Grammar Book-7

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PREFACE

This Grammar series is designed to help learners improve their grammar. English is not the first language of most of the Indian English speakers. It is acquired as a second language. So there are errors and loop-holes in their grammar and these errors have become so ingrained in our language that it will take a lot of effort to unlearn these things and learn the correct things.

A grammar book should be simple enough to help the students easily understand and embrace all the essentials of the structure of the English sentence. Considering all these errors, which are commonly made by the learners, the Grammar Book has included a section called as “Grammar Bumps” wherein the common errors made by the learners are highlighted and they are guided towards the right usage. So, this Grammar book has specially been designed for the pupils who have English as their second language.

The book has covered all the grammar topics as per the guidelines of NCERT and CBSE. The topics are explained and elaborated in such a manner that the students will find Grammar interesting and easy.

The book addresses the unique Grammatical errors of the students by guiding them inductively towards accurate understanding and use of grammatical structures. Each unit focuses on a specific grammatical structure, but the unit does not begin by introducing a rule. Instead, students start off by working through a series of examples. These are designed to give students the opportunity to learn and understand for themselves the rules that govern the structure and that is the focus of each topic covered.

There are ample number of exercises as “Try Outs” to help the students with the practice. The students will find the exercises interesting sometimes and brain racking the other times.

We wish our learners a richer, more meaningful and more practical learning experience, as they go through the book.

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</table>
I. Rearrange these words to make sentences as directed and punctuate them:
1. me/drink/to/give/milkshake (imperative sentence)
2. worst/your/be/can/indecision/mistake (assertive sentence)
3. you/a/why/noise/making/were (interrogative sentence)
4. his/a/never/person/looks/judge/from (imperative sentence)
5. performance/a/great/what (exclamatory sentence)

II. Choose and write the correct options:
1. Samrat worked .................. to win the prize. (hardly/hard)
2. Children, solve your problems .................... (yourself/yourseleves)
3. Children solve their problems .................... (yourselves/theyseleves)
4. Sarthak, solve this question ..................... (yourself/himself)
5. Bears walk slowly. (transitive/intransitive verb)
6. Bears eat honey. (transitive/intransitive verb)
7. One of these boys ................... very active. (is/are)
8. Most of these boys ................... very active. (is/are)
9. Mrs Vandana ................. Maths in a very impressive way. (teach/teaches)
10. The cost of these books ............... not much. (is/are)

III. Punctuate these sentences:
1. why don't you join us said ritika
2. what a memorable trip it was
3. archna went to rishikesh and haridwar with her family
4. sangam goes to buddhist monestry every sunday
5. ravi you haven't eaten dinner said sudha

IV. Change the voice:
1. I am buying a novel.
2. Harsh imitates many film actors.
3. Ratna wrote a poem.
4. They have planted some saplings.
5. He will have locked the door.
6. You were typing a letter.
V. Change into indirect speech:
1. He says, “I keep my classroom neat and clean.”
2. I said to him, “Actions speak louder than words.”
3. She said to me, “Shreya was asking about you.”
4. You said to her, “I bought a gift for you.”
5. Mother said to the child, “You have not revised the lesson.”
6. Teacher said to the students, “All that glitters is not gold.”

VI. Do as directed:
1. Think before you speak. (tell the kind of sentence)
2. Form adverbs: extreme, gentle, noisy, general
3. Form antonyms by adding suitable prefix: mortal, legal, pure, able
4. .................. milk is good for health. (fill article if necessary)
5. .................. more we get, .................. more we desire. (fill articles)
6. Global warming must be controlled .................. all the glaciers will melt. (fill suitable conjunction)
7. This information is .................. . (uncorrect/incorrect)
8. We .................. chew food properly. (should/might)
9. You .................. sit wherever you want. (must/may)
10. Slowly but confidently he moved ahead. (underline adverbs and tell the kind)
11. Someone is knocking .................. the door. (at/on)
12. Do you like stories? Do you like poems? (join these sentence using conjunction)

VII. Change into negative:
1. Sneha waters the plants.
2. He inaugurated the new showroom.
3. They will invite Mr Sharma as the Chief Guest.
4. Parag has cleaned his study room.
5. I want to eat some cake.

VIII. Change into interrogative:
1. We throw garbage in the dustbin.
2. She is distributing saplings for plantation.
3. They will cast their vote.
4. He took medicines.
5. Shreya knows you very well.

IX. Change the tense as directed:
1. They had forgotten my phone number. (simple past)
2. She is baking walnut muffins. (simple future)
3. Do you need any help? (simple past)
4. Where are you going? (past continuous)
5. She has visited the dentist. (present continuous)
6. Why are you taking my book? (present perfect)
7. They will buy new furniture. (past perfect)
8. We grew organic fruits in our orchard. (future perfect)
9. Sukriti followed the rules. (simple present)
10. I shall send you the required information. (simple past)

X. Circle the correct spellings:
1. advertisement advertisment advertiesment
2. affectionatly affectionately affectionately
3. colleague colleague colleague
4. attiquette etiquette etiquette
5. gorious gorgeous gorgeous
6. recieve receive receive
7. mischivious mischievous mischivious
8. sychology psychology psychology

XI. Complete the story developing the given outline. Give a suitable title to the story. (use past tense)
A king very upset ............ his people lazy ............ to teach them a lesson ............ orders his men to put a big rock in the middle of the main road ............ people pass and go round it ............ even the soldiers do the same ............ everyone criticizing the government ............ nobody willing to remove it ............ same condition for the whole week ............ at last the king calls his soldiers ............ they remove the stone ............ find a box on which for the man who removes the stone is written ............ there is gold and diamond jewellery inside it ............ the people get ashamed.
Moral: Laziness never pays.
Students, you know that nouns are naming words. It is the part of speech that helps us name anything or any person that we see around.

A noun is a naming word which can name any person, thing, animals, place, quality, state, idea, etc.

Kinds of Nouns

1. **Common nouns**: Common nouns are used to refer to general things rather than specific ones. It is a name shared by every person or thing of the same class.

   Examples: boy, women, lion, river, mountain, train, etc.

2. **Proper nouns**: Proper nouns are specific and unique. These words name a particular person or thing. All proper nouns begin with a capital letter.

   Examples: Anushka, Yamuna, Titanic, etc.

3. **Collective nouns**: Collective nouns refer to a group. It is a name given to the things of the same kind.

   Examples: team, bouquet, pack, bunch, swarm, etc.

4. **Abstract nouns**: Abstract nouns refer to ideas, concepts, emotions and other things you can't physically interact with. You can't see, taste, touch, smell or hear an abstract noun.

   Examples: success, failure, honesty, cruelty, childhood, etc.

Read the use of collective nouns in the following examples:

1. an army / brigade / platoon / squad / unit of soldiers
2. an anthology of poems
3. a bevy of ladies / quails
4. a band of musicians / robbers
5. a brood of hens
6. a bundle of sticks / nerves
7. a bouquet or bunch of flowers
8. a choir of singers
9. a clutch of chicks / eggs
10. a colony of ants / bats / penguins / termites
11. a crowd of people
12. a crew of sailors
13. a deck of cards
14. a dray / colony of squirrels
15. a drove / herd of cattle
16. a fleet of ships / aeroplanes / cars
17. a flock of birds / sheep
18. a gang of robbers
19. a herd of sea horses / deer
20. a heap of rubbish
21. a gaggle of geese / women
22. a galaxy of stars
23. a leap of leopards
24. a library of books
25. a litter of cubs
26. a mob of angry people
27. a muster / pride of peacocks
28. a murder of crows
29. a pack of wolves
30. a panel of experts

Try out 1!

Circle the nouns and tell their kinds:

1. Be sure to pick a top university. ..............................................................
2. Stack those boxes carefully. ............................................................... .................................
3. Girish saw a pack of hyenas in the forest. ...........................................
4. Agatha Christie wrote many books. ....................................................
5. Success seems to come easily to certain people. ..............................
6. Our team is enjoying an unbroken winning streak. ..........................
7. Beauty is in the eyes of the beholder. ................................................
8. Ms Harshita Singh is a famous doctor. .............................................
### Nominalization

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<th>Verb</th>
<th>Noun</th>
<th>Suffix</th>
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### I. Match these verbs and nouns formed from them:

#### Verbs
1. choose
2. employ
3. ignore
4. omit
5. do
6. advise
7. sell
8. compare
9. grow
10. flatter

#### Nouns
a. growth
b. advice
c. sale
d. comparison
e. ignorance
f. employment
g. choice
h. deed
i. flattery
j. omission

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(II) Adjectives can be turned into nouns. Read the table given below:

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</table>

Try out 2!

Circle the correct nouns formed from these adjectives:

1. brave : braveness, bravery, brevity
2. high : hight, hot, height
3. strong : strength, strongness, strongity
4. proud : proudity, pride, prideness
5. poor : poverty, poorness, poverty
6. kind : kindate, kindness, kindity
7. able : ability, ableness, ablehood
8. obedient : obedience, obediency, obedience

Try out 3!

1. We take ....................................(proud) in our country.
2. The ..................................... (govern) of India is working hard for the ............................................. (empower) of women by providing them financial ...........................................(free)
3. Please give me the detailed ..................................(inform) about your project.
4. What is the use of ....................................(argue) with your parents?
5. The ....................................... (brave) of the army officers filled us with the feeling of ...........................................(patriot)
6. The ...................................... (beautiful) of Kashmir is mesmerizing.
7. I don't need any ...................................(clarify)
8. Your ...................................... (calm) will help you in emergencies.
Nouns can be countable and uncountable. Countable nouns can be singular or plural.

**Formation of plurals:**

i. Most nouns are made plural by adding –s, for example: stars, lemons, plants, flowers.

ii. The nouns ending in s, ss, sh, ch, x, are made plural by adding –es for example: buses, classes, dishes, benches, foxes.

iii. Most nouns ending in consonant + o are made plural by adding –es for example: heroes, potatoes, negroes. Some exceptions to this rule are – dynamos, photos, pianos.

iv. Nouns ending in vowel + o are made plural by simply adding –s for example: radios, stereos, cuckoos.

v. Nouns ending in consonant + y are made plural by changing the –y into –ies for example: armies, babies, cities, stories, ladies.

vi. Nouns ending in vowel + y are made plural by adding –s for example: boys, toys, valleys, storeys.

vii. Nouns ending in –f or –fe are made plural by halves, leaves, knives, wives; some exceptions to this rule are chiefs, dwarfs, proofs, roofs.

viii. Some nouns need a vowel change and other minor changes to form their plurals. For example: children, lice, feet, teeth, geese, men.

ix. In compound nouns usually the chief word is made plural. For example ball pens, grown-ups, passers-by, close-ups.

x. In noun + preposition + noun sort of words, the first element is made plural. For example brothers-in-law, commanders-in-chief, fathers-in-law.

**Read some words and their plural forms:**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
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<th>Plural</th>
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</table>

**Things to remember**

1. Abstract nouns like courage, knowledge, curiosity, etc. are used as singular.

**Examples:** Your friendship is my greatest asset.

Childhood is the golden period of a man's life.

2. Common nouns naming materials like bread, gold, cheese, wood, wool, etc. are also used as singular.
Examples: Wood is used to make furniture.

The furniture in their house is antique.

Gold is a costly metal.

3. Some nouns used as singular are Mathematics, Physics, mumps, athletics, news, innings, wages, etc.

Examples: Economics is an interesting subject.

This news is not true.

4. Some nouns used as plurals are shoes, socks, jeans, trousers, scissors, spectacles, binoculars, etc.

Examples: My spectacles are trendy yet affordable.

Your shoes are dirty. Polish them.

Try Out 4

Fill in the blanks with the suitable form of the given words:

1. He brought two ......................(loaf)of bread and a ..........................(bottle)of ketchup.
2. His ...............................(son-in-law)are well-settled.
3. I have learnt all the ...........................(formula)and revised the ...........................(syllabus) of Mathematics.
4. The ..............................(runner-up)were also crowned.
5. All the .........................were present at the meeting. (MLA)
6. We need more ...........................................(woman doctor)in our .........................................(country).
7. New ................................(furniture)is very stylish.
8. He is brushing his ....................(tooth)with a new ..........................(tooth brush)
9. Have you read the .....................(story) of Snow White and the Seven ..................(dwarf)?
10. Look at the ......................(photo) of smiling ......................(baby) in different photo frames.
11. They sell ......................(guitar)and ......................(piano).
12. .............................(Knowledge) is power.
Let’s Break the Ice!!

Read the conversation between a brother and sister. Which are the words that replace Julia or refer to her? Write them all.

No, I did it myself.

Julia. did anyone help you with your homework?

Nobody helped Julia with her homework.

She did her homework herself.

All the words that you have listed are pronouns. We usually introduce people, places and things by using their name (a noun) first. Then to tell further about them, we use a pronoun instead.

Examples:

Sara’s mother went shopping. She brought several gifts for Sara. She also brought a sweet little kitten for her.

Read some common pronouns.

Try Out 1!

Choose four pronouns randomly from your reading book. Sort them into different groups. Like - pronouns to describe things that are singular/plural, pronouns to describe people and objects.

Example:

Sakshi had many dogs in her farm house but she loves Peggy the most. It is the youngest of them.
In the above example, pronoun ‘it’ refers to the noun ‘dog’ and pronoun ‘them’ refers to ‘dogs’. The nouns or group of nouns a pronoun refers to is called its antecedent. A pronoun must agree to its antecedent in number and gender.

Try Out 2!

Underline the pronouns in the given sentences. Circle the antecedent/s the pronouns refer to.

1. Shalini loves to walk on the beach. She watches the sunset often.
2. Dravid enjoys playing basketball. He knows that it is his favourite sport.
3. Michael shot the basketball. He saw it go through the net.
4. The submarine went under water. It descended many feet.
5. The cake was very tasty. It had a lot of frosting.

Pronouns are just not I, you, we, he, she, it, they, him, her, and some more that you know. There are others too. The below listed words are also pronouns.

- another, any, each, either, neither, himself,
- nobody, none, nothing, one, other, some,
- something, somebody, someone, this, that, itself,
- these, those, what, who, whose, anyone

Pronouns can be classified as:
- ✓ Personal Pronouns
- ✓ Possessive Pronouns
- ✓ Demonstrative Pronouns
- ✓ Relative Pronouns
- ✓ Reflexive or Emphatic Pronouns
- ✓ Interrogative Pronouns
- ✓ Indefinite or Distributive Pronouns

1. Personal Pronouns

Personal pronouns can be better understood by putting them into two categories.

(i) Subject pronouns: Pronouns that are used as subject.

(ii) Object pronouns: Pronouns that are used as object.

(i) Subjective Pronouns: They are used in place of nouns used as a subject, a substitute for proper and common nouns in a sentence. They are used when the pronoun is the subject of the sentence. The words I, you, he, she, it, we, they are subjective pronouns. They refer to a person or thing in speech or in writing.

Examples: He danced wonderfully.

I, you, he, she, it, we and they all are subject pronouns.
A subject pronoun indicates:
number: singular or plural.
gender: male or female.
person: first, second or third person.

<table>
<thead>
<tr>
<th>Personal pronoun of 1st person</th>
<th>Personal pronoun of 2nd person</th>
<th>Personal pronoun of 3rd person</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (singular)</td>
<td>You (singular)</td>
<td>He, She, It (singular)</td>
</tr>
<tr>
<td>We (plural)</td>
<td>You (plural)</td>
<td>They (plural)</td>
</tr>
</tbody>
</table>

(ii) **Objective Pronouns**: Personal pronouns are at times used as an object too. Me, us, it, them, you, her and him are such pronouns used as an object of a sentence. Object pronouns come after either a verb or a preposition.

**Examples:**

a. We called **you** but you didn’t listen to **us**.

b. I love **him**.

<table>
<thead>
<tr>
<th>Subjective pronouns</th>
<th>Objective pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>me</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>he</td>
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</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>they</td>
<td>them</td>
</tr>
</tbody>
</table>

**Try Out 3!**

Pick up the pronouns in the given sentences and tell whether they are used as a subject or an object in that sentence.

1. Will you come with me? ................................./................................./.................................
2. The man standing next to you is a detective, I think. ................../................................./.................................
3. He came to me yesterday to understand the concepts of pronouns. ................../................................./.................................
4. I can’t say whether he will go with us for mountaineering. ................../................................./.................................
5. They are interesting riddles. Let’s solve them. ................../................................./.................................

**2. Possessive Pronouns**

A possessive pronoun is a part of speech that attributes ownership to someone or something. Like
any other pronoun, it substitutes a noun phrase and can prevent its repetition.
The words mine, yours, his, hers, its, ours, theirs are possessive pronouns. They show who or what something belongs to.

Example:

These books are mine, not yours.
The words "mine" and "yours" are possessive pronouns and stand for "my books" and "your books" respectively.

Grammar Bumps!!!
Possessive pronouns are often confused with possessive adjectives. It depends on how they are used in a sentence.

a. Your bike is silver but mine is blue.
(Here, ‘your’ is an adjective which modifies ‘bike’ and ‘mine’ is a pronoun which functions as the subject of the verb ‘is’.)

b. What colour is your brother's jacket? His jacket is black. What colour is yours?
Mine is beige.
(Here, ‘your’ and ‘his’ are possessive adjectives. They modify the noun ‘jacket’ in first two sentences. ‘Yours’ and ‘mine’ in the 3rd and 4th sentences are possessive pronouns; they function as subject compliments and subject, respectively.)
Remember that possessive adjectives modify the noun following them in order to show possession.

Possessive adjectives modify the noun following it in order to show possession.

<table>
<thead>
<tr>
<th>Personal Pronouns</th>
<th>I</th>
<th>you</th>
<th>he</th>
<th>she</th>
<th>it</th>
<th>we</th>
<th>you</th>
<th>they</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possessive Adjectives</td>
<td>my</td>
<td>your</td>
<td>his</td>
<td>her</td>
<td>its</td>
<td>our</td>
<td>your</td>
<td>their</td>
</tr>
<tr>
<td>Possessive Pronouns</td>
<td>mine</td>
<td>yours</td>
<td>his</td>
<td>hers</td>
<td>its</td>
<td>ours</td>
<td>yours</td>
<td>theirs</td>
</tr>
</tbody>
</table>

3. Demonstrative Pronouns
These pronouns indicate which person or thing is being referred to. This, that, these and those are demonstrative pronouns. Their usage differ on the basis of:

- **distance:** near or far
  These, This – near,
  Those, That – far
- **number:** singular or plural
  This, That – Singular,
  These, Those – plural

Examples:

a. That is the clock my granny gifted me on my last birthday.

b. These are the articles that I have written for our school magazine.

Grammar Bumps!!!
Demonstrative pronouns are often confused with demonstrative adjectives. It depends on how they are used in a sentence.
a. That dress is excellent. (demonstrative adjective)
b. That is an excellent dress. (demonstrative pronoun)

(Here ‘that’ in the 1st sentence is an adjective which modifies ‘dress’ and ‘that’ in the 2nd sentence is a pronoun which stands on its own, replacing a noun rather than modifying it.)

Remember that demonstrative adjectives modify the noun following them.

### Try Out 4!

**Complete the sentences using the correct demonstrative pronouns.**

1. ..................... are delicious cherries.
2. You should have worn the dress I brought from London last year. ..................... has gone old.
3. Listen carefully! .....................is what you need to do to understand the standpoint of others.
4. ..................... are the pictures of my son when he went to Rameshwaram. ..................... is the most adorable picture.
5. ..................... is the dress I was talking about.

### 4. Relative Pronouns

These pronouns are used to join relative clauses and sentences indicating their relation closest to the noun or pronoun used.

The most commonly used relative pronouns are who, whom, whose, which and that.

- ‘Who’ is used for subject pronoun for people and ‘whom’ is used for object pronoun for people.
- ‘Whose’ is used to show possession and can be used for both people and things.
- ‘Which’ is used only for the things.
- ‘That’ is used for people and things both.

**Examples:**

a. Samaira found the wallet that she had lost.
b. I know the man whom you met.
c. I visited the town which you told me about.

### Try Out 5!

**Observe that the below written story follows no convention while using relative pronouns. Underline those words and replace them with the correct ones.**

An old hunchback, whose had a goose whom laid golden eggs daily, gave it to his son which was very greedy. He advised his son to ask for only one egg a day.

Days passed by. The greedy boy got restless. One day he cut the belly of the goose which had brought him riches to collect all golden eggs in one go.

But lo! He staked his one egg even who he used to get daily. Poor boy! He lost his riches forever.
5. Reflexive or Emphatic Pronouns

These pronouns are used when the complement of the verb is the same as the subject. Words like myself, yourself, herself, himself, itself, ourselves and themselves are reflexive pronouns. These are also used as emphatic pronoun.

Example:
She hid **herself** in the pit to escape the goons. (reflexive)

These words can also be used to emphasize the subject or object.

Example:
I **myself** wrote that. (emphatic)

**Try Out 6!**

Fill in the blanks with suitable reflexive or emphatic pronouns.

1. You ................. are responsible for this mess.
2. Sam, why don't you do it ................. ?
3. Sneha cleans her study room .................
4. I ................. designed this dress.
5. We fell down and hurt .................
6. Those boys made that doghouse .................
7. She ................. told me not to reveal the secret.
8. Students, you ................. are the makers of your future.

6. Interrogative Pronouns

An interrogative pronoun is a pronoun used in order to ask a question. Interrogative pronouns are what, which, who, whose, whom. In addition, these pronouns may take the suffixes-ever and-soever. They do not distinguish between singular and plural, so they only have one form.

Examples:

a. What is the time by your watch?
b. Which is your favourite ice-cream?
c. Who has been sitting on my chair?
d. Whom will you vote this time?
e. Whose is this order?

Interrogative pronouns generate answers to the questions that require more than a ‘yes’ or ‘no’ answer.
Try Out 7!

Underline the interrogative pronoun that correctly completes each sentence:

1. (Who / Whom) will the choir director choose?
2. (Whom / Whose) are these mittens?
3. (Which / What) do you expect?
4. (Who / Which) would like to eat this porridge?
5. (Which / Whom) did you select for the play?

7. Indefinite and Distributive Pronouns

These are pronouns that do not refer to a specific person or thing. Indefinite pronouns are words like one, none, nobody, nothing, all, few, some, many, anybody and everybody. They are used in a general way.

Examples:

a. None of the answers is correct.
b. Something is better than nothing.

Distributives also do not specify person or thing, but they are always singular referring things one at a time, followed by singular verbs. Each, either and neither are distributive pronouns.

Examples:

a. Each of us was given a memento on our farewell.
b. Neither of them was found guilty of the crime.

Grammar Bumps!!!

The use of ‘each’ and ‘either’ is often confusing. Each refers to everyone in a group of persons or things taken separately. Either means one or the other of the two.

Examples:

a. Each of these girls deserved a reward.
b. We may take either of these two books.

Remember that either and neither can be used only when speaking about two persons or things. When speaking about more than two persons, any, no one or none should be used.

Examples:

a. None of the answers is correct.
b. I don’t like any of these shirts.
c. No one offered to accompany him.

Remember that whatever pronoun is used, it should agree with its antecedent, i.e., the word that it refers to. To agree, the pronoun must be of the same number (singular or plural) and gender (masculine, feminine or neutral) as its antecedent.
Try Out 8!

In each of the given sentences, circle the pronoun that agrees with the antecedent. One has been solved for you:

1. Everybody had (his or her, their) eyes on the blackboard.
2. No one liked (his or her, their) finished art work.
3. Several girls crumpled up (her, their) drawings.
4. Each of the students had (his or her, their) own problems trying to paint.
5. Many children brought (his or her, their) masterpieces.
Let's Break the Ice!!!

Find the synonym of the given words that could fit the puzzle.

1. loyal
2. vacant
3. real
4. old
5. huge
6. polite
7. poor
8. clever
9. quiet
10. beautiful

There are several words that can describe the quality of a noun or a pronoun. We call such words **adjectives**.

All the words listed above and those that you filled in the puzzle are adjectives.

Adjectives are broadly divided into six types.

### Adjectives

<table>
<thead>
<tr>
<th>Quality</th>
<th>Quantity</th>
<th>Number</th>
<th>Demonstrative</th>
<th>Interrogative</th>
<th>Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

You have already learnt about them in your earlier classes. Let's have a quick recap.

1. **Adjectives of Quality:** They are used to describe the kind or quality of a noun or pronoun.
   - Examples: good, smart, loud, wild
2. **Adjectives of Quantity:** They tell us how much of a thing is there. They are used for uncountable nouns.
   - Examples: some, little, much, enough
3. Adjectives of Number: They tell us how many things are there. They are used for countable nouns.

   Examples: few, many, two, some

4. Demonstrative Adjectives: These are words like this, that and these, those which precede nouns.

   Example: This house is mine.

5. Interrogative Adjectives: These are words like which, whose, what that are used along with nouns to ask questions.

   Example: Whose book is this?

6. Possessive Adjectives: These are words like our, my, your, its which indicate belonging.

   Example: I heard an interesting story from my granny.

---

1. little/a little/the little (used for uncountable nouns)
   a. There is little rice left in the bin. (not much rice, negligible)
   b. There is a little rice left in the bin. (some)
   c. The little rice left in the bin will be cooked today. (not much but all that is there)

2. few/a few/the few (used for countable nouns)
   a. There are few customers in the shop. (hardly any customer)
   b. There are a few customers in the shop. (some customers, not many)
   c. The few customers in the shop have made their purchases. (not many but all that are there)

---

Adjectives of quality can be formed from other words by adding a prefix or a suffix to the root word.

<table>
<thead>
<tr>
<th>-al</th>
<th>-ic</th>
<th>-ive</th>
<th>-ish</th>
<th>-ly</th>
<th>-ble</th>
<th>-able</th>
</tr>
</thead>
<tbody>
<tr>
<td>medical</td>
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<td>foolish</td>
<td>yearly</td>
<td>horrible</td>
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<td>motherly</td>
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<td>comfortable</td>
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<tr>
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<td>scenic</td>
<td>objective</td>
<td>childish</td>
<td>lively</td>
<td>responsible</td>
<td>dependable</td>
</tr>
</tbody>
</table>

---

It is important to remember that:
Some adjectives also end in -ly, but an adjective always comes before a noun; whereas, an adverb comes before a verb, an adjective or an adverb.
Try Out 1!

Make adjective of the given nouns in brackets and fill in the blanks:

1. Kenn Nesbitt wrote a.......................... poem. ........................ (humour)
2. Ashish is a very............................ child........................... (study)
3. Rabindranath Tagore was a............................. poet. ...................... (fame)
4. The child was very................................. before his exam. ...................... (nerve)
5. The........................................ couple begged at every door. ...................... (penny)
6. I enjoy sitting on this couch; I find it very................................. ...................... (comfort)
7. The................................. oranges were distributed among the children. ...................... (juice)

Try Out 2!

Match the given adjectives with their antonyms:

1. shy........................................... untidy ...........................................
2. transparent............................... deceitful............................... ...........................................
3. honest........................................... lazy ...........................................
4. neat........................................... opaque ...........................................
5. hardworking................................... bold ...........................................
6. talkative........................................... quiet ...........................................

Degrees of Comparison of Adjectives

Comparison can be made using the three forms of the adjective.

1. **Positive**: The Positive degree denotes the mere existence of quality.

Example: David is a **rich** man.

2. **Comparative**: The Comparative degree is used to compare two persons or things having the same quality.

Example: Cancer is **more dreadful** than cholera.

3. **Superlative**: The Superlative degree is used when more than two persons or things are compared. It is a single one from all the rest.

Example: Mount Everest is the **highest** peak in the world.

