

# GRAMMAR

*Written by :*

*Anuj Tyagi*



8

**New Edition**

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# GRAMMAR

# Preface

Grammar is the base of any language study. A sound knowledge of grammar helps in proper reading, writing and understanding of the nuances of the language.

‘Grammar’ is a series of eight books from Class 1 to 8. These books have been prepared primarily to impart the best possible knowledge to students just from the beginning to learn English. Grammar elements in each book have been graded appropriately for each level keeping in mind the vocabulary level of the learners.

The books have been organised and designed to make the study of grammar an enjoyable experience. Its aim is to teach them the first principle of functional grammar and correct usage, with the help of attractive illustrations and examples having a close bearing on the daily life and environment of a child.

## **Key Features of the series are as under :**

- Exercises and stories based on real life situations.
- Learner-centred and activity based approach.
- Captivating photographs and illustrations enhance the visual of the book.

It is hoped that the book, taken in continuity with other volumes of the series will help the students to achieve the cherished desire of the educated Indian-i.e the ability to write and speak excellent English fluently and effortlessly.

—Author and Publisher



# CONTENTS

1. The Sentence : Phrase and Clause	... 5
2. Kinds of Sentences	... 8
3. Subject-Verb Agreement	... 13
4. Nouns	... 17
5. Pronouns	... 22
6. Adjectives	... 27
7. Verbs : Non-Finite	... 31
8. Adverbs	... 36
9. Preposition and Prepositional Phrases	... 42
10. Conjunctions	... 48
11. Articles and Determiners	... 52
12. Modal Auxiliaries	... 59
13. Phrasal Verbs	... 65
14. Phrases and Clauses	... 67
15. Synthesis of Sentences	... 72
16. Tenses	... 76
17. Transformation of Sentences	... 89
18. Conditional Sentences	... 93
19. Direct and Indirect Speech	... 96
20. Active and Passive Voice	... 102
21. Word Power	... 107
22. Letter Writing	... 111
23. Notice Writing	... 114
24. Postcard and e-mail Writing	... 116
25. Message Writing	... 118
26. Paragraph Writing	... 120
27. Dialogue writing	... 122
28. Essay Writing	... 124
29. Writing Speech	... 128
30. Newspaper Report Writing	... 129
31. Comprehension of Unseen Passages	... 131
• Model Test Paper-1	... 133
• Model Test Paper-2	... 135

# THE SENTENCE: PHRASE AND CLAUSE 1

## THE SENTENCE

We use words to express our thoughts. However, only words are not enough to express complete thoughts. They should stand in a proper sequence to make complete sense. Such a group of words is called a **sentence**.

group of words arranged in a definite order so as to make a complete sense is called a sentence.

### Read the following group of words:

1. My morning mother to the temple goes every.
  2. Tomorrow we not play cricket will.
- The above groups of words do not make any sense.



### However, if we rewrite them as under:

1. My mother goes to the temple every morning.
2. We will not play cricket tomorrow.

Now, the groups of words make complete sense. Therefore, they are sentences.

**Note :** Besides having a definite order, a sentence should have some other characteristics as well.

1. A sentence should begin with a capital letter.
2. A sentence should end with a proper punctuation mark like a full stop (.), mark of interrogation (?) or a mark of exclamation (!).

## THE PHRASE

Often, we come across some groups of words/expressions. They make sense but not complete sense:

*Examples :*

- |                     |                               |
|---------------------|-------------------------------|
| 1. in the park      | 2. at random                  |
| 3. joys and sorrows | 4. of no use                  |
| 5. at a standstill  | 6. at the eleventh hour, etc. |

A group of words that makes sense, but not complete sense is called a **Phrase**.

**Note :** A phrase can be changed into a sentence by adding some words to it.

*Examples :*

1. The children were playing **in the park**.
2. Work done **at random** doesn't give fruit.
3. **Joys and sorrows** are part of life.
4. This book is **of no use to me**.



5. The whole city was **at a standstill** due to the strike.
6. We reached the station **at the eleventh hour**.

**Note :** A sentence always has a verb in it. The verb is the heart of every sentence. But a phrase does not have a verb.

## EXERCISE

### A. Make sentences using the following Phrases :

- |                               |  |
|-------------------------------|--|
| 1. full of beautiful pictures |  |
| 2. in good faith              |  |
| 3. covered with snow          |  |
| 4. without much difficulty    |  |
| 5. in peace and happiness     |  |
| 6. in the park                |  |
| 7. around the sun             |  |
| 8. in the matter              |  |
| 9. in the nick of time        |  |
| 10. across the river          |  |

## THE CLAUSE

Examine the groups of words in colour in the following sentences :

1. Hercules was a man **of great strength**.
2. Hercules was a man **who possessed great strength**.

In both these sentences, the coloured words perform the same function. They describe the Noun; i.e 'man'. It is quite easy to recognize the words 'of great strength' as a Phrase. But how would you define the expression in colour in sentence 2; i.e.- 'who possessed great strength'. The expression has a Subject 'who' as well as a Finite Verb 'possessed'. It is called a **Clause**.

**A Clause is a group of words that form a part of a larger sentence and has Subject and Finite Verb of its own.**

**Note :** Both a Phrase and a Clause are only part of a sentence. By definition, a Sentence is a group of words that makes complete sense. A sentence should always contain one Finite Verb. So, this is how we can distinguish among a Clause, a Phrase and a Sentence.

1. A Phrase : no Finite Verb
2. A Clause : one Finite Verb
3. A Sentence : at least one Finite Verb

**Remember :**

**The number of Finite Verb/s in a sentence decides the number of clauses present in it. If a Sentence has only one Finite Verb in it, it is made up of only one Clause.**

A Phrase can never stand on its own.

A Clause may or may not stand on its own. If it does, it means that it is a simple sentence. If it does not, it must be part of a longer sentence made up of two or more clauses.

A Sentence can always stand on its own.

**EXERCISE**

**B. Tick (✓) the correct statements and cross (✗) the wrong ones :**

- 1. A sentence, phrase or clause always contains a group of words.
- 2. There is no difference between a phrase and a clause.
- 3. A sentence can have two or more clauses.
- 4. A simple sentence consists of only one clause.
- 5. The number of finite verb/s in a sentence decides the number of clauses present in it.

**C. Put the following groups of words under the proper heads. Also, complete the sentences with capital letters and proper punctuation marks :**

	Phrase	Clause	Sentence
1. they are busy	_____	_____	_____
2. near our house	_____	_____	_____
3. open the door	_____	_____	_____
4. the train was running late	_____	_____	_____
5. because he was late	_____	_____	_____
6. what can I do for you	_____	_____	_____
7. do not tease the dog	_____	_____	_____
8. that I cannot do it	_____	_____	_____
9. he does not like you	_____	_____	_____
10. love for music	_____	_____	_____

# KINDS OF SENTENCES

# 2

Sentences can be classified into the following four types:

1. Assertive Sentence (Statement)
2. Interrogative Sentence
3. Imperative Sentence
4. Exclamatory Sentence



## A. Assertive Sentence (Statement)

An Assertive Sentence (statement) says or states something about the subject.

Examples :

1. My friend is very intelligent.
2. Rohan does not disobey his parents.

**Notes :** An Assertive Sentence can be affirmative (positive) or negative. The first sentence in the above example is affirmative while the second one is negative.

- An Assertive Sentence ends with a Full Stop (.).

## EXERCISE

### A. Rearrange the following groups of words to make a positive statement as well as negative, as shown in the example below :

Example : fisherman pond in fish was the catching the

Positive Statement : The fisherman was catching fish in the pond.

Negative Statement : The fisherman was not catching fish in the pond.

1. they waiting were me for

---

---

2. gone friend Delhi to has my

---

---

3. difficult question this is very

---

---



4. reads our in Ramesh school

---

---

5. tired thirsty was and the man poor

---

---

6. english people speak over world the all

---

---

7. colour scooter is my the of white

---

---

8. intelligent Amit is than more Kunal

---

---

9. teaching the history was class the in teacher

---

---

10. player hockey is he a good of

---

---

## B. Interrogative Sentence

An interrogative Sentence is used to ask a question.

*Examples :*

1. Do you go for a morning walk every day?
2. Where do you go for a morning walk?

The answer of the question in example 1 can be given in 'Yes' or 'No'. Such a question is called a **'Yes'/'No' type question**. However, the answer of the question in example 2 cannot be given merely by using 'Yes' or 'No'. A complete statement is required to answer the question. Since, such question begin with question words like who, when, where, what, whom, whose, etc. they are often referred to as **'-wh' questions**.

**Note :** An 'Yes'/'No' type question begins with an auxiliary verb ('Do' is an auxiliary verb in example 1) while a '-wh' question begins with a question word ('Where' is a question word in example 2)

- In an Interrogative Sentence, the auxiliary verb is always placed before the subject. (Except in case of 'who')
- A mark of interrogation (?) is placed at the end of an interrogative Sentence.

## EXERCISE

### B. Change the following sentences into interrogative – Negative Sentences as shown in the example below :

*Example :* The student is intelligent.

Isn't the student intelligent?

1. He lives in a small village.

---

2. The sun rises in the east.

---

3. You came late in the morning.

---

4. The question is easy.

---

5. She is proud of her beauty.

---

6. They were waiting for the bus.

---

7. The students are preparing for the examination.

---

8. He is a great player.

---

9. Shakespeare was the greatest dramatist.

---

10. The journey was tiresome.

---

### C. Imperative Sentence

An Imperative Sentence expresses a command (order), request or an advice.

*Examples :*

1. Open your book. (Command)
2. Please open the gate. (Request)
3. Never waste your time. (Advice)



**Note :** An Imperative Sentence also ends with a Full Stop (.).

## EXERCISE

### C. Rearrange the following groups of words to form a command, request or advice as shown in the example below :

*Examples :* door the open please  
Please open the door.

1. obey always parents and your teachers elders
2. what say to carefully listen I
3. a never tell lie
4. not do at the throw dog stones
5. a be neither lender a borrower nor
6. boy call the once at
7. do class make the noise in not a
8. me water please give of a glass
9. at old beggar not laugh do the
10. medicine take regularly the



### D. Exclamatory Sentence

An Exclamatory Sentence expresses some emotions or strong feelings.

*Examples :*

1. How beautiful the rain is!
2. What a disgusting sight!

**Notes:** In order to make an Exclamatory Sentence more forceful, we sometimes use a slightly different word order. (Example 1)

- In some cases, the verb is omitted. (Example 2)
- A mark of exclamation (!) is used in an Exclamatory Sentence.
- Remember In addition to the four types of sentences mentioned above, another type of sentence is formed by combining Interrogative – Negative Sentences.

*Examples :*

1. Why don't you go to school on Sunday?
2. Didn't you take my book yesterday?

## EXERCISE

### D. Rearrange the following groups of words to form an exclamatory sentence as shown in the example below :

*Example :* boy he what a naughty is  
What a naughty boy he is!

1. interesting is book how the

2. wearing a was dress beautiful she what
3. pleasant a what surprise
4. fox cunning was how the
5. beautiful the is rain how
6. is what hot it day a
7. scenery is beautiful how the
8. shot a what
9. interesting how is story the
10. great what blunder a



**E. Tick (✓) the correct statements and cross (×) the wrong ones:**

1. An Assertive Sentence can be either positive or negative.
2. An Interrogative Sentence should always start with a question word.
3. An Imperative Sentence ends with a Full Stop.
4. In some Imperative Sentences, the verb is omitted.
5. An Assertive-Negative Sentence is formed by combining Assertive Positive and Assertive Negative Sentence together.

**F. Rearrange the following groups of words/statements to form questions, as shown in the example below :**

*Example :* you why go will there

Why will you go there?

1. he had where kept his book
2. you why wasting are your time
3. they when will house buy a
4. the is the sun star in brightest the sky
5. you the can question solve
6. knocking was the who door at
7. the beggar old begging was to door from door
8. have problem solved we the
9. how sisters many and you brothers are
10. magician the will start when his show



# SUBJECT-VERB AGREEMENT 3

## LET'S BEGIN

A sentence is a meaningful combination of words, complete in itself. A sentence is generally divided into two parts; Subject and Predicarte. Without any of them, any sentence is considered as an incomplete sentence.

**Read the following sentences carefully :**

1. **Rita** is a good girl.
2. **Mohan and Rahul** are good boys.

In the sentence (1.) —'Rita' is a subject. It is a singular noun. The verb **is** has been used in sentence (1.) It is a singular verb.

In sentence (2.)— Mohan and Rahul are the subjects *and* are plural in number. The verb **are** has been used. It is a plural verb. This shows that the verb in a sentence must always agree with subject in number (singular or plural).

**If the nouns or pronouns, (subject) in a sentence is singular, the verb must be singular. If it is plural, the verb must be plural.**

**Now read the sentences given here :**

3. I am a student. (**I Person**)
4. You are a good boy. (**II person**)
5. He is a good boy. (**III person**)



In the above sentences, pronouns have been used as subjects. In sentence (1.), '**I**' is first person pronoun and is also the subject of the sentence. The verb **am** has been used with it.

In the sentence (2.) , '**you**' is the subject. It is a pronoun of the second person and the verb **are** has been used.

**In sentence (3.) **he** is the third person subject, so **is** has been used as the verb.**

**Note : The verb in each sentence changes according to the number and person of the subject.**

**Remember that –**

1. In the case of personal pronouns, the third person, singular pronouns (he/she/it) always take singular verbs in all the tenses.

**Example :** She **lives** in Delhi.

2. Third person pronoun '**they**' takes a plural verb in all the tenses.

*Example* : They **are** writing essay.

3. The second person '**you**' always takes a plural verb in all the tenses even if it refers to a single person.

*Example* : You all **are** invited to the party.

4. The first person '**we**' takes a plural verb in all the tenses.

*Example* : We **are** sleeping in the room.

5. **I** – the first person singular takes a singular verb with '**am**' and '**was**'.

'I' takes a plural verb while saying I go or I have left.

*Example* : I am writing a letter.

6. Verb '**be**' can be used as is, am, are, was, and were; verb '**have**' may be used as have, has, had, will have and shall have.

7. Collective nouns usually take a singular verb.

*Example* : This team of players is dedicated.

**Some rules – Subject – verb Agreement** : Proximity of subject and verb.

1. They should be placed as close as possible in a sentence since there is always an agreement between the subject and the verb.

*Example* : She loves reading the stories.

In the above sentence, the subject is placed immediately before the verb.

In some sentences, the subject may not be placed next to the verb. When a group of words acts as a subject, the main word is actually the subject. The verb should agree with this word and not with anything else in the phrase.

*Example* : The long **fairy tales** that she narrated **were** interesting.

Here **fairy tales** is the **subject**. It is in the third person plural number. So the verb '**were**' is taken. The verb is in agreement with the subject.

*Example* : The broken chairs kept outside were repaired.

2. When a sentence begins with the word '**there**', the noun placed after the verb is the actual subject of the sentence.

*Example* : There is a parrot in the cage.

The actual subject in this sentence is a **parrot**.

**Some Points to Remember**

1. Nouns denoting food, clothing, furniture and stationery are singular and take a singular verb.

*Example* : The furniture is polished.

2. When 'a lot of' or 'plenty of' is used to indicate quantity, it takes a singular verb.

*Example* : 'A lot of coffee has been added to the milk.



But when 'a lot of' and plenty of' are used for number, both take plural verbs.

**Example** : Plenty of friends are coming for my party.

3. 'News' is always regarded as a singular subject and takes a singular verb.

**Example** : This news is correct.

4. 'One of' is always considered as a singular subject and takes a singular verb.

**Example** : One of the books is torn.

5. If there are two subjects in a sentence, the verb will be plural.

**Example** : Mohan and Rahul are preparing for their exams.

6. If two subjects are regarded as one, the verb will be singular.

**Example** : Bread and butter is ideal for breakfast.

7. If the subject and the verb are separated by a group of words, the verb must agree with the subject.

**Example** : This waterfall, with gushing water, is visible from far away.

8. When the name of a country, a book or a film is denoted in a plural noun, it is used with a singular verb.

**Example** : The United Kingdom has launched a new missile in space.

9. 'People', police, and 'cattle' are considered as plural. They take plural verbs.

**Example** : The cattle were taken to the meadows.

10. When a plural number is used for distance, weight and amounts of money as a single figure quantity, it is considered singular and takes a singular verb.

**Example** : Five years is not a long time.

11. Whenever we use 'a pair of \_\_\_\_\_' we use a singular verb .

**Example** : A pair of socks is lying there.



## EXERCISE

### A. Fill in the blanks with correct form of the verbs given in brackets :

1. Ram and Krishan \_\_\_\_\_ good friends. (be)
2. Why \_\_\_\_\_ they left ? (has)
3. You \_\_\_\_\_ supposed to reach the station by now. (be)
4. She \_\_\_\_\_ to play the piano from Mrs Rani. (learn)
5. A group of trekkers \_\_\_\_\_ going up the hill. (be)

### B. Read the following sentences and fill in the blanks with appropriate form of verbs given in brackets :

1. A lot of guests \_\_\_\_\_ (be) wishing my father on his fiftieth birthday.
2. A pair of scissors \_\_\_\_\_ (be) bought by me yesterday.

3. The cleanliness incharge \_\_\_\_\_ (be) inspecting the classrooms.
4. The Lord of the Rings \_\_\_\_\_ (be) interesting.
5. My father and mother \_\_\_\_\_ (be) very encouraging.



**C. Read the following sentences and fill in the blanks with appropriate verbs :**

1. Either the pen or the pencil \_\_\_\_\_ (be) lost.
2. Neither the flowers nor the palm leaves \_\_\_\_\_ (be) fresh.
3. Everyone \_\_\_\_\_ (be) expecting a good monsoon this year.
4. Nobody \_\_\_\_\_ (be) scared of darkness in my family.
5. Neither Ritu and Shivam \_\_\_\_\_ (be) bringing a bouquet of flowers.
6. Either the boys or the girls \_\_\_\_\_ (be) presenting a play.

**D. Fill in the blanks with correct form of verb :**

1. Slow and steady \_\_\_\_\_ the race. (win)
2. The poet and philosopher \_\_\_\_\_ dead. (be)
3. He and I \_\_\_\_\_ great friends. (be)
4. The poet and the writer \_\_\_\_\_ arrived. (have)
5. Neither Ramesh nor his friends \_\_\_\_\_ present. (be)
6. Neither my mother nor I \_\_\_\_\_ happy. (be/am)
7. Ramesh as well as you \_\_\_\_\_ won the prize. (have)
8. The military \_\_\_\_\_ called out. (be)



**E. Use the following table to make sentences :**

1. The wife of Mr. Rai	will	a. a doctor in Lifeline Private Ltd.
2. Neither of the man	shall	b. chirping in the tree yesterday.
3. The troop of soldiers	is	c. leave on Friday.
4. I, Shivani Sharma	are	d. been arranged in a bunch.
5. Keys of the room	am	e. prove the crime.
6. Many of birds	was	f. present yesterday.
7. Everyone of them	were	g. looking impressive today.
8. I, who was there	have	h. is very sick now a day
9. You	has	i. passed the way.

## LET'S BEGIN

Each individual needs to be identified uniquely. In order to do so, we give people, things, places some names. These names identify them and make it easier to correlate them.

### NOUNS

A *noun* is the name of a person, a place, an animal, a feeling or an idea.

**Examples :** Boy, girl, Mohan, Delhi, army, lion, etc.

### Kinds of Nouns

1. Proper Noun
2. Common Noun
3. Material Noun
4. Abstract Noun
5. Collective Noun



1. **Proper Noun :** The name of a particular person, place, monument or building is called a *proper noun*.

**Example :** (i) Raman, Tajmahal, Red Fort, Agra.

### EXERCISE

- A. The nouns given in the box are names of special buildings. Complete the sentences by filling in the blanks with these names :**

nursery, dairy, cinema, laboratory, mortuary, laundry, studio, bakery, orphanage

1. A \_\_\_\_\_ is a room in the house for the small children.
2. An \_\_\_\_\_ is a home for children whose parents are dead.
3. A \_\_\_\_\_ is a place where clothes, sheets, etc. are washed and ironed.
4. A \_\_\_\_\_ is a building where scientific experiments are performed.
5. A \_\_\_\_\_ is a building where milk is kept and butter is made.
6. A \_\_\_\_\_ is a place where dead bodies are kept till burial.
7. A \_\_\_\_\_ is a place where cookies are made.
8. A \_\_\_\_\_ is a building where films are shown.
9. A \_\_\_\_\_ is a building where movies are acted and filmed.

2. **Common Noun** : A noun which point out any person, place, thing of the same class or kind is called a *common noun*.

**Example** : (i) Mountain, friend, park, book, woman, etc.

## EXERCISE

### B. Underline the correct common nouns in the given sentences :

1. I saw an elephant today.
2. There are few buses on the road today.
3. A man has lost his watch.
4. I put two big sandwiches in the lunch box.
5. There are fifteen teachers in my school.

3. **Material Noun** : A noun which stands for the matter or substance of which things are made is called *material noun*.

**Examples** : Wood, iron, table, gold, cotton, etc.

- (i) Bottles are made of glass.
- (ii) Gold is a precious metal.



## EXERCISE

### C. Fill in the blanks with suitable material nouns :

1. The ring is made of \_\_\_\_\_.
2. This furniture is made of \_\_\_\_\_.
3. The tyre is made of fine \_\_\_\_\_.
4. This pencil is made of \_\_\_\_\_.
5. This house is made of \_\_\_\_\_ and \_\_\_\_\_.
6. I made a castle with \_\_\_\_\_.
7. The bread is made of \_\_\_\_\_.
8. This ancient pillar is made of \_\_\_\_\_.

4. **Abstract Noun** : An *abstract noun* is the name of something which we can neither see nor touch. But which we can only think and talk.

**Examples** : (i) Hope, honesty, courage, pity, pain, sleep, bravery.

### Abstract nouns are formed :

(a) *From adjectives*

**Goodness** from good;

**Bravery** from brave;

**Honesty** from honest;

**From verbs :**

- (b) **Obedience** from obey;
- Pleasure** from please;
- Punishment** from punish.



**From Common Nouns :**

- (c) **Childhood** from child;
- Slavery** from slave ;
- Kingdom** from king.

Since abstract nouns are uncountable, they have no plural form.

Hope, charity, love, kindness.

**EXERCISE**

**D. Change the given verbs/noun into abstract nouns with suitable endings – ment, – ism, – tion :**

- 1. Correct
- 2. Narrate
- 3. Corrupt
- 4. Arrange
- 5. Deviate
- 6. Agree
- 7. Hero
- 8. Graduate
- 9. Reduce
- 10. Entertain

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**5. Collective Noun :** When a noun stands for a collection of persons or things considered as one complete whole, it is called a *collective noun*.

**Example :** Committee, class, nation, family, crowd, team, army.

Here is a list of some interesting **Collective Nouns** —

- (i) A **barren** of mules.
- (ii) A **nest** of rabbits.
- (iii) A **down** of hares.
- (iv) A **colony** of bats.
- (v) A **muster** of peacocks.
- (vi) A **sung** of elks.
- (vii) A **cast** of hawks.
- (viii) A **herd** of cranes.



- (ix) A **host** of sparrows.
- (x) A **troop** of foxes.
- (xi) A **flight** to doves.
- (xii) A **padding** of ducks.

## EXERCISE

### E. Put these collective nouns in the blanks :

Swarm, mob, regiment, team, committee, crew, flock, herd, jury, fleet

1. The \_\_\_\_\_ of soldiers has marched away.
2. The ship has a \_\_\_\_\_ of a hundred sailors.
3. We saw a \_\_\_\_\_ of ships in the harbour.
4. A \_\_\_\_\_ of bees flew out of the hive.
5. A \_\_\_\_\_ of sheep was seen in the field.
6. A \_\_\_\_\_ of five was attempted.
7. The \_\_\_\_\_ found the prisoner guilty.
8. A \_\_\_\_\_ of cattle was grazing in the forest.
9. The police dispersed the \_\_\_\_\_.
10. Our \_\_\_\_\_ won the match by two goals.

## GENDER

### Kinds of Genders

There are four kinds of genders in English language :

- Example** : (i) Masculine Gender                      (ii) Feminine Gender  
(iii) Common Gender                                  (iv) Neuter Gender

1. **Masculine Gender** : Nouns are said to be in the *masculine gender* if they refer to males.

**Example** : Brother, horse, father, lion, etc.

2. **Feminine Gender** : Nouns are said to be in the *feminine gender* if they refer to females.

**Example** : Sister, mother, mare, cow, etc.

### F. Rewrite the following sentences by changing the gender of the nouns in bold :

1. The **dog** barked at the **girl**.
2. The **bridegroom** thanked the **priest**.
3. A **cock** was killed by a **fox**.
4. This **man** is an **emperor**.
5. The **lad** wants to be a **monk**.
6. The **salesman** is afraid of the **manager**.

3. **Common Gender** : Nouns of the *common gender* may be of the masculine or feminine gender.

**Example** : Friend, patient, cousin, teacher, etc.





4. **Neuter Gender** : Nouns of *neuter gender* are neither of the masculine gender nor of the feminine gender. They are lifeless objects.

**Example** : Chair, book, watch, etc.

**F. underline the gender– specific nouns in the following sentences and write down whether that is a common gender or neuter gender :**

1. The parents of the employees are invited to the dinner. \_\_\_\_\_
2. I know that she has a sibling. \_\_\_\_\_
3. He has a diary which we write in it. \_\_\_\_\_
4. Our landlord would increase the rent every year. \_\_\_\_\_
5. The doctor is responsible for the safety of patients. \_\_\_\_\_

## NUMBER

In English, we say a noun may be either singular or plural in *number*.

1. **Singular Number** : A noun that denotes one person or thing is said to be in the *singular number*.

**Example** : Boy, man, woman, book, car, lion, etc.

2. **Plural Number** : A noun that denotes more than one person or thing is said to be in the *plural number*.

**Example** : Girls, boys, chairs, tables, books, etc.

**G. Rewrite the following sentences with the plural form of the nouns. Also, make the suitable changes :**

1. I have a sister. She is very naughty.
2. The dog is sitting on my sofa.
3. There is a pencil on my desk.
4. My mother has a new computer.
5. Susan has made a poster.
6. The actress played the guitar.
7. A thief is caught by the policeman.
8. The lion attacked the wolf, but it escaped.



**H. Write the plural number of the following :**

- |                |   |       |             |   |       |
|----------------|---|-------|-------------|---|-------|
| 1. furniture   | • | _____ | 5. scissors | • | _____ |
| 2. information | • | _____ | 6. socks    | • | _____ |
| 3. news        | • | _____ | 7. hair     | • | _____ |
| 4. trousers    | • | _____ | 8. sheep    | • | _____ |

# PRONOUNS 5

## LET'S BEGIN

While we speak or write, it is better to avoid repeating the same word. In order to avoid repeating the same noun, we use some other word called a pronoun.

### PRONOUNS

A *pronoun* is a word that is used in place of a noun.

