

**BAEL-101**

# **English Usage**



**SCHOOL OF HUMANITIES**  
**Uttarakhand Open University**

**Phone no. 05964-261122, 261123**

**Toll Free No. 18001804025**

**Fax No. 05946-264232, e-mail info @uou.ac.in**

**<http://uou.ac.in><http://uou.ac.in>**

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Kumaun University, Nainital

---

## **Programme Coordinators**

---

**Dr. Suchitra Awasthi**

Asst. Professor, Dept. of English  
School of Languages  
Uttarakhand Open University

**Rohitash Thapliyal**

Academic Consultant, Dept. of English  
School of Languages  
Uttarakhand Open University

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## **Unit Writers**

---

**Dr. Veerendra, I.I.T. Roorkee**

Block1

**Dr. Gajendra Chauhan, BITS, Pilani**

Block2

**Prof. Anju S. Gupta, IGNOU, Delhi**

Block3

**Dr. Shefali Ray, New Delhi**

Block4

**Dr. Binod Mishra, I.I.T., Roorkee**

Block5

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## UNIT I- USE OF ARTICLES

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### 1. Introduction:

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Let us look at the following sentences:

1. I have a pen.
2. Ram eats an apple.
3. Sangeeta reads the Times of India.

#### 1.1 Functional and Lexical words

---

In the above mentioned sentences, words which are in bold are generally classified under the category of *functional words*. Before we proceed further, it is important to know the category of words which are generally used in English. Words are classified into two categories namely *functional* and *lexical*. *Functional words* are generally present in a sentence, they perform grammatical functions, however, they lack, a definite meaning. For example it is difficult to find a particular meaning of the word *the*. As it can be seen in the following sentences:

- 1- The cat is a domestic animal.
- 2- She killed the cat yesterday.
- 3- She loves the cat that is domesticated by her parents.

In the given sentences, 1, 2 and 3 the use of the indeed performs certain grammatical functions, however, it lacks a definite meaning.

On the contrary, the *lexical words* are those which have certain meaning and it is possible to form several words out of it. For example, the word *nation* has a definite meaning and one can form several words out of it like *national, nationalize, nationality, international* etc. This productive quality of word formation lacks in the category of *functional words*, however, one may try the most but cannot create any new word out of *a, an, and the*.

Hence, article is a *functional* category word which is also defined as an example of demonstrative adjective. Articles in English are divided into two categories namely:

#### 1.2 Types of Articles

---

- 1- Indefinite:- A and An
- 2- Definite:-The

Indefinite articles like a, and, an are referred so as they do not suggest anything definite about a thing or a person. Whereas the is called definite article as it refers to something definite, for example,

- 1- I have a pen.
- 2- Vineet eats an apple.

In these example, the presence of a and an in the sentence do not refer to any definite thing rather nothing is identified certain. Further

- 3- I like the pen that my father has given me.

Here, the use of *the* in the sentence makes 'the pen' definite or particular, and therefore the is a definite article.

Now, it is important to know where to use A or An and The. The use of A and An depends on the sound system of English language. The English language has 44 sounds

and 26 letters, Sounds are the spoken form of a language whereas the letters are the written form of the language.

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### 1.3 Types of Sounds

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All 44 sounds are further divided into two parts namely Vowels and Consonants. There are 20 vowel sounds in English and 24 consonant sounds. Vowel sounds maintain its quality in articulation whereas the consonant sounds do not. Vowel and consonant sounds are classified as follows:

#### Vowel sounds

1. Y As in About and Cut
2. Œ As in Cut
3. a: As in Father
4. I As in Sit
5. i: As in Seat
6. U As in Put
7. u: As in Shoot
8. e As in ten
9. æ As in Cat
10. R As in Got
11. TÐ As in Saw
12. 3: As in Fur
13. ej As in Say
14. aj As in My
15. Tj As in boy
16. YŠ As in Go
17. UY As in Poor
18. jY As in Near
19. eY As in Hair
20. au As in Now

#### Consonant Sounds:

1. p As in Pen
2. b As in Bad
3. t As in Tea
4. d As in Did
5. k As in Cat
6. g As in Get
7. f As in Fall
8. v As in Van



- 9.s As in See
- 10.Z As in Zoo
- 11.h As in Hat
- 12.m As in Man
- 13.n As in Now
- 14.l As in Leg
- 15.w As in Wet
- 16.j As in Yes
- 17. J As in Sing
- 18.' As in Vision
- 19.f As in Shine
- 20. Ð As in This
- 21. È As in Thin
- 22.d' As in Jam
- 23.tf As in Chain
- 24.r As in Red

---

**1.4 Types of Letters**

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As it has already been stated that there are 26 letters in English which can further be classified into Vowel Letters and Consonant Letters. Vowel Letters are as follows:

**Vowel Letters:-**

- 1. a
- 2. e
- 3. i
- 4. o
- 5. u

**Consonant Letters:-**

- 1. b
- 2. c
- 3. d
- 4. f
- 5. g
- 6. h
- 7. j
- 8. k
- 9. l
- 10. m

11. n
12. p
13. q
14. r
15. s
16. t
17. v
18. w
19. x
20. y
21. z

## 2. Use of A

Having discussed about sound system and letter patterns of the English language, now, we will focus upon the use of article A.

**"A"** is used before any word or abbreviation that begins with a consonant sound.

1. Ram eats a mango.
2. Sita is a B.A.
3. Prem has a pen.

In the given example the word 'mango' and 'pen' and the abbreviation 'B.A.' begin with consonant sounds and therefore article a has been used in the sentences.

**"A"** is used before a countable noun which is singular in number.

Example:- a transistor, a cot etc

## 3. Use of An

**"An"** is used before any word or abbreviation that begins with a vowel sound.

1. Monika eats an apple.
2. Prerna buys an orange.
3. Anurag is an M.A.

In the above examples, words like apple, orange and the abbreviation M.A. all is pronounced with vowel sound, hence article an is used before them.

Let us look at some different examples:-

1. Sita is a university professor.
2. I met a European yesterday.
3. He is an hour late today.
4. Hari is an honest man.

In the above examples the word 'university' and 'European', both begin with vowels but in articulation, they are articulated with a consonant sound, hence article "a" is used before them. However, in example 3 and 4, the word 'hour' and 'honest', though begin with consonant letter are articulated with a vowel sound, hence article "an" is used before them.

Now, Let us do some exercises on the basis of the above mentioned rules.

---

### Test Yourself 1

---

Place a or an before the following expressions:-

- 1.....sad person.
- 2.....interesting drama.
- 3.....university professor.
- 4.....assistant professor.
- 5.....associate professor.
- 6.....angry girl.
- 7.....urgent work.
- 8.....unique institute
- 9.....European girl.
- 10.....high score.
- 11.....useless book.
- 12.....attractive personality.
- 13.....honourable judge.
- 14.....young officer.
- 15.....honest person.
- 16.....orphan child.
- 17.....smart person.
- 18.....remarkable question.
- 19.....happy moment.
- 20.....rich lady.

### ANSWER of Test Yourself 1

- |       |      |       |
|-------|------|-------|
| 1.A   | 2.AN | 3.A   |
| 4.AN  | 5.AN | 6.AN  |
| 7.AN  | 8.A  | 9.A   |
| 10.A  | 11.A | 12.AN |
| 13.AN | 14.A | 15.AN |
| 16.AN | 17.A | 18.A  |
| 19.A  | 20.A |       |

### 5. Use of "The"

Before we go any further, we must now look at the use of the article The.

Use of The: ' The' is used in the following situations

- I. When a particular person or thing is mentioned that has already been referred to.  
Example-The pen that you bought was stolen.

- II. Before the superlative and comparative form of adjectives  
 Example:- Ram is the tallest in the class.  
 The higher you go, the colder you may feel.
- III. Before common nouns.  
 Examples:- The dog seldom bites the innocent people.
- IV. Before the names of rivers, valleys, seas, mountain ranges, newspapers, historical buildings, monuments, journals, magazines, epics, universal body like sun, earth etc.  
 Example:-The Ganga is a holy river.  
 Radha reads the *Times of India*.  
 The red fort is a historical building in Delhi.  
 Ram reads the *Ramayan*.
- V. If two proper names are compared, 'the' is generally used with the second name.  
 Example: - Shakespeare is the Kalidas of England.

### 6. ZERO Article

There are certain nouns with which we generally don't use any article and it is known as Zero article. Zero articles are generally used in the following situations.

- I. Before the name of languages, games and sports, subjects, diseases, proper names, meals etc.  
 Example:-Hindi, Cricket, Mathematics, Measles, Sohan, Lunch
- II. Before abstract and material nouns.  
 Example:-Silver, water, Blood, Beauty, Pain etc.

Now, let us do an exercise on the basis of the above mentioned rules, particularly of the use of the and of zero article.

#### Test yourself 2

Put the wherever possible or use @, if not possible

- 1.....TajMahal.
- 2.....Hindustan Times.
- 3.....cholera.
- 4.....Yamuna.
- 5.....Soccer.
- 6.....highest peak.
- 7.....colder atmosphere.
- 8.....Hindi.
- 9.....Physics.
- 10.....Sun.
- 11.....flowing stream.
- 12.....singing bird.

- 13.....fever.  
 14.....well of the village.  
 15.....character of the novel.  
 16.....heroine of the movie.  
 17.....director of the institute.  
 18.....water of the pond.  
 19.....Hindi.  
 20.....Hindi spoken in Uttrakhand.

**ANSWER of the Test Yourself 2**

- |         |         |        |
|---------|---------|--------|
| 1. The  | 2.The   | 3.@    |
| 4. The  | 5.@     | 6.The  |
| 7. The  | 8.The   | 9.@    |
| 10.The  | 11.The  | 12 The |
| 13. @   | 14.The  | 15.The |
| 16. The | 17.The  | 18.The |
| 19.@    | 20. The |        |

**EXERCISE 1**

*Use Articles (a, an or the) wherever necessary:*

- 1.Aman wants..... pen that you have bought.
- 2.The teacher gave me.....book to read.
- 3.The student writes.....poem.
- 4.He is better of .....two boys.
5. She is.....only child of her parents.
- 6.He left.....heir.
- 7.Ram Babu is .....M.L.A.
- 8.She reads.....historical novel.
- 9.....President is the nominal head of our country.
- 10.Alok is .....one eyed person.
- 11.Parmendra has never seen.....QutabMinar.
- 12.....idiot cannot do anything in his life.
13. What.....idiot that person is!
- 14.I met.....European yesterday.
- 15.....Gita is a philosophical text.
16. She loves .....plays of Shakespeare.
17. We drink ....water from the well.
- 18.Shakespeare is ....Kalidas of England.

19. Radhika reads...novel.

20. Prerna sings...song.

### Answer of the Exercise 1

1.the	2.a	3.a
4.The	5.the	6.an
7.an	8.a	9.the
10.a	11.the	12. an
13.an	14.a	15. the
16. the	17 the	18.the
19.a	20. a	

### EXERCISE 2

Use Articles (a, an or the) wherever necessary:

- 1- Robert and Jessica went to .....party last night.
- 2- Can you tell me how to get to .....cinema from here?
- 3- ..... college is closed today.
- 4- I recommend you try ..... tomato soup at this restaurant.
- 5- ..... beer is good for you.
- 6- Would you like to see ....film?
- 7- ..... apple a day keeps..... doctor away.
- 8- Do you have .....dictionary that I can borrow?
- 9- There were many dogs in the park. One dog was..... Dalmatian.
- 10- Pandas and .....tigers are both endangered animals.
- 11- Magda is wearing ..... blue dress with red shoes
- 12- Bornholm is .....island in the Baltic Sea.
- 13- Mohan plays.....tabla.
- 14- He is .....laborious student.
- 15- She has an attack of .....malaria.
- 16- I lost.....umbrella that I bought last month.
- 17- I want to read.....Bible.
- 18- .....book lying on the table is mine.
- 19- I read .....story daily.
- 20- .....story that I have read is full of morals.

### Answer of the Exercise 2

1.a	2.the	3.the
4.the	5.@	6.a
7.an,the	8. a	9.a

- |        |         |         |
|--------|---------|---------|
| 10. @  | 11. @   | 12. an  |
| 13. @  | 14. a   | 15. @   |
| 16. an | 17. the | 18. the |
| 19. a  | 20. the |         |

**EXERCISE 3**

*Use Articles (a, an or the) wherever necessary:*

1. .... owl is .....bird.
2. The Ganga is ....river.
3. Jane went to the shop to buy.... bread.
4. Hania broke ..... glass when she was washing-up.
5. Tom took ....umbrella as it was raining heavily.
6. This is .....easy question.
7. Stephen could you speak .....little louder.
8. May I have your .....phone number?
9. I have never seen .....UFO.
10. May I ask you .....question?
11. Astrid is ..... best teacher in our school.
12. What is ..... name of the next station?
13. My girlfriend has .....my car today.
14. I went to.....sea during my summer holiday.
15. Is there .....cash machine near here?
16. This is Joanna. She's .....doctor.
17. Simon is ..... engineer.
18. That's Sandra. She's ..... hairdresser.
19. Sean Connery is ..... actor.
20. She is ..... novelist.

**Answer of the Exercise 3**

- |          |         |         |
|----------|---------|---------|
| 1. The-a | 2. a    | 3. @    |
| 4. @     | 5. an   | 6. an   |
| 7. a     | 8. @    | 9. a    |
| 10. a    | 11. the | 12. the |
| 13. @    | 14. @   | 15. a   |
| 16. a    | 17. an  | 18. a   |
| 19. a    | 20. a   |         |

**EXERCISE 4**

Use Articles (a, an or the) wherever necessary:

1. Katerina Kaif is ..... actress.
2. ....Swedish is a difficult language to learn.
3. ....general's army attacked the city at night.
4. I like to play ..... basketball.
5. My parents gave me ..... basketball for my birthday.
6. She is .....prettiest girl in the school.
7. I have .....idea! Let's go bowling.
8. I have borrowed ..... money from her before.
9. My first apartment was on ..... Orange Street.
10. ....dress she is wearing is blue.
11. He is .....real gentleman.
12. Are you studying .....foreign language at school?
13. I only want..... little sugar in my tea, please.
14. It is..... book that I have ever read.
15. Mr. Sañko is ..... teacher.
16. This is Shirley. She's .....housewife.
17. That's Mark. He's.....police officer.
18. I am ..... student.
19. She found .....pen.
20. They got....letter from the college.

**Answer of the Exercise 4**

- |        |         |       |
|--------|---------|-------|
| 1.an   | 2.@     | 3.the |
| 4.@    | 5.a     | 6.the |
| 7.an   | 8.@     | 9.the |
| 10.the | 11. a   | 12. a |
| 13.a   | 14. the | 15. a |
| 16. a  | 17 a    | 18. a |
| 19.a   | 20. A   |       |

**EXERCISE 5**

Use Articles (a, an, or the) wherever necessary:

1. It is important sometimes to stop and look around you at all ...wonderful things .
2. I want to go to the cinema to see ..... film.
3. In..... end we decided not to go to the cinema but to watch television.
4. Can anyone give me..... book because I have just fallen over?



5. ....beautiful girl is sitting under the tree.
6. She always wants to buy ....attractive photograph.
7. I have seen...book and I would like you to get it for me.
8. I like a blue T-shirt better than ... red one.
9. They bought ... car.
10. Where's ... USB drive I lent you last week?
11. Do you still live in ... Lucknow?
12. Is your mother working in ... old college?
13. Rakhi's father works as ... electrician.
14. The tomatoes are 10 rupees ...kilo.
15. What do you usually have for ... breakfast?
16. Mohan has ... terrible headache.
17. After this tour you have ... whole afternoon free to explore the city.
18. We try to find.....answer for each question.
19. The girl writes.....poem.
20. My friend wrote ....letter to me.

#### Answer of the Exercise 5

- |        |        |       |
|--------|--------|-------|
| 1. the | 2.a    | 3.the |
| 4.a    | 5.a    | 6.an  |
| 7.a    | 8. the | 9.a   |
| 10.the | 11. @  | 12. a |
| 13.an  | 14. a  | 15. @ |
| 16. a  | 17. @  | 18.an |
| 19.a   | 20. a  |       |

#### EXERCISE 6

*Correct the following sentences if necessary:*

1. A dog is a faithful animal.
2. I drink a water to maintain the work efficiency of my body.
3. She feels the pain in her stomach.
4. We love playing the cricket with our friends in the evening.
5. Student can serve the nation if the value education is inculcated among them.
6. Rani is a heroine in a movie.
7. Everyone is trying to play on piano.
8. The teacher met a students to discuss some important issues with regard to discipline in the college.
9. Many students in my hostel have been suffering from the fever.

10. Nature is the best guide for human values as Earth may teach us tolerance and the lesson of benevolence.
11. Moon distributes her beautiful light to one and all without any condition.
12. I went to university to attend my class.
13. The French is more difficult to learn than the English.
14. English is a language of a people of England.
15. Tree shares its fruit to all.
16. My brother wants to read a history of English literature.
17. The Hindi is an official language in India.
18. More I learn the more I want to learn.
19. She wants to cross a Pacific ocean.
20. I read a *Mahabharata* last night.

**Answer Exercise 6: Correct the following sentences if necessary:**

1. The dog is a faithful animal.
2. I drink @ water to maintain the work efficiency of my body.
3. She feels @ pain in her stomach.
4. We love playing @ cricket with our friends in the evening.
5. Student can serve the nation if the value education is inculcated among them.
6. Rani is a heroine in a movie.
7. Everyone is trying to play on the Piano.
8. The teacher met @ students to discuss some important issues with regard to discipline in the college.
9. Many students in my hostel have been suffering from @ fever.
10. Nature is the best guide for human values as the Earth may teach us tolerance and the lesson of benevolence.
11. TheMoon distributes her beautiful light to one and all without any condition.
12. I went to the university to attend my class.
13. @ French is more difficult to learn than @ English.
14. English is a language of the people of England.
15. The tree shares its fruit to all.
16. My brother wants to read the history of English literature.
17. @ Hindi is an official language in India.
18. The more I learn the more I want to learn.
19. She wants to cross the Pacific ocean.
20. I read the *Mahabharata* last night.

## EXERCISE 7

*Use Articles wherever necessary:*

- 1- ...Teacher asked...students to write down...sentences written on...blackboard.
- 2- They live within...easy and comfortable reach ...river, so we are fond of ...fishing and ...swimming.
- 3- There is...public meeting in...city hall this evening...speaker has come from England by...plane.
- 4- ...girl who stood first in...state in ...secondary Board Examination has been given...scholarship for college studies.
- 5- Her younger brother is at...school now. If you go to ...school on ...bicycle, you will be just in...time to meet him.
- 6- Students travelled by...plane at ...night, flying high up in ...sky, it was too pleasant...experience to forget.
- 7- She has just drafted...letter to...publisher in Bombay asking to send her...copy of ...catalogue so that she may buy ...book.
- 8- I got this book from...school library...librarian told me that I should keep it only for ...week as ...teacher of English has also requested for it.
- 9- She has...dog and ...cow...dog is black but...cow is white.
- 10- I have ...red book and ...green book on ...table.
- 11- .....girl who is in blue has given me...pen to write....poem.
- 12- .....teacher called.....student and gave him....book to read.
- 13- .....Principal awarded.....students who stood first in the class.
- 14- She bought....apple in ....market.
- 15- .....faculty members of ...college will hold...meeting.
- 16- I checked....answer sheet.
- 17- .....answer that you write is full of errors.
- 18- My friends bought...book for me but ...book is not interesting.
- 19- .....cow is .....four booted animal.
- 20- .....boy answers .....question.

**Answer Exercise 7 : Use Articles wherever necessary:**

- 1- ...The teacher asked...@ students to write down...THE sentences written on THE...blackboard.
- 2- They live within...AN easy and comfortable reach of THE...river, so we are fond of @...fishing and ...@ swimming.
- 3- There is A...public meeting in THE...city hall this evening THE...speaker has come from England by...@ plane.
- 4- ...THE girl who stood first in THE...state in THE...secondary Board Examination has been given...An scholarship for college studies.
- 5- Her younger brother is at@...school now. If you go to THE ...school on ...A bicycle, you will just be in@...time to meet him.

- 6- Students travelled by@...plane at @...night, flying high up in THE...sky, it was too pleasant...AN experience to forget.
- 7- She has just drafted. THE..letter to...@ publisher in Bombay asking to send her...A copy of THE ...catalogue so that she may buy ...A book.
- 8- I got this book from A...school library...THE librarian told me that I should keep it only for A...week as THE...teacher of English has also requested for it.
- 9- She hasA...dog and ...A cow...THE dog is black but THE...cow is white.
- 10- I have A...red book and ...A green book on THE...table
- 11- ...THE...girl who is in blue has given me...A pen to write...A.poem.
- 12- THE.....teacher called...THE..student and gave him...A.book to read.
- 13- ...THE...Principal awarded THE.....student who stood first in the class.
- 14- She bought...AN.apple in THE....market.
- 15- ...THE...faculty members of THE ...college will hold...A meeting.
- 16- I checked THE....answer sheet.
- 17- ...THE....answer that you write is full of errors.
- 18- My friends bought...A book for me but THE ...book is not interesting.
- 19- ...THE...cow is A.....four booted animal.
- 20- ...THE...boy answers THE.....question.

### EXERCISE 8

*Use Articles wherever necessary:*

There is...bright young person sitting across...table. ... The clothes and ... looks are perfect. He/She could well be ... model. Our job is to interview these young people for ... management positions in our company. My colleague asks the some questions about their background-engineering, arts, or commerce-...and answers border on ignorance. So we ask, do you read new papers? Evasive answer sometimes. What is your opinion on freedom of the press? Oh, we should not give them absolute freedom. What do you want to do in life? Make ...lot of money. In the middle of ... interview we notice that ... young person is uncomfortable. ... hand goes to the pocket, but stops. It's ok, we say 'you can take your call'. ... young person smiles sheepishly. It was on 'buzzer', ... person says, as if that explains everything. We look at each other, how can we take this person in... company? And yet, most people whom we interview are clones, speaking same things without any conviction in their voice. 'I want to do something... country or for...poor', they say without having any idea as to what they would like to do for either ... poor or for themselves.

**Answer Exercise 8: Use Articles wherever necessary:**

There is A...bright young person sitting across...THE table. The clothes and ...THE looks are perfect. He/She could well be ...A model. Our job is to interview these young people for A... management positions in our company. My colleague asks the some questions about their background-engineering, arts, or commerce and THE answers border on ignorance. So we ask, do you read new papers? Evasive answer sometimes. What is your opinion on freedom of the press? Oh, we should not give them absolute freedom. What do you want to do in life? Make A...lot of money. In the middle of THE... interview we notice that THE... young person is uncomfortable. THE... hand goes to the pocket, but stops. Its ok, we say 'you can take your call'. THE... young person smiles sheepishly. It was on 'buzzer', THE... person says, as if that explains everything. We look at each other, how can we take this person in...THE company? And yet, most people whom we interview are clones,

speaking same things without any conviction in their voice. 'I want to do something for THE country or for...poor', they say without having any idea as to what they would like to do for either THE... poor or for themselves.

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**EXERCISE 9**

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*Correct the grammatical errors (related to articles) in the following paragraph:*

There are inevitable times in every life when we all must step on an thorn. It is never the pleasurable feeling, it is not meant to be. In that moment of pain, we are focused not just on a pain itself but on an anguish of being singles out, asking an inevitable 'Why me?' Question in a larger scheme of things, that question is as irrelevant as a pain itself. All of us realise this sooner or later. What many of us do not comprehend, is a futility of carrying a baggage of that pain into our future. As step on the thorn, if I begin to blame a thorn, a pain has a tendency to linger; sometimes a pain expands as time passes, it memory holding centre stage, colouring how we view and feel about our lives. In life, we cannot avoid pain what we can do is learn from a pain and move on.

**Answer Exercise 9:** *Correct the grammatical errors (related to articles) in the following paragraph:*

There are the inevitable times in every life when we all must step on a thorn. It is never a pleasurable feeling, it is not meant to be. In that moment of pain, we are focused not just on the pain itself but on the anguish of being single out, asking an inevitable 'Why me?' Question in the larger scheme of things, that question is as irrelevant as the pain itself. All of us realise this sooner or later. What many of us do not comprehend, is the futility of carrying the baggage of that pain into our future. As step on the thorn, if I begin to blame a thorn, a pain has a tendency to linger; sometimes the pain expands as time passes, it memory holding centre stage, colouring how we view and feel about our lives. In life, we cannot avoid pain what we can do is learn from the pain and move on.

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## UNIT 2- SUBJECT-VERB AGREEMENT (CONCORD)

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### 1. Introduction

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Let us begin with a very simple but a funny example 'Drink I water', "Eats she an apple'. The moment we listen the previous sentences we cannot resist laughing upon the grammatical competence of the speaker. But we need to think why those sentences are grammatically incorrect or that allows us to laugh. A curious thinking may bring us closer to the inappropriate grammatical syntactic structure. As it is known to us that every language of the world has a distinct syntactic structure that the language primarily has to follow. Any deviation to this brings inappropriate, ungrammatical or incorrect sentences. We can study at length about the rules of syntactic structures under the broader domain of syntax.

English is a language with a basic syntactic structure:

**Subject (S)+Verb(V)+Object(O)=SVO.**

In order to write or speak some basic or elementary sentences in English we have to follow the above mentioned structure and if we don't follow the sentence will be grammatically incorrect or unacceptable.

1-Drink I water.

2-Eats she an apple.

The above mentioned examples allowed us to laugh because they do not follow the structure of SVO, if we follow the structure, the sentences should be like:

1- I drink water.

2- She eats an apple.

Because in the given sentences 'I/She' is subject, 'drink/eats' is verb and 'water/ apple' is object. Now, before we proceed any further, it is important to know the basic definitions or meanings of linguistic jargons like subject, verb, object or complement. It is precisely because the further rules of sentence formations cannot be understood without the proper understanding of given the linguistic jargons.

Now, let us examine the following sentences:

1- Ram writes poems.

2- Sita cooks food.

In the sentence number one and two Ram and Sita, is defined as subject because they do an action. The traditional or prescriptive grammar defines subject as 'the doer of an action' or about whom or which we say something etc. These definitions of subject, indeed, explain the aforementioned sentences in which Ram and Sita are written as subjects. But let us examine the following sentences:

1- It is a pen.

2- There was a king.

It is known to us that every sentence of the English language must have a subject, explicitly or implicitly present in the syntactic structure. If we follow the above mentioned definition of subject, how shall we be able to explain these sentences and how can we identify the subject? Here in the sentences, 'It is a pen' there is no doer of an action and we are not talking about someone or something, so where is the subject. Similarly how can we explain the second sentence 'There was a king'. This shows that the above mentioned definition of sentences is incomplete or partial which cannot account for all English sentences. To be precise we can define subject as 'The first Noun Phrase (NP). NP includes noun as well as pronoun. Now, in the sentences like:

- 1- Ram writes poems.
- 2- Sita cooks food.
- 3- It is a pen.
- 4- There was a king.

Words like 'Ram', 'Sita', 'It' and 'there' are first NP in the sentences and hence, they are the subject of the sentence.

After the subject, it is the verb that requires a brief introduction in order to understand the structure and formation of the sentence. Verb is defined as one of the units of lexical category which represents state of an object along with some functions. Hence, verb is a word of lexical category which refers to action as well as the state of an object. For example, verbs like is, am, are, was, were, can, may etc. represent the state of being whereas the verbs like eat, drink, play etc. represent an action. It is important to note here that each and every sentence of the English language must have a verb, to be very precise, the principal/main verb, as the verb is generally grouped into two broader categories like Principal/main verb and Auxiliary/helping verb.

The third yet one of the crucial elements of sentence structure is an object and a complement. Object is defined as the unit of syntactic structure which receives the result of an action, however, a complement is again a unit of a sentence which may be used to complete the meaning of the sentence. In a syntactic structure, the use of object and complement depends upon the nature of verb, here the nature can be seen in terms of Transitive or Intransitive. If the verb is transitive like play, eat, drink, etc. will require at least an object. We may identify the transitive verb by asking a question with 'what' and 'who/whom'. For example, if we write:

**1- Madan eats .....**

One can easily ask here what does Madan eat? This must require an answer, and the answered word will become the object. So, if the answer is mangoes or any edible thing it will become the object of the sentence. Thus, the verb eat is an example of transitive verb and the previous sentence can be written as 'Madan eats mangoes'.

Intransitive verb cannot answer 'what', 'who/whom', for example:

**1- Prerna walks.**

Though the given sentence appears incomplete yet we cannot ask 'what' or 'who' here, whereas we may ask 'when' or 'where'. When we say 'when' the sentence can be read as 'Prerna walks in the morning'. In this sentence 'in the morning' completes the intransitive verb 'walk' and therefore 'in the morning' becomes a complement.

Finally, the syntactic of English language is subject+verb+object, it is conveniently being divided into two parts, namely subject and predicate, predicate is the group of verb+something more, that can be an object or a complement. The definition of subject, verb and object/complement has already been discussed and therefore, it is important for us now to know the basic rules which may help us to construct grammatically correct sentences.

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**1.1 Rules for Concord**

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- 1- S-S and P-P.

This represents that in every sentence, there is a subject and a verb and there must be an agreement between the two. The agreement states that the singular subject takes singular verb (S-S), and the plural subject takes plural verb (P-P), for example:

- 1- Mohan is intelligent.
- 2- Boys are hard-working.

In the first sentence, we use singular verb that is 'is' because the subject 'Mohan' is singular. In the second sentence we use plural verb that is 'are' because the subject 'boys' is plural. This indicates that one can never use the right form of the verb unless the category of the subject, singular or plural, is clear. Therefore, we must have to learn the singular or the plural form of a noun. Generally, it is seen that:

NOUN+s/es= PLURAL

(Singular)

For example, 'Pen+s= Pens', 'Girl+s= Girls', 'Book+s=Books'.

VERB+s/es=SINGULAR

(Plural)

For example, 'Drink+s=Drinks', 'Write+s=Writes', 'Dance+s=Dances'.

2. There are certain nouns which are always singular and they take singular verb. Nouns are as follows:

Luggage, Furniture, Advice, Information, Food, Work, Knowledge, Equipment, Fruit, apparatus, behaviour, scenery, traffic, electricity, dust, music, progress, weather, nonsense, news, innings, barracks, nasals, rickets, mumps, classics, linguistics, mathematics, physics, phonetics, ethics, athletics, politics, Poetry, Gentry, Infantry, Machinery statistics, etc.

For example: 1. Information is gathered to fill the application form.

2. Advice is to be given to those who seek it.

3. There are certain nouns which are plural and they take plural verb. They are as follows:

People, public, cattle, police, alms, annals, belongings, binoculars, brains, customs, riches, drawers, thanks, regards, trousers, treasures, scissors, shoes, earnings, etc.

Example:

1- People are inherently good.

2- Alms are given to the poor.

4. Complementary nouns, the noun which always move in pair and they represent a different meaning, take singular verb as they are singular in nature. For example:

1- Bread and butter is essential for all.

2- Hammer and sickle is an important implement.

3- A horse and carriage is ready for us.

4- Rice and curry is her favourite dish.

In the given examples all underlined expressions are the examples of complementary noun and therefore the following verb with them is singular.

5 When two subjects are connected by as well as, together with, along with, and in addition to, the verb is used according to the first subject. For example:

1- The Principal as well as students is coming to attend the conference.

2- The Principal along with his students is coming to inaugurate the function.

in the given examples, there are two subjects which are connected by as well as and along with respectively and therefore, the following verb is singular.

6 If two subjects are connected by neither...nor, either...or, the verb is used according to the second subject. For example:



- 1- Neither the boy nor girls are interested in accomplishing the task in time.
- 2- Either she or her friends are coming to do the remaining work

7 If two singular subjects are connected by and, the following verb in the sentence will be plural. For example:

- 1- The student and the teacher work hard to maintain the quality of education.
- 2- Ram and Shyam are going to the market to buy some vegetables

8 Distributive pronouns like each, every, either, neither, everybody, somebody, nobody, no one, someone, each one, none, everyone etc. take singular verb. For example:

- 1- Everybody wants to study at IIT Roorkee.
- 2- Each question is important.
- 3- Neither of the two is present in the class.

9 If two or more than two nouns refer to the same person or thing, the verb remains singular. For example:

- 1- A great scholar and Professor has arrived.
- 2- The poet and philosopher is capable to change society

10 When a plural noun denoting distance, weight, height or amount of money is illustrated as a single unit, it takes a singular verb. For example:

- 1- Five hundred kilometres is not a big distance now a days.
- 2- Ten rupees is a big sum if one does not earn.

11 When a plural noun denoting distance, weight, height or amount of money is illustrated as a several unit or when the idea of plurality is dominant, it takes a plural verb. For example:

- 1- Five months have passed.
- 2- Two hundred rupees are spent on it.
- 3- The first thirty years are the hardest.

12 Phrases like a lot of, a great deal of, sum of, most of, plenty of are singular when they refer to quality and are plural when they refer to number. For example:

- 1- A lot of wealth is required to accomplish this plan.
- 2- A lot of books have been borrowed.

13 Collective noun, abstract noun and material noun generally take singular verb. For example:

- 1- Courage is one of the strongest weapons for us to win any battle.
- 2- The government is unanimous on the issue of the LOKPAL bill.
- 3- Water is life.

In the above examples, the word 'courage' is an abstract noun, 'government' is a collective noun, and 'water' is material noun and therefore, they have agreed with singular verb.

14 If a collective noun is followed by the word 'split', 'fragmented' or 'broken' or 'fractured' etc. the following verb in the sentence will be plural. If the collective noun is followed by the word 'unanimous' the verb is singular. For example:

1. The committee were divided on the issue.

2. The class was unanimous on implementing the great system.

15 If the structure of the sentence is singular collective noun+of +plural noun, the sentence takes singular verb. For example:

1. A group of people was standing there.
2. A crowd of students is waiting to see the VC.
3. A team of students has been selected.

16 Nouns like dozen, hundred, thousand, billion, million, are plural, they take plural noun as well as plural verb. For example:

1. Ten dozen eggs are sold every day.

17 Nouns like dozen, hundred, thousand, billion, million, are generally written without adding s/es with them however, in some cases s/es is added but they convey a different meaning altogether. For example:

1. She has five dozens books.
2. She deposited ten thousands rupees in her account

In the above examples, the use of dozens and thousands are incorrect because it is in appropriate here, however, when we may write:

1. Dozens of eggs are sold every day.
2. Hundreds of visitors come to Uttarakhand every day.
3. Thousands of people are dying without food in India.

In all these sentences, words like 'dozens', 'hundreds' and 'thousands' represent a great number of people.

18. Phrases like 'a number of', 'a great many', and 'a large number' etc. are always plural and hence they take a plural verb.

For Example:

1. A number of students are coming to attend the class today.
2. A large number of people have to listen their beloved leader.

19. Phrases like 'the number of', 'the great many', 'the large number of' etc. are always singular and hence they take a singular verb.

For Example:

1. The number of students is small in the class today.
2. The large number of student is missing today.

20. If the structure is THE+NOUN followed by THE+NOUN, it takes plural verb because they represent two different nouns.

For Example:

1. The Principal and the Secretary are present in the college today.
2. The Principal and the teacher are doing the work.

21. If the structure is THE+NOUN followed by NOUN, it takes singular verb because it represents the same noun. For Example:

1. The Principal and Secretary is present in the college today.

22. If a sentence has daily, everyday, always, generally, usually, often etc., the sentence must be written in simple present.

For Example:

1. She goes for a walk daily with her husband
2. I always try to maintain honesty in my work.
3. We often tend to tell lies.

23. If a sentence has yesterday, ago, last week, or last + something, previous etc., the sentence must be in simple past.

For Example:

1. I played yesterday.
2. She met me last month.
3. They came here an hour ago.

24. If a sentence has 'for' or 'since' to indicate the time frame, the sentence must be perfect continuous tense.

For Example:

1. We have been working here for five years.
2. She has been reading the novel since yesterday.

## EXERCISES ON SUBJECT-VERB AGREEMENT (CONCORD)

### EXERCISE 1

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Fill in the blanks with suitable verbs choosing from the brackets:

- 1- What you need most ... books. (is/are)
- 2- Each child... an apple. (has/have)
- 3- The Yamuna ... a holy river. (is/are)
- 4- All men ... mortal. (is/are)
- 5- The book ... a real friend for those who are not understood by the common people. (is/are)
- 6- All that shines ... not diamond. (is/are)
- 7- Mr and Mrs Pandey ... in the garden. (is/are)
- 8- Books are hated and detested but they ... real friends. (is/are)
- 9- More than fifty students ... joined IIT this year. (has/have)
10. The number of boys... there. (is/are)
11. All water ... spoiled. (is/are)
12. Some books ... viable for us. (is/are)
13. No news ... a good news. (is/are)
14. The people of this town ... indolent. (is/are)
15. A number of girls ...participating in debate competition. (is/are)

**Answer Exercise 1: (Word written in the bold is the answer.)**

1. What you need most ... books. (**is/are**)
2. Each child... an apple. (**has/have**)
3. The Yamuna ... a holy river. (**is/are**)
4. All men ... mortal. (**is/are**)
5. The book ... a real friend for those who are not understood by the common people. (**is/are**)
6. All that shines ... not diamond. (**is/are**)
7. Mr and Mrs Pandey ... in the garden. (**is/are**)
8. Books are hated and detested but they ... real friends. (**is/are**)
9. More than fifty students ... joined IIT this year. (**has/have**)
10. The number of boys... there. (**is/are**)
11. All water ... spoiled. (**is/are**)
12. Some books ... viable for us. (**is/are**)
13. No news ... a good news. (**is/are**)
14. The people of this town ... indolent. (**is/are**)
15. A number of girls ... participating in debate competition. (**is/are**)

**EXERCISE 2**

Fill in the blanks with suitable verbs choosing from the brackets:

- 1- Sita ... me fool. (make/makes)
- 2- The principal ... carefully in order to avoid any errors. (work/works)
- 3- Girls ... to spend more money on clothes and cosmetics. (want/wants)
- 4- Barking dogs .... (bite/bites)
- 5- The tree .... us fruit. (give/gives)
- 6- Mr Santosh Sharma ... a girl. (love/loves)
- 7- Ruby ... money extravagantly. (spend/spends)
- 8- Radhika ... her class meticulously. (engage/engages)
- 9- Monika ... me yesterday. (see/saw)
- 10- She ... for a walk daily along with her friend. (go/goes)
- 11- Raman ... to attain a good position in an organization. (want/wants)
- 12- She ... told me that she would do that work well in time. (has/had)
- 13- The Earth ... round the Sun. (move/moves)
- 14- The moon ... at night. (shine/shines)
- 15- The planet ... on its axis. (rotate/rotates)

**Answer Exercise 2 (Word written in the bold is the answer. )**

- 1- Sita ... me fool. (make/**makes**)
- 2- The principal ... carefully in order to avoid any errors. (work/**works**)
- 3- Girls ... to spend more money on clothes and cosmetics. (**want/wants**)
- 4- Barking dogs .... (**bite/bites**)
- 5- The tree .... us fruit. (give/**gives**)
- 6- Mr Santosh Sharma ... a girl. (love/**loves**)
- 7- Ruby ... money extravagantly. (spend/**spends**)
- 8- Radhika ... her class meticulously. (engage/**engages**)
- 9- Monika ... me yesterday. (see/**saw**)
10. She ... for a walk daily along with her friend. (**go/goes**)
11. Raman ... to attain a good position in an organization. (**want/wants**)
12. She ... told me that she would do that work well in time( has/**had**)
- 13- The earth ...round the sun. (**move/moves**)
- 14- The moon ... at night. (**shine/shines**)
- 15- The planet.... on its axis. (**rotate/rotates**)

**EXERCISE 3**

Fill in the blanks with suitable verbs choosing from the brackets:

1. The Rape of Lock ...a famous satire. (is/are)
2. The clothes that you gave me ...cheap. (was/were)
3. A lot of gold ...lying there. (was/were)
4. The police ... arrested the culprit. (has/had)
5. Lots of people ... coming to Rishikesh. (is/are)
6. The number of people killed ... very large. (was/were)
7. Half of the sweets ... been spoiled. (has/have)
8. The public ... wise to take a judicious decision. (is/are)
9. Fifty miles ... not a long distance. (is/are)
10. The rocky ... a range of mountains. (is/are)
11. Money ... an important role in making as well as marring the life of an individual (play/plays)
12. More than one person... opposed it. (has/have)
13. Mathematics ...a very interesting subject. (is/are)
14. What she says and does ... not easy to know. (is/are)
15. Neither he nor his children ... come. (has/have)

**Answer Exercise 3 : Fill in the blanks with suitable verbs choosing from the brackets:**

1. *The Rape of Lock* ...a famous satire. (**is/are**)

2. The clothes that you gave me ...cheap. (was/**were**)
3. A lot of gold ...lying there. (**was**/were)
4. The Police ... arrested the culprit. (has/**had**)
5. Lots of people ... coming to Rishikesh. (is/**are**)
6. The number of people killed ... very large. (**was**/were)
7. Half of the sweets ... been spoiled. (**has**/have)
8. The public ... wise to take a judicious decision. (is/**are**)
9. Fifty miles ... not a long distance. (**is**/are)
10. The rocky ... a range of mountains. (**is**/are)
11. Money ... an important role in making as well as marring the life of an individual (play/**plays**)
12. More than one person... opposed it. (**has**/have)
13. Mathematics ...a very interesting subject. (**is**/are)
14. What she says and does ... not easy to know. (**is**/are)
15. Neither he nor his children.....come. (has/**have**)

#### EXERCISE 4

Fill in the blanks with suitable verbs choosing from the brackets:

- 1- You and I ...in Delhi together. (live/lives)
- 2- Work and experience ... wisdom to man. (bring/brings)
- 3- Each girl and boy ... perform something on the stage. (has/have)
- 4- Politics ... no more a fair game. (is/are)
- 5- Neither of the girls ... able to win the race. (is/are)
- 6- Kerosene and milk ... not mix. (do/does)
- 7- Either Varun or Sukhadeep... done this mischief. (has/have)
- 8- Twenty five years ... a long time. (is/are)
- 9- No body ... loneliness. (enjoy/enjoys)
- 10 One of the boys in the camp ... fallen ill. (has/have)
11. The villages of our country ... poor. (is/are)
12. Stories of animal ... children. (attract/attracts)
13. My friend, philosopher, and guide ... alive even today. (is/are)
14. One of Dr. Jha's sons ... a doctors. (is/are)
15. The examination of the boys ... finished. (is/are)

**Answer Exercise 4 (Word written in the bold is the answer.)**

- 1- You and I ...together in Delhi . (**live**/lives)
- 2- Work and experience ... wisdom to man. (bring/**brings**)
- 3- Each girl and boy ... perform something on stage. (**has**/have)

- 4- Politics ... no more a fair game. (**is/are**)
- 5- Neither of the girls ... able to win the race. (**is/are**)
- 6- Kerosene and milk ... not mix. (**do/does**)
- 7- Either Varun or Sukhadeep... done this mischief. (**has/have**)
- 8- Twenty five years ... a long time. (**is/are**)
- 9- No body ... loneliness. (enjoy/**enjoys**)
- 10 One of the boys in the camp ... fallen ill. (**has/have**)
11. The villages of our country ... poor( **is/are**)
12. Stories of animal ... children( attract/**attracts**)
13. My friend, philosopher, and guide ... alive even today.(**is/are**)
14. One of Dr. Jha's sons ... a doctors( **is/are**)
15. The examination of the boys ... finished. (**is/are**)
15. Neither he nor his children.....come. (**has/have**)

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**EXERCISE 5**


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Fill in the blanks with suitable verbs choosing from the brackets:

1. Neither the principal nor the secretary....present in the function yesterday.(was/were)
2. Either the boy or the teacher....in the wrong. (is/are)
3. Every one of the boys....in the arena. ( was/were)
4. Slow and steady....the race.(win/wins)
5. A flock of sheep.... grazing in the field.( is/are)
6. More boys than one...present in the class.(was/were)
7. Bread and butter.....a wholesome food.( is/are)
8. Scissors.....used by the tailor master.(is/are)
9. Alms....given to the poor.(is/are)
10. Poetry.....the language of emotion and heart.(is/are)
11. Information.....gathered to fill in the application form.(was/were)
12. Advice.....been shared among all students.(has/have)
13. Thanks .....given to those who help us.(is/are)
14. Regards....conveyed to the elders. ( is/are)
15. Rickets.....caused because of the deficiency of vitamin D in the body.(is/are)

**Answer Exercise 5: Fill in the blanks with suitable verbs choosing from the brackets:**

1. Neither the principal nor the secretary....present in the function yesterday.(**was/were**)
2. Either the boy or the teacher....in the wrong. (**is/are**)
3. Every one of the boys....in the arena,( **was/were**)

4. Slow and steady....the race.(win/**wins**)
5. A flock of sheep.... grazing in the field.( **is/are**)
6. More boys than one...present in the class.(was/**were**)
7. Bread and butter.....a wholesome food.( **is/are**)
8. Scissors.....used by the tailor master.(is/**are**)
9. Alms....given to the poor.(is/**are**)
10. Poetry.....the language of emotion and heart.(**is/are**)
11. Information.....gathered to fill in the application form.(**was/were**)
12. Advice.....been shared among all students.(**has/have**)
13. Thanks .....shared to those who help us.(is/**are**)
14. Regards....conveyed to the elders. ( **is/are**)
15. Rickets.....caused because of the deficiency of vitamin D in the body.(**is/are**)

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**EXERCISE 6**

Fill the following blanks with the suitable form of the verb:  
(Verb to be means, is, are, am, was, were etc.)

1. My brother.....walking.(like)
2. Bat....in the sky.(fly)
3. Ram and Mohan.....coming to the department.( to be)
4. Those girls..... intelligent.( to be)
5. Books lying on the table....mine.(to be)
6. Ten students.....to play football.(want/wants)
7. Sita....in the college.(teach)
8. Pens....well on the paper .(write)
9. We.....English.(learn)
10. The Principal...students to attend the seminar.(call)
11. The child.....everyone without any bias.(love)
12. You....everything in the social set up.(imitate)
13. We.....our elders.(respect)
14. It....daily in the morning.(rain)
15. We....to temple all Sunday morning.(go)

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**Answer Exercise 6**

Word written in the capital letters is the suitable form of the given form of the verb:  
(Verb **to be** means, is, are, am, was, were etc.)

1. My brother.....LIKES walking.(like)
2. Bat...Fly in the sky.(fly)
3. Ram and Mohan...ARE..coming to the department.( to be)



4. Those girls....ARE. intelligent.( to be)
5. Books lying on the table ARE.....mine.(to be)
6. Ten students WANT.....to play football.(want/wants)
7. Sita TEACHES....in college.(teach)
8. Pens...WRITES well on paper .(write)
9. We...LEARN....English.(learn)
10. The Principal...IS CALLING the students to attend the seminar.(call)
11. The child...LOVES..everyone without any bias.(love)
12. You...IMITATE .everything in the social set up.(imitate)
13. We...RESPECT..our elders.(respect)
14. It RAINS....daily in the morning.(rain)
15. We GO....to temple on Sunday mornings.(go)

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**EXERCISE 7**


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Fill the following blanks with the suitable form of the verb:  
(Verb to be means, is, are, am, was, were etc.)

