

Section II

*Basic Language
Structures*

LESSON 5

Personal Pronouns and Auxiliary Verbs

- (i) Short forms or contractions of auxiliary verbs (is, am, are, was, were, have, has, had, do, does, did, will, shall, must, can, dare, need)
- (ii) Short forms of auxiliaries in combination with personal pronouns and demonstratives (this, that, these, those)
- (iii) Short forms of negatives in combination with auxiliaries.

(i) Short forms or contractions of auxiliary verbs

In spoken English we generally say 'I'm', 'you're', 'we're', etc., in place of 'I am', 'you are', 'we are', etc. While writing we use an apostrophe (') in place of the missing word.

am	'm
is or has	's
are	're
have	've
will	'll
would or had	'd

Study the following pronouns in combination with is, am, are:

Pronoun (singular and plural)	Verb - simple present		
	Full form	Short form	How to say it
I	I am	I'm	/aim/
you	you are	you're	/juə(r)/
he	he is	he's	/hi:z/
she	she is	she's	/ʃi:z/
it	it is	it's	/its/
We	we are	we're	/wi:ə(r)/
they	they are	they're	/ðeə(r)/
you	you have	you've	/juəv/
they	they have	they've	/ ðeəv/
we	we have	we've	/wi:əv/
you	you will	you'll	/juə:l/
he / she	he / she will	he'll / she'll	/hi:l/ / ʃi:l/
I	I would / had	I'd	/wud/

Pronoun (singular and plural)	Verb - simple present		
	Full form	Short form	How to say it
You	you would / had	you'd	/ju:d/
she / he	she / he / would	she'd / he'd	/ʃid/ /hi:d/
They	they would / had	they'd	/ ðeɪd/
we	we would / had	we'd	/wi:d/

Some of these constructions are used after question words beginning with 'wh'

- Who's your father? (Who is your father?)
- What's your name? (What is your name?)
- Where's my pen? (Where is my pen?)
- How's everything? (How is everything?)
- Who'll come with me? (Who will come with me?)
- Who'd do this? (Who would do this?)
- Why's he so late? (Why is he so late?)
- When's she coming? (When is she coming?)

Note: The short form 's can be 'is' or 'has' but 'let's' is 'let us'. So when we say, 'let's go to the market' we mean 'let us' and not 'let is' or 'let has'.

(ii) Short forms of auxiliaries in combination with personal pronouns and demonstratives (this, that, these, those)

Short forms are used with demonstratives also, such as there, here, that

- That's my house. (That is my house)
- That's your chair. (That is your chair)
- Here's your money. (Here is your money)
- There'll be a big crowd at the railway station. (There will be a big....)
- That'll do. (That will do)

Remember: Do not use 'm/ 's / 're/ 've/ 'll/ 'd at the end of the sentence because, here the verb should be emphasised.

- | | |
|------------------------|---------------------------------------|
| a. Are you happy? | Yes, I am. (This is the correct form) |
| b. Are you happy? | Yes, I'm. (This is wrong) |
| c. Will she be coming? | Yes, she will. (not she'll) |

- d. Are they happy? Yes, they are. (not they're)
 e. Have you shut the door? Yes I have. (not I've)

However, negative short form can occur at the end of a short answer.

- a. Has she done her homework? No, she hasn't.
 b. Will she help us? No, she won't.
 c. Are they there in the room? No, they aren't.
 d. Do they know any good tailor? No, they don't.

(iii) Short forms of negatives in combination with auxiliaries

Auxiliary verbs	Negative forms	Pronunciation of Negative forms
Is	isn't	/ 'iznt/
are	aren't	/ 'a:nt/
was	wasn't	/ wɔznt/
were	weren't	/ 'wɜ:nt/
do	don't	/ dəʊnt/
does	doesn't	/ 'dʌznt/
did	didn't	/ 'dɪdnt/
can	can't	/ kɑ:nt/
could	couldn't	/ 'kʊd(ə)nt/
shall	shan't	/ 'ʃɑ:nt/
should	shouldn't	/ 'ʃʊdnt/
have	haven't	/ 'hævnt/
has	hasn't	/ 'hæz(ə)nt/
had	hadn't	/ 'hæd(ə)nt/
will	won't	/ wəʊnt/
would	wouldn't	/ 'wʊdnt/
must	mustn't	/ 'mʌs(ə)nt/
need	needn't	/ 'ni: dnt/

Affirmative and Negative Sentences

In a negative sentence contraction is done either of the auxiliary ('s for is; apostrophe 're is for are) or the negative (n't for not). Thus, in informal language two forms of negation are possible. One, with contracted auxiliary and the other, with a contracted negative.

Affirmative sentences	Negative sentences contracting auxiliary	Negative sentences contracting not
He is coming.	He's not coming.	He isn't coming.
She is coming.	She's not coming.	She isn't coming.
You are coming.	You're not coming.	You aren't coming.
We are coming.	We're not coming.	We aren't coming.
They are coming.	They're not coming.	They aren't coming.

Some of these short forms can be used after this/that.

Affirmative sentences	Negative sentences contracting auxiliary	Negative sentences contracting not
That is my house.	That's not my house.	That isn't my house.
That is your dog.	That's not your dog.	That isn't your dog.
That is his car.	That's not his car.	That isn't his car.
That is her idea.	That's not her idea.	That isn't her idea.
That is their way of thinking.	That's not their way of thinking	That isn't their way of thinking.
That is far away	That's not far away.	That isn't far away.

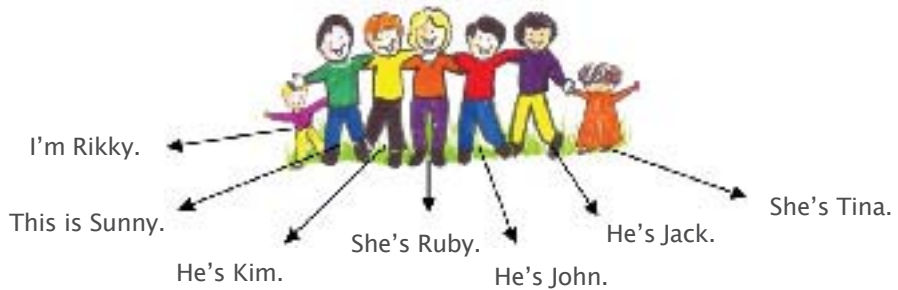
After the determiners this/those/these the auxiliary is not contracted however, contracted negative can be used.

Affirmative sentences	Negative sentences no contracting of auxiliary	Negative sentences contracting not
This is a dog.	This is not a dog.	This isn't a dog.
This is sour.	This is not sour.	This isn't sour.
Those are his books.	Those are not his books.	Those aren't his books.
Those are far away.	Those are not far away.	Those aren't far away.
These are dark corners.	These are not dark colours.	These aren't dark colours.
These are mine.	These are not mine.	These aren't mine.

Possessive Pronouns

- (i) Introducing yourself and others using short forms.
- (ii) Possessive pronouns: my/mine, your/yours, our/ours, her/hers, his/his, their/theirs.

(i) Introducing yourself and others using short forms



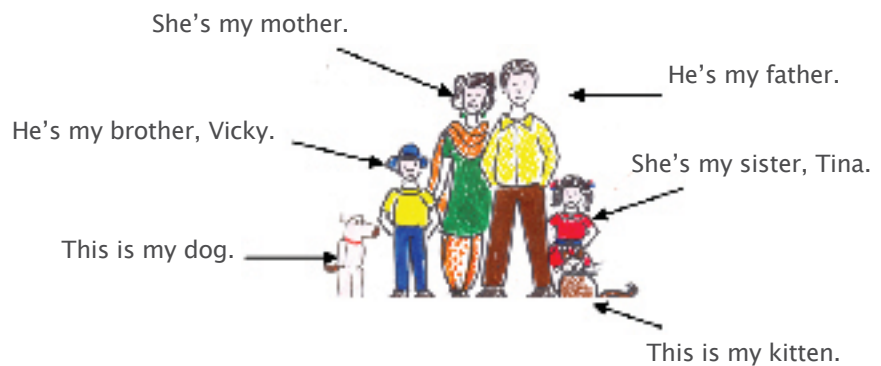
We're friends. We are happy. We are going on a picnic.

Now complete the following sentences combining the given pronouns with suitable short forms of 'be' verbs: (is, am, are, was, were)

Meet my family and my pets.



She	Veena
He	Sanjay
They	cousins



They're my uncle and aunt.



(ii) Possessive Pronouns

Each possessive pronoun has two forms –


- (a) those which require an object after them: my, her, his, your, their, our
- (b) those which do not require the object: mine, hers, yours, theirs

Now study the following:

(1) This is my table		It's mine.
(2) This is my ball.		It's mine.
(3) This is her/his bag.		It's hers/his.
(4) This is their bag.		It's theirs.
(5) This is your umbrella.		It's yours.
(6) This is our house.		It's ours.

Assignment

Complete the following sentences with suitable pronouns and read them out:

Whose bicycle is it?		Whose is it?
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Complete the following sentences with suitable pronouns and read them out:

This is _____ bicycle.	It's _____.
This is _____ bicycle.	It's _____.
This is _____ bicycle.	It's _____.
This is _____ bicycle.	It's _____.
This is _____ bicycle.	It's _____.
This is _____ bicycle.	It's _____.

Read out the following affirmative and negative sentences in continuation:

This is my chair.	That isn't mine.	That's yours.
That is your car.	That isn't yours.	That's hers.
This is their idea.	That isn't theirs.	That's his.
This is his house.	That isn't his.	That's theirs.
This is our chair.	That isn't ours.	That's mine.

LESSON 6

Some helping verbs

Do, Does, Don't, Doesn't

'Do/Does' can be used as action verbs and also as helping verbs. As helping verbs they play an important role in the English language. Used with the main verb they help to form negatives and interrogatives in the simple present tense. They can also be added to the main verb to emphasize an idea. It is important to remember that 'does' is used with the third person singular.

I We You They	do
He She It	does

Look at the sets of sentences given below:

1. Do your work in time.
2. He does gardening in the afternoon.
3. I do my washing in the morning.
4. She does all the cleaning herself.

In the set of sentences given above 'do/does' has been used in the sense of performing a task.

1. I get up early in the morning.
I *do* get up early in the morning.
2. She helps her mother everyday.
She *does* help her mother everyday.
3. He works hard.
He *does* work hard.
4. They come every day.
They *do* come every day.

In the above set 'do/does' has been used to emphasize an action that is, 'getting up' or 'helping'.

1. I do not (don't) play football.







2. Amit does not (doesn't) work hard
3. We do not (don't) miss classes.
4. She does not (doesn't) like cooking.

In the above set 'do/does' has been used to form negative sentences.

1. Does the train leave at 2.00?
2. Do elephants live in forests?
3. Do we work hard?
4. Does it rain in winter?

In the above set 'do/does' has been used to make interrogatives.

Using 'do/does' for forming questions

Do I speak fast?	
Do you like litchis?	
Do we like bananas?	
Do birds live in nests?	
Does she like grapes?	
Does the koel sing?	

Does your son like games?



Using 'do/does' for forming negatives

My brother works hard.
My brother doesn't work hard.



I like sunsets.
I don't like sunsets.



Students go cycling.
Students don't go cycling.








He teaches.
He doesn't teach.



I like almonds.
I don't like almonds.



<p>Sita plays chess. Sita doesn't play chess.</p>	
<p>We see tigers everyday. We don't see tigers everyday.</p>	
<p>Nina bathes the baby everyday Nina doesn't bathe the baby everyday.</p>	
<p>We love children. We don't love children.</p>	
<p>We eat peaches. We don't eat peaches.</p>	

Exercise 1

Choose the appropriate verb:

1. _____ (Do/Does) you speak English?
2. _____ (Do/Does) he always behave like this?
3. _____ (Do/Does) they know that you're my sister?

4. _____ (Do/Does) your cats play with you?
5. You _____ (Do/Does) understand, don't you?
6. Why _____ (Do/Does) he always wear the same shirt?

Answers to Exercise 1

1. do 2. does 3. do 4. do 5. do. 6. does

Exercise 2

Form questions using 'do' and 'does'.

1. She eats ice cream.

2. The boys dance well.

3. He jumps over the wall.

4. You cycle to school.

Answers to Exercise 2

1. Does she eat ice cream?
2. Do the boys dance well?
3. Does he jump over the wall?
4. Do you cycle to school?

Assignment

Ask your friend about her likes and dislikes. Begin your questions with do/does.

1. _____ chocolate?
2. _____ chips?
3. _____ swimming?
4. _____ summer?
5. _____ cycling?
6. _____ books?

Modals, Tag Questions and Short answers

Some helping verbs perform special functions. Used in combination with other verbs they express certain concepts such as permission, possibility, certainty and necessity. Such verbs are called modal auxiliaries. They are: may, might, can, could, shall, should, must, need, ought to, used to, will and would.

Read this passage:

Our eyes are valuable to us, both for work and for play. We *should* take good care of them. We *should not* use our eyes foolishly because we *may* damage them so severely that they *may not* recover. For this reason we *would* like you to observe a few rules specially when reading, writing or doing other close work such as stitching or making models.

There *should* be enough light. It *must* be sufficiently strong and *should not* be concentrated in one place but evenly spread. While working you *should* be careful that the hand which holds the pen does not cast a shadow on the paper. Very strong light *may* be avoided since it tires the eyes, and the reflection from the paper *can* be harmful.

Now read these sentences:

1. There *must* be enough light.
2. We *should* take care of our eyes.
3. Damaged eyes *may* never recover.
4. Reflection *can* be harmful for eyes.

The verb 'must' has been used to show importance or necessity while the verb 'should' expresses the concept of obligation. 'may' conveys the idea of possibility while 'can' shows ability or possibility.

Study this list of important modal auxiliaries and the concepts they express with examples:

Modal auxiliary	Concepts expressed	Examples
1. may, might	Hope	He may come tomorrow
	Possibility	It might rain today.
	Request	May I come in?
	Asking for permission	May I use your bike?
	Giving permission Prayer	You may go now. May God bless you!
2. will	The simple future	The flag will be unfurled on 15th August.
	Future coloured with the idea of firm determination or certainty	You will listen to me. I will not go with you.
	Polite requests	Will you shut the window, please.
3. must	Necessity	We must take good care of our health.
	Prohibition	Cars must not be parked here.
4. Should	Obligation	We should obey our parents.
5. can	Ability/capability	I can solve this problem.
		He can lift this box.
6. could	Request	Could I use this telephone please?
	A past ability	I could run very fast when I was young.
7. ought to	Obligation	We ought to pay taxes regularly?
8. should	Necessity	We should obey our teachers.
	Possibility	If it should rain, they will not come.
9. need, need not	Obligation or absence of Obligation	You need to get your eyes checked. You need not come this weekend.
10. used to	Past habit	We used to wake up early.
		I used to smoke but now I don't.
11. would	Past habit	She would sit for hours in the garden.
	Polite request	Would you like to come in for a cup of tea.

Exercise 1

Fill in the blanks with the appropriate modals.

Salesman: _____ (1) I help you?

Customer: Yes, _____ (2) you show me some trousers please.

Salesman: All right sir, I _____ (3) show you different styles. Here is one without a crease and here is the same in a new style.

Customer: Oh! That ____ (4) be the one that was advertised in the paper. _____ (5)

you tell me the price?

Salesman: Only ₹ 300 sir.

Customer: Alright. I _____ (6) take both styles.

Salesman: _____ (7) I show you anything else? Say shirts or ties?

Customer: Not now. I _____ (8) look at any today. I _____ (9) come sometime next week. Thank you.

Customer: Thank you, sir.

Answers

1. May
2. could
3. can
4. must
5. can
6. will
7. Can
8. Can't
9. will

Exercise 2

Use must/must not, to complete the following sentences.

1. You _____ exercise regularly.
2. You _____ be lazy.
3. You _____ do your work yourself.
4. You _____ depend on others.
5. You _____ look down upon the ignorant.
6. You _____ respect the learned.

Answers

1. must
2. must not
3. must

4. must not
5. must not
6. must

Assignment

Imagine you are a drama critic. You are writing the review of a drama that you saw. The following things are wrong with it. Suggest improvements using 'could', 'might', and 'should'.

1. The setting was inappropriate and ineffective.
2. There was no use of sound and light effects.
3. The heroine was dull and wooden.
4. The play was boring and the plot drags.
5. The dialogues were rather artificial.
6. The main character did not contribute enough to the action of the story.
7. The story was unimaginative.

Tag Questions

Tag questions are questions attached to the end of a statement in order to draw attention to it or to give it added force. They may also be used to seek confirmation. They may ask for the opinion of the person to whom they are addressed, or they may take his agreement for granted. They are used only in conversation and in letters between friends where the writer adopts the same kind of style that he would use if he were actually speaking to his correspondent. The chief points to note are as follows:

1. A positive statement is followed by a negative question tag and a negative statement takes a positive question tag.
2. The subject of the question tag is always a pronoun.
3. It must be preceded by a helping verb.
4. The negative must have a short form.
 - a. It is a warm day, isn't it?
 - b. She can't swim, can she?
 - c. They have gone, haven't they?
 - d. She doesn't work hard, does she?
1. A negative statement does not necessarily mean one with a negative verb. So long as there is a negative idea in it, it is a negative statement, and needs a positive tag.
 - a. None of the men were present, were they?
 - b. We saw no-one we knew, did we?
 - c. A small scratch like that is nothing, is it?
2. Semi-negative words such as little, few, hardly, scarcely, rarely, seldom are treated as negatives, and take a positive tag.

- a. Few people knew the answer, did they?
- b. Little progress has been made, has it?
- c. We could scarcely hear what he said, could we?
- d. We seldom see them nowadays, do we?

Note: Though 'few' and 'little' are negative, 'a few' and 'a little' are positive, and therefore need a negative tag.

- a. A few people knew the answer, didn't they?
- b. A little progress has been made, hasn't it?

3. The adverb 'only' may take either a positive or a negative tag.

- a. He made only twenty runs, did he?
- b. He made only twenty runs, didn't he?

Note: The positive is more usual.

4. If a personal pronoun is the subject of the statement, then this same personal pronoun is repeated as the subject of the tag:

- a. He is very clever, isn't he?
- b. That girl isn't very attractive, is she?
- c. One can't be too careful, can one?

5. If the subject of the sentence is 'there' then it is repeated in the tag:

- a. There were three rooms in the house, weren't there?
- b. There weren't enough people in the audience, were there?

6. 'Used to' takes didn't in the tag.

She used to be quite a good tennis player, didn't she?

7. (i) Imperative verbs are a class apart. If they are simple requests, they usually take 'will you'? It does not matter if the verb is a positive or negative request.

- a. Pass me the newspaper, will you?
- b. Don't be late for dinner, will you?

(ii) If they are invitations or suggestions, they may also take 'will you' in the tag. But 'won't you' is used to add a note of urgency.

- a. You won't be late, will you?
- b. You will be on time, won't you?

(iii) Since 'won't you' suggests urgency, it is used with requests that have the force of a plea or a warning.

- a. Be careful when you cross the road, won't you?
- b. Remember to lock the door, won't you?

(iv) A suggestion that uses let's (short form for 'let us') takes 'shall we?' in the tag.

- a. Let's have a game of cricket, shall we?
- b. Let's watch a movie this afternoon, shall we?

(v) An imperative sentence that expresses impatience or that has the force of a rebuke, takes 'can't you?' as the tag.

Use your common sense, can't you?

8. (i) Although 'everybody' and 'everyone' are singular, for the purpose of a tag question they are usually treated as plural, and referred to by 'they'.

Everybody can't come in first, can they?

Everyone cheered wildly, didn't they?

(ii) 'None of', followed by a plural noun, is also treated as a plural, and takes 'they' in the tag.

None of the workmen arrived in time, did they?

(iii) None of us takes 'we' as the subject of the tag.

None of us knew the way, did we?

(iv) 'Some of us' takes 'we' if the speaker includes himself in the number, but 'they' if he does not.

Some of us wanted to stay longer, didn't we?

On the return journey some of us lost the way, didn't they?

(v) 'Some of you' takes 'you' in the tag.

Some of you are learning French, aren't you?

Exercise 1

Add the appropriate tag to the following sentences. (Remember that when you add the tag the existing full stop must be changed to a comma,)

- 1. We are ready for dinner.
- 2. They are late.
- 3. The car broke down today.
- 4. Anyone can make a mistake.
- 5. She will miss the train if she doesn't hurry.
- 6. The garden looks beautiful.
- 7. The journey was not an easy one.
- 8. The hotel was not too expensive.

9. Let's go and see their new house.
10. He easily loses his temper.
11. Lions are very strong animals.
12. There was not a single seat vacant.
13. We mustn't forget to pay for our tickets.
14. You needn't leave as early as this.
15. We didn't have much money to spare.
16. Your father is a lawyer.
17. I can't go there.
18. He has bought a cycle.
19. They are friends.
20. She wasn't happy.