- Example** :
- (i) Rekha is absent because **she** is ill.
  - (ii) Sita is a dancer. **She** dances well.
  - (iii) **They** are young.
  - (iv) **He** is sleeping.
  - (v) Did **you** know Meena?



### Kinds of Pronouns

**Pronouns are of different kinds :**

1. Personal Pronouns/Possessive Pronouns/Reciprocal Pronouns
2. Demonstrative Pronouns
3. Reflexive Pronouns
4. Distributive Pronouns
5. Indefinite Pronouns
6. Interrogative Pronouns
7. Emphasizing Pronouns
8. Relative Pronouns

1. **Personal Pronouns** : I, we, you, he, she, it are *personal pronouns* because they stand for three persons.

- (i) The person speaking
- (ii) The person spoken to, and
- (iii) The person spoken of

The pronouns **I** and **we**, which denote the person or speaker are said to be **personal pronouns of the first person**.

The person spoken to, is said to be a **personal pronoun of the second person**. **You** is used both in the singular and plural.

The pronouns **he**, **she**, **it** and **they**, which denote person or persons spoken of, are said to be **personal pronouns of the third person**.

- Example** : (i) **I** am writing a letter.  
(ii) Mohan and Anuj are brothers. **They** are always together.  
(iii) Where is Reena? **I** have not seen **her** since afternoon.  
(iv) Do you know Meena? Did **she** come to your house?  
(v) **We** are friends.

**Possessive Pronouns** : *Possessive pronouns* indicate possession. They are *mine, ours, his, hers, its, theirs, and yours*.

- Example** : (i) This car is **mine**.  
(ii) Where is **yours**?  
(iii) This school is **ours**.  
(iv) This bat is **his**.



**Reciprocal Pronouns** : Pronouns that denote mutual action are called *reciprocal pronouns*. They are **each other** and **one another**.

- Example** : (i) The two brothers always try to help one another.  
(ii) They looked at **each other** before leaving.

These pronouns indicate that two or more people carry out an action and receive its effect at the same time.

## EXERCISE

### A. Fill in the blanks with suitable personal or possessive pronouns :

1. This book is \_\_\_\_\_.
2. My mother is angry with \_\_\_\_\_.
3. They are far better people than \_\_\_\_\_.
4. I am thinner than \_\_\_\_\_.
5. He knows his duties as well as \_\_\_\_\_.

2. **Demonstrative Pronouns** : Pronouns that are used to point out the objects to which they refer are called *demonstrative pronouns*.

- Example** : (i) **This** is my pen.  
(ii) **These** are my books.  
(iii) **Those** are your books.  
(iv) **Such** were his actual words.  
(v) **That** is my house.

In the above sentences— **this, these, that, those, such** are used to point out the object or objects for which they are used. This and these refer to things near at hand. *That* and *those* refer to things lying at a distance. They are therefore called *demonstrative pronouns*.

## EXERCISE

### B. Use the correct demonstrative pronouns to complete the following sentences :

1. \_\_\_\_\_ is my pen, but you can use it.

2. \_\_\_\_\_ is a beautiful building.
3. \_\_\_\_\_ is my pet.
4. \_\_\_\_\_ are your notebooks.
5. \_\_\_\_\_ are rotten fruits, don't have it.

3. **Reflexive Pronouns** : The pronouns **myself, ourselves, yourself, yourselves**, given below behave like objects to the verbs but they refer to the same person as the subject of the verb. Such pronouns are called *reflexive pronouns*.

- Example** : (i) I blame **myself** for it.  
(ii) You will enjoy **yourselves**, boys.  
(iii) He hanged **himself**.  
(iv) The horse has hurt **itself**.

## EXERCISE

C. **Fill in the blanks with the suitable reflexive pronouns :**

1. The dog washed \_\_\_\_\_.
2. He slapped \_\_\_\_\_.
3. Look at \_\_\_\_\_, boys.
4. You have changed \_\_\_\_\_.
5. I blame \_\_\_\_\_ for my failure.



4. **Distributive Pronouns** : Pronouns which show that the persons or things are taken individually or in separate groups are called *distributive pronouns*. They are **each, one, either, neither, anything**, etc.

- Example** : (i) I have not seen **either** of the movies.  
(ii) **Each** of the bags was checked.  
(iii) **Either** of the two pens is empty.  
(iv) **Each** of the girls was given a rose.

## EXERCISE

D. **Fill in the blanks with suitable distributive pronouns :**

1. \_\_\_\_\_ is knocking at the door.
2. They waved good bye to \_\_\_\_\_.
3. They are always ready to help \_\_\_\_\_.
4. \_\_\_\_\_ is messed up here.
5. \_\_\_\_\_ of you must work hard.

5. **Indefinite Pronouns** : The pronouns **all, some, many, few, one, none, others**, refer to persons or things in a general way. They do not refer to any particular person or thing. Such pronouns are called *indefinite pronouns*.

- Example** : (i) **Few** are rich.  
(ii) **Some** are born great.  
(iii) **All** are not happy.  
(iv) **One** cannot believe it.  
(v) Do good to **others**.

## EXERCISE

### E. Fill in the blanks with the suitable indefinite pronouns :

- \_\_\_\_\_ are not rich.
- \_\_\_\_\_ escaped unhurt.
- \_\_\_\_\_ are called, but \_\_\_\_\_ are chosen.
- \_\_\_\_\_ cannot do just as \_\_\_\_\_ likes.
- \_\_\_\_\_ of these books are quite useful.



6. **Interrogative Pronouns** : Words **who, what, which, whom, whose**, are used for asking questions. Pronouns used for asking questions are called *interrogative pronouns*.

- Example** : (i) **Who** made that noise?  
(ii) **Where** are you?  
(iii) **What** are you doing?  
(iv) **Which** is your pen?

## EXERCISE

### F. Fill in the blanks with suitable interrogative pronouns :

- To \_\_\_\_\_ did you give the message?
- Of \_\_\_\_\_ are you speaking?
- By \_\_\_\_\_ was this picture painted?
- \_\_\_\_\_ do you prefer, milk or tea?
- \_\_\_\_\_ are you waiting for?
- \_\_\_\_\_ of you has not done his lesson?
- \_\_\_\_\_ of these girls stood first?
- \_\_\_\_\_ was he dancing with?



7. **Emphasizing Pronouns** : A pronoun that is used for the sake of emphasis is called an *emphasizing pronoun*. Their form is same as of reflexive pronouns as *myself, herself, himself*, etc.

- Example** : (i) I **myself** refused to go to the function.  
(ii) Mohan **himself** completed the project.  
(iii) This research will be finished in this year **itself**.

## EXERCISE

### G. Fill in the blanks with the suitable emphasizing Pronouns :

1. I \_\_\_\_\_ accepted to go to the Mumbai.
2. Rajat \_\_\_\_\_ completed his homework.
3. She \_\_\_\_\_ talks to them.
4. They laughed at \_\_\_\_\_.
5. Enjoy \_\_\_\_\_, girls.

**8. Relative Pronouns :** The pronouns **who, whom, whose, which and that** which join two sentences and refer back to the noun going before them are called *relative pronouns*.

**Example :** (i) This is the man. He stole my purse.

This is the man **who** stole my purse.

(ii) This is the boy. His nature is good.

This is the boy **whose** nature is good.

(iii) This is the boy. The teacher praised him.

This is the boy **whom** the teacher praised.

(iv) This is the house. Jack built it.

This is the house **that** Jack built.

(v) This is the horse. It won the race.

This is the horse **which** won the race.

## EXERCISE

### H. Fill in the blanks with suitable relative pronouns :

1. It is only camels \_\_\_\_\_ can cross the deserts.
2. He \_\_\_\_\_ is content, is rich.
3. Take anything \_\_\_\_\_ you like.
4. This is the boy \_\_\_\_\_ hit me.
5. This is the man \_\_\_\_\_ horse won the race.
6. These are the boys \_\_\_\_\_ all praise their Maths teacher.
7. They \_\_\_\_\_ are humble, needn't fear any fall.
8. God helps those \_\_\_\_\_ help themselves.



## LET'S BEGIN

Today we're going to look at the importance of adjectives in your writing. Instead of telling us what the character is doing, eating, seeing, or touching; show us how the character is doing, seeing, eating, or touching.

## ADJECTIVES

An *adjective* is a word that is used to add something to the meaning of a noun.

- Example** : (i) Radha is an **intelligent** girl.  
 (ii) He is **poor** but **happy**.

## EXERCISE

- A. Complete the sentences. Choose the correct words from the help-box and put them in the blank spaces. Use one word for each space :**

bookstore, car, chemistry, dishes, electric, favourite, available, university, italian

- This car can run on a battery. It has enough energy from the battery to go for 40 miles or 60 kilometres. It is an \_\_\_\_\_.
- Tonight we are going to my \_\_\_\_\_ restaurant. I like it because they always serve delicious vegetarian \_\_\_\_\_ from Italy. That's good for me because I am a vegetarian.
- Meera works in the \_\_\_\_\_. She knows \_\_\_\_\_ books in the store. Within two minutes, she can find the history texts, the engineering texts and the poetry books. The \_\_\_\_\_ texts, the reference books, every thing a student or professor needs.

## Kinds of Adjectives

- Adjectives of Quality** : The adjectives *brave, cloudy, honest, big, beautiful* tell us what kind a person or thing is. Such adjectives are called **adjectives of quality**.

- Example** : (i) Mohan is a **brave** boy.  
 (ii) You are an **honest** man.  
 (iii) Neha is a **beautiful** girl.  
 (iv) Delhi is a **big** city.



**Note** : Adjectives of quality answer the question of **what kind?**

## EXERCISE

### B. Fill in the blanks with correct form of adjectives of quality :

1. There is a \_\_\_\_\_ house.
2. Raman is an \_\_\_\_\_ man.
3. Shilpa has a \_\_\_\_\_ maid.
4. Mumbai is a \_\_\_\_\_ city.
5. Today the weather is so \_\_\_\_\_.

2. **Adjectives of Quantity** : The adjectives *much, little, some, any, enough, sufficient, whole*, tell us how much of a thing is intended. Such adjectives are called **adjectives of quantity**.

Adjectives of quantity answer the question — **How much?**

- Example** : (i) He had **much** money.  
(ii) He ate the **whole** apple.  
(iii) It is **enough** for me.  
(iv) He has **sufficient** milk.  
(v) He did not eat **any** bread.



## EXERCISE

### C. Underline suitable adjectives of quantity :

1. Sunita ate sufficient food.
2. Little knowledge is a dangerous thing.
3. She had not any cookies.
4. This is enough to eat.
5. Rama ate the whole banana.



3. **Adjectives of Number** : The adjectives *all, many, several, five, some, first, most* show that how many persons or things there are or in what order any of them stands are called **adjectives of number**.

Adjectives of number answer the question – **How many?**

- Example** : (i) **All** men are mortal.  
(ii) He had **ten** rupees in his pocket.  
(iii) The **first** boy won the prize.  
(iv) **Most** men have to work hard for their living.  
(v) **Some** men are liars.

## EXERCISE

### D. Underline the suitable adjectives of number :

1. All men are motal.
2. there are six books in my school bag.
3. He has many shirts.
4. Most students are passed in the class.
5. Some men are going to walk.



4. **Demonstrative Adjectives** : The adjectives **this, these, those, such** that point out which persons or things are meant are called **demonstrative adjectives**. Demonstrative adjectives answer the question — **which ?**

- Example** : (i) **This** table is mine.  
(ii) I want **those** mangoes.  
(iii) I love **such** men.  
(iv) **That** car is yours.

## EXERCISE

### E. Fill in the blanks with the suitable demonstrative adjectives :

1. \_\_\_\_\_ watch was so huge.
2. I want \_\_\_\_\_ bags.
3. You love \_\_\_\_\_ guys.
4. \_\_\_\_\_ man is very kind.
5. I love \_\_\_\_\_ childrens.

5. **Interrogative Adjectives** : The adjectives **what, which and whose** are used with nouns to ask questions. Such adjectives are called **interrogative adjectives**.

- Example** : (i) **Which** book is yours?  
(ii) **Which** look do you read?  
(iii) **Whose** book is this?  
(iv) **Which** girl is the most intelligent in the class?

## EXERCISE

### F. Read the sentences below and underline the interrogative adjectives in them :

1. Whose pen is this?
2. Whose house are you looking for?
3. Which road leads to the school?

4. Which car was involved?
5. Which book do you like the most?
6. What clothes are you looking for?

6. **Possessive Adjectives** : *Possessive adjectives* are words such as **our, his, her, my** and **your** that indicate belonging. Other examples are **its** (singular) and **their** (plural).

- Example** : (i) This is not *my* pen.  
(ii) The tiger is licking *its* paw.

## EXERCISE

**F. Underline the possessive adjectives in the sentences given below :**

1. My boys are the most industrious students in their class.
2. The students thanked their teachers.
3. Monika carries her bag.
4. I love my friends.
5. My mother cooks delicious food for me.
6. You should respect your teachers.
7. We love our country.
8. Her dress is pretty.
9. His pet's name is tommy.
10. The tiger is licking its paw.



**G. Read the following passage and underline various adjectives in it. Arrange these adjectives in the table formate with proper head :**

Sam and Sameer planned a day trip to the science museum. Marie was very excited to see the aviation exhibit, as she wanted to be a NASA engineer. Together, they saw the laser light show and several demonstrations on various topics. Once they had seen everything, they went to the gift shop to buy two souvenirs and ate their lunch at the local cafe.

# VERBS : NON-FINITE

# 7

## LET'S BEGIN

A **verb** is a word that is used to say something about a person, place or thing. In other words, a verb is an **action word**.

Verb can be **finite** or **non-finite**.

1. **Finite Verb** : A verb that has a subject and shows tense, person and number is called a **finite verb**.

**Example** : (i) I **live** in Shastri Nagar.

(ii) My sister **lives** in London.

2. **Non-finite Verb** : A verb that has no subject, and does not show person or number is called a **non-finite verb**.

**Example** : (i) I love **to go** to the Fun Park.

There are three kinds of non-finite verbs :

1. Infinitive Verb
2. Participle Verb
3. Gerund Verb



1. **Infinitive Verb** : An infinitive is a non-finite verb that expresses an action.

It is generally preceded by the preposition **'to'**.

**Example** : (i) I want **to go** to school.

(ii) I want **to read**.

(iii) He wants **to improve** his marks.

(iv) He wants **to swim**.

In the above sentences, the verb **want** is the finite verb; **to read** and **to improve** are the infinitives.

Infinitives are also called the **to-verb** because **to** is often used to form an infinitive.

## EXERCISE

**A. Rewrite the following sentences using infinitives in place of coloured words or phrases. Make necessary changes:**

1. Give me something **that I can drink**.

---

2. Work is so important **that it should not be neglected**.

---

3. He has some loan **that he must pay**.

---

4. She arrived early so that **she could watch us play**.

---

5. He has two kids whom **he must look-after**.

---

### An infinitive can be used

1. As the subject of the verb in a sentence.

*Example* : (i) **To tell** a lie is wrong.

(ii) **To err** is human.

2. As the object of a preposition.

*Example* : (i) The rain is about **to start**.

(ii) I am about **to go** now.

(iii) The concert is about **to end**.

In the above sentences, **to start** and '**to go**' are the objects to the preposition '**about**'.

3. As the object of the verb in a sentence.

*Example* : (i) I want **to play**.

(ii) She wants **to learn** English.

4. As the object of the verb but it also takes an object of its own.

*Example* : (i) He expects **to complete** the work.

5. As the object of the verb and also be modified by an adverb.

*Example* : (i) Many of the people prefer **to speak** softly.

6. As the subject of the verb but it also takes object of its own.

*Example* : (i) **To respect** our elders is our duty.



### EXERCISE

**B. Join the following sets of sentences using infinitives :**

1. He is very ill. He cannot continue work right now.

---

2. Did you remember ? You had to pay the money.

---

3. He is going to market. He will buy some vegetables.

---

4. I heard of his loss. I was sorry for that.

---



5. She wants to help old people. This is her greatest desire.

---

### Bare Infinitive

We often use infinitive without the word 'to'. A *bare infinitive* is not used with 'to'. It consists of only the verb.

#### Look at the following uses where we do not use 'to' with the infinitive :

1. After verbs of preposition like find, watch, hear, see, observe, notice, etc.

**Example** : (i) I heard him sing.  
(ii) I saw him go.

2. After verbs like make and let.

**Example** : (i) Let her do this work.

3. As a complement to some expressions. Some expressions in English are always followed by a bare infinitive. Some of them are 'rather', 'had better', 'had rather', etc.

**Example** : (i) I would rather starve than beg.

4. With modals.

**Example** : (i) He may not come today.  
(ii) The boy may go.

5. After the conjunction 'but'

**Example** : (i) My father did nothing but rest.  
(ii) She wanted nothing but peace.



2. **Participles** : A participle is a verb that ends in 'ing' or 'ed' and is used both as a verb and an adjective. Participles can be present participle (**ing form**) or past participles (**ed/en form**) or perfect participles (**having + past participle**).

(a) Since a participle is partly a verb and partly an adjective, it has some of the force of both. It is **a verbal adjective**.

**Example** : (i) We saw a boy, **painting** his wall.  
(ii) **Noticing** his strange behaviour, **we** moved away.

The words in bold in the above sentences are present participle that have been used as verbs and as adjectives connected to the noun and pronoun.

(b) Present participle forms of verbs always end in *-ing*. Such words represent actions that are going on, or are incomplete.

(c) Participles are verb-adjectives and as such they should be attached to a noun or a pronoun.

**Example** : **Crying** with pain, the young girl sat down.  
(‘Crying’ is attached to the noun girl)

However exceptions are possible.

- Example** : (i) **Taking** all complaints into consideration, this is the best way.  
(ii) Generally **speaking**, their workers had only one main problem.

## EXERCISE

### C. Fill in the blanks using the present participle form of the verbs given in the help-box :

forget, scream, talk, speak, make, weep, shine, shout

- \_\_\_\_\_ to lock the cupboard the girl fell asleep.
- Her mother had a \_\_\_\_\_ diamond bracelet.
- \_\_\_\_\_ softly, she discussed her problem.
- We heard a sound \_\_\_\_\_ in the back stage.
- \_\_\_\_\_ loudly, the students ran to the classroom.
- \_\_\_\_\_ himself comfortable he sat down to work.
- \_\_\_\_\_ bitterly, she told the story.
- \_\_\_\_\_ to himself, the man started his work.



### Look at the following sentences—

- (i) The **piercing** scream was heard.
- (ii) The **chirping** birds flew.

The participles in the above sentences have been used simply as qualifying adjectives. They are known as **participle adjectives**.

- (i) **Perfect participles** represent an action as completed sometime in the past.

**Example** : (i) Having completed his work, he felt relaxed.

- (ii) Having gone that far, he wished to stay for few days.

**3. Gerund** : The Gerund is a verb that ends in ‘-ing’ and is used as a verb as nouns and verbs. It may be the subject, the complement or the object of a sentence or the object of a preposition.

### Now look at the following sentences how the -ing words are used in these sentences.

**Example** : (i) **Wrestling** is a popular game.

(Subject of the sentence)

- (ii) I enjoy **eating** cake.

(object of the sentence)

In the above mentioned sentences, the **ing words** function like **nouns**. However, all these words are derived from verbs.

◀ When the -ing form of the verb is used as a noun in a sentence, we call it the **Gerund**.

## Uses of Gerund

1. As the subject of a verb.

**Example** : (i) **Cutting** of trees is banned.

2. As the object of a transitive verb.

**Example** : (i) Those boys enjoy racing.

3. As the object of a preposition.

**Example** : (i) She was asked a reason for coming late.

4. As the complement of a verb.

**Example** : (i) My favourite pastime is playing video games.

5. As an absolute phrase, independent of the main clause.

**Example** : (i) Playing football is his passion, he devotes a lot of time on it.



## EXERCISE

### D. Fill in the blanks with –ing form of the verbs given below :

put, collect, write, listen, make, plan, read, walk, run, sleep

- \_\_\_\_\_ pressure on children is not good.
- \_\_\_\_\_ improves our language.
- \_\_\_\_\_ for future is very important.
- His hobby is \_\_\_\_\_ coins.
- \_\_\_\_\_ to music relaxes our mind.
- \_\_\_\_\_ is also good for our health.
- \_\_\_\_\_ in the morning is good for health.
- \_\_\_\_\_ is a skill.
- \_\_\_\_\_ away from problems is not a solution.
- \_\_\_\_\_ fun of others is a bad habit.

## LET'S BEGIN

An adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. An adverb indicates manner, time, place, cause, or degree and answers the questions such as 'how', 'when', 'how much'.

## ADVERBS

An *adverb* is a word that adds something more to the meaning of a verb. An adverb modifies a verb, an adjective or another **adverb**.

- Example** : (i) Rani sings **sweetly**.  
(ii) Mohan came **yesterday**.  
(iii) The moon shines **everywhere**.



## EXERCISE

## A. Fill in the blanks with suitable adverbs:

1. He is \_\_\_\_\_ late for his office.
2. This question is \_\_\_\_\_ difficult.
3. He visits her brother \_\_\_\_\_.
4. Meera left for America \_\_\_\_\_.
5. They are living in this city \_\_\_\_\_.
6. \_\_\_\_\_ did you manage this ?
7. She laughed \_\_\_\_\_.
8. I was \_\_\_\_\_ thin.

## Kinds of Adverbs

There are many kinds of adverbs :

1. Adverbs of Time
2. Adverbs of Place
3. Adverbs of Degree
4. Adverbs of Manner
5. Adverbs of Frequency

6. Relative Adverbs

7. Interrogative Adverbs

1. **Adverbs of Time** : *Adverbs of time* point out the time of an action and answer the question **'when'**. Some *adverbs of time* are 'before', 'ago', 'since', 'yesterday', 'today', 'now', 'then', 'yet', 'till', 'already', 'soon', 'early', 'late', 'nowadays', etc.

**Example** : (i) He came to this school **yesterday**.

(ii) You are very **late**.

(iii) He comes here **daily**.

(iv) She left **early**.

## EXERCISE

**B. Fill in the blanks with the correct Adverb of time :**

1. Pratibha came to this school \_\_\_\_\_.
2. She came \_\_\_\_\_.
3. You come to this village \_\_\_\_\_.
4. \_\_\_\_\_ I'm going to the market.
5. He comes here \_\_\_\_\_.



2. **Adverb of Place** : *Adverbs of place* indicate where the action takes place and answer the question—**'where'**. Some *adverbs of place* are **near, far, away, here, there, everywhere, nowhere, in, out, up, down, beside, below, above**, etc.

**Example** : (i) He lives **there**.

(ii) She fell **down** on the road.

(iii) We looked for her **everywhere**.

(iv) Children are **away** for a few days.

(v) My parents have gone **out**.

## EXERCISE

**C. Complete these sentences with any / any body / anything / any where / ever / hardly :**

1. It kept raining throughout our stay at Shimla we could not go \_\_\_\_\_.
2. I am quite interested in plays, but I \_\_\_\_\_ watch a movie.
3. We found the Hotel almost empty. There was \_\_\_\_\_ staying there.
4. Have you read these books \_\_\_\_\_?
5. I did not think I would continue with my new job. There is \_\_\_\_\_ to do.
6. Floods have badly affected rail traffic, \_\_\_\_\_ train is on time.

3. **Adverbs of Degree** : **Adverbs of degree** are also called **intensifiers**. They answer the question— 'how much' ? Some *adverbs of degree* are **enough, entirely, extremely, hardly, really, very, too, almost, only, quite, so**; etc.

- Example** : (i) He is **quite** strong.  
(ii) Anuj plays the harmonium **quite** well.  
(iii) I **really** do not want to eat.  
(iv) She was **almost** angry.  
(v) The cup is **nearly** full.



## EXERCISE

### D. Fill in the blanks with suitable adverbs of degree :

1. The teacher is \_\_\_\_\_ pleased.
2. He is \_\_\_\_\_ clever.
3. I \_\_\_\_\_ make sure that tomorrow will be holiday.
4. I am \_\_\_\_\_ sorry.
5. The glass was \_\_\_\_\_ full.

4. **Adverbs of Manner** : *Adverbs of manner* tell us how the action took place or the manner in which it took place. Some *adverbs of manner* are **easily, badly, gladly, smartly**, etc.

- Example** : (i) The army fought **bravely** in the battle.  
(ii) Neha writes a letter **neatly**.  
(iii) Peter acted **wisely**.  
(iv) She worked the whole day **honestly**.  
(v) He spent all her wealth **foolishly**.

## EXERCISE

### E. Fill in the blanks with the suitable adverbs of manner :

1. Have you seen John \_\_\_\_\_?
2. He ate the chocolate cake \_\_\_\_\_.
3. Sachin plays cricket \_\_\_\_\_.
4. Radhika is walking \_\_\_\_\_.
5. She worked \_\_\_\_\_.



5. **Adverbs of Frequency** : *Adverbs of frequency* show the frequency of the action and answer the question— **how often**? Some *adverbs of frequency* are **never, always**, etc.

- Example** : (i) I can **never** forget this time.  
(ii) He **always** speaks the truth.



- (iii) He runs on the road **daily**.
- (iv) I had **often** reached the station when the train started.
- (v) He **always** sleeps in the day.

## EXERCISE

### F. Fill in the blanks with the suitable adverbs of frequency :

1. You visited us \_\_\_\_\_.
2. I met him two \_\_\_\_\_.
3. Puneet reads the whole book \_\_\_\_\_.
4. I had \_\_\_\_\_ reached the station where the train started.
5. I \_\_\_\_\_ sleeps at night.

6. **Relative Adverbs** : *Relative adverbs* like relative pronouns refer back to their antecedent. Some *relative adverbs* are **where, why, when**, etc.

**Example** : (i) This is the house **where** I studied.

(ii) We went back to the city **where** he belonged.

(iii) This is the reason **why** I left.

(iv) Do you know the time **when** the Punjab Mail arrives?

(v) I remember the house **where** I was born.

## EXERCISE

### G. Fill in the blanks with the help of adverbs of relative :

1. He left for school at nine \_\_\_\_\_ it was already late.
2. Tell me the place \_\_\_\_\_ he was born.
3. You know \_\_\_\_\_ he came here.
4. This is the point \_\_\_\_\_ I left.
5. This is the college \_\_\_\_\_ I studied.

7. **Interrogative Adverbs** : *Interrogative adverbs* are used to ask questions about time, manner and place. Some *interrogative adverbs* are **how, when, how many, where, since, how long, how much**, etc.

**Example** : (i) When will you go to Delhi?

(ii) How are you weeping?

(iii) How did you find this shop?

(iv) Where did he come?

(v) How are you today?

## EXERCISE

### H. Fill in the blanks with the suitable interrogative adverbs :

1. \_\_\_\_\_ were you sad?
2. \_\_\_\_\_ are you running?
3. \_\_\_\_\_ will you free?
4. \_\_\_\_\_ coins are there?
5. \_\_\_\_\_ will you come?



### Comparison of Adverbs

Similar to degrees of *comparison in adjectives*, *adverbs* also have degrees of **comparison-positive comparative and superlative**.