1. Some students.....travelling.(dislike)
2. Some money....needed to make life meaningful.(to be)
3. Everybody .....him.(hate)
4. Neither she nor her friend.....hard to attain success.(work)
5. Each child.....a glass of milk.(get)
6. The child.....to get milk.(cry)
7. Police.....to catch the thief.(try)
8. Furniture... sold in Delhi.(to be)
9. The Principal.....the intellectual culture of the college.(change)
10. Children....ignorant of the moral values nowadays.( to be)
11. Parents.....for their children.(care)
12. Poverty.... one of the manjor problems in the country.(to be)
13. Poetry.....peace in a society.( bring)
14. All water....contaminated.( to be)
15. Some students....in the corridor.(shout)

**Answer Exercise 7**

Word written in the capital letters is the suitable form of the given form of the verb:  
(Verb to be means, is, are, am, was, were etc.)

1. Some students...DISLIKE...travelling.(dislike)
2. Some money...IS .needed to make life meaningful.(to be)
3. Everybody ...HATES...him.(hate)

4. Neither she nor her friend WORKS.....hard to attain success.(work)
5. Each child....GETS .a glass of milk.(get)
6. The child...CRIES...to get milk.(cry)
7. Police...TRY...to catch the thief.(try)
8. Furniture... IS sold in Delhi.(to be)
9. The Principal...IS CHANGING..the intellectual culture of the college.(change)
10. Children ARE....ignorant of the moral values nowadays.( to be)
11. Parents...CARE..for their children.(care)
12. Poverty IS.... one of the manjor problems in the country.(to be)
13. Poetry.....BRINGS peace in a society.( bring)
14. All water...IS.contaminated.( to be)
15. Some students...SHOUT .in the corridor.(shout)

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### EXERCISE 8

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Correct the following sentences if necessary:

1. The student attend a language class.
2. This course have taught me a lot.
3. He are interested in taekwando.
4. They writes tests every day.
5. The book are on the table.
6. The books is out-dated.
7. The Vice –Chancellor, as well as his staff are hard-working.
8. Miriam, together with her friends, were here.
9. The teacher, accompanied by the students, have arrived.
10. Everyone are to blame.
11. Someone have taken it.
12. Everybody dislike a cheat.
13. His brother and sponsor was there to help him.
14. The President and Commander-in-chief of the Armed Forces have arrived.
15. A dog and a cat is seldom friends.

### Answer of the Exercise 8

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**EXERCISE 9**

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Correct the following sentences if necessary:

1. The United Nations have its headquarters in New York.
2. Economics are an interesting subject.
3. The sports news were aired an hour ago.
4. Not only the governor but also his wife were present at the rally.
5. 5.Either the teacher or the class representative are expected to attend the meeting.
6. Neither the boy nor his father have eaten.
7. Either the students or the teacher have to be present.
8. Neither the teacher nor the students seems lazy.
9. The audience was clapping. (together).
10. The audience was arriving. (separately).
11. The committee is unable to agree on a date for the convocation. (separately)
12. The committee are meeting today. (together)
13. That kind of music is out-dated.
14. Those kinds of cars is in high demand.
15. These errors is to be corrected.

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12. The committee is meeting today. (together)
13. That kind of music is out-dated.
14. Those kinds of cars are in high demand.
15. These errors are to be corrected often.

### EXERCISE 10

Fill the following blanks in the paragraphs with the suitable form of the verb

Adversity..... (to be) the grindstone of life. Intended to polish you up, adversity also .....(has/have) the ability to grind you down. The impact and ultimate result .....(depend) on what you .....(do/does) with the difficulties that..... (come) your way. ....(Consider) the phenomenal achievements of people experiencing adversity.

Beethoven .....(compose) his greatest works after becoming deaf. Sir Walter Raleigh .....(write) the History of the World during a thirteen year imprisonment. If Columbus had .....(turn) back, no one could have .....(blame) him, considering the constant adversity he endured. Of course, no one would have .....(remember) him either. Abraham Lincoln .....(achieve) greatness by his display of wisdom and character during the devastation of the Civil War. Luther .....(translate) the Bible while enduring confinement in the Castle of Wartburg. Under a sentence of death and during twenty years in exile, Dante .....(write) the Divine Comedy. John Bunyan ....(write) Pilgrim's Progress in a Bedford jail.

Finally, consider a more recent example. Mary Groda-Lewis .....(endure) sixteen years of illiteracy because of unrecognized dyslexia, was .....(commit) to a reformatory on two different occasions, and almost .....(die) of a stroke while bearing a child. Committed to going to college, she .....(work) at a variety of odd jobs to save money, graduated with her high school equivalency at eighteen, .....(to be) named Oregon's outstanding Upward Bound student, and finally entered college. Determined to become a doctor, she .....(face) fifteen medical school rejections until Albany Medical College finally accepted her. In 1984, Dr. Mary Groda-Lewis, at thirty-five, graduated with honors to fulfill her dream.

### Answer Exercise 10

*(Words written in the capital letters are the suitable form of the verb)*

Adversity.....IS. (to be) the grindstone of life. Intended to polish you up, adversity also ...HAS...(has/have) the ability to grind you down. The impact and ultimate result DEPENDS.....(depend) on what you DO.....(do/does) with the difficulties that...COME..... (come) your way. ...CONSIDER.....(Consider) the phenomenal achievements of people experiencing adversity.

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### EXERCISE 11

*Correct the grammatical errors, with regard to concord in the given paragraphs where the word/words is/are in bold.*

History abound with tales of experts who was convinced that the ideas, plans, and projects of others could never be achieve. However, accomplishment come to those who said, "I can it make happen."

The Italian sculptor Agostinho'Antonio worked diligently on a large piece of marble. Unable to produce his desired masterpiece, he lament, "I can do nothing with it." Other sculptors also work this difficult piece of marble, but to no avail. Michelangelo discover the stone and visualized the possibilities in it. His "I-can-make-it-happen" attitude resulted in one of the world's masterpieces - David.

The experts of Spain conclud that Columbus's plans to discovered a new and shorter route to the West Indies was virtually impossible. Queen Isabella and King Ferdinand ignores the report of the experts. "I can make it happen," Columbus persisted. And he did. Everyone know the world was flat, but not Columbus. The Nina, the Pinta, the Santa Maria, along with Columbus and his small band of followers, sailed to "impossible" new lands and thriving resources.

Even the great Thomas Alva Edison discourage his friend, Henry Ford, from pursuing his fledgling idea of a motorcar. Convinced of the worthlessness of the idea, Edison invited Ford to come and work for him. Ford remained commit and tirelessly pursued his dream. Although his first attempt results in a vehicle without reverse gear, Henry Ford knew he could make it happen. And, of course, he did.

"Forget it," the experts advises Madame Curie. They agrees radium was a scientifically impossible idea. However, Marie Curie insisted, "I can make it happen."

Let's not forget our friends Orville and Wilbur Wright. Journalists, friends, armed forces specialists, and even their father laughs at the idea of an airplane. "What a silly and insane way to spend money. Leave flying to the birds," they jeered. "Sorry," the Wright brothers respond. "We have a dream, and we can make it happen." As a result, a place called Kitty Hawk, North Carolina, become the setting for the launching of their "ridiculous" idea

### Answer Exercise 11

*(Words in the bracket are the correct forms of the word/words written in bold.)*

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### EXERCISE 12

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*Correct the grammatical errors, with regard to concord in the given paragraphs where the word/words is/are in bold.*

Language are something that are oft thought but are never so well expressed. It indeed hold a pivotal place between the literary, philosophical and critical gamut of structuralism, modernism, post-modernism and many other fields. The role of language can bese in epistemology i.e. construction of knowledge, politics, power and solidarity .It are moreover quite pervasive even in our daily life

Language is commonly defined as a means of communication, a means to convey our thoughts, feelings, emotions etc. However; it are deeply and inextricably related to epistemology. The psychological growth of an individual take place gradually as the mind get the imprints of the sign and symbols. The object stand for a person in the world primarily because it's close signification with the subject. This make it quite evident that in the absence of a language, the knowledge about anything of the world cannot be constructed and even if the knowledge exist in some fragmented forms, it cannot be expressed without a language.

Language are closely related to politics since time immemorial. Initially it play an important role in the emergence of Buddhism and Jainism in India despite the dominant presence of the Vedic religion. Even in the post-independent India it act as one of the powerful instruments to divide the country into different states and fragments. The division of Gujarat and Maharastra were indeed colored with linguistic reasons. Moreover, the debate about Hindi as National language or as official language still seem to be unresolved

### Answer Exercice 12

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## **Unit 3: Simple Present and Present Continuous Tense**

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### **3.1 Preview/Warm -Up**

### **3.2 Learning Objectives**

### **3.3 Let's Learn Grammar: Tenses**

### **3.4 Simple Present**

#### **3.4.1 Let us Learn Concepts**

#### **3.4.2 Let us Practice What We have Learnt (SAQs)**

#### **3.4.3 Let's Write What We have Learnt**

### **3.5. Present Continuous/Progressive Tense**

#### **3.5.1 Let's Learn Concepts**

#### **3.5.2 Let's Practice What We've Learnt (SAQs)**

### **3.6 Summary**

### **3.7 Let's Check Your Progress (Key)**

### **3.8 References/Bibliography**

### **3.9 Suggested Reading**

### 3.1 Preview/Warm -Up

#### Personal Pronouns

A pronoun is a word that can be used in place of a noun. Personal pronouns are a kind of pronouns which are used to specify a person, place, object or a thing.

A person in English language determines whether is speaking, or being spoken to, or being spoken about in a sentence. This is simply what a 'person' is. The classification of persons enables for the better ways of presentation for the speaker and narration for the author.

In English, we have 3 persons.

- The First person, who speaks the statement.  
I sleep late in night.
- Second person, whom the statement is being spoken to.  
Your idea is brilliant.
- Third person, about whom the statement is being spoken.  
The boy loves playing Cricket.

Here are the personal pronouns, followed by some example sentences:

Number	person	Gender	personal pronouns	
			Subject	object
singular	1st	male/female	<b>I</b>	<b>me</b>
	2nd	male/female	<b>You</b>	<b>you</b>
	3rd	Male	<b>He</b>	<b>him</b>
		Female	<b>She</b>	<b>her</b>
Plural		Neuter	<b>It</b>	<b>It</b>
		1st	<b>We</b>	<b>Us</b>
		2nd	<b>You</b>	<b>You</b>
	3rd	male/female/neuter	<b>They</b>	<b>Them</b>

Examples (the first example shows a subject pronoun, the second an object pronoun):

- I like dancing.
- Rita helped me.
- Do you like dancing?
- Raj loves you.
- He writes smooth.
- Did Ram save him?
- She is beautiful.
- Does Lila know her?

- It doesn't work.
- Can the electrician repair it?
- They worked overnight.
- Suresh and Rahim scold them.

The important application of the persons is in finding whether the verb is to be used singular or plural in a sentence. The table below exactly helps in identifying that.

First and Second person	Singular Third person	Plural first, Second, Third Person
(I, you) work	(he, she, it) works	(we, you, they) work
(I, you) learn	(he, she, it) learns	(we, you, they) learn

### 3.2 Learning Objectives

The present unit aims at the following:

- To introduce the WARM-UP section to make the learner conscious of the theme presented
- To hone the linguistic and communicative needs of the learners
- To highlight the significance of Tenses in grammar
- To help the students learn Simple Present and Present Continuous tenses
- To lead them to meaningful practice through a range of tasks.
- To generate confidence among the learners about the language skills
- To enable them to use the grammatical unit with ease and confidence
- To test and confirm their progress by providing them enough assignments and their possible solutions

### 3.3 Let's Learn Grammar: Tenses

Tense is a grammatical form that locates a situation in time that indicates when the situation takes place.

Things can happen now, in future or in the past. The tenses show the time of a verb's action or being. The verb ending is changed (conjugated) to show roughly what time it is referring to. Time can be split into three periods The Present (what you are doing), The Past (what you did) and The Future (what you are going to do).

*There are three types of Tenses:*

I. Present Tense

II. Past Tense

III. Future Tense

Each Tense has four sub categories. They are:

#### I. Present tense

- Simple Present
- Present continuous

iii. Present perfect	iv. Present Perfect continuous
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**II. Past Tense**

i. Simple Past	ii. Past continuous
iii. Past perfect	iv. Past Perfect continuous

**III. Future Tense**

i. Simple Future	ii. Future continuous
iii. Future perfect	iv. Future Perfect continuous

**3.4 Simple Present****3.4.1 Let's Learn Concepts**

The Simple Present Tense can be used for:

- a) Expressing habitual actions  
My principal works for 8 hours every day.
- b) Stating something that is always true, facts and scientific laws  
The Moon goes round the Earth.
- c) Fixed arrangements, scheduled events  
The plane flies to Mumbai every Sunday.
- d) Describing the different stages of an activity  
First I take bath, then I have breakfast.
- e) Issuing instructions  
Walk down the street to the corner and then turn right.

*Simple Present with other functions*

1. Apart from the regular above uses, the simple present is also used to express a future action. Thus,

I leave by the Tamilnadu Express tomorrow, means I shall leave by the Tamilnadu Express tomorrow.

The adverbs or adverb phrases "tomorrow", "tonight" and "next week", show that the action will take place in future. In all these cases, the future event is part of a settled plan or activity. Thus, the simple present tense may be used instead of the simple future tense when the future event is part of a settled plan or activity. There is usually an adverb or adverb phrase in such cases to show future time.

2. There are some verbs, however, which are not used, as a rule, in the present continuous tense, even when you wish to describe a continuous activity at the moment of speaking. The simple present tense of the verbs is used instead of the present continuous tense. For example

I understand what you mean  
She loves classical dance.  
My aunt hates travelling by train.  
I like pizza. I don't like spinach.

I think she is a liar.

Do you believe in God?

In the above sentences, it is wrong to say "I am understanding", "Are you hearing", even though the action is actually going on at the moment of speaking. Strictly speaking, these are not verbs showing action. They are verbs showing perception, state of mind or feelings.

*Other such verbs are:*

smell, taste, know, understand, remember, forget, think, believe, hope, love, hate.

3. The simple present tense is also used in exclamatory sentences beginning with here and there. For example:

Here he comes! There he goes!

Here comes our leader, Varun!

There goes the bell!

The use of the simple present tense in these sentences makes the action very vivid and dramatic. It is therefore called the Dramatic Present.

### **Formation of Negative and Interrogative Sentences with Simple Present**

The auxiliary do is used mainly to form questions and negative sentences with the present simple tense. It is not normally used in affirmative sentences.

It is also used in forming tag questions and shortened answers. Study the following examples:

She doesn't often go to the cinema.

I don't get up early at the weekend.

They don't speak English very well.

Do you live in Africa? - No, I don't.

They enjoy learning Sanskrit, don't they?

"Do" may be used in affirmative sentences, but when it is used this way, it denotes strong contrastive emphasis with heavy word stressing on the auxiliary itself.

Study the following examples:

Do come in! Please don't stand there on the doorstep.'

'He thinks I don't love him, but I do love him with all my heart!'

### **3.4.2 Let's Practice What We've Learnt (SAQs)**

- A. In each of the following sentences, an auxiliary verb is missing. Provide the correct verb:
1. She ----- often go to the movies.
  2. Sam ----- like country music. Neither ----- I.
  3. I think they are fantastic! - So ----- she.
  4. They ----- work in night time.
  5. You ----- really like Sachin, ----- you?' 'Of course I -----!
  6. '----- all cats drink milk?' 'Most -----, some -----.'

7. Why ----- you buy that? It is poor!
- B. Choose the correct forms of the verb:
1. Farid doesn't like playing cricket, but he \_\_\_\_\_ (love) playing tennis.  
a. is loving      b. loves      c. love
2. They \_\_\_\_\_ (take) their children to the zoo every summer.  
a. take      b. took      c. taken
3. What \_\_\_\_\_ you \_\_\_\_\_ (do)? I draw a picture.  
a. are you doing      b. do you do      c. did u do
4. \_\_\_\_\_ you always \_\_\_\_\_ (get up) at 7 o'clock?  
a. do you always get up      b. are u always getting up,  
c. do always you get up
5. Mahi \_\_\_\_\_ (be) on holiday now. He isn't home.  
a. will be      b. is      c. is going to be
- C. Make the correct tag questions to complete the sentences:
1. Sona is at work right now, .....she?  
2. I am ready for the next exercise, ..... I?  
3. Tiger Woods is a golfer, ..... he?  
4. It's cold today, ..... it?  
5. Kamal is a businessman, .....he?  
6. Ravi and Rahim are students, ..... they?

### 3. 4.3 Let's Write What We've Learnt

See the picture given below and develop a short story (10-15 sentences) in your own words while using the simple present tense form.





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### 3.5. Present Continuous/Progressive Tense

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#### 3.5.1 Let's Learn Concepts

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The Present Continuous is mainly used to express the idea that something is happening at the moment of speaking. Another use of the tense is to talk about what we are planning to do. There are also other uses, listed below.

He is screaming on top of his voice.

We are working overtime.

They are going to school.

1. When we talk about events that are actually happening now, we use the present continuous tense. For example:

Q) "What are you doing?" A) "I'm sending an email."

2. This tense is also used for activities continuing for only a limited period of time. For example:

You are doing this exercise correctly. It is also used to describe trends or situations that are happening but may be temporary. For example:

"Nowadays more and more people are doing Yoga."

3. The present continuous tense can also be used to discuss future plans and arrangements. For example:

What are you doing tomorrow afternoon?

She isn't coming on Friday.

In modern English, when we wish to express simple future action or the intention to do something in future, we use the phrase *be going to*, followed by the infinitive. We use *shall* and *will* in the future only to express promise or determination.

He is *going to* the airport to receive his sister tomorrow night.

They are going to open a new showroom this weekend.

He is *going to* Agra with us next week.

4. The present continuous is usually used with doing verbs (verbs of action) not with verbs of state. The following verbs are not used in the continuous form:-

*Conditions: belong, cost, need, own, seem*

*Feelings: like, love, hate, want, wish*

*Beliefs: believe, feel, know, mean, remember, think, understand*

5. It is also suggested for repeated actions which are irritating to the speaker (with always, constantly, and forever)

Laila is always coming late.

She is constantly talking. I wish she would shut up

Formation of Negative and Interrogative Sentences with Present Continuous

Form

to be (am, are, is) + infinitive + -ing

We use 'am' with I – 'is' with he, she, it - and with all other pronouns 'are'.

**Affirmative sentences:**

She is dancing in the hall.

Negative sentences:

We are not dancing in the hall.

He/she is not dancing in the hall.

Questions:

In the Present Continuous form, we use the auxiliary (am, are or is) before the subject to form interrogative sentences.

Am I dancing in the hall?

Is he/she/dancing in the hall?

**3.5.2 Let's Practice What We Have Learnt**

A. Provide the right verb:

1. It \_\_\_\_\_ today. (rain)
2. She \_\_\_\_\_ in the kitchen. (work)
3. They \_\_\_\_\_ beach volleyball. (play)
4. We \_\_\_\_\_ to school. (walk)
5. The taxi \_\_\_\_\_. (come)
6. I \_\_\_\_\_ my homework. (complete)

B. Supply the *going to* future in the blanks.

1. They are \_\_\_\_\_ us next week. (Visit)
2. We're \_\_\_\_\_ at a restaurant tonight. (Eat)
3. He's \_\_\_\_\_ to some nightclubs in Lima. (Go)
4. Lila is \_\_\_\_\_ to Pune tonight. (Drive)
5. They are \_\_\_\_\_ us in the morning. (Call)
6. You are \_\_\_\_\_ behind that tree. (Hide)

C. Fill in the blanks with the correct form of words given:

1. Listen! The phone \_\_\_\_\_(ring) in the other room.
2. My grandfather \_\_\_\_\_(grow) tomatoes in his garden this summer.
3. Who\_\_\_\_\_ (farm) in the field?
4. The children \_\_\_\_\_(leave) for school right now.
5. It \_\_\_\_\_(rain) hard, and I don't have an umbrella.
6. Let's change the conversation. It \_\_\_\_\_(get) too serious.
7. I \_\_\_\_\_ (read) an interesting novel right now.

**3.6 Summary**

In this unit, you learnt about the important difference between the simple present tense and the present continuous tense. The simple tense is used as a rule for *habitual*

*repeated actions* and for *general truths*. On the other hand, the present continuous tense is used for *actions that are actually going on* at the moment of speaking. For example:

Ravi checks his emails every hour daily. (Habitual action)

Kiran is *dancing* now. (Action actually going on at the moment of speaking)

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### 3.7 Let's Check Your Progress (Key)

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#### Simple Present

A. In each of the following sentences an auxiliary verb is missing. Provide the correct verb:

1. She doesn't often go to the movies.
2. Sam doesn't like country music. - Neither do I.
3. I think they are fantastic! - So does she.
4. They don't work in night time.
5. 'You don't really like Sachin, do you?' 'Of course I do!
6. 'Do all cats drink milk?' 'Most do, some don't.'
7. Why do you buy that? It is poor!

B. Choose the correct forms of the verb:

1. Farid doesn't like playing cricket, but he \_\_\_\_\_ (love) playing tennis.
  - a. is loving
  - b. loves
  - c. love
2. They \_\_\_\_\_ (take) their children to the zoo every summer.
  - a. take
  - b. took
  - c. taken
3. What \_\_\_\_\_ (do)? I am an artist.
  - a. are you doing,
  - b. do you do
  - c. did u do
4. \_\_\_\_\_ you always \_\_\_\_\_ (get up) at 7 o'clock?
  - a. do you always get up
  - b. are u always getting up,
  - c. do always you get up
5. Mahi \_\_\_\_\_ (be) on a holiday now. He isn't at home.
  - a. will be
  - b. is
  - c. is going to be

C. Make the correct tag questions to complete the sentences:

1. Sona is at work right now, isn't she?
2. I am ready for the next exercise, am I not?
3. Tiger Woods is a golfer, isn't he?
4. It's cold today, isn't it?
5. Kamal is a businessman, isn't he?
6. Ravi and Rahim are students, aren't they?

**Let's Write What We've Learnt (Guidelines)**

The exercise offers you an opportunity to explore your imagination and creativity apart from enhancing your writing abilities.

Note carefully the points when you are developing a story in a given tense from:

1. See and understand the picture thoroughly.
2. Make an 'outline'. Write the important aspects on which you want to develop your story.
3. Reproduce the story in the same tense form you are asked to write in the question.
4. Be original and creative; write the ideas in your own words.
5. You may expand your story by adding colour dialogues of your own.
6. After writing the story, read and revise your ideas. Ensure that it is complete, error free and written in the same form of the tense.

**Present Continuous**

A. Provide the right verb:

1. It is raining today.
2. She is working in the kitchen.
3. They are playing beach volleyball
4. We're walking to school.
5. The taxi is coming.
6. I am completing my homework.

B. Supply the *going to* future in the blanks.

1. They are going to visit us next week. (Visit)
2. We're going to eat at a restaurant tonight. (Eat)
3. He's going to some nightclubs in Lima. (Go)
4. Lila is going to drive to Pune tonight. (Drive)
5. They are going to call us in the morning. (Call)
6. You are going to hide behind that tree. (Hide)

C. Fill in the blanks with the correct form of words given:

1. Listen! The phone \_\_\_\_ is ringing \_\_\_\_ (ring) in the other room.
2. My grandfather \_\_\_\_ is growing \_\_\_\_ (grow) tomatoes in his garden this summer.
3. Who \_\_\_\_ is ploughing \_\_\_\_ (plough) in the field?
4. The children \_\_\_\_ are leaving \_\_\_\_ (leave) for school right now.
5. It \_\_\_\_ is raining \_\_\_\_ (rain) hard, and I don't have an umbrella.
6. Let's change the conversation. It \_\_\_\_ is getting \_\_\_\_ (get) too serious.
7. I \_\_\_\_ am reading \_\_\_\_ (read) an interesting novel right now.

**3.8 References/Bibliography**

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- Basic Grammar in Use Workbook with Answers by William R. Smalzer Cambridge University Press.
  - A University Grammar of English by Quirk and Greenbaum.
  - English grammar in use: a self-study reference and practice book By Raymond Murphy.
  - BBC Learning English Grammar <[http://www.bbc.co.uk/worldservice/learning\\_english/grammar/learnit/learnitv10.shtml](http://www.bbc.co.uk/worldservice/learning_english/grammar/learnit/learnitv10.shtml)>
  - Study Zone <http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/0cond1.htm>
  - Conditional Sentences-English Grammar [http://www.englisch-hilfen.de/en/grammar\\_list/if.htm](http://www.englisch-hilfen.de/en/grammar_list/if.htm)
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**3.9 Suggested Reading**

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- [The Cambridge Grammar of the English Language](#) by Geoffrey K. Pullum
- High School English Grammar & Composition Wren and Martin
- Learn English <<http://www.learnenglish.de/englishchat.htm>>
- Easy English <<http://beidaenglish.com/easy-english/persons-in-english-grammar/>>
- English Learning Online [http://www.englisch-hilfen.de/en/grammar/sim\\_pres.htm](http://www.englisch-hilfen.de/en/grammar/sim_pres.htm)

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## **Unit 4 Present Perfect and Present Perfect Continuous Tense**

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**4.1 Preview/Warm -Up**

**4.2 Learning Objectives**

**4.3 Present Perfect**

**4.3.1 Let's Learn Concepts**

**4.3.2 Let's Practice What We've Learnt (SAQs)**

**4.4 Present Perfect Continuous**

**4.4.1 Let's Learn Concepts**

**4.4.2 Let's Practice What We've Learnt (SAQs)**

**4.5 Summary**

**4.6 Let's Check Your Progress (Key)**

**4.7 References/Bibliography**

**4.8 Suggested Reading**

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#### 4.1 Preview/Warm –Up

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##### Subject-Verb Agreement

1. In English, *Verbs* are action words and *Subjects* are the persons or things which are doing the action of the verb –

Sachin bats well.

They work a lot.

The verb should agree with the subject, so bat with Sachin and They with work are agreeing.

2. The subject of a sentence can be singular (one) or plural (many).

Cars are fast.

The car is fast.

Singular subjects take singular verbs, but plural or multiple subjects take plural verbs, even when they are separated from their subjects. Subjects with *each* and *every* usually take a singular verb.

*The dog bites.*

*The cows graze.*

*Every student has to pass the test.*

*Each book is registered in the library.*

*Their brothers work in IBM.*

It is important in English that the subject of a sentence agrees with the verb. So in the simple present tense, when the subject is singular, we add –s to the verb.

	<i>Singular</i>	<i>Plural</i>
First person	I love swimming.	We love swimming.
Second person	you love swimming.	you love swimming.
Third person	he / she / it loves swimming.	they love swimming.

3. But even native speakers of English sometimes have a problem when the sentence has more than one clause - and here's an example.

My sister, but not her friends, is coming to dinner.

We might be tempted to say 'are coming to dinner.' But you don't have to because the verb should agree with my sister. The 'not her friends' section is just additional information.

4. If subjects are joined by and, they are considered plural.

*My mother and my father live in London.*

5. If subjects are joined by or or nor, the verb should agree with the closer subject.

*Either the players or the coach is at fault.*

6. A few nouns can be either plural or singular, depending on whether they mean a group or separate individuals. These words are rarely used as plurals in modern writing.

*The jury is formed.*

*The juries are having an argument.*

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## 4.2 Learning Objectives

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The present unit aims at the following:

- To introduce the WARM-UP section to make the learner conscious of the theme presented
  - To hone the linguistic and communicative needs of the learners
  - To highlight the significance of Tenses in grammar
  - To help the students learn Present Continuous and Present Perfect Continuous tenses
  - To lead them to meaningful practice through a range of tasks.
  - To generate confidence among the learners about the language skills
  - To enable them to use the grammatical unit with ease and confidence
  - To test and confirm their progress by providing them enough assignments and their possible solutions
- 

## 4.3 Present Perfect

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### 4.3.1 Let's Learn Concepts

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We use the present perfect tense to suggest a past action connected with the present time. We form the present perfect tense by using *have*, or *has*(contracted 've and 's) before the past participle of the verb.

*I have done my homework (I've done)*

*You have done your homework (You've done)*

*He has done his homework (He's done)*

*She has done her homework (She's done)*

*We have done our homework (We've done)*

*They have done their homework (They've done)*

When sharing something new or making an announcement we quite often use the present perfect. For example:

*She has resigned from her position.*

*I have broken my left elbow.*

*They have spotted a young tiger.*

Present perfect with just, already, ever and yet

*I've just spoken to Ria.*

*I don't think I've ever met her.*

*She's already finished her assignments.*

*They haven't received the letters yet.*

### Formation of Negative and Interrogative Sentences with Present Perfect

The auxiliaries *has* and *have* are used as 'helping' verbs in the construction of the perfect

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forms of all main verbs.

Negatives are formed by placing *not* after *have* or *has*.

Present perfect (Negative)		
subject	have / has not	past participle
I, You, We, They	have not / haven't / ve not	seen that movie. received the book yet.
He, She	has not / hasn't / s not	

Questions are formed by placing *have* or *has* before the subject.

Present perfect question form		
have / has	Subject	past participle
Have	I, you, we, they	completed the assignment? read the newspaper? gone?
Has	he, she	

#### 4.3.2 Let's Practice What We've Learnt (SAQs)

- A. Complete these sentences using auxiliary verbs 'have' or 'has':
- You've visited Paris, \_\_\_\_\_ you?
  - Deepa hasn't enjoyed herself so much for a long time. - Neither \_\_\_\_\_ I.
  - We \_\_\_\_\_ finished his homework.
  - He \_\_\_\_\_ gone to Spain.
  - My uncle \_\_\_\_\_ bought a new car.
  - Rahim and Rita \_\_\_\_\_ visited the Taj.
- B. Read the given sentences and change them into present perfect form:
- It is raining today.
  - She is working in the kitchen.
  - They are playing beach volleyball.
  - We're walking to school.
  - The taxi is coming.
  - I am completing my homework.
- C. Provide the right form of verb and make the sentences complete:
- I \_\_\_\_\_ my key. (lose)
  - Where's Kunal? He \_\_\_\_\_ to College. (go)
  - She \_\_\_\_\_ her house. (clean)
  - Have you \_\_\_\_\_ my mobile phone? (see)
  - He \_\_\_\_\_ the gate. (close)
  - It \_\_\_\_\_ raining. (stop)

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#### 4.4. Present Perfect Continuous

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##### 4.4.1 Let's Learn Concepts

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We use the present perfect continuous, to suggest that

1. The activity is not yet completed, or
2. To emphasize the length of time it has lasted or stress the continuous, on-going nature of the activity.

The present perfect continuous is often used in conjunction with for or since phrases.

#### Consider the following:

*'How long have you been working here?' 'I've been working here for the last twelve years.'*

*'They've been living here, in Kanpur, since 1988 – the year they got married.'*

For and since are often used with the present perfect and present perfect continuous. We use for when we're talking about a period of time and since when we mention a point in past time.

For...

*...20 minutes*

*...three hours/days*

*...a week/month/year*

*...a long time*

*...ages*

Since...

*...1987*

*...breakfast-time/lunchtime*

*...June/December*

*...New year/Christmas*

*...2 March*

*...6 o'clock*

*...childhood*

*...the last time*

The present perfect continuous has two parts - the main verb and the auxiliary verbs.

*Geeta has been planning about it for many years.*

*He has been writing novels since 1994.*

In these examples, the main verbs are *'to plan'* and *'to write'*. In the present perfect continuous, we use the present participle form of the main verb (ing).

#### Formation of Negative and Interrogative Sentences with Present Perfect Continuous

The auxiliary verbs are 'to have' + 'to be'. When we make the present perfect continuous we use the present simple form of 'to have' + been:

I/you/we/they have been .

he/she/it has been .

The 'have' form is often shortened to: I 've , she 's , we 've , etc.

*Kala 's been learning English for six months.*

*We' ve been looking for a house for months.*

We use the auxiliaries to make negatives, questions

*They haven't been working here for a long time.*

*Has it been raining all morning?*

#### 4.4.2 Let's Practice What We've Learnt (SAQs)

A. Rewrite the following sentences with the present perfect continuous form. The first one has been done for you.

1. **Raj is reading. He started to do this four hours ago.**

***Raj has been reading for four hours.***

2. My brother works in IBM. He started to do this in 2009.

3. Poonam lives in Nepal. She went there in June.

4. I am writing this letter. I started to do this five minutes ago.

5. Researchers look for a cure for cancer. They started to do this more than a hundred years ago.

6. Davis writes story. He started to do it when he was in college

7. Sania plays tennis. She started to do this when she was young.

8. Rahman composes music. He started to do this ten years ago.

B. Write sentences in present perfect continuous tense:

1. He/read/novel/two days.

2. They/live/four years.

3. She/travel/two weeks.

4. Boys/run/one hour.

5. Bill/work/office/1992.

6. We/wait/bus/morning.

C. Use *for* and *since* with the present perfect continuous tense:

1. I have been studying \_\_\_\_\_ three hours.

2. I have been watching TV \_\_\_\_\_ seven pm.

3. Tara hasn't been feeling well \_\_\_\_\_ two weeks.

4. Tara hasn't been visiting us \_\_\_\_\_ March.

5. He has been playing football \_\_\_\_\_ a long time.

6. He has been living in Srilanka \_\_\_\_\_ he left school.

#### 4.5 Summary

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Both the present perfect simple and the present perfect continuous relate a past action to the present, but the present perfect simple suggests a completed action and focuses more on achievements and results. Consider the following:

'We've completed our English and geography homework, but we haven't started our math assignment yet.'

'She's travelled to many countries, but she's never been outside Europe.'

We use the present perfect continuous to suggest that the activity is not yet completed. It is often used in conjunction with *for* or *since* phrases. Consider the following:

*My brother has been driving for 3 years.*

*She has been working since eleven o'clock.*

*They have been trying to solve the puzzle for the last two hours.*

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#### 4.6 Let's Check Your Progress (Key)

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##### **Present Perfect**

A. Complete these sentences using auxiliary verbs (*have* or *has*)

1. You've visited Paris, haven't you?
2. Deepa hasn't enjoyed herself so much for a long time. - Neither have I.
3. We have finished his homework.
4. He has gone to Spain.
5. My uncle has bought a new car.
6. Rahim and Rita have visited the Taj.

B. Read the given sentences and change them into present perfect form:

1. It has rained today.
2. She has worked in the kitchen.
3. They have played beach volleyball
4. We've walked to school.
5. The taxi has come.
6. I have completed my homework.

C. Provide the right form of verb and make the sentences complete:

1. I've lost my key. (lose)
  2. Where's Kunal? He's gone to college. (go)
  3. She's cleaned her house. (clean)
  4. Have you seen my mobile phone? (see)
  5. He's closed the gate. (close)
  6. It's stopped raining. (stop)
-

**Present Perfect Continuous**

A. Rewrite the following sentences with the present perfect continuous form. The first one has been done for you.

1. Raj is reading. He started to do this four hours ago.

*Raj has been reading for 4 hours.*

2. My brother works in IBM. He started to do this in 2009.

*My brother has been working in IBM since 2009.*

3. Poonam lives in Nepal. She went there in June.

*Poonam has been living in Nepal since June.*

4. I am writing this letter. I started to do this five minutes ago.

*I have been writing this letter for the past five minutes*

5. Researchers look for a cure for cancer. They started to do this more than 100 years ago.

*Researchers have been looking for a cure for cancer for more than 100 years.*

6. Davis writes story. He started to do it when he was in college

*Davis has been writing stories since he was in college.*

7. Sania plays tennis. She started to do this when she was young.

*Sania has been playing tennis from the time she was young.*

8. Rahman composes music. He started to do this ten years ago.

*Rahman has been composing music for ten years.*

B. Write sentences in present perfect continuous tense:

1. He/read/novel/two days.

He has been reading the novel for two days.

2. They/live/four years.

They have been living here for last four years.

3. She/travel/two weeks.

She has been travelling for past two weeks.

4. Boys/run/one hour.

Boys have been running for one hour.

5. Bill/work/office/1992.

Bill has been working in this office since 1992.

6. We/wait/bus/morning.

We have been waiting for the bus since morning.

C. Use *for* and *since* with the present perfect tense:

1. I have been studying for three hours.

2. I have been watching TV since seven pm.
  3. Tara hasn't been feeling well for two weeks.
  4. Tara hasn't been visiting us since March.
  5. He has been playing football for a long time.
  6. He has been living in Srilanka since he left school.
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#### 4.7 References/Bibliography

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- Basic Grammar in Use Workbook with Answers by William R. Smalzer Cambridge University Press.
  - A University Grammar of English by Quirk and Greenbaum.
  - English grammar in use: a self-study reference and practice book By Raymond Murphy.
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  - Conditional Sentences-English Grammar [http://www.englisch-hilfen.de/en/grammar\\_list/if.htm](http://www.englisch-hilfen.de/en/grammar_list/if.htm)
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#### 4.8 Suggested Reading

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- [The Cambridge Grammar of the English Language](#) by Geoffrey K. Pullum
- High School English Grammar & Composition Wren and Martin
- Learn English <<http://www.learnenglish.de/englishchat.htm>>
- Easy English <<http://beidaenglish.com/easy-english/persons-in-english-grammar/>>
- English Learning Online [http://www.englisch-hilfen.de/en/grammar/sim\\_pres.htm](http://www.englisch-hilfen.de/en/grammar/sim_pres.htm)

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## **Unit 5 Past Tenses**

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### **5.1 Preview/Warm -Up**

### **5.2 Learning Objectives**

### **5.3 Simple Past**

#### **5.3.1 Let's Learn Concepts**

#### **5.3.2 Let's Practice What We've Learnt (SAQs)**

### **5.4. Past Continuous**

#### **5.4.1 Let's Learn Concepts**

#### **5.4.2 Let's Practice What We've Learnt (SAQs)**

### **5.5 Past Perfect**

#### **5.5.1 Let's Learn Concepts**

#### **5.5.2 Let's Practice What We've Learnt (SAQs)**

### **5.6. Past Perfect Continuous**

#### **5.6.1 Let's Learn Concepts**

#### **5.6.2 Let's Practice What We've Learnt (SAQs)**

### **5.7 Summary**

### **5.8 Let's Check Your Progress (Keys)**

### **5.9 References/Bibliography**

### **5.10 Suggested Reading**

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**5.1 Preview/Warm –Up**


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**DIRECT AND INDIRECT SPEECH**

Saying exactly what someone has said is called direct speech (sometimes called quoted speech)

Here what a person says appears within quotation marks (“...”) and should be word for word.

For example:

Direct Speech: She said, “She is not well.”

Indirect Speech: She said that she was not well.

Indirect speech (sometimes called reported speech), doesn’t use quotation marks to enclose what the person said and it doesn’t have to be word for word. In other words, when the words of a speaker are not given directly as spoken but are reported, we use indirect speech.

Direct Speech: “He is going to office,” he said.

Indirect Speech: He said that he was going to office.

When reporting speech the tense usually changes. This is because when we use reported speech, we are usually talking about a time in the past (because obviously the person who spoke originally spoke in the past). The verbs therefore usually have to be in the past too. So it is important to maintain the sequence of tenses.

Direct	Indirect
Simple Present	Simple Past
Rahul said, “ He lives in Indore”	Rahul said he lived in Indore
Present Continuous	Past Continuous
Rahul said, “ He is living in Indore”	Rahul said he was living in Indore

The same sequence of tenses can be used to develop or convert other forms of tenses.

If the reported sentence contains an expression of time, you must change it to fit in with the time of reporting.

For example we need to change words like here and yesterday if they have different meanings at the time and place of reporting.

She said, “Today is holiday.”

She said yesterday was holiday.

So the expression of time this should be changed if reported on different day:

This day- that day

Today-yesterday

(A week) Ago-(A week) before

Now-then

Here-there

The next week-the following week



These years-those years

Note that when a question is changed from direct to indirect speech, the normal question form is not retained since the resulting statement is no longer a question but a statement of fact.

They asked, "What is your name?"

They asked what my name was.

If the original question does not begin with some question word like where, why, or how, then when it is changed to indirect form the question is introduced by if.

"Can you swim?" the instructor asked.

The instructor asked if I could swim.

She asked, "Does he speak French?"

She asked if he spoke French.

When we report an intention, hope or promise, we use an appropriate reporting verb followed by a that-clause or a to-infinitive:

"I'll pay you the money tomorrow"

He promised to be back by lunchtime.

He promised that he would be back by lunchtime.

Other verbs used in this pattern include:

hope, propose, threaten, guarantee, swear.

When we want to report an order or request, we can use a verb like 'tell' with a to-clause.

The doctor said to me, "Stop smoking!"

The doctor told me to stop smoking.

"Get out of the car!" said the policeman.

The policeman ordered him to get out of the car.

She said to the child, "Don't do that!"

She told the child not to do that.

Other verbs used to report orders and requests in this way are: command, order, warn, ask, advise, invite, beg, teach, forbid.

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## 5.2 Learning Objectives

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The present unit aims at the following:

- To introduce the WARM-UP section to make the learner conscious of the theme presented
- To hone the linguistic and communicative needs of the learners
- To highlight the significance Tenses in grammar
- To help the students learn Simple Past, Continuous, Perfect and Perfect Continuous tenses
- To lead them to meaningful practice through a range of tasks

- To generate confidence among the learners about the language skills
- To enable them to use the grammatical unit with ease and confidence
- To test and confirm their progress by providing them enough assignments and their possible solutions

### 5.3 Simple Past

#### 5.3.1 Let's Learn Concepts

1. The Simple Past tells us only about the past. We use the Simple Past to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind.

Examples:

I applied for a job yesterday.

They didn't play yesterday.

Last year, I went to Japan.

Did you have dinner last night?

2. We use the Simple Past to list a series of completed actions in the past. For example:

He came from office at 6.00pm, dined with wife at 8.30 pm and went to movie with her at 9.00pm.

I finished work, walked to the beach, and found a nice place to swim.

Did you add flour, pour in the milk, and then added the eggs?

3. The Simple Past can also be used to describe past facts or generalizations which are no longer true. For examples:

She was outspoken as a child, but now she is very shy.

He didn't like ice cream before.

People paid much more to make phone calls in the past.

Formation of Negative and Interrogative Sentences with Simple Past

The auxiliary did/didn't is used mainly to form questions and negative sentences with the present simple tense. We use did/didn't + infinitive

It is also used in forming tag questions and shortened answers. Study the following examples:

She didn't go to the cinema.

I didn't enjoy the party last night.

They didn't speak English very well.

Did you live in Africa? - No, I didn't.

They enjoyed learning Sanskrit, didn't they?

#### 5.3.2 Let's Practise What We've Learnt (SAQs)

A. Put the right form of verb in each sentence:

1. Neeru —— (play) the guitar yesterday.

2. She ——(see) a movie yesterday.
  3. Last year, I —— (go) to Australia.
  4. They——— (become) good friends.
  5. She —— (wash) her car.
  6. We ——— (spend) ten hours in office.
- B. Change these sentences to the negative form, then to questions:
1. We solved all the questions.
  2. They acted in a drama yesterday.
  3. Rampal finished his overseas assignment.
  4. They congratulated her on her success.

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## 5.4. Past Continuous

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### 5.4.1 Let's Learn Concepts

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1. To talk about what was happening at a particular time in the past and to give descriptions and background information.

“This time yesterday, I was sending the emails.”

“I was eating dinner when there was a knock on the door.” (The knock on the door came in the middle of my meal.)

2. To talk about temporary situations in the past.

“When I was living in London, I often went to the theatre.” (Living in London was temporary – perhaps I only lived there for a short while.)

3. We use the past continuous tense to describe a past action over a period of time. For example:

Q) “What was she doing yesterday?”

A) “She was knitting new sweater for new born baby.”

It can be used to describe what someone was doing at a particular point in time. For example:

Q) “What were you doing at 7.30 last night?”

A) “I was reading a novel.”

4. Often the past continuous is mixed with the past simple to show what was happening when something happened. The past continuous refers to the longer event and the simple past to the event that interrupted it. For example:

“I was driving to work when she called me.”

or

“She was eating dinner when I reached there.”

Formation of Negative and Interrogative Sentences with Past Continuous

The negative form of the continuous tenses is formed by placing not after the auxiliary verb.

She was not supporting her mother in the kitchen.

They were not working seriously on the assignment.

Ankur was not studying in the boarding school.

Questions in the continuous tenses are formed by placing the auxiliary before the subject.

Was she not supporting her mother in the kitchen?

Were they not working seriously on the assignment?

Was Ankur not studying in the boarding school?

#### 5.4.2 Let's Practise What We've Learnt (SAQs)

- A. Change the following into past continuous:
- They danced together in the party. positive sentence, regular verb: add ed
  - I wrote a novel.
  - They lost the final. positive sentence, irregular verb: lose - lost
  - I did not work in the night. negative sentence: put did not before the infinite form of the main verb.
  - Ash compiled her new album. negative sentence: put did not before the infinite form of the main verb. negative sentence: put did not before the infinite form of the main verb.
- B. Write sentences in past progressive:
- he / the car / wash
  - she / home / go
  - they / not / the match / watch
  - you / in the shop / work '!
  - I / not / a magazine / read

### 5.5 Past Perfect

#### 5.5.1 Let's Learn Concepts

- When two past actions are combined - the first action, which was completed before the second one began, is put into Past Perfect. For example:

She had completed her homework before she watched a film.

After she had left, I went for a bath.

- The past perfect simple tense is used to go further back in time when we are already talking about the past. It can make it clear that something had already happened at the time we are talking about. For example:

"By evening I had revised two chapters of the book.

He had already done the cooking by the time her friend came.

- The past perfect simple can be used to show how often something happened in the past. For example:

He had already gone home.

I'd visited the city many times before.

3. It can also be used to express unfulfilled wishes or dreams as it is extensively discussed in the Third Conditional. For example:

"If I'd had a camera I would have captured some photographs."

Formation of Negative and Interrogative Sentences with Past Perfect

Negatives are formed by placing not after had. Questions are formed by placing had before the subject.

We had not (hadn't) begun our plan for the party.

She had not (hadn't) finished her work when we arrived.

They had not (hadn't) met her when she came.

Had he gone home when you reached there?

Had they seen us when she arrived?

### 5.5.2 Let's Practice What We've Learnt (SAQs)

- 
- A. Complete the sentences in Past Perfect (positive)
- I lost the key that he \_\_\_\_\_ (give) me.
  - She told me that she \_\_\_\_\_ (see) had + past participle irregular verb - see 3rd column in list of irregular verbs a ghost.
  - I went downstairs because I \_\_\_\_\_ (hear) had + past participle irregular verb - see 3rd column in list of irregular verbs a noise.
  - When they came home, she \_\_\_\_\_ (cook) had + past participle regular verb - just add 'ed' dinner already.
  - We could not send you a postcard because we \_\_\_\_\_ (forget) had + past participle irregular verb - see 3rd column in list of irregular verbs our address book.
- B. Complete the questions in Past Perfect:
- (you, finish) Had + subject + past participle regular verb - just add 'ed' \_\_\_\_\_ your homework before you went to the cinema?
  - (why, you, clean) interrogative + had + subject + past participle regular verb - just add 'ed' \_\_\_\_\_ the bathroom before you bathed the dog?
  - (you, have) Had + subject + past participle irregular verb - see 3rd column in list of irregular verbs \_\_\_\_\_ breakfast before you came here?
  - (she, find) Had + subject + past participle irregular verb - see 3rd column in list of irregular verbs \_\_\_\_\_ a place to stay when she went to Boston?
  - (where, she, live) \_\_\_\_\_ interrogative + had + subject + past participle

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regular verb ending in 'e' - only add 'd' before she moved to Chicago?

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## 5.6. Past Perfect Continuous

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### 5.6.1 Let's Learn Concepts

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1. The past perfect tense, as we know, shows that one past action was completed before another past action happened or before some point of past time arrived. If the first action, however, was not completed before the second action happened, but was going on at that time, we use Past Perfect Continuous tense.