Answers to Exercise 1

1. We are ready for dinner, aren't we?
2. They are late, aren't they?
3. The car broke down today, didn't it?
4. Anyone can make a mistake, can't they?
5. She will miss the train if she doesn't hurry, won't she?
6. The garden looks beautiful, doesn't it?
7. The journey was not an easy one, was it?
8. The hotel was not too expensive, was it?
9. Let's go and see their new house, shall we?
10. He easily loses his temper, doesn't he?
11. Lions are very strong animals, aren't they?
12. There was not a single seat vacant, was there?
13. We mustn't forget to pay for our tickets, must we?
14. You needn't leave so early as this, do you?
15. We didn't have much money to spare, did we?
16. Your father is a lawyer, isn't he?
17. I can't go there, can I?
18. He has bought a cycle, hasn't he?
19. They are friends, aren't they?
20. She wasn't happy, was she?

Short Answers

There are some questions the answers to which cannot be 'yes' or 'no'. Helping verbs help answering questions in the form of short answers.

For example:

Who told you that I was coming at five o'clock?

Sita did.

Who cleans the classrooms every day?

Mohan does.

Helping verbs can also be used to form short answers to verbal questions.

Are you going to school?

Yes, I am.

No, I'm not.

Can you drive a car?

Yes, I can

No, I can't

Agreements with affirmative statements are made with: yes/so/of course followed by the pronoun and helping verb.

It was a hot day.

Yes, it was.

He has come early.

So, he has.

He can play the piano.

Of course, he can.

Disagreements are also conveyed with the help of "no" followed by the pronoun, helping verb and n't /not. 'but' may be used to disagree with a question or statement.

He has failed.

No, he hasn't.

Why did you fight?

But, I didn't.

She works here.

No, she doesn't.

Assignment 1

Complete the short answers to these questions by adding the helping verb:

- a. How many of you will travel with us?

All of us _____.

- b. How many of you play tennis?

Most of us _____.

- c. How many of you can play chess?

None of us_____.

- d. Who made that house?

I _____.

- e. Who wants to go for a walk?

Ritu_____.

We all_____.

Assignment 2

Give short answers to these questions

- a. Does Vinod work hard?
- b. Is it cold there?
- c. Did he help?

Assignment 3

Agree with the following remarks

- a. The door is shut.

So_____.

- b. The music sounds pleasant.

Yes_____.

- c. You are all learning English quickly.

Of course,_____.

Assignment 4

Disagree with the following remarks

- a. He will have to see the doctor.

No_____.

- b. Why are you so angry?

But_____.

- c. You broke my pencil?

No_____.

- d. We have been here before.

No_____.

- e. Why are you working so hard?

But_____.

Answers

Assignment 1

(a) will (b) do (c) can (d) did (e) does; do

Assignment 2

(a) Yes, he does. No, he doesn't. (b) Yes, it is. No, it isn't. (c) Yes, he did. No, he didn't.

Assignment 3

(a) So it is. (b) Yes, it does. (c) Of course, we are.

Assignment 4

(a) No, he won't. (b) But I'm not. (c) No. I didn't. (d) No, we haven't. (e) But I'm not.

LESSON 7

Tenses

(i) The Present tense

The Simple Present

Form

I/we sing

You sing

He/she/it sings

They sing

It is important to remember that we add –s or –es to the main verb with the 3rd person singular (he, she, it).

The sentences given below show the present simple in the affirmative, the negative and the interrogative forms. Note that the helping verb ‘do’ or ‘does’ help to form negatives and interrogatives in the simple present.

Affirmative: She **likes** apples.

We **go** to school by bus.

Negative: She **does not (doesn't)** like apples.

We **do not (don't)** go to school by bus.

Interrogative: **Does she** like apples?

Do we go to school by bus?

Some other examples:

1. The lake looks beautiful.
2. The moon goes round the earth.
3. Water boils at 100 degrees.
4. He drives a car.



Some examples of the simple present

1. We use the simple present tense to talk about something that happens again and again and for things that are always true, that is, facts.

For example:

The sun rises in the east.

Birds fly in the sky.

Water boils at 100°C.

2. It is also used for habitual actions, which are part of one's daily routine,

For example:

I go to school at 7:00.

He wakes up early.

My father goes to work by bus.

3. It is interesting to note that the simple present tense may be used to narrate a past event or story.

For example:

The army advances as the battle starts.

She walks up to him and gazes into his eyes.

4. The simple present may also be used to describe future events, especially journeys.

For example:

We leave for Delhi tomorrow.

School starts on the 2nd of January.

5. The simple present tense is frequently used in commentaries and newspaper headlines.

For example:

India wins the toss and opts for batting,

15 die as cold wave continues.

7-year old wins award.

Note: Words such as always, usually, sometimes, generally and never are often used with the simple present tense specially while talking about daily routines and habitual actions.

Let us see what Tina has to say about her daily routine. Try to pick out the verbs which are in the simple present tense.



Hi! I'm Tina. I usually **get up** at 7 o'clock and go for a walk. It **takes** me half an hour. I **have** breakfast at 8:00 and **leave** for work by 9 o'clock. I **have** lunch at 2 o'clock. I generally **finish** my work by 5 o'clock. I sometimes **cook** a meal in the evening. I **watch** T.V for a while. I **go** to bed at 10 o'clock. I **sleep** well.

Forming questions in the simple present tense:

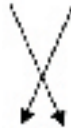
1. Yes/No questions – These are questions which begin with helping verb like am, is, are, do, does, etc. *The helping verb is placed before the subject.* Look at the examples given below:

Delhi is in India.



Is Delhi in India?

They are doctors.



Are they doctors?

2. “Wh–” questions – These questions begin with question words like ‘what’, ‘which’, ‘who’, ‘when’, ‘where’, ‘why’ or ‘how’. In forming these questions the helping verb is placed before the subject. If there is no helping verb in the sentence, then “do” and “does” help in forming the question.

Exercise 1

Change the given statements into questions:

1. Tom is a student. _____ a student?
2. Her name is Leela. _____ Leela?
3. They are from Varanasi. _____ from Varanasi?
4. Your bike is new. _____ new?
5. You are twenty. _____ twenty?

Exercise 2

Make questions by filling in the blanks with question words such as ‘who’, ‘what’, ‘where’ and ‘which’.

1. He is in the garden. _____ is he?
2. These are my parents. _____ these people?
3. We leave at 6 o'clock. _____ you leave?
4. My name is Seema. _____ your name?

Exercise 3

Read these sentences. What do they suggest about the functions of simple present tense?

1. It takes me five minutes to get to school.
2. I'm away on holiday next week.
3. I leave work at 5:30 most days.
4. London stands on the Thames.
5. She holds the baby and looks straight into its eyes.
6. The earth rotates on its axis.

Exercise 4

Look at Rima's description of her week's activities:

Time	Friday	Saturday	Sunday
Morning		Clean the house	Go to the cinema
Afternoon		Finish shopping	Relax at home
Evening	Go out for dinner with friends	Badminton practice	Study and complete assignments

1. What does Rima do on Friday evening?
2. What does she do on Saturday morning?
3. What does she do on Saturday afternoon?
4. How does she spend Sunday?

Answers to Exercise 1

1. Is Tom a student?
2. Is her name Leela?
3. Are they from Varanasi?
4. Is your bike new?
5. Are you twenty?

Answers to Exercise 2

1. Where is he?
2. Who are these people?
3. When do you leave?
4. What is your name?

Answers to Exercise 3

1. habit
2. future plan
3. habit

4. permanent fact
5. narration
6. scientific truth

Answers to Exercise 4

1. On Friday evenings Rima goes out for dinner with friends.
2. On Saturday mornings she cleans the house.
3. On Saturday afternoons she finishes shopping.
4. On Sunday mornings Rima goes to the cinema.
5. On Sunday afternoons she relaxes at home.
6. On Sunday evenings she studies and completes assignments.

Important Note: The following verbs are not usually used in continuous form. They are used in the simple present form.

1. Verbs of perception: see, hear, smell, notice, recognize
2. Verbs of appearing: appear, look, seem
3. Verbs of emotion: want, wish, desire, feel, love, hate, hope, like, refuse, prefer
4. Verbs of thinking: think, suppose, believe, agree, consider, trust, remember, forget, know, understand, imagine, mean, mind
5. Verbs of possession: have= possess, own, belong, to have (= possess, own)

Examples:

see	I see birds in the sky.
hear	I hear a noise.
notice	We notice that you have stopped studying.
recognize	I recognize him.
smell	These flowers smell sweet.
taste	This cake tastes good.
believe	I believe in God.
think	He thinks well of her.
remember	I remember what my mother told me.
forget	I forget what happened yesterday.
want	She wants a job.
wish	I wish I could fly.
love	He loves mangoes.
hate	I hate summer.
like	I like swimming.
dislike	I dislike selfishness.

appear/seem	He appears/ seems to be in trouble.
belong	We belong to Punjab.
refuse	We refuse to help him.

Exceptional uses of these verbs in continuous form are more frequent in spoken English; i.e. with 'always' meaning, 'at all times':

You're always forgetting something.

She's always refusing to do something or the other.

Other exceptional continuous forms:

1. I'm seeing the doctor tomorrow. (= meeting)
2. We're certainly not recognizing your claim.
3. I'm thinking of leaving this job.
4. We're thinking of going out for dinner. (thinking = considering the idea of)
5. She's minding the baby. (= looking after)
6. How are you liking it? (= enjoy)
7. Are you liking the book I gave you? (= enjoy)

Assignment

Describe your daily routine using the simple present tense.

1. Ask a friend questions about his/her likes and dislikes using the simple present tense.
2. Use 'don't' and 'doesn't' to form negatives and interrogatives.
3. Make sentences using some of the verbs in the list of verbs of perception in the present continuous tense.

(i) The Present tense

The Present Continuous

Form

I am singing

We are singing

You are singing

He/she/it is singing

They are singing

While using the present continuous tense we must remember that the ‘-ing’ form is added to the main verb, for example: sing – singing, sit– sitting, go– going, come– coming, etc. Also, the main verb must be preceded by the helping verbs ‘is’, ‘am’ or ‘are’.

For Example:

I	am	play + ing = playing
He, She, It	is	sell + ing = selling
We, You, They	are	climb + ing = climbing
		buy + ing = buying
		walk + ing = walking
		read + ing = reading
		eat + ing = eating

Here are some more examples of verbs. Practice adding “-ing” to each verb:

- (a) run
- (b) draw
- (c) jump
- (d) cry
- (e) laugh
- (f) think
- (g) grow
- (h) fly
- (i) speak
- (j) write

Note: The suffix “-ing” can be added to the main verb in these ways:

by doubling the last letter and then adding -ing	by adding -ing to the main verb	by omitting the ‘e’ at the end of the word and then adding “-ing”
swim – swimming	climb – climbing	write – writing
get– getting	cry– crying	breathe – breathing
travel – travelling	speak – speaking	use – using
sit– sitting	visit– visiting	live – living
wed– wedding	sing – singing	compare – comparing
cut– cutting	grow – growing	prove – proving

The sentences given below show the present continuous in the affirmative, the negative and the interrogative forms. Note that the helping verbs 'is' or 'am' or 'are' used with the negative 'not', help to form negatives in the present continuous.

Affirmative: I **am playing** football.

They **are working** in Mumbai.

She **is leaving** this evening.

Negative: I **am not playing** football.

They **are not working** in Mumbai.

She **is not leaving** this evening.

Interrogative: **Are you playing** football?

Are they working in Mumbai?

Is she leaving this evening?

Four uses of the Present Continuous

1. The Present Continuous may be used to talk about actions taking place at the time of speaking.

For example:

I am speaking.

You are wearing a coat.

He is running.

2. It may also be used to talk about activities which are going on over a period of time including the present but may not be going on at the time of speaking.

For example:

He is writing a book these days.

She is preparing for her examination.

3. It is also used for narrations and commentaries.

For example:

They are flying over a desert when the engine fails.

Now he is running across the field and there he catches the ball.

4. The present continuous tense is also used to refer to planned future action, especially journeys.

For example:

We are leaving for Delhi tomorrow.

My brother is arriving soon.

Read the following conversation between Tina and Leela who meet each other while travelling on a train.

Tina: Where are you travelling to?

Leela: I'm travelling to Delhi.

Tina: Who's travelling with you?

Leela: My sister is travelling with me.

Tina: Are you visiting a relative or going for the Book Fair?

Leela: I am visiting Delhi to attend my cousin's wedding. What about you?

Tina: I'm going to Delhi to attend a seminar. Where are you studying?

Leela: I'm studying at the Dayalbagh Educational Institute in Agra.

Tina: I'm teaching in a University. It was nice meeting you. I hope we meet again.

Note: In this conversation, most of the verbs are in the continuous tense, such as travelling, studying, meeting, and going.

Assignment

1. Describe a scene in a park. What are people doing?
2. Describe a scene on a street.
3. Write a postcard to a friend using 'simple present' and 'present continuous tense'. Include a small description of what you and your friends are doing these days.

(ii) The Past tense

The Simple Past

Form

I/we sang

You sang

He/she/it sang

They sang

Verbs have three forms—the simple present tense form (the first), the simple past tense form (the second) and the past participle form (the third).

In the Simple Past tense the verb is used in its second form.

Present (first form)	Simple past (second form)	Past Participle (third form)
go	went	gone
drink	drank	drunk
eat	ate	eaten
buy	bought	bought
come	came	come
break	broke	broken

Verbs are changed into the Simple Past Tense (the second form) in three ways:

by adding ‘-ed’:

play – played	stay – stayed
study – studied	smile – smiled
watch – watched	dance – danced
cry – cried	live – lived

by changing the ‘-d’ sound to the ‘-t’ sound or adding a ‘-t’ sound:

build – built	learn – learnt
burn – burnt	bend – bent
send – sent	
lend – lent	

by changing the vowel sound in the verb:






sit – sat	run – ran
catch – caught	take – took
sing – sang	eat – ate



Some verbs which end in 'd' or 't' remain unchanged in their past forms:

spread – spread hit—hit
put – put cut – cut

EXERCISE 1

Write the past tense forms of the action verbs in the pictures given below:

	kneel	_____
	break	_____
	cry	_____
	swim	_____
	run	_____
	smile	_____
	pull	_____

	push	
	teach	

Exercise 2

Classify the verbs given in the box into one of the three columns given below it in their past tense forms according to the three sounds:

send	walk	look	learn	talk	hate
listen	want	paint	study	spell	fill
need	burn	build	faint	chat	spend

/-t/	/-d/	/-id/

The sentences given below show the past simple in the affirmative, the negative and the interrogative forms. Note that in negatives the verb goes back to its present tense form:

Affirmative: She **ate** the biscuits.

She **went** for a walk.

Negative: She did not **eat** the biscuits.

She did not **go** for a walk.

Interrogative: Did she **eat** the biscuits?

Did she **go** for a walk?

Some more examples:

I sang a song.	I didn't sing a song. Did I sing a song?
I went to work.	I didn't go to work. Did I go to work?
I spoke to my friend.	I didn't speak to my friend. Did I speak to my friend?
They went to the cinema.	They didn't go to the cinema Did they go to the cinema?
She said hello.	She didn't say hello. Did she say hello?
You studied French.	You didn't study French. Did you study French?

Some uses of the simple Past tense:

1. To indicate a completed action in the past without a time expression.

For example:

I woke up early, washed the dishes, and worked in the garden for a while.



2. To indicate a completed action in the past with a time expression.

For example:

He arrived from the airport at 8:00, Checked into the hotel at 9:00, and

went to the beach at 10:00. In the evening he watched the sunset.



3. To show the duration of an action

For example:

I lived in Mumbai for five years and taught in a school for two years.



4. To indicate a past habit

For example:

I **played** a musical instrument when I was a child. My friend **worked** as a tailor after school. We **used to** play tennis everyday.



Exercise 3

Use the past forms of the verbs given in the box and fill in the blanks.

meet, talk, enjoy, go, play, leave, promise

I _____ an old friend yesterday. We _____ about old times, and _____ ourselves.

We _____ for a picnic and _____ tennis. She _____ the next day and _____ to keep in touch.

Exercise 4

Form negatives in the Past Tense using 'did'.

1. She wrote the letter. _____
2. They left in time. _____
3. He looked tired. _____
4. Amit went home. _____
5. Sita sang well. _____
6. You worked hard. _____

Answers to Exercise 1

knelt, broke, cried, swam, ran, smiled, pulled, pushed, taught

Answers to Exercise 2

- t sent, burnt, built, learnt, spent, spelt
- d listened, walked, looked, studied, talked, filled
- id needed, wanted, fainted, hated, chatted, painted

Answers to Exercise 3

I met an old friend yesterday. We talked about old times and enjoyed ourselves. We went for a picnic and played tennis. She left the next day and promised to keep in touch.

Answers to Exercise 4

1. She did not write the letter.
2. They did not leave in time.
3. He did not look tired.
4. Amit did not go home.
5. Sita did not sing well.
6. You did not work hard.

Assignment

1. Think of three things you did yesterday and three things you didn't do yesterday. You can use these verbs:

write, visit, watch, wait, go, study, buy, see, eat, wash, clean
--

2. Describe the place where you lived as a child. You can begin with: "When I was a child, I lived in"

3. Describe any place you visited as a child. You can begin with: "When I was a child, my parents and I visited ..."

(ii) The Past tense

The Past Continuous Tense

Form

I was singing

We were singing

You were singing

He/she/it was singing

They were singing

The past continuous tense can be formed with the help of the helping verbs “was” and “were.” Also ‘-ing’ is added to the main verb.

Examples:

1. Anil **was running** very fast.
2. Ashok **was working** when I reached there.
3. He **was playing** for India.
4. They **were asking** too many questions.

The sentences given below show the past continuous in the affirmative, negative and the interrogative forms.

Affirmative: I was eating.

They were playing.

Negative: She was not eating.

They were not playing.

Interrogative: Was she eating?

Were they playing?

Some uses of the Past Continuous tense

1. The past continuous tense is used for an activity which continued for some time in the past.

For example:

It was getting darker.

We were waiting for the bus to arrive.

2. We also use the past continuous tense to refer to an action or state that was continuing when something else happened.







For example:

I was playing the Sitar when a string broke.

I was washing the dishes when I broke a glass.

Exercise 1

At 8:00 last night, I was reading a magazine. What were other members of my family doing at 8:00? (Create your own answers for six family members. For example: My aunt was cooking dinner.)

What were these people doing last evening?		
		
My uncle	My brother	My sister
		
My grandmother	My father	My cousin

Exercise 2

Match the sentences on the left with those on the right. Join them together using “when” or “while”

What was happening?	What happened?
I was writing a letter	I hit another car.
I was jogging in the lane	my brakes failed.
I was repairing the roof	my pen ran out.
I was driving to the market	I fell off the ladder.
I was cycling downhill	I tripped and fell.

Answers to Exercise 1

1. My uncle was reading some important papers.
2. My brother was swimming.

3. My sister was playing the flute.
4. My grandmother was watching Television.
5. My father was writing a letter.
6. My cousin was cycling.

Answers to Exercise 2

1. I was writing a letter when my pen ran out.
2. I was jogging in the lane when I tripped and fell.
3. I was repairing the roof when I fell off the ladder.
4. I was driving to the market when I hit another car.
5. I was cycling downhill when my brakes failed.

(iii) The Future Tense

The Simple Future

Form

I/we shall sing

You will sing

He/she/it will sing

They will sing

Nina, Tanya and Arushi are going to join a summer camp in a few months time. Read the conversation given below:

Nina – Hi Tanya, Arushi! Are you ready for the camp? It will start in June.

Tanya – I think we will have a lot of fun.

Arushi – I expect we will go to bed late.

Nina – I suppose we will attend a number of interesting lectures.

Tanya – Yes. We will also probably take part in some cultural shows.

Arushi – I hope it won't rain on our trip!

The three friends are trying to predict what may or may not happen using 'will' or 'won't'. They also use "probably" or "I expect" in their sentences. When we express an activity or state in the simple future tense we use "shall" with the first person. e.g. I shall; we shall; and "will" with the second and the third person. e.g. you will; they will; he/she/it will.

Important Note: This rule however is not followed strictly now and it is customary to use "will" with all the three persons. However "will" used with the first person may express determination, promise or a firm decision.

I will not listen to her.

We will leave tomorrow.

I won't believe in what she says.

We will survive.

Similarly "shall" may be used with the second and the third person to express determination or firm decision.

He shall leave the room.

They shall not be allowed to enter.

Students shall not miss classes.

Indians shall not be slaves.

Affirmative: She will work hard.

It will rain tonight.

Negative: She won't work hard.

It won't rain tonight.

Interrogative: Will she work hard?
Will it rain tonight?

Though we have used only “will” or “shall” in these examples, the future tense can also be expressed in three other ways.

1. The simple present tense maybe used with a time expression to convey a definite future happening.

The boys start school on Monday.

I leave tonight.

Work begins on Tuesday.

2. The present continuous tense can be used to express a future decision or plan.

What are you doing next Sunday?

They are coming tomorrow.

3. The ‘going to’ form maybe also used to express an intention or prediction:

I’m going to send Arun the money.

I’m going to lend you my bicycle.

My brother is going to join the army.

