neither, every ही एकवचनी विशेषणे/सर्वनामे आहेत. त्यांचा वापर उपपदांबरोबर करू नये.

1) The teacher punished each a boy (Incorrect)

☞ The teacher punished each boy (Correct)

16) A sleep, alone, ashamed, a like ही विशेषणे विधी विशेषणे असून ती कर्त्यानंतरच वापरली जातात.

1) The baby is fast a sleep.

2) I am alone.

3) They look alike.

17) worth seeing हे विशेषण ज्या नामाची माहिती सांगते लगेच त्यानंतर लिहावे लागते.

1) The Taj Mahal is a monument worthseeing.

18) हळूहळू वाढ होत असेल तर comparative मध्ये खालील दोन प्रकारच्या रचना करतात.

► er and er, more and more

- 1) It has become harder and harder to get a job.
- 2) She is growing more and more beautiful.

19) विशेषणे जशी नामाबद्दल माहिती सांगतात त्याप्रमाणे ती सर्वनामांबद्दल सुद्धा माहिती सांगण्यासाठी वापरतात.

1) He was asked to spot the car that crashed and he identified the red one.

● **Three forms of Adjectives (विशेषणाची तीन रूपे):**

1) **Positive Degree (समभाव) :** विशेषणाच्या मूळ रूपाला positive degree असे म्हणतात. विशेषणाचे मूळ रूप दोन घटकांत तुलना करताना नेहमी as as किंवा so as मध्ये असते. नकारदर्शक वाक्यात शक्यतो so as वापरावे.

1) Mumbai is as big as Kolkata.

2) **Comparative Degree (तरभाव) :** विशेषणाच्या दुसऱ्या रूपाला Comparative degree असे म्हणतात. तुलना करताना विशेषणाच्या दुसऱ्या रूपानंतर नेहमी than असते.

1) Mumbai is bigger than Kolkata.

3) **Superlative Degree (तमभाव) :** विशेषणाच्या तिसऱ्या रूपाला superlative degree असे म्हणतात. विशेषणाच्या तिसऱ्या रूपापूर्वी नेहमी the उपपद वापरतात.

अपवाद - जर षष्ठी विभक्तीनंतर विशेषणाचे तिसरे रूप आले तर the वापरत नाहीत.

- 1) Mumbai is the biggest city in India.
- 2) This is his biggest house in the city.

Exercise

● **Fill in the blanks with proper form of Adjective given in brackets:**

- 1) The Pacific Ocean is the _____ ocean in the world. (deepest/deep/deeper)
- 2) No other ocean is as _____ as The Pacific Ocean. (deepest/deep/deeper)
- 3) The Pacific Ocean is _____ than the Arctic Ocean. (deepest/deep/deeper)

Ans: 1) deepest 2) deep 3) deeper

● **Three forms of Degree (विशेषणाची तीन रूपे)**

Positive	Comparative	Superlative
tall	taller	tallest
small	smaller	smallest
big	bigger	biggest
hard	harder	hardest
easy	easier	easiest
beautiful	more beautiful	most beautiful
honest	more honest	most honest
industrious	more industrious	most industrious
good/well	better	best
bad/ill	worse	worst
little	less	least
much/many	more	most
old	older/elder	oldest/eldest
near	nearer	nearest
fore	further	furthest
far	farther	farthest
in	inner	innermost
up	upper	uppermost
out	outer/utter	utmost, uttermost

● **महत्वाचे :** व्यक्तीचे शारीरिक वर्णन करताना त्याच्या सामाजिक स्थितीचे वर्णन करून नये.

- उदा. 1) He is a tall gentleman. (incorrect)
2) He is a tall man. (correct)

● **Note :** विशेषणाच्या पूर्वी अक्षरे जोडल्यास त्याला Prefix तर शेवटी जोडल्यास त्याला Suffix म्हणतात.

More beautiful, Cleverest

► नामाला ly जोडल्यास विशेषण तयार होते तर विशेषणाला ly प्रत्यय जोडल्यास त्याचे क्रियाविशेषण तयार होते.

■ **Adjective+ly=Adverb**

- 1) loving +ly=lovingly
- 2) slow + ly = slowly
- 3) loud + ly = loudly
- 4) faithful + ly = faithfully
- 5) fortunate + ly = fortunately

- 6) sincere + ly = sincerely
- 7) wise + ly = wisely
- 8) careless + ly = carelessly
- 9) careful + ly = carefully
- 10) beautiful + ly = beautifully

■ **Noun + ly = Adjective**

- 1) god + ly = godly
- 2) friend + ly = friendly
- 3) brother + ly = brotherly
- 4) sister + ly = sisterly
- 5) home + ly = homely
- 6) mother + ly = motherly
- 7) man + ly = manly
- 8) woman + ly = womanly
- 9) love + ly = lovely
- 10) father + ly = fatherly

➤ नामाला ly प्रत्यय जोडून विशेषण तयार होत असले तरी असे काही शब्द क्रियाविशेषण म्हणून सुद्धा वापरता येतात.

- 1) The Sakal is a **daily** news paper. (adj)
- 2) He comes here **daily**. (adv)

➤ खालील क्रियापदांचा वापर एखाद्या घटकाचे वर्णन करण्यासाठी केल्यास त्यानंतर फक्त विशेषणे वापरली जातात क्रियाविशेषणे वापरू नयेत.

➤ taste, make, become, appear, smell, remain, be, sound, turn, keep, grow, get, look, परंतु look, taste, smell, turn या व्यक्तीने केलेल्या क्रिया असतील तर मात्र क्रियाविशेषणे वापरावीत.

- 1) The teacher looks angry today.
- 2) The teacher looked angrily at me.

● **Use of some important 'Adjectives' (काही महत्त्वाच्या विशेषणांचा उपयोग)**

1) **late** या विशेषणाची **comparative** मध्ये दोन व **superlative** मध्ये दोन रूपे होतात.

Positive	Comparative	Superlative
late	later latter	latest last

➤ later आणि latest वेळेची संबंधित असून latter आणि last चा संबंध स्थितीशी आहे.

- 1) Sheela is ----- than expected. (later/latter)
- 2) This is the ----- news. (latest/last)
- 3) I was the ----- person in the row. (last/latest)
- 4) Theirs is the ----- house in the street. (last/latest)

- Ans : 1) later 2) latest
3) last 4) last

2)

Old	Older Elder	Oldest Eldest
-----	----------------	------------------

➤ elder आणि eldest चा उपयोग रक्ताच्या नात्यासाठी केला जातो, वस्तू व प्राण्यांसाठी केला जात नाही. शक्यतो एकाच घरातील सदस्यांसाठी वरील शब्दांचा वापर होतो. older आणि oldest इतर व्यक्ती तसेच वस्तूंसाठी वापरतात. than असल्यास elder वापरू नये older वापरावे.

- 1) Kala is my ----- sister. (older/elder)
- 2) Nikhil is my ----- son. (oldest/eldest)
- 3) She is ----- than her sister. (elder/older)
- 4) Sachin is the ----- boy among the students. (oldest/eldest)
- 5) This is the ----- building in our area. (eldest/oldest)
- 6) Ram is my ----- brother. (eldest/oldest/elder)

- Ans : 1) elder 2) eldest 3) older
4) oldest 5) oldest. 6) eldest/elder

3) **Farther, Further - पुढे**

➤ Further ही Fore ची Comparative degree आहे. त्याचा अर्थ आहे त्यात अधिक भर घालणे असा होतो, तर Farther ही Far ची Comparative degree असल्याने 'च्या पेक्षा अंतराने अधिक' या अर्थाने वापरतात.

- 1) Jalna is ----- from Parthan than Aurangabad. (अंतर)
- 2) There is no ----- progress in his health. (आणखी पुढे)
- 3) I can't walk any ----- (farther/further)
- 4) No ----- reasons were given. (farther/further)

5) My school is ----- from my home than the temple. (farther/further)

Ans : 1) farther 2) further 3) further
4) further 5) farther

4) Sick - किरकोळ आजार, ill - मोठा आजार

1) Today I feel very sick.
2) He is ill for six months.

5) First - पहिला, Foremost - एकमेव/महत्त्वाचा

1) The first person in the row will receive the trophy.
2) Mahatma Gandhi was the foremost politician of India.

6) Outer - बाहेरची बाजू, Utter - पूर्णपणे (तिव्रतेशी संबंधित)

1) The outer wall needs repairs.
2) In utter despair, he approached me for help.

7) Mutual - एकमेकांच्या बाबतीत सारखे, Common - दोघांमध्ये एकच

1) They have mutual understanding.
2) We were introduced to each other by a common friend.

8) Oral - तोंडी (जी परीक्षा लेखी घेण्याऐवजी तोंडी घेतली जाते त्या संदर्भात हा शब्द वापरतात)

➤ Verbal - शाब्दिक (अक्षरांशी संबंधित)

1) He sent to me an oral message.
2) There is not much verbal difference between the two statements.

9) Little, A little, The little :

➤ Little - हे नकारदर्शक विशेषण असून, पदार्थवाचक तसेच भावनाचक एकवचनी नामापूर्वी जवळजवळ नाहीच अशा नकारदर्शक अर्थाने वापरतात.

➤ A little - मात्र थोडेशे असले तरी होकारदर्शक (सकारात्मक) अर्थाने वापरतात.

➤ The little - मात्र मिश्र वाक्यात जे काही थोडेशे आहे त्याबद्दल गौण वाक्यातून अधिक माहिती सांगण्यासाठी वापरतात. असे वाक्य adjective clause मध्ये मोडते.

1) I have little money so I can't give you any.
2) There is a little hope of his recovery, take him to a good doctor.

3) The little information, he had, was not quite reliable.

4) We have a little extra time this afternoon; do you want to watch a movie?

5) We have little time this afternoon; we can't watch a movie.

6) The little time which I have today; I want to spend with my family

11) Few, A few, The few चा वापर वरील प्रमाणेच करतात; परंतु संख्येत मोजता येणाऱ्या नामांसाठी.

1) Few men are free from faults.

2) A few persons were present for the programme, so we continued it.

3) The few friends, he has, are all very poor.

● Note : The little व The few चे वाक्य मिश्र वाक्य असते व ते adjective clause मध्ये मोडते.

12) Next, Nearest :

➤ Next - म्हणजे क्रमाने किंवा स्थितीने पुढे (जवळ)

➤ Nearest - अंतराने सर्वात जवळचा

1) She sits next to me.

2) This is the nearest school from my home.

● महत्त्वाचे ●

1) एकाच वाक्यात दोन विशेषणे आल्यास प्रथम er/est प्रत्यय असणारे व नंतर more/most उपसर्ग असणारे विशेषण घ्यावे, व फक्त पहिल्या विशेषणामापूर्वी The वापरावे.

1) She is the Cleverest and most beautiful girl in the class

2) of the two च्या वाक्यात दोनच घटक असल्याने अशा वाक्याचे Superlative degree करू नये. तसेच विशेषणाच्या दुसऱ्या रूपापूर्वी दोन्हीपैकी तोच एक श्रेष्ठ असे दर्शविण्यासाठी the वापरावे.

1) She is the taller of the two

3) दोन वेगवेगळ्या विशेषणांची तुलना असेल तर त्यांचे मूळ रूप ठेवून more than व less than ची रचना करतात.

1) She is more clever than beautiful.

2) She is less beautiful than clever.

Errors in the use of 'Adjectives'

- 1) Mr. Pande is the most industrious and noblest member of the staff.
 - ✗ Mr. Pande is the noblest and most industrious member of the staff. दोन विशेषणे and ने जोडल्यास er/est असणारे विशेषण सुरुवातीस तर more व most प्रत्यय असणारे नंतर घ्यावे.

- 2) This is the best of the two books on this subject.
 - ✗ This is the better of the two books on this subject. of the two च्या वाक्यात the + adj (2) वापरले जाते.

- 3) Who is tallest, he or she?
 - ✗ Who is taller, he or she? तुलना फक्त दोघातच असेल तर superlative degree वापरता येत नाही. त्या ऐवजी comparative degree वापरावी.

- 4) It is more cooler today than yesterday?
 - ✗ It is cooler today than yesterday? ज्या विशेषणांना er व est प्रत्यय लागतात त्यांना more व most उपसर्ग जोडू नये.

- 5) I prefer tea than coffee.
 - ✗ I prefer tea to coffee. prefer बरोबर to चा वापर केला जातो.

- 6) I am junior than you by two years.
 - ✗ I am junior to you by two years. junior, superior, inferior नंतर than ऐवजी to वापरले जाते.

- 7) I don't have some money.
 - ✗ I don't have any money. नकारदर्शक व प्रश्नार्थक वाक्यात some ऐवजी any वापरावे.

- 8) Mohan is elder than Ram.
 - ✗ Mohan is older than Ram. than बरोबर older वापरतात.

- 9) What is the last score?
 - ✗ What is the latest score? स्थितीच्या संदर्भात last वापरतात तर वेळेच्या संदर्भात latest वापरतात.

- 10) I have read each book of this library.
 - ✗ I have read every book of this library. मर्यादित संख्येसाठी each वापरतात तर मोठ्या संख्येसाठी every वापरतात.

- 11) I have been sick for a very long time.
 - ✗ I have been ill for a very long time. किरकोळ आजार - sick तर मोठ्या आजारासाठी - ill

- 12) I don't like these kind of novels.
 - ✗ I don't like this kind of novel./ I don't like these kinds of novels.

- 13) Less books are needed for the library.
 - ✗ Fewer books are needed for the library. संख्येत मोठ्या येणाऱ्या नामासाठी less ऐवजी Fewer वापरावे.

- 14) Indira Gandhi was the first politician of her time.
 - ✗ Indira Gandhi was the foremost politician of her time. स्थितीने पहिल्यासाठी first वापरतात, तर एकमेवसाठी foremost वापरतात.

- 15) Napoleon was greater than any politician of his time.
 - ✗ Napoleon was greater than any other politician of his time. comparative degree मध्ये than any नंतर other वापरावे.

- 16) This is the most perfect system.
 - ✗ This is the perfect system. perfect - Superlative degree चे कार्य करते म्हणून त्यापूर्वी most वापरू नये.

- 17) The Tajmahal is a worth- seeing monument.
 - ✗ The Tajmahal is a monument worth-seeing. worth-seeing हे विशेषण नामानंतरच वापरले जाते.

- 18) Mohan is wiser than honest.
 - ✗ Mohan is more wise than honest. एकाच व्यक्तीच्या दोन गुणांची तुलना असल्यास वरीलप्रमाणे रचना करावी.

- 19) He had only the few rupees left.
 - ✗ He had only few rupees left. the few चा अर्थ होकारदर्शक होतो. only असल्याने वाक्य नकार दर्शविते म्हणून few हा नकारदर्शक शब्द वापरावा.

- 20) I got cent percent marks in English.
 - ✗ I got hundred percent marks in English.

- 21) The teacher will give the students a verbal test.
 - ✗ The teacher will give the students an oral test.

- 22) Please open your book at twenty page.
 - ✗ Please open your book at page twenty.
 - ✗ 20 क्रमांकाचे पान अर्थात at page twenty बरोबर आहे.

- 23) He got only passing marks in English.
 - ✗ He got only pass marks in English. passing - पुढे ढकलणे. pass - पुढे ढकलणे/उत्तीर्ण होणे.

- 24) There is no fewer than two litters of milk in the jug.
 - ✗ There is no less than two litters of milk in the jug. संख्येत मोठ्या येणाऱ्या घटकांसाठी fewer वापरावे तर पदार्थवाचक, भाववाचक नामांसाठी तसेच पैशांसाठी सुद्धा less वापरतात.

25) What is the last news of today?

What is the latest news of today? सर्वात अलीकडील काळातील साठी latest तर स्थितीतील शेवटचा साठी last वापरतात.

FORMATION OF ADJECTIVES

Adjectives from Nouns

Nouns	Adjectives
Adventure	Adventurous
Ease	Easy
Advice	Advisable
East	Eastern
Affection	Affectionate
Economy	Economical
Air	Airy
Emphasis	Emphatic
Asia	Asiatic, Asian
Example	Exemplary
Ancestor	Ancestral
Empire	Imperial
Angel	Angelic
Enemy	Inimical
Anger	Angry
England	English
Angle	Angular
Essence	Essential
Atmosphere	Atmospheric
Expectation	Expectant
Authority	Authoritative
Expense	Expensive
Autumn	Autumnal
Expression	Expressive
Beauty	Beautiful
Fable	Fabulous
Blood	Bloody
Face	Facial
Body	Bodily
Faith	Faithful

Boy	Boyish
Fame	Famous
Brass	Brazen
Fancy	Fanciful
Brother	Brotherly
Fate	Fateful
Brute	Brutal
Father	Fatherly
Book	Bookish
Fallacy	Fallacious
Burden	Burdensome
Fault	Faulty
Calamity	Calamitous
Favour	Favourable
Capacity	Capacious
Feather	Feathery
Centre	Central
Fever	Feverish
Ceremony	Ceremonial
Fiction	Fictitious
Flesh	Fleshy
Chivalry	Chivalrous
Figure	Figurative
Character	Characteristic
Fire	Fiery
Cheer	Cheerful
Fish	Fishy
Child	Childish/childlike
Flower	Flowery
Circle	Circular
Fog	Foggy
Class	Classic/classical
Fool	Foolish
College	Collegiate
Force	Forcible/forceful
Colony	Colonial
France	French

Comfort	Comfortable
Fraud	Fraudulent
Contempt	Contemptuous,
Friend	Friendly
Frost	Frosty
Coward	Cowardly
Fruit	Fruitful
Crime	Criminal
Sun	Sunny
Fury	Furious
Custom	Customary
Gas	Gaseous
Danger	Dangerous
Germ	Germinal
Zeal	Zealous
Day	Daily
Ghost	Ghostly
Earth	Earthly, earthen
Glory	Glorious
Oil	Oily
Sympathy	Sympathetic
One	Only
System	Systematic
Orator	Oratorial
Table	Tabular
Origin	Original
Talk	Talkative
Ornament	Ornamental
Taste	Tasty, tasteful
People	Popular
Title	Titular
Palace	Palatial
Terror	Terrible
Paper	Papery
Thirst	Thirsty
Passion	Passionate
Thought	Thoughtful/thoughtless

Peace	Peaceful
Tribes	Tribal
Picture	Picturesque
Trifle	Trivial
Policy	Politic
Trouble	Troublesome
Practice	Practical
Tutor	Tutorial
Prejudice	Prejudicial
Type	Typical
Price	Precious
Use	Useful/useless
Profit	Profitable
Valour	Valiant
Prose	Prosaic
Value	Valuable
Quarrel	Quarrelsome
Verb	Verbal
Queen	Queenly
Vice	Vicious
Question	Questionable
Viceroy	Viceregal
Ruin	Ruinous
Vigour	Vigorous
Season	Seasonable
Water	Watery
Sand	Sandy
Virtue	Virtuous
Scholar	Scholarly
Voice	Vocal
Science	Scientific
War	Warlike
Sense	Sensible
Week	Weekly
Service	Serviceable
Will	Willing, willful
Silk	Silken, silky

Wind	Windy
Silver	Silvery
Winter	Wintery
Slave	Slavish
Woman	Womanish/womanlike
Smoke	Smoky
Youth	Youthful
Society	Social
Wood	Wooden
Solitude	Solitary
World	Worldly
Space	Spacious
Worth	Worthy
Star	Starry
Wretch	Wretched
Stone	Stony
Year	Yearly
Storm	Stormy
God	Godly
Gold	Golden
Grass	Grassy
Greed	Greedy
Grief	Grievous
Habit	Habitual
Life	Lifelike, lifeless
Limit	Limited/limitless
Line	Lineal/linear
Lord	Lordly
Love	Lovely/loving/lovable
Ocean	Oceanic
Night	Nightly
Hair	Hairy
Lustre	Lustrous
Hand	Handy
Machine	Mechanical
Harm	Harmless/harmful
Man	Manly

Haste	Hasty
Haze	Hazy
Manner	Mannerly
Medicine	Medicinal
Head	Heady
Heart	Hearty
Heat	Hot
Heaven	Heavenly
Mercury	Mercurial
Mercy	Merciful/merciless
Heir	Hereditary
Herb	Herbal
Merit	Meritorious
Hero	Heroic
Metal	Metallic
Hill	Hilly
Memory	Memorable
Merchant	Mercantile
Might	Mighty
Military	Martial
Home	Homely
Milk	Milky
Honour	Honorary/honourable
Miracle	Miraculous
Mirth	Mirthful
Horn	Horny
Hour	Hourly
Moment	Momentary
Money	Monetary
Office	Official/officious
Month	Monthly
Licence	Licentious
Ignorance	Ignorant
Mother	Motherly
Muscle	Muscular
Industry	Industrial/industrious
Mystery	Mysterious

Number	Numerical
Irony	Ironical
Nation	National
Myth	Mythical
Island	Insular
Nature	Natural
Jew	Jewish
Navy	Naval
Notice	Noticeable
Joke	Jocular
Joy	Joyful
King	Kingly
Labour	Laborious
Need	Needy
Neighbour	Neighbourly
Nerve	Nervous
Neuter	Neutral
Law	Lawful
Leaf	Leafy
Lady	Ladylike
Land	Landed
Language	Linguistic
Herb	Herbal
Male	Masculine
Line	Lineal
Honour	Honourable
Glory	Glorious
Significance	Significant
Balcony	Balconied
Occasion	Occasional
Moment	Momentous

Adjectives from Adjectives

Adjectives	Adjectives
Black	Blackish
Blue	Bluish
Clean	Cleanly

Comic	Comical
Red	Reddish
Tragic	Tragical
White	Whitish
Whole	Wholesome
Yellow	Yellowish

Some Foreign Adjectives

Nouns	Adjectives
Air	Aerial
Life	Vital
Blood	Sanguinary
Light	Lucid
Body	Corporal
Male	Masculine
Brother	Fraternal
Moon	Lunar
Cat	Feline
Mother	Maternal
City	Civic
Mouth	Oral
Daughter	Filial
Name	Nominal
Day	Diurnal
Night	Nocturnal
Dog	Canine
Nose	Nasal
Ear	Auricular
Death	Mortal
Place	Local
Salt	Saline
Root	Radical
Egg	Oval
Sea	Marine
End	Final
Sight	Visible
Father	Paternal

Son	Filial
Flesh	Carnal
Spring	Vernal
Flower	Floral
Side	Lateral
Eye	Ocular
Sun	Solar
Friend	Amicable
Tooth	Dental
God	Divine
Village	Rural, Rustic
Hand	Manual
War	Martial
Head	Capital
Water	Aqueous/aquatic
Heart	Cordial
Town	Urban
Hair	Capillary
Wheel	Rotary
Heaven	Celestial
Word	Verbal
Hope	Sanguine
Will	Voluntary
Hell	Infernal
Woman	Feminine
Home	Domestic
World	Mundane
King	Royal/regal
Youth	Juvenile

Adjectives from Verbs

Verbs	Adjectives
Cease	Ceaseless
Talk	Talkative
Move	Movable
Tire	Tiresome

Exercise

- 1) Pick out the wrong adjective. (PSI-97)
 1) Father - Paternal 2) Brother - Fraternal
 3) Death - Mortal 4) Earth - Earthal

Expl : Earth - Earthly / Earthen

- 2) Identify the sentence in which the word "mud" is used as an adjective:
 (a) The hut is made of mud.
 (b) He lives in a mud house.

Answer options :

- (1) (a) only (2) (a) and (b)
 (3) (b) only (4) None of the above

- 3) Fill in the blank with the correct adjective from the options given below : (ASST.-12)

Chennai is ——— from Delhi than Calcutta.

- 1) further 2) farther 3) father 4) far more

- 4) Pick out the correct sentence. (PSI-01)

- 1) It is good to starve than beg.
 2) It is better to starve than beg.
 3) It is best to starve than beg.
 4) It is the best to starve than beg.

- 5) This is my bag. The underlined word is ———

- 1) Interrogative Adjective
 2) Adjective of number
 3) possessive Adjective
 4) Emphasizing Adjective

- 6) Choose the right adjective and fill in the blank :

Could you lend me ——— money?

- 1) some 2) any 3) much 4) little

- 7) Write an adjective form of 'distinction.'

- 1) distinctive 2) distinctly
 3) distinctness 4) distinctively

- 8) 'She looks like a girl next door.' (PSI-01)

The underlined word in the above sentence functions as ———

- 1) an adjective 2) an adverb
 3) a preposition 4) a noun

- 9) Fill in the blanks : I do not have ——— Money.

- 1) enough 2) sufficient
 3) plenty of 4) more

■ Give Adjective form of following words

- 10) Move —
 1) Move 2) Movable
 3) Movement 4) Motion
- 11) Herb —
 1) Herbious 2) Heard
 3) Hard 4) Herbal
- 12) Male —
 1) Masculine 2) Female
 3) Man 4) Manly
- 13) Line —
 1) Long 2) Lineal 3) Linely 4) Inline
- 14) Honour —
 1) Honourable 2) Honourous
 3) Honorary 4) Honoured
- 15) He lives ——— door. Choose the correct Adjective to fill in the blanks.
 1) Nearest 2) next 3) nearby 4) close
- 16) I don't have ——— books.
 1) Some 2) any 3) few 4) less
- 17) Choose correct form of Adjective.
 Lata is ——— than her sister.
 1) Wise 2) wiser 3) wisest 4) more wise
- 18) She is the ——— hard working girl of the class.
 1) most 2) more 3) much 4) many
- 19) Mohan is my ——— brother. Choose correct form of Adjective.
 1) elder 2) older 3) eldest 4) more old
- 20) Taj Mahal is ——— than Usha kiran.
 1) Old 2) oldest 3) older 4) equal
- 21) There is ——— sugar left in the jar, I can't give you any.
 Choose correct word for blank place.
 1) little 2) the little
 3) a little 4) much little
- 22) There is ——— hope of his recovery, we have to take him to a good hospital.
 Choose correct word.
 1) A little 2) the little
 3) little 4) None of these
- 23) ——— hope, I had, is lost. Choose correct word to fill in the blanks.