He had been watching a movie for two hours before I knocked the door.

2. The past perfect continuous tense is used to talk about longer situations that continued up to the moment in the past we are talking about.

She was very tired when she arrived home. She had been working hard all day.

Raj gave up smoking two years ago. He had been smoking for twenty years.

He retired from the games. He had been playing tennis for fifteen years.

Formation of Negative and Interrogative Sentences with Past Perfect Continuous

Past perfect continuous questions are formed by placing had before the subject, negatives are formed by placing not between had and been.

Had they been working in the office since morning?

Had she been teaching French for the last twenty years?

It had not been raining for last one month.

She had not been doing any household work since she was operated.

### 5.6.2 Let's Practice What We've Learnt (SAQs)

---

A. Complete the sentences in Past Perfect Continuous

1. We \_\_\_\_\_ (discuss) for over an hour before the secretary arrived.
2. She \_\_\_\_\_ (work) at that company for three years when it went out of business.
3. How long \_\_\_\_\_ you \_\_\_\_\_ (wait) to get on the bus?
4. She wanted to take rest because she \_\_\_\_\_ (stand) all day at work.
5. He \_\_\_\_\_ (conduct) workshops and seminars at the university for more than a year before he left for his own consultancy.
6. Simran \_\_\_\_\_ not \_\_\_\_\_ (learn) French very long.

B. Put the verbs into the correct form (past perfect continuous):

1. We \_\_\_\_\_ (play) had + been + ing form for three hours when the mother called us.
2. They \_\_\_\_\_ (wait) had + been + ing form at the station for 90 minutes when the train finally arrived.
3. Devi \_\_\_\_\_ (look) for had + been + ing form her diary for two hours and then she found it in the study.
4. Ravi caught the flu because he \_\_\_\_\_ (play) had + been + ing form in the rain too long.

5. He —— (live) in New Delhi had + been + ing form for ten years before he started new business.
6. They were very exhausted in the evening because they —— (work) had + been + ing form on the farm all day.

---

### 5.7 Summary

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Learning or teaching the forms of the Past tenses aren't too complicated, as long as you remember that it is constructed like this:

#### **Simple Past:**

I/you/we/they/he/she /it + 2<sup>nd</sup> form of verb

She worked in a college.

They invited me to their wedding anniversary.

In questions and negatives we use did/didn't + infinitive (work/invite/go etc.)

She didn't pass her examination.

Did you dance last night?

Past Perfect Continuous:

I/ he/she /it + was + ing

He was writing on the wall.

We/they/you+ were + ing

They were waiting for the bus.

Past Perfect simple: I/we/they/he/she /it + had + past participle

He had broken my glass pane.

Past Perfect Continuous: I/we/they/he/she /it + had + been + ing

They had been playing all day.

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### 5.8 Let's Check Your Progress (Keys)

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#### **Simple Past**

A. Put the right form of verb in each sentence:

1. Neeru played the guitar yesterday.

2. She saw a movie yesterday.

3. Last year, I went to Australia.

4. They became good friends.

5. She washed her car.

6. We spent ten hours in office.

B. Change these sentences to the negative form, then to questions:

1. We solved all the questions.

We didn't solve all the questions.

Didn't we solve all the questions?

2. They acted in a drama yesterday.  
They didn't act in a drama yesterday.  
Didn't they act in a drama yesterday?
3. Rampal finished his overseas assignment.  
Rampal didn't finish his overseas assignment.  
Didn't Rampal finish his overseas assignment?
4. They congratulated her on her success.  
They didn't congratulate her on her success.  
Didn't they congratulate her on her success?

**Past Continuous**

- A. Change the following into past continuous:
1. They danced together in the party. positive sentence, regular verb: add ed  
They were dancing together in the party
  2. I wrote a novel.  
I was writing a novel. positive sentence, regular verb: add ed
  3. They lost the final. positive sentence, irregular verb: lose - lost  
They were losing the final. positive sentence, irregular verb: lose - lost
  4. I did not work in the night. negative sentence: put did not before the infinite form of the main verb.  
I was not working in the night
  5. Ash compiled her new album. negative sentence: put did not before the infinite form of the main verb.  
Ash was compiling her new album. With I, he, she, it or a singular noun we use 'was'
- B. Write sentences in past progressive:
1. he / the car / wash  
He was washing the car. With I, he, she, it or a singular noun we use 'was'.
  2. she / home / go  
She was going home. With I, he, she, it or a singular noun we use 'was'.
  3. they / not / the match / watch  
They were not watching the match. With you, we, they or plural nouns we use 'were'.
  4. you / in the shop / work '!'  
You were working in the shop. With you, we, they or plural nouns we use 'were'.
  5. I / not / a magazine / read  
I was not reading a magazine.



**Past Perfect**

- A. Complete the sentences in Past Perfect (positive)
- I lost the key that he \_\_\_\_\_ (give) me.  
I lost the key that he had given me.
  - She told me that she \_\_\_\_\_ (see) had + past participle  
irregular verb - see 3rd column in list of irregular verbs a ghost.  
She told me that she had seen had + past participle  
irregular verb - see 3rd column in list of irregular verbs a ghost.
  - I went downstairs because I \_\_\_\_\_ (hear) had + past participle  
irregular verb - see 3rd column in list of irregular verbs a noise.  
I went downstairs because I had heard had + past participle  
irregular verb - see 3rd column in list of irregular verbs a noise.
  - When they came home, she \_\_\_\_\_ (cook) had + past participle  
regular verb - just add 'ed' dinner already.  
When they came home, she had had + past participle  
regular verb - just add 'ed' already cooked dinner.
  - We could not send you a postcard because we \_\_\_\_\_ (forget) had + past participle  
irregular verb - see 3rd column in list of irregular verbs our address book.  
We could not send you a postcard because we had forgotten had + past participle  
irregular verb - see 3rd column in list of irregular verbs our address book.
- B. Complete the questions in Past Perfect:
- Had you finished Had + subject + past participle  
regular verb - just add 'ed' your homework before you went to the cinema?
  - Why had you cleaned interrogative + had + subject + past participle  
regular verb - just add 'ed' the bathroom before you bathed the dog?
  - Had you had Had + subject + past participle  
irregular verb - see 3rd column in list of irregular verbs breakfast before you came here?
  - Had she found Had + subject + past participle  
irregular verb - see 3rd column in list of irregular verbs a place to stay when she went to Boston?
  - Where had she lived interrogative + had + subject + past participle  
regular verb ending in 'e' - only add 'd' before she moved to Chicago?

**Past Perfect Continuous**

- A. Complete the sentences in Past Perfect Continuous
- We had been discussing for over an hour before the secretary arrived.
  - She had been working at that company for three years when it went out of business.
  - How long had you been waiting to get on the bus?

4. She wanted to take rest because she had been standing all day at work.
  5. He had been conducting workshops and seminars at the university for more than a year before he left for his own consultancy.
  6. Simran had not been learning French very long.
- B. Put the verbs into the correct form (past perfect continuous):
1. We had been playing had + been + ing form for three hours when the mother called us.
  2. They had been waiting had + been + ing form at the station for 90 minutes when the train finally arrived.
  3. Devi had been looking for had + been + ing form her diary for two hours and then she found it in the study.
  4. Ravi caught flu because he had been playing had + been + ing form in the rain too long.
  5. He had been living in New Delhi had + been + ing form for ten years before he started his new business.
  6. They were very exhausted in the evening because they had been working had + been + ing form on the farm all day.
- With I, he, she, it or a singular noun we use 'was.'

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### 5.10 Suggested Reading

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- Learn English <<http://www.learnenglish.de/englishchat.htm>>
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- English Learning Online [http://www.englisch-hilfen.de/en/grammar/sim\\_pres.htm](http://www.englisch-hilfen.de/en/grammar/sim_pres.htm)

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## **Unit 6    Conditional Tenses**

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### **6.1    Preview/Warm -Up**

### **6.2    Learning Objectives**

### **6.3    Zero Conditional**

#### **6.3.1 Let's Learn Concepts**

#### **6.3.2 Let's Practice What We've Learnt (SAQs)**

### **6.4.    First Conditional**

#### **6.4.1 Let's Learn Concepts**

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### **6.5    Second Conditional**

#### **6.5.1 Let's Learn Concepts**

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### **6.6    Third Conditional**

#### **6.6.1 Let's Learn Concepts**

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### **6.7    Summary**

### **6.8    Let's Check Your Progress (Key)**

### **6.9    References/Bibliography**

### **6.10    Suggested Reading**

## 6.1 Preview/Warm -Up

### *The Passive Voice*

Using active voice for the majority of your sentences makes the meaning clear for readers, and keeps the sentences from becoming too complicated or wordy. The passive voice is used when focusing on the person or thing affected by an action.

1. We can recognize passive-voice expressions because the verb phrase will always include a form of 'be', such as am, is, was, were, are, or been, plus the past participle of the main verb.

Passive Subject + To Be + Past Participle

For every active voice tense, there is a corresponding passive voice.

Active Voice	Passive Voice
Present: He cleans the floor.	The floor is cleaned.
Past: He cleaned the floor.	The floor was cleaned.
Future: He will clean the floor.	The floor will be cleaned.
Present Perfect: He has cleaned the floor.	The floor has been cleaned.

2. When the subject of the sentence acts, we use the active voice.

He reads a poem.

When the subject receives the action, we use the passive voice.

The poem is read (by him).

3. When the agent who performs the action is unknown or unimportant, we use the passive voice.

My car is stolen.

The book has been released.

English is spoken in many countries.

My house has been flooded.

4. Sentences in active voice are also more concise than those in passive voice because fewer words are required to express action in active voice than in passive.

Example:

By then, she will have completed her homework. (Active)

By then, her homework would have been completed. (Passive)

This active voice sentence is more concise than the passive voice version because the subject directly performs the action.

5. We form the negative of the passive by placing not after the auxiliary. We form passive voice questions by placing the auxiliary before the subject.

The proposal was not made by my uncle.

Was the proposal made by my uncle?

6. The passive voice of the continuous form of verbs is formed with to be in its continuous form and the past participle of the main verb.

The committee is considering action on the Lokpal bill.

Action on the Lokpal bill is being considered by the committee.

7. The passive voice of verbs containing the special auxiliaries can, may, should, and must is formed with be. The passive form of infinitives is obtained in the same way.

It has to be rewritten right now.

The car can be repaired today.

This must be informed at once.

Uncontrolled use of passive voice throughout an essay can cause your prose to seem flat and uninteresting. In scientific writing, however, passive voice is more readily accepted.

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## 6.2 Learning Objectives

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The present unit aims at the following:

- To introduce the WARM-UP section to make the learner conscious of the theme presented
- To hone the linguistic and communicative needs of the learners
- To highlight the significance of Tenses in grammar
- To help the students learn conditional tenses
- To lead them to meaningful practice through a range of tasks.
- To generate confidence among the learners about the language skills
- To enable them to use the grammatical unit with ease and confidence
- To test and confirm their progress by providing them enough assignments and their possible solutions

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## 6.3 Zero Conditional

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### 6.3.1 Let's Learn Concepts

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#### *The 'zero' conditional*

When we want to talk about a possible or imaginary situation (a condition) and the consequences of it (the result), we can use a structure called 'the zero conditional'. In this structure we're talking about, every time a particular condition happens, the result is always the same.

If someone emails her, she replies straight away.

We make the zero conditional with 'if' followed by a present simple verb.

In the zero conditional examples, we've used 'if' but you can also use 'when' and it has exactly the same meaning.

When someone emails her, she replies straight away.

Conditional sentences are usually made up of two parts, a conditional clause and a main clause. The conditional clause is the 'if' part of the sentence and the main clause is the result, what happens.

**'IF' CLAUSE**

If + simple present

If it rains

**MAIN CLAUSE**

simple present

you get wet

In these sentences, the time is now or always and the situation is real and possible. They are often used to refer to general truths or things based on scientific fact.

If you run fast, you sweat much.

If you heat ice, it melts.

If you drop an apple, it falls.

**6. 3.2 Let's Practice What We've Learnt (SAQs)**

A. Make a zero conditional sentence using the given words.

1. iron / rust / it / get / wet
2. ice / float / you / drop / it / in water
3. if / no / rain / the grass / not / grow
4. you / not / eat / you / die
5. my daughter / eat / too much chocolate / she / get / sick
6. Wood / burn / there / no / air

**6.4. First Conditional****6. 4.1 Let's Learn Concepts*****First Conditional***

The first conditional is used to express situations based on fact in the present or future (things which may happen).

This is the pattern that we most frequently associate with the first conditional, referring to future possibility or probability:

if + present simple, will + infinitive:

If I wait for you, I'll be late for home

Structure

**(IF Clause)**

If I reach there,

**(Main Clause)**

I will call you.

or...

**(Main Clause)**

I will call you,

**(IF Clause)**

If I reach there.

We often use unless which means 'if ... not'.

Unless you complete your homework, you won't go out

We never use 'will', or 'won't' with the 'if clause.'

It is also possible to use other patterns: we can have a modal verb, typically can,

may or should, in the if-clause or main clause, as well as going to future or present continuous future. Present perfect is also possible in the if-clause. Consider these examples:

If I give you five rupees, could you get me one pencil?

If you've finished the work I gave you, you may go home now.

If the weather's good on Sunday, we're going to have a picnic at India Gate.

#### 6.4.2 Let's Practice What We've Learnt (SAQs)

A. Put the verbs in brackets into the gaps. Form the first Conditional sentence.

1. If I---- (study), I----- (pass) the exams
2. If the sun----- (shine), we ----- (go) to the town.
3. If he----- (be) a temperature, he----- (see) the doctor.
4. If my friends----- (come), I----- (be) very happy.
5. If she----- (earn) a lot of money, she----- (fly) to New York.

B. Provide the main clause and complete the sentence

1. If we travel to Agra, we ----- the Taj.
2. If you wear sandals in the mountains, you ----- on the rocks.
3. If Rita forgets her homework, the teacher ----- her low mark.
4. If they go to the party, they ----- to loud music.
5. If you wait a minute, I ----- my parents.

### 6.5 Second Conditional

#### 6.5.1 Let's Learn Concepts

#### **Second Conditional**

We use the second conditional to talk about imaginary, hypothetical or unreal situations. We use it to talk about the result of this imaginary situation

A conditional sentence is usually composed of two parts - The condition and the consequence.

Structure

(IF Clause)	(Main Clause)
If I qualified the exam,	I would get a better job.

or...

(Main Clause)	(IF Clause)
I would get a better job	If I qualified the exam.

In the condition we usually use the past simple of the verb (was, had). In the consequence we use would + infinitive without to (would speak, would go):

Examples:

If I was offered the job, I would take it.

If I found her address, I would share it with you.

If I had money, I would buy a new house.

If I were you, I would go there.

### 6.5.2 Let's Practice What We've Learnt (SAQs)

A. Put the verbs in brackets into the gaps. Form the Second Conditional sentence.

1. If I ----- (take) more exercise, I ----- (get) fit.
2. If they ----- (live) in India, we ----- (visit) them.
3. If I----- (buy) my car, I----- (prefer) black.
4. If he----- (be) my friend, I----- (invite) him to my birthday party.
5. If we ----- (not) go to the party, they ----- (be) disappointed.

B. Provide the 'if' clause and complete the sentence.

1. If they ----- enough money, they would buy a new car.
2. If somebody ----- in here with a gun, I would be very scared.
3. If Raj ----- more pocket money, he would ask Kapila out for dinner.
4. If we -----, we would catch the bus.
5. If it -----, Nina would take an umbrella with her.

## 6.6 Third Conditional

### 6.6.1 Let's Learn Concepts

#### *Third Conditional*

With the third conditional, we are often talking about something that might have happened, but didn't.

When we are discussing such past situations we normally use past perfect in the if-clause, followed by would have + past participle in the main clause. Compare the following:

I didn't see you when you passed me in the market. If I had seen you, of course I would have said hello.

We use the third conditional in this way when we are expressing regret about some thing. To emphasize how much we regret something, we can use if only as an alternative to if:

I didn't know he was in hospital. If only I had realized (that), I would have gone to visit him.

Apart from talking about things that didn't happen, we also use the third conditional to talk about things that did happen but that might not have happened. In other words, we use it both to describe past action and to regret past inaction. If we are referring to things that did happen, we need a not in the if-clause of the following conditional sentence. Compare the following:

I received some really excellent training for this job. Had I not been trained in this way, I wouldn't have survived in the job for very long.

When my car broke down, I had to run very fast all the way to the station. If I hadn't



run so fast, I would surely have missed the train.

Structure

(IF Clause)	(Main Clause)
If I had studied well,	I would have passed my exam.
If I had studied well,	I could have passed my exam.
If I had studied well,	I should have passed my exam.

or...

(Main Clause)	(IF Clause)
I would have passed my exam	if I had studied well.
I could have passed my exam	if I had studied well.
I should have passed my exam	if I had studied well.

### 6.6.2 Let's Practice What We've Learnt (SAQs)

- A. Put the verbs in brackets into the gaps. Form the Third Conditional sentence.
- If I ----- (receive) the news, I ----- (share) with you.
  - If we ----- (go) to Paris, we ----- (buy) some good perfumes.
  - If she ----- (understand) the equation, she ----- (solve) it in exam.
  - If they ----- (know) my address, they ----- (come) to my home on time.
  - If the teacher----- (ask) the question to me, I ----- (answer) it.
- B. Complete the 'main' clause with proper third conditional form.
- If they had waited for another 10 minutes, they ----- (see) the pop star.
  - If the police had come earlier, they ----- (arrest) the burglar.
  - If you had bought fresh green vegetable, your salad ----- (taste) better.
  - If Sita had asked me, I ----- (help) her.
  - If he had spoken more slowly, Ragi ----- (understand) him.

### 6.7 Summary

The conditional tense stands for an action that is reliant on something else. The two most common conditionals are real and unreal; they are sometimes called if-clauses.

The real conditional (often named 1st Conditional or Conditional Type I) describes situations based on fact.

The unreal conditional (often named 2nd Conditional or Conditional Type II) describes unreal or imaginary situations.

There is also what we call the 3rd conditional (often named Conditional Type III), used to express no possibility of something having happened in the past, and the 0 conditional (often called the zero conditional), used to express absolute certainty.

Form

Type	if clause	main clause
I	Simple Present	will-future (or Modal + infinitive)
II	Simple Past	would + infinitive
III	Past Perfect	would + have + past participle

Examples

Type	if clause	main clause
I	If I read,	I will complete the novel.
II	If I read,	I would complete the novel.
III	If I had read,	I would have completed the novel.

### 6.8 Let's Check Your Progress (Key)

#### Zero Conditional

- A. Make a zero conditional sentence using the given words.
- Iron rusts if it gets wet.
  - Ice floats if you drop it in water.
  - If there is no rain, the grass doesn't grow.
  - If you don't eat, you die.
  - If my daughter eats too much chocolate, she gets sick.
  - Wood doesn't burn if there is no air.

#### First Conditional

- A. Put the verbs in brackets into the gaps. Form the first Conditional sentence.
- If I study, I will pass the exams.
  - If the sun shines, we will go to town.
  - If he has a temperature, he will see the doctor.
  - If my friends come, I will be very happy.
  - If she earns a lot of money, she will fly to New York.
- B. Provide the main clause and complete the sentence
- If we travel to Agra, we will visit the Taj.
  - If you wear sandals in the mountains, you will slip on the rocks.
  - If Rita forgets her homework, the teacher will give her low marks.
  - If they go to the party, they will dance to loud music.
  - If you wait a minute, I will ask my parents.

#### Second Conditional

- A. Put the verbs in brackets into the gaps. Form the Second Conditional sentence.

1. If I took more exercise, I would get fit.
  2. If they lived in India, we would visit them.
  3. If I bought my car, I would prefer black.
  4. If he were my friend, I would invite him to my birthday party.
  5. If we didn't go to the party, they would be disappointed.
- B. Provide the 'if' clause and complete the sentence.
1. If they had enough money, they would buy a new car.
  2. If somebody walked in here with a gun, I would be very scared.
  3. If Raj got more pocket money, he would ask Kapila out for dinner.
  4. If we hurried, we would catch the bus.
  5. If it rained, Nina would take an umbrella with her.

### **Third Conditional**

- A. Put the verbs in brackets into the gaps. Form the Third Conditional sentence.
1. If I had received the news, I would have shared it with you.
  2. If we had gone to Paris, we would have bought some good perfumes.
  3. If she had understood the equation, she would have solved it in the examination.
  4. If they had known my address, they would have come arrived to my home on time.
  5. If the teacher had asked me the question, I would have answered it.
- B. Complete the 'main' clause with proper third conditional form.
1. If they had waited for another ten minutes, they would have seen the pop star.
  2. If the police had come earlier, they would have arrested the burglar.
  3. If you had bought fresh green vegetable, your salad would have tasted better.
  4. If Sita had asked me, I would have helped her.
  5. If he had spoken more slowly, Ragi would have understood him.

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## **6.9 References/Bibliography**

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**6.10 Suggested Reading**

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- Purdue Online Writing Lab <<http://owl.english.purdue.edu/owl/resource/539/4/>>

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## **Unit 7: Simple Future and Future Continuous Tense**

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### **7.1 Preview/Warm -Up**

### **7.2 Learning Objectives**

### **7.3 Simple Future**

#### **7.3.1 Let's Learn Concepts**

#### **7.3.2 Let's Practice What We've Learnt (SAQs)**

### **7.4. Future Continuous**

#### **7.4.1 Let's Learn Concepts**

#### **7.4.2 Let's Practice What We've Learnt (SAQs)**

### **7.5 Summary**

### **7.6 Let's Check Your Progress (Key)**

### **7.7 References/Bibliography**

### **7.8 Suggested Reading**

**7.1 Preview/Warm-up**

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***The going to future***

1. In modern English, when we wish to express simple future action or the intention to do something in future, we use the phrase *be going to*, followed by the infinitive. We use *shall* and *will* in the future only to express promise or determination.

Singular

She is going to quit her new job.

He is going to sell his house.

I am going to clean me room.

Plural

We are going to work tomorrow.

You are going to work.

They are going to throw a party next Sunday

2. We form the negative of the going to future by placing *not* after *be*.

She is going to quit her new job.

She is not going to quit her new job.

He is going to sell his house.

He is not going to sell his house.

3. We form the question of the going to future by placing *be* in front of the subject.

We are going to sing a song in a party.

Are we going to sing a song in a party?

You are going to work in the night shift.

Are you going to work in the night shift?

Who is going to receive them?

4. If we wish to use the verb *go* together with the phrase *be going to*, as in the sentence "He is going to go to New Delhi next week," we usually shorten the sentence to "He is going to New Delhi next week."

We are going to the museum tomorrow.

He is going to Agra with us next week.

5. We use the past form of *be going to* to describe an action which was planned but did not happen.

We were going to the office yesterday, but the company bus didn't come.

She was going to buy the necklace, but she could not find her credit card.

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**7.2 Learning Objectives**

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The present unit aims at the following:

- To introduce the WARM-UP section to make the learner conscious of the theme presented

- To hone the linguistic and communicative needs of the learners
- To highlight the significance of tenses in grammar
- To help the students learn Simple Future and Future Continuous tenses
- To lead them to meaningful practice through a range of tasks.
- To generate confidence among the learners about the language skills
- To enable them to use the grammatical unit with ease and confidence
- To test and confirm their progress by providing them enough assignments and their possible solutions

### 7.3 Simple Future

#### 7.3.1 Let's Learn Concepts

1. We form the simple future with the auxiliary will/shall and the infinitive of the verb. The simple future tense is used to express a state or action in future time. It is formed by using shall or will with the infinitive form of the verb. For example

"I shall come", "You will inform", "We shall help", and "They will work".

The shortened form of will is 'll, of will not is won't, and of shall not is shan't. These shortened forms are commonly used in spoken English.

2. When we wish to express a simple future action, the usual rule is to use shall with the first person and will with the second and the third persons. For example

I shall be fifteen years old tomorrow.

We shall be late for dinner again.

You will need an umbrella if it rains.

3. Shall is often used in the question. We use Shall I/ Shall we to ask someone's opinions as suggestions:

Shall I ask you something?

Where shall I go?

In modern English, Will is preferred to Shall.

4. We often use will in different situations:

To offer something

I'll help you to clean your dirty room.

To agree something

If you want me, I'll support you to solve these exercises.

To promise something

I won't smoke again. I promise.

To ask for something

Will you come to see me off at the airport?

Formation of Negative and Interrogative Sentences with Simple Future

Future tense negatives are formed by replacing will with will not (won't).

They will not wait for them.

She will not go to the boarding school.

Future tense questions are formed by placing will before the subject.

Will she enjoy the party tonight?

Will it rain today?

### 7. 3.2 Let's Practice What We've Learnt (SAQs)

A. Change these future tense statements to questions, then give a negative answer to each:

1. It will rain tonight.
2. She will go to Bombay.
3. They will sleep late at night.
4. You will say the prayer.
5. We will swim in the river.
6. Dolly will clean the house.

B. Supply the correct future tense form of verb in parentheses:

1. I \_\_\_\_\_ (send) you the information when I get it.
2. I \_\_\_\_\_ (translate) the email, so that Mr. Smith can read it.
3. \_\_\_\_\_ you \_\_\_\_\_ (help) me move this heavy table?
4. \_\_\_\_\_ you \_\_\_\_\_ (make) dinner?
5. I \_\_\_\_\_ (make) some sandwiches.
6. I \_\_\_\_\_ (get) you some coffee.

## 7.4. Future Continuous

### 7. 4.1 Let's Learn Concepts

1. The future continuous tense describes an action that will be going on in future. We form the future continuous tense with the future tense of to be and the present participle of the main verb.

Singular	Plural
I will be swimming in the sea	We will be swimming in the sea
You will be swimming in the sea	You will be swimming in the sea
He/She/It will be swimming in the sea	They will be swimming in the sea

2. We use future continuous to indicate that we are in the middle of doing something:  
This time, the next week, she'll be writing the USC examination.  
We'll playing cricket match this evening.
3. We use future continuous to mention complete actions in the future:  
They will be meeting the President this evening.  
It is similar to present continuous for the future tense.



4. We use future continuous with two actions in the same sentence, it expresses the idea that both actions will be happening at the same time. The actions are parallel:

While Leela is reading, Geetha will be watching television.

5. We also use future continuous to know someone's plans, especially when we want something or like them to do something:

What will you be doing tomorrow at 7 am?

Will you be dropping this letter when you are out?

Formation of Negative and Interrogative Sentences with Future Continuous Tense:

The negative form of the future continuous tenses is formed by placing not after the auxiliary verb.

I will not be visiting her house.

They will not be examining the papers.

You will not be coming to the party.

It won't be working.

Questions in the continuous tenses are formed by placing the auxiliary before the subject.

Will I not be visiting her house?

Will they not be examining the papers?

Will you not be coming to the party?

Will it not be working?

#### 7.4.2 Let's Practice What We've Learnt (SAQs)

A. Provide the right verb:

1. It \_\_\_\_\_ today. (rain)
2. She \_\_\_\_\_ in the kitchen. (work)
3. They \_\_\_\_\_ beach volleyball. (play)
4. We \_\_\_\_\_ to school. (walk)
5. The taxi \_\_\_\_\_. (come)
6. I \_\_\_\_\_ my homework. (complete)

B. Complete the following sentences with the appropriate form of the verb in brackets:

1. You should have no problem finding him. He \_\_\_\_\_ (carry) a guitar.
2. The following week they \_\_\_\_\_ (enjoy) the sun in the West Indies.
3. They are getting married on Saturday. All the guests \_\_\_\_\_ (wear) white.
4. This time tomorrow Tom \_\_\_\_\_ (fly) over the Atlantic on his way to Boston.
5. Don't call me between 8 and 9. I \_\_\_\_\_ (have) dinner.

#### 7.5 Summary

The simple future (I will go) tense is used to express a state or action in future time.

It is formed by using shall or will with the infinitive form of the verb.

For predictions: what you think will happen or what is certain to happen:

You are going on a long flight. You can say: "I will be tired after my long journey".

For spontaneous decisions or offers (a decision made at the time of speaking):

With a group of friends, the phone rings. You say: "I'll answer it!"

The future continuous tense (I will be going) refers to an action that will be going on in future. We form the future continuous tense with the future tense of to be and the present participle of the main verb.

You are going on a long flight. You can say, for example:

In two hours' time, I will be having lunch in the plane/ I will be flying over London/

I will be reading a newspaper/ I will be sleeping/ I will be watching a film, etc.

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## 7.6 Let's Check Your Progress (Key)

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### Simple Future

A. Change these future tense statements to questions, then give a negative answer to each:

1. It will rain tonight.

Will it not rain tonight?

It will not (won't) rain tonight.

2. She will go to Bombay.

Will she go to Bombay?

She will not (won't) go to Bombay.

3. They will sleep late at night.

Will they sleep late at night?

They will not (won't) sleep late at night.

4. You will say the prayer.

Will you say the prayer?

You will not (won't) say the prayer.

5. We will swim in the river.

Will we swim in the river?

We will not (won't) swim in the river.

6. Dolly will clean the house.

Will Dolly clean the house?

Dolly will not (won't) clean the house.

B. Supply the correct future tense form of verb in parentheses:

1. I will send you the information when I get it.

2. I will translate the email, so that Mr. Smith can read it.

3. Will you help me move this heavy table?
4. Will you prepare the dinner?
5. I'll make some sandwiches.
6. I'll get you some coffee.

**Future Continuous**

- A. Provide the right verb:
1. It is raining today.
  2. She is working in the kitchen.
  3. They are playing beach volleyball
  4. We're walking to school.
  5. The taxi is coming.
  6. I am completing my homework.
- B. Complete the following sentences with the appropriate form of the verb in brackets:
1. You should have no problem finding him. He \_\_\_\_\_ (carry) a guitar.  
You should have no problem finding him. He will be carrying a guitar.
  2. The following week they \_\_\_\_\_ (enjoy) the sun in the West Indies.  
The following week they will be enjoying the sun in the West Indies.
  3. They are getting married on Saturday. All the guests \_\_\_\_\_ (wear) white.  
They are getting married on Saturday. All the guests will be wearing white.
  4. This time tomorrow Tom \_\_\_\_\_ (fly) over the Atlantic on his way to Boston.  
This time tomorrow Tom will be flying over the Atlantic on his way to Boston.
  5. Don't call me between 8 and 9. I \_\_\_\_\_ (have) dinner.  
Don't call me between 8 and 9. I will be having dinner.

**7.7 References/Bibliography**

- Basic Grammar in Use Workbook with Answers by William R. Smalzer Cambridge University Press.
- A University Grammar of English by Quirk and Greenbaum.
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**7.8 Suggested Reading**

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## **Unit 8: Future Perfect and Perfect Continuous Tense**

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**8.1 Preview/Warm -Up**

**8.2 Learning Objectives**

**8.3 Future Perfect**

**8.3.1 Let's Learn Concepts**

**8.3.2 Let's Practice What We've Learnt (SAQs)**

**8.4. Future Perfect Continuous**

**8.4.1 Let's Learn Concepts**

**8.4.2 Let's Practice What We've Learnt (SAQs)**

**8.5 Summary**

**8.6 Let's Check Your Progress (Key)**

**8.7 References/Bibliography**

**8.8 Suggested Reading**

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## 8.1 Preview/Warm -Up

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### **Modal Verbs**

#### **Should/ought to/have to**

Should and ought to are auxiliary verbs which are used to express obligation. They have more or less the same meaning and can be used interchangeably. They are weaker in force than must and sometimes even have a negative connotation.

I should study tonight (but it is possible that I won't).

I ought to study tonight (but it is possible that I won't).

He shouldn't smoke so much.

He ought not to smoke so much.

Have to is used to express a strong obligation or duty. The past tense of have to is had to.

I have to study tonight.

He has to stop smoking so much.

She had to learn to drive when she moved to the suburbs.

Must/Can/may/used to/supposed to

"Must" is most commonly used to express certainty. It can also be used to express necessity or strong recommendation, although native speakers prefer the more flexible form "have to."

This must be the right address! (CERTAINTY)

Students must pass an entrance examination to study in this school. (NECESSITY)

You must take some medicine for that cough. (STRONG RECOMMENDATION)

Jenny, you must not play in the street! (PROHIBITION)

"Can" be used to express ability or opportunity, to request or offer permission, and to show possibility or impossibility.

I can speak German. (ABILITY)

We can stay with my brother when we are in Paris. (OPPORTUNITY)

She cannot stay out after 10 pm. (PERMISSION)

Can you pass me the key? (REQUEST)

Any child can grow up to be the captain. (POSSIBILITY)

"May" is most commonly used to express possibility. It can also be used to give or request permission, although this usage is becoming less common.

Dolly may be at home, or perhaps at work. (POSSIBILITY)

Children, you may leave the table when you have finished your dinner. (GIVE PERMISSION)

May I use your mobile phone? (REQUEST PERMISSION)

"Used to" describes a habitual or continued action in the past.

Did you ever play golf?

I used to play tennis well, but I haven't played in years.

I used to smoke but now I don't.

"Supposed to" indicates an obligation to fulfill some promise or expectation. The meaning is passive; the obligation arises because the subject is expected or supposed by someone else to perform the action.

Raj is supposed to complete this work today.

You're not supposed to enter the garden after seven o'clock.

Are we supposed to do this exercise for homework?

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## 8.2 Learning Objectives

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The present unit aims at the following:

- To introduce the WARM-UP section to make the learner conscious of the theme presented
  - To hone the linguistic and communicative needs of the learners
  - To highlight the significance of tenses in grammar
  - To help the students learn Future Perfect and Future Perfect Continuous tenses
  - To lead them to meaningful practice through a range of tasks.
  - To generate confidence among the learners about the language skills
  - To enable them to use the grammatical unit with ease and confidence
  - To test and confirm their progress by providing them enough assignments and their possible solutions
- 

## 8.3 Future Perfect

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### 8.3.1 Let's Learn Concepts

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The future perfect is composed of two elements: the simple future of the verb to have (will have) + the past participle of the main verb:

Subject + will have + past participle

I'll have informed.

You'll have informed.

He'll have informed.

They'll have informed.

She'll have informed.

We'll have informed.

It'll have informed.

To show that an activity will be completed by a given future point of time, we use a tense that is a combination of shall or will with the present perfect tense. Study these examples:-

He will have completed his assignment before five o'clock.

Rahim and Mukesh will have revised their lessons by the time the examination begins.

---

It is clear that each of these sentences is made up of shall or will and the present perfect tense of the verb to be used and reflect the Future Perfect Tense form.

The future perfect tense is used to show that an action will be completed in future before some other future action happens or before some point of future time arrives.

These pair of sentences clearly highlight the difference between the future tense and the future perfect tense:

1. (a) I will paint this wall before you reach home  
(b) I will have painted this wall before you reach home.
2. (a) Rita will finish her work by 10 o'clock.  
(b) Rita will have finished her work at 10 o'clock.
3. (a) By next month she will buy a new car.  
(b) By next month she will have bought a new car.

The verbs in the (a) sentences are in the future tense. The verbs in the (b) sentences are in the future perfect. The future tense points to the time of the action. The future perfect tense is not concerned with the time of the action. It emphasizes the completion of the action and its result.

#### Formation of Negative and Interrogative Sentences with Future Perfect

Questions are formed by placing will before the subject. Negatives are formed by placing not between will and have.

Will they have come home by four o'clock?

Will it have stopped raining by the time we leave?

She will not (won't) have started by two o'clock.

They will not (won't) have reached home by the time we visit them.

#### 8. 3.2 Let's Practice What We've Learnt (SAQs)

- A. Change these present perfect tense sentences to the future perfect tense. Add whatever words are necessary to complete the meaning.
  1. It has rained.
  2. Kiran has cleaned the house.
  3. The one day cricket match started.
  4. They have met the Principal of the school.
  5. I've seen the movie Black Swan.
- B. Provide the right form of verb to complete the sentences:
  1. Raj \_\_\_\_\_(send) his documents next week.
  2. We \_\_\_\_\_(do) the homework by 8 o'clock.
  3. She \_\_\_\_\_(celebrate) their marriage anniversary by this weekend.
  4. I \_\_\_\_\_(read) the novel this by Sunday.
  5. He \_\_\_\_\_(go) by next week.
  6. Ravi \_\_\_\_\_(propose) this to his girl friend tonight.



7. The doctor \_\_\_\_\_(diagnose) her mother.

#### 8.4. Future Perfect Continuous

##### 8.4.1 Let's Learn Concepts

The Future Perfect Continuous Tense indicates a continuous action that will be completed at some point in the future.

The Future Perfect Continuous (or Future Perfect Progressive) is constructed this way:

subject + will have been + -ing.

He will be tired when he arrives. He will have been driving for four hours.

She will have been working here for ten years next week.

"Next year, she will have been completing three years in this company."

The Professor will have been teaching my children for five years next month.

Here are some examples of Future Perfect Continuous verbs with me, you, he/she/it, them, and us.

Singular	Plural
I will have been sleeping	we will have been swimming
you will have been working	you will have been reading
he/she/it will have been going	they will have been chatting

The Future Perfect Continuous is used to emphasize the duration of an activity that will be in progress before another time or event in the future.

Here are some examples:

By the end of this month we will have been living together for six years

She will have been sleeping for only four hours when the alarm goes off.

We will have been driving for fifteen hours by the time we arrive New Delhi.

Formation of Negative and Interrogative Sentences with Future Perfect Continuous

Future perfect continuous questions are formed by placing will before the subject; negatives are formed by placing not between will and have.

Will they have been sleeping?

No, they won't have been sleeping.

Will she have been watching the movie?

They will not have been dancing for the last two hours.

She will not have been living there for very long when she moves.

Will you have been working in your company for many years when you retire?

##### 8.4.2 Let's Practice What We've Learnt (SAQs)

- A. Put the verbs into the correct form
1. He \_\_\_\_\_(sleep) all morning.
  2. By the end of the term she \_\_\_\_\_(study) for nine years.

3. By midnight, we \_\_\_\_\_ ( play) this computer game for 48 hours.
4. She \_\_\_\_\_(talk) on the phone for the last couple of hours.
5. They \_\_\_\_\_(look) for me all night long.
6. He \_\_\_\_\_( play) soccer all day long.
7. By the end of the week I \_\_\_\_\_(work) here for four months.
8. At midnight, I \_\_\_\_\_(study) English grammar tenses for three hours.
9. You \_\_\_\_\_(watch) TV all the time.
10. \_\_\_\_\_they \_\_\_\_\_(wait) for 2 hours?

---

### 8.5 Summary

The future perfect is composed of two elements: the simple future of the verb to have (will have) + the past participle of the main verb:

Subject + will have + past participle

She'll have visited the Taj.

The Future Perfect Continuous is constructed this way:

subject + will have been + -ing.

Ravi will have been studying here for five years next week.

The Future Perfect Continuous is used to emphasize the duration of an activity that will be in progress before another time or event in future.

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### 8.6 Let's Check Your Progress (Key)

#### *Future Perfect*

- A. Change these present perfect tense sentences to the future perfect tense. Add whatever words are necessary to complete the meaning.
1. It has rained.  
It will not have rained by the time we leave the home.
  2. Kiran has cleaned the house.  
Kiran will have cleaned the house by the time her parents visit her.
  3. The one day cricket match started.  
The one day cricket match will have started by the time we manage the tickets.
  4. They have met the Principal of the school.  
They will have met the Principal of the school by the time school bell rings.
  5. I've seen the movie Black Swan.  
I will have seen the movie Black Swan by the time my friends read its review.
- B. Provide the right form of verb to complete the sentences:
1. Raj will have sent his documents next week.
  2. We shall have done the homework by 8 o'clock.
  3. They will have celebrated their marriage anniversary by this weekend.

4. I shall have read the novel by this Sunday.
5. He will have gone by next week.
6. Ravi will have proposed this to his girl friend tonight.
7. The doctor will have diagnosed her mother.

**Future Perfect Continuous**

- A. Put the verbs into the correct form
1. He will not have been sleeping all morning.
  2. By the end of the term she will have been studying for nine years.
  3. By midnight we will have been playing this computer game for 48 hours.
  4. She will have been talking on the phone for the last couple of hours.
  5. They will have been looking for me all night long
  6. He will have been playing soccer all day long.
  7. By the end of the week I will have been working here for four months.
  8. At midnight, I will have been studying English grammar tenses for three hours.
  9. You will have been watching TV for three hours by then.
  10. Will they have been waiting for two hours?

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**8.7 References/Bibliography**

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**8.8 Suggested Reading**

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**UNIT 9: Modals**

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**UNIT 10: Types of Sentences**

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**112-129**



## **UNIT 9: Modals**

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### **9.0 Objective**

### **9.1 Introduction: Types of Auxiliary Verbs**

### **9.2 A bird's eye view of the modals**

### **9.3 Different types of modals**

#### **9.3.1 Modals Expressing Ability**

#### **9.3.2 Modals expressing necessity and obligation**

#### **9.3.3 Modals Expressing Requests**

#### **9.3.4 Modals expressing Prediction (will, would, could)**

#### **9.3.5 Modals expressing suggestions**

#### **9.3.5 Modals expressing probability**

#### **9.3.6 MODALS EXPRESSING ADVICE**

### **9.4 LET US SUM UP**

## 9.0 OBJECTIVE

In this unit we shall look at a type of auxiliary verb which is known as modal auxiliary. We shall discuss the various forms of the modals as well their functions.

### 9.1 INTRODUCTION: TYPES OF AUXILIARY VERBS

Auxiliary verbs are of two kinds: Primary and Modal Auxiliary

Primary Auxiliary are small in number they are the verbs: Do, have, be. Each of the verbs have several forms.

Do = do, does, did

Have = has, have, had, having

Be = is, are, am, was, were, been, being

These primary auxiliaries can be used as main verbs. They change according to the person and number of the subject.

Verbs such as can, could, may, might, shall, should, will, would, must, ought to, used to, need, dare are called modal auxiliaries. They help to express the idea of ability, possibility, permission, obligation, duty and so on. They do not change with the person or number of the subject.

### 9.2 A BIRD'S EYE VIEW OF THE MODALS

The table below describes the function of the modals with examples:

Modal	Example	Uses
Can	Can I speak to Pawan? Can I borrow your pen? I'm afraid I can't go with you to the principal. You can call her after 8pm.	Request Asking for permission Expressing inability Stating possibility
Could	Could you explain that? Could I borrow your mobile phone? You could speak to your teacher about it.	Request Permission Suggestion
May	May I know who is calling? The class may be cancelled. How may I help you?	Enquiring/Requesting Expressing possibility Offering help
Might	They might give us student discount.	Future possibility
Would	Would you mind mailing me the home assignment? I would like to meet the principal today. Would you like me to help you carry the books to the staff room, madam? Sir, would you mind if I leave the class for a minute to answer an urgent call? Would 2o'clock be okay for lunch on Saturday?	Request Stating wish/request Offering help Asking for permission Making arrangements
Should	You should discuss this with your advisor first. The material should reach you by tomorrow.	Suggesting/Advising/ Recommending Making a prediction



Shall	Shall I call the canteen manager? Shall I meet him or will you?	Suggesting/Offering Asking what to do
Will	I'll mail the home assignments to you right away. He won't be back before Friday.	Promising /Assuring Certain prediction
Ought to	You ought to finish your assignments before the due date.	Strong advise

### Activity 1

Using modal verbs make appropriate sentences for the following situations.

- i Asking the caller who she wants to speak to.
- ii Assuring the caller you will pass on his message to your father.
- iii Suggesting a meeting time to your friend.
- iv Asking your friend if he prefers to receive certain information by email or by post.
- v Informing your cousin about a possible mountaineering trip and asking him to join you.
- vi Requesting the teacher to explain something in greater detail.
- vii Offering help to book train tickets online.
- viii Expressing inability to send the book.
- ix Advising your friend to clarify a misunderstanding with his/her girlfriend/boyfriend.
- x Predicting how much India could score in the test match.

In this unit we will look at modals indicating ability, permission and prediction.

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## 9.3 DIFFERENT TYPES OF MODALS

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### 9.3.1 Modals Expressing Ability

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We use can, could and be able to to express ability, examples:

Rita can play the guitar.

Can you play the guitar?

Sunita cannot play the guitar?

The negative of can is cannot and is written as one word. It has a short form can't .

We use could for the ability in the past. Examples:

Shikha could play the piano when she was in school.

My grand father could walk for 5 kms when he was younger.

Sunita couldn't/could not swim when she was in school.

We can also use could to talk about a general ability in the past. Example:

Aditya could talk when he was only 1 year old.

- 1 We use the modals can and cannot (can't) for ability in the present.

I can swim now.

We can use am/are/is able to instead of can, but can is more commonly used.

2 We use could in these situations:

**a for conveying general ability in the past.**

Martha could run ten kilometers when she was in her twenties.

Could cannot be used in positive sentences that describe a momentary or one-time ability. However, it can be used in negative sentences in the same situation.

Yesterday, I could lift the couch by myself. (x)

Yesterday, I couldn't lift the couch by myself. ( )

**b in place of would be able to.**

The teacher thought she could change Sunil's rowdy ways, but he was incorrigible.

**c for polite requests, seeking permissions (formal) and giving suggestions.**

Could you please help me with the assignment?

You could go to Jaisalmer for your vacation.

**d in conditional statements.**

If you could repair my car by evening, we could go on a nice outing.

**e We use was/were able to for ability in a particular situation in the past.**

He was able to rescue me. (when I was drowning)

**Activity 2**

Given below are some answers. Write the question. The first one is given as an example:

**1. How many laps can you swim?**

I can swim 20 laps.

2. \_\_\_\_\_ (basket ball)

Not too well, but I enjoy the game.

3. \_\_\_\_\_ (buy jogging shoes)

From any sports shop.

4. \_\_\_\_\_ (use swimming pool)

From 6 am to 9 pm.

5. \_\_\_\_\_ (dive!)

No, but I can swim.

6. \_\_\_\_\_ (speak Japanese)

No, I can't speak Japanese.

7. \_\_\_\_\_ (start work immediately)

No, she wouldn't be able to start work immediately.

8. \_\_\_\_\_ (speak mother tongue)

Yes, I was fluent in my mother tongue before my parents migrated to America.

9. \_\_\_\_\_ (stay up late)

Yes, I could be up until 3 am quite regularly when I was young.

10. \_\_\_\_\_ (meet principal)

No, she gave me an appointment for the afternoon.

9.3.2 Modals expressing necessity and obligation

Let us study how necessity, obligation are expressed.

Function	Modal	Examples
Necessity and, obligation involving obedience to rules	Must, must not, mustn't	You must obey traffic rules You must not make noise in hospitals.
Obligation involving doing what is proper and right	Should, should not, shouldn't	You should come to college on time. You should not jump traffic lights.

Activity 3

There are things which you must do, and others which you should do in certain situations. Complete the table with the things that you must do and those you should do.

Situations	Must	Should
At school	We must wear our school uniform.	We should join in most of the activities.
At a public library		
At the cinema		
Talking to an old person		
Witness an accident		
At a school picnic		

Activity 4

Rewrite the following sentences by replacing the part underlined with the correct form of one of modals discussed. The first one has been done for you.

i **I was supposed to complete the work by today, but was unable to do so because of personal reasons.**

I couldn't complete the work today due to personal reasons.

ii Do you think it would be advisable for me to book the movie tickets in advance?

.....

iii Is it really necessary for you to come to me for every little thing?

.....

iv There is no need to buy all that furniture; we are any way moving to Mumbai within a month.

.....

v If you want to apply for Ph. D., it is compulsory to have completed your M. Phil.

.....