**Comparatives and superlatives can be formed:**

<table>
<thead>
<tr>
<th>by adding 'er' and 'est'</th>
<th>by adding 'r' and 'st'</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POSITIVE</strong></td>
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<td>brighter</td>
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<tr>
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</tbody>
</table>

### by deleting the final 'y' and adding 'ier' and 'iest'

<table>
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<th>SUPERLATIVE</th>
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### by doubling the final consonants

<table>
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### by using more and most

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### Irregular Comparisons

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
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<tr>
<td>bad</td>
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<td>little</td>
<td>less</td>
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**Try Out 3!**

Write the comparative and superlative degrees of the given adjectives.

1. beautiful ................. / .................
2. bad ................. / .................

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3. small / high
5. difficult / loud
7. pretty / little

Try Out 4!

Fill in the blanks with suitable degrees of the given adjectives:

1. His ................. son is an astronaut. (old)
2. This is the ................. building in the colony. (old)
3. She is as ................. as I expected. (sincere)
4. This plan is the ................. of the two. (bad)
5. Shreya is ................. than any other singer. (melodious)
6. Very few singers are as ................. as Shreya. (talented)
7. Shreya is one of the ................. singers. (versatile)
8. The mango is the ................. fruit. (sweet)
9. Mangoes are ................. than guavas. (tasty)
10. Which of these purses is the .................? (costly)
11. Prevention is ................. than cure. (good)
12. Honesty is the ................. policy. (good)
13. Clouds float in the sky as they are ................. than the air. (light)
14. No news is ................. news. (good)
15. Some people have ................. money than brains. (much)
To determine means to limit, to fix or to mark. Therefore, a determiner is a word which limits or fixes the meaning of a noun.

Examples:
   a. Mason builds his house.
   b. My brother gave me a diary.

In sentence a, ‘his’ is a determiner. It tells us that mason builds only his house and no one else’s. In sentence b, the words ‘my’ and ‘a’ are determiners.

Similarly, pens and pencils are general terms but when we say one pencil and three pens, we come to know the specific number of these items of stationery.

A determiner limits or fixes only the noun and not any other part of speech. There may be an adjective or adverb between the determiner and the noun, but the determiner is concerned with the noun only.

Example:
Prashant is a handsome boy.
In this sentence, ‘a’ refers to the noun boy and the adjective handsome, which makes no difference in the functioning of ‘a’.

Determiners fall into the following categories:
1. Articles: a, an, the
2. Possessives: my, our, your, his, her, its, their
3. Demonstratives: this, that, these, those, such
4. Distributives: each, every, either, neither
5. Quantifiers: some, any, much, no, little, enough, a lot of, lots of, some of, plenty of
6. Expressions: many, several, some, any, no few enough, another, a number of, a lot of, lots of, many of, one, two, etc.
7. Interrogatives: what, which, whose, etc.

1. Articles

   There are two types of articles.
   ✓ Indefinite Articles: a, an
   ✓ Definite Article: the
i. **Indefinite Articles**: These are used before a countable common noun in singular number.

**Examples:**
- a banana, an apple, a man, a typewriter
- An is generally used with words beginning with a vowel sound.
  - an inkpot, an umbrella, an MP, an egg, an American actor, an ogre
- An is used before a word which begins with a silent h.
  - an hour, an honest man
- A is used with few and little.
  - A few books are lying unused.
- A is used in some numerical expressions.
  - a dozen, a hundred, a lot of
- If a word begins with the vowel 'e' but sounds like 'you', 'a' is used instead of 'an'.
  - a European, a eulogy
- If a word begins with the vowel 'u' but sounds like 'you', 'a' is used instead of 'an'.
  - a union, a university, a useful thing
- When a vowel gives the sound of 'w', 'a' is used instead of 'an'.
  - a one-eyed man
- 'A' and 'an' are used in expressions denoting speed, price, etc.
  - fifty kilometres an hour, eighty rupees a day

ii. **Definite Article**: 'The' is called the definite article because it points out to a definite thing or person.

**Examples:**
- I met a teacher. The teacher told me a story. The story was very motivating.
- In the first sentence, 'a teacher' means any teacher, not a particular teacher. In the second sentence, 'the teacher' refers to a particular teacher and 'a story' means any story. But in the third sentence, 'the story' means a particular story.
- The is used for a particular person, place or thing.
  - She is the girl who has topped the college.
- It is used when a person, place or thing has already been mentioned.
  - I sold my house. The house was sold at a reasonable cost.
- It is used to denote the whole class or community.
  - The police cordoned the whole area.
- It is used when a family name is used to refer to the whole family.
  - The Aroras have shifted to Mumbai.
• It is used before the names of unique things.
  the planet, the earth, the solar system, the sky

• It is used before the names of countries, states, oceans, mountains, rivers, etc.
  the Andaman and Nicobar Islands, the Indian Ocean, the Himalayas

• It is used as a part of a phrase formed by using comparative degree.
  Higher the pressure on balloon, lower will be the volume of air inside it.

• It is used before adjectives used as nouns.
  the rich, the sick

• It is used before names of organizations, corporations, magazines and newspapers.
  the Haryana Roadways, the Times of India, the Indian Railways

• It is used with the names of sacred books.
  the Bhagvad Gita, the Ramayana, the Quran, the Guru Granth Sahib

• It is used for the names of trains, aeroplane companies, ships, etc.
  the Jet Airways, the Jan Shatabdi, the Garib Rath Express

Try Out 1!

Fill in the blanks with 'a', 'an' or 'the' in the following.

1. Tagore was truly .................. great poet.
2. Help the poor, ...................... needy and the miserable.
3. Devansh is ...................... one-eyed person.
4. Everest is ...................... highest mountain peak in the world.
5. Camel is known as ................ ship of the desert.
6. Mr. Sharma is ................... MLA.
7. ...................... MP of our area is very honest.
8. Kashmir is ...................... Switzerland of India.
10. ...................... rich should help ............. poor.

2. Demonstratives

This, that, these and those are called demonstrative determiners. This and that are singular; these and those are plural. Demonstratives point out to persons, places or things like this boy, these boys, that man, those men, this shop, these shops, that shop, those shops, etc.

Examples:

a. This pen is mine and that book is hers.

b. These persons are intelligent.

c. Those boys play very well.
Try Out 2!

Fill in the blanks in the following paragraph with appropriate demonstratives.

The well-stocked library was located in .................... shady corner of .................... grove. Every day I walked to .................... library, and took out .................... well-known book of Pie Kens to read. .................... black cat always followed me wherever I went in .................... library, but it did not disturb my reading. I still miss .................... wonderful library.

3. Possessives

These determiners show a sense of belongingness. These can be used both before singular and plural nouns. Some commonly used possessives are my, our, your, his, her, their, its, whose, everybody's, anybody's, Manav Kumar's, etc.

Examples:

a. I do not give my pen to anyone.
b. We respect our elders.
c. One should do one's duty.
d. My father is a manager.

Try Out 3!

Fill in the blanks with possesives. Use an appropriate and different possessive for each sentence.

1. ......................... books are kept in my bag.
2. ......................... teacher has arrived in the class.
3. ......................... approach towards your work is good.
4. ......................... award function will be held today.
5. ......................... sister walks with her.

Use of some Determiners

1. Each, every

(both take a singular countable noun)

Each and every are similar in meaning. Each is used when the number in the group is limited and definite. Every is used when the number is indefinite.

Examples:

Each chair was painted. (limited, may be two or three)
Every of these chairs is painted. (unlimited, more than two)
Each student of my class presented a speech. (a small group)
Every student was present in the morning assembly. (a large group)

2. Little, a little, the little

(used for uncountable nouns)

'Little' means not much, negligible, hardly any. Little has a negative meaning. 'A little' means some. It has a positive meaning.
'The little' means not much, but all, the whole quantity.
Examples: He has little patience. (hardly any, negligible)
He has a little money. (at least some, though not much)
The little information she had was quite useful. (the whole quantity, though very little)

3. Few, a few, the few (used for countable nouns)
'Few' means almost none, hardly any. Few is also used in the negative sense.
'A few' means at least some, though not many. It has a positive meaning.
'The few' means all of them, though very few.

Examples: Few men are free from faults. (almost none)
A few people visited him. (some, not many)
The few friends I have are all highly educated. (very few but all of them)

4. Much, many
'Much' means a large quantity of. It is generally used before uncountable nouns.
'Many' means a large number of. It is used before plural countable nouns.

Examples: He faced so much difficulty in his childhood.
How much time do you need to finish it?
There isn't much work left.
She wrote many short stories.
How many questions have you solved?
There aren't many visitors in this place.

5. Some, any (can refer to both quantity and number)
'Some' is used in affirmative sentences with uncountable and plural countable nouns.

Examples: Please give me some time. (uncountable)
Please give me some books. (countable)

'Any' is generally used in negative and interrogative sentences. It can also be used in affirmative sentences.

Examples: He did not find any comfort. (uncountable)
They have not bought any fruits. (countable)
Have you any wool?
You can call me any time for help.
'Some' is used in questions which are really commands of requests or which expect answer in positive.
Examples: Will you have some tea? (offer)
Will you please lend me some money? (request)

6. Either, neither
   (both take singular countable noun)
   'Either' has two different meanings:
   (a) Any one of the two
   Example: Either of you is a defaulter.
   (b) Each of the two, both
   Example: You can't favour either side in this dispute.
   'Neither' is the opposite of 'either'. It means neither the one nor the other.
   Examples: Neither proposal is acceptable.
   Neither of you will get the prize.

Try out 4!
Choose the correct options to fill in the blanks:
1. You can take .................. half; they are exactly the same. (either/neither)
2. .................. friends he has are reliable. (Few/The few)
3. He has .................. money. (a little/the little)
4. You spend .................. time on the internet. (many/much)
5. Will you please give me .................. milk? (some/any)
6. .................. side of an equilateral triangle has the same length. (Each/Every)
7. .................. citizen should vote. (Each/Every)
8. What's wrong today? .................. of you played well. (Either/Neither)
9. Ajay planted neem trees on .................. side of the road. (either/neither)
10. I need ............ eggs to make pancakes, but I don't find ............ in the fridge. (some/any)
11. There is .................. water in the bottle. Please fill it again. (little/a little)
12. There is so .................. salt in the soup. (many/much)
13. .................. people witnessed the accident. (Many/Much)
14. There is .................. hope of his recovery. (the little/little)
15. .................. suggestions he gave were all carried out. (A few/The few)
16. I bought .................. shirts. (a few/the few)

Try out 5!
Underline the error and write the correct word in the provided space:
Once upon the time two
monkeys lived in an forest.
Every of them was very naughty.
They disturbed each traveller who
took rest under there tree. One
day, any foxes decided to teach
them a lesson. They said, “The few
bananas are kept in ours den.
We shall eat them later”. All
the monkeys decided to steal that bananas.
Both of them got down the tree to go to the den.
Observe the actions these pictures are displaying.

walk  eat  read  sleep

write  play  call

We can’t have a sentence or a question without an action! That’s how important these “action” parts of speech are which we call verbs. Every sentence must have two parts: a subject and a predicate.

- A subject tells who or what the sentence is about. The subject is a noun or a pronoun.
- A predicate tells what the subject is or does. The verb is found in the predicate.

The verb signals an action, an occurrence or a state of being. They talk about the action or the state of any noun or subject. This means that verbs show what the subject is doing or what the state or situation of the subject is.

We majorly classify verbs as:

✓ Action Verbs
✓ Helping Verbs
✓ Linking Verbs

1. Action Verbs

These verbs talk about what the subject is doing in the sentence. Action verbs are one of the most
easily identifiable types of verbs. To recognize them, you simply have to look for the word in the sentence that answers the question ‘What is the subject doing?’

**Example:**
Rose is **painting** the kitchen walls.  (What is Rose doing?)

There are two types of action verbs which describe the verb and the subject doing the action and the object on which the action is done. They are:

i. **Transitive Verbs**
These action verbs have a definite object on which, or for which the action is being performed. That means that the action has a definite recipient or object. To identify them, you can ask the question – ‘What is the object being affected by the verb?’

**Example:**
Rose is **painting** the kitchen walls.  (What is Rose painting? The kitchen walls.)

Thus, we see that there is a specific object on which the action is done.

ii. **Intransitive Verbs**
These verbs also show an action but here there is no specific object on which the action is being done. To recognize these verbs, we ask the question – ‘What is the object being affected by the verb?’ If there is no answer present, then the verb in the sentence is an intransitive verb.

**Example:**
Rose is **painting** right now.  (What is Rose painting? There is no answer.)

This means that in this sentence, painting is an intransitive verb. It is telling us about the action of the subject but there is no specific object for the action.

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**Try Out 1!**

Underline the verbs and state whether they are transitive or intransitive verbs. Name the object of each transitive verb.

1. The sun rises in the east.
2. The dog barks.
3. He raised his hands.
4. She fed the dog.
5. The child has fallen asleep.
6. The donkey kept braying.

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**2. Helping Verbs**

Helping verbs are verbs that, as their name suggests, help the main verb in a sentence by extending the meaning of the verb. They assist the main verb showing time and meaning.

Helping verbs include any form of **to be**. Here are some examples: is, am, are, do, does, did, have, has, had, shall, should, will, would, can, could, may, might, must.

**Examples:**

a. They **will** run away before dawn.

b. I **am** running.

Helping verbs are also called auxiliary verbs and they are of two kinds.
Helping Verbs

<table>
<thead>
<tr>
<th>Primary Auxiliaries</th>
<th>Modal Auxiliaries</th>
</tr>
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<tbody>
<tr>
<td>These verbs function both as helping and main verbs.</td>
<td>These verbs are used to change the tone and mood of the main verb.</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
<td><strong>Examples:</strong></td>
</tr>
<tr>
<td>be, do, have</td>
<td>can, could, may, shall, will, etc.</td>
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### 3. Linking Verbs

These verbs are unlike other verbs as they do not tell anything about the subject themselves, instead they connect the subject to a noun or adjective that helps in describing or providing additional information about the subject.

**Examples:**

- a. He is the manager. (Here, the verb is adding information to the subject 'He'.)
- b. She is a creative person. (Here, there is no action being done. Instead, the auxiliary verb combines the subject 'she' to the adjective 'creative'.)

**It is important to remember that:**

The difference between a helping verb and a linking verb is that the linking verb is used to connect the subject with something that describes it. Whereas, the helping verb is used together with an additional main verb to express the action.

**Examples:**

- a. I am tall. (linking verb)
- b. I am running. (helping verb)

The above examples also show you that the same word can be used as a linking verb as well as a helping verb.

### Try Out 2!

Decide whether the underlined verb is a helping verb or a linking verb.

1. Georgia is a state just above Florida.  
2. It could rain any moment.  
3. Cleopatra was one of the very popular queens of Elizabethan Era.  
4. Ankita and Mukul have a boxing bag.  
5. They are listening to the same song again and again.
Try Out 3!

Identify whether the highlighted verbs are action verbs, linking verbs or helping verbs.

1. The ice cream **tasted** delicious. ..............................................
2. She **tasted** the ice cream. ..............................................
3. After about an hour, the manager **came** out of the office. ....................
4. The fur coat **felt** very soft. ..............................................
5. We **are looking** for the sea shells. ..............................................

Using Verbs in Sentences

To use verbs correctly in sentences, you need to learn more about the construction and use of various verbs and how they change form according to the tenses and number.

Examples:

a. Rajan **has been coaching** students since 2015.

b. I regularly **go** for a morning walk.

c. Doing yoga early in the morning is **good** for health.

For correct application of verbs in the written text, you need to know about –

1. Regular and Irregular Verbs

These are the two different ways in which verbs change to form different tenses. Whether to simply add ‘-ed’ at the end of a verb or take a different form altogether.

i. Regular Verbs

Those verbs that form their past participle with ‘d’ or ‘ed’ are regular verbs. These verbs do not undergo substantial changes while changing forms between tenses.

**Examples:**

share – shared
want – wanted
dance – danced

ii. Irregular Verbs

Those verbs that undergo substantial changes when changing forms between tenses are irregular verbs. The changed forms of these verbs are often unrecognizably different from the originals.

**Examples:**

go – went
run – ran
think – thought

There is no way to tell what form an irregular verb is going to take in a changed tense; the only option for an English speaker is to commit the changes to memory. With practice, it will become a matter of habit.
Try Out 4!

Write the correct form of verbs in brackets to make sensible sentences. Identify whether it is a regular or an irregular verb.

1. We ................... ourselves at the fair. (enjoy) ...........................
2. Did the teacher ................... at you? (shout) ............................
3. I ...................... sad when my grandmother passed away. (feel) ............................
4. He was ................... to see me. (surprise) ............................
5. The police ...................... him after months of searching. (catch) ............................

2. Finite and Non-finite Verbs

These are verbs which can either be the main verb of a sentence or the one that is used as an adjective or noun as well.

i. Finite Verbs

Finite verbs are those verbs that have a definite relation with the subject or noun. These verbs are usually the main verb of a clause or sentence and can be changed according to the noun. They are used only in present and past tense. They can be indicative of number (singular or plural).

Examples:

a. She walks home. (Here, we see that the finite verb is walks and the pronoun is ‘she’.)
   She walked home. (Here, we can see how the verb changed/modified to change the tense of the sentence.)

b. The boy walks down the lane. (Here, verb walks agrees with the singular noun ‘boy’.)
   The boys walk down the lane. (The verb changes to agree with the number of noun.)

ii. Non-finite Verbs

These verbs cannot be the main verb of a clause or sentence as they do not talk about the action that is being performed by the subject or noun. They do not indicate any tense, mood or gender. They are used as nouns, adverbs and adjectives. They are also used to form non-finite clauses which are simply dependent clauses that use non-finite verbs.

Examples:

a. He loves camping in the woods. (Here, the non-finite verb is camping and it is used as a noun.) These kind of non-finite verbs are called Gerunds.

b. I need to go to sleep. (Here, the non-finite verb phrase is to sleep, it is acting as a noun.) Non-finite verbs that use ‘to’ before them are called Infinitives.

c. The sleeping dog caused a delay. (Here, the non-finite verb has –ing form and is acting as an adjective.) The non–finite verbs that have ‘-ing’ or ‘-ed’ as suffixes and cause the verb to become an adjective are called Participles.
Try Out 5!

Choose the correct gerund or infinitive to complete the sentence.
1. My friend always volunteers ......................... cake on a party. (baking / to bake)
2. Don’t waste my time ......................... about your neighbours. (complaining / to complain)
3. Dhara is having trouble ......................... on the exam. (concentrating / to concentrate)
4. Please allow me ......................... your Facebook page. (joining / to join)
5. You won’t forget ......................... your little brother on your way home, will you? (picking up / to pick up)

3. Modal Verbs

These verbs tell us whether something is probable or about the skills of a noun, etc. There are 10 modal verbs in total and each one has an important part in sentence formation.

- can  - could  - may  - might  - will
- would  - must  - shall  - should  - ought to

We shall study about them in detail in the coming chapters.

Try Out 6!

Identify the form of underlined verb in the given sentences.
1. Sheena wrote the essay proficiently. ..................................
2. I like to read fables and adventurous books. ..................................
3. Children should learn to save money at a very early age. ..................................
4. He can sign the contract and start the project immediately. ..................................
5. Drinking is harmful for health. ..................................
6. The dancing doll caught everybody’s attention. ..................................
7. She goes there every day. We must go too. ..................................
8. The bullies challenged the studious boys to fight. ..................................
CHAPTER 7
SUBJECT – VERB AGREEMENT

Subject is a noun or pronoun about which something is said. Verb is a word that says something about the subject.

When we construct a sentence, its verb and its subject should agree in number and person with each other. It is the subject that determines the verb.

**Primary Rule**

- A singular subject takes a singular verb (goes, is, likes, etc.).
- A plural subject takes a plural verb (were, are, etc.)

**Examples:**

The apples **are** in the basket. (If apples is the subject, then **are** has to be the verb.)

The apple **is** in the basket. (If apple is the subject, then **is** has to be the verb.)

**Guidelines to help the subjects and verbs agree**

- When the subject of a sentence is composed of two or more nouns or pronouns that are connected by **and**, we use a plural verb.

**Examples:**

a. John and Jacob **are** friends.
b. Mohan and their friends **are** arriving.
c. Apples and grapes **are** good for health.

- When two or more nouns or pronouns are connected by **or**/ **nor**, **neither..nor**, etc., we use a singular verb.

**Examples:**

a. Jacob or his brother **is** at home.
b. Neither Jacob nor his brother **is** at home.

- When a compound subject contains both a singular noun / pronoun or a plural noun/pronoun joined by **or**/ **nor**, the verb should agree with the part of the subject that is nearer to the verb.

**Examples:**

a. Ramesh or his brothers **go** to school everyday.
b. His brothers or Ramesh goes to school everyday.

• When two nouns are linked by either / neither/ nor/either..or/neither..nor, the verb must agree with the latter noun.

Examples:
  a. Neither a pen nor papers were available.
  b. Neither the girls nor the boy is present.
  c. Either my uncle or my aunt is arriving today.

• If two singular nouns refer to the same person, the helping verb should also be singular.

Examples:
  a. The chairman and the founder is coming to the function.
  b. Raju's brother and classmate is coming today.

• If two or more nouns make one unit, the helping verb should also be in the singular.

Examples:
  a. Vegetable and corn soup is good for health.
  b. Jam and toast is tasty.

If a singular subject is qualified by each or every, the helping verb should be in the singular.

Examples:
  a. Every student was present in the school.
  b. Each student has reached the school in time.

• Phrase ‘one of the’ is always followed by a plural noun. The main verb is always singular.

Examples:
  a. One of the students talks loudly.
  b. One of the eagles flies off.

• If a sentence begins with introductory there, the verb should agree with the noun that follows it.

Examples:
  a. There is a car in the garage.
  b. There are four trees in my garden.

Try Out 1!

Underline the verb and write if it agrees or disagrees with the subject.

1. His parents are going to the school. ........................................
2. He knows the whole story. ..................................................
3. She makes lovely chocolates. .............................................
4. Neither he nor you are responsible for the loss. ..................

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5. My friend is a scientist.

- Such nouns that are connected using **with, together with, as well as** take the verb according to the former noun, that is, the noun that has occurred first in the sentence.

**Examples:**
- The **hen** with the chicken **eats** the barley.
- The **student** as well as the **teacher** **has** come.

- Even if the name of a hotel, a book or hours is in the plural form, it is treated as singular.

**Examples:**
- Four **hours** **is** a long time.
- The **Glaciers** **is** the name of a hotel.

- When a plural noun which refers to distance, weight, height, amount of money, represents a single quantity or single figure, it should be followed by a singular helping verb.

**Examples:**
- He **paid** the driver a hundred rupee note.
- Ten **kilometres** **is** a long distance.

- Nouns that are plural in form but singular in meaning, **take verbs in singular form**.

**Examples:**
- A number of boys **wears** the school **uniform**.

- Nouns such as food, crockery, clothing, furniture, heir, stationery and footwear are singular. So, the verb should also be in the singular form.

**Examples:**
- The hair **has** to be tied up.
- The furniture **has** been painted.
- The clothing **has** been put up for drying.

When nouns are collective, such as couple, audience, staff, family, etc., they take verbs in singular, but when individuals are taken separately, verbs can be in plural.

**Examples:**
- This bunch of flowers **is** fresh.
- This class **is** well behaved.
- The members of the jury **were** appointed yesterday.
- The staff **is** sitting in the room.

**Try Out 2!**

**Correct the following sentences.**
1. Fifteen miles are a long distance.
2. A flock of sheep were moving on the road.
3. There was five books on the table.
4. Neither of the candidates were fit for the post.
5. Rice and curry are his staple diet.
6. A group of children from the locality are skipping a rope.

Try Out 3!

Read the following sentences and tick the correct form of the verb in the sentence.

1. Each of the soldiers (is/was/were) rewarded.
2. Either the car driver or the scooter rider (is/are/am) responsible for the accident.
3. Milk (is/are/were) a good source of calcium.
4. There (is/are/were) a big crowd here.
5. Everybody (is/are/were) here to listen to the lecture.
6. A lot of time (was/were) wasted.
7. Lots of people (is/are) taking part in the race.
8. This pair of scissors (is/are) blunt.
9. My shoes (is/are) lying under the bed.
10. The Arabian Nights (is/an) interesting book.
11. Five kilograms of rice (was/were) required for the dish.
12. Either he or I (is/am) to blame.
13. Slow and steady (win/wins) the race.
14. Manu as well as Mani (like/likes) fruit juice.
15. One of the boys (has/have) taken my pen.
16. A combination of bright colours (charm/charms) our eyes.
Present tense is used to describe actions taking place in the present time.

Let's Break the Ice!!

Complete the sentences to tell about the pictures.

1. Children are................................... a lot of noise.
2. I ........................................ an apple every day.
3. She ....................................... her teeth twice a day.
4. Sumit ................................. on his shiny red bike to the gym every Sunday.
5. This train ............................... sharp at 7:50 pm from Vaishali Metro Station.

What moment every sentence points at? That moment is Present moment.

Tense is the grammatical name we give to time as related to the speaker or writer. The tense of a verb tells us the time of an action.

We divide tense broadly into three main periods.

<table>
<thead>
<tr>
<th>BEFORE NOW</th>
<th>NOW</th>
<th>AFTER NOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>Present</td>
<td>Future</td>
</tr>
</tbody>
</table>

Present tense refers to the current moment in which the event in the sentence is taking place.

Examples:

a. I walk to work every day.

b. Dr. Bhatnagar operates according to her own schedule.

c. We work really hard to make this a success, and then look what happens.

d. Every time that kid finishes a sandcastle, the waves come in and wash it away.

Present tense is divided into four time slots:

- Simple Present Tense
- Present Continuous Tense
- Present Perfect Tense
• Present Perfect Continuous Tense

1. **Simple Present Tense**

It is used to refer to things that happen always, sometimes, often or never.

**Structure:**

Subject + verb first form + object

**Examples:**

a. They often go for a walk.

b. They never go for a walk.

c. Sometimes I go for a walk.

**How is simple present tense used?**

• Simple Present Tense is used for making statement about a person, or to talk about facts.

**Examples:**

a. He hates lizards.

b. She likes apples.

c. Snow turns the green hills to white.

d. The sun shines bright.

• For talking about such things that have been arranged for the future.

**Examples:**

a. The markets open in the morning.

b. Our school opens next week.

• Used for activities of professional nature.

**Examples:**

a. The veterinary doctor cares for dogs.

b. The pilot flies the aeroplane.

• Used in proverbs.

**Examples:**

a. An apple a day, keeps the doctor away.

b. Birds of same feather flock together.

**How is simple present tense formed?**

(i) **Affirmative form:** subject + first form of verb + subject.

**Example:**

I go to the seminar on Saturday.

(ii) **Negative form:** Subject + do / does not + first form of verb + object.

**Example:**

He does not write legibly.
(iii) **Interrogative form:** Do/Does + subject + first form of verb + object?

**Examples:**

a. Do you **understand** Spanish?

b. Why **don't** you **accompany** me?

**Try Out 1!**

Write a short paragraph in Simple Present Tense on the subject of cleanliness and hygiene, under the heading, 'Cleanliness is Next to Godliness'.

**Present Continuous Tense**

It is used to refer to an action that is in continuation at that moment.

**Structure:**

**Subject + is/am/are+ verb+ ing + object**

**Examples:**

a. I am **walking** to the market.

b. I am **not going** to school.

**How is present continuous tense used?**

- To refer to an action that is **going on at the time when a statement is made**, or at the time of speaking.

**Examples:**

a. They are **walking** to the market.

b. You are **not watching** the moon.

- To refer to an action that will happen in near future.

**Examples:**

a. Shalu is **moving** in our neighbourhood next month.

b. I am **travelling** to Delhi tomorrow.

- Present continuous tense is used to refer to an intermittent or continuous action that may not be taking place at the time of speaking. Something that will or will not happen in the future.

**Examples:**

a. I am **writing** a novel now a days.

b. I am **not writing** a novel now a days.