It’s going to rain today.

This girl is going to faint.

Two other uses of the simple future tense

1. The future tense expresses the speaker’s opinions, assumptions, speculations, about the future. It may be introduced by verbs such as:

assume

expect

hope

suppose

wonder

I hope we will find him.

I suppose they will sell the house.

I assume he will come back.

I wonder if they will join us.

I expect him to be here soon.

2. It is also used in weather forecasts, formal announcements and future plans.

The president will inaugurate the exhibition tomorrow.

Fog will persist in all areas.

Exercise 1

Look at these situations: what do you think may happen? Use “will” or “won’t” in your answers to these questions.

1. You are stuck in a lift.

I expect _____.

2. Our train is due to leave at 10 o'clock tonight.

I hope _____.

Exercise 2

Look at the information given below. Use the words in the box and make a prediction.

fail, forget, go, lose, miss

1. Ram has a terrible memory. It's his sister's birthday next week.

2. Suman has her exams tomorrow. She hasn't studied at all.

3. Nita's bus leaves at 8:30. She has just got up. It is 8:25.

4. Sita's sister lives in Delhi. She is sick.

5. Tom has made a poor investment.

Exercise 3

Tomorrow is Sunday. Write three things you are going to do tomorrow.

1. I'm going to _____.
2. I'm going to _____.
3. I'm going to _____.

Exercise 4

Change the following statements into questions.

1. Sania Mirza will win tonight.
2. You will need these baskets.
3. The train will arrive soon.
4. It will be sunny tomorrow.
5. She won't pass the exam.
6. The tickets will cost Rs.100.
7. He will go home on Sunday

Answers to Exercise 1

1. I expect someone will rescue us soon.
2. I hope the train will leave on time.

Answers to Exercise 2

Ram will forget his sister's birthday.
Suman will fail in her exams.
Nita will miss the bus.
Sita will go to Delhi to look after her sister.
Tom will lose his money.

Answers to Exercise 3

I'm going to paint the kitchen.
I'm going to buy some vegetables.
I'm going to practice football.

Answers to Exercise 4

1. Will Sania Mirza win tonight?
2. Will you need these baskets?
3. Will the train arrive soon?
4. Will It be sunny tomorrow?
5. Won't she pass the exam?
6. Will the tickets cost Rs.100?
7. Will he go home on Sunday?

Assignment

Ask questions about the next weekend using 'going to'. You can use the choices given below.

Are you going to:	get up late?
	do your homework?
	go out for lunch?
	visit a friend?
	play a game?
	watch T.V.?
	read a book?

Complete these sentences using the present continuous tense for future action:

1. On Friday I'm _____.
2. On 15th of June my brother is_____.
3. In summer we are all_____.
4. This evening I'm_____.

Suppose you are on a three day visit to Kerala. Imagine three things you are "going to" do there.

1. I'm going to visit _____.
2. I'm going to see _____.
3. I'm going to buy_____.
4. I'm going to eat_____.

(iii) The Future Tense

The Future Continuous Tense

Form

I/we shall be singing

You will be singing

He/she/it will be singing

They will be singing

The sentences given below show the use of the future continuous tense in the affirmative, negative and interrogative forms. Note the use of 'be' and the '-ing' form of the main verb in the formation of this tense.

Affirmative: She will be waiting for him.

They will be leaving soon.

Negative: She won't be waiting for him.

They won't be leaving soon.

Interrogative: Will she be waiting for him?

Will they be leaving soon?

One important use of the future continuous tense:

We use the future continuous tense to refer to an activity or state which will continue for some time in the future.

For example:

I wonder what he will be doing tomorrow.

I will be waiting for you at the station.

We will be travelling all night.

Exercise 1

Mention three things you will be doing after 5 years.

I'll be_____

I'll be _____

I'll be_____

Answers to exercise 1

I'll be working as a software engineer after five years.

I'll be living in Mumbai.

I'll be playing tennis quite well in five years.

Practice speaking the sound 'll in these sentences.

1. You'll go on a long journey.
2. We'll probably leave next week.
3. I'm sure they'll write to us.
4. I'll phone you tomorrow.

Assignment

1. Assume the role of a fortune teller and make three predictions about your friend using "will", "won't".
2. What will you do after you leave college four years from now? Write at least ten sentences using "will", and 'going to'.

(iv) The Perfect Tense

The Present Perfect Tense

Form

I/we have sung

You have sung

He/she/it has sung

They have sung

Read this little passage.

The failure of the monsoons for the past few years has affected the arrival of birds in the Keoladev Bird Sanctuary in Bharatpur. Due to the lack of rain, the entire area, covering 175 square kilometres, has become too dry to attract birds. Most of them have flown to other parks. This has caused a drop in the number of tourists to this park.

The present perfect tense is a combination of the present and the past.

Now notice that the activity of 'no rain' has been completed and the effect is taking place now – no birds; no tourists. An important feature of the present perfect tense is the use of the helping verbs 'have' or 'has' with the third form of the main verb. 'Have' is used with the first person, the second person and the third person plural.

Examples:

1. I **have completed** my homework.
2. She **has gone** to Delhi.
3. Ratan **has written** a letter.
4. They **have shifted** to Agra.
5. You **have worked** very hard.

The sentences given below show the present perfect in the affirmative, the negative and the interrogative forms. Note that the helping verbs 'have' or 'has', attached with the negative 'not' help to form negatives in the present perfect tense form. The main verb remains in its third form.

Affirmative: I **have started** working.

The train **has left** the station.

She **has gone** to Mini's house.

Negative: I **have not started** working.

The train **has not left** the station.

She **has not gone** to Mini's house.

Interrogative: **Have you** started working?

Has the train left the station?

Has she gone to Mini's house?

Two uses of the Present Perfect tense

1. The present perfect tense is used to refer to an action completed recently, even a few minutes back.

For example:

He has just left.

They have completed the work.

2. The present perfect tense may also be used to refer to an action completed in the past but the effect of which is felt in the present.

For example:

He has eaten all the biscuits [The box is empty.]

Leela has broken her leg. [She cannot walk.]

Since the present perfect tense refers to a completed activity, we must differentiate it from the simple past tense. We almost never use a time expression with the present perfect tense. A time expression can be used with the simple past form.

For example:

1. I have seen the Taj.

I saw the Taj in 1980.

2. I have bought a bag.

I bought a bag yesterday.

3. I have eaten my lunch.

I ate my lunch at 2.30.

The reason is that in the use of the Present Perfect tense the focus is on the current relevance and not on the definite time the activity took place.

Note: The use of 'for' and 'since'

We use "for" with a length or period of time.

for + length of time

We use "since" to speak about a point in time in the past.

since + a point in time

For

three days	ten minutes
two hours	four weeks
six months	many weeks
an hour	a long time
a month	five years

Since

Monday	Wednesday
9:00pm	12:30pm
24th July	Diwali
January	I was ten years old
1985	Christmas

Examples:

Tom has been in hospital **for over four weeks**.

I have known her **for a long time**.

I have lived here **since 1975**.

I haven't met her **since September**.

Here is a short passage depicting the difference between the uses of both words:

Prema, my roommate, has been ill since last Friday. The doctor has said that she has got the flu. I have looked after her for a week.

Exercise 1

Complete these sentences by using 'have' or 'has' with the third form of the verb given in the brackets.

1. I _____ your sister. (meet)
2. I _____ my pen and cannot do my work. (lose)
3. This watch was working properly a moment ago, but now it _____. (stop)
4. I _____ my food. (eat)

Exercise 2

Use 'for' or 'since':

1. I have not seen you _____ Diwali.
2. They have lived here _____ ten years.
3. I have not spoken French _____ 1984.

4. We have been waiting _____ 20 minutes.
5. He has been here _____ 7:00 pm.

Answers to Exercise 1

1. I have met your sister.
2. I have lost my pen and cannot do my work.
3. This watch was working properly a moment ago, but now it has stopped.
4. I have eaten my food.

Answers to Exercise 2

1. I have not seen you since Diwali.
2. They have lived here for ten years.
3. I have not spoken French since 1984.
4. We have been waiting for 20 minutes.
5. He has been here since 7:00 pm.

(iii) The Perfect Tense

The Past Perfect Tense

Form

I/we had sung

You had sung

He/she/it had sung

They had sung

The past perfect tense makes use of the helping verb 'had' with the third form of the main verb. For example:

I had helped him many years ago.

She had written the book at a very young age.

The sentences given below show the past perfect tense in the affirmative, negative and the interrogative forms. Note the use of the helping verb 'had'. The negative 'not' is placed between 'had' and the third form of the main verb to form negatives in the past perfect tense. To form interrogatives the helping verb 'had' is placed before the subject.

Affirmative: We had worked very hard.

He had written to me.

Negative: We had not worked very hard.

He had not written to me.

Interrogative: Had we worked very hard?

Had he written to me?

Three uses of the past perfect tense:

1. It is usually used to refer to an action which was completed in the past.

For example:

She had reached Delhi.

Ashok had written a letter.

2. It is also used to talk about a sequence of events: that is, two actions that occurred in the past, one earlier than the other.

For example:

By the time the police arrived, the thief had left.

When she reached the station, the train had gone.

3. The past perfect tense may also be used to report an action or event in reported or indirect speech.

For example:

He said that he had never visited Delhi.

Arun said that he had always hated cold weather.

Exercise 1

Put the verbs in the following sentences in past perfect tense:

1. Mr. Sharma teaches Physics.
2. I ate all the apples.
3. Sita likes cooking.
4. Anil said, "Ram has played cricket in school".

Exercise 2

Add "for" or "since" in the blanks given below:

1. He has lived here _____ three years.

_____ 1980.
_____ last June.
2. They have been married _____ two months.

_____ April.
_____ years.
3. She has worked here _____ January.

_____ a few days.
_____ a week.

Answers to Exercise 1

1. Mr. Sharma had taught Physics.
2. I had eaten all the apples.
3. Sita had liked cooking.
4. Anil said that Ram had played cricket in school.

Answers to Practice exercise 2

1. He has lived here for three years.
 - since 1980.
 - since last June.
2. They have been married for two months.
 - since April.
 - for years.
3. She has worked here since January.
 - for a few days.
 - for a week.

Assignment

1. How has your life changed in the last five years? Write three things you have done.
2. Describe your friend's house. Use simple present, present continuous and present perfect tense.

(iii) The Perfect Tense

The Present Perfect Continuous Tense

Form

I/we have been singing

You have been singing

He/she/it has been singing

They have been singing

For Example:

They have been walking for many hours.

I have been waiting for her since 3 o'clock.

The sentences given below show the present perfect continuous tense in the affirmative, negative and the interrogative forms. Note the use of the verb 'been' with the helping verbs 'have' or 'has'. The negative 'not' is placed between 'have' and 'been' to form negatives in the present perfect continuous tense form. To form interrogatives the helping verb 'have' or 'has' is placed before the subject.

Affirmative: We **have been living** in this house since 1990.

He **has been working** here for many years.

Negative: We **have not been living** in this house since 1990.

He **has not been working** here for many years.

Interrogative: Have **we been living** in this house since 1990?

Has he **been working** here for many years?

Two uses of the Present Perfect Continuous Tense

1. It is used for an activity that began in the past and is continuing into the present.

I have been attending his class since last Friday.

Sheena has been working in a bank for five years.

2. It is also used for an activity which was going on in the immediate past with some result in the present.

I have been working too hard. (I am tired these days)

I have been working in the garden. (My clothes are muddy)

[The difference between Present Perfect and Present Perfect Continuous is that in the Present Perfect the emphasis is on the completion of the activity, whereas, in the Present Perfect Continuous the emphasis is on the fact that the action continued for some time.]

Exercise 1

Answer these questions using "SINCE" or "FOR".

1. How long have you been living in this town?
2. How long have you been attending this class?
3. How long have you been studying English?
4. How long have you been attending school/college?

Exercise 2

Change the following sentences into questions in the Present Perfect Continuous tense:

1. Rajesh has been studying for his exams.
2. They have been travelling a lot.
3. Lata has been preparing for a concert.
4. She has been writing letters all afternoon.

Exercise 3

Change the following sentences into negatives in the Present Perfect Continuous tense:

1. Ratan has been practicing football every week.
2. She has been coming late every day.
3. The team has been preparing the project proposed.
4. Radha has been going for a walk every morning.

Exercise 4

Complete the sentences given below using the Present Perfect Continuous tense

1. Prema _____ on this project for a long time.(work)
2. I _____ for the lost keys all morning.(look)
3. The teacher _____ the students for the annual function.
(prepare)

Answers to Exercise 1

1. I have been living in this town for six years.
2. I have been attending this class since Tuesday.
3. We have been studying English for a long time.
4. I have been attending college since July.

Answers to Exercise 2

1. Has Rajesh been studying for his exams?
2. Have they been travelling a lot?
3. Has Lata been preparing for a concert?
4. Has she been writing letters all afternoon?

Answers to Exercise 3

1. Ratan has not been practicing football every week.
2. She has not been coming late every day.
3. The team has not been preparing the proposed project.
4. Radha has not been going for a walk every morning.

Answers to Exercise 4

1. Prema has been working on this project for a long time.(work)
2. I have been looking for the lost keys all morning. (look)
3. The teacher has been preparing the students for the annual function. (prepare)

(iv) The Perfect Tense

The Past Perfect Continuous Tense

Form

I/we had been singing

You had been singing

He/she/it had been singing

They had been singing

The sentences given below show the past perfect continuous in the affirmative, negative and the interrogative forms. Note the use of the helping verbs 'had' and 'been' with the '-ing' form of the main verb. The negative 'not' is placed between 'had' and 'been' to form negatives and is placed before the subject to form interrogatives in the past perfect continuous tense.

Affirmative: Amit **had been playing** football.

They **had been living** in Mumbai.

Negative: Amit **had not been playing** football.

They **had not been working** in Mumbai.

Interrogative: **Had Amit been playing** football?

Had they been working in Mumbai?

One important use of the Past Perfect Continuous Tense

The Past Perfect Continuous is used to express the duration of an action up to a certain point in the past.

For example: The phone had been ringing for a long time before it was answered.

Note: In the use of the Present Perfect Continuous tense there is only one kind of time expression but in the use of Past Perfect Continuous tense usually there are two time expressions – one denoting the duration of an action and the other denoting when it came to an end.

For example: He had been studying for some time when the lights went out.

Exercise 1

Combine the given sentences using the past perfect continuous tense.

1. I worked as a teacher (for three years). Then I became a journalist.
2. They lived in Mumbai (for ten years). Then they came to Delhi.
3. I was writing a book. Then I fell ill.

4. We waited for 20 minutes. Then the train arrived.
5. I walked for 10 minutes. Then I noticed that I had forgotten to put on my shoes.

Exercise 2

Choose the correct form:

1. He _____ here for the last five years (worked, is working, has been working)
2. Agam _____ to be a doctor. (wants, wanting, is wanting)
3. Don't disturb me. I _____ an essay (write, wrote, am writing)
4. The baby _____ all morning. (cry, has been crying).

Exercise 3

Change these sentences as directed:

1. He is writing a letter. (Present Perfect)
2. I speak English. (Present Continuous)
3. I go to school by bus. (Negative)
4. Sita likes oranges. (Simple Past)
5. This pen belonged to me. (Simple Present)
6. He lives in Mumbai. (Present Perfect Continuous)
7. Two men work in front of my house. (Past Perfect Continuous)
8. I have seen the Taj Mahal. (Interrogative)
9. I saw her yesterday. (Past Perfect)
10. They built the bridge. (Present Perfect)

Answers to Exercise 1

1. I had been working as a teacher before I became a journalist.
2. They had been living in Mumbai for ten years before they came to Delhi.
3. I had been writing a book when I fell ill.
4. We had been waiting for twenty minutes before the train arrived.
5. I had been walking for ten minutes when I noticed that I had forgotten to put on my shoes.

Answers to Exercise 2

1. He has been working here for the last five years.
2. Agam wants to be a doctor.
3. Don't disturb me. I am writing an essay.
4. The baby has been crying all morning.

Answers to Exercise 3

1. He has written a letter.
2. I am speaking English.
3. I don't go to school by bus.
4. Sita liked oranges.
5. This pen belongs to me.
6. He has been living in Mumbai.
7. Two men had worked in front of my house.
8. Have I seen the Taj Mahal?
9. I had seen her yesterday.
10. They have built the bridge.

Assignments

1. Imagine that two friends have met after several years. Create a conversation between them using any of the tense forms but especially make use of the present and past perfect continuous tenses.
2. Talk about yourself. – your hobbies, family, ambition in life. Use various tense forms.
3. Describe places you may have visited on holidays – what you liked or did not like about them.
4. Imagine you are in a market with your father and you unexpectedly meet your school teacher. Introduce your father to your teacher and engage in a short conversation. Practice interrogatives.

LESSON 8

Asking Questions

- I. The three types of questions.
- II. How to frame interrogative sentences.
- III. Some common phrases in spoken English beginning with who, how and what.

(i) Three types of questions

The three major classes, into which questions can be divided on the basis of answers they expect, are:

1. Questions expecting answers in a yes/no. These are Yes – No questions.

Those beginning with 'be' forms of verbs (is, am, are, was, were)

Those beginning with do, does, did

Those beginning with, has, have or had

2. Questions expecting as a reply any one of the options given in the questions as answers. These are called as Alternative questions.

3. Questions expecting a reply supplying some information. They begin with 'wh' words: Who, whose, whom, what, which, when, why, where, how. These are WH-questions.

Formation of Interrogative Sentences

When there is a simple statement the arrangement of words is;

Subject + Verb + rest of sentence

In an interrogative sentence the subject– verb sequence is reversed. It becomes;

Verb + Subject + rest of sentence

Example:

	(s)	(v)	
Statement	He	is	happy.
	(v)	(s)	
Question form	Is	he	happy?

Questions can be asked in three ways depending upon the kind of answer expected.

(1) Yes - No questions - Those that expect answers in a 'Yes' or 'No'

Some examples are:

"Are you taller than a giraffe?"

"Are you hungry?"

"Are you angry with her?"

"Can you see the bus?"

These are yes / no questions.

Study the following questions and answers:-

Questions

Are they at home?

Am I expected there?

Is it raining?

Answers

Yes, they are. (affirmative)

No, they aren't. (negative)

Yes, you are. (affirmative)

No, you aren't. (negative)

Yes, it is. (affirmative)

No, it isn't. (negative)

Note:

Each of the above questions begins with a 'be' form of verb i.e. is, am, are, was, were.

For each, the answer can be 'yes' or 'no'

BUT, remember if in a statement there is no 'be' form of verb, the auxiliaries do, does, or did are used as the question words.

Example:

Statement

1. He likes driving.

2. They needed a new bed.

3. You want to shift to a new house.

4. The girls have their lunch at 2 p.m.

Interrogative sentence

Does he like driving?

Did they need a new bed?

Do you want to shift to a new house?

Do the girls have lunch at 2 p.m.?

Exercise 1

Here are a number of declarative sentences (statements). Change these into interrogative sentences using the following as the question word: is, am, are, was, were, or do, does, did. Follow the example.

Example:

He works hard.

Does he work hard?

Statement	Question word
1. You went for a drive on Sunday	_____
2. The children are happy now.	_____
3. She is a tall girl.	_____
4. She waits for you.	_____
5. He reached the airport.	_____
6. You like me.	_____
7. The door is open.	_____
8. The girls make noise every day	_____
9. I am as tall as Reena.	_____
10. They were not satisfied.	_____

(2) Alternative questions

Questions expecting as reply one of the options given in the questions as answers.

So far, you have learned how to frame questions expecting a “yes” or “no” answer. Now we will learn how to frame questions where two or more options are given and the person answering has to choose one of them. For example look at the question, “Do you want to go for a walk or stay at home?” The answerer has to choose between the two choices given in the question.

Study the following questions:

- (a) Where are you going, to school or to the market?
- (b) What do you want to eat, apples or bananas?
- (c) Which jacket do you like, the green one or the blue one?
- (d) Shall I get you tea or coffee?

What do you notice?

When choices are given in a question, the word “or” is used between the choices.

(Frame a number of such questions and practice)

(3) Wh - Questions - Questions seeking information or details

Those which expect a reply supplying some information as in the questions,

“What is your name?” or,

“How old are you?”

These are ‘Wh’ questions .

When we don’t want an answer in ‘Yes’ or ‘No’, but need some more information, we begin the question with a ‘wh’ word as the question word:

Examples:

Questions	Information given
1. Where is your mother?	She is in the kitchen.
2. What is she doing there?	She is cooking.
3. Who is with her?	The cook is with her.
4. Whose house is this?	It’s my father’s house.
5. How many girls should I call?	You can call five girls.

Note how:

Each question begins with the ‘wh’ word .

The auxiliary follows it, but not necessarily immediately.

The answers supply some information.

Let us take the ‘wh’ words one by one and examine the type of information they seek.

WHO (Seeking information about a person)

Who is the man waiting in the lobby?

Who drives this bus?

Who is knocking at the door?

Who is the author of this book?

Who cooked our dinner today?

Who is this child’s mother?

Who is responsible for this mess?