- 1) A little 2) little
 3) the little 4) None of these
- 24) Choose the sentence in which noun is used as an adjective.
 1) She is a beautiful girl
 2) This is a hot cup of tea.
 3) I won a running race
 4) I have a story book.
- 25) Choose the sentence in which the present participle is used as an adjective.
 1) Recently we have bought a folding chair
 2) There is a water tank.
 3) I saw a wounded tiger.
 4) She is a beautiful girl.
- 26) Choose the sentence in which the past participle is used as an adjective.
 1) He is a Very hard working man.
 2) I have a broken cup.
 3) I need some cold water
 4) He is a little boy
- 27) Choose Adjective of number from following:
 1) Clever 2) much
 3) five 4) some
- 28) Choose Adjective of Indefinite Number from following.
 1) Many 2) little 3) much 4) honest
- 29) Choose the correct word which takes prefix while changing into superlative degree.
 1) Industrious 2) easy
 3) hard 4) clever
- 30) Choose correct word which takes suffix while changing into superlative form.
 1) Beautiful 2) honest
 3) hardworking 4) clever
- 31) Choose correct superlative from.
 1) Good 2) best 3) better 4) bad
- 32) Choose comparative form of 'bad'.
 1) Very bad 2) worst
 3) worse 4) None of the
- 33) Choose the sentence in which 'Interrogative Adjective' is used.
 1) Who is there?

- 2) When will the meeting start?
 3) Why am I?
 4) Which books do you want?
- 34) Each boy was punished. The underlined word is used as ———
 1) Adjective of Quality
 2) Distributive Adjective
 3) Interrogative Adjective
 4) possessive Adjective
- 35) Choose ordinal from the following.
 1) Five 2) four 3) hundred 4) third
- 36) Those horses are mine. The underlined word is used as ———
 1) Adjective of Quality
 2) Emphasizing Adjective
 3) Distributive Adjective
 4) Demonstrative Adjective
- 37) The two ugly boys had gone home just now. The parts of speech of the underlined words respectively are ———
 1) Adverb, Noun 2) Adjective, Adverb
 3) Adjective, Noun 4) Adverb, Adverb
- 38) Choose the correct alternative to fill in the blank :
 The ——— part of film was not very interesting.
 1) Late 2) Later 3) Latter 4) Latest
- 39) Choose the correct option and fill in the blank:
 The ——— past of India is inspiring for today's generation.
 1) Dubious 2) Glorious
 3) Glory 4) Outrageous
- 40) (a) Gavaskar was the star of Indian cricket.
 (b) An elephant is a wise animal.
 Pick out the correct sentences. (ASST-14)
 1) Only (a) is correct
 2) Only (b) is correct
 3) Both (a) & (b) are correct
 4) Both (a) & (b) are incorrect
- Exp : Gavaskar was the star player of Indian cricket. पर्याय b मध्ये the elephant असे पाहिले होते.
- 41) Which one of the following is not an 'adjective'? (लघु लिपी-12)

- 1) friendly 2) carefully
 3) monthly 4) only

Exp : Adjective + ly = Adverb

- 42) Give adjective form of : 'Significance'.
 1) Signify 2) Signific (लघु लिपी-12)
 3) Significant 4) Signifying
- 43) Choose the alternative with. (इंजि-12)
 Shyam was a ——— man in his family.
 1) shred 2) shrewd 3) shrew 4) shrewed
- Exp : shrewd - चतुर
- 44) Point out the number of adjectives involved in.
 'It is safer to send important letters by registered post than by ordinary post?'
 1) 04 2) 03 3) 02 4) 01 (इंजि-12)
- 45) These apples are ———. Choose the correct alternative to complete the sentence. (STI-14)
 1) soar 2) sour 3) sore 4) soer
- 46) Which one of the following two sentences is incorrect? (STI -14)
 a) He is a tall gentleman.
 b) He took insult at this.
 1) only a 2) only b 3) Both 4) Neither
- Exp : He took offence at this. (चिडणे)
- 47) Choose the correct article to complete the sentence. John is my ——— brother.
 a) old b) older c) elder d) eldest
 1) a & b 2) c & d 3) b & c 4) all four
- 48) Fill the blank with the most appropriate of the words given below : (STI-14)
 Everybody congratulated him on his ——— achievement.
 1) momentous 2) momentary
 3) momentive 4) momental
- 49) Locate the grammatically correct sentences.
 a) The unikest feature of this vehicle is its gearbox. (वनसेवा-14)
 b) The most unique feature of this vehicle is its gearbox.
 c) The unique feature of this vehicle is its gearbox.
 1) only (a) is correct 2) only (b) is correct.
 3) only (c) is correct 4) All three are correct.

- 50) Supply the proper form (comparative or superlative) of the adjective. (clerk-15)
How is your brother today? Is he ———?
1) good 2) better
3) well 4) None of the above
- 51) Identify the part of speech of the underlined word : (Tax Asst. Mains-17)
He is an idle boy, he does not work.
1) Noun 2) Verb
3) Adjective 4) Adverb
- 52) Make the adjective of the word 'occasion.'
(Dpt. PSI -16)
1) occasioned 2) accusational
3) occasional 4) occasionally
- 53) Find out which are the correct sentences.
(Tax Asst-16)
a) These kind of books do not appeal to me.
b) Those kinds of books do not appeal to me.
c) These kinds of books do not appeal to me.
d) This kind of book does not appeal to me.
1) Only a 2) Only b
3) both a and b 4) b, c and d
- 54) Choose the correct word to fill in the blank in the following sentence : (STI-16)
He is ——— than I expected.
1) latter 2) last 3) later 4) lastly
- 55) Choose the correct sentence. (दुय्यम निरीक्षक-17)
a) My older brother is a doctor.
b) Pankaj is elder than his friend.
c) He is the oldest member of the club.
d) This is the older pair of shoes I have.
1) only a, b and c are correct
2) only b, c and d are correct
3) only a is correct
4) only c is correct
- 56) What is the adjective form of the word balcony? (PSI-17)
1) balconative 2) balconied
3) balconic 4) balconable
- 57) Choose correct option to fill in the blanks.
a) I am not feeling ——— today. (PSI-17)

b) I am feeling ——— today.

- 1) much well, much better
2) very well, much better
3) very well, very better
4) much well, very better

- 58) Choose correct options to fill in the blanks.
a) I want this exercise ——— in ink.
b) Would you like the window ———?
1) to write, to close 2) writing, closing
3) written, closed 4) writte, close
- 59) Identify the sentence/s which are grammatically correct. (PSI-17)
a) She looks charming.
b) Gopal is senior to you by two years.
c) He is the most ideal teacher.
d) Little money is better than none.
1) Only a, b and d 2) Only b, c and d
3) Only c and d 4) Only a and b

Expl : d) A little money is better than none.
c) He is the ideal teacher.

- 60) Identify the correct and incorrect sentence from the following : (Tax Asst. Mains-17)
a) One of the boys told me about Asha's result.
b) He has only one woolen trouser.
1) (a) is correct (b) is incorrect
2) (b) is correct (a) is incorrect
3) Both (a) and (b) are correct
4) Both (a) and (b) are incorrect

Expl : He has only one pair woolen trousers.

- 61) Use the correct form of adjective in the given sentence : (Combine Class III-18)
'This is the ——— point on this mountain range.'

- 1) Further 2) Furthest 3) Farther 4) Farthest

- 62) Choose the correct type of adjective of the underlined word : (राज्यसेवा-19)

Those rascals must be punished.

- 1) Demonstrative adjective
2) Distributive adjective
3) Quality adjective
4) Quantity adjective

Expl : निर्देश करणारा विशेषणे दर्शक विशेषणे असतात.

63) 'Adjectives can sometimes be post positive' which of the following is the correct example of this rule? (वनसेवा-19)

- 1) Timed and cowardly fighters do not fight well
- 2) The earliest girls to teach were in my class
- 3) They have a much bigger car than yours
- 4) He wants to work on something larger

Expl : विधिविशेषण असणारे वाक्य क्र. 4 चे आहे.

64) 'I have seen falling stars'. (कक्ष-19)

Identify the word 'falling'.

Choose the option.

- 1) Present Participle
- 2) Past Participle
- 3) Participial Adjective
- 4) None

Expl : falling हे Present Participle - stars वद्दल अधिक माहिती सांगणारे विशेषण आहे.

Answer key

1 - 4	2 - 3	3 - 2	4 - 2	5 - 3
6 - 1	7 - 1	8 - 1	9 - 1	10 - 2
11 - 4	12 - 1	13 - 2	14 - 1	15 - 2
16 - 2	17 - 2	18 - 1	19 - 1	20 - 3
21 - 1	22 - 1	23 - 3	24 - 4	25 - 1
26 - 2	27 - 3	28 - 1	29 - 1	30 - 4
31 - 2	32 - 3	33 - 4	34 - 2	35 - 4
36 - 4	37 - 2	38 - 3	39 - 2	40 - 2
41 - 2	42 - 3	43 - 2	44 - 2	45 - 2
46 - 3	47 - 2	48 - 1	49 - 3	50 - 2
51 - 3	52 - 3	53 - 4	54 - 3	55 - 4
56 - 2	57 - 2	58 - 3	59 - 4	60 - 1
61 - 4	62 - 1	63 - 4	64 - 3	

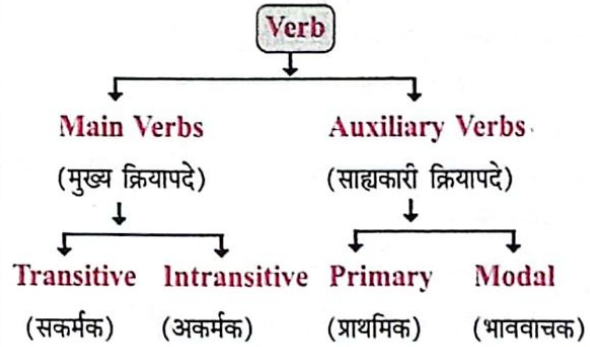
4 Verb (क्रियापद)

● वाक्यातील क्रिया दर्शविणाऱ्या व वाक्याचा अर्थ पूर्ण करणाऱ्या शब्दाला 'क्रियापद' असे म्हणतात.

(येथे वाक्याचा अर्थ पूर्ण करणारा शब्द महत्त्वाचा आहे.)

- 1) I **learn** a poem.
- 2) She **is** a doctor.
- 3) He **has** a car.

Types of verbs (क्रियापदांचे प्रकार)



A) **Main Verbs** : वाक्यातील मुख्य क्रियादर्शक शब्दास 'मुख्य क्रियापद' म्हणतात. आपण ज्या क्रिया करतो त्या मुख्य क्रियापदाने दर्शवितात. ज्या क्रियापदाची काळानुसार तीन रूपे होतात तसेच ing प्रत्यय लागू शकतो. असे कोणतेही क्रियापद मुख्य क्रियापद म्हणून वापरले जाऊ शकते.

- 1) He is **running**.
- 2) He is a teacher.

1) **Transitive verbs (सकर्मक क्रियापदे)** : ज्या वाक्यात कर्त्याची कर्मावर क्रिया घडते अशा वाक्यातील क्रियापदास transitive verb असे म्हणतात.

- 1) He **ate** an apple.
- 2) John **kicked** a ball.
- 3) Josh **punches** John.
- 4) They **sold** the tickets.

● **Note** : द्विकर्मक वाक्याचा सुद्धा या प्रकारात समावेश होतो.

- 1) They **sell** him the tickets.
- 2) Mary **baked** her mother a pie.

2) **Intransitive verbs (अकर्मक क्रियापदे)** : ज्या वाक्यात कर्त्याची कर्मावर क्रिया घडत नाही. क्रिया कर्त्यापासून सुरू होते व कर्त्यापाशीच थांबते अशा क्रियापदांना Intransitive verbs म्हणतात.

- 1) He **laughs** loudly.
- 2) He **ran** fast.
- 3) I **sneeze** in the morning.
- 4) He **arrived** at Pune.
- 5) Priyanka **sat** away from the others.
- 6) He **eats** before leaving for school.

■ **Other types of verbs (क्रियापदांचे इतर प्रकार) :**

- **a) Physical / Action verbs :** यामध्ये शारीरिक क्रियादर्शक शब्द मोडतात.

- 1) Let's **run** fast.
- 2) I **saw** the train coming.
- 3) Aishwarya **dances** everyday.

- **b) Mental verbs :** मानसिक क्रियादर्शक क्रियापदांचा यात समावेश होतो. जसे विचार करणे, नियोजन करणे, समजणे, अनुभवणे

- 1) I **know** the reason.
- 2) When I met her, she **recognised** me at once.
- 3) I donot **believe** in such things.

- **c) State of being verbs :** स्थिती / अवस्थादर्शक क्रियापदे

- 1) I **am** a teacher.
- 2) We **are** cricket players.

- **d) Finite verbs :** कर्त्याच्या लिंग वचनानुसार बदलणारी क्रियापदे

- 1) I **drive** a car. He **drives** a car. (finite verb)

- **e) Non finite verbs :** कर्त्याच्या लिंग, वचन तसेच पुरुषानुसार न बदलणारी क्रियापदे

- 1) I **am to eat**. He **is to eat**. (non finite)

- **f) Linking verbs :** क्रियापदानंतर येणारे नाम, विशेषण व क्रियाविशेषण किंवा शब्दसमूह जर कर्त्याविषयी अधिक माहिती सांगत असतील तर त्यांना linking verbs असे म्हणतात.

- 1) Kamla **is a doctor**.
- 2) Sheeta **is beautiful**.
- 3) Ram **walks slowly**.

- **g) Regular verbs :** भूतकाळ करताना ज्या क्रियापदांना ed प्रत्यय लागतो, त्यांना regular verbs असे म्हणतात.

- 1) work - worked - worked (regular verb)

- **h) Irregular verbs :** ed प्रत्यय सोडून वेगळ्या पद्धतीने भूतकाळ होणाऱ्या क्रियापदांना irregular verbs म्हणतात.

- 1) go-went- gone (irregular verb)

- **i) phrasal verbs :** वाक्प्रचार सदृश क्रियापद - verb + preposition

➤ मूळ क्रियापदाचा अर्थ phrasal verb मध्ये मात्र बदललेला असतो.

➤ Look - पाहणे, look at - च्याकडे पाहणे , look upon - ला मानणे, look into - चा तपास करणे.

- **Five forms of verbs - क्रियापदांची पाच रूपे व त्यांची नावे नीट लक्षात ठेवावीत.**

Form	Name
1) to work	infinitive
2) work (1)	bare infinitive/present tense
3) worked (2)	past tense
4) Worked (3)	past participle
5) Working (4)	present participle

Participles चे उपयोग

- 1) **Present Participle :** क्रियापदाला ing प्रत्यय जोडल्यास त्याला Present Participle असे म्हणतात. अशा ing युक्त रूपाचे खालीलप्रमाणे उपयोग होतात.

- **a) Present Participle चा उपयोग चालू काळ करण्यासाठी केला जातो.**

- 1) We are going to Italy.
- 2) The company is building new headquarters in the UK.

- **b) V + ing चा उपयोग नाम म्हणून कर्ता किंवा कर्माच्या जागी केल्यास त्याला Gerund असे म्हणतात.**

- 1) **Swimming** is a good exercise.
- 2) He likes **playing** cricket.
- 3) **Dying** is better than **begging**.

- **c) Present Participles चा उपयोग विशेषण (Adj.) म्हणून केला जाऊ शकतो.**

- 1) We have bought a **washing** machine.
- 2) He has a **folding** chair

- 2) **Past Participle :** क्रियापदाच्या तिसऱ्या रूपाला Past Participle असे म्हणतात. याचे खालीलप्रमाणे उपयोग आहेत.

- a) कोणताही पूर्ण काळ करण्यासाठी क्रियापदाचे तिसरे रूप वापरले जाते.

- 1) I have written a letter.
- 2) This company has **built** a new bulding.
- b) Past participle चा विशेषण म्हणून वापर केला जातो.
 - 1) There is a **boken** chair.
 - 2) I have joined a **spoken** English class.

Infinitive चे उपयोग

- **Note : To + V1 ला Infinitive म्हणतात तर V1 ला bare infinitive म्हणतात.**

Eg.1) I want to go. (Infinitive).

2) Let him go. (bare infinitive)

- 1) **Infinitive चा कर्ता म्हणून वापर :** Infinitive चा वापर क्रियापदापूर्वी कर्ता/नाम म्हणून केला जातो तसेच Infinitive च्या ऐवजी gerund सुद्धा वापरले जाते. तुलना करावयाची झाल्यास दोन्ही शब्दांचे रूप सारखेच असावे लागते.

- 1) **To err** is a human habit.
- 2) **To die** is better than **to beg**.
- 3) **Dying** is better than **begging**.

- 2) **Infinitive चा कर्म म्हणून वापर :** जे क्रियापद सकर्मक असते किंवा सकर्मक होऊ शकते अशा क्रियापदानंतर Infinitive चा वापर केल्यास ते कर्म असते.

- 1) No one wants **to die**.
- 2) Everyone wants **to enjoy** life.

- 3) **Infinitive चा पूरक (complement) म्हणून वापर :** am/is/are/was/were यासारख्या अकर्मक क्रियापदानंतर Infinitive चा वापर केला तर त्याला complement असे म्हणतात.

- 1) He **is to go**.
- 2) His goal **was to pass** the exam.

- 4) **Infinitive चा वापर उद्देश दर्शविण्यासाठी होतो.**

1) I sold my watch **to buy** a book.

- 5) **Ask, advise, allow, command, force, forbid, invite, encourage, compel, beg, order, imagine, instruct, permit, persuade, tell, enquire, remind, teach** नंतर कर्म + to + v₁ असते.

1) He advised me **to do** it at once.

- 6) **Appear, seem, attempt, try, endeavour, begin, decide, desire, remember, forget, stop, fall,**

happen, hurry, refuse, promise, prove नंतर लगेच to + v₁ असते.

1) They refused to work for you.

- 7) **Subject + know / knows** नंतर **how/ where/ when/ why** पैकी योग्य तो शब्द वापरून त्यानंतर to + v₁ वापरावे.

1) I know **how** to write an essay.

2) I don't know **where** to go.

- 8) **Let, bid, watch, behold, see, feel, make** नंतर **bare infinitive (to-शिवाय)** वापरावे.

1) I let him go.

2) I made her laugh.

- 9) **But** चा वापर **preposition** म्हणून असेल व **but** पूर्वीच्या वाक्यात **do** चे रूप असेल तर **but** नंतर फक्त **bare infinitive** वापरतात.

1) She did nothing **but laugh** .

Three forms of verbs

(क्रियापदाची तीन रूपे)

Present tense (क्रियापदाचे मूळरूप)	Past Tense (भूतकाळ)	Past Participle (भूतकालवाचक घातुसाधित)
abide	abode	abode
fall	fell	fallen
fell	felled	felled
find	found	found
found	founded	founded
lie	lay	lain
lie	lied	lied
lay	laid	laid
arise	arose	arisen
awake	awoke	awaken
be	was/were	been
bear	bore	borne
bear	bore	born
beget	begot	begotten
beat	beat	beaten
begin	began	begun

become	became	become
behold	beheld	beheld
buy	bought	bought
blow	blew	blown
bid	bid	bid
bid	bade	bidden
bind	bound	bound
bite	bit	bitten/bite
break	broke	broken
breed	bred	bred
cast	cast	cast
broadcast	broadcast	broadcast
build	built	built
burn	burnt	burnt
burst	burst	burst
catch	caught	caught
choose	chose	chosen
cost	cost	cost
cleave	clove	cloven
cling	clung	clung
come	came	come
creep	crept	crept
cut	cut	cut
drive	drove	driven
draw	drew	drawn
deal	dealt	dealt
dig	dug	dug
drink	drank	drunk
do	did	done
eat	ate	eaten
feed	fed	fed
feel	felt	felt
fling	flung	flung
freeze	froze	frozen
fly	flew	flown
forbear	forbore	borne
forbid	forbade	forbidden
forget	forgot	forgotten

forgive	forgave	forgiven
get	got	got/gotten
go	went	gone
grind	ground	ground
give	gave	given
grow	grew	grown
grieve	grieved	grieved
hire	hired	hired
hide	hid	hidden
hit	hit	hit
teach	taught	taught
tell	told	told
think	thought	thought
thrive	throve/thrived	thriven/thrived
take	took	taken
thrust	thrust	thrust
throw	threw	thrown
tread	trod	trodden
undergo	underwent	undergone
undercut	undercut	undercut
wash	washed	washed
wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
wind	wound	wound
write	wrote	written
wring	wrung	wrung
withdraw	withdrew	withdrawn
wed	wed	wed
wrap	wrapped	wrapped
work	worked	worked
yield	yielded	yielded
yell	yelled	yelled
have	had	had
hear	heard	heard
hold	held	held
has	had	had

know	knew	known
kneel	knelt	knelt
know	knew	known
keep	kept	kept
lay	laid	laid
knit	knitted/knit	knitted/knit
lead	led	led
play	played	played
part	parted	parted
ride	rode	ridden
put	put	put
read	read	read
rewind	rewound	rewound
rid	rid	rid
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
send	sent	sent
sew	sewed	sewn/sewed
shake	shook	shaken
sit	sat	sat
sing	sang	sung
smell	smelt	smelt
speak	spoke	spoken
spell	spelt	spelt
spin	spun	spun
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
sting	stung	stung
strive	strove	striven
swim	swam	swum
sweep	swept	swept
swing	swung	swung
tear	lore	torn

FORMATION OF VERBS

Verbs from Nouns

Nouns	Verbs
Brood	Breed
Horror	Horrify
Beauty	Beautify
Harmony	Harmonize
Bed	Imbed
Haste	Hasten
Blood	Bleed
Head	Behead
Body	Embody
Heir	Inherit
Cage	Encage
Idol	Idolize
Camp	Encamp
Joy	Enjoy
Centre	Concentrate
Justice	Justify
Character	Characterize
Knee	Kneel
Christ	Christen
Knot	Knit
Class	Classify
Memory	Memorize/commemorate
Cloth	Clothe
Cloud	Becloud
Circle	Encircle
Magnet	Magnetize
Monopoly	Monopolize
Colony	Colonize
Nest	Nestle
Custom	Accustom
Nation	Nationalize
Company	Accompany
Nature	Naturalize

Courage	Encourage
Necessity	Necessitate
Critic	Criticize
Neuter	Neutralize
Danger	Endanger
Office	Officiate
Deity	Deify
Origin	Originate
Dew	Bedew
Patron	Patronize
Drop	Drip
Peril	Imperil
Electricity	Electrify
Person	Personate
Example	Exemplify
Port	deport
Vacancy	Vacate
Fame	Defame
Vigor	Invigorate
Famine	Famish
Power	Empower
Peace	Pacify
Economy	Economize
Food	Feed
Prison	Imprison
Fool	Befool
Red	Redden
Fraud	Defraud
Sermon	Sermonize
Friend	Befriend
Shelf	Shelve
Fright	Frighten
Slave	Enslave
Frost	Freeze
Snare	Ensnare
Fruit	Fructify
Society	Associate

Force	Enforce
Right	Rectify
Glass	Glaze
Spark	Sparkle
Glory	Glorify
Substance	Substantiate
Gold	Gild
Sympathy	Sympathize
Guile	Beguile
System	Systematize
Habit	Habituate
Table	Tabulate
Hand	Handle
Throne	Enthroned
Title	Entitle
Vapor	Evaporate
Tomb	Entomb
Verse	Versify
Half	Halve
Terror	Terrify
Utility	Utilize
Vice	Vitiate

Verbs from Adjectives

<i>Adjectives</i>	<i>Verbs</i>
Able	Enable
Long	Elongate,
Alien	Alienate
Base	Debase
Low	Lower
Bitter	Embitter
Mad	Madden
Bold	Embolden
Mean	Demean
Brief	Abbreviate
Moist	Moisten
Broad	Broaden

New	Renew
Calm	Becalm
Perpetual	Perpetuate
Cheap	Cheapen
Poor	Impoverish
Civil	Civilize
Popular	Popularize
Clean	Cleanse
Proper	Appropriate
Clear	Clarify
Noble	Ennoble
Certain	Ascertain
Public	Publish
Dark	Darken
Pure	Purify
Dear	Endear
Rare	Rarify
Deep	Deepen
Real	Realize
Dense	Condense
Rich	Enrich
Different	Differentiate
Right	Rectify
Double	Duplicate
Sick	Sicken
Equal	Equalize
Solid	Consolidate
False	Falsify
Special	Specialize
Familiar	Familiarize
Stable	Stabilize
Fertile	Fertilize
Strange	Estrange
Fine	Refine
Stupid	Stupefy
Flat	Flatten
Sure	Ensure

General	Generalize
Specific	Specify
Feeble	Enfeeble
Thick	Thicken
Glad	Gladden
Timid	Intimidate
Hale	Heal
Venerable	Venerate
Just	Justify
White	Whiten
Little	Belittle
Wide	Widen
Vile	Vilify
Large	Enlarge

B) Auxiliaries/Helping verbs (साहायकारी क्रियापदे) :
Auxiliary या शब्दांचा अर्थ 'साहाय्य करणारा' असा होतो. वेगवेगळे काळ तयार करणे. तसेच वेगवेगळ्या अर्थाची वाक्ये तयार करणे यासाठी साहायकारी क्रियापदे मदत करतात. साहायकारी क्रियापदांची खालील प्रमाणे दोन गटांत विभागणी केली जाते.

Helping Verbs (24)

Primary Auxiliaries	Modal Auxiliaries
प्राथमिक साहायकारी क्रियापदे	भाववाचक साहायकारी क्रियापदे.
एकूण 11	एकूण 13
to be ची रूपे	Modals
am, is, are (Present tense)	Shall, will
was, were (Past tense)	(फक्त भविष्यकाळ दर्शविणे)
to have ची रूपे	Should, would,
have, has (Present tense)	can, could
had (Past tense)	may, might, must
to do ची रूपे	Semi Modals
do, does (Present tense)	dare to
did (Past tense)	ought to
	use to, need to

प्राथमिक साहायकारी क्रियापदांची रूपे

Present tense	Past tense	Past Participle	Present Participle
am/be	was	been	being
is	was	been	being
are	were	been	being
have	had	had	having
has	had	had	having
do	did	done	doing
does	did	done	doing

A) Primary Auxiliaries (प्राथमिक साहायकारी क्रियापदे):

प्राथमिक साहायकारी क्रियापदे साहायकारी क्रियापदे म्हणून, त्याचबरोबर मुख्य क्रियापदे म्हणून सुद्धा वापरली जातात. त्यांची काळानुसार तीन रूपे होतात तसेच त्यांना ing प्रत्यय जोडता येतो. प्रथम, द्वितीय, तृतीया पुरुषानुसार बदल होतो.