Note: In the above dialogue 'would' is the modal of indication, whereas 'can' indicates ability. The rest of the modals used herein are modals of compulsion or obligation.

Activity 5

You are taking your younger cousin for the first time to a children's library. Explain to the child how she/he must conducts herself/himself in the library. Use appropriate modals. Say five things.

Example: You must be quiet in the library.

.....

.....

.....

.....

.....

### 9.3.3 Modals Expressing Requests

#### Activity 6

- 1 Put the following requests in order of formality, where 1 is the most formal and 5 the most casual.
  - i May I borrow your pen?
  - ii I wonder if I might borrow your pen.
  - iii Could I borrow your pen?
  - iv Can I borrow your pen?
  - v Might I borrow your pen?
  
- 2 In each of the following pairs of sentences, put a tick (?) next to the one that is more polite.
  - i Give me the book, will you?  
Could I have the book?
  - ii I'm afraid the line is busy, can you hold on?  
I'm afraid the line is busy, will you hold on?
  - iii May I see your identification?  
Can I see your identification?
  - iv Could you open the window?  
Would you mind opening the window?
  - v What would you like me to do for you?  
What can I do for you?
  - vi Could you repeat what you said?  
Will you repeat what you said?
  
- 3 You are on a flight from London to Mumbai. Write down what you would say in the following situations:
  - i You do not know how to fasten the seat belt. (you ask the airhostess for help)
  - ii You want to drink coffee. (what would you say to the Air Hostess?)  
Could I have .....
  - iii You notice that the person sitting next to you has some magazines with him. (ask him to lend you one)
  - iv You want a vegetarian lunch. (ask the air hostess)
  - v You want to go to the washroom. (request the passenger next to you to give you room to pass)

- 3 You are on a flight from London to Mumbai. Write down what you would say in the following situations:
- i You do not know how to fasten the seat belt. (ask the person sitting next to you for help)  
.....
- ii You want to drink coffee. (what would you say to the air hostess)  
.....
- iii You notice that the person sitting next to you has some magazines with him. (ask him to lend you one)  
.....
- iv You want a vegetarian lunch. (ask the air hostess)  
.....
- v You want to go to the washroom. (request the passenger next to you to give you room to pass)  
.....

### 9.3.4 Modals expressing Prediction (will, would, could)

These modals are used to make forecasts or predictions about the present and future. They are also used to guess something. Example:

- i You will do very well in the class quiz this week. (weekly forecast)
- ii Leos will make a lot of money this year. (yearly forecast)
- iii Next year she will join the masters programme after completing her B. A. (to refer to something that is inevitable)
- iv (a knock on the door) That must be father. (certainty)
- v That will be the father. (prediction)
- vi That would be the father. (prediction)
- vii That could be the father. (lesser possibility)

Note: 'Would' indicates a prediction which is less likely to be true than 'Will' does.

### 9.3.5 Modals expressing suggestions

#### Activity 7

- 1 Answer the following questions with suitable suggestions, using may (or might) and the words in brackets. The first one is done for you
- Tina: I am surely going to be late for college. What should I do?  
Mother: .....
- Ruchi: I have misplaced my mobile phone.  
You: .....
- Isha: Which sport should I participate in?  
You: .....
- Tina: I make a lot of grammatical mistakes when I write essays in English. What should I do?  
You: .....

- Rina: My ankle really hurts. I think I have strained it.  
 You: .....
- Usha: I cannot find my passport. I think I have misplaced it.  
 You: .....

### 9.3.6 MODALS EXPRESSING ADVICE

#### Activity 8

Look at these pieces of advice and complete the sentences explaining why the advice should be followed. Use may or might. The first two are done for you.

- i You should always buy a ticket when you travel in a bus.  
 If you don't, .....
- ii You'd better not carry that heavy bag.  
 If you do, .....
- iii You must attend college regularly.  
 If you don't, .....
- iv You should check the time table before you come to college.  
 If you don't, .....
- v You ought not to eat too many burgers.  
 If you do, .....
- vi You'd better invite Renu to your birthday party.  
 If you don't, .....
- vii You should always inform your parents before going anywhere.  
 If you don't, .....
- viii You shouldn't go to a party the night before your exam.  
 If you do, .....

#### Activity 9

A new boy/girl has joined your college. Read the list below. Using appropriate modals, give some advice to the new student. The list is randomly ordered.

Example: You must introduce yourself to other students and teachers.

- Know the timetable.
- Find out about the hostel rules and regulations.
- Tell the right people if you face any problems.
- Arrive punctually to class.
- Try to remember people's names.

### 9.3.5 Modals expressing probability

The modals will/won't - express the strongest assumption that an event is likely to happen.

You'll be tired after all the jogging! Come and rest.

Principal won't be in office at the moment, its no use going there.

- The modal must expresses strong assumption as well.

The dress must be ready, go pick it up from the tailor.

- We also use **must** to say what is logically certain in a particular situation. We infer this from the facts.

This lunch box is colourful and has a picture of mickey mouse on top. It must belong to a young child.

- We use **can't/couldn't** for the negative deduction.

It can't/couldn't belong to an adult.

- The modals **may, might and could** suggest the possibility of an event happening.

**Could** expresses the strongest possibility of the three.

You **may/could/might** have left your homework copy in the class.

Least likely	Some possibility	More possibility	Greater possibility	Certainty
Might	May	Could	Must	Will.

### Activity 10

1 Look at the following sentences:

i Neha could be home by now.

ii Neha might be home by now.

iii Neha will be home by now.

iv Neha may be home by now.

v Neha must be home by now.

Number them in order of certainty where 1 is the least certain and 5 is the most certain.

2 Do the same for the sentences below:

i Neha couldn't be home.

ii Neha won't be home.

iii Neha can't be home.

iv Neha mustn't be home.

### Activity 11

It is 1am. You are all alone at home. Your parents have gone on a vacation. You were fast asleep when the doorbell wakes you up.

'Who could be at the door?' you wonder.

And then your imagination starts working furiously. You are more than a little scared. Write a paragraph using the modals of possibility and probability.

It must be ...

---

## 9.4 LET US SUM UP

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In this unit we looked in detail at the modal auxiliary verb. Our emphasis was to understand the functions of the modals and to give you practice in using the modals in their different functions so that you may be able to use them in your daily life. Modals as you know are productive in informal speech and writing. They also express politeness.

**ANSWERS****Activity 1 answer**

- i Who would you like to speak to?
- ii I'll definitely inform my father that you invited him to dinner on xyz date.
- iii Would 4.30 on Monday suit you?
- iv Would you prefer this to be sent by email or by post?
- v We are going to Nainital for a mountaineering trip; would you like to join us?
- vi Could you please elaborate on that?
- vii Should I book the train tickets for you online?
- viii I'm afraid I can't send you the book as it's not available in the library.
- ix You should clarify this misunderstanding with your girlfriend/boyfriend.
- x India should make about 450 runs in today's test match.

**Answers Activity 2**

- 2. Can you play basket ball well?  
Not too well, but I enjoy the game.
- 3. From where should I buy jogging shoes?/ Where could I buy jogging shoes from?  
From any sports shop.
- 4. Can you tell me the timings of the sports club? (timings of the sports club)  
From 6 am to 9 pm.
- 5. Can you dive?  
No, but I can swim.
- 6. Can you speak Japanese? (speak Japanese)  
No. I can't speak Japanese.
- 7. Can she start work immediately? (start work immediately)  
No, she wouldn't be able to start work immediately.
- 8. Could you speak your mother tongue when you were small? (speak mother tongue)  
Yes, I was fluent in my mother tongue before my parents migrated to America.
- 9. Could you stay up late when you were young? (stay up late)  
Yes, I could be up until 3 am quite regularly when I was young.
- 10. Could you meet the principal this morning? (meet principal)  
No, she gave me an appointment for afternoon.

**Answer Activity 3**

Situations	Must	Should
At school	We must wear our school uniform.	We should join in most of the activities.
At a public library	We must not write notes in a book borrowed from the library.	We should maintain silence.



At the cinema	We must put our mobile phone on silent / vibrating mode.	We should not have private conversation amongst our friends as it disturbs others.
Talking to an old person	We must speak with respect.	We should help them.
Witness an accident	We must report it to the police immediately.	We should give assistance immediately.
At a school picnic	We must not litter.	We should remain in the group.

**Answer activity 4**

Rewritten sentences with the correct form of modals

- ii Should I book the movie tickets in advance?
- iii Must you come to me for every little thing?
- iv You needn't buy all that furniture; we are any way moving to Mumbai within a month.
- v In order to apply for Ph.D. you must have completed your M. Phil.

**Activity 5 Answer: Students should attempt this activity themselves.**

**Answer Activity 1(6)**

- i May I borrow your pen? 3
- ii I wonder if I might borrow your pen. 1
- iii Could I borrow your pen? 4
- iv Can I borrow your pen? 5
- v Might I borrow your pen? 2

**Answer Activity 6(2)**

- i Give me the book, will you?  
Could I have the book? ?
- ii Can you keep a place for me in the auditorium?  
Will you keep a place for me in the auditorium? ?
- iii May I see your identification? ?  
Can I see your identification?
- iv Could you open the window?  
Would you mind opening the window? ?
- v What would you like me to do for you? ?  
What can I do for you?
- vi Could you repeat what you said? ?  
Will you repeat what you said?

**Answer Activity 6(3)**

- i You do not know how to fasten the seat belt. (ask the person sitting next to you for

help)

This is the first time that I am flying, can you help me fasten the seat belt.

- ii You want to drink coffee. (what would you say to the air hostess)

Could I have a coffee please?

- iii You notice that the person sitting next to you has some magazines with him. (ask him to lend you one)

I wonder if you could lend me one of your magazines.

- iv You want a vegetarian lunch. (ask the air hostess)

Could I have the vegetarian meal, please.

- v You want to go to the washroom. (request the passenger next to you to give you room to pass)

Excuse me. I would like to go to the washroom.

### **Answer activity 7**

Tina: I am surely going to be late for college. What should I do?

Mother: I think you should ask your brother to drop you by car.

Ruchi: I have misplaced my mobile phone.

You: You could ask at the Lost and Found Counter, may be someone found it and left it there.

Christy: Which sport should I participate in?

You: I remember you were good at basket ball in school. Shouldn't you join the basket ball team.

Tina: I make a lot of grammatical mistakes when I write essays in English. What should I do.

You: You ought to understand grammar rules and practise diligently.

Rina: My ankle really hurts. I think I have strained it.

You: You should show it to the doctor immediately. Let's hope it's not a fracture.

Umar: I cannot find my passport. I think I have misplaced it.

You: You must report the matter to the police.

### **Answer activity 8**

- i You should always buy a ticket when you travel by bus.  
If you don't, you will feel embarrassed when you are caught.

- ii You'd better not carry that heavy bag.  
If you do, you might injure your back.

- iii You must attend college regularly.  
If you don't, you will not only miss your studies but also the extra curricular activities.

- iv You should check the time table before you come to college.  
If you don't, you may carry the wrong books.

- v You ought not to eat too many burgers.  
If you do, you will put on weight.

- vi You'd better invite Renu to your birthday party.  
If you don't, she will feel hurt.

- vii You should always inform your parents before going anywhere.

If you don't, they tend to get worried.

- viii You shouldn't go to a party the night before your exam.  
If you do, you might feel sleepy during the exam.

**Activity 9 Answer: Students should attempt to this activity themselves.**

**Answer Activity 10 (1)**

- |     |                            |   |
|-----|----------------------------|---|
| i   | Neha could be home by now. | 3 |
| ii  | Neha might be home by now. | 1 |
| iii | Neha will be home by now.  | 5 |
| iv  | Neha may be home by now.   | 2 |
| v   | Neha must be home by now.  | 4 |

**Answer Activity 10 (2)**

- |     |                        |   |
|-----|------------------------|---|
| i   | Neha couldn't be home. | 2 |
| ii  | Neha won't be home.    | 4 |
| iii | Neha can't be home.    | 1 |
| iv  | Neha mustn't be home.  | 3 |

**Activity 11 Answer: Students should attempt to this activity themselves.**

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## **UNIT 10:      TYPES OF SENTENCE**

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### **10.0 Objectives**

### **10.1 Introduction**

### **10.2 Different Types of Sentences According to Function**

### **10.3 Simple, Complex, Compound and Complex-Compound Sentences**

### **10.4 Let Us Sum Up**

### **10.5 Answers**

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## 10.0 OBJECTIVES

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The purpose of this unit is to describe various sentence types, their functions and their structures. This unit will help you to distinguish between declarative, interrogative, imperative, and exclamatory sentences. It will also help you to produce such sentence types and this will help you in your writing and speaking.

We will also be distinguishing between simple, compound and complex sentences. A variety of such sentences makes the text interesting and complex. By making you aware of such sentence types and giving you considerable practice through activities and exercises you will be able to improve your English.

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## 10.1 INTRODUCTION

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We can look at sentences in different ways. One way is to classify them according to their function and according to the arrangement of their constituent elements. For instance, sentences can be referred to as declarative, interrogative, imperative and exclamatory. All these different types of sentences have different function and their particular grammatical structures.

We can also consider whether a sentence consists of one clause or more than one clause. If it has more than one clause, are they both independent clauses, i.e. complete sentences in their own right? or is one of the clauses dependent on another. On this basis we can recognize four types of sentences:

- **Simple sentence**
  - **Compound sentence**
  - **Complex sentence**
  - **Compound-complex sentence**
- 

## 10.2 DIFFERENT TYPES OF SENTENCES ACCORDING TO FUNCTION

---

There are four types of sentences with different functions and different arrangements of their constituent elements. These are: declarative (statements), interrogative (questions), imperative and exclamatory. The main functions of these sentences are given in the box below:

	<b>Example</b>	<b>Main function</b>
Declarative (statement)	I drew a sketch of my mother.	Giving information
Interrogative (question)	Did you draw a sketch of your mother?	Asking for information
Imperative	Draw a sketch of your mother for Mother's Day.	An order or a request
Exclamatory	What a beautiful sketch of your mother!	Expressing a feeling or emotion

A statement, a question and an imperative can also be in a negative form. Examples:

I didn't draw a sketch of my mother.

Didn't you draw a sketch of your mother?

Don't draw any sketches please, do some oil paintings.

### 10.2.1 Declarative Sentence

---

A declarative sentence is a statement that states or asserts something. It always ends with a full stop. A declarative sentence can either be positive or negative.

---

A declarative sentence has more than one function. Let us look at some of these functions:

Example	Functions
I would like to know all about your trip.	Asking for information.
I want you to hand in the project by next week.	Giving orders
I am very grateful for the help you gave me.	Thanking someone
Its really bad luck that you had this fall and fracture.	Expressing sympathy
You are on the right track.	Expressing approval
I promise to complete my work on time.	Promising
I apologize for all my faults/I am sorry for all my faults.	Apologizing
I advise you to take rest for a few days.	Advise

### **Negative Statements:**

Look at the following text, it contains many negative statements.

My mother is too strict. I want to go to the movies but my mother will not let me. She lets my brother do everything but she does not let me do the same things. She allowed my brother to stay the night with his friends but she did not allow me to do so.

- In a negative statement not or n't comes after the auxiliary verb. We write the auxiliary and n't together as one word. Example: doesn't
- If there is more than one auxiliary in a clause, not or n't comes after the first auxiliary. Example:

You shouldn't have eaten so much, now you are feeling uncomfortable.

If we had stopped on the way, we may not have reached Ranikhet in 7 hours.

- In verbs with simple present and simple past tense, we use the verb Do and the negative follows the Do verb. Example:

I don't like watching T.V. serials. (\*I like not watching T.V.)

My father didnot play cricket in his childhood. (\*My father played not cricket in his childhood.)

- The verb be has not or n't after it. Example:

Mumbai is not a tourist destination.

These sandals aren't very comfortable.

### **10.2.2 Interrogative Sentence**

Interrogative sentences are those that ask questions and end with a question mark (?). There are basically two types of questions, Wh-or open questions and Yes/No or close questions. Look at the following questions:

When did she come to Mumbai last?

Why have you come late to the University?

Did you go to Mumbai last month?

Do you generally reach college on time?

The first two questions are information seeking questions. The answers can be infinite. They are known as Wh-questions because most of them begin with wh –who, why, where, when, what, etc. The latter two questions answer can only be answered by a yes or a no.

The structure of Wh- questions is

Wh-+ auxiliary+ subject + verb + other words + ?

In the case of WH-questions in the simple present and the simple past tense, except WHO-questions, the format is:

Wh-+Do/Does/Did+Subject+verb+other words+?

In the case of Yes/no questions or close questions the structure is:

Auxiliary + subject + verb + other words + ?

Verb + subject + other words + ?

In the case of a sentence in the simple present and simple past tense the format is:

Do/Does/Did +subject + verb + other words + ?

### Check your progress 1

- 1 Complete the conversation below using appropriate questions words:

Shishir: \_\_\_\_\_ is Mona? \_\_\_\_\_ is she late?

Priti: Oh, she had to go somewhere.

Shishir: \_\_\_\_\_ did she have to go at this time?

Priti: To the music store.

Shishir: To the music store? \_\_\_\_\_ for?

Priti: She wanted to buy some music to gift Sonia. Sonia loves music you know.

- 2 Complete the following dialogue by writing the questions to the answers given. The first one has been done for you as an example.

**A: What is this that I hear about Vineet, was he arrested?**

**B: Yes, he was arrested last night.**

A: .....

B: Yes, it was his fault. He knocked down a cyclist

A: .....

B: Yes, he was driving his Santro.

A: .....

B: No, his wife was not with him.

A: .....

B: Yes, the police have taken his license away.

A: .....

B: Yes, he will have to pay some fine.

A: .....

B: No, he does not have to appear in court.

A: .....

B: No, we should meet him tomorrow. He must be busy sorting out his affairs.

---

**10.2.3 The Imperative**

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Imperative sentences may be used to express command, request, desire and so on. The subject of these sentences is you, and is generally deleted. Unlike other sentence types, we can use only the simple present tense forms in imperative sentences. Example:

Shut the window.

Come here.

Please read the instructions carefully.

***Some forms of the imperative***

The Imperative form is the same as the "bare infinitive":

Affirmative form (base form of the verb): Come!

Negative short form (Don't + base form): Don't come!

Emphatic form (Do + base form): Do come with me!

Addressing someone (e.g. pronoun + base form): You stand here!

Imperative + question tag: Stand here, will you?

Imperatives joined by and: Go and play outside.

Some common functions of the imperative

We use the imperative for direct order, request and suggestions. Examples:

Stand up straight.

Give me the details quickly, please.

Don't worry!

We use the imperative to give instructions. Examples:

Heat the oven at 200 degrees and bake for 20 minutes.

Doctor to patient-

Take one tablet in the morning after breakfast and one after dinner.

Giving directions-

Take the second turning on the left and then turn right.

Teacher to student:

Open your English book to page 61.

We use the imperative for slogans and advertisements. Examples:

Save the tigers.

Just do it.

Buy one get one free.

We sometimes use the imperative as an invitation.

Come in and sit down. Make yourself at home.

Have this chocolate, it's delicious.

We use the imperative in prohibitions:

No smoking.

Do not feed the animals.

Trespassers will be prosecuted.



We use the imperative to express rudeness. Examples

- Shut up.
- Go away.
- Push off!

Uses of the Imperative with 'do'

We use do before the Imperative in the following situations. In this context do is always stressed. Examples:

- When we wish to be polite: Do come in and sit down.
- When we wish to express impatience: Do stop fidgeting!
- When we wish to emphasize something: Do wait a moment!

The Imperative with Tag Question

Question tags like will you, won't you, can't you, could you can often be used after an imperative for the following reasons:

- To express annoyance and impatience:
  - Stop fiddling with that pen, will you?
  - Keep still, can't you?

To make a request in a way that sounds less abrupt. Here we use a positive tag after a positive imperative. Example:

Shut the door after you leave, will you?

When we are giving warnings, reminders and good wishes, we use the tag won't you and will you. Examples:

- Drive carefully, won't you?
- Don't forget your key, will you?
- To obtain cooperation of others:

Don't tell anyone what I told you, will you?

Imperatives are also used with sentences beginning with let. Example:

- It's a fine day. Let's go for a walk.
- Let's have some coffee, shall we?
- Let's begin immediately. Let's not waste time.

### Check your progress 2

1 Put the words in brackets into the gaps. Use the positive or the negative forms as indicated.

Example: \_\_\_\_\_ your books. (to open)

Answer: Open your books.

- i .....out and play. (to go)
- ii .....in this filthy pond. (not/to swim)
- iii .....your assignment before going out. (to complete)
- iv .....football in the lawn. (not / to play)

- v .....your teeth morning and evening. (to brush)
  - vi .....during the class, it disturbs others. (not / to talk)
  - vii .....the animals in the zoo. (not/to feed)
  - viii .....the instructions before attempting the paper. (to read)
  - ix .....late for college. (not/to be)
  - x .....your mobile phones during the debate. (to switch off)
- 2 For each sentence, choose the best word or phrase to complete the gap from the choices below:
- i I'm tired of you. ....out of my sight. (Move, Get, Run)
  - ii .....a nice and relaxing vacation. (Get, Make, Have)
  - iii It's an important meeting, so .....not to be late. (try, make, ensure)
  - iv If you think you know the answer, .....your hand. (raise, put, show)
  - v That looks so heavy. .... me help you. (Allow, Make, Let)
  - vi Are you going to the grocery store? .....up a loaf of bread, please. (Take, Pick, Find)
  - vii I am afraid I have to go out for a minute. Please, .....yourself at home. (make, be, let)
  - viii The fire engine is coming. ....out of the way. (Go, Remove, Get)
  - ix You look tired. Here, .....a cool drink. (enjoy, take, have)
  - x A: You don't want to come with us to the movies?  
B: Ok, .....yourself, then.(amuse, suit, be)
- 3 Give a response to the following using the imperative. The first one is done for you.
- i **Doctor's advice to a patient who wants to lose weight.**  
**Don't overeat and exercise regularly.**
  - ii Teacher's advise to students on attempting the examination.  
.....
  - iii Mother's rebuke to the child who is not drinking her milk.  
.....
  - iv Giving directions to someone.  
.....
  - v Hostess offering some cake to the guest.  
.....
  - vi Father reminding his daughter not to forget her cellphone when leaving the house.  
.....
  - vii Giving good wishes to someone who is going on a holiday.  
.....

- viii Mother asking her son to drive carefully.  
.....
- ix Offering to have coffee together.  
.....
- x Slogan on garbage bin.  
.....

#### 10.2.4 Exclamatory Sentence

An exclamatory sentence is a sentence which expresses sudden and strong feeling such as surprise, pity, happiness, fear or gratitude. The sentence often ends with an exclamation mark. Examples:

- What a beautiful sight!  
What have you done with your hair!  
How brave you are!  
What utter nonsense is this!

Many exclamatory sentences begin with how and what. Examples:

- How lovely! / How awful!  
How nice to see you!  
What a big flat you live in!

After what there can be a noun phrase with a/an or without an article.

- What a great idea! Let's do it.  
What nonsense are you talking!

Some exclamations can have the form of a negative question. Example:

- Isn't that a lot of fun!  
Aren't we lucky!  
Isn't she a smart girl!  
Doesn't the dress look nice!

#### Check your progress 3

- 1 Reorder the sentences into exclamatory sentences.
- i babies these cute! are so
- ii have we time! a didn't good such
- iii day! isn't beautiful a it
- iv splendid show! a what
- v are they actresses! marvelous such
- vi tiger! is wonderful to how sight it a
- vii Rahul funny look doesn't in crazy that costume!
- viii I game! three scored goals the at football
- ix grown! she hasn't
- x water heat! the wasn't this pool nice and in the cool in

2 Make exclamatory sentences using the cues given below. The first one is done for you.

*i Wonderful person*  
*What a wonderful person she is!*

ii You think everything is expensive these days  
 .....

iii Exhausting day  
 .....

iv Tall he's grown  
 .....

v nice you look  
 .....

vi good idea  
 .....

vii a surprise  
 .....

viii You think it is a good film  
 .....

**Check your progress 4**

Rearrange the following words/expressions into appropriate sentence types. Say which sentence type each sentence belongs to. Also use capital letters and the appropriate punctuation marks.

- i go you soon planning to are
- ii me give ten will they thousand per rupees month.
- iii at me identity your once show card.
- iv degree at 100 water Celsius boils.
- v give he my to did letter you?
- vi pleasant indeed a what surprise!

---

**10.3 SIMPLE, COMPLEX, COMPOUND AND COMPLEX-COMPOUND SENTENCES**

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We can look at sentences in different ways. We can also consider whether a sentence consists of only one clause or more than one clause. If a sentence has more than one clause, are the clauses independent of each other or dependent on the main clause.

Look at the following sentences:

- The children went indoors. (simple sentence)
- The children went indoors on hearing the mother's call. (simple sentence)
- The children went indoors when they heard their mother's call. (complex sentence)
- The children went indoors and switched on the TV. (compound sentence)

- The children who were outside went indoors and switched on the TV. (complex – compound sentence)

On this basis we can recognize four types of sentences:

- 1 Simple sentence
- 2 Complex sentence
- 3 Compound sentence
- 4 Compound-complex sentence

### 10.3.1 Simple Sentences

Let us first look at simple sentences. A simple sentence contains one subject and one predicate. Example

Rita plays cricket everyday.

Let's extend this sentence a bit:

Rita and her brother play everyday.

Rita plays cricket as well as chess everyday.

Rita and her brother play cricket, chess and carom everyday.

Would you call the above sentences simple sentences? The answer is YES because structurally all of them have one subject and one verb. Whether the subject or the predicate contains one or more than one element does not matter, so long as they function as a single group.

Another way of describing a simple sentence is to call it an independent clause which expresses a complete thought.

### 10.3.2 Compound Sentences

A compound sentence is one which contains two or more independent clauses which are linked by words such as and, but, or, yet, etc. Each clause is independent of the other, and makes a complete statement.

You had better hurry up or you will miss the train.

I thought they would listen to my suggestions but they turned them down.

Notice that in sentence 1, You had better hurry up—you will miss the train, are two separate sentences which can be independent of each other and express a complete thought independently. Similarly in sentence 2, I thought they would listen to my suggestions...they turned them down are two independent sentences joined by the coordinating conjunction but. Each of these sentences expresses a complete idea.

Before we proceed further let us discuss two types of linkers<sup>3/4</sup>coordinating and subordinating. The main difference between the two is that coordinating linkers join units which are of equal rank i.e. there are two main or independent clauses. Subordinators join units of unequal rank. Examples:

When trekkers did not reach the camp on time, the search party went deep into the forest looking for them. (subordinating conjunction)

The search party went deep into the forest but no trace of the missing trekkers was found.(co-ordinating conjunction)

We shall discuss the subordinating linkers in section 2.4.

Meaning of Coordinating Conjunctions

A compound sentence is a combination of two or more clauses of equal rank joined together by coordinating conjunctions. Let us look at some examples of the relationship of meaning between two independent clauses:

- 1 **Additive:** The coordinators are: and, moreover, besides, etc. Examples:  
 The students were given a month to complete their assignment and surprisingly all of them submitted it on time.  
 He was a good student besides being an excellent athlete.
- 2 **Contrast:** The conjunctions used are: but, yet, nevertheless, on the contrary, etc. Examples:  
 He jumped from the 7<sup>th</sup> floor but he survived.  
 Subhash is a slow reader, yet he enjoys reading books.
- 3 **Alternation:** The conjunctions used are; or, nor, either...or, not only....but, etc. Examples:  
 Buy me a pizza or a burger.  
 Mother to son: You are hardly studying these days, either you become regular with your studies or we will take away your mobile phone
- 4 **Consequence:** The coordinators generally used are conjunctive adverbs such as: thus, consequently, therefore, hence, etc.  
 The runway was jammed with other flights consequently our plane could not land.  
 I ate a lot of junk food yesterday; hence I have an upset stomach today.

### Check your progress 5

- 1 Fill in the blanks with the conjunctions in the box.  

Yet	therefore	But
And	however	Nevertheless

  - i Farmers have used insects in weed control \_\_\_\_\_ have reclaimed hundreds of thousands of acres with the help of insects.
  - ii Of course, many insect activities are harmful to us; \_\_\_\_\_ we must also recognize the positive insect contributions as well
  - iii He worked very hard, \_\_\_\_\_ he couldn't achieve much success.
  - iv They successfully completed the first stage of the project; \_\_\_\_\_ they didn't have funds for the next stage.
  - v The area is very sandy; \_\_\_\_\_, we planted several coconut trees.
  - vi I didn't invite our friend Rajiv to the party, \_\_\_\_\_ he wouldn't have come.
  - vii Perhaps she missed her flight, \_\_\_\_\_ else she changed her mind and isn't coming.
  - viii We didn't ask her to leave; \_\_\_\_\_, we tried to persuade her to stay.
  - ix I was not informed, \_\_\_\_\_ I would have taken some actions.
  - x They refused to pay a higher rent \_\_\_\_\_ they have to leave the flat.

2 Join these sentences with the conjunctions given in the box:

moreover But so however either...or therefore or nevertheless

- i I have already explained the Math's problem once. I am prepared to repeat it again if you've not understood it.
- ii She forgot my name. She pretended not to remember.
- iii He could not catch the flight. He was able to board the train.
- iv The survey was conducted on a very small scale. The information gathered is likely to be very useful.
- v He set a new record in the race. It was his third record of the month.
- vi This piece of land is fertile. You will get a good harvest.
- vii The stranger looked very lost. I asked him if I could help him.
- viii I might do the project on my own. I may ask my father to help me.

### 10.3.3 Complex Sentence

A complex sentence is one which contains one independent clause and one or more dependent clauses. The dependent clause is formed by a subordinating conjunction followed by a clause. The dependent clause may either precede or follow the main clause.

The clauses in italics in the examples below are dependent clauses:

- 1 He gave me a gift. (noun)
- 1a He gave me something that I value very much. (noun clause)
- 2 The old woman is my grandmother. (adjective)
- 2a The woman who is old is my grandmother. (adjective clause)
- 3 He reached early. (adverb)
- 3a He reached before we expected him. (adverb clause)

Dependent clauses are similar to independent clauses except that they cannot stand alone as a sentence. But they are added to the independent clause to give some important information. The three main types of dependent clauses are: noun clause, adjectival clause or relative clause, and adverb clause.

A dependent clause is named after the part of speech whose function it assumes in a sentence. For instance, as in sentences 1, 2 and 3 above, the italicized portions function like nouns, adjectives and adverbs.

Sentences containing subordinate clauses are marked by subordinating conjunctions e.g. when, where, while, whether, if, though, until, unless, that, before, after, because, so that, in that, such that, who, and so on.

Subordinating conjunctions are formal signals or indicators of subordination of a dependent clause to an independent clause. The subordinator is contained in the dependent clause rather than the main clause.

### Check your progress 6

1 Complete these sentences with the subordinators in the box.

where, that, when, who, after, unless, because,

- i The boy.....lives next door is very naughty.

- ii My father asked me.....I had been.
- iii He felt.....he should reciprocate their hospitality.
- iv The time.....the accident took place is not known.
- v He left home early in the morning .....he could beat the heat.
- vi You won't be able to win the competition .....you practice a lot.
- vii I am planning to go to Goa .....the exams are over.
- viii He came to the college.....he wanted to see me.

2 Join the sentences with the subordinate conjunction given in the brackets. The first one has been done for you as an example:

*i He said something. He lived in a far-off place. (that)*

***He said that he lived in a far-off place.***

- ii I told him something. He wanted to know it. (what)
- iii The bus left. Everybody was seated. (after)
- iv I was getting. The telephone rang. (when)
- v He asked me. I would help him. (if)
- vi We must walk fast. We will miss the bus. (unless)
- vii I requested the librarian. Can I borrow some books. (whether)
- viii She was not there. I spoke to her brother. (since)

3 Change these simple sentences into complex sentences.

*i We thought Rishabh to be innocent.*

***We thought that Rishabh was innocent.***

- ii The borrowed book belongs to my brother.
- iii The students hope to know the result by the evening.
- iv We saw a wounded deer in the park.
- v You will cut your finger by being careless.
- vi He is known to be honest.
- vii It is too hot to play football in the ground.
- viii The match could not be played because of rain.

### **10.3.4 Compound- Complex Sentence**

Compound-complex sentence is a combination of a compound sentence and a complex sentence. Such a sentence contains two or more independent clauses and one or more dependent.

She went to the market because she wanted to buy some bread and then she made some sandwiches.

#### **Check your progress 7**

Pick out the main and the dependent clauses in the following sentences and indicate the subordinator:



- i I showed her the house which I occupy.
- ii I showed her the house where I live.
- iii When I found the key I showed her the house.
- iv I want to show her my house because I want to sell it.
- v If she comes early enough I shall show her my house.
- vi I shall show her my house even though I know that she does not want to buy it.

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#### 10.4 LET US SUM UP

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In this unit we described different ways of looking at sentences, i.e. according to their function and different arrangements of their constituent elements. We talked of the four types of sentences: declarative, interrogative, imperative, and exclamatory. We gave you practice in the use of such sentences. We also looked at sentences in terms of simple compound and complex. These concepts will be further described in later units where different types of clauses will be given in detail. Making you aware of these sentence types is not merely an exercise in grammar but these are tools to make your writing more interesting and complex.

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#### 10.5 ANSWERS

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##### Check your progress 1

- 1 Shishir: Where is Mona? Why is she late?  
 Priti: Oh, she had to go somewhere.  
 Shishir: Where did she have to go at this time?  
 Priti: To the music store.  
 Shishir: To the music store? Whatfor?  
 Priti: She wanted to buy some music to gift Sonia. Sonia loves music you know.
- 2 A: Was it his fault?  
 A: Was he driving the car?  
 A: Was his wife with him?  
 A: Have the police taken away his license?  
 A: Will he have to pay some fine?  
 A: Does he have to appear in court?  
 A: Should we meet him today?

##### Check your progress 2

- 1 i Go out and play. (to go)
- ii Don't swim in this filthy pond. (not/to swim)
- iii Complete your assignment before going out. (to complete)
- iv Don't play football in the lawn. (not / to play)
- v Brush your teeth morning and evening. (to brush)
- vi Don't talk during the class, it disturbs others. (not / to talk)

- vii Don't feed the animals in the zoo. (not/to feed)
- viii Read the instructions before attempting the paper. (to read)
- ix Don't be late for college. (not/to be)
- x Switch off your mobile phones during the debate. (to switch off)
- 2
- i I'm tired of you. Get out of my sight. (Move, Get, Run)
- ii Have a nice and relaxing vacation. (Get, Make, Have)
- iii It's an important meeting, so try not to be late. (try, make, ensure)
- iv If you think you know the answer, raise your hand. (raise, put, show)
- v That looks so heavy. Let me help you. (allow, make, let)
- vi Are you going to the grocery store? Pick up a loaf of bread, please. (Take, Pick, Find)
- vii I am afraid I have to go out for a minute. Please, make yourself at home. (make, be, let)
- viii The fire engine is coming. Get out of the way. (Go, Remove, Get)
- ix You look tired. Here, have a cool drink. (enjoy, take, have)
- x A: You don't want to come with us to the movies?
- B: Ok, suit yourself, then. (amuse, suit, be)
- 3
- i Doctor's advice to a patient who wants to lose weight.  
Don't overeat and exercise regularly.
- ii Teacher's advise to students on attempting the examination.  
Please read the instructions carefully.
- iii Mother's rebuke to the child who is not drinking milk.  
Finish your milk quickly.
- iv Giving directions to someone.  
Go straight. Turn left at the corner. ..
- v Hostess offering some cake to the guest.  
Do have a piece of cake.
- vi Father reminding his daughter not to forget her cellphone when leaving the house.  
Don't forget to take your cellphone.
- vii Giving good wishes to someone who is going on a holiday.  
Have a great holiday.
- viii Mother asking her son to drive carefully.  
Drive carefully.
- ix Offering to have coffee together.  
Let's have coffee at the café in the mall.

- x Slogan on garbage bin.  
Don't litter.

**Check your progress 3**

- 1 i These babies are so cute!  
ii Didn't we have such a good time!  
iii Isn't it a beautiful day!  
iv What a splendid show!  
v They are such marvelous actresses!  
vi How wonderful it is to sight a tiger!  
vii Doesn't Rahul look funny in that crazy costume!  
viii I scored three goals at the football game!  
ix Hasn't she grown!  
x Wasn't the water in the pool nice and cool in this heat!

**2 Answer**

- ii Isn't everything expensive these days!  
iii What an exhausting day!  
iv How tall he's grown!  
v How nice you look!  
vi What a good idea!  
vii What a surprise!  
viii Don't you think it is a good film!

**Check your progress 4**

- 1 i Are you planning to go soon? (interrogative)  
ii They will give me ten thousand rupees per month. (declarative)  
iii Show me your identity card at once. (imperative)  
iv Water boils at 100 degree celsius. (declarative)  
v Did he give my letter to you? (interrogative)  
vi What a pleasant surprise, indeed! (exclamatory)

**Check your progress 5**

- 1 i Farmers have used insects in weed control and have reclaimed hundreds of thousands of acres with the help of insects.  
ii Of course, many insect activities are harmful to us; yet we must also recognize the positive insect contributions as well  
iii He worked very hard, but he couldn't achieve much success.  
iv They successfully completed the first stage of the project; however they didn't have funds for the next stage.  
v The area is very sandy; therefore, we planted several coconut trees.  
vi I didn't invite our friend Rajiv to the party, besides he wouldn't have come.

- vii Perhaps she missed her flight, or else she changed her mind and isn't coming.
- viii We didn't ask her to leave; on the contrary, we tried to persuade her to stay.
- ix I was not informed, otherwise I would have taken some actions.
- x They refused to pay a higher rent as a result they have to leave the flat.
- 2
- i I have already explained the Mathematics problem once, however, I am prepared to repeat it again if you've not understood it.
- ii Either she forgot my name or she pretended not to remember.
- iii He could not catch the flight but he was able to board the train.
- iv The survey was conducted on a very small scale; nevertheless the information gathered is likely to be very useful.
- v He set a new record in the race; moreover it was his third record of the month."
- vi This piece of land is fertile so you will get a good harvest.
- vii The stranger looked very lost; therefore/so I asked him if I could help him.
- viii I might do the project on my own or I may ask my father to help me.

**Check your progress 6**

- 1
- i The boy who lives next door is very naughty.
- ii My father asked me where I had been.
- iii He felt that he should reciprocate their hospitality.
- iv The time when the accident took place is not known.
- v He left home early in the morning so that he could beat the heat.
- vi You won't be able to win the competition unless you practice a lot.
- vii I am planning to go to Goa after the exams are over.
- viii He came to the college because he wanted to see me.
- 2
- i He said that he lived in a far-off place.
- ii I told him what he wanted to know.
- iii The bus left after everybody was seated
- iv I was getting ready when the telephone rang.
- v He asked me if I would help him.
- vi Unless we walk fast, we will miss the bus.
- vii I asked the librarian whether I could borrow some books.
- viii Since she was not there, I spoke to her brother.
- 3
- i We thought that Rishabh was innocent.
- ii The book which you borrowed belongs to my brother.
- iii The students hope that they will know the result by the evening.
- iv We saw a deer which was wounded in the park.

- v If you are not careful, you will cut your finger.
- vi That he is honest is known to everyone.
- vii It is so hot that we cannot play football in the ground.
- viii Since it rained heavily, the match could not be played.

**Check your progress 7**

- i Main clause - I showed her the house,  
dependent clause - which I occupy  
Subordinator - which
- ii Main clause - I showed her the house  
dependent clause - where I live  
Subordinator - where
- iii Main clause - I showed her the house  
dependent clause - When I found the key  
Subordinator - when
- iv Main clause - I want to show her my house  
dependent clause - because I want to sell it.  
Subordinator - because
- v Main clause - I shall show her my house  
dependent clause - If she comes early enough  
Subordinator - if
- vi Main clause - I shall show her my house  
dependent clause - even though I know that she does not want to buy it.  
Subordinator - even though



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## **Unit 11: The Story of Tea**

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### **11.1 Pre-reading/Introduction**

### **11.2 Objectives**

### **11.3 Reading Skills**

#### **11.3.1 Passage for Reading**

#### **11.3.2 Glossary**

#### **11.3.3 Reading Comprehension**

### **11.4 Vocabulary**

#### **11.4.1 Word formation: use of affixes**

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### **11.5 Grammar and usage**

#### **11.5.1 Relative Clauses**

### **11.6 Writing**

#### **11.6.1 Writing an article**

### **11.7 Answers to check your progress**

### **11.8 References/Bibliography**

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**11.1 Pre-reading/Introduction**


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Given below are some questions. Read and select the appropriate answers for them.

1. Do you drink tea? (If you yourself do not drink tea, you may talk to any one in your family or friend's circle who does) **Yes/No**
  2. How many cups do you drink in a day? **One/Two/Three/Four/Endless cups**
  3. When do you drink your first cup of tea?  
**Soon after waking/With breakfast/At college or at work with friends**
  4. What are the places where you like to drink tea? (Tick the relevant ones)  
**At home/In the canteen/At a roadside dhaba/In a restaurant/anywhere you get it**
  5. If you are very tired what would you like to drink?  
**A glass of cold water/A glass of fruit juice/An aerated drink/ A cup of tea**
  6. When do you tend to drink a lot of tea? (Tick all the relevant ones)  
**when you are worried/before your examinations/when you are excited/  
when you are sad**
  7. How do you like your tea? **very sweet with milk/a little sweet with a lot of milk/  
a little sweet with a little milk/ sweet with no milk/ without milk or sugar/iced tea**
  8. How does a cup of tea make you feel? **drowsy/refreshed/energized/happy**
  9. So what would you call yourself? **tea drinker/tea lover**
- 

**11.2 Objectives**


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To develop in the learner the ability to:

- read an expository piece and understand its main points
  - comprehend new lexical items using cues from within the text
  - make inferences from the text
  - evaluate a situation and provide personal opinion
  - look for patterns and generalize
  - utilize the information gleaned from the text in real life
  - use suffixes to form new words
  - use relative clauses for coherence and cohesion
  - describe a process
- 

**11.3 Reading Skills**


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**11.3.1 Passage for Reading**


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Tea is one of the most popular beverages in the world consumed in different ways. Here are some interesting facts about the wonder beverage.

Millions across the world know that a cup of tea is the best way to kick-start a day. The offer of a cup of tea is warmly welcomed by all tea lovers. A cup of tea is also an excuse for countless meetings and discussions, everyday, all around the world. People of all age groups are known to linger and gossip over a cup of tea. A cup of tea is the ambrosia behind so many love stories, when lovers looked into their beautiful world of dreams in each other's

eyes. And a cup of tea is something that is the most affordable way to give momentary warmth to the shivering bodies of the poorest of the poor in India, on chilly winter mornings and evenings. Last, but not the least, tea means employment for countless people across the globe, right from the tea estate to tea factories and from the roadside teashops to the restaurants.

Have you ever wondered what actually is behind this small steaming cup of tea?

You would be surprised to learn that tea is the second most consumed beverage after water, in the world. For us Indians, tea is, no doubt, one of the most lovable and the most economical of all beverages. Being affordable with so many benefits, it has become an integral part of our lives. Any moment or occasion can be enlivened with a cup of tea.

Though there are claims that tea has been drunk in India from the days of the Ramayana, there is not much evidence to prove the fact.

But looking into history, one learns that tea was introduced in India long after it was discovered, in China. It is believed that in 2737 BC, the second emperor of China, Shen Nung discovered it when some dried tea leaves accidentally blew into his cup of hot water. He was enchanted by the wonderful aroma of the brown liquid which he found very refreshing. Soon everybody was introduced to tea.

By 400-600 AD, tea had gained medicinal reputation in China and cultivation methods for tea were developed. After the Chinese, the Japanese so fell in love with the wonderful tea leaves that for them tea making and drinking became a cherished ceremony. The Europeans came to know about tea only when an English author reasoned that tea was behind the long lives of the Asians. In the 17<sup>th</sup> century Catherine of Braganza, the queen – consort of Charles II of England, introduced tea to Britain. She was a Portuguese princess who grew up with a taste of tea. So after her marriage with Charles, tea was introduced to England as a fashionable drink in aristocratic circles. East India Tea Company then played a significant role in the development of tea.

It, for the first time in 1664, placed an order for 100lbs of China tea which was still considered to be a rich man's drink. The habit of tea drinking steadily grew, nourished by the patronage of the East India Company.

Tea was introduced to India in early 19th century in search of new cultivation areas for tea. Although it was confirmed that the tea plant was a native of Assam in India, yet the East India company bought a large amount of tea seeds from China and tried to grow them in the Botanical Gardens in Kolkata. Their second option for conducting the trials was Assam, where the tea bush flourished. Subsequently, the tea which was grown in Assam was found to be of very good quality and Assam emerged as the major tea cultivation area in the world.

Presently, tea is grown in tea estates all over the world. India is one of the world's largest producers of tea with close competition from neighbouring China. Indian teas are generally termed as milk teas. A special variety of tea produced by tea estates of Darjeeling is termed as Champagne of teas. Three major tea-producing regions in India are Assam, Darjeeling and the Nilgiris.

Technically speaking, tea is an infusion made by boiling processed leaves, buds and twigs of the tea plant (bush), *camellia sinensis* in water for a few minutes. Tea contains mainly caffeine, theobromine and polyphenolic antioxidant catechins, amino acid theanine and small quantities of fluoride with almost no carbohydrates, fats or proteins. Caffeine acts as a stimulant of the central nervous system and wards off drowsiness temporarily. Theobromine also has an effect similar to that of caffeine, but to a lesser degree. Tea, is thus, considered to be nature's wonder drug, being packed with anti-oxidants.

There are four major types of tea: white, green, oolong and black - all produced from the same plant but differ in the way they are processed and produced. Tea processing is a long and complicated affair- which begins with plucking, goes through withering, cutting

and crushing, fermenting, drying and winnowing.

A glimpse of the long and complicated journey of tea processing gives an idea of the number of hands involved in the process. Talking about our favorite black tea, it can be produced by two different methods: the orthodox method and the CTC method. Orthodox method has five stages and each of the five stages is divided into several sub stages. Second method, CTC, is generally considered for tea bag production and has three stages namely crushing, tearing and curling, and hence the name CTC.

The lush green carpets of the well-kept tea bushes in the tea estates are equally exciting as is the cup of tea. Countless people starting from the labourers preparing the soil for tea plantation and plucking the tea leaves to the tea tasters are involved in preparing your favourite cup of tea. Imagine the number of jobs generated by a cup of tea...no doubt, tea plantation is a major economic booster for India.

Just as there are different ways of preparing the tea leaves for consumption, there are countless methods to prepare the tea drink. Everyone has developed his or her unique way to prepare his or her special cup of tea. Some like it sweet with milk, some like it without milk, some sweeten theirs with honey and some like to add a squeeze of lime. The Tibetans, however, drink their tea with butter and salt.

**Adapted from :** The Story of Tea, Internet, Micronews.com

### 11.3.2 Glossary

1. kick-start : to do something to help a process start more quickly
2. ambrosia : something that is very pleasant to eat
3. enchanted : delighted
4. cherished : to love something very much and want to protect it (the custom or ceremony)
5. aristocratic : belonging to the highest social class, who have special titles
6. patronage : the support, especially financial, that is given to a person or an organization (here the tea industry)
7. infusion : a drink or a medicine made by leaving herbs etc. in hot water
8. withering : drying
9. fermenting : to experience a chemical change because of the action of bacteria
10. winnowing : to blow air in order to remove things from a group so that only the best ones are left (here separating the leaves from the leaf dust)

### 11.3.3 Reading Comprehension

#### **I. Understanding the basics of the text**

Answer the questions given below.