**How is present continuous tense formed?**

(i) **Affirmative form:** subject + is/am/are + first form of verb + ing

**Example:**

They are **trying** to resolve the mystery.
(ii) **Negative form:** subject + is/am/are(not) + first form of verb + ing

**Example:**

They are **not** playing in the team.

(iii) **Interrogative form:** is/am/are + subject + first form of verb + ing?

**Examples:**

a. Are they playing in the team?

b. Why is he going to the shop?

---

**Grammar Bumps!!!**

Present continuous tense is used only for verbs of action, i.e., eat, look, live, hear, listen, search, etc.

Present continuous tense is not used for the following:-

- Words of appearance, i.e., appear, seem, etc.
- Words of perception, e.g. find, hear, smell, see, taste, etc.
- Words of condition, e.g. want, wish, desire, etc.
- Words of thinking, e.g. think, believe, trust, consider, remember, forget, etc.
- Have verbs (showing possession) e.g. won, possess, belong, etc.

---

**Try Out 2!**

Observe the pictures. What are these people doing?

1. She .................................................................
2. She is ............................................................... for a bus.
3. She is ............................................................... in the pool.
4. She .................................................................
5. He ................................................................. shower.

---

3. **Present Perfect Tense**

It connects the past with the present.

**Structure:**

**Subject + has/have + third form of verb + object**

**How is present perfect tense used?**

- Present perfect tense refers to an action that has finished in the immediate past, and it is used with the word ‘just’.

**Examples:**

a. She has just finished the work.

b. He has just gone to the office.
• It refers to an action that has started in the past and is still connected to the present in some manner or the other.

**Examples:**

a. They **have arrived** from Canada last week.

b. He **has visited** the hill station.

**How is present perfect tense formed?**

**Affirmative form:** Subject + has/have + past participle + object

**Example:**

They **have decided** to visit Shimla on Sunday.

**Negative form:** Subject + has/have + not + past participle + object

**Example:**

They **have not decided** to visit Shimla on Sunday.

**Interrogative form:** Has/Have + Subject + past participle?

Or

Wh – question + has/have + subject + past participle?

**Examples:**

a. **Have** they **not decided** to visit Shimla on Sunday?

b. **What** have they **decided** about visiting Shimla on Sunday?

**Try Out 3!**

**Fill in the blanks using the given words in present perfect tense.**

<table>
<thead>
<tr>
<th>observe</th>
<th>drive</th>
<th>taste</th>
<th>like</th>
<th>rejected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We ........................................... <strong>a long way</strong> from Chennai to Delhi.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. She ........................................... <strong>the dress</strong> chosen for the competition.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. My friends ................................... <strong>the food</strong> cooked by my mother.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Shan is a good singer. He ................................... <strong>a big film.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Mohan is a keen student. His teacher ................................... <strong>this.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**4. Present Perfect Continuous Tense**

It denotes an action that begins in the past and continues in the present, i.e., going on even now.

This tense is used to express an action or a state that began in the past, is in progress at the time of speaking and will extend into the future.

We often use **since** and **for** with perfect continuous tenses.

**Since** suggests the point of time at which an action started. Examples: since 5 O’ clock, since January, since Friday, since 2015, since childhood, since the day we met, etc.

**For** suggests the period of time for which an action is going on. Examples: for two hours, for three months, for some days, for ten years, for several years, for a week, for a long period, etc.
Structure:

**Subject + has / have been + verb + ing**

Sentences denoting present perfect continuous tense invariably indicate duration – for a certain time slot, say two hours, for ten minutes, since morning, etc.

**Examples:**

a. **I have been playing** for one hour.
b. **He has not been studying** for two months.
c. **You have been watching** films for years.

**How is present perfect continuous tense used?**

- When a reference is made to an action that ended just before the time of speaking.

**Example:** He **has been sitting** at home till now.

- When we want to emphasize on the duration of the action.

**Example:** I **have been trying** to contact you since 10 o'clock.

**How is present perfect continuous tense formed?**

(i) **Affirmative form:** Subject + has / have + been + present participle

**Example:** He has been studying for engineering.

(ii) **Negative form:** Subject + has / have + not + been + present participle

**Example:** They have not been preparing for the dance show.

(iii) **Interrogative form:** Has / Have + subject + been + present participle?

Or

Wh – question + has / have + not + subject + been + present participle?

**Examples:**

a. Has your mother been teaching you cooking?
b. Why haven’t (have not) you been studying?

**Try out 4!**

**Fill in the blanks with the present perfect continuous form of the verbs given in brackets:**

1. Shweta ............................................................ (learn) to bake since January.
2. It ................................................................. (rain) for two hours.
3. Aditi ............................................................ (live) in Chennai since 2013.
4. Sania ........................................................... (play) tennis since her childhood.
5. He ................................................................. (not work) here for a few years.
6. Why ......................................................... you ......................................................... (refuse) the offer for so many years?
Try out 5!

Change the following sentences into negative and interrogative:

1. You drive very carefully.
2. Sapna is writing a new story.
3. Hardik wins every singing competition.
4. I have seen the Humayun’s Tomb.
5. She has been going to the new school since April.
6. Our company renews the contract of maximum employees.
7. He has posted his pictures on Facebook.
8. I am watching a movie.
Past tense refers to the moment or event that took place in the time bygone.

**Examples:**

a. I **walked** to the meeting place as it **was** near my house.

b. The doctor **operated** the patient at the fixed schedule.

c. We **worked** really hard to make the event a success.

d. Every time the kid **finished** a sandcastle, the waves **came in and washed** it away.

Past tense is divided into four time slots.

- Simple Past Tense
- Past Continuous Tense
- Past Perfect Tense
- Past Perfect Continuous Tense

**1. Simple Past Tense**

It is used to refer to something that **happened** at a particular time in the past, and is over as a one-time activity. It has nothing to do with time **now** or present.

**Structure:**

*Subject + verb second form + object*

**Examples:**

a. He **went** to this school last year.

b. They **worked** in Delhi earlier.

**How is simple past tense used?**

- Simple past tense is used for past action or event that is unrelated to the present.

**Example:** I **lived** in Delhi in the year 2012.

- Simple past tense is used for a regular past action or past habit.

**Example:** He **attended** the dancing classes once in a week.

- It is used to denote an action that lasted for sometime in the past.

**Example:** I **lived** in Delhi from year 2012 to 2014.
How is simple past tense formed?

Simple past tense is the only tense in which second form of the verb is used.

(i) **Affirmative form:** Subject + second form of verb + object / complement

Example: John **sang** a patriotic song.

(ii) **Negative form:** Subject + did not + first form of verb + object / complement

Example: I **did not** go to school yesterday.

(iii) **Interrogative form:** Did + subject + first form of verb + object or wh question + did + subject + first form of verb + object

Examples:

a. **Did** the man **try** to run away?

b. **Why did** you **go** out in the evening?

**Try Out 1!**

Rewrite the following sentences in simple past tense. (affirmative and negative forms)

1. He goes for a walk daily.
2. She watches a film once a week.
3. He reads a book daily after breakfast.
4. John gives donation to the society.
5. Our school holds the tournament.

2. **Past Continuous Tense**

It denotes an action continuing in the past.

**Structure:**

Subject + was/were + verb + ing + object

Examples:

a. They **were cooking** in the kitchen.

b. He **was working** on the project yesterday.

Past continuous tense is used to show actions going on in the past. It is also used to denote a longer duration of a past action.

How is past continuous tense formed?

(i) **Affirmative form:** subject + was/were + first form of verb + ing

Example: I **was listening** to the speech.

(ii) **Negative form:** subject + was/were + not + first form of verb + ing

Example: I **was not listening** to the speech.

(iii) **Interrogative form:** Was/were + subject + first form of verb + ing? or wh question + was/were + subject + first form of verb + ing?
Examples:
  a. *Were* they **looking** for a missing coin?
  b. Who **was planning** the party tonight?

Try Out 2!

Fill in the blanks with suitable past continuous forms of the verbs given in brackets.

1. I .............................................. (go) to play cricket.
2. We .............................................. (win) the match when he got injured.
3. We .............................................. (request) him to join the get-together.
4. Sheela .............................................. (prepare) dinner for the guests.
5. I .............................................. (interview) people on behalf of the MD.

3. **Past Perfect Tense**

It is used to put the past actions into a sequence.

**Structure:**

**Subject + had + third form of verb + object**

Examples:
  a. She **had completed** the task in time.
  b. Raman **had left** for office early.

**How is Past Perfect Tense formed?**

- Past perfect tense is also **used** to **distinguish** between actions that took place in the past one after the other.

Examples:
  a. The class **had ended** before the student arrived.
  b. The flight **had taken** off before we reached the airport.

- Past perfect tense also refers to an action completed before a certain time / period in the past.

Examples:
  a. He informed us that he **had been** the player in that test series.
  b. Tagore **had written** his books at an early age.

**How is past perfect tense formed?**

(i) **Affirmative form:** Subject + had + past participle

Example: John **had eaten** his breakfast before he came.

(ii) **Negative form:** Subject + had + not + past participle

Example: John **had not** finished the work before you came.
(iii) **Interrogative form:** Had + Subject + past participle?
    Or
    Wh question + had + not + subject + past participle?

**Examples:**

a. Why **hadn't** (had not) you **prepared** for the exams?
b. Had he **informed** the police about the theft?

**Try Out 3!**

**Fill in the blanks using past perfect form of the verbs.**

1. The doctor (arrive) before the patient died.
2. They (save) money for a rainy day; they now need the money.
3. Mohan (sleep) for the entire night because he had to leave early morning.
4. She (walk) the dusty road.
5. We (see) him earlier. **He was a stranger.**

**4. Past Perfect Continuous Tense**

It refers to matter and things that were **going on in the past when something happened.**

**Structure:**

subject + has been + verb + -ing

**Examples:**

a. Jessica **had been arranging** the documents since morning.
b. Vikas **had been wasting** his time for four hours.

This tense informs us about the **continuity of the longer action between the two actions being talked about.**

**Examples:**

a. The team **had been playing** the match before he joined.
b. **I had been studying** at the college, when they selected me for the army.

In the first sentence, the first action – 'had been playing' was in progress/continuation, when the second action took place – 'before he joined' – both actions having taken place in the past.

In the second sentence, the first action – 'had been studying' was still in progress or continuation, when the second action took place – 'when they selected me for the army'.

**How is past perfect continuous tense formed?**

(i) **Affirmative form:** Subject + had + been + present participle + for/since

**Example:** The Professor **had been teaching** at the college for thirty years.

(ii) **Negative form:** Subject + had + not + been + present participle + for/since

**Examples:** Mohan **had not been missing** his classes for 2 weeks.
(iii) **Interrogative form:** Had + subject + not + been + present participle + for/since?

Or

Wh question + had + not + subject + been + present participle + for/since?

**Examples:**

a. Had Mohan **not been attending** classes **for** four years?

b. Why **hadn’t (had not)** Mohan **been attending** classes **since** December?

**Try Out 4!**

Place the verbs given in brackets in the past perfect continuous tense in each of the following sentences.

1. We (eat) ................................................................. our lunch for half an hour.
2. I (not /walk) ................................................................. in the park since evening.
3. Children (play) ................................................................. since morning.
4. Mohan (sleep) ................................................................. for 12 hours when his mother woke him up.
5. They (wait) ................................................................. at the circus **for thirty minutes**, when the next show started.

**Try Out 5!**

Change the tense of the following sentences as directed:

1. He eats sprouts. ................................................................. (past indefinite)
2. They have presented a street play. ................................................................. (past continuous)
3. Children went to Goa on a school trip. ................................................................. (past perfect)
4. They do not wake up early. ................................................................. (past indefinite)
5. Does he take exercise regularly? ................................................................. (past indefinite)
6. I am not washing my uniform. ................................................................. (past continuous)
7. We have been living here since 2015. ................................................................. (past perfect continuous)
8. Have you returned from Agra? ................................................................. (past perfect)

**Try Out 6!**

Change the following sentences into negative and interrogative:

1. They sang songs.
2. We were celebrating Muskan's birthday.
3. She had invited most of her friends.
4. Her mom had been decorating the room.
5. The guests arrived at 8 p.m.
6. She was distributing sweets among the poor.
Reteaching

The future tense refers to an action or event which is yet to take place.

Let's Break the Ice!!!

Tomorrow you are going for a tour to Paris. See the given pictures and start planning for the things you will do once you reach there. Express your plans starting your sentences using ‘I will’.

1. I will ..............................................................
2. I will ..............................................................
3. I will ..............................................................

We plan many things for future. Sentences that talk about future or the time that has not yet come, is said to be in future tense.

Future tense is divided into four time slots:
- Simple Future Tense
- Future Continuous Tense
- Future Perfect Tense
- Future Perfect Continuous Tense

1. Simple Future Tense

It is used to talk about an action that will take place in the future. It describes an action of sometime or somebody in the near future. ‘Will’ and ‘shall’ are used to frame future sentences.

Examples:
- a. He will meet you tomorrow.
- b. We shall go to the hills during the weekend.

How is simple future tense used?
- Simple future tense is used to make a general statement regarding future.
Example: I shall play for the cricket team.

- It is used to express an action or event that will definitely take place in future.

Example: I will celebrate my birthday tomorrow.

**Grammar Bumps!!!**

Using will with I or we and using shall with you, he, it or they shows determination. However, will is also used with I and we for a general statement regarding future.

- It is also used to make a judgment or prediction about an event or about somebody's action.

Example: They will announce the result on Monday.

- It also reveals expected/intended action in the future.

Example: The society will conduct the tournament during January.

**How is simple future tense formed?**

(i) **Affirmative form:** Subject + will/shall + first form of verb + object/complement

Example: I will draw the painting.

(ii) **Negative Form:** Subject + will/shall + not + first form of verb + object/complement

Example: Sohan will not go to school.

(iii) **Interrogative Form:** Will/shall + subject + first form of the verb + object/complement?

or

Wh question (how, where, when, why, etc.) + will/shall + subject and first form of verb + object/complement?

**Examples:**

a. Will Sheena finish her homework by evening?

b. When will he ride the cycle?

**Try Out 1!**

What will you do to save all these people? Write sentences in reference to the given pictures as in the example.

1. A fighter is locked up in a cage and he can’t escape.
   I’ll give him the key to open the cage.

2. A girl is lost in the jungle.

3. A man fell into the well.

4. A fox is about to attack a man.
2. **Future Continuous Tense**

It refers to the actions that have been planned or are likely to be planned.

**Structure:**

\[ \text{Subject} + \text{will / shall be} + \text{verb} + \text{-ing} + \text{object} \]

**Example:** Raju will be giving a lecture on ‘Healthy Mothers’.

- It is used for an action that lasts for a period of time in the future.
**Example:** The mason will be working the entire day on Saturday.

- It is used for an action that has been planned.
**Example:** He will be migrating to Canada next month.

- It is used to refer to an action that will be in progress at a given or specified time in the future.
**Example:** We will / shall be sleeping when New Zealand celebrates the New Year Day.

- Used for an action that occur as a matter of routine.
**Example:** John will be assisting Jam in the rehearsal again, when he comes tomorrow.

- It is used to ask for a favour from someone by asking about the programme / plan.
**Example:** Will you be going to Delhi by car tomorrow?

- It is used to ask for information.
**Example:** Will he be joining this club?

- It is used to make a prediction about something or some occurrence in the future.
**Example:** Your father will be feeling very happy on learning about your success.

**How is future continuous tense formed?**

(i) **Affirmative form:** Subject + will / shall be + first form of verb + -ing

**Example:** Mary will / shall be writing the essay.

(ii) **Negative Form:** Subject + will / shall + not + first form of verb + ing

**Example:** Mary will / shall not be writing the essay.

(iii) **Interrogative form:** Will / Shall + subject + first form of the verb + ing?

Or

Wh question + will / shall + subject and first form of verb + ing?

**Examples:**

a. Will you be joining the yoga class commencing tomorrow?

b. What time will you be joining the yoga class commencing tomorrow?

3. **Future Perfect Tense**

Future perfect tense is used to express an action that is expected to be completed by a certain time in the future. It refers to the completion of an action before another action takes place in the future.
Structure:
*Subject + will have/shall have + third form of verb + object*

**Examples:**

a. The fight will have reached Australia by 03:00 pm tomorrow.
b. I will have completed reading this book by tomorrow morning.

**How is future perfect tense used?**

- To show activity that will be completed by a specific time in the future.
  
  **Example:** I will have earned about rupees six lakhs by December 2015.

- To denote an action that will be completed before another action takes place in the future.
  
  **Example:** The batsman will have scored a century by the time the fielders are active.

- When referring to a situation that will be over in the future.
  
  **Example:** He will have been sitting on the beach for thirty minutes for the train to arrive.

- When expressions of time such as until, by then, by this evening, by 9 o’clock, by 9 pm, by next Tuesday, by noon tomorrow, before closing date, etc. are given.
  
  **Example:** Suresh will have finished the rehearsals by noon tomorrow.

**How is future perfect tense formed?**

(i) **Affirmative form:** Subject + will / shall + have + past participle

**Example:** He will have studied for two years by next month.

(ii) **Negative form:** Subject + will / shall + not + have + past participle

**Example:** He will not have slept till you reach home.

(iii) **Interrogative form:** Will / shall + subject + have + past participle?

    Or

    Wh questions + will / shall + subject + have + past participle?

**Examples:**

a. Will he have played for the school team?
b. Who will have selected the table for office?

**Try Out 2!**

**Fill in the blanks with the future perfect tense of the given verbs:**

1. Sangam ......................................... (book) the movie tickets by now.
2. Mona ............................................. (serve) the food to her parents.
3. Arti ................................................ (settle) in Canada by the end of June.
4. The students .................................... (complete) the homework by evening.
5. They ................................................ (declare) the poll results by 15th March.
6. The snow ........................................... (melt) by July.
4. Future Perfect Continuous Tense

It denotes an action that will be in progress over a period of time, which will end in future.

**Structure:**

Subject + will have been/shall have been + verb + -ing + object + since/for

**Examples:**

a. I **shall have been studying** in this school for seven years in February.
b. He **will have been living** in my neighborhood for ten years in 2017.

**Try Out 3!**

**Convert the following sentences into future perfect continuous tense.**

1. I have worked in this office since year 2014.
2. He has successfully passed all school exams for six years now.
3. We have played in cricket tournaments since year 2010.
4. I have attended all camps for the past five years.

**Try out 4!**

**Change the tense of the following sentences as directed:**

1. I had whitewashed the fence. (future perfect)
2. We shall watch 'Finding Nemo' on Thursday. (future continuous)
3. They will have deposited the amount. (simple future)
4. Kids will be playing chess. (future perfect continuous)
5. She plucked mangoes from the tree. (simple future)
6. He has left the room. (future perfect)

**Try out 5!**

**Change these sentences into negative and interrogative:**

1. She will be proud of you.
2. The gatekeeper will have locked the gate.
3. It will have been raining in Kerala.
4. We shall return by evening.
5. My mother will be reading newspaper at this time.
6. He will be swimming in the pool.
7. The vendor will sell vegetables.
8. The train will have departed by now.
CHAPTER 11

VERBS – AUXILIARIES
AND 一般動詞

**Auxiliary Verbs**

Helping verbs or auxiliary verbs such as is, am, are, will, was, were, have, has, do, does, etc. are used in conjunction with main verbs to express shades of time and mood. The combination of helping verbs with main verbs create phrases which are called **verb phrases**.

**Example:**
By next October, I will have been studying English for ten years.

In the above sentence, "will have been" are helping or auxiliary verbs and "studying" is the main verb.

English has only a few helping verbs and we can divide them into three groups:

- Group that consists of forms of **be**: am, are, is, was, were, be, being and been
- Group that consists of forms of **have**: have, has, had and having
- Group that consists of forms of **do**: do, does and did

*Shall, will* and forms of *have, do* and *be* combine with main verbs to indicate time and voice. As auxiliaries, the verbs *be, have and do* can change form to indicate changes in subject and time.

**Examples:**

a. He is playing football. (form of be, assisting the main verb playing)

b. She did not attend the lecture. (form of do, assisting the main verb attend)

c. We have been building our house for two years. (form of have, assisting the main verb building)

d. He was planning a get together tonight. (past continuous tense)

e. The class was already instructed clearly. (passive voice)

f. How did you know me? (question)

h. I have not mentioned it to anyone. (negative sentence)

**Try Out 1!**

Fill in the blanks with appropriate auxiliary verbs.

1. ...................................... you know how to swim?

2. ...................................... Ishu go to Amritsar last week?

3. ...................................... they met at 6 o’clock?
4. I .......................... able to touch my toes when I was young.
5. He .......................... feeling a spider crawling on his arm.
6. I .......................... playing this instrument.
7. I looked everywhere for my shoes but I .......................... find them in the garden.
8. Bobby .......................... to do it but he does not have a car.

**TICKLE TIME**

1. Which type of ring is always square in shape?
   **Ans:** Boxing ring
2. What can you hold in your left hand but not in your right hand?
   **Ans:** Your right elbow
3. Why is 6 afraid of 7?
   **Ans:** ...because 7 ate (8) 9.
4. What begins with T, ends with T and has T in it?
   **Ans:** A teapot

**Modal Verbs**

Other than the three primary auxiliary verbs *be, do and have*, modal auxiliary verbs or modals are special verbs which do not change their form for different subjects. Some common modal verbs are *can, could, may, might, shall, will, would, should, must, need,* etc.

Modal verbs are used to express functions such as:

- Permission
- Ability
- Obligation
- Prohibition
- Lack of necessity
- Advice
- Possibility
- Probability

**Characteristics of Modals**

1. Modals never change their form.
2. Modals express actions such as ability, power, permission, request, possibility, willingness, etc.
3. Modals are not affected by number, gender or person of a verb.
4. First form of verb is used with modals.
5. Modals **ought** and **used** are followed by **to**.
6. Modal verbs can’t combine with each other and they do not have –ing forms.
7. They are used to form questions and as question tags in a contracted form.

### Use of Modals

1. **Can**

   *Can* is used to express ability, possibility, request, offer, suggestion and permission in the present.

<table>
<thead>
<tr>
<th>Expresses</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>ability (also used as ‘to be able to’)</td>
<td>We <em>can</em> win the quiz easily.</td>
</tr>
<tr>
<td>possibility</td>
<td>It <em>can</em> rain any moment now.</td>
</tr>
<tr>
<td>request</td>
<td>Can you help me with my project, please?</td>
</tr>
<tr>
<td>offer</td>
<td>You <em>can</em> stay with me until you find a fine lodge.</td>
</tr>
<tr>
<td>suggestion</td>
<td>You <em>can</em> join any English speaking course.</td>
</tr>
<tr>
<td>permission (also used as ‘to be allowed to’)</td>
<td>Dad, <em>can</em> we attend the party tonight?</td>
</tr>
</tbody>
</table>

2. **Could**

   *Could* is generally used to ask questions. It expresses ability, possibility, request, offer, suggestion and permission in the past. *'Could’ is the past equivalent of ‘can’*.

<table>
<thead>
<tr>
<th>Expresses</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>ability (also used as ‘to be able to’)</td>
<td>Garima <em>could</em> not reach Bengaluru in the morning.</td>
</tr>
<tr>
<td>possibility</td>
<td>It <em>could</em> result in positivity.</td>
</tr>
<tr>
<td>request</td>
<td><em>Could</em> we see him in the morning?</td>
</tr>
<tr>
<td>offer</td>
<td>You <em>could</em> enjoy boating.</td>
</tr>
<tr>
<td>suggestion</td>
<td>You <em>could</em> have enjoyed the whole day.</td>
</tr>
<tr>
<td>permission (also used as ‘to be allowed to’)</td>
<td><em>Could</em> you lend me your book?</td>
</tr>
</tbody>
</table>

3. **May**

   *May* is used to express possibility, permission and wish. It is used when we are not sure about something.
<table>
<thead>
<tr>
<th>Expresses</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>permission</td>
<td><strong>May</strong> I enter the premises now?</td>
</tr>
<tr>
<td>slight possibility</td>
<td><em>My grandparents may come tomorrow.</em></td>
</tr>
<tr>
<td>wish</td>
<td><strong>May</strong> you pass with flying colours!</td>
</tr>
</tbody>
</table>

**4. Might**

*Might* is used as the past equivalent of *may*.

<table>
<thead>
<tr>
<th>Expresses</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>offer (with hesitation)</td>
<td><em>She might</em> support me.</td>
</tr>
<tr>
<td>possibility</td>
<td><em>It might</em> rain in the evening.</td>
</tr>
</tbody>
</table>

*It is important to remember that:*

- **Can** is used to seek permission in an informal way.
- **May** is used to seek permission in a formal way.
- **Could** is used to seek permission in a very polite way.

Use of *can*, *may* and *could* will depend either on the situation or the speaker’s preference or on the person the speaker is talking to and taking permission from.

**Examples:**

a. **Can** you keep this vase on the table?

b. **Could** you keep this vase on the table?

c. **Will** you keep this vase on the table?

---

**Try Out 2!**

Fill in the blanks with ‘can’, ‘might’, ‘could’, ‘may’.

1. .............................................. you speak French?
2. It ................................................ rain, so take an umbrella.
3. You .............................................. leave now if you have an urgent work.
4. ................................................ you play the piano?
5. ................................................... we lend her ₹1000 for a week?
6. I ................................................... go to the wedding, but I am not sure yet.
7. Shagun is absent from the class. She .............................................. be ill.
8. Children ........................................... bring their toys to school.
9. Nowadays, we ..................................... travel anywhere in the world.
10. .................................................. you open the window please?
5. **Will**

Will is used in future tense to show future time and actions.

<table>
<thead>
<tr>
<th>Expresses</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>firm determination</td>
<td>The farmers will plough their fields.</td>
</tr>
<tr>
<td>necessity</td>
<td>I will pay you within two days.</td>
</tr>
<tr>
<td>strong will</td>
<td>We will not tolerate injustice.</td>
</tr>
</tbody>
</table>

**It is important to remember that:**

Nowadays, I/we shall is less common than I/we will.

6. **Would**

Would is used as the past equivalent of will. It expresses future condition, request and wish.

<table>
<thead>
<tr>
<th>Expresses</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>as past of will</td>
<td>She said that she would not help me.</td>
</tr>
<tr>
<td>talk about future but in past</td>
<td>Ranjana told me yesterday that she would go to university.</td>
</tr>
<tr>
<td>conditional mood</td>
<td>If he agrees to work here, he would surely achieve his goal.</td>
</tr>
<tr>
<td>request</td>
<td><strong>Would</strong> you lend me your bike, please?</td>
</tr>
<tr>
<td>wish</td>
<td>I wish you would be here.</td>
</tr>
</tbody>
</table>

7. **Shall**

Shall is used to express a command, a promise or a threat or to take permission.

<table>
<thead>
<tr>
<th>Expresses</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>command</td>
<td>I shall not allow him to enter my office.</td>
</tr>
<tr>
<td>promise</td>
<td>You shall have two increments if you achieve the target.</td>
</tr>
<tr>
<td>threat</td>
<td>You shall be punished for this act of negligence.</td>
</tr>
<tr>
<td>permission</td>
<td>Shall we not go tomorrow?</td>
</tr>
</tbody>
</table>

8. **Should**

Should is used as the past equivalent of shall. It is used to advise someone, obligation, to suggest something or for a duty.
<table>
<thead>
<tr>
<th>Expresses</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>advice</td>
<td>Your brother <strong>should</strong> try for administrative services.</td>
</tr>
<tr>
<td>obligation</td>
<td>I thought I <strong>should</strong> do his duty.</td>
</tr>
<tr>
<td>suggestion</td>
<td>He <strong>should</strong> attend the coaching centre regularly.</td>
</tr>
<tr>
<td>duty</td>
<td>You <strong>should</strong> listen to your parents' advice.</td>
</tr>
</tbody>
</table>

**It is important to remember that:**

Modals are used as question tags also.

