

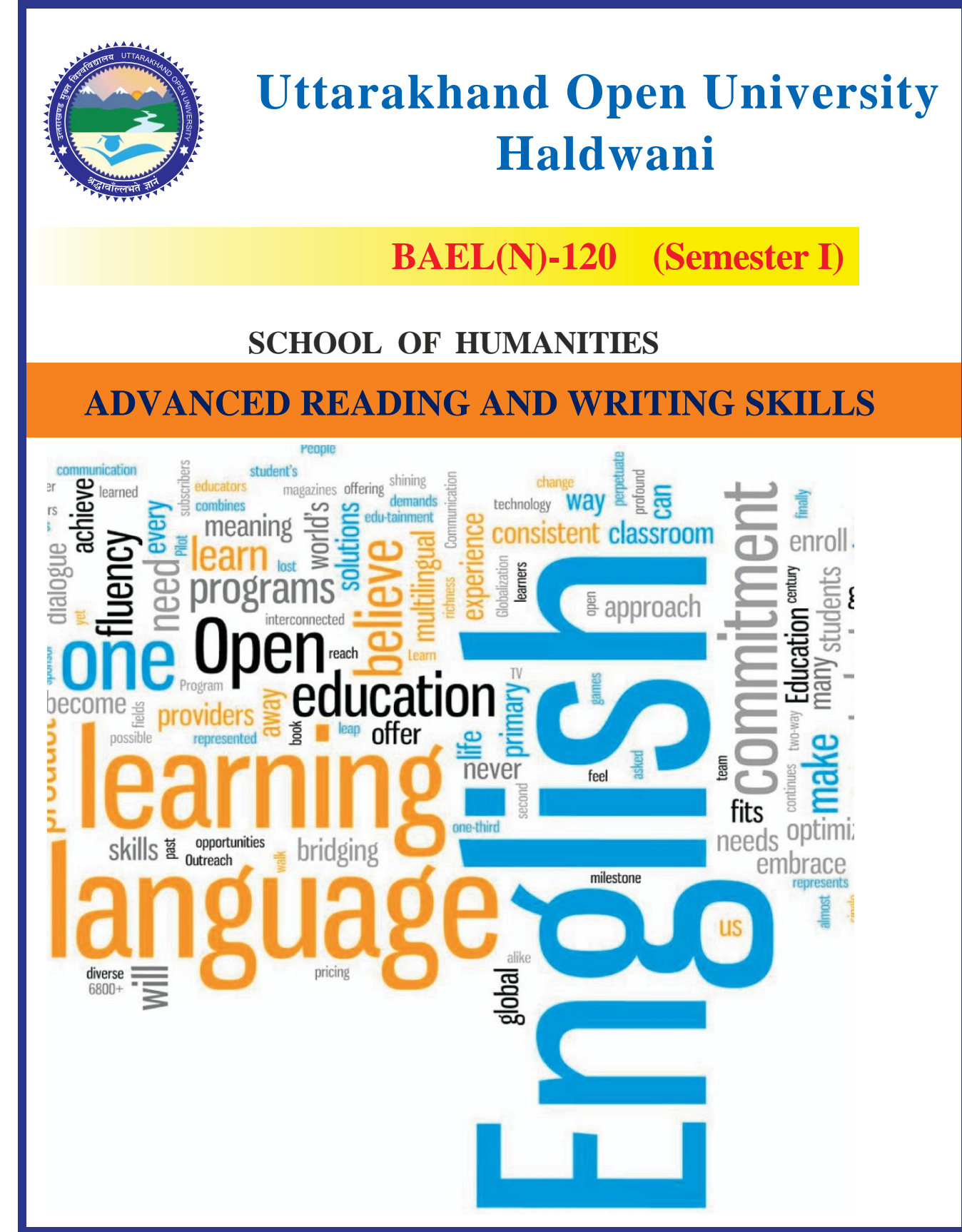


SCHOOL OF HUMANITIES

UTTARAKHAND OPEN UNIVERSITY
 Teenpani Bypass Road, Behind Transport Nagar, Haldwani
 Haldwani - 263139, Nainital (Uttarakhand)
 Phone: 05946-261122, 261123 Fax No. - 05946-264232
 www.uou.ac.in. e-mail:- info@uou.ac.in
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BAEL(N)-120

ADVANCED READING AND WRITING SKILLS



BAEL(N)-120

Semester I

Advanced Reading and Writing Skills



Uttarakhand Open University SCHOOL OF HUMANITIES

Vishwavidyalaya Marg, Behind Transport Nagar
Haldwani (Nainital) 263139 Uttarakhand
Phone no. (05946) -286000, 286001, 286002,286022
Toll Free No. 1800 180 4025
Fax No. 05946-264232, E-mail: info@uou.ac.in
<http://www.uou.ac.in>

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Srinagar

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Assistant Professor and Coordinator
Department of English
Uttarakhand Open University

Dr. Nagendra Gangola

Assistant Professor (AC)
Nominated Member, Dept. of English
Uttarakhand Open University

Programme Developers and Editors

Dr. H. P. Shukla

Professor, Dept. of English
Director, School of Humanities
Uttarakhand Open University

Dr. Suchitra Awasthi (Coordinator)

Assistant Professor
Dept. of English
Uttarakhand Open University

Unit Writers

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

Block 1

Dr. Gajendra Chauhan, BITS, Pilani

Block 2

Prof. Anju S. Gupta, IGNOU, Delhi

Block 3

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

Block 4

Revised by

Dr. Megha Pant

Assistant Professor (AC)
Dept. of English
Uttarakhand Open University

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UNIT 1- USE OF ARTICLES

1. Introduction:

Let us look at the following sentences:

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

1.1 Functional and Lexical Words

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

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

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

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

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

1.2 Types of Articles

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

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

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

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

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

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

Now, it is important to know where to use A or An and The. The use of A and An depends on the sound system of English language. The English language has 44 sounds and 26 letters. Sounds are the spoken form of a language whereas the letters are the written form of the language.

1.3 Types of Sounds

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

Vowel sounds

1. Y	As in About and Cut
2. ʌ	As in Cut
3. a:	As in Father
4. ɪ	As in Sit
5. i:	As in Seat
6. U	As in Put
7. u:	As in Shoot
8. e	As in Ten
9. æ	As in Cat
10. R	As in Got
11. /ɔ/	As in Saw
12. ɜ:	As in Fur
13. eɪ	As in Say
14. aɪ	As in My
15. ɔɪ	As in Boy
16. ɒ	As in Go

- | | |
|--------|------------|
| 17. UY | As in Poor |
| 18. Jy | As in Near |
| 19. eY | As in Hair |
| 20. au | As in Now |

Consonant Sounds:

- | | |
|---------|--------------|
| 1. p | As in Pen |
| 2. b | As in Bad |
| 3. t | As in Tea |
| 4. d | As in Did |
| 5. k | As in Cat |
| 6. g | As in Get |
| 7. f | As in Fall |
| 8. v | As in Van |
| 9. s | As in See |
| 10. z | As in Zoo |
| 11. h | As in Hat |
| 12. m | As in Man |
| 13. n | As in Now |
| 14. l | As in Leg |
| 15. w | As in Wet |
| 16. j | As in Yes |
| 17. s | As in Sing |
| 18. 'ʒ' | As in Vision |
| 19. /ʃ/ | As in Shine |
| 20. ð | As in This |

- | | |
|--------|-------------|
| 21. I | As in Thin |
| 22. dʒ | As in Jam |
| 23. tʃ | As in Chain |
| 24. r | As in Red |

1.4 Types of Letters

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

Vowel Letters

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

Consonant Letters

1. c
2. d
3. f
4. g
5. h
6. j
7. k
8. l
9. m
10. n
11. P
12. q
13. r
14. s
15. t
16. v
17. w

18. x
19. y
20. z

2. Use of A

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

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

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

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

"A" is used before a countable noun which is singular in number. Example:- a transistor, a cot etc.

3. Use of An

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

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

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

Let us look at some different examples:-

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

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

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

Test Yourself 1

Place a or an before the following expressions:-

- 1 sad person.

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

ANSWER of Test Yourself 1

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

5. Use of The

Before we go any further, we must now look at the use of the article The. 'The' is used in the following situations:

- i. When a particular person or thing is mentioned that has already been referred to.
Example-The pen that you bought was stolen.
- ii. Before the superlative and comparative form of adjectives.
Example: - Ram is the tallest in the class.
The higher you go, the colder you may feel.
- iii. Before common nouns.
Example:- The dog seldom bites the innocent people.
- iv. Before the names of rivers, valleys, seas, mountain ranges, newspapers, historical buildings, monuments, journals, magazines, epics, universal body like sun, earth etc.
Examples:- The Ganga is a holy river.
Radha reads the Times of India.
The Red Fort is a historical building in Delhi.
Ram reads the Ramayan.
- v. If two proper names are compared, 'the' is generally used with the second name.
Example: - Shakespeare is the Kalidas of England.

6. ZERO Article

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

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

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

Test yourself 2

Put the wherever possible or use @, if not possible

- 1 Taj Mahal.
- 2 Yamuna.

- 3 Hindustan Times.
- 4 Soccer.
- 5..... highest peak.
- 6 colder atmosphere.
- 7 Hindi.
- 8 Physics.
- 9 Sun.
- 10flowing stream.
- 11 singing bird.
- 12 fever.
- 13 well of the village.
- 14 character of the novel.
- 15 heroine of the movie.
- 16 director of the institute.
- 17water of the pond.
- 18Hindi spoken in Uttarakhand.
- 19 Mathematics.
- 20Cholera.

ANSWER of the Test Yourself 2

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

EXERCISE 1

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

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

Answer of the Exercise 1

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

EXERCISE 2

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

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

Answer of the Exercise 2

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

EXERCISE 3

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

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

Answer of the Exercise 3

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

EXERCISE 4

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

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

Answer of the Exercise 4

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

EXERCISE 5

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

1. It is important sometimes to stop and look around you at all wonderful things.
2. I want to go to the cinema to see film.
3. In end we decided not to go to the cinema but to watch television.
4. Can anyone give me book because I have just fallen over?
5. beautiful girl is sitting under the tree.
6. She always wants to buy attractive photograph.
7. I have seen book and I would like you to get it for me.
8. I like a blue T-shirt better than red one.
9. They bought car.
10. Where's USB drive I lent you last week?
11. Do you still live in Lucknow?
12. Is your mother working in old college?
13. Rakhi's father works as electrician.
14. The tomatoes are 10 rupees kilo.
15. What do you usually have for breakfast?
16. Mohan has terrible headache.
17. After this tour you havewhole afternoon free to explore the city.
18. We try to find..... answer for each question.
19. The girl writes poem.
20. My friend wrote letter to me.

Answer of the Exercise 5

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

EXERCISE 6

Correct the following sentences if necessary:

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

Answer Exercise 6: Correct the following sentences if necessary:

1. **The** dog is a faithful animal.
 2. I drink @ water to maintain the work efficiency of my body.
 3. She feels @ pain in her stomach.
 4. We love playing @ cricket with our friends in the evening.
 5. Student can serve the nation if the value education is inculcated among them.
 6. Rani is a heroine in a movie.
 7. Everyone is trying to play on **the** Piano.
-

8. The teacher met @ students to discuss some important issues with regard to discipline in the college.
9. Many students in my hostel have been suffering from @ fever.
10. Nature is the best guide for human values as **the** Earth may teach us tolerance and the lesson of benevolence.
11. **The** Moon distributes her beautiful light to one and all without any condition.
12. I went to **the** university to attend my class.
13. @ French is more difficult to learn than @ English.
14. English is a language of **the** people of England.
15. **The** tree shares its fruit to all.
16. My brother wants to read **the** history of English literature.
17. @ Hindi is an official language in India.
18. **The** more I learn the more I want to learn.
19. She wants to cross **the** Pacific Ocean.
20. I read **the** Mahabharata last night.

EXERCISE 7

Use Articles wherever necessary:

1. ... Teacher asked students to write down sentences written on blackboard.
2. They live within easy and comfortable reach river, so we are fond of fishing and swimming.
3. There is public meeting in city hall this evening speaker has come from England by plane.
4. ... girl who stood first in ... state in ... secondary Board Examination has been given... scholarship for college studies.
5. Her younger brother is at ... school now. If you go to ... school on ... bicycle, you will be just in ... time to meet him.
6. Students travelled by ... plane at ... night, flying high up in ... sky, it was too pleasant ... experience to forget.
7. She has just drafted ... letter to ... publisher in Bombay asking to send her ... copy of ... catalogue so that she may buy ... book.

8. I got this book from ... school library ... librarian told me that I should keep it only for week as ... teacher of English has also requested for it.
9. She has ... dog and ... cow ... dog is black but ... cow is white.
10. I have ... red book and ... green book on ... table.
11. girl who is in blue has given me... pen to write poem.
12.teacher called student and gave him book to read.
13. Principal awarded students who stood first in the class.
14. She bought apple in market.
15. faculty members of ... college will hold meeting.
16. I checked answer sheet.
17. answer that you write is full of errors.
18. My friends bought book for me but book is not interesting.
19.cow is four booted animal.
20.boy answers question.

Answer: Exercise 7: Use Articles wherever necessary:

1. The teacher asked... @ students to write down ... **the** sentences written on the ... blackboard.
2. They live within ... **an** easy and comfortable reach of **the** river, so we are fond of @ ... fishing and @ ... swimming.
3. There is **a** ...public meeting in **the** ... city hall this evening **the** speaker has come from England by @ plane.
4. ... **The** girl who stood first in **the** ... state in **the** secondary Board Examination has been given **an** scholarship for college studies.
5. Her younger brother is at @ ... school now. If you go to **the** ...school on ... **a** bicycle, you will just be in @ time to meet him.
6. Students travelled by @ plane at @ night, flying high up in **the** sky, it was too pleasant **an** experience to forget.
7. She has just drafted. **The** letter to... @ publisher in Bombay asking to send her ... **a** copy of **the** ... catalogue so that she may buy ... **a** book.
8. I got this book from **a** school library the librarian told me that I should keep it only for **a**... week as **the** teacher of English has also requested for it.
9. She has **a** dog and **a** cow **the** dog is black but **the** cow is white.

10. I have **a** red book and ... **a** green book on **the** table
11. ...**The** girl who is in blue has given me ... **a** pen to write **a** poem.
12. **The** teacher called **the** student and gave him ... **a** book to read.
13. ... **The** principal awarded **the** student who stood first in the class.
14. She bought **an** apple in **the** market.
15. ... **The** faculty members of **the** ... college will hold **a** meeting.
16. I checked **the** answer sheet.
17. ... **The** answer that you write is full of errors.
18. My friends bought **a** book for me but **the** book is not interesting
19. ... The cow is **a** four booted animal.
20. ... **The** boy answers **the** ... question.

EXERCISE 8

Use Articles wherever necessary:

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

Answer

Exercise 8: Use Articles wherever necessary:

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

And yet, most people whom we interview are clones, speaking same things without any conviction in their voice. 'I want to do something for **the**... country or for **the**... poor', they say without having any idea as to what they would like to do for either **the** ... poor or for themselves.

EXERCISE 9

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

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

Answer

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

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

UNIT 2- SUBJECT-VERB AGREEMENT (CONCORD)

1. Introduction

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

English is a language with a basic syntactic structure:

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

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

- 1- Drink I water.
- 2- Eats she an apple.

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

- 1- I drink water.
- 2- She eats an apple.

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

Now, let us examine the following sentences:

- 1- Ram writes poems.
- 2- Sita cooks food.

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

- 1- It is a pen.
- 2- There was a king.

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

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

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

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

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

- 1- Madan eats,

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

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

- 2- Perna walks.

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

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

1.1 Rules for Concord

1. S-S and P-P.

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

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

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

NOUN + s/es= PLURAL

(Singular)

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

VERB+s/es=SINGULAR

(Plural)

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

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

luggage, furniture, advice, information, food, work, knowledge, equipment, fruit, apparatus, behaviour, scenery, traffic, electricity, dust, music, progress, weather, nonsense, news, innings, barracks, nasals, rickets, mumps, classics, linguistics, mathematics, physics, phonetics, ethics, athletics, politics, poetry, gentry, infantry, machinery, statistics, etc.

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

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

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

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

Example:

- 1- People are inherently good.
- 2- Alms are given to the poor.

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

- 1- Bread and butter is essential for all.
- 2- Hammer and sickle is an important implement.
- 3- A horse and carriage is ready for us.
- 4- Rice and curry is her favourite dish.

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

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

- 1- The Principal as well as students is coming to attend the conference.
- 2- The Principal along with his students is coming to inaugurate the function.

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

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

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

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

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

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

- 1- Everybody wants to study at IIT Roorkee.
- 2- Each question is important.

- 3- Neither of the two is present in the class.
- 9 . If two or more than two nouns refer to the same person or thing, the verb remains singular. For example:
- 1- A great scholar and Professor has arrived.
 - 2- The poet and philosopher is capable to change society.
- 10 . When a plural noun denoting distance, weight, height or amount of money is illustrated as a single unit, it takes a singular verb. For example:
- 1- Five hundred kilometres is not a big distance now a days.
 - 2- Ten rupees is a big sum if one does not earn.
11. When a plural noun denoting distance, weight, height or amount of money is illustrated as a several unit or when the idea of plurality is dominant, it takes a plural verb. For example:
- 1- Five months have passed.
 - 2- Two hundred rupees are spent on it.
 - 3- The first thirty years are the hardest.
12. Phrases like a lot of, a great deal of, sum of, most of, plenty of are singular when they refer to quality and are plural when they refer to number. For example:
- 1- A lot of wealth is required to accomplish this plan.
 - 2- A lot of books have been borrowed.
13. Collective noun, abstract noun and material noun generally take singular verb. For example:
- 1- Courage is one of the strongest weapons for us to win any battle.
 - 2- The government is unanimous on the issue of the LOKPAL bill.
 - 3- Water is life.
14. In the above examples, the word 'courage' is an abstract noun, 'government' is a collective noun, and 'water' is material noun and therefore, they have agreed with singular verb. If a collective noun is followed by the word 'split', 'fragmented' or 'broken' or 'fractured' etc. the following verb in the sentence will be plural. If the collective noun is followed by the word 'unanimous' the verb is singular. For example:
- 1- The committee were divided on the issue.
 - 2- The class was unanimous on implementing the great system.

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

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

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

- 1- Ten dozen eggs are sold every day.

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

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

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

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

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

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

For Example:

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

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

For Example:

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

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

For Example:

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

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

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

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

For Example:

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

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

For Example:

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

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

For Example:

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

EXERCISES ON SUBJECT-VERB AGREEMENT (CONCORD)

EXERCISE 1

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

- 1- What you need most ... books. (is/are)
-

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

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

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

- 15- A number of girls ... participating in debate competition. (is/**are**)

EXERCISE 2

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

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

Answer

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

- 1- Sita ... me fool. (make/**makes**)
- 2- The principal ... carefully in order to avoid any errors. (work/**works**)
- 3- Girls ... to spend more money on clothes and cosmetics. (**want**/wants)
- 4- Barking dogs (**bite**/bites)
- 5- The tree us fruit. (give/**gives**)
- 6- Mr Santosh Sharma a girl. (love/**loves**)
- 7- Ruby money extravagantly. (spend/**spends**)
- 8- Radhika her class meticulously. (engage/**engages**)
- 9- Monika me yesterday. (see/**saw**)
- 10- She for a walk daily along with her friend. (**go**/goes)
- 11- Raman to attain a good position in an organization. (**want**/wants)

- 12- She told me that she would do that work well in time (**has/had**)
- 13- The earth round the sun. (**move/moves**)
- 14- The moon at night. (**shine/shines**)
- 15- The planet on its axis. (**rotate/rotates**)

EXERCISE 3

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

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

Answer

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

- 1- The Rape of Lock a famous satire. (**is/are**)
- 2- The clothes that you gave me cheap. (was/**were**)
- 3- A lot of gold lying there. (**was/were**)
- 4- The Police arrested the culprit. (has/**had**)
- 5- Lots of people coming to Rishikesh. (is/**are**)
- 6- The number of people killed very large. (**was/were**)
- 7- Half of the sweets been spoiled. (**has/have**)

- 8- The public wise to take a judicious decision. (**is/are**)
- 9- Fifty miles not a long distance. (**is/are**)
- 10- The rocky a range of mountains. (**is/are**)
- 11- Money an important role in making as well as marring the life of an individual
(**play/plays**)
- 12- More than one person opposed it. (**has/have**)
- 13- Mathematics a very interesting subject. (**is/are**)
- 14- What she says and does not easy to know. (**is/are**)
- 15- Neither he nor his children come. (**has/have**)

EXERCISE 4

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

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

Answer

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

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

- 4- Politics no more a fair game. (**is/are**)
- 5- Neither of the girls able to win the race. (**is/are**)
- 6- Kerosene and milk not mix. (**do/does**)
- 7- Either Varun or Sukhadeep done this mischief. (**has/have**)
- 8- Twenty five years a long time. (**is/are**)
- 9- No body loneliness. (**enjoy/enjoys**)
- 10- One of the boys in the camp fallen ill. (**has/have**)
- 11- The villages of our country poor. (**is/are**)
- 12- Stories of animal children. (**attract/attracts**)
- 13- My friend, philosopher, and guide alive even today. (**is/are**)
- 14- One of Dr. Jha's sons a doctor. (**is/are**)
- 15- The examination of the boys ... finished. (**is/are**)

EXERCISE 5

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

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

Answer

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

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

EXERCISE 6

Fill the following blanks with the suitable form of the verb:

(Verb to be means, is, are, am, was, were etc.)