1. What is the topic of the passage?
2. What is the writer's purpose in writing the passage?
3. Do you think the passage only gives facts or are there the writer's opinion as well?
4. Who would like to read this passage?

#### **II. Understanding the content of the passage**

Read the passage and say whether the statements given below are True or False.

1. Tea is the most popular drink in the world.
2. There are only a few occasions in life that are accompanied with tea drinking.
3. Tea was first discovered in China from where it went to Japan and thence to India.
4. In Europe, tea drinking was limited to only the rich and the high social class.
5. Tea was introduced in India by the East India Company when it brought tea seeds from China and tried to grow them in India.
6. Before this there was no trace of the plant in India.
7. The soil of Assam has been proved to be good for tea cultivation.
8. Tea contains anti-oxidants which are good for health.
9. Kinds of tea namely white, green, oolong and black tea are obtained from different species of the tea bush.
10. Tea not only provides us with cheer but also gives employment to millions of people.

**III. Read the passage and complete the information of the table.**

Sl. No.	Date/Period	Event in the history of tea
1.	2737 B.C.	.....in China
2.	400-600 A.D.	tea gained.....and ..... methods .....
3.	17 <sup>th</sup> Century	tea was .....
4.	1664	East India Company.....
5.	Early 19 <sup>th</sup> Century	Tea cultivation was .....
6.	Present times	Tea is a .....with India being the .....

**IV Taking cue from the pre-reading task and the passage you have just read write how tea drinking is an integral part of our lives.**

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**11.4 Vocabulary**

**11.4.1 Use of Affixes: suffixes**

Affixes are groups of letters, called prefixes and suffixes that are added to words to change their meaning. Prefixes are added in the beginning and suffixes come at the end.

Some common suffixes are:

- To make adjectives: -able, -ible, -al, -ful, -y, -less, -ish, -ious
- To make nouns: -ance, -er, -or, -ar, -ness, -ity, -ment, -tio, -hood
- To make adverbs: -ly

- To make verbs: -en

Read these sentences from the passage.

1. And, a cup of tea is certainly the most affordable way to give momentary warmth to the shivering bodies of the poorest of the poor in India....
2. Last, but not the least, the cup of tea means employment for countless people across the globe...
3. By 400-600 AD, tea had gained medicinal reputation in China and cultivation methods for tea were developed.
4. So after her marriage with Charles, tea was introduced to England as a fashionable drink in aristocratic circles. East India Tea Company then played a significant role in the development of tea.
5. The habit of tea drinking steadily grew, nourished by the patronage of the East India Company.

The meaning and usage of words can be modified with the use of suffixes like, 'tion', 'less', 'ic', 'ant', 'ary' or 'age'.

- We make nouns using suffixes like: 'tion', 'age', 'ance', 'ity', 'ness' etc.
- We make adjectives using suffixes like: 'y', 'ic', 'ant', 'less', 'ed', 'ing' etc.
- We make adverbs using suffixes like: 'ly'

***1. Add suitable suffix to the words in the list below and complete the sentences that follow. One is done for you.***

***cover    repute    signify    relevance    face    wither***

1. This University has a very good .....in India. Students come to study in it from all parts of the country.
2. The village doctor gave an .....of the herbs to the little boy. The medicine was slow to take effect but it cured him all right.
3. We must include all the .....facts in a report. We may do away with the details.
4. There are many such .....men and women in India who live on the brink of starvation.
5. I couldn't call you yesterday as there was no .....of mobile network in the remote area I was visiting.
6. The water of the river rose .....as the rain showed no signs of let up.
7. Lacking the .....to solve the problem himself, he asked his friends for help.
8. What happened to you? You look .....pale and thin.
9. The ground was covered with the .....leaves from the nearby trees.
10. As a young girl I did not realize the .....of learning computers. I do now.

#### **11.4.2 Thematic Vocabulary**

When we read on any particular topic we come across many words associated with it. These words form the thematic vocabulary. Given below are some words that form

the thematic vocabulary that come under the wide topic of 'beverages'. Match the words with their meanings.

1. aerated	a) a drink which is good for health
2. alcoholic	b) a drink containing small bubbles of carbon dioxide
3. restorative	c) a drink with no alcohol in it and not having the ability to intoxicate
4. refreshing	d) a drink to which gas has been added under pressure
5. stimulating	e) a drink which makes you feel less tired or hot
6. nourishing	f) a drink containing alcohol and having the ability to intoxicate
7. non-alcoholic	g) a drink which makes you feel strong and healthy again
8. carbonated	h) a drink which makes you feel more active and healthy

Think of examples of each and write them down here:

.....  
 .....  
 .....

**11.5 Grammar**

**11.5.1 Relative Clauses**

Read these sentences from the passage you have just read.

1. And a cup of tea is something that is the most affordable way to give momentary warmth to the shivering bodies of the poorest of the poor in India...
2. She was a Portuguese princess who grew up with a taste of tea.
3. Subsequently, the tea which was grown in Assam was found to be of very good quality.
4. It, for the first time in 1664, placed an order for 100lbs of China tea, which was still considered to be a rich man's drink.
5. Their second option for conducting the trials was Assam, where the tea bush flourished.

We find that the underlined clauses give more information about something or someone referred to in the main clause. These are relative clauses. Sentences 1 and 3 specify which person or thing we mean. These are defining relative clauses.

Here are a few more examples:

- The tea leaves which are crushed, torn and curled are called CTC.
- The dry leaves that blew into the emperor's cup gave a lovely colour and flavour to the water.

Sentences 2, 4 and 5 add extra information about a noun which is not necessary to explain which person or thing. These are called non-defining clauses.

**11.5.1.1 Defining relative clauses**

We do not put a comma between the noun and a defining clause. Relative clauses begin with relative pronouns who, which or that. Sometimes we may omit the relative pronoun or the word that and use a zero relative pronoun.

- We read all the books (which/that) our teacher recommended to us.
- He worships the ground (that/which) she walks upon.

The relative pronoun can be used as a subject as in the sentences below:

- The cuckoo is a bird which/ that does not make its nest.
- These are the natives which/that worship the forces of nature.

The relative pronoun can be used as the object. There is a noun or a pronoun between the relative pronoun and the verb in the relative clause as in the sentences below:

- That's the officer who/that we asked for help.
- She sang the song which/that her mother used to sing.

**I. Complete the sentences using the correct or most appropriate relative pronoun. If you feel that the sentence can take a zero relative pronoun, indicate it with a -. The first one is done for you.**

1. 'This has been the most difficult case that I have ever treated,' said the doctor.
2. Tying a 'rakhi' on the hands of a person .....one considers a brother is a tradition .....goes back to olden times.
3. The book .....Pandit Nehru wrote for his daughter is called 'Discovery of India'.
4. I think you should catch the person.....is responsible for this mess.
5. The typewriter on.....my father wrote his stories, has a key missing.
6. The men shouted each other names.....could be heard even in the next block.
7. In the current situation there is little.....anyone can do.
8. I have watch.....stops working whenever I need it most.

**II Rewrite the information given in the brackets as a relative clause. Position it appropriately in the sentence. You may use 'zero relative pronoun' if you find it appropriate.**

1. The house has got a fresh coat of paint. (it was lying neglected for years)
2. A lady can tell the future with the help of tarot cards. ( my mother knows her)
3. Most of the letters are now published in a book. (the author wrote to his friends and critics)
4. All the trees have been cut down. (they stood in the school ground)
5. People do not have much contact with each other. (they live in these flats)
6. My friend showed me the model. (he was working on it)

#### 11.5.1.2 Non-defining relative clauses

These clauses add extra information about a noun which is not essential to understand the main meaning of the sentence or to explain which person or thing we mean. Here are a few examples:

- Shruti Varma, who is a first year student in Botany, has decided to join the marathon.
- The candidate from our constituency, who likes to make long speeches, has lost once again.

Non-defining clauses are mostly used in writing. We put a comma at the beginning



and another comma at the end of this relative clause if it comes in the middle of a sentence.

We use the relative pronoun 'who' as the subject of the clause as in the sentence below:

- One of the prize winners is Sushilaben, who is the chairperson of an NGO.
- Our grandfather, who lives in Darbhanga, has often told us the benefits of meditation.

In non-defining clauses we use 'who or whom' as the object of the clause as in the sentences below:

- Ajay Raj, who/whom I have always feared, is going to be our new team leader.
- The famous professor of Economics, who/whom every student wished to meet, would be addressing the gathering tomorrow.

Similarly we use 'which' as both subject and object in a non-defining relative clause that adds information about a thing. Look at the sentences below.

- This bus service, which caters to the rural areas, is going to be suspended for a month.
- The bus, which the villagers use to go to the city, is going to be suspended for a month.

**I Use the information given in the brackets in non-defining relative clauses and insert them in the sentences. One is done for you.**

1. Rehana is going to join college. (she got a good grade in her school leaving certificate)  
Rehana, who got a good grade in her school leaving certificate, is going to join college.
2. The new teacher loves to give long assignments. (No one likes her.)
3. Some of story books will go to the old age home. (I have already read them.)
4. Tarun is thinking of shifting to a new city. (Tarun has left his job at the library.)
5. The rain water spoiled the furniture and the carpet. (The rain water came in from the skylight.)
6. This flight serves no meals on board. (I am going to take this flight.)

**II Complete the information given in a Handbook on Tea, using appropriate relative pronouns.**

**Indian Teas**

Tea gardens in Assam cover nearly 2,70,000 hectares of land area ,,,,,,,,,,,,,, make it the largest tea growing belt in the country. Around 4,50,000 tonnes of Assam tea is produced annually.....comprise the CTC and the orthodox teas. CTC teas .....have been crushed, torn and curled have a rich, dark brown appearance and the orthodox teas, ..... are black with golden tips, give off a lovely flavour

The animal.....the Assam tea logo carries is the one-horned Rhino.

Darjeeling tea, .....is grown at heights of 2150 metres above sea-level, has a rare flavour.....ranks it among the world's finest teas.

Nilgiris teas, .....are grown at levels ranging from 1000 metres to 2500 metres above sea level, are known for a fine combination of flavour and strength.

Anyone .....loves to drink tea would be happy to learn about the teas that grow in our country.

**11.6 Writing**

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**11.6.1 Writing the history of Chocolate**

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You read the story of tea in the passage above. Now expand the notes given below and write the history of chocolate in about 250-300 words.

The History of Chocolate

**1. Origin**

- 1.1. Ancient civilizations of Central America
- 1.2. As chocolate, a bitter drink made from roasted cocoa beans and chili pepper
- 1.3. Was soft, foamy and reddish to which they added vanilla
- 1.4. Discovered by Jon de Acosta, Spanish missionary in 16<sup>th</sup> Century

**2. Arrival in Europe**

- 2.1 Christopher Columbus brought cocoa beans to show the king and queen of Spain
- 2.2 Beans imported in 1585 after Spanish conquered the Aztecs of Central America
- 2.3 Used as a luxury drink by the rich in Spain
- 2.4 Introduced in England in the second half of the 17<sup>th</sup> century

**3. Transformation into chocolate bar**

- 3.1 In 17<sup>th</sup> Century mechanical mills used to squeeze out cocoa butter to make solid chocolate
- 3.2 The Dutch used alkali to remove its bitterness
- 3.3 Added sugar, milk and vanilla
- 3.4 First form of solid chocolate invented by end of 18<sup>th</sup> century
- 3.5 Other products: cocoa powder and cocoa butter
- 3.6 Famous names: Cadbury, Nestle and Lindt

**4. A popular snack**

- 4.1 Today a popular snack for all age groups
- 4.2 Chocolate bars in various flavours
- 4.2 Chocolate flavoured drinks, ice-creams, cakes, pastries etc.

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**11.7 Answers to check your progress**

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Reading Comprehension

**I Understanding the basics of the text**

1. The origin and history of tea
2. Provide information
3. The passage largely gives facts but also the writer's positive opinion of tea drinking
4. A love of tea, a person wishing to find out facts about tea and tea drinking

**II Understanding the content of the passage**

Read the passage and say whether the statements given below are True or False.

1. Tea is the most popular drink in the world. **(T)**
2. There are only a few occasions in life that are accompanied with tea drinking. **(F)**
3. Tea was first discovered in China from where it went to Japan and thence to India. **(T)**
4. In Europe tea drinking was limited to only the rich and the high social class. **(T)**
5. Tea was introduced in India by the East India Company when it brought tea seeds from China and tried to grow them in India. **(F)**
6. Before this there was no trace of the plant in India. **(F)**
7. The soil of Assam has been proved to be good for tea cultivation. **(T)**
8. Tea contains anti-oxidants which are good for health. **(T)**
9. Kinds of tea namely white, green, oolong and black tea are obtained from different species of the tea bush. **(F)**
10. Tea not only provides us with cheer but also employment to millions of people. **(T)**

**III Read the passage and complete the information of the table.**

Sl.No.	Date/Period	Event in the history of tea
1.	2737 B.C.	<b>Discovered by Emperor Shen Nung</b> in China
2.	400-600 A.D.	tea gained <b>reputation as a medicinal drink</b> and <b>cultivation methods for tea were developed.</b>
3.	17 <sup>th</sup> Century	<b>tea was introduced to Britain by Catherine Borganza the Portugese Queen</b>
4.	1664	East India Company <b>imported a China tea in bulk (100 lbs)</b>
5.	Early 19 <sup>th</sup> Century	Tea cultivation was <b>started in India, experiments in Kolkata and Assam</b>
6.	Present times	Tea is a <b>popular drink</b> with India being the <b>largest exporter of tea</b>

**IV Taking cue from the pre-reading task and the passage you have just read write how tea drinking is an integral part of our lives.**

The following points can be used:

- Tea, an early morning drink
- Tea, a drink that can be offered to anyone at any time in India, at home or at work
- Tea time in the evening can have high snacks and parties can be organized during tea time
- People meet and chat over a cup of tea
- In Bengal people have their long 'addas' over endless cups of tea
- Many conclude their meal with a cup of tea
- Green tea is popular as a healthy drink, especially with those who are concerned with slimming

- Tea is offered to guests on various occasions and ceremonies at home

### Vocabulary

**I. Add suitable suffixes to the words in the list below and complete the sentences that follow. One is done for you.**

1. This University has a very good **reputation in** India. Students come to study in it from all parts of the country.
2. The village doctor gave an **infusion** of the herbs to the little boy. The medicine was slow to take effect but it cured him all right.
3. We must include all the **relevant** facts in a report. We may do away with the details
4. There are many such **faceless** men and women in India who live on the brink of starvation.
5. I couldn't call you yesterday as there was no **coverage** of mobile network in the remote area I was visiting.
6. The water of the river rose **rapidly** as the rain showed no signs of let up.
7. Lacking the **ability** to solve the problem himself, he asked his friends for help.
8. What happened to you? You look **noticeably** pale and thin.
9. The ground was covered with the **withered** leaves from the nearby trees.
10. As a young girl I did not realize the **significance** of learning computers. I do now.

### Thematic Vocabulary II

1. aerated	d) a drink to which gas has been added under pressure
2. alcoholic	f) a drink containing alcohol and having the ability to intoxicate
3. restorative	g) a drink which makes you feel strong and healthy again
4. refreshing	e) a drink which makes you feel less tired or hot
5. stimulating	h) a drink which makes you feel more active and healthy
6. nourishing	a) a drink which is good for health
7. non-alcoholic	c) a drink with no alcohol in it and not having the ability to intoxicate
8. carbonated	b) a drink containing small bubbles of carbon dioxide

**Think of examples of each and write them down here:**

1. aerated and carbonated drinks : all fizzy drinks that are available in bottles
2. alcoholic drinks : all kinds of wines, beers etc.
3. restorative drinks : soups, horlicks, fruit juices
4. refreshing : cool water, any cold drink, cool fruit juice, shakes etc.
5. stimulating : tea and coffee
6. nourishing : soups, juices of vegetables and fruits
7. non-alcoholic : all cold drinks, juices, shakes which have no alcohol

**Grammar: Relative Clauses*****Defining relative clauses***

**I. Complete the sentences using the correct or most appropriate relative pronoun. If you feel that the sentence can take a zero relative pronoun, indicate it with a -. The first one is done for you.**

1. 'This has been the most difficult case **that** I have ever treated,' said the doctor.
2. Tying a 'rakhi' on the hands of a person **who/whom/zero relative pronoun** one considers a brother is a tradition **which/that** goes back to olden times.
3. The book **which/that** Pandit Nehru wrote for his daughter is called 'Discovery of India'.
4. I think you should catch the person **who/that** s responsible for this mess.
5. The typewriter, on **which** my father wrote his stories, has a key missing.
6. The men shouted each other names **which** could be heard even in the next block.
7. In the current situation there is little **that** anyone can do.
8. I have watched **that/which** stops working whenever I need it most.

**II Rewrite the information given in the brackets as a relative clause. Position it appropriately in the sentence. You may use 'zero relative pronoun' if you find it appropriate.**

- 1 The house **which was lying neglected for years** has got a fresh coat of paint.
- 2 A lady **(who) my mother knows** can tell the future with the help of tarot cards.
- 3 Most of the letters **(which/that) the author wrote to his friends and critics** are now published in a book.
- 4 All the trees **which/that stood in the school ground** have been cut down.
- 5 People **who live in these flats** do not have much contact with each other.
- 6 My friend showed me the model **(that) he was working on**.

***Non-defining relative clauses***

**I Use the information given in the brackets in non-defining relative clauses and insert them in the sentences. One is done for you.**

1. Rehana is going to join college. (she got a good grade in her school leaving certificate)  
Rehana, who got a good grade in her school leaving certificate, is going to join college.
2. The new teacher, **who/whom no one likes**, loves to give long assignments. (No one likes her.)
3. Some of story books, **which I have already read**, will go to the old age home.
4. Tarun, **who has left his job at the library**, is thinking of shifting to a new city.
5. The rain water, **which came in from the skylight**, spoiled the furniture and the carpet.
6. This flight, **that/which I am going to take**, serves no meals on board.

**II Complete the information given in a Handbook on Tea, using appropriate relative pronouns.**

**Indian Teas**

Tea gardens in Assam cover nearly 2,70,000 hectares of land area **which** make it the largest tea growing belt in the country. Around 4,50,000 tonnes of Assam tea is produced annually **that/which** comprise the CTC and the orthodox teas. CTC teas **which** have been crushed, torn and curled have a rich, dark brown appearance and the orthodox teas, **which** are black with golden tips, give off a lovely flavour

The animal **that/which** the Assam tea logo carries is the one-horned Rhino

Darjeeling tea, **which** is grown at heights of 2150 metres above sea-level, has a rare flavour **that/which** ranks it among the world's finest teas.

Nilgiris teas, **which** are grown at levels ranging from 1000 metres to 2500 metres above sea level, are known for a fine combination of flavour and strength.

Anyone **who** loves to drink tea would be happy to learn about the teas that grow in our country.

**Writing**

**Some guidelines**

- Please notice that your article would have four paragraphs.
- In the first paragraph you would need to add an introductory sentence about how everyone loves to bite into a chocolate or eat things with chocolate flavour.
- You would need to use the past tense, since it is the history of chocolate.
- You may drop a point or two if you wish. You may merge points with the help of commas.
- Remember to use connectors and linkers to link one idea or one paragraph with another.
- Also remember that your last sentence would be in a way say the same thing you said in the first sentence.

**11.8 References and Bibliography**

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## **Unit 12: The Adopted Son**

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### **12.1 Pre-reading/Introduction**

### **12.2 Objectives**

### **12.3 Reading Skills**

#### **12.3.1 Passage for Reading**

#### **12.3.2 Glossary**

#### **12.3.3 Reading Comprehension**

### **12.4 Vocabulary**

#### **12.4.1 Words to describe people**

#### **12.4.2 Phrases and idioms for relationships**

### **12.5 Grammar and usage**

#### **12.5.1 Adverbial Clauses**

### **12.6 Writing**

#### **12.6.1 Describing a person**

#### **12.6.2 Describing self/friend**

### **12.7 Answers to check your progress**

### **12.8 References/Bibliography**

### **12.9 Suggested Reading**

**12.1 Pre-reading/Introduction**

If you won a scholarship of Rs.2000/- per month to be paid over two years what would you do with the money?

Present a plan of two years wherein you will show how carefully and wisely you will spend the money.

You may mention the following:

- how much would you spend and on what or whom
- if you would save it, mention the reason
- if you would invest the money, then mention the enterprise

Here are some ideas. Read the table and tick the relevant items. You may add a few of your own too.

Sl. No	Action	Amount and reason	Expected benefit
1	Spend	On <ul style="list-style-type: none"> <li>• books</li> <li>• games and entertainment</li> <li>• food</li> <li>• clothes</li> <li>• travel</li> <li>• friends</li> <li>• family</li> <li>• lottery tickets</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>	
2	Save	Amount and reason <ul style="list-style-type: none"> <li>• To pay for fees of a future course</li> <li>• To buy clothes for a job interview</li> <li>• To buy any gadgets</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>	
3	Invest	Amount <ul style="list-style-type: none"> <li>• Term deposits</li> <li>• Stocks and shares</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>	



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**12.2 Objectives**

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To develop in the learner ability to:

- read a story say the main events
- locate new lexical items using cues provided
- make inferences from the text about situation and character
- respond to the text and provide personal opinion
- relate the events of the story with real life
- use appropriate words used to describe people
- use phrases and idioms for relationships
- use adverbial clauses in speech and writing
- write a description of a person

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**12.3 Reading Skills**

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**12.3.1 Passage for Reading**

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**The Adopted Son**

*By- Guy De Maupassant*

The two cottages stood beside each other at the foot of a hill near a little seashore resort. The two peasants laboured hard on the unproductive soil to rear their little ones, and each family had four.

Before the adjoining doors the children played and tumbled about from morning till night. The two eldest were six years old, and the youngest were about fifteen months; the marriages, and afterward the births, having taken place nearly simultaneously in both families.

The first of the two cottages was occupied by the Tuvaches, who had two girls and two boys; the other house sheltered the Vallins, who had one girl and three boys.

They all survived only on soup, potatoes and fresh air. At seven o'clock in the morning, then at noon, then at six o'clock in the evening, the housewives got their broods together to give them their food. Before them was placed a bowl filled with bread, soaked in the water in which the potatoes had been boiled, half a cabbage and three onions; and the whole line ate until their hunger was appeased. The mother herself fed the smallest.

A small pot roast on Sunday was a feast for all; and the father on this day sat longer over the meal, repeating: "I wish we could have this every day."

One afternoon, in the month of August, a phaeton stopped suddenly in front of the cottages, and a young woman, who was driving the horses, said to the gentleman sitting at her side:

"Oh, look at all those children, Henri! How pretty they are, tumbling about in the dust, like that!"

The young woman continued:

"I must hug them! Oh, how I should like to have one of them—that one there—the little tiny one!"

Springing down from the carriage, she ran toward the children, took one of the two youngest—a Tuvache child—and lifting it up in her arms, she kissed him passionately on

his dirty cheeks, on his tousled hair, and on his little hands, with which he fought vigorously, to get away from the caresses which displeased him.

Then she got into the carriage again, and drove off at a lively trot. But she returned the following week, and seating herself on the ground, took the youngster in her arms, stuffed him with cakes; gave candies to all the others, and played with them like a young girl, while the husband waited patiently in the carriage.

She returned again; made the acquaintance of the parents, and reappeared every day with her pockets full of dainties and pennies.

Her name was Madame Henri d'Hubieres.

One morning, on arriving, her husband alighted with her, and without stopping to talk to the children, who now knew her well, she entered the farmer's cottage.

They were busy chopping wood for the fire. They rose to their feet in surprise, brought forward chairs, and waited expectantly.

Then the woman, in a broken, trembling voice, began

"My good people, I have come to see you, because I should like—I should like to take—your little boy with me—"

The country people, too bewildered to think, did not answer.

She recovered her breath, and continued: "We are alone, my husband and I. We would keep it. Are you willing?"

The peasant woman began to understand. She asked:

"You want to take Charlot from us? Oh, no, indeed!"

Then M. d'Hubieres intervened:

"My wife has not made her meaning clear. We wish to adopt him, but he will come back to see you. If he turns out well, as there is every reason to expect, he will be our heir. If we, perchance, should have children, he will share equally with them; but if he should not reward our care, we should give him, when he comes of age, a sum of twenty thousand francs, which shall be deposited immediately in his name, with a lawyer. As we have thought also of you, we should pay you, until your death, a pension of one hundred francs a month. Do you understand me?"

The woman had arisen, furious.

"You want me to sell you Charlot? Oh, no, that's not the sort of thing to ask of a mother!"

Her husband gravely nodded in agreement with his wife.

Madame d'Hubieres, in dismay, began to weep; turning to her husband, with a voice full of tears, like a child used to having all its wishes gratified, she stammered:

"They will not do it, Henri, they will not do it."

Then he made a last attempt: "But, my friends, think of the child's future, of his happiness, of—"

The peasant woman, however, exasperated, cut him short:

"It's all considered! It's all understood! Get out of here, and don't let me see you again—the idea of wanting to take away a child like that!"

Madame d'Hubieres pointed to the other young child:

"But is the other little one not yours?"

Father Tuvache answered: "No, it is our neighbors'. You can go to them if you wish." And he went back into his house.

The Vallins were at table, slowly eating slices of bread which they parsimoniously spread with a little rancid butter on a plate between the two.

M. d'Hubieres repeated his proposals to them with more shrewdness and fluency.

Initially they shook their heads, in sign of refusal, but when they learned that they were to have a hundred francs a month, they considered the matter, exchanging glances. They kept silent for a long time, tortured, hesitating. At last the woman asked: "What do you say to it, man?" In a weighty tone he said: "I say that it's not to be despised."

Madame d'Hubieres, trembling with anguish, spoke of the future of their child, of his happiness, and of the money which he could give them later.

The peasant asked: "This pension of twelve hundred francs, will it be promised before a lawyer?"

M. d'Hubieres responded: "Why, certainly, beginning with to-morrow."

The woman, who was thinking it over, continued:

"A hundred francs a month is not enough to pay for depriving us of the child. That child would be working in a few years; we must have a hundred and twenty francs."

Tapping her foot with impatience, Madame d'Hubieres granted it at once, and, as she wished to carry off the child with her, she gave a hundred francs extra, as a present, while her husband drew up a paper. And the young woman, radiant, carried off the howling brat, as one carries away a wished-for knick-knack from a shop.

The Tuvaches, from their door, watched her departure, silent, serious, perhaps regretting their refusal.

Nothing more was heard of little Jean Vallin. The parents went to the lawyer every month to collect their hundred and twenty francs. They had quarreled with their neighbors, because Mother Tuvache grossly insulted them, continually accusing them of selling their child.

Sometimes she would take her Charlot in her arms, ostentatiously exclaiming, as if he understood:

"I didn't sell you, I didn't! I didn't sell you, my little one! I'm not rich, but I don't sell my children!"

The Vallins lived comfortably, thanks to the pension. That was the cause of the growing anger of the Tuvaches, who had remained miserably poor. Their eldest went away to serve his time in the army; Charlot alone remained to labour with his old father, to support the mother and two sisters.

He had reached twenty-one years when, one morning, a brilliant carriage stopped before the two cottages. A young gentleman, with a gold watch-chain, got out, giving his hand to an aged, white-haired lady. The old lady said to him: "It is there, my child, at the second house." And he entered the house of the Vallins as though at home.

The Vallins looked up from what they were doing, and the young man said: "Good-morning, papa. Good-morning, mamma!"

They both stood up, frightened! In a flutter, the peasant woman dropped her soap into the water, and stammered:

"Is it you, my child? Is it you, my child?"

He took her in his arms and hugged her, repeating: "Good-morning, mamma." When they had got to know one another again, the parents wished to take their boy out in the neighborhood, and show him. They took him to the mayor, to the deputy, to the cure, and to the schoolmaster.

Charlot, standing on the threshold of his cottage, watched him pass. In the evening, at supper, he said to the old people: "You must have been stupid to let the Vallins' boy be taken."

The mother answered, obstinately: "I wouldn't sell my child."

The father remained silent. The son continued:

"It is unfortunate to be sacrificed like that."

Then Father Tuvache, in an angry tone, said:

"Are you going to reproach us for having kept you?" And the young man said, brutally:

"Yes, I blame you for having been such fools. Parents like you make the misfortune of their children. You deserve that I should leave you." The old woman wept over her plate. She moaned, as she swallowed the spoonfuls of soup, half of which she spilled: "One may kill one's self to bring up children!"

Then the boy said, roughly: "I'd rather not have been born than be what I am. When I saw the other, my heart stood still. I said to myself: 'See what I should have been now! I'll never forgive you for that!'"

The two old people were silent, downcast, in tears.

He continued: "No, the thought of that would be too much. I'd rather look for a living somewhere else."

He opened the door. A sound of voices came in at the door. The Vallins were celebrating the return of their child.

*Slightly Adapted*

### 12.3.2 Glossary

- |     |                |   |   |
|-----|----------------|---|---|
| 1.  | resort         | : | a place where people go for a holiday   |
| 2.  | rear           | : | care for the young till they are grown up   |
| 3.  | simultaneously | : | happening or done at the same time  |
| 4.  | phaeton        | : | horse-driven carriage   |
| 5.  | perchance      | : | perhaps (old use)   |
| 6.  | exasperated    | : | extremely annoyed especially when you cannot do anything to improve the situation |
| 7.  | parsimoniously | : | extremely unwilling to spend money  |
| 8.  | tortured       | : | suffering severely  |
| 9.  | brat           | : | a child who behaves badly   |
| 10. | ostentatiously | : | in a way to impress others or be noticed by others                                |
| 11. | in a flutter   | : | a state of confused nervous excitement  |
| 12. | stammered      | : | spoke with difficulty often repeating words and often stopping                    |
| 13. | obstinately    | : | stubbornly  |

### 12.3.3 Reading Comprehension

#### ***I. Understanding the basics of the text***

Answer the questions that follow.

1. What kind of text is the one which you have just read? How can you tell?
2. When do you think this text was written? Mention the clues that indicate this.
3. How would you classify the end? happy/sad/humorous

- II. In the story the characters face different problems. They do something to solve the problem with either a happy or a sad end.**

Complete the story maps given below.

### Story Map

Write notes in each section.

One is done for you.

Work in the same way for other characters.

<b>Setting</b>	<b>Character/s</b>	<b>Time</b>	<b>Place</b>
19 or 20 Century France	Madam Tuvache and her husband	Not mentioned	Their cottage near a seashore resort



<b>Problems</b>	
1.	The soil was not good and the farmers did not get much yield .Very poor and do not have enough to feed their four children. Life is a struggle.
2.	A rich lady called Madame Henri d'Hubieres wants to take away the younger boy to adopt.



<b>What the character did to solve the problem? (Action/Event)</b>
Refuses to part with her child or 'sell it' as she loves her children.
Is not tempted with the offer of money or an easy life.
Gets angry with the lady and sends her to the next house to try her luck.



<b>How the problem was resolved/ The outcome of the action or event</b>	
1.	Problem 1 was not resolved as they remained as poor as ever and the little boy who is now grown up has to struggle with his father on the land to make both ends meet.
2.	Problem 2 was solved then and there as the lady did not pester Madam Tuvache anymore and went to the next house from where she adopted a child. Madam Tuvache's son stayed and grew up with her.
Outcome is sad as the young Charlot sees the Jean who has been brought up by the rich lady and feels angry with parents for not giving him to her. Leaves home and parents are heartbroken.	

Make a story map taking the instance of Madame Henri d'Hubieres and the Vallins

<i>Setting</i>	<i>Character/s</i>	<i>Time</i>	<i>Place</i>
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↓

<i>Problems</i>
-----------------

↓

<i>Action/Event</i>
---------------------

↓

<i>Outcome/ resolution of the problem</i>
---

**III. Answer the questions given below in a few sentences each.**

1. What was the similarity between the two families of Tuvaches and the Vallins?  
.....  
.....  
.....
2. Why did Madame Henri d'Hubieres wish to take away one of the children?  
.....  
.....  
.....
3. How did Madam Tuvache respond to her request? What do you think about this behaviour of hers?  
.....  
.....  
.....
4. Why do you think the Vallins agree to part with their son? Use a word to describe them.

5. Who was the loser in the end? Do you think it was fair to give them the suffering?

6. Do you think Charlot was an insensitive boy? What was the reason for his anger towards his parents?

**IV Understanding words in context**

Read the story again and find the answers to the following.

- 1. Find a word from paragraph 2 which means the same as 'next'
2. Find a word from paragraph 4 which means the same as 'children or young ones'.
3. Which word has been used in paragraph 9 to mean 'strokes' and 'kisses'.
4. From paragraph 10 pick out the names of the 'dainties' that Madame Henri d'Hubieres brought for the children.
5. A word towards the end of the story means the same as 'blame'. Locate it and write it in the space provided.

**12.3 Vocabulary**

**12.4.1 Words to Describe People- appearance and character**

Appearance

**I. Look at the pictures. Match the description with the pictures.**

Table with 3 columns: Description of a girl, Description of a man with narrow face, and Description of a man with bald pate. Includes numbered blanks for matching.

Picture of a man with a short crew cut, a handsome face, and a pair of glasses on his nose.	Picture of a dark skinned lady with wavy hair and pleasant face	Picture of a bald man with wrinkles on his face. He has thin lips.
4. ....	5. ....	6. ....
.....	.....	.....
.....	.....	.....

- a) pleasant face, wavy hair and dark skinned
- b) narrow face with a large nose, thick curly hair
- c) bald, wrinkled skin and thin lips
- d) long straight hair, a small pointed face
- e) a crew cut, handsome with glasses
- f) balding with a beard and mustache, a chubby face

**II. People have different qualities and personality dispositions. Look at the words below and match them to the question which aims to decide the kind of a person one is.**

sensitive      reliable      confident      sociable

ambitious      optimistic      extravagant      inquisitive

1. If you promise to deliver a report on Monday, do you deliver it on Monday?
2. Do you think that the glass before you is 'half full' and not 'half empty'?
3. Do you ask strangers in the bus or train questions about their personal lives?
4. Do you keep thinking of something unkind someone has said to you?
5. Do you always keep thinking of improving your position in life?
6. When faced with a new assignment do you always feel that you will succeed?
7. Do you think you spend more money than you should?
8. Do you like to be in the company of others?

**12.4.2 Phrases and Idioms for Relationships**

Complete the sentences using appropriate phrases and idioms from those given below. Remember to use the correct tense of the verbs.

*thick as thieves      get on well with each other      no love lost      look down on*  
*fall out with      like a house on fire      make up      break up*

1. Soon the members of the gang .....each other and went their own ways.



2. My mother says that I and my friend Manjit are .....Really we are inseparable.
3. He is quite a snob and tends to .....all the others who are not as rich as he is.
4. I was afraid that Mother would not like my new friend Rosie but to my surprise they got on ..... Now Mother looks forward to her visits.
5. Gagan and Shruti have .....Shruti has taken their daughter with her.
6. Since there was ..... between the brothers they began fight over the property as soon as their father died.
7. "Let's forget the quarrel and .....", he said to his teammate.
8. My son and my father ..... I can leave them at home and do my shopping.

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## 12.5 Grammar

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### 12.5.1 Adverbial Clauses

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Adverbial clauses are clauses that modify the verb in a sentence. They functions as adverbs.

Adverbial clauses indicate time, reason, contrast, purpose and result.

#### 12.5.1.1 Adverbial Clauses of Time

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We use after, as, as soon as, before, until, when, or while in adverbial clauses of time.

#### ***We need to remember:***

- a) While talking about the present or the past we use the same tense in the clause.
  - I normally watch television while I am chopping vegetables.
- b) While talking about the future we use present tense.
  - Let's wait here until the rain stops.
- c) To talk about an action that is completed before or after another action described in the main clause we use either simple or perfect tense.
  - Clara felt a little guilty after she had lied to her mother about her grades
- d) When we are talking about an action in the adverbial clause that takes place over a period of time we use the present perfect tense.
  - You can go out to play when you have finished your homework.

#### ***1. Complete these sentences using appropriate words from those given.***

*after as as soon as before until when while*

1. .... the gateman opened the door Roger, noticed a battery of armed guards a little distance away.
2. You must check all your papers ..... you make any claims.
3. Shamim lived in Dehradun .....she moved away to Almora.
4. The little boy rubbed his shoes with the cloth .....they shone.

5. We decided to munch on some peanuts .....we waited for the bus to arrive.
6. She did not know who had brought the letter. She was sleeping .....the letter arrived.
7. Sorry you will have to wait. Planes can take off only.....the fog clears.
8. ....the bell rang there was pandemonium in the classroom. Every student wished to leave before the others.

Here are a few more rules on the use of as, when and while.

- We can use as, when or while to mean 'during the time that..' to indicate that something was happening when something else took place.
- We use only when (and not as or while) to talk of an event that takes place at time as some longer action or event described in the main clause.
- We use as and when to talk about two events that happen simultaneously.
- We use as and while to talk about two longer actions that go on at the same time.

**II. Complete the sentences given below with as, when or while using them appropriately in the blanks. You can use more than one at certain places.**

1. The little boy began to howl ..... Madame Henri d'Hubieres carried him to the carriage.
2. The Tuvaches stood and watched a little regretfully .....the carriage carrying Vallin's child moved out of the street.
3. Leave the books on the table .....you leave. Don't mix them with the others in the stacks.
4. I hurt my back .....I was doing my exercises.
5. Let me wash the dishes .....you put the remaining food away into the refrigerator.
6. Doctor, I feel a pain in my knee .....I climb stairs.
7. Bablu was playing a match .....he twisted his ankle.
8. Madam Tuvache wept over her soup .....the Vallins celebrated their son's return.

**12.5.1.2 Adverbial Clauses of reason**

- a) We use as, because, since at the beginning of a clause to give a reason for a particular situation. Look at the sentences below.
  - Since I was going to visit a sick relative, I chose to wear simple clothes.
  - As Mridul was getting late, he decided to take a taxi.
  - She must have good news so share, because there is a smile on her face.
- b) We use for to give reasons in formal written English.
  - We always be prepared, for we do not know what the future holds for us.
- c) We use because of, due to and owing to in adverbial clauses of reason.
  - He will not be able to reach the meeting because of the flight getting delayed.
  - No work was able to progress due to/owing to the workers' striking work

- We have less money to spend, owing to/due to budget cuts made by the government.

Complete the sentences given in Box A with suitable items from Box B. Use appropriate words to join them.

*because since as for due to owing to*

- |   |                               |
|---|-------------------------------|
| 1. She took an umbrella with her              | a) the rain was incessant.    |
| 2. Patel was unable to play the match         | b) I was extremely busy       |
| 3. I couldn't call you the whole of last week | c) he had a leg injury        |
| 4. I shall always help you                    | d) it had begin to drizzle.   |
| 5. The water had spread on the floor          | e) I'll have to do it.        |
| 6. You refuse to do this job                  | f) God's ways are mysterious. |
| 7. They rushed to the bus shelter             | g) The tap which was leaking  |
| 8. We cannot predict anything                 | h) You are my only brother.   |

### 12.5.1.2 Adverbial Clauses of Purpose and Results

We use *in order that* and *so that* to talk about purpose.

- The man stayed neat the door *in order that* he may hear whenever his officer called out to him.
- She takes vitamin pills *so that* she does not fall ill.

We also use *so...that* when we want to link a cause with the result.

- The wind was so strong that it blew all the papers from my table.
- The speaker spoke for so long that many in the audience dozed off.

**1. Complete the sentences below using ideas given in the box and connecting them with either *so that* or *in order that*. Remember to make the necessary changes. The tense of the clause would be the same as that of the main clause. One is done for you.**

She would be near her mother that way.  
 Students would get interested in reading books.  
 That way the register will be accessible to all.  
 Those way mosquitoes would be kept out.  
 They could reach the grasslands.  
 That way he will not miss any interesting sight.

- The register is kept in the reception...  
The register is kept in the reception *in order that* it is accessible to all.
- Mariam took up a job in Haldwani...
- The animals began to move north ....
- Book readings are held in the college every month....
- Abdul always carries a video camera with him...
- We put a wire mesh on all our windows....

**II. Join the sentences given below with the help of so....that. Make the necessary changes.**

1. The sun was very harsh. I got sun burn all over.
2. She spoke softly. Very few in the room were able to hear her.
3. The house was dirty. It took me three days to clean it.
4. The medicine was bitter. The child refused to take it.
5. Neelam looked very sad. I just had to help her.
6. The neighbour’s party was noisy. I couldn’t sleep a wink.

**12.5 Writing**

**12.6.1 Describing People**

You would have noticed in the story ‘The Adopted Son’ that Guy de Maupassant has not used any describing words for any of the characters in his story. He has brought them to life through their speech and their actions. But often when we speak or write we need to use words to describe people.

Here are a few words that describe people. Imagine the characters of the story ‘The Adopted Son’ and select the words you feel will be appropriate for each. You may select more than one. You may even use some words of your own.

Write a description in 40 -50 words for each.

One is done for you.

Appearance

plump	bald	round-faced	slim	long-haired	pretty	obese
long-faced	dark complexion	sallow –complexion	wrinkled face	wavy hair		
tall	short	rough hands	dainty hands	made-up face	pointed nose	
handsome	bearded	moustache	blonde haired	stout	skinny	
chubby faced	well-groomed	well-dressed	poorly dressed			
serious-looking	bright eyes	untidy looking	scruffy	hawk- like eyes		

intelligent	bright	smart	shrewd
silly	foolish	simple	dim-witted
ill-behaved	relaxed	tense	sensible
practical	money-minded	sensitive	sincere
obstinate	miserly	quarrelsome	spoilt
blunt	courteous	friendly	optimistic

Madame Vallin was skinny with a sallow complexion. She was often poorly dressed. All the scrubbing and washing had given her rough hands. But her eyes were hawk-like. She was practical and money minded. And unlike Madame Tuvache was courteous.

Madam Tuvache

.....

.....

.....

Madame Henri d’Hubieres

.....

.....

Monsieur Tuvache

.....

.....

Charlot as a baby/ as a young man

.....

.....

Jean Vallin as a young man

.....

.....

**12.6.2 Describing Self/friend**

- Write a brief description of yourself or your friend. Here are a few suggestions.
- Begin with physical description- age, height, weight, face and noteworthy features
- Talk about general appearance, way of dressing, way of carrying oneself and how people relate to you/him/her
- Talk about any personal characteristics you wish to mention and say how you/he/ she demonstrate/s these in behaviour.
- Conclude giving your opinion in a sentence or two- words of appreciation for yourself or the person you are writing about.

**12.7 Answers to check your progress**

Reading Comprehension

**I. Understanding the basics of the text**

1. A short story. It has characters and a s sequence of events which happen one after another. The actions and feelings of the characters are described.
2. In the early twentieth or the nineteenth century. Clues: the mode of transport is a horse driven carriage, the life of the characters is simple and there is no mention of any modern implements or things. The children did not go to school
3. sad, because the son does nor realize mother’s uprightness and love for him that prevented her giving him away

**II. Make a story map taking the instance of a) Madame Henri d’Hubieres and the b) Vallins**

a)

Setting	Character/s	Time	Place
19 or 20 Century	Madame Henri d’Hubieres	Everyday	The cottages of farmers
France	and her husband	one day	near a seashore resort



**Problem**

Has no children. Is lonely. Is also a little spoiled. Wants a child as a plaything.  
Wishes to take one of the farmers' children and adopt him.

**What the character did to solve the problem? (Action/Event)**

1. First tries to win the friendship of the young child with good things to eat and through kisses and caresses. Plays with them everyday for a few days.
2. One day, requests, Madam Tuvache for her youngest child, Cholet. Explains how they wish to adopt the child and make him an heir. Promises to return the boy when old enough. Also promises a monthly allowance to the parents. MadmamTuvache is angry and refuses to 'sell' her child. Sends her to her neighbour who has a son the same age.
3. Makes the same offer to the Vallins. At first they refuse but when they hear of the monthly allowance, they are tempted as they are very poor. Consider and give away the child having obtained the promise of regular allowance.

**How the problem was resolved/ The outcome of the action or event**

1. Madame Henri d'Hubieres gets what she wanted. Takes the boy with her and brings him up.
2. Keeps all her promises and returns the boy when he is a young man.

**b) Vallins**

Setting	Character/s	Time	Place
19 or 20 Century France	Madam Vallins and her husband	One day	Their cottage near a seashore resort

**Problems**

1. The soil was not good and the farmers did not get much yield .Very poor and do not have enough to feed their four children. Life is a struggle. Often have to eat rancid butter.
2. A rich lady called Madame Henri d'Hubieres wants to take away the younger boy to adopt. She offers to look after they boy and their family as well. Promsies to return the boy when he is older.

**What the character did to solve the problem? (Action/Event)**

At first they refuse to part with her child.

Consult each other. Later think practically and think that the family would benefit. Are tempted with the offer of money or a more comfortable life.

Give away Jean, their youngest child with a heavy heart.

**How the problem was resolved/ The outcome of the action or event**

1 Problem 1 was resolved as they received a regular allowance from the d'Hubieres and the little boy grows up with the rich family and is educated.

2. Problem 2 was solved when they thought practically and gave away the child for everyone's good. Everyone is happy.

Outcome is happy as Madam d'Hubieres is happy to have a child to play with and look after. The child is looked after well and the Vallins are not so poor anymore as they get a monthly allowance of a hundred francs. In the end the son, healthy and educated is returned to them.

**III Answer the questions given below in a few sentences each.**

1. What was the similarity between the two families of Tuvaches and the Vallins?  
They were both farmers who struggled to cultivate the difficult land near the sea-resort. They had been married at the same time and by chance had their children also almost at the same time. Both had four children each. Both the families lived in poverty.
2. Why did Madame Henri d'Hubieres wish to take away one of the children?  
She was rich, childless and hence lonely. She was also a little spoiled. She thought that she could 'buy' a child from the poor families. She wanted the child as a plaything more than a son but later looked after him well.
3. How did Madam Tuvache respond to her request? What do you think about this behaviour of hers?  
Madam Tuvache flew into a temper and took offence. She thought that the rich lady wanted to buy her child and was tempting them with money. She outright refused to give her child in return for any gain. She loved her children and felt that she ought to look after them, whatever hardship may come their way.
4. Why do you think the Vallins agree to part with their son? Use a word to describe them.  
The Vallins listened to Madam d'Hubieres and at first refused to part with the child. When she offered a hundred francs per month as a pension they thought that the allowance would help them lead a better life and their children would get food and clothes. They looked at the situation practically. We could call them calculating and shrewd.
5. Who was the loser in the end? Do you think it was fair to give them the suffering?  
Madam Tuvache is the loser in the end as they remained as poor as ever. They

continued to struggle and one boy had to go to the army and the other had to help his father. Perhaps they could not get any education as well.

In the end she even lost the love of her son who felt that she had been stupid in not sending him to live with the d'Hubieres. He leaves home in anger.

6. Do you think Charlot was an insensitive boy? What was the reason for his anger towards his parents?

Charlot was a young and immature boy. When he saw Jean in his smart dress, the carriage in which he came and thought of how comfortable the Vallins were he couldn't help comparing these with their own poor status. This anger made him blind to the affection of his mother who had sacrificed her life and had worked hard to look after him.

#### **IV Understanding words in context**

Read the story again and find the answers to the following.

1. adjoining
2. brood
3. caresses
4. cakes and candies
5. reproach

### **12.4 Vocabulary**

#### **12.4.1 Words to Describe People- appearance and character**

Appearance

- I. Look at the pictures. Match the description with the pictures.