- 1) I **am** a teacher. (main verb)
- 2) She **has** a car. (main verb)
- 3) She **does** her homework. (main verb)
- 4) I **am** writing a letter. (helping verb)
- 5) She **has** bought a car. (helping verb)
- 6) **Does** she like story books? (helping verb)

to be च्या रूपांचे उपयोग

1) To be चा अर्थ 'असणे' असा होतो. मुख्य क्रियापदे म्हणून to be ची रूपे वापरली जातात.

- 1) I **am** a boy.
- 3) He **was** a doctor.
- 2) She **is** a teacher.
- 4) He **will be** an engineer.

2) चालू काळ करण्यासाठी V + ing पूर्वी to be चे रूप साहायकारी क्रियापद म्हणून वापरावे लागते.

- 1) He **is** eating a mango.
- 2) They **are** playing cricket.
- 3) She **was** singing a song.

3) Passive voice करताना क्रियापदाच्या तिसऱ्या रूपापूर्वी काळानुसार योग्य ते to be चे रूप वापरावे लागते.

- 1) Edison **invented** the first gramophone.

2) The first gramophone was **invented** by Edison.

4) वाक्यात to be चे रूप मुख्य क्रियापद किंवा साहायकारी क्रियापद म्हणून वापरलेले असेल व असे वाक्य साधे नकारदर्शक करावयाचे झाल्यास to be च्या रूपानंतर not टाकले जाते.

1) She **is** a doctor.

☞ She **is not** a doctor

2) He **is** reading a news paper.

☞ He **is not** reading a news paper.

5) To be चे रूप वाक्यात मुख्य क्रियापद किंवा साहायकारी क्रियापद असताना अशा वाक्याचे Verbal Question करावयाचे झाल्यास असे To be चे रूप वाक्याच्या सुरुवातीस घेऊन शेवटी प्रश्नचिन्ह द्यावे.

1) He **is** a player.

☞ **Is** he a player?

2) They **are** playing cricket.

☞ **Are** they playing cricket?

6) असे करणे बाकी आहे अशी माहिती सांगण्यासाठी be + Infinitive ची रचना करतात.

1) I **am to eat** a mango.

7) काल्पनिक व अशक्य इच्छा व्यक्त करताना कोणत्याही कर्त्यापुढे were हेच क्रियापद वापरतात.

1) If I **were** a king.

2) If she **were** Madhuri.

3) If Gandhiji **were** alive.

to have च्या रूपांचा उपयोग

1) मालकी, अधिकार, नाते, शारीरिक विशेषणे दर्शविण्यासाठी to have ची रूपे मुख्य क्रियापदे म्हणून वापरतात. अशा वाक्याचे नकारदर्शक, प्रश्नार्थक वाक्य व Question tag करताना इतर साहायकारी क्रियापदांची गरज नसते.

1) I **have** a car.

2) They **had** a big house

3) She **has** curly hair.

4) We **shall have** a bike.

5) I **have** a son.

6) I **have not** a car.

7) I **have** a car, **haven't** I?

8) **Have** I a car?

2) To have च्या रूपाचा उपयोग मुख्य क्रियापद म्हणून मालकी दर्शविण्याव्यतिरिक्त घेणे/पिणे/करणे अशा क्रियादर्शक अर्थाने केल्यास अशा वाक्याचे नकारदर्शक, प्रश्नार्थक वाक्य व Question tag करताना have साठी do, has साठी does, had साठी did घेऊन have च्या रूपाचे मूळ रूप करावे.

1) She has (drinks) a cup of tea every morning.
 ✖ She does not have a cup of tea every morning.
 ✖ Does she have a cup of tea every morning?
 ✖ She has a cup of tea every morning, doesn't she?

2) He had (ate) his meal at 12 O'clock.
 ✖ Did he have his meal at 12 O'clock.
 ✖ He had his meal at 12 O'clock, didn't he?
 ✖ He did not have his meal at 12 O'clock.

3) Have चा वापर Present Participle म्हणून चालू काळात केला जातो.

1) I am having tea.
 2) He is having bath.

4) पूर्ण काळ करण्यासाठी V3 पूर्वी to have चे रूप साहाय्यकारी क्रियापद म्हणून वापरावे लागते.

1) He has written a letter.
 2) I had met him.
 3) They have played chess.

to do च्या रूपांचा उपयोग

1) मुख्य क्रियापदे म्हणून to do च्या रूपांचा वापर केल्यास त्याचा अर्थ करणे किंवा केले असा होतो.

1) I do my home work.
 2) She did her work.
 3) He does his assignments.

2) वाक्यात साहाय्यकारी क्रियापद नसताना वाक्य प्रश्नार्थक, नकारदर्शक व Question tag करताना V1 साठी do, v+s/es साठी does, V2 साठी did घेऊन मुख्य क्रियापदाचे मूळरूप करावे.

1) I play cricket.
 ✖ Do I play cricket?
 ✖ I do not play cricket.
 ✖ I play cricket, don't I?

2) He works in a company.

✖ Does he work in a company.
 ✖ He does not work in a company.
 ✖ He works in a company, doesn't he?

3) She watched a movie.

✖ Did she watch a movie?
 ✖ She did not watch a movie.
 ✖ She watched a movie, didn't she?

3) Do चा वापर आज्ञार्थी वाक्यात अधिक जोर देऊन सांगण्यासाठी केला जातो.

1) Do come here.

B) Modal Auxiliaries (भाववाचक साहाय्यकारी क्रियापदे):

Shall, will, can, could, should, would, may, might, must - मुख्य क्रियापदे म्हणून उपयोग होत नाही. मुख्य क्रियापद वापरावेच लागते. भाववाचक साहाय्यकारी क्रियापदानंतर लगेच येणारे क्रियापद नेहमी मूळ रूपातच असते. तसेच हे साहाय्यकारी क्रियापद व मुख्य क्रियापद यांच्यामध्ये to चा वापर केला जात नाही. दोन भाववाचक साहाय्यकारी क्रियापदे एकत्र वापरली जात नाहीत. पुरुषानुसार बदल होत नाही, ed प्रत्यय जोडला जात नाही. पूर्ण भूतकाळी तिसरे रूप होत नाही; परंतु पूर्ण भूतकाळ करावयाचा झाल्यास must/would/could/ought to/should+have+v3 अशी रचना केली जाते.

Use of shall

1) सामान्यपणे फक्त भविष्यात घडणाऱ्या घटनेसाठी I/we नंतर shall वापरतात.

1) I shall go to Pune tomorrow. (फक्त काळाचा बोध)

2) सामान्यपणे offer / suggestion साठी shall वापरतात.

1) Shall I close the door?

2) Shall we shift to the new house next month?

2) दम देणे, खडसावणे, वचन, आदेश, दृढ निश्चय, सक्ती यासाठी द्वितीय व तृतीय (He/She/It/You/They) सर्वनामांपुढे shall वापरतात.

1) He shall not come here again. (खडसावणे)

2) You shall sit outside the office. (आदेश)

3) You shall have a holiday tomorrow. (वचन)

4) If you do this, you shall be dismissed. (धमकी)

5) You shall come to school at 10 am. (सक्ती)

3) Let's/ Let us चा Question tag - shall we? करतात.

1) Let's dance together, shall we?

Use of will

1) सामान्यपणे फक्त भविष्यात घडणाऱ्या घटनेसाठी द्वितीय व तृतीय पुरुषी (He/She/It/You/They) सर्वनामानंतर will वापरतात.

1) He will come tomorrow. (फक्त काळाचा बोध)

2) खडसावणे, मदत करणे, ठामपणे सांगणे, खात्री, वचन, धमकीसाठी I/we नंतर will वापरतात.

1) I will help you. (वचन)

2) The prices will be reduced. (खात्री)

3) I will get you. (धमकी)

4) We will give you some money. (मदत)

5) We will fight to the last. (निर्धार)

3) लगेच नजीकच्या काळात घडणारी घटना दर्शविण्यासाठी Shall/will ऐवजी am/is/are+going to वापरले जाते.

1) I shall tell you a story.

☞ I am going to tell you a story.

2) He will buy a new car.

☞ He is going to buy a new car.

4) विनंती करण्यासाठी will ने प्रश्न विचारतात. Shall ने प्रश्न विचारल्यास मात्र ते Suggestion/Offer होते.

1) Will you close the door?

2) Shall we go for a walk?

5) तंबी देण्यासाठी will वापरतात.

1) Will you shut up?

6) अंदाज व्यक्त करण्यासाठी will वापरतात.

1) You will catch cold.

7) द्वितीय पुरुषसाठी invitation (offer) /request करण्याकरिता will वापरतात.

1) Will you have some coffee?

2) Will you give him my message.

Can/could चा उपयोग

1) ability, power, capacity दर्शविण्यासाठी या साहाय्यकारी क्रियापदांचा वापर होतो.

1) I can climb this mountain.

2) She could sing a song.

● Can/could ऐवजी to be + able to वापरले जाते, ते खालील प्रमाणे -

can	-	am/is/are + able to
could	-	was/were + able to
can't	-	am/is/are + unable to
couldn't	-	was/were + unable to

1) I could climb the mountain.

☞ I was able to climb the mountain.

2) She could not sing a song.

☞ She was unable to sing a song.

3) I cannot play football.

☞ I am not able to play football.

4) I could not play football.

☞ I was not able to play football.

5) Can he play football?

☞ Is he able to play football?

2) Can't help/couldn't help नंतर नेहमी V + ing येते. तसेच प्रश्नार्थक विनंतीसाठी can/could वापरले जाते.

1) I couldn't help laughing.

2) Could I use your telephone?

3) कारण व परिणाम so.....that ने जोडली असतील तर, कारण वाक्याच्या काळानुसार परिणाम वाक्यात can/could वापरले जाते.

1) She is so tired that she cannot walk.

2) She was so tired that she could not walk.

4) Direct चे Indirect speech करताना can चे could होते.

1) He said, "I can sing a song."

☞ He said that he could sing a song.

5) औपचारिक व वरिष्ठ व्यक्तींना परवानगी मागण्यासाठी may वापरावे. तर बोलीभाषेत जवळच्या व्यक्तीसाठी can वापरावे.

1) May I come in, sir?

2) Can I get some cold drink, mother ?

6) औपचारिक भाषेत परवानगी देण्यासाठी may वापरतात. तर बोली भाषेत can वापरतात.

- 1) Students may meet the principle between 11 a.m. and 12 p.m.
 2) You can return my books tomorrow.
- 7) Can ऐवजी be allowed to किंवा be permitted to वापरले जाते.
 1) You can go now.
 - You are allowed to go now.
 - You are permitted to go now.
- 8) सवय किंवा स्वभाव दर्शविण्यासाठी can वापरले जाते.
 1) An honest man can not harm any one.
 2) A dog can bite.
- 9) सिद्धांतावरून तयार झालेल्या संभावना दर्शक वाक्यात can वापरले जाते.
 1) Everyone can make a mistake.
 2) Electricity can be dangerous.
- 10) can चा वापर शक्यता म्हणजेच probability दर्शविण्यासाठी सुद्धा केला जाऊ शकतो.
 1) You can get hurt.
- 11) Power दर्शविण्यासाठी can वापरतात.
 1) I can lift this bag.
- 12) Capacity दर्शविण्यासाठी can वापरतात.
 1) This car can run 160 kms/hr.

- महत्वाचे : can/could व able to मधील फरक
 ➤ सामान्यपणे क्षमता दर्शविण्यासाठी वरील दोन्ही शब्द एकमेकांच्या ऐवजी वापरले जातात.
 1) I can sing a song
 - I am able to sing a song.
- परंतु एखादी क्रिया प्रयत्नपूर्वक पार पाडली असेल तर was/were able to वापरावे
 1) I could read that book in two hours yesterday. (incorrect)
 2) I was able to read that book in two hours yesterday. (correct)

Use of should

- 1) should चा उपयोग सामान्यपणे असे केले तर चांगले होईल असे मत व्यक्त करण्यासाठी केला जातो.
 1) There should be more public hospitals.

- 2) They should reduce the price of petrol. It's so expensive.
 3) There should be four more candles on the cake.
- 2) should चा उपयोग सामान्यपणे सौम्य सल्ला सांगण्यासाठी केला जातो, तर Ought to नैतिक बंधनासाठी वापरतात. Must मधून बोलणाऱ्याचा आग्रह समजतो तर Have to मधून बाह्यबंधन समजते.
 1) You should study hard.
 2) You must complete your homework.
 3) You ought to take care of your parents.
 4) Students have to follow the rules of college management.
- 3) Should हा shall चा भूतकाळ आहे. त्यामुळे direct चे indirect speech करताना सल्ला किंवा असे योग्य होईल. या अर्थानि shall चे should करावे.
 1) I said, " I shall not do this work."
 - I said that I should not do that work.
- 4) Lest हे नकारदर्शक उभयान्वयी अव्यय असून कृती व उद्देशदर्शक वाक्य जोडण्यासाठी वापरतात, अशा प्रकारच्या दुसऱ्या वाक्यात should वापरले जाते. Lest नकारदर्शक असल्याने should चे वाक्य नकारदर्शक करू नये.
 1) He studied hard. He should not fail.
 - He studied hard lest he should fail.
 2) He held my hand. I should not fall.
 - He held my hand lest I should fall.
- 4) काही प्रसंगी should ऐवजी had better वापरले जाते.
 1) You should consult a doctor.
 2) You had better consult a doctor.
- 5) असे केले असते तर चांगले झाले असते या अर्थानि S + should + have + V3 अशी रचना केल्यास हे भूतकाळातील कर्तव्य दर्शविते.
 1) I should have brought an umbrella.
- खालील बाबी दर्शविण्यासाठी सुद्धा should वापरतात.
- 6) Anticipation - The train should arrive anytime now. (अपेक्षा)
 7) Necessity - Breakfast should be ready by seven. (गरज)
 8) Obligation - You should stop eating fast food. (बंधन)

9) **Duty** - You should help the needy. (कर्तव्य)

Use of would

1) **Direct** चे **Indirect speech** करताना भविष्यात घडणाऱ्या घटनेचा उल्लेख असेल तर shall/will ऐवजी would वापरतात.

- 1) He said, "I will not help you."
- ☞ He said that he would not help me/him.
- 2) He said, "I shall go to pune."
- ☞ He said that he would go to pune.

2) नम्र विनंती साठी would ने प्रश्न विचारतात.

- 1) Would you please give me your book?

3) अशक्य इच्छा व्यक्त करण्यासाठी would वापरतात.

- 1) Would that I were a bird!
- 2) Would that I were rich!

4) दोन घटकातील काल्पनिक निवड किंवा पसंतीसाठी would वापरतात.

- 1) I would prefer death to dishonour.
- 2) I would rather starve than beg.

5) पूर्ण न होऊ शकलेली अटदर्शक वाक्य साध्या भूतकाळात असेल तर मुख्य वाक्याची रचना S + would + V₁ अशी असते.

- 1) If you studied hard, you would pass the exam.

6) भूतकाळातील सवय - आवृत्तीदर्शक शब्द + V₂/ would + V₁ /used to + V₁ ने दर्शवितात.

- 1) He always visited a temple.
- 2) He used to visit a temple.
- 3) He would visit a temple.

7) एखाद्या व्यक्तीबद्दल भविष्यात असे घडेल अशी इच्छा व्यक्त करताना.

- 1) I wish your team would win the match again.

8) **Hopeless wish** व्यक्त करण्यासाठी

- 1) If only she would get a windfall. (अचानकपणे लाभ होईल)

Use of may

1) वरिष्ठांना परवानगी मागण्यासाठी

- 1) May I come in sir?

2) **Possibility** दर्शविण्यासाठी may वापरतात.

- 1) It may rain today.

3) **Uncertainty** दर्शविण्यासाठी may वापरतात.

- 1) My uncle may come today.

4) उद्देश व्यक्त करण्यासाठी -

- 1) We eat that we may live.
- 2) He studies hard that he may get good marks.

5) आशीर्वाद किंवा शुभकामनेसाठी may वापरल्यास असे वाक्य उद्गारवाचक असते व अशा वाक्यातील क्रियापद मूळ-रूपात असते.

- 1) May god bless you!
- 2) May you live long!

6) May ने जवळची (अधिक) तर might ने दूरची (कमी) शक्यता वर्तवितात.

- 1) It may rain today.
- 2) India might win the next match.

Use of might

1) **Direct** चे **Indirect speech** करताना may चे might होते. कारण might हा may चा भूतकाळ आहे.

- 1) He said, "It may rain today."
- ☞ He said that it might rain that day.

2) कृती व उद्देशदर्शक वाक्य that किंवा so that ने जोडले असतील व मुख्य वाक्याचा काळ साधा भूतकाळ असेल तर उद्देशदर्शक वाक्यात might वापरतात.

- 1) He ran fast that he might get the bus.

3) May पेक्षा might ने अधिक नम्र विनंती केली जाते.

- 1) Might I use your telephone?

Use of must

1) कायदेशीर तसेच नैतिक बंधन म्हणजेच obligation दर्शविण्यासाठी must वापरतात.

- 1) You must wear a seatbelt at all times.

2) गरज, निकड या अर्थाने म्हणजेच necessity दर्शविण्यासाठी must वापरतात.

- 1) Humans must have pure drinking water.

3) पुराव्यावरून एखादे खात्रीशिर विधान म्हणजेच Certainty दर्शविण्यासाठी must वापरतात.

- 1) There is a lot of snow. It must be really cold outside.
- 4) **Strong determination** दर्शविण्यासाठी सुद्धा **must** वापरतात.
- 1) I must get a post this year.
- 5) **Prohibition** म्हणजेच बंधन करण्यासाठी सुद्धा **must** वापरतात.
- 1) You must not spit on the walls.
- 6) **Must** ला भूतकाळी रूप नाही त्यामुळे ते फक्त वर्तमानकाळ व भविष्यकाळातच वापरता येते. **Direct** चे **Indirect speech** करताना जर वाक्यात सक्ती किंवा बंधन असेल तर **Must** चे **Must** राहते; परंतु वेगळा अर्थ असल्यास मात्र **Must** चे **had to** होते.
- 1) The teacher said to the students, "you must complete your homework in time".
- ☞ The teacher told the students that they must complete their homework in time.
- 2) He said, "It must be my fancy."
- ☞ He said that it had to be his fancy.

Semi Modals

Need (गरज असणे)

- 1) **Need/need to** हे मुख्य क्रियापद असल्याने ते कर्त्याच्या वचन, पुरुषानुसार तसेच काळानुसार बदलते व प्रश्नार्थक तसेच नकारदर्शक वाक्य करताना **do/does/did** चा वापर साहाय्यकारी क्रियापद म्हणून करावा लागतो. **Need/need to** चा उपयोग चालू काळात होत नाही.
- 1) He needs to call her.
- ☞ He doesn't need to call her.
- ☞ Does he need to call her?
- ☞ He needs to call her, doesn't he?
- 2) I need it.
- ☞ I do not need it.
- ☞ Do I need it?
- ☞ I need it, don't I?
- 3) Do you need any help?
- 4) I need more time to decide the question.
- 5) He needs our help.

- 2) **Need not** चा वापर मात्र भाववाचक साहाय्यकारी क्रियापद म्हणून होतो. अशावेळी ते कर्त्याच्या लिंग, वचन, पुरुषानुसार तसेच काळानुसार बदलत नाही व त्यानंतर **to** वापरले जात नाही.
- 1) You need not talk loudly.
- 2) He need not talk loudly, need he?
- 3) You need not to talk loudly. (incorrect)

Ought to चा उपयोग

- 1) प्रामुख्याने नैतिक व सामाजिक कर्तव्यासाठी **ought to** वापरले जाते.
- 1) You ought to obey your parents.
- 2) **Ought** हेच भाववाचक साहाय्यकारी क्रियापद असल्याने नकारदर्शक व प्रश्नार्थक वाक्य करताना **do** चा वापर करू नये तसेच **ought** ला **s/es** प्रत्यय जोडला जात नाही. **question tag** करताना **ought** नेच करावा.
- 1) You ought not to disobey your teachers.
- 2) Ought I go there?
- 3) You ought to study hard, oughtn't you?
- 3) **Direct** चे **Indirect speech** करताना **ought to** चे रूप बदलत नाही.
- 1) He said, "I ought to study hard."
- ☞ He said that he ought to study hard.
- 4) **Ought to** ला भूतकाळी रूप नाही; परंतु **Ought to + have+ v3** चा वापर मात्र भूतकाळात केला जातो.
- 1) You ought not to have laughed at him.

Used to चा उपयोग

- 1) **Used to** चा वापर भूतकाळातील सवय (**Past habit**) तसेच वर्तमानकाळातील सवयीचा भाग दर्शविण्यासाठी खालीलप्रमाणे केला जातो.
- **past habit** (भूतकाळातील सवय) - use to + v1
- 1) When I was young I used to work very hard. (Past habit)
- 2) He used to observe fast on every Thursday. (Past habit)
- 2) वर्तमानकाळातील सवय **am / is / are + used to - noun / v + ing / pronoun** वापरून खालीलप्रमाणे दर्शविता येते.

- 1) I am used to take tea in the morning.
- 2) She is used to a read a newspaper early in the morning.
- 3) I am not used to getting up early. (present habit)
- 4) She is used to a hard life. (present habit)
- 5) I am not used to noise. (present habit)
- 3) वर्तमानकाळातील सवय to be + used to + v + ing वापरून सुद्धा खालीलप्रमाणे दर्शविता येते.
 - 1) My wife is used to getting up early in the morning
- 4) Use to/ uses to चा वापर वर्तमानकाळातील सवय दर्शविण्यासाठी केला जात नाही. त्याऐवजी साधा वर्तमानकाळ वापरतात.
 - 1) He uses to smoke. (incorrect)
 - ✓ He smokes. (correct)
- 5) Used to च्या वाक्याचे नकारदर्शक वाक्य दोन प्रकारे करता येते.
 - 1) He used not to smoke.
 - 2) He did not use to smoke.
- 6) Verbal question चे वाक्य खालील दोन प्रकारे करता येते.
 - 1) Used you to go there?
 - 2) Did you use to go there?
- 7) Question tag करताना ते खालील दोन प्रकार केले जाते.
 - 1) He used to go there, usedn't he?/didn't he?

Dare to चा उपयोग

- 1) Dare to+ v1 या रचनेत dare चा मुख्य क्रियापद म्हणून वापर केला जातो. Dare चा वापर मुख्य क्रियापद म्हणून केल्यास ते कर्त्याच्या लिंग, वचन, पुरुषानुसार बदलते.
 - 1) He dares to fight with the thieves.
 - 2) He dared to call him a nonsense.
 - 3) I dare to oppose my brother.
- 2) Dare चा वापर अवाहन देणे साठी केला तर dare नंतर लगेच कर्म वापरावे व नंतर infinitive वापरावे.
 - 1) He dared her to get success.

- 3) Dare मुख्य क्रियापद असताना त्याचे नकारदर्शक, प्रश्नार्थक वाक्य व question tag खालीलप्रमाणे होते.
 - 1) He dares to go there.
 - 2) Does he dare to go there?
 - 3) He does not dare to go there.
 - 4) He dares to go there, doesn't he?
- 4) Dare + not मात्र भाववाचक साहाय्यकारी क्रियापद म्हणून वापरले जाते. अशा वेळी भाववाचक साहाय्यकारी क्रियापदाप्रमाणे त्यात वचन व पुरुषानुसार बदल होत नाहीत.
 - 1) He dare not oppose his brother.
- 5) Have/has/had the courage च्या ऐवजी घाडस असणे या अर्थाने dare to चा उपयोग करतात.
 - 1) He had the courage to fight with the thieves.
 - 2) He dared to fight with the thieves.

Important usages of Helping verbs

Helping verbs	Usages
Shall/will	to show future event भविष्यकाळ दर्शविणे, willingness, promise, certainty
Can/could	ability (क्षमता), capacity, permission, probability, power
would	past habit, polite request भूतकाळातील नियमित घटना, नम्र विनंती
should	suggestion/duty, anticipation, obligation सल्ला / कर्तव्य
may	permission / possibility परवानगी / अंदाज
must	compulsion/obligation/strong determination सक्ती / बंधन
used to	past habit भूतकाळातील नियमित घटना
ought to	duty/suggestion नैतिक कर्तव्य/बंधन

Moods of Modal Auxiliaries

- 1) They need to be protected. (Rewrite by using a modal auxiliary showing obligation)
 - ✓ They must be protected.

- 2) Prices may be reduced. (Rewrite the sentence making it more definite)
 ✦ Prices will be reduced.
- 3) They have to make the best of their surroundings.
 (Replace the underlined words with a suitable modal auxiliary showing obligation)
 ✦ They must make the best of their surroundings.
- 4) Lata can do this work. (Rewrite the sentence using another modal auxiliary showing obligation)
 ✦ Lata must do this work.
- 5) He would get up before dawn. (Rewrite the sentence removing would)
 ✦ He used to get up before dawn.
- 6) He would avoid taking sugar with tea. (Explain the use of the underlined word in this sentence)
 ✦ It expresses habitual action in the past.
- 7) He liked to read. He did so regularly. (Combine using the verb - would)
 ✦ He would read regularly.
- 8) Do realise your responsibility.
 (Rewrite the sentence using a suitable modal auxiliary expressing - advice)
 ✦ You should realise your responsibility.

● विशेषतः उभयान्वयी अव्ययान्वये विशेष साहकारि क्रियापदे वापरली जातात व काळांची सुसंगती दर्शविल्याप्रमाणे असते.