- 1- My brother walking. (like)
- 2- Bat in the sky. (fly)
- 3- Ram and Mohan coming to the department. (to be)
- 4- Those girls intelligent. (to be)
- 5- Books lying on the table mine. (to be)
- 6- Ten students to play football. (want/wants)
- 7- Sita..... in the college. (teach)
- 8- Pens well on the paper. (write)
- 9- We English. (learn)
- 10- The Principal students to attend the seminar. (call)

- 11- The childeveryone without any bias. (love)
- 12- You everything in the social set up. (imitate)
- 13- Weour elders. (respect)
- 14- It daily in the morning. (rain)
- 15- Weto temple all Sunday morning. (go)

Answer Exercise 6

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

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

EXERCISE 7

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

- 1- Some students travelling. (dislike)
- 2- Some money needed to make life meaningful. (to be)
- 3- Everybody him. (hate)
- 4- Neither she nor her friend hard to attain success. (work)
- 5- Each child a glass of milk. (get)

- 6- The child to get milk. (cry)
- 7- Police to catch the thief. (try)
- 8- Furniture sold in Delhi. (to be)
- 9- The Principalthe intellectual culture of the college. (change)
- 10- Childrenignorant of the moral values nowadays. (to be)
- 11- Parents for their children. (care)
- 12- Poverty one of the major problems in the country. (to be)
- 13- Poetry peace in a society. (bring)
- 14- All water contaminated. (to be)
- 15- Some students in the corridor. (shout)

Answer Exercise 7

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

- 1- Some students DISLIKE travelling. (dislike)
- 2- Some moneyIS... needed to make life meaningful. (to be)
- 3- Everybody ... HATES him. (hate)
- 4- Neither she nor her friend WORKS hard to attain success. (work)
- 5- Each child GETS a glass of milk. (get)
- 6- The child CRIES to get milk. (cry)
- 7- Police TRY to catch the thief. (try)
- 8- Furniture ... IS sold in Delhi. (to be)
- 9- The Principal... ... IS CHANGING... the intellectual culture of the college. (change)
- 10- ChildrenARE ignorant of the moral values nowadays. (to be)
- 11- Parents...CARE for their children. (care)
- 12- PovertyIS.....one of the major problems in the country. (to be)
- 13- Poetry BRINGS peace in a society. (bring)
- 14- All waterIS contaminated. (to be)
- 15- Some studentsSHOUT... in the corridor. (shout)

EXERCISE 8

Correct the following sentences if necessary:

1. The student attend a language class.

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

Answer of the Exercise 8

1. The student **attends** a language class.
2. This course **has** taught me a lot.
3. He **is** interested in taekwondo.
4. They **write** tests every day.
5. The book **is** on the table.
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9. The teacher, accompanied by the students, **has** arrived.
10. Everyone **is** to blame.
11. Someone **has** taken it.
12. Everybody **dislikes** a cheat.
13. His brother and sponsor **were** there to help him.
14. The President and Commander-in-chief of the Armed Forces **has** arrived.
15. A dog and a cat **are** seldom friends.

EXERCISE 9

Correct the following sentences if necessary:

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

Answer

Exercise 9: Correct the following sentences if necessary:

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

14. Those kinds of cars **are** in high demand.
 15. These errors **are** to be corrected often.

EXERCISE 10

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

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

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

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

Answer Exercise 10

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

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

Beethoven COMPOSED (compose) his greatest works after becoming deaf. Sir Walter RaleighWROTE...(write) the History of the World during a thirteen year imprisonment. If Columbus had ...TURNED ...(turn) back, no one could have BLAMED (blame) him, considering the constant adversity he endured. Of course, no one would have ... REMEMBERED(remember) him either. Abraham Lincoln ACHIEVED(achieve)

greatness by his display of wisdom and character during the devastation of the Civil War. Luther..... TRANSLATED (translate) the Bible while enduring confinement in the Castle of Wartburg. Under a sentence of death and during twenty years in exile, Dante ... WROTE... (write) the Divine Comedy. John Bunyan WROTE (write) Pilgrim's Progress in Bedford jail.

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EXERCISE 11

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

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

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

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

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

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

Let's not forget our friends Orville and Wilbur Wright. Journalists, friends, armed forces specialists, and even their father laughs at the idea of an airplane. "What a silly and insane way

to spend money. Leave flying to the birds," they jeered. "Sorry," the Wright brothers respond. "We have a dream, and we can make it happen." As a result, a place called Kitty Hawk, North Carolina, become the setting for the launching of their "ridiculous" idea

Answer Exercise 11

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

History abound (**abounds**) with tales of experts who was (**were**) convinced that the ideas, plans, and projects of others could never be achieve (**achieved**). However, accomplishment come (**come**) to those who say, "I can made (**make**) it happen."

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

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

EXERCISE 12

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

Language are something that are oft thought but are never so well expressed. It indeed hold a pivotal place between the literary, philosophical and critical gamut of structuralism, modernism, post-modernism and many other fields. The role of language can be see in

epistemology i.e. construction of knowledge, politics, power and solidarity. It are moreover quite pervasive even in our daily life

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

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

Answer: Exercise 12

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

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

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

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Unit 3 Simple Present and Present Continuous Tense

3.1 Preview/Warm -Up

3.2 Learning Objectives

3.3 Let's Learn Grammar: Tenses

3.4 Simple Present

3.4.1 Let us Learn Concepts

3.4.2 Let us Practice What We Have Learnt (SAQs)

3.4.3 Let's Write What We Have Learnt

3.5 Present Continuous / Progressive Tense

3.5.1 Let's Learn Concepts

3.5.2 Let's Practice What We Have Learnt (SAQs)

3.6 Summary

3.7 Let's Check Your Progress (Key)

3.8 References/Bibliography

3.9 Suggested Reading

3.1 Preview/Warm -Up Personal Pronouns

Personal Pronouns

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

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

In English, we have 3 persons.

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

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

Number	Person	Gender	Personal Pronouns	
			Subject	Object
Singular	Ist IInd IIIRD	male/female male/female male female neuter	I You He She It	Me you him her it
Plural	Ist Ist IIRD	male/female male/female	We You They	Us you them

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

- I like dancing.
- Rita helped me.
- Do you like dancing?
- Raj loves you.
- He writes smooth.
- Did Ram save him?
- She is beautiful.
- Does Lila know her?
- It doesn't work.

- Can the electrician repair it?
- They worked overnight.
- Suresh and Rahim scold them.

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

First and Second Person	Singular Third Person	Plural First, Second and Third Person
(I, you) work (I, you) learn	(He, She, It) works (He, She, It) learns	(We, You, They) work (We, You, They) learn

3.2 Learning Objectives

The present unit aims at the following:

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

3.3 Let's Learn Grammar: Tenses

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

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

There are three types of Tenses:

- I. Present Tense
- II. Past Tense
- III. Future Tense

Each Tense has four sub categories. They are:

I. Present Tense

- i. Simple Present
- ii. Present Continuous
- iii. Present Perfect
- iv. Present Perfect Continuous

II. Past Tense

- i. Simple Past
- ii. Past Continuous
- iii. Past Perfect
- iv. Past Perfect Continuous

III. Future Tense

- i. Simple Future
- ii. Future Continuous
- iii. Future Perfect
- iv. Future Perfect Continuous

3.4 Simple Present

3.4.1 Let's Learn Concepts

The Simple Present Tense can be used for:

- a) Expressing habitual actions:
My principal works for 8 hours every day.
- b) Stating something that is always true, facts and scientific laws:

The Moon goes round the Earth.

- c) Fixed arrangements, scheduled events:

The plane flies to Mumbai every Sunday.

- d) Describing the different stages of an activity:

First I take bath, then I have breakfast.

- e) Issuing instructions:

Walk down the street to the corner and then turn right.

Simple Present with other functions

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

I leave by the Tamil Nādu Express tomorrow, means I shall leave by the Tamil Nādu Express tomorrow.

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

2. There are some verbs, however, which are not used, as a rule, in the present continuous tense, even when you wish to describe a continuous activity at the moment of speaking. The simple present tense of the verbs is used instead of the present continuous tense. For example
- i. I understand what you mean.
 - ii. She loves classical dance.
 - iii. My aunt hates travelling by train.
 - iv. I like pizza. I don't like spinach.
 - v. I think she is a liar.
 - vi. Do you believe in God?

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

Other such verbs are:

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

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

- i. Here he comes! There he goes!
- ii. Here comes our leader, Varun! There goes the bell!

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

Formation of Negative and Interrogative Sentences with Simple Present Tense

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

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

- i. She doesn't often go to the cinema.
- ii. I don't get up early at the weekend.
- iii. They don't speak English very well.
- iv. Do you live in Africa? - No, I don't.
- v. They enjoy learning Sanskrit, don't they?

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

Study the following examples:

- i. Do come in! Please don't stand there on the doorstep.'
- ii. 'He thinks I don't love him, but I do love him with all my heart!'

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

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

1. She often go to the movies.
2. Sam like country music. Neither I.
3. I think they are fantastic! – So she.
4. They work in night time.
5. You really like Sachin, you? 'Of course, I!'
6. '..... all cats drink milk?' 'Most, some.....'
7. Why..... you buy that? It is poor!

B. Choose the correct forms of the verb:

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

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

1. Sona is at work right now, she?
2. I am ready for the next exercise, I?
3. Tiger Woods is a golfer,he?
4. It's cold today, it?
5. Kamal is a businessman, he?
6. Ravi and Rahim are students, they?

3.4.3 Let's Write What We've Learnt

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



3.5. Present Continuous/Progressive Tense

3.5.1 Let's Learn Concepts

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

- i. He is screaming on top of his voice.
- ii. We are working overtime.
- iii. They are going to school.

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

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

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

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

"Now a days more and more people are doing Yoga."

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

What are you doing tomorrow afternoon? She isn't coming on Friday.

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

- i. He is going to the airport to receive his sister tomorrow night.
- ii. They are going to open a new showroom this weekend.
- iii. He is going to Agra with us next week.

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

Conditions: belong, cost, need, own, seem

Feelings: like, love, hate, want, wish

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

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

- i. Laila is always coming late.
- ii. She is constantly talking. I wish she would shut up

Formation of Negative and Interrogative Sentences with Present Continuous

Form

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

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

Affirmative Sentences:

- i. We are dancing in the hall.
- ii. She is dancing in the hall.

Negative Sentences:

- i. We are not dancing in the hall.
- ii. He/She is not dancing in the hall.

Questions:

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

- i. Am I dancing in the hall?
- ii. Is he/she/dancing in the hall?

3.5.2 Let's Practice What We Have Learnt

A. Provide the right verb:

1. It today. (rain)

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

B. Supply the going to future in the blanks.

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

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

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

3.6 Summary

In this unit, you learnt about the important difference between the simple present tense and the present continuous tense. The simple tense is used as a rule for habitual or repeated actions and for general truths. On the other hand, the present continuous tense is used for actions that are actually going on at the moment of speaking. For example:

- i. Ravi checks his emails every hour daily. (Habitual action)
- ii. Kiranis dancing now. (Action actually going on at the moment of speaking)

3.7 Let's Check Your Progress (Key)

Simple Present

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

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

B. Choose the correct forms of the verb:

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

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

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

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

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

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

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

Present Continuous

A. Provide the right verb:

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

B. Supply the going to future in the blanks.

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

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

1. Listen! The phone is ringing (ring) in the other room.
2. My grandfather is growing (grow) tomatoes in his garden this summer.
3. Who is ploughing (plough) in the field?

4. The children are leaving (leave) for school right now.
5. It is raining (rain) hard, and I don't have an umbrella.
6. Let's change the conversation. It is getting (get) too serious.
7. I am reading (read) an interesting novel right now.

3.8 References/Bibliography

- Basic Grammar in Use Workbook with Answers by William R. Smalzer Cambridge University Press.
- A University Grammar of English by Quirk and Greenbaum.
- English grammar in use: a self-study reference and practice book By Raymond Murphy.
- BBC Learning English Grammar <http://www.bbc.co.uk/worldservice/learning_english/grammar/learnit/learnitv10.shtml
- Study Zone <http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/Ocond1.htm>
- Conditional Sentences-English Grammar http://www.englisch-hilfen.de/en/grammar_list/if.htm

3.9 Suggested Reading

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

Unit 4 Present Perfect and Present Perfect Continuous Tense

4.1 Preview/Warm - Up

4.2 Learning Objectives

4.3 Present Perfect

4.3.1 Let's Learn Concepts

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

4.4 Present Perfect Continuous

4.4.1 Let's Learn Concepts

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

4.5 Summary

4.6 Let's Check Your Progress (Key)

4.7 References/Bibliography

4.8 Suggested Reading

4.1 Preview/Warm - Up

Subject-Verb Agreement

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

- i. Sachin bats well.
- ii. They work a lot.

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

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

- i. Cars are fast.
- ii. The car is fast.

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

- i. The dog bites.
- ii. The cows graze.
- iii. Every student has to pass the test.
- iv. Each book is registered in the library.
- v. Their brothers work in IBM.

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

	Singular	Plural
First Person	I love swimming.	We love swimming.
Second Person	You love swimming.	You love swimming.
Third Person	He/ She/ It loves swimming.	They love swimming.

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

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

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

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

My mother and my father live in London.

5. If subjects are joined by *or* or *nor*, the verb should agree with the closer subject.
Either the players or the coach is at fault.
6. A few nouns can be either plural or singular, depending on whether they mean a group or separate individuals. These words are rarely used as plurals in modern writing.
 - i. The jury is formed
 - ii. The juries are having an argument.

4.2 Learning Objectives

The present unit aims at the following:

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

4.3 Present Perfect

4.3.1 Let's Learn Concepts

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

- i. I have done my homework. (I've done)
- ii. You have done your homework. (You've done)
- iii. He has done his homework. (He's done)
- iv. She has done her homework. (She's done)
- v. We have done our homework. (We've done)
- vi. They have done their homework. (They've done)

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

- i. She has resigned from her position.
- ii. I have broken my left elbow.
- iii. They have spotted a young tiger.

Present perfect with just, already, ever and yet

- i. I've just spoken to Ria.
- ii. I don't think I've ever met her.
- iii. She's already finished her assignments.
- iv. They haven't received the letters yet.

Formation of Negative and Interrogative Sentences with Present Perfect:

The auxiliaries has and have are used as 'helping' verbs in the construction of the perfect forms of all main verbs.

Negatives are formed by placing not after have or has.

Present Perfect (Negative)		
Subject	have / has not	Past Participle
I, You, We, They	have not / haven't / I've not	seen that movie received the book yet.
He, She	has not / hasn't not	

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

Present Perfect Question Form		
Has/ Have	Subject	Past Participle
Have	I, You, We, They	completed the assignment? read the newspaper? gone?
Has	He, She	

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

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

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

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

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

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

4.4. Present Perfect Continuous

4.4.1 Let's Learn Concepts

We use the present perfect continuous, to suggest that

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

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

Consider the following:

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

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

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

For...

...20 minutes

...three hours/days

...a week/month/year

...a long time

...ages

Since...

...1987

...breakfast-time/lunchtime

...June/December

...New year/Christmas

... 2 March

...6 o'clock

...childhood

...the last time

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

- i. Geeta has been planning about it for many years.
- ii. He has been writing novels since 1994.

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

Formation of Negative and Interrogative Sentences with Present Perfect Continuous

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

I/you/we/they have been.

he/she/it has been.

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

- i. Kala 's been learning English for six months.
- ii. We've been looking for a house for months.

We use the auxiliaries to make negatives, questions

- i. They haven't been working here for a long time.
- ii. Has it been raining all morning?

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

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

1. **Raj is reading. He started to do this four hours ago.**
Raj has been reading for four hours.
2. My brother works in IBM. He started to do this in 2009.
3. Poonam lives in Nepal. She went there in June.
4. I am writing this letter. I started to do this five minutes ago.
5. Researchers look for a cure for cancer. They started to do this more than a hundred years ago.
6. Davis writes story. He started to do it when he was in college
7. Sania plays tennis. She started to do this when she was young.
8. Rahman composes music. He started to do this ten years ago.

B. Write sentences in present perfect continuous tense:

1. He/read/novel/two days.
2. They/live/four years.
3. She/travel/two weeks.
4. Boys/run/one hour.
5. Bill/work/office/1992.
6. We/wait/bus/morning.

C. Use for and since with the Present Perfect Continuous Tense:

1. I have been studying three hours.
2. I have been watching TV seven pm.
3. Tara hasn't been feeling well two weeks.
4. Tara hasn't been visiting us March.
5. He has been playing football a long time.
6. He has been living in Sri Lanka..... he left school.

4.5 Summary

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

- i. 'We've completed our English and geography homework, but we haven't started our math assignment yet.'
- ii. 'She's travelled to many countries, but she's never been outside Europe.'

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

- i. My brother has been driving for 3 years. She has been working since eleven o'clock.
- ii. They have been trying to solve the puzzle for the last two hours.

4.6 Let's Check Your Progress (Key)

Present Perfect

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

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

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

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

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

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

Present Perfect Continuous

- A. Rewrite the following sentences with the present perfect continuous form. The first one has been done for you.
1. Raj is reading. He started to do this four hours ago.
Raj has been reading for 4 hours.
 2. My brother works in IBM. He started to do this in 2009.
My brother has been working in IBM since 2009.
 3. Poonam lives in Nepal. She went there in June.
Poonam has been living in Nepal since June.
 4. I am writing this letter. I started to do this five minutes ago.
I have been writing this letter for the past five minutes
 5. Researchers look for a cure for cancer. They started to do this more than 100 years ago.
Researchers have been looking for a cure for cancer for more than 100 years.
 6. Davis writes story. He started to do it when he was in college
Davis has been writing stories since he was in college.
 7. Sania plays tennis. She started to do this when she was young.
Sania has been playing tennis from the time she was young.
 8. Rahman composes music. He started to do this ten years ago.
Rahman has been composing music for ten years.
- B. Write sentences in present perfect continuous tense:
1. He/read/novel/two days.
He has been reading the novel for two days.
 2. They/live/four years.
They have been living here for last four years.
 3. She/travel/two weeks.
She has been travelling for past two weeks.
 4. Boys/run/one hour.
Boys have been running for one hour.
 5. Bill/work/office/1992.
Bill has been working in this office since 1992.
 6. We/wait/bus/morning.
We have been waiting for the bus since morning.

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

1. I have been studying for three hours.
2. I have been watching TV since seven pm.
3. Tara hasn't been feeling well for two weeks.
4. Tara hasn't been visiting us since March.
5. He has been playing football for a long time.
6. He has been living in Sri Lanka since he left school.

4.7 References/Bibliography

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

4.8 Suggested Reading

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

Unit 5 Past Tenses

5.1 Preview/Warm -Up**5.2 Learning Objectives****5.3 Simple Past****5.3.1 Let's Learn Concepts****5.3.2 Let's Practice What We've Learnt (SAQs)****5.4 Past Continuous****5.4.1 Let's Learn Concepts****5.4.2 Let's Practice What We've Learnt (SAQs)****5.5 Past Perfect****5.5.1 Let's Learn Concepts****5.5.2 Let's Practice What We've Learnt (SAQs)****5.6 Past Perfect Continuous****5.6.1 Let's Learn Concepts****5.6.2 Let's Practice What We've Learnt (SAQs)****5.7 Summary****5.8 Let's Check Your Progress (Keys)****5.9 References/Bibliography****5.10 Suggested Reading**

5.1 Preview/Warm -Up

DIRECT AND INDIRECT SPEECH

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

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

For example:

Direct Speech: She said, "She is not well."

Indirect Speech: She said that she was not well.

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

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

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

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

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

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

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

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

She said, "Today is holiday."

She said yesterday was holiday.

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

This day- That day

Today-Yesterday

(A week) Ago- (A week) Before

Now-Then

Here-There

The next week-The following week

These years-Those years

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

They asked, "What is your name?"

They asked what my name was.

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

i. "Can you swim?" the instructor asked.

The instructor asked if I could swim.

ii. She asked, "Does he speak French?"

She asked if he spoke French.

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

"I'll pay you the money tomorrow".

He promised to be back by lunch time.

He promised that he would be back by lunch time.

Other verbs used in this pattern include:

hope, propose, threaten, guarantee, swear.

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

i. The doctor said to me, "Stop smoking!"

The doctor told me to stop smoking.

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

The policeman ordered him to get out of the car.

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

She told the child not to do that.

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

5.2 Learning Objectives

The present unit aims at the following:

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

5.3 Simple Past

5.3.1 Let's Learn Concepts

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

Examples:

- i. I applied for a job yesterday.
- ii. They didn't play yesterday.
- iii. Last year, I went to Japan.
- iv. Did you have dinner last night?

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

- i. He came from office at 6.00pm, dined with wife at 8.30 pm and went to movie with her at 9.00pm.
- ii. I finished work, walked to the beach, and found a nice place to swim.
- iii. Did you add flour, pour in the milk, and then added the eggs?

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

- i. She was outspoken as a child, but now she is very shy.
- ii. He didn't like ice cream before.
- iii. People paid much more to make phone calls in the past.

iv. Formation of Negative and Interrogative Sentences with Simple Past.

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

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

- i. She didn't go to the cinema.
- ii. I didn't enjoy the party last night.
- iii. They didn't speak English very well.
- iv. Did you live in Africa? - No, I didn't.
- v. They enjoyed learning Sanskrit, didn't they?

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

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

1. Neeru (play) the guitar yesterday.
2. She (see) a movie yesterday.
3. Last year, I (go) to Australia.
4. They (become) good friends.
5. She (wash) her car.
6. We (spend) ten hours in office.

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

1. We solved all the questions.
2. They acted in a drama yesterday.
3. Rampal finished his overseas assignment.
4. They congratulated her on her success.

5.4. Past Continuous

5.4.1 Let's Learn Concepts

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

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

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

2. To talk about temporary situations in the past.

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

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

Q) "What was she doing yesterday?"

A) "She was knitting new sweater for new born baby."

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

For example:

Q) "What were you doing at 7.30 last night?"

A) "I was reading a novel."

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

"I was driving to work when she called me."

Or

"She was eating dinner when I reached there."

Formation of Negative and Interrogative Sentences with Past Continuous

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

- i. She was not supporting her mother in the kitchen.
- ii. They were not working seriously on the assignment.
- iii. Ankur was not studying in the boarding school.

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

- i. Was she not supporting her mother in the kitchen?
- ii. Were they not working seriously on the assignment?
- iii. Was Ankur not studying in the boarding school?

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

A. Change the following into past continuous:

1. They danced together in the party. positive sentence, regular verb: added
2. I wrote a novel.
3. They lost the final. positive sentence, irregular verb: lose - lost

4. I did not work in the night. negative sentence: put did not before the infinite form of the main verb.
5. Ash compiled her new album. negative sentence: put did not before the infinite form of the main verb. negative sentence: put did not before the infinite form of the main verb.

B. Write sentences in past progressive:

1. he / the car/ wash
2. she/ home/ go
3. they/ not/ the match/ watch
4. you/ in the shop/ work'!
5. I / not/ a magazine/ read

5.5 Past Perfect

5.5.1 Let's Learn Concepts

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

She had completed her homework before she watched a film.

After she had left, I went for a bath.

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

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

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

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

He had already gone home.

I'd visited the city many times before.

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

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

Formation of Negative and Interrogative Sentences with Past Perfect:

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

- i. We had not (hadn't) begun our plan for the party.
- ii. She had not (hadn't) finished her work when we arrived.
- iii. They had not (hadn't) met her when she came.
- iv. Had he gone home when you reached there?
- v. Had they seen us when she arrived?

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

A. Complete the sentences in Past Perfect (positive)

1. I lost the key that he (give) me.
had + past participle irregular verb - see 3rd form in list of irregular verbs a ghost.
2. She told me that she (see)
had + past participle irregular verb - see 3rd form in list of irregular verbs a noise.
3. I went downstairs because I (hear)
had + past participle irregular verb - see 3rd form in list of irregular verbs a noise.
4. When they came home, she (cook)
had + past participle regular verb - just add 'ed' dinner already.
5. We could not send you a postcard because we..... (forget)
had + past participle irregular verb - see 3rd form in list of irregular verbs our address book.