WHAT (Asking for information specifying something)

What material has been used for this cup?

What is inside this room?

What does your father do for a living?

What would you like to do after work this evening?

What kind of man is Suresh?

What time will the class begin?

What should I wear to the party?

What is the best time to phone Mr. Narang?

WHERE (Seeking information about place, that is, where something/someone is located)

Where are your parents?
Where do you come from?
Where do you live?
Where would you rather eat – at home or in a restaurant?
Where have you kept my spectacles?
Where is the accounts office?
Where will you go after the meeting?
Where should I hang my clothes to dry?

WHEN (Seeking information about time)

When do you think you can take an extra class?
When is your birthday?
When do the migratory birds arrive in Bharatpur?
When did the new manager take over?
When will the wheat crop be harvested?
When does the next bus leave?
When should I get in touch with you?
When will the interview letters be posted?

WHOSE (Seeking information about the possessor of certain things)

Whose bag has been left behind?
Whose house shall we meet at?
Whose shoes are these in the corner?
This answer sheet has no name – *whose* is it?
Whose letter should I read first?
Whose car will we be driving to Manali?
Whose advice should we take – Seema's or Malini's?
Whose drawing seems to be the best?

WHICH (Seeking to know someone's choice)

Which of these two paintings is yours?
Which book should I select?
Which way is the nearest market?
Which sandwich would you prefer?
Which food would you like to have – Indian or Chinese?
Which room is Mr. Gupta's?
Which of these two cars belongs to you?
Which is your favourite hot drink?

WHY (Seeking the reason for an action)

Why do you want to change your job?

Why do you insist on wearing shorts in the winter?

Why does the moon look like a crescent sometimes?

Why is Sameera looking upset?

Why will Tara want to miss the party? She was longing to go.

Why should I take a bus when I can easily walk the distance?

Why are you shouting at me? I didn't drop the plate!

Why would anyone want to fall ill?

Why choose a hot place for a holiday in the summer?

WHOM (Seeking information or identifying which person)

By *whom* has this letter been written?

To *whom* did you give the present ? or *Who* did you give this present to?

From *whom* am I going to get the call ?

To *whom* is the letter addressed?

To *whom* are you going to give this application? Or *Who* are you going to give this application to?

Note: In spoken English replace the personal objective 'whom' by 'who' but never when preceded by a preposition.

HOW (Seeking information about the mode or manner)

How did you carry this heavy cupboard here?

How do you make dosas?

How much is this wallet for?

How many slices of bread did you eat?

How is Sangeeta feeling now?

How far is the railway station from your house?

How big is your garden?

How do you do? or *How* are you?

How on earth did you manage to learn such a long poem?

How will Shefali get home at night?

How deep is this well?

How high is the building?

How soon will it get dark?

How did people entertain themselves before the television was invented?

(Learners can frame questions of their own with these words)

Exercise2

The following pictures show Namita's daily routine. Frame questions to get the given answers using the following words: when, which, what, how, how long, when. You can use one word more than once.



1. She wakes up at six o'clock in the morning.
2. She likes to wear the blue dress.
3. She has toast and milk for breakfast.
4. She walks to school.
5. She has her classes in Room No.5.
6. She is studying in class VII.
7. She comes back at 4 p.m.
8. She watches television for half an hour.
9. She has her dinner at 8 o'clock.
10. She goes to sleep at 10 o'clock

(ii) Use of phrases beginning with 'how', 'who' and 'what' in Spoken English

How

1. *How come* (the phrase is used to ask the reason for something)
How come you are in the office till so late?
How come all the money was spent?

2. *How could you* (Used to show that you strongly disapprove of somebody's behaviour, or, are very surprised by it. When speaking, the emphasis is on the word "could".)

How could you be so rude to your mother?

How could they leave without my permission?

3. *How much* (The phrase is used to ask the cost of something)

How much are these bangles for?

How much did your car cost?

4. *How's that* (The phrase is used to ask reason for something.)

Rekha-Now I have started reaching home twenty minutes earlier than I usually used to.

Meena – How's that?

What

1. *What about* (Used to make a suggestion and also to introduce somebody or something into a conversation)

What about him? Is he ready to accompany us?

What about you, Rakesh? Are you also coming with us?

What about the dog? Who will take care of him when we're away?

2. *What for* (Used to ask the purpose or reason for some action. Sometimes, "what for" can be used in place of "why".)

Reeta- I have bought twelve plastic buckets.

Meena – What for?

3. *Whatever / whatsoever* (Used when we want to express the idea of any or every)

They could not get any help, whatsoever. (Here it is used to express the idea that no help of any kind was available)

They gave him whatever they could. (Here "whatever" conveys that all possible help was given)

Who

1. *Who are you / who am I?* (Used to ask what right or authority somebody has to ask something.)

Who are you to stop me from going to a movie?

He is my boss. Who am I to tell him how to behave?

Exercise 3

Complete the following sentences using the given phrases

(How much, How come, How about, How could you, What for, Whatever)

- i. I like these plates. Can you tell me _____ these are for?
- ii. You are always on time. _____ you are so late today?
- iii. You don't like the pink dress. _____ the blue one?
- iv. _____ you speak so rudely to Radha? She is much older than you.
- v. _____ do you need so many bed sheets? Two will be enough for this short trip.
- vi. _____ you may say, she is always helpful.

Declarative Questions

These type of questions are often used in spoken English. These expect answer in Yes / No. Their form is that of a statement except that in these the speaker uses final rising intonation.

- i. You have the keys?
- ii. They've called the ambassador?
- iii. You know what the risks are?
- iv. He couldn't finish the race?

Answers to Exercise 1

- i) Did he go for a drive?
- ii) Are the children happy now?
- iii) Is she a tall girl?
- iv) Does she wait for you?
- v) Did he reach the airport?
- vi) Do you like me?
- vii) Is the door open?
- viii) Do the girls make noise every day?
- ix) Are you as tall as Reena?
- x) Were they satisfied?

Answers to Exercise 2

- (i) When does Namita get up in the morning?
- (ii) Which dress does she like to wear?
- (iii) What does she have for breakfast?
- (iv) How does she go to school?
- (v) In which room does she have her classes?
- (vi) In which class is she studying?
- (vii) When does she come back?
- (viii) What does she do at home after coming back from school?
- (ix) At what time does she have her dinner?
- (x) When does she go to sleep?

Answers to Exercise 3

- (i) How much
- (ii) How come
- (iii) How about
- (iv) How could
- (v) What for
- (vi) Whatever

LESSON 9

Adjectives – Words That Describe Nouns

- I Types of adjectives
- II Ways to form adjectives
- III Ways to use adjectives



Intelligent and charming.
Though not tall
Such is our Neha
Naughty, but *sweet* like a doll.

Now listen to the story of what happened one day. Neha was immensely fond of the *big green* park which had *sweet* little *pink* and *white*, *blue* and *red* flowers scattered all over.

One *fine* morning after dressing for school, she quietly walked towards the park. How happy she was! After wandering about and playing the whole day long, when the evening shadows began to fall, Neha decided to come back home but lost her way. A policeman, who saw her, smelt some mischief and brought her to the police station. Poor Neha, she could do nothing but cry.

All the words in italics are adjectives so they describe persons, places and things. Make a list of these words

Describing words

intelligent
charming
naughty
sweet
fine

Nouns (persons, places and things) described

Neha
Neha
Neha
Neha
morning

poor	Neha
pink, white	flowers
blue, red	flowers
big	park
green	park

Now divide them into two groups:

Those telling facts	Those describing qualities, concepts
big	intelligent
green	charming
little	naughty
poor	sweet
tall	happy

(i) Types of adjectives

Adjectives telling facts

Study how the following fact-telling adjectives can be used to describe this table.



- i. The table is *rectangular* (shape).
- ii. It's *six feet by three feet* (size).
- iii. It looks quite *heavy*. (weight)
- iv. It's a *wooden* table. (what it's made of)
- v. Its colour is *brown*. (colour)

We see that fact-telling adjectives describe aspects such as shape, size, weight and colour. They can also tell us what material an object is made of.

Adjectives expressing opinion

The italicized words in the sentences below are used to express an opinion or a concept which is abstract.

- i. This is not a *comfortable* bed.
- ii. It's a *beautiful* building.
- iii. The architecture is *impressive*.
- iv. The surroundings are green and *peaceful*.

The position of an adjective in a sentence

Read these two sentences from the story:

- i. She was a nice girl.
- ii. She was very happy!

In both the sentences (i) and (ii) the words *nice* and *happy* are adjectives, describing Neha's qualities. Note that they are placed at different locations in the sentence.

In sentence (i) the adjective 'nice' is placed just before the noun 'girl'.

In sentence (ii) 'happy' is placed away from the noun which it is describing.

These two sentences show that adjectives can be placed in either position, away from the noun it is describing, or close to it.

Let's look at some examples

- | | | |
|------|--------------------------|---------------------------|
| i. | I have a big house. | (used with the noun) |
| | My house is big. | (used away from the noun) |
| ii. | He uses the new bicycle. | (used with the noun) |
| | His bicycle is new. | (used away from the noun) |
| iii. | This is a sad movie. | (used with the noun) |
| | This movie is sad. | (used away from the noun) |

Exercise 1

Identify first the position of adjectives in the following sentences – close or distant from the noun– then rewrite these sentences using the adjectives in the above two ways.

- i. This is a very dirty shirt.
- ii. It's a very tall tree.
- iii. She has a magnificent house.

Exercise 2

Complete the following sentences choosing suitable adjectives from the list (read aloud).

Mischievous
Friendly
Calm
Naughty
Quiet
Charming
Red



In this picture we can see a small family with a dog. The father is in _____ and the mother is in _____ dress. The boy, in the red cap, seems to be _____. He has a _____ smile. The mother appears to be _____. She is _____. The father appears to be _____ though _____.

(ii) Ways to form adjectives

Adjectives formed by adding 'ing' or 'ed':

Note that some words such as good, bad, black, white are used only as adjectives. Some words such as "interest" are not adjectives but they function as adjectives when we add the suffix -ed or -ing, to them. So, interest + ing= interesting (which is an adjective), and, interest + ed = interested. (again, an adjective)

She is an interesting girl.

She is interested in the story.

But remember that all words ending with 'ing' are NOT adjectives. Some of them are the forms of continuous verbs such as going, eating, etc. To check whether a word ending with 'ing' is a continuous verb or an adjective, try putting 'very' before the word. If the sentence makes sense, for example, "She is a very interesting girl", or, "The trek was very tiring" then the 'ing' word is an adjective. But, in a sentence like, 'The cow was eating grass', putting 'very' before 'eating' would result in a very odd sentence. It would read, 'The cow was very eating grass', which is clearly wrong! Here is another example. We can say 'She is a very charming girl.' (charming here is an adjective) but we cannot say 'She is very charming every one.' because 'charming' here is used as a verb. Many adjectives with 'ing' and 'ed' differ in meaning.

Examples:

1. Interest

- a) He is an interesting boy. (person drawing others' attention)
- b) He is interested in games. (person is interested in something)

2. Satisfy

- a) The food is satisfying. (giving or bringing satisfaction)
- b) My hunger is satisfied. (feeling satisfied)

3. Tire

- a) I had a tiring day. (causing fatigue)
- b) I was tired after working the whole day. (feeling tired)

4. Confuse

- a) The whole situation is confusing. (causing confusion)
- b) Ravi is confused. (feeling confused)

5. Promise

- a) The results of the experiment are promising. (showing signs of success)
- b) The police have promised to help us find the thief. (to make a promise)

6. Excite

- a) The match was indeed exciting. (causing excitement)
- b) They are feeling excited about the match. (feeling excited)

7. Care

- a) Some mothers are very caring. (taking care)
- b) He is well-cared for. (He has been given good care)

8. Irritate

- a) Sonu's behaviour is very irritating. (causing irritation)
- b) Sonu is very irritated. (feeling irritated)

9. Face

- a) We will face a tough challenge when we reach the river. (confront)
- b) He has always faced problems at his workplace. (met with)

Exercise 3

Complete the following sentences using the correct form of the following : (Read them aloud again and again for practice).

Interest, satisfy, tire, confuse, promise, excite, care, irritate, face

- i. He is a very father. His children are happy.
- ii. He is a well- boy.
- iii. I avoid meeting Ramesh. He can be very
- iv. Don't talk to him. He is very today.
- v. Mohan has done well in his exams and has a career ahead.
- vi. He has..... to be a good boy.
- vii. I must look for a new job. I'm of this place.
- viii. It was a very journey.
- ix. His speech is very
- x. Don't be upset. He is a very about his work.

Assignment

Do the following exercises.

Frame similar sentences with other adjectives you know

Read them aloud again and again.

Exercise 4

Choose the correct words and complete the sentences

- (i) She has an interesting / interested face.
- (ii) The teacher is interested / interesting in her students' activities.
- (iii) The house seems to be in a safe / safely area.
- (iv) He keeps the books safely / safe.

- (v) Dr. Rajendra Prasad was a brilliant / of brilliance man.
- (vi) The brilliance / brilliant of Einstein has no match.
- (vii) Hemant has a charming / charmed face.
- (viii) He was charmed / charming by the surroundings.
- (ix) Everyone liked the devoted / devotional songs.
- (x) She is devoted / devotional to the care of her pets.

Comparative forms of adjectives

When we want to compare two or more than two objects, people or places, we can use three degrees of comparison.

For example: The fruits in the first shop were good. Those in the second shop were better but the fruits in the third are the best.

From the above examples it is clear that

1. The form of adjective is changed when comparison is made.
2. Adjectives have three degrees or forms. The positive degree is the lowest, the comparative is higher than the positive, while the superlative is the highest. Look at the following examples illustrating how adjectives change their forms when comparisons are made.

Positive	Comparative	Superlative
----------	-------------	-------------

Monosyllabic words

Old	Older	Oldest
Fast	Faster	Fastest
Cold	Colder	Coldest

Two or bi-syllabic ending in 'y'

Mighty	Mightier	Mightiest
Busy	Busier	Busiest
Dry	Drier	Driest

Two or three or poly-syllabic

Luxurious	More luxurious	Most luxurious
Serious	More serious	Most serious

Terrible	More terrible	Most terrible
Beautiful	More beautiful	Most beautiful
Comfortable	More comfortable	Most comfortable
Dutiful	More dutiful	Most dutiful

Irregular forms

Bad	Worse	Worst
Good	Better	Best

Superlative form of adjectives

The superlative form is the highest degree of comparison of an adjective. As in the following sentences the article 'the' is always used before the superlative form.

The Himalayas are the highest mountain range in the world.

The Shalimar gardens in Srinagar are the most beautiful gardens I have seen.

Bill Gates is probably the wealthiest person in the world today.

This chair is the costliest one.

Practice how to compare

Step 1 Here are some sentences that describe a colony. Pick the ones that are true of your colony.

(The words in italics are adjectives)

It is *clean*.

The people are *friendly*.

It's a *safe* place to live in.

The houses are *large*.

The streets are *dirty*.

The gardens are very *tidy*.

Step 2 Now choose any other colony in your town and compare it with the other.

(use the comparative degree of the given words: safe, busy, beautiful, big)



My colony	The other colony
The streets are cleaner.	_____is dangerous
_____	_____
_____	_____

Step 3 Now frame sentences that compare the two colonies, using the word “than”.

For example,

My colony is better than any other because it is cleaner.

(i)

(ii)

(iii)

(iv)

(v)

(vi)

Study the following dialogue between a customer and a salesman explaining which car in a showroom is better and why. Practice this conversation and develop your own conversations in other situations.

Salesman: Sir, among the smaller cars, I have Maruti 800 and Nano. You can choose between the two.

Customer: I think I'll buy the Nano because it's smaller and cheaper.

Salesman: But the Maruti is more spacious and has a more powerful engine.

Customer: That's true; still, for smaller families, the Nano is much better.

Compound words used as adjectives

- Good-looking – Shahrukh Khan is a good-looking young man.
- Heart-breaking – The story was heart-breaking. Every one cried at the end
- Well-meant – Please don't misunderstand. What I said was well-meant.
- Ultra-modern – The kitchen was filled with ultra-modern gadgets.
- Life-saving – Drugs which are indispensable and save lives are called life-saving drugs
- Bird-watcher – Anand is a keen bird-watcher.
- Well-kept – Mrs. Singh is a very good cook and her house is well-kept too.
- Self-respect – No one with self-respect would want to live on someone else's earnings.

Exercise 5

Rewrite the following sentences putting the given adjectives, single or compound in the right position:

- i. He is a boy. (young, smart) _____
- ii. This is Madhu's house. (old, cozy) _____
- iii. Don't wear this dress again. (torn) _____
- iv. My friend's bungalow has a lawn. (green, large) _____
- v. The table shown in the catalogue is the one I have ordered. (round, black)




- vi. It is a good day. (weather wise) _____
- vii. It is a punishment. (lifelong) _____

viii. It is an important medicine. (life saving) _____

ix. It is an article. (well-written) _____

Exercise 6

Insert the missing forms

	Big	Bigger	Biggest			
(i)	Fast					
(ii)	Deep					
(iii)	High					
(iv)	Dangerous					
(v)	Talkative					
(vi)	Wonderful					
(vii)	Good					
(viii)	Harmful					

Sheena

Teena



Compare us

Here are two friends. Compare their mouths, hair, complexions, etc. You can use the words big / small, dark / fair, tall / short, fat / thin, etc.

Example:

Sheena's neck is thin but Tina's is thinner./ Tina's neck is thinner than Tina's.

i.....

ii.....

iii.....

iv.....

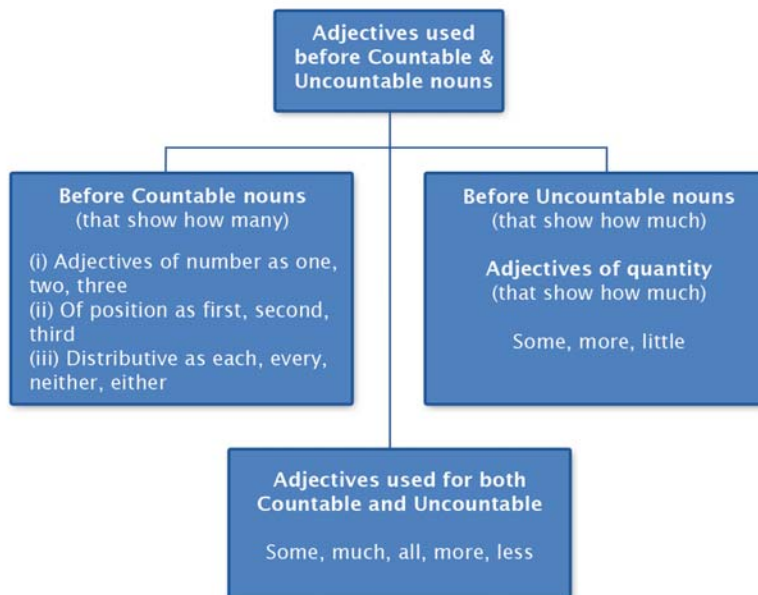
v.....

vi.....

vii.....

(iii) Ways to use adjectives

How to use adjectives before countable and uncountable nouns



The following adjectives can be used both, as **adjectives of quantity and number**.

Some– Give me *some* more milk, please. (quantity)

Some boys decided to take the bus instead of walking all the way. (number)

Any– I can do *any* number of sums in algebra. (number)

Jyoti can drink *any* amount of milkshake. (quantity)

Any student can be called to the stage to sing. (number)

You can choose *any* seat you please. (number)

All– *All* the water in the tank is over. (quantity)

All the passengers are in the waiting-room. (number)

More– Please give me *more* water. (quantity)

Get *more* girls to help. (number)

How to use little, a little, the little, few, a few, the few.

1. He is not good at studies. There is little hope that he will succeed.

2. The little money they were left with has been stolen.

3. The inspector had only a little money to spend.

(little – not much, hardly any; a little – some, not much; The little – all that there is)

4. Few girls can be trusted.

5. A few men are really always honest.

6. The few, who could be trusted, were not present.

7. There are few boys in class.

(Few – hardly any; 'few' has a negative meaning; a few – some; the few – not many, all that there are)

Exercise 7

Choose the suitable word from the given list and fill in the blanks.

(many, several, half, various, any, some, much, less, few, any, much, half)

(i) I have books in my room.

(ii) There are..... ways to write this answer.

(iii) I want..... sugar, please, in my tea.

- (iv) Some languages in the world have only a..... speakers left.
- (v) There weren't..... elephants in this year's Republic Day Parade.
- (vi) We do not have..... homework today.
- (vii)work will have to be put in if the stadium is to be completed this year.
- (viii) There wasn't as..... water as needed, in the tanks.
- (ix) Only..... the work had been done by the time the judges came around.
- (x) Give me the otherof this apple.

Note the errors in the following sentences and their correct forms

Incorrect	Correct
(i) I want <u>several</u> papers.	I want several sheets of paper.
(ii) Kamal has <u>many</u> work to do.	Kamal has much work to do.
(iii) I have <u>few</u> money.	I have some/a little money.
(iv) Sheetal bought <u>much</u> crackers on Diwali.	Sheetal bought many crackers on Diwali.
(v) I ate <u>few</u> rice even though I was very hungry.	I ate only some rice even though I was very hungry.
(vi) No <u>any</u> man has been to this forest before.	No man has been to this forest before.