**Example** : (i) Shobha writes neatly. (**positive**)

(ii) Her sister writes more neatly than Shobha. (**comparative**)

(iii) Their brother writes the most neatly. (**superlative**)

1. We form the comparative and the superlative forms by adding **-er** and **-est** respectively to the positive degree of most adverbs.

**Example** : (i) Hard — harder — hardest

2. We also form the comparatives, superlatives by adding **more** and **most** respectively to the positive degree of many adverbs.

**Example** : (i) Cheerfully — more cheerfully — most cheerfully.

3. Some adverbs form the comparatives and the superlatives in an irregular way.

**Example** : (i) Well — better — best

## EXERCISE

### I. Fill in the blanks with appropriate degree of comparison :

1. He plays \_\_\_\_\_ in the team. (**better, best**)
2. She walks \_\_\_\_\_. (**slow / very slowly**)
3. You could have done the work \_\_\_\_\_ than this. (**good / better**)
4. She paints \_\_\_\_\_. (**well / better**)
5. If you work \_\_\_\_\_ you will get success. (**hard / harder**)
6. She will come \_\_\_\_\_. (**latest / later**)
7. They drove the car \_\_\_\_\_ to reach there. (**fast / fastest**)
8. She accepted the gift \_\_\_\_\_ ever. (**cheerfully / more cheerfully**)

### Position of Adverbs

1. The adverbs of manner, time and place are placed after transitive verbs or after the object if the verb is transitive.

- Example** : (i) She completed the work **quickly**. (manner)  
(ii) Put the mug **here**. (place)  
(iii) Drive the car **carefully**. (manner)  
(iv) They started **late**. (time)

2. Adverbs of frequency and degree are placed between the subject and the verb if the sentence contains only one verb.

**Example** : She **always** meets people in the morning. (frequency)

3. Adverbs are also placed after the first auxiliary or helping verb if the verb consists of more than one word.

**Example** : Her relatives have **just** reached.

4. When an adverb modifies an adjective or another adverb, it usually comes before the word it modifies.

**Example** : It is **rather** a tiring day.

Adverbs are placed after the forms of the verb **be** (*am, is, was, were*)

## EXERCISE

### I. Fill in the blanks with the correct adjective from the box given below :

eight, which, muddy, blind, little, this, enough, handsome, large, each

1. Rahim is poor. He hasn't \_\_\_\_\_ money.
2. The thin beggar raised his \_\_\_\_\_ hand.
3. Look at the \_\_\_\_\_ sky. It is going to rain.
4. There is only a \_\_\_\_\_ water left in the bottle.
5. There are \_\_\_\_\_ pints in a gallon.
6. \_\_\_\_\_ child got his share.
7. Rajesh is a \_\_\_\_\_ man.
8. \_\_\_\_\_ pen is lost?
9. \_\_\_\_\_ pen is mine.
10. This is a \_\_\_\_\_ house.



# PREPOSITION AND PREPOSITIONAL PHRASES

# 9

## LET'S BEGIN

A preposition is a part of speech which is used to show the relation of one noun or pronoun to another in a sentence and is usually placed before the word which expresses the object of the relation.

### PREPOSITION

A *preposition* is a word that joins nouns, pronouns, or phrases to other words in a sentence.

- Example :**
- (i) There is a cow **in** the field.
  - (ii) Put the book **on** the table.
  - (iii) Japan is famous **for** its electronics.
  - (iv) She met **before** class.
  - (v) The frog jumped **into** the river.



1. It usually shows the relationship of those words or phrases with other word in the sentence with regard to space, time or reason.
2. A preposition usually comes before a noun often. However, a preposition does not come directly before a noun as there may be determiners or adjectives between them.
3. When the object is the Relative pronoun **that**; or an interrogative pronoun or a Relative pronoun, which is not given but understood, Preposition comes after the word it governs; as—

- Example :**
- (i) What are you looking **at**?
  - (ii) Here is the watch that you asked **for**.
  - (iii) What are you thinking **of**?
  - (iv) Which of these chairs did you sit **on**?

### EXERCISE

#### A. Fill in the blanks with suitable prepositions :

1. My clothes are \_\_\_\_\_ the cupboard.
2. We met her \_\_\_\_\_ the function.
3. The monkey jumped \_\_\_\_\_ the river.
4. We went \_\_\_\_\_ meet his mother.
5. Did you hear \_\_\_\_\_ them?
6. The book fell \_\_\_\_\_ the rack.

7. He completed his work \_\_\_\_\_ one year.
8. People lost their homes \_\_\_\_\_ floods.

**Object :** The noun that comes after the preposition and before the noun or pronoun is called the *object* of the preposition.

The nouns or pronouns that are used with a preposition can have more than one object.

The preposition tells us the relation of its object to other words in the sentence. In fact, the word preposition means pre-position because it comes before a noun or a pronoun.

### Kinds of Preposition



1. Simple Prepositions
  2. Compound Prepositions
  3. Complex Prepositions
1. **Simple Prepositions :** These are used with verbs that require an object to complete their meaning.

- Example :** (i) She jumped **off** the wall.  
(ii) The cat is **under** the table.  
(iii) Radha is living **at** Saharanpur.  
(iv) He went **to** Allahabad **by** bus.  
(v) I will go **to** market **with** mother.

### EXERCISE

#### B. Fill in the blanks with simple prepositions :

1. Would you like to go \_\_\_\_\_ the cinema tonight?
2. No, thanks. I was \_\_\_\_\_ the cinema yesterday.
3. There is a bridge \_\_\_\_\_ the river.
4. He went \_\_\_\_\_ his friend's house.
5. She arrived \_\_\_\_\_ Mumbai for the celebrations.
6. I'm going to stay \_\_\_\_\_ home this weekend.
7. \_\_\_\_\_ my wall, there are many picture postcards.
8. Who is the person \_\_\_\_\_ this picture?
9. We are going \_\_\_\_\_ holiday next week.
10. She's going to travel \_\_\_\_\_ Europe this summer.



2. **Compound Prepositions :** When two or more words are combined to form one single preposition, we have a compound preposition; such as **into, across, outside, inside, beneath, behind, below, before, after, within**, etc. Sometimes *compound prepositions* may be formed by putting a

preposition before a noun, an adverb or an adjective. At other times, it may be a combination of two prepositions.

- Example** : (i) He is hiding **behind** the door.  
(ii) The boy jumped **into** the pool.  
(iii) The cat sat **under** the tree.  
(iv) I will read this book **within** a day.  
(v) My father went **outside** from here.



## EXERCISE

### C. Fill in the blanks with compound prepositions :

1. He had to retire \_\_\_\_\_ (as/because of) ill health.
2. She parked her car right \_\_\_\_\_ (in front of/after) mine.
3. You should do something \_\_\_\_\_ (unless/instead of) talking about it all the time.
4. They did not postpone the match \_\_\_\_\_ (instead of/in spite of) the rain.
5. The circus clown is sitting (next to/near) her.
6. I noticed an airplane \_\_\_\_\_ (across/above) the cloud.
7. The sheep are \_\_\_\_\_ (outside/along) the fence.
8. I go jogging every day \_\_\_\_\_ (thereafter/after) work.
9. Amresh went to school \_\_\_\_\_ (without/beside) his books.
10. Deeksha sat (beyond/underneath) the tree \_\_\_\_\_ (of/for) some rest.

3. **Complex / Phrase Prepositions** : When a group of words does the work of a single preposition, it is called a **complex** or **phrase preposition**. Some are because of, due to, except for, according to, regardless to, contrary to, prior to.

### Many words prepositions or phrase prepositions are :

inspite of, in addition to, by means of, in place of, on behalf of, by way of, in front of, in accordance with, in relation to, In line with, for the sale of, with a view to, with reference to, with regard to, in order to, In favour of, in course of, on account of, by reason of, by virtue of, etc. are phrase prepositions.

- Example** : (i) **In course** of time he saw his mistake.  
(ii) He died fighting **on behalf** of his country.  
(iii) **By reason** of his persevere attitude, he estranged his best friends.  
(iv) There is a big tree **in front** of his house.  
(v) **By means** of rope and ladders they scaled the wall.  
(vi) **In course** of his researches he met with many difficulties.



(vii) He abdicated the throne in **favour** of his eldest son.

(viii) He could not attend the school **because** of his father's serious illness.

## EXERCISE

### D. Complete the following sentences using suitable phrase prepositions :

1. The dog ran \_\_\_\_\_.
2. The river flows \_\_\_\_\_.
3. He is afraid \_\_\_\_\_.
4. I shall do it \_\_\_\_\_.
5. I am tired \_\_\_\_\_.
6. I am sorry \_\_\_\_\_.
7. I have been working hard \_\_\_\_\_.
8. Do not cry \_\_\_\_\_.



According to the function, prepositions may be divided into four categories.

1. **Prepositions of Place.**
2. **Prepositions of Time.**
3. **Preposition of Direction / Movement.**
4. **Preposition of Cause and Purpose.**

Three frequently used prepositions in English language are **in, on, at**. These three prepositions can be used as preposition of time as well as preposition of place.

1. **Prepositions of Place** : Preposition of place tells us **where** something is. Look at the following sentences where prepositions **at, on** and **in** have been used as *prepositions of place*.

- *a particular address* –  
They lived **at** 5 MG Road.
- *Before the name of a place.*  
We waited **at the** station.
- *an enclosed place.*  
The books are **in** the cupboard.
- *a large area like a city or town.*  
They live in Jaipur **in** Rajasthan.
- *a surface.*  
The vase is **on** the table.
- *before the names of roads.*



This dress is bought from a showroom **on** the Boundary Road.

2. **Prepositions of time** tell us **when**. The *prepositions* **at, on** and **in** can also be used to indicate time.

### At

- *a specific point in time.*

We have our class **at** 4 pm.

- *with names of festivals.*

Will you come **at** Holi ?

### In

- *a period of time – minutes, hours.*

They will reach here **in** one hour.

Complete your work **in** ten minutes.

- *season / month /year*

**In** winter, it is difficult to work.

I will get my report card **in** June.

I graduated **in** 2008.

- *time of day*

We have snacks **in** the evening.

- *a particular day*

### On

We were working **on** Sunday.

He will give the speech **on** the Independence Day.

Time can be indicated by a few other prepositions as well :

**From, for, since, by, after, before, within, till, during,** etc.

**Example** : (i) I will pay his money **within** a month.

(ii) **During** summer, it becomes very difficult to stay here.



## EXERCISE

### E. Fill in the blanks with appropriate prepositions of place and time :

1. Someone is waiting \_\_\_\_\_ the gate.
2. She finished the school \_\_\_\_\_ 2009.
3. You can expect me \_\_\_\_\_ few days.
4. He is standing \_\_\_\_\_ the room.
5. You can meet him \_\_\_\_\_ one o'clock.

- 6. There is a beautiful picture \_\_\_\_\_ the wall.
- 7. We all had food \_\_\_\_\_ his departure.
- 8. Her slippers are \_\_\_\_\_ the bed.

3. **Prepositions of direction or movement** : Preposition of movement or direction also tell us where but usually indicate direction such as **to, at, through, into, over, under, up, down, towards**, etc.

- Example** : (i) The plane flew **over** that building.  
(ii) We went **to** the Fun Park.

Movement or direction can be indicated by a few other prepositions; as— **off, round, into**, etc.

4. **Prepositions of cause and purpose** : When we use prepositions such as **through, for, of, by, with, on account of**, etc in certain ways; denote cause or purpose.

- Example** : (i) They need money **for** meeting.  
(ii) She could not attend the meeting **on account of** her illness.

### EXERCISE

**F. Underline the prepositions. Also name the prepositions in the following sentences and tell the word which each governs :**

- 1. Old Mother Hubbard went to the cupboard. \_\_\_\_\_
- 2. The lion and the unicorn fought for the crown. \_\_\_\_\_
- 3. She sat by the fire and told me a tale. \_\_\_\_\_
- 4. Such a number of rocks came over her head. \_\_\_\_\_
- 5. I can never return with my poor dog. \_\_\_\_\_
- 6. He worked and sang from morn till night. \_\_\_\_\_
- 7. They rise with the morning lark and labour till almost dark. \_\_\_\_\_
- 8. "Will you walk into my parlour ?" said the spider to the fly. \_\_\_\_\_

## LET'S BEGIN

Conjunctions make our writing (or speech) fluent. Text which flows, appeals to an audience, be it readers or listeners, is more than text which is abrupt and disjointed.

## CONJUNCTIONS

*Conjunction* is a word that is used to join words, group of words or sentences. The most common conjunctions are **and, but, yet, or, so, for**, etc.

### Kinds of Conjunctions

There are three kinds of conjunctions :

1. Coordinating Conjunctions.
2. Subordinating Conjunctions.
3. Correlative Conjunctions.



1. **Coordinating Conjunctions** : The conjunction used to join two independent sentences or two statements of equal importance is called a **coordinating conjunction**.

A coordinating conjunction usually comes between the words, phrases and clauses they join. Some commonly used coordinating conjunctions are **yet, so, nor, or, but, for, and**, etc.

**Example** : (i) She is intelligent **but** lazy.

(ii) Mohan was late **so** he decided to cancel the trip.

**Functions of coordinating Conjunctions** : *Coordinating conjunctions* perform various functions, such as—

- a. They express opposition or contrast between two statements.

**Example** : (i) She is fast, **but** her work is perfect.

(ii) They were tired **yet** they worked whole day.

- b. They add one statement to another.

**Example** : (i) He likes bread **and** butter.

(ii) I went to the market **and** bought some fruits.

- c. They express a choice between two alternatives.

**Example** : (i) You must eat **or** you will fall ill.

(ii) **Either** she will come here **or** will go to pick her up.

d. They add statements expressing an interference.

**Example** : (i) She is not well **so** she has taken leave.

## EXERCISE

### A. Join and rewrite the following sentences using coordinating conjunctions :

1. He was ill. He went to the doctor.

---

2. He is a doctor. He likes music.

---

3. I was angry. I did not reveal my feelings.

---

4. She likes tea. She likes coffee.

---

5. The restaurant was expensive. The food was not good.

---

6. She is not intelligent. She writes well.

---

7. Our trip was cancelled. We watched the movie.

---

2. **Subordinating Conjunctions** : *Subordinating conjunction* joins a subordinate clause to a main clause. Some common *subordinating conjunctions* are **if, because, since, that, till until, unless, when, where,** etc.

**Example** : (i) I will be happy *if* you will also come.

(ii) *Because* I was late, I was punished badly.

(ii) Subordinating conjunctions show relationship between two clauses, so either the main clause or the subordinate clause can come first.

**Example** : (i) **Although** we were tired, we continued walking.

(ii) We continued walking **although** we were tired.

(iii) Some more subordinating conjunctions are **after, although, as, before, how, once, though, than, whether, wherever, and while.**

(vi) Subordinate conjunctions introduce a subordinate clause in a complex sentence.

(v) A subordinate clause cannot stand on its own. It is dependent on the main clause.

### Subordinating conjunctions are of the following types :

a. **Subordinating Conjunctions of Time** : These *conjunctions* indicate when an action happened.

**Example** : (i) She will leave **after** the rain stops.

(ii) He will come here **when** I will come back.

- b. Subordinating Conjunctions of Place :** These *conjunctions* tell us where an action happened.
- Example :** (i) You can keep your things **wherever** you want.  
(ii) They can wait **where** they are standing.
- c. Subordinating Conjunctions of Manner :** These *conjunctions* tell us how an action takes place.
- Example :** (i) He attempted the exam **as if** he is very intelligent.  
(ii) They did everything **as** they were instructed to do.
- d. Subordinating Conjunctions of Result :** These *conjunctions* tell us that one idea is the result or consequence of another.
- Example :** (i) The road had so heavy traffic **that** we become worried.  
(ii) **Such** was the situation, **that** we become worried.
- e. Subordinating Conjunction of Comparison :** These help us to compare two persons or things.
- Example :** (i) He is **as** clever **as** his friend.  
(ii) She is more intelligent **than** her brother.
- f. Subordinating Conjunctions of Purpose :** These introduce the purpose or an objective of an action expressed in the main clause.
- Example :** (i) They work hard day and night **so that** they can lead a good life.  
(ii) We work hard **so that** we may get good marks.
- g. Subordinating Conjunctions of Contrast/Concession :** These *conjunctions* introduce conditions or events that are different from what is expected.
- Example :** (i) He has not given up work **though** he knows no benefit is there in future.  
(ii) **Although** I arrived on time, they left before me.
- h. Subordinating Conjunctions of Condition :** These conjunctions describe the conditions under which something may or may not happen.
- Example :** (i) You will lose the job **if** you will remain absent.  
(ii) You have to work hard **whether** it is possible or not.
- i. Subordinating Conjunctions of Reason :** These *conjunctions* introduce the cause or explanation of an action expressed in the main clause.
- Example :** (i) I cannot ignore him **because** he is my brother.  
(ii) We were forgiven by our teacher **since** we promised not to repeat our mistake.

## EXERCISE

### B. Join the following sentences using subordinating conjunctions and rewrite them :

- The teacher came into the classroom. All the boys were dancing.
- 

- I found this puppy. I was walking in the park.
-



3. He field in the examination. He did not learnt well.

---

4. She finished her work first. She started late.

---

5. I had left office. Your letter arrived afterward.

---

6. You will not get anything. You must reach early.

---

7. It is very simple. Even a child can understand it.

---

8. He is leaving. We are giving her farewell.

---

3. **Correlative Conjunctions** : *Correlative conjunctions* are conjunctions that are always used in pairs such as either or, neither nor, not only but also, both and, whether or, etc..

**Example** : (i) She can **neither** sing **nor** dance.

(ii) She gave the speech **so** fast **that** I could not understand anything.

**Note** : **Correlative conjunctions join two equivalent sentences.**

## EXERCISE

### C. Fill in the blanks with suitable compound or correlative conjunctions :

1. The flood \_\_\_\_\_ damaged the houses \_\_\_\_\_ the crops.
2. The students were \_\_\_\_\_ appreciated \_\_\_\_\_ rewarded by the principal.
3. I am angry with you \_\_\_\_\_ with them.
4. He spoke \_\_\_\_\_ well \_\_\_\_\_ I was amazed.
5. \_\_\_\_\_ my father \_\_\_\_\_ my mother are worried about me.
6. He behaves \_\_\_\_\_ he is the owner of that house.
7. She \_\_\_\_\_ bought a vase \_\_\_\_\_ a bouquet of red roses.
8. I invited her \_\_\_\_\_ her friends.



# ARTICLES AND DETERMINERS

# 11

## LET'S BEGIN

An article comes before a noun that signifies the type of arrangement being made by the noun. In the English language, articles are: **the**, **a** and **an**.

### DETERMINERS

*Determiners* are words that specify a noun and point at it.

*Example* : **any**, **some**, this, that, my, your, each, etc.

### Kinds of Determiners

1. Articles
2. Demonstratives
3. Possessives
4. Distributives
5. Quantifiers
6. Interrogatives



1. **Articles** : The words '**a**' or '**an**' and '**the**' are called **articles**. They come before nouns.

- Example* : (i) Raman is **an** intelligent boy.  
(ii) You are **a** good boy.  
(iii) **The** earth moves round the sun.

**There are three articles a, an and the :**

**A or An** : **a** or **an** are called **indefinite articles** because they usually tell about indefinite nouns.

*Example* : (i) A doctor, (that is any doctor), an umbrella, etc.

**The** : **The** is called **definite article**, because it normally points out some particular person or thing.

*Example* : (i) He saw **the** doctor, (meaning some particular doctor) standing there.

### Uses of A or An

- (i) The indefinite article is used before singular, countable nouns.

*Example* : **A** book, **an** apple, **an** orange, **a** girl.

- (ii) The choice between **a** and **an** is **determined by** sound. Before a word beginning with a vowel sound, **an** is used.

*An* ass, *an* enemy, *an* inkpot, *an* orange, *an* hour, *an* umbrella, *an* honest man, *an* heir, etc.

(iii) Before a word beginning with a consonant sound, **a** is used.

**Example** : (i) **A** one rupee note, **a** one eyed man.

(Because **one** begins with the consonant sound of **w**)

Some native speakers use **an** before, words.

beginning with '**h**' if the first syllable is not stressed.

**Example** : (i) **An** hotel (more common— a hotel), **An** historical building (more common - a historical building).

## EXERCISE

**A. Use the articles correctly in the following sentences and rewrite them in the given space :**

1. Mohan is an manager.

---

2. Goat and an monkey were friends.

---

3. He has an metal ring?

---

4. Iron is an precious metal.

---

5. A African and an European were the members.

---

6. Sona is a best girl in the class.

---

7. Ramayan is a interesting book.

---

8. Only few people attend the meeting.

---

## Use of Definite Article — 'The' is used

1. When we talk about a particular person or thing or one already referred to (that is when it is clear the context which one we mean)

**Example** : (i) **The** book you want is out of print.

(ii) Let us go to **the** park near your house.

(iii) **The** girl cried who lives in our neighbourhood.

2. When a singular noun is meant to represent a whole class.

- Example** : (i) **The** cow is a useful animal.  
(ii) **The** horse is a noble animal.  
(iii) **The** banyan is a kind of big tree.  
(iv) **The** cat loves comfort.

3. The two nouns **man** and **woman** can be used in a general sense without either article.

- Example** : (i) Man is the only animal that has power to think.

But in present day English. A man and a woman (or men and women) are more useful.

- Example** : (i) A woman is more sensitive than a man.

4. Before some proper names,

- Example** : (i) Oceans and seas — the Pacific, the Black Sea  
(ii) Rivers — The Ganga, the Yamuna, the Nile  
(iii) Canals — The Suez Canal  
(iv) Deserts — The Sahara  
(v) Groups of islands — The West Indies  
(vi) Mountain ranges — The Himalayas, the Alps  
(viii) Very few names of countries which include words like Republic and Kingdom.



5. Before the names of certain books — The Vedas, the Puranas, the Iliad, the Ramayan, the Geeta  
But we say — Homer's Iliad, Valmiki's Ramayan

6. Before names of things unique of their kind.

- Example** : (i) At last **the** warrior (the warlike or martial spirit) in him was thoroughly aroused.

7. Before a proper noun when it is qualified by an adjective or defining adjectival clause.

- Example** : (i) The Great Caesar : The immortal Shakespeare.  
(ii) The Mr Roy, whom you met last night, is my uncle.

8. With superlatives

- Example** : (i) **The** darkest cloud has a silver lining.  
(ii) This, **the** best book of Elementary Chemistry, is mine.

9. With ordinals —

- Example** : (i) He was **the** first man to arrive.  
(ii) **The** ninth chapter of the book is very interesting.



10. Before musical instruments —

- Example** : (i) He can play **the** flute.

11. Before an adjective when the noun is understood —

**Example** : (i) **The** more they get, **the** more they want.

### Omission of the Article

'The' article is omitted —

1. Before names of substance and abstract nouns. (*i.e. uncountable nouns*) used in a general sense.

**Example** : (i) Sugar is bad for your teeth.  
(ii) Gold is precious metal.  
(iii) Wisdom is the gift of heaven.  
(iv) Honesty is the best policy.



2. Before plural countable nouns used in a general sense.

**Example** : (i) Where are children?

**Note** : Uncountable nouns take 'the' when used in a particular sense (especially when qualified by an adjective or adjectival phrase or clause)

**Example** : (i) Would you pass me **the** sugar?  
(ii) **The** wisdom of Solomon is great ?

3. Before most proper nouns (*except those referred to earlier*) mainly names of people (*e.g.— Ram, Mohan, Shyam*), names of continents, countries, cities, etc (*e.g.— Europe, Pakistan, Shri Lanka, Nagpur*), Names of individual mountains (*e.g.— Mount Everest*), individual islands, lakes, hills, etc.

4. Before language –

**Example** : (i) We are studying English.  
(ii) They speak Punjabi at home.

5. Before names of meals. (used in general sense)

**Example** : (i) What time do you have lunch?  
(ii) Dinner is ready.

6. Before *school, college, university, church, bed, hospital, prison*; when these places are visited or used for their primary purpose.

**Example** : (i) I learnt French at School.  
(ii) We go to church on sundays.  
(iii) He stays in bed till nine every morning.  
(iv) My uncle is still in hospital.

**Note** : 'The' is used with these words, when we refer to them as definite place, building or object rather than to the normal activity that goes on there.

**Example** : (i) **The** school is very near to my house.

(ii) **The** bed is broken.

7. Before names of relations like father, mother, brother, sister, aunt, uncle and also cook and nurse

**Example** : (i) Father has returned.

(ii) Cook has given notice.

8. Before predicatives nouns denoting a unique position; i.e.— a position that is normally led at one time by one person only.

**Example** : (i) He was elected chairman of the board.

(ii) Mr. Banerji became principal of the college in 1995.

9. In certain phrases consisting of a preposition followed by its object.

**Example** : (i) to catch fire, to take breath, to give battle, to cast anchor, to send word, to set sail, to set foot, to leave home, etc.

10. In certain phrases consisting of a preposition followed by its object.

**Example** : (i) at home, in hand, by day, by night, at sunrise, at noon, at sunset, on foot, on desk, at dinner, at ease, underground, above ground, by land, by water, by river, by train, by steamer, at sight, on demand, etc.

2. **Demonstratives** : We use words like **this, that, these, those** as *demonstratives*, they are also **determiners**.

(a) **This** refers to singular nouns that are close by.

**These** is used before plural nouns that are close by.

**Example** : (i) **This** glass has to be washed.

(ii) **These** glasses have to be washed.

(b) **That** is used before singular nouns that are farther away (at a distance).

**Those** is used to point at plural nouns that are at a distance.

**Example** : (i) **That** painting is very beautiful.

(ii) **Those** paintings are very beautiful.

3. **Possessives** : My, our, their, your, his, her and its are possessives.

**Example** : (i) **Their** school is closed now.

(ii) **Your** books are dirty.

(iii) The car is big. I think **its** colour is too bright.

4. **Distributives** : Either, neither, each, and every are distributives.

**Example** : (i) **Neither** team was well prepared for the match.

(ii) **Each** child was in proper uniform.



5. **Quantifiers** : **Any, some, much, many, several** and **a lot of** are quantifiers.

**Example** : (i) **Some** children have come to meet you.

(ii) Do you have **some** money?

(iii) There is not **any** milk left in the Pan.

(iv) I spent the **little** money I earned.

(v) **Many** supporters were celebrating the team's victory.

6. **Interrogatives** : **What, which,** and **whose** are interrogatives.

**Determiners** which are used to ask questions are called **interrogatives**. They can be used before any kind of nouns and are words like what, which, how many and how much.

**Example** : (i) Which book do you read?

(ii) Whose bags are lying outside?

## EXERCISE

### B. Fill in the blanks with suitable articles :

1. We are going to \_\_\_\_\_ cinema.
2. Always help \_\_\_\_\_ poor and needy.
3. This is \_\_\_\_\_ African elephant.
4. It was \_\_\_\_\_ interesting idea.
5. I want to become \_\_\_\_\_ actor.
6. She has lost \_\_\_\_\_ hundred rupee note.
7. I met her in \_\_\_\_\_ summers of 1991.
8. Ganga is \_\_\_\_\_ most sacred river of Hindus.