B. Complete the questions in Past Perfect:

1. (you, finish) Had +subject+ past participle
regular verb - just add 'ed' _____ your homework before you went to the cinema?
2. (why, you, clean) interrogative + had + subject+ past participle
regular verb - just add 'ed' _____ the bathroom before you bathed the dog?
3. (you, have) Had +subject+ past participle
irregular verb - see 3rd form in list of irregular verb _____ breakfast before you came here?
4. (she, find) Had +subject+ past participle
irregular verb - see 3rd form in list of irregular verbs _____ a place to stay when she went to Boston?

5. (where, she, live) _____ interrogative +had+ subject+ past participle regular verb ending in 'e' - only add 'd' before she moved to Chicago?

5.6. Past Perfect Continuous

5.6.1 Let's Learn Concepts

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

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

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

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

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

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

Formation of Negative and Interrogative Sentences with Past Perfect Continuous. These questions are formed by placing not between had and been.

i. Had they been working in the office since morning?

ii. Had she been teaching French for the last twenty years?

iii. It had not been raining for last one month.

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

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

A. Complete the sentences in Past Perfect Continuous

1. We _____ (discuss) for over an hour before the secretary arrived.

2. She _____ (work) at that company for three years when it went out of business.

3. How long _____ you (wait) to get on the bus?

4. She wanted to take rest because she _____ (stand) all day at work.

5. He _____ (conduct) workshops and seminars at the university for more than a year before he left for his own consultancy.

6. Simran _____ not _____ (learn) French very long.

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

1. We _____ (play) had + been + ing form for three hours when the mother called us.
2. They _____ (wait) had + been + ing form at the station for 90 minutes when the train finally arrived.
3. Devi _____ (look) for had + been + ing form her diary for two hours and then she found it in the study.
4. Ravi caught the flu because he _____ (play) had+ been+ ing form in the rain too long.
5. He _____ (live) in New Delhi had + been + ing form for ten years before he started new business.
6. They were very exhausted in the evening because they _____ (work) had + been + ing form on the farm all day.

5.7 Summary

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

Simple Past:

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

- i. She worked in a college.
- ii. They invited me to their wedding anniversary.

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

- i. She didn't pass her examination.
- ii. Did you dance last night?

Past Continuous:

I/ he/she /it+ was + ing

He was writing on the wall.

We/they/you+ were + ing

They were waiting for the bus.

Past Perfect Simple:

I/we/they/he/she /it + had + past participle

He had broken my glass pane.

Past Perfect Continuous:

I/we/they/he/she /it+ had + been + ing

They had been playing all day.

5.8 Let's Check Your Progress (Keys)

Simple Past

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

1. Neeru played the guitar yesterday.
2. She saw a movie yesterday.
3. Last year, I went to Australia.
4. They became good friends.
5. She washed her car.
6. We spent ten hours in office.

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

1. We solved all the questions.
We didn't solve all the questions.
Didn't we solve all the questions?
2. They acted in a drama yesterday.
They didn't act in a drama yesterday.
Didn't they act in a drama yesterday?
3. Rampal finished his overseas assignment.
Rampal didn't finish his overseas assignment.
Didn't Rampal finish his overseas assignment?
4. They congratulated her on her success.
They didn't congratulate her on her success.
Didn't they congratulate her on her success?

Past Continuous

A. Change the following into past continuous:

1. They danced together in the party. (Positive sentence, regular verb: add ed)
They were dancing together in the party
2. I wrote a novel. (Positive sentence, irregular verb: write– wrote)
I was writing a novel.

3. They lost the final. (Positive sentence, irregular verb: lose – lost)

They were losing the final.

4. I did not work in the night. (Negative sentence: put did not before the infinite form of the main verb)

I was not working in the night

5. Ash compiled her new album. (Negative sentence: put did not before the infinite form of the main verb)

Ash was compiling her new album. (With I, he, she, it or a singular noun we use was)

B. Write sentences in past progressive:

1. he / the car / wash

He was washing the car. (With I, he, she, it or a singular noun we use 'was')

2. she/ home / go

She was going home. (With I, he, she, it or a singular noun we use 'was')

3. they/ not/ the match I watch

They were not watching the match. (With you, we, they or plural nouns we use 'were')

4. you / in the shop/ work '!

You were working in the shop. (With you, we, they or plural nouns we use 'were')

5. I / not/ a magazine/ read

I was not reading a magazine.

Past Perfect

A. Complete the sentences in Past Perfect (positive)

1. I lost the key that he _____ (give) me.

I lost the key that he had given me.

2. She told me that she _____ (see) a ghost.

She told me that she (had+ past participle irregular verb - see 3rd form in list of irregular verbs) a ghost.

She told me that she had seen a ghost.

3. I went downstairs because I _____ (hear) a noise.

I went downstairs because I (had + past participle irregular verb - see 3rd form in list of irregular verbs) a noise.

I went downstairs because I had heard a noise.

4. When they came home, she _____ already (cook) dinner.

When they came home, she (had already + past participle regular verb - just add 'ed' already cooked dinner.

When they came home, she had already cooked dinner.

5. We could not send you a postcard because we _____ (forget) our address book.

We could not send you a postcard because we (had + past participle irregular verb - see 3rd form in list of irregular verbs) our address book.

We could not send you a postcard because we had forgotten our address book.

B. Complete the questions in Past Perfect:

1. Had you finished (Had +subject+ past participle regular verb - just add 'ed') your homework before you went to the cinema?
2. Why had you cleaned (interrogative + had + subject + past participle regular verb - just add 'ed') the bathroom before you bathed the dog?
3. Had you had (Had + subject+ past participle irregular verb - see 3rd form in list of irregular verbs) breakfast before you came here?
4. Had she found (Had +subject+ past participle irregular verb - see 3rd form in list of irregular verbs) a place to stay when she went to Boston?
5. Where had she lived (interrogative + had + subject + past participle regular verb ending in 'e' - only add 'd') before she moved to Chicago?

Past Perfect Continuous

A. Complete the sentences in Past Perfect Continuous:

1. We had been discussing for over an hour before the secretary arrived.
2. She had been working at that company for three years when it went out of business.
3. How long had you been waiting to get on the bus?
4. She wanted to take rest because she had been standing all day at work.
5. He had been conducting workshops and seminars at the university for more than a year before he left for his own consultancy.
6. Simran had not been learning French very long.

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

1. We had been playing (had + been + ing form) for three hours when the mother called us.
2. They had been waiting (had +been+ ing form) at the station for 90 minutes when the train finally arrived.
3. Devi had been looking for (had + been + ing form) her diary for two hours and then she found it in the study.
4. Ravi caught flu because he had been playing (had + been + ing form) in the rain too long.
5. He had been living in New Delhi (had + been + ing form) for ten years before he started his new business.
6. They were very exhausted in the evening because they had been working (had + been + ing form) on the farm all day.

With I, he, she, it or a singular noun we use 'was'.

5.9 References/Bibliography

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Unit 6 Conditional Tenses

6.1 Preview/ Warm -Up

6.2 Learning Objectives

6.3 Zero Conditional

6.3.1 Let's Learn Concepts

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

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6.7 Summary

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6.10 Suggested Reading

6.1 Preview/Warm -Up

The Passive Voice

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

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

Passive Subject + To Be + Past Participle

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

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

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

He reads a poem.

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

The poem is read (by him).

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

- i. My car is stolen.
- ii. The book has been released.
- iii. English is spoken in many countries.
- iv. My house has been flooded.

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

Example:

- i. By then, she will have completed her homework. (Active)
- ii. By then, her homework would have been completed. (Passive)

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

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

The proposal was not made by my uncle.

Was the proposal made by my uncle?

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

The committee is considering action on the Lokpal bill.

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

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

i. It has to be rewritten right now.

ii. The car can be repaired today.

iii. This must be informed at once.

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

6.2 Learning Objectives

The present unit aims at the following:

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

6.3 Zero Conditional

6.3.1 Let's Learn Concepts

The 'zero' conditional

When we want to talk about a possible or imaginary situation (a condition) and the consequences of it (the result), we can use a structure called 'the zero conditional'. In this

structure we're talking about, every time a particular condition happens, the result is always the same.

If someone emails her, she replies straight away.

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

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

When someone emails her, she replies straight away.

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

'IF' CLAUSE

MAIN CLAUSE

If + simple present

simple present

If it rains

you get wet

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

- i. If you run fast, you sweat much.
- ii. If you heat ice, it melts.
- iii. If you drop an apple, it falls.

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

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

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

6.4. First Conditional

6.4.1 Let's Learn Concepts

First Conditional

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

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

if+ present simple, will + infinitive:

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

Structure

(If Clause)	(Main Clause)
If I reach there,	I will call you.

or...

(Main Clause)	(If Clause)
I will call you,	If I reach there.

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

Unless you complete your homework, you won't go out We never use 'will', or 'won't' with the 'if clause.'

It is also possible to use other patterns: we can have a modal verb, typically can, may or should, in the if-clause or main clause, as well as going to future or present continuous future. Present perfect is also possible in the if-clause. Consider these examples:

- i. If I give you five rupees, could you get me one pencil?
- ii. If you've finished the work I gave you, you may go home now.
- iii. If the weather's good on Sunday, we're going to have a picnic at India Gate.

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

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

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

B. Provide the main clause and complete the sentence.

1. If we travel to Agra, we ----- the Taj.

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

6.5 Second Conditional

6.5.1 Let's Learn Concepts

Second Conditional

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

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

Structure

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

or...

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

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

Examples:

- i. If I was offered the job, I would take it.
- ii. If I found her address, I would share it with you.
- iii. If I had money, I would buy a new house.
- iv. If I were you, I would go there.

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

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

1. If I ----- (take) more exercise, I ----- (get) fit.
2. If they ----- (live) in India, we ----- (visit) them.
3. If I----- (buy) my car, I ----- (prefer) black.
4. If he ----- (be) my friend, I ----- (invite) him to my birthday party.

5. If we ----- (not) go to the party, they ----- (be) disappointed.

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

1. If they ----- enough money, they would buy a new car.

2. If somebody ----- in here with a gun, I would be very scared.

3. If Raj ----- more pocket money, he would ask Kapila out for dinner.

4. If we ----- , we would catch the bus.

5. If it ----- , Nina would take an umbrella with her.

6.6 Third Conditional

6.6.1 Let's Learn Concepts

Third Conditional

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

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

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

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

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

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

- i. I received some really excellent training for this job. Had I not been trained in this way, I wouldn't have survived in the job for very long.
- ii. When my car broke down, I had to run very fast all the way to the station. If I hadn't run so fast, I would surely have missed the train.

Structure

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

or...

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

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

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

6.7 Summary

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

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

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

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

Form

Type	If Clause	Main Clause
I	Simple Present	will+ future (or modal+ infinitive)
II	Simple Past	would + infinitive
III	Past Perfect	would + have + past participle

Examples

Type	If Clause	Main Clause
I	If I read,	I will complete the novel.
II	If I read,	I would completed the novel.
III	If I had read,	I would have completed the novel.

6.8 Let's Check Your Progress (Key)

Zero Conditional

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

1. Iron rusts if it gets wet.
2. Ice floats if you drop it in water.
3. If there is no rain, the grass doesn't grow.
4. If you don't eat, you die.
5. If my daughter eats too much chocolate, she gets sick.
6. Wood doesn't burn if there is no air.

First Conditional

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

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

B. Provide the main clause and complete the sentence

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

Second Conditional

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

1. If I took more exercise, I would get fit.
2. If they lived in India, we would visit them.
3. If I bought my car, I would prefer black.
4. If he were my friend, I would invite him to my birthday party.
5. If we didn't go to the party, they would be disappointed.

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

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

Third Conditional

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

1. If I had received the news, I would have shared it with you.
2. If we had gone to Paris, we would have bought some good perfumes.
3. If she had understood the equation, she would have solved it in the examination.
4. If they had known my address, they would have come arrived to my home on time.
5. If the teacher had asked me the question, I would have answered it.

B. Complete the 'main' clause with proper third conditional form.

1. If they had waited for another ten minutes, they would have seen the pop star.
2. If the police had come earlier, they would have arrested the burglar.
3. If you had bought fresh green vegetable, your salad would have tasted better.
4. If Sita had asked me, I would have helped her.
5. If he had spoken more slowly, Ragi would have understood him.

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Unit 7: Simple Future and Future Continuous Tense

7.1 Preview/Warm -Up

7.2 Learning Objectives

7.3 Simple Future

7.3.1 Let's Learn Concepts

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

7.4 Future Continuous

7.4.1 Let's Learn Concepts

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

7.5 Summary

7.6 Let's Check Your Progress (Key)

7.7 References/Bibliography

7.8 Suggested Reading

7.1 Preview/Warm-up

The going to future

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

Singular

- i. She is going to quit her new job.
- ii. He is going to sell his house.
- iii. I am going to clean my room.

Plural

- i. We are going to work tomorrow.
 - ii. You are going to work.
 - iii. They are going to throw a party next Sunday.
2. We form the negative of the going to future by placing *not* after *be*.

- i. She is going to quit her new job.
She is not going to quit her new job.
- ii. He is going to sell his house.
He is not going to sell his house.

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

- i. We are going to sing a song in a party.
Are we going to sing a song in a party?
- ii. You are going to work in the night shift.
Are you going to work in the night shift?
Who is going to receive them?

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

We are going to the museum tomorrow.

He is going to Agra with us next week.

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

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

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

7.2 Learning Objectives

The present unit aims at the following:

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

7.3 Simple Future

7.3.1 Let's Learn Concepts

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

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

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

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

- i. I shall be fifteen years old tomorrow.
- ii. We shall be late for dinner again.
- iii. You will need an umbrella if it rains.

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

Shall I ask you something?

Where shall I go?

In modern English, Will is preferred to Shall.

4. We often use will in different situations:

To offer something

I'll help you to clean your dirty room.

To agree something

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

To promise something

I won't smoke again. I promise.

To ask for something

Will you come to see me off at the airport?

Formation of Negative and Interrogative Sentences with Simple Future

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

They will not wait for them.

She will not go to the boarding school.

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

Will she enjoy the party tonight?

Will it rain today?

7. 3. 2 Let's Practice What We've Learnt (SAQs)

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

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

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

1. I ----- (send) you the information when I get it.
2. I ----- (translate) the email, so that Mr. Smith can read it.
3. ----- you ----- (help) me move this heavy table?

4. -----you ----- (make) dinner?
5. I ----- (make) some sandwiches.
6. I ----- (get) you some coffee.

7.4. Future Continuous

7.4.1 Let's Learn Concepts

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

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

2. We use future continuous to indicate that we are in the middle of doing something: This time, the next week, she'll be writing the USC examination.
We'll playing cricket match this evening.
3. We use future continuous to mention complete actions in the future: They will be meeting the President this evening.
It is similar to present continuous for the future tense.
4. We use future continuous with two actions in the same sentence, it expresses the idea that both actions will be happening at the same time. The actions are parallel:
While Leela is reading, Geetha will be watching television.
5. We also use future continuous to know someone's plans, especially when we want something or like them to do something:
What will you be doing tomorrow at 7 am?
Will you be dropping this letter when you are out?

Formation of Negative and Interrogative Sentences with Future Continuous Tense:

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

- i. I will not be visiting her house.
- ii. They will not be examining the papers.
- iii. You will not be coming to the party.
- iv. It won't be working.

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

- i. Will I not be visiting her house?
- ii. Will they not be examining the papers?
- iii. Will you not be coming to the party?
- iv. Will it not be working?

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

A. Provide the right verb:

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

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

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

7.5 Summary

The simple future (I will go) tense is used to express a state or action in future time. It is formed by using shall or will with the infinitive form of the verb. For predictions: what you think will happen or what is certain to happen.

You are going on a long flight. You can say: "I will be tired after my long journey". For spontaneous decisions or offers (a decision made at the time of speaking): With a group of friends, the phone rings. You say: "I'll answer it!"

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

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

In two hours' time, I will be having lunch in the plane/ I will be flying over London/ I will be reading a newspaper/ I will be sleeping/ I will be watching a film, etc.

7.6 Let's Check Your Progress (Key)

Simple Future

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

1. It will rain tonight.

Will it not rain tonight?

It will not (won't) rain tonight.

2. She will go to Bombay.

Will she go to Bombay?

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

3. They will sleep late at night.

Will they sleep late at night?

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

4. You will say the prayer.

Will you say the prayer?

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

5. We will swim in the river.

Will we swim in the river?

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

6. Dolly will clean the house.

Will Dolly clean the house?

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

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

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

Future Continuous

A. Provide the right verb:

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

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

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

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Unit 8: Future Perfect and Perfect Continuous Tense

8.1 Preview/Warm -Up

8.2 Learning Objectives

8.3 Future Perfect

8.3.1 Let's Learn Concepts

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

8.4 Future Perfect Continuous

8.4.1 Let's Learn Concepts

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

8.5 Summary

8.6 Let's Check Your Progress (Key)

8.7 References/Bibliography

8.8 Suggested Reading

8.1 Preview/Warm - Up

Modal Verbs

Should/ought to/have to

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

- i. I should study tonight (but it is possible that I won't).
I ought to study tonight (but it is possible that I won't).
- ii. He shouldn't smoke so much.
He ought not to smoke so much.

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

- i. I have to study tonight.
- ii. He has to stop smoking so much.
- iii. She had to learn to drive when she moved to the suburbs.

Must/Can/may/used to/supposed to

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

- i. This must be the right address! (CERTAINTY)
- ii. Students must pass an entrance examination to study in this school. (NECESSITY)
- iii. You must take some medicine for that cough. (STRONG RECOMMENDATION)
- iv. Jenny, you must not play in the street! (PROHIBITION)

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

- i. I can speak German. (ABILITY)
- ii. We can stay with my brother when we are in Paris. (OPPORTUNITY)
- iii. She cannot stay out after 10 pm. (PERMISSION)
- iv. Can you pass me the key? (REQUEST)
- v. Any child can grow up to be the captain. (POSSIBILITY)

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

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

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

iii. May I use your mobile phone? (REQUEST PERMISSION)

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

Did you ever play golf?

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

I used to smoke but now I don't.

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

Raj is supposed to complete this work today.

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

Are we supposed to do this exercise for homework?

8.2 Learning Objectives

The present unit aims at the following:

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

8.3 Future Perfect

8.3.1 Let's Learn Concepts

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

Subject+ will have + past participle I'll have informed.

You'll have informed.

He'll have informed.

They'll have informed.

She'll have informed.

We'll have informed.

It'll have informed.

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

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

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

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

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

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

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

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

Formation of Negative and Interrogative Sentences with Future Perfect:

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

Will they have come home by four o'clock?

Will it have stopped raining by the time we leave?

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

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

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

A. Change these present perfect tense sentences to the future perfect tense. Add whatever words are necessary to complete the meaning.

1. It has rained.
2. Kiran has cleaned the house.
3. The one day cricket match started.
4. They have met the Principal of the school.
5. I've seen the movie Black Swan.

B. Provide the right form of verb to complete the sentences:

1. Raj _____ (send) his documents next week.
2. We _____ (do) the homework by 8 o'clock.
3. She _____ (celebrate) their marriage anniversary by this weekend.
4. I _____ (read) the novel this by Sunday.
5. He _____ (go) by next week.
6. Ravi _____ (propose) this to his girlfriend tonight.
7. The doctor _____ (diagnose) her mother.

8. 4. Future Perfect Continuous

8.4.1 Let's Learn Concepts

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

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

subject+ will have been+ ing.

He will be tired when he arrives.

He will have been driving for four hours.

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

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

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

Here are some examples of Future Perfect Continuous verbs with me, you, he/she/

it, them, and us.

Singular	Plural
I will have been sleeping.	We will have been swimming.
You will have been working.	You will have been reading.
He/She/It will have been going.	They will have been chatting.

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

Here are some examples:

- i. By the end of this month we will have been living together for six years.
- ii. She will have been sleeping for only four hours when the alarm goes off.
- iii. We will have been driving for fifteen hours by the time we arrive New Delhi.

Formation of Negative and Interrogative Sentences with Future Perfect Continuous:

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

- i. Will they have been sleeping?
No, they won't have been sleeping.
- ii. Will she have been watching the movie?
No. She will not have been watching the movie.

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

A. Put the verbs into the correct form

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

8.5 Summary

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

subject+ will have + past participle

She'll have visited the Taj.

The Future Perfect Continuous is constructed this way:

subject+ will have been + ing.

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

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

8.6 Let's Check Your Progress (Key)

Future Perfect

A. Change these present perfect tense sentences to the future perfect tense. Add whatever words are necessary to complete the meaning.

1. It has rained.

It will not have rained by the time we leave the home.

2. Kiran has cleaned the house.

Kiran will have cleaned the house by the time her parents visit her.

3. The one day cricket match started.

The one day cricket match will have started by the time we manage the tickets.

4. They have met the Principal of the school.

They will have met the Principal of the school by the time school bell rings.

5. I've seen the movie Black Swan.

I will have seen the movie Black Swan by the time my friends read its review.

B. Provide the right form of verb to complete the sentences:

1. Raj will have sent his documents next week.

2. We shall have done the homework by 8 o'clock.

3. They will have celebrated their marriage anniversary by this weekend.

4. I shall have read the novel by this Sunday.

5. He will have gone by next week.
6. Ravi will have proposed this to his girlfriend tonight.
7. The doctor will have diagnosed her mother.

Future Perfect Continuous

A. Put the verbs into the correct form

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

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UNIT 9: Modals

9.0 Objective

9.1 Introduction: Types of Auxiliary Verbs

9.2 A Bird's Eye View of the Modals

9.3 Different types of modals

9.3.1 Modals Expressing Ability

9.3.2 Modals Expressing Necessity and Obligation

9.3.3 Modals Expressing Requests

9.3.4 Modals Expressing Prediction (will, would, could)

9.3.5 Modals Expressing Suggestions

9.3.6 Modals Expressing Advice

9.3.7 Modals Expressing Probability

9.4 Let Us Sum Up

9.0 OBJECTIVE

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

9.1 INTRODUCTION: TYPES OF AUXILIARY VERBS

Auxiliary verbs are of two kinds: Primary and Modal Auxiliary

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

Do = do, does, did

Have = has, have, had, having

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

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

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

9.2 A BIRD'S EYE VIEW OF THE MODALS

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

Modal	Example	Uses
Can	Can I speak to Pawan? Can I borrow your pen? I'm afraid I can't go with you to the principal. You can call her after 8pm.	Request Asking for permission Expressing inability Stating possibility
Could	Could you explain that? Could I borrow your mobile phone? You could speak to your teacher about it.	Request Permission Suggestion
May	May I know who is calling? The class may be cancelled.	Expressing/Requesting Expressing possibility

	How may I help you?	Offering help
Might	They might give us student discount.	Future possibility
Would	Would you mind mailing me the home assignment? I would like to meet the principal today. Would you like me to help you carry the books to the staff room, madam? Sir, would you mind if I leave the class for a minute to answer an urgent call? Would 2 o'clock be okay for lunch on Saturday?	Request Stating wish/request Offering help Asking for permission Making arrangements
Should	You should discuss this with your advisor first. The material should reach you by tomorrow.	Suggesting/Advising/ Recommending Making a prediction
Shall Will Ought to	Shall I call the canteen manager? Shall I meet him or will you? I'll mail the home assignments to you right away. You ought to finish your assignments before the due date.	Suggesting/Offering Asking what to do Promising /Assuring Certain prediction Strong advice

Activity 1

Using modal verbs make appropriate sentences for the following situations.