**Examples:**

a. He can’t take any risk, **can** he?
b. I should go to the class, **shouldn’t** I?

**Try Out 3!**

**Choose the correct option.**

1. It’s a hospital. You *………………………………* smoke here. (shouldn’t / won’t)
2. Anirudh had been working for more than eight hours. He *………………………………* be tired. (can / would)
3. He *………………………………* prefer to get some rest. (may / shall)
4. I *………………………………* just say a few words in Marathi. (will / can)
5. The teacher said that we *………………………………* read the books for our own pleasure. (can / should)
6. Take an umbrella. It *………………………………* rain later. (may / might)
7. You *………………………………* leave small objects lying here and there. (won’t / shouldn’t)
8. Such objects *………………………………* be swallowed by children. (can / may)
9. *………………………………* you speak French? (Might / Can) No, I *………………………………* . (can’t / might)
10. *………………………………* I ask you a question? (Can / Will)

9. **Must**

**Must** is used to express prohibition, necessity and compulsion.

<table>
<thead>
<tr>
<th>Expresses</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>prohibition</td>
<td>You <strong>must</strong> not read my diary.</td>
</tr>
<tr>
<td>necessity</td>
<td>His condition is not good. He <strong>must</strong> see a doctor immediately.</td>
</tr>
<tr>
<td>compulsion</td>
<td>Raju <strong>must</strong> attend the class.</td>
</tr>
</tbody>
</table>
10. **Ought to**

It expresses strong possibility or moral obligation.

<table>
<thead>
<tr>
<th>Expresses</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>strong possibility</td>
<td>Indian team is very strong. It <em>ought to</em> win the match.</td>
</tr>
<tr>
<td>moral obligation</td>
<td>We <em>ought to</em> obey our parents.</td>
</tr>
</tbody>
</table>

**Things to keep in mind while using Modals**

<table>
<thead>
<tr>
<th>Explanation</th>
<th>Sample Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Do not use modals for things which happen</td>
<td>The sun rises in the east. – (A modal can't be used in this sentence.)</td>
</tr>
<tr>
<td>definitely.</td>
<td></td>
</tr>
<tr>
<td>• They have no-s in the 3rd person singular.</td>
<td>He can play football.</td>
</tr>
<tr>
<td>• Questions are formed without do/does/did.</td>
<td>Can he speak Spanish?</td>
</tr>
<tr>
<td>• It follows a main verb in its infinitive.</td>
<td>They must read the book.</td>
</tr>
<tr>
<td>• When you use the past participle, you tell</td>
<td>You should have told me.</td>
</tr>
<tr>
<td>about things which did not happen in the past.</td>
<td></td>
</tr>
</tbody>
</table>

**Try Out 4!**

**Fill in the blanks using modals:**

1. Sky is clear now but it ......................................... rain.
2. ........................................ he pass the exam?
3. You ........................................ be honest.
4. ........................................ God bless you!
5. She was strong. She ........................................ walk ten kilometres.
6. ........................................ I go out?
7. You ........................................ not tease animals.
8. We ........................................ not play with electricity.
10. I ........................................ not help as I had no money.
11. You ........................................ go wherever you like.
12. You ........................................ work hard lest you should fail.
13. Gold is very costly. We ........................................ not afford it.
14. He ........................................ be very helpful.
Try Out 5!

Choose the correct alternative.

1. To save my life, I ran fast and (would/could/was able to) reach safely.
2. I don’t think I (shall/should/can) be able to go.
3. I (would/used/ought) to be an atheist but now I believe in God.
4. (Shall/Will/Would) I carry the box into the house for you?
5. He (shall/will/should) not play unless he is compelled to.
6. You (needn’t/mustn’t/won’t) light a match, the room is full of gas.
7. Radhe (used/should/will) to play hockey before his marriage.
8. He (ought/should/would) be punctual.
Punctuation is used to create sense, clarity and stress in sentences.
You can quickly see why punctuation is important if you try to read this passage which has no punctuation at all.

when i am in a hurry tired cold lazy or angry i sometimes leave out punctuation marks grammar is stupid i can write without it and dont need it my uncle moziz once said he was not very clever and i never understood a word he wrote to me i think ill learn some punctuation not too much enough to write to Uncle Harry he needs some help

Now let's see if punctuating it makes a difference!

When I am in a hurry, tired, cold, lazy or angry, I sometimes leave out punctuation marks. "Grammar is stupid! I can write without it and don't need it," my uncle Moziz once said. He was not very clever, and I never understood a word he wrote to me. I think I'll learn some punctuation, not too much; enough to write to uncle Harry. He needs some help.

Some commonly used punctuation marks are:
the capital letters and full stop (or the period in American English)
- comma
- exclamation mark
- question mark
- colon
- semicolon
- quotation marks
- apostrophe
- hyphen and the dash
- brackets and square brackets
- Ellipsis
Punctuation Rules in English

**Capital Letters and Full Stops**

- Every sentence begins with a capital letter and ends with a full stop, except when a question mark or exclamation mark is needed.
  
  **Example:** A smooth sea never made a skilled sailor.

- Capital letters are used to begin a sentence.
- Capital letters are used with proper nouns.

**Examples:** Sunita Williams, Saturday, June, Diwali, Christmas, Japan, Japanese, the Himalayas, the Ganga, Army Public School, Noida, The Taj Express, The Taj Mahal, Tata Indica, Independence Day, The White Tiger, The Daffodils, Romeo and Juliet, etc.

- The first word of a direct speech begins with a capital letter.

**Examples:** Hitesha said, "I belong to Delhi."
I said to Nakul, "The full use of today is the best preparation for tomorrow."

- Every new line of a poem usually starts with a capital letter.

**Examples:** I wander lonely as a cloud
  That floats on high o'er vales and hills.
  When all at once I saw a crowd,
  A host of golden daffodils.

- All nouns and pronouns referring to god (not gods) begin with a capital letter.

**Example:** We pray to the Almighty to give us strength.
Just pray to God and He will take care of you.

The pronoun 'I' is always written in capital letter.

**Try Out 1!**

**Punctuate the following sentences using full stops and capital letters wherever appropriate.**

1. the man bought the newspaper, he was an avid reader of the hindus
2. jill ran up the hill with jack they needed to fetch a pail of water
3. the must-see film of the year is the new spiderman movie it stars tom holland
4. on wednesday and thursday i am travelling to mumbai on the orient express
5. the great wall of china was built by shih huang ti his title was the first emperor of china
6. the mediterranean sea is a favourite holiday destination for european tourists
7. in 1989 a war broke out between the british and the boers in south africa wellington school

**Exclamation Mark**

An exclamation mark should be used sparingly and only for genuine exclamations.

- It is used to express strong or sudden feelings.

**Example:** Help! Ouch, that hurts!
• It is used to emphasize a command or strong viewpoint.

**Example:** Go away! I'm not telling you. Beware!

**Try Out 2!**

The following are the situations in which an exclamation mark could be used. Think of suitable and interesting interjections for each situation and rewrite the following. Observe the example.

**Example:**

Lost: “**Help! I think I'm lost!**”

1. football match
2. fire in a house
3. accident
4. in deep water
5. surprise party
6. a mouse under your chair
7. going into battle
8. seeing a ghost

**Try Out 3!**

Study the given pictures and write suitable sentences in the bubbles using exclamation mark.

![Picture 1](image1)

![Picture 2](image2)

![Picture 3](image3)

**Question Mark**

• Direct questions end in a question mark.

**Example:** Are you going to the store?

• Indirect questions **do not** end in a question mark.

**Example:** I asked if you were going to the store.

• In direct speech, sometimes an apparent statement may be a question, depending on the speaker's tone.

**Example:** “You will be happy here?” Mum asked.

• The question mark is used after a statement followed by a short question, i.e., question tag. Notice the use of comma before the question.

**Example:** You are the shortest person here, aren't you?
Imagine you gave a report to the police. Read the given report and then write down the actual questions you were asked.

It was really dark and misty, so the visibility was poor. They arrived in a red Wagon R. The driver was tall and bald and had a tattoo of a skull on his arm. The two other men ran into the jewellery store, pulling ski masks over their faces. About three minutes later I heard a gunshot and the two men ran out, carrying several small black sacks. The car sped off in the direction of the freeway.

The Comma

- Used to separate phrases, words, or clauses in lists.

**Examples:**

a. For dinner, I had soup, fish, chicken, dessert and coffee.
b. She was young, beautiful, kind and intelligent.
c. The boy leapt, spun, twisted and dove into the water.
d. The dog leapt into the air, snatched the frisbee in its mouth, landed and ran off into the forest.

- Used to separate tag questions.

**Example:** We haven't met, have we?

- Used to separate interjections.

**Examples:**

a. Yes, I will stay a little longer, thank you.
b. Wait, I didn’t mean to scare you.

**Grammar Bumps!!!**

**Putting a comma in the wrong place can lead to a sentence with a completely different meaning. Look at these two sentences.**

I detest liars like you; I believe that honesty is the best policy. = I detest you because you are a liar.

I detest liars, like you; I believe that honesty is the best policy. = You and I both detest liars.

**Colon**

- A colon is used to:
  - introduce a list.

**Example:** He bought the groceries: eggs, butter, jam, sugar and pot noodles.

- Introduce a title or quotation.

**Example:** His words echoed in my head: “Do unto others only good!”

- Separate contrasting parts of a sentence.

**Example:** The good are saved: the bad are damned.
Try Out 5!

Punctuate the following sentences inserting colons, commas and capital letters.

1. Charles Dickens wrote 'A Tale of Two Cities', 'Little Dorrit', 'A Christmas Carol' and 'Bleak House' amongst others.
2. Exams will take place this week Monday Tuesday before break Thursday afternoon and Friday in place of assembly.
3. The guests arrived early Lady Ponsonby in diamonds and a white fur coat Lord Pickle-noze with a glamorous girl on each arm Mr Carruthers with half the contents of a bottle of whisky already under his belt and the luscious honourable Miss Hilly Flower in a very short very shiny dress.

Semicolon

- The semicolon is stronger than a comma but not as strong as a full stop. It separates two groups of words which could be two sentences, but which are so closely linked in subject matter that a full stop would be too strong.

Example: The criminal surrendered; he was defeated.

- The semicolon is also used in a list when commas are already needed in the phrases contained in that list.

Example: You need: four eggs, lightly beaten; one spoon of nutmeg, grated finely; and a pint of milk.

Quotation Marks

- Direct speech is the exact words spoken by the speaker. Inverted commas or quotation marks are used to mark the beginning and the end of the speech. Whenever a new person speaks, a new line must start.

Examples:

a. “Hello, Tom!” John called.

b. “Tom, my friend!” John exclaimed, “It is great to see you!”

Try Out 6!

Write an appropriate, descriptive, direct speech sentence for each of the following situations.

Example:

Building a fence: “Whew! This is really an exhausting work!” I panted, wiping my brow.

1. Scolding a naughty child
2. Returning a faulty item
3. Meeting an old friend
4. Visiting a zoo
5. Witnessing a robbery
6. Playing a sport
**Apostrophe**

- Apostrophes are used to show that some letters have been left out of words. Such words are known as contractions.
  
  **Example:** They're = They are  Can't = Cannot  I've = I have

- Apostrophes are used to indicate possession.
  
  **Example:** The dog's tail = the tail of the dog.

- If the owner ends in 's' already, you can just add the apostrophe without the 's'
  
  **Example:** The car belonging to Chris = Chris' car.

- If a word ends in 's' because it's a plural, then you don't need another 's' when you add an apostrophe.
  
  **Example:** babies’, churches’

- It's easier when a plural doesn't end in 's', then you go back to normal and add an apostrophe and an 's'.
  
  **Example:** The nest of a family of mice = the mice's nest.

- There are some words that don't need an apostrophe when they're showing ownership. They are possessive pronouns – mine, yours, his, hers, ours, theirs, its.

**Try Out 7!**

*Firstly, identify the words that could be contracted (shortened) and then rewrite the passage so that it does not sound so formal.*

If you have nothing better to do with your free time, you are welcome to come and stay with us. You cannot imagine what fun we have here! I am not exaggerating when I say that it will be the best experience of your life! You will make new friends and they will remain your friends for life.

**Try Out 8!**

*Use apostrophes to change the clumsy given phrases into a quicker way of saying the same thing.*

**Example:** The head belonging to the man = the man's head.

1. The hutch belonging to the rabbit.
2. The football belonging to Nat.
3. The scar belonging to Carlos.
4. The wheel belonging to the truck.
5. The leg belonging to the horse.

**Parentheses**

Brackets ( ) are used in a similar way to commas when we want to add further explanation, an afterthought, or comment that is, to do with our main line of thought but distinct from it. Many grammarians feel that the brackets can, in fact, be replaced by commas in nearly all cases.
Examples:

a. The government's education report (April 2005) shows that the level of literacy is rising in nearly all areas.

b. I visited Kathmandu (which was full of tourists) on my way to the Himalayas for a trekking expedition.

Differences in British vs. American English

There are a few differences between punctuation in British and American English. The following chart details some of those differences.

<table>
<thead>
<tr>
<th>British English</th>
<th>American English</th>
</tr>
</thead>
<tbody>
<tr>
<td>The &quot;.&quot; symbol is called</td>
<td>a full stop</td>
</tr>
<tr>
<td>The &quot;!&quot; symbol is called</td>
<td>an exclamation mark</td>
</tr>
<tr>
<td>The &quot;( )&quot; symbols are called</td>
<td>brackets</td>
</tr>
<tr>
<td>The &quot;[ ]&quot; symbols are called</td>
<td>square brackets</td>
</tr>
<tr>
<td>The position of quotation marks</td>
<td>Joy means ‘happiness’</td>
</tr>
<tr>
<td>The punctuation for abbreviations</td>
<td>Dr, Mr, Mrs, St, Rd, Ct</td>
</tr>
<tr>
<td></td>
<td>Dr., Mr., Mrs., St., Rd., Ct.</td>
</tr>
</tbody>
</table>

Try Out 9!

Punctuate the following sentences:

1. Sushmaishruchi and Sunil went to Dehradun.
2. Deepak always gets up early doesn’t he?
3. Albert Einstein said try not to become a man of success but a man of value.
5. I said to Sapna a friend’s eye is a good mirror.
6. Have you read Macbeth written by William Shakespeare?
7. Momos is a traditional delicacy in Tibet, Bhutan, Nepal, Sikkim, and Laddakh.
8. Let us eat something shall we?
9. Don’t disturb me will you?
10. We went to Jaipur and saw the Hawa Mahal, Amber Fort, Jal Mahal and Birla Mandir said Rishi.
Adverbs are a very broad collection of words that may describe how, where, or when an action takes place.

Usually adverbs modify verbs, telling us how, how often, when, or where something is done. The adverb is placed after the verb it modifies.

**Examples:**

a. The bus moved **slowly**.

b. The bears ate **greedily**.

c. The car drove **fast**.

Sometimes adverbs modify adjectives, making them stronger or weaker.

**Examples:**

a. You look **absolutely** fabulous.

b. He is **slightly** overweight.

c. You are **very** persistent.

Some types of adverbs can modify other adverbs, changing their degree or precision.

**Examples:**

a. She played the violin **extremely well**.

b. You're speaking **too** quietly.

Adverbs are of seven types.

**Kinds of Adverbs**

- place
- time
- manner
- degree
- certainty
- relative
- interrogative

1. **Adverbs of place** tell us where something happens. They are usually placed after the main verb or after the clause that they modify. Adverbs of place do not modify adjectives or other adverbs.

**Examples:**

a. John looked **around** but he couldn't see the monkey.

b. I searched **everywhere** I could think of.
2. **Adverbs of time** tell us when an action happened, but also for how long and how often.

**Examples:**
- a. Goldilocks went to the Bears' house *yesterday*.
- b. Goldilocks *often* goes there.
- c. He stayed in the Bears' house *all* day.

3. **Adverbs of manner** tell us *how* something happens. They are usually placed either after the main verb or after the object.

**Examples:**
- a. He swims *well*.
- b. He ran *quickly*.

4. **Adverbs of degree** tell us about the intensity or degree of an action, an adjective or another adverb. Adverbs of degree are usually placed before the adjective, adverb or verb they are modifying, although there are some exceptions.

**Examples:**
- a. The girl was *very* beautiful.
- b. He speaks *too quickly* for me to understand.
- c. We have *enough* bread.

5. **Adverbs of certainty** express how certain we feel about an action or event. Adverbs of certainty go before the main verb unless the main verb is 'to be', in which, the adverb of certainty goes after, certainly, *definitely*, *probably*, *undoubtedly*, *surely*, etc.

**Examples:**
- a. He *definitely* left the house this morning.
- b. He *surely* won't forget.
- c. He is *probably* in the park.

6. **Relative adverbs** where, when and why can be used to join sentences or clauses. They replace the more formal structure of preposition, which is used to introduce a relative clause.

**Examples:**
- a. That's the restaurant *where* we met for the first time.
- b. Tell me (the reason) *why* you came home late.
- c. I remember the day *when* we first met.

7. **Interrogative adverbs** why, where, how and when are placed at the beginning of a question. These questions can be answered with a sentence or a prepositional phrase. After an interrogative adverb in a question, you must invert the subject and verb so that the verb comes first.

**Examples:**
- a. *Why* are you so late? There was a lot of traffic.
- b. *Where* is my passport? In the drawer.
Write a suitable adverb to complete the sentences and tell its type as well.

1. The umbrella was kept ........................................
2. Uncle Peter .................................. goes to the club.
3. Ankita ran .................................... to catch the ball.
4. Kunti went .................................
5. Teddy went to the circus .................................
6. Mrs Chopra rang the bell .................................
7. My aunt will buy some meat .................................
8. Jiggy ................................. makes mistakes.
9. The child slept .................................

Formation of Adverbs

1. In most cases, an adverb is formed by adding -ly to an adjective.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheap</td>
<td>cheaply</td>
</tr>
<tr>
<td>quick</td>
<td>quickly</td>
</tr>
<tr>
<td>slow</td>
<td>slowly</td>
</tr>
</tbody>
</table>

2. If the adjective ends in -y, replace the y with i and add -ly.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>easy</td>
<td>easily</td>
</tr>
<tr>
<td>angry</td>
<td>angrily</td>
</tr>
<tr>
<td>happy</td>
<td>happily</td>
</tr>
<tr>
<td>lucky</td>
<td>luckily</td>
</tr>
</tbody>
</table>

3. If the adjective ends in -able, -ible or -le, replace the -e with -y.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>probable</td>
<td>probably</td>
</tr>
<tr>
<td>terrible</td>
<td>terribly</td>
</tr>
<tr>
<td>gentle</td>
<td>gently</td>
</tr>
</tbody>
</table>

4. If the adjective ends in -ic, add -ally. (Exception: public—publicly)

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>basic</td>
<td>basically</td>
</tr>
<tr>
<td>tragic</td>
<td>tragically</td>
</tr>
<tr>
<td>economic</td>
<td>economically</td>
</tr>
</tbody>
</table>
5. Some adverbs have the same form as adjectives: early, fast, hard, high, late, near, straight and wrong.

Examples:
   a. It is a fast car.
   b. He drives very fast.
   c. This is a hard exercise.
   d. He works hard.

Try Out 2!

Form adverbs from the given adjectives.

1. perfect ...................... 2. quiet ......................
3. careful ...................... 4. regular ......................
5. nice ...................... 6. terrible ......................
7. heavy ...................... 8. good ......................
9. hard ...................... 10. fantastic ......................

Some Confusing Adverbs

Adjectives are words that describe nouns and adverbs are words that describe verbs. Unfortunately, it’s easy to confuse them!

Here’s an example with easy (adjective) and easily (adverb).

Examples:
   a. The English test was easy.
   b. I easily finished the English test in 45 minutes.

You can see that easy describes the test (n.) whereas easily describes the action of finishing (v.) the test. A lot of adjectives and adverbs have the same meaning. Know some of them.

1. Dead and deadly
   Dead is an adverb used in expressions like dead right, dead certain, dead slow, dead straight, dead sure, etc. It means ‘exactly’, ‘completely’ or ‘very’. Deadly is an adjective. It means ‘fatal’ or ‘causing death’.

Examples:
   a. I am dead tired. (NOT I am deadly tired.)
   b. Cyanide is a deadly poison.

2. Free and freely
   The adverb free means ‘without payment’. Freely means ‘without limit or restriction’.

Examples:
   a. Buy one shirt and get one shirt free.
b. You can’t eat **free** in a restaurant.
c. Speak **freely** – no one will harm you. (NOT Speak free.)

3. **Hard and hardly**
   The adverb **hard** has a similar meaning to the adjective **hard**.
   
   **Examples:**
   
   a. Work **hard** if you want to succeed.
   b. Hit it **hard**.
   
   Hardly means ‘almost not’.
   
   **Examples:**
   
   We have got **hardly** any rice left.

4. **High and highly**
   **High** refers to ‘height’. **Highly** often means ‘very much’.

   **Examples:**
   
   a. Throw it as **high** as you can.
   b. I can **highly** recommend this product.

5. **Late and lately**
   The adverb **late** has a similar meaning to the adjective **late**. **Lately** means ‘recently’.

   **Examples:**
   
   a. He came **late**.
   b. I haven’t been to the opera **lately**.

6. **Most and mostly**
   **Most** is the superlative form of **much**. ** Mostly** means ‘mainly’.

   **Examples:**
   
   a. You are the **most** beautiful woman in the world.
   b. My friends are **mostly** non-smokers.

---

**Try Out 3!**

The last word in each sentence is either an adjective or an adverb. Identify and write in the blank.

1. The sun burnt the grass quickly. ........................................
2. His response was so quick. ...........................................
3. He drove his employees hard. ......................................
4. I find this very unlikely. ...............................................
5. We found the people friendly. ......................................
6. What made my bed so hard. .......................................  
7. He takes exercise regularly. .......................................
8. This made everyone late.
9. I have made his acquaintance lately.
10. He is punctual and regular.

**Try Out 4!**

Choose the correct option.

1. This table is ........................................ (much/very) interesting.
2. Mother is feeling ........................................ (many/really) low today.
3. Your documents are ........................................ (quite/too) authentic.
4. I'm ........................................ (much/really) tired.
5. She plays hockey ........................................ (good/well).
6. Your statement is ........................................ (very/quite) illogical.
7. He was sweet ........................................ (enough/less) to be trusted.
8. She ........................................ (more/seldom) visits us.
9. She gave up her job two years ........................................ (ago/back).
10. I'll be ........................................ (really/very) glad to meet your mother.

Some other confusing adverbs

1. **So, such:**

   *So* and *such* are intensifiers. *So* is used with an adjective or an adverb. *Such* is used with a noun.

   **Examples:** She looked so pretty in that dress. (adjective)

   He speaks so fluently that anybody can get impressed. (adverb)

   He is such an intelligent boy. (noun: boy)

   You gave such an outstanding performance. (noun: Performance)

   He had never seen such rough sea. The entire place was so Frightening.

2. **Enough, too:**

   *Enough* means sufficient. It is used after an adjective or an adverb but before a noun. It is used in a positive sense.

   *Too* means excess of something, more than what is wanted or acceptable.

   **Examples:** You are old enough to choose your dress.

   You have enough money to buy your dress.

   I have enough experience for this job.

   You are too old to play with toys.

   She was too late to be admitted into the hall.

   If you are too emotional, life will become difficult for you.
3. **Fairly, rather:**

Both of these words mean moderately. **Fairly** is used in favourable situations. **Rather** is used in unfavourable situations. **Fairly** is used when we show approval. **Rather** is used when we show disapproval.

**Examples:**
- Aishwarya is *fairly* intelligent.
- Tushar is *rather* stupid.
- This tea is *fairly* hot. Enjoy it with snacks.
- This tea is *rather* hot. I'll have it after a while.

**Try Out 5!**

**Fill in the blanks with so, such, enough, too, fairly or rather:**

1. Let me go. My mom would be .................. worried about me.
2. You keep your study room .................... neat and clean but your brother makes it ................. messy whenever he comes.
3. He is ..................... weak to carry this box.
4. He is strong ....................... to carry this box.
5. She is ..................... a nice girl that everybody likes her.
6. She is ..................... nice that everybody likes her.
7. This matter is ..................... urgent to be postponed.
8. This programme is ..................... boring.
9. We have ..................... strawberries for making cup cakes.
10. I am ..................... busy to join you for the movie.
Transitive verbs have both active and passive forms. We call them voice.

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>The poacher killed the tiger.</td>
<td>The tiger was killed by the poacher.</td>
</tr>
<tr>
<td>Someone has cleaned the store room.</td>
<td>The store room has been cleaned by someone.</td>
</tr>
</tbody>
</table>

What did you observe from the examples?
When the subject of the sentence is doing something, the verb is active. When the object of the sentence is having something done to it, the verb is passive.

Active Voice: Subject + Verb + Object
Puja is eating a burger.

Passive Voice: Object + helping verb + main verb + by + subject
A burger is being eaten by Puja.

Try Out 1!

Complete the following sentences using appropriate active or passive form.

1. My friend ........................................ a letter.  (shall write / will write)
2. The cat ............................................ the mouse.  (killed / have killed)
3. The child ......................................... by the noise.  (was being frightened / was frightened)
4. We .................................................. by the Principal.  (shall be praised / will be praised)
5. The wires ......................................... .  (has been cut / have been cut )

Changing Active Voice to Passive Voice

- First of all, the arrangement of the words of the active voice sentence is changed.
- The object of the verb takes the position of the subject.
- The subject of the verb in the active voice becomes the object in the passive voice. Usually, the preposition by is written before objects.
Some examples from active voice to the passive voice are as follows.

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rahul writes a letter.</td>
<td>A letter is written by Rahul.</td>
</tr>
<tr>
<td>2. He buys the books.</td>
<td>The books are bought by him.</td>
</tr>
<tr>
<td>3. He has bought the books.</td>
<td>The books have been bought by him.</td>
</tr>
<tr>
<td>4. He will buy the books.</td>
<td>The books will be bought by him.</td>
</tr>
<tr>
<td>5. She is washing the clothes.</td>
<td>The clothes are being washed by her.</td>
</tr>
<tr>
<td>6. She was stitching the clothes.</td>
<td>The clothes were being stitched by her.</td>
</tr>
<tr>
<td>7. He is to write letters.</td>
<td>Letters are to be written by him.</td>
</tr>
</tbody>
</table>

- The tense of the verb in the passive voice remains the same as in the active voice.
- In the passive voice, the third form of the verb is used.
- Appropriate form of the verb to be (is, am, are, has been, have been, had been, was, were, will be, shall be, etc.) is used with third form of the verb in the passive voice.