### C. Insert Articles where necessary :

1. Scheme failed for want of support.
2. We started late in afternoon.
3. They never fail who die in great cause.
4. There is a nothing like staying at home for comfort.
5. It is never thankful in office to offer advice.
6. Umbrella is of no avail against thunderstorm.



### D. Fill in the blanks with suitable determiners from the box :

a little, that, the, every, those, his, which, its

1. The bird is sleeping in \_\_\_\_\_ nest peacefully.
2. It was \_\_\_\_\_ day before yesterday when Jane called us.
3. It was so beautiful that anyone could have stayed in \_\_\_\_\_ place forever.

4. The coffee is too strong. Please add \_\_\_\_\_ milk to it.
5. \_\_\_\_\_ decision would be taken by the board of directors from this month onwards.
6. He told \_\_\_\_\_ friend about the incident.
7. \_\_\_\_\_ pen is yours?
8. \_\_\_\_\_ books lying on the table are not required.

**E. Fill in the blanks with either, neither, each and every :**

1. You may buy \_\_\_\_\_ pencil.
2. Both the singers are good, \_\_\_\_\_ of them will finally win.
3. Hoardings have been put up on \_\_\_\_\_ side of the road.
4. \_\_\_\_\_ member of the team was given a prize.
5. \_\_\_\_\_ seat was occupied.



**F. Underline the determiners in following passage. Put them in suitable head in the given table :**

The small village of Sonalpur in the Mysore district of karnataka contains an extraordinary temple built around AD 1268 by the Hoysalas of karnataka. This temple captivates visitors with the beauty and vitality of its detailed sculpture covering almost every inch of the walls, pillars and even ceilings. The entire surface being carved plaques of stone. They are carved of many incarnations of Gods and Goddesses. These carvings also include elephants, horsemen, warriors, musicians and some swans. Each sculptures are unique in itself.

Article	
Demonstrative	
Possessive	
Distributive	
Quantifiers	
Interrogative	

# MODAL AUXILIARIES

# 12

## LET'S BEGIN

Modals are verbs that are used with other verbs to express possibility, permission, obligation, ability, request, offer, command, promise, threat, etc.

### AUXILIARY VERBS

**Auxiliary verbs** are **helping verbs**. They help other verbs to form tenses, voices and moods. They can be **primary auxiliaries** and **modal auxiliaries**. The verbs **be**, **have**, and **do**, are the **primary auxiliaries**.

They are used to form tenses, active and passive, questions and the negatives. They change their form according to the tense, number and person of the subject.

- Example** :
- (i) Rani **is** singing.
  - (ii) They **are** writing a letter.
  - (iii) She **has** worked hard whole week.
  - (iv) I **have** finished my work.
  - (v) Mona **was** reading a book.



### Modal Auxiliaries

**Modal Auxiliaries** : *Modal auxiliaries* are verbs used before ordinary verbs to express different meanings such as permission, possibility, ability, necessity, certainty, obligation, etc. Some of the modal auxiliaries are **can**, **could**, **shall**, **should**, **may**, **might**, **must**, **will**, **would**, **ought to**, and **need to**.

- Example** :
- (i) He **may** come tonight. (possibility)
  - (ii) You are weak in this subject. You **ought to** see a teacher. (advice)
  - (iii) **May** I come in? (permission)
  - (iv) I **need not** go to the market at night. (necessity)

### Use of Modal Auxiliaries

The modals are followed by the main verb and are generally not used alone.

- Example** :
- (i) Mohan **can** read very well.
  - (ii) We **must** reach early.

The main verb that follows a modal must remain in its base form.

**Example** : (i) It **might be** a good decision to leave this place.

(ii) **Would** you like to suggest something?

Modals may be used alone, when they replace a verb group in a sentence. In such cases, the main verb is implied in the context.

**Example** : (i) Radha can cook well. So **can** I.

(ii) Do you go to school regularly? You **should**.

### Use of Can and Could—

- *Can is used to indicate permission.*

**Example** : (i) You can go now.

(ii) Can I say my problem?

(iii) You can take this book.



**Note** : **Can usually suggests potential or ability.**

**Example** : (i) He can solve this question easily.

(ii) Can you speak with me?

- *Could is used to indicate ability in the past.*

**Example** : (i) She could stitch well once upon a time.

(ii) I could have won the race if I was young.

- *Could is used to ask a polite question.*

**Example** : (i) Could you help me in my studies?

(ii) Could I come to spend sometime with you?

- *Could is used as the past tense of can in indirect speech.*

**Example** : (i) Rama said 'I can read Spanish.'

Rama said that she could read Spanish.

(ii) Arun said 'I can help him.'

Arun said that he could help him.



### Use May and Might

- *May is used to express a wish.*

**Example** : (i) May God fulfil your every wish!

(ii) May you always enjoy!

- *May is usually used to request/permission formally.*  
**Example** : (i) May I sit here?  
(ii) May I use your pen?
- *May is used to indicate possibility.*  
(i) They may come for lunch.  
(ii) There may be some rain this afternoon.
- *May suggests a weak possibility and might suggests a very weak possibility in the future.*  
**Example** : (i) The match may be played next week.  
(ii) We might reach soon.  
(iii) He might come to school tomorrow.

## EXERCISE

### A. Rewrite the following sentences using the modals given in brackets :

1. Do you think she is still singing? (could)

---

2. You are permitted to use the ticket. (can)

---

3. Perhaps it is Hema who leaked out the surprise. (might)

---

4. I gave him permission to come by bike. (may)

---

5. You are allowed to walk through this boundary. (may)

---

6. Perhaps it is not going to work. (might)

---

### Use of Will and Would

- *Will is used to talk about the future. We can use shall instead of will with I and we for future actions although. It is much more common to use will.*  
**Example** : (i) Radha will be fourteen next Monday.  
(ii) We will/shall get the pocket money next week.  
(iii) I think it will hurt you.
- *We use, will/would you \_\_\_\_\_? to make requests. Would you \_\_\_\_\_? is more polite than will you \_\_\_\_\_?*

**Example** : (i) Will/would you open the window, please?

(ii) Will/would you pass the newspaper?

- We often say, would you like \_\_\_\_\_? When we offer food or drink.

**Example** : (i) Would you like milk shake?

(ii) Would you like take tea?

### Use of Shall and Should

- Shall is used mostly in the questions. Shall I \_\_\_\_\_? and shall we \_\_\_\_\_?

- We use, shall I \_\_\_\_\_? ( do you want me to \_\_\_\_\_?) to offer to do something for someone.

**Example** : (i) Shall I prepare milk for you?

(ii) Shall I go to market with mother?

- We can also use, shall I \_\_\_\_\_? When we want to know someone's opinion or when we want advice.

**Example** : (i) Which book shall I buy?

(ii) Shall I buy this car?

- We use, shall we \_\_\_\_\_? to ask for and make suggestions.

**Example** : (i) Where shall we go now?

(ii) Shall we go out for a drive?

- We use 'should' to say what is the correct or good thing to do.

**Example** : (i) You should save water.

(ii) I should go out at night.



### EXERCISE

#### B. Fill in the blanks with would or should in the following sentences :

1. Neha \_\_\_\_\_ pay what he owes.
2. I \_\_\_\_\_ like to go on time.
3. You \_\_\_\_\_ be careful while going home.
4. Mona asked me what she \_\_\_\_\_ do then ?
5. \_\_\_\_\_ you please open the door ?
6. \_\_\_\_\_ you mind lending me your pen ?

#### Use of must, ought to, need, dare

1. **Must** is used for strong obligation.

**Example** : (i) He must go there.

(ii) She must tell the truth.



2. **Must** is used for compulsion —

**Example** : (i) You must report the police.

(ii) You must pay attention and follow the rules.

• **Must** is also used to show necessity —

**Example** : (i) We must help the poor.

(i) India must educate girls.

• **Ought to** is used to show moral duty.

**Example** : (i) You ought to obey your elders.

(ii) You ought to complete your work in given time.

• **Ought to** is used for moral obligation or recommendation.

**Example** : (i) You ought to speak carefully to her mother.

(ii) You ought to work sincerely.

• **Ought to** is used for logical deduction.

**Example** : (i) The chairman left for the function. He ought to be here any moment.

(ii) They worked hard whole day. They ought to receive appreciation.



## Need to

(i) **Need** is used for obligation (**in question**)

**Example** : Need I be worried about this?

Need I have to help her?

## Dare

(i) **Dare** shows not afraid of doing something (It is used mostly in questions and negative sentences).

**Example** : Dare not try to argue with me?

How dare you tried to hurt him?

**Dare** & **Need** can also be used both as a normal verb. **Dare** is used with **do/does/did**.

**Example** : (i) Raman dare not sleep alone at night. (**Modal**)

Raman does not dare to sleep alone at night. (**Verb**)

(ii) I need not face the problem. (**Modal**)

Do you need to face the problem? (**Verb**)

## Need not

Need not shows absence of obligation.

- (i) You need not have to do this work any more.
- (ii) They need not want your help.

## Must not

- Example** : (i) We must not play on the road.  
(ii) You must not go out at night.

## Ought not

- Example** : (i) They ought not talk during assembly.



## EXERCISE

### C. Choose the suitable modal/verb from the brackets and fill in the blanks :

1. You do not \_\_\_\_\_ wash the house. (*need to/dare*)
2. You \_\_\_\_\_ report the teacher. (*must not/must*)
3. You \_\_\_\_\_ go tomorrow. (*must not/ needn't*)
4. It was \_\_\_\_\_ for me to take my fan for a repair yesterday. (*must/had to*)
5. You \_\_\_\_\_ finish the work before she arrives. (*must/ought to*)
6. You \_\_\_\_\_ watch T.V so much. (*must not/needn't*)
7. You \_\_\_\_\_ respect your elders. (*need to/ought to*)
8. The chief guest left for the function. He \_\_\_\_\_ reach here any moment. (*need to/ought to*)

### D. Rewrite the following sentences using the given modals. Make suitable changes without changing the meaning :

1. It was her duty to keep her child quite. (*ought to*)
2. What do you want to have tea or coffee. (*would*)
3. It is not necessary for him to come here everyday. (*need not*)
4. He should not hit my mangoes. (*dare not*)
5. Please open the door for air. (*would*)



Read the list of phrasal verbs and their meanings given below. Note the way the meaning changes with the change of preposition or adverb.

Phrasal Verb	Meaning
Put away	tidy up
Put off	postpone
Put forward	suggest
Put in	claim
Put aside	save
Put down	write

### Kinds of Phrasal Verbs

1. Inseparable phrasal verb. *Example* : Fuel supplies are sure to **run out**.
2. Separable phrasal verb.

*Example* : Mother told me to **turn** the television **on**.

In the *first sentence*, the verb and the particle that make up the phrasal verb *run out* are placed next to each other. We cannot see them separately. Such phrasal verbs are called inseparable phrasal verbs.

In the *second sentence*, the noun phrase the television is placed between the verb **turn** and the particle **on**. Such phrasal verbs are called separable phrasal verbs.

### EXERCISE

#### B. Fill in the blanks with separable phrasal verbs given below and complete the sentences :

Turn off, Turn on, Put together, Clean up, Put off

1. \_\_\_\_\_ the radio \_\_\_\_\_.
2. The coach asked the players to \_\_\_\_\_ their efforts \_\_\_\_\_ and win the trophy.
3. Father told me to \_\_\_\_\_ the lights \_\_\_\_\_ before I left room.
4. The manager \_\_\_\_\_ the meeting \_\_\_\_\_ till next week.
5. Mother and Neha planned to \_\_\_\_\_ the kitchen.

#### C. Read the passage given here and underline the phrasal verbs :

The head examiner walked into the examination hall and instructed the students to carry on writing the answers. She looked into the attendance sheet and pulled up students who were wasting time. When the time was up, students were told to hand over the papers and leave. The examiner also walked out with bundles of answer sheets later.

# PHRASES AND CLAUSES 14

## PHRASE

Phrase is a group of words that makes complete sense only when it is a part of a sentence. A phrase does not contain a finite verb.

### Kinds of Phrases

There are three kinds of phrases :

1. Adjective Phrases.
2. Adverb Phrases.
3. Noun Phrases.



1. **Adjective Phrase** : When a group of words, does the work of an adjective in a sentence, we call it an *adjective phrase*.

a. *An adjective phrase modifies a noun and comes immediately after the noun or pronoun it modifies.*

**Example** : (i) The winner wore a chain **made of gold**.

(ii) Rahul is the candidate **with maximum marks**.

b. *An adjective can usually replace an adjective phrase and vice-versa.*

*They were shocked to see their locker was empty.*

**Example** : (i) They were shocked to see an empty locker.

## EXERCISE

**A. Underline the adjective phrases in the following sentences :**

1. He is a person of great courage.
2. A boy in great problem came to me for help.
3. She wore a dress made of silk.
4. A stitch in time saves nine.
5. Nobody likes a person with a bad temper?

2. **Adverb Phrase** : When a group of words does the work of an adverb in a sentence, we call it an *adverb phrase*.

**Example** : (i) The girl eats food **very quickly**. (degree)

(ii) The boy closed the door **with a bang**. (manner)

(iii) Mona lives **in a village**. (place)

(iv) We read comics **for fun**. (purpose)

(v) You should visit the hill station **once in a year**. (frequency)



## EXERCISE

### B. Pick out the adverb phrases in the following sentences :

1. Make yourself at home.  
\_\_\_\_\_
2. It must be done at any price.  
\_\_\_\_\_
3. Come into the play ground, Mohan.  
\_\_\_\_\_
4. She stood on the road at night.  
\_\_\_\_\_
5. She has painted the flowers in a beautiful style.  
\_\_\_\_\_

Study the following adverbs and the adverb phrases that are equivalent to them. Look at the table below.

Adverbs	Adverb phrases
Bravely	In a brave manner, or with bravery
Unwisely	In an unwise manner or without wisdom
Beautifully	In a beautiful style
Formerly	In former times, or once upon a time
Soon	Before very long or at an early rate
There	At that place
Away	To another place
Abroad	To (in) a foreign country

3. **Noun Phrase** : When a group of words does the work of a noun in a sentence, we call it the noun phrase.

**Example** : (i) The heroine had acted in innumerable romantic movies.

- a. Sometimes, a noun phrase can begin with a gerund or a participle.

**Example** : (i) To be a cricket player is his wish. (**participle**)

(ii) Reading books online is a good habit. (**gerund**)

- b. In a sentence, a noun usually acts as the subject or the object of the verb likewise a noun phrase too acts as the subject or the object of the verb in a sentence.

**Example** : (i) I like shining stars. (**object**)

(ii) Playing soccer is an amazing experience. (**subject**)

## CLAUSES

**You have learnt that a clause is a group of words that contains a subject and a finite verb. Some sentences are made up of one clause. Some sentences, are made up of two or more clauses.**

Study the table given below and understand the differences between a phrase, a clause and a sentence.



Phrase	Clause	Sentence
A phrase is a meaningful group of words.	A clause is a meaningful group of words.	A sentence is a meaningful group of words.
It does not make complete sense by itself.	It may or may not be dependent on something else for complete meaning.	It expresses a complete thought.
It has no subject or predicate.	It has a subject and a predicate.	It has a subject and a predicate.
It has no finite verb.	It has a finite verb.	It has a finite verb.

## Main Clauses and Subordinate Clauses

Look at the following sentences :

- (i) I trust her because she always keeps her promise.
- (ii) My brother loves chowmein, which he eats everyday.

- In the first sentence, the subject **I** is followed by the verb **Trust**, and later the subject **she** is followed by the verb **keeps**.
- In the second sentence, the subject **my brother** is followed by the verb **loves** and later we have the subject **he** followed by the verb **eats**.

Each of these sentences contain two subjects and two finite verbs. Therefore each sentence has two clauses.

- (i) I trust her + because she always keeps her promise.
- (ii) My brother loves chowmein + which he eats everyday.

The **first clause** in each sentence makes complete sense on its own and can be used as an independent sentence. Clause which makes complete sense on its own is known as **main clause**.

The second clause is neither sentence nor makes complete sense on its own. It requires the support of the main clause that does not make complete sense on its own and requires the support of a main clause to be completed is called **dependent or subordinate clause**.

Clauses that are joined by coordinating conjunctions are called **coordinate clauses** or **coordinate main clauses**.

**Example** : (i) He has a bike. He prefers to travel by car.  
He has a bike **but** he prefers to travel by car.

In the above mentioned sentences, by using coordinating conjunction '**but**', we joined two sentences showing contrasting ideas.

### A. Adjective and Relative Clauses

Read the following sentences :

- The new bag is in the car.
- The new bag which I bought yesterday is in the car.

In the first sentence, the word **new** describes the '**bag**' that means it is an adjective. In the second sentence, the clause **which I bought yesterday** modifies the noun '**bag**'. This means it does the work of an adjective. It is therefore **an adjective clause**.

- a. An adjective clause is a subordinate clause which contains a subject and a predicate and does the work of an adjective.
- b. An adjective clause is usually placed immediately after the noun or pronoun it modifies while an adjective often comes before the noun or pronoun.
- c. To introduce an adjective clause, we use relative pronouns — **which, who, whom, whose, that**.

**Example** : (i) He is the boy **who** came to meet me.  
(ii) She has lost the key **that** you gave her.

## EXERCISE

**C. Pick out the adjective clauses in the following sentences and point out the noun and pronoun they qualify. Write your answer in the given spaces :**

1. This is the chair that my uncle gave me.  
\_\_\_\_\_
2. The man who is in the cabin is the manager.  
\_\_\_\_\_
3. The car that is blue belongs to Mr Khan.  
\_\_\_\_\_
4. He laughs best who laughs last.  
\_\_\_\_\_
5. The rivers that flow down from the Himalayas are fed by glaciers.  
\_\_\_\_\_

In the mentioned sentences, **who** and **that** are the relative pronouns used to introduce adjective clauses.

**Note :** **Who, whom** and **whose** are used for persons, **which** for things and **that** can be used for both persons and things.

Relative adverbs - **Where, When, Why**

**Example** : (i) I do not know the reason **why** she is so worried.  
(ii) The time **when** the train will reach has not been announced.

- a. In the above mentioned sentences, **when** and **why** are relative adverbs used to introduce adjective clauses. Such adjective clauses specify place, time and reason.
- b. We sometimes omit relative pronouns or relative adverbs while introducing adjective clauses, but these are understood.

**Example** : (i) Where is the dress which she purchased for me (Relative pronoun— **which**).  
(ii) The day **when** you get success I will be happy. (The relative adverb when).

## B. Adverb Clause

A subordinate clause that does the function of an adverb in a sentence is called an **adverb clause**. Like an adverb, it may modify a verb, an adjective or an adverb in the principal clause.

## Kinds of adverb clauses—

Adverb clauses are of many kinds :

1. Adverb Clause of time
2. Adverb Clause of place
3. Adverb Clause of reason
4. Adverb Clause of comparison
5. Adverb Clause of purpose
6. Adverb Clause of result
7. Adverb Clause of contrast
8. Adverb Clause of manner
9. Adverb Clause of extent
10. Adverb Clause of condition

## EXERCISE

**C. Underline the adverb clauses in the following sentences and state what kind of each is. Write answer in the given spaces :**

1. You may sit wherever you want.

---

2. She finished first though she began late.

---

3. Take a lamp because it is dark outside.

---

4. It seemed as if he was tired.

---

5. Take the medicine in case you feel sick.

---

## C. Noun Clause :

A noun clause is a subordinate clause that does the work of a noun in a sentence.

**Example :** (i) The teacher said that the sun is hot.

(ii) Ramu asked me what I liked.

In the above sentences, the clauses act as the object or the complement of the verb.

Hence they function like noun.

A noun clause can function as the subject of a verb, the object of a verb, the object of a preposition or the subjective complement.

**Example :** (i) What the boy did, was wrong. (**subject**)

(ii) I want to see how this works. (**object**)

(iii) My result depends on how well I prepare for my examination. (**object of preposition**)



## EXERCISE

**D. Identify the noun clauses in the following sentences and state their functions :**

1. That she will come is certain.
2. I can rely on what she says.
3. Tell me why you are angry.
4. Do you know why he is happy?
5. He says his grandfather is not well.

# SYNTHESIS OF SENTENCES

# 15

## LET'S BEGIN

*Synthesis* is the process by which a number of simple sentences are combined to form a new sentence which may be *simple, compound* or *complex*.

Combining simple sentences to form one simple sentence.

(a) Two or more simple sentences can be combined to form another simple sentence.

1. By using a participle.

**Example** : (i) He stood up. He went away.

Standing up he went away.

(ii) He finished his work. He went to play.

Having finished his work he went to play.



2. By using a noun or a phrase in apposition.

**Example** : (i) This is my sister. Her name is Mona.

This is my sister Mona.

(ii) They spent two days in Rome. It is one of the most beautiful places in the world.

They spent two days in Rome, one of the most beautiful places in the world.

3. By using a preposition with a noun or gerund.

**Example** : (i) She received the bravery award. She caught a thief.

She received the bravery award for catching the thief.

4. By using an adverb or an adverbial phrase.

**Example** : (i) She replied to her friend's letter. She was quick in her reply.

She replied **quickly** to his friend's letter.

(ii) She deserved to succeed. She failed.

She failed **undeservedly**.

5. By using an infinitive.

**Example** : (i) She is very weak. She cannot run.

She is too weak to run.

(ii) I have some duties. I must perform them.

I have some duties to perform.

6. By using the Nominative Absolute construction.

- Example :** (i) The garden had strong fence. Animals were unable to enter it.  
The garden having strong fence, animals were unable to enter it.
- (ii) The police arrived. The thieves ran.  
The police having arrived the thieves ran.

## EXERCISE

### A. Read the following sentences and combine them to form single sentence :

1. They will complete the task. We hope so.  
\_\_\_\_\_
2. This is the book. I bought it yesterday.  
\_\_\_\_\_
3. We entered the hall. The audience was cheering.  
\_\_\_\_\_
4. The girl painted well. She was rewarded.  
\_\_\_\_\_
5. Mohan is an architect. He has designed many malls.  
\_\_\_\_\_
6. She is fragile. She is emotionally strong.  
\_\_\_\_\_
7. The students behaved well. They were praised.  
\_\_\_\_\_
8. The sea is rough. The fishermen will go out fishing.  
\_\_\_\_\_

### Combining Simple sentences to form a compound sentence :

Two or more simple sentences can be combined to form a single compound sentence by using coordinating conjunctions like – *but, yet, and, or, so, for, otherwise, Not only – – – – but also, therefore, as well as nevertheless, however, either – – – – or, Neither – – – – nor.*

- Example :** (i) He is not a fool. He is not a cheat.  
He is *neither* a fool *nor* a cheat.
- (ii) Sit down. Go away.  
Sit down *or* go away.
- (iii) He is an actor. He is a social worker.  
He is *not only* an actor *but also* a social worker.



## Combining simple sentences to form complex sentences :

A complex sentence contains one principal clause and one or more subordinate clauses. Two or more simple sentences can be combined to form a complex sentence by changing one of simple sentence into the main clause and converting the others into subordinate clauses.

Synthesis of simple sentences into complex sentences can be done in the following manner–

### By using a noun clause

1. A noun clause that functions as a noun in a complex sentence may be in the position of subject or an object. The conjunction that generally used for introducing a noun clause is **that**.

**Example** : (i) Radha is a naughty girl everyone knows that.

Everyone knows that Radha is a naughty girl.

- (ii) He will become an excellent player.

I believe it.

I believe that he will become an excellent player.



2. **By using an adjective clause** : An adjective clause does the work of an adjective in a complex sentence. It modifies a noun in the principal clause.

**Example** : (i) She is the woman. She quarrels with people.

She is the woman who quarrels with people.

- (ii) This is the house. My friends lived here.

This is the house where my friends lived.

3. **By using an adverb clause** : We can combine two simple sentences into a single sentence by changing one of the sentences into an adverb clause. An adverb clause may be of *time*, *place*, *reason*, *contrast*, condition, comparison or result, when we combine two sentences into a single sentence having an adverb clause. We must use the appropriate subordinate conjunction to introduce the adverb clause.

**Example** : (i) He did not get good marks.

He was not disappointed.

Although he did not get good marks, he was not disappointed. (**Contrast**)

- (ii) The girl came first. She rejoiced.

The girl rejoiced when she came first. (**time**)

## EXERCISE

- B. Join each of the following simple sentences into one complex sentence. Write your answer in given spaces :

1. I went to the park. I needed some refreshment.

---



2. The boy fell on the road. He hurt his hand. It began to bleed.

\_\_\_\_\_

3. It is a mystery. I cannot solve it.

\_\_\_\_\_

4. I like to visit the zoo. I like animals.

\_\_\_\_\_

5. She helped her mother. She loved her very much.

\_\_\_\_\_

6. The robber was caught. He robbed banks.

\_\_\_\_\_

7. Bring me the book. It is on the first shelf.

\_\_\_\_\_

8. He paid the money to a guard. He told me this.

**C. Join each set of simple sentences to form a single compound sentence. Write your answer in the given space :**

1. You may go to the party. Rohan may go to the party.

\_\_\_\_\_

2. He was stubborn. He was punished.

\_\_\_\_\_

3. Sita is poor. Sita cannot study.

\_\_\_\_\_

4. I cannot see. It is very dark.

\_\_\_\_\_

5. The players were tired. The coaches were tired.

\_\_\_\_\_

6. The journey was long. The wind was cold.

**D Combine the following sentences into single sentence by using an adverb. The first one has been done for you :**

1. He fought against the enemy in the war. He was brave.

Ans. He fought bravely against the enemy in the war.

2. My friend got angry. This was sudden.

3. I met my friend in a shop. It was unexpected.

4. He will attend the meeting. That is certain.

5. Mohan answered the question. He was quick.

# TENSES 16

## LET'S BEGIN

The tense of the verb tells us the time of the action. It tells us whether the action has taken place in the past, is taking place in the present or will take place in the future.

### TENSE

*Tense indicates the time of an action or a state of being in the past, present or future. The tenses of verbs indicate two important things about the action concerned : the time of the action – present, past or future` and the kind of action – simple, repeated, continuous, completed or incomplete.*

There are four main time tenses : *Present, Past, Future* and *Future in the past*. Each time tense has four Sub – tenses or aspects, which indicate the kind of action concerned :

Study the following chart carefully :

	Present	Past	Future	Future in the Past
Simple	It plays	It played	It will play.	[I said] It would play.
Continuous	It is playing	It was playing	It will be playing.	[I said] It would be playing
Perfect	It has played.	It had played.	It will have played.	[I said] It would have played.
Perfect continuous	It has been playing.	It had been playing.	It will have been playing.	[I said] It would have been playing.

### PRESENT TENSE

base form (with 's' or 'es' added for the third person) and singular nouns or pronouns.

am / is / are + Past Participle (Passives)`

- The simple present tense is used to talk about something that happens always, regularly, often, sometimes or never.

**Example** : (i) I take a bath every morning.

(ii) We never cross the road without looking both ways.

(iii) I occasionally meet Amit for a coffee in town.