- i. Asking the caller who she wants to speak to.
- ii. Assuring the caller you will pass on his message to your father.
- iii. Suggesting a meeting time to your friend.
- iv. Asking your friend if he prefers to receive certain information by email or by post.
- v. Informing your cousin about a possible mountaineering trip and asking him to join you.
- vi. Requesting the teacher to explain something in greater detail.
- vii. Offering help to book train tickets online.
- viii. Expressing inability to send the book.

- ix. Advising your friend to clarify a misunderstanding with his/her girlfriend/boyfriend.
- x. Predicting how much India could score in the test match.

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

9.3 DIFFERENT TYPES OF MODALS

9.3.1 Modals Expressing Ability

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

Rita can play the guitar.

Can you play the guitar?

Sunita cannot play the guitar?

The negative of can is cannot and is written as one word. It has a short form can't. We use could for the ability in the past. Examples:

- i. Shikha could play the piano when she was in school.
- ii. My grand father could walk for 5 kms when he was younger.
- iii. Sunita couldn't/could not swim when she was in school.

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

Example: Aditya could talk when he was only 1 year old.

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

I can swim now.

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

- 2. We use could in these situations:

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

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

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

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

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

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

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

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

Could you please help me with the assignment?

You could go to Jaisalmer for your vacation.

d. in conditional statements.

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

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

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

Activity 2

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

1. How many laps can you swim?

I can swim 20 laps.

2. _____ (basketball)

Not too well, but I enjoy the game.

3. _____ (buy jogging shoes)

From any sports shop.

4. _____ (use swimming pool)

From 6 am to 9 pm.

5. _____ (dive!)

No, but I can swim.

6. _____ (speak Japanese)

No, I can't speak Japanese.

7. _____ (start work immediately)

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

8. _____ (speak mother tongue)

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

9. _____ (stay up late)

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

10. _____ (meet principal)}

No, she gave me an appointment for the afternoon.

9.3.2 Modals expressing necessity and obligation

Let us study how necessity, obligation is expressed.

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

Activity 3

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

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

Activity 4

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

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

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

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

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

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

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

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

Activity 5

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

Example: You must be quiet in the library.

9.3.3 Modals Expressing Requests

Activity 6

1. Put the following requests in order of formality, where 1 is the most formal and 5 the most casual.
 - i. May I borrow you pen?
 - ii. I wonder if I might borrow your pen.
 - iii. Could I borrow your pen?
 - iv. Can I borrow your pen?
 - v. Might I borrow you pen?

2. In each of the following pairs of sentences, put a tick(?) next to the one that is more polite.
 - i. Give me the book, will you?
Could I have the book?
 - ii. I'm afraid the line is busy, can you hold on?
I'm afraid the line is busy, will you hold on?
 - iii. May I see your identification?

- Can I see your identification?
- iv. Could you open the window?
Would you mind opening the window?
- v. What would you like me to do for you?
What can I do for you?
- vi. Could you repeat what you said?
Will you repeat what you said?
3. You are on a flight from London to Mumbai. Write down what you would say in the following situations:
- i. You do not know how to fasten the seat belt. (you ask the airhostess for help)
- ii. You want to drink coffee. (what would you say to the Air Hostess?)
Could I have
- iii. You notice that the person sitting next to you has some magazines with him. (ask him to lend you one)
- iv. You want a vegetarian lunch. (ask the air hastes)
- v. You want to go to the washroom. (request the passenger next to you to give you room to pass)
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- v. You want to go to the washroom. (request the passenger next to you to give you room to pass)

9.3.4 Modals Expressing Prediction (will, would, could)

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

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

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

9.3.5 Modals Expressing Suggestions

Activity 7

1 Answer the following questions with suitable suggestions, using may (or might) and the words in brackets. The first one is done for you

Tina: I am surely going to be late for college. What should I do?

Mother: -----

Ruchi: I have misplaced my mobile phone.

You: -----

Isha: Which sport should I participate in?

You: -----

Tina: I make a lot of grammatical mistakes when I write essays in English. What should I do?

You: -----

Rina: My ankle really hurts. I think I have strained it.

You: -----

Usha: I cannot find my passport. I think I have misplaced it.

You: -----

9.3.6 MODALS EXPRESSING ADVICE

Activity 8

Look at these pieces of advice and complete the sentences explaining why the advice should be followed. Use may or might. The first two are done for you.

- i. You should always buy a ticket when you travel in a bus.
If you don't, _____
- ii. You'd better not carry that heavy bag.
If you do, _____
- iii. You must attend college regularly.
If you don't, _____
- iv. You should check the time table before you come to college.
If you don't, _____
- v. You ought not to eat too many burgers.
If you do, _____
- vi. You'd better invite Renu to your birthday party.
If you don't, _____
- vii. You should always inform your parents before going anywhere.
If you don't, _____
- viii. You shouldn't go to a party the night before your exam.
If you do, _____

Activity 9

A new boy/girl has joined your college. Read the list below. Using appropriate modals, give some advice to the new student. The list is randomly ordered.

Example: You must introduce yourself to other students and teachers.

- Know the timetable.
- Find out about the hostel rules and regulations.
- Tell the right people if you face any problems.
- Arrive punctually to class.
- Try to remember people's names.

9.3.7 Modals Expressing Probability

- The modals will/won't - express the strongest assumption that an event is likely to happen.

You'll be tired after all the jogging! Come and rest.

Principal won't be in office at the moment, its no use going there.

- The modal must express strong assumption as well.
The dress must be ready, go pick it up from the tailor.
- We also use must to say what is logically certain in a particular situation. We infer this from the facts.
This lunch box is colourful and has a picture of mickey mouse on top. It must belong to a young child.
- We use can't/couldn't for the negative deduction.
It can't/couldn't belong to an adult.
- The modals may, might and could suggest the possibility of an event happening.
Could expresses the strongest possibility of the three.

You may/could/might have left your homework copy in the class.

Least likely	Some possibility	More possibility	Greater possibility	Certainty
Might	May	Could	Must	Will

Activity 10

1. Look at the following sentences:
 - i. Neha could be home by now.
 - ii. Neha might be home by now.
 - iii. Neha will be home by now.
 - iv. Neha may be home by now.
 - v. Neha must be home by now.

Number them in order of certainty where 1 is the least certain and 5 is the most certain.

2. Do the same for the sentences below:
 - i. Neha couldn't be home.
 - ii. Neha won't be home.
 - iii. Neha can't be home.

- iv. Neha mustn't be home.

Activity 11

It is 1am. You are all alone at home. Your parents have gone on a vacation. You were fast asleep when the doorbell wakes you up.

'Who could be at the door?' you wonder.

And then your imagination starts working furiously. You are more than a little scared.

Write a paragraph using the modals of possibility and probability.

It must be ...

9.4 LET US SUM UP

In this unit we looked in detail at the modal auxiliary verb. Our emphasis was to understand the functions of the modals and to give you practice in using the modals in their different functions so that you may be able to use them in your daily life. Modals as you know are productive in informal speech and writing. They also express politeness.

ANSWERS

Answer Activity 1

- i. Who would you like to speak to?
- ii. I'll definitely inform my father that you invited him to dinner on xyz date.
- iii. Would 4.30 on Monday suit you?
- iv. Would you prefer this to be sent by email or by post?
- v. We are going to Nainital for a mountaineering trip; would you like to join us?
- vi. Could you please elaborate on that?
- vii. Should I book the train tickets for you online?
- viii. I'm afraid I can't send you the book as it's not available in the library.
- ix. You should clarify this misunderstanding with your girlfriend/boyfriend.
- x. India should make about 450 runs in today's test match.

Answers Activity 2

2. Can you play basketball well?

Not too well, but I enjoy the game.

3. From where should I buy jogging shoes? / Where could I buy jogging shoes from?
From any sports shop.
4. Can you tell me the timings of the sports club? (timings of the sports club)
From 6 am to 9 pm.
5. Can you dive?
No, but I can swim.
6. Can you speak Japanese? (speak Japanese)
No. I can't speak Japanese.
7. Can she start work immediately? (start work immediately)
No, she wouldn't be able to start work immediately.
8. Could you speak your mother tongue when you were small? (speak mother tongue)
Yes, I was fluent in my mother tongue before my parents migrated to America.
9. Could you stay up late when you were young? (stay up late)
Yes, I could be up until 3 am quite regularly when I was young.
10. Could you meet the principal this morning? (meet principal)
No, she gave me an appointment for afternoon.

Answer Activity 3

Situations	Must	Should
At school	We must wear our school uniform.	We should join in most of the activities.
At a public library	We must not write notes in a book borrowed from the library.	We should maintain silence.
At the cinema	We must put our mobile phone on silent/ vibrating mode.	We should not have private conversation amongst our friends as it disturbs others.
Talking to an old person	We must speak with respect.	We should help them.
Witness an accident	We must report it to the police immediately.	We should give assistance immediately.
At a school picnic	We must not litter.	We should remain in the group.

Answer Activity 4

Rewritten sentences with the correct form of modals

- i. Should I book the movie tickets in advance?

- ii. Must you come to me for every little thing?
- iii. You needn't buy all that furniture; we are any way moving to Mumbai within a month.
- v. In order to apply for Ph. D. you must have completed your M. Phil.

Activity 5 Answer: Students should attempt this activity themselves.

Answer Activity 6(1)

- i. May I borrow your pen? 3
- ii. I wonder if I might borrow your pen. 1
- iii. Could I borrow your pen? 4
- iv. Can I borrow your pen? 5
- v. Might I borrow your pen? 2

Answer Activity 6(2)

- i. Give me the book, will you?
Could I have the book?
- ii. Can you keep a place for me in the auditorium?
Will you keep a place for me in the auditorium?
- iii. May I see your identification?
Can I see your identification?
- iv. Could you open the window?
Would you mind opening the window?
- v. What would you like me to do for you?
What can I do for you?
- vi. Could you repeat what you said?
Will you repeat what you said?

Answer Activity 6(3)

- i. You do not know how to fasten the seat belt. (ask the person sitting next to you for help)
This is the first time that I am flying, can you help me fasten the seat belt.
- ii. You want to drink coffee. (what would you say to the air hostess)

Could I have a coffee please?

- iii. You notice that the person sitting next to you has some magazines with him. (ask him to lend you one)

I wonder if you could lend me one of your magazines.

- iv. You want a vegetarian lunch. (ask the air hostess)

Could I have the vegetarian meal, please.

- v. You want to go to the washroom. (request the passenger next to you to give you room to pass)

Excuse me. I would like to go to the washroom.

Answer Activity 7

Tina: I am surely going to be late for college. What should I do?

Mother: I think you should ask your brother to drop you by car.

Ruchi: I have misplaced my mobile phone.

You: You could ask at the Lost and Found Counter, maybe someone found it and left it there.

Christy: Which sport should I participate in?

You: I remember you were good at basketball in school. Shouldn't you join the basketball team.

Tina: I make a lot of grammatical mistakes when I write essays in English. What should I do.

You: You ought to understand grammar rules and practise diligently.

Rina: My ankle really hurts. I think I have strained it.

You: You should show it to the doctor immediately. Let's hope it's not a fracture.

Umar: I cannot find my passport. I think I have misplaced it.

You: You must report the matter to the police.

Answer Activity 8

- i. You should always buy a ticket when you travel by bus.

If you don't, you will feel embarrassed when you are caught.

- ii. You'd better not carry that heavy bag.

If you do, you might injure your back.

- iii. You must attend college regularly.
If you don't, you will not only miss your studies but also the extracurricular activities.
- iv. You should check the time table before you come to college.
If you don't, you may carry the wrong books.
- v. You ought not to eat too many burgers.
If you do, you will put on weight.
- vi. You'd better invite Renu to your birthday party.
If you don't, she will feel hurt.
- viii. You should always inform your parents before going anywhere.
If you don't, they tend to get worried.
- ix. You shouldn't go to a party the night before your exam.
If you do, you might feel sleepy during the exam.

Answer Activity 9: Students should attempt to this activity themselves.

Answer Activity 10 (1)

- i. Neha could be home by now. 3
- ii. Neha might be home by now. 1
- iii. Neha will be home by now. 5
- iv. Neha may be home by now. 2
- v. Neha must be home by now. 4

Answer Activity 10 (2)

- i. Neha couldn't be home. 2
- ii. Neha won't be home. 4
- iii. Neha can't be home. 1
- iv. Neha mustn't be home. 3

Activity 11 Answer: Students should attempt to this activity themselves.

UNIT 10: TYPES OF SENTENCES

10.0 Objectives**10.1 Introduction****10.2 Different Types of Sentences According to Function****10.2.1 Declarative Sentence****10.2.2 Interrogative Sentence****10.2.3 Imperative Sentence****10.2.4 Exclamatory Sentence****10.3 Simple, Complex, Compound and Complex-Compound Sentences****10.3.1 Simple Sentences****10.3.2 Compound Sentences****10.3.3 Complex Sentences****10.3.4 Compound - Complex Sentence****10.4 Let Us Sum Up****10.5 Answers**

10.0 OBJECTIVES

The purpose of this unit is to describe various sentence types, their functions and their structures. This unit will help you to distinguish between declarative, interrogative, imperative, and exclamatory sentences. It will also help you to produce such sentence types and this will help you in your writing and speaking.

We will also be distinguishing between simple, compound and complex sentences. A variety of such sentences makes the text interesting and complex. By making you aware of such sentence types and giving you considerable practice through activities and exercises you will be able to improve your English.

10.1 INTRODUCTION

We can look at sentences in different ways. One way is to classify them according to their function and according to the arrangement of their constituent elements. For instance, sentences can be referred to as declarative, interrogative, imperative and exclamatory. All these different types of sentences have different function and their particular grammatical structures.

We can also consider whether a sentence consists of one clause or more than one clause. If it has more than one clause, are they both independent clauses, i.e. complete sentences in their own right? or is one of the clauses dependent on another. On this basis we can recognize four types of sentences:

- | | |
|-----------------------|-------------------------------|
| i. Simple sentence | ii. Compound sentence |
| iii. Complex sentence | iv. Compound-complex sentence |

10.2 DIFFERENT TYPES OF SENTENCES ACCORDING TO FUNCTION

There are four types of sentences with different functions and different arrangements of their constituent elements. These are: declarative (statements), interrogative (questions), imperative and exclamatory. The main functions of these sentences are given in the box below:

	Example	Main Function
Declarative(statement)	I drew a sketch of my mother.	Giving information
Interrogative (question)	Did you draw a sketch of your mother?	Asking for information
Imperative	Draw a sketch of your mother for Mother's Day.	An order or a request
Exclamatory	What a beautiful sketch of your mother!	Expressing a feeling or emotion

A statement, a question and an imperative can also be in a negative form.

Examples: I didn't draw a sketch of my mother.

Didn't you draw a sketch of your mother?

Don't draw any sketches please, do some oil paintings.

10.2.1 Declarative Sentence

A declarative sentence is a statement that states or asserts something. It always ends with a full stop. A declarative sentence can either be positive or negative. A declarative sentence has more than one function. Let us look at some of these functions:

Example	Functions
I would like to know all about your trip.	Asking for information.
I want you to hand in the project by next week.	Giving orders
I am very grateful for the help you gave me.	Thanking someone
It's really bad luck that you had this fall and fracture.	Expressing sympathy
You are on the right track.	Expressing approval
I promise to complete my work on time	Promising
I apologize for all my faults/I am sorry for all my faults.	Apologizing
I advise you to take rest for a few days.	Advise

Negative Statements:

Look at the following text, it contains many negative statements.

My mother is too strict. I want to go to the movies but my mother will not let me. She lets my brother do everything but she does not let me do the same things. She allowed my brother to stay the night with his friends but she did not allow me to do so.

- In a negative statement not or n't comes after the auxiliary verb. We write the auxiliary and n't together as one word. Example: doesn't
- If there is more than one auxiliary in a clause, not or n't comes after the first auxiliary. Example:
You shouldn't have eaten so much, now you are feeling uncomfortable.
If we had stopped on the way, we may not have reached Ranikhet in 7 hours.
- In verbs with simple present and simple past tense, we use the verb Do and the negative follows the Do verb. Example:
I don't like watching T.V. serials. (*I like not watching T.V.)

My father did not play cricket in his childhood. (*My father played not cricket in his childhood.)

- The verb be has not or n't after it.

Example: Mumbai is not a tourist destination.

These sandals aren't very comfortable.

10.2.2 Interrogative Sentence

Interrogative sentences are those that ask questions and end with a question mark (?). There are basically two types of questions, Wh-or open questions and Yes/No or close questions. Look at the following questions:

When did she come to Mumbai last?

Why have you come late to the University?

Did you go to Mumbai last month?

Do you generally reach college on time?

The first two questions are information seeking questions. The answers can be infinite. They are known as Wh-questions because most of them begin with wh -who, why, where, when, what, etc. The latter two questions answer can only be answered by a yes or a no.

The structure of Wh- questions is

Wh-+ auxiliary + subject + verb + other words +?

In the case of WH-questions in the simple present and the simple past tense, except WHO-questions, the format is:

Wh-+Do/Does/Did + Subject + verb + other words +?

In the case of Yes/no questions or close questions the structure is: Auxiliary + subject+ verb + other words +?

Verb + subject + other words +?

In the case of a sentence in the simple present and simple past tense the format is:

Do/Does/Did +subject + verb + other words +?

Check your progress 1

1. Complete the conversation below using appropriate questions words:

Shishir: _____ is Mona? _____ is she late?

Priti: Oh, she had to go somewhere.

Shishir: _____ did she have to go at this time?

Priti: To the music store.

Shishir: To the music store? _____ for?

Priti: She wanted to buy some music to gift Sonia. Sonia loves music you know.

2. Complete the following dialogue by writing the questions to the answers given. The first one has been done for you as an example.

A: What is this that I hear about Vineet, was he arrested?

B: Yes, he was arrested last night.

A:

B: Yes, it was his fault. He knocked down a cyclist

A:

B: Yes, he was driving his Santro.

A:

B: No, his wife was not with him.

A:

B: Yes, the police have taken his license away.

A:

B: Yes, he will have to pay some fine.

A:

B: No, he does not have to appear in court.

A:

B: No, we should meet him tomorrow. He must be busy sorting out his affairs.

10.2.3 The Imperative

Imperative sentences may be used to express command, request, desire and so on. The subject of these sentences is you, and is generally deleted. Unlike other sentence types, we can use only the simple present tense forms in imperative sentences. Example:

Shut the window.

Come here.

Please read the instructions carefully.

Some forms of the imperative

The Imperative form is the same as the "bare infinitive":

Affirmative form (base form of the verb): Come!

Negative short form (Don't+ base form): Don't come

Emphatic form (Do+ base form): Do come with me!

Addressing someone (e.g. pronoun+ base form): You stand here!

Imperative + question tag: Stand here, will you?

Imperatives joined by and: Go and play outside.

Some common functions of the imperative:

We use the imperative for direct order, request and suggestions.

Examples: Stand up straight.

Give me the details quickly, please.

Don't worry!

We use the imperative to give instructions. Examples:

Heat the oven at 200 degrees and bake for 20 minutes.

Doctor to patient-

Take one tablet in the morning after breakfast and one after dinner.

Giving directions-

Take the second turning on the left and then turn right.

Teacher to student:

Open your English book to page 61.

We use the imperative for slogans and advertisements.

Examples: Save the tigers.

Just do it.

Buy one get one free.

We sometimes use the imperative as an invitation.

Come in and sit down. Make yourself at home.

Have this chocolate. it's delicious.

We use the imperative in prohibitions:

No smoking.

Do not feed the animals.

Trespassers will be prosecuted.

We use the imperative to express rudeness.

Examples: Shut up.

Go away.

Push off!

Uses of the Imperative with 'do'

We use do before the Imperative in the following situations. In this context do is always stressed. Examples:

When we wish to be polite: Do come in and sit down.

When we wish to express impatience: Do stop fidgeting!

When we wish to emphasize something: Do wait a moment!

The Imperative with 'Tag Question':

Question tags like will you, won't you, can't you, could you can often be used after an imperative for the following reasons:

To express annoyance and impatience:

Stop fiddling with that pen, will you?

Keep still, can't you?

To make a request in a way that sounds less abrupt. Here we use a positive tag after a positive imperative. Example:

Shut the door after you leave, will you?

When we are giving warnings, reminders and good wishes, we use the tag won't you and will you. Examples:

Drive carefully, won't you?

Don't forget your key, will you?

To obtain cooperation of others:

Don't tell anyone what I told you, will you?

Imperatives are also used with sentences beginning with let.

Example: It's a fine day. Let's go for a walk.

Let's have some coffee, shall we?

Let's begin immediately. Let's not waste time.

Check your progress 2

1. Put the words in brackets into the gaps. Use the positive or the negative forms as indicated.

Example: _____ your books. (to open)

Answer: Open your books.

i. _____ out and play. (to go)

- ii. _____ in this filthy pond. (not/to swim)
- iii. _____ your assignment before going out. (to complete)
- iv. _____ football in the lawn. (not/ to play)
- v. _____ your teeth morning and evening. (to brush)
- vi. _____ during the class, it disturbs others. (not/ to talk)
- vii. _____ the animals in the zoo. (not/to feed)
- viii. _____ the instructions before attempting the paper. (to read)
- ix. _____ late for college. (not/to be)
- x. _____ your mobile phones during the debate. (to switch off)

2. For each sentence, choose the best word or phrase to complete the gap from the choices below:

- i. I'm tired of you _____ out of my sight. (Move, Get, Run)
- ii. _____ a nice and relaxing vacation. (Get, Make, Have)
- iii. It's an important meeting, so _____ not to be late. (try, make, ensure)
- iv. If you think you know the answer, _____ your hand. (raise, put, show)
- v. That looks so heavy _____ me help you. (Allow, Make, Let)
- vi. Are you going to the grocery store? _____ up a loaf of bread, please. (Take, Pick, Find)
- vii. I am afraid I have to go out for a minute. Please, _____ yourself at home. (make, be, let)
- viii. The fire engine is coming _____ out of the way. (Go, Remove, Get)
- ix. You look tired. Here, _____ a cool drink. (enjoy, take, have)
- x. A: You don't want to come with us to the movies?
B: Ok, ----- yourself, then. (amuse, suit, be)

3. Give a response to the following using the imperative. The first one is done for you.

- i. Doctor's advice to a patient who wants to lose weight.
Don't overeat and exercise regularly.
- ii. Teacher's advise to students on attempting the examination.