### Change of Voice According to Tense

<table>
<thead>
<tr>
<th>Tense</th>
<th>Rule</th>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Present (indefinite)</td>
<td>is/am/are + V3</td>
<td>a. Ishan chooses a red shirt.</td>
<td>a. A red shirt is chosen by Ishan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Shishir drives the car.</td>
<td>b. The car is driven by Shishir.</td>
</tr>
<tr>
<td>Simple Past (indefinite)</td>
<td>was/were + V3</td>
<td>a. Rimpi forgot the answer.</td>
<td>a. The answer was forgotten by Rimpi.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. I knew the boys.</td>
<td>b. The boys were known to me.</td>
</tr>
<tr>
<td>Simple Future (indefinite)</td>
<td>will/shall + be + V3</td>
<td>a. He will attend two periods.</td>
<td>a. Two periods will be attended by him.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. She will help me.</td>
<td>b. I shall be helped by her.</td>
</tr>
<tr>
<td>Present Continuous</td>
<td>is/am/are + being + V3</td>
<td>a. He is hiding the fact.</td>
<td>a. The fact is being hidden by him.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. She is not reading a poem.</td>
<td>b. A poem is not being read by her.</td>
</tr>
<tr>
<td>Past Continuous</td>
<td>was/were + being + V3</td>
<td>a. The girls were singing a song.</td>
<td>a. A song was being sung by the girls.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. The students were not taking the notebooks.</td>
<td>b. The notebooks were not being taken by the students.</td>
</tr>
<tr>
<td>Tense</td>
<td>Formation</td>
<td>Examples</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| Present Perfect| has/have + been + V3             | a. We have lost the match.  
b. She has not stolen the book.  
c. Has she written the story? |
|               |                                  | a. The match has been lost by us.  
b. The book has not been stolen by her.  
c. Has the story been written by her? |
| Past Perfect  | had + been + V3                  | a. The washerman had washed the clothes.  
b. She had not told a lie. |
|               |                                  | a. The clothes had been washed by the washerman.  
b. A lie had not been told by her. |
| Future Perfect| will/shall + have + been + V3    | a. They will have caught the train.  
b. I shall not have done my work.  
c. Who will have done this? |
|               |                                  | a. The train will have been caught by them.  
b. My work shall not have been done by me.  
c. By whom will this have been done? |

**It is important to remember that:**
Present perfect continuous, past perfect continuous, future perfect continuous and future continuous cannot be changed into passive voice.

**Omission of Object in Passive Voice**
- Where the subject is obvious

**Examples:**
- a. The students were taught (by the teacher).
  - b. My tooth was extracted (by the dentist).

In the above examples, the subject in the active voice, 'the teacher' and 'the dentist', is not required to be mentioned as it is quite obvious.
- Where the subject is not known

**Examples:**
- a. My purse was snatched (by someone).
  - b. The food was cooked (by someone).

- Where the identity of the subject is not meant to be revealed

**Example:**
- (The doctor) discharged her from the hospital. (active)  
  She was discharged from the hospital. (passive)
• In writing scientific procedures and reports
  **Example:** Five gram Sodium Hydroxide was taken in a dish and heated.
• Where the action is more important than the subject or doer
  **Example:** The stitching of the shirt has been completed.

**Try Out 2!**

**Transform the given sentences into passive voice:**
1. She helps the poor.
2. I have purchased a story book.
3. The maid is washing the utensils.
4. Rehman will attend the party.
5. Neha hosted the show.
6. She will have stitched the gown.
7. We were donating toys and books.
8. The police had arrested the robbers.

**Passive of Negative Sentences**

'Not' is put between the auxiliary and the third form of the verb. The other rules remain the same.

**Examples:**

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not eat chicken.</td>
<td>Chicken is not eaten by me.</td>
</tr>
<tr>
<td>He does not grow oranges.</td>
<td>Oranges are not grown by him.</td>
</tr>
</tbody>
</table>

**Passive of Interrogative Sentences**

• For a sentence beginning with do/does/did, the form will be:
  \[ is/am/are/was/were + subject + V3 \]

**Examples:**

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do many students participate in the drill?</td>
<td>Is the drill participated by many students?</td>
</tr>
<tr>
<td>Did you bring your laptop in the evening?</td>
<td>Was your laptop brought by you in the evening?</td>
</tr>
</tbody>
</table>

• For a sentence in continuous tense, the passive form will be:
  \[ is/am/are/was/were + subject + being + V3 \]

**Examples:**

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is he dealing in electronic items?</td>
<td>Are electronic items being dealt by him?</td>
</tr>
</tbody>
</table>
• If a question begins with has/have/had, the passive form will be:
  \[ \text{has/have/had} + \text{subject} + \text{been} + V_3 \]

**Examples:**

**Active:** Has he sold the machine?
**Passive:** Has the machine been sold by him?

• If a question begins with a modal auxiliary, the passive form is:

**modal auxiliary** + subject + be + V3

**Examples:**

**Active:** Can you teach English?
**Passive:** Can English be taught by you?

• In questions beginning with wh words like what, why, when, where, etc., the question word is written in the beginning of the sentence. The rest of the rules are the same as for other interrogative sentences.

**Examples:**

**Active:** Where do you keep your charts?
**Passive:** Where are your charts kept by you?
**Active:** Why did you hit the baby?
**Passive:** Why was the baby hit by you?

• In case of questions beginning with who, the form is:

By + whom + helping verb + subject + V3

**Examples:**

**Active:** Who will drink the coffee?
**Passive:** By whom will the coffee be drunk?
**Active:** Who will make the drawing?
**Passive:** By whom will the drawing be made?

**Try Out 3!**

**Choose the correct option written in passive voice.**

1. We have sung a song.
   a. A song has been sung by us.  
   b. A song had sung by us.

2. Has the monitor complained you?
   a. Has you complain by the monitor?  
   b. Have you been complained by the monitor?

3. He had posted the letter.
   a. The letter had been post by her.  
   b. The letter had been posted by him.

4. Had our group surprised them?
   a. Had they been surprised by our group?  
   b. Had he been surprised by my group?

5. I will take my dinner.
   a. My dinner will be taken by me.  
   b. My dinner will be taken by us.
Try Out 4!

Rewrite the following in passive voice.
1. The students are not making noise.
2. Are they doing their work?
3. The clerk was not attending me.
4. Who was preparing the list?
5. The court has not punished them.
6. Have you torn this paper?
7. We had not planted the trees.
8. Had you seen the tiger in the forest?

Changing Passive Voice to Active Voice

- While converting from active to passive, object of the verb in the active voice becomes subject. Hence, for conversion from passive to active voice, subject of passive voice will become object of active voice.
- Transitive verb of passive voice will be changed.
- Changes in pronouns become essential.

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>him</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
</tr>
<tr>
<td>we</td>
<td>us</td>
</tr>
<tr>
<td>I</td>
<td>me</td>
</tr>
<tr>
<td>they</td>
<td>them</td>
</tr>
</tbody>
</table>

Examples:

**Passive:** A picture is hung by him.
**Active:** He hangs a picture.

**Passive:** This work can be done by me.
**Active:** I can do this work.

- We reverse the steps used while changing active voice to passive voice. In other words, we can say that we follow the steps as given.
  i. Change the subject of passive voice into the object of active voice.
  ii. Remove auxiliary verb 'be' from main verb and change its form.
  iii. The object of preposition 'by' in passive voice will replace the subject.
Example:

Passive: Will a picture be painted by you?
Active: Will you paint a picture?

Some Other examples of change from Passive to Active Voice:

a. Passive: The juice is drunk by Praveen.
   Active: Praveen drinks the juice.
b. Passive: The sofa is being built by the carpenter.
   Active: The carpenter is building the sofa.
c. Passive: Why was such a diagram made by Ansh?
   Active: Why did Ansh make such a diagram?
d. Passive: The brave are favoured by fortune.
   Active: Fortune favours the brave.

Try Out 5!

Rewrite the following sentences into active voice.

1. She was given the pen by shopkeeper.
2. The employer was pleased with his employee's statement.
3. She was brought to the playground by her teacher.
4. Kites are flown by us.
5. My shoes are mended by the cobbler.
6. One book will be read by him.
7. I shall be cured by her.
8. The work is not being done by her.
A preposition is a word placed before a noun or pronoun which shows its relationship with another words in a sentence.

**Examples:**

a. Shaurya walked *round* the park.  
   (shows relation between verb 'walked' and noun 'park')

b. The boy is *in* the room.  
   (shows the relation between the nouns 'boy' and 'room')

c. Vivek is fond *of* books.  
   (shows relation between adjective 'fond' and noun 'books'.)

The noun or pronoun used with a preposition is called its **object**.

A preposition is usually placed before its object, but sometimes it is placed after the object also.

**Examples:**

a. Had the doctor gone *out*?

b. Is that the book you were *asking for*?

c. The teacher passed *by*.

**Types of Preposition on the Basis of Formation**

**Simple Prepositions**

These prepositions are generally independent, i.e., free from prefix or suffix.

Some simple prepositions are:

in, out, to, at, with, down, over, of, off, with, on, by, up, for, through, from, till, etc.

**Compound Prepositions**

These prepositions are generally prefixed with other word(s).

Some compound prepositions are:

in front of, instead of, along with, by way of, in addition to, apart from, away from, because of, according to, with regard to, with reference to, in case of, on behalf of, etc.
Types of Prepositions on the Basis of Function

1. **Prepositions of Place**
   These prepositions tell us about the location of the subject.
   
   **Examples:**
   a. The goons are still inside the house.
   b. Our shop is at the corner of the street.
   c. Riya and Rizvi met at a wedding.

2. **Prepositions of Time**
   These prepositions indicate time.
   
   **Examples:**
   a. Ragini will meet me at 8.00 pm at the bus stop. ('at' in 'at the bus stop' is a preposition of place)
   b. I will study until dark.
   c. We visited Koorg during our winter holidays.

3. **Prepositions of Direction**
   These prepositions inform about the direction or movement of persons or things.
   
   **Examples:**
   a. Raghav walked into the class.
   b. The ducks were waddling along the banks of the river.
   c. The soldiers climbed over the rope.

**Try Out 1!**

*Fill in the blanks with suitable prepositions.*

Cricket is a game known (a) ......................... its wonderful glories. It is popular (b) ......................... men and women (c) ......................... all ages. People used to go to see a cricket test match (d) ......................... paying thousands. They used to see a match (e) ......................... five days. Many times, the match would end (f) ......................... a draw. But things have changed (g) ......................... the introduction (h) ......................... One-day matches. This kind (i) ......................... cricket has certainly caught the fancy (j) ......................... the people. There is no need to wait (k) ......................... five days (l) ......................... the outcome (m) ......................... the match. A match is now decided (n) ......................... the same day.

Superb English Grammar - 7
Some Important Differences Related to Prepositions

1. **to, at**
   - To is used to show motion from one place to another.
   - Example: It's an everyday journey from school to home.
   - At shows position or place (in context of movement). We also use at when we refer to villages or small towns. In reference to time, at is used with exact time.
   - Example: We reached the venue sharp at five o'clock.

2. **for, at (price)**
   - If actual amount is given, we use for.
   - Example: I have bought the pen for ₹ 10.
   - If actual amount is not given, we use at.
   - Example: I am selling this cell phone at a nominal rate.

3. **for, since, from (in context of time)**
   - For denotes a period of time.
   - Example: I want a house on rent for four months.
   - Since is used with a point of time at which an action started; an action is then considered to continue till the time of speaking.
   - Example: I have been working in this company since 2005.
   - From can be used for time and place both. When denoting a point of time, we write 'till' or 'to' after it.
   - Example: I was writing continuously from midnight till morning.

4. **in, on**
   - In reference to time, in is used with a period of time.
   - Example: I established this firm in 2014.
   - On is used with the days of the month or week.
   - Example: I will see you soon on Monday.

5. **in, within**
   - In denotes the close or end of some period.
   - Example: I can complete this task in two hours.
   - Within denotes some time slot till the end.
   - Example: Go and complete this task within 10 minutes!

6. **beside, besides**
   - Beside means at or by the side of.
   - Example: Feriha had been sitting beside me for the whole night.
• **Besides** means in addition to.

**Example:** Everyone was present **besides** Tina.

7. **after, afterwards**

• **After** is a preposition which must be followed by a noun.

**Example:** We will talk about this **after** dinner.

• **Afterwards** is an adverb, used as a preposition that is used when there is no noun.

**Example:** I’ll come **afterwards**.

8. **on, upon**

• **On** is generally used in speaking of things at rest.

**Example:** The basket of fruits is kept **on** the table.

• **Upon** is used to speak of things in motion or action.

**Example:** The dog jumped **upon** the table.

9. **with, by**

• **With** relates to instruments.

**Example:** Mark all the corrections **with** pencil.

• **By** relates to the agent or the doer.

**Example:** The decoration was done **by** me.

10. **between, among**

• **Between** is used for two persons or two things only.

**Example:** There was a toss **between** two teams.

• **Among** is used for more than two.

**Example:** Distribute all these sweets **among** the poor kids.

---

**Try Out 2!**

**Fill in the appropriate prepositions to complete the sentences.**

1. I have to work ......................... midnight in order to complete the assignment.
2. Everyone enjoyed the party ............................. Ronnie’s place.
3. I’ll join you people ................................. my class.
4. The prize money shall be distributed ......................... all the volunteers.
5. Please fill the form ............................... a pencil.
6. Everyone has to gather in the assembly hall ....................... the recess break.
7. The history ......................... the world is the story ......................... the survival ......................... the fittest.
8. One should always look ......................... the positive side ......................... life.
9. One should not be ......................... the habit ......................... day dreaming.
10. We must love our country ......................... the bottom ......................... our heart.
Complete the following sentences by choosing the suitable compound prepositions.

1. Indu will attend the meeting ......................... Tina. (subject to / instead of )
2. The teacher said, “......................... page 20 of the book.” (Conform to / Refer to)
3. ............................................. dogs. (Beware of / Afraid of )
4. He is ......................... vitamin A. (afraid of / deficient in)
5. Pushkar is ......................... the murder. (accused of / accused in)
6. Rameshwar has a keen ......................... music. (interest in / interest of )
7. Both of them are ......................... the case. (involved in / absorbed in)
8. He always ......................... his brother. (hope of / boast of)
9. She ......................... her geometry set. (asked of / asked for)
10. Suresh has ......................... illness. (recovered from / recover of)

Some words followed by Prepositions

1. Abide by a promise, a decision, a law – to stick to it
2. Abstain from – to keep away from
3. Addicted to – in the habit of something (usually used in negative sense)
4. Afraid of – something or person
5. Agree with a person to a proposal
6. Angry with a person at something
7. Aware of – to have a knowledge of
8. Beware of – to be careful about
9. Blessed with
10. Boast of
11. Capable of
12. Compare to / with
13. Compete with a person for something
14. Complain to a person of something, against another person
15. Composed of – made up of
16. Confident of
17. Congratulate on
18. Convey to
19. Deal with a person
20. Deal in – to trade in something
21. Disgusted with a person at something
22. Dispose of – to get rid of
23. Eligible for – fit to be selected for
24. Essential to/for – necessary for
25. Faithful to
26. Familiar with
27. Fight with someone for something
28. Grateful to a person for a favour
29. Injurious to – harmful to
30. Jealous of
31. Key to
32. Knock at
33. Listen to
34. Marvel at
35. Obliged to a person for some favour
36. Quarrel with someone over something
37. Rely on – to depend on
38. Renowned for – famous for
39. Surprised at
40. Sympathise with
41. Vote for or against someone
42. Yield to – to surrender to
Try Out 4:

Error finding:

1. Don't be afraid for speaking the truth. .............................................
2. Beware off pick pockets. .................................................................
3. She is eligible on this post. .............................................................
4. Why are you so jealous about him? .................................................
5. They revolted for the unjust laws. ....................................................
6. Smoking is injurious for health. ......................................................
7. We must abide with the laws. .........................................................
8. This tablet protects us against many diseases. ..............................
9. I’m obliged with you. .................................................................
10. Hard work is the key for success. ..................................................
11. You are eligible at this post. ........................................................
12. Don't take junk food as it is injurious for health. ............................
Conjunctions are words used as joiners. They connect:

- words
- phrases
- clauses

Different kinds of conjunctions join different kinds of grammatical structures. Based on their application, conjunctions can be divided into the following three classes:

- Correlative Conjunctions
- Coordinating Conjunctions
- Subordinating Conjunctions

**1. Correlative Conjunctions**

<table>
<thead>
<tr>
<th>either...or</th>
<th><strong>Either</strong> behave or leave the room.</th>
</tr>
</thead>
<tbody>
<tr>
<td>neither...nor</td>
<td>She can <strong>neither</strong> read <strong>nor</strong> write.</td>
</tr>
<tr>
<td>both...and</td>
<td>Ira is <strong>both</strong> a doctor <strong>and</strong> a politician.</td>
</tr>
<tr>
<td>not only...but also</td>
<td>She <strong>not only</strong> dances well <strong>but also</strong> sings beautifully.</td>
</tr>
<tr>
<td>though...yet</td>
<td><strong>Though</strong> he is a very busy person, <strong>yet</strong> he takes out time for everyone.</td>
</tr>
<tr>
<td>so...that</td>
<td>He addressed the meeting <strong>so</strong> loudly <strong>that</strong> everyone could hear him clearly.</td>
</tr>
<tr>
<td>hardly...when</td>
<td><strong>Hardly</strong> had he left the house <strong>when</strong> it started raining.</td>
</tr>
<tr>
<td>whether...or</td>
<td>I do not care <strong>whether</strong> he attends the meeting <strong>or</strong> not.</td>
</tr>
</tbody>
</table>

### Try out 1!

**Complete the sentences using correlative conjunctions.**

1. He can .................. speak French .................. English.
2. She can .................. dance .................. sing.
3. They are .................. my friends .................. my enemies.
4. My uncle is .................. a writer .................. a singer.
5. She can have .................. this notebook .................. that one.
6. .................. Aslam comes **to school** .................. Aman.
7. .................. you stay here .................. go from here.
8. You can buy .................. a jeans .................. a shirt.

### 2. Coordinating Conjunctions

Conjunctions joining the same type of grammatical units are called coordinating conjunctions. They are never used in the beginning or the end.

Some important coordinating conjunctions are **and**, **for**, **but**, **or**, **nor**, **so**, **yet**. An important and interesting way to remember these conjunctions is to remember the term **FANBOYS**.

**F-For** | **A-And** | **N-Nor** | **B-But** | **O-Or** | **Y-Yet** | **S-So**

The sentence must contain two statements of equal rank or importance.

- Noun with Noun
- Adjective with Adjective
- Phrase with Phrase
- Clause with Clause

**Examples:**

a. Many boys **and** girls went for the show. (noun with noun)

b. He is slow **but** steady. (adjective with adjective)

c. You should hire a cab **otherwise** you will be late. (clause with clause)

d. I relied completely on him **but** in vain.
Try out 2!

**Tick the correct option.**

1. I did not go to the show .......... I had already seen it.
   a. until  b. because  c. so  d. but
2. Mary is a member of the Historical Society ............ the Literary Society.
   a. as  b. or  c. and  d. but
3. Read over your answers ............ correct all mistakes before you pass them up.
   a. or  b. and  c. because  d. while
4. Keep the food covered .......... the flies will contaminate it.
   a. or  b. and  c. until  d. though
5. Susie ............... phoned ............... wrote after she left home.
   a. either, or  b. neither, nor  c. while, and  d. though, or
6. The committee rejected the proposal ............... they did not think it was practical.
   a. or  b. but  c. though  d. because

**3. Subordinating Conjunctions**

Subordinating conjunctions join a subordinate clause to a principle clause.

The sentence must contain two statements from which one is dependent on the other for its complete meaning.

**Examples:**

a. She ran away because she was afraid.

b. You will get through the examination if you work hard.

c. He will not clear the dues unless he is compelled.

d. Make hay while the sun shines.

e. Answer the first question before you go to the next.

**Subordinating Conjunctions may be classified according to their meaning as follows.**

**1. Time**

**Examples:**

a. I had finished the paper before the bell rang.

b. She returned home after watching the movie.

c. She will wait here till/until you finish the work.

d. I have known her since she was a child.

e. The thief ran away as soon as the landlord got up.
2. **Cause or Reason**

**Examples:**

a. As Vipul was not at home, I spoke to his brother.

b. She stood first in the class **because** she worked hard.

c. Since my mother wishes it, it shall be done.

d. He was afraid of being caught, **so** he ran.

e. She must go, **for** it is already late.

3. **Purpose**

**Examples:**

a. Take the keys of the house **in case** I go out.

b. I took a cab to the airport **so that** I would not be late.

c. We eat **so that** we may survive.

4. **Result**

**Examples:**

a. She was **so** tired **that** she could barely stand.

b. He wasted his precious time **and consequently** he failed.

5. **Condition**

**Examples:**

a. **If** you work hard, you will **succeed**.

b. Unless you satisfy your senior, you **cannot get** promotion.

c. I shall help you in your project **provided** you promise to help me in return.

6. **Concession**

**Examples:**

a. **Though** he gets angry with me, **yet** I respect him.

b. **Even though** I could not follow their language, I kept smiling.

7. **Comparison**

**Examples:**

a. He is taller **than** me.

b. This dress is not **so beautiful** **as** the one over there.

c. You are as fair **as** your sister.

---

**Try out 3!**

**Complete the sentences with the correct conjunction. Use and, but, or, because or so.**

1. Jenny is kind ........................ smart.

2. She wants coffee ........................ not cake.
3. He works very hard, ..................... he's really tired.
4. Sue can't come tomorrow ..................... she's sick.
5. He plays soccer every day ..................... he's very good at this game.
6. I can meet you today ..................... not tomorrow.
7. She can speak French ..................... not Italian.
8. David's very happy ..................... he's got a new job.

Try out 4!

Join each pair of the following sentences by means of a suitable conjunctions.

1. Alex smokes. His brother does not smoke.
2. Elina hasn't come. Mary hasn't come.
3. He speaks English. He speaks Spanish.
4. I like him. He is very sincere.
5. He did not win. He worked hard.
6. You can post a letter. You can send an e-mail.
7. Your idea is original. Your idea is applicable.
8. The teacher punished him. He had broken the window pane.

Try out 5!

Error finding:

1. Tigers won't attack if they are hungry.
2. Fit words are better than fine ones.
3. He can neither read or speak Spanish.
4. Whales are mammals and they look like fish.
5. Though you work hard, you will succeed.
6. If he worked hard, he did not get promotion.
7. Hardly had she left the office then it started raining.
8. Make hay before the sun shines.
CHAPTER 17
REPORTED

We may report the words of a person in two ways.
1. We can quote the speaker’s actual words without making any change. It is called Direct Speech.
2. We can quote the speaker's words in our own words also. It is called Indirect Speech or Reported Speech.

Example:
I said to my father, “I am not telling a lie.” (direct speech)
I told my father that I was not telling a lie. (indirect speech)

The verbs like said to, told, etc. in the sentence before comma are called reporting verbs and the part which is written within the inverted commas is called reported speech.
We find that in direct speech, exact words of the speaker are mentioned, while it is not so in the indirect speech.
We also find that to change a sentence from direct to indirect speech, following changes are required:
• We use the word that before the indirect statement.
• We remove inverted commas in the reported speech.
• The verb am is changed to was.

Rules for Changing Direct Speech into Indirect Speech

1. Rules to Change The tense in Reported Speech

<table>
<thead>
<tr>
<th>Rules</th>
<th>Examples (Direct)</th>
<th>Examples (Indirect)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Simple present tense changes to simple past tense</td>
<td>They said, &quot;We are happy.&quot;</td>
<td>They said that they were happy.</td>
</tr>
<tr>
<td>• Present continuous tense changes to past continuous</td>
<td>She said, &quot;My sister is playing well.&quot;</td>
<td>She said that her sister was playing well.</td>
</tr>
<tr>
<td>• Present perfect tense changes to past perfect tense</td>
<td>Anurag said, &quot;I have finished my homework.&quot;</td>
<td>Anurag said that he had finished his homework.</td>
</tr>
<tr>
<td>• Will and shall in the future tense is changed into would and should respectively.</td>
<td>Ananya said to her cousin, &quot;I will go for a walk.&quot;</td>
<td>Ananya told her cousin that she would go for a walk.</td>
</tr>
<tr>
<td>Rules</td>
<td>Examples (Direct)</td>
<td>Examples (Indirect)</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• The simple past in the direct speech changes to past perfect tense in the indirect speech.</td>
<td>The engineer said, “The roof collapsed today.”</td>
<td>The engineer said that the roof had collapsed that day.</td>
</tr>
<tr>
<td>• If the main verb in the reporting speech is in the present tense, the tense of the verb in the reported speech is not changed.</td>
<td>Anamika says, “I am ill.”</td>
<td>Anamika says that she is ill.</td>
</tr>
<tr>
<td>• If the main verb in the reporting speech is in the future tense, the tense of the verb in the reported speech is not changed.</td>
<td>Abhay will say, “He has not beaten the boy.”</td>
<td>Abhay will say that he has not beaten the boy.</td>
</tr>
<tr>
<td>• If the reported speech contains some universal truth or habitual fact, the tense of the verb does not change.</td>
<td>a. The teacher said to the students, “The sun rises in the east.”</td>
<td>a. The teacher told the students that the sun rises in the east.</td>
</tr>
<tr>
<td></td>
<td>b. The girl said, “I drink tea every morning.”</td>
<td>b. The girl said that she drinks tea every morning.</td>
</tr>
<tr>
<td>• When two actions occur at the same time in past, no change in the tense of the verb in the reported speech is made.</td>
<td>She said, “I ran away when I saw the snake coming.”</td>
<td>She said that she ran away when she saw the snake coming.</td>
</tr>
</tbody>
</table>

2. Words showing nearness in time or place are generally changed into words showing distance.
   • **here** becomes **there**
   • **this** becomes **that**
   • **now** becomes **then**
   • **today** becomes **that day**
   • **thus** becomes **so**
   • **tomorrow** becomes **the next day**
   • **ago** becomes **before**
   • **yesterday** becomes **the day before** or **the previous day**.
Examples:

Direct: He said, “I am sorry to be here this morning.”
Indirect: He said that he was sorry to be there that morning.
Direct: He says, “I am sorry to bother you yesterday.”
Indirect: He says that he is sorry to have bothered me the previous day.

3. Change of Person: When converted into indirect speech, the persons of the pronouns and the verbs in the reported speech are changed. Thus:

- Pronouns of the first person in the direct speech change according to the subject of the reporting verb.

Example:

Direct: She says, “I’m writing a letter.”
Indirect: She says that she is writing a letter.

- Pronouns of the second person change according to the noun or pronoun coming after the reporting verb.

Example:

Direct: I said to Ranbir, “You will have to write.”
Indirect: I told Ranbir that he would have to write.

- Pronouns of the third person in the direct speech remain unchanged when converted to indirect speech.

Example:

Direct: Anil said to me, “He will be awarded.”
Indirect: Anil told to me that he would be awarded.

4. Questions

- When a question is introduced by the interrogative words like what, where, etc., the words like asked, enquired, etc. are written before indirect speech. The interrogative form is changed into the assertive form in indirect speech. The mark of interrogation is also dropped. No Conjunction is used if the sentence begins with a question word.

Examples:

Direct: He said to me, “What is the colour of your bike?”
Indirect: He asked me what the colour of my bike was.
Direct: Rakesh asked me, “Where is your book?”
Indirect: Rakesh enquired where my book was.

- When the question is not introduced by the interrogative words like what, where, etc., the reporting verbs are followed by 'if' or 'whether'. (Most commonly, answer to these questions is found by 'yes' or 'no' only.)
Example:

**Direct:** He said, “Will you convey my message to Shaurya?”

**Indirect:** He asked me whether I would convey his message to Shaurya.

Try Out 1!

**Choose the correct option.**

1. He said to me, “Where do you live?”
   a. He asked me where I lived.
   b. He told us where I lived.
2. She said to me, “Where are you going?”
   a. She asked me where you were going.
   b. She asked me where I was going.
3. He said to us, “Are you going to school?”
   a. He asked us if we were going to school.
   b. He asked us if we were going to school.
4. “Can I help you with your homework?” said my father.
   a. My father asked if I can help me with my homework.
   b. My father asked if he could help me with my homework.

5. **Commands and Requests**
   In reporting commands and requests, we write some verbs expressing command and request before indirect speech, e.g., ordered, requested, etc. The imperative mood is changed into infinitive.

**Examples:**

**Direct:** The jailor said, “Call the prisoner.”

**Indirect:** The jailor commanded to call the prisoner.

**Direct:** She shouted, “Let me join you.”

**Indirect:** She shouted at them to let her join them.

**Direct:** The policeman said to the thief, “Come here.”

**Indirect:** The policeman ordered the thief to go there.

**Direct:** Ramesh said to his friend, “Please give me your book.”

**Indirect:** Ramesh requested his friend to give him his book.

6. **Exclamations and Wishes**
   In reporting exclamations and wishes, we write some verbs showing exclamation or wish before indirect speech like exclaimed, applauded, etc.