(iv) The rubbish is collected once a week.



2. The simple present tense is used to state facts, or say something you know about a person or thing.

- Example** : (i) Ritu is a teacher.  
(ii) Neha has two sisters.  
(iii) The earth goes round the Sun.  
(iv) The petrol tank holds 10 litres.

3. You use the simple present when you use a situation as promise, think, hope, like and so on.

- Example** : (i) I admit I was wrong.  
(ii) I agree with you entirely.  
(iii) I hate making decisions.  
(iv) Mom prefers cold weather.



4. You use the simple present of verbs of sensing or being sensed.

- Example** : (i) I smell burning.  
(ii) Your hands feel numb.

**Note** : The modal verb 'can' is also frequently used with sensing verbs.

- Example** : I can smell burning.

5. You use the simple present tense to talk about things that have been scheduled for the future.

- Example** : (i) The train departs in ten minutes.  
(ii) Grandfather retires next year.

6. The simple present is often used to refer to the future in subordinate clauses when the verb in the main clause is in the future tense or the imperative.

- Example** : (i) You'll have to show your passport when you reach the counter.  
(ii) If I see Raina, I'll give her your message.  
(iii) Wait here till the green light shows.

7. You can use *you + the simple present* to give instructions in a friendly way.

- Example** : You take the first left, then you go on to the traffic lights and turn right.  
Similarly, you can ask the instructions in the simple present.

- Example** : Where do we buy our air tickets?

8. Newspaper headlines reporting very recent events often use the simple present.

- Example** : (i) Amitabh flies to America.  
(ii) Indian team wins the World Cup.

9. Sport commentators on radio and television use the simple present tense.



**Example** : (i) Lavi passes the ball to Kiran.

(ii) Tendulkar crosses the line, closely followed by the wicket keeper.

10. In a similar way, the explanations (called captions) underneath the pictures in magazines and newspaper usually use the simple present.

**Example** : (i) Children from our school demonstrate their communication skills.

(ii) Delegates from all parts of Germany arrive at the National seminar.

## PRESENT CONTINUOUS TENSE

am / is / are + present participle

am / is / are + being + past participle (Passive)

1. You use the present continuous tense to talk about activities in the present, or things that are going on or happening now.

**Example** : (i) A new hall is being constructed inside a huge building.

(ii) Are you listening to me ?

### Note :

(i) Notice the difference between an ongoing activity in the present, expressed by the present continuous, and a regular or frequent activity in the present, expressed by the simple present. Ex— Dad's listening to a programme or He often listens to programmes on the radio.

(ii) Likewise, notice the difference between a permanent situation, expressed by the simple present, and a temporary one, expressed by the present continuous.

**Example** : (i) Joana lives in Delhi.

(ii) Joana is living with us till his apartment is ready to move into.

2. Verbs that represent gradual changes are often in the present continuous.

**Example** : The children are growing so fast.

3. You can indicate repeated activity in the present by using *forever* or *always* with the present continuous; this is often an expression of frustration.

**Example** : (i) The males are forever dominating.

(ii) She is always praising about herself and her achievements.

4. You use the present continuous tense to talk about things that have already been arranged or decided on for the future.

**Example** : (i) My cousins are coming to stay with us next week.

5. The present continuous form of 'go' is used with a *to infinitive* to express intentions and predications.

**Example** : (i) Are you going to play with them ?

(ii) This work is going to cause long delays.

## PRESENT PERFECT TENSE

have / has + past participle

have / has / been + past participle (Passives)

1. When you are speaking in the present tense, you often use the present perfect to refer to happenings that are in the past but affect or explain the present situation or explain your comments about it.

**Example** : (i) I'm afraid, I can't pay for the drinks — I've lost my purse.

(ii) You're much tired – have you been on holiday?

2. You use the present perfect for an ongoing situation that began in the past and still continues.

**Example** : (i) I've worked for ten years. (and I'm still working here)

(ii) Grandpa has worked all his adult life.

**Note** : Notice that using the simple past implies that the situation has changed.

**Example** : Grandpa worked all his adult life. (he's dead now)

3. You use the present perfect for individual, occasional or repeated events in the past, with the implication that they could go on occurring.

**Example** : (i) Rahul has failed his maths test six times. (but he's trying again)

(ii) My friends have often mentioned you to me.

(iii) 'Do I know you?' 'No, We've never met before.'

**Note** : Notice that using the simple past implies that events will not be repeated.

**Example** : Rahul failed his maths test six times. (he passed at the seventh attempt)

4. In British English, the present perfect usually accompanies *already*, *yet* and *just*.

**Example** : (i) Varnika has just called to invite us on Friday.

(ii) Have you made any holiday plans yet?

5. The present perfect is used in some cases interchangeable with the simple present after the conjunctions— *when*, *after*, *before*, *as soon as*, *until* and *if* when referring to future or present.

**Example** : (i) When I've finished my work, I'll be able to take a rest.

(ii) I'll be getting up before the sun has risen.

## PRESENT PERFECT CONTINUOUS TENSE

have / has + been + present participle

1. You use the present perfect continuous tense to talk about ongoing activities that began in the past and are still continuing.

**Example** : (i) Malini has been living in this country since 1986.

(ii) It has been raining all day.

(iii) You're out of breath — have you been playing?

2. The present perfect and present perfect continuous are more or less interchangeable in some cases.

**Example** : (i) Malini has lived (or Malini has been living) in this country since 1986.

(ii) It's been raining (or it's rained) all day.

But in other cases, the present perfect continuous implies that the process is incomplete, while the present perfect means that it has been completed.

**Example** : (i) I've been reading Marfin's new comedy. [I haven't finished it yet]

(ii) I've read Marfin's new comedy. [I've finished it]

3. When you're talking about individual, occasional or repeated occasional the present perfect accompanies the mention of a period.

**Example** : (i) I've called Krish three times this morning, and there's still no answer.

(ii) 'Have you been watching the serial about a robbery during the last month?'  
'We've watched most of the episodes.'

## EXERCISE

### A. For each sentence, choose the best form, either present perfect or present perfect continuous :

1. I've **been learning** / **learnt** English for over ten years now.
2. Ouch ! I have **cut** / **been cutting** my finger with that terrible knife again.
3. Sorry to arrive looking so untidy. I've **been running** / **run** as I missed the bus.
4. You know your dinner is in half an hour. How many of those chocolates **have you eaten** / **been eating** till now?
5. I've been **cleaning** / **cleaned** this room all morning and now I'm exhausted.
6. Hurry up Alok! You've only **finished** / **been finishing** two questions and we have to write the answers to five.
7. Rohan has been **calling** / **called** all morning. He really must need to speak to you!
8. I've **visited** / **been visiting** Russia every year since I was six. It's such a beautiful country.
9. Sameer **has lived** / **been living** with his uncle recently while he looks for a new apartment.
10. I've been **finishing** / **finished** writing my first novel at last. It should be published in the winter.

### B. Fill in the blanks with simple present or present continuous forms of the verbs given in brackets:

1. The telephone bell \_\_\_\_\_ again. It sometimes \_\_\_\_\_ thirty times a day. (**ring**)
2. I always \_\_\_\_\_ my umbrella, in case it rains. I \_\_\_\_\_ my umbrella because it seems it will rain. (**carry**)
3. Buses usually \_\_\_\_\_ along this road. No buses \_\_\_\_\_ today because the drivers are on strike. (**run**)
4. He usually \_\_\_\_\_ Punjabi, but he \_\_\_\_\_ Hindi today. (**speak**)
5. It hardly \_\_\_\_\_ now. It usually \_\_\_\_\_ in winter. (**rain**)



6. My father \_\_\_\_\_ to his office every day. He \_\_\_\_\_ there now. (drive)
7. They \_\_\_\_\_ in the factory at present. They therefore \_\_\_\_\_ over an hour. (work)
8. Ravi \_\_\_\_\_ his homework now. He usually \_\_\_\_\_ it at night. (do)
9. I \_\_\_\_\_ (watch) television whenever I can, but I \_\_\_\_\_ (not watch) television tonight because there's nothing worth seeing.
10. Mr Gupta \_\_\_\_\_ too much. Every time, I see him he \_\_\_\_\_ (smoke).

**C. Fill in the blanks with do not / does not / do / does and complete the sentences :**

1. They \_\_\_\_\_ want to lose the match.
2. Mona \_\_\_\_\_ like to be friendly with naughty children.
3. Mother \_\_\_\_\_ scold me when I am careless and irresponsible.
4. \_\_\_\_\_ she like to read horror stories?
5. \_\_\_\_\_ they plan to burst crackers during diwali?
6. They \_\_\_\_\_ call him.



**D. Fill in the blanks with present perfect continuous tense form of verbs given in brackets :**

1. You \_\_\_\_\_ (not eat) fruits for a week and it's not good.
2. \_\_\_\_\_ she \_\_\_\_\_ (sleep) for too long.
3. We \_\_\_\_\_ (wait) for the train for over an hour.
4. I \_\_\_\_\_ (watch) T. V for an hour.
5. They \_\_\_\_\_ (recite) a poem for fifteen minutes and are about to finish.
6. She \_\_\_\_\_ (not swim) because of skin allergy.

**PAST TENSE**

In the *simple past tense*, the action is simply mentioned and understood to have taken place in the past. The action started and ended sometime in the past but the time may or may not be mentioned.

Simple Past form (IIInd form of the verb with all subjects)

(was / were) + past participle (Passives)

1. You use the simple past tense to talk about the things that happened in the past, whether a long time ago, or very recently.

**Example :** (i) Thousands of years ago, mammoths lived on the earth.

(ii) Mr John's famous book was published in 1755.

(iii) I bought a new car last week.

(iv) The plane from London landed a few minutes ago.

2. The simple past is the normal tense for narrating stories.

- Example** : (i) The lilliputians fastened Gulliver to the ground with ropes.  
(ii) Harry Potter ran and ran but stayed on the same spot.

## PAST CONTINUOUS TENSE

**In the *past continuous tense*, the action was going on till a certain time in the past. This tense is used to talk about an action at a particular time in the past.**

was / were + present participle

was / were + being + past participle (Passives)

1. The past continuous is typically used for an activity that was ongoing at a certain point in the past.

- Example** : (i) What were you doing when your father shouted at you?  
(ii) This time last week I was basking in the Sun on the beach.  
(iii) I was buying a new car last week.  
(iv) The plane from London was landing a few minutes ago.

2. An activity that was interrupted by a certain happening in the simple past, is in the past continuous.

- Example** : (i) I was doing my rehearsal when a power cut disturbed my concentration.  
(ii) We were approaching the summit when there was a flash of lightning.

3. The past continuous is used to indicate the situation that was ongoing when a certain single action took place.

- Example** : (i) The bell rang just as the meal was being served.  
(ii) I realized he was lying.  
(iii) I turned back, but Pawan was already disappearing round the corner.

4. In some cases, such as descriptive passages in stories, only the ongoing situation is mentioned.

- Example** : (i) You weren't listening, were you?  
(ii) A dog was barking somewhere along the street.

5. Verbs that represent a gradual change in a past context are often in the past continuous.

- Example** : (i) The children were growing fast.

6. Repeated activity in the past can be expressed using **forever** or **always** with the past continuous; this is often an expression of frustration.

- Example** : I was forever lending him money—which I never got back.

7. People often use the past continuous instead of the simple past to avoid sounding direct and definite.

- Example** : (i) Nitin and I were talking (rather than talked) about you yesterday.  
(ii) I was discussing (rather than discussed) this problem very earlier with dad.

**Note : People often make tentative offers or requests.**

**Example** : I was wondering if you were free to have dinner with me this evening?

8. You can use the past continuous for a future activity in a past context.

**Example** : (i) I was catching a plane to China the next morning, so I left early.  
(ii) He said he couldn't meet us – he was taking Garima for a dinner.

9. The past continuous of *go + to infinitive* can be used for activities that were intended but didn't happen, or haven't yet happened (and may not happen).

**Example** : (i) I **was going to** consult a doctor about fever, but I got better, so I didn't.

## PAST PERFECT TENSE

**The past perfect tense is used to express something that happened before another action in the past.**

had + past participle

had / been + past participle (Passives)

1. When you are using the simple past tense to tell a story, or to recount an experience of your own, you use the past perfect to mention something that happened before then, which affects or explains the facts you are relating.

**Example** : (i) Kareem rushed to the bus stop, but the bus had already left.  
(ii) We collected money for the people who had lost their parents in the disaster.  
(iii) Niketan looked shocked, as if he hadn't expected to meet me.

2. The past perfect is in some cases interchangeable with the simple past after the time conjunctions *when, after, before, as soon as* and *until*.

**Example** : (i) Mother started clearing the table before I had finished eating.  
(ii) We saw nothing of the hills until the mist had cleared.

## PAST PERFECT CONTINUOUS TENSE

**The Past Perfect Continuous Tense is used to express something that started in the past and continued until another time in the past.**

had + been + present participle

1. When you are unfolding something or telling a story in the simple past, you use the past perfect continuous tense to talk about events or activities that were ongoing before then.

**Example** : (i) Simran had been working at the bank for three years when the trouble began.  
(ii) Uncle died on Monday – he had been getting gradually weaker.

**Note : In some cases, the past perfect continuous is simply an informal, less forceful sounding alternative to the past perfect.**

**Example** : (i) Mom said she had been speaking to the principal about progress.

## EXERCISE

### E. Complete the sentences using the past perfect form of the verbs given in parentheses :

1. Both \_\_\_\_\_ (marry) for the first time by the age of 24.
2. Both \_\_\_\_\_ (give) the same name — Shrey — to their sons .
3. Two separate families \_\_\_\_\_ (adopt) Ritu Gupta and Kanika Sharma before the twins were three days old.
4. Ritu \_\_\_\_\_ (not/go) to college, and Kanik \_\_\_\_\_ (not/attend) college either.
5. When they met, they were fascinated by their similarities. For example, they \_\_\_\_\_ (live) near each other before the Sharmas moved away.
6. Both Titu and Kanika were allergic to cats and dogs and never \_\_\_\_\_ (own) pets.
7. As children, both Ritu and Kanika \_\_\_\_\_ (go) to the same summer camp.
8. Ritu \_\_\_\_\_ (get) divorced and \_\_\_\_\_ (remarry). Kanika \_\_\_\_\_ (not/get) divorced and was still not married.

### F. Put the verbs in brackets into the simple past or past continuous :

1. He (bite) \_\_\_\_\_ his tongue while he (eat) \_\_\_\_\_ puris.
2. We (watch) \_\_\_\_\_ a video when he came.
3. Yesterday I watched the reality show. Rajan (lead) \_\_\_\_\_ the race when he (have) \_\_\_\_\_ an accident with another car.
4. I spent yesterday afternoon watching TV. When Amilia (call) \_\_\_\_\_, I (watch) \_\_\_\_\_ Dance India Dance.
5. I (hurt) \_\_\_\_\_ my thumb while I (hit) \_\_\_\_\_ the nail.
6. I (fall) \_\_\_\_\_ off the chair while I (hang) \_\_\_\_\_ the picture.
7. Last night, I stayed alone at home. I (read) \_\_\_\_\_ when Urvashi (come) \_\_\_\_\_ in suddenly. She made me scream !
8. Last Sunday at the cinema, while we (watch) \_\_\_\_\_ the movie, a crazy man (dance) \_\_\_\_\_ in front of the screen.

### G. Fill in the blanks with verbs in the past continuous tense :

1. She \_\_\_\_\_ (sing) a sweet song.
2. You \_\_\_\_\_ (walk) down the road when I met you.
3. Radha \_\_\_\_\_ (watch) television when somebody rang the bell.
4. \_\_\_\_\_ you \_\_\_\_\_ (drink) coffee when your neighbour came to see you?
5. He \_\_\_\_\_ (solve) numericals when the bell rang for lunch break.

## SIMPLE FUTURE TENSE

Although people talk about the 'future tense' in English, verbs do not have a genuine future tense. You do not add anything to the base form of the verb to make a future tense instead. There are a variety of ways of using verbs to talk about the future.

For the 'Simple *Future Tense*', you use the modal verbs **shall** or **will** with the base form of a verb. You can use **shall** or **will** with the first person pronouns— I and we; for the second and third person, you use **will**.

**The simple future tense is used when we plan or make a decision to do something. Nothing is said about the time in the future.**

Sub + will / shall + verb (I form) + object

Object of the active sentence + will / shall + be + past participle (Passive)

- Example** : (i) Ram will go to market today.  
(ii) You will learn your lesson till tomorrow.  
(iii) I shall go to school tomorrow.  
(iv) I shall not be angry if you tell me the truth.  
(v) Rehan will write a book for future.



1. The simple future is used to make predictions and forecasts –
  - (i) The weather will be hotter tomorrow.
  - (ii) Hurry up, or you will not catch that train!
2. Simple future is used to announce future happenings and events that have already been planned or thought about.

- Example** : (i) I shall see you at the meeting tonight.  
(ii) A representative of the firm will meet you at your office.

3. Besides using the modal verbs **shall** and **will** + base form; there are other ways of referring to future happenings.
  - (a) The simple present is used for events scheduled for the future.

- Example** : (i) When does our train leave?  
(ii) The new rule comes into operation next year.

- (b) The present continuous is used slightly less formal than the simple present, for activities organized for the future.

**Example** : What are you preparing for the competition?

- (c) The present continuous is used to express intentions.

**Example** : The game is going to be interesting.

- (d) For things happening in the immediate future you can use— **be + about + to – infinitive**.

- Example** : (i) Can I call you back later? I am about **to leave** to my home.  
(ii) We are **about to move** house, so I shall give you our new contact number.



## **FUTURE CONTINUOUS TENSE**

**The *future continuous tense* is used to express an action at a particular moment in the future. However, the action will not have finished.**



Sub + Will / Shall + be + Verb (Ist form) + ing + object

Note : Can't be changed into passive.

- Example** : (i) You will be going to field tonight.  
(ii) Mohan will not be sleeping in the room.  
(iii) I shall be writing a letter today.

1. The *future continuous* is used for long term activities in the future.

**Example** : My friend will be accompanying me in my problems.

2. The future continuous is used for activities that will be ongoing at a certain point in the future.

**Example** : Do not come at 5 O' clock. I shall be taking swimming lessons at that time.

3. The future continuous is frequently used in a slightly informal way for future events. That are single acts or very temporary states rather than continuous or ongoing activities.

- Example** : (i) We certainly will not be going back to that hotel.  
(ii) The teacher will be teaching a lesson tomorrow.

## **FUTURE PERFECT TENSE**

The *future perfect tense* expresses an action that will occur in the future before another action or time in future.

Sub + will / shall + have + verb (IIIrd form) + object

**Object of the active sentence + will / shall + have + been + past participle form of the verb + by + subject of the active sentence (Passives)**

- Example** : (i) You will have learnt your lesson till next month.  
(ii) We shall have learnt our lesson till next month.  
(iii) Father will have gone to the office.

1. The *future perfect* is used to express an action which is expected to be completed by a certain time in future.

- Example** : (i) When you get this message, I shall have left for Paris.  
(ii) Take the book tomorrow, I shall have read it by then.

2. The future perfect can also be used for something that has probably already happened by the present time.

**Example** : Most people will have seen pictures of the disaster on television.

3. The future perfect is also used for long standing states or situations lasting through the present into the future.

**Example** : It is his silver jubilee next month, he will have completed his twenty five years.



## FUTURE PERFECT CONTINUOUS TENSE

The future perfect continuous tense is used to talk about an ongoing action before some point in the future.

Sub + will / shall + have + been + verb (1st form) + ing + obj

**Example** : (i) Ram will have been reading in this school for five years.

(ii) You will have been telling a lie since morning.

(iii) I shall have been sleeping in this house for two hours.

1. The future perfect continuous tense is used for ongoing activities lasting through the present into the future.

**Example** : By the autumn, I shall have been teaching for 30 years.

2. But typically, the future perfect continuous is used for something that has probably been going on during the time up to and including the present.

**Example** : (i) I am afraid. I addressed the wrongly so the courier man will have been searching in vain for the address, not knowing it does not exist.

## EXERCISE

### H. Fill in the blanks with simple future or future continuous tense forms of the verbs given in brackets :

1. They \_\_\_\_\_ (attend) a meeting between 5 pm and 7 pm today.
2. Where \_\_\_\_\_ you \_\_\_\_\_ (come) to have a tea with us this afternoon.
3. The boy \_\_\_\_\_ (teach) how to swim when he grows up.
4. The tourists \_\_\_\_\_ (go) sight-seeing in the all next week.
5. They \_\_\_\_\_ (be) here again at exactly 8 pm tomorrow.
6. It \_\_\_\_\_ still \_\_\_\_\_ (rain) when we leave.
7. He \_\_\_\_\_ (sleep) when you come afternoon.
8. This rule \_\_\_\_\_ soon \_\_\_\_\_ (put) into effect.
9. \_\_\_\_\_ you \_\_\_\_\_ (go) to market tomorrow.
10. We \_\_\_\_\_ (give) a prize if you come first in the examination.



### I. Choose the correct words from brackets and fill in the blanks with will + verbs to make meaningful sentences :

1. Roshni \_\_\_\_\_ to play the drum from her music teacher. (love, learn)
2. He is very excited about the match. He \_\_\_\_\_ to go to the stadium. (want, like)
3. Mona is tired. She \_\_\_\_\_ for an hour. (awake, sleep)
4. The pen nib is broken. She \_\_\_\_\_ a new one. (buy, throw)
5. He \_\_\_\_\_ not know about his office. (will / shall)

**J. Fill in the blanks with the help of future perfect or future perfect continuous form of verbs given in the brackets :**

1. The children \_\_\_\_\_ (eat) by half past time.
2. I \_\_\_\_\_ not \_\_\_\_\_ (finish) the project by Monday.
3. He \_\_\_\_\_ (write) a book by the end of the week.
4. He \_\_\_\_\_ (write) this book for 4 months by the end of this week.
5. If it does not come tomorrow, I \_\_\_\_\_ (be) without projector for a month.
6. The famous artist \_\_\_\_\_ (paint) over six month by the time it is finished.
7. We \_\_\_\_\_ (married, be) a year on June 25th.
8. By 2008 we \_\_\_\_\_ (live) in Delhi for 14 years.

**K. Rewrite the following sentences as required :**

1. Rohan will go to library later. (Negative)
2. The match will be played for two hours. (Interrogative)
3. It will be raining soon. (Interrogative)
4. Vinod will be writing a poem in class. (Interrogative)
5. Karan will make a kite soon. (Negative)



**L. Complete the following sentences by using verb forms in future perfect or future continuous tense, you may use the words given in brackets :**

1. The chief minister \_\_\_\_\_ (inaugurate) the new flyover by the end of this week (future perfect).
2. The animals \_\_\_\_\_ (perform) in the circus for three hours by the time the show gets over. (Future perfect continuous)
3. I \_\_\_\_\_ (finish) this novel by the time mother returns from the market. (Future perfect)
4. The annual sports meet \_\_\_\_\_ (go) on for five hours by the time it gets dark. (future perfect continuous)
5. You \_\_\_\_\_ (try) to success in exam. (Future Perfect)

# TRANSFORMATION OF SENTENCES 17

## LET'S BEGIN

You have learnt that it is possible to change the form of a sentence without entirely changing the meaning.

**Example :** (i) He did the work. (Affirmative)  
He did not fail to do the work. (Negative)

Did you notice that the above mentioned sentences have been expressed in different ways. The basic meaning has not changed.

### TRANSFORMATION

*Transformation* is the process of changing the structure of a sentence without altering its meaning.

### Interchange of Degree of Comparison

Adjectives and adverbs have positive, comparative and, superlative degrees. It is possible to transform the grammatical form or structure of a sentence by interchanging the degrees of comparison of adjectives and adverbs without altering the meaning of the sentence.

### Transformation from Positive to Comparative

Look at the following sentences :

- |                                     |               |
|-------------------------------------|---------------|
| 1. He is as fast as his brother.    | (positive)    |
| His brother is not faster than him. | (comparative) |
| 2. I like you more than she does.   | (comparative) |
| She does not like you as much as I. | (positive)    |



### Transformation of the Comparative

Now look at the following sentences :

- Example :**
- |   |               |
|---|---------------|
| (i) Ram is taller than most other boys.   | (comparative) |
| Very few boys are as tall as he.          | (positive)    |
| He is one of the tallest boys.            | (superlative) |
| (ii) He is the best player.               | (superlative) |
| No other player is as good as he.         | (positive)    |
| He is better player than any other.       | (comparative) |
| (iii) She is richer than all other women. | (comparative) |
| No other woman is as rich as she.         | (positive)    |
| She is the richest woman.                 | (superlative) |

## EXERCISE

### A. Change the degree of comparison in the following sentences and rewrite them in the given spaces :

1. Very few movies are as popular as they. (Comparative)

\_\_\_\_\_

2. He is not as handsome as his friend. (Comparative)

\_\_\_\_\_

3. Honesty is the best policy. (Comparative)

\_\_\_\_\_

4. This is the easiest question. (Positive)

\_\_\_\_\_

5. She is feeling better now. (Superlative)

\_\_\_\_\_

To convert comparative degree to superlative, 'most other' is left out and the adjective / adverb is put in the superlative degree. **Most other** is replaced by a '**very few**' in the positive degree and '**one of the**' in the superlative degree.

To convert a positive degree having **very few** to comparative, the phrase is replaced by **most other** and by **one of the** for the superlative degree.

### Transformation of Kinds of Sentences

Affirmative sentences can be transformed into negative sentences or sentences containing a negative clause.

#### 1. By putting a word of opposite meaning after a negative word by the use of a double negative.

**Example** : (i) He is always punctual. (Affirmative)

He is never late. (Negative)

(ii) Human beings are mortal. (Affirmative)

Human beings are not immortal. (Negative)

#### 2. By the interchanging of degrees of comparison.

**Example** : (i) Anna Hajare is the most popular social worker. (Affirmative)

No other social worker is as popular as Anna Hajare. (Negative)

(ii) He is as intelligent as his sister. (Affirmative)

He is not less intelligent than his sister. (Negative)

#### 3. By the use of No – sooner, than, but, etc.

**Example** : (i) As soon as the minister arrived, people rushed towards him. (Affirmative)

No sooner had the minister arrived, people rushed towards him. (Negative)

(ii) Only post graduates need apply for the job. (Affirmative)

No one but post graduates need apply for the job. (Negative)

4. By removing the adverb 'too'

**Example** : (i) It is too heavy to carry.

(Affirmative)

It is so heavy that I cannot carry it.

(Negative)

(ii) I am too weak to run.

(Affirmative)

I am so weak that I cannot run.

(Negative)

## EXERCISE

### B. Transform the following sentences as directed and rewrite them in the given spaces :

1. It is very sad that you lost your purse. (Assertive)

---

2. He is very rich. (Exclamatory)

---

3. What a silly question ! (Assertive)

---

4. She is very sweet. (Exclamatory)

---

5. Who does not like freedom? (Assertive)

---

6. Man is to err. (Negative)

---

7. Every one likes to be appreciated. (Interrogative)

---

8. How tired we are ! (Assertive)

---

### 5. Interchange of interrogative and assertive sentences.

Questions can be asked (i) to obtain information (ii) to suggest the answer that the speaker expects.