- iii. Mother's rebuke to the child who is not drinking her milk.

iv Giving directions to someone

v. Hostess offering some cake to the guest.

vi. Father reminding his daughter not to forget her cell phone when leaving the house.

vii. Giving good wishes to someone who is going on a holiday.

viii. Mother asking her son to drive carefully.

ix. Offering to have coffee together.

x. Slogan on garbage bin.

10.2.4 Exclamatory Sentence

An exclamatory sentence is a sentence which expresses sudden and strong feeling such as surprise, pity, happiness, fear or gratitude. The sentence often ends with an exclamation mark.

Examples: What a beautiful sight!

What have you done with your hair! How brave you are!

What utter nonsense is this!

Many exclamatory sentences begin with how and what.

Examples: How lovely! /How awful!

How nice to see you! What a big flat you live in!

After what there can be a noun phrase with a/an or without an article.

What a great idea! Let's do it. What nonsense are you talking!

Some exclamations can have the form of a negative question.

Example: Isn't that a lot of fun!

Aren't we lucky!

Isn't she a smart girl!

Doesn't the dress look nice!

Check your progress 3

1. Reorder the sentences into exclamatory sentences.
 - i. babies these cute! are so
 - ii. have we time! a didn't good such
 - iii. day! isn't beautiful a it
 - iv. splendid show! a what
 - v. are they actresses! marvellous such
 - vi. tiger! is wonderful to how sight it a
 - vii. Rahul funny look doesn't in crazy that costume!
 - viii. I game! three scored goals the at football
 - ix. grown! she hasn't
 - x. water heat! the wasn't this pool nice and in the cool in

2. Make exclamatory sentences using the cues given below. The first one is done for you.
 - i. **Wonderful person.**
What a wonderful person she is!
 - ii. You think everything is expensive these days.

 - iii. Exhausting day

 - iv. Tall he's grown

 - v. nice you look

 - vi. good idea

 - vii. a surprise

viii. You think it is a good film.

Check your progress 4

Rearrange the following words/expressions into appropriate sentence types. Say which sentence type each sentence belongs to. Also use capital letters and the appropriate punctuation marks.

- i. go you soon planning to are
- ii. me give ten will they thousand per rupees month.
- iii. at me identity your once show card.
- iv. degree at 100 water Celsius boils.
- v. give he my to did letter you?
- vi. pleasant indeed a what surprise!

10.3 SIMPLE, COMPLEX, COMPOUND AND COMPLEX-COMPOUND SENTENCES

We can look at sentences in different ways. We can also consider whether a sentence consists of only one clause or more than one clause. If a sentence has more than one clause, are the clauses independent of each other or dependent on the main clause.

Look at the following sentences:

- The children went indoors. (simple sentence)
- The children went indoors on hearing the mother's call. (simple sentence)
- The children went indoors when they heard their mother's call. (complex sentence)
- The children went indoors and switched on the TV. (compound sentence)
- The children who were outside went indoors and switched on the TV. (complex - compound sentence)

On this basis we can recognize four types of sentences:

1. Simple sentence
2. Complex sentence
3. Compound sentence
4. Compound-complex sentence

10.3.1 Simple Sentences

Let us first look at simple sentences. A simple sentence contains one subject and one predicate. Example

- i. Rita plays cricket every day.
- ii. Let's extend this sentence a bit:
- iii. Rita and her brother play every day.
- iv. Rita plays cricket as well as chess every day.
- v. Rita and her brother play cricket, chess and carom every day.

Would you call the above sentences simple sentences? The answer is YES because structurally all of them have one subject and one verb. Whether the subject or the predicate contains one or more than one element does not matter, so long as they function as a single group.

Another way of describing a simple sentence is to call it an independent clause which expresses a complete thought.

10.3.1 Compound Sentences

A compound sentence is one which contains two or more independent clauses which are linked by words such as and, but, or, yet, etc. Each clause is independent of the other, and makes a complete statement.

You had better hurry up or you will miss the train.

I thought they would listen to my suggestions but they turned them down.

Notice that in sentence 1, You had better hurry up--you will miss the train, are two separate sentences which can be independent of each other and express a complete thought independently. Similarly in sentence 2, I thought they would listen to my suggestions ... they turned them down are two independent sentences joined by the coordinating conjunction but. Each of these sentences expresses a complete idea.

Before we proceed further let us discuss two types of linkers^{3/4}coordinating and subordinating. The main difference between the two is that coordinating linkers join units which are of equal rank i.e. there are two main or independent clauses. Subordinators join units of unequal rank. Examples:

When trekkers did not reach the camp on time, the search party went deep into the forest looking for them. (Subordinating conjunction)

The search party went deep into the forest but no trace of the missing trekkers was found. (co-ordinating conjunction)

Meaning of Coordinating Conjunctions

A compound sentence is a combination of two or more clauses of equal rank joined together by coordinating conjunctions. Let us look at some examples of the relationship of meaning between two independent clauses:

1. **Additive:** The coordinators are: and, moreover, besides, etc. Examples:

The students were given a month to complete their assignment and surprisingly all of them submitted it on time.

He was a good student besides being an excellent athlete.

2. **Contrast:** The conjunctions used are: but, yet, nevertheless, on the contrary, etc. Examples:

He jumped from the 7th floor but he survived.

Subhash is a slow reader, yet he enjoys reading books.

3. **Alternation:** The conjunctions used are; or, nor, either. or, not only but, etc.

Examples:

Buy me a pizza or a burger.

Mother to son: You are hardly studying these days, either you become regular with your studies or we will take away your mobile phone.

4. **Consequence:** The coordinators generally used are conjunctive adverbs such as: thus, consequently, therefore, hence, etc.

The runway was jammed with other flights consequently our plane could not land.

I ate a lot of junk food yesterday; hence I have an upset stomach today.

Check your progress 5

1. Fill in the blanks with the conjunctions in the box:

yet	therefore	But
and	however	nevertheless

- i. Farmers have used insects in weed control _____ have reclaimed hundreds of thousands of acres with the help of insects.
- ii. Of course, many insect activities are harmful to us; _____ we must also recognize the positive insect contributions as well.
- iii. He worked very hard, _____ he couldn't achieve much success.
- iv. They successfully completed the first stage of the project; _____ they didn't have funds for the next stage.
- v. The area is very sandy; _____, we planted several coconut trees.
- vi. I didn't invite our friend Rajiv to the party, _____ he wouldn't have come.
- vii. Perhaps she missed her flight, _____ else she changed her mind and isn't coming.

- viii. We didn't ask her to leave; _____, we tried to persuade her to stay.
- ix. I was not informed, _____ I would have taken some actions.
- x. They refused to pay a higher rent _____ they have to leave the flat.

2. Join these sentences with the conjunctions given in the box:

moreover	But	So	however	therefore	Or	Nevertheless
----------	-----	----	---------	-----------	----	--------------

- i. I have already explained the Math's problem once. I am prepared to repeat it again if you've not understood it.
- ii. She forgot my name. She pretended not to remember.
- iii. He could not catch the flight. He was able to board the train.
- iv. The survey was conducted on a very small scale. The information gathered is likely to be very useful.
- v. He set a new record in the race. It was his third record of the month.
- vi. This piece of land is fertile. You will get a good harvest.
- vii. The stranger looked very lost. I asked him if I could help him.
- viii. I might do the project on my own. I may ask my father to help me.

10.3.3 Complex Sentence

A complex sentence is one which contains one independent clause and one or more dependent clauses. The dependent clause is formed by a subordinating conjunction followed by a clause. The dependent clause may either precede or follow the main clause.

The clauses in italics in the examples below are dependent clauses:

1. He gave me a gift. (noun)
1. (a) He gave me something that I value very much. (noun clause)
2. The old woman is my grandmother. (adjective)
2. (a) The woman who is old is my grandmother. (adjective clause)
3. He reached early. (adverb)
3. (a) He reached before we expected him. (adverb clause)

Dependent clauses are similar to independent clauses except that they cannot stand alone as a sentence. But they are added to the independent clause to give some important information. The three main types of dependent clauses are: noun clause, adjectival clause or relative clause, and adverb clause.

A dependent clause is named after the part of speech whose function it assumes in a sentence. For instance, as in sentences 1, 2 and 3 above, the italicized portions function like nouns, adjectives and adverbs.

Sentences containing subordinate clauses are marked by subordinating conjunctions e. g. when, where, while, whether, if, though, until, unless, that, before, after, because, so that, in that, such that, who, and so on.

Subordinating conjunctions are formal signals or indicators of subordination of a dependent clause to an independent clause. The subordinator is contained in the dependent clause rather than the main clause.

Check your progress 6

1. Complete these sentences with the subordinators in the box.

where	that	When	who	After	unless	because
-------	------	------	-----	-------	--------	---------

- i. The boy ----- lives next door is very naughty.
- ii. My father asked me ----- I had been.
- iii. He felt. ----- he should reciprocate their hospitality.
- iv. The time ----- the accident took place is not known.
- v. He left home early in the morning -----he could beat the heat.
- vi. You won't be able to win the competition ----- you practice a lot.
- vii. I am planning to go to Goa ----- the exams are over.
- viii. He came to the college ----- he wanted to see me.

2. Join the sentences with the subordinate conjunction given in the brackets. The first one has been done for you as an example:

- i. **He said something. He lived in a far-off place. (that)**
He said that he lived in a far-off place.
- ii. I told him something. He wanted to know it. (what)
- iii. The bus left. Everybody was seated. (after)
- iv. I was getting. The telephone rang. (when)
- v. He asked me. I would help him. (if)
- vi. We must walk fast. We will miss the bus. (unless)
- vii. I requested the librarian. Can I borrow some books. (whether)

- viii. She was not there. I spoke to her brother. (since)
3. Change these simple sentences into complex sentences.
- i. **We thought Rishabh to be innocent.**
We thought that Rishabh was innocent.
 - ii. The borrowed book belongs to my brother.
 - iii. The students hope to know the result by the evening.
 - iv. We saw a wounded deer in the park.
 - v. You will cut your finger by being careless.
 - vi. He is known to be honest.
 - vii. It is too hot to play football in the ground.
 - viii. The match could not be played because of rain.

10.3.4 Compound - Complex Sentence

Compound - complex sentence is a combination of a compound sentence and a complex sentence. Such a sentence contains two or more independent clauses and one or more dependent.

She went to the market because she wanted to buy some bread and then she made some sandwiches.

Check your progress 7

- A. Pick out the main and the dependent clauses in the following sentences and indicate the subordinator:
- i. I showed her the house which I occupy.
 - ii. I showed her the house where I live.
 - iii. When I found the key I showed her the house.
 - iv. I want to show her my house because I want to sell it.
 - v. If she comes early enough I shall show her my house.
 - vi. I shall show her my house even though I know that she does not want to buy it.

10.4 LET US SUM UP

In this unit we described different ways of looking at sentences, i.e. according to their function and different arrangements of their constituent elements. We talked of the four types of sentences: declarative, interrogative, imperative, and exclamatory. We gave you practice in the use of such sentences. We also looked at sentences in terms of simple compound and complex. These concepts will be further described in later units where different types of clauses

will be given in detail. Making you aware of these sentence types is not merely an exercise in grammar but these are tools to make your writing more interesting and complex.

10.5 ANSWERS

Check your progress 1

1. Shishir: Where is Mona? Why is she late?
Priti: Oh, she had to go somewhere.
Shishir: Where did she have to go at this time?
Priti: To the music store.
Shishir: To the music store? What for?
Priti: She wanted to buy some music to gift Sonia. Sonia loves music you know.

2. A. Was it his fault?
A. Was he driving the car?
A. Was his wife with him?
A. Have the police taken away his license?
A. Will he have to pay some fine?
A. Does he have to appear in court?
A. Should we meet him today?

Check your progress 2

1.
 - i. Go out and play. (to go)
 - ii. Don't swim in this filthy pond. (not/to swim)
 - iii. Complete your assignment before going out. (to complete)
 - iv. Don't play football in the lawn. (not/ to play)
 - v. Brush your teeth morning and evening. (to brush)
 - vi. Don't talk during the class, it disturbs others. (not/ to talk)
 - vii. Don't feed the animals in the zoo. (not/to feed)
 - viii. Read the instructions before attempting the paper. (to read)
 - ix. Don't be late for college. (not/to be)
 - x. Switch off your mobile phones during the debate. (to switch off)

- 2)
 - i. I'm tired of you. Get out of my sight. (Move, Get, Run)

-
- ii. Have a nice and relaxing vacation. (Get, Make, Have)
 - iii. It's an important meeting, so try not to be late. (try, make, ensure)
 - iv. If you think you know the answer, raise your hand. (raise, put, show)
 - v. That looks so heavy. Let me help you. (allow, make, let)
 - vi. Are you going to the grocery store? Pick up a loaf of bread, please. (Take, Pick, Find)
 - vii. I am afraid I have to go out for a minute. Please, make yourself at home. (make, be, let)
 - viii. The fire engine is coming. Get out of the way. (Go, Remove, Get)
 - ix. You look tired. Here, have a cool drink. (enjoy, take, have)
 - x. A: You don't want to come with us to the movies?
B: Ok, suit yourself, then. (amuse, suit, be)
- 3.
- i. Doctor's advice to a patient who wants to lose weight.
Don't overeat and exercise regularly.
 - ii. Teacher's advise to students on attempting the examination.
Please read the instructions carefully.
 - iii. Mother's rebuke to the child who is not drinking milk.
Finish your milk quickly.
 - iv. Giving directions to someone.
Go straight. Turn left at the corner...
 - v. Hostess offering some cake to the guest.
Do have a piece of cake.
 - vi. Father reminding his daughter not to forget her cell phone when leaving the house.
Don't forget to take your cell phone.
 - vii. Giving good wishes to someone who is going on a holiday.
Have a great holiday.
 - viii. Mother asking her son to drive carefully.
Drive carefully.
 - ix. Offering to have coffee together.
Let's have coffee at the cafe in the mall.
 - x. Slogan on garbage bin.
-

Don't litter.

Check your progress 3

1.
 - i. These babies are so cute!
 - ii. Didn't we have such a good time!
 - iii. Isn't it a beautiful day!
 - iv. What a splendid show!
 - v. They are such marvellous actresses!
 - vi. How wonderful it is to sight a tiger!
 - vii. Doesn't Rahul look funny in that crazy costume!
 - viii. I scored three goals at the football game!
 - ix. Hasn't she grown!
 - x. Wasn't the water in the pool nice and cool in this heat!

2 Answer

- ii. Isn't everything expensive these days!
- iii. What an exhausting day!
- iv. How tall he's grown!
- v. How nice you look!
- vi. What a good idea!
- vii. What a surprise!
- viii. Don't you think it is a good film!

Check your progress 4

1.
 - i. Are you planning to go soon? (interrogative)
 - ii. They will give me ten thousand rupees per month. (declarative)
 - iii. Show me your identity card at once. (imperative)
 - iv. Water boils at 100 degree Celsius. (declarative)
 - v. Did he give my letter to you? (interrogative)
 - vi. What a pleasant surprise, indeed! (exclamatory)

Check your progress 5

1.
 - i. Farmers have used insects in weed control and have reclaimed hundreds of thousands of acres with the help of insects.

- ii. Of course, many insect activities are harmful to us; yet we must also recognize the positive insect contributions as well.
 - iii. He worked very hard, but he couldn't achieve much success.
 - iv. They successfully completed the first stage of the project; however they didn't have funds for the next stage.
 - v. The area is very sandy; therefore, we planted several coconut trees.
 - vi. I didn't invite our friend Rajiv to the party, besides he wouldn't have come.
 - vii. Perhaps she missed her flight, or else she changed her mind and isn't coming.
 - viii. We didn't ask her to leave; on the contrary, we tried to persuade her to stay.
 - ix. I was not informed, otherwise I would have taken some actions.
 - x. They refused to pay a higher rent as a result they have to leave the flat.
- 2
- i. I have already explained the Mathematics problem once, however, I am prepared to repeat it again if you've not understood it.
 - ii. Either she forgot my name or she pretended not to remember.
 - iii. He could not catch the flight but he was able to board the train.
 - iv. The survey was conducted on a very small scale; nevertheless, the information gathered is likely to be very useful.
 - v. He set a new record in the race; moreover it was his third record of the month.
 - vi. This piece of land is fertile so you will get a good harvest.
 - vii. The stranger looked very lost; therefore/so I asked him if I could help him.
 - viii. I might do the project on my own or I may ask my father to help me.

Check your progress 6

- 1.
- i. The boy who lives next door is very naughty.
 - ii. My father asked me where I had been.
 - iii. He felt that he should reciprocate their hospitality.
 - iv. The time when the accident took place is not known.
 - v. He left home early in the morning so that he could beat the heat.
 - vi. You won't be able to win the competition unless you practice a lot.
 - vii. I am planning to go to Goa after the exams are over.
 - viii. He came to the college because he wanted to see me.

- 2
- i. He said that he lived in a far-off place.
 - ii. I told him what he wanted to know.
 - iii. The bus left after everybody was seated.
 - iv. I was getting ready when the telephone rang.
 - v. He asked me if I would help him.
 - vi. Unless we walk fast, we will miss the bus.
 - vii. I asked the librarian whether I could borrow some books.
 - viii. Since she was not there, I spoke to her brother.
- 3.
- i. We thought that Rishabh was innocent.
 - ii. The book which you borrowed belongs to my brother.
 - iii. The students hope that they will know the result by the evening.
 - iv. We saw a deer which was wounded in the park.
 - v. If you are not careful, you will cut your finger.
 - vi. That he is honest is known to everyone.
 - vii. It is so hot that we cannot play football in the ground.
 - viii. Since it rained heavily, the match could not be played.

Check your progress 7

- | | | |
|----|------------------|-----------------------------|
| 1. | Main clause | I showed her the house, |
| | dependent clause | which I occupy |
| | Subordinator | which |
| | Main clause | I showed her the house |
| | dependent clause | where I live |
| | Subordinator | where |
| | Main clause | I showed her the house |
| | dependent clause | When I found the key |
| | Subordinator | when |
| | Main clause | I want to show her my house |
| | dependent clause | because I want to sell it. |
| | Subordinator | because |

Main clause	I shall show her my house
dependent clause	If she comes early enough
Subordinator	if
Main clause	I shall show her my house
dependent clause	even though I know that she does not want to buy it.
Subordinator	even though

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Unit 11 DIRECT AND INDIRECT SPEECH

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- 11.2 Differences between Direct and Indirect Speech**
 - 11.2.1 Reporting Verb & Reported Speech**
 - 11.2.2 Changing from direct to indirect**
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11.1 Introduction

In the technologically advanced world of today you will find that people talk a lot. In fact, this begins right from the morning till one goes to bed. Throughout the day we meet so many people and have to talk to them. While on many occasions you talk but on other occasions, you listen. During conversation, meeting, classroom situation or also during other speaking situations, you have either to ask or answer, explain or convince, sympathize or show anger. At times you are asked to narrate a story or to give an account of what you had read in the previous class. In all such situations you either make your speech or report others' speech. To be more clear, either you speak your words or report other's words. This is called narration. Let us look at the two expressions:

- a. The teacher said to Ravi, "Have you submitted the report?"
- b. The teacher asked Ravi if he had submitted the report.

11.2 Differences between direct and indirect speech

In the first sentence the teacher's words have been put in the same way as spoken by the teacher. The use of inverted commas denotes that the sentence was spoken by the teacher. In the second sentence, the teacher's words have been reported by somebody else. The inverted commas have been removed and tense and pronouns have been changed. What difference do you find between these two sentences? Do you find any change in meaning? No, the only difference you find is that of structure. The first sentence as it is put directly is Direct speech. While the second sentence says the same thing but indirectly. Hence the second sentence is an example of Indirect speech.

A sentence of Direct speech is changed into indirect speech not only by removing the inverted commas. The verb and tense also have a role to play in this change. In addition, there are other things too that matter. The change also varies from sentence to sentence. Since the sentence mentioned in the example is that of Interrogative, inverted commas have been replaced by if or whether. In other sentences inverted commas are replaced by 'that'.

Let's take some other examples:

Direct: He says, "I am feeling upset." Indirect: He says that he is feeling upset.

Direct: She said to him, "I hate dishonest people." Indirect: She told him that she hated dishonest people.

In both the examples, we find that the meaning remains the same but structure is changed. What are these changes?

- a. Inverted commas are replaced by 'that'.
- b. Verbs are changed (said-told, said-asked)
- c. Tense of Reported Speech is also changed.

Before we go for these changes in detail, let us understand Reporting Verb & Reported Speech.

11.2.1 Reporting Verb & Reported Speech

Reporting Verb is the verb in which the speaker speaks. In most of the cases, it is say, will say or said etc.

What the speaker speaks is Reported speech. Reported speech is always put under inverted commas.

He says, "It is raining."

He said, "It never pours but rains."

In the sentences above, says and said are Reporting verbs while "It is raining" and "it never pours but rains" are reported speeches.

11.2.2 Changing from direct to indirect

You might get curious how these changes are made. Actually, the purpose of changing from direct to indirect is not to change the content but only the style. This can be done with the help of certain rules. As in our everyday life, we come across different types of sentences; there are different rules to make these changes. While changing from direct to indirect terms like Reporting Verb and Reported Speech get more prominent.

The major changes, as discussed earlier, take place in terms of Reporting verb and reported speech, the types of sentences have also a role to play.

11.3 Rules for Changing Direct to Indirect Speech

Rule 1: When the reporting verb is in the present or future tense, the tense of the verb in the Reported Speech is not changed at all.

- i. Mukta says, "I am late for the class."

In: Mukta says that she is late for the class.

- ii. Rahul says to Mitali, "I shall work hard to pass this year."

Rahul tells Mitali that he will work hard to pass this year.

- iii. The teacher says to students, "I am evaluating your answer scripts."

The teacher tells the students that he is evaluating their answer scripts.

- iv. The conductor will say to us, "I am waiting for you".

The conductor will tell that he is waiting for us.

- v. He says to me, "Harsh is the topper of my class."