**Examples:**

**Direct:** He said, “Alas! My foes are too strong.”

**Indirect:** He exclaimed sadly that his foes were too strong.
Direct: He said, “Bravo! You have won the match.”
Indirect: He applauded them saying that they had won the match.
Direct: She said to me “May you live long!”
Indirect: She wished that I might live long.

Try Out 2!

Complete the sentences in reported speech with the help of the following clues.

**WORD WALL**

<table>
<thead>
<tr>
<th>could</th>
<th>was</th>
<th>would be</th>
<th>had driven</th>
<th>liked</th>
</tr>
</thead>
</table>

1. “I'm afraid of driving.” She told me that she ........................................ afraid of driving.
2. “I like travelling by train.” He said that he ......................................... travelling by train.
3. “You can get off the bus.” The driver told them that they ................................. get off the bus.

Try Out 3!

Complete the sentences in reported speech.

1. Jack said, “I love this city.”
   Jack said ..............................................................
2. “Are you sure?” she asked him.
   She asked him ................................................................
3. “I can't drive a car,” she said.
   She said ....................................................................
4. “Be nice to your sister,” I said to her.
   I asked her ....................................................................

Try Out 4!

Change the following sentences into indirect speech:

1. Sam says to me, “I like cycling.”
2. I said to him, “Don't go there.”
3. Anushka said to you, “Hatred is as blind as love.”
4. The teacher said to the students, “The sun is a star.”
5. She said to me, “Worry often gives a small thing a big shadow.”
6. He said to the child, “Don't gobble the food.”
7. He said to me, “Is your sister at home?”
8. I said to him, “What is your name?”
9. They said to us, “Will you help us?”
10. The teacher said to the student, “Have you submitted the project?”
11. My mother said to me, “What are you doing now?”
12. He said to her, “I caught a large fish.”
13. She said, “Please give me another chance.”
14. I said to him, “Did you understand this topic?”
15. She said to me, “Can I take the remote control?”
16. The captain said to the players, “We shall win the match.”

Try Out 5!

Rewrite the following sentences after changing into indirect speech:

1. The man said to her, “May you succeed in your mission.”
2. The priest said to her, “May you find peace and happiness.”
3. The old man sighed and said, “Oh that I were young again!”
4. The prisoners said, “Oh, for our lost freedom!”
5. They said, “May those golden days return soon!”
6. Their friends said, “May they lead a happy life!”
7. Akansha said to Anushka, “Congratulations! You have scored well.”
8. I said to him, “Stop talking.”
Phrases and clauses are the building blocks of sentences. They need to be put together correctly to create a complete sentence.

A phrase is a group of words that does not contain a subject or a verb that complement each other. They may have nouns or verb, but they do not have a subject associated with the verb. They act as different parts of speech.

**Examples:**

a. He is laughing at a joker.

b. I saw a girl with blue eyes.

A clause is a group of words that contains both a subject and a verb that complement each other. The subject in the clause has a verb associated with it.

**Examples:**

a. The kids were laughing at the joker.

b. I will meet him in office.

Consider the following example:

- He is laughing at a joker.

The above sentence has two parts **he is laughing** and **at a joker**.

The first part of the sentence he is laughing is a clause because it has a subject (he) and a predicate (is laughing).

The second part of the sentence at a joker is a phrase because it does not contain subject and verb.

The only difference between a clause and a phrase is that a clause consists of both subject and verb, but a phrase lacks both.

**Try out!**

Review the examples above and then write down whether the following are clauses or phrases.

1. the running water
2. from earlier centuries
3. before a hurricane occurs
4. during the rainy season
5. I took a quick jog
6. after I walked the path
7. through the winter months
8. to do the paper work

**Phrases**

A phrase functions as a noun, an adverb or an adjective in a sentence. Therefore, a phrase is also defined as a group of words (lacking subject and verb) that functions as a single part of speech in a sentence.

**Examples:**

a. best friend (this phrase acts as a noun)
b. a man of wit (this phrase acts as an adjective)
c. with the blue shirt (this prepositional phrase acts as an adjective)
d. for twenty days (this prepositional phrase acts as an adverb)

Based on this structure, phrases are divided into 8 types.

- Noun Phrase
- Adjective Phrase
- Verb Phrase
- Gerund Phrase
- Prepositional Phrase
- Adverb Phrase
- Infinitive Phrase
- Participle Phrase

1. **Noun Phrase**

A noun phrase consists of a noun and other related words (usually modifiers and determiners) which modify the noun. It functions like a noun in a sentence. The modifiers can be after or before noun.

**Examples:**

a. She brought a **glass full of water**. (as noun/object)
b. **The boy with brown hair** is laughing. (as noun/subject)

2. **Prepositional Phrase**

Prepositional phrases consist of a preposition, object of preposition (noun or pronoun) and may also consist of other modifiers.

It starts with a preposition and mostly ends with a noun or pronoun. Whatever prepositional phrase ends with is called the object of preposition. A prepositional phrase functions as an adjective or adverb in a sentence.

**Examples:**

a. The man in the room is our teacher. (as adjective)
b. She is shouting **in a loud voice**. (as adverb)
3. Adjective Phrase

An adjective phrase is a group of words that functions like an adjective in a sentence. It consists of adjectives, modifier and any word that modifies a noun or pronoun.

Examples:
   a. The girl with brown hair is singing a song. (modifies girl)
   b. He gave me a glass full of water. (modifies glass)

4. Adverb Phrase

An adverb phrase is a group of words that functions as an adverb in a sentence. It consists of adverbs or other words (preposition, noun, verb, modifiers) that make a group which works like an adverb in a sentence. It functions like an adverb to modify a verb, an adjective or another adverb.

Examples:
   a. He always behaves in a good manner. (modifies verb behave)
   b. He returned in a short while. (modifies verb return)

5. Verb Phrase

A verb phrase is a combination of main verb and its auxiliaries (helping verbs) in a sentence.

Examples:
   a. He is eating an apple.
   b. She has finished her work.

6. Infinitive Phrase

An infinitive phrase consists of an infinitive (to + simple form of verb) and modifiers or other words associated to the infinitive. An infinitive phrase always functions as an adjective, adverb or a noun in a sentence.

Examples:
   a. He likes to read books. (as noun/object)
   b. To earn money is a desire of everyone. (as noun/subject)
   c. He shouted to inform people about fire. (as adverb, modifies verb shout)
   d. He made a plan to buy a car. (as adjective, modifies noun plan)

7. Gerund Phrase

A gerund phrase consists of a gerund (verb + ing) and modifiers or other words associated with the gerund. A gerund phrase acts as a noun in a sentence.

Examples:
   a. She started thinking about the problem. (as noun/object)
   b. Sleeping late at night is not a good habit. (as noun/subject)
8. Participle

A participle phrase consists of a present participle (verb + ing) or a past participle (verb ending in -ed or other form in case of irregular verbs) and modifiers or other associated words. A participle phrase is separated by commas. It always acts as an adjective in a sentence.

Examples:

a. The table, made of steel, is too expensive. (modifies table)
b. We saw a car, damaged in an accident. (modifies car)

Try out 2!

Identify the highlighted phrase and choose the correct option.

1. While preparing for the lecture, Mr Mehta was worried about the text written on the diary.
   a. prepositional phrase   b. participial phrase   c. gerund phrase   d. infinitive phrase
2. Anita wants to visit Australia, but she will need to wait for her next vacation.
   a. prepositional phrase   b. participial phrase   c. gerund phrase   d. infinitive phrase
3. After the dinner, the chefs will take a well-deserved break.
   a. prepositional phrase   b. participial phrase   c. gerund phrase   d. infinitive phrase
4. Pressed for time, the agent crossed the red light.
   a. prepositional phrase   b. participial phrase   c. gerund phrase   d. infinitive phrase
5. Her father thinks that working for the government is the way to stability.
   a. prepositional phrase   b. participial phrase   c. gerund phrase   d. infinitive phrase
6. Reena hoped to find an answer of shortfall of accounts.
   a. prepositional phrase   b. participial phrase   c. gerund phrase   d. infinitive phrase
7. My father supports donating money to charity.
   a. prepositional phrase   b. participial phrase   c. gerund phrase   d. infinitive phrase
8. Sahil has tried to solve the puzzle but he is not able to do it.
   a. prepositional phrase   b. participial phrase   c. gerund phrase   d. infinitive phrase

Clauses

A sentence can have one or more than one clause. Some clauses can work alone as a sentence, but some seem to be incomplete. Based upon that, we divide clauses into two types.

Main (or independent) clause and Subordinate (or dependant) clause

1. Main / Independent Clause

It seems like a simple sentence. It can stand on its own as a complete sentence.
Examples:
a. She is hungry.
b. I am feeling well today.

2. Subordinate / Dependent Clause

It cannot stand on its own. It always needs a main clause to complete a sentence. Dependent clauses often begin with such words as although, since, if, when and because.

Examples:
a. Although she is hungry,...
b. Whatever they decide,...

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<thead>
<tr>
<th>Dependent</th>
<th>Independent</th>
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<tbody>
<tr>
<td>Although she is hungry,</td>
<td>she will give him some of her food.</td>
</tr>
<tr>
<td>Whatever they decide,</td>
<td>I will agree to it.</td>
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</table>

A subordinate clause may function as a noun, an adjective or an adverb in a sentence. On the basis of their function in a sentence, subordinate clauses are further divided into three types.

(i) Noun Clause: A dependent clause that functions as a noun in a sentence is called noun clause. It performs same function like a noun in a sentence.

Example: What he did create made a problem for his family.

In the above sentence, the clause what he did functions as a noun, hence, it is a noun clause. A noun clause works as a noun that acts as a subject, object or predicate in a sentence. A noun clause starts with words that, what, whatever, who, whom, whoever, whomever.

Examples:

a. What you said made me laugh.  (noun clause as a subject)
b. He knows that he will pass the test.  (noun clause as an object)

(ii) Adjective Clause: A dependent clause that functions as an adjective in a sentence is called an adjective clause. It works like an adjective in a sentence and modifies a noun or a pronoun.

Example: He wears a shirt which looks nice.

The clause which looks nice in the above sentence is an adjective clause because it modifies the noun shirt in the sentence.

Examples:

a. I met the boy who had helped me.
b. The book which I like is helpful in preparation for the test.
Adjective clause begins with a relative pronoun (that, who, whom, whose, which or whose) is also called a relative clause.

(iii) **Adverb Clause:** A dependent clause that functions as an adverb in a sentence is called an adverb clause. It modifies a verb, adjective clause or other adverb clause in a sentence.

**Examples:**
- a. He takes medicine because he is ill.
- b. Although she tried a lot, she couldn’t climb up the tree.

**Try out 3!**

Underline the independent clause in the following sentences and circle the dependent or subordinate clause.

1. Before the rain came, we were able to go for swimming.
2. After we formed the carpool, Dave’s driving day was Thursdays.
3. Our travel plans were changed since the plane was canceled.
4. ‘The Raven’ is a poem which was written by Edgar Allen Poe.
5. I admire students who ask for help.
CHAPTER 19
SENTENCES – SIMPLE, COMPOUND AND COMPLEX

A sentence is a grammatical unit made up of one or more words.
Sentences begin with a capital letter and end with a full stop, a question mark or an exclamation point. They convey a thought. Based on that thought or expression, we divide sentences into four types:

• Declarative sentence
• Imperative sentence
• Interrogative sentence
• Exclamatory sentence

Using different types of sentences and punctuation, we can vary the tone of our writing assignments and express a variety of thoughts and emotions.

1. Declarative Sentence

It simply makes a statement or expresses an opinion. In other words, it makes a declaration. This kind of sentence ends with a full stop.

Examples:

a. I want to be a good writer. (makes a statement)
b. My friend is really a good writer. (expresses an opinion)

2. Imperative Sentence

It gives a command or makes a request. It usually ends with a period but can, under certain circumstances, end with an exclamation point.

Examples:

a. Please sit down.
b. Sit down now!

It is important to remember that when the imperative sentence is forceful, we add an exclamation mark, instead of full stop.

3. Interrogative Sentence

It asks a question. This type of sentence often begins with who, what, where, when, why, how, or do, does, did and it ends with a question mark.
Examples:
  a. When are you going to submit your writing assignment?
  b. Do you know how the weather will be tomorrow?

4. Exclamatory Sentence
It is a sentence that expresses great emotion such as excitement, surprise, happiness and anger, and ends with an exclamation mark.

Examples:
  a. It is too dangerous to climb that mountain!
  b. I got an A on my book report!

Try out 1!
Identify whether the following sentences are declarative, interrogative, imperative or exclamatory.
  1. Have you ever typed on a conventional typewriter?
  2. My sister gave me flowers for no reason.
  3. The shower is broken for the second time this week!
  4. Ravi Dahl had a great imagination.
  5. Stop twisting the rope like that.
  6. What are you most thankful for?

A sentence is an arrangement of words. It is a combination of clauses and phrases that can be structured in three different ways.
• Simple sentence
• Compound sentence
• Complex sentence

Simple Sentence
A simple sentence, also called an independent clause, contains a subject and a verb, and it expresses a complete thought. A simple sentence has a subject and only one verb:

Simple sentence = subject + one verb

Examples:
  a. The girl prepared a collage.
  b. The cat purred.
  c. Seeta and Geeta play in the park every day.

Compound Sentence
A compound sentence contains two independent clauses joined by a coordinating conjunction (for, and, nor, but, or, yet, so). Except for very small sentences, the coordinators are always preceded by a comma.

Compound sentence = main clause + coordinator + main clause
Examples:

a. I like bananas but she likes grapes.
b. Karishma can be rude at times but she is a nice girl.

Complex Sentence

A complex sentence can also be referred to as multi-clause sentence. It has a main clause and a subordinate clause joined with a connector.

The connectors in complex sentences are subordinating conjunctions (after, although, as, because, if, since, unless, when) and they tell us about the order or the place in which things happened or specify a cause or effect between events.

**Complex sentence = main clause + connector + subordinate clause**

Examples:

a. I love roast potatoes, although my mum prefers them mashed.
b. You need to prepare for the spelling test tomorrow if you want to get all your spellings right.
c. The big dog barked whenever I knocked the door.

Have a quick look to compare the three sentence structures and understand them better.

---

### Simple Sentence

- Contains a subject and a predicate.
- Expresses a complete thought.

**Examples:**

a. The boys went to the park.
b. We like pizza.

**Tip:**
A simple sentence is also called an independent clause.

### Compound Sentence

- Contains two or more independent clauses.
- Clauses are joined by a coordinating conjunction.

**Examples:**

a. The boys went to the park, but they did not go to the zoo.
b. We like pizza, and we like spaghetti.

**Tip:**
Look for these conjunctions: for, and, not, but, or, yet

### Complex Sentence

- Contains an independent clause and a dependent clause.
- Dependent clause begins with a subordinating conjunction.

**Examples:**

a. Because the boys went to the park, they did not go to the zoo.
b. The boys did not go to the zoo because they went to the park.

**Tip:**
Look for these subordinating conjunctions: after, before, because, although, when, since, if, whenever, unless, while, so that, even though, wherever

---

**Try out 2!**

**Identify these sentences whether they are Simple, Compound or Complex.**

1. The training rooms of these college athletes smell of grease and gasoline.
2. Their tools are screwdrivers and spanners rather than basketballs and footballs.
3. The ducks quacked, the chicks peeped, and the farmer smiled.
4. Deepali ate pancakes while she was reading the newspaper.
5. I get stomachache often.
6. Whenever I overeat, I witness nightmares and shout a lot while sleeping.

**Try out 3!**

**Join the given sentences to form compound sentences.**

1. He studied hard. He could not get good score.
2. Tanya liked the book. She didn't have sufficient money to buy it.
3. Goli starts the fight. Tappu is blamed.
4. Long ago there lived a poor boy. He was lame.
5. Dhara could catch the string of the kite easily. She was quite tall.
Let's Break the Ice!!!

Find the action words in the paragraph and underline them.

It’s 8:20 am. Mrs John is sitting on the chair and reading a newspaper. She reads newspaper every day. Mr John is pouring tea. He drinks two cups of tea every morning before going to work. There is a small TV kept on the kitchen slab. The Cartoon Channel is switched on but the children are busy playing with their toys. They go to school at 9 o’ clock daily but today it’s off so they are having fun.

Observe all the verbs above that you have underlined. You will understand that there are some verbs that change their form at times. Based on that understanding, we divide verbs into two types.

✓ Finites
✓ Non-finites

Finite verbs are those verbs which are limited by number, person and tense. They change their form in correspondence to the tense, verb and subject of verb.

Examples:

a. The boy wants a pen.
   b. The boys want pens.
   c. The boys wanted pens.
   d. The boy will want a pen.
   e. I want a pen.

In the above sentences, the verb **want** keeps changing its form with the change of number, person and tense. Hence, it is a finite verb.

2. Non-Finites

A non-finite verb is a verb that doesn't have a specific tense, number or person.

Examples:

a. Roni always wanted **to sing**.
   b. **Broken** window panes were replaced.

In sentences (a) and (b), 'to sing' and 'broken' are non-finite verbs because they do not specify a tense or number.
Types of Non-finites

Non-finites are categorized into three types:

- The Infinitives
- Gerunds
- Participles

1. The Infinitives

These are base verbs with or without ‘to’. These are also called verbal nouns.

Examples:

a. I tried **to find** the secret of his success.  
   ('to find' is an infinitive)

b. We **hear** him shout.  
   ('hear' is an infinitive)

The infinitives can further be sub-divided into two categories.

- Bare Infinitive
- Infinitive Participle

(i) **Bare Infinitive:** It is also called plain infinitive or infinitive without ‘to’.

- The bare infinitive is used with verbs like see, hear, bid, let, make, need, dare (except when they are conjugated with do).

Examples:

a. I **saw** him cry.

b. I **heard** her laughing.

c. Varun **bade** me farewell.

- With can/could, will/would, shall/should, may/might, must

Examples:

a. You **can go** now.

b. He **should go** there.

c. Shaurya **will pay** the fee.

- With expressions like had better, rather than, would rather

Examples:

a. You **had better ask** her for prize.

b. I **would die rather than** beg.

c. I **would rather stay** at a hostel.

- It may follow except and but.

Examples:

a. Shashank does nothing **except complain**.

b. Yamini did nothing **but cry**.
• With questions denoting suggestions or advice and beginning with why/why not.

Examples:
  a. Why **make** such silence over a serious matter?
  b. Why don’t you **work** like your brother?

(ii) **Infinitive Participle:** These are the infinitives that carry ‘to’ before them.

• As a noun

Examples:
  a. **To play** with fire is very risky. (subject)
  b. **To speak** effectively needs much practice. (subject)
  c. He does not like **to play** chess. (infinitive as object)

• As adjectives to qualify nouns

Example: It is a day **to memorize**. (qualifies ‘day’)

• As adverb to modify verbs and adjectives

Examples:
  a. They come **to the park** to get fresh air. (modifies the verb ‘come’)
  b. Randhir is **too intelligent to understand**. (modifies the adjective ‘hard’)

• Too + adjective/adverb + infinitive

Examples:
  a. It is **too easy to do**.
  b. Dhruv is **too intelligent to understand**.

• Enough + infinitive

Example: Singh is kind **enough to attend** the patient.

**Try Out 1!**

**Fill in the blanks with the correct infinitive verb form.**

1. He is prepared ...................... (proposal) his strategy to the MD.
2. He was excited ...................... (having) the documents in his control.
3. I can ......................... (speaking) English.
4. May we ...................... (came) in?
5. He was unfit ...................... (doing) the job.
6. He cannot ...................... (saw) the truth of life.
7. You must ...................... (staying) at home.
8. We were ready ...................... (explaining) that action.
Find the infinitive and gerund in the following conversation.

2. The Gerund

A gerund is a non-finite verb which has verb + ing form used as noun.

It can be used in the following ways.

- The subject of a verb

Example: Walking briskly in the park is useful.

- As the object of a transitive verb

Example: Kiran and Deepti enjoy listening to music.

- As object of a preposition

Example: Hemant was awarded for saving the life of a drowning child.

- After certain verbs like understand, admit, suggest, avoid, stop, consider, risk, delay, recollect, deny, prevent, enjoy, excuse, pardon, finish, keep, forgive, imagine, etc.

Examples:

a. I stopped working as I felt tired.

b. I avoid watching crime related serial on TV.

Use of Gerunds

<table>
<thead>
<tr>
<th>as the subject of a sentence</th>
<th>Buying Fiat was a big mistake for Maruti.</th>
</tr>
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<tbody>
<tr>
<td>as the object after certain verbs</td>
<td>Most people enjoy driving.</td>
</tr>
<tr>
<td>after certain verbs + prepositions</td>
<td>I look forward to hearing from you soon.</td>
</tr>
<tr>
<td>after certain adjectives + prepositions</td>
<td>He’s not very good at managing children.</td>
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<tr>
<td>after certain nouns + prepositions</td>
<td>We’ll have no difficulty in selling the product.</td>
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<tr>
<td>after verbs of perception (action going on)</td>
<td>I saw him walking down the road towards the pub.</td>
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</table>
Try out 2!

Complete the following conversation using either gerunds or infinitives.

**John:** I’ll miss the school days, after I’ll leave ............

**Harry:** School days ......................

**John:** I’ll always remember ......................

**Harry:** I think we should continue ......................

**John:** I’ll always regret ......................

**Harry:** Old friends are like gold. We should continue ......................

3. The Participle

A participle is a verbal adjective. It is called so because it is partly an adverb and partly an adjective. It is a non-finite verb which functions as an adjective.

(i) **Present Participle:** It is formed by adding -ing to the base verb.

**Example:** Priyanshu has seen the player carrying the ball.

**Uses of Present Participle**

- As an adjective

**Examples:**

- a. He saw the **glittering** stars!
- b. Rajnikant is a **promising** actor.

- As a subject complement

**Examples:**

- a. The painting was very **interesting**.
- b. Their words were **insulting**.

- As an object complement

**Examples:**

- a. She saw Richa **riding** on the cycle.
- b. Ayush heard children **singing** a song.

- To show two actions happening simultaneously

**Example:** Rajesh felt the ladder **slipping**.

- To replace the relative clause

**Example:** The boy **putting** a cap on his head is my brother.
Fill in the present participle.

1. A(nourish)........................... juice
2. A(satisfy)............................. reply
3. Many(travel).......................... companions
4. The(smile)............................ baby
5. The(play)............................ teams
6. The(bark)............................. dog
7. The(shine)............................ stars
8. A(bloom)............................. flower

(ii) The Past Participle: In the above examples, we saw that while present participle denotes incomplete action, which is going on; past participle denotes a completed action. Third form of the verb is called past participle. Usually, it ends in -ed, -d, -t, -en or some other third form of the verbs.

Examples:

- a. I had delayed/postponed the trip due to fog.
- b. He has finished his work in time.

Uses of Past Participle

- As an adjective
  
  Example: The wounded soldier reached home.

- As an adjective complement
  
  Example: Ashima felt delighted.

- As an object complement
  
  Example: I found the door closed.

The past participle may follow the noun or pronoun it qualifies.

Example: Did you calculate the number of answer sheets marked?

(iii) The Perfect Participle: It is formed by putting 'having' before the past participle (before the third form of the verb). It denotes an action which was complete at sometime in the past.

Examples:

- a. Having prevented, he could not enter.
- b. Having bought the shirt, he came out of the showroom.

Uses of the Perfect Participle

It is used to combine two sentences when one action is followed by another with the same object.
Examples:
   a. **Having met** her earlier, I recognized her.
   b. **Having sat** in the class, I spoke to my friend.

**Try out 4!**

**Combine the following pairs of sentences using participles.**
1. Our guests arrived. They were accompanied by the Chief Guest.
2. We felt satisfaction for helping the patient. We gave him fruits.
3. He raised his hands. He said bye-bye to his friend.
4. The boys heard the bell. They left the playground.
5. She got injured in an accident. It made difficult for her to talk.
Some words in English are often confusing, the moment we start to use them in a sentence.

Words quite similar in formation and pronunciation but with different meaning are words commonly confused. This is the moment where we have to be very clear about the spelling of the word we are using, as a single letter can change the entire meaning.

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<tr>
<td>28.</td>
<td>The weather is fine these days.</td>
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</tbody>
</table>

**Try out 1!**

*Choose the correct option.*

1. Your ........................................ affected everyone around. (absence/absent)
2. My grandmother narrated me a beautiful bedtime................................. (storey/story)
3. He is ........................................ with a silver spoon in his mouth. (born/borne)
4. Attempt all the questions ................................................ the long answer questions. (accept/except)
5. I want to ................................. your parents. (meet/meat)
6. My ........................................ is next to the market. (house/home)
7. The water level was below my ........................................ (waist/waste)
8. Mother, will you please ........................................ me a red bloomer? (buy/by)
9. My husband is too fond of ........................................ safari. (desert/dessert)
10. It was ........................................ enough to freeze my hands. (cool/cold)
11. I was eagerly waiting for your ........................................ (answer/reply)
12. I thought you have ........................................ the left-over vegetables. (thrown/throne)
13. I have to join office next ........................................ . (weak/week)
14. The kid built a clay house in the ........................................ . (shadow/shade)
15. Please come ........................................ and collect the reports. (here/hear)

**Try out 2!**

*Error finding:*

1. Our Principle delivered an impressive speech. ........................................
2. Sushil Kumar has won so many meddles and made us proud. ........................................
3. Cheese is a diary product. ........................................
4. They advised us to work hard. ........................................
5. The king sat on the thrown and greeted others. ........................................
6. My application has been excepted. ........................................
7. Her hare is very soft and silky. ........................................
8. The world needs piece. ........................................
Chapter 22

Idioms and

If you say, “The cat's out of the bag” instead of “The secret is given away,” you’re using an idiom. The meaning of an idiom is different from the actual meaning of the words used. “An apple a day keeps the doctor away” is a proverb. Proverbs are old but familiar sayings that usually give advice.

Both idioms and proverbs are a part of our daily speech. Many are very old and have interesting histories. See how many of these sayings you know.

A close shave. 

.................(Idiom)

In the past, student barbers learnt to shave on customers. If they shaved too close, their clients might had a face cut or even barely escaped a serious injury. Today, we use this idiom if a person narrowly escapes a disaster.

The pen is mightier than the sword. 

.................(Proverb)

In the seventeenth-century England, a free press was banned by the government. This meant that people who disagreed with the government and printed their views, were punished. In spite of this, people published their ideas and opinions in illegal pamphlets that were distributed to the public. The proverb means that the written expression of ideas cannot be stopped by physical force.

An idiom is a phrase that has a meaning of its own that cannot be understood from the meanings of its individual words. Many verbs, when followed by various adverbs or prepositions, acquire an idiomatic sense.

Here are some examples of idioms.

- to be fed up with means to be tired and annoyed with something that has been happening for too long.
- to rub someone the wrong way means to irritate someone.
- by the skin of your teeth means that someone was successful, but only barely. “She passed the test by the skin of her teeth” means she almost didn’t pass.

It is important to remember that:
The use of idiomatic expressions is considered informal. They are not used in a formal conversation.
Read the given idioms carefully and understand how they are used in a sentence.