क्र. कृती	उभयान्वयी अव्यय	उद्देश
1) We eat	that	We may live
2) We ate	that	We might live
3) She opens the door	so that	She can see out side.
4) She opened the door	so that	she could see out side.
5) She had opened the door.	so that	she could have seen out side.
6) I study/studied hard	lest	I should fail the exam.
उभयान्वयी अव्यय	अटदर्शक वाक्य	परिणामदर्शक वाक्य
1) If	I study hard,	I Shall get success.
2) If	I studied hard,	I would get success.
3) If	I had studied hard	I would have got success.
4) unless	he runs fast,	he will not get the bus.
5) unless	he ran fast,	he would not get the bus.
6) unless	he had run fast	he would not have got the bus.

Exercise

- 1) Choose the correct modal auxiliary in order to replace the underlined phrase in the following example :

They were unable to find out any reliable solutions for the problems they encountered.

- 1) could not find out 2) can not find out
3) might not find out 4) must not find out

- 2) 'We ought to work hard'. (PSI-STI-ASST-06)

The modal auxiliary in the above sentence expresses

- 1) duty 2) determination
3) threat 4) necessity

- 3) Fill in the blank with the proper modal auxiliary. (PSI-STI-ASS-06)

If you want to succeed, you — have strength of character.

- 1) should 2) could 3) would 4) might

- 4) Select the correct modal to express permission.

You — return my book tomorrow. (STI-97)

- 1) shall 2) will 3) may 4) can

- 5) He — also be an inspiration.

(supply a suitable modal auxiliary showing 'ability') (लघुलेखक/टंकलेखक-07)

- 1) can 2) could 3) should 4) may

- 6) Choose the correct auxiliary verb from the following to fill in the blank. Students — follow the school regulations. (लघुलेखक/टंक.-07)

- 1) might 2) may 3) must 4) mostly

- 7) She will help you in this matter.

Choose correct expression to replace the underlined word to show near future.

- 1) go 2) is going to
3) would 4) can

- 8) I shall tell you some interesting facts.

Choose correct expression to replace the underlined word.

- 1) will 2) is going to
3) are going to 4) am going to

- 9) Lata can sing a song. Choose correct phrase to replace the underlined word.

- 1) was able to 2) are able to
3) is able to 4) were unable to

- 10) I can't help you. Don't expect any thing from me. Choose correct phrase to replace the underlined word.

- 1) am able to 2) am unable to
3) are able to 4) are unable to

- 11) You should work hard to get money.

Choose correct 'Modal Auxiliary' to replace the underlined word.

- 1) will 2) may 3) ought to 4) are

- 12) Choose the correct 'modal Auxiliary' which shows prediction.

- 1) can 2) may 3) ought to 4) might

- 13) Choose the correct sentence in which the underlined word shows 'obligation'.

- 1) you should obey your parents.
2) you must complete your home work.
3) It may rain to day.
4) you ought to study hard.

- 14) Replace the underlined word with correct expression. My father would drive a car.

- 1) should 2) may
3) ought to 4) used to

- 15) Choose the sentence which shows suggestion.

- 1) She must not go out after 8 p.m.
2) You should work hard to get success.
3) She will go to pune.
4) I may come to morrow.

- 16) Choose the best among the options to fill in the blank : (Tax asst-16)

He — better mind his manners.

- 1) had 2) should 3) has 4) can

- 17) It is a terribly hot climate. Identify the parts of speech of the underlined words. (PSI-11)

- 1) Main verb, Adjective, Adverb
2) Aux. verb, Adverb, Adjective
3) Main verb, Adverb, Adjective
4) Aux. verb, Adjective, Adverb

- 18) Police — looking for a man with one eye.

Choose the correct verb to agree with the subject. (PSI-11)

- 1) is 2) are 3) had 4) has been

19) To die is better than to surrender.

Which one of the following sentences substitutes a gerund for infinitive in the sentence above?

- (a) Dying is better than to surrender.
 (b) To die is better than surrendering.
 (c) Dying is better than surrendering.
 (d) Dying and surrendering are better.

Answer options:

- (1) (d) only (2) (a) only
 (3) (b) only (4) (c) only

20) Choose the correct verb-form : (ASST-11)

She ran because she ——— in a hurry.

- 1) is 2) was 3) must be 4) could be

21) Choose from the following the verb form of 'liberty' : (ASST-11)

- 1) libertine 2) liberation
 3) liberality 4) liberate

22) Choose the sentence with correct use of modal auxiliary. (Dpt PSI - 16)

- a) She didn't eat much of breakfast.
 b) You can't see much of a country in a week.
 1) Only a is correct
 2) Only b is correct
 3) Both a and b are correct
 4) Both a and b are incorrect

Exp : She didn't have the breakfast much.

23) Choose the correct sentence. (Tax asst - 16)

- a) We entered the house. (प्रश्न संदिग्ध आहे.)
 b) I ordered coffee.
 c) What is the time by your watch?
 1) only b 2) only a and b
 3) only a and c 4) only b and c

24) He said he ——— hire an auto.

Fill in the modal auxiliary to indicate the possibility of hiring an auto.

- 1) May 2) Might 3) Can 4) Would

25) I ——— pay the bill today; it's the last date.

Fill in the appropriate modal auxiliary.

- 1) Should 2) may 3) can 4) must

26) Fill in the blank with the correct option :

——— I have a word with you ?(ASST-12)

- 1) Was 2) Could 3) If 4) Am

27) Choose the correct alternative : (STI-11)

He walked so fast that I ——— not overtake him.

- 1) Can 2) Could 3) Will 4) Would

28) The train should arrive any time now.

The underlined modal expresses : (PSI-13)

- 1) obligation 2) anticipation
 3) suggestion 4) instruction

29) Choose the correct verb from the options :

The dentist decided to ——— my decayed tooth. (PSI-13)

- 1) exhale 2) extort 3) extract 4) exit

Exp : extract - काढून टाकणे.

30) Choose the correct alternative : (ASST-14)

I (am to leave, would leave, was to leave, was to have left) on Thursday.

But on Thursday I had a terrible cold. So decided to wait till Saturday.

- 1) am to leave 2) would leave
 3) was to leave 4) was to have left

Exp : वर्तमानकाळ - am to leave, भूतकाळ - was to leave, भूतकाळात एका विशिष्ट वेळेपूर्वी घडलेली घटना - was to have left.

31) (a) The tallest of the players was injured.

(b) Ram as well as Shyam was present.

Identify the correct sentences. (ASST-14)

- 1) Only (a) is correct
 2) Only (b) is correct
 3) Both (a) & (b) are correct
 4) Both (a) & (b) are incorrect

32) I need interpreters in my surgery who ——— speak Punjabi, Urdu and Gujarathi.

Pick out the correct alternative to make the sentence meaningful. (ASST-14)

- 1) may 2) should 3) must 4) can

33) Which of the following sentences indicate ability? (Dpt PSI - 16)

- 1) I could lift the box by myself.
 2) I may lift the box by myself.
 3) I will lift the box by myself.
 4) I can lift the box by myself.

- 34) Which of the following words are written alike but pronounced differently? (इंजि.-12)
 a) raid b) read c) red d) read
 Which of the above is / are correct?
 1) a and c only 2) b and d only
 3) a and d only 4) b and c only
- 35) Identify the correct sentence. (Dpt PSI - 16)
 a) His shoes are made of canvass.
 b) I am canvassing for my own candidate.
 1) Only a is correct
 2) Only b is correct
 3) Both a and b are correct
 4) Both a and b are incorrect
 Exp : canvas - कापड canvass - पटवून सांगणे.
- 36) Which verb will be suitable to fill in the blank?
 My daughter Madhavi — a good memory.
 1) has been 2) has (इंजि.-12)
 3) is 4) will be
- 37) Choose the correct alternative from the following to fill in the blank : (Tax asst-14)
 They agreed that the election — be held at any early date.
 1) should 2) would 3) shall 4) will
- 38) Which of the following sentences reflects the polite form of request? (Tax asst-15)
 1) I shall be grateful if you allow me to use your bike for five minutes.
 2) You can allow me to use your bike for five minutes.
 3) Would you mind using your bike for five minutes?
 4) Will you allow me to use your bike for five minutes?
- 39) You must pay for the mistakes you made in your life. In this sentence must is —
 1) a principle auxiliary (Tax asst-14)
 2) a modal auxiliary
 3) the main verb
 4) none of these
- 40) Which of the following sentence/s is are incorrect?
 a) I used to lived in Bombay. (Tax asst.-14)
 b) My wife is used for getting up early.
 c) We are used to the noise our neighbour make, though we don't like it.

- 1) a only 2) b and c only
 3) a, b and c 4) a and b only
- 41) "To follow his advice seemed logical."
 The subject of the above clause is —
 1) Infinitive 2) Adjective (Tax asst.-15)
 3) Adverbial 4) None of these
- 42) Fill in the blanks with the correct word.
 The bird will — in no time. (Dpt PSI - 16)
 1) sore 2) sure 3) soar 4) suar
 Exp : Soar - भरारी मारणे.
- 43) Fill in the blank with the appropriate alternative.
 Mushtaque got the letter registered after — it. (इंजि.-12)
 1) ceilling 2) sealing 3) seling 4) silling
- 44) Polygamy is — for Hindus in India.
 Pick out the correct word to complete the sentence meaningfully. (Asst-15)
 1) prescribed 2) proscribed
 3) proceeded 4) presided
- 45) What does the underlined modal in the sentence below suggest? (clerk-15)
 You can hurt yourself.
 1) ability 2) probability
 3) certainty 4) permission
- 46) Fill in the blank with an acceptable form of the verb given in the options. (लिपि. टंक-14)
 350 runs — quite a decent score
 1) is 2) are
 3) are being 4) was become.
- 47) Choose the correct verb form of the word :
 Produce (Sti-dep. -12)
 1) produce 2) product
 3) productive 4) productivity
- 48) He is able to swim across the river.
 Which of the following options can replace the underlined part without changing its meaning is the above sentence? (Sti-dep.-12)
 1) may 2) can 3) could 4) will
- 49) Identify the sentence in which verb structure is used wrongly. (Sti-dep. -12)
 a) The rain began yesterday.
 b) I saw him last evening.
 c) I have just finished the letter.

d) He has been ill since Monday.

- 1) (a) and (b) 2) (b) and (c)
3) (a), (b) and (c) 4) None of the above

50) Choose the correct modal indicating moral obligation : (Asst.-15)

I ——— help those who need my help.
1) will 2) shall 3) can 4) should

51) Gerund is ——— (Sti-dep. -12)

- 1) past tense of a verb
2) past participle of a verb
3) '- ing' form of a verb
4) future tense of a verb

52) Which one of the following alternatives is not a 'type of regular verb'? (लघुलेखन लि.-12)

- 1) look 2) study 3) begin 4) travel

53) Choose the right option for filling in the blank :

We will not be able to ——— so many people in this place. (STI -14)

- 1) accomodate 2) accomodate
3) accomodate 4) accommodate

54) You Can get hurt.

The underlined modal indicates : (STI-14)

- 1) Probability 2) ability
3) permission 4) offer

55) Which one of the following two sentences is correct? (STI-14)

- a) Who did this? I b) He and I are brothers.
1) Only a 2) only b 3) Both 4) Neither

56) Choose the correct alternative to complete the sentence. (STI-14)

Moral education ——— have been taught in the Universities long back.

- 1) ought to 2) must
3) should 4) would

57) Match the following to fill in the blanks : (STI-14)

- a) ——— we have some coffee? 1) Will
b) ——— we come in ? 2) Couldn't
c) ——— you take him tomorrow? 3) May
d) ——— you please post this letter for me? 4) Shall

- | | | | | | | | |
|------|---|---|---|------|---|---|---|
| a | b | c | d | a | b | c | d |
| 1) 4 | 3 | 2 | 1 | 2) 3 | 4 | 2 | 1 |
| 3) 4 | 3 | 1 | 2 | 4) 3 | 4 | 1 | 2 |

58) Choose the class of the underlined words.

After he had drunk (I) the whisky, the drunk (II) was very drunk (III) indeed. (STI-16)

- a) adjective b) noun
c) verb d) adverb
- | | | | | | |
|------|----|-----|------|----|-----|
| I | II | III | I | II | III |
| 1) a | d | c | 2) b | c | d |
| 3) c | b | a | 4) d | a | b |

59) We are prohibited/to smoke/here./No error.

- (a) (b) (c) (d)

Spot the error(s) in the above sentence. If no error say No error. (PSI-17)

- 1) Only a and c 2) Only b
3) Only b and c 4) d

Exp : Smoking - असे नाम पाहिजे.

60) Identify the incorrect part of the sentence below : (PSI-17)

He hopes that he hasn't makes a mistake.

- 1) Hopes 2) Hasn't 3) Makes 4) That

61) He ——— not wear a neck-tie if he doesn't want to. (गट व-19)

To indicate absence of compulsion, the blank should best be filled by

- 1) may 2) should 3) dare 4) need

Expl : He need not wear-----

62) Identify the correct sentences : (PSI-17)

- a) Two pounds of coffee cost seven and sixpence.
b) The furnitures are to be delivered today.
c) He gave me many good advices.
1) a only 2) b and c only
3) a, b and c 4) None of the above

63) Choose the modal auxillary for the underlined words in the following sentence :

It was not necessary for me to buy it.

- 1) I don't need to buy it. (राज्यसेवा-19)
2) I didn't used to buy it.
3) I don't used to buy it.
4) I didn't need to by it

Expl : वाक्य भूतकाळी असल्याने was not necessary साठी didn't need वापरणे योग्य होईल.

64) Identify the underlined word. Hearing the noise, the baby woke up. (PSI-17)

- 1) Sounds 2) Verbal words
3) Verb nouns 4) Verbal adjective

65) The ship was wrecked and every man, woman and child ——— drowned.

The verb that agrees correctly with the subject in the sentence above is (STI-17)

1) was 2) were 3) had 4) had been

66) Identify the correct sentence/s. (STI-17)

- a. I could read that book in two hours yesterday.
b. I was able to read that book in two hours yesterday.

Answer options :

1) a only 2) b only
3) Both a and b 4) Neither a nor b

67) I am / here / since / 1951. (STI-17)

1 2 3 4

The error occurs in part of the sentence above.

1) 4 only 2) 2 only 3) 1 only 4) 3 only

68) Choose the correct sentences. (ASO-17)

- a. I shall get on the first bus that comes.
b. You must show no-one the note which the attendant will give you.
c. We shall award the prize to the person who gets the highest marks.

1) a and b only 2) a and c only
3) band c only 4) a, b and c

69) Identify sentence/s containing transitive verb.

- a. Many trees fall in the monsoon. (ASO-17)
b. Woodmen fell trees.
c. Rise early with the lark.

1) a only 2) b only
3) a and c only 4) a, b and c

70) Identify the unit in which there is an error :

(Tax Asst. Mains-17)

Many people are painting their houses

(a) (b)

white these days.

(c)

1) only (a) 2) only (b) 3) only (c) 4) No error

71) Fill in the blanks from the alternatives given below :

(राज्यसेवा-17)

- a) Barley, wheat and rice ——— cereals.
b) Twenty miles ——— not a great distance in these days of rapid travel.

1) is, is 2) is, are 3) are, is 4) are, are

72) Identify the unit in which there is an error :

(Tax Asst. Mains-17)

There is Several reasons for your mistakes.

(a) (b) (c)

1) only (a) 2) only (b)
3) only (c) 4) No error

73) Identify the correct sentences. (PSI-17)

- a) John, write a thousand line poem.
b) John write a thousand lines poem.
c) John writes a thousand lines poem.
d) John doesn't write a thousand lines poem.

1) Only c and d are correct.
2) All a, b, c and d are correct.
3) Only a, c and d are correct.
4) All a, b, c and d are wrong.

74) Match the following underlined words with their parts of speech. (राज्यसेवा-18)

- a) They are men of like build and stature i) Noun
b) Like as a father pitieth his own children ii) Verb
c) Children like sweets iii) Adverb
d) We shall not see his like again iv) Adjective
e) Don't talk like that v) Preposition

a b c d e a b c d e
1) iv iii ii i v 2) iii iv v ii i
3) iv v i ii iii 4) ii i iv iii v

75) Choose the incorrect sentences. (राज्यसेवा-18)

- a) Each of the candidates are well qualified.
b) Neither of those choices were attractive.
c) My family are punctual and hard-working people.

1) (a) only 2) (a) and (c) only
3) (a) and (b) only 4) (a), (b) and (c)

76) Identify the incorrect sentence/s : (राज्यसेवा-19)

- a) The wages of sin are death
b) I have many works to do
c) Do not make friends with selfish people

Answer Options :

- 1) a and c 2) a and b 3) b and c 4) only a

Expl : a) The wages of sin is death.

b) I have much work to do.

c) हे वाक्य सुद्धा संदिग्ध आहे, कारण friends ऐवजी friendship पाहिजे होते.

77) Fill in the blanks : (राज्यसेवा-18)

a) I'm —— a film tonight.

b) I'll be —— all day on Sunday.

c) I'm —— ask him to return my money.

1) will see, slept, going to

2) seeing, slept, going to

3) seeing, sleeping, going to

4) will see, sleeping, going to

78) Identify the correct sentence/s : (राज्यसेवा-18)

a) The scissors are blunt.

b) Statistics was always my worst subject.

c) The economics behind their policies are unreasonable.

d) The governing party usually do bad in mid term by-elections.

1) Only (a), (b), (c) 2) Only (b), (c),(d)

3) Only (a) and (c) 4) All the above

79) The gerund can be used as ——

a) subject of a sentence

b) as a complement of a verb

c) after prepositions

1) Only a is correct 2) Only b is correct

3) Only c is correct 4) a, b and c are correct

80) He struck the table. The underlined verb is —— (Combine Class III-18)

1) Intransitive 2) Transitive

3) Prepositional 4) None of the above

81) Choose the correct sentences.

a. I am used for getting up early.

b. Before his marriage, Meeran used to spend a lot of his time in the club.

c. My wife is used to getting up early.

d. The Earth's resources are being used up at an alarming rate. (PSI-STI-ASO-18)

Answer options :

1) Only a and b

2) Only b and c

3) Only a and c

4) Only b, c and d

82) Which items from the given sentence contain errors? (PSI-STI-ASO-18)

Everybody must paid more house rent; the tax on property have gone up.

1) Everybody, must paid

2) must paid, have gone up

3) more, house rent

4) tax on, must paid

83) Emma —— Graham when she was going out with her friend. Choose the correct alternative to complete the sentence.

1) meets 2) has met (गट क-19)

3) met 4) had met

Expl : मोठी कृती चालू भूतकाळात असल्यास त्या दरम्यान घडणारी छोटी कृती साध्या भूतकाळात असते.

84) Write the correct form of verb in the given sentence : (गट क-19)

“Each of these rooms —good enough for me.”

1) are 2) is 3) have 4) were

Expl : वाक्याचा कर्ता एकवचनी आहे. त्यामुळे क्रियापद एकवचनी पाहिजे.

85) Identify transitive and intransitive verbs in the given sentences : (राज्यसेवा-19)

a) The rain revived the wilting shrubs.

b) The dog chased the man.

c) The choir sang badly that morning.

Answer options :

1) Intransitive, Intransitive, Transitive

2) Transitive, Intransitive, Transitive

3) Intransitive, Transitive, Intransitive

4) Transitive, Transitive, Intransitive

Expl : a) सकर्मक b) सकर्मक c) अकर्मक

86) Choose the modal auxiliary for the underlined words in the following sentence : (गट क-19)

It was not necessary for me to buy it.

1) I don't need to buy it.

- 2) I didn't used to buy it.
3) I don't used to buy it.
4) I didn't need to buy it

Expl : वाक्य 'भूतकाळी असल्याने was not necessary साठी didn't need वापरणे योग्य होईल.

87) Identify the correct sentence : (गट क-19)

- a) The basket of apples and pears are hanging from a hook.
b) This must be one of the best plays that have staged at Stratford this season.
c) The success of the new branch is one of the recent developments that justify our faith in the company.

Answer Options :

- 1) a and c only 2) b and c only
3) c only 4) a, b and c

Expl : basket साठी क्रियापद एकवचनी पाहिजे.

- 88) a)** Not all women are good at cooking.
b) Blaming others for our own mistakes is a bad habit. (वनसेवा-19)
c) We can't help laughing when the jester is at his best.
d) Stopping by woods on a darkened evening is dangerous.

The underlined words are :

- 1) adverbs 2) present participles
3) gerunds 4) subjects

Expl : gerund - V + ing चा वापर नाम म्हणून केला जातो.

89) Select the correct meaning of the underlined modal verb in the following sentence :

I am tired, now you can drive car.

- 1) possibility 2) ability (वनसेवा-19)
3) permission 4) obligation

Expl : वाक्यानुसार can चा भाव परवानगी असा होतो.

90) 'Do' is a lexical verb and as _____ has the full range of forms, including the present participial 'doing' and the past participial 'done'. Fill in the blank with correct word from the following. (वनसेवा-19)

- 1) Pro-verb 2) Main-verb

- 3) Gerund 4) Modal

Expl : काळानुसार तीन रूपे व ing प्रत्यय ही मुख्य क्रियापदाची लक्षणे आहेत.

91) 'I can hear him singing a song'. (कक्ष-18)

Identify the word 'singing'. Say whether it is:

- 1) Gerund 2) Adverb
3) Present Participle 4) Participial Adjective

Expl : V + ing = Present Participle

92) Fill in the blank with the appropriate verb :

Neither of the four teachers _____ willing to teach Physics. (कक्ष-18)

- 1) are 2) were 3) had 4) is

Expl : Neither एकवचनी असल्याने क्रियापद is असे एकवचनी पाहिजे.

93) What will be the past participle of "Shrink"? Choose correctly. (कक्ष-18)

- 1) Shrunk 2) Skunk 3) Shrank 4) Shrng

Expl : Shrink - Shrank - Shrunk

Answer key

1 - 1	2 - 1	3 - 1	4 - 4	5 - 1
6 - 3	7 - 2	8 - 4	9 - 3	10 - 2
11 - 3	12 - 2	13 - 2	14 - 4	15 - 2
16 - 1	17 - 3	18 - 2	19 - 4	20 - 2
21 - 4	22 - 2	23 - 4	24 - 2	25 - 4
26 - 2	27 - 2	28 - 2	29 - 3	30 - 4
31 - 3	32 - 4	33 - 4	34 - 2	35 - 2
36 - 2	37 - 1	38 - 3	39 - 2	40 - 4
41 - 1	42 - 3	43 - 2	44 - 2	45 - 2
46 - 1	47 - 1	48 - 2	49 - 4	50 - 4
51 - 3	52 - 3	53 - 4	54 - 1	55 - 3
56 - 1	57 - 1	58 - 3	59 - 2	60 - 3
61 - 4	62 - 4	63 - 4	64 - 4	65 - 1
66 - 2	67 - 3	68 - 4	69 - 2	70 - 4
71 - 3	72 - 1	73 - 3	74 - 1	75 - 3
76 - 2	77 - 3	78 - 1	79 - 4	80 - 2
81 - 4	82 - 2	83 - 3	84 - 2	85 - 4
86 - 4	87 - 2	88 - 3	89 - 3	90 - 2
91 - 3	92 - 4	93 - 1		

5 Adverbs (क्रियाविशेषणे)

- क्रियेचे स्थळ, वेळ, रीत, उद्देश, कारण, कृती, प्रमाण दाखविणाऱ्या शब्दांना क्रियाविशेषणे म्हणतात. क्रियाविशेषणांचे खालील प्रकार पडतात.

Kinds of Adverbs (क्रियाविशेषणांचे प्रकार)

Simple Adverbs साधी क्रियाविशेषणे	Interrogative Adverbs प्रश्न विचारण्यासाठी	Relative Adverbs दोन वाक्य जोडण्यासाठी
<p>1) Adverbs of time (कालदर्शक क्रि.वि.) यात क्रियेची वेळ दर्शविणाऱ्या शब्दांचा समावेश होतो. Now, then, before, since, ago, already, soon, presently, immediately, early, late, yesterday, afterwards, today, tomorrow, lately, daily, formerly, nearer, daily, now, at present e.g. She came yesterday.</p>	<p>When, how long When did she come?</p>	<p>When, how long She came when the rain was falling.</p>
<p>2) Adverbs of place (स्थलदर्शक क्रि.वि.) यात क्रियेचे स्थळ दर्शविणाऱ्या शब्दांचा समावेश होतो. Here, there, hither, thither, in, out, above, below, inside, under, outside, far, near, everywhere, up, down, backward e.g. The accident took place there.</p>	<p>Where, whence, whither Where did the accident take place?</p>	<p>Where, whence, whither The ship sank where the water was deepest.</p>
<p>3) Adverbs of frequency (Number) (आवृत्तीदर्शक क्रियाविशेषणे) क्रियेची आवृत्ती दर्शविणाऱ्या शब्दांचा यात समावेश होतो. once, twice, thrice, again, seldom, never, sometimes, always, often, firstly secondly, frequently e.g. She always visits a temple.</p>	<p>How often/How many times How often does she visit a temple?</p>	<p>How often/How many times I don't know how often she visits a temple.</p>
<p>4) Adverbs of manner (रीत किंवा पद्धत दर्शक क्रि.वि.) यात क्रिया कशाप्रकारे घडते हे दर्शविणाऱ्या शब्दांचा समावेश होतो. e.g. Thus, so, well, ill, amiss, badly, certainly, Conveniently, beautifully, slowly, fast, hard, bravely, lovingly, faithfully e.g. She walks slowly.</p>	<p>How/In what manner How does she walk?</p>	<p>How/In what manner She herself did not know how she was walking on the road.</p>

5) Adverb of Degree (परिमाणदर्शक क्रियाविशेषणे) क्रियेचे प्रमाण दाखविणाऱ्या शब्दांचा यात समावेश होतो: very, much, too, quite, almost, little, rather, some what, half, partly, wholly e.g. She was too tired.	How much How much tired was she?	How much I asked her how much tired she was.
6) Adverb of Reason (कारणदर्शक क्रियाविशेषणे) hence, therefore, consequently	why, wherefore Why are you late?	why, wherefore I asked her why she was late.
7) Affirming or Denying (होकारदर्शक/नकारदर्शक क्रि.वि.) yes, no, not, yea, nay, not at all, by all means.		