He tells me that Harsh is the topper of his class.

In all these sentences, you find that the tense of the reporting verb is not changed. But the verb of the reported speech should agree with their subjects.

11.3.1 Points to remember

1. If the subject of the reported speech is 'I /you' , it is changed according to the subject of the reporting verb.
2. But if the subject of the reported speech is 'he/she/it/they/Rahul', there is no change at all.
3. Pronouns are changed according to the object and their meaning.
 - i. Mr. Bose says to his friends, "It is time for me to take your leave."
 - ii. Mr. Bose tells his friends that it is time for him to take their leave.
 - i. Garima says to me, "You should mind your own business."
 - ii. Garima tells me that I should mind my own business.

You can see that the change of 'your' to 'their' in the first sentence and of your to 'my' have been done according to the pronouns they refer to.

11.3.2 Test yourself

Change the following into Indirect speech:

1. Hari says, "I am going to Haridwar today."
2. Sarika says to Richa, "I shall not help you anymore."
3. They say, "The clouds have disappeared."
4. Mridula says to her mother, "You should see my result before complaining."
5. Rama says to her son, "You must do your homework before you go to bed."
6. The warden says to the boys, "You will have to pay fine if you are late."
7. He says to him, "I can never trust you."
8. The teacher will say, "The result will reflect your performance."
9. They say to the old man, "we must help you by all means."
10. The principal will tell the clerk, "You never take your job seriously."
11. Mr. Das will say to his servants. "You are neglecting your duties."
12. Aruna says, "I have bought the house I live in."
13. Mr. Gaur says to the dealer, "I am tired of complaining every time."
14. Mr. Lahiri says to Shubham, "I am not your servant."
15. Brinda will tell the maid, "You always come with excuses."

11.4 Changing sentences with reporting verb in past tense

Rule: When the reporting verb is in the past tense, the tense of the reported speech is changed into corresponding past tense.

1. He said to me, "I am writing an application."
He told me that he was writing an application.
2. She said to Ruma, "You are being late."
She told Ruma that she (Ruma) was being late.
3. The principal said to his teachers, "Our students have performed well."
The principal told his teachers that their students had performed well.

11.4.1 Points to remember

Words denoting time and place also undergo changes. Hence one should remember the following changes while converting from direct to indirect:

Now	Then
Today	That day
Tomorrow	Next day
Yesterday	The previous day
Ago	Before
Early	Late
Next day	Following day
Thus	So
Here	There
Hence	Thence

You will also find that in many cases, both the Reporting verb and the Reported speech are in the past tense. In such cases, we need to be careful while changing from direct to indirect.

Rule: If the reporting verb is in the past tense and the tense of the reported speech too is past, the changes are done as under:

Simple into Continuous &

Continuous into Perfect Continuous.

We shall look at examples to be surer.

1. The principal said, "I returned from Haldwani yesterday."
The principal said that he had returned from Haldwani the previous day.
2. Hari said to the admission officer, "I missed first division by two marks."
Hari told the admission officer that he had missed first division by two marks.

3. Mr. Choudhary said to the doctor, "I was suffering with fever since last week."
Mr. Choudhary told the doctor that he had been suffering with fever since last week.
4. Ranjit said to his mother, " I got a hundred rupee note on the way to the temple."
Ranjit told his mother that he had got a hundred rupee note on the way to the temple.

11.4.2 Test Yourself

Change the following into indirect speech:

1. He said to us, "We are coming today."
2. Harish said, "It may rain today."
3. The sage said, "There will be a drought this year."
4. The CEO said to his employees, " Our company has been rated as the market leader."
5. Mr. Sinha said, " I have written a letter to the secretary today."
6. Mrs. Verma said to me, "Your son will make you proud soon."
7. The minister said, "All the slums will be replaced by pucca houses soon."
8. The old man said, "I fail to understand the government policies."
9. The writer said, "You can send your suggestions to me."
10. The postmaster said to postman, " I do not want to listen any complaint about the delivery of letters and money orders."
11. Prakash said to his wife, "You should cut down on expenses these days."
12. He said to his elder brother, "I am going to Ahmedabad for an interview."
13. The maid servant said to the landlady, "There is no milk left for tea."
14. The landlady said, "You can also make lemon tea at times."
15. The leader said, "I am fighting as an independent candidate."
16. The lawyer said to the client, "You should state everything plainly."
17. The gardener said to us. "We are born only to grow beautiful flowers but to pluck them."
18. The jailor said to the prisoner, " Your manners do not make you a culprit."

11.4.3 Change the following into indirect speech:

1. Gopi said to her friend, "I found you sleeping when it was eight."
2. He said to me, "I was absent in the last class."

3. The poet said to me, "I lost my teeth not in accident but because of excessive betel chewing."
4. Mili said to the shopkeeper, "You gave me the wrong packet."
5. Mohua said to the postman, "You came when we were out of station."
6. The historian said to the pilgrims, "You didn't see the caves earlier."
7. The minister said, "Floods devastated our locality which was once so grand."
8. The landlady said to the tenant, "Your last payment too was delayed."
9. The scholar said to his supervisor, "The paper you gave yesterday was lost somewhere."
10. He said to me, "I left the station when the train was out of sight."
11. The poet said in a light mood, "I played with fire when I was a child."
12. The principal said to Gajendra, "I didn't see you yesterday in the assembly."
13. Mala said to her mother, "My friend Arti got married last month."
14. The judge said to the culprit, "Your statement did not satisfy me."
15. The ticket collector said, "Your train went yesterday"
16. The supervisor said to his employees, " I didn't find anyone in the office when I came back from the round."
17. Thomas said to his peon, "You son met me in the marketplace."
18. The guard said to the DRM, "I had seen something on the track but couldn't believe it was a bomb."
19. The pilot said to his crew, "I was not prepared to fly the plane yesterday."
20. My neighbour said to me, "The courier boy did not deliver me the consignment though I made frequent requests."

11.5 Changing sentences having universal truth

Sometimes you will come across sentences whose essence is so true that its structure too cannot be changed. The information in such sentences is universally true.

Rule: If the reported speech is a matter of universal truth, it does not undergo any change in terms of tense. Only the bare essential like replacement of inverted commas by 'that' takes place.

1. The priest said, "God doesn't live amid bricks and walls but inside us."
The priest said that God doesn't live amid bricks and walls but inside us.

2. The poet said, "Beauty is truth and truth beauty."
The poet said that beauty is truth and truth beauty.
3. My neighbour said to Harish, "Those who live in glass houses should not throw stones."
My neighbour told Harish that those who live in glass houses should not throw stones.

11.5.1 Test yourself

Change the following into indirect speech:

1. The teacher said, "Honesty is the best policy."
2. The mother said to the child, "Labour never goes in vain."
3. The king said to his courtiers, "Uneasy lies the head that wears the crown."
4. The priest said, "It often takes time for truth to triumph."
5. The grandmother said, "Slow and steady wins the race."
6. The judge said to the culprit, "Justice does not discriminate between the rich and the poor."
7. The science teacher said, "Every action has an equal and opposite reaction."
8. My father said, "The Taj Mahal is one of the seven wonders of the world."
9. He said, "The brave alone deserve the fair."
10. Malti said to her younger brother, "Time does not wait for any one."
11. Keats said, "A thing of beauty is a joy for ever."
12. Rajat said, "Love is blind."
13. Abhaya said to his sister, "Hard work is the key to success."
14. The sage said, "Man proposes god disposes."
15. The philosopher said, "Silence speaks more than words."
16. The saint said to us, "What is lotted cannot be blotted."
17. My mother said to me, "God has his design on all that we do."
18. Mr. Malhotra said to his daughter, "Whenever you are sad, believe that the Almighty is designing something good for you."
19. Shiva said to Shankara, "True friendship never dies."
20. The worshipper said, "Those who wait for divine justice get it always."

11.5.2 Test yourself

Change the following into direct speech.

1. He told his friends that he had not lost hope yet
2. The commander told the soldiers that their camp had been attacked.
3. The librarian told Ravi that the book she wanted was either issued or lost.
4. The priest said that all of us have some divine sparks within.
5. The principal told the students that he had made seventy percent attendance compulsory for very student from the coming semester.
6. Prerna told her parents that she was ready to go to the hostel.
7. The nurse told the doctor that the case was critical.
8. The tourist told his friends that Nainital was his all time favourite tourist place.
9. The invigilators warned the students that anyone was found with cell phones in the examination hall would be sent back.
10. My mother told me that God does not distinguish between the rich and the poor.
11. The shopkeeper told Ragini that he had forgotten to send few things that she had ordered.
12. The author said to the publisher that the printing errors hurt him and he was shocked.
13. The typist said that she had taken every care to avoid typing errors.
14. Mr. Prasad said to his secretary that the interview letters had not been sent to all the shortlisted candidates.
15. The director told the laboratory in-charge that he should had hand over the charge to the new in -charge the following day.
16. Maya said that she had made all the arrangements before the guests came.
17. The teacher said that she had submitted the grades in time.
18. Narendra told me that the finance secretary had not approved the bill till yesterday.
19. The conductor said to the passengers that the bus couldn't go further as there was a road blockage.
20. The passengers told the conductor that they wanted their fare back.

11.6 Interrogative Sentences

You will discover that at times you come across sentences through people either ask questions or show their eagerness. Such sentences are most often in Interrogative and end with marks of Interrogation. You can have a look at these sentences:

The mother said to her son, "Will you go to school today?"

The son said to his mother, "When will the school bus come?"

Though both the sentences are Interrogative, they differ in nature. The answer to the first question can be either yes or no. Such a sentence is called yes-no interrogative.

The answer to the second question will be an explanation. Such a sentence is called Wh-questions and often begin with why, when, where, who etc.

Rule- If the Reported speech is an Interrogative sentence, we have to make the following changes:

- a. Reporting verb say/said is changed into ask/asked or enquire/enquired of
- b. Inverted commas are removed but not substituted by 'that'
- c. If/whether is added before reported speech in case of wh-question
- d. Interrogative form is changed into assertive and the sentence ends with a period.

You will learn more by looking at the examples given below:

1. Ravi said to his mother, "Is father on leave today?"

In- Ravi asked his mother whether father was on leave that day.

2. Harish said to the clerk, "When can I deposit my late fee?"

Harish enquired of the clerk when he could deposit his late fee.

3. My neighbour said to me, "Have you paid the last month's electric bill?"

My neighbour asked me if I had paid the previous month's electric bill.

4. She said to me, "Didn't you go to the temple yesterday?"

She enquired of me if I had not gone to the temple the previous day.

11.6.1 Test Yourself

Change the speech of the following:

1. The driver said to me, "Should I drive fast, sir?"
2. Divya said to her teacher, "Is technology not interfering with our lives?"
3. Ankur said to me, "Why are you becoming lazy day by day?"
4. Meetu said to her mother, "Should you not put my share when I am absent?"
5. Suman said to Seema, "Why do you never understand my point?"
6. They cried in despair, "Do we not bleed when you prick us?"
7. The conductor said to the passenger, "Can't you give me a smaller note?"
8. "Are you coming to the college today?" said the head clerk to the principal.

9. "Have you paid the bill?", said the waiter to the customer.
10. The doctor said to the patient, "Why don't you take the medicine in time?"
11. The boy asked the teacher if Gandhiji's childhood name was Mohandas.
12. The historian asked the native people whether there was anyone who could tell him about the history of the fort.
13. Mr. Verma asked me how many books I had written.
14. The judge asked the culprit what made him kill the poor people.
15. The little boy asked the priest if God really existed.

11.7 Imperative Sentences

There are many sentences that begin with a verb. Such sentences are called Imperatives. In your everyday life too you often give commands, orders or make requests. Look at the following:

Do it now.

Call your father.

Bring me some tea.

Lend me your ears.

Be patient, please.

All these sentences mentioned above are parts of order, request, command, warning, advice etc.

Rule: If the Reported Speech is an Imperative sentence, Reporting Verb is changed as per the intention of the speaker. Imperative is replaced by 'to' and the message of the Reported Speech is added.

The following examples will help you learn better:

Ravi said to his servant, "Close all the doors before it gets dark".

Indirect: Ravi ordered his servant to close all the doors before it got dark.

The hostess said to the guest, "Have some sweets, sir."

Indirect: The hostess requested the guest to have some sweets.

The doctor said to the patient, "Take your medicine in time."

Indirect: The doctor advised the patient to take his medicine in time.

11.7.1 Points to Remember

If the Reported Speech is negative, either 'not to' or 'forbade' is added.

Suyash said to his sister, "Do not play in the sun."

Indirect: Suyash told his sister not to play in the sun.

The doctor said to the patient, "Don't take alcohol if you want to live longer."

Indirect: The doctor forbade the patient to take alcohol if he wanted to live longer.

11.7.2 Test Yourself

Change the following into indirect speech:

1. Ravi said to Raka, "Return before it gets dark as you are new to this town."
2. My father said to me, "Never show disrespect to your teachers."
3. He said to me, "Wait for me at the station till 7.30 pm."
4. Hansa said to her mother, " Don't forget to close the door."
5. Sapna said to her father, " Bring me a new coat this winter."
6. The headmistress said to the students, "Submit your assignment in time or the sessionals will be late."
7. The superintendent said to the warden, "Don't give the prisoners any rigorous job."
8. The class teacher said to the monitor, "Don't allow anyone to leave the class before the teacher comes."
9. My friend said to me, "Cut your coat according to your cloth."
10. The trainer said to the trainees, "Never run fast or you will be tired soon."
11. The director said to the cameraman, "Cut this scene soon."
12. The landlady said to the tenant, "Pay your rent in time."
13. The editor said to the reporter, "Revise everything before it is finalized."
14. The typist said to me, "Please write clearly to avoid confusion."
15. The manger said to the customer, "Put your signature in my presence."
16. The doctor said to the nurse, "Arrange everything in the operation theatre soon."
17. The manager said to the clerk, "Book a deluxe room for Mr. Sinha and send him an e-mail."
18. The invigilator said to the examinees, "Submit your answer scripts soon."
19. The T.T.E said to the passenger, "Please go to the general coach or you will be fined."

20. The principal said to Raina, "Get a clearance certificate from all labs before you ask for a certificate."

11.7.3 Test Yourself

Change the following into direct speech:

1. Abhaya requested me to buy him the suit he wanted.
2. The sage requested the people not to rely on strangers.
3. Hansa told her father not to forget her while distributing the family property.
4. The principal advised students not to leave anything for the following day.
5. Suman warned Seema to be careful while spending.
6. The swami instructed his devotees to avoid fast food if they wanted to keep fit.
7. Hari requested his friend to help him in completing all the assignments before it got late.
8. The culprit requested the judge to be merciful as he was not involved in the crime.
9. Mr. Mishra ordered Ramu to clear away all the dirt from the office premises.
10. Malini prayed to God to help her overcome the tragedy.
11. Mr. Singh ordered Raghu to stick no bills on the department walls.
12. Rajni told her children not to move on the road as there was a heavy traffic.
13. The doctor warned him not to smoke otherwise his chances of recovery were less.
14. The fortune teller told him to be careful while trusting anyone.
15. The witches told Macbeth not to be worried about earthly creatures.
16. The maintenance chief advised everyone to be careful while allowing any vendor in the campus.
17. The librarian told the students to keep the books in the same stack from where they had taken.
18. The Superintendent ordered the assistant to report everything clearly.
19. The director ordered the head clerk to advertise three posts of engineers soon.
20. Rupam requested the director to give her some more time to join her duties.

11.8 Exclamatory Sentences

Sometimes you come across sentences which reflect the intensity of your inner feeling even with one word, such as hurrah, bravo, alas, oh, ah, etc. Such sentences are Exclamatory ones. You have to be careful while changing these sentences from direct to indirect.

Rule: If the reported Speech is in Exclamatory sentence, the reporting verb is changed into exclaim with delight/despair/sorrow/joy/surprise depending upon the meaning of the exclamatory word.

1. The captain said, "Hurrah! We have won the World Cup.

In: The captain exclaimed with delight that had won the World Cup.

2. The old man said, "Alas! I am undone.

The old man expressed with sorrow that he was undone.

11.8.1 Points to remember

Sometimes exclamations expressed are not very clear. In such cases, you have to be extra careful while changing into indirect speech. Look at the following examples:

1. The beautician said, "What a beautiful girl she is!"

In: The beautician exclaimed with admiration that she was a very beautiful girl.

2. The beggar said, "How lucky have I been!"

In: The beggar exclaimed with delight that he had been very lucky.

3. He said, "Enough!"

In: He exclaimed that it was enough.

11.8.2 Test yourself

Change the following into indirect speech:

1. He said, "Alas! The old lady is ruined."
2. He said, "What a fool I am!"
3. Raju said, "What a brilliant idea!"
4. The captain said, "What a narrow escape!"
5. She said to her friends, "What a delectable dish!"
6. The old man said, "Oh! That I could be a child again!"
7. She said to me, "Good night!"
8. The soldier said to his countrymen, "Farewell!"
9. He said, "What a fall."
10. He said, "O that I were young again!"
11. The boy said to his teacher, "Wish you a happy journey!"

12. My friend said to me, "Congratulations!"
13. The old man said, "O that one could never die!"
14. Sarita said, "How fortunate I have been!"
16. Harish said, "O that I were a king!"

11.9 Optative Sentences

You also come across some sentences where you express your feelings but seek divine support from the Almighty. Such sentences are called optative sentence.

Rule: If the reported speech is in optative sentence, the Reporting Verb is changed into wished or prayed. Inverted commas are substituted by 'that'. The words denoting the wish (May) is changed into might.

1. He said to me, "May you live long!"
He wished that I might live long.
2. The sage said, "May God pardon all our sins."
The sage prayed that God might pardon all our sins.
3. They said, "Long live our friendship."
They wished that our friendship might live long.

11.9.1 Test yourself

1. The old woman said to me, "May you be blessed with a son!"
2. The grandmother said to Sunaina, "May you touch the limits of the sky."
3. Prof. Jhamtani said to his son, "May God fulfil all your wishes."
4. Sunil said to Shabnam, "May your dreams come true."
5. The priest said, "May there be heaven on earth."
6. Mrs. Dollie said to her son, "May you secure a good rank in your examination."
7. Veerendra said to his younger brother, "May you succeed at UPSC in your first attempt."
8. The minister said, "May our country progress at a rapid pace."
9. The beggar said, "May you have a happy conjugal life."
10. The angry crowd said to the leader, "May you be defeated in the election."
11. The old woman said to the robbers, "May you go to hell."
12. My neighbour said to me, "May all your enemies become friends."

13. Sweta said to her friend, "May you be married to the boy of your choice."
14. The gardener said, "May the farmers prosper in all ages."
15. The judge said, "May truth triumph over all lies."

Sentences beginning with 'Let'

You will also come across some sentences beginning with 'Let'. Such sentences also express your wish but you want to make others a part of your wish. While changing such sentences, you should keep the following in mind:

- a. Reporting verb is changed into proposed/ suggested
 - b. Reported speech comes after that and is preceded by should after subject
1. The principal said to his colleagues, "Let us be sympathetic towards poor students."
Indirect : The principal proposed to his colleagues that they should be sympathetic towards poor students.
 2. The boy said to his father, "Let me buy a Nokia mobile Phone this year."
The boy requested his father to let him buy a Nokia mobile Phone that year.

11.9.2 Test Yourself

Change the following into indirect:

1. Mohan said to me, "Let me get in."
2. The old man says, "Let us welcome everyone-- stranger or familiar."
3. He said to us, "Let us go for a picnic."
4. The mother said to her son, "Let us wait for some more time."
5. The minister said to his countrymen, "Let us not waste their freedom."
6. He said, "Let him do whatever he likes."
7. He said to me, "Let us buy some more food."
8. Hari said to his friends, "Let's boycott our classes today."
9. Harpreet said to his mother, "Let us go the Ganges and wash all our sins."
10. The principal said to the head clerk, " Let all the students be allowed to appear at the examination this year."

REVISION I

Here is a conversation between a father and son. Rewrite the conversation in indirect speech.

Father: Sunny, why didn't you go to the college today?

Sunny: I was not feeling well. I am very sorry as I missed my favourite English class.

Father: Don't worry. One cannot study at the cost of health. Go to the health centre and get some medicines.

Sunny: Papa, but it is Monday and the health centre is closed.

Father: Oh! I am really sorry. I am getting forgetful these days.

Sunny: No problem. I think mom has gone to the market. I have told her to bring some tablets.

Father: It's all right then. You will get well soon.

Answer

Father asked Sunny why he had not gone to the college that day. The son replied that he was not feeling well. He added that he was himself very sorry as he had missed his favourite English class. Father told the son not to worry. He further said that one could not study at the cost of health. He advised his son to go to the health centre and get some medicines. Sunny replied that it was Monday and the health centre was closed. His father exclaimed that he was sorry. He further added that he had been getting forgetful those days. Sunny said that there was no problem. He also added that his mom had gone to the market and he had told her to bring some tablets. Father said that it was all right then. He also hoped that his son would get well soon.

REVISION II

1. Radha said, "Krishna, how cunning you are!"
2. The captain said to his team masters, "Bravo! You have brought the honour back."
3. My father said to me, "I will go to Bangalore next week."
4. The director said to his employees, "We have to fulfil the target by all means."
5. Mr. Marwah said to his assistant, "How can you be so mean?"
6. Anu said to me, "We need to hurry up otherwise we will miss the train."
7. The teacher said to his students, "Uneasy lies the head that wears the crown."
8. My wife said to me, "It is long we went for a movie."
9. The passengers said to the conductor, "How much should I pay for Haldwani?"
10. The tourist said, "What a beautiful place on earth Nainital is!"
11. Ravi said to the teacher, "How can I improve my English?"
12. The Dean said to Rani, "You have made us proud."
13. Mr. Sinha said to his son, "Have you decided what career you are to follow?"
14. The milkman said to the master, "Please don't take my cows as these are the only source of my livelihood."
15. The soldier said, "I am writing again to the captain to grant me one month leave."

16. My grandmother said to me, "Where there is a will there is a way."
17. Mrs. Mathur said to her sons, "Let us leave this town as we are not secure here."
18. The editor said to his staff, "Publish this news item before others do it."
19. Satan said to his followers, "It is better to reign in hell than to serve in Heaven."
20. The angry mother says, "Madhu, I shall stop sending you to school if you irritate other boys."
21. She said to her maid, "Why didn't you come yesterday?"
22. Sharat said to his son, "You have to get up early if you want to be healthy."
23. King Lear said to his daughters, "Be out of my sight."
24. The poet whispered to the bird, "Oh that I had wings like you."
25. Everyone says, "Time fleets fast."
26. The mistress said to the maid, "You did not bother to sweep the dirt in the corners of the room yesterday."
27. Mr. Verma said to his cook, "There is enough to cook today."
28. Savitri said to God, "Please spare the life of my husband this time."
29. God said to Savitri, "All those who are born have to die."
30. Ravi said, "Hello, It's nice to see you after a long time. Hope everything is fine."