**Note** : (i) The interrogative, which is suggestive of the answer, is called a rhetorical question.

(ii) A rhetorical question is interrogative in form but a statement in meaning. It is used as a device to emphasize an Idea. A rhetorical question can have one possible answer. So an affirmative question is like a negative statement and a negative question is like an affirmative statement.

To interchange the assertive and the interrogative sentences, the following changes are made.

1. The negative is put if it is not mentioned in the sentence or left out if it is there.
2. The verb or the auxiliary verb is placed before the subject.
3. The mark of interrogation is placed at the end of the sentence.

**Example** : (i) Is not she happy?

(Negative interrogative)

She is happy.

(Affirmative)

- (ii) Is there any place like India? (affirmative interrogative)  
There is no place like India. (Negative)

## EXERCISE

### C. Transform the following sentences into interrogative or assertive. Rewrite them in the given spaces :

1. Is there any problem?

---

2. She is eligible for the post.

---

3. Every one likes to be praised.

---

4. No one would like to visit such a place.

---

5. Who does not like to be rich?

---

6. Who does not love his parents?

---

### 6. Interchange of exclamatory and assertive sentences

- (i) An exclamatory sentence is made into a complete complex sentence conveying the feeling expressed by the exclamation.
- (ii) To convert exclamations into statements; the following changes are made.
- (a) The exclamation mark is removed.
- (b) All the words such as **what** and **how** used at the beginning of the exclamatory sentence are replaced by '**very**'.
- (iii) Word like **oh!**, **oh that!**, **if only,**' are replaced by **subject + wish** followed by a full clause.

**Example :** (i) How beautiful the car was!  
The car was very beautiful.

(ii) Oh that I was intelligent!  
I wish that I were intelligent.

## EXERCISE

### D. Change the following sentences from assertive to exclamatory :

1. I earnestly desire to be among my friends again.

---

2. Our soldiers fought the stormy weather very bravely.

---

3. Yuvraj played really superb shots.

---

4. I wish that my parents were here to support me.

---

5. It is a matter of great sorrow that Mrs Sharma has lost his only son.

---



# CONDITIONAL SENTENCES

# 18

## LET'S BEGIN

A *conditional sentence* is one in which one of the clauses states the condition for the action indicated in the second clause to be performed.

- Example** :
- (i) If you are tired, go and lie down.
  - (ii) If we do not understand the story, we will ask the teacher to explain again.
  - (iii) If you practise harder, you will sing very well soon.
  - (iv) If I had enough money I would travel to Singapore.

All the sentences mentioned above are called *conditional sentences*. One of the clauses in such sentences lays down the condition for the action indicated in the second clause.

In sentence (ii), the first clause has laid down the condition (If we do not understand the story) and second clause (we will ask the teacher to explain again) shows the action. You will notice a similar pattern in other examples too. A conditional sentence has two clauses.

- (i) The If-clause, and
- (ii) The main clause

### Type 0 (Zero) Conditional —

Type 0 (Zero) conditional is used to describe general truth and scientific facts.

It is used for general truths when a situation always occurs and when something is of standard practise.

- Example** :
- (i) If there are dark clouds, it rains heavily.
  - (ii) If the battery has no charge, the mobile does not work.

### (A) The First Conditional —

The first conditional or *conditional (TYPE)* TYPE I is also called **probable conditional**.

Sentence i, ii, and iii at the beginning of the lesson are of conditional **TYPE I**.

- (i) In the **first conditional**, the if clause is in the present tense.
- (ii) These sentences describe something that is likely to take place. So they are also called **probable or likely**.

For TYPE I conditional, we use the pattern—

If + Simple present + will / will not (future)



## EXERCISE

### A. Complete the first conditional with the verbs in brackets in the right tenses :

1. You \_\_\_\_\_ a long of time if you use the metro. (save)
2. If the shops \_\_\_\_\_ (close early), I \_\_\_\_\_ (buy) the grocery tomorrow.
3. She \_\_\_\_\_ (pursue) her course abroad, if her parents \_\_\_\_\_ (emigrate)
4. If they \_\_\_\_\_ (probe) this case further, they \_\_\_\_\_ (find) the culprits.
5. If you \_\_\_\_\_ (not have) a flying licence, they will not let you fly.

### The Probable Conditional are used —

(i) For things likely to occur —

**Example :** If the weather is fine tomorrow, I shall go walking.

(ii) For giving permission to make a request, to give an advice or command and to show ability. We can use the main clause in TYPE I conditional.

**Example :** If you see Neha, give her my best wishes.

If Ritu gets up early, she may go for aerobics.



### B. The Second Conditional — (Type II)

The second conditional or conditional TYPE II is also called **improbable** or **unlikely conditional**. This sentence is of **conditional TYPE II**.

The **if clause** indicates unreal situations in the second conditional. So we also call them unlikely or improbable conditionals. The second conditional is used for actions that are unlikely to occur.

In the improbable or unlikely conditions, study the examples given below.

**Example :** (i) **If I were** to go on a holiday, I **would** go to London.

(ii) **If she were** to win the lucky draw, **she would** get a new car.

## EXERCISE

### B. Fill in the blanks with the correct form of verbs given in brackets (Type II) :

1. If the fairy granted you two wishes what \_\_\_\_\_ for ? (you ask)
2. If she walked upright, she \_\_\_\_\_ confident. (look)
3. I would certainly travel by Rajdhani if the tickets \_\_\_\_\_ available. (be)
4. \_\_\_\_\_ if kept this CD a little longer. (you mind)
5. He would be granted concession in fee, if he \_\_\_\_\_ for it. (apply)

### C. The Third Conditional — (Type III)

Read the sentence given below :

**Example :** (i) If he had stayed at home, he would not have got drenched in the thundershower.

This sentence is of **conditional TYPE III**. The **if clause** is in the past perfect tense.

The third conditional is used for actions that are impossible to happen. The condition cannot be fulfilled because the main clause refers to an event that has already occurred.

*If I had left home early, I would have caught the flight.*

Both the above examples indicate that the action expressed in the if clause did not happen and cannot happen now, since the time has already passed.

## EXERCISE

### C. Answer these questions using the conditionals as guided :

1. What would have happened if he had admitted his mistake ? (third conditional)
2. What would happen if she was not allowed to appear for the examination ? (second conditional)
3. What will happen if he likes that house ? (first conditional)
4. What will happen if he does not take a balanced diet ? (zero conditional)
5. What would have happened if he had been trained with a coach for his swimming ? (third conditional)

### D. Put a (✓) against the correct form :

1. If I were younger, I \_\_\_\_\_.  
a. studied languages      b. would study languages      c. would have studied languages.
2. If I were the Prime Minister, I \_\_\_\_\_.  
a. will live in Delhi      b. would live in Delhi      c. would have lived in Delhi.
3. I would have helped you if you \_\_\_\_\_.  
a. had asked me to      b. would ask me to      c. would have asked me to.

### E. Write main clause to complete the following if clause :

1. If you had taken my advice \_\_\_\_\_.
2. If we had washed the car \_\_\_\_\_.
3. If your parents knew the fact \_\_\_\_\_.
4. If she had not lost her purse \_\_\_\_\_.
5. If the rains start falling \_\_\_\_\_.
6. If the storm becomes stronger \_\_\_\_\_.
7. If you had had any sense \_\_\_\_\_.

# DIRECT AND INDIRECT SPEECH 19

## LET'S BEGIN

What is actually spoken by a person is **direct speech**. When it is reported later by someone else, it becomes **indirect speech**.

### DIRECT SPEECH

When we report the exact words of the speaker and write them within inverted commas, it is said to be in *direct speech*.

**Example** : Mona said, "I am coming."

**Indirect Speech** : In reported or indirect speech, we do not report the exact words of speaker, but convey the substance or meaning of a person's speech.

**Example** : Mohani said that she enjoyed watching the movie Roti, Kapda aur Makaan.

We make some changes when we refer to time, place, personal pronouns and possessive adjectives. The inverted commas are not used in indirect speech.

**Changes in Tenses** : We change tenses when reporting in indirect speech.

1. When the reporting verb is in the simple present or simple future tense, the verb in reported speech does not change into past tense.

**Example** : (i) Radha says "I am sleeping."

Radha says that she is sleeping.

(Reporting verb is in simple present tense)

- (ii) Dinesh will say, "I am not well".

Dinesh will say that he is not well.

(Reporting verb is in simple future tense)

2. When the reporting verb is in the past tense, the verb in reported speech is changed into the corresponding past tense.

**Example** : (i) The boy said "I am scared of monsters."

The boy said that he was scared of monsters.

(Reporting verb is in past tense)



The reporting verb— **said** is in the past tense. So the verb **am** changes to **was** (past tense) corresponding to the tense of the reporting verb.

Reporting verb is in the past tense (said/ told)	Verb changes in indirect speech as follows
is, am, are	was / were
was / were	had
had been	(No change)
had	had
do / does	did
did	had done
had done	no change
will / shall	would / should
must	must / had to
would / should / might / could / ought	do not change

Now, note the changes in tenses in reported speech—

	Direct Speech	Indirect Speech
1.	Simple Present tense	Changes to simple past tense
2.	Present Continuous	Changes to past continuous
3.	Present Perfect	Changes to past perfect
4.	Present Perfect Continuous	Changes to past perfect continuous
5.	Simple Past	Changes to past perfect
6.	Past Continuous	Changes to past perfect continuous
7.	Past Perfect	Does not change
8.	Past Perfect Continuous	Does not change
9.	'Will'	Changes to would
10.	'Shall'	Changes to should
11.	'Can'	Changes to could
12.	'May'	Changes to might
13.	When we refer to universal truths or habitual actions	the tense does not change

Some examples are given here :

- (i) Ramu said "I am writing a book."  
Ramu said that he was writing a book.
- (ii) The teacher said "The Sun rises in the East."  
The teacher said that the Sun rises in the East.
- (iii) Ritu said, "I have finished my work."  
Ritu said that she had finished her work.
- (iv) My friend said to me, "Two and two make four."  
My friend told me that two and two make four.
- (iv) Mohini said to her mother, "The ladies have been making pickle for ten years."  
Mohini told her mother that the ladies had been making pickle for ten years.



**Important :** There are three situations in which even if the reporting verb is in the past tense, we **do not change the tenses** in the reported speech.

1. The reported speech expresses a universal truth or habitual fact.

**Example :** (i) The teacher said to us, "Water boils at 100°C."  
The teacher told us that water boils at 100°C.

2. The reported speech has two clauses, both in the past.

**Example :** (i) Mona said to me, "Neha was tired so she did not go out to play with friends."  
Mona told me that Neha was tired so she did not go out to play with friends.

3. Reported speech describes a situation which still exists when the speech is reported.

**Example :** (i) Mr Sen said, "All the flights are delayed due to heavy rains."  
Mr Sen said that all the flights are delayed due to heavy rains.

### Say and Tell

We always **say 'something'**, but we **tell 'somebody'**.

**Example :** (i) Ravi said that he was writing a book.  
Ravi told me that he was writing a book.



Changes in words referring to time, place or position :

Words indicating time, place and position change as follows—

Direct Speech	Indirect Speech
Here	there
This	that
These	those
Tomorrow	the following day
Today	that day
Yesterday	the day before / the previous day
Tonight	that night
Two days ago	two days before
Last week	the previous week
Last month	the previous month
Ago	before
Now	then

Change in personal pronouns and possessive adjectives :

1. Pronouns in the third person and their possessive adjectives do not change in reported speech.

**Example :** (i) She said, "He likes Mughlai food."  
She said that he liked Mughlai food.  
(ii) He said, "Her dress is dirty."  
He said that her dress was dirty.



- Pronouns of the second person (you) and its corresponding possessive adjective (your) changes into the same person as the object of the reporting verb.

**Example :** (i) He said to her, "You are an understanding person."  
He told her that she was an understanding person.

(ii) Rohini told him, "Your bag is new."  
Rohini told him that his bag was new.

### Changing— You, Your, Yours -

These words indicate the person being addressed so they change accordingly.

<b>Example :</b> (i) Reena told her, "Your friend likes you."	<b>Direct</b>
Reena told her that her friend liked her.	<b>Indirect</b>
(ii) Mona said to you, "Your friend likes you."	<b>Direct</b>
Mona told you that your friend liked you.	<b>Indirect</b>
(iii) Sita said to me, "Your friend likes you."	<b>Direct</b>
Sita told me that my friend liked me.	<b>Indirect</b>

### Conversion of Interrogative Sentences into Indirect Speech

- The reporting verb is usually changed into verbs like 'ask', 'enquire,' and 'demand'.
- The inverted commas and the mark of interrogation are omitted.
- The structure of the reported speech is changed from interrogative form to assertive form.
- When we have – 'wh' interrogative words like 'who', 'what' 'whose' 'whom' 'where' 'when' 'why' 'which' or 'how' at the beginning of a question and no conjunction is used after the reporting verb.
- We use conjunctions *whether* or *if* to introduce the reported speech if the question begins with auxiliary verbs such as 'are' 'is' 'am' 'was' 'were' 'do', 'does' or 'did' 'have' 'had' 'will' 'shall' 'can' or may.

Here are a few examples to show the application of the rules mentioned above.

<b>Example :</b> (i) Rinki said, "Mother, where have you kept my new pair of jeans?"	<b>Direct</b>
Rinki asked her mother where she had kept her new pair of jeans.	<b>Indirect</b>
(ii) Mridula asked Mona, "Did you buy the magic show tickets?"	<b>Direct</b>
Mridula asked Mona if she had bought the magic show tickets.	<b>Indirect</b>
(iii) Sita said to him, "Will you play today?"	<b>Direct</b>
Sita asked him whether he would play that day.	<b>Indirect</b>
(iv) He said to his sister, "Can you sing like a professional singer?"	<b>Direct</b>
He asked his sister whether she could sing like a professional singer.	<b>Indirect</b>

### Conversion of Exclamatory Sentences into Indirect Speech

- The exclamatory sentences are changed into assertive sentences.
- The reporting verb is changed to **exclaimed with** joy / sorrow / delight / surprise / anger / tear.
- The conjunction 'that' is used to introduce the reported speech.
- All exclamations and interjections are left out. Their sense is conveyed by means of adverbs or adverbial clauses.

5. The sentences which are incomplete or express sudden feelings are changed into full sentences. Here are some interjections with their meanings.
6. 'Hurrah' 'Good', 'Splendid' 'Ha' 'Bravo' express joy, pleasure or admiration.
7. The word 'Alas' expresses grief or pain.
8. 'What' and 'Oh' express surprise.
9. 'Ugh' expresses disgust.
10. 'Well done' and 'thank goodness' are interjection phrases. Read the sentences given below. Note how they are rewritten in reported speech.

<b>Example</b> :	(i) She said "Oh what a lovely dress!."	<b>Direct</b>
	She exclaimed with admiration that it was a lovely dress.	<b>Indirect</b>
	(ii) They said "Alas! We have lost our way in the forest."	<b>Direct</b>
	They exclaimed with regret that they had lost their way in the forest.	<b>Indirect</b>
	(iii) He said "Oh! I have met you after a long time."	<b>Direct</b>
	He exclaimed with surprise that he had met her after a long time.	<b>Indirect</b>

### Conversion of Imperative Sentences into Indirect Speech

1. An imperative sentence may convey a command, request, suggestion, advice or instruction. So requesting verbs like 'order' 'tell' 'instruct' 'command' are used for commands in reported verb. For requests, we use reporting verbs like 'request' 'ask' 'plead' and 'beg'. For advice, we use reporting verbs like 'suggest' 'advise' 'warn' forbid in indirect speech.

2. The verb of the reported speech is changed into infinitive.

**Example** : (i) He said to her, "Go there."  
(ii) He ordered her to go there.

3. We do not use a conjunction (e.g— that) to introduce the reported speech. Here are examples for different types of imperative sentences.

**Example** : (i) The chief said to helper, "Chop the vegetables quickly."  
The chief ordered the helper to chop the vegetables quickly.  
(ii) The students said to librarian, "Please allow us to go to the library."  
The students requested the librarian to allow them to go to the library.

4. When imperatives 'let's' 'let us' 'let him' are changed into indirect speech, we use reporting verbs like 'suggest' 'proposed' 'should' 'to let' and 'might'.

**Example** : (i) He said "Let's go to the market."  
He suggested that they should go to the market.  
(ii) The chairman of the water board said, "Let us adopt the method of water harvesting and try to solve the water crisis."  
The chairman of the water board proposed to adopt the method of water harvesting and try to solve the water crisis.

**Question Tags** : Sometimes a statement is made by the speaker and he / she asks for confirmation by attaching a question tag.

Though question tags ask the opinion of the addressed person. They take his / her agreement for granted. While changing such questions to indirect speech, the tag is expanded to a full question and the question mark is left out.

**Example :** (i) The chemistry teacher said to her students, "You have understood the experiment, have not you?" (direct)

The chemistry teacher asked the students if they had understood the experiment. (indirect)

(ii) Mother said to her friend, "My daughter sang well, did not she"?

Mother asked her friend if her daughter had sung well.

## EXERCISE

### A. Rewrite the following sentences in reported speech :

1. The fisherman said to the customer, "The fish is fresh and will taste good."

---

2. The lawyer said to the judge, "Sarita will tell the real story."

---

3. Rama said, "I am ill."

---

4. Mohan said to his friend, "I have finished my work."

---

5. The teacher said to us, "The Earth is round."

---

6. Sheetal said to her Geography teacher, "Roma found the map work very confusing."

---

7. Mona said, "She is singing a sweet song."

---

### B. Rewrite the following sentences in direct speech :

1. He exclaimed that it was a terrible storm.

---

2. Veena admitted that the information is being downloaded from the internet.

---

3. Geeta met Nirmala and said that she liked the bun cakes those she sent.

---

4. Anu said that she had bought tickets for the lawn tennis match.

---

5. Mohan told watchman that he had to give relevant papers for police verification.

---

# ACTIVE AND PASSIVE VOICE 20

## LET'S BEGIN

There are two particular forms for verbs called **voices**. Voices are of two kinds :

1. Active Voice
2. Passive Voice

The active and passive forms of verbs are referred to as the active voice and passive voice.

**Active Voice** : When the subject of a verb does the action, you say the verb is **active**.

Active verbs that are transitive have a subject that performs the action and an object that is at the receiving end of the subject's action.

- Example** :
- (i) Ram writes a letter.
  - (ii) You are going to market.
  - (iii) We are playing in the field.
  - (iv) I have done my work.
  - (v) We shall write a book.



**Passive Voice** : When the sentence is changed so that the object of the transitive verb becomes its subject, you say the verb is **passive**.

- Example** :
- (i) This song was sung by Mona.
  - (ii) My work has been done by me.

**Note** : Many sentences in the passive do not tell you who does the action. This happens normally when it is obvious that someone in authority is responsible for the action, or when it is not important to say who is responsible.

- Example** :
- (i) Our classroom was painted last year.
  - (ii) We all were given individual projects to carry out.

## How are Passives formed

1. **Simple Present** : For the passive of the simple present, we use **is, am and are + past participle**.

- Example** :
- (i) Rohan organises the competition.  
The competition is organised by Rohan.
  - (ii) Mr Vijay teaches me English.  
I am taught English by Mr Vijay.

**Active Voice**  
**Passive Voice**  
**Active Voice**  
**Passive Voice**

2. **Present Continuous** : For the passive of the present continuous, we use **is, am, are + being + past participle**.

- Example** : (i) Geeta is producing the play this year. **Active Voice**  
The play is being produced this year by Geeta. **Passive Voice**
- (ii) I am writing a letter. **Active Voice**  
A letter is being written by me. **Passive Voice**

3. **Present Perfect** : For the passive of the present perfect, we use **has / have + been + past participle**.

- Example** : (i) I have finished my work. **Active Voice**  
My work has been finished by me. **Passive Voice**
- (ii) Animals have destroyed the park benches. **Active Voice**  
The park benches have been destroyed by animals. **Passive Voice**

4. **Simple Past** : For the passive of the simple past, we use - **was and were + past participle**.

- Example** : (i) The army built this bridge. **Active Voice**  
This bridge was built by the army. **Passive Voice**
- (ii) Mohan checked the accounts. **Active Voice**  
The accounts were checked by Mohan. **Passive Voice**

5. **Past Continuous** : For the passive of the past continuous; we use **was / were + being + past participle**.

- Example** : (i) Neha was training the dancers. **Active Voice**  
The dancers were being trained by Neha. **Passive Voice**
- (ii) The teacher was writing an essay. **Active Voice**  
An essay was being written by the teacher. **Passive Voice**

6. **Past Perfect** : For the passive of the past perfect, you use **had + been + past participle**.

- Example** : (i) The video camera had caught his movements. **Active Voice**  
His movements had been caught by the video camera. **Passive Voice**
- (ii) A marked man had attacked a cashier. **Active Voice**  
A cashier had been attacked by a marked man. **Passive Voice**

7. **Simple Future** : For the passive of the simple future, you use **shall / will + be + past participle**.

- Example** : (i) I shall do my work. **Active Voice**  
My work will be done by me. **Passive Voice**
- (ii) His family will miss him. **Active Voice**  
He will be missed by his family. **Passive Voice**

8. **Future Perfect** : For the passive of the future perfect, you use **shall / will + have been + past participle**.



- Example** : (i) They will have recognized you.  
 You will have been recognized by them.
- (ii) He will have read a book.  
 A book will have been read by him.

**Active Voice**  
**Passive Voice**  
**Active Voice**  
**Passive Voice**

### Transformation of interrogative sentences into passive voice :

**Yes / No questions** — It can be transformed or changed into passive voice by replacing **do / does / did** with Auxiliary verbs like **is, am, are, was, were**, etc. at beginning position of the sentence.

### Sentence Structure

#### 1. Active Voice

Do / does/ did + sub + verb (base form) + object + ?

#### Passive Voice

Is / am / are / was / were + sub + (verb III form) + by + obj + ?

- Example** : (i) Does the fight disturb you?  
 Are you disturbed by the fight?
- (ii) Do you know about him?  
 Is he known about by you?

**Active Voice**  
**Passive Voice**  
**Active Voice**  
**Passive Voice**

#### 2. Active Voice

Is / am / was / were + subject + verb (ing form) + object + ?

#### Passive Voice

Is / am / are / was / were + sub + being + verb (III form) + by + obj + ?

- Example** : (i) Am I disturbing you?  
 Are you being disturbed by me?
- (ii) Is he writing a letter?  
 Is a letter being written by him?

**Active Voice**  
**Passive Voice**  
**Active Voice**  
**Passive Voice**

#### 3. Questions starting with modal verbs like **can, could, shall, should, will, would**, etc change as—

#### Active Voice

Can / Could / Shall / Should / Will / Would + Sub + Verb (base form) + obj + ?

#### Passive Voice

Can / Could / Shall / Should / Will / Would + Sub + be + verb (III form) + by + obj + ?

- Example** : (i) Can he solve this problem?  
 Can this problem be solved by him?
- (ii) Will they purchase anything?  
 Will anything be purchased by them?

**Active Voice**  
**Passive Voice**  
**Active Voice**  
**Passive Voice**



**Wh- Questions :** Questions starting with **wh-words** change as—

**Active Voice**

Wh – Word + helping verb + sub + verb + object ?

**Passive Voice**

Wh – Word + is / am / are / was / were / will / shall + sub + be + verb (III form) + ?

- Example :** (i) Where will the bell ring?  
When will the bell be rung?  
(ii) Where will you send him?  
Where will he be sent?

- Active Voice**  
**Passive Voice**  
**Active Voice**  
**Passive Voice**

**EXERCISE**

**A. Fill in the blanks with the passive form of verbs in the simple present tense :**

1. The Republic Day \_\_\_\_\_ (celebrate) enthusiastically by all Indians.
2. All the swimmers \_\_\_\_\_ (train) by experienced coaches here.
3. The students \_\_\_\_\_ (call) now for a magic show to be held in the hall.
4. Indian Premier League matches \_\_\_\_\_ (play) by many teams.
5. The earthquake victims \_\_\_\_\_ (provide) shelter and food by the government.

**B. Fill in the blanks with the passive form of verbs in the present perfect tense :**

1. A big well \_\_\_\_\_ in the village. (dug)
2. The shoots of the apple tree \_\_\_\_\_ (prune)
3. Antibiotics \_\_\_\_\_ by the doctor. (prescribe)
4. High rise offices, complexes \_\_\_\_\_ in this area. (construct)
5. The ground \_\_\_\_\_ of all the protesters who had gathered there. (clear)



**C. Change these sentences into the passive voice :**

1. I look after him.  
\_\_\_\_\_
2. The captain caught the ball easily.  
\_\_\_\_\_
3. The clerk is typing the letter.  
\_\_\_\_\_
4. We make curd from cow's milk.  
\_\_\_\_\_
5. They will take exercises daily.  
\_\_\_\_\_

6. Ram writes a letter.

---

7. I have done my work.

---

8. Those talented children decorated these rooms.

---

**D. Change these questions into the passive voice :**

1. Do they make cars in India?

---

2. Will the king inaugurate the new bridge?

---

3. Have the police found the body?

---

4. Are you looking into our compartment?

---

5. What caused the accident?

---

6. Has she drawn this beautiful picture?

---

7. How did your host family treat you?

---

8. When did they hijack the plane?

---

**E. Rewrite the following in the active voice :**

1. Payment is accepted by cheque by us.

---

2. By whom was she taught English?

---

3. Has the policeman been seen by anyone?

---

4. An honest man is trusted by all.

---

5. Are the chairs being arranged by someone?

---

**A. CONFUSED WORDS**

There are many words in English language which are *confusing*. Let us understand their meaning so that we use them correctly and effectively.

- altar : (place of worship) The priest knelt at the altar to pray.
- alter : (to change) The ending of the film was altered.
- adapt : (to adjust, to suit) Any animal, when entering a new territory, must adapt to survive.
- adopt : (to take up) To win the finals, John must adopt a different strategy.
- affect : (to produce in effect, to pretend) The layoffs will affect everyone. The traffic violators affected ignorance of new traffic guidelines.
- effect : (result, impression) The effects of global warming are clearly visible in the changing climatic conditions.
- cast : (to throw) The hunter cast net to catch rare birds in the forest.
- cost : (to be obtainable at a certain price) The luxury car is going to cost a lot.
- cast (starcast) : The cast of the movie is very talented and have acted very well.
- caste : (social caste in Hindu society) We should cross the barriers of caste and care for all.
- childish : [(like a child (silly))] Reena is childish and reacts in an immature way when her friends do not listen to her.
- childlike : [(like a child (innocent))] The stranger helped the lost lady because she was childlike and needed help.
- award : (a prize, a certificate given to a person for doing something very well) He was given the award for the best speaker.
- reward : (something given in return for a favour or any work well done) He was rewarded handsomely for his brave act.
- canvas : (a piece of coarse cloth meant for painting) I painted a village scene on canvas.
- canvass : (to request people for votes) The politicians canvass even in remote areas before elections.
- conscious : (aware about something happening) The old man was conscious that the stranger was trying to cheat him.
- conscience : (sense to judge right or wrong) My conscience told me that I should tell the truth to mother about having lost my watch.
- desirous : (having a desire) Mr Mehta is desirous of buying a farm house in the outskirts of Delhi.
- desirable : (something worth wishing for) The workshop on leadership training is desirable among the young executives as it helps them improve their performance.
- destiny : (fate, what we believe will certainly happen to us) It was destiny that drew Amitabh Bachchan to the acting profession.
- destination : (the place where one wants to reach) We reached our destination, Nainital, by evening.
- yolk : (the yellow part of an egg) My brother does not like to eat egg yolk but relished the egg white.
- yoke : (a wooden frame put round the neck of an animal so that it can pull a cart.) The bull yoke was new and had beads attached to it.