Assignment

Frame as many meaningful sentences as you can by combining words from each column of the following table.

Here is	a few	boys	in the school
Here are	few	girls	near the house
We have	little	fruits	under the bed
Do we have	a little	work	in the can
There isn't	several	men/women	on the stool
Are there	any	water	in the field
Give me	some	milk	on the table
There are	much	cows	in bottle

Answers to Exercise 1

- i. The shirt is very dirty.
- ii. The tree is very tall.
- iii. Her house is magnificent .

Answers to Exercise 2

In this picture we can see a small family with a dog. The father is in blue and the mother is in red dress. The boy, in the red cap, seems to be naughty. He has a mischievous smile. The mother appears to be quiet. She is charming. The father appears to be friendly though calm.

Answers to Exercise 3

(i) caring (ii) cared (iii) irritating (iv) irritated (v) promising (vi) promised (vii) tired of (viii) tiring (ix) exciting (x) excited

Answers to Exercise 4

(i) interesting (ii) interested (iii) safe (iv) safely (v) brilliant (vi) brilliance (vii) charming (viii) charmed (ix) devotional (x) devoted

Answers to Exercise 5

(i) smart young boy or a young and smart boy (ii) old cozy house (iii) torn dress again (iv) has a large green lawn (v) round black table (vi) Weather wise it is a good day OR It is a good day weather wise (vii) lifelong punishment (viii) life-saving medicine (ix) a well-written article.

Answers to Exercise 6

(i) faster, fastest (ii) deeper, deepest (iii) higher, highest (iv) more dangerous, most dangerous (v) more talkative, most talkative (vi) more wonderful, most wonderful (vii) better, best (viii) more harmful, most harmful.

Answers to Exercise 7

(i) few / many / several / some (ii) various (iii) less (iv) a few (v) any (vi) any (vii) much (viii) as much (ix) half (x) half.

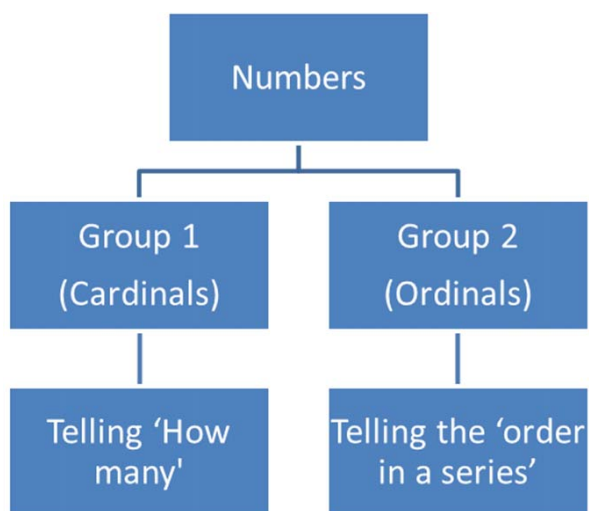
LESSON 10



Numbers: When and where to use

Cardinals: One, two, three ...

Ordinals: First, second, third...

I. Study the following



a) There are three birds in the picture.		The first bird and the second are white. The third is black.
b) There are five bags here.		The first bag is yours.
		The second is hers.
		The third is my sister's.
		The fourth and fifth are mine.

You will note that the numbers 'three' and 'five' in Group 1 answer the question 'How many?' and these are called the Cardinals; whereas the numbers in Group 2. viz. first, second, third, fourth and fifth show the order or position of things in a series. These are called Ordinals.

Pronouncing Cardinals and Ordinals

	CARDINALS		ORDINALS
0	Naught, zero		
1	One	1 st	First
2	Two	2 nd	Second
3	Three	3 rd	Third
4	Four	4 th	Fourth
5	Five	5 th	Fifth
6	Six	6 th	Sixth
7	Seven	7 th	Seventh
8	Eight	8 th	Eighth
9	Nine	9 th	Ninth
10	Ten	10 th	Tenth
11	Eleven	11 th	Eleventh
12	Twelve	12 th	Twelfth
13	Thirteen	13 th	Thirteenth
14	Fourteen	14 th	Fourteenth
15	Fifteen	15 th	Fifteenth
16	Sixteen	16 th	Sixteenth
17	Seventeen	17 th	Seventeenth
18	Eighteen	18 th	Eighteenth
19	Nineteen	19 th	Nineteenth
20	Twenty	20 th	Twentieth
21	Twenty one, etc	21 st	Twenty-first, etc.
30	Thirty	30 th	Thirtieth
40	Forty	40 th	Fortieth
50	Fifty	50 th	Fiftieth
60	Sixty	60 th	Sixtieth
70	Seventy	70 th	Seventieth
80	Eighty	80 th	Eightieth
90	Ninety	90 th	Ninetieth
100	One hundred	100 th	(One) hundredth

101	One hundred and one, etc.	101 st	(One) hundred and first, etc.
1000	One thousand	1000 th	(One) thousandth
100,000	One hundred thousand	100,000 th	(One) hundred thousandth
1,000,000	One million	1,000,000 th	(One) millionth
1,000,000,000	One billion	1,000,000,000 th	(One) billionth
1,000,000,000,000	One trillion (equal to one million billion)	1,000,000,000,000 th	(One) trillionth

Study the above chart carefully and see how we use the cardinals and ordinals while counting.

Here are some hints:

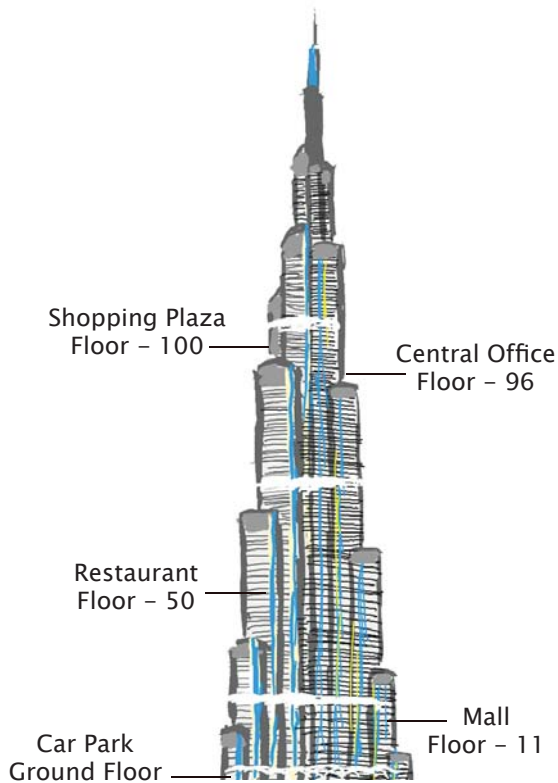
Cardinals	Numbers	Ordinals
Thirty	30	Thirtieth
Thirty + one = thirty one	31	thirty + first = Thirty first
Thirty + two = thirty two	32	thirty + second = Thirty second
Thirty + three = thirty three	33	thirty + third = Thirty third
Forty	40	Fortieth
Forty + one = forty one	41	forty + first = Forty first

Like this keep counting till the ninth number of each section and then change to the next.

Describing locations in buildings, dates, fractions, time, measurements

Locations in buildings

Study the picture and answer the questions:



Exercise 1

Answer the following questions:-

Example

How many floors does this building have?

Ans. One hundred and sixty three.

- Q.1. On which floor is the Central Office?
- Q.2. On which floor is the Shopping Plaza?
- Q.3. On which floor are the cars parked?
- Q.4. On Which floor is the restaurant?
- Q.5. On which floor is the mall?

Dates (British vs. American)

In British English the day is usually put before the month.

Example: 5(th) (of) October(,) 2004

In American English the month is usually put before the day.

Example: October (the) 5(th), 2004

(In India we follow the British style)

Exercise 2

Q.1. When was Shobha born?

A

Q.2. When is Mahatma Gandhi's birthday celebrated?

A

Q.3 On what date was Indira Gandhi born?

A

Q.4. When was Gaurav born?

A

Q.5. On what date was Pt. Jawaharlal Nehru born?

A

Study the following sentences and note how cardinals and ordinals are used to indicate dates

Teacher: When do we celebrate Independence Day?

Student: We celebrate it on the fifteenth of August.

Teacher: When do we celebrate Republic Day?

Student: We celebrate it on the twenty sixth of January.

Teacher: Do you remember any other important dates in your life?

Student: Well, my parents' wedding anniversary is on the sixth of May and our school picnic is on the third of April.

Exercise 3

How to read dates from a calendar

MAY 2012						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Q.1. How many days are there in May?

A

Q.2. What date is it on the first Monday of the month?

A

Q.3. When is Labour day celebrated?

A

Q.4. How many Sundays are there in the month of May?

A

Now answer the following questions









When is your birthday?

.....

Do you have any important dates in your life? What are they?

.....

Fractions

	1	One
	$\frac{1}{2}$	Half
	$\frac{1}{3}$	One third
	$\frac{2}{3}$	Two thirds
	$\frac{1}{4}$	One fourth
	$\frac{3}{4}$	Three fourths
	$1\frac{1}{2}$	One and a half
	$1\frac{1}{4}$	One and a quarter

Exercise 4

Complete the following sentences. Write the given fractions in words.

The tank was full but _____ of the water has been spent. ($\frac{3}{4}$)

There are two apples; take _____ and give him _____ only. ($1\frac{1}{2}$, $\frac{1}{2}$)

How much of the land is yours? _____ of it is mine. ($\frac{2}{3}$)

I will come back in _____ of an hour. ($1\frac{1}{4}$)

She has finished _____ of her work. ($\frac{1}{3}$)

Time

	Ten past six or six ten.
	Quarter past six or six fifteen.
	Twenty to five or four forty.
	Half past five or five thirty.
	Ten o'clock.

Exercise 5

Here are five clocks showing the time of your different activities in a sequence.



Answer the following questions:

Q.1. What time do you wake up in the morning?

Ans.

Q.2. What time do you go for a walk in the morning?

Ans.

Q.3. What time do you go to school?

Ans.

Q.4. What time do you go to play in the evening?

Ans.

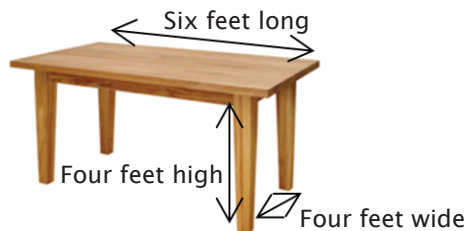
Q.5. What time do you go to bed?

Ans.

Measurements

Study the following sentences:

Sonu's dining table is six feet long.	OR	The length of Sonu's dining table is six feet.
It's four feet wide.	OR	Its width is four feet.
It's four feet high.	OR	Its height is four feet.



You will note that like time we use cardinals when we talk about measurements.

Exercise 6

Describe the dimensions of Sonu's bed. Begin each sentence with 'its'.

1. Its.....
2. Its.....
3. Its.....

Exercise 7

Answer the following questions

1. What is the length of your lawn?
2. How wide is your cupboard?

Exercise 8

Choose the numerals given in the box to fill in the blanks below.

one	second	five	first	hundred	twenty-five
-----	--------	------	-------	---------	-------------

The village school had many children but there was _____ very naughty girl. She liked to chase dogs. Yesterday when she ran after a puppy the _____ time, she slipped and fell. She was punished _____ by her mother and then by her father who told her to write, "I will not chase dogs" a _____ times. She got tired and went off to sleep after writing _____ times.

Answers

Exercise 1

1. It is on ninety sixth floor. 2. It is on the hundredth floor. 3. The ground floor is used for car parking 4. The restaurant is on the fiftieth floor. 5. The mall is on eleventh floor.

Exercise 2

1. She was born on the twenty sixth of October, nineteen hundred and seventy eight.
2. We celebrate it on the second of October.
3. She was born on the nineteenth of November, nineteen hundred and seventeen.
4. Gaurav was born on the ninth of August, two thousand and five.
5. He was born on the fourteenth of November, eighteen hundred and eighty nine.

Exercise 3

1. There are thirty one days in May.
2. The first Monday falls on the seventh of May.
3. Labour Day is celebrated on first of May.
4. There are four Sundays in the month of May.

Exercise 4

1. Three fourths. 2. One and a half; half. 3. Two thirds. 4. One and a quarter 5. One third.

Exercise 5

1. I wake up at 5 o'clock in the morning.
2. I go for a walk at six fifteen.
3. I go to school at 7:30.
4. I go to play at quarter to five in the evening.
5. At 9:40 I go to bed.

Exercise 6

1. Its length is six feet.
2. Its width is four feet.
3. Its height is four feet.

(You may also give your own measurements in metric terms.)

Exercise 7

1. My lawn is seventeen feet long.
2. My cupboard is ten feet wide.

Exercise 8

one	second	first	hundred	twenty-five
-----	--------	-------	---------	-------------

LESSON 11

Adverbs: Words That Tell About Verbs

- I Functions of adverbs.
- II How to form adverbs.
- III Position of adverbs in a sentence.
- IV Types of adverbs
 - 1. Adverb of manner.
 - 2. Adverb of time.
 - 3. Adverb of frequency.
 - 4. Adverb of place.
 - 5. Adverb of quantity or degree.

(i) Functions of adverbs



Read the following story:

Rani was only sixteen but she had to live *alone* in Jaipur. Her father would come *every* weekend from Delhi to meet her, and Rani would finish all her homework as fast as she could and eagerly stand *at the door* waiting for him. He *always* came *punctually* at eight o'clock. One weekend, as she waited for her father, she *suddenly* heard a horn blowing loudly in the street. She *quickly* ran to open the door, but was *greatly* disappointed to see only the driver with the message that her father could not come that weekend *because* of urgent work.

All italicized words are adverbs. What do they tell us?

every	–	describes the frequency or how many times (other such words are always, sometimes, etc.)
always	–	describe how many times has the action taken place
once or twice	–	
quickly	–	describes the way or manner in which the action was done
at eight o'clock	–	describes the time or at what time the action took place.
at the door	–	describes the place of the action.
near	–	describes the place or 'where' the action has taken place.

because	–	gives the reason for the action.
greatly	–	describes the intensity or extent of the action.

Exercise 1

Now read the following story and fill in the blanks with the given adverbs (never, fast, 5 p.m., almost, there, very, here):

Shekhar is walking _____ in fact, he's _____ running. Perhaps he has something _____ urgent to attend to at home and wants to reach there as early as possible. It is _____, and the office must have closed for the day.

He _____ leaves so early. Where does he live? _____ on the ground floor, or _____ in the building at the back? I don't know.

(ii) How to form adverbs

Words like *here, there, now, then, much, less, late, early* function only as adverbs. Adverbs can also be formed by adding 'ly' to an adjective = adjective + ly

For example:	quick – quickly;	beautiful – beautifully;	happy – happily;
	graceful – gracefully;	nice – nicely;	fine – finely,
	foolish – foolishly;	right – rightly;	clever – cleverly;
	haste – hastily .		

But -ly cannot be added to all adjectives.

For example:	good = goodly (incorrect)
	fast = fastly (incorrect)

(iii) Positions of adverbs in a sentence

Much of the meaning of a sentence depends upon the position of the adverb in the sentence. For example, if we say, "Only Abhishek is allowed to go to the library", we mean that the other students in the class are not allowed, but only Abhishek is. On the other hand if we say, "Abhishek is allowed to go only to the library" we mean that except Abhishek no other student in the class is allowed. This illustrates the significance of the position of an adverb in a sentence.

Examples:

- a) *Only* Mohan can write the letter (meaning that no one can write the letter except Mohan)
- b) Mohan can *only* write the letter. (meaning the only thing that Mohan can do is to write the letter)
- c) *Always* remember to be on time. (meaning to remember always)
- d) Remember to be *always* on time. (meaning to be always on time)
- e) He walks *so* fast that no one can beat him. (meaning he walks very fast and therefore no one can defeat him.)
- f) He walks fast *so* no one can beat him. (No one can defeat him because he walks very fast.)

What happens when adverbs are not placed correctly

They reported that Giuseppe Balle, a European rock star, had died on the six o'clock news.

(They reported on the six o' clock news that.....)

Types of adverbs

Let us now take the different types of adverbs and see how they are placed in a sentence.

1. **Adverbs describing manner:** *the way a work is done or the manner of the action:*

Subject	Verb	Object	Adverb (how the action is done)
He	walks		carefully
They	listen		attentively
You	are walking		so fast
You	should try to do	your work	neatly

Observe that the adverbs of manner, in all these sentences, are placed after the verb, but if there is an object (such as "your work" in the last sentence), the adverb must be placed immediately after it.

Look at the following sentences illustrating the use of adverbs of manner:

(i)	The army is slowly advancing.	incorrect
	The army is advancing slowly.	correct
(ii)	He washes carefully his clothes.	incorrect
	He washes his clothes carefully.	correct
(iii)	We quickly should finish our work.	incorrect
	We should finish our work quickly.	correct

But, when an adverb modifies the whole sentence, it is placed at the beginning as in the following sentences:

- (i) Fortunately, when I reached the station, the train had not left.
- (ii) Obviously, he was telling a lie.
- (iii) Naturally, he felt hurt.

2. Adverbs describing the *place of action*

Subject	Verb	Object	Adverb
The plane	flew		high in the sky.
You	should wait	for me	at the bus stop.
Penguins	live		in the Antarctic.
The children	have to go	with their parents	to school.

Like the adverbs of manner, adverbs of place are also placed after the verb/verb phrase or the object (if there is any).

3. **Adverbs of time:** Adverbs such as *yesterday, today, tomorrow, last week, last Sunday, as soon as, already, next, later or the exact time*, tell us the time of action. These adverbs are positioned just like adverbs of place, after the verb when there is no object, otherwise they are positioned after the object.

Subject	Verb	Object	Adverb of time
He	wears	the same shirt	every day.
The policeman	caught	him	last Sunday.
The movie	will begin		at 6 p.m.

Remember: *When three kinds of adverbs are used together in one sentence to show how, where, and when some action has been done, the adverbs should be used in the following sequence: adverb of manner, adverb of place, adverb of time.*

Subject	Verb	Object	Adverb of Manner	Adverb of Place	Adverb of Time
We	are going			to her house	tomorrow evening.
The girls	will attend	the function	happily	at my residence	tomorrow.
The Prime Minister	appealed	to the public	very strongly		yesterday.

4. **Adverb of frequency:** This kind of adverb answers the question, how often, or how frequently.

Some adverbs of frequency are: *often, sometimes, usually, seldom, always, generally, every day, never, once in a while, three times.*

Subject	Frequency of action	Verb	Remaining sentence
We	often	go	for a walk after dinner.
Mala	never	tells	lies.

Note that the adverb of frequency precedes the verb. But if the verb comprises more than one word it is placed between the auxiliary and the verb/ past participle. See the following example:

Adverb	Auxiliary	Frequency of action	Verb	Remaining Sentence
We	have	often	seen	this car parked here.
She	has	never	done	such bad work earlier.

Note that when you want to emphasize the frequency using an adverb such as 'never' and 'always', it is placed at the beginning of the sentence as illustrated in the following table.

Adverb	Auxiliary	Frequency of action	Verb	Remaining Sentence
Never		try to tell	lies	again in future.
Always	be			cheerful while working.
Soon		came		the end of the film.

Adverbs of quantity or degrees answer the question "how much" or to what extent or degree the action has been done.

The food is *almost* ready ('almost' shows that the food is ready to a great degree)

I am *so* nervous. Here 'so' expresses a great extent.

Assignment

Take a situation from everyday life such as, the behaviour of your younger brothers and sisters at home, or, how well you are cared for at home, or, the greenhouse effect and its impact on our environment, and use suitable adverbs to describe the actions in your sentences. Position the adverbs correctly.

Exercise 2

Place the given adverbs in their right position:

(i) He caught the bus.

(running)

- | | | |
|-------|--|-------------------|
| (ii) | He speaks to everyone. | (rudely) |
| (iii) | They all treated the poor child. | (sympathetically) |
| (iv) | He spoke and no one could understand what he said. | (too fast) |

Exercise 3

Place the given adverbs of place in their right position.

- | | | |
|-------|---|--------------------|
| (i) | The army is advancing. | (towards Srinagar) |
| (ii) | Hang the clothes to dry. | (out in the sun) |
| (iii) | I am leaving the fruits. | (on the table) |
| (iv) | They looked for the child but could not find. | (everywhere) |
| (v) | You leave the child when you go. | (somewhere) |

Exercise 4

- | | | |
|--------|--------------------------------------|----------------|
| (i) | Sheila comes home late from office. | (often) |
| (ii) | He makes the most silly mistakes. | (always) |
| (iii) | She cooks the Chinese food. | (occasionally) |
| (iv) | She has been a trouble maker. | (always) |
| (v) | We have had such tasty food. | (seldom) |
| (vi) | Naresh comes to visit his old uncle. | (often) |
| (vii) | His wife washes the clothes. | (never) |
| (viii) | His wife has been to a Mall. | (never) |

Exercise 5

Describe the actions in the picture using the words given in the box.



dangerously, carefully, wrong, ever, hardly

- (i) Roli : Oh my God! He is riding the motorbike so _____.
- (ii) Neha : Don't worry! These people do it very _____.