<table>
<thead>
<tr>
<th>Idiom</th>
<th>Meaning</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. not worth one’s salt</td>
<td>good for nothing</td>
<td>He is very lazy. He is not worth his salt.</td>
</tr>
<tr>
<td>2. to meet trouble half-way</td>
<td>to worry about trouble before it comes</td>
<td>Relax! It is silly to meet trouble half way.</td>
</tr>
<tr>
<td>3. burnt his fingers</td>
<td>got himself into trouble</td>
<td>Chintu burnt his fingers by interfering in his classmate’s dispute.</td>
</tr>
<tr>
<td>4. at issue</td>
<td>in dispute</td>
<td>The point at issue is not so serious.</td>
</tr>
<tr>
<td>5. from hand to mouth</td>
<td>without any provision for future</td>
<td>Most families in the Gandhi Colony live from hand to mouth.</td>
</tr>
<tr>
<td>6. in the nick of time</td>
<td>just at the right moment</td>
<td>The chief Proctor came to the scene in the nick of time.</td>
</tr>
<tr>
<td>7. in the long run</td>
<td>for a long period</td>
<td>Truth is sure to be rewarded in the long run.</td>
</tr>
<tr>
<td>8. hand and glove</td>
<td>very close to someone</td>
<td>Shamim and Shankar are hand and glove with each other.</td>
</tr>
<tr>
<td>9. put in mind</td>
<td>remind</td>
<td>The scene puts me in mind of a musing art and craft fair.</td>
</tr>
<tr>
<td>10. off and on</td>
<td>occasionally</td>
<td>I keep busy. I visit him off and on.</td>
</tr>
<tr>
<td>11. not in voice</td>
<td>unable to sing well</td>
<td>Mahender, having a slight cough, was not in voice.</td>
</tr>
<tr>
<td>12. make one’s mark</td>
<td>achieve something</td>
<td>At an early age, Kautilaya made his mark as an extraordinary genius.</td>
</tr>
<tr>
<td>13. make up one’s mind</td>
<td>decide</td>
<td>He made up his mind to be a doctor.</td>
</tr>
<tr>
<td>14. to have at one's finger’s ends</td>
<td>to know thoroughly</td>
<td>Ramanujan had Maths at his finger’s ends.</td>
</tr>
<tr>
<td>15. hang together</td>
<td>consistent with each other</td>
<td>These two sentences do not hang together.</td>
</tr>
</tbody>
</table>
Try out 1!

Choose the appropriate meaning of each of the following idioms from the given help box.

**WORD WALL**
- quite satisfactory
- make the evil fail before it matures
- the whole matter in few words
- faithful to their employers
- remain faithful to the cause
- adopting a threatening attitude

1. stick to his guns
   - make a decision and stick to it

2. showing the teeth
   - being tough or aggressive

3. the long and short of it
   - the main point or the key issue

4. up to the mark
   - excellent or up to standard

5. nip the evil in the bud
   - prevent something bad from happening or growing

6. in black and white
   - clear and easy to understand

7. true to their salt
   - honest and trustworthy

Try out 2!

**Match the idioms with their meanings.**

<table>
<thead>
<tr>
<th>Idioms</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a hot potato</td>
<td>a. be optimistic, even difficult times will lead to better days</td>
</tr>
<tr>
<td>2. actions speak louder than words</td>
<td>b. a good invention or innovation, a good idea or plan</td>
</tr>
<tr>
<td>3. back to drawing board</td>
<td>c. to wake late into night, alluding to the time before electric lighting</td>
</tr>
<tr>
<td>4. ball is in your court</td>
<td>d. something good that is not recognized at first</td>
</tr>
<tr>
<td>5. beat around the bush</td>
<td>e. cannot judge something primarily on appearance</td>
</tr>
<tr>
<td>6. best thing since sliced bread</td>
<td>f. when an attempt fails and it’s time to start all over</td>
</tr>
<tr>
<td>7. blessing in disguise</td>
<td>g. avoiding the main topic; not speaking directly about the issue</td>
</tr>
<tr>
<td>8. burn the midnight oil</td>
<td>h. It is up to you to make the next decision or step.</td>
</tr>
<tr>
<td>Proverb</td>
<td>Meaning</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>1. Absence makes the heart grow fonder.</td>
<td>Our love for the loved ones grow more with the distance.</td>
</tr>
<tr>
<td>2. Actions speak louder than words.</td>
<td>What people do shows more about them than what they just say.</td>
</tr>
<tr>
<td>3. Never judge by appearances.</td>
<td>Don’t use looks as the criteria to assess someone.</td>
</tr>
</tbody>
</table>

Proverbs

A proverb is a short popular saying that gives advice about how people should behave or that expresses a belief that is generally thought to be true. Here are some examples.

- Don’t cry over spilt milk.
- Those who live in glass houses shouldn’t throw stones.
- A stitch in time saves nine.

Like idioms, proverbs often have a meaning that is more than the meaning of the individual words put together, but in a different way than idioms. The literal meaning of an idiom usually doesn’t make sense, and idioms can be almost impossible to understand unless you have learnt or heard them before.

The literal meaning of a proverb such as “Don’t cry over spilt milk” does make sense on its own, but it’s not until you apply this meaning to a broader set of situations that you understand the real point of the proverb. For example, “Don’t cry over spilt milk” means “Don’t get upset over something that has already been done. It’s too late to worry about it now, just get on with your life.”

You should know that the study of proverbs is called Paremiology.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>4. Beggars can’t be choosers.</td>
<td>A needy person should accept what is offered without complaining.</td>
<td>She was complaining about the amount of money they had sent. I asked her to accept gratefully what she has got because beggars can’t be choosers.</td>
</tr>
<tr>
<td>5. The early bird catches the worm.</td>
<td>The quicker one/first in line gets the opportunities.</td>
<td>He reached first and picked up the best deal. The early bird caught the worm.</td>
</tr>
<tr>
<td>6. There’s a black sheep in every family.</td>
<td>One member in every family doesn’t fit into the characteristics of the family.</td>
<td>He is the black sheep of our family. All of us are very friendly while he is very aggressive.</td>
</tr>
<tr>
<td>7. Two blacks don’t make a white.</td>
<td>You can not justify something wrong you have done because someone else has also done it.</td>
<td>You can not justify your late night parties just because your friend attends them. Two blacks don’t make a white.</td>
</tr>
<tr>
<td>8. If the blind lead the blind, both shall fail.</td>
<td>If a person lacking in some expertise leads others, all of them shall fail.</td>
<td>They mistook me to be a great singer and sent their children to learn singing. If a blind leads the blind, both shall fail.</td>
</tr>
<tr>
<td>9. Blood is thicker than water.</td>
<td>Family relationship is stronger than others.</td>
<td>His brother was aware about his life threatening ailment but he did not call up even once to inquire and they say blood is thicker than water.</td>
</tr>
<tr>
<td>10. Half a loaf is better than no bread.</td>
<td>Be grateful for what you get rather than complaining for what you don’t have.</td>
<td>Judiciously use the money your father sends you rather than complaining for the things he can’t afford. Half a loaf is better than no bread.</td>
</tr>
<tr>
<td>11. You can’t make bricks without straws.</td>
<td>You can’t accomplish something without the right material.</td>
<td>Of course, you need to study hard to win a gold medal. You can’t make bricks without straws.</td>
</tr>
<tr>
<td>12. As you make your bed, so you must lie in it.</td>
<td>Be prepared to face the consequences of your wrong actions.</td>
<td>To fulfil his dreams, he had left his parents alone in their old age. Now his son wants to go abroad with his wife and settle there. He has made his bed, now he must lie in it.</td>
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<tr>
<td><strong>13.</strong> <strong>You scratch my back, I'll scratch yours.</strong></td>
<td><strong>If you help me, I'll help you.</strong></td>
<td><strong>America is pushing the Indian government for FDI in retail. Indian government will get the foreign currency while America gets a big market for its goods. The principle is simple – You scratch my back, I'll scratch yours.</strong></td>
</tr>
<tr>
<td><strong>14.</strong> <strong>Don't throw the baby out with the bathwater.</strong></td>
<td><strong>Be careful not to throw away good things with bad while cleaning.</strong></td>
<td><strong>She deleted some useful files also along with the useless ones while cleaning her computer. I had advised her to be careful and not throw the baby out with the bathwater.</strong></td>
</tr>
<tr>
<td><strong>15.</strong> <strong>Once bitten, twice shy.</strong></td>
<td><strong>From experience, we learn to avoid situation causing trouble or distress.</strong></td>
<td><strong>It's three years since she divorced her husband. Everyone is forcing her to re-marry but she doesn't want to. Once bitten, twice shy is the situation she is in.</strong></td>
</tr>
</tbody>
</table>

### Try out 3!

**Find out the meanings of the given proverbs and write them in your notebook.**

1. Too many cooks spoil the broth.
2. Two heads are better than one.
3. When one door shuts, another opens.
4. Silence is golden.
5. People who live in glass houses should not throw stones.
6. When the cat’s away, the mice will play.

### Try out 4!

**Choose the correct word from the box and complete the proverbs.**

<table>
<thead>
<tr>
<th>leap</th>
<th>play</th>
<th>hay</th>
<th>rolling</th>
<th>want</th>
<th>cake</th>
<th>stitch</th>
<th>give</th>
<th>oaks</th>
<th>friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A ................. stone gathers no moss.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2.</td>
<td>Look before you .................</td>
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</tr>
<tr>
<td>4.</td>
<td>You cannot have the ................. and eat it too.</td>
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<tr>
<td>5.</td>
<td>All work and no ................. makes Jack a dull boy.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Great ....................... from little acorns grow.</td>
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<tr>
<td>7.</td>
<td>A ................. in need is a friend indeed.</td>
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<td></td>
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</tr>
<tr>
<td>8.</td>
<td>It is better to ................... than to take.</td>
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</tr>
<tr>
<td>9.</td>
<td>Make ..................... while the sun shines.</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>A ................... in time saves nine.</td>
<td></td>
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</tr>
</tbody>
</table>
**SYNONYMS AND ]**

Synonyms are the words having the same or almost same meaning. They enrich our vocabulary. Some words and their synonyms are given below:

<table>
<thead>
<tr>
<th>Word</th>
<th>Synonym</th>
<th>Word</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>able</td>
<td>capable, efficient</td>
<td>decrease</td>
<td>reduce, lessen</td>
</tr>
<tr>
<td>absurd</td>
<td>foolish, ridiculous</td>
<td>despise</td>
<td>hate, scorn</td>
</tr>
<tr>
<td>accomplish</td>
<td>achieve, attain</td>
<td>difficult</td>
<td>tough, hard</td>
</tr>
<tr>
<td>agony</td>
<td>pain, anguish</td>
<td>eminent</td>
<td>famous, renowned</td>
</tr>
<tr>
<td>allow</td>
<td>permit</td>
<td>enemy</td>
<td>foe, rival</td>
</tr>
<tr>
<td>amazed</td>
<td>astonished, surprised</td>
<td>enthusiasm</td>
<td>passion, zeal</td>
</tr>
<tr>
<td>angry</td>
<td>furious, outraged</td>
<td>fat</td>
<td>plump, obese, overweight</td>
</tr>
<tr>
<td>arrogant</td>
<td>proud, pompous</td>
<td>faithful</td>
<td>loyal, trustworthy</td>
</tr>
<tr>
<td>boring</td>
<td>dull, uninteresting</td>
<td>foolish</td>
<td>stupid, silly</td>
</tr>
<tr>
<td>bright</td>
<td>shining, radiant</td>
<td>generous</td>
<td>charitable, liberal</td>
</tr>
<tr>
<td>cease</td>
<td>stop, discontinue, affordable</td>
<td>great</td>
<td>accomplished, veteran</td>
</tr>
<tr>
<td>cheap</td>
<td>happy, joyous</td>
<td>grief</td>
<td>sorrow, distress</td>
</tr>
<tr>
<td>cheerful</td>
<td>timid, fearful</td>
<td>happy</td>
<td>glad, delighted, pleased</td>
</tr>
<tr>
<td>coward</td>
<td>friendly</td>
<td>holy</td>
<td>sacred, pious, religious</td>
</tr>
<tr>
<td>cordial</td>
<td>risky, unsafe</td>
<td>honour</td>
<td>esteem, prestige</td>
</tr>
<tr>
<td>dangerous</td>
<td>risk, unsafe</td>
<td>humble</td>
<td>modest, meek, down-to-earth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word</th>
<th>Synonym</th>
<th>Word</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>ignore</td>
<td>disregard, neglect</td>
<td>rectify</td>
<td>correct, amend</td>
</tr>
<tr>
<td>influence</td>
<td>effect, impact</td>
<td>rich</td>
<td>wealthy, prosperous</td>
</tr>
<tr>
<td>insult</td>
<td>humiliate, ridicule</td>
<td>rude</td>
<td>impolite, discourteous</td>
</tr>
<tr>
<td>loyal</td>
<td>faithful, dedicated</td>
<td>sad</td>
<td>dejected, depressed</td>
</tr>
<tr>
<td>mighty</td>
<td>powerful, influential</td>
<td>stubborn</td>
<td>rigid, obstinate</td>
</tr>
<tr>
<td>miserly</td>
<td>stingy, ungenerous</td>
<td>sufficient</td>
<td>enough, adequate</td>
</tr>
</tbody>
</table>
Antonyms are the words having the opposite meanings. Some words and their antonyms are given below:

<table>
<thead>
<tr>
<th>Word</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>accept</td>
<td>reject</td>
</tr>
<tr>
<td>admire</td>
<td>dislike, detest</td>
</tr>
<tr>
<td>ancient</td>
<td>modern</td>
</tr>
<tr>
<td>appreciate</td>
<td>condemn</td>
</tr>
<tr>
<td>arrive</td>
<td>depart</td>
</tr>
<tr>
<td>arrogant</td>
<td>humble</td>
</tr>
<tr>
<td>attract</td>
<td>repel</td>
</tr>
<tr>
<td>barren</td>
<td>fertile</td>
</tr>
<tr>
<td>beautiful</td>
<td>unattractive, ugly</td>
</tr>
<tr>
<td>bold</td>
<td>timid</td>
</tr>
<tr>
<td>borrow</td>
<td>lend</td>
</tr>
<tr>
<td>cheap</td>
<td>costly</td>
</tr>
<tr>
<td>cheerful</td>
<td>sad, gloomy</td>
</tr>
<tr>
<td>create</td>
<td>destroy</td>
</tr>
<tr>
<td>despair</td>
<td>hope</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>joy</td>
<td>sorrow</td>
</tr>
<tr>
<td>junior</td>
<td>senior</td>
</tr>
<tr>
<td>kind</td>
<td>cruel</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. enmity</td>
<td>friendship</td>
</tr>
<tr>
<td>17. external</td>
<td>internal</td>
</tr>
<tr>
<td>18. extravagant</td>
<td>frugal, thrifty</td>
</tr>
<tr>
<td>19. failure</td>
<td>success</td>
</tr>
<tr>
<td>20. fair</td>
<td>foul, unfair</td>
</tr>
<tr>
<td>21. famous</td>
<td>notorious</td>
</tr>
<tr>
<td>22. flexible</td>
<td>rigid</td>
</tr>
<tr>
<td>23. freedom</td>
<td>slavery</td>
</tr>
<tr>
<td>24. gain</td>
<td>loss</td>
</tr>
<tr>
<td>25. genuine</td>
<td>fake</td>
</tr>
<tr>
<td>26. guilty</td>
<td>innocent</td>
</tr>
<tr>
<td>27. humble</td>
<td>proud, vain</td>
</tr>
<tr>
<td>28. important</td>
<td>trivial, minor</td>
</tr>
<tr>
<td>29. increase</td>
<td>decrease</td>
</tr>
<tr>
<td>30. inferior</td>
<td>superior</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. prosperity</td>
<td>adversity</td>
</tr>
<tr>
<td>17. punishment</td>
<td>reward</td>
</tr>
<tr>
<td>18. quiet</td>
<td>noisy</td>
</tr>
</tbody>
</table>
4. knowledge  ignorance
5. large  small, puny
6. lament  rejoice
7. major  minor
8. maximum  minimum
9. miserly  generous
10. natural  artificial
11. pathetic  glad, joyous
12. peace  war
13. pleasure  pain, discontent
14. polite  rude, discourteous
15. plenty  scarcity
19. rare  common
20. remember  forget
21. rough  smooth
22. sharp  blunt
23. smile  frowned
24. swift  slow
25. thin  fat, stout
26. transparent  opaque
27. urban  rural
28. vain  modest
29. virtue  vice
30. young  old, matured

Try out 1!

Fill in the blanks with the synonyms of the bracketed words:

1. Raja Maan Singh was a ...................... minister. (loyal)
2. Why is he so much ......................? (angry)
3. She is a ...................... lady. (modest)
4. Mr Batra is an ...................... doctor. (famous)
5. We celebrate national festivals with great ...................... (zeal)
6. Her ...................... behaviour impresses everyone. (courteous)
7. That shopkeeper is rather ...................... (ungenerous)
8. She ...................... the typing errors. (rectified)
9. Don't ...................... the power of a common man. (underrate)
10. The nurse ...................... us to the patient's bed. (directed)
11. Don't be ...................... (sad), you will again get an ...................... . (chance)
12. That witch was so ...................... . (evil)
13. He has ...................... amount for the business. (enough)
14. Sardar Vallabh Bhai Patel was a ...................... human being. (amazing)
15. Don't ...................... any person. (humiliate)

Try out 2!

Fill in the blanks with the antonyms of the bracketed words:

1. Her application for leave was ...................... (rejected)
2. We should ...................... those who helped us. (forget)
3. She is an ...................... woman. (frugal)
4. Don't follow ................. means to win.
5. He was an ................. king.
6. Our rules are ................... .
7. We should always be ................... .
8. This glass is ................... .
9. He got some ................... injury.
10. The train ................... at right time.
11. The villagers were worried about their ................... land.
12. ................... came easily to him.
13. Most of the farmers live in ................... area.
14. They are facing problems due to ................... .
15. These pearls are of ................... quality.

Try out 3!

find antonyms of the following words from the grid and write in the provided space:

Word | Antonym | Word | Antonym
--- | --- | --- | ---
1. attack | ................. | 7. punishment | .................
2. fresh | ................. | 8. junior | .................
3. entrance | ................. | 9. antonym | .................
4. confess | ................. | 10. conceal | .................
5. destruction | ................. | 11. failure | .................
6. guilty | ................. | 12. import | .................
One word substitution replaces a group of words with a single word.

Read the following words and their meanings:

1. Audience – a number of people listening to a lecture
2. Atheist – a person who does not believe in God
3. Autobiography – the life history of a person written by himself
4. Ambidexter – one, who can use either hand with ease
5. Anthology – a collection of poems
6. Bibliophile – a lover and collector of books
7. Contemporaries – belonging to or living at the same time
8. Decrepit – old and in bad condition or poor health
9. Elegy – a poem of lamentation
10. Fatalist – one who believes in fate
11. Honorary – holding office without any remuneration
12. Inaudible – a sound that cannot be heard
13. Illegible – incapable of being read
14. Invincible – one who is too strong to be overcome
15. Indelible – that cannot be erased
16. Linguist – one, who is skilled in foreign languages
17. Mercenary – working only for the sake of money
18. Novice – one who is new to anything; inexperienced
19. Optimist – one who looks at the bright side of things
20. Omnipresent – one, who is present everywhere
21. Omnipotent – one who is all powerful
22. Pessimist – a person who looks at the darker side of everything
23. Philatelist – one who collects stamps
24. Plagiarism – literary theft or passing off an author's original work as one's own
25. Polygot – one who speaks many languages
26. Panacea – a remedy for all diseases
27. Soliloquy – dramatic monologue/speech in a play delivered by a character
28. Teetotaller – one who abjures the taking of wine
30. Volunteer – one who offers one’s services for free
29. Utopia – an imaginary perfect social and political system
31. Versatile – one who is interested in and clever at many different things
32. Veteran – one who has a long experience of any occupation

Try out!

Choose the correct options. Use a dictionary in case of any confusion:

1. Mona is so ................................ that she readily believes whatever is told to her. (gullible/brittle)
2. A fertile spot in desert is called an ........................................... (intrepid/oasis)
3. .................................. means that which can’t be satisfied. (Insatiable/Enviable)
4. Leena possesses many talents. She is a .............................. actress. (vapid/versatile)
5. He was awarded after his death. Thus he was awarded ................................................. (posthumously/mercenary)
6. The .............................. of the lead actress in the play was superb. (ethnology/soliloquy)
7. .............................. is a government publication relating to order, notification, etc. (Graits/Gazette)
8. Where there is a hope, there is a way. We should always be ........................................... (optimistic/pessimistic)
9. A study of birds is called ........................................... (biology/ornithology)
10. Have you read the .............................. of Gandhiji? (autobiography/neocracy)
11. He copies from other writers. Thus, he is a ........................................... (plagiarist/anarchist)
12. God is ........................................... (omnipresent/plutocrate)
13. He was a man devoid of any feeling and sympathy. He was a ........................................... (bellicose/narcissist)
14. Your voice is ........................................... Please speak loudly. (inaudible/novice)
15. One who loves books is called a ........................................... (pacifist/bibliophile)
A message can be described as the information meant to be given to the third person. The important information conveyed in the conversation between two people is to be converted into a message for the third person. Message can easily be communicated through telephone but sometimes the concerned person is not present. So, the receiver should write the message clearly for the person for whom the message is meant.

**Purpose of a Message:**
1. To communicate something very important
2. To give instructions for some urgent work
3. To provide an important explanation about something

**Format of a Message**

<table>
<thead>
<tr>
<th>Message</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date :</td>
<td>Time :</td>
</tr>
<tr>
<td>Name of the receiver</td>
<td></td>
</tr>
<tr>
<td>Body of the message that will include:</td>
<td></td>
</tr>
<tr>
<td>1. Detail of the caller</td>
<td></td>
</tr>
<tr>
<td>2. Information/Message to be conveyed</td>
<td></td>
</tr>
<tr>
<td>3. Follow-up, if required</td>
<td></td>
</tr>
</tbody>
</table>

**It is important to remember that:**
- Write the word 'Message' in the center and starting of the message.
- The time and date of receiving the message should be mentioned.
- Give only a brief salutation like Dear Sir, Dear Uncle, etc.
- A message should always be written in the Reported Speech.
- A message does not need an address.
• Word limit should be kept in mind.
• Message should be clear and accurate.
• Write only important points. Do not add anything on your own.
• Write your name at the end of the message.

Example 1
Mr Shankar calls up his colleague, Mr Bhatt but Mr Bhatt is not at home. His son, Sunil takes down the message.

Mr Shankar : Hello, can I speak to Mr Bhatt, please?
Sunil : I'm sorry, he is not at home. May I know who is calling?
Mr Shankar : I'm Shankar, his colleague.
Sunil : Hello uncle. I'm Sunil, his son. Can I take down the message for dad?
Mr Shankar : Sure. Please tell your father to reach Hotel Grand Park tomorrow.
Sunil : Tomorrow?
Mr Shankar : Yes, at 8:00 pm. The MD of our company is organizing a dinner.
Sunil : Okay, uncle, I'll convey the message.
Mr Shankar : One thing more, tell Mr Bhatt to convey the same message to Mr Singh also.
Sunil : Alright, uncle. Bye!
Mr Shankar : Bye!
(Sunil has to leave for his extra class and so he leaves the message for his dad.)

Message
August 20, 20xx
6:30 pm

Dad
Your colleague, Mr Shankar, called up to say that you must reach Hotel Grand Park at 8:00 pm tomorrow to attend the dinner being organized by the MD of your company. He has requested you to convey the same message to Mr Singh also.
Sunil

Example 2
Read the following telephonic conversation. Write a message for the concerned person in not more than 50 words.
Rohit : May I talk to Mr Rajeev?
Anu : My dad is not at home. May I know who is calling?

Superb English Grammar - 7
Rohit: I am Rohit Gupta. I had to come to your house to pick Mr Rajeev. We had to go together and meet Mr Karan, the President of Traders Association but I have received the information that Mr Karan has cancelled today’s meeting. He has some other important meeting. He will hold the meeting in the coming week.

Anu: When exactly?

Rohit: The exact date is not yet known. I will inform Mr Rajeev as soon as I come to know the date. Please inform your father about the cancellation of the meeting.

Anu: Don't worry uncle, I will do that.

(Anu was waiting for her dad to come home. His mobile phone was switched off. She had to reach her college, so she writes the following message for her dad and leaves.)

---

**Message**

September 10, 20xx 9:30 am

Dad

Your colleague, Mr Rohit Gupta called up and informed that the Traders Association meeting has been cancelled by Mr Karan because he has some other important meeting. Mr Gupta promised that he will inform you about the next date as soon as he comes to know.

Anu

---

**Try out!**

1. Read the following telephonic conversation. Write a message for the concerned person in not more than 50 words.

   **Mr Verma**: May I speak to Mr Atul?

   **Receptionist**: Mr Atul is not here at the moment. Sir, any message for him?

   **Mr Verma**: I am Aman Verma. I had ordered some furniture for my new house at Palm Garden. The furniture had to be delivered on the 10th of this month. Because of some unavoidable reasons, we shall not be in a position to receive the furniture on the 10th. Please tell Mr Atul to shift the delivery date to the 20th of this month.

   **Receptionist**: That would not be much of a problem, Sir. I will do that.

   **Mr Verma**: One thing more, I will send my own pickup van on the 20th, therefore, Mr Atul does not have to arrange for the transport.

   **Receptionist**: That's okay, Sir.

(Mr Atul did not return to the office by 5:00 pm and the receptionist, Miss Pooja writes down the message for Mr Atul and leaves it on his table.)
2. Read the following telephonic conversation. Write a message for the concerned person in not more than 50 words.

Deepak : May I talk to Sumit?
Mrs Sharma : Sumit had an appointment with his dentist. He has gone there with his father.
Deepak : Aunty, I have an important message from our House Mistress. Will you kindly convey the message to Sumit?
Mrs Sharma : Of course, I will.
Deepak : Please tell him that tomorrow is the last day for submitting the science project. He must complete it and submit it by tomorrow. Otherwise, it will not be accepted and his marks will be deducted in the final assignment.
Mrs Sharma : I’ll do that.
Deepak : Thank you, aunty.

(Mrs Sharma had to go to the market, so she writes a message and leaves it on Sumit’s study table.)

3. Read the following conversation. Write a message for the concerned person in not more than 50 words.

Seema : Hello! Can I speak to Neha?
Pooja : Hello, I’m Pooja. Neha is not at home. May I know who is on the line?
Seema : Hi, Pooja. My name is Seema. I am Neha’s classmate. Can you convey a message to Neha for me?
Pooja : Sure.
Seema : Tell her that I’ll not attend college tomorrow. Ask her to get the book ‘As You Like It’ by Shakespeare issued for me from the library. I need it urgently.
Pooja : I’ll give her the message.
Seema : Thank you!

(Pooja has an urgent meeting, so she leaves the message for Neha.)

4. Read the following conversation. Write a message for the concerned person in not more than 50 words.

Satish : May I talk to Pradeep?
Suresh : May I know who is on the line?
Satish : I am Satish, a friend of Pradeep. I wish to convey an urgent message to him.
Suresh : You may leave your message with me.
Satish : Please tell Pradeep that I have sent all the books he had asked for by courier today. The books will reach him by tomorrow.
Suresh : Okay. I will tell him.
Satish: Also please tell him that I shall be reaching Delhi by Rajdhani Express on 10th October. The train reaches Delhi at 8 am. He must meet me at the station. Thanks.

(Suresh writes a message for Pradeep before leaving for his tuitions.)

5. Read the following conversation. Write a message to the concerned person in not more than 50 words.

Mrs Walia: May I speak to Bhumika?
Kiran: Mother is not at home. I'm Kiran, her daughter.
Mrs Walia: Okay, Kiran, I have a message for Mrs Bhumika. Kindly deliver it to her.
Kiran: Of course, I will do that.
Mrs Walia: Tell Bhumika that Dr Rastogi, the cardiologist, is out of India these days. He is likely to return in the first week of July. Therefore, Bhumika cannot see Dr Rastogi till then.