Unit 12**THE PASSIVE VOICE**

12.1 Introduction**12.1.1 Changing from Active to Passive Voice****12.1.2 Remember****12.1.3 Tense forms & Voice Change****12.1.4 Present Tense****12.1.5 Test yourself****12.2 Past Tense****12.2.1 Test yourself****12.2.2 Test yourself****12.3 Future Tense****12.4 Significance of Passive Construction****12.4.1 Test Yourself****12.5 Change of Voice for Interrogative sentences or Questions****12.5.1 Test Yourself****12.6 Imperative sentences & Voice change****12.6.1 Test Yourself****12.7. Change of Infinitives****12.8 Revision**

12.1 Introduction

There are different ways of expressing an idea. One can express the same idea differently by changing the order of words. This can be done even without changing the meaning. Look at the views expressed by an English teacher:

Many of our students consider English to be a difficult language. They do not take any interest in it. As a result, they develop a tendency of neglecting it. But they never think that it is a foreign language. It is quite natural that they look at English the same way as a Britisher looks at Hindi. They can learn English as any other language. No one can teach language, one has to catch it.

The same view can be expressed in a different way. You will find no change of meaning at all. Read and discover the change, if any in the following:

English is considered by many of our students as a difficult language. No interest in it is taken by them. As a result, a tendency of neglecting it is developed. But it is never thought that English is a foreign language. It is quite natural that English is looked at by them the same way as Hindi is looked at by a Britisher. English can be learnt as any other language. Language cannot be taught, it has to be caught.

The sentences in the first paragraph show that the speaker is very much a part of expression. The subject and the verb play an active role. Such a sentence is in Active Voice. On the other hand, sentences in the second paragraph show that the subject and the verb are related but not intimately. The subject (Many of our students) of Active Voice takes a secondary role. The object (English) of Active Voice becomes the subject. Such a sentence is in Passive Voice.

You can understand the differences when you look at separate sentences as in the following:

- A: Perna writes interesting stories.
P Interesting stories are written by Perna.
A. Mayank is eating bananas.
P. Bananas are being eaten by Mayank.
A. Hamid has posted my letter.
P. My letter has been posted by Hamid.

In all the above constructions, you find that the order of the words change but not the meaning. Change of voice is a change of the forms of verb. So you should remember how sentences of Active voice are changed into passive.

12.1.1 Changing from Active to Passive Voice

While changing from active to passive, the verb plays a vital role and the subject in Active becomes the object in Passive.

- a. The subject of the active voice becomes the object in passive.
- b. The object of active voice becomes the subject in passive voice.

- c. The verb of the active is changed into its participle (V3).
- d. The use of by becomes essential before doer in many cases.
- e. The tense of active remains the same in passive too.
- f. Auxiliary verbs are used according to the subject in the passive.

12.1.2 Remember

You have to find out the subject and the object first. In sentences where there are two objects in Active voice, you need to be extra careful.

Let's have a look at the following:

Active: He gave me a new pen on my birthday.

Passive: I was given a new pen by him on my birthday.

Active: The police found the thief huddled beneath the staircase.

Passive: The thief was found huddled beneath the staircase.

There are many sentences whose passive do not take 'by'. This happens where the action becomes more important than the doer. We can look at some more sentences:

Active: Someone picked my pocket.

Passive: My pocket was picked.

Active: They say it will rain.

Passive: It is said that it will rain.

Active: People believe that God treats everyone equally.

Passive: It is believed that everyone is treated equally by God.

12.1.3 Tense forms & Voice Change

You might think that sentences in all tenses undergo change of voice. But this is not true in all tenses. While Simple, Continuous and Perfect forms of tenses undergo voice change but perfect continuous usually do not have their passive voice.

12.1.4 Present Tense

a. Present Simple

Active	Passive
Rakhi sings a song.	A song is sung by Rakhi.
The poet recites a poem.	A poem is recited by the poet.
Nature obliges everyone with her bounties.	Everyone is obliged by Nature's bounties.
God does not discriminate between the rich and the poor.	The rich and the poor are not discriminated by God.

Remember: Verbs in Simple Present take auxiliary according to their subject in Passive Voice.

b. Present Continuous

Verbs of Continuous Tense take being + V3 in their Passive Voice.

Active	Passive
Richa is making kites.	Kites are being made by Richa.
Arpit is drafting business letters.	Business letters are being drafted by Arpit.
Abhaya is taking medicines prescribed by the doctor.	Medicines prescribed by the doctor are being taken by Abhaya.
Prerna is pursuing an advanced level course in Computers.	An advanced level course in Computers is being pursued by Prerna.

c. Present Perfect

Verbs in Perfect Tense take 'been' before participle in Passive constructions.

Active	Passive
I have read the Geeta.	The Geeta has been read by me.
You have committed a grave mistake.	A grave mistake has been committed by you.
Mr. Bhagat has written five books.	Five books have been written by Mr. Bhagat.
Sandeep has planted pomegranate trees.	Pomegranate trees have been planted by Sandeep.

Remember: Sentences in Present Perfect Continuous Tense do not have their passive.

12.1.5 Test yourself

1. I love poems.
2. My mother loves stories but hates long dramas.
3. He has finished all the books of Rowling.
4. You never appreciate me.
5. My father hates papayas.
6. They are planting pomegranates.
7. She was plucking ripe guavas.
8. The manager will offer me a job.
9. They have decided to give him a handsome salary.

10. I found him sleeping.
11. Thomas has submitted his resignation to the board of directors.
12. He is chasing stray dogs.
13. The painter has just finished his new painting.
14. They have presented me a bouquet.
15. They have suspended him on account of his indiscipline.
16. Harshit is studying the remains of the old bricks in the temple.
17. The professor has forgotten to take the attendance and made everyone happy.
18. No one can understand the mind of a woman.
19. It is hard to believe that wrong means can bring right ends.
20. Adhyayan has published my new books of poems.

12.2 Past Tense

Sentences in the Past Tense, more or less, follow the same pattern as in Present while changing from Active to Passive. The only change that distinguishes it from Present Tense is the use of the Auxiliary verbs.

You can look at the sentences in various forms of Past Tense to understand the changes clearly.

a. Past Simple

Active	Passive
Madhu wrote interesting stories.	Interesting stories were written by Madhu
I sent the thesis report on Monday by post.	The thesis report was sent by me on Monday by post.
They called the ambulance and sent the injured to the trauma centre.	The ambulance was called and the injured sent to the trauma centre by them.
They broadcast the latest medical bulletin the ailing minister.	The latest medical bulletin of the ailing of minister was broadcast.

b. Past Continuous

Sentences in the Passive voice of Past Continuous take 'being' before taking participle.

Active	Passive
Nitin was washing plates when I met him.	Plates were being washed by Nitin when I met him.

They were watching a new movie on TV.	A new movie on TV was being watched by them.
Sheetal was buying fresh mangoes.	Fresh mangoes were being bought by Sheetal.
The agents were supplying tons of coal every day to the black marketers.	Tons of coal were supplied to the black marketers everyday by them.

c. Past Perfect

In the Past Perfect Tense, the auxiliary verb 'had' is used with all persons. While converting them into passive, had is changed into 'had been' and participle of the verb is used.

Active	Passive
Rajeev had booked my flight tickets.	My flight tickets had been booked by Rajeev.
Shresha had submitted her term paper.	Shresha's term paper had been submitted by her.
Radha had cleaned the dishes.	The dishes had been cleaned by Radha.
They had cut down all perks which we enjoyed earlier.	All perks which we enjoyed earlier had been cut down by them.

Past Perfect Continuous Tense, like all other Perfect Continuous Tenses, do not have their passive.

12.2.1 Test yourself

Change the following into passive:

1. Did you see him stealing?
2. They decided to change their house.
3. Chintoo made her college proud by winning the international poetry contest.
4. She often makes people praise her even for small achievements.
5. No one ever invited me to the wedding.
6. Madhuri was praising Lata just for fun.
7. The poet was planning to write another collection on Nature.
8. They had decided to select me for the post of principal.
9. Mr. Chug had submitted his resignation letter in anger.
10. The false clouds raised the aspirations of farmers.

11. Rains brought new life to the dying plants.
12. Her new laptop developed some technical snags.
13. Preeti stole last night's show by her melodious voice.
14. He was trying for one more term of chairman.
15. The thirsty earth welcomed the dark clouds.
16. Dr. Sharma had edited the last volume of our journal.
17. I didn't find any enthusiasm in his project.
18. The doctor had left the patient unattended.
19. People were raising slogans against the recent spate of crimes in the capital.
20. Shiya was pursuing a false dream of marrying an actor.

12.2.2 Test yourself

Change the following into Active Voice.

1. The news bulletin was received later the previous day.
2. The doors were left ajar by the thieves.
3. A sum of Rs. 3000 was handed over to the publisher for clearing the dues.
4. My hopes have been revived by the new policy.
5. It was said that the minister's visit got cancelled at the last moment.
6. The royalty for my latest book has not been sent by the publisher.
7. The papaya was cut into several pieces and distributed as Prasad by the priest.
8. Suddenly a loud noise was heard.
9. Somebody on a stretcher was being taken to the hospital.
10. It was discovered by the police as a case of murder in broad day light.
11. The floor had been cleared of all blood before the sound of the police van was heard.
12. No responsibility of murder was claimed by any outfit.
13. The people of the city were also found confined to their houses.
14. The price of truth had finally been paid by the courageous reporter.
15. It was also announced by the minister that the next of the deceased's kin would be employed and compensation granted.
16. It was believed to be case of professional rivalry.
17. No one could be stopped from criticizing this heinous murder.

18. The principal was directing the examination -in-charge to announce fresh dates for the cancelled examination.
19. Manohar was repairing the bi-cycle.
20. The interview letters had been sent to all the eligible candidates.

12.3 Future Tense

Sentences of Future Tense also undergo a change in voice but only in their simple and perfect forms. Perfect Continuous of Future tense, as in present and past tenses do not have their passive.

Active	Passive
My father will present me a cell phone on my birthday.	I will be presented a cell phone by my father on my birthday.
The police will have caught the thief by now.	The thief will have been caught by the police by now.

12.3.1 Test yourself

Change the following into passive:

1. Indresh will write history in athletics this year.
2. Will you announce my arrival?
3. Will the judge not hear my pleas?
4. They will never recommend my name for the post of editor.
5. He will help me in all circumstances.
6. My mother will inaugurate the new house built by me.
7. His brother will make him proud one day.
8. My beloved will have written one more book.
9. The director will have promoted me to the next rank by this time.
10. The dry earth will have developed cracks by now.
11. Seema will have taught her students a new lesson
12. Love will soften the heart of the hardcore militant too.
13. The new policy on education will benefit everyone.
14. The principal will have announced the results by now.
15. She will never believe in a story like this.

12.4 Significance of Passive Construction

Passive constructions are less forceful and therefore they help in critical moments and save us from being harsh. Most often while replying to business letters or while showing our dissatisfaction, the use of passive appears more relevant.

Look at the following sentences:

We were sent the wrong consignment.

The CDs were not packed properly.

They were not treated well.

Several complaints have been received about you.

You find that all the sentences above are in Passive voice. If they are used in Active Voice, they will tend to hurt. Look at their Active constructions.

You sent us the wrong consignment.

Your people didn't pack the CDs properly.

You didn't treat them well.

We have received several complaints about you.

For a sentence to be either in Active or in Passive, we have to take the context into consideration. Sentences in the Active Voice are also said to be more effective than those in the Passive. We can take some examples of the same:

We have to submit the report by Monday.

P: The report has to be submitted by Monday.

You have destroyed all the plans.

P: All the plans have been destroyed.

Point to remember

While sentences in the Active show more force or participation, sentences in the passive show emphasis on the act done and not on the doer. Hence, it is always better to avoid complaining or charging anyone.

12.4.1 Test Yourself

Change the voice in the following:

1. You have to submit the project report by Tuesday.
2. She has to deposit the fees by the weekend.
3. Your consignment is being sent by First Flight Couriers.
4. All the excitement of the celebration is lost.

5. They brought the matter from bad to worse.
6. He was not given a cordial reception.
7. Your books have been dispatched by the morning mail.
8. All of my dreams were frustrated simply because of one wrong step.
9. Not a trace of the criminals was found.
10. Your order for a new Samsung refrigerator has been placed.
11. The decks were cleared soon after the ship arrived.
12. I was obliged by the circumstances.
13. The culprit was sentenced to death.
14. Fear gripped the people of the nearby village after last night's incident.
15. The dilapidated building was declared abandoned by the authorities.
16. No one claimed the corpse.
17. I was mistaken for Mr. Das.
18. The new draft of the Lokpal Bill has been signed
19. Why are eyebrows often raised when you succeed?
20. God can provide you opportunities but not the determination to exploit them.

12.5 Change of Voice for Interrogative sentences or Questions

When the sentence in Active Voice is an Interrogative one, it remains the same in Passive Voice too. Only the form of verb is changed.

Who killed Ravana?

Passive: By whom was Ravana killed? Have you booked the ticket?

Passive: Has the ticket been booked? How many books have you read?

Passive: How many books have been read by you? Were you watching the World Cup final?

Passive: Was the World Cup final being watched by you?

Remember: If the Interrogative sentence begins with who/which/when/where/how/why etc. it starts with the same in Passive. Who is changed into 'by whom' and which into 'by which' if they denote an agent. For example;

Which car are you buying?

Passive: Which car is being bought by you? Which tailor stitches your shirt?

Passive: By which tailor is your shirt stitched?

The auxiliary verb in the Passive Voice agrees with its subject as well as in all other cases.

12.5.1 Test Yourself

Change the following into passive:

1. Who killed the tiger?
2. Which fruit do you like the most?
3. Who discovered America?
4. Can you give me your book for two days?
5. When can my salary be released?
6. Has anyone ever answered all the questions?
7. Did I not pay your college fees?
8. Why did Radha not offer to pay her niece's tuition fees?
9. Why did you accuse me when I was not at fault?
10. Who taught you these short cuts to success?
11. Has Mithilesh topped the list of successful candidates?
12. Had I given you my new book of poems?
13. Why don't you see a doctor for advice?
14. Were you interested in music when you were a child?
15. Did your parents not teach you how to behave in public?
16. Who occupies the quarters next to you?
17. How many houses have you bought in your wife's name?
18. Who has seen the wind?
19. Why did Caesar refuse the crown?
20. What is it that delights you today?

12.6 Imperative sentences & Voice change

You will also come across sentences that begin with a verb. Such sentences often express order, command or advice. Such sentences take 'let' in passive and 'be' is used before the third form of the verb.

Active	Passive
Call in a doctor.	Let a doctor be called in.
Open the door quickly.	Let the door be opened quickly.

Pay the bill soon.	Let the bill be paid soon.
Cancel all my appointments inform everyone	Let all my appointments be cancelled and everyone be informed.

In some cases where you feel that the sentence in Active Voice is part of an advice which cannot be ignored, use of 'should be' seems more natural. Look at the sentences given in the table.

Active	Passive
Love your nation at all costs.	Your nation should be loved at all costs.
Obey your parents.	Your parents should be obeyed.
Help those in need.	Those in need should be helped.

In some cases, 'please' is also added towards the end of Imperative sentences. In such cases, the sentence in passive begins with 'You are requested to'.

Active	Passive
Ring me in the evening, please.	You are requested to ring me in the evening.
Close the door, please.	You are requested to close the door.

You may also find some sentences beginning with 'Let' in the Active. In such cases, begin the passive with 'Let' but do not forget to change the verb in the third form as in all other cases.

Active	Passive
Let us read the report carefully.	Let the report be read carefully.
Let us plan a trip to Nainital.	Let a trip to Nainital be planned.
Let us go on a picnic.	It is suggested that we should go on a picnic.

Remember: If the sentence beginning with 'Let' indicates a proposal, begin your sentence in the passive with 'It is suggested/proposed' and use should without any change in the main verb.

12.6.1 Test Yourself

Change the following into passive.

1. Plant new trees in the garden.
2. Do not pluck beautiful flowers.
3. Make some tea with less sugar for me.

4. Move a bit, please.
5. Bring me a glass of fresh juice.
6. Change your habits if you want to go high.
7. Tell me a story, please.
8. Post these letters at the earliest.
9. Send Harshit some new books.
10. Summon the culprit to the court.
11. Do not discourage your students.
12. Let us go to the hills to get rid of the heat.
13. Give me some more milk, please.
14. Do not look down upon the poor.
15. Sweep the floor, please.
16. Switch off the fan.
17. Advertise three posts of lecturer.
18. Send interview letters to all the eligible candidates.
19. Call in a doctor at once.
20. Never cheat anyone.

12.7 Change of Infinitives

In certain cases, the sentence of an Active Voice can also have infinitive (to+verb). In such cases, the passive takes 'to be' before the third form of the verb.

Active	Passive
There is still a lot to say.	There is still a lot to be said.
She is yet to learn new tricks. I am to buy a car.	New tricks are yet to be learnt by her. A car is to be bought by me.

12.8 Revision

Change the following into Passive Voice.

1. What they say is not true.
2. Suman was writing a new book on crime.
3. My mother has sent me a box of sweets.

4. Are they marrying their daughter?
5. Never criticize anyone.
6. He is going to buy a Limousine.
7. She will soon buy a new house.
8. My son is reading Harry Potter these days.
9. When can I call you?
10. Let us forget that nightmare.
11. God will punish her for her crooked ways.
12. Who did they give the man of the match award?
13. Do you love your country?
14. The judge found him guilty.
15. My friend is to buy a plot at Dehradun.
16. Switch off all the lights now.
17. He did not utter a single word.
18. They are telling me to buy a new plot.
19. Dr. Sharma's behaviour surprised everyone.
20. Did you see me at the airport?
21. Meet me in my office tomorrow.
22. Bring me a strong cup of coffee.
23. Are you going to publish my article in the next issue?
24. She has presented me a new camera on my birthday.
25. Sheila had given me a new suit.
26. Where will you find him tomorrow?
27. Where did you find him?
28. Who wrote The Mahabharata?
29. When will you celebrate your birthday?
30. Don't blow your own trumpet.
31. Lift me as a cloud.
32. You have brought the wrong person.
33. People in all ages will worship Gandhi for his simplicity.

34. The minister is going to announce a new policy on child labour.
35. No one admires politics today.
36. People say that truth will ultimately win.
37. Some students never take their classes seriously.
38. How long will you pursue false hopes?
39. Endure what cannot be cured.
40. Did you ever hear such a terrible thing?

Unit 13 LINKING WORDS AND PHRASES

13.1 Objectives: To understand the meaning and importance of Linking Words and Phrases

13.2 Definition and types

13.2.1 Co-ordinating conjunctions Test yourself

13.2.2 Test yourself

13.3 Correlative Conjunctions

13.3.1 Test yourself

13.4 Subordinating Conjunctions

13.5 Some more usage of Linking words and Phrases

13.5.1 Test Yourself

13.5.2 Revision

13.5.3 Composition

13.1 Introduction

Whenever you write or speak on any topic, you use sentences. You will find that your thoughts are expressed in sentences, which are linked to one another. Your readers or listeners will find it difficult to keep them involved if the thoughts on a particular topic are not properly linked or connected.

Read a paragraph from a famous essay where the student has left some words:

Good manners are also important xxxxx you are with your own friends. xxxxx you speak to anyone, speak clearly and sufficiently loudly xxxxxx the person to hear. It is an insult to a person to ask his attention xxxx then speak xxxxxx he does not understand you. Xxxx remember it is your responsibility to make yourself understood.

You will find that though you understand the meaning of the idea expressed above, the use of some words or phrase could make it more effective. Let us read the paragraph as written originally by the author:

Good manners are also important xxxxx you are with your own friends. xxxxx you speak to anyone, speak clearly and sufficiently aloud xxxxxx the person to hear. It is an insult to a person to ask his attention xxxx then speak xxxxxx he does not understand you. xxxx remember it is your responsibility to make yourself understood.

(C.E.M Joad, Good Manners)

The use of words when, and, so that, and etc. in the passage links or connects the thoughts expressed. The se words are called Linking words or phrases.

13.2 Definition and types

Linking words are words that join other words, group of words, clauses and sentences too. They can be conjunctions, Correlatives Conjunctions and Subordinating Conjunctions etc.

13.2.1 Co-ordinating conjunctions

Since Linking words join two words, sentences or thoughts, their function may vary. Sometimes they act as conjunctions while at other times they are relative pronouns and adverbs as well.

Let us look at the use of conjunctions which link two words and two independent clauses:

1. Shraavan is intelligent but poor.
2. I went to the library and borrowed two books.
3. Ravi as well as Chhavi visited the fair.
4. Uttarakhand is small yet beautiful.

In all these sentences, the words ' but', 'and', 'as well as', and yet join two words or independent clauses. Hence they are Co-ordinating conjunctions. Some other Co-ordinating

conjunctions are and, or, but, yet, nor, otherwise, only, besides, nevertheless, therefore, though etc.

Co-ordinating conjunctions show comparison and contrast, choice, inference or effect etc. For example;

- i. Go fast otherwise you will miss the bus.
- ii. Snow is white coal is black.
- iii. Besides English, I can speak three other languages.

13.2.2 Test yourself

Fill in the blanks with appropriate linking words:

1. Leave the place immediately _____ I will call the police.
2. He tried hard _____ he failed.
3. The match was cancelled _____ it started raining
4. Beauty _____ brain cannot go together.
5. She is good to look at _____ bad to be a friend.
6. Take care of your health _____ you will fall ill.
7. Be careful _____ riding a back in the marketplace.
8. He said nothing, _____ did he move.
9. _____ singing, he is good at dancing too.
10. All _____ glitters is not gold.
11. _____ you take care, you cannot get well of water-born diseases.
12. There were trees on _____ side of the road.
13. You cannot control your fate _____ hard you try.
14. The prices of essential commodities are shooting up. _____ you need to be careful _____ spending.
15. _____ he deposited the fees late, _____ he was not fined.

Answers

or, still, as, and, besides, but, otherwise, while, nor, that, unless, either, however, hence, while, though, yet

13.3 Correlative Conjunctions

There are many linking words which always are used in pairs. Conjunctions, like both and, either.....or, neither..... nor, not only..... but also, no sooner than, scarcely always etc. come in pairs. These are called Correlative Conjunctions.

1. The old man could neither read nor write.
2. Sachin Tendulkar is not only a good cricketer but also a good human being.
3. No sooner did he reach the station than the train left.
4. Neither a lender nor a borrower be.