➤ काही शब्द **Adverb** व **Adjective** अशा दोन्ही प्रकारे वापरता येतात.

Enough, much, long, loud, hard, only, early, fast, little

- 1) It is a **fast** train. (adj)
- 2) He ran **very fast**. (adv)
- 3) It is a **hard** problem. (adj)
- 4) He worked **very hard**. (adv)

➤ काही क्रियाविशेषणांची दोन रूपे असतात व दोन्हींचे अर्थ वेगवेगळे असतात.

- 1) a) **hard** खूप b) **hardly** जवळ जवळ नाहीच
- 2) a) **late** उशिरा b) **lately** अलिकडे
- 3) a) **near** जवळ b) **nearly** जवळपास
- 4) a) **easy** सोपे b) **easily** सहजतेने

- 1) He works very hard.
- 2) He **hardly** comes here.
- 3) He came **late**.
- 4) **Lately** I have seen him in the market.

Position of Adverbs

(क्रियाविशेषणाचे वाक्यातील स्थान)

a) **Adverbs of Manner** - रीतदर्शक क्रियाविशेषणे

➤ **How** ने प्रश्न विचारल्यावर येणारे उत्तर रीतदर्शक

क्रियाविशेषण असते. ही क्रियाविशेषणे क्रियापदानंतर वापरली जातात; परंतु वाक्यात कर्म असल्यास ती कर्मनंतर वापरली जातात.

- 1) It is raining **heavily**.
- 2) Komal speaks English **well**.

b) **Adverbs of Place** - स्थलदर्शक क्रियाविशेषणे

➤ ही क्रियाविशेषणे क्रियापदानंतर वापरतात, जर वाक्यात कर्म असेल तर ती कर्मनंतर वापरली जातात.

- 1) Come **here**.
- 2) I saw him **there**.

c) **Adverbs of frequency** - वारंवारितादर्शक

➤ वारंवारिता दर्शक क्रियाविशेषणे सामान्यपणे कर्ता व क्रियापद यांच्यामध्ये वापरतात; परंतु क्रियापद एकपेक्षा अधिक शब्दांचे मिळून बनलेले असेल तर (साहायकारी क्रियापद + मु.क्रि.) वारंवारितादर्शक क्रियाविशेषण प्रथम येणाऱ्या साहायकारी क्रियापदानंतर लिहावे.

- 1) He **never** goes to school.
- 2) I shall **always** visit that place.

➤ जर वाक्यात **am/is/are/was/were** मुख्य क्रियापद असेल तर वारंवारिता दर्शक क्रियाविशेषणे अशा क्रियापदानंतर टाकावीत.

- 1) I am **never** late for school.
- 2) She is **always** at home.

क्रियाविशेषण ज्या विशेषणाबद्दल किंवा क्रियाविशेषणाबद्दल अधिक माहिती सांगते ते त्या विशेषणाच्या किंवा क्रियाविशेषणाच्या पूर्वीच वापरले जाते.

1) The cat was quite dead.

2) The story is very interesting.

एकाच वाक्यात कालदर्शक, स्थलदर्शक व रीतदर्शक क्रियाविशेषणे एका पाठोपाठ वापरावयाची झाल्यास त्यांचा क्रम क्रियापद किंवा कर्मानंतर पुढीलप्रमाणे असतो.

☞ manner + place + time

☞ She spoke clearly at the meeting hall last night.

परंतु come, go, arrive, enter नंतर स्थलवाचक व रीतवाचक क्रियाविशेषणे वापरावयाची झाल्यास त्यांचा क्रम खालीलप्रमाणे ठेवावा.

☞ place + manner

☞ Mr. Sharma went there secretly.

एखाद्या वाक्यात स्थलवाचक, आवृत्तीवाचक, कालवाचक क्रियाविशेषणांचा वापर खालीलप्रमाणे करावा.

☞ place + frequency + time

☞ He comes here two times in a week.

● Use of Some important 'Adverbs' ●

1) a) Very (adv./adj.) - खूप

b) Much (adv./adj.) - पुष्कळ

a) Very चा उपयोग विशेषणाच्या मूळ रूपापूर्वी करतात तर much चा विशेषणाच्या दुसऱ्या रूपापूर्वी करतात.

i) She is a very beautiful girl.

ii) She is looking much stronger than usual.

b) V+ ing/V3 चा उपयोग विशेषण म्हणून केल्यास त्यापूर्वी very वापरतात. तर क्रियापदापूर्वी कधीही much वापरतात. very वापरू नये.

i) She is very charming.

ii) The police was much criticised.

iii) I felt very tired.

iv) He is very satisfied.

c) Very चा वापर the नंतर तर much चा वापर the पूर्वी होतो.

i) He is the very best student in the class.

ii) She is much the brightest student of the class.

d) Very क्रियापदाबद्दल अधिक माहिती सांगण्यासाठी वापरत नाहीत, त्या ऐवजी much वापरतात.

i) I don't smoke much.

ii) He likes it much.

e) Different बरोबर not असल्यास much वापरावे; परंतु not नसल्यास very वापरावे.

i) She is not much different from her sister.

ii) She is very different from her sister.

f) Superlative degree मध्ये very वापरल्यास ते the नंतर वापरतात.

i) He was the very best player.

2) a) Hardly (adv.) जवळजवळ नाहीच

b) barely (adv.) जवळजवळ नाहीच

या दोन्ही क्रियाविशेषणांचा वापर नकारदर्शक अर्थाने केला जातो.

i) hardly चा वापर प्रामुख्याने any, ever व can या शब्दांबरोबर केला जातो तर barely चा वापर enough व sufficient या विशेषणांबरोबर केला जातो. या शब्दांबरोबर कधीही नकारदर्शक शब्द वापरू नये.

i) I can hardly read it, it is written so carelessly.

ii) She had barely enough to eat.

● Note : hardly च्या ऐवजी scarcely वापरले तरी चालते, कारण दोन्ही अर्थाच्या दृष्टीने जवळजवळ सारखेच आहेत.

3) a) No (adv./adj.) - नाही

b) Not (adv.) - नाही

no चा वापर सामान्यपणे विशेषण म्हणून नामापूर्वी केला जातो तर not चा वापर क्रियाविशेषण म्हणून केला जातो.

i) No boy is present for the class.

ii) She is not well today.

4) a) Fairly (adv.) - अगदी (होकारदर्शक)

b) Rather (adv.) - अगदी (नकारदर्शक)

fairly होकारदर्शक तर rather नकारदर्शक अर्थाने वापरतात.

i) He is fairly better today.

ii) The atmosphere is rather dull today.

5) a) Since (adv./prepo./conj.) - पासून, कारण की

b) Because (adv./conj.) - कारण की

दोन्हीचा अर्थ कारण की असा होतो, रचना खालील प्रमाणे असते.

- i) Since + कारण + परिणाम
 ii) Since he is my father, I respect him.
 ii) परिणाम + because + कारण
 ii) I respect him because he is my father.
- 6) a) **Well** (adv./adj.) - छान / चांगला
 b) **Good** (adj.) - चांगला
- **Well** विशेषण व क्रियाविशेषण आहे तर **Good** विशेषण आहे.
- 1) Sachin plays well. (adv)
 2) Sachin is a good player.(adj)
 3) She is well today. (adj)
- 7) a) **Dead** (adv.adj.) अगदी पूर्णपणे,
 b) **deadly** (adj.) ठार मारणारा/मारक
- 1) I am dead tired. (adv)
 2) Cyanide is a deadly poison. (adj)
- 8) a) **Free** (adv./adj.) मोफत / फुकटचे,
 b) **Freely** (adv.) मोकळेपणे
- 1) Buy two shirts and get one free. (adv)
 2) You are not speaking freely. (adv)
- 9) a) **High** (adv./adj.) उंच,
 b) **highly** (adv.) खूप जास्त
- 1) The kite went high in the sky. (adv)
 2) I can highly recommend this product. (adv)
 3) It is a high bulding. (adj)
- 10) a) **Most** (adv./adj.) खूप जास्त
 b) **Mostly** (adv.) प्रामुख्याने
- 1) You are the most beautiful girl in the class. (adv)
 2) My neighbours are mostly non-smokers.(adv)
 3) Most girls are beautiful. (adj)
- 11) **Yet** (adv./conj.) - अद्याप
- **Yet** चा वापर अद्याप अथनि साध्या वर्तमानकाळी किंवा पूर्ण वर्तमानकाळी वाक्यात केला जातो. भूतकाळात केला जात नाही.
- 1) Do you feel any better yet? (adv)
 2) The post man has not come yet. (adv)
- 12) **Ago** (adv.) - च्यापूर्वी
- **Ago** चा वापर च्या पूर्वी अथनि साध्या भूतकाळी वाक्यात

करतात. परंतू नुकतीच घडलेली घटना असेल तर अशा वाक्याचा पूर्ण वर्तमानकाळ असतो.

- 1) I went to Mumbai five years ago.
 2) I have seen the child three minutes ago.

13) **Even** (adv.) - अगदी

➤ **Even** हे अगदी अथनि क्रियाविशेषण म्हणून क्रियापदापूर्वी वापरतात.

- 1) They may even dicide to come by car.

14) **Too** (adv.) - सुद्धा / खूप

a) योग्य प्रमाणापेक्षा खूप जास्त या अथनि **too** वापरतात. **too** चा वापर **very** किंवा **much** ऐवजी केला जात नाही. सामान्यपणे नकारदर्शक अथनि **too** वापरले जाते व त्यानंतर **to + V1 (Infinitive)** येते.

Eg. She was too tired to work

b) **too** पूर्वी **only** चा वापर केल्यास मात्र तो होकारदर्शक अथनि केला जातो.

- 1) The child is only too glad to meet its mother.

c) **too much** चा वापर सामान्यपणे नामापूर्वीच योग्य प्रमाणापेक्षा जास्त अथनि केला जातो.

- 1) He takes too much sugar in his coffee.

d) **too** चा वापर **also** अथनिसुद्धा केला जातो.

- 1) Have you been to the party, too?

15) **Enough** (adv.) - पुरेसे

➤ हा शब्द होकारदर्शक अथनि वापरतात. नाम असेल तर नामापूर्वी; परंतू विशेषण व क्रियाविशेषणाच्या नंतर वापरतात.

- 1) He was clever enough to pass the exam.
 2) He ran fast enough to over take the man.
 3) There isn't enough sugar to prepare a cup of tea.

16) **Quite** (adv.) - अगदी

➤ अगदी या अथनि पूर्णत्व दर्शविणाऱ्या विशेषणांबरोबर **quite** वापरतात. जसे **all right, determined, empty, full, ready, sure, wrong, etc.** नामासाठी वापरू नये.

- 1) He is quite wrong.

17) **Fast** (adv./adj.) - वेगवान / जोरात

➤ **Fast** हा शब्द आहे त्या रूपातच क्रियाविशेषण आहे म्हणून त्याला **ly** प्रत्यय जोडू नये.

- 1) She walks fast.

- 18) **Any way** (adv.) - तरी देखील,
 19) **Any how** (adv.) - कसे बसे, कुठल्याही परिस्थितीत
 1) It may rain, but anyhow I shall go out.
 2) Her parents were opposed to her giving up her course but she did it anyway.
 19) **Else** बरोबर नेहमी **but** वापरवे **than** वापरू नये.
 1) Go anywhere else than china. (incorrect)
 2) Go anywhere else but china. (correct)

● **Very Important** ●

- मूळ क्रियाविशेषणे सोडून इतर शब्दांपासून क्रियाविशेषणे तयार करताना तो शब्द प्रथम विशेषणात रूपांतरित करावा लागतो. त्यानंतर त्याला **ly** प्रत्यय जोडून क्रियाविशेषण करता येते.
 ☞ beauty (n) - beautiful (adj) - beautifully (adv),
 ☞ courage (n) - courageous (adj) - courageously (adv)

Adverb/Adverb phrase/Adverb Clause

- 1) क्रियाविशेषण हा क्रियापदाबद्दल माहिती सांगणारा एकच शब्द असतो तर क्रियाविशेषण शब्दसमूह म्हणजे दोन-तीन शब्दांचा समूह की जे एक पूर्ण वाक्य नसते. क्रियाविशेषण वाक्य हे पूर्ण वाक्याच्या स्वरूपात असते व ते क्रियापदाबद्दल माहिती सांगते अशा वाक्यात उभयान्वयी अव्यय असते.
 1) He came yesterday. (Adverb of time)
 2) He got up early in the morning. (Adverb phrase of time)
 3) She came, when the rain was falling. (Adverb Clause of time)

Some Important facts about 'Adverbs'

- दोन वाक्ये जोडण्यासाठी Adverbs चा वापर केला जातो. वाक्याचा अर्थ लक्षात घेऊन योग्य तो शब्द निवडावा.
 1) **It is time** ----- you went. (where/who/when/that)
 2) **This is the place** ----- the murder took place. (when/that where)
 3) -----he is my teacher, I respect him. (that/so/since)

- 4) **I respect him,----- he is my teacher.** (since/because/than/when)
 5) **She looks beautiful,----- she is over forty five.** (since/because/although/for)
 6) **I don't know ----- she was crying.** (how/where/why)
 7) **The ship sank ----- the water was deepest.** (when/how/where/why)

● **Different functions of the same word**

- 1) He is a **fast** talker. (adjective)
 2) I was observing a **fast**. (noun)
 3) Muslims **fast** during the Ramadhan. (verb)
 4) She drove **fast**.(adverb)

Modifiers

- एखादे नाम, विशेषण, क्रियापद, क्रियाविशेषण याविषयी माहिती सांगणारा शब्द Modifier असतो. स्थानावरून याचे खालील दोन प्रकार पडतात.

1) **Pre - modifiers** : शब्दाच्या आधी वापरले जातात.

- उदा. 1) We had a **pleasant** holiday. (adj.)
 2) We had a **very** pleasant holiday. (adv.)

2) **Post - modifiers** : शब्दाच्या नंतर वापरले जातात.

- उदा. 1) There is nothing **new** in his teaching. (adj.)
 2) She breaths **heavily**. (adv.)

Cohesive devices

- एकाचा दुसऱ्याशी संबंध प्रस्थापित करणाऱ्या म्हणजेच संलग्नीकरण करणाऱ्या शब्दांना Cohesive devices असे म्हणतात.

● **a) Adding (भर टाकणारे)** : and, as well as, more ever, farther some, in addition, too, on top of that, another point is

- उदा. 1) Netflix has many movies and shows and it is only \$ 9

● **b) Comparing (तुलनात्मक)** : similarly, like wise, as with, like, equally, in the same way

- उदा. 1) I used to work fifteen hours a day. In comparison with that, my present job is quite relaxing.

- c) Sequencing (क्रमदर्शक) : first, firstly, first of all, second, secondly, third, thirdly, next, meanwhile, now, subsequently.
उदा. 1) Firstly, thank you for coming, secondly, let me introduce our host.
- d) Qualifying (संकेत दर्शक) : but, however, although, unless, except, apart from, as long as, if
उदा. 1) This shirt is nice but it is expensive.
- e) Contrasting (विरोध दर्शक) : whereas, alternative, unlike, on the other hand, conversely, having said that, nevertheless, however
उदा. 1) Robin was feeling sick. However, he did not hesitate to go to school.
- f) Illustrating (उदाहरण दाखल) : fore xample, such as, for instance, in the case of, as shown by, illustrated, one example is
उदा. 1) There are a number of improvements; for instance, both mouse button can be used.

Errors in the use of 'Adverbs'

- 1) She ran away fastly.
✗ She ran away fast. fast हे क्रियाविशेषण आहे म्हणून फुल्ल्या प्रत्यय जोडू नये.
- 2) I am very interested in the deal.
✗ I am much interested in the deal. V₃ क्रियापद असल्यास त्या पूर्वी very न वापरता much वापरावे.
- 3) This story is much amusing.
✗ This story is very amusing. v+ ing पूर्वी very वापरावे.
- 4) Please kindly help me in my work.
✗ Kindly help me in my work. or Please help me in my work. Kindly व Please हे शब्द एकाच वाक्यात वापरता येत नाहीत आपल्यापेक्षा मोठ्या व्यक्तीसाठी Kindly, तर समान किंवा लहान व्यक्तीसाठी Please वापरावे.
- 5) He is working very hardly.
✗ He is working very hard. hard चा अर्थ खूप कष्ट घेणे असा होतो तर hardly चा अर्थ जवळजवळ नाहीच असा होतो.
- 6) The old man lived miserly.

- 7) My father returned lately.
✗ My father returned late. late - उशिरा, lately - अलीकडे
- 8) The patient is very better today.
✗ The patient is much better today. comparative पूर्वी very न वापरता much वापरावे.
- 9) She is too beautiful.
✗ She is very beautiful. too चा अर्थ योग्य प्रमाणापेक्षा जास्त अर्थाने होतो. ते सामान्यपणे नकारदर्शक अर्थाने वापरले जाते म्हणून very वापरणे योग्य आहे.
- 10) He is presently at Mumbai.
✗ He is at Mumbai at present.
- 11) He is enough wise to understand the situation.
✗ He is wise enough to understand the situation. enough चा वापर विशेषणाच्या नंतर तर नामाच्या पूर्वी केला जातो.
- 12) She is fairly slow.
✗ She is rather slow. fairly चा अर्थ होकारदर्शक तर rather नकारदर्शक अर्थाने वापरतात.
- 13) Of Course, you will get this job.
✗ You will certainly get this job. खात्री देण्यासाठी certainly योग्य आहे.
- 14) I met him four weeks before.
✗ I met him four weeks ago. साध्या भूतकाळी वाक्यात Before ऐवजी Ago वापरावे.
- 15) He went directly to his home.
✗ He went direct to his home. Direct हेच adverb असल्याने फुल्ल्या ly जोडू नये.

Exercise

- 1) Choose the correct alternative to fill in the blank.

Although people buy most of their groceries once a month they usually visit the market ——— to pick up an item or two. (PSI-96)

- 1) frequently 2) reluctantly
3) grudgingly 4) seldom

Exp : usually हा आवृत्तीदर्शक शब्द असल्याने पुन्हा आवृत्तीदर्शक शब्द टाकता येणार नाही.

- 2) Fill in the blank with the appropriate adverb.

He did not recognise her ——— she said they had met before. (PSI-97)

- 1) despite 2) although
3) unless 4) however

- 3) Mark the sentence in which the word 'still' is used as an adverb. (PSI-97)

- 1) With his name the mothers still their babies.
2) Still waters run deep.
3) Her sobs could be heard in the still of night.
4) He is still in business.

Expl. 1) verb 2) adjective 3) noun 4) adverb

- 4) Choose the correct adverb to fill in the blank.

——— he is down with flu, he can't go to office. (PSI-97)

- 1) Since 2) When 3) But 4) So

- 5) Complete the sentence by providing the correct adverbial particle from the following :

The factory was shut ——— during the installation of new machinery. (PSI-97)

- 1) away 2) down 3) out 4) off

- 6) Choose the correct sentence ; (PSI-98)

- 1) She is too pretty.
2) She is very pretty.
3) She is too much pretty.
4) She is much pretty.

- 7) Complete the sentence with the correct alternative.

She is ——— well today. (PSI-01)

- 1) no 2) not 3) none 4) nought

- 8) Point out the sentence in which the word 'why' is used as a relative adverb. (PSI-01)

- 1) Why did you do it?
2) I know the reason why he did it.
3) Why, it is surely Sujata!
4) This is not the time to go into the why and the wherefore of it.

- 9) Fill in the blank with the appropriate expression from the following. It is time —

- 1) when you went. 2) where you went.
3) which you went. 4) that you went. (PSI-01)

- 10) Which is the right place for the word 'even'? (PSI - 01)

- 1) They even may decide to come by car.
2) They may even decide to come by car.
3) They may decide to come by even car.
4) They may decide to even come by car.

- 11) Choose the correct phrase to complete the sentence : (लिपिक नाशिक-08)

Unless you work ——— you will fail.

- 1) hard 2) hardly
3) hard and fast 4) hardly and fastly

- 12) Fill in the blank in the sentence so as to complete it meaningfully. (लि/टं-08)

I am feeling ——— better today.

- 1) fairly 2) too 3) very 4) rather

- 13) Adverb form for 'beauty' is ——— (लि/टं-08)

- 1) beautify 2) beautician
3) beautiful 4) beautifully

- 14) Identify the sentence in which the word 'milk' is used as an adverb:

- (a) Milk is good for health.
(b) I gave the baby a milk chocolate.
(c) He wore a milk white turban.

Answer options :

- (1) (c) only (2) (b) and (c) only
(3) (b) only (4) (a) only

Exp : विशेषणाची माहिती सांगणारे क्रियाविशेषण असते.

- 15) Old habits die ——— (PSI-STI-ASST-92)

- 1) Hardly 2) herd 3) heard 4) hard

- 16) Coffee is — hot to drink. (PSI-STI-ASST-91)
1) too 2) so 3) very 4) more
- 17) The ship sank — the water was deepest.
choose correct word for the blank place.
1) When 2) Where 3) Which 4) Why
- 18) I don't know — she was crying.
1) where 2) Why 3) Which 4) how
- 19) Choose adverb of time from following.
1) tomorrow 2) there
3) because 4) too
- 20) Choose adverb of manner from following.
1) immediately 2) yesterday
3) where 4) why
- 21) We followed them — they went.
1) Where 2) Why 3) When 4) How
- 22) — she is my mother, I respect her.
1) because 2) since
3) so 4) Now
- 23) I respect her — she is my mother.
1) because 2) since
3) when 4) so
- 24) Choose the sentence in which Interrogative Adverb of time is used.
1) When did he go to America?
2) Why is she?
3) How are you?
4) Where are you?
- 25) Choose the sentence in which Interrogative Adverb of place is used.
1) Where is the boat?
2) When does the bus go?
3) How is she?
4) What is this?
- 26) Choose the sentence of Relative Adverb.
1) Who are you?
2) How many children you have.
3) I shall start painting when you give the paper.
4) What type of man is he?
- 27) — he is poor, he is honest.
Choose the correct Adverb for blank place.
1) because 2) since
3) although 4) that

- 28) Point out the incorrect adverb.(PSI-11)
1) Speedily 2) Slowly
3) Fastly 4) Gradually
- 29) Which one of the following words is not an adverb? (ASST.-11)
1) Frequently 2) always
3) happy 4) fast
- 30) Which one of the following is a grammatically correct sentence? (ASST.-11)
1) He seldom or never refuses requests.
2) He seldom or ever refuses a request.
3) He seldom or often refuses requests.
4) He seldom or refuses to request.
- Exp : seldom or never - नकारदर्शक
- 31) Fill in the blank with correct option :
I have not travelled by plane — (STI-11)
1) yet 2) till now
3) as of now 4) none of these
- 32) Which one of the following is a grammatically correct sentence? (ASST.-11)
1) He was kind enough to grant my request.
2) He was enough kind to grant my request.
3) He was kind enough for granting my request.
4) He was kindly enough to grant my request.
- 33) Mark the sentence in which the word 'after' is used as an adverb. (PSI-13)
1) He takes after his father.
2) After ages shall sing his glory.
3) We went away after they had left.
4) They arrived soon after.
- 34) The best sources of electricity, —, include water, wind and solar power.
Pick out the correct alternative to complete the sentence. (ASST-14)
1) but 2) however
3) yet 4) though
- Exp : आणखी पुढे या अर्थाने however योग्य आहे.
- 35) Choose the correct alternative to fill in the blank : (इंजि. -12)
I am — pleased to see you.
1) too 2) very 3) much 4) to

36) Choose the correct alternative to complete the following sentence : (इंजि. -13)

When beautiful is suffixed with -ly?

- 1) it converts noun into adjective.
- 2) it converts adjective into adverb.
- 3) it converts adverb into adjective.
- 4) it maintains the original word class.

37) Provide correct adverb for the blank :

The minister spoke _____ about the problems that the State faced. (इंजि. -12)

- 1) fairly 2) hardly
- 3) frankly 4) superbly

38) Choose the correct sentence/s : (STI -14)

- a) He has made quite a fortune.
- b) You gave me quite a shock.
- c) He often comes to school late.

- 1) a only 2) a and b 3) b and c 4) c only

Exp : quite हे क्रियाविशेषण फक्त विशेषणासाठी वापरले जाते. नामासाठी वापरले जात नाही.

39) This journal is published weekly. (STI-14)

Identify the part of speech underlined.

- 1) Noun 2) Adjective
- 3) Adverb 4) Verb

40) Fill in the blanks with the correct word pair from the ones given below : (वनसेवा-14)

He was walking _____ while the others were quite _____

- 1) fastly and slowly 2) fast and slow
- 3) fastly and slow 4) fast and slowly

Exp : walking - fast (adv.) quite - slow (adj.)

41) He was _____ dressed for the party.

Choose the right antonym of the word 'immaculately' for filling the blank.

(Tax asst-14)

- 1) imperfectly 2) irresponsibly
- 3) incompletely 4) moderately

Exp : immaculately - परिपूर्ण, imperfectly- अपरिपूर्ण

42) Identify the parts of speech of the underlined word : (राज्यसेवा-17)

He is a fast talker.

I was observing a fast.

Muslims fast during the Ramadhan.

She drove fast.

- 1) adjective, adverb, noun, verb
- 2) adverb, verb, noun, adjective
- 3) adjective, noun, verb, adverb
- 4) adjective, noun, adverb, verb

43) Choose the correct sentences. (STI-16)

- a) He was so changed in appearance that I hardly know him.
 - b) This typewriter is as good as new; it has hard been used.
 - c) Every morning this week she has arrived late.
- 1) only a and b 2) only b and c
 - 3) only a and c 4) a, b and c

44) Choose the sentence/s containing correct adverb/s. (STI-16)

- a) Balraj's mother serves always an excellent dinner.
 - b) Do you go often fishing?
 - c) He is grumbling always about his ill-luck.
 - d) I seldom eat more than this at lunch.
- 1) only a and d 2) only d
 - 3) only a, b and c 4) only a, c and d

45) Choose the correct sentence : We did not hardly have time to eat. (PSI-17)

- 1) We did not eat.
- 2) We didn't have time.
- 3) We hardly had time to eat.
- 4) Hardly we did not eat on time.