- (iii) Roli : Do you think he is feeling scared?
- (iv) Neha : No, isn't. They are perfect. They can never go _____.
- (v) Roli : You are right. I have _____ heard of it.

Answers

Exercise 1

fast, almost, very, 5 p.m., never, here, there

Exercise 2

- (i) He caught the bus *running*. (if you say "running bus" it would mean the bus which is running)
- (ii) He speaks *rudely* to everyone.
- (iii) They all treated the poor child *unsympathetically*.
- (iv) He spoke *too fast* and no one could understand what he said.

Exercise 3

- (i) The army is advancing towards Srinagar.
- (ii) *Hang the clothes out in the sun* to dry.
- (iii) I am leaving the fruits *on the table*.
- (iv) They looked for the child *everywhere* but could not find.
- (v) You leave the child *somewhere* when you go.

Exercise 4

- (i) Sheila *often* comes...
- (ii) He *always* makes ...
- (iii) She *occasionally* cooks...
- (iv) She has *always* been a trouble maker...
- (v) We have *seldom* had such nice food.
- (vi) Naresh *often* comes to see his old uncle. (often)
- (vii) His wife *never* washes the clothes.
- (viii) His wife has *never* been to a Mall.

Exercise 5

- (i) Dangerously (ii) carefully (iv) wrong (v) hardly ever

LESSON 12

Articles

Articles are small but important words. They are of two kinds: 'a/an' and 'the'.

The articles 'a/an' is called an indefinite article because it leaves indefinite the person or object it defines. The article 'the' is called a definite article because it refers to a specific object or person.

A doctor – any doctor

The doctor – a particular or specific doctor.

Look at these sentences.

I will meet you under a tree.

I will meet you under the tree.

'A tree' refers to any tree. But 'the tree' refers to a particular tree that the speakers know about.

Did you bring a magazine? (any magazine)

Did you bring the magazine? (a particular magazine)

The indefinite article 'a/an'

'a/an' is called an indefinite article and it is usually used before singular, countable nouns:

A book	An apple
A dog	An egg
A cap	An ice cream
A box	An orange
A lion	An umbrella

The difference between the use of 'a' and 'an':

The English alphabet has 26 letters beginning with a, b, c and ending with x, y, z. The alphabet is a group of letters that exists in any language. The Hindi alphabet has its own letters. The English alphabet has 26 letters. We refer to each one of them as letters and to the whole group as the alphabet. If a word begins with a vowel sound we use 'an' before it and if it begins with a consonant sound then we use 'a' before it.

Now practice using a/an.

a table, a hat, a cow, an owl, an aeroplane, a kite, a gate, an inkpot, an umbrella, a fan, a bed, a horse, an hour, an elephant, a nest.

Note: There is a difference between the written letter and its pronunciation. For example you may write 'hour' but when this word is spoken, we pronounce it as 'aar', as the 'h' is silent

Look at these examples:

umbrella, uniform

an umbrella, a uniform

Even though both words begin with the letter 'u', we use 'an' before the word 'umbrella' because the first sound of this word is a vowel. In the word 'uniform' the first sound is a consonant i.e., 'y'. So we use 'a' before it.

In the word 'umbrella', u has the sound of a vowel 'a'. In the word 'uniform', u has the sound of a consonant 'y'.

We also say 'a' one rupee note, 'a' one-eyed cat.

We use 'a' because the word 'one', begins with the sound of the consonant 'w' even though the letter 'o' is a vowel.

Exercise 1

Fill in the blanks with a/an.

1. Iron is _____ useful metal.
2. He is not _____ honourable man.
3. Mumbai is _____ big city.
4. Mary had _____ little lamb.
5. I first met him _____ year ago.
6. Yesterday _____ European called at my office.
7. Sanskrit is _____ difficult language.
8. If you see him, give him _____ message.
9. Andaman is _____ island.
10. She is _____ untidy girl.

Answers to Exercise 1

1. a
2. an
3. a
4. a

5. an
6. a
7. a
8. a
9. an
10. an

The definite article 'the'

'The' is called a definite article because it makes particular or definite the object it refers to. The definite article 'the' is used in the following situations:

Buildings and monuments

The Taj Mahal is grand.

The Gateway of India is in Mumbai.

To refer to a species

The cat loves comfort.

The rose is a beautiful flower.

The cow is a useful animal.

Note: In the sentence, 'The cat that attacked you is very dangerous', 'the cat' implies a particular cat.

In the sentence, 'The cat loves comfort' we are referring to the cat species and it can mean any cat.

Before some special nouns

Though the is not used before a proper noun, there are certain proper nouns before which we do use it. For example, before the names of oceans and seas, mountain ranges, rivers, deserts and islands.

1. Oceans and seas — 'The Indian Ocean, The Arabian sea'.
2. Rivers— The Ganga, The Yamuna.
3. Deserts— The Thar, The Sahara.
4. Islands— The West Indies, The Philippines
5. Mountains— The Himalayas, The Alps.

'The' is not used before the name of single a mountain, though it is used before names of mountain ranges. For example, it would be wrong to say 'the Mont Blanc' or 'the Nanda Devi'.

Before names of certain books

The Vedas, The Bible.

Before names of things unique of their kind

the Sun, the Moon, the Earth, the star.

With superlatives

the best book, the tallest girl, the biggest airport.

With ordinal numbers

The first man on the moon was an American.

The fourth chapter is simple.

Before musical instruments

the tabla, the flute.

Before adjectives used as nouns

the poor, the weak, the rich

Other nouns before which we use 'the' are:

the police/ the army

the North/ the West/ the East

the cinema/ the bank

Some situations in which 'the' is not used

- breakfast, lunch, dinner.

I ate bread for breakfast.(however, specific meals are referred to using 'the').

The dinner will be held at the Grand Hotel.

- next week/last month.

I'm not working next week.

- go to Work/school/bed.

I'm going to work. I go to bed at 8.30.

- for general ideas.

I like music. We don't eat eggs.

Exercise 2

Here is a short story in which the writer forgot to put the articles. Try and put in the right article. Good luck!

Here is _____ interesting story for you. _____ boy sat weeping on _____ side of _____ well. _____ thief happened to pass by at _____ same time. He asked _____ boy why he was weeping. _____ boy, sobbing bitterly, showed him _____ piece of rope and said that it had _____ large box at _____ end. _____ box, full of silver coins, had fallen into _____ well. _____ thief at once pulled off his clothes and jumped into --- well. But he did not find anything at _____ bottom of _____ well. When he came out, he found not only _____ boy but his clothes also gone.

Countable and Uncountable/mass nouns

There are certain objects that are countable. e.g. pencils, bags, books, chairs, doors etc.

We can ask how many pencils, bags, etc. But we cannot ask how many energy? This is because energy levels cannot be counted, but pencils and bags can be counted.

If a noun is countable we can use 'a' or 'an' before it.

Examples:

a pencil, a bag, an ant.

Note: A countable noun has a plural form and can answer to the question, how many?

Examples:

How many rooms does this house have?

How many pencils do you have?

Note: with countable nouns we can use numbers.

Examples:

One girl

Five shirts

Six horses

Note: If a noun is uncountable we do not usually use 'a' or 'an' before it.

Examples:

Sugar is sweet.

Water is scarce.

Note: An uncountable noun does not usually have a plural and can be used to answer the question– How much? It cannot answer the question– How many? We cannot use numbers with these nouns. Instead we can refer to quantity by using the words — some, a little, a cup of, a spoon of, a sheaf of, a piece of etc.

Some more uncountable nouns are — baggage, furniture, information.

Examples:

Give me some water.

I need a little flour and a spoon of sugar.

Exception: Two coffees, please.

(In the above request, 'two cups of coffee' is implied)

Exercise 3

Fill in the blanks in Column A with the word denoting measurement from Column B:

COLUMN A

COLUMN B

A _____ of matches	bowl
A _____ of coffee	glass
A _____ of soup	box
A _____ of juice	cup
A _____ of jam	jar
A _____ of bread	piece
A _____ of chocolate	slice
A _____ of toast	five litres
_____ of butter	two meters
_____ of petrol	tube
_____ of cloth	ten grams
A _____ of toothpaste	bar

Answers to Exercise 2

Here is an interesting story for you. A boy sat weeping on the side of a well. A thief happened to pass by at the same time. He asked the boy why he was weeping. The boy, sobbing bitterly, showed him a piece of rope and said that it had a large box at the end. The box, full of silver coins, had fallen into the well. The thief at once pulled off his clothes and jumped into the well. But he did not find anything at the bottom of the well. When he came out, he found not only the boy but his clothes also gone.

Answers to Exercise 3

A _____ of matches	box
A _____ of coffee	cup
A _____ of soup	bowl
A _____ of juice	glass
A _____ of jam	jar
A _____ of bread	slice
A _____ of chocolate	bar
A _____ of toast	piece
_____ of butter	ten grams
_____ of petrol	five litres
_____ of cloth	two meters
A _____ of toothpaste	tube

LESSON 13

Prepositions

Prepositions - I

1. Single words as 'in, on, at, from, with, etc.'
2. Prepositions in combination with certain verbs or words, etc. (for example, get along, give in, bring about.)

How Prepositions are used

Study the following dialogue:



Salesman: Please madam, come **in** and have a look. There **on** the top floor we have the section for readymade garments. **Up** there **on** the second floor you can see the electronic goods. **Behind** the other counter there is a restaurant. Within few days we shall have more counters.

Customer: How **about** a theatre?

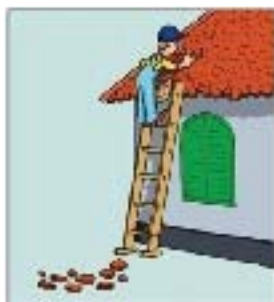
Salesman: Yes, we are going to have one very shortly.

Customer: When do you close your shop?

Salesman: Sharp **at** 10 p.m.

(All words in bold are prepositions)

Prepositions are words or groups of words, such as in, from, to etc. governing and normally preceding a noun or a pronoun. Generally speaking, they express a relation between two entities; the types of relations shown are those of place, position, time or method.



up



down

How prepositions are used







IN

For expressing time, place and position

Time

		
in the morning	in May	in a few minutes




Place/Position

		
in a corner	in a line/row	in front of
		
in the house	in a bag	in a bottle

AT

For expressing time, place and position

Time

		
come at five	at night	sea at sunrise

Place

		
meet at his residence	meet me at the railway station	look at the wall

Position

	
at the end of the lane	at the door




ON

For expressing time, place and position

Time

		
see you on Sunday	be on time	on which date

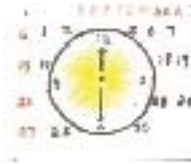
Place

		
on the table	on the wall	on his way to Delhi

Position



Note: In relation to Time we use:



At – for the time of the day

On – for days and dates

In – for longer periods

(at 6.00 pm)

(on Sunday, on 5th of May)

(in five days, in the morning etc.)

Hence we say, "We'll see you on the 6th of May in the morning at five."

Remember: At/in/on are not used before the words like next, last, and every (day, night etc.)

Example:

- | | |
|--|-------------|
| (i) We will see you on next Friday. | (incorrect) |
| (ii) We'll see you next Friday. | (correct) |
| (iii) The family came here in last Monday. | (incorrect) |
| (iv) The family came here last Monday. | (correct) |
| (v) What do you do on every week end? | (incorrect) |
| (vi) What do you do every week end? | (correct) |

Exercise 1

Fill in the blanks with the correct preposition (in, at, on)

- (i) Many offices are closed Saturdays.
- (ii) You can see the rainbow the sky.
- (iii) Neil Armstrong stepped moon 1969.
- (iv) Wait for me. I shall be back a moment.

- (v) We shall start for Kanya Kumari 6 p.m.
- (vi) She was born 1983.
- (vii) what time would you like to go?
- (viii) Can you come to see me Tuesday?

Exercise 2

- (i) The books arethe shelf.
- (ii) The numbers are written the books.
- (iii) You can see the manthe shop.
- (iv) He's looking the fruits.
- (v) The car is waiting the door.
- (vi) The boy is the car.
- (vii) She lives Kolkata.
- (viii) Her friend lives Pune, which is Maharashtra.
- (ix) My bed is the corner.
- (x) Her house isthe end of the lane.

Some comparative phrases

At the end /in the end

- (a) At the end(when the action or activity is over) or to indicate the last position.
 - (i) They stood up at the end of the play.
 - (ii) Meet me at the end of the match.
 - (iii) She came at the end of the month.
 - (iv) The Indian fans were excited at the end of the match.
 - (v) She will leave at the end of the year.
 - (vi) You can see that house at the end of the road.

(vii) There is a gate at the end of these houses.

(b) In the end (finally)

(i) Who won the match in the end?

(ii) In the end health is more important than wealth.

(iii) Sushil was given the prize in the end.

On time/in time

On time: This means punctually, not late

(i) The train was on time and everyone was relieved.

(ii) The music programme started on time.

In time: Soon enough to do something or for something.

(i) Don't worry, you are in time for the examination..

(ii) The helicopter came just in time to rescue the woman.

In/into

In: to be inside

at a point within an area

Into: to go into, enter

to a position in or inside something



(i) He's in the room.

(ii) A foolish frog got stuck in the well.

(iii) She's sitting in a car.

(i) He went into the room.

(ii) The other foolish frog jumped into the well.

(iii) She is getting into the car.

Exercise 3

Complete the following sentences using one of the following prepositions: in, on, at, into.

(i) I saw her going her bike but her brother went a car.

(ii) Quick, sit the blue car, we are late.

(iii) You were just time for the ceremony.

- (iv) The teacher always manages to be time.
- (v) You are invited tea Sunday 7 p.m.
- (vi) The car ran a tractor and was damaged.
- (vii) I live the house at the corner.
- (viii) Who won the game the end?
- (ix) the end the heroine marries the villain.
- (x) which page should I see it?
- (xi) She has gone the hope to get an entry.
- (xii) You are looking worried – what's your mind?
- (xiii) Father you are eighty. Don't drive such a speed this age!
- (xiv) The whole factory was fire.

Across/ After/ Along

- Across: From one side to the other side of something
 After: Later than something; following something in time.
 Along: Beside, or through part or the whole of the length of something.

Phrasal Uses

Along

- (i) We are not able to get *along* with our manager. (keep good terms with someone)
- (ii) Why don't you come *along* with us. (with something / somebody)
- (iii) She has been sacked *along* with five others. (in addition to something)
- (iv) They are walking *along* the river.
- (v) The new colony has been built *along* the sea shore.

Note: Up and down denote contrast in terms of vertical direction while along denotes contrast from one end to the other in terms of horizontal axis.

Across

- (i) Many people have tried to swim *across* the English Channel.
- (ii) This room measures 50 feet *across*.
- (iii) The bridge is *across* the river.

After

- (i) They reached shortly *after* the train had arrived. (later than something)
- (ii) Come *after* an hour, I'm busy right now. (later than)
- (iii) You can come one *after* another. (next to and following something)
- (iv) She was left staring *after* him. (behind something when they have left)
- (v) The police is *after* the thief. (trying to find out or catch)
- (vi) I have told you time *after* time not to lend your books. (used to show that something happens many times or continuously)
- (vii) *After* all, he is a good player. (in spite of what has been said or expected)

Before, behind, within, without, by

These prepositions are used to express place, time, or position, but their meaning in a sentence will depend upon the words they are combined with.



Behind the bars

Before

- Raghu reached for the meeting *before* I did. (showing time)
- Darshana always rings the bell *before* entering the house. (showing time)
- The lawyer placed the papers *before* the magistrate (indicating position/place)
- The building just *before* the T.V. tower is the post office. (indicating position/place)

Behind

- They stood *behind* us in the queue. (at the back of)
- The trains are running *behind* time because of the fog. (later than or not earlier than)
- Their car is far *behind* ours. (far back)
- We have finished painting our house but they haven't: they are far *behind*. (late in doing the work)

Within

The police arrived *within* minutes. (In a short time)

Finish your work *within* five minutes. (before a particular time)

He lives *within* walking distance of the theatre. (not farther than a particular place)

We are now *within* the boundary of the wildlife sanctuary. (not outside)

Without

The lost soldiers had to go *without* food for three days. (not having anything)

The team played *without* much interest and therefore lost the match. (in want of)

It's raining heavily and if you go *without* an umbrella you are sure to get wet. (in the absence of)

By

It is used in many ways to express:

(a) how we do something – go by train, send by post, pay by cheque, reported by him, by hand, written by.

(b) to indicate a time not later than the one mentioned– by this date, by evening, by tomorrow,

(c) who is the doer of the action– by whom, by someone, by Rohit

Examples

- | | | | |
|-------|------------------------------------|------|---------------------------|
| (i) | How will you go? | Ans. | By car, of course. |
| (ii) | How will you send the parcel? | Ans. | By post or by hand. |
| (iii) | What's the time? | Ans. | Five o'clock, by my watch |
| (iv) | Who wrote the letter? | Ans. | It was written by Seeta. |
| (v) | By what time should I reach there? | Ans. | By five, if possible. |

Answers to Exercise 1

(i) on (ii) in (iii) on, in (iv) in (v) at (vi) in (vii) at (viii) on

Answers to Exercise 2

(i) in (ii) on (iii) in (iv) at (v) at (vi) in (vii) in (viii) in, in (ix) in (x) at

Answers to Exercise 3

(i) on; in (ii) in (iii) in (iv) on (v) to, on, at (vi) into (vii) in (viii) in (ix) in (x) on (xi) in (xii) on (xiii) at, at (xiv) on

Prepositions- II

Focus on - under, over, through, of, off, with, to, about, up, down

Under, over, through: some common usages



Under: In or to a position under or to a position lower than, below

- (i) Look for your shoes *under* the bed. (below something)
- (ii) I am *under* stress these days. (affected by something)
- (iii) The bed of the sea is *under* several thousand feet of water. (that is, below the surface of something)
- (iv) Ravi is working *under* the new manager. (to show who controls things)
- (v) No one *under* 18 can vote. (less than)
- (vi) The matter is *under* consideration. (experiencing or going through a process)
- (vii) *Under* the circumstances nothing can be done. (in accordance with)

Over: Above, across, to other side, end

- (i) Spread this sheet *over* the chair. (resting on the surface of somebody or something and partly or completely covering it.)
- (ii) The aeroplane was flying just *over* us. (above)
- (iii) The branches of the trees formed a tunnel *over* the road. (in or to a position higher than but not touching somebody or something.)
- (iv) Throw the ball *over* to him there. (on the far or opposite side of something)
- (v) The match is *over*. (ended)
- (vi) Leaves have fallen all *over* the garden. (in and all parts of something).
- (vii) There is a bridge *over* there. (from one side of something to other)
- (viii) The Director has control *over* all the departments. (having control or showing authority)
- (ix) We will discuss it *over* dinner. (during something)

Through: From end to end or side to side of; between or among; by agency or means or fault of

- (i) The bullet went *through* the target. (from one end or side of something)
- (ii) They are walking *through* the field.
- (iii) The bus went *through* the traffic light at high speed.
- (iv) I could not sit *through* the whole function because I had a headache. (from the beginning to the end of an activity, a situation or a period of time.)
- (v) I have to get *through* these exams. (pass)
- (vi) Aman booked his ticket *through* a travel agent. (by an agency of)
- (vii) We got news of Rita's result *through* her brother Gaurav. (by means of)

Practice and learn

Study the following picture and describe using prepositions to guide your friend to the post office from your house. (the building with the red roof)



Come _____ of your house. Walk _____ the lawn until you reach the road. Take a turn _____ the left. You will see a building _____ top of the hill. That is the Post Office.

Of: Belonging to something; relating to somebody

- (i) The residents *of* the building are proud to be neighbours of Sachin Tendulkar. (belonging to)
- (ii) The President *of* the United States lives in the White House. (belonging to)

When you talk of a single work of a writer or an artist, you use the preposition 'by' but, when you talk of everything of that artist or writer you use the preposition 'of' as in the following sentences (iii, iv)

- (iii) The works *of* Kalidas are easily available.
- (iv) Any painting *by* a great artist is costly.
- (v) Changez Khan *of* Mongolia was a feared warrior.
- (vi) Please give me five kilos *of* mangoes.
- (viii) A girl *of* eighteen can get a driving license quite easily.
- (ix) Chennai is located south *of* the river Cauvery.
- (x) During partition a large number of people were made homeless.

With

Used to express manner, cause, possession, company

- (i) He fought *with* courage.
- (ii) They always work *with* dedication.
- (iii) The children like to go shopping *with* their mother.
- (iv) The room is crowded *with* books or crowded *with* all kinds of men and women.
- (v) It's unhealthy to be angry *with* your colleagues all the time.
- (vi) He is delighted *with* his son's engagement and so he is distributing sweets to everyone.
- (vii) The whole area is infested *with* ants.
- (viii) You can see the girl *with* the long hair and red bag.
- (ix) Reema's umbrella is *with* her all the time.