## EXERCISE

### A. Make the sentences with the following words to clearly imply their meanings :

- Purpose \_\_\_\_\_ . Propose \_\_\_\_\_
- Pour \_\_\_\_\_ . Pore \_\_\_\_\_
- Loan \_\_\_\_\_ . Lone \_\_\_\_\_
- Lesson \_\_\_\_\_ . Lessen \_\_\_\_\_
- Differ \_\_\_\_\_ . Defer \_\_\_\_\_
- Access \_\_\_\_\_ . Excess \_\_\_\_\_

### B. Pick the incorrect word and rewrite the sentences with the correct word :

- Kishu is a populous cricketer of the team.
- The chief guest carried herself in a gracious manner.
- The tailor could not altar the design of the dress.
- My mother did not use yoke while preparing vanilla cake.
- The fisherman caste a big net to catch the shark.



## B. SYNONYMS AND ANTONYMS

*Synonyms* are the words which are similar to each other in *meaning*.

### ANTONYMS

*Antonyms* are the words which are opposite to each other in *meaning*.

**Example :** **Synonyms**

Awkward — clumsy, rough      Barbarous — uncivilized, savage

**Example :** **Antonyms**

Able — Unable      Consent — Object, disagree

Word	Synonyms	Antonyms
Absolve	pardon, forgive	compel, accuse
Acrimony	harshness, bitterness	courtesy, benevolence
Alien	foreigner, outsider	native, resident
Affront	provoke, irreverence	conciliate, mollify
Adversity	misfortune, calamity	prosperity, fortune
Bustle	haste, flurry	slowness, quiet
Brittle	delicate, fragile	tough, enduring
Bleak	dismal, gloomy	bright, pleasant
Benevolence	humanity, generosity	malevolence, inhumanity
Barbarous	uncivilized, savage	cultured, humane
Baffle	frustrate, perplex	compose, facilitate
Consolidate	solidify, strengthen	separate, weaken
Consequence	effect, outcome	origin, start
Consent	agree, permit	object, disagree
Concede	yield, permit	deny, reject
Comprise	include, contain	reject, lack
Compassion	kindness, sympathy	cruelty, barbarity

Capable	competent, able	incompetent, inept
Captivity	imprisonment, confinement	freedom, liberty
Captivate	charm, fascinate	disillusion, offend
Cavity	depth, depression	elevation, projection
Cease	terminate, desist	begin, originate
Deprive	despoil, divest	restore, renew
Demolish	ruin, devastate	repair, construct
Delicious	palatable, tasteful	distasteful, unsavoury
Evident	obvious, apparent	obscure, concealed
Elevate	dignify, heighten	deprecate, denounce
Fluctuate	deflect, vacillate	stabilise, resolve
Ferocious	cruel, fierce	gentle, sympathetic
Subsequent	consequent, following	preceding, previous
Stain	blemish, tarnish	honour, purify
Scanty	scarce, insufficient	lavish, multitude
Sarcastic	ironical, derisive	courteous, gracious
Shrewd	cunning, crafty	simple, imbecile
Tyro	beginner, learner	proficient, veteran
Trivial	trifling, insignificant	significant, important
Trenchant	assertive, forceful	feeble, ambiguous
Transient	temporal, transitory	lasting, enduring
Tranquil	peaceful, composed	violent, furious
Timid	diffident, coward	bold, intrepid
Temperate	cool, moderate	boisterous, violent
Utterly	completely, entirely	deficiently, incompletely
Usurp	seize, wrest	restore, compensate
Uncouth	awkward, ungraceful	elegant, graceful
Umbrage	resentment, bitterness	sympathy, goodwill
Vulgar	inelegant, offensive	elegant, civil
Vouch	confirm, consent	repudiate, prohibit
Volatile	light, changing	heavy, ponderous
Vicious	corrupt, obnoxious	noble, virtuous
Venerable	esteemed, honoured	unworthy, immature
Waive	relinquish, remove	impose, clamp
Wary	cautious, circumspect	heedless, negligent
Wane	decline, dwindle	ameliorate, rise
Wilt	wither, perish	revive, bloom
Wield	use, employ	forgo, avoid
Wan	pale, faded	bright, healthy
Wicked	civious, immoral	virtuous, noble

## EXERCISE

### A. Match the following words with their synonyms :

#### Column A

1. Misery
2. Wish
3. Serious
4. Start
5. Yield
6. Incessant
7. Palatable
8. Real
9. Stationary
10. Wretched

#### Column B

- a. earnest
- b. continuous
- c. still
- d. miserable
- e. surrender
- f. appetizing
- g. begin
- h. actual
- i. sorrow
- j. desire



### B. Give the synonyms of words mentioned below :

- |                 |                 |                |
|-----------------|-----------------|----------------|
| 1. High _____   | 2. clever _____ | 3. zeal _____  |
| 4. gaiety _____ | 5. pride _____  | 6. verve _____ |
| 7. wrong _____  | 8. stop _____   | 9. ugly _____  |

### C. Give the antonyms of the following words :

- |                  |                   |               |
|------------------|-------------------|---------------|
| 1. satisfy _____ | 2. approach _____ | 3. fall _____ |
| 4. alive _____   | 5. pure _____     | 6. rage _____ |
| 7. logical _____ | 8. acute _____    |               |

### D. Match the words given below with their Antonyms :

#### Column A

1. Banish
2. Allow
3. Arid
4. Observant
5. Yielding
6. Flattery
7. Friendly
8. Infectious

#### Column B

- a. careless
- b. hygienic
- c. damp
- d. forbid
- e. aloof
- f. accept
- g. rebellious
- h. criticism





## LET'S BEGIN

In English, there are a number of conventions that should be used when writing a formal or business letter. Furthermore, you should try to write as simply and as clearly as possible, and not to make the letter longer than necessary. Remember not to use informal language like contractions.

As you have already learnt, letters are mainly of two types :

- A. Informal or Personal Letters and
- B. Formal or Official Letters

You may be required to write both types of letters from time to time.

**SPECIMEN OF INFORMAL LETTER**

You are Ashish Verma/Anita Sharma, staying in a school hostel. Write a letter to your father giving reasons for your poor performance in the half-yearly examination and assuring him of a better result in the coming examination.

St. John's Inter College

M.G. Road

Saharanpur

December 17, 20xx

Dear Father

You must be very disappointed on receiving my progress report of the half-yearly examination as I have not fared well in it. I have secured less than seventy per cent marks in English and Mathematics; I know you will be much displeased.

Papa, I must confess that I was busy with the forthcoming Inter College Debate Competition and could not pay proper attention to my studies. I was sure that I would make good of the time lost, but just before the examination, I had an attack of malaria and remained on bed for nearly a week. As such, I could not do even my last minute preparations.

Papa, I have realized my mistakes and feel really sorry. I assure you that I would devote my whole attention to my studies and would definitely get better marks in the annual examination.

Yours affectionately

Ashish Verma/Anita Sharma

## SPECIMEN OF FORMAL LETTER

1. You are Amit Gupta/Anusha Goel. Write an application to the Principal of your college requesting him/her to issue you your leaving certificates.

The principal

St. Michel Public School

Mohali

Chandigarh.

August 27, 20xx

Sir/Madam

I beg to inform you that my father is in the army. He has recently been transferred to Chennai. We are shifting to his new place of posting by the end of this month.

Kindly issue me my school leaving certificate so that I may be able to get admission in a school there.

Yours obediently

Amit Gupta/Anusha Goel

Class VIII C

Roll no. 21

2. You are Sunil Garg/Anjana Kalra living in Model Town, Karnal. Write a letter to the editor of a newspaper regarding frequent break-down of power supply in your locality.

36/5, Model Town

New Delhi

June 3, 20xx

The Editor

The Times of India

New Delhi

Sir

May I, through the columns of your esteemed newspaper, draw the attention of the Delhi Electricity Department towards frequent break-down of electricity supply in our area.

During the last month, electricity failed at least six times, each failure was lasting for many hours. You can well imagine the hardships faced by people as a result-sweating, shortage of water and long periods of blackout.

Our repeated requests to the local officials of DESU have been of no avail. Either they are unable to rectify the fault, or they are not working and making lame excuses.

We hope, the management of DESU will take notice of our sufferings and make necessary arrangements to set things right to ensure regular and uninterrupted electricity supply in our area.

Yours truly

Sunil Garg/Anjana Kalra

3. You are Manish Sharma/Seema Chauhan living in Kanpur. Write a letter to a book seller in Delhi ordering some books you like to purchase.

16, M.L. Kapoor Street

Panki

Kanpur

7 July, 20xx

Mehra Brothers

Book Sellers

Dargah Road

New Dehli-110006

Dear Sir

I shall be obliged if you kindly arrange to send me one copy of each of the following books by VPP as early as possible.

<b>Name of Book</b>	<b>Author</b>
1. The Merchant of Venice	William Shakespeare
2. Gulliver's Travels	Jonathan Swift
3. Alice in Wonderland	Lewis Carroll
4. Treasure Island	Robert Louis Stevenson
5. Around the World in Eighty Days	Jules Verne

My address is given above.

Yours faithfully,

Manish Sharma/Seema Chauhan

## EXERCISE

1. Write a letter to your father requesting you to allow him to join an educational tour being organized by your school.
2. Write a letter to the S.D.O., Telephones, Complaining against Frequent break-down of your telephone.
3. Write an application to the Principal of your college requesting him/her to issue you a character certificate.
4. Write a letter to the Post Master complaining against irregular delivery of mail.
5. Write a letter to the editor of a newspaper complaining against the rapid increase in the prices of daily articles.

# NOTICE WRITING

# 23

## LET'S BEGIN

A *notice* is a short announcement which is circulated in the written form to give some important information to a large group of people.

### Purpose of writing a notice

1. A cultural event
2. A sports event
3. A meeting or conference
4. Any death, birth, visit by some one in future inspection, excursion.
5. Any project for a social cause to be undertaken and so on.



### Some important points to write in a notice :

1. A notice is written within a box.
2. It is usually written in the third person. However for some notices, the first person 'We'-or the second person 'You' may be used.
3. It must be short, precise and relevant to the topic. It usually has a word limit of 50 words.
4. The name and address of the issuing authority is placed at the top followed by the word 'NOTICE', the date and heading.
5. The name and designation of the signatory authority should be placed on the lower left hand corner of the notice.
6. The tone of the notice should be objective, impartial and formal.

The above points should always be remembered while writing a notice.

1. **You are the secretary of the 'Reader's Club, Kolkata. Your club will be publishing a monthly magazine. Draft a notice asking the members to contribute their articles, stories, poems, cartoons and so on for the magazine. Give all the important details.**

### READER'S CLUB, KOLKATA

#### NOTICE

15th May, 20- - - - -

#### Monthly Magazine

The club is planning to publish a monthly magazine which will feature many articles, stories, poems, interviews and photographs. Members, who are interested, can submit their work to the undersigned latest by 30th May, 20- - - - -.

Uma Devi

Secretary

2. You are the Cultural Secretary of your school. The school is organising a painting exhibition. Draft a notice inviting names from the students for participating in the exhibition.

### S. S. I. CONVENT, NEW DELHI

#### NOTICE

21st May, 20- - - - -

#### PAINTING EXHIBITION

The school is organising a painting exhibition on 5th June, 20- - - - from 11 am to 1 pm for classes VI to VIII for 'Global Warming'. Interested candidates are requested to submit their names to the respective class teacher by 25th May, 20- - - -

Mohan Rana

Cultural Secretary

### EXERCISE

#### Write notices based on the following situations :

1. You are the counsellor at Motinagar. Draft a notice, appealing to the people of the area, to minimize the vast use of water since the surrounding areas have been affected due to acute water shortage.
2. You are the head boy / girl of your school. Your school is going to launch a programme to teach street kids in the school premise every Sunday from 10 am to 11 : 30 am. Draft a notice inviting names of students from different classes who are willing to volunteer as teachers for the programme.
3. You are the secretary of Residents' welfare Association of Deep Housing Society in New Delhi. To mark Diwali Celebrations, an entertainment programme including music, dance, and quiz would be organised. Draft a notice inviting names of children, who would be interested in participating in these events.
4. The Youth Club, Delhi is planning to collect relief fund for the victims of Tsunami in Andaman and Nicobar Islands. Draft a notice as secretary of the club requesting members to contribute a certain sum of money for the cause.

# POSTCARD AND E-MAIL WRITING 24

## POSTCARDS

Postcards are used for sending short messages by post.



### Features

1. Postcards are a very economical medium for brief and to the point communication.
2. They can be written in both formal and informal style.

**Example** : (i) Anamika writes a postcard to her friend Sania informing of her safe arrival in New Delhi after her visit to Kolkata.

Dear Riya

12 January, 20\_\_

I reached Delhi safely yesterday evening. The journey was a little tiring since the train was four hours late. My parents came to receive me at the station. Though it has been only a few days since we have parted, I am already missing you. Why don't you visit us during your Puja vacation next month?

Hope to hear from you soon.

Yours Affectionately

Swati

Ms Riya Sharma  
8, Park Street  
Delhi, (NCR)  
PIN

Salutation

Date on which it is being written.

Content :  
• Reason of writing  
• What left behind  
• Location  
• How to send

Brief Closing

Subscription

Signatory (Sender's Name)

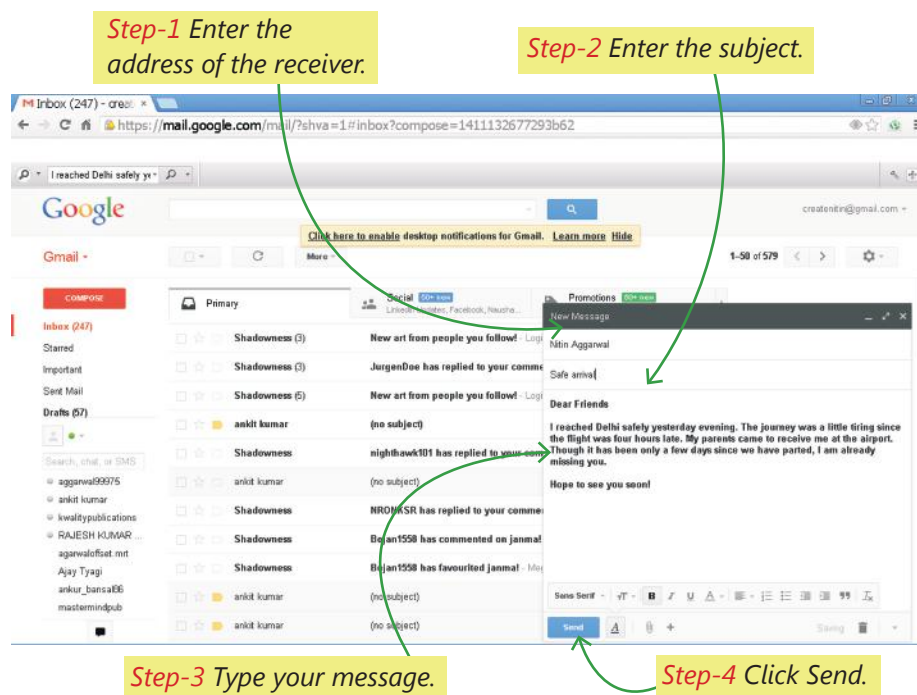
Name & Address of the addressee (Receiver's Address)



**E-mail** : Electronic mail or e-mail is the way of sending and receiving messages anywhere in the world using internet. It is one of the fastest modes of communication. With the help of internet, an e-mail takes only few minutes to reach its destination.

### Features

- An e-mail is one of the fastest and the simplest mode of communication.
- It does not matter whether your message consists of a few lines of text or thousands of lines.
- Same message can be sent to any number of people at no extra cost.
- It can be written for both formal and informal purposes.
- It is cost-effective and can reach any part of the world within a few seconds or few minutes.



## EXERCISE

### A. Read the following and write postcards :

1. You have spent your summer vacation with your friend in Mussoorie. Write a postcard thanking him or her for the warm hospitality that his / her family had shown towards you.
2. You are visiting your friend in Shimla for your summer vacation. Write a postcard informing her about the date and time of your departure, the name of the train and the expected time of your arrival at Shimla.
3. Your hostel mate Raghav has fractured his leg and has returned home in Kolkata. Write a postcard asking about his condition and wish him a speedy recovery.
4. Your sister is getting married next month. Write a postcard to your friend who stays in Mumbai, inviting her with family, to the wedding.

### B. Read the following and write e-mails :

1. Write an e-mail to your friend asking him to forward you the holiday homework and also the relevant information on the project assigned.
2. Write an e-mail in about 120 words, to your elder brother telling him about the Sports Day being organised in your school.
3. You are Rahul/Ruhani. Write an e-mail to Mrs SK Narayan, District Education Officer, Hauz Khas, requesting to inaugurate the book fair being organised in your school.

# MESSAGE WRITING

# 25

## LET'S BEGIN

A message is a short piece of information received by persons other than those for whom they are meant. Messages may be received orally or in a written form which is to be passed on to the individuals they are meant for. Remember the following points while writing a message :

1. Write the name of the person for whom the message is intended.
2. Write the date and time of receipt of the message at the top.
3. Write the name of the person writing the message at the bottom.
4. Include only the relevant information neglecting the undesired details.
5. Do not write anything of your own accord.
6. Write the message in reported speech.
7. Follow the word limit.



## SOLVED EXAMPLES

1. Read the following telephone conversation between Manashi and Babita. Write the message for Ankita who is not present at home.

Manashi : Hello! May I talk to Ankita?

Babita : she is not at home at the moment. May I know who is speaking?

Manashi : I'm Manashi, her friend.

Babita : I'm Babita, her younger sister. Didi has gone to music class. You can give your message to me.

Manashi : Ankita wanted to have my Physics notes. The notes are ready. Please ask her to collect the notes from my house.

Manashi : Thank you. Bye.

Babita : Bye.

## MESSAGE

8 July

2.00 p.m.

Didi,

Manashi rang up to inform that the notes on Physics are ready. She wants you to collect them from her house.

Babita

2. You are Rajni/Rajat. Kundan, a friend of your brother Aman had rung up. You picked up the phone and had the following conversation.

Kundan : Is it 2xxxxxxx?

You : Yes, please.

Kundan : Is Aman at home?

You : Sorry! He has gone to play. May I know who is on the line?

Kundan : I'm Kundan, his friend.

You : I'm his sister/brother. Any message for him?

Kundan : Today, we had a programme to visit the museum. Please tell him to come to my house in the afternoon.

You : Okay, I shall definitely tell him. Anything else?

Kundan : No, thank you.

You : Thanks and bye.



### MESSAGE

17 December

9.00 a.m.

Aman

There was a call from Kundan, your friend. He reminded you of your programme of visiting the museum. He wants you to reach his house in the afternoon.

Rajni/Rajat

### EXERCISE

- **Read the following telephonic conversation between Mr Gupta and Rohan, a friend of his nephew, Vikash.**

Rohan : Is it 2xxxxxx?

Mr Gupta : yes, please. May I know who is on the line?

Rohan : I am Rohan, a friend of Vikash.

Mr Gupta : Vikash is not at home. He has gone to see his grandparents. I'm his uncle at this end.

Rohan : Oh! Uncle, when he comes back, please tell him to ring me up. I have an urgent matter to discuss with him.

Mr Gupta : I shall do so. Anything else?

Rohan : No, thanks uncle and bye.

Mr Gupta : Bye dear.

Since Mr Gupta is about to go out to attend a meeting and will be late, he decides to leave a message for Vikash. Write the message on his behalf in not more than 50 words.

# PARAGRAPH WRITING 26

## PARAGRAPH

A *paragraph* is a short composition. It consists of a number of sentences linked together all relating to one topic.

A paragraph must have—

1. Unity
2. Coherence
3. Right Emphasis
4. Variety



To write a paragraph, one must keep the following points in mind :

1. It is short though there are no specific rules about its length.
2. It deals with one topic or idea. It is a good idea to state the topic sentence or idea in a single simple sentence.
3. There should be a variety in construction. Avoid unnecessary repetition of words and ensure that all sentences of different types and length.
4. The sentences are in logical order. The most important ones are the first and the last. The first sentence is usually the topic sentence. This should be able to arouse the interest of the reader. The last sentence should sum up the idea which was developed.
5. The sentences that follow the first ones should generally develop the idea in some kind of a logical sequence. These form the main body of the paragraph.

Given below are short paragraphs :

### A. MY FAVOURITE FESTIVAL

My favourite festival is Diwali. One can see lights all around, fire crackers zooming in the sky, happy children in new clothes, eating delicious sweets, what fun we have for four days beginning with 'Chhoti Diwali and ending with 'Bhai Duj'. The preparations for Diwali start much in advance. For days together, mothers make sweets, clean and decorate the house. Presents and sweets are exchanged with relatives and friends on Diwali day. Families visit each other in their new clothes. Shops are loaded with sweets. 'Laxmi Puja' is performed in the evening. Diwali is really a festival of joy.

### B. THE CAT

There is some truth in the common saying that while dogs become attached to persons, cats are generally attached to places. A dog will follow his master anywhere, but a cat keeps to the house it is used to and even when the house changes, the cat will remain there so long as it is kindly treated by

the new owners. A cat does not seem to be capable of the personal devotion often shown by a dog. It thinks most of its own comfort and its love is only cupboard love.

### **C. MORNING WALK**

Morning walk is not only enjoyable but also extremely good for health. The atmosphere in the morning is indeed very pleasant. As we move out, we enjoy the morning breeze and feel refreshed and active. Even in large cities, there are stretches of open spaces and parks and we could choose any to experience the joy of walking. But if we happen to be in meadows, gardens and lakes, hilly terrains woven with groves and valleys, fountains, waterfalls, streams and rivulets, there is the music of the early birds and mellow glow the tasks ahead of us. The fresh air that we breathe in at this hour purifies our nerves besides giving us the peace and calm which are so very essential for a satisfying day's work. The day goes well and we don't get fatigued by the labour in store for us. There are numerous benefits of a morning walk and all that we are required to do is to become an early riser to welcome the rising sun a little outside our homes.

### **EXERCISE**

• **Write short paragraph on the following subjects :**

1. A Rainy Day
2. Cricket Match
3. Anger
4. A Picnic
5. A Flood
6. Your Hobby
7. The Crow
8. Rivers
9. Holidays
10. Your Best Friend





# DIALOGUE WRITING

# 27

## LET'S BEGIN

A *Dialogue* literally means "talk between two people". Dialogue-writing is a useful form of composition, especially for the Indian student who is trying to gain a command of spoken English. Under proper guidance, it should introduce him to the colloquial way of talking English, and train him to express thoughts in easy and natural constructions. The spoken English of the Indian school-boy is too often rather stilted and bookish, owing to the fact that he has not got much chance of talking with English people: and anything that will help him to acquire natural fluency and ease in speaking in English.

To write a dialogue successfully, calls for a little dramatic power; for the writer has not only to see both sides of a question, but has also to put himself, so to speak, inside two imaginary persons so as to make them express their opposite opinions naturally and in keeping with their characters. He has in turn to be each one, and see the point of view of each on the question.

A written dialogue should be so composed that it appears to be spontaneous or prompt. The reader of it should not feel that it is premeditated, stilted and dull.

At the same time, careful preparation is necessary for writing a dialogue, though this must not appear. The writer must have the art to conceal his art. It is always advisable to make a plan or outline of the dialogue before beginning to write : otherwise the dialogue may be rambling and pointless.

### METHOD OF PROCEDURE

1. Carefully think over the subject given, and jot down briefly the arguments or opinions about it which might reasonably be expressed by the imaginary persons who are supposed to be talking.
2. Arrange these ideas in some logical order, so that one will arise naturally from another in the course of the conversation. (It is well to write down these points in the form of an outline, or numbered heads, as a guide to follow in writing the dialogue.)
3. Try to imagine what would be the way in which each character in the dialogue would express his views. To do this, you must have in your mind a clear idea of the imaginary person taking part in the conversation, so as to make them speak in character.
4. Keep in mind that your dialogue, when completed, should read like a real, spontaneous conversation. So try to make your imaginary characters talk in an easy, familiar and natural manner. Avoid stilted and bookish phrases. Try to remember how real people talk in friendly conversation, and reproduce that conversational style as well as you can.

### SPECIAL HINTS

1. (a) Don't let any of your characters monopolize the conversation, as if you were giving a public lecture. Give all a chance, and keep the ball rolling. Let the conversation be brisk and rapid.



(b) In real conversation, one person sometimes interrupts the other, or breaks in on what he is saying. A sparing use of such interruptions in written dialogue is quite permissible, and adds to its naturalness.

- Example** : (i) "I am perfectly certain he would never do such thing. Why, only the other day he told me-"  
(ii) "I don't care what he told you ! I know for a fact he did it."

In real conversation, a speaker often answers a question by asking another ; or sometimes, seeing what is coming, he answers a question before it is asked. You may enliven your dialogue by making your characters, do the same now and then."

- Example** : (i) "What will you do if he does not answer your letter?"  
"Well, what would you do?"  
(ii) "I heard something about you the other day, John."  
"I know ! You are going to ask me why I was absent from office last Monday.  
Well, I will tell you-etc.

(d) In real conversation, people often use exclamations, surprise (e.g., "My word !" "Good heavens !" "You don't say so !" "Well" etc.); irritation (e.g. "Bother !" "O dear !" "Can find it !"); pleasure ("How nice !" "Splendid !")– and so on. Such interjections may be introduced from time to time, sparingly; but the use of them should not be overdone.

2. The dialogue should begin in an interesting way, so that the reader's attention may be arrested from the very first. And the conversation should lead up to some definite conclusion. It should not end abruptly and in the air, so to speak. Special attention should be paid to the opening sentences and the conclusion.
3. The fact that language should be as far as possible colloquial does not, of course, mean that it may be ungrammatical. However free-and-easy the style in which the persons in the dialogue are made to talk, they must talk good English. They must not, for example, be made to use such expressions as, "He asked my brother and/to tea," or " Can I give you an advice?"
4. Keeping these points in view, write your dialogue in as natural, interesting and realistic manner as possible. The whole conversation should be brief, and the questions and replies as concise and pointed as possible.

## EXERCISE

### Write short dialogues :

1. Between two friends about dreams.
2. Between a miser and a spendthrift.
3. Between two friends discussing their hobbies.
4. Between wife and husband about their jobs.