46) Choose the correct alternative to fill in the blanks in the following sentences. (PSI-17)

- a) The lecture was _____ boring.
 - b) It is _____ a pity to cut down those trees.
- 1) fairly, rather 2) rather, fairly
 - 3) rather, rather 4) fairly, fairly

47) Fill in the blanks : (PSI-STI-ASO-18)

- a) In a few States _____ Kerala, there are more women than men.
- b) I like classical music _____ film songs.

- 1) dislike, of 3) as well as, like
2) unlike, from 4) like, as well as

48) Identify the correct sentence from the following sentences. (संक्षेप-18)

- a) Is there enough cake for everyone?
b) I have enough had of your excuses.
c) I don't think he is really experienced enough for this sort of job.
d) I hope my instructions are clear enough.
1) (a), (b) 2) (b), (c)
3) (a), (c), (d) 4) (a), (b), (d)

Exp : I have had enough of your excuses.

49) Select the correct cohesive devices for the following sentences : (वनसेवा पूर्व-18)

_____, people fear the outbreak of the nuclear war. Over the continuing pollution of the environment. _____, they are concerned

- 1) Firstly, Secondly 2) To begin with, Secondly
3) Firstly, Besides 4) Both (1) and (2)

50) a) She sings good. b) She sings well.
c) I did it anyhow.

Identify the correct sentence/s. (वनसेवा पूर्व-18)

- 1) only (a) 2) only (b)
3) only (c) 4) only (a) and (c)

Exp : I did it anyway.

51) Which of the following is the correct example of pre modifying degree of adverb?

- 1) How thirsty are they? (वनसेवा पूर्व-18)
2) The gossip is totally false
3) This is my very best book
4) They have nearly finished their lunch

52) a) Almost each visitor stopped and stared.
b) I go to the dentist every six months.
c) The entire building has recently been renovated.

Identify the incorrect sentence from the above. (गट क-19)

- 1) only a 2) only b
3) Only c 4) None of these

Exp : almost बरोबर every वापरले जाते.

53) An adverb qualifies : (संक्षेप-19)

- a) a verb b) another adverb
c) an adjective d) pronoun

Answer Options :

- 1) a is incorrect 2) d is incorrect
3) b and c are incorrect 4) a and c incorrect

Expl : Adverb विशेषण, क्रियाविशेषण, क्रियापद वया अव्ययवृत्त माहिती सांगू शकते.

54) Choose the correct sentence/s : (संक्षेप-19)

- a) Scarcely anyone turned up, did they?
b) Scarcely no one turned up.

Answer Options :

- 1) only a is correct 2) only b is correct
3) both a and b are correct
4) both a and b are incorrect

Expl : Scarcely नकारात्मक वाक्यांशे वया वाक्यात नकारात्मक शब्द वापरले जाते.

55) Identify the incorrect adverb/s : (संक्षेप-19)

- a) fastly b) contemptuously
c) slowly d) academically e) seemly

Answer Options :

- 1) b and a 2) a and e
3) c and d 4) a and d

Expl : Fast, in a seemly manner

56) a) All the freedom-fighters were badly treated by the British Government.
b) We blindly neglect the passing of time in our life.
c) Madhu often wakes up early in the morning.
d) Virat plays extremely well. (वनसेवा-19)

Answer Options :

- 1) pronouns 2) adjectives
3) adverbs 4) verbs

Expl : अधोरेखित शब्द क्रियाविशेषणे आहेत.

57) Choose the correct sentences with regard to use of adverbs. (गट क-19)

- a) She dropped here the bag.
b) He plays very well tennis.
c) Did you see my bag anywhere?
d) I rarely go to movies.

Answer Options :

- 1) only a and d 2) only c and d
3) only b and c 4) only a, b and c

Expl : a) She dropped the bag here.

b) He plays tennis very well.

- 58) a) One has to work hard to be a successful person.
b) Vasant seldom comes to see his aged parents.
c) I sometimes feel that I have done nothing important in my life.
d) One has to walk fast in the treadmill-test.

Answer Options : (गट ब-19)

- 1) Prepositions 2) Conjunctions
3) Adjectives 4) Adverbs

Expl : क्रियापदाबद्दल माहिती सांगणाऱ्या शब्दाला क्रियाविशेषण असे म्हणतात.

59) Travel light if you must. Identify the part of speech of the word underlined. (कक्ष-19)

- 1) Noun 2) Verb 3) Adjective 4) Adverb

Expl : अधोरेखित शब्द light या क्रियापदाचे क्रियाविशेषण आहे.

60) Recognise which kind of adverb is used in the sentence? (कक्ष-19)

'He writes quite beautifully'.

- 1) adverb of place 2) adverb of manner
3) adverb of degree 4) adverb of time

Expl : तीव्रता, प्रमाण दर्शविणारी क्रियाविशेषणे adverb of degree मध्ये मोडतात.

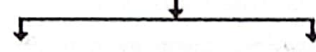
Answer key

1 - 2	2 - 2	3 - 4	4 - 1	5 - 2
6 - 2	7 - 2	8 - 2	9 - 1	10 - 2
11 - 1	12 - 1	13 - 4	14 - 1	15 - 4
16 - 1	17 - 2	18 - 2	19 - 1	20 - 1
21 - 1	22 - 2	23 - 1	24 - 1	25 - 1
26 - 3	27 - 3	28 - 3	29 - 3	30 - 1
31 - 1	32 - 1	33 - 4	34 - 2	35 - 2
36 - 2	37 - 3	38 - 4	39 - 3	40 - 2
41 - 1	42 - 3	43 - 3	44 - 2	45 - 3
46 - 3	47 - 4	48 - 3	49 - 4	50 - 2
51 - 1	52 - 1	53 - 2	54 - 1	55 - 2
56 - 3	57 - 2	58 - 4	59 - 4	60 - 3

6 Prepositions (शब्दयोगी अव्यय)

➤ नाम किंवा सर्वनाम यांचा वाक्यातील इतर शब्दांशी असणारा संबंध दर्शविणाऱ्या शब्दाला 'शब्दयोगी अव्यय' असे म्हणतात. शब्दयोगी अव्यय नामाला किंवा सर्वनामाला वाक्याशी जोडण्याचे काम करते. शब्दयोगी अव्ययानंतर येणारा शब्द हा दिवतीयेत असतो.

Types of preposition (शब्दयोगी अव्ययांचे प्रकार)



Simple prepositions Compound preposition

- At, by, with, of, in, into, upon, within,
off, for, from, on, without, beneath,
to, out, over, under, beside, before, beyond,
since, through, up, below, underneath,
down, after, around, between, behind,
against, about, outside
among, above, across

Position of preposition (शब्दयोगी अव्ययाचे स्थान):

- 1) At the beginning - वाक्याच्या सुरुवातीला
2) In the middle - वाक्याच्या मध्ये
3) At the end - वाक्याच्या शेवटी

- 1) **With** whom are you going?
2) This is a book **of** poem.
3) This is the house I told **about**.

1) शब्दयोगी अव्यय नसल्यास वाक्य अर्थहीन होते.

- 1) There is a book the table. (Incorrect)
✓ There is a book **on** the table. (Correct)

2) एकच शब्द शब्दयोगी अव्यय, क्रियाविशेषण अव्यय तसेच उभयान्वयी अव्यय म्हणून कार्य करू शकतो. जर दोन वाक्य जोडण्यासाठी असा शब्द वापरला तर ते उभयान्वयी अव्यय असते. एखादे नाम जोडण्यासाठी वापरला तर शब्दयोगी अव्यय असते. तर स्वतंत्रपणे वेळ/स्थळ दर्शविण्यासाठी वापरला तर ते क्रियाविशेषण अव्यय असते.

- 1) **Since** he is my father I respect him.
(Conjunction)
2) I have not seen him **since**. (Adverb)
3) It has been raining **since** morning.
(preposition)

- 4) He was there some time **before** (Adverb)
 5) He had learnt English **before** he went to England. (Conjunction)
 6) The thief was produced **before** the judge. (preposition)
- 3) शब्दयोगी अव्ययानंतर नेहमी सर्वनामाची द्वितीयाच असते.
 1) He wrote a letter to me.
 2) A mango was eaten by him.
- **Note** : शब्दयोगी अव्यय हा भाग नीट समजण्यासाठी phrases चांगल्यारीतीने माहित असणे आवश्यक आहे. कारण विशिष्ट शब्दांबरोबर विशिष्ट शब्दयोगी अव्यय वापरले जाते.

In spite of	असे असून सुद्धा
fond of	ची आवड असणे
full of	ने भरलेला
Nervous of	ने नाराज होणे
die of disease	रोगाने मरणे
be aware of	ची जाणीव असणे
a court of enquiry	चौकशी न्यायालय
dream of	चे स्वप्न असणे
neglect of	दुर्लक्ष करणे
proud of	चा अभिमान असणे
blind of	डोळ्याने आंधळा
afraid of	ला घाबरणे
short of	ची कमतरता
by way of	च्या पद्धतीने
accuse of	चा आरोप असणे
approve of	ला मान्यता देणे
man of principle	तत्त्वनिष्ठ व्यक्ती
to call of	थांबविणे
Ashamed of	ची लाज वाटणे
Confident of	चा आत्मविश्वास असणे
frightened of	ला घाबरणे
Remind of	ची आठवण होणे
Terrified of	ने भयभीत होणे
Tired of	ने थकणे
Scared of	ने घाबरणे

fondness for	च्याविषयी आवड असणे
qualified for	च्यासाठी पात्र
ask for	च्याविषयी विचारणा करणे
prepare for	च्यासाठी तयारी करणे
affection for	च्याविषयी आदर असणे
call for	आवाहण करणे
remedy for	च्यासाठी उपाय
seek for	शोध घेणे
pity for	दया वाटणे
compensation for	ची नुकसान भरपाई
wait for	च्यासाठी वाट पाहणे
capacity for	ची क्षमता असणे
Account for	जबाबदार असणे
Eligible for	च्यासाठी पात्र असणे
Care for	ची काळजी असणे
Look for	चा शोध घेणे
Search for	चा शोध घेणे
Long for	अभिलाशा असणे
Yearn for	लालसा असणे
Fondness for	ची आवड असणे
Apologize for	च्यासाठी क्षमा मागणे
Admit for	मान्य करणे
away from	च्या पासून दूर
parted from	वस्तू, संपत्ती पासून दूर
refrain from	च्यापासून अलिप्त
die from hunger	भुकेने मरणे
suffer from	चा त्रास होणे
Absent from	गैरहजर असणे
Divert from	च्यापासून वेगळे जाणे
Hide from	च्यापासून लपविणे
Prevent from	च्यापासून संरक्षण करणे
Protect from	च्यापासून संरक्षण करणे
Rescue from	च्यापासून सुटका करणे
Come from	पासून येणे
Conceal from	च्यापासून लपविणे
expert in	च्यामध्ये तरबेज
accurate in	च्यामध्ये तंतोतंत

Skillful in	च्यामध्ये कुशल
in the street	रस्त्यामध्ये
sit in place	जागेवर बसणे
loiter in / about	च्यामध्ये / भोवती घुटमळणे
bring in	उपयोगात आणणे
believe in	च्यावर विश्वास ठेवणे.
interest in	च्यामध्ये रस असणे
weak in	च्यामध्ये कमकूवत
take pride in	चा अभिमान बाळगणे
die in an accident	आपघातात मरणे
deal in	व्यवसायाशी निगडीत
in order to	च्यासाठी
write in ink	शाईमध्ये लिहिने
Absorbed in	मग्न असणे
Indulge in	च्यामध्ये गुरफटलेला असणे
Involve in	च्यामध्ये सामिल असणे
Engross in	च्यामध्ये गुरफटलेला
Experience in	चा अनुभव असणे
Participate in	च्यामध्ये सहभाग घेणे
write in lead	शिशाने लिहिने
Rich in	ने समृद्ध असणे
poor in	च्यामध्ये कमकूवत
in the shade	सावलीमध्ये
deals with	व्यक्तीशी संबंधित
Succeed in	च्यामध्ये यशस्वी होणे
Successful in	च्यामध्ये यशस्वी होणे
live on	च्यावर जगणे
run on	च्यावर धावणे
on the road	रस्त्यावर
keen on	च्याबाबतीत उत्सुक असणे
congratulate on	च्यामुळे अभिनंदन करणे
compliment on	प्रशंसा करणे
Confer on	बहाल करणे
Comment on	च्यावर भाष्य करणे
Impress on	च्यावर प्रभाव टाकणे
Reflect on	परावर्तित होणे
Feed on	च्यावर जगणे

Rely on	च्यावर अवलंबून असणे
on the way	मार्गावर असणे
speak on telephone	टेलिफोनवर बोलणे
on leave	रजेवर असणे
take revenge on	बदला घेणे
admit to	मान्य करणे / दाखल करणे
pray to	प्रार्थना करणे
equal to	च्या शी समान
senior to	च्यापेक्षा वरिष्ठ
faithful to	च्या शी प्रामाणिक
junior to	च्यापेक्षा कनिष्ठ
superior to	च्यापेक्षा चांगला
blind to	डोळेझाक करणे
familiar to	व्यक्तीशी परीचित
witensess to	ला साक्षीदार असणे
prefer to	ला पसंती देणे
grant to	मान्यता देणे
related with / to	च्या शी संबंधित असणे
learn to	शिकणे
concern to	च्या शी संबंध असणे
preferable to	ला पसंती असणे
a duck takes to	अतिशय सोपी गोष्ट
attend to	हजर राहणे
addicted to	च्या आहारी जाणे
Accompany to	सोबत असणे
Appeal to	अवाहन करणे
Apologize to	माफी मागणे
Add to	भर घालणे
Beneficial to	फायदेशीर असणे
Compare to	च्या तुलनेत
Confine to	चा उबग येणे
Inferior to	च्यापेक्षा कमी दर्जाचा
Introduce to	चा परिचय होणे
Due to	च्यामुळे
Eager to	उताविल्ल असणे
Lead to	अग्रभागी असणे
Married to	च्या शी विवाहीत असणे

Excel to	च्यापेक्ष तरबेज	Agree with	च्या शी सहमत असणे
Grateful to	कृतज्ञ असणे	Busy with	च्यामध्ये मग्न असणे
Propose to	प्रस्ताव ठेवणे	Interfere with	च्यात लुडवूड करणे
Similar to	च्या शी समान	Differ with	च्यापासून भिन्न
Listen to	ला ऐकणे	Converse with	च्या शी संभाषण करणे
Wait to	ची वाट पाहणे	Meet with an accident	अपघात होणे
Used to	नित्याचा असणे	Gifted with	ची देणगी असणे
Yield to	शरण जाणे	Face with	सामोरे जाणे
According to	च्यानुसार	get angry with	च्यावर रागावणे
Accustomed to	सवयीचा असणे	Reward with	ने सन्मानित करणे
Owing to	च्यामुळे	fell into	आत पडणे
Conform to	खात्री असणे	melt into	वितळणे
Occur to	घडणे	brake into	तोडून आत जाणे
Object to	आक्षेप घेणे	give away	वहाल करणे
Respond to	प्रतिसाद देणे	take off	उड्डान करणे
Refer to	चा संदर्भ	judge off	मूल्यमापन करणे
accordance with	च्या सहकार्याने	lean against	ला टेकणे
send away with	च्या बरोबर पाठविणे	prejudice against	पूर्वग्रह असणे
parted with	व्यक्तीपासून वेगळे होणे	at one's disposal	उपयोगासाठी हजर असणे
familiar with	परिसराशी ओळखीचा	run across	अचानक भेटणे
atone for	प्रायश्चित्त घेणे	rather than	च्यापेक्षा
please with	च्यामुळे आनंदीत होणे	control over	च्यावर नियंत्रण
accuse with	आरोप करणे	think about	च्या विषयी विचार करणे
jam with	ने गच्च होणे	connive about	दुर्लक्ष करणे
rise with	च्या बरोबर उठणे	Keep about	जवळ बाळगणे
move with	दया उत्पन्न होणे	worry about	च्या विषयी काळजी करणे
equally with	च्या समान	Serious about	च्याविषयी गंभीर
reason with	मन वळविणे	hanker after	च्यामागे धावणे
consult with	च्या शी चर्चा करणे	look upon	ला मानणे
deal with	व्यक्तीशी संबंधीत	look down upon	खाली दाखविणे
deal in	वस्तुशी संबंधीत	hold up	जखडून ठेवणे
popular with	लोकांमध्ये प्रसिद्ध	stand up	उभे राहणे
write with a pencil	लेखणीने लिहीने	give up	सोडून देणे
Annoyed with	च्यावर रागावणे	get up	अंथरुणातून उठणे
Acquainted with	च्या शी परिचय होणे	rule over	च्यावर राज्य करणे
Argue with	च्या शी वाद घालणे	Preside over	अध्यक्षता करणे

poke fun at	मजा घेणे / चिडविणे
good at	च्यामध्ये चांगला
Amazed at	आश्चर्यचकीत होणे
Astonish at	आश्चर्यचकित होणे
Arrive at	आगमण होणे
Aim at	नेम धरणे
Grumble at	ला कुरकुरणे
Laugh at	ला हसणे
Disgusted at	च्यामुळे दुःखी होणे
Marvel at	आश्चर्यचकित होणे
Frown at	ला तोंड वेडेवाकडे करणे
Glance at	च्याकडे कटाक्ष टाकणे
Stare at	च्याकडे टक लावून पाहणे
Smile at	ला पाहून स्मित हास्य करणे
Knock at	च्यावर टकटक करणे
Look at	च्याकडे पाहणे
at 2 a.m	बरोबर दोन वाजता
At night	रात्रीच्या वेळी
Bad at	च्यामध्ये कमकुवत
in the night	विशिष्ट रात्रीच्या वेळी
resembles ×	च्यासारखे दिसणे
emphasize ×	च्यावर जोर देणे
discuss ×	च्याविषयी चर्चा करणे

Use of some important prepositions

1) Among (च्या मध्ये)

2) between (च्या मध्ये)

1) जेव्हा फक्त दोन घटक किंवा गटांच्या मध्ये असा शब्दप्रयोग असेल तेव्हा between वापरतात.

2) दोनपेक्षा अधिक घटक असतील व and वापरलेले असेल तर between वापरावे. तसेच दोन पेक्षा अधिक घटक असतील; परंतु त्यांचा एकमेकांशी परस्पर संबंध असेल तर between वापरावे.

3) दोनपेक्षा अधिक व्यक्ती किंवा वस्तूंच्यामध्ये तसेच अनेक घटकांनी वेढलेला असणे असा उल्लेख करताना among वापरतात.

4) Differences बरोबर नेहमी between वापरतात among वापरू नये.

5) दोन कालखंड तसेच संख्या जोडण्यासाठी between वापरतात.

1) The ancient temple was hidden among the trees.

2) I found him standing among the crowd.

3) There was a dog between the car and the lorry.

4) There is alliance between these six countries.

5) They lived in Mumbai between 1998 and 2004.

6) India is situated between China, Pakistan, Bangla Desh and Shrilanka

7) What were you doing between 5.30 pm and 7.00 pm?

8) Distribute these books between Ram & Shyam

9) Her money was divided between her son and her daughter.

10) What are the differences between oxen and bulls.

11) She wanted to be among friends.

12) Distribute these chocolates among the children.

13) There is co- operation between these three copanies.

3) In (च्या मध्ये/च्या आत)

4) Into (च्या आत/बाहेरून आत)

1) बंदिस्त जागा तसेच ज्याला काही ठरावीक सीमा आहे अशा खालील नामांपूर्वी 'च्या आत' अथनि in वापरतात.

in the house, in bed, in the room, in the class, in the world, in the sky, in a letter, in a town, in prison, in a newspaper, in a street, in the bag, in church, in a queue, in a village, in hospital, in the rain, in a city, in the bus.

1) She's in the garden.

2) I've left my keys in the car.

- 2) वस्तुचा बाहेरून आत प्रवेश असेल व वाक्यात हालचालदर्शक क्रियापद असेल तर अशा वेळी **into** शब्दयोगी अव्यय वापरतात; परंतु फक्त आतील अवस्था दर्शविताना **in** वापरतात. याचा अर्थ **in** स्थिती आहे, तर **into** दिशा आहे.
- 1) The boys are in the class.
 - 2) He lives in India.
 - 3) The children ran into the house.
 - 4) He jumped into the river.
 - 5) She threw a stone into the pond.
 - 6) She's gone into the house.
 - 7) Helen came into the room.
- 3) खालील कालवाचक शब्दांपूर्वी **in** वापरतात. year, month, morning, evening, afternoon, season, week etc.
- 1) Mahatma Phule died in 1890
 - 2) I shall come to Pune in June.
 - 3) I will return your book in a week.
- 4) a/an + car/taxi/jeep पूर्वी **in** वापरावे. तसेच या नामापूर्वी **my, his, her, their** सारखे स्वामित्वदर्शक विशेषण असेल तर **in** च वापरावे.
- 1) He goes to college in a car.
 - 2) She is sitting in her car.
- 5) द्रव/धातू मध्ये लिहिणे साठी **in** वापरावे, निर्जीव साधनापूर्वी **with** वापरावे तर सजीवाकडून क्रिया झाल्यास **by** वापरावे.
- 1) A letter was written in ink with a pen by her.
- 6) **Entered** चा अर्थ च्या आत प्रवेश करणे असा होतो; म्हणून **entered** नंतर स्थळाचा उल्लेख करताना शब्दयोगी अव्यय वापरू नये. मात्र **entered** नंतर एखाद्या विषयाचा उल्लेख असेल तर **into** वापरावे.
- 1) He entered the room.
 - 2) He entered into the subject and found the answer.
- 7) एका अवस्थेतून दुसऱ्या अवस्थेत जाणे किंवा रूपांतर होणे तसेच एका संबंध वस्तूचे तुकडे करणे, आत पडणे यासाठी **into** वापरतात.
- 1) 'Geetanjali' was translated into many languages.
 - 2) Father's anger melted into peace.
 - 3) Mother cut an apple into many pieces.
 - 4) The cat fell into the well.
- 8) एका भाषेतून दुसऱ्या भाषेत रूपांतर करण्यासाठी **into** वापरतात; परंतु दोन भाषांची नावे शेजारी आल्यास तो वापरतात.
- 1) Geetanjali is translated into many languages.
 - 2) Translate this passage English to Marathi.
- 9) तोडून आत जाण्यासाठी **brake into** वापरतात.
- 1) The thief broke into the house and looted it.
- 10) **Out of** चा वापर **in to** च्या विरुद्ध, बाहेर येणे अथनि केला जातो.
- 1) He took some books out of the bag.
- 11) **in** चा वापर ठरावीक कालखंड संपल्यावर अशा अथनि केला जातो, तर **within** चा वापर तो कालखंड संपण्याच्या आत अशा अथनि केला जातो.
- 1) I shall be back in a week. (आठवडा संपल्यावर)
 - 2) I shall be back within a week. (आठवड्याच्या आत)
- 5) **At** (च्या कडे/वाजता)
- 1) **At** ने निश्चित वेळ दर्शविली जाते.
 - 1) I get up at 6 O'clock.
 - 2) He danced at 10 O'clock.
 - 2) छोट्या स्थळापूर्वी **at** तर मोठ्या स्थळापूर्वी **in** वापरावे.
 - 1) She lives in Aurangabad at Samarthnagar.
 - 2) My father lives at/in Wadgaon.
 - 3) I live in India.
 - 3) सामान्यपणे खालील नामापूर्वी **at** वापरले जाते. येथे **at** चा अर्थ 'च्या आसपास' असा होतो.
 - at home, at work, at the office, at school, at university, at an address, at a certain point, at the bridge, at the bus-stop, at college, at the station, at the airport, at the platform, at a party, at a match, at a lecture, at a concert, at the top, at page 50, at the bottom, at a conference.
 - 4) खालील कालदर्शक शब्दांपूर्वी कोणतीही सकाळ, दुपार, रात्र असा उल्लेख करताना **at** वापरतात.
 - at dawn, at midnight, at noon, at dusk, at afternoon, at daybreak, at twilight.
 - परंतु खालील phrase मध्ये निश्चित सकाळ, संध्याकाळ, रात्र अशा अथनि **the** चा वापर असल्याने **at** ऐवजी **in** वापरतात.
 - in the night, in the evening, in the morning, in the afternoon.

- 5) खालील क्रियापदानंतर विशिष्ट उद्दिष्ट ठेवून केलेली क्रिया दर्शविण्यासाठी at वापरतात.
- shout at, grumble at, shoot at, laugh at, mock at, bite at, look at, kick at, aim at, smile at, growl at.
- 1) He threw the stone at the car.
2) Aim the ball at the hole.
- 6) निश्चित वयापूर्वी at वापरतात.
- 1) He went to the U.S.A. at sixteen.
- 7) खालील कालवाचक शब्दांपूर्वी at वापरतात.
- at this moment, at this juncture, at Easter, at bed time, at this hour, at Christmas.
- 8) किंमत, दर, वेग पूर्वी at वापरतात.
- 1) Milk sells at Rs. 22/- a litter.
2) I got that book at Rs. 52/-.
- 9) 'च्यामध्ये चांगला' साठी किंवा 'कमकुवत'साठी good at, poor in, expert in, skillful in अशी शब्दयोगी अव्ययांची सुसंगती ठेवावी.
- 1) He is good at English.
2) She is poor in Maths.
- 10) Street पूर्वी क्रमांक दिल्यास at वापरावे न दिल्यास in वापरावे.
- 1) The Prime Minister lives at 10 Downing Street.
2) He lived in Baker Street.
- 6) About (च्या आसपास)
- 1) वेळेच्या संदर्भात 'च्या आसपास' अर्थानि about वापरतात.
- 1) It is about 10 O'clock.
2) It is about lunch hour.
- 2) सामान्यपणे खालील क्रियापदानंतर about वापरतात.
- argue, complain, find out, joke, know, protest, quarrel, read, teach, worry, ask, enquire, learn, think, agree, hear, laugh, care, wonder, etc.
- 1) Have you heard about it?
2) I know about it.
- 3) एखादी घटना नजीकच्या काळात घडणार यासाठी about to वापरतात.
- 1) She was about to go to bed.