1. long straight hair, a small pointed face
2. narrow face with a large nose, thick curly hair
3. balding with a beard and mustache, a chubby face
4. a crew cut, handsome with glasses
5. pleasant face, wavy hair and dark skinned
6. bald, wrinkled skin and thin lips

II. **People have different qualities and personality dispositions. Look at the words below and match them to the question which aims to decide the kind of a person one is.**

1. If you promise to deliver a report on Monday, do you deliver it on Monday? (reliable)
2. Do you think that the glass before you is 'half full' and not 'half empty'? (optimistic)
3. Do you ask strangers in the bus or train questions about their personal lives? (inquisitive)
4. Do you keep thinking of something unkind someone has said to you? (sensitive)
5. Do you always keep thinking of improving your position in life? (ambitious)
6. When faced with a new assignment do you always feel that you will succeed? (confident)



- 7 Do you think you spend more money than you should? (extravagant)
- 8 Do you like to be in the company of others? (sociable)

#### 12.4.2 Phrases and Idioms for Relationships

Complete the sentences using appropriate phrases and idioms from those given below. Remember to use the correct tense of the verbs.

1. Soon the members of the gang fell out with each other and went their own ways.
2. My mother says that I and my friend Manjit are thick as thieves.  
Really we are inseparable.
3. He is quite a snob and tends to look down on all the others who are not as rich as he is.
4. I was afraid that Mother would not like my new friend Rosie but to my surprise they got on like a house on fire. Now Mother looks forward to her visits.
5. Gagan and Shruti have broken up. Shruti has taken their daughter with her.
6. Since there was no love lost between the brothers they began fight over the property as soon as their father died.
7. "Let's forget the quarrel and make up," he said to his teammate.
8. My son and my father get on well with each other. I can leave them at home and do my shopping.

#### 12.5 Grammar

##### 12.5.1 Adverbial Clauses

##### 12.5.1.1 Adverbial Clauses of Time

**I. Complete these sentences using appropriate words from those given.**

1. As the gateman opened the door Roger noticed a battery of armed guards a little distance away.
2. You must check all your papers before you make any claims.
3. Shamim lived in Dehradun until/before she moved away to Almora.
4. The little boy rubbed his shoes with the cloth until they shone.
5. We decided to munch on some peanuts while we waited for the bus to arrive.
6. She did not know who had brought the letter. She was sleeping when the letter arrived.
7. Sorry you will have to wait. The planes can take off only after the fog clears.
8. As soon as the bell rang there was pandemonium in the classroom. Every student wished to leave before the others.

**II. Complete the sentences given below with *as*, *when* or *while* using them appropriately in the blanks. You can use more than one at certain places.**

1. The little boy began to howl as/when Madame Henri d'Hubieres carried him to the carriage.
2. The Tuvaches stood and watched a little regretfully as the carriage carrying Vallin's child moved out of the street.

3. Leave the books on the table when you leave. Don't mix them with the others in the stacks.
4. I hurt my back while/when I was doing my exercises.
5. Let me wash the dishes while you put the remaining food away into the refrigerator.
6. Doctor, I feel a pain in my knee when I climb stairs.
7. Bablu was playing a match when he twisted his ankle.
8. Madam Tuvache wept over her soup while the Vallins celebrated their son's return.

### 12.5.1.2 Adverbial Clauses of reason

Complete the sentences given in Box A with suitable items from Box B. Use appropriate words to join them. You may have to bring about some changes in the structure of the sentences.

1. She took an umbrella with her as it had begun to drizzle.
2. Patel was unable to play the match owing to/due to a leg injury.
3. I couldn't call you the whole of last week as I was extremely busy.
4. I shall always help you since you are my only brother.
5. The water had spread on the floor owing to the leaking tap.
6. Since you refuse to do this job, I'll have to do it.
7. They rushed to the bus shelter because of the rain.
8. We cannot predict anything for God's ways are mysterious.

### 12.5.1.3 Adverbial Clauses of Purpose and Results

- 1. Complete the sentences below using ideas given in the box and connecting them with either so that or in order that. Remember to make the necessary changes. The tense of the clause would be the same as that of the main clause.**

She would be near her mother that way.

Students would get interested in reading books.

That way the register will be accessible to all.

That way mosquito would be kept out.

They could reach the grasslands.

That way he will not miss any interesting sight.

One is done for you.

1. The register is kept in the reception...  
The register is kept in the reception in order that it is accessible to all.
2. Mariam took up a job in Haldwani so that she would be near her mother.
3. The animals began to move north in order that they could reach the grasslands.
4. Book readings are held in the college every month so that the students would get interested in reading books.
5. Abdul always carries a video camera with him in order that he may not miss any interesting sight.

6. We put a wire mesh on all our windows so that mosquitoes would be kept out.

**II. Join the sentences given below with the help of so....that. Make the necessary changes.**

1. The sun was so harsh that I got sunburn all over.

2. She spoke so softly that very few in the room were able to hear her.

3. The house was so dirty that it took me three days to clean it.

4. The medicine was so bitter that the child refused to take it.

5. Neelam looked so sad that I just had to help her.

6. The neighbour's party was so noisy that I couldn't sleep a wink.

## 12.6 Writing

### 12.6.1 Describing People

Please note the when we write a description of someone we begin with age, physical appearance and then move on to personal qualities.

Since these characters belong to the story you would use the past tense.

Many people write the character sketch of a person in the present tense too.

Read the story well. The character's action will tell you something about the personal qualities say for example the Vallin's child howled loudly as Madam d'Hubieres carried him off shows that he was a little ill-behaved.

### 12.6.2 Describing Self/friend

Follow the suggestions given. You may read a few stories to learn how people are described. You are free to add or modify the ideas given.

This is a free writing task and your creativity is welcome.

## 12.8. References and Bibliography

1. Maupassant, Guy de, 'The Adopted Son', from the Internet
2. Hewings. M reprint 2007, "Advanced English Grammar, A self study reference and practice book for advanced South Asian students", Cambridge University Press, South Asian Edition, New Delhi
3. Eastwood, J, Mackin, R, 1991, "A Basic English Grammar with Exercises- student's self- study edition, Oxford University Press, Hong Kong
4. McCarthy, M, O'Dell, F, 2001, 'English Vocabulary in Use, Upper-intermediate and advanced', Cambridge University Press, The Pitt Building, Trumpington Street, Cambridge CB2 1 RP, United Kingdom
5. Story Map adapted from Houghton Mifflin Company, Internet

## 12.9 Suggested Reading

1. 'The Diamond Necklace' by Guy de Maupassant
2. 'Vanka' by Anton Chekov
3. 'Gift of the Magi' by O Henry
4. 'A Service of Love' by O Henry

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## **Unit 13: Talking Hands (Helen Keller)**

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### **13.1 Pre-reading/Introduction**

### **13.2 Objectives**

### **13.3 Reading Skills**

#### **13.3.1 Passage for Reading**

#### **13.3.2 Glossary**

#### **13.3.3 Reading Comprehension**

### **13.4 Vocabulary**

#### **13.4.1 Words related to the senses**

#### **13.4.2 Use of Prefixes**

### **13.5 Grammar and usage**

#### **13.5.1 Prepositional Phrases**

### **13.6 Writing**

#### **13.6.1 Writing an account**

### **13.7 Answers to check your progress**

### **13.8 References/Bibliography**

### **13.9 Suggested Reading**

### 13.1 Pre-reading/Introduction

In today's world we have so many ways of communicating. We indulge in face-to-face conversation or conversation over the telephone, write letters, type short messages on cellular phones, send notices, emails, and use blogs and other networking sites to communicate ideas.

We, humans are very expressive and use language effectively in order to communicate. Often we do not even use words but signs and symbols to send messages across. We also use our sense organs to send and receive messages in face-to-face communication.

Given below are different ways of communicating our ideas and our feelings. Read them and put them in the relevant columns.

a wink	a tap on the shoulder	use a symbol	hiss	a gentle pat
grunt	make a sign	wave hand	sing a song	a scream
a smile	draw a picture	a frown	dance	a kiss
point	raise eyebrows	whistle	a caress	pinch
	a gentle kick under the table		whisper	

Oral-Aural (Speech and sounds)	Visual ( what one sees)	Tactile (using touch)

We noticed that in real life we may often communicate without the use of words or speech.

### 13.2 Objectives

To develop in the learner ability to:

- read an account and give the main ideas of a text
- say the purpose of writing the account
- identify the genre of the piece of writing from the language
- locate new lexical items in the text using cues provided
- make inferences from the text about situation and persons/protagonists
- respond to the text and provide personal opinion

- relate the ideas given in the text with real life
- use vocabulary related to the six senses
- use vocabulary associated with feelings
- use prepositional phrases in speech and writing
- write an account of an incident

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### 13.3 Reading Skills

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#### 13.3.1 Passage for Reading

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Have you ever wondered how the hearing impaired learn to understand the meaning of what someone is saying or learn to speak themselves? It is through watching the lip movements of the other person. What if the person is neither able to hear nor see?

What would the person do?

Given below is an account of the way Helen Keller learnt to speak, in spite of her disability of both vision and hearing. She also learned to read and write. What more, she wrote books and towards the latter part of her career travelled to different places delivering lectures. This account was written by Helen Keller's mentor and teacher Anne Sullivan, for the Perkins Institution Report in 1891. It is worth mentioning here that young Helen learnt to recognize letters and words which Miss Sullivan traced on her palm as she made her touch or feel the object in question.

(MISS SULLIVAN'S ACCOUNT OF MISS KELLER'S SPEECH, written for Perkins Institution Report, 1891)

I knew that Laura Bridgman (another person learning to speak) had shown the same intuitive desire to produce sounds, and had even learned to pronounce a few simple words, which she took great delight in using, and I did not doubt that Helen could accomplish as much as this. I thought, however, that the advantage she would derive would not repay her for the time and labour that such an experiment would cost.

Moreover, the absence of hearing renders the voice monotonous and often very disagreeable; and such speech is generally unintelligible except to those familiar with the speaker.

The acquiring of speech by untaught deaf children is always slow and often painful. Too much stress, it seems to me, is often laid upon the importance of teaching a deaf child to articulate—a process which may be detrimental to the pupil's intellectual development. In the very nature of things, articulation is an unsatisfactory means of education; while the use of the manual alphabet quickens and invigorates mental activity, since through it the deaf child is brought into close contact with the English language, and the highest and most abstract ideas may be conveyed to the mind readily and accurately. Helen's case proved it to be also an invaluable aid in acquiring articulation. She was already perfectly familiar with words and the construction of sentences, and had only mechanical difficulties to overcome. Moreover, she knew what a pleasure speech would be to her, and this definite knowledge of what she was striving for gave her the delight of anticipation which made drudgery easy. The untaught deaf child who is made to articulate does not know what the goal is, and his lessons in speech are for a long time tedious and meaningless.

Before describing the process of teaching Helen to speak, it may be well to state briefly to what extent she had used the vocal organs before she began to receive regular instruction in articulation. When she was stricken down with the illness which resulted in her loss of sight and hearing, at the age of nineteen months, she was learning to talk. The unmeaning babblings of the infant were becoming day by day conscious and voluntary

signs of what she felt and thought. But the disease checked her progress in the acquisition of oral language, and, when her physical strength returned, it was found that she had ceased to speak intelligibly because she could no longer hear a sound. She continued to exercise her vocal organs mechanically, as ordinary children do. Her cries and laughter and the tones of her voice as she pronounced many word elements were perfectly natural, but the child evidently attached no significance to them, and with one exception they were produced not with any intention of communicating with those around her, but from the sheer necessity of exercising her innate, organic, and hereditary faculty of expression. She always attached a meaning to the word water, which was one of the first sounds her baby lips learned to form, and it was the only word which she continued to articulate after she lost her hearing. Her pronunciation of this gradually became indistinct, and when I first knew her it was nothing more than a peculiar noise. Nevertheless, it was the only sign she ever made for water, and not until she had learned to spell the word with her fingers did she forget the spoken symbol. The word water, and the gesture which corresponds to the word good-by, seem to have been all that the child remembered of the natural and acquired signs with which she had been familiar before her illness.

As she became acquainted with her surroundings through the sense of feeling (I use the word in the broadest sense, as including all tactile impressions), she felt more and more the pressing necessity of communicating with those around her. Her little hands felt every object and observed every movement of the persons about her, and she was quick to imitate these movements. She was thus able to express her more imperative needs and many of her thoughts.

At the time when I became her teacher, she had made for herself upward of sixty signs, all of which were imitative and were readily understood by those who knew her. The only signs which I think she may have invented were her signs for small and large. Whenever she wished for anything very much she would gesticulate in a very expressive manner. Failing to make herself understood, she would become violent. In the years of her mental imprisonment she depended entirely upon signs, and she did not work out for herself any sort of articulate language capable of expressing ideas. It seems, however, that, while she was still suffering from severe pain, she noticed the movements of her mother's lips.

When she was not occupied, she wandered restlessly about the house, making strange though rarely unpleasant sounds. I have seen her rock her doll, making a continuous, monotonous sound, keeping one hand on her throat, while the fingers of the other hand noted the movements of her lips. This was in imitation of her mother's crooning to the baby. Occasionally she broke out into a merry laugh, and then she would reach out and touch the mouth of any one who happened to be near her, to see if he were laughing also. If she detected no smile, she gesticulated excitedly, trying to convey her thought; but if she failed to make her companion laugh, she sat still for a few moments, with a troubled and disappointed expression. She was pleased with anything which made a noise. She liked to feel the cat purr; and if by chance she felt a dog in the act of barking, she showed great pleasure. She always liked to stand by the piano when some one was playing and singing. She kept one hand on the singer's mouth, while the other rested on the piano, and she stood in this position as long as any one would sing to her, and afterward she would make a continuous sound which she called singing. The only words she had learned to pronounce with any degree of distinctness previous to March, 1890, were papa, mamma, baby, sister. These words she had caught without instruction from the lips of friends. It will be seen that they contain three vowel and six consonant elements, and these formed the foundation for her first real lesson in speaking.

## **The Story of My Life**

**Helen Keller**

<http://www.afb.org/mylife/book.asp?ch=P3Ch4>

**Part III. Chapter IV. Speech 'Supplementary Account of Helen Keller's Life and Education, Including Passages from the Reports and Letters of Her Teacher, Anne Mansfield Sullivan' by John Albert Macy**

**13.3.2 Glossary**

- 
1. intuitive : obtained by using your feelings rather than facts, that comes from feelings
  2. accomplish : succeed in doing or completing something
  3. monotonous : never changing and therefore boring, here she made the same sounds over and over again
  4. articulate : express or explain your thoughts or feelings clearly in words
  5. detrimental : harmful or damaging
  6. invigorates : makes something healthy and full of energy
  7. babblings : sounds a baby makes before beginning to say actual words
  8. acquisition : the act of getting some knowledge or skill
  9. innate : a quality or feeling you have when you are born, what you are born with
  10. hereditary : qualities or characteristics given to a child by parents before it is born, here it means that being human she was born with certain qualities
  11. imperative : important and needing immediate attention
  12. imitative : that copies something or someone, a child copies others
  13. gesticulate : move arms or hands in order to attract attention
  14. crooning : singing something quietly, like a mother singing a lullaby to make her baby sleep

**13.3.3 Reading Comprehension**

**I. Understanding the basics of the text**

Complete the following sentences.

1. The passage is a part of an ..... of how Helen Keller .....
2. It was written by .....for .....
3. It was probably written for academic purposes/ as part of a memoir. (Select one)
4. The passage gives an insight into how those who ..... learn to speak.

**II. Select the most appropriate option and complete the statements given below.**

1. When the deaf begin to talk their speech is monotonous and unclear because.....
  - a) their vocal organs are not well developed to produce the sounds.
  - b) they find it difficult to express their feelings in words.
  - c) they have not heard the sounds they need to produce.
  - d) the process of learning to talk is long and painful.
2. Helen found it a little easier to learn to speak because.....



- 
- a) Anne Sullivan taught her patiently and affectionately.
- b) she wished to express herself and was motivated to learn.
- c) she already knew many words and sentences in English.
- d) her parents also tried to teach her to speak.
3. Helen ..... when illness took away her ability to hear and hence the sounds she later produced were meaningless.
- a) had just begun to imitate sounds as a baby
- b) had learnt to speak English as a child
- c) was finding speaking difficult due to emotional problems
- d) could communicate through gestures
4. Even though Helen was unable to hear she continued to produce sounds as.....
- a) she felt the need to communicate with the others.
- b) it was natural for her to exercise her vocal chords.
- c) she was encouraged to produce sounds by her parents.
- d) she wanted to attract attention to herself with the help of sounds.
5. The 'manual alphabet' referred to in the passage stands for .....
- a) the letters of the alphabet which she had learnt in Braille.
- b) the letters of the alphabet of English that she learnt from a book .
- c) the new set of letters she learnt in place of the English alphabet.
- d) the letters she drew with her fingers to spell the words she knew.
6. Soon the young Helen learnt to communicate some of her immediate needs by .....
- a) making sounds in her throat and crying.
- b) imitating the movements that others made.
- c) stamping her feet and acting violently.
- d) becoming absolutely quiet and still.
7. Helen was pleased with anything which made a noise like a cat purring or a dog barking. This is because she could.....
- a) faintly hear the sounds they made.
- b) feel the vibrations of the noise they made from far.
- c) feel the movement of their muscles as they did so
8. Helen learnt to pronounce words like papa, mama, baby and sister.....
- a) with the help of Anne Sullivan who taught these to her.
- b) with the help of her mother who frequently used these words.
- c) with the help of her father who often repeated these words.
- d) on her own by feeling the mouth of the speakers.
-

**III. Answer these questions briefly.**

- 1. Why do you think Helen was experiencing a 'mental imprisonment'? Explain.  
.....  
.....
- 2. How did Helen learn to make appropriate gestures to get some of her needs fulfilled?  
.....  
.....
- 3. What are the different sounds that Helen made before she learnt to pronounce meaningful words? What does this imply?  
.....  
.....

**IV. Understanding words in context**

Find the following words from the passage.

- 1. A word in paragraph 2 which means the same as 'cause something to be in a particular state or condition'.  
.....
- 2. A word in paragraph 2 which is opposite in meaning to 'understandable'.  
.....
- 3. Words that mean 'ideas that exist in the mind as a thought but do not have a physical reality' from paragraph 3.  
.....
- 4. A word in paragraph 4 that means 'stopped'.  
.....
- 5. A word in paragraph 4 which is opposite in meaning to something that is clearly heard, seen or felt.  
.....
- 6. Words in paragraph 6 which mean that the only way she could communicate was through signs.  
.....

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**13.4 Vocabulary**

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**13.4.1 Words related to the senses**

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Disease had robbed young Helen of two of her senses: sight and hearing. The senses that she still had were those of touch which was helpful in learning the manual alphabet, taste and smell.

Humans have five senses: sight, hearing, touch, taste and smell. In addition we have the sixth sense which is a supernatural sense like we have a feeling that something is going to happen.

**I. Read the passage below and classify the words according to the senses.**

As I noiselessly entered the room, I found the old man sitting with bowed head. Once in a while he stroked the thin cat that sat at his feet. The room stank of stale food and urine. 'Hello, there,' I murmured. The man did not budge. He just stared at the floor. I glanced around me. There was an old shirt on the bed. A worn out pair of shoes lay near the chair. A glimpsed a smelly plate with the remnants of the last night's meal still lay on the small table. I tapped the man gently on his shoulder. He got up with a start. Suddenly he grasped my hand and said, 'Has Peter called?' The man sounded very sad.  
(© Shefali Ray)

- a) Hearing: .....
- b) Sight: .....
- c) Touch: .....
- d) Smell: .....

**II. Complete the sentences below using appropriate words from those given in the box. Remember to use the appropriate tense.**

<i>witness</i>	<i>press</i>	<i>grab</i>	<i>handle</i>	<i>taste</i>	<i>smell</i>	<i>gaze</i>	<i>sound</i>
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- We asked the waiter to take the curry away as it .....funny.
- The moment the doctor heard that the patient had regained consciousness he .....his stethoscope and ran to the ward.
- The new teacher was soon a hit in the school. She .....all the mischievous children so well that they listened to whatever she said.
- The room the lady showed me .....musty and damp.
- "We .....great moments of history in our lifetime," said Arun's grandfather.
- What happened? Father .....very angry.
- We had a nice relaxed time in Goa. In the evenings we just sat and .....at the sea.
- It is after almost five minutes that I realized that I .....the wrong button.

**13.4.2 Use of Affixes: Prefixes**

Affixes as you have learnt earlier are groups of letters that you can add to words to change their meanings. Prefixes come at the beginning of the word.

You have learnt the use of some suffixes in Unit 14

Some common Prefixes are:

Form word opposite in meaning: anti-(against), dis- (not), in-

(not), il- (not), ir- (not) , mis- (badly/wrongly), un- (not), non- (not)

Other prefixes are: ante- (before), co- (together or with) de- (opposite of), pre- (before), re-(again/back), trans- (across) etc.

**I. Add prefixes pre-, ante-, il-, trans-, non-, mis-, co-, re- to the words in the box and complete the sentences given:**

<i>understood</i>	<i>logical</i>	<i>Yamuna</i>	<i>room</i>
<i>locate</i>	<i>smoking</i>	<i>worker</i>	<i>historic</i>

1. All public places have been declared as .....zones. You can be fined for smoking there.
2. The visitors to the department have to wait in an ..... till they are called.
3. The government is trying to .....the people whose houses had to be demolished for making the highway.
4. Anyone can see that this is an .....answer. Do not expect anyone to accept it.
5. The people .....the message that their leader had given and did just the opposite of what he had wished.
6. There is a .....bus-service for the convenience of people who live on the other side of the river.
7. One can see the fossils of .....animals in the Museum of Natural History.
8. Sampath is a gentleman. He has a lot of respect for his .....in the factory.

Here are some more prefixes: over- (too much), multi-(many), semi-(half), ex-(former), post- (after)

**II. Rewrite the sentences by affixing the appropriate prefixes from those given above to the underlined words.**

1. My grandfather likes to take a nap after lunch.  
My grandfather likes a.....
2. Shweta, Rehana and Navneet are former students of Green Valley School.  
Shweta, Rehana and Navneet are .....
3. Most difficult to overcome was the economic depression that happened after the war.  
Most difficult to overcome was the .....
4. A number of buildings with many stories have come up in and around Dehradun.  
A number of .....
5. The participants sat in an arrangement which looked like a half circle.  
The participants sat in a .....
6. We tend to eat too much at these parties as the food is very good.  
We tend to .....

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## 13.5 Grammar

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### 13.5.1 Prepositional Phrases

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Read the following sentences:

Helen was at a disadvantage because of her lack of sight and hearing tried hard to communicate through gestures. She would try to gesticulate in order to communicate the idea in her head without success. This made her frustrated. Anne Sullivan helped Helen to learn the word 'water' by placing Helen's hand under running water and tracing the letters W.A.T.E.R on her palm. Soon Helen learnt to recognize the word. She was excited as she was beginning to communicate. From then on it was much easier to handle Helen. By and

by Helen had learnt many words by feeling things and learning their names with the help of the manual alphabet.

You would have noticed that the phrase 'at a disadvantage' describes Helen's position and hence is performing the function of an adjective.

The phrase, 'without success', tells how the action was done. This phrase is performing the function of an adverb.

The phrases 'under running water' and 'on her palm' answer the question 'where'

The phrases 'from then on' and 'by and by' tell when the action was done and thus is again performing the function of an adverb.

The phrases above are prepositional phrases and begin with a preposition.

The pattern of a prepositional phrase is:

Preposition+ (noun, pronoun, gerund or clause)

- I like to curl up with a book after dinner. (how)
- Many accusations were thrown at him (1) during the meeting.(1) (how, where)
- I sprained my foot while jogging (1) in the old park (2). (when, where)

Prepositional phrases function as adjectives and adverbs. As adjectives they answer the question 'which one' and as adverbs they answer the questions When?, How? and Where? They are used to colour and inform sentences in powerful ways.

**I. Complete the passage given below using appropriate prepositional phrases from those provided in the box.**

*on the floor      by accident      in the face      from personal experience*  
*down the drain      into the house      with the water      at a loss*  
*on the shelf      into the water*

Never take a storm for granted. I am saying this .....

Last week there was a storm. One of the windows, was left open ..... and a lot of water found its way ..... The books .....closest to the window, were wet and swollen. The rug .....was squelchy..... it had absorbed. My history notes were lying face down with all the notes having run off ..... I was totally..... The destruction of my month long hard work was staring me ..... My two months salary too had gone .....with the damaged rug and swollen books.

**Another pattern of Prepositional phrases is:**

Preposition+ Modifiers + (noun, pronoun, gerund or clause)

- Tutul has inherited this trait from her maternal (modifier) grandmother.
- It felt scary going into the dark, musty (modifiers) corridors of the deserted (modifier) building.
- Let us concentrate on what we need (clause) for the moment.

**Combine the sentences by transforming the sentences at B into Prepositional phrases.**

A	B
1. He tried to forget his grief.	1. He worked furiously.
2. We stood under the shed.	2. It was rundown.
3. Let us think.	3. We should pay attention to about what is important.
4. The plane flew over the city.	4. The city was crowded.
5. The friends went for a walk a long the market street.	5. It was busy.
6. She was shocked	6. She had seen something. (what)

**13.6 Writing**

The passage you just read is an extract from an account of Helen’s attempt to communicate. What you read was perhaps towards the beginning of the account. An account is a written record of something to preserve facts or events.

In an account of something:

- There is a beginning, middle and an end
- events are placed in a chronological sequence
- the major events or ideas are organized in paragraphs
- the language is simple and the progression of ideas logical

An account should be easy to follow.

Write an account of any project you have undertaken, any experiment done in any field or in life, any important event of your life.

Remember to:

- Give it an introduction (in this you present of gist of your account)
- Divide your major ideas into paragraphs
- Let each paragraph have a topic sentence (ideally begin with one)
- Summarize the account in a few words (without repeating the sentences you wrote in the introduction)
- Write in the past tense
- The account is your own so it should have your voice (your opinions, ideas and your style)

.....

.....

.....

.....

.....

Oral-Aural (Speech and sounds)	Visual ( what one sees)	Tactile (using touch)
Hiss	a wink	a tap on the shoulder
Grunt	use a symbol	a gentle pat
sing a song	make a sign	dance
a scream	wave a hand	a kiss
Speech	a smile	a caress
whistle	draw a picture	pinch
Whisper	a frown	a gentle kick under the table
	gestures	
	point	
	raise eyebrows	

### 13.7 Answers to Check your Progress

#### 13.3.3 Reading Comprehension

- I. Understanding the basics of the text  
Complete the following sentences.
  1. The passage is a part of an **account** of how Helen Keller **tried to speak/ communicate**.
  2. It was written by **Anne Sullivan** for **the Perkins Institute**.
  3. It was probably written for **academic purposes**..
  4. The passage gives an insight into how those who **cannot see or hear/can neither see nor hear/ lack both sight and hearing** learn to speak.
- II. Select the most appropriate option and complete the statements given below.
  1. When the deaf begin to talk their speech is monotonous and unclear **because they have not heard the sounds they need to produce**
  2. Helen found it a little easier to learn to speak because **she already knew many words and sentences in English**.
  3. Helen **had just begun to imitate sounds as a baby** when illness took away her ability to hear and hence the sounds she later produced were meaningless.
  4. Even though Helen was unable to hear she continued to produce sounds as **it was natural for her to exercise her vocal chords**.
  5. The 'manual alphabet' referred to in the passage stands for **the letters she drew with her fingers to spell the words she knew**.
  6. Soon the young Helen learnt to communicate some of her immediate needs by **imitating the movements that others made**.
  7. Helen was pleased with anything which made a noise like a cat purring or a dog barking. This is because she could **feel the movement of their muscles as they did so**.
  8. Helen learnt to pronounce words like papa, mama, baby and sister **on her own by feeling the mouth of the speakers**.

III . Answer these questions briefly.

1. Why do you think Helen was experiencing a 'mental imprisonment'? Explain.

Helen was unable to speak as she could not hear any sounds. So she was not able to communicate her ideas, needs or thoughts with the help of speech. Moreover, she could not see and hence could not use gestures or sign language to make her thoughts known to people. Thus the whole world was shut out for her just as it is for prisoners. Her imprisonment was a mental one.

2. How did Helen learn to make appropriate gestures to get some of her needs fulfilled?

She felt and observed the movements of others and imitated their movements or gestures. This way she had up to sixty signs that represented ideas. These were understood by those around her.

She also invented two signs for 'big' and 'small'.

3. What are the different sounds that Helen made before she learnt to pronounce meaningful words? What does this imply?

She would imitate the crooning sounds of her mother. She made other sounds which were repetitive but not unpleasant. These were only sounds which had no meaning. She also made the sound of laughter. This implies that her vocal organs were fine and she used them to create sounds and to exercise them.

IV . Understanding words in context

Find the following words from the passage.

1. A word in paragraph 2 which means the same as 'cause something to be in a particular state or condition'- **render**
2. A word in paragraph 2 which is opposite in meaning to 'understandable'- **unintelligible**
3. Words that mean 'ideas that exist in the mind as a thought but do not have a physical reality' from paragraph 3 - **abstract**
4. A word in paragraph 4 that means 'stopped'- **ceased**
5. A word in paragraph 4 which is opposite in meaning to something that is clearly heard, seen or felt- **indistinct**
6. Words in paragraph 6 which mean that the only way she could communicate was through signs- '**she depended entirely upon signs**'.

### 13.4 Vocabulary

#### 13.4.1 Words related to the senses

I Read the passage below and classify the words according to the senses.

As I noiselessly entered the room, I found the old man sitting with bowed head. Once in a while he stroked the thin cat that sat at his feet. The room stank of stale food and urine. 'Hello, there,' I murmured. The man did not budge. He just stared at the floor. I glanced around me. There was an old shirt on the bed. A worn out pair of shoes lay near the chair. I glimpsed a smelly plate with the remnants of the last night's meal still lay on the small table. I tapped the man gently on his shoulder. He got up with a start. Suddenly he grasped my hand and said, 'Has Peter called?' The man sounded very sad.

(© Shefali Ray)

a) Hearing : **noiselessly, murmured, sounded**



- b) Sight : **stared, glanced, glimpsed**  
 c) Touch : **stroked, tapped, grasped**  
 d) Smell : **stank, smelly**

II Complete the sentences below using appropriate words from those given in the box. Remember to use the appropriate tense.

- We asked the waiter to take the curry away as it **tasted** funny.
- The moment the doctor heard that the patient had regained consciousness he **grabbed** his stethoscope and ran to the ward.
- The new teacher was soon a hit in the school. She **handled** all the mischievous children so well that they listened to whatever she said.
- The room the lady showed me **smelled** musty and damp.
- "We **have witnessed** great moments of history in our lifetime," said Arun's grandfather.
- What happened? Father **sounds** very angry.
- We had a nice relaxed time in Goa. In the evenings we just sat and **gazed** at the sea.
- It is after almost five minutes that I realized that I **was pressing/had pressed** the wrong button.

#### 13.4.2 Use of Affixes: Prefixes

I Add prefixes pre-, ante-, il-, trans-, non-, mis-, co-, re- to the words in the box and complete the sentences given:

- All public places have been declared as **non-smoking** zones. You can be fined for smoking there.
- The visitors to the department have to wait in an **ante-room** till they are called.
- The government is trying to **relocate** the people whose houses had to be demolished for making the highway.
- Anyone can see that this is an **illogical** answer. Do not expect anyone to accept it.
- The people **misunderstood** the message that their leader had given and did just the opposite of what he had wished.
- There is a **trans-Yamuna** bus-service for the convenience of people who live on the other side of the river.
- One can see the fossils of **pre-historic** animals in the Museum of Natural History.
- Sampath is a gentleman. He has a lot of respect for his **co-workers** in the factory.

II Rewrite the sentences by affixing the appropriate prefixes from those given above to the underlined words.

- My grandfather likes a **post-lunch nap**.
- Shweta, Rehana and Navneet are **ex-students of Green Valley School**.
- Most difficult to overcome was the **post-war economic depression**.
- A number of **multi-storeyed buildings have come up in and around Dehradun**.

5. The participants sat in a **semi-circle/semi-circular arrangement**.
6. We tend to **overeate at these parties as the food is very good**.

### 13.5 Grammar

#### 13.5.1 Prepositional Phrases

- I Complete the passage given below using appropriate prepositional phrases from those provided in the box.

Never take a storm for granted. I am saying this **from personal experience**.

Last week there was a storm. One of the windows was left open **by accident** and a lot of water found its way **into the house**. The books **on the shelf** closest to the window, were wet and swollen. The rug **on the floor** was squelchy **with the water** it had absorbed. My history notes were lying face down with all the notes having run off **into the water**. I was totally **at a loss**. The destruction of my month long hard work was staring me **in the face**. My two months salary too had gone **down the drain** with the damaged rug and swollen books.

- II Combine the sentences by transforming the sentences in B into Prepositional phrases. Underline the phrases

1. He tried to forget his grief **by working furiously**.
2. We stood **under the rundown shed**.
3. Let us think **about what is important**.
4. The plane flew **over the crowded city**.
5. The friends went for a walk **along the busy market street**.
6. She was shocked **at what she had seen**.

### 13.6. Writing

Check if you have done the following:

1. Given the account a nice title
2. Divided the major events/ideas into paragraphs
3. Introduced the theme in the first paragraph and summed it in the last paragraph (or at the beginning of first paragraph and end of the last paragraph if you have written only two paragraphs)
4. Used a topic sentence that may tell the reader what the paragraph is going to tell.
5. Used the past tense to describe the account
6. Made the language vivid with the use of adjectives or adverbs.
7. Added your feelings or comments in a place or two
8. Used appropriate linkers to link one idea with another or one paragraph with another.

### 13.8 References/Bibliography

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**13.9. Suggested Reading**

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1. 'The Story of my Life' by Helen Keller
2. 'The Girl on the Train' by Ruskin Bond

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## **Unit 14: A Service of Love**

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**14.1 Pre-reading/Introduction**

**14.2 Objectives**

**14.3 Reading Skills**

**14.3.1 Passage for Reading**

**14.3.2 Glossary**

**14.3.3 Reading Comprehension**

**14.4 Vocabulary**

**14.4.1 Homonyms**

**14.4.2 Words to express feelings**

**14.5 Grammar and usage**

**14.5.1 Participial Phrases**

**14.6 Writing**

**14.6.1 Writing a book review**

**14.7 Answers to check your progress**

**14.8 References/Bibliography**

**14.9 Suggested Reading**

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**14.1 Pre-reading/Introduction**


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- a) financial ..... to developing countries  
 b) .....to the world of music  
 c) ..... of own life for the sake of the country's freedom  
 d) .....to the cause of the poor and downtrodden  
 e) .....to her god  
 f) .....to humanity

Given below are the names of some persons or organizations. Match them with what they are known to do or have done. Pick suitable words from the bubble and complete the phrases in Box B. Then match the words in Box A with the phrases given in Box B.

1. Mother Teresa	a) financial ..... to developing countries
2. Shaheed Bhagat Singh	b) .....to the world of music
3. World Bank	c) ..... of own life for the sake of the country's freedom
4. Meera Bai	d) .....to the cause of the poor and downtrodden
5. Ali Akbar Khan	e) .....to her god
6. Vinoba Bhave	f) .....to humanity

<i>service</i>	<i>contribution</i>	<i>sacrifice</i>	<i>assistance</i>	<i>devotion</i>	<i>support</i>
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**14.2 Objectives**


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To develop in the learner ability to:

- identify the genre of the piece of writing from the language
- read a story and provide its plot
- put the events of the story in the correct sequence
- state the age and the setting of the story
- locate new lexical items in the text using cues provided
- make inferences from the text about situation and persons/protagonists
- respond to the text and provide personal opinion
- relate the ideas given in the text with real life
- use homonyms correctly in the context
- use participial phrases in speech and writing
- write a book review

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**14.3 Reading Skills**

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**14.3.1 Passage for Reading**

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***A Service of Love******By- O. Henry (1862-1910)***

The following story is reprinted from *The Four Million*. O. Henry. New York: Doubleday, Page and Co., 1912.

They were worshippers of Art. Joe Larrabee could draw well while Delia Caruthers had a flair for music and they met at an atelier where a number of art and music students had gathered to discuss Wagner, Rembrandt, Waldteufel, Chopin and in other words, musicians, artists and different aspects of these fine arts.

Joe and Delia became so enamoured of each of the other and within a short time they were married. The Larrabee's lived in a small and secluded flat. And they were happy. They had their Art, and they had each other.

Joe was painting in the class of the famous artist Magister, whose fees were high but lessons light. Delia was studying under someone called Herr Rosenstock—a reputed pianist.

They were happy as long as their money lasted. Their aims were very clear and defined. Joe was to become capable very soon of turning out pictures that old gentlemen with thin side-whiskers and thick pocketbooks would more than readily buy.

Delia was to become so proficient in Music that she could refuse to go on the stage unless the hall was packed with audience, with not a seat empty.

Life at home in the little flat comprised the enthusiastic chats after the day's study; the cozy dinners and fresh, light breakfasts; the interchange of ambitions—the mutual help and inspiration that each lend to the other.

But after a while Art alone was not enough to keep them happy. Money was lacking to pay Mr. Magister and Herr Rosenstock their fees. When one loves one's Art no service seems too hard. So, Delia said that she must give music lessons to keep the chafing dish bubbling.

For two or three days she went out canvassing for pupils. One evening she came home elated.

"Joe, dear," she said, gleefully, "I've a pupil. And, oh, the loveliest people! General—General A. B. Pinkney's daughter—on Seventy-first street. Such a splendid house, Joe—you ought to see the front door! And inside! Oh, Joe, I never saw anything like it before."

She continued, "My pupil is his daughter Clementina. I dearly love her already. She's a delicate thing—dresses always in white; and the sweetest, simplest manners! Only eighteen years old. I'm to give three lessons a week; and, just think, Joe! \$5 a lesson. I don't mind it a bit; for when I get two or three more pupils I can resume my lessons with Herr Rosenstock. Now, smooth out that wrinkle between your brows, dear, and let's have a nice supper."

"That's all right for you, Dele," said Joe, opening a can of peas with a carving knife, "but how about me? Do you think I'm going to let you hustle for wages while I do nothing but court high art? I guess I can sell papers or lay cobblestones, and bring in a dollar or two."

Delia came and hugged him.

"Joe, dear, you are silly. You must keep on at your studies. It is not as if I had quit my music and gone to work at something else. While I teach, I learn. I am always with my

music. And we can live as happily as millionaires on \$15 a week. You mustn't think of leaving Mr. Magister."

"All right," said Joe, "But I hate for you to be giving lessons. It isn't Art. But you're a trump and a dear to do it."

"When one loves one's Art no service seems too hard," said Delia.

"Magister praised the sky in that sketch I made in the park," said Joe. "And Tinkle gave me permission to hang two of them in his window. I may sell one if the right kind of a moneyed idiot sees them."

"I'm sure you will," said Delia, sweetly. "And now let's be thankful for Gen. Pinkney and this veal roast."

During all of the next week the Larrabees had an early breakfast. Joe was enthusiastic about some morning-effect sketches he was doing in Central Park, and Delia packed him off with coddles and kisses at 7 o'clock. Most of the days it was almost 7 o'clock when he returned in the evening

At the end of the week Delia, triumphantly but sweetly tossed three five-dollar bills on the small centre table in their tiny parlour.

"Sometimes," she said, a little wearily, "Clementina tries me. I'm afraid she doesn't practise enough, and I have to tell her the same things so often. And then she always dresses entirely in white, and that does get monotonous. But Gen. Pinkney is the dearest old man! I wish you could know him, Joe. He takes so much interest in her progress."

"I wish you could see the skirting boards in that drawing-room, Joe! And those rugs! Poor Clementia is so pale! I really am getting attached to her, she is so gentle and high bred. Gen. Pinkney's brother was once Minister to Bolivia."

And then Joe, with the air of a Monte Cristo, drew forth a ten, a five, a two and a one dollar notes—and laid them beside Delia's earnings.

"Sold that watercolour of the stone column to a man from Peoria," he announced overwhelmingly.

"Don't joke with me," said Delia, "not from Peoria!"

"All the way. I wish you could see him, Dele. Fat man with a woollen muffler and a quill toothpick. He saw the sketch in Tinkle's window and thought it was a windmill at first. He was game, though, and bought it anyhow. He has ordered another oil sketch to take back with him. Music lessons! Oh, I guess Art is still in it."

"I'm so glad you've kept on," said Delia, heartily. "You're bound to win, dear. Thirty-three dollars! We never had so much to spend before. We'll have oysters to-night."

On the next Saturday evening Joe reached home first. He spread his \$18 on the parlour table and washed what seemed to be a great deal of dark paint from his hands.

Half an hour later Delia arrived, her right hand tied up in a shapeless bundle of wraps and bandages.

"How is this?" asked Joe after the usual greetings. Delia laughed, but not very joyously.

"Clementina," she explained, "insisted upon a meat curry after her lesson. She is such a queer girl. A meat curry at 5 in the afternoon. The General was there. You should have seen him run for the chafing dish, Joe, just as if there wasn't a servant in the house. I know Clementina isn't in good health; she is so nervous. In serving the curry she spilled a great lot of it, boiling hot, over my hand and wrist. It hurt awfully, Joe. And the dear girl was so sorry! But Gen. Pinkney!—Joe, that old man was so worried. He rushed downstairs and

sent somebody—they said the furnace man or somebody in the basement—out to a drug store for some oil and things to bind it up with. It doesn't hurt so much now."

"What's this?" asked Joe, taking the hand tenderly and pulling at some white strands beneath the bandages.

"It's something soft," said Delia, "that had oil on it. Oh, Joe, did you sell another sketch?" She had seen the money on the table.

"Did I?" said Joe; "just ask the man from Peoria. He got his oil sketch to-day, and he isn't sure but he thinks he wants another parks cape and a view on the Hudson. What time this afternoon did you burn your hand, Dele?"

"Five o'clock, I think," said Dele, plaintively. "The iron—I mean the meat curry came off the fire about that time. You ought to have seen Gen. Pinkney, Joe, when—"

"Sit down here a moment, Dele," said Joe. He drew her to the couch, sat beside her and put his arm across her shoulders.

"What have you been doing for the last two weeks, Dele?" he asked.

She braved it for a moment or two with an eye full of love and stubbornness, and murmured a phrase or two vaguely of Gen. Pinkney; but at length down went her head and out came the truth and tears.

"I couldn't get any pupils," she confessed. "And I couldn't bear to have you give up your lessons; and I got a place ironing shirts in that big Twenty-fourth street laundry. And I think I did very well to make up both General Pinkney and Clementina, don't you, Joe? And when a girl in the laundry set down a hot iron on my hand this afternoon I was all the way home making up that story about the meat dish. You're not angry, are you, Joe? And if I hadn't got the work you mightn't have sold your sketches to that man from Peoria."

"He wasn't from Peoria," said Joe, slowly.

"Well, it doesn't matter where he was from. How clever you are, Joe -and what made you ever suspect that I wasn't giving music lessons to Clementina?"

"I didn't," said Joe, "until to-night. And I wouldn't have then, only I sent up this cotton waste and oil from the engine-room this afternoon for a girl upstairs who had her hand burned with a smoothing-iron. I've been firing the engine in that laundry for the last two weeks."

"And then you didn't—"

"My purchaser from Peoria," said Joe, "and Gen. Pinkney are both creations of the same art—but you wouldn't call it either painting or music."

And then they both laughed.

*Adapted from O. Henry's 'A Service of Love' by Shefali Ray*

### 14.3.2. Glossary

- |                   |   |  |
|-------------------|---|--|
| 1. atelier        | : | a room or a building where an artist works                       |
| 2. Wagner, Chopin | : | famous musicians of Europe                                       |
| 3. Rembrandt      | : | famous artist of Europe  |
| 4. secluded       | : | quiet and private  |
| 5. pocketbooks    | : | wallets, reference to the financial position, here it means rich |
| 6. chafing dish   | : | a metal pan used for keeping food warm on the table              |



7. keep the chafing dish bubbling : have enough food on the table
8. elated : happy and excited
9. hustle : show aggression in doing something, here, work aggressively
10. court : try to please someone to get what one wants
11. cobblestones : small stones used to make the surface of roads
12. trump : as in playing cards, someone who is more valuable than the others
13. roast : meat or vegetable cooked directly over fire with not water
14. parlour : sitting room (old fashioned use)
15. skirting boards : narrow pieces of wood that are fixed along the bottom of the walls in a house
16. was game : ready and willing to do something new, difficult or dangerous
17. Hudson : a river that flows through New York

### 14.3.3 Reading Comprehension

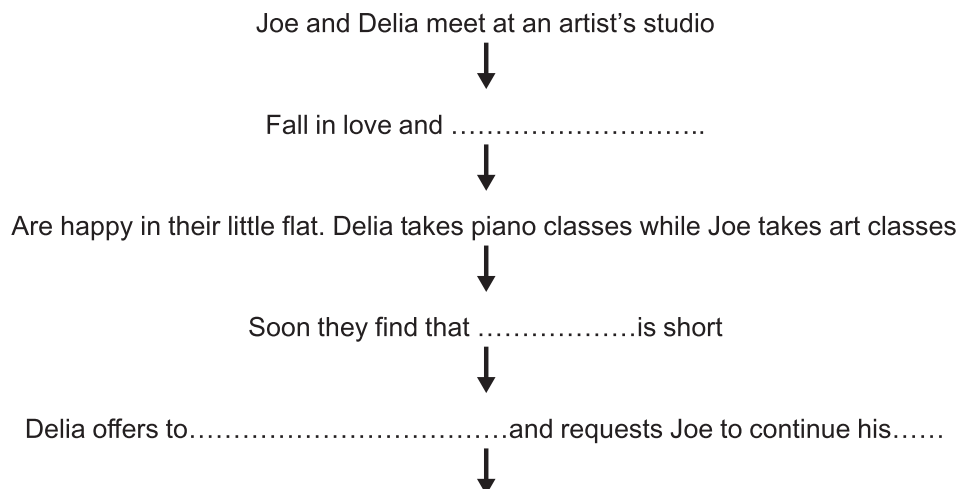
#### I. Understanding the basics of the text

Complete the following sentences with suitable words.

- The passage is a .....as it has .....and .....
- It must have been written at the .....
- The country the story is based in is .....as it refers to.....
- The main characters comprise .....
- The story ends happily for them as they can pursue their interests/learn of their deep love for each other. (Select one)

#### II. Understanding the story

- Given below is the story line with the major events. Complete the story line by inserting appropriate words to complete the story map.



Joe hesitates but .....



Delia says that .....

Joe says that.....



Delia brings home 15 dollars every week as fees from her supposed .....

Joe brings home ..... as payment for his .....



Believes that husband is .....

Believes that wife is .....



Actually irons clothes in a .....

Actually works in a laundry as .....



One day Delia ..... when a girl places a .....by mistake on her hand. Owner of the laundry sends for help. The furnace man sends up cotton waste and oil.

The same day Joe is told that a ..... He sends some cotton waste and oil for her.



Delia comes home with her hand in ..... She tells Joe that she burnt her hand when .....



Joe notices the cotton and recognizes it as the same ..... which he had sent for the ..... He asks her if

she really was giving .....



At last Delia breaks down and tells him..... Joe too tells her that he had not been.....but had been working as a .....in the same .....



They discover that each had been telling the other lie and working hard at menial jobs so that the other could carry on with his or her Art.

They are happy to learn how much they .....

**III. Responding to the text**

Answer these questions briefly.