Remember:

Correlative conjunctions always show two situations or options. In some cases, both are used while in many one of the two is denoted. These are placed immediately before the words which are to be linked.

You can learn more about Linking words by more and more practice.

13.3.1 Test yourself

Fill in the blanks with suitable linkers to make this paragraph readable:

No man is an island. No man can live in isolation. Everyone needs company, no matterhis other requirements are. How does one strike a friendship, say in a restaurant? You meet a kindly looking person. The thing is to accost him with a courteous "good morning" and give him a broad smile. He may or may not reciprocate your greeting. If he does, introduce yourself , invite him for a cup of tea. Should he agree, half the battle is won..... you sip your tea; ask him questions on his work, his preferences, his hobbies so on, you have finished your tea, thank him for his enjoyable company once again. And , take care to see that you don't ask any questions too personal at the meeting. That might put him off for ever.

13.4 Subordinating Conjunctions

You will also come across some linking words which show their dependence on other words or clauses. Such words, conjunctions or any other join a clause to another on which it depends for its meaning. Such conjunctions are called Subordinating Conjunctions.

Subordinating Conjunctions denote time, cause or reason, purpose, result, condition, concession and comparison etc. The uses of Subordinating Conjunctions can be understood by their meaning in the sentences given below:

1. The train left the station before I reached there.
2. As you sow, so shall you reap.
3. Make hay while the sun shines.
4. He got the bus though he was late.
5. Harish couldn't walk since he was weak.
6. Unless you work hard, you can't succeed.
7. This is the house where I lived.

8. I shall go to Dehradun if it doesn't rain.

Thus, we find that linking words or phrases, though, conjunctions most of the times, may also be at times adverbs or pronouns, as in the following:

It started raining when we came out of the theatre. (Adverb)

This is the book that I wanted to buy. (Pronoun)

13.5 Some more usage of Linking words and Phrases

Linking words or phrases will help you in connecting sentences while you have to draft a speech or write an essay or many other business documents. These linking words may act as signposts and transitions too. Look at the following passage:

Speaking is an art that cannot be practised in isolation. In other words, it can be said that good speaking skills can be developed by conversation and interactions. For that matter, all forms of communication require human company. It would be wrong to say that expertise in communication skills can be grasped simply by cramming grammatical rules and by doing exercises. In brief, development whether of humans or plants takes place in company.

In the passage above words like, In other words, For that matter, In brief etc. are not conjunctions yet they connect sentences and help in bring coherence. Many such words or group of words that work as sentence connectors are for example, in short, likewise, generally, particularly, in particular, fortunately, at last, in fact, in the same way, similarly, on the other hand, on the contrary etc.

As you read more and more, you will become adept at using many linking words and phrases and improve your writing and speaking skills.

13.5.1 Test Yourself (Writing)

Given below is an excerpt from Bertrand Russell's essay "The Road to Happiness".

Fill in the blanks with suitable linking words or phrases to make it readable.

People ---have theories ----- to how one should live tend to forget the limitations of nature. ----- your way of life involves constant restraint of impulse --- the sake of someone supreme aim ----- you have set yourself, it is likely ----- the aim will become increasingly distasteful ----- of the efforts ----- it demands; impulse, denied its normal outlets, will find others, probably inspite; pleasure, -----you allow yourself any at all, will be dissociated from the main current of your life, and will become Bacchic and frivolous. ----- pleasure brings no happiness, a deeper despair.

13.5.2 Test yourself (Revision)

Use suitable words in the blanks to complete the following:

1. Strike the iron ----- it is hot.

2. Life in some parts of Uttarakhand is tough ----- there are many hilly regions.
3. Have you read the book ----- I presented to you on your birthday?
4. ----- there is a will there is a way.
5. No sooner had I gone to bed ----- I started feeling sleepy.
6. Tell me ----- you stopped visiting the temples?
7. She can ----- dance ----- sing.
8. Mrs. Gandhi was ----- a great orator ----- a world leader.
9. It is easy to say something ----- it is difficult to stick to it.
10. Success in examinations is not the ----- way to success in life.
11. You can ----- go for higher studies ----- search a job
12. The rich have time ----- money at their disposal.

13.5.3 Composition

Given below is a letter written by a student of distant learning to the Director of the course. Fill in the blanks with the words given in the box below.

Dear Sir

I am writing this letter on behalf of the distant learners to inform you regarding the inconvenience faced by them in the course material supplied by the university. -----the materials supplied are good ----- it at times causes difficulties. -----some of the courses have been designed keeping into consideration the problems ----- students of the distant learning often come across, there are some chapters where the same has been ignored.

Sir, you will realize ----- students enrolled in distant learning do not have the same background ----- regular students-----, there is a tendency among them to read -- ----- before and ----- the examinations. In order to encourage reading ----- proper utilization of the course, I have some suggestions. The ----- suggestion is to arrange contact programme for students. This would ensure interaction students and teachers. Those ----- cannot come for such a programme may also be allowed to interact with teachers by e-mail ----- some other facilities. ----- distant learning courses cannot become viable ----- the students ----- course framers realize its validity. Merely giving as well as receiving degrees cannot ensure the success of such courses.

Hope my views are taken into consideration ----- framing the course and preparing the course material.

Thanking you

Yours faithfully

Harpreet Singh

Answers**13.3.1 Test yourself**

Fill in the blanks with suitable linkers to make this paragraph readable:

No man is an island. No man can live in isolation. Everyone needs company, no matter what his other requirements are. How does one strike a friendship, say in a restaurant? You meet a kindly looking person. The first thing is to accost him with a courteous "good morning" and give him a broad smile. He may or may not reciprocate your greeting. If he does so, introduce yourself and invite him for a cup of tea. Should he agree, means half the battle is won. While you sip your tea; ask him questions on his work, his preferences, his hobbies and so on. After you have finished your tea, thank him for his enjoyable company once again. And then, take care to see that you don't ask any questions too personal it the first meeting. That might put him off for ever.

13.5.1 Test Yourself (Writing)

Given below is an excerpt from Bertrand Russell's essay "The Road to Happiness".

Fill in the blanks with suitable linking words or phrases to make it readable.

People who have theories as to how one should live tend to forget the limitations of nature. If your way of life involves constant restraint of impulse for the sake of someone supreme aim that you have set yourself, it is likely that the aim will become increasingly distasteful because of the efforts that it demands; impulse, denied its normal outlets, will find others, probably in spite; pleasure, if you allow yourself any at all, will be dissociated from the main current of your life, and will become Bacchic and frivolous. Such pleasure brings no happiness, but only a deeper despair.

13.5.2 Revision

Use suitable words in the blanks to complete the following:

1. Strike the iron while it is hot.
2. Life in some parts of Uttarakhand is tough because there are many hilly regions.
3. Have you read the book which I presented to you on your birthday?
4. Where there is a will there is a way.
5. No sooner had I gone to bed then I started feeling sleepy.
6. Tell me why you stopped visiting the temples?
7. She can neither dance nor sing.
8. Mrs. Gandhi was not only a great orator but also a world leader.
9. It is easy to say something but it is difficult to stick to it.
10. Success in examinations is not the only way to success in life.

13.5.3 Composition

Dear Sir

I am writing this letter on behalf of the distant learners to inform you regarding the inconvenience faced by them in the course material supplied by the university. Though the material supplied is good yet it at times causes difficulties. While some of the courses have been designed keeping into consideration the problems which the students of distant learning often come across, there are some chapters where the same has been ignored.

Sir, you will realize that students enrolled in distant learning do not have the same background as regular students. Moreover, there is a tendency among them to read only before and during the examinations. In order to encourage reading and proper utilization of the course, I have some suggestions. The first suggestion is to arrange contact programme for students. This would ensure interaction between students and teachers. Those who cannot come for such a programme may also be allowed to interact with teachers by e-mail or some other facilities. In fact distant learning courses cannot become viable unless the students and course framers realize its validity. Merely giving as well as receiving degrees cannot ensure the success of such courses.

Hope my views are taken into consideration while framing the course and preparing the course material.

Thanking you

Yours faithfully

Harpreet Singh

Unit 14 **PUNCTUATION**

14.1 Introduction**14.2 Importance and types of Punctuation****14.3 Punctuation marks that symbolize the end of a complete thought**

14.3.1 **Period or stop (.)**

14.3.2 **Question Mark (?)**

14.3.3 **Mark of Exclamation (!)**

14.4 Punctuation marks that help in separating one word from another and one thread of thought from another:

14.4.1 **Comma (,)**

14.4.2 **Inverted Commas (" ")**

14.4.3 **Semi- colon (;)**

14.4.4 **Colon (:)**

14.4.5 **Apostrophe (')**

14.4.6 **Dash (-)**

14.4.7 **Hyphen (-)**

14.4.8 **Capitals**

14.5 Test Yourself

14.1 Introduction

You have read in the previous unit that linking words and phrases connect two words, sentences and units of thoughts. If linking words join two ideas or thread of thoughts, punctuation separates two words, two sentences and connected thoughts. Ask yourself why you like a particular speaker. Most of the time, it is not only because of his voice but also because of his consideration for listeners that can provide listeners relief in extracting the meaning. This is done sometimes because of giving pauses, sometimes because of his interrogative and sometimes because of his exclamations. While this consideration by speaker makes the listeners' task easier, such a facility is also expected when you are writing something. Since readers of any writing piece have to rely totally on imagination, the writer's consideration for punctuation becomes obligatory.

14.2 Importance and types of Punctuation

Imagine reading a passage where the writer has failed to make use of punctuation marks, you will not only feel suffocated but also would like to stop reading. Careful writers make proper use of punctuation marks to drive home the message they want to convey through their writing. Though all of us are not experts in the use of punctuation marks, yet a carelessly written message enables us to find fault with the mechanics of writing. You can see how a student while writing an essay in examination failed to take care of punctuation:

of all the books i have read so far i like the guide the most this is a novel written by rk narayan one of the most popular indian novelists the story of the novel revolves round raju who is a travel guide he falls in love with rosie a bharat natyam dancer married to marco.

Those with even an introductory knowledge of English will agree that in the passage above has not bothered to respect the rules of grammar. Let us read it after providing punctuation marks to make it look and read better.

Of all the books I have read so far, I like The Guide the most. This is a novel written by R. K. Narayan, one of the most popular Indian novelists. The story of the novel revolves round Raju, who is a travel guide he falls in love with Rosie, a Bharat Natyam dancer married to Marco.

If you compare both the paragraphs you will find a difference. The difference is seen not in meaning but in presentation. Commas, Periods or stops, use of capital letters etc have been used. These are a part of punctuation marks. Actually, apart from these, there are many other punctuation marks too. Some punctuation marks symbolize the end of a complete thought while some separate one thought from the other in the same sentence.

You will find that punctuation marks added in the paragraph have made the passage readable. Actually, these marks can be divided into two classes:

- a. One that signifies the end of a thought as well as a sentence.
- b. One that helps the writer as well a reader in separating one word/thread from the other.

14.3 Punctuation marks that symbolize the end of a complete thought

14.3.1 Period or Stop (.)

This is used when we end a sentence, which can either be assertive or imperative, sometimes a polite request and also a sentence in the indirect speech.

- I. Grammar is the heart of any language.
- II. Go and announce that the college will be closed tomorrow.
- III. Would you please have a cup of tea with me.
- IV. The teacher said that truth ultimately wins.
- V. When the name of a person is written in initials, period is used.
- VI. J.L. Nehru was the first Prime Minister of India.

When any word is written in short form and with only the initial letters, period is used.

- I. Prof. Shukla has joined as director.
- II. Lt. Sharma was given a warm welcome. Mr. Verma is an M.A.
- III. He is an M.P.

14.3.2 Question Mark(?)

Question Mark is used at the end of an interrogative sentence. Sometimes it is also used only after one word.

Have you submitted the report?

What would you take for breakfast? Sandwich? Omelets?

Question mark is also used in a sentence as tag.

Give me some more tea, won't you? I teach well, don't I?

14.3.3 Mark of Exclamation (!)

Mark of exclamation is used to show sudden outburst of emotion or a wish.

- i. Hurrah! India has won the World Cup.
- ii. May you be blessed with a son!
- iii. May everyone be successful!
- iv. Great!

14.4 Punctuation marks that help in separating one word from another and one thread of thought from another

There are many punctuation marks that separate one thought from another. These marks appear within a sentence and hence they can also be called Internal Punctuation marks. We shall discuss them separately and with examples.

14.4.1 Comma (,)

Commas help in separating larger parts of a sentence and also individual words. Proper use of commas can ensure better writing and reading. In many cases, it can also provide relief to the reader's eyes.

- i. Raghu, Simit and Shivam are very good friends.
- ii. Mr. Sinha, the principal, is on leave today.
- iii. Friends, I take your leave now.
- iv. Give me a week's time, please. Wait a minute, Ravi.

Comma can also be used before and after a participial phrase.

The sun having risen, the fog disappeared.

The tiger, having found its prey in sight, moved wildly.

Comma is also used to separate short clauses of a compound sentence.

I came, I saw, I conquered.

Comma is used to separate the reported speech from the rest of the sentence.

"Go and catch a falling star", said the hermit.

The poet said, "Beauty lies in beholder's eyes."

The date and year of a calendar used in a sentence is separated by comma.

On August 15, 1947, India got independence.

If words like fortunately, unfortunately, suddenly, presently appear in the beginning of the sentence, comma is used to separate from the clause.

Unfortunately, the accidental deaths have become too high these days.

Suddenly, the bird flew and the clouds disappeared from the sky.

Commas are also used after linking words if the sentence begins with a linking word.

In fact, what I get is not enough.

Thus, what you feel is right.

Commas are used both before and after however in a sentence.

The result, however, was not in his favor.

I, therefore, pray you to listen to my appeal.

Commas are also used before question tag in a sentence.

You should respect your elders, shouldn't you?

I am an English teacher, am I not?

Commas are also used to separate adjectives in a sentence.

The room was spacious, airy and beautiful.

The path to the temple was rough, circular and long.

14.4.2 Inverted Commas (" ")

Inverted Commas are used when the speech of another person is presented exactly as spoken by that person. In most of the cases, it is used in direct speech. Inverted Commas are also called quotation marks.

The teacher said, "Child is the father of man."

The little girl said, "I am not feeling well today."

Sometimes when you have to emphasize on a particular word, single inverted commas are used.

You have to be careful in the use of the article 'the'.

Keep in mind what I said while teaching 'punctuation'.

When the name of a story or a poem comes in the midst of a sentence, it is written under single inverted commas.

'A Work of Art' is a beautiful story written by Chekhov.

'The Solitary Reaper' is my all time favourite poem.

14.4.3 Semi- colon (;)

Semi colon is used to separate two independent clauses when there are no linking words used.

I left for the station without losing any more time; otherwise I would have missed the train.

Learning English is easy; it also enhances your social status.

Semi colon is used to substitute 'and'. It is called a pause between period and comma.

14.4.4 Colon (:)

Colon is used to separate either a quote or an instruction.

William Shakespeare said: "If you delighten a single sobbing soul, thousands of Heaven will blossom into thee."

Use the marks of punctuation in the following:

Colon is also used to separate things or items.

Don't forget to bring the following: a note pad, an eraser, a packet of chalk pieces and three packets of pen.

14.4.5 Apostrophe (')

Apostrophe is a punctuation mark that shows possession.

Prof. Jha's car is not new now.

Narendra's house was on fire.

Plural Nouns, which do not end with 's', take apostrophe and 's' to show possession. If a noun's plural ends in s, the apostrophe is used after.

Children's toys have become costlier these days.

Men's dresses too have become more stylish.

Ladies' club is a new fashion among the elite.

14.4.6 Dash (-)

Dash is used to denote a sudden stop or change of thought. It is also used to explain many things at a time.

He was left by all ----- friends, family members and even relatives.

She looked at a figure ----- unknown, dark and lost.

The agent ----- one Mr. Singh decamped with the cash.

14.4.7 Hyphen(-)

Hyphen is used to connect the parts of a compound word.

He is a famous football-player.

Hyphen is also used when a prefix is added to a word to make a new word.

He needs my co-operation.

Everyone has some amount of self-esteem.

Hyphen is also used in compound adjectives.

Three-dimensional, five-week course,

Hyphen is also used in words ending with in-law to show relation.

My brother-in-law is an engineer.

He lost his father-in-law last year.

14.4.8 Capitals

The first letter of names and surnames is always capital.

William Shakespeare, Aristotle, Socrates

Binod Mishra, Harshvardhan Pandey,

The first letter of names of states, towns, countries, rivers, mountains begin with Capital letters.

- i. Uttarakhand is situated in the lap of nature.
- ii. Dehradun is the capital of Uttarakhand.
- iii. India is a vast nation.
- iv. He lives on the ghats of the Ganges.
- v. The Himalayas stand as the sentinel of India.
- vi. The Times of India is a leading Indian daily.

Names of festivals, communities and historical events and holy books also begin with capital letters.

- i. Diwali is celebrated with much enthusiasm all over India.
- ii. Hinduism is based on tolerance and everyone's welfare.
- iii. India's Republic Day is celebrated on 26th January every year.
- iv. The Mahabharata teaches us how to abide by ethics even in troubled times.

You will come across punctuation marks everyday if you read newspapers and magazines. Since Punctuation reflects the writer's consideration for reader's difficulties, even qualified and experienced people also miss them at times. It requires enormous reading to gain perfection in it. However, with time and regular practice, you too can gain confidence in using them.

14.5 Test yourself (Conversation)

14.5.1 Use punctuation marks to make this conversation between mother and son readable:

mother manish its seven and you are still in bed. don't you have your college today

manish oh i am sorry. why didnt you wake me earlier. i will not be able to attend the first class

mother manish you should have told me last night.i got up at 5am only.moreover a good student should always get up early in the morning

manish i read till late into the night, mom.

Mother you should remember the famous saying early to bed and early to rise makes a man healthy wealthy and wise.

14.5.2 The following sentences are in direct speech. Punctuate them by using required punctuation marks

1. she said to her brother we are going for a picnic
2. the technician said it is beyond my capacity to correct the fuse
3. my father said to me where did you put my glasses
4. the sage said please show me the way to the temple
5. how many days are there in February said the tutor to the child
6. mr sinha says the water of the ganges is not only divine but also medically important
7. the poet said to his friends have you come across my new book of poems
8. go and fetch some water from the well said the old mother to the son
9. the beggar said please drop a coin in this blind man's bowl.
10. he whispered before the idol will my fate never change
11. my father said to me the potatoes you brought from the market are all rotten
12. harish asked harmeet have you seen a tiger
13. mrs mishra said to her husband you never bring good things from the market
14. the captain said to the soldiers you are our proud sons and we hope you will not let us down
15. seem said to suman when will you buy me a diamond set

14.5.3 Put proper punctuation marks wherever necessary.

1. where are my books and pencils mom
2. send me some more disks wont you
3. keep your thins in order mohit
4. tell me who wrote the Mahabharata
5. He was born on 4 September 1985
6. ravi bring some water
7. alas the old man died last night
8. i wish i were a king

9. if i were a king i would have made everyone happy
10. mr mishra the headmaster of the school has brought many changes
11. reading maketh a full man conference aready man and writing an exact man.
12. beauty is truth and truth beauty.
13. he that is down needs fear no fall
14. oh gold is great but greater far is heavenly sympathy
15. mr mullick the editor of the hindustan times is my friend
16. have you not read about the Himalayas
17. The milkman cried madam how can i bring pure milk when the cows do not get natural fodder
18. the landlady said the electricity bill has suddenly gone up. the tenant said madam one cannot live without fans and coolers during summer. we also feel the heat as others.
19. prof jha to his colleague have you finished the portion prescribed for the test
20. the ticket collector said to raju you are traveling in ac without a valid ticket and still you are not ashamed. if you do not pay the fine i will have to seek the help of police

14.5.4 Diary Writing

Read the diary entry of Abhyudaya and add suitable punctuation marks to make it effective.

30 april 2011

i was not in a mood to get up early today as on other days i had read till late night and was not worried as the day to come was a Sunday moreover i was enjoying a beautiful dream i was playing on the banks of a river with my college friends and we were making houses of sand all of us were trying to make our houses beautiful and with all sorts of facilities study room kitchen courtyard and toilets all of us envied the designs of each other and also felt proud of our wishes suddenly there came an old man who started laughing when we asked him the reason he said sons this is possible only here and in your imagination actually on earth there is less space and such little resources that all our wishes are never fulfilled we felt sad and looked at each other we followed the man but soon he was lost perhaps disappeared suddenly i could feel somebody shaking my body i opened my eyes and saw my mom saying abhyu how long will you sleep today are you watching some dream i made my mother sit by me and told her everything

Answers

14.5.1 Test yourself (Conversation)

Mother: Manish, it's seven and you are still in bed. Don't you have your college today?

Manish: Oh! I am sorry. Why didn't you wake me earlier? I will not be able to attend the first class.

Mother: Manish, you should have told me last night. I got up at 5am only. Moreover, a good student should always get up early in the morning.

Manish: I read till late into the night, mom.

Mother: You should remember the famous saying: Early to bed and early to rise makes a man healthy wealthy and wise.

14.5.2 The following sentences are in direct speech. Punctuate them by using required punctuation marks:

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3. My father said to me, "Where did you put my glasses?"
4. The sage said, "Please show me the way to the temple."
5. "How many days are there in February?", said the tutor to the child.
6. Mr. Sinha says, "The water of the Ganges is not only divine but also medically important."
7. The poet said to his friends, "Have you come across my new book of poems?"
8. "Go and fetch some water from the well," said the old woman to her son.
9. The beggar said, "Please drop a coin in this blind man's bowl."
10. He whispered before the idol, "Will my fate never change?"
11. My father said to me, "The potatoes you brought from the market are all rotten."
12. Harish asked Harmeet, "Have you seen a tiger?"
13. Mrs Mishra said to her husband, "You never bring good things from the market."
14. The captain said to the soldiers, "You are our proud sons and we hope you will not let us down."
15. Seema said to Suman, "When will you buy me a diamond set?"

14.5.3 Put proper punctuation marks wherever necessary.

1. Where are my books and pencils, mom?
2. Send me some more disks, won't you?
3. Keep your things in order, Mohit.
4. Tell me who wrote the Mahabharata.

5. He was born on 4 September, 1985.
6. Ravi, bring some water.
7. Alas! the old man died last night.
8. I wish I were a king!
9. If I were a king I would have made everyone happy.
10. Mr. Mishra, the headmaster of the school, has brought many changes.
11. Reading maketh a full man, conference a ready man and writing an exact man.
12. Beauty is truth and truth beauty.
13. He that is down needs fear no fall.
14. Oh! gold is great but greater far is heavenly sympathy.
15. Mr. Mullick, the editor of The Hindustan Times is my friend.
16. Have you not read about the Himalayas?
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30 April, 2011

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