- 7) Since घटनेचे पहिले टोक
- 8) From घटनेची / अंतराची दोन्ही टोके
- 9) For घटनेचा कालखंड
- 1) घटना सुरू झाल्याची निश्चित वेळ दिलेली असेल, म्हणजेच घटनेचे पहिले टोक दिलेले असेल तर since वापरावे. जसे - Sunday, morning, evening, 10 O'clock, 2001, June, last week, last month etc.
- 1) She has been waiting for you since 8 O'clock.
2) It has been raining since morning.
3) He has been here since Monday.
4) I have been here since last week.
- 2) From चा उपयोग प्रामुख्याने to/till/until बरोबर स्थळ किंवा वेळेची दोन्ही टोके असतील तेव्हा केला जातो.
- 1) Most people work from nine to five.
2) Will your school remain closed from tomorrow till the 25th of March?
3) Aurangabad is 110 kms away from Ahmednagar.
- 3) घटनेचा कालखंड दिलेला असेल व वाक्याचा काळ चालू पूर्ण काळ असेल तर अशा कालखंडदर्शक शब्दापूर्वी for वापरतात. तसेच पूर्ण काळातसुद्धा कालखंडापूर्वी for वापरतात.
- जसे - 7 hours, 10 days, 12 years, whole morning, the last week, the last month etc.
- 1) He has been working in this company for 10 years.
2) By 2010, they will have been building the bridge for 5 years.
3) I have been here for the last week.
4) My elder brother has been ill for four days.
- 4) च्या पासून अलग होणे अर्थानि from वापरतात.
- 1) She has come from Pune.
2) The wind blew from the East.
3) A fruit has fallen from the tree.
- 5) From चा उपयोग स्थळ दर्शविण्यासाठीसुद्धा केला जातो.
- 1) Where do you come from?
- 6) साधा भूतकाळ व साध्या भविष्यकाळी वाक्यात पासून अर्थानि from वापरतात.
- 1) She will come here from Sunday next.

- 2) I lived here from my childhood.
- 7) अप्रत्यक्ष कर्मापूर्वी प्रत्यक्ष कर्म आले तर 'च्या'साठी अयनि अप्रत्यक्ष कर्मापूर्वी for वापरतात.
- 1) I will get Manoj a drink.
• I will get a drink for Manoj.
- 8) उद्देश व कारण दर्शविण्यासाठीसुद्धा for वापरतात. for नंतर क्रियापद आल्यास त्याला ing प्रत्यय असतो.
- 1) I need a pen for writing a letter.
2) He was punished for theft.
- 9) Cause नंतर of तर reason नंतर for वापरतात.
- 1) Brake failure is the cause of accident.
2) Money is the reason for the murder.
- Note :** Since चा वापर दोनवाक्ये जोडण्यासाठी 'कारण की' अयनि केल्यास ते उभयान्वयी अव्यय असते तर केवळ वाक्यात 'पासून' अयनि कालवाचक नामापूर्वी वापरल्यास ते शब्दयोगी अव्यय असते तर नामाशिवाय वापरल्यास क्रियाविशेषण अव्यय असते.
- 1) It is raining since morning. (preposition)
2) Since he is my teacher, I respect him. (conjunction)
3) I haven't seen him since. (adverb)
- **Note :** He was ill on Monday. (फक्त सोमवारी)
He is ill since Monday. (सोमवारपासून)
- 10) Towards (च्या कडे)
- 1) 'च्या दिशेने जाणे' या अयनि towards वापरतात.
1) He went towards the house.
- 11) Over - (च्या वर/संपणे)
- 12) Under - (च्या खाली)
- 1) काही अंतर सोडून वर, एका टोकापासून दुसऱ्या टोकापर्यंत, झाकून टाकणे या अयनि over वापरतात तर च्या खाली अंतर सोडून अयनि under वापरतात.
- 1) The helicopter is flying over our heads.
2) There is a bridge over the river.
3) We put a rug over him.
4) We sat under a tree.
- 2) संपणे अयनि तसेच च्या आधिपत्याखाली अयनिसुद्धा over वापरतात.
- 1) This department is under a class I officer.
2) My school gets over at 5.30 p.m.

- 3) Over पर्यंत तसेच दुसऱ्या बाजूला अयनिसुद्धा वापरतात.
- 1) Can you stay here over Monday?
2) They live over the street.
- 4) सर्वत्र या अयनि all over वापरतात.
- 1) He travelled all over India.
2) English is spoken all over the world.
- 5) अवस्था दाखविण्यासाठी under वापरतात.
- 1) The house is under repairs.
2) The patient is under chloroform.
- 6) च्या पेक्षा कमी अयनि under वापरतात.
- 1) He is under fourteen.
- 7) च्यावर नियंत्रण अयनि control over तर च्यावर राज्य करणे अयनि rule over वापरतात.
- 1) The Government has no control over his failures.
2) He had ruled over entire land.
- 13) Above (च्या वर/च्या पेक्षा जास्त)
- 1) च्यापेक्षा जास्त, च्यापेक्षा वर अयनि above वापरतात.
- 1) It weighs above ten tons.
2) The kites rose above the clouds.
- 2) कुवतीपेक्षा जास्त -
1) He lives above his means.
- 3) क्रमाने वर -
1) Read the passage given above and find the answers.
- 14) On (च्या वर/चालू असणे)
- 15) Upon (च्या वर)
- 1) च्या वर स्पर्श करून एखाद्या घटकाची दुसऱ्या एखाद्या घटकाच्या वरील अवस्था दर्शविण्यासाठी on वापरतात तर खालून वर जाणे किंवा ठेवण्यासाठी upon वापरतात.
- 1) The ring is on my finger.
2) The ball is on the table.
3) He was carrying a suitcase on his head.
4) The cat jumped upon the table.
- 2) दिवस व तारखेपूर्वी on वापरतात तर दिवसाचे भाग जसे mornign, evening, afternoon पूर्वी in वापरतात; परंतु या नामाला जोडून एखादा दिवस किंवा दिनांक असेल तर on वापरावे, निश्चित वेळेपूर्वी मात्र at वापरतात.

- 1) I will meet you on Sunday.
 - 2) She will come on 4 June.
 - 3) I will meet you on Christmas Day.
 - 4) She will be here on Sunday evening.
 - 5) I will be there on the morning of the event.
 - 6) He got up at 6 o'clock.
- 3) च्या विषयी -
- 1) He wrote a book on India.
- 4) चा वापर करून जगणे अथवा घावणे.
- 1) Goat lives on grass.
 - 2) A car runs on petrol.
- 5) एखाद्या मंडळाचा/संस्थेचा सदस्य या अर्थाने.
- 1) He is on the committee.
- 6) चालू आहे या अर्थाने.
- 1) Radio is on.
 - 2) Please on your television.
- 7) On time - वेळेवर, in time - वेळेच्या आत, in good time - वेळेपेक्षा बरेच आधी
- 1) The train came on time.
 - 2) You must be in time for your school.
 - 3) I arrived at the station in a good time.
- 8) पायी किंवा प्रण्यांच्या पाठीवर जाणेसाठी on वापरतात.
- 1) He always walks on foot.
 - 2) He was riding on a horse.
- 9) च्यावर रोखणे अर्थाने on वापरतात.
- 1) The thief drew a knife on him.
- 16) Before (च्या पूर्वी)
- 1) Before चा उपयोग कोणत्याही काळात केला जातो.
 - 1) I have not seen him before.
 - 2) I had not seen him before.
 - 2) विशिष्ट वेळेपूर्वी अर्थाने -
 - 1) I will be there before 7 O'clock.
 - 3) च्या समोर -
 - 1) The thief was produced before the judge.
- 17) Ago - (च्या पूर्वी)
- 1) Ago चा वापर सामान्यपणे च्यापूर्वी अर्थाने साध्या भूतकाळात करतात; परंतु नुकतीच घडलेली क्रिया असेल तर पूर्ण वर्तमानकाळसुद्धा वापरतात.

- 1) I met him two months ago.
 - 2) It happened a long time ago.
 - 3) They arrived in Athens six weeks ago.
 - 4) I have seen the child two minutes ago.
- 18) With (च्या बरोबर)
- 19) Along - (च्या कडेकडेने, च्या बरोबर)
- 20) Along with -च्या बरोबर
- 1) निर्जाव साधनाच्या साहाय्याने कृती केल्यास त्या नामापूर्वी with वापरावे; परंतु सजीवांकडून कृती झाल्यास by वापरावे.
 - 1) He writes with a pen.
 - 2) The dog was beaten with a bamboo by him.
 - 2) च्या बरोबर असणे, मालकी तसेच शारीरिक गुणवैशिष्ट्यांसाठी with वापरतात, स्थिर घटकाच्या कडेने अथवा काठाणे जाण्यासाठी along, तर एकात दुसऱ्याची भर किंवा एका मुख्य घटकाबरोबर दुसऱ्या घटकाचे एकत्रीत जाणे दर्शविण्यासाठी along with वापरतात.
 - 1) He is playing with a dog.
 - 2) He came with his brother.
 - 3) I saw a girl with blue eyes.
 - 4) We walked along the river bank.
 - 5) The wild flowers grew along the both sides of the river.
 - 6) He went along with his friends to a movie.
 - 3) एखाद्या घटकाच्या प्रभावामुळे होणारा परिणाम दर्शविण्यासाठी -
 - 1) He is trembling with fear.
 - 2) Her eyes are red with tears.
 - 4) व्यक्तीपासून वेगळे होण्यास Parted with तर वस्तू किंवा संपत्तीपासून वेगळे होण्यास Parted from वापरतात.
 - 1) I parted with him at the station.
 - 2) I parted from my home in the early childhood.
 - 5) च्या वर रागावणे, साठी get angry with वापरावे. angry on वापरू नये.
 - 1) My father got angry with me.
- 19) By (जवळ/चे/वाजता)
- 1) च्या जवळ -
 - 1) Sit by me. जवळ बस
 - 2) वाजेपर्यंत -
 - 1) Would you come by 6 O'clock.

- 3) Passive voice करताना सजीवांकडून कृती झाल्यास -
1) A letter was written by her.
- 4) च्या नुसार -
1) What is the time by your watch?
2) He sells cloth by the meter.
- 5) च्या प्रमाणात -
1) The bullet missed him by three inches.
- 6) प्रवास करताना train, bus, aeroplane यासाठी by वापरतात. सायकल व मोटारसायकल साठी on वापरतात. तर पायी जाण्यासाठी on feet/foot वापरतात.
1) She went by train.
2) He goes to school on his bicycle.
3) He goes to office on feet.
- 7) a/an /the + adj /षष्ठी + car/taxi/bus अशी रचना असल्यास by ऐवजी in वापरावे.
1) She came in a new car.
2) He goes to his office in his car.
- 8) पद्धत, त्याच बरोबर तुलना करणे.
1) I caught the thief by the hand.
2) We won by four goals by two.
- 9) कृती कोणी केली म्हणजेच कर्ता दाखवायचा झाल्यास by वापरावे; परंतु कृतीचे साधन दाखवताना with वापरावे.
1) The bag was given by her.
2) She was beaten with a stick by him.
- 10) निर्जीव घटक सजीवांप्रमाणे कृती करत असतील तर by वापरतात. 1) The house was damaged by the storm.
- 20) To (ला/कडे)
1) दिशा दाखविण्यासाठी -
1) She went to Pune.
2) उद्देश दर्शविण्यासाठी -
1) He studies hard to get success.
- 3) Indirect object पूर्वी जर Direct object वापरलेले असेल, तर Indirect object पूर्वी to शब्दयोगी अव्यय वापरतात. अशा वाक्यातील क्रियापदे शक्यतो bring, give, hand, leave, lend, offer, pass, pay, promise, sell, send, show, sing, take, talk. अशी असतात.
- Note : Indirect object - व्यक्ती, direct object - वस्तू

- 1) She wrote him a letter.
A letter was written to him by her.
2) Show this book to your teacher.
3) I gave a book to Tom.

4) तुलना दर्शविताना -

- 1) Your efforts are nothing to mine.

5) 'समोरासमोर' या अर्थाने खालील शब्दसमूहाबरोबर to वापरतात.

- 1) face to face, back to back, neck to neck.

21) of (चा/ची/चे)

1) निर्जीव वस्तूची षष्ठी विभक्ती करताना of वापरतात तर सजीवांची षष्ठी करताना ('s) वापरतात.

- 1) Cover of book.

- 2) Gopal's bag.

2) 'च्या संबंधी' या अर्थाने.

- 1) That was a story of love.

- 2) It is a news of success.

3) रोगाने मेल्यास died of वापरावे तर भुकेने मेल्यास died from वापरावे.

- 1) He died of cancer but his wife died from hunger.

22) Off बंद/तुटणे/अलग होणे/उड्डाण करणे

- 1) The plane took off at 8 O'clock.

- 3) Switch off the light.

- 2) Their relations are now off.

● एखाद्या पृष्ठभागापासून खाली पडणे या अर्थाने off वापरतात.

- 1) The child fell off his bicycle.

23) Across - (ला ओलांडून, च्या पलीकडे)

- 1) Don't run across the road.

- 2) My home is across the river.

24) Through - (च्या मधून)

1) 'च्या मार्फत', तसेच 'सुरुवातीपासून शेवटपर्यंत' अर्थाने through वापरतात.

- 1) Komal knew it through a news paper.

- 2) The programme was so boring, I could not sit through the night.

- 2) 'एका टोकापासून दुसऱ्या टोकापर्यंत', 'च्यामधून' अर्थाने through वापरतात.
- 1) He went through the forest.
 - 2) A monkey entered the house through the open window.
 - 3) Can you see through glass?
- 3) get through चा अर्थ उत्तीर्ण होणे असा होतो तर go through चा अर्थ अनुभव घेणे असा होतो.
- 1) They got through the examination.
 - 2) She went through many hardships.
- 4) through out चा अर्थ 'सर्व ठिकाणी सर्व वेळी' असा होतो.
- 1) I was with him through out the day.
- 25) Above - (क्रमाने वर)
- 1) If you do not follow the instructions given above, you will be punished.
- 'च्या पेक्षा जास्त' अर्थाने -
- 1) This luggage weighs above ten kg.
- 26) Below - (च्या खाली क्रमाने)
- 1) Read the passage given below.
- च्या पेक्षा कमी -
- 1) Children below fourteen are not allowed here.
- 27) Against - (च्या विरुद्ध, विपरीत परिस्थितीत, ला टेकून)
- 1) It is difficult to sail against current.
 - 2) He is leaning against the tree.
 - 3) One must not go against the laws of country.
- 28) Down - खाली येणे
- 1) Very cautiously we climbed down the hill.
- 29) Beneath - च्या तळाशी / खालच्या थरात
- 1) There is little water beneath the jar.
 - 2) She married beneath her.
- 30) After च्या नंतर
- एक प्रकारचा क्रम दर्शविण्यासाठी After वापरतात. -
- 1) I Shall enter after you.
- 31) Beside/besides
- 1) Beside चा उपयोग 'च्या जवळ' अर्थाने केला जातो. Besides चा अर्थ 'च्या व्यतिरिक्त' असा होतो.
- 1) She kept the purse beside the telephone.

- 2) Besides being beautiful, she is clever.
- 2) Besides चा अर्थ च्यात भर घालणे असा होतो तर except चा अर्थ ची कमी असा होतो.
- 1) Besides a car, he has bought a motorbike.
 - 2) Except Mohan, I like all the students.
- 32) Midst/ Amidst
- Midst नाम आहे तर Amidst शब्दयोगी अव्यय आहे.
- 1) They got a shock when they came to know there was an enemy in their midst.
 - 2) Gopal was sitting amidst the crowd.
- 33) Beyond
- 1) च्या पलिकडे, च्या पर्यंत, च्या शिवाय अर्थाने Beyond वापरतात.
- 1) Don't go beyond the road.
 - 2) Don't remain there beyond midnight.
 - 3) I have nothing beyond a house.
- 34) During - च्या दरम्यान
- 1) We get the Sun light during the day.

महत्त्वाचे

- Make of / Make from
 - Make of - म्हणजे मूळ वस्तूचा फक्त आकार बदललेला असतो.
 - Make From - म्हणजे एका वस्तूचे दुसऱ्या वस्तूत रूपांतर होणे.
- 1) This chair is made of wood.
 - 2) Butter is made from milk.

Familiar with/familiar to

- ओळखीच्या परिसरासाठी familiar with तर व्यक्तीच्या परिचयाकरिता familiar to वापरावे.
- 1) I am familiar with this surrounding.
 - 2) I am familiar to him.
- Note : Resemble, order, love, reach, enter, quarrel, discuss, accompany, approached, request, marry, emphasize ही क्रियापदे असतील तर या क्रियापदानंतर शब्दयोगी अव्यय वापरू नये.
- 1) Manoj married Lata.
 - 2) Aishwarya resembles her mother.

3) We discussed the matter.

- परंतु married चा वापर विशेषण म्हणून केल्यास मात्र त्यापुढे येणारे नाम जोडण्यासाठी to/with या शब्दयोगी अव्ययाचा वापर केला जातो.

1) Lata is married to / with a rich man.

Preposition चे खालील गट पडतात

1) **Preposition of Direction** - दिशादर्शक शब्दयोगी अव्यय

- To, towards, for, along, against, across, up, down, into etc.

1) He is going to pune.

2) He is walking along the road.

2) **Preposition of place /position** - स्थितिदर्शक शब्दयोगी अव्यय

- At, in, on, above, below, under, between, among, against, amid, amidst, before, behind.

1) He lives in Aurangabad.

2) They are at home.

3) **Preposition of time** - कालवाचक शब्दयोगी अव्यय

- At, on, for, since, before, after, with in, till, by, during, from.

1) He came here before 8 'O' clock.

2) I will meet you on Monday.

Errors in the use of 'Prepositions'

- Incorrect & Correct

1) My younger brother resembles to me

☞ My younger brother resembles me.

2) He has ordered for dinner.

☞ He has ordered dinner.

3) He deeply loved with me.

☞ He deeply loved me.

4) I reached at Pune.

☞ I reached Pune.

5) The teacher entered into the classroom.

☞ The teacher entered the classroom.

6) He picked up a qurrel with him.

☞ He picked a qurrel with him.

7) Let us discuss about the problem.

☞ Let us discuss the problem.

8) May I accompany with you?

☞ May I accompany you.

9) He approached to his office.

☞ He approached his office.

10) I requested to him.

☞ I requested him.

11) He married with a rich woman.

☞ He married a rich woman.

12) Sign on this paper.

☞ Sign this paper.

13) Fear from God.

☞ Fear God.

14) It will benefit to me.

☞ It will benefit me.

15) Listen me.

☞ Listen to me.

16) I have disposed old furniture.

☞ I have disposed of old furniture.

17) I need a pen to write a letter.

☞ I need a pen to write a letter with.

18) I searched the book everywhere.

☞ I searched for the book everywhere.

19) My father got angry upon me.

☞ My father got angry with me.

20) My examination begins from 1st May.

☞ My examination begins on 1st May

Exercise

1) He lived ——— Dadar ——— Mumbai.

1) in, in 2) at, at 3) in, at 4) at, in

2) Don't hanker ——— money.

1) for 2) after 3) to 4) towards

3) In spite ——— his illness, he attended that meeting.

1) of 2) to

3) at 4) not necessary

- 4) She is proud — her beauty.
1) for 2) to 3) of 4) above
- 5) He is writing — a pencil.
1) with 2) by 3) from 4) in
- 6) She wrote the article — a pen.
1) by 2) from 3) to 4) with
- 7) Sit — your place.
1) on 2) upon 3) in 4) at
- 8) My mother has fondness — children.
1) for 2) of 3) off 4) to
- 9) He is qualified — that post.
1) for 2) to 3) of 4) off
- 10) My friend was addicted — drinking.
1) for 2) to 3) with 4) at
- 11) My brother resembles — me.
1) as 2) like
3) of 4) not necessary
- 12) I always emphasize — grammar.
1) on 2) in
3) at 4) not necessary
- 13) The bridge was — the river.
1) on 2) upon 3) over 4) at
- 14) She is expert — painting.
1) at 2) in 3) into 4) of
- 15) He is good — English.
1) in 2) into 3) at 4) to
- 16) She is accurate — typing.
1) at 2) into 3) in 4) for
- 17) I am fine. Don't worry — me.
1) on 2) above 3) for 4) about
- 18) He was the only witness — the accident.
1) to 2) for 3) of 4) off
- 19) My father was angry — me.
1) to 2) for 3) with 4) about
- 20) He is popular — his friends.
1) among 2) between
3) with 4) for
- Exp : popular among - एखादी कल्पना प्रसिद्ध असणे.
popular with - लोकांमध्ये प्रसिद्ध असणे.
- 21) Many poor people live — dally wages.
1) on 2) in 3) at 4) By

- 22) Soon father's anger melted — love.
1) in 2) into 3) with 4) by
- 23) There is an understanding — the two parties.
1) in 2) among 3) between 4) across
- 24) My home is — the river.
1) in 2) below 3) between 4) across
- Exp : across - च्या पलिकडे
- 25) The Mahalaxmi express leaves — 12.30.
1) in 2) on 3) at 4) for
- 26) The boy was admitted — the school.'
1) in 2) to 3) from 4) between
- 27) Shivaji's life was full — adventures.
1) at 2) in 3) of 4) by
- 28) We should be faithful — our friends.
1) into 2) upon 3) to 4) for
- 29) He fell — the well.
1) into 2) to 3) for 4) after
- 30) No sooner did I — the room — the intruder ran away. (Sti 11)
- ♦ Choose proper words from the following words to fill in the blanks in the above sentence.
1) entered, than 2) enter, than
3) entered, then 4) enter, then
- 31) He wrote his name — ink.
1) to 2) with 3) in 4) between
- 32) Pune is 250 kms away — Mumbai.
1) to 2) for 3) in 4) from
- 33) They were sitting — a tree.
1) to 2) at 3) between 4) under
- 34) He is senior — me.
1) than 2) from 3) to 4) by
- 35) She parted — her friends.
1) with 2) to 3) from 4) at
- 36) She parted — money.
1) with 2) to 3) from 4) at
- 37) He met me — the street.
1) on 2) at 3) in 4) to
- 38) Hamlet is translated from English — Marathi.
1) to 2) into 3) at 4) by'
- 39) My friend died — cancer,
1) from 2) in 3) by 4) of

- 97) Never connive ——— your children's short comings. (PSI-85)
1) of 2) about 3) on 4) for
- 98) I study at home everyday ——— going to school. (PSI-STI-ASST-95)
1) before 2) after 3) just 4) for
- 99) We reason ——— a person ——— a subject for or against an opinion. (PSI-84)
1) of, for 2) to, about
3) for , to 4) with, about
- Exp : reason with - च्याशी बोलणे.
- 100) I felt great pity ——— her when she told me of heart trouble. (PSI-84)
1) for 2) to 3) of 4) by
- 101) I shall take revenge ——— you. (पुणे ज.सं. -11)
1) from 2) with 3) on 4) at
- 102) In accordance ——— your instruction, we have remitted the amount to your blankets.
1) to 2) with 3) of 4) by
- 103) This is a custom which exists ——— the tribes. (राज्य गुप्तवार्ता विभाग-09)
1) between 2) in 3) to 4) among
- 104) The professor complimented him ——— his success.
1) for 2) to 3) be 4) on
- 105) Quinine should be used as a remedy ——— malaria. (PSI-86)
1) against 2) for 3) of 4) to
- 106) The librarian will be ——— leave ——— two weeks ——— the 22nd of this month.
1) on, since, for 2) since, from
3) on, for, from 4) at, since ,for
- 107) He sent Rohit away ——— gifts. (STI-ASST-10)
1) from 2) to 3) by 4) with
- 108) 'We were held ——— by the traffic.' (MEE-10)
1) off 2) on 3) up 4) out
- 109) Here is the book that you had asked ——— (PSI-STI-ASST-08)
1) about 2) to 3) for 4) of
- 110) He died ——— an accident in 1995, while he was travelling to Mumbai.
1) with 2) in 3) of 4) by

- 111) There is a correct use of a preposition in one of the following sentences which one is correct?
1) I spoke to her in the telephone.
2) I spoke to her on the telephone
3) I spoke to her by the telephone
4) I spoke to her from the telephone
- 112) Cut this apple ——— four pieces.
1) in 2) with 3) for 4) into
- 113) Translate this passage from English ——— Hindi. (PSI-85)
1) in 2) to 3) into 4) for
- 114) He began to teach ——— 1990. (लघुलेखक/टंकलेखक-07)
1) of 2) from 3) since 4) in
- 115) Which of the following verb phrases is correct with reference to preposition ?
1) We look at Gandhiji as the father of the nation.
2) We look upon Gandhiji as the father of the nation.
3) We look to Gandhiji as the father of the nation.
4) We look for Gandhiji as the father of the nation.
- 116) You shall refrain ——— telling lies. (PSI-STI-Asst-98)
1) for 2) from 3) with 4) to
- 117) I have been living here ——— 1972. (PSI-STI-Asst-98)
1) from 2) since 3) for 4) during
- 118) The culprits will have to atone ——— their misdeed. (STI-97)
1) for 2) at 3) with 4) on
- Exp : atone for - प्रायश्चित्त करणे.
- 119) Choose the correct preposition to fill in the blank. (PSI/STI/Asst-93)
Time is related ——— day and night.
1) with 2) at 3) on 4) for
- 120) The headmaster gave ——— the prizes. (PSI/STI/Asst-93)
1) away 2) out 3) in 4) up
- 121) He has been working in the workshop ——— 1973. (PSI/STI/Asst-92)
1) from 2) since 3) for 4) upto

- 122) The book is — the table. (PSI/STI/Asst-92)
1) in 2) upon 3) on 4) over
- 123) The sky is — our head. (PSI/STI/Asst-92)
1) over 2) on 3) upon 4) under
- 124) Neglect — duty, will not be tolerated. (PSI-85)
1) at 2) about 3) of 4) upon
- 125) The train will start exactly — 6pm. (PSI/STI/ASSt-92)
1) at 2) by 3) to 4) on
- 126) Do not look down — the advice of elders. (PSI-84)
1) upon 2) to 3) of 4) with
- 127) Domination status was granted — the small territory. (PSI/STI/ASSt-92)
1) for 2) in 3) to 4) of
- 128) I have eaten nothing — yesterday. (PSI/STI/ASSt-92)
1) from 2) for 3) since 4) through.
- 129) Choose the correct preposition to fill in the blank : He is angry — Maya.
1) with 2) on 3) since 4) through
- 130) Indicate the parts of speech of underlined word: Three mice ran into a hole. (PSI/STI/ASSt-91)
1) Preposition 2) pronoun
3) Adverb 4) verb
- 131) Choose the correct preposition to fill in the blank : We went in a boat — the bank of the river. (PSI/STI/ASSt-91)
1) on 2) along 3) above 4) Besides
- 132) Choose the correct preposition :
He is not familiar — this locality. (PSI/STI/ASSt-89)
1) to 2) with 3) of 4) from
- 133) His face is not familiar — me. (PSI/STI/ASSt-89)
1) to 2) from 3) with 4) of
- 134) I found him leaning — the wall. (PSI/STI/ASSt-89)
1) to 2) over 3) about 4) against
- 135) He learned — climb the free. (PSI/STI/ASSt-89)
1) to 2) over 3) about 4) against.