To

Used to express the idea of going to a place or an event.

- (i) I want to go *to* China.
- (ii) I am on my way *to* the Republic Day parade..

Used to express the idea of passing from one person to another.

- (i) The infection is easily passed from one person *to* another.
- (ii) Please give the packet *to* the postman.
- (iii) The wicket-keeper threw the ball *to* the bowler.

Some more combinations:

Example

- (i) After the play was over she wrote a letter *to* all her friends thanking them.
- (ii) Send the letter *to* me or talk *to* your parents, and we will try to solve your problem.
- (iii) *To* whom does this box belong? Return it *to* its owner.
- (iv) The student was sent *to* the teacher after the class.

Off

Used

(1) in phrasal verbs. (2) independently in different sentences.

(1) In Phrasal Verbs

See off

My uncle is going to America so we are going to *see him off* at the airport. (to go to station, airport etc. to say good bye)

Cut off

The village was *cut off* from the town by flood water. (get disconnected, separated)

Take off

The plane *took off* on time. (to leave the ground and begin to fly.)

Better off

Ever since Sudhir got the job his family seems to be *better off*. (in a better monetary condition)

Put off

We have *put off* our plans to see the movie because it is raining. (to cancel a meeting or arrangement)

On and off

It rained *on and off* all day. (now and again)

(2) Other Uses

(i) Down or away from a place or at a distance in time or place

Rohit fell *off* the ladder

Keep *off* the fire.

Scientists are still a long way *off* finding the cure for cancer.

(ii) Leading away from

The children play *off* the playground meant for the seniors.

(iii) To say something has been removed

The lid has been taken *off*.

- (iv) Away from work or duty
He is *off* from duty for ten days.
- (v) Not wanting or liking something
I'm *off* fruits these days.
He's finally *off* drinks after his long illness.

About

Read the following passage and note the different meanings that the word "about" can take:

The children shouted together, "Madam! Tell us (i) *about* the puppy you saw outside the school gates!"

"Alright", said Mrs. Gupta, "I will tell you (ii) *about* it".

"Well, the puppy seemed to have been thinking (iii) *about* exploring the world and so, at (iv) *about* six o'clock in the evening, when his mother wandered away to search for food, the puppy saw his chance and quickly ran down the street. He walked (v) *about* enjoying this freedom, but forgot (vi) *about* the night setting in. It was only when it grew darker he realized his mistake.

The different meanings of the word 'about' in the passage are:

- (i) Used to seek some information.
- (ii) Talking on the subject of something.
- (iii) Telling the purpose of something.
- (iv) Approximately
- (v) Going in many directions in a place.
- (vi) Talking on the subject of something.

Up: towards or in higher position

- (i) When Shweta awoke from her sleep the sun was already *up*. (had risen)
- (ii) Mona walked *up* to the ticket counter and asked for a ticket to Bhopal. (to go up to a place where something is)
- (iii) Time is *up*. Please stop writing now. (over)
- (iv) Ravi and Shashi they stayed *up* till late at night waiting for their friends to come back. (keep awake)

Down: Downwards along or through or into, at a lower part

- (i) "Don't get excited. *Calm down!*" (to show that the strength is less)
- (ii) *Note down* carefully what I am saying. (to bring on a paper)

- (iii) Battery-operated cars *cut down* on pollution. (make less)
- (iv) Seeing the rioting students pelting stones, the shopkeepers brought the *shutters down*. (to bring to lower position)
- (v) Manish *went down* South to meet his family. (to or in the south of a country)
- (vi) You *go down* the road and you will reach the church. (go along)

Prepositions - III

Focus on: Phrasal use of Prepositions in combination with verbs/words

Sometimes certain verbs/words are combined with certain prepositions bringing out different meanings, for example, “done with” and “done up”. Being “done with” something means that you have ended your association with something/someone. “I’m done with my studies”. When something is decorated it is said to be “done up”. “Rashtrapati Bhavan has been done up with lights for Republic Day.”

Cut

down – These trees have been *cut down* illegally.

off – We had to *cut off* our conversation when the manager came. (bring to abrupt end)

up – She is quite *cut up* because Reena has broken her friendship with her. (to feel emotionally upset)

out – He is *cut out* to be a leader. (have the qualities needed for something.)

Keep

up – If you *keep up* this pace, you’ll succeed. (continue without stopping)

up with – Please slow down. I can’t *keep up with* you. (to move or make progress at the same rate.)

in – A cage with strong iron bars was used to *keep in* the wild animals. (restrain)

out – The principal advised the students to *keep out* of matters that did not concern them. (not to take part in)

Down

with – Rohit had to miss the exams because he was *down with* swine flu (to suffer from an illness.)

to – By the end of the month I am *down to* my last few rupees. (to have only a little money left).

Turn

up – The missing boy has *turned up* at last. (be found)

down – He *turned down* the proposal to buy a new car. (refuse to consider)
off – They *turned off* the water while digging the drain. (start or stop the flow of water or electricity.)
out – Shushant *turned out* to be a thief. (as shown by later events, eventually)

Take

off – Samir's mother told him to *take off* his wet shirt. (remove clothes from your body)
with – Maria was *taken with* the new arrangement of furniture in the house. (be attracted to or to find interesting)
out – Housewives in Bangalore will *take out* a procession to protest against the increase in prices.
down – The city authorities decided to *take down* all buildings that were an obstruction to the smooth flow of traffic. (to remove a structure especially separating it into pieces)

Get

over – I cannot *get over* the fact that India's hockey team did not qualify for the Olympics. (recover from)
in – What time does your train *get in*? I will be waiting at the platform to pick you up. (to arrive a place)
Meeta has applied for admission to Delhi University – do you think she will *get in*? (get admitted)
along – Sonu and Monu do not *get along* well. (be friendly or have understanding)
off – We have to *get off* this bus immediately – I am not feeling well. (to leave a place)
through – Only a few students were able to *get through* the entrance test (to be successful)
away – The Barua family planned a holiday in Nainital to *get away* from the heat of Delhi. (to leave a place)

Run

into – I never expected to *run into* my old teacher at the restaurant. (meet by chance)
at – The mad man *ran at* my mother with a knife. (to run towards as if to attack)
out – We have *run out* of milk. (getting over, finishing)
away – The professor told his students not to *run away* from hard work. (avoid)
over – The two boys were *run over* by the bus and have been taken to hospital. (of vehicles – to knock a person or an animal down and drive over its parts)

Drop

out – Many students *dropped out* of the exams because they were not prepared. (cease to appear)
off – Many of the young children *dropped off* to sleep in the middle of the documentary. (to go into light sleep)

in – Why don't you *drop in* for coffee some time? (to pay a visit)

Bring

up – My uncle had to *bring up* his nephews because they were orphaned at an early age. (to take care of)

in – The newly-elected government *brought in* new laws to prevent smuggling. (introduced)

round – The wise grandfather *brought round* the fighting cousins to a sensible decision. (to make to agree.)

Come

from – Mona *comes from* a respected family of Lucknow. (belong to)

to – Vinod has *come to* his senses at last and given up smoking. (recover)

about – It so *came about* that the young princess did not become the queen. (happened)

down – Petrol prices have *come down* considerably. (make less)

Look

for – She is *looking for* a new job. (search)

after – My mother is *looking after* the business now that my father is unwell. (taking care)

up – We *look up* to our elders for guidance. (admire or respect)

through – You needn't study in detail – just *look through* the notes.

down – Don't *look down* upon people who cannot speak English. (consider oneself as superior)

Put

away – They have large sums of money *put away* in fixed deposits. (to keep safely)

out – Please *put out* the candle. (extinguish)

off – It is getting late. Let us *put off* the meeting until tomorrow. (postpone)

down – The father put his foot *down* and refused to let his son go abroad. (to suppress, snub)

by – The couple had *put by* some money for their daughter's education. (lay aside for future)

up – Lata's bad temper is very difficult to *put up* with. (to tolerate)

in – She *puts in* 12 hours a day to this work. (to spend time in or to make effort)

Round

up – The police have managed to *round up* all the car thieves in the town. (find and capture)

about – I would say her weight was *round about* 60 kg. (approximately)

Note: Since it is not possible in the present book to list all the uses of prepositions learners may refer to Hornby: Oxford Advanced learner's Dictionary and current English, ELBS and OUP, 1974 for the phrasal uses of other prepositions.

Prepositions as interrogatives

Read the following sentence and note the questions:

Questions with prepositions at the beginning of the sentence.

Questions

- (i) On which day do you think he will arrive?
- (ii) At what time does his train come?
- (iii) By which train will he travel?

Answers

- He can come on Sunday.
- 5 pm, I suppose.
- He can come by Qutub Express.

Questions with prepositions at the end

- (i) What are you looking at?
- (ii) Who are you waiting for?
- (iii) Which pen are you going to write with?

- I am looking at this photograph.
- I am waiting for my cousin.
- The red one.

Exercise 1

Make meaningful sentences using each unit in the first column, as many times as possible, with a different preposition.

(i) The function will start	for	year
(ii) Can I see you	at	the evening
(iii) I am going to ask my friend to come	on	no time
(iv) We will go to the club	by	Monday
(v) The minister will be here	in	Tuesday
(vi) Satya has been working in his college	during	2 o'clock
(vii) Yashu has been down with malaria	before	my stay here
(viii) Sony started studying	after	5 p.m.
(ix) I finished my work	since	1984
(x) I will help you as much as I can.		

Answers to Exercise 1

- (i) The function will start at 2 o'clock.
- (ii) Can I see you on Monday?

- (iii) I am going to ask my friend to come after 5 p.m.
- (iv) We will go to the class in the evening.
- (v) The minister will be here in no time.
- (vi) Satya has been working in this college since 1984.
- (vii) Yashu has been down with malaria since Tuesday.
- (viii) Sony started studying in 1984.
- (ix) I finished my work before 2 o'clock.
- (x) I shall help you as much as I can during my stay.

(Learners can make more combinations on their own.)

LESSON 14

Types of Sentences

Imperative sentences & Exclamatory sentences

Sentences beginning with 'what', 'how', 'who'

Get away	Will you please give it to me?	Be a good child
		
Command	Request	Exhortation

While speaking, a speaker adopts different modes and tones according to the situation and purpose. For example, when he is describing something he states things (e.g. The man in the black suit was walking fast and the police were chasing him); If he is making an enquiry he will use the interrogative form (e.g. Who brought the taxi here? When did the taxi arrive? etc.). There is yet another mode where the speaker is commanding or exhorting or making a request. Sentences using these modes are called imperative sentences.

Structures in imperative sentences

Study the following dialogue:

<u>Subject</u>	<u>Verb</u>	<u>Predicate</u>
X	Go	away.
X	Put	it on the table.

We note the following in these sentences

- The sentences have no subject.
- The verb used is a command or request.
- Tense is always the present tense i.e. with no endings like 'ed' (liked), 'ing' (liking) or 's' (likes)
- Voice used is generally active.

- (v) There is no use of modal auxiliaries such as can, could, will, would, shall, must, need.
- (vi) These can be affirmative or negative, that is. in their 'yes' or 'no' form.

Forms of command

I Simple commands

- (i) Come and sit here.
- (ii) Keep standing.
- (iii) Bring your book.
- (iv) Don't make any noise.
- (v) Get up and leave the room.

II Command in the form of request – adding the word of request in the beginning or at the end of the sentence

- (i) Please do it fast.
- (ii) Get away from here please.
- (iii) Don't irritate me anymore, please.
- (iv) Leave me alone, please.
- (v) Please leave me to myself.

III Commands or requests in interrogatives

- (i) Will you go away from here?
- (ii) Do you mind leaving me alone, please

IV Commands in which second person is retained

These commands are admonitory in tone and express extreme irritation hence, they do not combine polite words such as 'please'.

You mind your own business. Leave me alone.

You are nobody to advise me.

(Read loudly using the correct intonation)

- (i) Daughter: Mother, can we go for a picnic today?
Mother: Leave me alone. Let me finish my work.
- (ii) Daughter: Why can't you get a typist to do your work? You unnecessarily tire yourself.

Mother : Mind your own business. I don't need your advice.



(iii) Student : Sir, please help me solve these sums.

Teacher: How many times I have told you not to disturb me.

Student : Please, Sir, give me just half an hour.

Teacher: Will you please go away from here. Don't irritate me anymore.

V Commands with Let

Such commands are in the form of exhortations or advice:

- (i) Let us work hard.
- (ii) Let us wait and watch.
- (iii) Let each man think for himself.
- (iv) Let all the students reach in time
- (v) Let us pray for the soldiers fighting for us.
- (vi) Let there be no fights among us.

VI Negative commands

Positive	Negative
(i) Open the door.	Don't open the door.
(ii) Move the chairs.	Don't move the chairs.
(iii) Let anyone do it.	Don't let anyone do it.
(iv) Come in.	You dare come in.
(v) Sit down.	Keep standing. There's no need to sit down.

Exclamatory Sentences

An exclamatory sentence expresses a sudden feeling or emotion –

- | | |
|--|------------|
| (i) Hurrah! We have won the match. | (Joy) |
| (ii) Alas, I am left alone. | (Grief) |
| (iii) Ah! What a joy to have you here. | (Surprise) |
| (iv) Bravo! Keep it up. | (Approval) |

Other expressions can be – gracious me, how wonderful, well done etc.

Exclamatory Sentences with 'What or How + noun phrase'

- (i) What a wonderful day we had!
- (ii) How nice to see you!
- (iii) What a surprise to see you after so long!
- (iv) How wonderful everything is here!

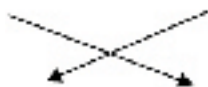
- (v) How foolish of you to do this!
- (vi) How dirty it is!

Points to note:

1. In such sentences the exclamation follows much the same pattern as that of 'Wh' questions. For example, in the sentence 'What a surprise!' the pattern is similar to that of an interrogative sentence yet it is not a question, but an exclamation.
2. In sentences, that use expressions such as 'What a day!', it is not clear whether the speaker is expressing dislike or appreciation. The context and speaker's tone will convey the feeling.
3. The question words are placed initially.

How to convert a statement into an exclamatory sentence

• Statement – We had` a good / bad time



Exclamatory – What a time we had!

• Statement – Her voice is very pleasant
Exclamatory – How pleasant her voice is!

• Statement – I used to hate science.
Exclamatory – How I hate science!

• Statement – We're in a mess.
Exclamatory – What a mess we're in!

• Statement – That is an enormous tree.
Exclamatory – What an enormous tree that is!

Sample conversation - Dialogue between two friends

- Ravi: Dinu, why are you so worried? How hard you have worked throughout the year. I am sure you are going to get a high percentage.
- Dinu: Who knows what the future holds!
- Ravi: But what a time it has been for you – studying from morning till night without bothering about food or rest.
- Dinu: I don't know. But, I can never forget what a mess it has been! The night before examination I was so tense. How much I hated history!
- Ravi: Don't worry! All is well that ends well. Let us hope for the best

Exercise 1

Frame commands / requests suitable to the given situations:

Example:

Teacher asking the students to finish their work.

Finish your work immediately.

- (i) Mother asking son to study.
- (ii) You do not want to go to a movie.
- (iii) Teacher telling the students to stop making noise.
- (iv) There is delay in the execution of the order.
- (v) You are irritated by the repeated requests of a subordinate.

Exercise 2

Frame sentences with 'let' expressing the suggested feelings / ideas

- (i) All get success.
- (ii) Love among all
- (iii) Do our duties sincerely
- (iv) Not trouble anyone.

Exercise 3

Complete the following sentences adding negative commands. Use the words given against each in parenthesis:

- (i) It is too hot. (not to go out)
- (ii) It is too costly. (not to purchase it)
- (iii) Exams are too close. (not to waste time)
- (iv) He must be sleeping. (not to go to his house)
- (v) I am resting. (not to make noise)

Exercise 4

Change the following statements into exclamatory sentences:

- (i) It's a beautiful garden.
- (ii) She is a pest, always keeps coming here.
- (iii) It was a surprise to see the Kohinoor.
- (iv) She dares talk to me like this.
- (v) They are so obstinate. They never listen to me.

Answers to Exercise 1

(These answers are only suggestive. Learners can frame their own also.)

- (i) Sunny, Why can't you sit down and study / Don't waste time, sit down and study.
- (ii) Please leave me alone. I don't want to go anywhere.
- (iii) Behave yourself. Stop making noise.
- (iv) Why so much delay. Hurry up.
- (v) Don't make me say again and again. Please go out and leave me alone.

Answers to Exercise 2

- (i) Let everyone succeed in his effort.
- (ii) Let there be love among all.
- (iii) Let everyone do one's duty sincerely.
- (iv) Let us not trouble anyone.

Answers to Exercise 3

- (i) Don't go out, it's too hot.
- (ii) Don't purchase it, it's too costly.
- (iii) Don't waste your time, the exams are too close.
- (iv) Don't go to his house, he must be sleeping.
- (v) Don't make noise, let me rest.

Answers to Exercise 4

- (i) What a beautiful garden it is.
- (ii) What a pest she is, always keeps coming.
- (iii) What a surprise it was to see the Kohinoor.
- (iv) How dare she talk to me like this.
- (v) How obstinate they are, never listen to me.

LESSON 15

Conditionals

The word 'if' expresses condition. When we combine it with verbs in different tenses, there arise a number of situations which express different types of conditions. Look to four such situations

1. If + simple present + will.
2. If + simple past + would/ could/ should/ might.
3. If + I were + would.
4. If + past perfect + would have + past participle.

(i) If + simple present + will

When the structure is of the type, if + simple present + future, it means the event mentioned in the sentence is possible and may take place in the near future.

- (i) If I find your bag, I'll bring it.
- (ii) If I see her, I'll pass on your message.
- (iii) If it rains, I'll stay back.
- (iv) If I see her, I'll call her here.
- (v) If they agree, I'll bring them with me.

(ii) If + simple past + would/ could/ should/ might

When the structure is of the type, if + simple past + would, the event mentioned in the sentence is imaginary and will probably not happen. For example, in the sentence, 'If I got one thousand gold coins, I'd live like a king.', when the speaker says '**If I got**' it means he does not have any coins at present. The speaker is imagining the situation; But remember, 'if' is not used in a 'would' clause. That is, it is incorrect to say, 'If you would control your diet you would lose weight'. We should say 'If you controlled your diet, you would lose weight'.

Examples:

- (i) If I drank a lot of water in the summer, I'd not feel sick.
- (ii) If you ate the junk food in excess, you'd grow obese.
- (iii) If the train reached on time we would reach home before dark.
- (iv) If you knew stenography, the company would select you.
- (v) If you were not so obstinate, things could be different.

(iii) if I were + I would

The same idea can be expressed by using the structure, 'If I were + would'.

Example:

- (i) If I were a doctor, I would help the poor.
- (ii) If I were you, I wouldn't buy a car.
- (iii) If it were not to rain today, I would go for a walk.
- (iv) I would live in Agra, if things were better.
- (v) If I were the authority, I'd solve the traffic problem.
- (vi) If I were a doctor, I'd treat the poor free.

(iv) if + past perfect + would have + past participle

When the structure is, If + past perfect + would have + past participle, the situation that arises expresses a completed action. For example in the sentence, *If I knew Garima's phone number I would call her immediately* (in this sentence, the verb 'knew' is in the simple past tense but it refers to an action in the present, that is, I cannot ring Garima (now) because I do not have her phone number). **But**, in the sentence, *If I had known Garima's phone number I would have called her immediately*, 'had known' is in its *past perfect* form and refers to a completed action, that is, I could not ring Garima because I did not have her phone number.

Example:

- (i) If Sonu *had* time he *would* study more. (action in present)
If I had known Sonu had more time, I *would have made* him study more. (completed action)
- (ii) If I *knew* he was a cheat. I *would* turn him out. (action in present)
If I *had* known he was a cheat I *would have turned* him out. (completed action).
- (iii) If I *saw* you I *would* stop the car. (action in present)
If I *had* seen you, I *would have stopped* the car. (completed action)

Exercise 1

Complete the following sentences putting the pairs of given verbs in their correct form as in the example:

If younot study properly you (do, fail)
If you did not study properly you would fail this time.

- (i) If we in remote countryside we'd need a private transport. (live)
- (ii) If we had the choice we mother home from hospital. (bring)
- (iii) If we the truth no one us to go again. (tell, allow)

- (iv) If I this ring also the gift too much. (give, cost)
- (v) If I for promotion they me in remote areas.
(ask, post)
- (vi) If you this contaminated food you sick. (eat, fall)
- (vii) If mothers educated, society fast . (be, develop)
- (viii) If the house well it good feeling. (clean, give)

Exercise 2

Complete the following sentences as in the example:

You are feeling sick.....(drink, water).

You are feeling sick. If you took lot of water you would feel better.