1. Why did Joe and Delia have to lie to each other about the jobs they were doing?  
.....  
.....
2. Would you call Joe and Delia deceptive or creative in the way they hid their real occupation from each other? Discuss.  
.....  
.....
3. Explain the significance of the title of the story. If you wished to give it another title what would it be?  
.....  
.....

**IV. Understanding words in context**

Find the following words from the passage.

1. A word in Paragraph 2 which means the same as 'fell in love with each other'.  
.....
2. A word in Paragraph 8 that means the same as 'going around and talking to people'.  
.....
3. A group of words in Paragraph 10 that means 'stop worrying'.  
.....
4. A word in Paragraph 19 which means the opposite of 'dejectedly or sadly'.  
.....
5. A word in Paragraph 20 which means the same as 'tiredly'.  
.....
6. A word in Paragraph 33 which means the same as 'painting of a park'.  
.....

---

**14.4 Vocabulary**

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**14.4.1 Homonyms**

---

Look at the following sentences from the story.

**A**

- .....they( Joe and Delia) met at an atelier where a number of art and music students had gathered to discuss Wagner, Rembrandt, Waldteufel, Chopin, in other words, musicians, artists and different aspects of these fine arts.
- Joe was painting in the class of the famous artist Magister, whose fees were high but lessons light.

In the first sentence under A, the word 'fine' here is an adjective which qualifies the noun 'art'. 'Fine' can also be used as noun when some amount of money is to be paid as a mode of punishment.

The court imposes a fine.

In the second sentence the word 'light' can be used as an adjective meaning 'not heavy' or as a noun meaning the phenomenon of light that comes from the sun, candles, electric bulbs etc.

Both the words have the same spelling but have different meanings. Here they have the same pronunciation too. In some cases words may have the same spellings but different pronunciation as in these sentences.

- Tears rolled down the cheeks of the audience as the character sang a sad song. (Pronounced like 'clear')
  - Don't tear the ticket now. We might need to show it later. (Pronounced like 'hair')
- Such words fall under the term homonyms and are called homographs.

## B

- For two or three days she went out canvassing for pupils. (canvass)
- I'm to give three lessons a week.

The word 'canvass' in the first sentence means to talk to people to convince them as one does before the elections. Another word 'canvas' has the same sound but is a noun meaning a strong, heavy, rough material used to make tents.

Similarly the word 'weak' meaning 'not strong' is pronounced like the word 'week' meaning the unit of seven days.

Such words that have the same pronunciation but different spellings and different meanings are called homophones.

Both homographs and homophones come under the category of homonyms.

### 14.4.2 Homographs

#### ***I. Read aloud the sentences given below. How would you pronounce them? elect a word similar in pronunciation from the ones given in brackets.***

1. Yesterday there was a live performance of Kishori Amonkar at the Albert Hall. My brother could watch it as he lives in New York. (hive/give)
2. Let me read the book aloud to you. I am sure you have not read it before. (bed/bead)
3. Remember to bow before the leader and hand him the box with the blue bow on it. (how/show)
4. 'Leading Metals' will lead the market in the sale of lead pipes. (need/head)
5. The show had to be stopped as there was a row over seats in the back row of the hall. (show/how)
6. The men wound a rope around the box and then lowered it gently. (sound/pruned)

#### ***II. Complete the sentences by using appropriate words from the box. Remember to make the necessary changes.***

<i>table</i>	<i>down</i>	<i>tip</i>	<i>book</i>	<i>fair</i>	<i>bill</i>	<i>fine</i>	<i>mean</i>	<i>bear</i>
--------------	-------------	------------	-------------	-------------	-------------	-------------	-------------	-------------

1. The police have begun to .....down on defaulting traders. Many of them were ..... by the police for keeping their shops open after closing time. They were let off after paying a .....and promising to .....their shutters at 8 p.m. sharp.
2. The .....has been .....at the meeting today. The coming of the new bill would ..... that common persons will not be harassed by .....traders who begin to hoard whenever any goods are in short supply. Meanwhile based on a .....off from an NGO the authorities are going to raid some of the godowns.
3. I cannot ..... to see how hard some of our service-providers work. I always make it a point to..... them in addition to the normal payment. I do not .....to say that I am a philanthropist, only that I wish to be .....to all.

### 14.4.3 Homophones

#### I. **Select the correct words to complete the sentences.**

1. This bag is made of .....cloth. You can put it to rough use. (course/ coarse)
2. The answer is quite ..... The management does not wish to extend the retirement age. (plain/plane)
3. The man left almost nothing for his nephew who was also his..... (dependent/dependant).
4. Don't leave the window open. A .....of mosquitoes will enter as soon as it becomes dark. (horde/hoard)
5. Mr. Nautiyal's ..... in life has been to stand up against injustice and encourage others to do so. (principal/principle)
6. Smoking is not .....in any of our public places. (aloud/allowed)

### 14.5. Grammar

#### 14.5.1 Participial Phrases

A participle is a word formed from a verb, ending in –ing (the Present Participle) or –ed, –en (the Past Participle). A participle functions as an adjective and is not used with an auxiliary.

- Many young men and women from the remote villages came seeking admission to the Open University.
- People went away laughing at his jokes.

The pattern here is Subject +Verb+ Participle/participle phrase

#### A. **Complete the following sentences with appropriate participles. Notice the verbs in the sentences.**

1. The old man went away..... the money in his hands .(count)
2. She just stood ..... at the departing train. (stare)
3. Many people lay ..... under the rubble after the earthquake. (trap)
4. The flood waters rose ..... the lives of humans and livestock. (threaten)

5. The girls arrived .....and .....each other. (giggle, push)
6. Many travellers could be seen .....midway due to the landslide. (strand)
7. The dancers danced .....round and round with the music. (turn)
8. The helicopters flew .....over the forest in search of survivors. (circle)

**B. Now look at this sentence from the passage: Joe .watched Delia trying her best to hide the truth.**

Here the participle comes after the object. The pattern here is  
Subject+Verb+Object+Participle.

- Everyone looked at the building collapsing right before their eyes.  
Complete the sentences with appropriate participles
1. I did not see the car..... from the other direction. (come)
  2. The spellbound audience watched the acrobat .....the dive. (perform)
  3. People rushed to watch their leader .....his first address as President. (deliver)
  4. The crew on the ship heard the sea waves .....on the decks. (crash)
  5. The boy noticed something .....in the mud of the river. (shine)
  6. They could see the light .....brighter as they reached the end of the tunnel. (become)

**C. Look at this sentence now.**

The train entering the station is the Dehradun Shatabdi.

Here the participle comes after the noun and tells us something more about it.

Complete these sentences with appropriate participles using the verbs given below.

**bear pass gleam rush treat push**

1. The doctor .....my brother is a renowned surgeon.
2. The young men and women .....to the venue are all late comers.
3. The mountain peak .....in the morning sun is the Trishul.
4. All vehicles .....through this highway need to get their papers checked.
5. The jersey .....the tri-colour on its sleeve is ours.
6. The nurse .....the patient's wheel chair is Sister Maria.

**D. Let us look at another function of the participle**

We went fishing in the waters of Alaknanda.

Complete the following using appropriate participles after the verb.

1. We shall go .....in the hills near Lansdowne. (trek)
2. Last year about twenty persons went .....from the city. (miss)
3. In no time the glacier went .....down the mountain slope. (slide)

4. Children from our club go rock.....every summer. ((rock+ climb)
5. It is not safe to go .....in the sea. There may be sharks in it. (swim)

**E. Sometimes the Participle is the complement of the object of the verb.**

When she reached home she found the baby sleeping in its cot.

Here the baby is the object of the verb 'found' and 'sleeping' is the complement of the object.

Complete the sentences by using suitable Verbs from the box and the Participial forms (Present or Past) of the verbs given in brackets.

<i>discover</i>	<i>find</i>	<i>notice</i>	<i>see</i>	<i>spy</i>	<i>observe</i>
-----------------	-------------	---------------	------------	------------	----------------

1. The archeologist .....some fragments of ancient pottery .....in a trench by the hillside. (lie)
2. As we sailed on we .....a ship .....a black flag with a skull and bones on it.. We were frightened. (fly)
3. The nurse .....the patient's eyelids .....feebly. (twitch)
4. We .....the garden .....and .....the next morning. (water, sweep)
5. I .....Meena .....to herself. I knew she was planning some mischief. (smile)
6. A passerby.....the thief.....the house through a window. (enter)

## 14.6 Writing

### 14.6.1 Writing a book review

The main purpose of a review is to give information to potential readers so that they can decide whether or not they want to read the book.

Here are a few guidelines that would help you in writing a review of a storybook.

- Read the book you are reviewing more than once
  - Make notes on the following aspects-
  - What kind of a book is it? (Historical/romantic/mystery/adventure/dealing with a social issue etc.)
  - What happens in the story?
  - Who are the main characters?
  - What is the main theme of the book? (What is the author's viewpoint?)
  - Is the book interesting to read?
  - Would you recommend this book to others?
- Organize your ideas in the following pattern.
  - Paragraph 1-Introduction ( Give your general comments about the book)

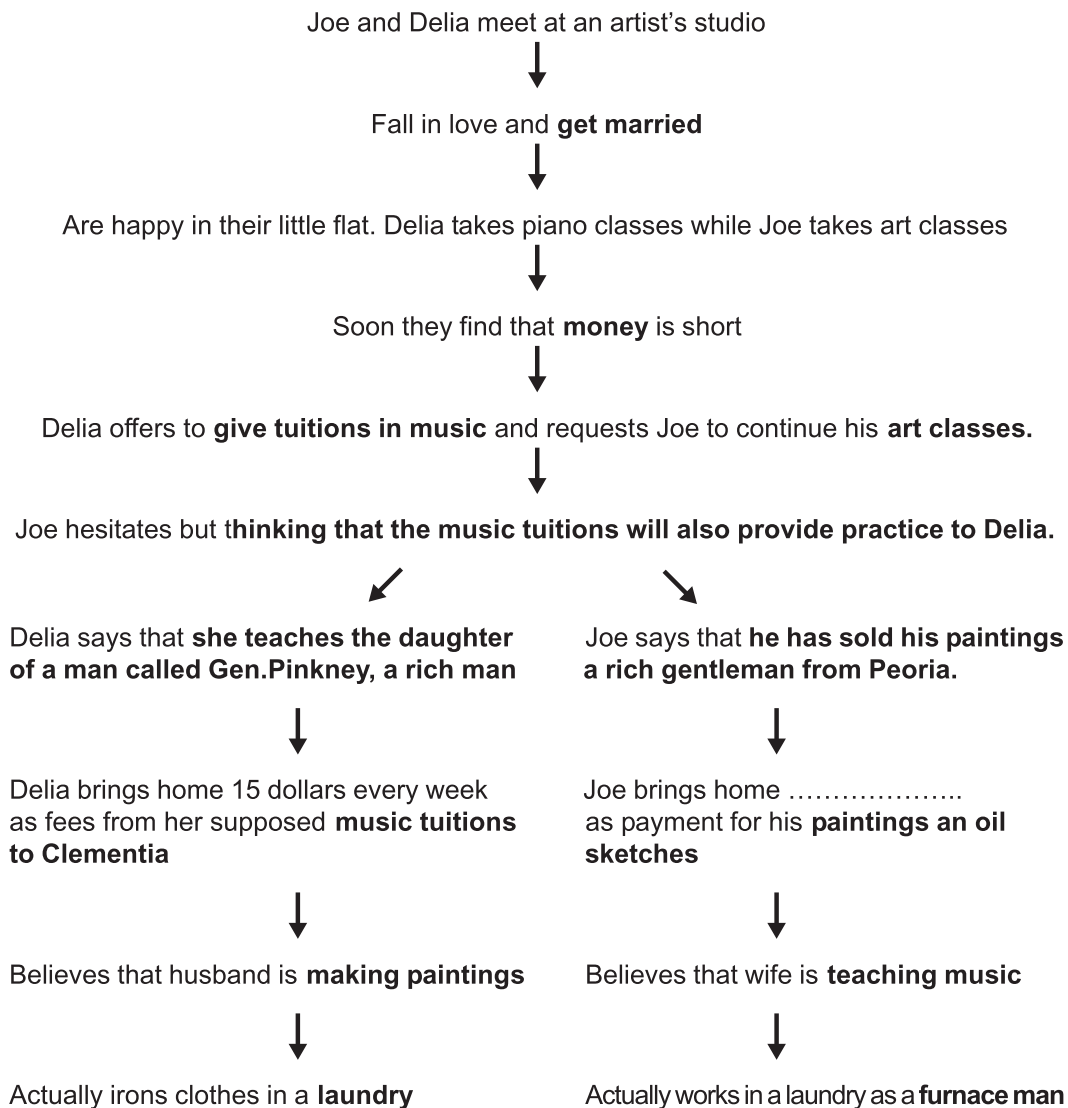




4. Meera Bai- devotion to her god
5. Ali Akbar Khan- contribution to the world of music
6. Vinoba Bhave- support to the cause of the poor and the downtrodden

### 14.3.3 Reading Comprehension

- I. Understanding the basics of the text  
Complete the following sentences with suitable words.
  1. The passage is a **story** as it has **characters** and **events**.
  2. It must have been written at the **end or beginning of the 20<sup>th</sup> century**.
  3. The country the story is based in is **United States** as it refers to **dollars**.
  4. The main characters comprise **Joe and his wife Delia**.
  5. The story ends happily for them as they **learn of their deep love for each other**.
- II. Understanding the story
  1. Given below is the story line with the major events. Complete the story line by inserting appropriate words to complete the story map.





Joe and Delia loved each other. Each wanted the other to be happy and be able to pursue his or her art, as they both loved their art. Joe loved his painting while Delia loved her music. Each of them made a sacrifice so that the other would be able to carry on with their art. It was a service they did to their love for each other.

All for Love/For each other/A Love Story etc. can be alternate titles.

## II. *Understanding words in context*

Find the following words from the passage.

1. A word in Paragraph 2 which means the same as 'fell in love with each other'.  
enamoured
2. A word in Paragraph 8 that means the same as 'going around and talking to people'.  
canvassing
3. A group of words in Paragraph 10 that means 'stop worrying'.  
smooth out that wrinkle between your brows
4. A word in Paragraph 19 which means the opposite of 'dejectedly or sadly'.  
triumphantly
5. A word in Paragraph 20 which means the same as 'tiredly'.  
wearily
6. A word in Paragraph 33 which means the same as 'painting of a park'.  
parkscape

### 14.4.2 Homographs

#### *I Read aloud the sentences given below. How would you pronounce them? Select a word similar in pronunciation from the ones given in brackets.*

1. Yesterday there was a live **(1)** performance of Kishori Amonkar at the Albert Hall. My brother could watch it as he lives **(2)** in New York.
2. Let me read **(2)** the book aloud to you. I am sure you have not read **(1)** it before.
3. Remember to bow **(1)** before the leader and hand him the box with the blue bow **(2)** on it.
4. 'Leading Metals' will lead **(1)** the market in the sale of lead **(2)** pipes.
5. The show had to be stopped as there was a row **(2)** over seats in the back row **(1)** of the hall.
6. The men wound **(1)** a rope around the box and then lowered it gently.

#### *II Complete the sentences by using appropriate words from the box. Remember to make the necessary changes.*

1. The police have begun to **bear** down on defaulting traders. Many of them were **booked** by the police for keeping their shops open after closing time. They were let off after paying a **fine** and promising to **down** their shutters at 8 p.m. sharp.
2. The **bill** has been **tabled** at the meeting today. The coming of the new bill would **mean** that common persons will not be harassed by **mean** traders who begin to hoard whenever any goods are in short supply. Meanwhile based on a **tip-off** from an NGO the authorities are going to raid some of the godowns.

3. I cannot **bear** to see how hard some of our service-providers work. I always make it a point to **tip** them in addition to the normal payment. I do not **mean** to say that I am a philanthropist, only that I wish to be **fair** to all.

#### 14.4.3 Homophones

##### *I* **Select the correct words to complete the sentences**

1. This bag is made of **coarse** cloth. You can put it to rough use.
2. The answer is quite **plain**. The management does not wish to extend the retirement age.
3. The man left almost nothing for his nephew who was also his **dependant**.
4. Don't leave the window open. A **horde** of mosquitoes will enter as soon as it becomes dark.
5. Mr. Nautiyal's **principle** in life has been to stand up against injustice and encourage others to do so.
6. Smoking is not **allowed** in any of our public places.

#### 14.5. Grammar

##### 14.5.1 Participial Phrases

##### *A* **Complete the following sentences with appropriate participles. Notice the verbs in the sentences.**

1. The old man went away **counting** the money in his hands .
2. She just stood **staring** at the departing train.
3. Many people lay **trapped** under the rubble after the earthquake.
4. The flood waters rose **threatening** the lives of humans and livestock.
5. The girls arrived **giggling** and **pushing** each other.
6. Many travellers could be seen **stranded** midway due to the landslide.
7. The dancers danced **turning** round and round with the music.
8. The helicopters flew **circling** over the forest in search of survivors.

##### *B* **Complete the sentences with appropriate participles.**

1. I did not see the car **coming** from the other direction.
2. The spellbound audience watched the acrobat **performing** the dive.
3. People rushed to watch their leader **delivering** his first address as President.
4. The crew on the ship heard the sea waves **crashing** on the decks. (crash)
5. The boy noticed something **shining** in the mud of the river. (shine)
6. They could see the light **becoming** brighter as they reached the end of the tunnel.

##### *C.* **Complete these sentences with appropriate participles using the verbs given below.**

<i>bear   pass   shine   rush   treat   push</i>
--

1. The doctor **treating** my brother is a renowned surgeon.

2. The young men and women **rushing** to the venue are all late comers.
3. The mountain peak **gleaming** in the morning sun is the Trishul.
4. All vehicles **passing** through this highway need to get their papers checked.
5. The jersey **bearing** the tri-colour on its sleeve is ours.
6. The nurse **pushing** the patient's wheel chair is Sister Maria.

**D. Complete the following using appropriate participles after the verb.**

1. We shall go **trekking** in the hills near Lansdowne.
2. Last year about twenty persons went **missing** from the city.
3. In no time the glacier went **sliding** down the mountain slope.
4. Children from our club go rock-**climbing** every summer.
5. It is not safe to go **swimming** in the sea. There may be sharks in it.

**E Complete the sentences by using suitable Verbs from the box and the Participial forms (Present or Past) of the verbs given in brackets.**

1. The archeologist **discovered** some fragments of ancient pottery **lying** in a trench by the hillside.
2. As we sailed on we **spied** a ship **flying** a black flag with skull and bones on it. We were frightened.
3. The nurse **observed** the patient's eyelids **twitching** feebly.
4. We **found** the garden **watered** and **swept** the next morning.
5. I noticed Meena smiling to herself. I knew she was planning some mischief.
6. A passerby **saw** the thief **entering** the house through a window.

#### 14. 6 Writing

##### 14. 6.1 Writing a book review

You would need to follow the guidelines and ensure that:

1. you have included only the major points in the book review
2. used the present tense
3. used suitable beginnings for your paragraphs
4. used suitable connectors to link one idea with another or one paragraph with another
5. there are no gaps or repetition in your book review

#### 14.8 References/Bibliography

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  5. Hornby, A.S, 2010, Oxford Advanced Learner's Dictionary, Oxford University Press, Great Clarendon Street, Oxford.
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**14.9 Suggested Reading**

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1. The Gift of the Magi by O Henry
2. Idgah by Munshi Premchand

## **Block - 5**

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## **Unit 15 DIRECT AND INDIRECT SPEECH**

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**15.1 Introduction**

**15.2 Differences between Direct and Indirect speech**

**15.2.1 Reporting Verb & Reported Speech**

**15.2.2 Changing from direct to indirect**

**15.3 Rules for Changing Direct to Indirect Speech**

**15.3.1 Points to remember**

**15.3.2 Test yourself**

**15.4 Changing sentences with reporting verb in past tense**

**15.4.1 Points to remember**

**15.4.2 Test Yourself**

**15.5 Changing sentences having universal truth**

**15.5.1 Test yourself**

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**15.6 Interrogative Sentences**

**15.6.1 Test Yourself**

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**15.7.1 Points to Remember**

**15.7.2 Test Yourself**

**15.7.3 Test Yourself**

**15.8 Exclamatory Sentence**

**15.8.1 Points to remember**

**15.8.2 Test Yourself**

**15.9 Optative Sentence**

**15.9.1 Test Yourself**

**15.9.2 Revision I**

**15.9.3 Revision I**

**15.1: Introduction**

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In the technologically advanced world of today you will find that people talk a lot. In fact, this begins right from the morning till one goes to bed. Throughout the day we meet so many people and have to talk to them. While on many occasions you talk but on other occasions, you listen. During conversation, meeting, classroom situation or also during other speaking situations, you have either to ask or answer, explain or convince, sympathize or show anger. At times you are asked to narrate a story or to give an account of what you had read in the previous class. In all such situations you either make your speech or report others' speech. To be more clear, either you speak your words or report other's words. This is called narration. Let us look at the two expressions:

- a. The teacher said to Ravi, "Have you submitted the report?"
  - b. The teacher asked Ravi if he had submitted the report.
- 

**15.2 Differences between direct and indirect speech**

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In the first sentence the teacher's words have been put in the same way as spoken by the teacher. The use of inverted commas denotes that the sentence was spoken by the teacher. In the second sentence, the teacher's words have been reported by some body else. The inverted commas have been removed and tense and pronouns have been changed. What difference do you find between these two sentences? Do you find any change in meaning? No, the only difference you find is that of structure. The first sentence as it is put directly is Direct speech. While the second sentence says the same thing but indirectly. Hence the second sentence is an example of Indirect speech.

A sentence of Direct speech is changed into indirect speech not only by removing the inverted commas. The verb and tense also have a role to play in this change. In addition, there are other things too that matter. The change also varies from sentence to sentence. Since the sentence mentioned in the example is that of Interrogative, inverted commas have been replaced by *if* or *whether*. In other sentences inverted commas are replaced by *'that'*.

Let's take some other examples:

1. Direct: He says, "I am feeling upset."  
Indirect: He says that he is feeling upset.
2. Direct: She said to him, "I hate dishonest people."  
Indirect: She told him that she hated dishonest people.

In both the examples, we find that the meaning remains the same but structure is changed. What are these changes?

- a. Inverted commas are replaced by *'that'*.
- b. Verbs are changed (said-told, said-asked)
- c. Tense of Reported Speech is also changed.

Before we go for these changes in detail, let us understand Reporting Verb & Reported Speech.

**15.2 .1: Reporting Verb & Reported Speech**

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Reporting Verb is the verb in which the speaker speaks. In most of the cases, it is *say*, *will say* or *said* etc.

What the speaker speaks is Reported speech. Reported speech is always put under inverted commas.

He says, "It is raining."

He said, "It never pours but rains."

In the sentences above, says and said are Reporting verbs while "It is raining" and "It never pours but rains" are reported speeches.

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### 15.2.2: Changing from direct to indirect

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You might get curious how these changes are made. Actually, the purpose of changing from direct to indirect is not to change the content but only the style. This can be done with the help of certain rules. As in our everyday life, we come across different types of sentences; there are different rules to make these changes. While changing from direct to indirect terms like Reporting Verb and Reported Speech get more prominent.

The major changes, as discussed earlier, take place in terms of Reporting verb and reported speech, the types of sentences have also a role to play.

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### 15.3: Rules for Changing Direct to Indirect Speech

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**Rule 1:** When the reporting verb is in the present or future tense, the tense of the verb in the Reported Speech is not changed at all.

Mukta says, "I am late for the class."

In: Mukta says that she is late for the class.

Rahul says to Mitali, "I shall work hard to pass this year."

Rahul tells Mitali that he will work hard to pass this year.

The teacher says to students, "I am evaluating your answer scripts."

The teacher tells the students that he is evaluating their answer scripts.

The conductor will say to us, "I am waiting for you".

The conductor will tell that he is waiting for us.

He says to me, "Harsh is the topper of my class."

He tells me that Harsh is the topper of his class.

In all these sentences, you find that the tense of the reporting verb is not changed. But the verb of the reported speech should agree with their subjects.

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#### 15.3.1 Points to remember

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1. If the subject of the reported speech is ' I /you' , it is changed according to the subject of the reporting verb.
2. But if the subject of the reported speech is 'he/she/it/they/Rahul' , there is no change at all.
3. Pronouns are changed according to the object and their meaning.

Mr. Bose says to his friends, "It is time for me to take your leave."

Mr. Bose tells his friends that it is time for him to take their leave.

Garima says to me, "You should mind your own business."

Garima tells me that I should mind my own business.

You can see that the change of 'your' to 'their' in the first sentence and of 'your' to 'my' have been done according to the pronouns they refer to.

### 15.3.2 Test yourself

Change the following into Indirect speech:

1. Hari says, "I am going to Haridwar today."
2. Sarika says to Richa, "I shall not help you any more."
3. They say, "The clouds have disappeared."
4. Mridula says to her mother, "You should see my result before complaining."
5. Rama says to her son, "You must do your home work before you go to bed."
6. The warden says to the boys, "You will have to pay fine if you are late."
7. He says to him, "I can never trust you."
8. The teacher will say, "The result will reflect your performance."
9. They say to the old man, "we must help you by all means."
10. The principal will tell the clerk, "You never take your job seriously."
11. Mr. Das will say to his servants. "You are neglecting your duties."
12. Aruna says, "I have bought the house I live in."
13. Mr. Gaur says to the dealer, "I am tired of complaining every time."
14. Mr. Lahiri says to Shubham, "I am not your servant."
15. Brinda will tell the maid, "You always come with excuses."

### 15.4 Changing sentences with reporting verb in past tense

**Rule:** When the reporting verb is in the past tense, the tense of the reported speech is changed into corresponding past tense.

He said to me, "I am writing an application."

He told me that he was writing an application.

She said to Ruma, "You are being late."

She told Ruma that she (Ruma) was being late.

The principal said to his teachers, "Our students have performed well."

The principal told his teachers that their students had performed well.

#### 15.4.1: Points to remember:

Words denoting time and place also undergo changes. Hence one should remember the following changes while converting from direct to indirect.

Now	then
Today	That day
tomorrow	Next day
Yesterday	The previous day
ago	before
Early	late

Next day	following day
Thus	so
here	there
hence	thence

You will also find that in many cases, both the Reporting verb and the Reported speech are in the past tense. In such cases, we need to be careful while changing from direct to indirect.

**Rule:** If the reporting verb is in the past tense and the tense of the reported speech too is past, the changes are done as under:

Simple into Continuous &

Continuous into Perfect Continuous.

We shall look at examples to be more sure.

The principal said, "I returned from Haldwani yesterday."

The principal said that he had returned from Haldwani the previous day.

Hari said to the admission officer, "I missed first division by two marks."

Hari told the admission officer that he had missed first division by two marks.

Mr. Choudhary said to the doctor, "I was suffering with fever since last week."

Mr. Choudhary told the doctor that he had been suffering with fever since last week.

Ranjit said to his mother, "I got a hundred rupee note on the way to the temple."

Ranjit told his mother that he had got a hundred rupee note on the way to the temple.

#### 15.4.2 Test Yourself

Change the following into indirect speech:

1. He said to us, "We are coming today."
2. Harish said, "It may rain today."
3. The sage said, "There will be a drought this year."
4. The CEO said to his employees, "Our company has been rated as the market leader."
5. Mr. Sinha said, "I have written a letter to the secretary today."
6. Mrs. Verma said to me, "Your son will make you proud soon."
7. The minister said, "All the slums will be replaced by pucca houses soon."
8. The old man said, "I fail to understand the government policies."
9. The writer said, "You can send your suggestions to me."
10. The postmaster said to postman, "I do not want to listen any complaint about the delivery of letters and money orders."
11. Prakash said to his wife, "You should cut down on expenses these days."
12. He said to his elder brother, "I am going to Ahmedabad for an interview."
13. The maid servant said to the landlady, "There is no milk left for tea."
14. The landlady said, "You can also make lemon tea at times."

15. The leader said, "I am fighting as an independent candidate."
16. The lawyer said to the client, "You should state everything plainly."
17. The gardener said to us. "We are born only to grow beautiful flowers but to pluck them."
18. The jailor said to the prisoner, "Your manners do not make you a culprit."
19. The successful candidate said to his friends, "When you win, even your critics become your friends."

---

**15.4.3: Change the following into indirect speech:**

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1. Gopi said to her friend, "I found you sleeping when it was eight."
2. He said to me, "I was absent in the last class."
3. The poet said to me, "I lost my teeth not in accident but because of excessive betel chewing."
4. Mili said to the shopkeeper, "You gave me the wrong packet."
5. Mohua said to the postman, "You came when we were out of station."
6. The historian said to the pilgrims, "You didn't see the caves earlier."
7. The minister said, "Floods devastated our locality which was once so grand."
8. The landlady said to the tenant, "Your last payment too was delayed."
9. The scholar said to his supervisor, "The paper you gave yesterday was lost somewhere."
10. He said to me, "I left the station when the train was out of sight."
11. The poet said in a light mood, "I played with fire when I was a child."
12. The principal said to Gajendra, "I didn't see you yesterday in the assembly."
13. Mala said to her mother, "My friend Arti got married last month."
14. The judge said to the culprit, "Your statement did not satisfy me."
15. The ticket collector said, "Your train went yesterday"
16. The supervisor said to his employees, " I didn't find anyone in the office when I came back from the round."
17. Thomas said to his peon, "You son met me in the marketplace."
18. The guard said to the DRM, "I had seen something on the track but couldn't believe it was a bomb."
19. The pilot said to his crew, "I was not prepared to fly the plane yesterday."
20. My neighbour said to me, "The courier boy did not deliver me the consignment though I made frequent requests."

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**15.5: Changing sentences having universal truth**

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Sometimes you will come across sentences whose essence is so true that its structure too cannot be changed. The information in such sentences is universally true.

**Rule:** If the reported speech is a matter of universal truth, it does not undergo any change in terms of tense. Only the bare essential like replacement of inverted commas by 'that' takes place.

The priest said, "God doesn't live amid bricks and walls but inside us."

The priest said that God doesn't live amid bricks and walls but inside us

The poet said, "Beauty is truth and truth beauty."

The poet said that beauty is truth and truth beauty.

My neighbour said to Harish, "Those who live in glass houses should not throw stones."

My neighbour told Harish that those who live in glass houses should not throw stones.

---

**15.5.1: Test yourself**

Change the following into indirect speech:

1. The teacher said, "Honesty is the best policy."
2. The mother said to the child, "Labour never goes in vain."
3. The king said to his courtiers, "Uneasy lies the head that wears the crown."
4. The priest said, "It often takes time for truth to triumph."
5. The grandmother said, "Slow and steady wins the race."
6. The judge said to the culprit, "Justice does not discriminate between the rich and the poor."
7. The science teacher said, "Every action has an equal and opposite reaction."
8. My father said, "The Taj Mahal is one of the seven wonders of the world."
9. He said, "The brave alone deserve the fair."
10. Malti said to her younger brother, "Time does not wait for any one."
11. Keats said, "A thing of beauty is a joy for ever."
12. Rajat said, "Love is blind."
13. Abhyu said to his sister, "Hard work is the key to success."
14. The sage said, "Man proposes god disposes."
15. The philosopher said, "Silence speaks more than words."
16. The saint said to us, "What is lotted cannot be blotted."
17. My mother said to me, "God has his design on all that we do."
18. Mr. Malhotra said to his daughter, "Whenever you are sad, believe that the Almighty is designing something good for you."
19. Shiva said to Shankara, "True friendship never dies."
20. The worshipper said, "Those who wait for divine justice get it always."

---

**15.5.2: Test yourself**

Change the following into direct speech.

1. He told his friends that he had not lost hope yet
2. The commander told the soldiers that their camp had been attacked.
3. The librarian told Ravi that the book she wanted was either issued or lost.

4. The priest said that all of us have some divine sparks within.
5. The principal told his students that he had made seventy percent attendance compulsory for every student from the coming semester.
6. Purna told her parents that she was ready to go to the hostel.
7. The nurse told the doctor that the case was critical.
8. The tourist told his friends that Nainital was his all time favorite tourist place.
9. The invigilators warned the students that anyone was found with cell phones in the examination hall would be sent back.
10. My mother told me that God does not distinguish between the rich and the poor.
11. The shopkeeper told Ragini that he had forgotten to send few things that she had ordered.
12. The author said to the publisher that the printing errors hurt him and he was shocked.
13. The typist said that she had taken every care to avoid typing errors.
14. Mr. Prasad said to his secretary that the interview letters had not been sent to all the short listed candidates.
15. The director told the laboratory in-charge that he should have handed over the charge to the new in-charge the following day.
16. Maya said that she had made all the arrangements before the guests came.
17. The teacher said that she had submitted the grades in time.
18. Narendra told me that the finance secretary had not approved the bill till yesterday.
19. The conductor said to the passengers that the bus couldn't go further as there was a road blockage.
20. The passengers told the conductor that they wanted their fare back.

#### 15.6: Interrogative Sentences

You will discover that at times you come across sentences through people either ask questions or show their eagerness. Such sentences are most often in Interrogative and end with marks of Interrogation. You can have a look at these sentences:

The mother said to her son, "Will you go to school today?"

The son said to his mother, "When will the school bus come?"

Though both the sentences are Interrogative, they differ in nature. The answer to the first question can be either yes or no. Such a sentence is called yes-no interrogative.

The answer to the second question will be an explanation. Such a sentence is called Wh-questions and often begin with why, when, where, who etc.

**Rule-** If the Reported speech is an Interrogative sentence, we have to make the following changes:

- a. Reporting verb say/said is changed into ask/asked or enquire/enquired of
- b. Inverted commas are removed but not substituted by 'that'
- c. If/whether is added before reported speech in case of wh-question
- d. Interrogative form is changed into assertive and the sentence ends with a period.



You will learn more by looking at the examples given below:

Ravi said to his mother, "Is father on leave today?"

In- Ravi asked his mother whether father was on leave that day.

Harish said to the clerk, "When can I deposit my late fee?"

Harish enquired of the clerk when he could deposit his late fee.

My neighbour said to me, "Have you paid the last month's electric bill?"

My neighbour asked me if I had paid the previous month's electric bill.

She said to me, "Didn't you go to the temple yesterday?"

She enquired of me if I had not gone to the temple the previous day.

---

### 15.6.1: Test Yourself

Change the speech of the following:

1. The driver said to me, "Should I drive fast, sir?"
2. Divya said to her teacher, "Is technology not interfering with our lives?"
3. Ankur said to me, "Why are you becoming lazy day by day?"
4. Meetu said to her mother, "Should you not put my share when I am absent?"
5. Suman said to Seema, "Why do you never understand my point?"
6. They cried in despair, "Do we not bleed when you prick us?"
7. The conductor said to the passenger, "Can't you give me a smaller note?"
8. "Are you coming to the college today?" said the head clerk to the principal.
9. "Have you paid the bill?", said the waiter to the customer.
10. The doctor said to the patient, "Why don't you take the medicine in time?"
11. The boy asked the teacher if Gandhiji's childhood name was Mohandas.
12. The historian asked the native people whether there was anyone who could tell him about the history of the fort.
13. Mr. Verma asked me how many books I had written.
14. The judge asked the culprit what made him kill the poor people.
15. The little boy asked the priest if God really existed.

---

### 15.7: Imperative Sentences

There are many sentences that begin with a verb. Such sentences are called Imperatives. In your everyday life too you often give commands, orders or make requests. Look at the following:

Do it now.

Call your father.

Bring me some tea.

Lend me your ears.

Be patient, please.

All these sentences mentioned above are parts of order, request, command, warning, advice etc.

**Rule:** If the Reported Speech is an Imperative sentence, Reporting Verb is changed as per the intention of the speaker. Imperative is replaced by 'to' and the message of the Reported Speech is added.

The following examples will help you learn better:

Ravi said to his servant, "Close all the doors before it gets dark".

Indirect: Ravi ordered his servant to close all the doors before it got dark.

The hostess said to the guest, "Have some sweets, sir."

Indirect: The hostess requested the guest to have some sweets.

The doctor said to the patient, "Take your medicine in time."

Indirect: The doctor advised the patient to take his medicine in time.

### 15.7.1 Points to Remember

If the Reported Speech is negative, either 'not to' or 'forbade' is added.

Suyash said to his sister, "Do not play in the sun."

Indirect: Suyash told his sister not to play in the sun.

The doctor said to the patient, "Don't take alcohol if you want to live longer."

Indirect: The doctor forbade the patient to take alcohol if he wanted to live longer.

### 15.7.2: Test Yourself

Change the following into indirect speech:

1. Ravi said to Raka, "Return before it gets dark as you are new to this town."
2. My father said to me, "Never show disrespect to your teachers."
3. He said to me, "Wait for me at the station till 7.30 pm."
4. Hansa said to her mother, " Don't forget to close the door."
5. Sapna said to her father, " Bring me a new coat this winter."
6. The headmistress said to the students, "Submit your assignment in time or the sessionals will be late."
7. The superintendent said to the warden, "Don't give the prisoners any rigorous job."
8. The class teacher said to the monitor, "Don't allow anyone to leave the class before the teacher comes."
9. My friend said to me, "Cut your coat according to your cloth."
10. The trainer said to the trainees, "Never run fast or you will be tired soon."
11. The director said to the cameraman, "Cut this scene soon."
12. The landlady said to the tenant, "Pay your rent in time."
13. The editor said to the reporter, "Revise everything before it is finalized."
14. The typist said to me, "Please write clearly to avoid confusion."
15. The manger said to the customer, "Put your signature in my presence."
16. The doctor said to the nurse, "Arrange everything in the operation theatre soon."
17. The manager said to the clerk, "Book a deluxe room for Mr. Sinha and send him an e-mail."

18. The invigilator said to the examinees, "Submit your answer scripts soon."
19. The T.T.E said to the passenger, "Please go to the general coach or you will be fined."
20. The principal said to Raina, "Get a clearance certificate from all labs before you ask for a certificate."

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**15.7.3: Test Yourself**

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Change the following into direct speech:

1. Abhyu requested me to buy him the suit he wanted.
2. The sage requested the people not to rely on strangers.
3. Hansa told her father not to forget her while distributing the family property.
4. The principal advised students not to leave anything for the following day.
5. Suman warned Seema to be careful while spending.
6. The swami instructed his devotees to avoid fast food if they wanted to keep fit.
7. Hari requested his friend to help him in completing all the assignments before it got late.
8. The culprit requested the judge to be merciful as he was not involved in the crime.
9. Mr. Mishra ordered Ramu to clear away all the dirt from the office premises.
10. Malini prayed to God to help her overcome the tragedy.
11. Mr. Singh ordered Raghu to stick no bills on the department walls.
12. Rajni told her children not to move on the road as there was a heavy traffic.
13. The doctor warned him not to smoke otherwise his chances of recovery were less.
14. The fortune teller told him to be careful while trusting anyone.
15. The witches told Macbeth not to be worried about earthly creatures.
16. The maintenance chief advised everyone to be careful while allowing any vendor in the campus.
17. The librarian told the students to keep the books in the same stack from where they had taken.
18. The Superintendent ordered the assistant to report everything clearly.
19. The director ordered the head clerk to advertise three posts of engineers soon.
20. Rupam requested the director to give her some more time to join her duties.

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**15.8: Exclamatory Sentence**

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Sometimes you come across sentences which reflect the intensity of your inner feeling even with one word, such as hurrah, bravo, alas, oh, ah, etc. Such sentences are Exclamatory ones. You have to be careful while changing these sentences from direct to indirect.

**Rule:** If the reported Speech is in Exclamatory sentence, the reporting verb is changed into exclaim with delight/despair/sorrow/joy/surprise depending upon the meaning of the exclamatory word.

The captain said, "Hurrah! We have won the World Cup."

---

In: The captain exclaimed with delight that had won the World Cup.

The old man said, "Alas! I am undone."

The old man expressed with sorrow that he was undone.

---

**15.8.1: Points to remember**

Sometimes exclamations expressed are not very clear. In such cases, you have to be extra careful while changing into indirect speech. Look at the following examples:

The beautician said, "What a beautiful girl she is!"

In: The beautician exclaimed with admiration that she was a very beautiful girl.

The beggar said, "How lucky have I been!"

In: The beggar exclaimed with delight that he had been very lucky.

He said, "Enough!"

In: He exclaimed that it was enough.

---

**15.8.2: Test yourself**

Change the following into indirect speech:

1. He said, "Alas! The old lady is ruined."
2. He said, "What a fool I am!"
3. Raju said, "What a brilliant idea!"
4. The captain said, "What a narrow escape!"
5. She said to her friends, "What a delectable dish!"
6. The old man said, "Oh! That I could be a child again!"
7. She said to me, "Good night!"
8. The soldier said to his countrymen, "Farewell!"
9. He said, "What a fall."
10. He said, "O that I were young again!"
11. The boy said to his teacher, "Wish you a happy journey!"
12. My friend said to me, "Congratulations!"
13. The old man said, "O that one could never die!"
14. Sarita said, "How fortunate I have been!"
15. Harish said, "O that I were a king!"

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**15.9: Optative Sentence**

You also come across some sentences where you express your feelings but seek divine support from the Almighty. Such sentences are called optative sentence.

**Rule:** If the reported speech is in optative sentence, the Reporting Verb is changed into wished or prayed. Inverted commas are substituted by 'that'. The words denoting the wish (May) is changed into might.

He said to me, "May you live long!"

He wished that I might live long.

The sage said, "May God pardon all our sins."

The sage prayed that God might pardon all our sins.

They said, "Long live our friendship."

They wished that our friendship might live long.

### Test yourself

1. The old woman said to me, "May you be blessed with a son!"
2. The grandmother said to Sunaina, "May you touch the limits of the sky."
3. Prof. Jhamtani said to his son, "May God fulfil all your wishes."
4. Sunil said to Shabnam, "May your dreams come true."
5. The priest said, "May there be heaven on earth."
6. Mrs. Dollie said to her son, "May you secure a good rank in your examination."
7. Veerendra said to his younger brother, "May you succeed at UPSC in your first attempt."
8. The minister said, "May our country progress at a rapid pace."
9. The beggar said, "May you have a happy conjugal life."
10. The angry crowd said to the leader, "May you be defeated in the election."
11. The old woman said to the robbers, "May you go to hell."
12. My neighbour said to me, "May all your enemies become friends."
13. Sweta said to her friend, "May you be married to the boy of your choice."
14. The gardener said, "May the farmers prosper in all ages."
15. The judge said, "May truth triumph over all lies."

### Sentences beginning with 'Let'

You will also come across some sentences beginning with 'Let'. Such sentences also express your wish but you want to make others a part of your wish. While changing such sentences, you should keep the following in mind:

- a. Reporting verb is changed into proposed/ suggested
  - b. Reported speech comes after that and is preceded by should after subject
- The principal said to his colleagues, "Let us be sympathetic towards poor students."
- In: The principal proposed to his colleagues that they should be sympathetic towards poor students.
- The boy said to his father, "Let me buy a Nokia mobile Phone this year."
- The boy requested his father to let him buy a Nokia mobile Phone that year.

#### 15.9.1: Test Yourself

Change the following into indirect:

1. Mohan said to me, "Let me get in."
2. The old man says, "Let us welcome everyone—— stranger or familiar."
3. He said to us, "Let us go for a picnic."

4. The mother said to her son, "Let us wait for some more time."
5. The minister said to his countrymen, "Let us not waste their freedom."
6. He said, "Let him do whatever he likes."
7. He said to me, "Let us buy some more food."
8. Hari said to his friends, "Let's boycott our classes today."
9. Harpreet said to his mother, "Let us go the Ganges and wash all our sins."
10. The principal said to the head clerk, "Let all the students be allowed to appear at the examination this year."

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**REVISION I**

Here is a conversation between a father and son. Rewrite the conversation in indirect speech.

Father: Sunny, why didn't you go to the college today?

Sunny: I was not feeling well. I am very sorry as I missed my favourite English class.

Father: Don't worry. One cannot study at the cost of health. Go to the health centre and get some medicines.

Sunny: Papa, but it is Monday and the health centre is closed.

Father: Oh! I am really sorry. I am getting forgetful these days.

Sunny: No problem. I think mom has gone to the market. I have told her to bring some tablets.

Father: It's all right then. You will get well soon.

**Answer**

Father asked Sunny why he had not gone to the college that day. The son replied that he was not feeling well. He added that he was himself very sorry as he had missed his favourite English class. Father told the son not to worry. He further said that one could not study at the cost of health. He advised his son to go to the health centre and get some medicines. Sunny replied that it was Monday and the health centre was closed. His father exclaimed that he was sorry. He further added that he had been getting forgetful those days. Sunny said that there was no problem. He also added that his mom had gone to the market and he had told her to bring some tablets. Father said that it was all right then. He also hoped that his son would get well soon.

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**REVISION II**

1. Radha said, "Krishna, how cunning you are!"
2. The captain said to his team mates, "Bravo! You have brought the honour back."
3. My father said to me, "I will go to Bangalore next week."
4. The director said to his employees, "We have to fulfil the target by all means."
5. Mr. Marwah said to his assistant, "How can you be so mean?"
6. Anu said to me, "We need to hurry up otherwise we will miss the train."
7. The teacher said to his students, "Uneasy lies the head that wears the crown."
8. My wife said to me, "It is long we went for a movie."
9. The passengers said to the conductor, "How much should I pay for Haldwani?"

10. The tourist said, "What a beautiful place on earth Nainital is!"
11. Ravi said to the teacher, "How can I improve my English?"
12. The Dean said to Rani, "You have made us proud."
13. Mr. Sinha said to his son, "Have you decided what career you are to follow?"
14. The milkman said to the master, "Please don't take my cows as these are the only source of my livelihood."
15. The soldier said, "I am writing again to the captain to grant me one month leave."
16. My grandmother said to me, "Where there is a will there is a way."
17. Mrs. Mathur said to her sons, "Let us leave this town as we are not secure here."
18. The editor said to his staff, "Publish this news item before others do it."
19. Satan said to his followers, "It is better to reign in hell than to serve in Heaven."
20. The angry mother says, " Madhu, I shall stop sending you to school if you irritate other boys."
21. She said to her maid, "Why didn't you com yesterday?"
22. Sharat said to his son, "You have to get up early if you want to be healthy."
23. King Lear said to his daughters, "Be out of my sight."
24. The poet whispered to the bird, "Oh that I had wings like you."
25. Everyone says, "Time fleets fast."
26. The mistress said to the maid, "You did not bother to sweep the dirt in the corners of the room yesterday."
27. Mr. Verma said to his cook, "There is enough to cook today."
28. Savitri said to God, "Please spare the life of my husband this time."
29. God said to Savitri, "All those who are born have to die."
30. Ravi said, "Hello, It's nice to see you after a long time. Hope everything is fine."  
Lalit said, "I am also delighted to see you. I came back from US only last week. Now I intend to stay here in India."

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## **Unit 16 THE PASSIVE VOICE**

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### **16.1: Introduction**

#### **16.1.1: Changing from Active to Passive Voice**

#### **16.1.2: Remember**

#### **16.1.3: Tense forms & Voice Change**

#### **16.1.4: Present Tense**

#### **16.1.5: Test yourself**

### **16.2: Past Tense**

#### **16.2.1: Test yourself**

#### **16.2.2: Test yourself**

### **16.3: Future Tense**

### **16.4: Significance of Passive Construction**

#### **16.4.1: Test Yourself**

### **16.5: Change of Voice for Interrogative sentences or Questions**

#### **16.5.1: Test Yourself**

### **16.6: Imperative sentences & Voice change**

#### **16.6.1: Test Yourself**

### **16.7: Change of Infinitives**

### **16.8: Revision**



**16.1: Introduction**

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There are different ways of expressing an idea. One can express the same idea differently by changing the order of words. This can be done even without changing the meaning. Look at the views expressed by an English teacher:

Many of our students consider English to be a difficult language. They do not take any interest in it. As a result, they develop a tendency of neglecting it. But they never think that it is a foreign language. It is quite natural that they look at English the same way as a Britisher looks at Hindi. They can learn English as any other language. No one can teach language, one has to catch it.