## LET'S BEGIN

An essay is a piece of writing on a given topic. Generally it is composed with a number of paragraphs designed and developed sequentially on the given topic. The order of arranging the thoughts in well-connected paragraphs keeping in mind the principles of unity, coherence and proportion is of utmost importance. Writing an essay is not easy. It needs a lot of preparation, practice and skill to write a good essay.

### A VISIT TO THE RAILWAY STATION

Last Sunday, I went to the station with my father to receive my aunt. We hired a taxi and reached the station. There were people all around. There was a long queue before the ticket counters. My father bought two platform tickets and we went in. What a commotion was there on the platform! People were shouting; engines were whistling; vendors were busy selling eatables; and trains were arriving and departing. The platform was crowded with hundreds of passengers anxiously waiting for the train. My father went to the enquiry counter and on return, told me that the train was running on right time.

The station building was huge. There were various offices; the station master's office, the ticket-office, the parcel office, the railway mail service office and many more. There was a big waiting hall for the passengers. It was fitted with benches and electric fans. There were benches at different places on the platform also. There were many tea-stalls, a book stall and a refreshment room. There was a long over-stalls and tea-stalls. I saw passengers on every platform waiting for their trains. Porters were busy carrying luggage, some on their heads and some on wheeling luggage-barrows.

Soon we heard on the public announcement system that our train was about to reach on platform no. 5. We walked to the over-bridge along with some other passengers, crossed it and reached there. Soon the whistle of the incoming train alerted us and we began to wait for the arrival of the train.

### THE ANNUAL FUNCTION OF YOUR SCHOOL

Like every year, the annual function of our school was organized on 14 October this year. For two days, various competitions on sports, debates, one-act plays and recitations were held. Students of all the classes took part in them. I also took part in some sports. Then it was time for the prize distribution. The function was held under a big pandal erected in the school compound as the school hall was not big enough to accommodate all the students, guests and the visitors. The whole compound was beautifully decorated with flags, flowers, balloons and photographs. A large platform was put up on one corner of the compound and on this were some chairs and the tables on which the prizes were kept. The District Magistrate had been invited to preside over the function and to give away the prizes. There were chairs on the ground also for the visiting guests and guardians while we sat on the ground.

By 3.00 p.m, the compound was almost full with the visitors and students. The District Magistrate arrived exactly at 3.30 p.m he was received at the gate by the Principal and the Chairman of the school. He was garlanded by some students. When he reached the platform, we all stood up and cheered while a group of girls sang the National Anthem.

After the District Magistrate and other dignitaries had taken their seats, the Principal read out the annual report of the school. It was rather dull and nobody cared much for it, but the District Magistrate seemed to be interested in it for he listened to it with rapt attention.

After the Principal finished reading his report, he requested the District Magistrate to give away the prizes. The school Co-coordinator now came forward. He called the names of the prize-winner who walked up to the platform one by one and received their prizes.

Once the prize giving ceremony was over, the District Magistrate made a short speech. He praised the school for its achievements in sports and studies during the year. He also congratulated the Principal and the staff for the brilliant results the school had shown in the All India Higher Secondary Examination and for the various shields the school had won in sports.

After the District Magistrate had sat down, the Chairman thanked him for his presiding over the function and called for three cheers which we gave whole-heartedly.

Then the District Magistrate left and the Principal declared a holiday in honour of his visit to our school.

## **A VILLAGE FARMER**

India is an agricultural country. India lives in villages. The villagers depend on agriculture. They are either farmers or workers on the agricultural fields. Our industries and urban business also depend on agriculture. Thus, an Indian farmer truly represents India. He can be called the son of the soil. It is only his sweat and labour on which our progress and prosperity depend. He lives in a small house.

A village farmer is a simple man. He is not highly educated. He knows little of reading and writing. He has no radio. He does not read newspapers. He lives in his own world, as his world is his village. He does not know about science and human progress. He is God fearing and religious minded.

A village farmer is a hard-worker. He goes to his fields every morning. He gets up early in the morning. He sows the seeds, ploughs the fields, and reaps the harvest. He has to look after the fodder of his cattle. At noon he takes rest. He sleeps under the shade of trees. His wife too works very hard. She does all the work of the house. She also helps her husband in his field.

But despite his great work, his income is very little. His dress is very simple. He puts on dhoti and khaddar kurta. Sometimes he remains without shoes. He also takes simple food.

During the day he is busy. In the evening he goes to his chopal, enjoys hukka and talks and folk songs. At night he takes rest. When there is off season, he goes to fair : fairs and festivals are his only source of enjoyment.

He has to face many difficulties. Often he does not get the just of his crops produced. He faces many difficulties in procuring loans, money and seeds.

Moreover he is not treated well by the people of the city.

His importance in our life : Without the farmer, we would not have food, clothes and many other things. We should pay regard to him. We should be thankful to him and support his progress.

India cannot prosper until Indian farmer is poor and miserable. He is the very soul of the country. He is as important as a soldier, a doctor or an engineer. That is why our former Prime Minister, Lal Bahadur Shastri gave us the slogan : "Jai Jawan, Jai Kisan". But it should not remain only a slogan. The Indian farmer should be given his due regard and status. Every effort should be made to make him happy, rich and comfortable. His labour and sweat should not go unrewarded.

## **CORRUPTION IN INDIA**

During the last two decades, India has seen a steep upward trend in the graph of existing corruption. Corruption in India has wings not wheels. As nation grows, the corrupt also grows to invent new methods of cheating the government and public. The corrupt practices have now become our lifestyle to such an extent that we do not seem to feel that there is anything wrong in what all we are doing, and that things should not be as they are. We, on the contrary are inclined to justify all wrong, saying that without doing wrong we cannot exist or be functional. Corruption is the basic problem for our country that affects each and every section. It affects the development of India by reducing reform infrastructure and provides low quality services to the individuals.

The causes of corruption are many and complex. Following are some of the causes of corruption.

- Emergence of political elite, who believe in interest-oriented programmes rather than nation oriented programmes and policies.
- Artificial scarcity created by the people with bad intentions wrecks the fabric of the economy.
- Corruption is caused as well as increased because of the change in the value system and ethical qualities of men who administer.
- Tolerance of people towards corruption, complete lack of intense public outcry against corruption and the absence of strong public forum to oppose corruption allows corruption to reign over people.
- Vast size of population coupled with widespread illiteracy and the poor economic infrastructure lead to endemic corruption in public life.
- Election time is a time when corruption is at its peak. Big industrialists fund politicians to meet high cost of election and ultimately seek personal favour. Bribery to politicians buys influence, people and bribery by politicians buys votes. In order to get elected, politicians bribe poor illiterate people, who are slogging for two times meal.

Is it possible to control corruption in our society? Corruption is a cancer, which every Indian must strive to cure. Many new leaders when come into power declare their determination to eradicate corruption. But soon they forget it, and indulge in it.

There are many myths about corruption, which have to be exploded if we really want to combat it. Some of these myths are : Corruption is a way of life and nothing can be done about it. Only people from underdeveloped or developing countries are prone to corruption. We will have to guard against all these crude fallacies while planning measures to fight corruption.

We have to conduct surveys at national level in households and business organizations to identify the corruption level in India. We can easily know the opinion of the people about the corruption. We shall also come to know in which fields organizations face problems and how to create awareness in the people about the Corruption act.

An independent investigating agency totally free from interference of any sort should be formed. There should be an effort to bring all the investigating agencies of the land such as the CVC, the Lok Pal, the CBI, the ED, etc. under the control of its umbrella.

Corruption is a global problem that all the countries of the world have to confront. Solutions, however, can only be home grown. We have tolerated corruption for so long. The time has now come to root it out from our country.

## EXERCISE

### • Write essays on following topics :

1. Natural disasters (It should contain some disasters like earthquake, flood, cyclone, tsunami and volcano.)
2. Means of Communication (Include some old means and modern means of communication and also give a short description about their inventors.)
3. Advantages and Disadvantages of Mobile Phones (Start with the advantages of mobile phones. Mention the disadvantages in case of youth.)
4. Harmful Effects of Illiteracy in India (It must start with the importance of education and compare your country with literate countries.)
5. An Interesting Book (Mention your favourite book.)



## LET'S BEGIN

You may often be asked to deliver a speech on some occasion. It will establish you as a good speaker. Before delivering a speech, you have to work over the topic.

### Remember the following points before making a speech:

1. Think over the topic and draft the speech.
2. Add suitable examples to make your speech inspiring and lively.
3. Address the audience in a suitable manner.
4. End your speech in an authentic tone.



### Example:

You have been asked to deliver a speech on 'Forgiveness is the best Way of Revenge' in the morning assembly of your school. Use your ideas and write a brief speech.

Good Morning Everybody,

This morning, I wish to speak on the importance of 'Forgiveness' in life. 'Forgiveness is the Best Way of Revenge' is a famous saying which conveys a moral message to all of us. It is believed that most people take revenge for injuries received from another person. They believe in the principle, 'A tooth for a tooth and an eye for an eye'. But the spirit of revenge is biased and dangerous. It can never bring peace of mind. It destroys sense and reason, love and compassion. It brings down a man to the level of a brute. But to forgive the wrong-doer for the harm done by him is the noblest form of revenge. Forgiveness is one of the qualities of God and forgiveness in return for injuries received is true heroism. It raises a man far above his enemies. It makes an enemy ashamed of his deeds and converts him into a true friend by winning his heart.

Thanks.

## EXERCISE

1. Write a short speech on 'Money is a Good Servant but a Bad Master' to be delivered at the school assembly.
2. Write a short speech on 'Importance of Trees' to be delivered on the 'World Environment Day'.
3. Write a short speech on 'Health is Wealth' to be delivered at the school assembly.



# NEWSPAPER REPORT WRITING 30

## NEWSPAPER REPORT

**A newspaper report is a factual account of an event or happening written in a formal manner. It may also give information regarding an issue that affects many people.**

Reports are written about events, matches, accidents, any natural calamity (flood, earthquake) and are published in newspapers. Reports of important events like inauguration of a community centre or annual day are written for newspapers and school magazines respectively.

**Features** – A newspaper report must essentially have the following features—

- It must contain all the relevant details.
- The report should not reflect a biased approach.
- It may include views of the people concerned.
- It should start with a suitable headline.
- It should be based on facts.
- The first sentence should be an expansion of the headline with few details.
- The name of the place and date should be clearly mentioned.
- The report should be concise and should not carry unnecessary details.
- It should be formal in style.
- A proper conclusion is important.
- The name of the reporter/writer should clearly be mentioned after the heading.



Read the newspaper report given below. You will notice that it is based on the above guidelines.

### BIKERS SNATCH A BAG FROM SPANISH MAN

New Delhi: October 29, 20 \_\_\_\_\_ : A Spanish national was robbed of his belongings by bike-borne men while he was travelling in a rickshaw.

Bonchart Smith, who hails from Barcelona, was travelling with his friend Mukesh Jha, from Cannaught Place to Paharganj when the incident took place at 8.30 pm on Monday, a senior police officer said.

This is the third such incident in the last 7 days where a foreigner has been targeted. Smith said, two bike-borne youths came from behind and snatched his bag. He claimed to have lost his passport, mobile and 1,000 Euros. He said, "I could not see their faces because they were wearing helmets."

The police have registered an FIR and are investigating the case but no arrests have been made so far.

The above report covers all the facts in a precise manner and the facts are stated clearly. It is written in the third person (pronouns 'I', 'we', 'you' should be completely avoided). It is written in reported speech.

The reporter should not impose his / her views or draw any conclusion in his own. Reports are generally written in the past tense. They should preferably be written in the passive voice. Here is another newspaper report. Read it carefully and note the details.

**Example.**

Imagine you are Sudhir Jha, a newspaper reporter, and you attended the launch of a new car T 100 by Maruti in the low-price range with high fuel efficiency. Write a report and state the facts. Select a suitable headline and you may use the clues given below.

Maruti launched T 100 – Chairman Mr Ajay Sood unveiled the new model – in the price range of 1.5 lakhs – fuel efficient car – mileage 30 kms per litre – petrol and diesel versions available – designed elegantly – four seater – with modern fittings – customers responded well and heavy bookings were made – the chairman announced 10% discount for the first 50 buyers – the car was praised for its sleek look and fuel efficiency – will soon be seen on Indian roads.

### **LAUNCH OF NEW FUEL - EFFICIENT CAR**

Gurgaon : October 30, 20..... : Maruti T 100, a new fuel efficient car in the price range of 1.5 lakhs was launched here by the Chairman Mr Ajay Sood. The new model is available in both petrol and diesel versions. The new four-seater is expected to give a mileage of 30 kms per litre and is elegantly designed with modern fittings. The customers responded well with heavy bookings.

An announcement of 10% discount for the first 50 buyers was made by the chairman. The car was praised for its sleek good looks and fuel efficiency.

The new model will soon be seen on the Indian roads.

### **EXERCISE**

**A. Imagine you are a reporter. Write a newspaper report about the inauguration of the Public Library at Rohini, Delhi for the benefit of all the citizens living in that area. Select an appropriate headline and you may use the clues given here.**

Public Library inaugurated by the Education Minister Mr Satish Patel – boon for book lovers - centrally located in the main market – collection of 6,000 books – novels, collections of stories, comics, epics, scriptures, encyclopaedia – spacious hall, well – furnished with good lighting and seating arrangement – will be open all through the week – two qualified librarians – no membership fees – people gathered in large numbers – few books were issued – will attract more people to take up reading as a good pastime – a positive step taken in the direction.

**B. Imagine you are a newspaper reporter and you attended the launch of a new health fruit drink, mainly meant for children of all age groups, at Sidharth Hotel in Mumbai. Write a report and select an appropriate heading. You may use the clues given here. Imagine that the product was launched by Sachin Tendulkar.**

New fruit drink called 'Health Sip' — launched by 'Nutrition Drinks' company — at Sidharth Hotel, Mumbai — children attended in large numbers — Sachin Tendulkar attended the launch — it contains pure fruit juice without added colours, sugar or preservatives — available in two flavours — orange and apple — free cans were distributed to all — T-shirts with 'Health Sip' printed on them were distributed—will soon be available at all leading stores.

# COMPREHENSION OF UNSEEN PASSAGES 31

## WHAT IS COMPREHENSION ?

*Comprehension* means power of understanding and grasping. A comprehension experience consists of a passage upon which questions are set to test the student's ability to understand the contents of the given passage and to bring out the information and meaning from it.

### *How do attempt the questions?*

1. Read the given passage slowly and carefully more than once, to grasp the details of the passage.
2. Study the questions thoroughly and give answers precisely.
3. Write answers in complete sentences and in your own words.
4. Give the answer in the same tense, in which the question is set.
5. Never add your own thought, view or opinion in answering any of the questions.
6. If you are asked to give synonyms or antonyms, the meaning of the word should be chosen in the context of the passage.
7. The title of the passage should be derived from the theme of the passage. The title should never be in the form of a sentence.

### **A. Read the given passage carefully and answer the questions that follow :**

Ashoka was at first disposed to follow the example of his father and grandfather and complete the conquest of the Indian peninsula. He invaded Kalinga in 255 BC. He was successful in his military operations and alone among conquerors, he was so disgusted with the cruelty and horror of war that the conquests should be the conquests of religion. His reign of twenty-eight years was one of the brightest interludes in the troubled history of mankind.

He organised digging of wells in India and planting of trees for shade. He founded hospitals and public gardens for the growing of medicinal herbs. He created a ministry for the care of the aborigines and the subject races of India. He made provision for the education of women. He made vast benefactions to the Buddhists teaching orders and tried to stimulate them to better and more energetic criticism of their own accumulated literature, for corruption and superstition had accumulated very speedily upon the pure and simple teaching for great Indian master.

### **Questions :**

1. Why did Ashoka give up war?
2. What measures did Ashoka take up for the welfare of the people?
3. What had gone wrong with the teaching of Buddhism?
4. What did Ashoka do to reform it?



**B. Read the given passage carefully and answer the questions that follow :**

Primitive man was probably more concerned with fire as a source of warmth and as a means of cooking food than as a source of light. Before, he discovered less laborious ways of making fire, he had to preserve it and whenever he went on a journey, he carried a fire brand with him. He discovered that the fire brand from which the torch may very well have developed, could be used for illumination, was probably incidental to the primary purpose of preserving a flame.

Lamps, too, probably developed by accident. Early man may have had his first conception of lamp while watching a twig or fibre burning in the molten fat dropped from a roasting carcass. All he had to do was to fashion a vessel to contain fat and float a lighted reed in it. Such lamps, which were made of hollow stones or sea shells, have persisted in identical form up to quite recent times.

**Questions :**

1. What were the uses of fire for primitive man?
2. From where did the early man get his first conception of a lamp?
3. How did early man develop lamp?
4. What were the vessels made of?
5. How did he preserve fire?

**C. Read the given passage carefully and answer the questions that follow :**

Throughout the century, palanquin had a large part in Anglo-Indian life. It was the regular mode of conveyance from house to office, and on all small journeys of business or pleasure, and on long expeditions across country. With the growth of roads, carriages of various sorts were used for afternoon airings, but the palanquin remained the essential means of transport within the settlements. Everyone down to the writer, who just arrived from England possessed a palanquin if he could.

The original palanquin was the dooly which was an ordinary string bedstead, five feet by two, covered with a light bamboo frame and draped with red curtains. From this, the ornate palanquin of Calcutta (Kolkata) and Madras (Chennai) was developed. First the shape was changed to that of hexagon. Then the sides were raised, more ornament was added and the canopy was arched. Cushions were added inside, and curtains could completely close the palanquin if desired. The occupant reclined at full length, and was often supplied with a specially designed hookah, at which he could puff as he was borne along to business.

In Kolkata, Oriyas were usually employed as bearers, but their monopoly was later broken by men from Patna and Dacca, the usual number in a set was seven, one cooking for the rest, one being the sirdar or head bearer. The actual carrying was, therefore, done by five men. The palanquin bearers were very independent and on occasion went on strike.

**Question :**

1. What was the importance of palanquin in the past?
2. What was the original form of palanquin in the past?
3. Who broke the monopoly of Oriya palanquin bearers in Kolkata?
4. What shape was given to palanquin of Kolkata and Chennai later on?
5. How many bearers were needed to carry palanquin?

# MODEL TEST PAPER-1

Base on Chapters - 1 to 16

## A. Tick (✓) the correct statements and cross (×) the wrong ones:

1. A sentence, phrase or clause always contains a group of words.
2. There is no difference between a phrase and a clause.
3. An Assertive Sentence can be either positive or negative.
4. An Interrogative Sentence can be either positive or negative.



## B. Fill in the blanks with correct form of the verbs given in brackets :

1. Ram and Krishan \_\_\_\_\_ good friends. (be)
2. Why \_\_\_\_\_ they left ? (do)
3. You \_\_\_\_\_ supposed to reach the station by now. (be)
4. She \_\_\_\_\_ to play the piano from Mrs Rani. (learn)

## C. Rewrite the following sentences with the plural form of the nouns. Also, make the suitable changes :

1. I have a sister. She is very naughty.
2. The dog is sitting on my sofa.
3. There is a pencil on my desk.
4. My mother has bought a new saree.

## D. Fill in the blanks with suitable relative pronouns :

1. It is only camels \_\_\_\_\_ can cross the deserts.
2. He \_\_\_\_\_ is content, is rich.
3. Take anything \_\_\_\_\_ you like.
4. This is the boy \_\_\_\_\_ hit me.

## E. Underline the suitable adjective of number :

1. All men are mortal.
2. there are six books in my schools bag.
3. He has many shirts.
4. Most students are passed in the class.

## F. Join the following sets of sentences using infinitives :

1. He is very ill. He cannot continue work right now.
2. Did you remember ? You had to pay the money.
3. He is going to market. He will buy some vegetables.
4. I heard of his loss. I was sorry for that.

## G. Fill in the blanks with the suitable adverbs of manner :

1. Have you seen John \_\_\_\_\_?
2. He ate the chocolate cake \_\_\_\_\_.
3. Sachin plays cricket \_\_\_\_\_.
4. Radhika is walking \_\_\_\_\_.





**H. Fill in the blanks with appropriate prepositions of place and time :**

1. Someone is waiting \_\_\_\_\_ the gate.
2. She finished the school \_\_\_\_\_ 2009.
3. You can expect me \_\_\_\_\_ few days.
4. He is standing \_\_\_\_\_ the room.

**I. Join and rewrite the following sentences using coordinating conjunctions :**

1. He was ill. He went to the doctor.
2. He is a doctor. He likes music.
3. I was angry. I did not reveal my feelings.
4. She likes tea. She likes coffee.

**J. Insert Articles where necessary :**

1. Elephant is strong animal.
2. Taj Mahal is in Agra.
3. They never fail who die in great cause.
4. It is never thankful in office to offer advice.

**K. Fill in the blanks with would or should in the following sentences :**

1. Neha \_\_\_\_\_ pay what he owes.
2. I \_\_\_\_\_ like to go on time.
3. You \_\_\_\_\_ be careful while going home.
4. Mona asked me what she \_\_\_\_\_ do then ?



**L. Fill in the blanks with phrasal verbs :**

1. Mohan \_\_\_\_\_ a claim for car insurance after a tree fell on his car.
2. His trip was \_\_\_\_\_ because the flight got cancelled.
3. Mother told Anu to \_\_\_\_\_ all her scattered clothes by afternoon.
4. The manager \_\_\_\_\_ good ideas to improve the sales of the new product.

**M. Read the following sentences and combine them to form single sentence :**

1. They will complete the task. We hope so.
2. This is the book. I bought it yesterday.
3. We entered the hall. The audience was cheering.
4. The girl painted well. She was rewarded.

**N. Fill in the blanks with do not / does not / do / does and complete the sentences :**

1. They \_\_\_\_\_ want to lose the match.
2. Mona \_\_\_\_\_ like to be friendly with naughty children.
3. Mother \_\_\_\_\_ scold me when I am careless and irresponsible.
4. \_\_\_\_\_ she like to read horror stories?

**O. Transform the following sentences into interrogative or assertive. Rewrite them in the given spaces :**

1. Is there any problem?  
\_\_\_\_\_
2. She is eligible for the post.  
\_\_\_\_\_
3. Every one likes to be praised.
4. No one would like to visit such a place.



# MODEL TEST PAPER-2

Base on Chapters - 17 to 31

## A. Fill in the blanks with the correct form of verbs given in brackets (Type II) :

1. If the fairy granted you two wishes what \_\_\_\_\_ for ?
2. If she walked upright, she \_\_\_\_\_ confident.
3. I would certainly travel by Rajdhani if the tickets \_\_\_\_\_ available.
4. \_\_\_\_\_ if kept this CD a little longer.

## B. Rewrite the following sentences in reported speech :

1. Veena said, "The information is being downloaded from the internet."
2. The plumber said to lady, "I will replace the tap next week."
3. Geeta met Nirmala and said, "I liked the bun cakes that you sent."
4. Anu said, "I have bought tickets for the lawn tennis match."



## C. Change these questions into the passive voice :

- |                                    |   |
|------------------------------------|---|
| 1. Do they make cars in India?     | 2. Will the king inaugurate the new bridge? |
| 3. Have the police found the body? | 4. Are you looking into our compartment?    |

## D. Give the synonyms of words mentioned below :

- |               |                 |
|---------------|-----------------|
| 1. High _____ | 2. clever _____ |
| 3. zeal _____ | 4. gaiety _____ |

## E. Give the antonyms of the following words :

- |                  |                   |
|------------------|-------------------|
| 1. satisfy _____ | 2. approach _____ |
| 3. fall _____    | 4. alive _____    |

## F. Make the sentences with the following words to clearly imply their meanings :

- |                   |                |
|-------------------|----------------|
| 1. Purpose _____. | Propose _____. |
| 2. Pour _____.    | Pore _____.    |
| 3. Loan _____.    | Lone _____.    |
| 4. Lesson _____.  | Lessen _____.  |

## G. Write notices based on the following situations:

1. You are the counsellor at Motinagar. Draft a notice, appealing to the people of the area, to minimize the vast use of water since the surrounding areas have been affected due to acute water shortage.
2. You are the head boy / girl of your school. Your school is going to launch a programme to teach street kids in the school premise every Sunday from 10 am to 11 : 30 am. Draft a notice inviting names of students from different classes who are willing to volunteer as teachers for the programme.

## H. Write short dialogues :

- |  |   |
|--|---|
| 1. Between two friends about dreams.             | 2. Between a miser and a spendthrift.         |
| 3. Between two friends discussing their hobbies. | 4. Between wife and husband about their jobs. |

**I. Write essays on following topics :**

1. Natural disasters (It should contain some disasters like earthquake, flood, cyclone, tsunami and volcano.)
2. Means of Communication (Include some old means and modern means of communication and also give a short description about their inventors.)

**J. Imagine you are a newspaper reporter and you attended the launch of a new health fruit drink, mainly meant for children of all age groups, at Sidharth Hotel in Mumbai. Write a report and select an appropriate heading. You may use the clues given here. Imagine that the product was launched by Sachin Tendulkar.**

New fruit drink called 'Health Sip' — launched by 'Nutrition Drinks' company — at Sidharth Hotel, Mumbai — children attended in large numbers — Sachin Tendulkar attended the launch — it contains pure fruit juice without added colours, sugar or preservatives — available in two flavours — orange and apple — free cans were distributed to all — T-shirts with 'Health Sip' printed on them were distributed—will soon be available at all leading stores.

**K. Read the following and write postcards :**

1. You have spent your summer vacation with your friend in Mussoorie. Write a postcard thanking him or her for the warm hospitality that his / her family had shown towards you.
2. You are visiting your friend in Shimla for your summer vacation. Write a postcard informing her about the date and time of your departure, the name of the train and the expected time of your arrival at Shimla.

**L. Read the following and write e-mails :**

1. Write an e-mail to your friend asking him to forward you the holiday homework and also the relevant information on the project assigned.
2. Write an e-mail in about 120 words, to your elder brother telling him about the Sports Day being organised in your school.

**M. Write short paragraph on the following subjects :**

- |                |                  |
|----------------|------------------|
| 1. A Rainy Day | 2. Cricket Match |
| 3. Anger       | 4. A Picnic      |

**N. Underline the adjective phrases in the following sentences :**

- |                                     |  |
|-------------------------------------|--|
| 1. He is a person of great courage. | 2. A boy in great problem came to me for help. |
| 3. She wore a dress made of silk.   | 4. A stitch in time saves nine.                |

**O. Identify the noun clauses in the following sentences and state their functions :**

- |                                   |                                 |
|-----------------------------------|---------------------------------|
| 1. That she will come is certain. | 2. I can rely on what she says. |
| 3. Tell me why you are angry.     | 4. Do you know why he is happy? |

**P. Underline the adverb clauses in the following sentences and state what kind of each is. Write answer in the given spaces :**

- |  |       |
|--|-------|
| 1. You may sit wherever you want.            | _____ |
| 2. She finished first though she began late. | _____ |
| 3. Take a lamp because it is dark outside.   | _____ |
| 4. It seemed as if he was tired.             | _____ |