- (i) If you ate a lot of fatty food with no exercise(obese).
- (ii) Would you mind (use, your car).
- (iii) If the global warming increased(water, scarce).
- (iv) The company would select you (know, stenography).
- (v) If you were not so obstinate (things, different).
- (vi) If I were a doctor (treat, poor free).
- (vii) Would you go for shopping even (rain, stop).
- (viii) The world would collapse (population, rise).

Exercise 3

Complete the given exercise. Follow the example.

Imagine the situation and ask your younger brother/sister what he/she would do if his/her boss troubled every day.

If my boss troubled me, I would resign and go.

(i) If you are given rupees 10,000 to spend what would you do?

.....

(ii) If there is an earthquake and you see an invalid in the adjoining balcony.

.....

(iii) If your car fails in the middle of the road and you are getting late for the meeting.

.....

(iv) You are a teacher and your students are refusing to study.

.....

(v) Somebody bribes you and asks for favour.

.....

Exercise 4

Follow the example and complete the following sentences: Take the clue from the words given in parenthesis:

Example:

If there had been no fog. (no accident).

If there had been no fog the accident would not have taken place.

(i) If he had not over eaten. (fall sick)

(ii) If the team spirit had been strong. (India not defeated)

(iii) If the sun had been shining brightly. (wheat ready for harvesting)

(iv) If the weather was not so bad (go for shopping)

(v) If I had worked harder. (better result)

Exercise 5

Imagine the situation and complete the sentences as in the example:

You knew the answer to the first question but you attempted the other question and failed.
If I had attempted the first question, I wouldn't have failed.

- (i) Your father told you not to go for driving. It started raining and you were left alone in the dark.

.....

- (ii) You have purchased two bed covers. Now you are regretting because they are of poor quality and your money is wasted.

.....

- (iii) Mothers in India are not educated. They teach wrong things to children.

.....

- (iv) There is no population control. It is causing all problems.....

.....

- (v) You went to attend the marriage of you brother but you forgot to take your new dress. You felt embarrassed.

.....

Answers to Exercise 1

(i) lived (ii) would bring (iii) told, would allow (iv) gave, would cost (v) asked, would post (vi) ate, would fall (vii) were, would develop (viii) was cleaned, would give.

Answers to Exercise 2

- (i)you would become obese.
(ii)if I used your car.
(iii)there would be water scarcity.
(iv)if you knew stenography.
(v)things could be / might be / would be different.

- (vi)I would treat the poor without charging anything.
- (vii)if it stopped raining.
- (viii)if the population rose at this rate.

Answers to Exercise 3

These answers are only suggestive. Learners can have their own answers only that the pattern given should be followed.

- (i) If I were given 10,000 rupees I would help the poor.
- (ii) If there was an earthquake and I saw an invalid in the adjoining balcony I would try to help him.
- (iii) If my car failed in the middle of the road I would ask for a lift or hire a taxi.
- (iv) If my students refused to study I would try to find the reason for it.
- (v) If someone bribed me I would refuse and admonish him.

Answers to Exercise 4

- (ii) If I had not over eaten I would not have fallen sick.
- (iii) If there had been team spirit, India would have won.
- (iv) If the sun had been stronger the wheat would have been ready for harvesting by now.
- (v) If the weather was not so bad I would have gone for shopping.
- (vi) If I had worked harder I would have got better result.

Answers to Exercise 5

- (i) If I had listened to my father I wouldn't have been left alone in the dark when it started raining.
- (ii) If I had not taken two bed covers of bad quality I would have saved my money.
- (iii) If mothers in India were educated they wouldn't have taught wrong things to their children.
- (iv) If the population had been controlled, so many problems wouldn't have come up .
- (v) I wouldn't have felt embarrassed if I had taken my proper dresses

Negative Conditionals

Unless, But for

Unless

'Unless' expresses negative condition. Study the following sentences and compare:

I'll give Sonal the money if she needs it.

I'll not give the money to Sonal unless she needs it.

Examples:

- (i) Surat cannot get a good percentage *unless* she works hard.
- (ii) I'm sorry I can't send the letter through you *unless* I'm instructed by the manager.
- (iii) You cannot reach in time *unless* you drive fast.
- (iv) We cannot sell the goods *unless* instructed.
- (v) The fruits cannot be distributed *unless* the principal orders.

But for

When conditions are hypothetical we use '**but for**'.

Examples:

- (i) *But for* the money you gave, I would have gone hungry. (i.e. if you had not given the money I would have remained hungry.)
- (ii) *But for* Soami we would have lost the game.
- (iii) *But for* the help your mother gave, we could not have finished cooking.
- (iv) *But for* the heat the trip was enjoyable.

LESSON 16

I wish + Simple Past

- I I wish + Simple past
- II I wish + would or could
- III I wish + had + past participle

(i) I wish + Simple past

Study the following sentences

- (i) I wish she were here to guide us.
- (ii) I wish she knew how to stitch.

The sentences show that there is a wish that a thing would happen or had happened in a different way. Also, the person who is wishing is always the first person.

Examples:

- (i) I wish you were here with me.
- (ii) I wish it rained heavily.
- (iii) I wish I had the money to buy a house.
- (iv) I wish the train ran faster.
- (v) I wish I could drive.
- (vi) I wish he stopped shouting.

Exercise 1

Imagine the given situation and frame sentences beginning with 'I wish.' Complete them expressing some desire.

Follow the example:

I don't have money (Buy food for the poor).

I wish I had money to buy food for the poor.

- (i) My mother is sick. (There is no doctor to treat).....
- (ii) There is cut-throat competition these days. (I am feeling frustrated)
- (iii) It is too hot. (I can't bear it)
- (iv) Crime is increasing in leaps and bounds. (Destroying the peace and calm).....

- (v) I am feeling disheartened. (It is unhealthy)
- (vi) I want to purchase a flat. (I have no money.).....
- (vii) I want to hear some music. (I don't have music system).....
- (viii) This sum is very difficult. (I cannot solve it.)

(ii) I wish.....would or could

We use 'I wish.....would' when we would like something to happen or change. Generally we do not expect it to happen.

- (i) This manager is too strict and short tempered. I wish he would stop interfering in our work.
- (ii) The teacher has been too hard on students, I wish he would stop punishing them for every small thing.

(Sometimes we use I wish.....would to complain about a situation).

- (iii) I wish mother would come.
- (iv) I wish father would buy me a new wrist watch.

Exercise 2

Rewrite the following sentences using , 'I wish+ would/ could' as in the example.

Example: You have invited so many guests. Now you are feeling the strain.
I wish you had not invited so many guests. You would not have felt strained.

- (i) You were invited by your friend to dinner. You did not go. She is angry with you.
- (ii) Your father asked for money. You did not help him; he is feeling bad about it.
- (iii) You did not prepare properly for the exams. You have got very low percentage of marks. Now you are regretting.

(iii) I wish + had + past participle

This situation expresses that something had happened in the past. The speaker is wishing, in the present, that if the thing had happened differently, he would have also reacted differently.

- (i) I wish I'd known that Sonia met with an accident. I would have gone to see her.
- (ii) I wish I had given the lunch box to my son. He wouldn't have felt so weak.
- (iii) I wish it had not rained so heavily. I would have reached office in time.
- (iv) I wish I'd known the situation earlier. I'd have controlled everything in time.

Answers to Exercise 1

- (i) I wish there were a doctor to treat my sick mother.
- (ii) I wish there was no such frustrating cut throat competition.
- (iii) I wish I could bear the heat.
- (iv) I wish crime did not increase in leaps and bounds destroying the peace and calm.
- (v) I wish I did not feel disheartened as it is unhealthy.
- (vi) I wish I had money to buy a flat.
- (vii) I wish I had a music system to hear music.
- (viii) I wish I could solve this difficult sum.

Answers to Exercise 2

- (i) I wish you had gone to the dinner. Your friend would not have been angry as she is now.
- (ii) I wish you had given your father the money he asked for. Then he would not have felt bad as he is feeling now.
- (iii) I wish you had prepared properly for the exams. You would not have regretted for the low percentage of marks.

LESSON 17

Had better

The phrase (you) “**had better**” is used to advise someone to do something. It suggests that if the listener does not follow the advice, he may face a problem or danger.

We use “should” or “ought to” also to say what we think is a good idea. But, if we want to make our statement sound stronger, we can use the phrase “had better”. “Should” and “ought to” are used to suggest what is advisable. “Had better” is used to give strong advice or a warning.

The structure used for the negative form of the above two phrases is “(you) had better not”.

Short forms (used only in spoken English).

You had better = You’d better.

Examples: We’d better leave immediately – we are late.

(It means we should leave in time as we are getting late).

The structure of a sentence using ‘had/had not better’ will be ‘had/had not better + simple present tense’.

Examples:

- (i) You’d better inform Sonu about the changed programme.
- (ii) You’d better stop smoking. You are coughing too much.
- (iii) They’d better finish repairing the house. The guests are arriving next week.
- (iv) You are sick. You’d better rest for a few days.
- (v) The exams are approaching. You’d better start studying seriously.

Sample Dialogues:

- (i) Ramesh: Today our class teacher was annoyed with us.
Rinku: Why?
Ramesh: Because the children were making a lot of noise. They ought to learn to behave properly.
Rinku: Yes, you’d better warn them not to do this again.
- (ii) Daughter: Mother, I’d better go now – I am already late for school.
Mother: You’re lazy. You should get up earlier than you do.

Exercise 1

Rewrite the following sentences using ‘had better’. Delete some words if necessary. Follow the example.

Example:

We are in a weak position. Let us surrender.

We are in a weak position, we’d better surrender.

(i) It may rain, take an umbrella.

.....

(ii) The manager wants to meet the new officer right now. Call him immediately.

.....

(iii) This dress is torn. Change it.

.....

(iv) You are planning to move to France. Learn French.

.....

Exercise 2

Fill in the blanks with should / had better whichever is suitable:

(i) The car has broken down; we take a taxi so that we reach in time.

(ii) It is very cold outside. You wear your coat before leaving.

(iii) I sleep early as I have to travel tomorrow.

(iv) We be in the habit of having a light dinner.

(v) The next time you are in Delhi you visit us.

Answers to Exercise 1

(i) We'd better take the umbrella. It may rain.

(ii) The manager wants to meet the new officer, you'd better call him immediately.

(iii) This dress is torn, you'd better change it.

(iv) You are planning to move to France. You'd better learn French.

Answers to Exercise- 2

(i) had better (ii) should (iii) had better (iv) should (v) should

LESSON 18

Further, farther

Study the following sentences

- (i) I am too tired, I cannot go further.
- (ii) I am too tired, I cannot go farther than this.

Remember, 'Far' has two comparative and superlative forms:

farther, further; farthest, furthest

- (i) When you talk about distance use either farther, farthest or further, furthest.
- (ii) But to talk about the degree or extent of something, further or furthest are preferred.

Example:

Is there any Further progress?

- (iii) Further can also mean more or additional.

Example:

Are there any further questions?

Now compare

- (i) You may have to walk still further to reach my house.
- (ii) My house is farther than this.

Exercise 1

Complete the following sentences choosing between further and farther.

- (i) We had to walk than your directions suggested
- (ii) Columbus went to distances when he suddenly reached America.
- (iii) Has there been any progress in the discussion?
- (iv) Read a little and you shall understand the meaning.
- (v) Please tell me the events in the story.
- (vi) Don't try to go in details. You may be caught.

(vii) Take details from Shanti. I know only this much.

(viii) He is trying to go much in the matter than what he should have.

(ix) From Rohtang pass in Manali, if you go you reach Lahaul Spiti.

(x) It's too cold in Rohtang pass. I can't go than this / or I don't want to go
any

Answers to Exercise 1

- (i) farther
- (ii) farther
- (iii) further
- (iv) further
- (v) further
- (vi) further
- (vii) further
- (viii) farther
- (ix) further
- (x) farther, further

LESSON 19

Voices - Active and Passive

1. Verb forms in the active and passive voices.
2. Verb forms in different tenses in active and passive voices.
3. Verb forms in interrogative sentences in active and passive voices.
4. Some common phrases in the passive voice, for example, "It is said", "he is said to be", "supposed to be", "expected to be", "get done".
5. When to use the passive voice.

Study the following:

Teacher: Complete your homework.

Student: Madam, it has already been done.

Teacher: Done, by whom?

Student: Of course, by me.

Sujata: Oh Mona! What have you done to your arm? It's in plaster.

Kriti: Yes, I was hit by a cricket ball.

Child: Mama, is the lunch ready?

Mother: Not yet, dear. It's being cooked.

Mother: John, look out of the window and tell me if you can see Jane coming.

John: Sorry Mom, it's too foggy outside. Nothing can be seen.

What difference can you find between the words in blue and the words in red?

They are the verbs in two different voices.

The verbs in red are in the *active voice*. The verbs in green are in the *passive voice*. When we use active voice, we say what the subject does. When we use passive voice, we say what happens to the subject.

Study the following:

Active	the Waiters	serve	food.
Passive	Food	is served	by the waiters.

In this example, in the active voice, the doer of the action, that is, the subject (waiters) is important. In the passive voice, the object (food, in this example) becomes more important and it takes the place of the subject. Note that there is always a change in the verb form while changing from active to passive. These are as follows:

Simple tense

	Active	Passive
(a)	I eat the banana. (present simple)	The banana is eaten.
	I ate the banana (past simple)	The banana was eaten.
	I will eat the banana (future simple)	The banana will be eaten.
(b)	They write the letters. (present simple)	The letters are written.
	They wrote the letters. (past simple)	The letters were written.
	They will write the letters. (future simple)	The letters will be written.

Note: As the sentences in passive voice show naming the agent or the doer of the action in the passive voice may not always be necessary because in spoken English, what we say, often depends up on the context in which we are speaking. However; when we convert the sentence, "Keats wrote the poem 'The Nightingale' into passive voice, we must say, 'The Nightingale' was written by Keats, because this is important to the meaning of the sentence. In this sentence it becomes necessary to refer to the agent using "by".

The change in tense in all the three sets of sentences above is made by changing the "be" form of the verbs (is, am, are, was, were). These "be" forms are combined with the present or past participles such as "eaten", "written", "sent".

Simple continuous tense

I am eating the fruit. (present)	The fruit is being eaten.
I was eating the fruit (past)	The fruit was being eaten.
I will be eating the fruit (future)	(No passive)

The method for changing the '-ing' form of the verb is

Active: eating = eat + -ing

Passive: The base verb 'eat' is changed into its past participle form 'eaten' and the '-ing' form is changed to 'being'.

They are writing the letters. (present)	The letters are being written.
They were writing the letters. (past)	The letters were being written.
They will be writing the letters. (future)	(No passive)

Perfect tense

I have eaten the fruits (present perfect)

The fruits have been eaten.

I had eaten the fruits (past perfect)

The fruits had been eaten.

I shall have eaten the fruits (future perfect)

The fruits shall have been eaten.

(In the simple tenses use the auxiliaries is, am, are, was, will, shall.

Note: in the perfect tense use the auxiliaries have, has, had, shall have, will have in the active voice and has been, had been, shall have been in the passive).

Perfect continuous

I shall have been walking for three hours now.

A sentence like this where the verb is in the future perfect continuous tense does not have a passive form.

Match and See

(Here you will find that some people are on mobile phones. They are receiving answers. Match their dialogues.)

(i) Hello, I'm Sunita. <i>Have you done</i> my booking? Will I be able to board the plane?	No, you may close it. I <i>shall get it opened</i> when I come.
(ii) I'm Prateek speaking, Shall I <i>leave</i> the main door <i>open</i> ?	Yes madam, your booking <i>is done</i> . You've only to come and collect your ticket.
(iii) Chinki, <i>are you doing</i> your work?	<i>It's finished</i> . I'm going to submit it.
(iv) What are you up to, Sohan? Is your luggage packed up?	Don't you worry. It's <i>being done</i> by the contractor.
(v) <i>Who is doing</i> the rest of the arrangement? We've just to reach by six.	My luggage <i>has already been loaded</i> . I'll be there any moment.

Interrogatives

Active Passive	What What	are is	you	doing. being done.	by you? (agent)
Active Passive	Where Where	did was	you the food	eat. eaten.	by you? (agent)
Active Passive	Did Was		they the ball	throw. thrown by them.	by them? (agent)
Active Passive	Did Was	it	they	plan to go. planned to go.	by them? (agent)

(The agentive use of 'by', in blue column, in the passive voice should be avoided.)

Use of some common phrases in the passive voice: 'It is said', 'he is said to be'; 'supposed to be'; 'expected to be'; 'had done' or 'get something done'

It is said

- (i) *It is said* inflation will go up.
- (ii) *It is said* they are honest.
- (iii) *It is said* that the people in glass houses should not throw stones at others.
- (iv) *It is said* that monkeys are very revengeful.

Said to be

- (i) He is *said to be* a weak manager.
- (ii) She is *said to be* extremely tolerant and polite.
- (iii) Property rates are *said to be* soaring.

Is supposed to be

- (i) Don't go, he's *supposed to be* here in ten minutes.
- (ii) This house with high walls is *supposed to be* owned by an actress.
- (iii) The guard is *supposed to be* on duty all night.

Expected to be

- (i) The train tickets are *expected to be* delivered by courier tomorrow morning.
- (ii) The bridge is *expected to be* completed before the Commonwealth Games.

Had or get/got

- (i) Her car looks new. She *had* it painted a few weeks ago.
- (ii) You have to *get* your work *done* before it begins raining.
- (iii) I have to *get* things *done* otherwise the principal will be annoyed.
- (iv) He had to *get* the room set before the manager came.

Exercise 1

Complete the following dialogues choosing the suitable phrases from the box.

supposed to, expected to be, supposed to be, it is said, get done.

- (i) He is back soon.

- (ii) He is late, he is back by 5. p.m.
- (iii) that the highway accidents are increasing.
- (iv) Many people are here to help.
- (v) They should not play any mischief. They are good people.
- (vi) that this building will collapse soon.
- (vii) You are not disturb at this time.
- (viii) that the plane will be confiscated.
- (ix) that the government will increase the rates after the elections.
- (x) expert in all arts.

When to use the passive voice

Study the following:

- (i) Question – Who stitched the frocks?
 Answer The tailor stitched the frocks. (Active)
 Question – What was stitched by the tailor?
 Answer The frocks were stitched by the tailor. (Passive)
- (ii) Question – Who killed the lion?
 Answer Sultan killed the lion. (Active)
 Question – What was killed?
 Answer The lion was killed. (Passive)

Passive is used when the object is important, and active is used when the agent is important.

Exercise 2

Here are some statements. Frame connected statements / sentences in passive voice, using the words given in parenthesis against each.

Example:

She should have arrived by this time. (hope, attack highway robbers).

She should have arrived by this time. Hope, she has not been attacked by the highway robbers.

- (i) I have no money on me. (my purse, steal, someone)
- (ii) Anand's sister is missing. (kidnap, perhaps)

- | | | |
|-------|---------------------------------------|---------------------------|
| (iii) | My chairs are broken. | (I, get, repair) |
| (iv) | Will you please pick up your dresses. | (they, stitched, already) |
| (v) | Ravi has become the General Manager. | (he, promoted) |

Exercise 3

Complete the following sentences using get/got.

Example:

My watch is not working. (repaired)

My watch is not working. I must get it repaired.

- | | | |
|-------|--|----------------------------|
| (i) | The work is still pending. | (completed) |
| (ii) | My tap is still leaking. | (repaired) |
| (iii) | You can carry the lunch. | (I, packed) |
| (iv) | There has been a robbery in my house. | (F.I.R. lodge.) |
| (v) | The walls of their house are too dirty. | (white wash, come, guests) |
| (vi) | They are taking the child to the hospital. | (immunised) |

Exercise 4

Write questions in passive voice using the words given in parenthesis.

Example:

Ask about the painting. (whom)

By whom has this painting been made?

- | | | |
|-------|------------------------------|-----------------------|
| (i) | Ask who permitted him to go. | (who, permit,) |
| (ii) | Ask about the drinks. | (how, consumed, fast) |
| (iii) | Ask about the plywood. | (where, need, be) |

Answers to Exercise 1

- (i) expected to be (ii) supposed to be (iii) it is said (iv) expected to be (v) supposed to be
 (vi) it is expected (vii) supposed to (viii) it is said (ix) it is said (x) he is said to be

Answers to Exercise 2

- (i) I've no money on me. My purse has been stolen.
 (ii) Anand's sister is missing. Perhaps she has been kidnapped.
 (iii) My chairs are broken. I've to get them repaired.
 (iv) Will you please pick up your dresses? They've already been stitched.
 (v) Ravi has been promoted to the post of General Manager.

Answers to Exercise 3

- (i) The work is still pending. I've to get it completed.
- (ii) My tap is still leaking. I've to get it repaired.
- (iii) I'll get your lunch packed. You can carry it.
- (iv) There has been a robbery in my house. I've to get the F.I.R. lodged.
- (v) The walls of my house are too dirty. I've to get them white washed before the guests arrive.
- (vi) They are taking their child to hospital to get him immunized.

Answers to Exercise 4

- (i) By whom were you permitted to go?
- (ii) How could the drinks be consumed so fast?
- (iii) Where will this plywood be needed?