The same view can be expressed in a different way. You will find no change of meaning at all. Read and discover the change, if any in the following:

English is considered by many of our students as a difficult language. No interest in it is taken by them. As a result, a tendency of neglecting it is developed. But it is never thought that English is a foreign language. It is quite natural that English is looked at by them the same way as Hindi is looked at by a Britisher. English can be learnt as any other language. Language cannot be taught, it has to be caught.

The sentences in the first paragraph show that the speaker is very much a part of expression. The subject and the verb play an active role. Such a sentence is in Active Voice. On the other hand, sentences in the second paragraph show that the subject and the verb are related but not intimately. The subject (Many of our students) of Active Voice takes a secondary role. The object (English) of Active Voice becomes the subject. Such a sentence is in Passive Voice.

You can understand the differences when you look at separate sentences as in the following:

- A: Prerna writes interesting stories.  
P Interesting stories are written by Prerna.  
A. Mayank is eating bananas.  
P. Bananas are being eaten by Mayank.  
A. Hamid has posted my letter.  
P. My letter has been posted by Hamid.

In all the above constructions, you find that the order of the words change but not the meaning. Change of voice is a change of the forms of verb. So you should remember how sentences of Active voice are changed into passive.

**16.1.1: Changing from Active to Passive Voice**

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While changing from active to passive, the verb plays a vital role and the subject in Active becomes the object in Passive.

- a. The subject of the active voice becomes the object in passive.
- b. The object of active voice becomes the subject in passive voice.
- c. The verb of the active is changed into its participle (V3)
- d. The use of by becomes essential before doer in many cases.
- e. The tense of active remains the same in passive too.
- f. Auxiliary verbs are used according to the subject in the passive.

**16.1.2: Remember**

You have to find out the subject and the object first. In sentences where there are two objects in Active voice, you need to be extra careful.

Let's have a look at the following:

Active:	He gave me a new pen on my birthday.
Passive:	I was given a new pen by him on my birthday.
Active:	The police found the thief huddled beneath the staircase.
Passive:	The thief was found huddled beneath the staircase.

There are many sentences whose passive do not take 'by'. This happens where the action becomes more important than the doer. We can look at some more sentences:

Active:	Someone picked my pocket.
Passive:	My pocket was picked.
Active:	They say it will rain.
Passive:	It is said that it will rain.
Active:	People believe that God treats everyone equally.
Passive:	It is believed that everyone is treated equally by God.

**16.1.3: Tense forms & Voice Change**

You might think that sentences in all tenses undergo change of voice. But this is not true in all tenses. While Simple, Continuous and Perfect forms of tenses undergo voice change but perfect continuous usually do not have their passive voice.

**16.1.4: Present Tense****a. Present Simple**

Active	Passive
Rakhi sings a song.	A song is sung by Rakhi.
The poet recites a poem.	A poem is recited by the poet.
Nature obliges everyone with herbounties.	Everyone is obliged by Nature's bounties.
God does not discriminate between the rich and the poor.	The rich and the poor are not discriminated by God.

**Remember:** Verbs in Simple Present take auxiliary according to their subject in Passive Voice.

**b. Present Continuous**

Verbs of Continuous Tense take being + V3 in their Passive Voice.

Active	Passive
Richa is making kites.	Kites are being made by Richa
Arpit is drafting business letters.	Business letters are being drafted by Arpit.
Abhyu is taking medicines prescribed by the doctor.	Medicines prescribed by the doctor are being taken by Abhyu.
Perna is pursuing an advanced level course in Computers.	An advanced level course in Computers is being pursued by Perna.

**c. Present Perfect**

Verbs in Perfect Tense take 'been' before participle in Passive constructions.

<b>Active</b>	<b>Passive</b>
I have read The Geeta.	The Geeta has been read by me
You have committed a grave mistake.	A grave mistake has been committed by you.
Mr. Bhagat has written five books.	Five books have been written by Mr. Bhagat.
Sandeep has planted pomegranate trees.	Pomegranate trees have been planted by Sandeep.

**Remember:** Sentences in Present Perfect Continuous Tense do not have their passive.

**16.1.5: Test yourself**

1. I love poems.
2. My mother loves stories but hates long dramas.
3. He has finished all the books of Rowling.
4. You never appreciate me.
5. My father hates papayas.
6. They are planting pomegranates.
7. She was plucking ripe guavas.
8. The manager will offer me a job.
9. They have decided to give him a handsome salary.
10. I found him sleeping.
11. Thomas has submitted his resignation to the board of directors.
12. He is chasing stray dogs.
13. The painter has just finished his new painting.
14. They have presented me a bouquet.
15. They have suspended him on account of his indiscipline.
16. Harshit is studying the remains of the old bricks in the temple.
17. The professor has forgotten to take the attendance and made everyone happy.
18. No one can understand the mind of a woman.
19. It is hard to believe that wrong means can bring right ends.
20. Adhyayan has published my new books of poems.

**16.2: Past Tense**

Sentences in the Past Tense, more or less, follow the same pattern as in Present while changing from Active to Passive. The only change that distinguishes it from Present Tense is the use of the Auxiliary verbs.

You can look at the sentences in various forms of Past Tense to understand the changes clearly.

**a. Past Simple**

<b>Active</b>	<b>Passive</b>
Madhu wrote interesting stories.	Interesting stories were written by Madhu,
I sent the thesis report on Monday by post.	The thesis report was sent by me on speed Monday.
They called the ambulance and sent the injured to the trauma centre.	The ambulance was called and the injured sent to the trauma centre by them.
They broadcast the latest medical bulletin the ailing minister.	The latest medical bulletin of the ailing of minister was broadcast.

**b. Past Continuous**

Sentences in the Passive voice of Past Continuous take 'being' before taking participle.

<b>Active</b>	<b>Passive</b>
Nitin was washing plates when I met him.	Plates were being washed by Nitin when I met him.
They were watching a new movie on TV.	A new movie was being watched by them.
Sheetal was buying fresh mangoes.	Fresh mangoes were being bought by Sheetal.
The agents were supplying tons of coal everyday to the black marketers.	Tons of coal were supplied to the black marketers everyday by them.

**c. Past Perfect**

In the Past Perfect Tense the auxiliary verb 'had' is used with all persons. While converting them into passive, had is changed into 'had been' and participle of the verb is used.

<b>Active</b>	<b>Passive</b>
Rajeev had booked my flight tickets.	My flight tickets had been booked by Rajeev.
Shresha had submitted her term paper.	Shresha's term paper had been submitted by her.
Radha had cleaned the dishes.	The dishes had been cleaned by Radha.
They had cut down all perks which we enjoyed earlier.	All perks which we enjoyed earlier had been cut down by them.

***Past Perfect Continuous Tense, like all other Perfect Continuous Tenses, do not have their passive.***

**16.2.1: Test yourself**

Change the following into passive:

1. Did you see him stealing?
2. They decided to change their house.
3. Chintoo made her college proud by winning the International poetry contest.

4. She often makes people praise her even for small achievements.
5. No one ever invited me to the wedding.
6. Madhuri was praising Lata just for fun.
7. The poet was planning to write another collection on Nature.
8. They had decided to select me for the post of principal.
9. Mr. Chug had submitted his resignation letter in anger.
10. The false clouds raised the aspirations of farmers.
11. Rains brought new life to the dying plants.
12. Her new laptop developed some technical snags.
13. Preeti stole last night's show by her melodious voice.
14. He was trying for one more term of chairman.
15. The thirsty earth welcomed the dark clouds.
16. Dr. Sharma had edited the last volume of our journal.
17. I didn't find any enthusiasm in his project.
18. The doctor had left the patient unattended.
19. People were raising slogans against the recent spate of crimes in the capital.
20. Shiya was pursuing a false dream of marrying an actor.

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**16.2.2: Test yourself**

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Change the following into Active Voice.

1. The news bulletin was received later the previous day.
2. The doors were left ajar by the thieves.
3. A sum of Rs. 3000 was handed over to the publisher for clearing the dues.
4. My hopes have been revived by the new policy.
5. It was said that the minister's visit got cancelled at the last moment.
6. The royalty for my latest book has not been sent by the publisher.
7. The papaya was cut into several pieces and distributed as Prasad by the priest.
8. Suddenly a loud noise was heard.
9. Somebody on a stretcher was being taken to the hospital.
10. It was discovered by the police as a case of murder in broad day light.
11. The floor had been cleared of all blood before the sound of the police van was heard.
12. No responsibility of murder was claimed by any outfit.
13. The people of the city were also found confined to their houses.
14. The price of truth had finally been paid by the courageous reporter.
15. It was also announced by the minister that the next of the deceased's kin would be employed and compensation granted.
16. It was believed to be case of professional rivalry.

17. No one could be stopped from criticizing this heinous murder.
18. The principal was directing the examination -in-charge to announce fresh dates for the cancelled examination.
19. Manohar was repairing the bi-cycle.
20. The interview letters had been sent to all the eligible candidates.

---

### 16.3: Future Tense

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Sentences of Future Tense also undergo a change in voice but only in their simple and perfect forms. Perfect Continuous of Future tense, as in present and past tenses do not have their passive.

#### Active

My father will present me a cell phone on my birthday.

The police will have caught the thief by now.

#### Passive

I will be presented a cell phone by my father on my birthday.

The thief will have been caught by the police by now.

#### 16.3.1: Test yourself

---

Change the following into passive:

1. Indresh will write history in athletics this year.
2. Will you announce my arrival?
3. Will the judge not hear my pleas?
4. They will never recommend my name for the post of editor.
5. He will help me in all circumstances.
6. My mother will inaugurate the new house built by me.
7. His brother will make him proud one day.
8. My beloved will have written one more book.
9. The director will have promoted me to the next rank by this time.
10. The dry earth will have developed cracks by now.
11. Seema will have taught her students a new lesson
12. Love will soften the heart of the hard core militant too.
13. The new policy on education will benefit everyone.
14. The principal will have announced the results by now.
15. She will never believe in a story like this.

---

### 16.4: Significance of Passive Construction

---

Passive constructions are less forceful and therefore they help in critical moments and save us from being harsh. Most often while replying to business letters or while showing our dissatisfaction, the use of passive appears more relevant.

Look at the following sentences:

We were sent the wrong consignment.

The CDs were not packed properly.

They were not treated well.

Several complaints have been received about you.

**You find that all the sentences above are in Passive voice. If they are used in Active Voice, they will tend to hurt. Look at their Active constructions.**

You sent us the wrong consignment.

Your people didn't pack the CDs properly.

You didn't treat them well.

We have received several complaints about you.

**For a sentence to be either in Active or in Passive, we have to take the context into consideration. Sentences in the Active Voice are also said to be more effective than those in the Passive. We can take some examples of the same:**

We have to submit the report by Monday.

P: The report has to be submitted by Monday.

You have destroyed all the plans.

P: All the plans have been destroyed.

***Point to remember***

While sentences in the Active show more force or participation, sentences in the passive show emphasis on the act done and not on the doer. Hence, it is always better to avoid complaining or charging anyone.

**16.4.1: Test Yourself**

Change the voice in the following:

1. You have to submit the project report by Tuesday.
2. She has to deposit the fees by the weekend.
3. Your consignment is being sent by First Flight Couriers.
4. All the excitement of the celebration is lost.
5. They brought the matter from bad to worse.
6. He was not given a cordial reception.
7. Your books have been dispatched by the morning mail.
8. All of my dreams were frustrated simply because of one wrong step.
9. Not a trace of the criminals was found.
10. Your order for a new Samsung refrigerators has been placed.
11. The decks were cleared soon after the ship arrived.
12. I was obliged by the circumstances.
13. The culprit was sentenced to death.
14. Fear gripped the people of the nearby village after last night's incident.
15. The dilapidated building was declared abandoned by the authorities.
16. No one claimed the corpse.

17. I was mistaken for Mr. Das.
18. The new draft of the Lokpal Bill has been signed
19. Why are eyebrows often raised when you succeed?
20. God can provide you opportunities but not the determination to exploit them.

---

**16.5: Change of Voice for Interrogative sentences or Questions**

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When the sentence in Active Voice is an Interrogative one, it remains the same in Passive Voice too. Only the form of verb is changed

Who killed Ravana?

Passive: By whom was Ravana killed?

Have you booked the ticket?

Passive: Has the ticket been booked?

How many books have you read?

Passive: How many books have been read by you?

Were you watching the World Cup final?

Passive: Was the World Cup final being watched by you?

**Remember:** If the Interrogative sentence begins with who/which/when/where/how/why etc. it starts with the same in Passive. Who is changed into 'by whom' and which into 'by which' if they denote an agent. For example;

Which car are you buying?

Passive: Which car is being bought by you?

Which tailor stitches your shirt?

Passive: By which tailor is your shirt stitched?

The auxiliary verb in the Passive Voice agrees with its subject as well as in all other cases.

**16.5.1: Test Yourself**

---

Change the following into passive:

1. Who killed the tiger?
2. Which fruit do you like the most?
3. Who discovered America?
4. Can you give me your book for two days?
5. When can my salary be released?
6. Has anyone ever answered all the questions?
7. Did I not pay your college fees?
8. Why did Radha not offer to pay her niece's tuition fees?
9. Why did you accuse me when I was not at fault?
10. Who taught you these short cuts to success?
11. Has Mithilesh topped the list of successful candidates?
12. Had I given you my new book of poems?



13. Why don't you see a doctor for advice?
14. Were you interested in music when you were a child?
15. Did your parents not teach you how to behave in public?
16. Who occupies the quarters next to you?
17. How many houses have you bought in your wife's name?
18. Who has seen the wind?
19. Why did Caesar refuse the crown?
20. What is it that delights you today?

### 16.6: Imperative sentences & Voice change

You will also come across sentences that begin with a verb. Such sentences often express order, command or advice. Such sentences take 'let' in passive and 'be' is used before the third form of the verb.

Active	Passive
Call in a doctor.	Let a doctor be called in.
Open the door quickly.	Let the door be opened quickly.
Pay the bill soon.	Let the bill be paid soon.
Cancel all my appointments inform everyone..	Let all my appointments be cancelled and everyone be informed.

In some cases where you feel that the sentence in Active Voice is part of an advice which cannot be ignored, use of 'should be' seems more natural. Look at the sentences given in the table.

Active	Passive
Love your nation at all costs.	Your nation should be loved at all costs.
Obey your parents.	Your parents should be obeyed.
Help those in need.	Those in need should be helped.

In some cases, 'please' is also added towards the end of Imperative sentences. In such cases, the sentence in passive begins with 'You are requested to'.

Active	Passive
Ring me in the evening, please.	You are requested to ring me in the evening.
Close the door, please.	You are requested to close the door.

You may also find some sentences beginning with 'Let' in the Active. In such cases, begin the passive with 'Let' but do not forget to change the verb in the third form as in all other cases.

Active	Passive
Let us read the report carefully.	Let the report be read carefully.
Let us plan a trip to Nainital.	Let a trip to Nainital be planned.
Let us go on a picnic.	It is suggested that we should go on a picnic.

**Remember:** If the sentence beginning with 'Let' indicates a proposal, begin your sentence in the passive with 'It is suggested/proposed' and use should without any change in the main verb.

### 16.6.1: Test Yourself

Change the following into passive.

1. Plant new trees in the garden.
2. Do not pluck beautiful flowers.
3. Make some tea with less sugar for me.
4. Move a bit, please.
5. Bring me a glass of fresh juice.
6. Change your habits if you want to go high.
7. Tell me a story, please.
8. Post these letters at the earliest.
9. Send Harshit some new books.
10. Summon the culprit to the court.
11. Do not discourage your students.
12. Let us go to the hills to get rid of the heat.
13. Give me some more milk, please.
14. Do not look down upon the poor.
15. Sweep the floor, please.
16. Switch off the fan.
17. Advertise three posts of lecturer.
18. Send interview letters to all the eligible candidates.
19. Call in a doctor at once.
20. Never cheat anyone.

### 16.7: Change of Infinitives

In certain cases, the sentence of an Active Voice can also have infinitive (to+verb). In such cases, the passive takes 'to be' before the third form of the verb.

Active	Passive
There is still a lot to say.	There is still a lot to be said.
She is yet to learn new tricks.	New tricks are yet to be learnt by her.
I am to buy a car.	A car is to be bought by me.

### 16.8: Revision

Change the following into Passive Voice.

1. What they say is not true.
2. Suman was writing a new book on crime.

3. My mother has sent me a box of sweets.
4. Are they marrying their daughter?
5. Never criticize anyone.
6. He is going to buy a Limousine.
7. She will soon buy a new house.
8. My son is reading Harry Potter these days.
9. When can I call you?
10. Let us forget that nightmare.
11. God will punish her for her crooked ways.
12. Who did they give the man of the match award?
13. Don you love your country?
14. The judge found him guilty.
15. My friend is to buy a plot at Dehradun.
16. Switch off all the lights now.
17. He did not utter a single word.
18. They are telling me to buy a new plot.
19. Dr. Sharma's behaviour surprised everyone.
20. Did you see me at the airport?
21. Meet me in my office tomorrow.
22. Bring me a strong cup of coffee.
23. Are you going to publish my article in the next issue?
24. She has presented me a new camera on my birthday.
25. Sheila had given me a new suit.
26. Where will you find him tomorrow?
27. Where did you find him?
28. Who wrote The Mahabharata?
29. When will you celebrate your birthday?
30. Don't blow your own trumpet.
31. Lift me as a cloud.
32. You have brought the wrong person.
33. People in all ages will worship Gandhi for his simplicity.
34. The minister is going to announce a new policy on child labour.
35. No one admires politics today.
36. People say that truth will ultimately win.
37. Some students never take their classes seriously.
38. How long will you pursue false hopes?
39. Endure what cannot be cured.
40. Did you ever hear such a terrible thing?

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## **Unit 17: LINKING WORDS AND PHRASES**

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**17.1 Objectives: To understand the meaning and importance of Linking Words and Phrases**

**17.2: Definition and types**

**17.2.1: Co-ordinating conjunctions**

**17.2.2: Test yourself**

**17.3: Correlative Conjunctions**

**17.3.1 Test yourself**

**17.4: Subordinating Conjunctions**

**17.5: Some more usage of Linking words and Phrases**

**17.5.1 Test Yourself**

**17.5.2: Revision**

**17.5.3: Composition**

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**17.1: Introduction**


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Whenever you write or speak on any topic, you use sentences. You will find that your thoughts are expressed in sentences, which are linked to one another. Your readers or listeners will find it difficult to keep them involved if the thoughts on a particular topic are not properly linked or connected.

Read a paragraph from a famous essay where the student has left some words:

Good manners are also important xxxxx you are with your own friends. xxxxx you speak to anyone, speak clearly and sufficiently loudly xxxxxx the person to haer. It is an insult to a person to ask his attention xxxxx then speak xxxxxx he does not understand you. xxxxx remember it is your responsibility to make yourself understood.

You will find that though you understand the meaning of the idea expressed above, the use of some words or phrase could make it more effective. Let us read the paragraph as written originally by the author:

Good manners are also important xxxxx you are with your own friends. xxxxx you speak to anyone, speak clearly and sufficiently aloud xxxxxx the person to hear. It is an insult to a person to ask his attention xxxxx then speak xxxxxx he does not understand you. xxxxx remember it is your responsibility to make yourself understood.

(C.EM Joad, Good Manners)

The use of words when, and, so that, and etc. in the passage links or connects the thoughts expressed. The se words are called Linking words or phrases.

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**17.2: Definition and types**


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Linking words are words that join other words, group of words, clauses and sentences too. They can be conjunctions, Correlatives Conjunctions and Subordinating Conjunctions etc.

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**17.2.1: Co-ordinating conjunctions**


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Since Linking words join two words, sentences or thoughts, their function may vary. Sometimes they act as conjunctions while at other times they are relative pronouns and adverbs as well.

Let us look at the use of conjunctions which link two words and two independent clauses:

Shravan is intelligent but poor.

I went to the library and borrowed two books.

Ravi as well as Chhavi visited the fair.

Uttarakhand is small yet beautiful.

In all these sentences, the words 'but', 'and', 'as well as', and yet join two words or independent clauses. Hence they are Co-ordinating conjunctions. Some other Co-ordinating conjunctions are and, or, but, yet, nor, otherwise, only, besides, nevertheless, therefore, though etc.

Co-ordinating conjunctions show comparison and contrast, choice, inference or effect etc. For example;

Go fast otherwise you will miss the bus.

Snow is while coal is black.

Besides English, I can speak three other languages.

**17.2.2: Test yourself**

Fill in the blanks with appropriate linking words:

1. Leave the place immediately \_\_\_\_\_ I will call the police.
2. He tried hard \_\_\_\_\_ he failed.
3. The match was cancelled \_\_\_\_\_ it started raining
4. Beauty \_\_\_\_\_ brain cannot go together.
5. She is good to look at \_\_\_\_\_ bad to be a friend.
6. Take care of your health \_\_\_\_\_ you will fall ill.
7. Be careful \_\_\_\_\_ riding a back in the marketplace.
8. He said nothing, \_\_\_\_\_ did he move.
9. \_\_\_\_\_ singing, he is good at dancing too.
10. All \_\_\_\_\_ glitters is not gold.
11. \_\_\_\_\_ you take care, you cannot get well of water-born diseases.
12. There were trees on \_\_\_\_\_ side of the road.
13. You cannot control your fate ..... hard you try.
14. The prices of essential commodities are shooting up. \_\_\_\_\_ you need to be careful \_\_\_\_\_ spending.
15. \_\_\_\_\_ he deposited the fees late, \_\_\_\_\_ he was not fined.

**Answers**

Or, still, as, and, besides, but, otherwise, while, nor, That, Unless, Either, however,  
Hence, while, though, yet

**17.3: Correlative Conjunctions**

There are many linking words which always are used in pairs. Conjunctions, like both.....and, either.....or, neither...nor, not only..... but also, no sooner .....than, scarcely always etc. come in pairs. These are called Correlative Conjunctions.

The old man could neither read nor write.

Sachin Tendulkar is not only a good cricketer but also a good human being.

No sooner did he reach the station than the train left.

Neither a lender nor a borrower be.

**Remember:**

Correlative conjunctions always show two situations or options. In some cases both are used while in many one of the two is denoted. These are placed immediately before the words which are to be linked.

You can learn more about Linking words by more and more practice.

**17.3.1 Test yourself**

Fill in the blanks with suitable linkers to make this paragraph readable:

No man is an island. No man can live in isolation. Everyone needs company, no matter .....his other requirements are. How does one strike a friendship, say in a restaurant?

You meet a kindly looking person. The ..... thing is to accost him with a courteous "good morning" and give him a broad smile. He may or may not reciprocate your greeting. If he does ....., introduce yourself ....., invite him for a cup of tea. Should he agree, half the battle is won..... you sip your tea; ask him questions on his work, his preferences, his hobbies ..... so on. ——— you have finished your tea, thank him for his enjoyable company once again. And ....., take care to see that you don't ask any questions too personal at the ——— meeting. That might put him off for ever.

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#### 17.4: Subordinating Conjunctions.

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You will also come across some linking words which show their dependence on other words or clauses. Such words, conjunctions or any other join a clause to another on which it depends for its meaning. Such conjunctions are called **Subordinating Conjunctions**.

Subordinating Conjunctions denote time, cause or reason, purpose, result, condition, concession and comparison etc. The uses of Subordinating Conjunctions can be understood by their meaning in the sentences given below:

The train left the station before I reached there.

As you sow, so shall you reap.

Make hay while the sun shines.

He got the bus though he was late.

Harish couldn't walk since he was weak.

Unless you work hard, you can't succeed.

This is the house where I lived.

I shall go to Dehradun if it doesn't rain.

Thus, we find that linking words or phrases, though, conjunctions most of the times, may also be at times adverbs or pronouns, as in the following:

It started raining when we came out of the theatre. (Adverb)

This is the book that I wanted to buy. (Pronoun)

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#### 17.5: Some more usage of Linking words and Phrases

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Linking words or phrases will help you in connecting sentences while you have to draft a speech or write an essay or many other business documents. These linking words may act as signposts and transitions too. Look at the following passage:

Speaking is an art that cannot be practised in isolation. In other words, it can be said that good speaking skills can be developed by conversation and interactions. For that matter, all forms of communication require human company. It would be wrong to say that expertise in communication skills can be grasped simply by cramming grammatical rules and by doing exercises. In brief, development whether of humans or plants takes place in company.

In the passage above words like, In other words, For that matter, In brief etc. are not conjunctions yet they connect sentences and help in bring coherence. Many such words or group of words that work as sentence connectors are for example, in short, likewise, generally, particularly, in particular, fortunately, at last, in fact, in the same way, similarly, on the other hand, on the contrary etc.

As you read more and more, you will become adept at using many linking words and phrases and improve your writing and speaking skills.

**17.5.1 Test Yourself (Writing)**

Given below is an excerpt from Bertrand Russell's essay "The Road to Happiness". Fill in the blanks with suitable linking words or phrases to make it readable.

People \_\_\_\_\_ have theories \_\_\_\_\_ to how one should live tend to forget the limitations of nature. \_\_\_\_\_ your way of life involves constant restraint of impulse \_\_\_\_\_ the sake of some one supreme aim \_\_\_\_\_ you have set yourself, it is likely \_\_\_\_\_ the aim will become increasingly distasteful \_\_\_\_\_ of the efforts \_\_\_\_\_ it demands; impulse, denied its normal outlets, will find others, probably in spite; pleasure, \_\_\_\_\_ you allow yourself any at all, will be dissociated from the main current of your life, and will become Bacchic and frivolous. \_\_\_\_\_ pleasure brings no happiness, \_\_\_\_\_ a deeper despair.

**17.5.2: Test yourself (Revision)**

Use suitable words in the blanks to complete the following:

1. Strike the iron \_\_\_\_\_ it is hot.
2. Life in some parts of Uttarakhand is tough \_\_\_\_\_ there are many hilly regions.
3. Have you read the book \_\_\_\_\_ I presented to you on your birthday?
4. \_\_\_\_\_ there is a will there is a way.
5. No sooner had I gone to bed \_\_\_\_\_ I started feeling sleepy.
6. Tell me \_\_\_\_\_ you stopped visiting the temples?
7. She can \_\_\_\_\_ dance \_\_\_\_\_ sing.
8. Mrs. Gandhi was \_\_\_\_\_ a great orator \_\_\_\_\_ a world leader.
9. It is easy to say something \_\_\_\_\_ it is difficult to stick to it.
10. Success in examinations is not the \_\_\_\_\_ way to success in life.
11. You can .....go for higher studies ..... search a job
12. The rich have..... time..... money at their disposal.

**17.5.3: Composition**

Given below is a letter written by a student of distant learning to the Director of the course. Fill in the blanks with the words given in the box below.

**Moreover, only, during, and, first, who, or, in fact, though, but, while, which, that, as, between, between, and, either, or, both**

Dear Sir

I am writing this letter on behalf of the distant learners to inform you regarding the inconvenience faced by them in the course material supplied by the university. \_\_\_\_\_, the materials supplied are good \_\_\_\_\_ it at times causes difficulties. \_\_\_\_\_ some of the courses have been designed keeping into consideration the problems \_\_\_\_\_ students of the distant learning often come across, there are some chapters where the same has been ignored.

Sir, you will realize \_\_\_\_\_ students enrolled in distant learning do not have the same background \_\_\_\_\_ regular students. \_\_\_\_\_, there is a tendency among them to read \_\_\_\_\_ before and \_\_\_\_\_ the examinations. In order to encourage reading \_\_\_\_\_ proper utilization of the course, I have some suggestions. The \_\_\_\_\_ suggestion is to arrange contact programme for students. This would ensure interaction \_\_\_\_\_ students and teachers. Those \_\_\_\_\_ cannot come for such a programme may also be allowed to interact with teachers by e-mail \_\_\_\_\_ some other facilities. \_\_\_\_\_ distant learning



courses cannot become viable ———the students ——— course framers realize its validity. Merely giving as well as receiving degrees cannot ensure the success of such courses.

Hope my views are taken into consideration ——— framing the course and preparing the course material.

Thanking you

Yours faithfully

Harpreet Singh

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## Answers

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### 17.3.1 Test yourself

---

Fill in the blanks with suitable linkers to make this paragraph readable:

No man is an island. No man can live in isolation. Everyone needs company, no matter what his other requirements are. How does one strike a friendship, say in a restaurant? You meet a kindly looking person. The first thing is to accost him with a courteous "good morning" and give him a broad smile. He may or may not reciprocate your greeting. If he does so, introduce yourself and invite him for a cup of tea. Should he agree, means half the battle is won. While you sip your tea; ask him questions on his work, his preferences, his hobbies and so on. After you have finished your tea, thank him for his enjoyable company once again. And then, take care to see that you don't ask any questions too personal it the first meeting. That might put him off for ever.

---

### 17.5.1 Test Yourself (Writing)

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Given below is an excerpt from Bertrand Russell's essay "The Road to Happiness". Fill in the blanks with suitable linking words or phrases to make it readable.

People who have theories as to how one should live tend to forget the limitations of nature. If your way of life involves constant restraint of impulse for the sake of some one supreme aim that you have set yourself, it is likely that the aim will become increasingly distasteful because of the efforts that it demands; impulse, denied its normal outlets, will find others, probably in spite; pleasure, if you allow yourself any at all, will be dissociated from the main current of your life, and will become Bacchic and frivolous. Such pleasure brings no happiness, but only a deeper despair.

---

### 17.5 .2: Revision

---

Use suitable words in the blanks to complete the following:

1. Strike the iron while it is hot.
2. Life in some parts of Uttarakhand is tough because there are many hilly regions.
3. Have you read the book which I presented to you on your birthday?
4. Where there is a will there is a way.
5. No sooner had I gone to bed then I started feeling sleepy.
6. Tell me why you stopped visiting the temples?
7. She can neither dance nor sing.
8. Mrs. Gandhi was not only a great orator but also a world leader.
9. It is easy to say something but it is difficult to stick to it.

10. Success in examinations is not the only way to success in life.

---

**17.5.3: Composition**

---

Dear Sir

I am writing this letter on behalf of the distant learners to inform you regarding the inconvenience faced by them in the course material supplied by the university. Though the material supplied is good yet it at times causes difficulties. While some of the courses have been designed keeping into consideration the problems which the students of distant learning often come across, there are some chapters where the same has been ignored.

Sir, you will realize that students enrolled in distant learning do not have the same background as regular students. Moreover, there is a tendency among them to read only before and during the examinations. In order to encourage reading and proper utilization of the course, I have some suggestions. The first suggestion is to arrange contact programme for students. This would ensure interaction between students and teachers. Those who cannot come for such a programme may also be allowed to interact with teachers by e-mail or some other facilities. In fact distant learning courses cannot become viable unless the students and course framers realize its validity. Merely giving as well as receiving degrees cannot ensure the success of such courses.

Hope my views are taken into consideration while framing the course and preparing the course material.

Thanking you

Yours faithfully

Harpreet Singh

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## **Unit 18: PUNCTUATION**

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### **18.1: Introduction**

### **18.2: Importance and types of Punctuation**

### **18.3 Punctuation marks that symbolize the end of a complete thought**

**18.3.1: Period or stop (.)**

**18.3.2: Question Mark (?)**

**18.3.2: Question Mark (?)**

**18.3.3: Mark of Exclamation (!)**

### **18.4: Punctuation marks that help in separating one word from another and one thread of thought from another:**

**18.4.1: Comma (,)**

**18.4.2: Inverted Commas ( “.....”)**

**18.4.3: Semi- colon (;)**

**18.4.4: Colon (;)**

**18.4.5: Apostrophe (')**

**18.4.6: Dash ( — )**

**18.4.7: Hyphen(-)**

**18.4.8: Capitals**

### **18.5: Test Yourself**

**18.1: Introduction**

---

You have read in the previous unit that linking words and phrases connect two words, sentences and units of thoughts. If linking words join two ideas or thread of thoughts, punctuation separates two words, two sentences and connected thoughts. Ask yourself why you like a particular speaker. Most of the time, it is not only because of his voice but also because of his consideration for listeners that can provide listeners relief in extracting the meaning. This is done sometimes because of giving pauses, sometimes because of his interrogative and sometimes because of his exclamations. While this consideration by speaker makes the listeners' task easier, such a facility is also expected when you are writing something. Since readers of any writing piece have to rely totally on imagination, the writer's consideration for punctuation becomes obligatory.

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**18.2: Importance and types of Punctuation**

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Imagine reading a passage where the writer has failed to make use of punctuation marks, you will not only feel suffocated but also would like to stop reading. Careful writers make proper use of punctuation marks to drive home the message they want to convey through their writing. Though all of us are not experts in the use of punctuation marks, yet a carelessly written message enables us to find fault with the mechanics of writing. You can see how a student while writing an essay in examination failed to take care of punctuation:

of all the books i have read so far i like the guide the most this is a novel written by rk narayan one of the most popular indian novelists the story of the novel revolves round raju who is a travel guide he falls in love with rosie a bharat natyam dancer married to marco.

Those with even an introductory knowledge of English will agree that in the passage above has not bothered to respect the rules of grammar. Let us read it after providing punctuation marks to make it look and read better.

Of all the books I have read so far, I like The Guide the most. This is a novel written by R.K.Narayan, one of the most popular Indian novelists. The story of the novel revolves round Raju, who is a travel guide he falls in love with Rosie, a Bharat Natyam dancer married to Marco.

If you compare both the paragraphs you will find a difference. The difference is seen not in meaning but in presentation. Commas, Periods or stops, use of capital letters etc have been used. These are a part of punctuation marks. Actually, apart from these, there are many other punctuation marks too. Some punctuation marks symbolize the end of a complete thought while some separate one thought from the other in the same sentence.

You will find that punctuation marks added in the paragraph have made the passage readable. Actually, these marks can be divided into two classes:

- a. One that signifies the end of a thought as well as a sentence
  - b. One that helps the writer as well a reader in separating one word/thread from the other
- 

**18.3 Punctuation marks that symbolize the end of a complete thought**

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**18.3.1: Period or stop (.)**

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This is used when we end a sentence, which can either be assertive or imperative, sometimes a polite request and also a sentence in the indirect speech.

Grammar is the heart of any language.

Go and announce that the college will be closed tomorrow.

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Would you please have a cup of tea with me.

The teacher said that truth ultimately wins.

When the name of a person is written in initials, period is used

J.L. Nehru was the first Prime Minister of India.

When any word is written in short form and with only the initial letters, period is used.

Prof. Shukla has joined as director.

Lt. Sharma was given a warm welcome.

Mr. Verma is an M.A.

He is an M.P.

### 18.3.2: Question Mark (?)

Question Mark is used at the end of an interrogative sentence. Sometimes it is also used only after one word.

Have you submitted the report?

What would you take for breakfast? Sandwich? Omelets?

Question mark is also used in a sentence as tag.

Give me some more tea, won't you?

I teach well, don't I?

### 18.3.3: Mark of Exclamation (!)

Mark of exclamation is used to show sudden outburst of emotion or a wish.

Hurrah! India has won the World Cup.

May you be blessed with a son!

May everyone be successful!

Great!

## 18.4: Punctuation marks that help in separating one word from another and one thread of thought from another:

There are many punctuation marks that separate one thought from another. These marks appear within a sentence and hence they can also be called Internal Punctuation marks. We shall discuss them separately and with examples.

### 18.4.1: Comma (,)

Commas help in separating larger parts of a sentence and also individual words. Proper use of commas can ensure better writing and reading. In many cases, it can also provide relief to the reader's eyes.

Raghu, Simit and Shivam are very good friends.

Mr. Sinha, the principal, is on leave today.

Friends, I take your leave now.

Give me a week's time, please.

Wait a minute, Ravi.

**Comma can also be used before and after a participial phrase.**

The sun having risen, the fog disappeared.

The tiger, having found its prey in sight, moved wildly.

**Comma is also used to separate short clauses of a compound sentence.**

I came, I saw, I conquered.

**Comma is used to separate the reported speech from the rest of the sentence.**

“Go and catch a falling star”, said the hermit.

The poet said, “Beauty lies in beholder’s eyes.”

The date and year of a calendar used in a sentence is separated by comma.

On August 15, 1947, India got independence.

If words like fortunately, unfortunately, suddenly, presently appear in the beginning of the sentence, comma is used to separate from the clause.

Unfortunately, the accidental deaths have become too high these days.

Suddenly, the bird flew and the clouds disappeared from the sky.

**Commas are also used after linking words if the sentence begins with a linking word.**

In fact, what I get is not enough.

Thus, what you feel is right.

**Commas are used both before and after however in a sentence.**

The result, however, was not in his favor.

I, therefore, pray you to listen to my appeal.

Commas are also used before question tag in a sentence.

You should respect your elders, shouldn’t you?

I am an English teacher, am I not?

**Commas are also used to separate adjectives in a sentence.**

The room was spacious, airy and beautiful.

The path to the temple was rough, circular and long

#### **18.4.2: Inverted Commas (“.....”)**

Inverted Commas are used when the speech of another person is presented exactly as spoken by that person. In most of the cases, it is used in direct speech. Inverted Commas are also called quotation marks.

The teacher said, “Child is the father of man.”

The little girl said, “I am not feeling well today.”

**Sometimes when you have to emphasize on a particular word, single inverted commas are used.**

You have to be careful in the use of the article ‘the’.

Keep in mind what I said while teaching ‘punctuation’.

**When the name of a story or a poem comes in the midst of a sentence, it is written under single inverted commas.**

‘A Work of Art’ is a beautiful story written by Chekhov.

'The Solitary Reaper' is my all time favourite poem.

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#### 18.4.3: Semi- colon (;)

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Semi colon is used to separate two independent clauses when there are no linking words used.

I left for the station without losing any more time; otherwise I would have missed the train.

Learning English is easy; it also enhances your social status.

Semi colon is used to substitute 'and'. It is called a pause between period and comma.

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#### 18.4.4: Colon (:)

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Colon is used to separate either a quote or an instruction.

William Shakespeare said: "If you delighten a single sobbing soul, thousands of Heaven will blossom into thee."

Use the marks of punctuation in the following:

Colon is also used to separate things or items.

Don't forget to bring the following: a note pad, an eraser, a packet of chalk pieces and three packets of pen.

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#### 18.4.5: Apostrophe (')

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Apostrophe is a punctuation mark that shows possession.

Prof. Jha's car is not new now.

Narendra's house was on fire.

Plural Nouns, which do not end with 's', take apostrophe and's to show possession. If a noun's plural ends in s, the apostrophe is used after s.

Children's toys have become costlier these days.

Men's dresses too have become more stylish.

Ladies' club is a new fashion among the elite.

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#### 18.4.6: Dash ( — )

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Dash is used to denote a sudden stop or change of thought. It is also used to explain many things at a time.

He was left by all— friends, family members and even relatives.

She looked at a figure—unknown, dark and lost.

The agent — one Mr. Singh decamped with the cash.

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#### 18.4.7: Hyphen(-)

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Hyphen to used to connect the parts of a compound word.

He is a famous football-player.

Hyphen is also used when a prefix is added to a word to make a new word.

He needs my co-operation.

Everyone has some amount of self-esteem.

Hyphen is also used in compound adjectives.

Three-dimensional, five-week course,  
 Hyphen is also used in words ending with in-law to show relation.  
 My brother-in-law is an engineer.  
 He lost his father-in-law last year.

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#### 18.4.8: Capitals

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The first letter of names and surnames is always capital.

William Shakespeare, Aristotle, Socrates  
 Binod Mishra, Harshvardhan Pandey,

The first letter of names of states, towns, countries, rivers, mountains begin with Capital letters.

Uttarakhand is situated in the lap of nature.  
 Dehradun is the capital of Uttarakhand.  
 India is a vast nation.  
 He lives on the ghats of the Ganges.  
 The Himalayas stand as the sentinel of India.  
 The Times of India is a leading Indian daily.

Names of festivals, communities and historical events and holy books also begin with capital letters.

Diwali is celebrated with much enthusiasm all over India.  
 Hinduism is based on tolerance and everyone's welfare.  
 India's Republic day is celebrated on 26<sup>th</sup> January every year.  
 The Mahabahrata teaches us how to abide by ethics even in troubled times.

You will come across punctuation marks everyday if you read newspapers and magazines. Since Punctuation reflects the writer's consideration for reader's difficulties, even qualified and experienced people also miss them at times. It requires enormous reading to gain perfection in it. However, with time and regular practice, you too can gain confidence in using them.

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#### 18.5: Test yourself (Conversation)

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##### 18.5.1: Use punctuation marks to make this conversation between mother and son readable:

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mother manish its seven and you are still in bed. don't you have your college today  
 manish oh i am sorry.why didnt you wake me earlier. i will not be able to attend the first class

mother manish you should have told me last night.i got up at 5am only.moreover a good student should always get up early in the morning

manish i read till late into the night, mom.

Mother you should remember the famous saying early to bed and early to rise makes a man healthy wealthy and wise.



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**18.5.2: The following sentences are in direct speech. Punctuate them by using required punctuation marks:**

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1. she said to her brother we are going for a picnic
2. the technician said it is beyond my capacity to correct the fuse
3. my father said to me where did you put my glasses
4. the sage said please show me the way to the temple
5. how many days are there in february said the tutor to the child
6. mr sinha says the water of the ganges is not only divine but also medically important
7. the poet said to his friends have you come across my new book of poems
8. go and fetch some water from the well said the old mother to the son
9. the beggar said please drop a coin in this blind man's bowl.
10. he whispered before the idol will my fate never change
11. my father said to me the potatoes you brought from the market are all rotten
12. harish asked harmeet have you seen a tiger
13. mrs mishra said to her husband you never bring good things from the market
14. the captain said to the soldiers you are our proud sons and we hope you will not let us down
15. seem said to suman when will you buy me a diamond set

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**18.5.3: Put proper punctuation marks wherever necessary.**

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1. where are my books and pencils mom
2. send me some more disks wont you
3. keep your thins in order mohit
4. tell me who wrote the Mahabharata
5. He was born on 4 September 1985
6. ravi bring some water
7. alas the old man died last night
8. i wish i were a king
9. if i were a king i would have made everyone happy
10. mr mishra the headmaster of the school has brought many changes
11. reading maketh a full man conference aready man and writing an exact man.
12. beauty is truth and truth beauty.
13. he that is down needs fear no fall
14. oh gold is great but greater far is heavenly sympathy
15. mr mullick the editor of the hindustan times is my friend
16. have you not read about the Himalayas
17. the milkman cried madam how can i bring pure milk when the cows do not get natural fodder

18. the landlady said the electricity bill has suddenly gone up. the tenant said madam one cannot live without fans and coolers during summer. we also feel the heat as others.
19. prof jha to his colleague have you finished the portion prescribed for the test
20. the ticket collector said to raju you are traveling in ac without a valid ticket and still you are not ashamed. if you do not pay the fine i will have to seek the help of police

#### 18.5.4: Diary Writing

Read the diary entry of Abhyudaya and add suitable punctuation marks to make it effective.

**30 april 2011**

i was not in a mood to get up early today as on other days i had read till late night and was not worried as the day to come was a sunday moreover i was enjoying a beautiful dream i was playing on the banks of a river with my college friends and we were making houses of sand all of us were trying to make our houses beautiful and with all sorts of facilities study room kitchen courtyard and toilets all of us envied the designs of each other and also felt proud of our wishes suddenly there came an old man who started laughing when we asked him the reason he said sons this is possible only here and in your imagination actually on earth there is less space and such little resources that all our wishes are never fulfilled we felt sad and looked at each other we followed the man but soon he was lost perhaps disappeared suddenly i could feel somebody shaking my body i opened my eyes and saw my mom saying abhyu how long will you sleep today are you watching some dream i made my mother sit by me and told her everything

#### Answers

##### 18.5.1: Test yourself (Conversation)

Mother: Manish, it's seven and you are still in bed. Don't you have your college today?

Manish: Oh! I am sorry. Why didn't you wake me earlier? I will not be able to attend the first class.

Mother: Manish, you should have told me last night. I got up at 5am only. Moreover, a good student should always get up early in the morning.

Manish: I read till late into the night, mom.

Mother: You should remember the famous saying: Early to bed and early to rise makes a man healthy wealthy and wise.

##### 18.5.2: The following sentences are in direct speech. Punctuate them by using required punctuation marks:

1. She said to her brother, "We are going on a picnic."
2. The technician said, "It is beyond my capacity to correct the fuse."
3. My father said to me, "Where did you put my glasses?"
4. The sage said, "Please show me the way to the temple."
5. "How many days are there in February?", said the tutor to the child.
6. Mr. Sinha says, "The water of the Ganges is not only divine but also medically important."

7. The poet said to his friends, "Have you come across my new book of poems?"
8. "Go and fetch some water from the well," said the old woman to her son.
9. The beggar said, "Please drop a coin in this blind man's bowl."
10. He whispered before the idol, "Will my fate never change?"
11. My father said to me, "The potatoes you brought from the market are all rotten."
12. Harish asked Harmeet, "Have you seen a tiger?"
13. Mrs Mishra said to her husband, "You never bring good things from the market."
14. The captain said to the soldiers, "You are our proud sons and we hope you will not let us down."
15. Seema said to Suman, "When will you buy me a diamond set?"

**18.5.3: Put proper punctuation marks wherever necessary.**

1. Where are my books and pencils, mom?
2. Send me some more disks, won't you?
3. Keep your things in order, Mohit.
4. Tell me who wrote the Mahabharata.
5. He was born on 4 September, 1985.
6. Ravi, bring some water.
7. Alas! the old man died last night.
8. I wish I were a king!
9. If I were a king I would have made everyone happy.
10. Mr. Mishra, the headmaster of the school, has brought many changes.
11. Reading maketh a full man, conference a ready man and writing an exact man.
12. Beauty is truth and truth beauty.
13. He that is down needs fear no fall.
14. Oh! gold is great but greater far is heavenly sympathy.
15. Mr. Mullick, the editor of The Hindustan Times is my friend.
16. Have you not read about the Himalayas?
17. The milkman cried, "Madam, how can I bring pure milk when the cows do not get natural fodder.
18. The landlady said, "The electricity bill has suddenly gone up. The tenant said, "Madam, one cannot live without fans and coolers during summer. We also feel the heat as others."
19. Prof Jha to his colleague, "Have you finished the portion prescribed for the test?"
20. The ticket collector said to Raju, "You are traveling in AC without a valid ticket and still you are not ashamed. If you do not pay the fine, I will have to seek the help of police."

**18.5.4: Diary Writing*****30 April, 2011***

I was not in a mood to get up early today as on other days. I had read till late night and was not worried as the day to come was a Sunday. Moreover, I was enjoying a beautiful dream. I was playing on the banks of a river with my college friends and we were making houses of sand. All of us were trying to make our houses beautiful and with all sorts of facilities — study room, kitchen, courtyard and toilets. All of us envied the designs of each other and also felt proud of our wishes. Suddenly, there came an old man who started laughing. When we asked him the reason, he said, “Sons, this is possible only here and in your imagination. Actually, on earth there is less space and such little resource that all our wishes are never fulfilled.” We felt sad and looked at each other. We followed the man but soon he was lost, perhaps disappeared. Suddenly, I could feel somebody shaking my body. I opened my eyes and saw my mom saying, “Abhyu, how long will you sleep today. Are you watching some dream?” I made my mother sit by me and told her everything.