- 136) She takes pride — her gold. (PSI/STI/ASSt-89)
1) with 2) in 3) from 4) to
- 137) He is proud — his powers. (PSI/STI/ASSt-89)
1) about 2) over 3) in 4) of
- 138) Choose the correct option and fill in the blank:
They began their journey — sunset. (PSI-13)
1) at 2) on 3) in 4) upon
- 139) You are very much pleased — your scooter.
1) with 2) for 3) by 4) at
- 140) Choose the correct preposition to fill in the blank : Tea is preferable — Coffee.
1) than 2) from 3) to 4) without
- 141) Professor ordered the students to stand — (PSI-88)
1) in 2) on 3) up 4) down
- 142) Hinduism has been in existence — time immemorial. (PSI-88)
1) since 2) for 3) from 4) till
- 143) This practice was brought — to prevent certain abuses. (PSI-88)
1) about 2) in 3) down 4) off
- Exp : Bring in - उपयोगत आणणे.
- 144) I can dare say that she resembles — her mother. (PSI-88)
1) with 2) to
3) after 4) no preposition is needed
- 145) One has to pull — a great deal of injustice in this world. (PSI-88)
1) on 2) with 3) into 4) down.
- 146) I left my friend leaning against the lamp post with a cigarette — his lips. (PSI-88)
1) in 2) into 3) between 4) to
- 147) He is suffering — malaria. (PSI-1987)
1) at 2) with 3) from 4) for
- 148) He is being accused — that. (PSI-87)
1) of 2) at 3) with 4) off
- 149) Unfortunately he is blind — his own shortcoming. (PSI-86)
1) of 2) to 3) from 4) with
- 150) I am not afraid — you. (PSI-85)
1) with 2) from 3) for 4) of

- 151) He died ——— cholera. (PSI-85)
1) of 2) from 3) by 4) after
- 152) He has no affection ——— you. (PSI-85)
1) with 2) for 3) about 4) towards
- 153) The main streets were jammed ——— traffic (PSI-85)
1) with 2) in 3) of 4) from
- 154) I am ——— your disposal. (PSI-85)
1) for 2) on 3) an 4) at
- Exp : at one's disposal - उपयोगसाठी हजर असणे.
- 155) The union leader requested to call ——— strike. (PSI-85)
1) of 2) off 3) upon 4) on
- 156) He always seeks ——— wealth. (PSI-85)
1) by 2) for
3) in 4) no preposition needed
- 157) He sent a letter ——— my address. (PSI-85)
1) to 2) by 3) on 4) upon
- 158) The lion sprang ——— the cow. (PSI-85)
1) on 2) upon 3) off 4) about
- 159) Did you put those packages in the drawer — the shelf? (PSI-85)
1) beside 2) besides 3) over 4) on
- 160) He gave us a general description of the plan, but did not enter ——— details. (PSI-85)
1) into 2) in 3) for 4) of
- 161) The function will take place ——— 8.00 a.m. ——— 10 a.m. (PSI-11)
Choose the most appropriate pair of prepositions.
1) from, and 2) since, to
3) till, and 4) between, and
- 162) Insert appropriate prepositions : (PSI-11)
Ravina is good — Maths but weak — English.
1) in, it 2) into, in 3) at, in 4) in, in
- 163) Fill in the blanks with appropriate prepositions :
Finding myself short ——— money, I wrote ——— my uncle ——— help. (ASST-11)
1) With; to; for 2) of; to; about
3) in; to; to 4) of; to; for

- 164) Which one of the following is not a 'preposition'? (ASST-11)
1) through 2) into
3) but 4) between
- 165) Use the right preposition : Why don't you go ——— your friend? (STI-11)
1) With 2) By
3) Alongwith 4) Away
- 166) Use the correct alternative : (STI-11)
—— way of introduction he made some patient remarks.
1) of 2) By 3) With 4) For
- 167) Choose the correct alternative : She broke the glass ——— a hundred pieces. (STI-11)
1) Into 2) of 3) For 4) with
- 168) The children ran ——— the road. Mother ran after him.
Choose the correct alternative. (STI-11)
1) In 2) on 3) across 4) By
- 169) Choose the right alternative : (STI-11)
There should not be a prejudice ——— any community.
1) With 2) for 3) of 4) against
- 170) Fill in the blank with the correct preposition from the options given below.
They shall finish the construction ——— a week. (ASST-12)
1) on 2) from 3) in 4) upon
- 171) Fill in the blank with the correct option :
We rise ——— the Sun on every Sunday.
1) beside 2) up (ASST-12)
3) over 4) with
- 172) a) I have no further consult with my father's firm. (PSI-13)
b) I have no further consult to my father's firm.
c) I have no further concern with my father's firm.
d) I have no further concern to my father's firm.
The grammatically correct sentences are
1) Both a and c 2) Bothe b and d
3) Only a 4) Only c
- Exp : concern with - च्याशी संबंध असणे.

173) Choose the correct sentence from the following.

- a) The Prime Minister lives in 10 Downing Street. (PSI-13)
 b) Sherlock Holmes lived in Baker Street.
 c) His father works into a bank.
 d) My married sister lives at Manchester.
 1) a 2) b 3) a and c 4) d

174) He deals — dry fruits. (ASST-14)

Pick out the correct alternative to complete the sentence.

- 1) in 2) out 3) with 4) by

175) Here is the train that we have been waiting — (Sti-11)

Choose suitable preposition to complete the above sentence.

- 1) for 2) of 3) at 4) with

176) Choose the correct sentence from the following :

- 1) Everyone attend the party except him. (इंजि. -12)
 2) Everyone attended the party except him.
 3) Everyone attended the party accept him.
 4) Everyone attended the party part of him.

177) Choose the correct preposition :

The officer would have to change his attitude before the workers. (इंजि. -12)

- 1) After 2) towards
 3) for 4) No change

178) Supply proper preposition for the blank.

His capacity — hard work seems unlimited.' (इंजि. -12)

- 1) to 2) for 3) in 4) with

179) Fill in the most appropriate preposition :

These are some tips on candidate's preparation — interview. (इंजि. -13)

- 1) of 2) for 3) on 4) about

180) Choose the correct sentence from the alternative given. (इंजि. -12)

- 1) I prefer tea than coffee
 2) I prefer tea rather than coffee
 3) I prefer tea to coffee
 4) I prefer to take tea than coffee

181) Choose the correct preposition to fill in the blank : These three men quarrelled — themselves. (इंजि. -12)

- 1) by 2) among 3) within 4) between

182) Fill the blank spaces with the right pair of words :

The bank functions — 10.00 a.m. — 5.00 p.m. (लिपि, टंक-14)

- 1) — between — and —
 2) — between — to
 3) — from — to —
 4) — at — and —

183) In English structure like 'On Sunday', the word 'on' functions as — (sti D.-12)

- 1) preposition of position
 2) preposition of direction
 3) preposition of time
 4) preposition related to verbs

184) Choose the correct sentences where prepositions are used correctly. (sti . de. 12)

- a) I live at Mumbai.
 b) He was born in 1980.
 c) He will return in a week.
 d) I get up in the morning.
 1) (a) only 2) (b) and (c) only
 3) (b), (c) and (d) only 4) (d) only

185) 'I took to cricket as a duck takes — water.' Select the correct preposition from the following : (cl.-12)

- 1) to 2) on 3) from 4) of

186) Divide this property — Alec, Charles and Jane. (psi-14)

Pick out the correct alternative to complete the sentence.

- 1) between 2) in 3) among 4) into

187) Point out the correct sentence : (PSI-14)

- 1) We shall discuss the problem tomorrow.
 2) We shall discuss on the problem tomorrow.
 3) We shall discuss the problem on tomorrow.
 4) We shall discuss about the problem tomorrow.

188) Identify the sentence/s containing incorrect use of preposition. (STI-14)

- a) The river flowed under the bridge.
 b) After the party we did a lot of washing-up.
 c) The repairs in the roof were completed
 1) a only 2) c only
 3) a and b only 4) b and c only

Expl : The repairs of the roof

189) Identify the block that contains a grammatical error in the following sentence :

I can be found in my office

1

between 10 a.m to 5 p.m

2

on all working days.

3

1) Block 1 2) Block 2 (Dpt. STI-14)

3) Block 3 4) No error

190) Which of the sentences contain/s correct preposition? (Dpt. STI-14)

- a) Our neighbours are going for a holiday.
b) We can travel to Goa by bus, train or plane.
c) We can travel to Goa by bus, by train or by plane.

- 1) a and b 2) b and c
3) Only b 4) only c

Expl : go on holiday

191) Fill in the blanks with suitable prepositions : —
—— order —— avoid litigation, she
accepted her crime. (Asst -15)

- 1) For, of 2) From, to
3) In, from 4) In, to

192) Fill in the blank with the appropriate preposition.

I feel sorry for not being able to attend ——
you. (Asst -15)

- 1) for 2) to
3) with 4) no preposition

193) Fill in the blank with the correct preposition.

We shouldn't poke fun —— people who
stammer. (clerk-15)

- 1) of 2) at 3) on 4) against

194) Which of the following sentences are grammatically
correct? (चनसेवा- 14)

- a) The doctor meets his patients between 6.00
p.m to 9.00 p.m.
b) Unless you don't work hard, you will not
succeed.
c) The teacher advised me to work harder.
d) He has been running his business for 40
years now.

- 1) only (a) and (c) 2) only (a), (c) and (d)
3) only (c) and (d) 4) All four

195) Choose the correct sentences. (Tax Asst. Pre.-17)

- a) Father comes home at five O'clock
b) Father comes to home at five O'clock.
c) The children brought a stray kitten home.
1) a and b only 2) b and c only
3) a and c only 4) a, b and c

196) Fill in the blanks with a preposition.

(Tax Asst. Pre.-17)

- a) He accused me —— cheating him.
b) I do not approve —— your action.
c) The father was very angry —— his son.
1) for, of, about 2) for, of, of
3) of, of, with 4) None of the above

197) Complete the following sentence using the
most appropriate preposition.

The youngest —— the three sisters is
certainly the wisest. (Tax Asst. Pre.-17)

- 1) between 2) among 3) of all 4) in

198) Choose the correct sentence/s : (राज्यसेवा-17)

- a) I entered the third class compartment.
b) At the same time the train was come to a stop.
c) I looked out of the windows and everyone were
asking who had pulled the chain.
1) a and b only 2) b and c only
3) a only 4) a, b and c

199) Choose the correct sentences. (STI-16)

- a) Here is the information for which you asked
for.
b) Here is the information for which you asked.
c) Here is the information you asked for.
1) only a and b 2) only a and c
3) only b and c 4) a, b and c

Exp : दोन वेळा for वापरणे चूक आहे.

200) Identify the incorrect sentence/s.

(दुय्यम निरीक्षक-17)

- a) A bridge was built across the river.
b) The boy was below twelve.
c) There is a fan above her head.
1) Only a and b 2) Only b and c
3) only c 4) only a

201) Choose the correct question : (PSI-17)

- 1) Are you a member in the committee?
- 2) Are you a member of the committee?
- 3) Are you a member on the committee?
- 4) Are you a member at the committee?

202) Identify the error in the following sentence choosing the correct alternative. If there is no error say so. (PSI-17)

He talks about / nothing else than /

- (a) (b)

his own affairs : / No error.

- (c) (d)

- 1) Only a 2) Only b 3) Only c 4) Only d

Exp : nothing else but

203) Fill in the blank with appropriate preposition :

(अभि. - 15) (प्रश्न संदिग्ध)

He has been ill ——— last week.

- 1) ever 2) for 3) in 4) at

204) In nominal wh-clauses, passives and infinitive clauses, the preposition must occur ———

(वनसेवा-19)

- 1) at the end 2) in the minddle
3) before complement 4) at the beginning

Expl : What kind of hobbies are you interested in?

वरील प्रकारच्या वाक्यात शब्दयोगी अव्यय शेवटी असते.

205) a. She wants dance to be learnt.

b. She was confined to bed by fever.

c. You are ordered to bring the files.

Identify the incorrect sentence. (ASO-17)

- 1) Only a 2) Only b
3) Only a and c 4) Only a and b

Expl : She was confined to bed with fever.

206) Fill in the blank with correct preposition :

(Tax Asst. Mains-17)

He has been in hospital ——— last week.

- 1) in 2) for 3) since 4) from

207) Pick out the correct sentence from the following : (Tax Asst. Mains-17)

- a) The drought in this year is very serious.
- b) What has he been doing from Tuesday ?
- c) He will return at midnight.

d) I met him on last Monday.

Answer options :

- 1) (a) and (b) are correct
- 2) (c) and (d) are correct
- 3) only (c) is correct
- 4) only (c) is incorrect

Exp : drought of, since Tuesday, last Monday

208) Fill in the blank with appropriate pair of prepositions : (Tax Asst. Mains-17)

Jawaharlal Nehru was born ———
Allahabad ——— Uttar Pradesh.

- 1) at, in 2) in, at
3) in, from 4) in, in

209) Identify the correct sentence from the following : (Tax Asst. Mains-17)

- 1) Death is preferable than dishonour.
- 2) Death is preferable to dishonour.
- 3) Dying is preferable to dishonour.
- 4) Dying is most preferable to dishonour.

210) Write the correct preposition in the blank space from the given options :

"Hari is inferior ——— Ram in intelligence."
(Combine Class III-18)

- 1) than 2) to
3) from 4) against

211) They have opened an office ——— 28 Lees Road. (Combine Class III-18)

- 1) at 2) on
3) in 4) none of the above

212) Switzerland lies ——— France, Germany and Italy. (PSI-STI-ASO-18)

Which of the following prepositions fills in correctly the blank in the sentence above?

- 1) between 2) among
3) beside 4) besides

213) 'He managed to get across the field'. In above sentence the underlined preposition is the example of - (वनसेवा पूर्व-18)

- 1) metaphorical meaning
- 2) resultative meaning

3) orientation

4) pervasive meaning

Exp : resultative meaning - एखाद्या घटनेचे पूर्णत्व किंवा बदल दर्शविणे.

214)a. This book resembles to that.

b. Have you signed that contract?

c. A modest man does not boast of his merits.

d. He carefully investigated into the case.

Identify the correct sentences. (गट क-19)

1) Only a and c 2) Only b and c

3) Only a and d 4) Only b and d

Expl : resembles, investigated नंतर शब्दयोगी अव्यय वापरू नये.

215)Identify the correct sentence/s.(गट क-19)

a) She described me the situation.

b) We all envied him his lifestyle.

c) He fixed the tap for me.

Answer options :

1) Only a 2) Only b

3) Only a and c 4) Only b and c

Expl : She described the situation to me.

216)He has a narrow escape _____ danger.

Which one of the following prepositions correctly fills the blank in the sentence above?

(a) from (b) of

(c) with (d) at

Answer options:

(1) (a) only (2) (c) only

(3) (d) only (4) (b) only

217)Choose the correct sentence.

(a) The professor brought out the idea clearly.

(b) The professor brought with the idea clearly.

(c) The professor brought in the idea clearly.

Answer options:

(1) (a) only (2) (c) only

(3) (a) and (b) only (4) (b) only

Answer key

1 - 4	2 - 2	3 - 1	4 - 3	5 - 1
6 - 4	7 - 3	8 - 1	9 - 1	10 - 2
11 - 4	12 - 4	13 - 3	14 - 2	15 - 3
16 - 3	17 - 4	18 - 1	19 - 3	20 - 3
21 - 1	22 - 2	23 - 3	24 - 4	25 - 3
26 - 2	27 - 3	28 - 3	29 - 1	30 - 2
31 - 3	32 - 4	33 - 4	34 - 3	35 - 1
36 - 3	37 - 3	38 - 1	39 - 4	40 - 3
41 - 2	42 - 4	43 - 4	44 - 1	45 - 3
46 - 3	47 - 4	48 - 4	49 - 2	50 - 2
51 - 4	52 - 2	53 - 3	54 - 2	55 - 3
56 - 4	57 - 1	58 - 3	59 - 1	60 - 1
61 - 2	62 - 2	63 - 3	64 - 3	65 - 1
66 - 3	67 - 2	68 - 1	69 - 3	70 - 3
71 - 1	72 - 1	73 - 2	74 - 3	75 - 2
76 - 3	77 - 2	78 - 2	79 - 4	80 - 2
81 - 1	82 - 3	83 - 4	84 - 1	85 - 4
86 - 1	87 - 3	88 - 4	89 - 4	90 - 1
91 - 3	92 - 3	93 - 1	94 - 4	95 - 1
96 - 3	97 - 2	98 - 1	99 - 4	100 - 1
101 - 3	102 - 2	103 - 4	104 - 4	105 - 2
106 - 3	107 - 4	108 - 3	109 - 3	110 - 2
111 - 2	112 - 4	113 - 2	114 - 4	115 - 2
116 - 2	117 - 2	118 - 1	119 - 1	120 - 1
121 - 2	122 - 3	123 - 1	124 - 3	125 - 1
126 - 1	127 - 3	128 - 3	129 - 1	130 - 1
131 - 2	132 - 2	133 - 1	134 - 4	135 - 1
136 - 2	137 - 4	138 - 1	139 - 1	140 - 3
141 - 3	142 - 2	143 - 2	144 - 4	145 - 2
146 - 3	147 - 3	148 - 1	149 - 2	150 - 4
151 - 1	152 - 2	153 - 1	154 - 4	155 - 2
156 - 2	157 - 3	158 - 2	159 - 1	160 - 1
161 - 4	162 - 3	163 - 4	164 - 3	165 - 3
166 - 2	167 - 1	168 - 3	169 - 4	170 - 3
171 - 4	172 - 4	173 - 2	174 - 1	175 - 1
176 - 2	177 - 2	178 - 2	179 - 2	180 - 3
181 - 2	182 - 3	183 - 3	184 - 3	185 - 1
186 - 1	187 - 1	188 - 2	189 - 2	190 - 2
191 - 4	192 - 2	193 - 2	194 - 3	195 - 3
196 - 3	197 - 2	198 - 3	199 - 3	200 - 3
201 - 3	202 - 2	203 - 2	204 - 1	205 - 2
206 - 3	207 - 3	208 - 1	209 - 2	210 - 2
211 - 1	212 - 1	213 - 2	214 - 2	215 - 4
216 - 1	217 - 1			

7 Conjunction (उभयान्वयी अव्यय)

- दोन शब्द किंवा वाक्ये जोडणाऱ्या शब्दाला 'उभयान्वयी अव्यय' असे म्हणतात. उभयान्वयी अव्ययांचे खालील दोन प्रकार पडतात.

Kinds of Conjunction

Co-ordinating conjunctions

प्रधानत्वसूचक उभयान्वयी अव्यय
(संयुक्त वाक्य करण्यासाठी)

and
both - and
as well as
not only - but also
but
only
neither ---- nor
either ---- or
or
else
otherwise
yet
However
so
For
hence
therefore
still

Sub-ordinating conjunctions

गौणत्वसूचक उभयान्वयी अव्यय
(मिश्र वाक्य करण्यासाठी)

as
as soon as
when
no sooner .. than
hardly ..when
while
till
because
since
lest
so that
so ... that
unless, if
that
though / Although
than
as / so...as
before
where
who
which
whose
whom

8 Interjections (केवलप्रयोगी अव्यय)

- आपल्या मनातील भावना जसे सुख, दुःख, आनंद आकस्मिकपणे प्रकट करणारा उद्गार म्हणजे 'केवलप्रयोगी अव्यय' होय-
- 1) Choose correct word for blank place ——— 3) Fill in the blank with the most appropriate interjection : (वनसेवा -14)
- ! He died so young.
- 1) Bravo 2) Hurrah ——— I have a brilliant idea.
- 3) Oh 4) Alas 1) Ah 2) A ha
- 2) ———! At last you have done it. 3) Oh 4) Bravo
- 1) Hurrah 2) Bravo
- 3) Alas 4) Ouch
- | | | | | |
|-------|-------|-------|--|--|
| 1 - 4 | 2 - 2 | 3 - 2 | | |
|-------|-------|-------|--|--|

Different usages of the same word

- खालील शब्द noun, adjective, verb, adverb अशा वेगवेगळ्या भूमिका करतात.
- back, best, better, bitter, clean, clear, close, cod, collect, counter, crisscross, damn, double, down, even, express, fair, fast, fine, firm, flush, forward, free, full, home, jolly, last, light, low, out, pat, plain, plumb, pop, quiet, right, rough, round, second, short, solo, square, steady, still, tiptoe, true, upstage, well, wholesale, worst, wrong, zigzag.

BACK

- 1) There is a mark on his back. (noun) 3) I backed him in his hour of need. (verb)
- 2) I saw a dog in the back yard. (adjective) 4) She went back to her home. (adverb)

BEST

- 1) I did my best. (noun) 3) The goal was to best the competition. (verb)
- 2) Lagan is the best film. (adjective) 4) He played best. (adverb)

CLEAN

- 1) I like to live in the clean. (noun) 3) Clean your shoes. (verb)
- 2) I like wearing clean clothes. (adjective) 4) He clean forgot the appointment. (adverb)

WELL

- 1) She was a well of information. (noun) 3) Tears well in her eyes. (verb)
- 2) All is well. (adjective) 4) He played well. (adverb)

Exercise

- 1) Pick out the sentence where the underlined word has been used as a **noun**. (PSI-04)
- 1) With his name the mothers still the babies.
- 2) Still waters run deep.
- 3) Her sobs could be heard in the still of night.
- 4) He is still in business.
- 2) Pick out the sentence where the underlined word has been used as a **verb form** :
- 1) The Police were not satisfied with the answer of the Culprit. (PSI-STI-ASST-06)
- 2) The answer was not approved by any one.
- 3) Ramesh always gives wrong answer.
- 4) The boy could not answer all the Questions.

- 3) The word 'fast' may be used as : (TAX ASST-14)
- 1) Only verb
 - 2) Noun and verb
 - 3) Noun, Verb and Adverb
 - 4) Noun, verb, Adverb and Adjective
- 4) Choose the sentence in which 'next' is used as a noun.
- 1) He will come next Tuesday.
 - 2) What next?
 - 3) He was sitting next me.
 - 4) He will tell you more about it in his next.
- 5) Choose the sentence in which 'right' is used as an adjective.
- 1) You yourself right it.
 - 2) Satish is the right man for the post.
 - 3) I know it is my right.
 - 4) Lata stood right in my way.
- 6) Choose the sentence in which 'why' is used as a noun.
- 1) Why do you do it?.
 - 2) I know the fact why he did it.
 - 3) Why, it is surely me!
 - 4) This is not the time to go into the why and the how of it.
- 7) Choose the sentence in which 'up' is used as an adverb
- 1) Prices are up.
 - 2) We are going up the mountain.
 - 3) The next up bus will leave at 11.30.
 - 4) I have had my ups and downs of fortune.
- 8) Choose the sentence in which 'even' is used as a verb.
- 1) Does Raju even suspect the danger?
 - 2) Let them even the land.
 - 3) The chances are even.
 - 4) none of the above
- 9) Choose the sentence in which 'either' is used as a pronoun.
- 1) Either bag is good enough.
 - 2) Ask either of them.
 - 3) You must either work or starve.

- 4) none of the above
- 10) Choose the sentence in which 'but' is used as a preposition.
- 1) It is but true what he said.
 - 2) Everyone but Somnath attended the party.
 - 3) He studied well, but failed the exam.
 - 4) none of the above
- 11) Choose the sentence in which 'the' is used as an adverb.
- 1) The dog loves to laze around
 - 2) The man who is in green shirt is our leader.
 - 3) The prettier she is, the better.
 - 4) none of the above
- 12) Some words are used as different parts of speech.
Say how many of the statements below are true : (इंजि. 13)
- a) 'Fast' may be used as noun, adjective, verb and adverb
 - b) 'Better' may be used as adjective, verb and adverb
 - c) 'That' may be used as pronoun, adjective and adverb
 - d) 'Seat' may be used as noun and verb
- 1) (a) and (d) are true
 - 2) (b) and (d) are true
 - 3) (a) and (d) are true
 - 4) All are true
- 13) The word 'well' may be used as : (PSI-13)
- 1) Noun and Adverb
 - 2) Only Noun
 - 3) Only Adverb
 - 4) Noun, Verb and Adverb

Answer key

1 - 3	2 - 4	3 - 4	4 - 4	5 - 2
6 - 4	7 - 1	8 - 2	9 - 2	10 - 2
11 - 3	12 - 4	13 - 4		