However, my friend, Ms Veena has strongly recommended Dr Bansal of Escorts Hospital. Dr Bansal is in town and if Bhumika wants an appointment with him, she should ring me up immediately.

(Bhumika returned home later to find a message from Kiran on the dining table.)
A diary is a record of personal events. An individual often relates what he has personally undergone with in his diary or memoirs which is a record keeper of all the events of his life. A diary also helps often in preserving memories. By reading a person's diary, we can come to learn a lot about his individual traits, his likes and dislikes as well as his mode of life. Therefore, it should be kept safely. By writing a diary, we may learn a lot about ourselves as well. Maintaining a journal or a diary helps us to clarify our ideas and allows us to write about our achievements as well as ideas.

Some Simple Steps for Writing a Diary

- Write the time and date in case you want to refer to the entry you have made.
- Write the content in your own unique style that suits your personal taste. You may write about your own feelings or about events, conveying facts, information, ideas, advice, etc.
- The diary should be taken as alive and as a platform for our thoughts and feelings.
- Make your entries honestly and truthfully, don't lie to yourself.
- We must close the diary with our name or signature.

Example 1

Your summer holidays are going to begin. Write a diary entry about your plan for the holidays.

Monday, 27th May 20xx

Today, my summer holidays have begin. I have some plans for the summer vacations. I'm planning to go to a wildlife sanctuary and for boating in a lake. I just don't want to spend a single moment idly and definitely want to enjoy every bit of these holidays.

Last year, I did not plan my vacations, but this year, I will do everything to make them interesting. I now need to go. I'm very excited and eagerly looking forward to my holidays.

Kamal
Example 2
You are Preeti. Write a diary entry about Areanna's birthday party and how excited you are about it.

Sunday, 13th June 20xx 8:00 pm

It's Areanna's birthday today. She has invited me for dinner at a Chinese restaurant. She has also invited some other close friends. I am looking forward to meet them and indulge in a bit of gossip. I have also thought about presenting Areanna with a wrist watch. Today, my happiness knows no bounds as I'll meet some of my old friends. I still need to decide what to wear for the occasion.

Preeti

Try Out 1!

1. Write a diary entry in 80–100 words about winning a quiz. Share your emotions with your diary.
2. Write a diary entry in 80–100 words about an exciting day you spent today. You watched a movie, went to a mall, had lunch and had a great time with your friends.
3. Write a diary entry in 80–100 words expressing your feelings on getting an award for 'The Best Student in School.'
4. You visited the Taj Mahal and Agra Fort along with your friends and teacher. Write a diary entry in 80-100 words describing the visit.
A visual descriptive composition helps the student to express his views on what is happening in the world around him, besides expressing personal thoughts, feelings and experiences, using a visual stimulus. Factual description is based on what you see with your own eyes. You have to be skilled in language and describe accurately an incident, scene, place, etc., exactly the way you have seen it or the way it has been. It is important to pay attention to facts and then the ability to describe them or to narrate or relate them so that the reader actually feels as though he is viewing the occurrence with his own eyes.

Example 1

Describe 'The City of London' in not more than 150 words. Clues have been given.


Description:

During the Diwali holidays, I, with my family, visited London city. The morning we reached London, heavy fog draped the entire city. On the following morning, we went sightseeing and it drizzled all the way. London is the capital city of England, the United Kingdom. It stands on the bank of river Thames. First of all, we went to see the Buckingham Palace, the home of the members of the royal family. There we saw change of guards as well as sent our greetings to the Queen. We also saw the Royal Observatory at Greenwich.

We visited Westminster Abbey. It is a large Gothic Church and the coronation of many English and British monarchs have occurred here. Finally, we saw the waxwork museum of Madame Tussauds. My trip to the city of London was indeed memorable.
Example 2

Describe 'My Pet Dog, in not more than 150 words. Clues have been given.


Description:

My pet dog, Lyov is a large white Labrador. It stands 24.5 inches or 62 cm tall. It weighs about 80 pounds. We bought it when it was merely two weeks old. Now it is a full-grown dog. We call it Lyov because Lyov is the Russian name for 'lion' and we decided to call it so because it is as brave as a lion. Lyov's bark is formidable and loud and at night, when it guards the house, trespassers do not even think of entering my house.

It is very friendly and truly affectionate. It has a soft white coat and it loves to be fed on milk and raw meat. Lyov hates it when we bathe it at times with soap and water. We have grown deeply attached to Lyov.

Try out 1!

1. Describe 'A Rainy Day' in not more than 150 words. Clues have been given.


2. Describe 'The Morning at a Bus Stop' in not more than 150 words. Clues have been given.

"Can we talk alone?"

No, one can never do that. We always need someone to talk.

The words, sentences or phrases we use while talking are called dialogues. **Dialogue** is the conversation between two or more speakers.

We come across several people daily in our school, college, workplace, etc. The conversation takes place every minute.

Some common conversation starters are:

1. **Greeting people**
   - Hello! / Hi!
   - Good morning / afternoon / evening
   - How are you? / How are you doing?
   - Fine / Fine, thanks / Okay
   - What’s new? / What’s new with you?
   - Not much / Not too much

2. **Seeing off people**
   - Good bye! / Bye!
   - Good night!
   - Take care!
   - See you later / soon / tomorrow

3. **At School**
   - What class are you studying in?
   - What is the name of your school?
   - Which is your favorite subject? Why?
   - How often do you participate in the school activities?

4. **Regarding Food**
   - What did you have for lunch?
   - Which is your favourite cuisine?
• Which is your favourite ice-cream flavour?
• What do you like as your pizza topping?

5. Miscellaneous
• Do you have any plan on the weekend?
• What is your aim in life?
• What is the one thing you can't live without?
• If you had three wishes, what would they be?
• What do you do after school?

Example 1
Read the given dialogues to understand more.
1. Conversation in a Grammar Class

Teacher  Mona, stand up. What am I teaching?
Mona    Sir, you are teaching grammar.
Teacher  Mona, look at the board. See the word - Adjective! Is the spelling correct?
Mona    Yes, Sir. The spelling is correct.
Teacher  Can anyone tell me what a noun is?
Mona    A noun is the name of a person, a place or a thing.
Teacher  Delhi is the capital city of India. Name any two nouns used in this sentence.
Mona    Delhi and city are the two nouns.
Teacher  What kind of nouns are they?
Mona    Delhi is a proper noun and city is a common noun.
Teacher  Period is over now. I'll explain you this topic tomorrow.

Example 2
At the Library Gate

Danny   Hi Harry! How are you?
Harry   Hi Danny! I'm fine, thank you.
Danny   Are you coming from the library?
Harry   Yes. I was there since 1 pm.
Danny   What is this book about that you are holding?
Harry   It is a book on quiz.
Danny   Are you a member of the library?
Harry: Yes. I am a member since January 2013. Do you want to become a member?
Danny: Yes. What is the membership fee?
Harry: It is 200 only.
Danny: What is the monthly subscription?
Harry: There is no monthly subscription.
Danny: How many books can we borrow at a time?
Harry: We can borrow three books at a time.

Example 3
At the Reservation Counter

Clerk: Good morning! How may I help you?
Boy: I want reservation of two tickets to Delhi.
Clerk: Have you filled the reservation form?
Boy: Here it is!
Clerk: But there is no seat available on 25th January.
Boy: Is there any seat available in Jan Shatabdi Express?
Clerk: Yes. There are two seats available in Jan Shatabdi Express.
Boy: What is the fare of this train, please?
Clerk: The fare is ₹475.
Boy: What is the time of departure?
Clerk: The time of departure is 07:38 am.
Boy: Please book two tickets. Thank you, Sir.

Try Out 1!

1. Write the conversation between the examiner and the student. The student asks the examiner whether they will get an extra answer sheet or not.
2. Write the conversation between the computer teacher and the student. The student asks about the schedule of the 3 month training course.
3. Write the conversation between a shopkeeper and the customer. The customer is enquiring about the rising prices of the dairy products.
4. Write the conversation between the manager of a hotel and you. You need to reserve the party hall for your birthday in that hotel.
5. Write the conversation between a mother and a son. The son is asking his mother to cook pasta for him. But the mother refuses as he has been suffering from severe cough for two days.
An article is a written work published in a print or electronic medium on a well defined topic, with the purpose of propagating news, results of a research project, academic analysis or a debate. Articles are of various types, for example, an academic paper published in a research journal, blogs, encyclopedic articles, portrait (an article describing a person), etc. Articles can also be in the form of audio recordings known as podcasts.

The Basic Elements of an Article

- **Title**: Indicates the theme.
- **By line**: Mentions the name and position of the author.
- **Lead**: It is the introductory line of the article which conveys the focus of the story and sets the tone.
- **Body**: This part contains all the information regarding the subject and is the heart of the article. It is made interesting by using quotes, anecdotes, factual information, etc.
- **Conclusion**: It is the summary statement which concludes the author's idea.

A good article answers the essential questions of who, why, when, how, where, what, etc. The writer is required to use good grammar, correct spellings and factual information which is verifiable. The language used should be creative, should have a flow and, at the same time, has to be kept brief in order to capture the reader's attention. Bulleted points can be used to organize and highlight the important information. A well-written article provides factually accurate information, has a broad coverage, neutral point of view and contains suitable illustrations wherever required.

**Example 1**

You have been asked to contribute an article for the annual school magazine based on a current issue related to health and medicine. You may develop the article using the following points.

<table>
<thead>
<tr>
<th>Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ebola fever outbreak – countries affected</td>
</tr>
<tr>
<td>History of this disease</td>
</tr>
<tr>
<td>Symptoms, treatment, containment</td>
</tr>
</tbody>
</table>

**Ebola Outbreak**

– by Rachit

Ebola hemorrhagic fever (Ebola HF) is a severe, often fatal, disease in humans and non-human primates (such as monkeys, gorillas and chimpanzees) with a fatality rate of 90%. The first Ebola virus
species was discovered in 1976 in, what is now, the Democratic Republic of the Congo near the Ebola River. The 2014 Ebola outbreak was one of the largest Ebola outbreaks in the history affecting four countries in West Africa – Guinea, Liberia, Nigeria and Sierra Leone. The infection is transmitted by direct contact with the blood, body fluids and tissues of infected animals or people. The virus initially causes fever, headaches, muscle pain and conjunctivitis before worsening to vomiting, diarrhoea and internal and external bleeding. Ebola is both rare and very deadly but spread of public education, good healthcare practices, use of protective gear (gloves and masks) and isolation of patients can help reduce the disease.

Example 2

Write an article on the topic 'Save the Tiger Campaign.' Develop the answer using your own ideas. However you may consider the following points to do so.

<table>
<thead>
<tr>
<th>Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Project Tiger was launched in 1972</td>
</tr>
<tr>
<td>• Our national animal – fast disappearing</td>
</tr>
<tr>
<td>• Mass hunting for skin, nails, teeth, etc.</td>
</tr>
<tr>
<td>• Government initiative to save the animal</td>
</tr>
</tbody>
</table>

**Save The Tiger Campaign**

– by Mayank

Tiger is the national animal of India and is currently listed as one of the critically endangered species of the world. There were only 1411 tigers left in India in 2006, Three out of the eight species of tigers are already extinct namely, the Bali, Caspian and Javan. The tiger has been a popular game animal and has been hunted for prestige as well as for their fur, claw and pelts to make fur coats, rugs and money; they also use tigers' bones for medicinal use.

The Indian government launched 'Project Tiger' in 1972 with the aim of saving the Bengal Tigers at the Corbett Tiger Reserve and it has spread to 27 reserves at present. The purpose of the project is to ensure a viable tiger population for scientific, aesthetic, ecological, economic and cultural values.

There are 48 tiger reserves in India. administered by the National Tiger Conservation Authority. Now the population of tigers has increased upto 2, 226. The initiatives taken by the government is showing good results.

Try out 1!

1. **Write an article on car pool for your school magazine in not more than 120 words. You can use the following points to frame your article.**

<table>
<thead>
<tr>
<th>Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sharing of private cars</td>
</tr>
<tr>
<td>• Lots of advantages: saves fuel, prevents pollution, reduces traffic congestion, etc.</td>
</tr>
<tr>
<td>• Popularized recently</td>
</tr>
</tbody>
</table>
2. Write an article on ‘High tech devices – boon or blessing’. Develop your write up using the following points:

Science – tremendous progress in the past few decades – video games, internet, cellphones, modern gadgets become a part of kids daily routine, kids have become slave to machines
No time to interact or play really – trapped in the virtual world
So much dependence on devices, addiction
It must be controlled, used in moderation

3. Write an article on ‘the Importance of Newspaper’ by developing the following points:

Pillar of democracy, creates and moulds opinion, newspaper powerful influence – people treat it as gospel truth – keeps linked with the world – interesting articles, informative new and inspiring editorial – readers can read the news anytime on the internet now a days, can watch news 24 x 7 – still none can replace the good old newspaper – the modern journalism suffers from superficiality, the one – sidedness, the inaccuracy and often dishonesty – so public should be aware – not to get misled – such newspaper that indulge in untruth, exaggeration – need to be rejected by the people

4. Write an article on ‘Obesity – a major problem’ by developing the following points:

Obesity – excessive accumulation and storage of fat in human body – changing life style, food habits and lack of physical activity causing obesity – sedentary life style, consumption of junk food as staple food, no out door games – kids are becoming the victims – It leads to various diseases like hypertension, heart problems, diabetes, osteoporosis, etc., parents and school authorities should take strict action – not provide junk food in school canteens, give balanced diet and proper nutrition – curb this problem before it becomes an epidemic
Letter writing is still a favourite and prevalent mode of communication. Letters are an exchange of written or printed communication. In other words, a letter is a written or printed communication addressed to a person or organization which is usually transmitted by mail. These days, there is a rising trend in society to communicate through electronic media like telephones, mobiles, e-mails, fax, etc. However, in the personal and official circle, letter writing is still practiced.

**Tips for Letter Writing**

- No punctuation is to be used in address, date or salutation.
- You must begin with the salutation.
- Use brief and crisp sentences. Avoid long-winded and rambling turns of phrase.
- Never forget to mention your own address.
- In formal letters, never forget to mention the subject of the letter.
- The letter should be in the correct prescribed format.
- We must write the letter chronologically.
- It must be natural.
- It should be free of spelling as well as grammatical errors.
- Write a letter bearing in mind the recipient’s point of view.
- It should be a well presented letter.
- Always remember to write ‘Thanking you’ in apt cases.
- We must sound enthusiastic and sincere.

**FORMAL OR BUSINESS LETTERS**

Formal letters are written to officials in business, addressed to the person whom we do not know particularly well or do not know at all. These are also called official letters.

**Parts of Formal Letters**

- **Sender’s address:** The sender’s address is written on the top left hand corner.
- **Date:** The date is written below the sender’s address.
- **Receiver’s designation and address:** It is required only in case of official letters. The designation and address of the recipient is written below the date on the left side.
- **Subject:** It is written in the official letters only. It is written below the receiver’s address, on the left hand side.
- **Salutation:** It depends upon the relationship with the person to whom you are writing. It is written at the left side of the page. In official letters, the salutations are Dear/Respected Sir/Madam, etc.

- **Body of the letter:** This is the most important part of the letter. It contains the matter and can be brief or long, depending on the nature of the letter. It should be arranged into paragraphs with proper punctuation.

- **Subscription:** It is the concluding part of the letter and is written at the bottom left hand corner, in official letters, subscriptions can be ‘Yours faithfully/Yours sincerely/Yours truly.’

- **Signature:** The name of the sender with his or her signature must come below the complimentary close on the left hand corner.

### Types of Formal Letter

- To the editor of a newspaper
- Job applications
- Government offices, agencies and institutions (business letters)

### Format of a Formal Letter

<table>
<thead>
<tr>
<th>Sender’s address</th>
<th>1126/C, Sector Chandigarh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>20 October, 20xx</td>
</tr>
<tr>
<td>Receiver’s</td>
<td>The Editor</td>
</tr>
<tr>
<td>address</td>
<td>The Times of India Delhi</td>
</tr>
<tr>
<td>Subject</td>
<td>Complaint of loudspeakers in the locality</td>
</tr>
<tr>
<td>Salutation</td>
<td>Dear Sir</td>
</tr>
</tbody>
</table>

- **Body of the letter**

- Subscription: Yours faithfully
- Signature: Vikas Bansal
Informal letters are personal letters that are written to relatives, friends and your near and dear ones. These are written in simple, easy and friendly language. One can express feelings, happiness, sorrows, complaints, etc.

**Parts of Informal Letter**

- **Sender’s Address**: The sender’s address is written at the top left hand corner.
- **Date**: The date is written below the sender’s address.
- **Salutation**: It depends upon the relationship with the person to whom you are writing. The salutations in informal letters are Dear mom / uncle / brother or straightway names can also be written while writing letters to your friends, cousins or siblings.
- **Body of the Letter**: This is the most important part of the letter. It contains the matter and can be brief or long depending on the nature of the letter. It should be arranged into paragraphs with proper punctuation.
- **Subscription**: It is the concluding part of the letter and is written at the bottom left hand corner. In informal letters, subscriptions can be Yours lovingly, Yours affectionately or simply name or relation.
- **Signature**: The name of the sender with his or her signature.

**FORMAT OF AN INFORMAL LETTER**

<table>
<thead>
<tr>
<th>Sender’s address</th>
<th>Boys’ Hostel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minerva Academy</td>
</tr>
<tr>
<td></td>
<td>Karnal (Haryana)</td>
</tr>
<tr>
<td>Date</td>
<td>10 July 20xx</td>
</tr>
<tr>
<td>Salutation</td>
<td>Dear Mother</td>
</tr>
<tr>
<td>Body of the letter</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Subscription</td>
<td>Your loving son</td>
</tr>
<tr>
<td>Signature</td>
<td>Rahul</td>
</tr>
</tbody>
</table>
Example- 1
Write a letter to the editor of a newspaper complaining about the rise in the number of accidents due to careless driving.
S-204, Sector 14,
Rohini
New Delhi
29 October 20xx
The Editor
The Times of India
New Delhi
Subject: Accidents occurring due to careless driving.
Dear Sir
There are so many accidents occurring in various areas of New Delhi. The main reason for all these accidents is careless driving. Drunken drivers are responsible for this rash and careless attitude. Careless driving is a risk and a threat endangering the lives of the people near the place where accidents happen. Careless driving could kill innocent lives of children and animals. A car going out of control can harm other vehicles on that road. Thus, it goes without saying that careless driving is a public safety issue. So, we need to take some steps to deal with this problem for our own security.
Government can levy heavy fine on exceeding the speed limit as mere challan is not always taken heed of, especially by the youngsters. Government can also hire special policemen to keep a check on reckless drivers also. These are some suggestions. However, the government is well-aware of the pros and cons of reckless driving.
Yours faithfully
Amit Sharma

Example- 2
Write an application to your Principal asking for her permission to go home after recess.
125, Nirman Vihar
Delhi
April 10, 20xx
The Principal
Bharti Public School
Swasthya Vihar, Delhi
Subject : Request for a half day leave
Dear Madam
I shall feel highly obliged if you allow me to go home today at 11.30 a.m. as I have to give audition for a dance show.
Yours faithfully
Tanya (Class-VII D)
Example- 3

Write a letter to your friend sharing your experience on the visit to Shimla.

E-261
Subhash Nagar
New Delhi
10 April 20xx
Dear Neeraj

Hope you are in good health and high spirits. I have just returned with my parents from Shimla. We stayed there for 2 days during the weekend and had a wonderful time. The weather was cloudy and a bit chilly, particularly in the morning and evening. I thoroughly enjoyed the evening walk on the Mall. It was a soothing sight to see so much greenery around. This place is so calm and peaceful and without any dust or smoke. I admired the surrounding snow capped hills and the view. I wish you were here with us. Next time, you must accompany us to Shimla.

Warm regards
Your loving friend
Suraj

Try Out 1!

1. Write a letter to the Municipal Commissioner for better maintenance facilities in your locality.
2. Write a letter to the Municipal Commissioner for the construction of a public place in the locality.
3. Imagine you are Gautam Sethia. Write a letter to your cousin who lives in the hostel giving him tips for preparing for the forthcoming exams and also asking him to take care of his health.
4. Write an application to the Principal of your school requesting her to arrange special coaching classes in Science.
Try Out 1!

Read the passage and answer the questions that follow:

Nutritious, well balanced diet, is the foundation of good health. But nutritious diet alone is not sufficient for the proper growth of body unless we go for a regular physical exercise. In addition to it, we need to refrain from the intake of toxic agents in any form. Every type of intoxicant is grievously injurious to the metabolism of the human body. Such things retard the proper functioning of the vital organs of the human body and cause serious damages to them. To shun these habits, we need to develop and maintain healthy eating habits so that body may get the proper nourishment that is most vital to its existence and growth.

A nutritious diet includes high-quality proteins, carbohydrates, heart-friendly fats, vitamins, minerals and unpolluted water. Now it has become a common knowledge that processed foods, saturated fats, alcohol and other various intoxicants are very injurious to health. So these things should be strictly avoided.

Only healthy eating habits help you to maintain the proper functioning of your body, promote optimal body weight and assist in preventing the commonly occurring diseases. The food nutrients play a very vital and positive role in supporting your routine life activities, protecting your cells from environment damage and repairing any cellular damages that might occur with the passage of time. Injured tissues can be rebuilt only with the proper intake of protein which also helps in promoting the immune system. Carbohydrates and fats work as a fuel to the body. Minerals and vitamins maintain and support the body processes properly.

Vitamins A, C and E play a very vital role as antioxidants and protect the cells against toxins. Vitamin B acts as a strong catalyst that helps to extract energy from the eaten food. Phosphorus and calcium are very vital for keeping the bones strong. Sodium and potassium help in the transmission to nerve signals. The body gets all these elements from nutrition’s balanced healthy diet. To ensure that body gets the needed vitamins, minerals and other elements in required quantities, it is suggested that a wide variety of nutrition foods from all the different food groups should be eaten.

1. What does a nutritious diet include?
2. What should be strictly avoided?
3. What is the role of protein in our body?
4. How do vitamins A, C & E help our body?
5. What is vital for keeping the bones strong?
6. Find synonyms: stay away from, harmful or poisonous substances
7. Find antonyms: negative, weak
Try Out 2!

Read the following poem and answer the questions that follow:

**True friendship**

Everyone that flatters thee
Is no friend in misery.
Words are easy like the wind
Faithful friends are hard to find.
Every man will be thy friend,
Whilst thou hast wherewith to spend.
But if store of crowns be scant,
No man will supply thy want.
He that is thy friend indeed,
He will help thee in thy need.
If thou sorrow, he will weep.
If thou wake, he can't sleep.
Thus of every grief in heart,
He will thee doth bear a part.
These are certain signs to know,
Faithful friends from flattering foes.

— William Shakespeare

1. **Say whether these statements are true or false:**
   
   (i) Words of flattery can never be a sign of true friendship.
   (ii) Those who flatter also help in miserable time.
   (iii) Faithful friends leave us when we are in trouble.
   (iv) A true friend stays with us only till our purse is full of money.

2. **Answer these questions.**
   
   (i) How does a faithful friend treat us when we are in trouble?
   (ii) Can we easily find a true friend?

3. **Find synonyms:** your; deep sadness; to overpraise

4. **Find antonyms:** enemies; disloyal; plentiful

Superb English Grammar - 7
Try Out 3!

Read the advertisement of Tourism Malaysia and answer the questions that follow:

**Penang**
The Pearl of the Orient, Penang is one of the most beautiful and picturesque places in Malaysia. At this island, you can indulge in bargain shopping and trishaw rides, visit heritage sites and temples, and feast on its street food.

**Must see:**
- The 33 metre reclining Buddha statue at Wat Chayamangkalaram.
- Kek Lok Si Temple, the largest temple complex in South East Asia; Penang Bird Park.

**Must do:**
- Visit the War Museum built around remnants of an old British Fort
- Experience nature at its best at Penang National Park
- Swim, sun – bathe relax at Ferringhi Beach

**Kuala Lumpur**
Malaysia's capital city is a bustling metropolis and a melting pot of varied races and cultures. Visit KL for its innumerable experiences. A good time is guaranteed!

**Must see:**
- Aquaria KLCC : the only state-of-the-art 60,000 sq. ft. aquarium in KL city
- KL Bird Park : the world's largest free-flight walk in aviary
- Batu caves : one of the most sacred places for Hindus in Malaysia

**Must do:**
- Visit Petronas Towers
- Shop at the Pavilion, Suria KLCC and Mid-Valley Mega Mall
- Have a ball at The Beach Club/Hard Rock Café
Kota Kinabalu
Long sandy beaches, paradise islands, coral reefs, tropical rainforests–perfect family holiday destination

Must See:
• The rare rafflesia flower at Kinabalu National Park
• Monsopiad Cultural Village
• Sepilok Orangutan Sanctuary

Must do:
• Climb up Mt. Kinabalu to experience the world's highest Via Ferrata
• Go jungle trekking to view rare flora and fauna
• Try snorkelling and sea-walking at Tunku Abdul Rahman Marine Park

Q.1 Which place is known as the Pearl of the Orient?
Q.2 Which is the largest temple complex in South East Asia?
Q.3 Which is the capital city of Malaysia?
Q.4 Where is the world's largest free-flight walk-in aviary?
Q.5 What can you do at Tunku Abdul Rahman Marine Park?
Q.6 Where can you see the rare flower rafflesia?
Q.7 Find synonyms: pretty like a painted picture; a place where birds are kept; to swim submerged using a special tube

Try out 4!

Read the passage given below and answer the questions that follow:

Spices bring to mind images of tempting culinary art. To Orientals, spices are indeed the soul of food. In the western world, it evokes dreams of exotic tropical islands, exciting expeditions to find routes to the source and the rise and fall of empires. Columbus went westwards in 1492 from Europe to find a sea route to the land of spices but found the New world. Eight years later, Vasco da Gama went round Africa and touched Kozhikode on the south west coast of India. During 13th century, Marco Polo experienced the attraction of spices in his travels. Even the European conquests and trade arrangement in India and East Indies have a lot to do with spices.

Thousands of years ago, great masters of Ayurveda (the Indian system of medicine), notably Susruta and Charaka, discussed in detail the use of spices for culinary and medical purposes. Enterprising soldiers of fortune took the knowledge of spices to Egypt. There they used spices and aromatic herbs in food, medicine, cosmetics and for embalming. The conquest of Egypt and Asia by Alexander the Great, made spices an article of commerce in Mediterranean countries and later to central and northern Europe. There are reports of pepper being used in meat, both to aid preservation, and to mask the unwelcom ed odour of deterioration of quality during the long winter storage.

Hippocrates, the father of modern medicine and Theophrastus, a Greek scholar and botanist, wrote treatises on medicinal plants, including spices. India has been home of most of the major spices of the world with Kerala varieties dominating in international trade. Pepper, cloves,
cardamom, cinnamon, nutmeg, mace, cumin, coriander, anise, fennel, etc., are the most commonly used spices. Kerala is called as the ‘land of spices’.

1. **Complete the sentences:**
   (i) To Orientals, .................................................................
   (ii) Columbus went westwards in 1492 from ........................ to find a sea route to the .................................................. but found the New world.
   (iii) ........................................................ went round ......................... and touched Kozhikode on the south west coast of India.
   (iv) ................................. is the Indian system of medicine.

2. **Name the two ancient Indian great masters of Ayurveda.**
3. **What is meant by ‘culinary skills’?**
4. **What made spices an article of commerce in Mediterranean countries?**
5. **Who have written treatises on medicinal plants, including spices?**
6. **Name some commonly used spices.**
7. **Which Indian state is called as the ‘land of spices’?**
8. **Find synonyms of these words from the passage:**
   (i) inspires: e.............................
   (ii) fragrant or savoury: a......................
   (iii) decaying or degradation: d...................
   (iv) conservation or protection: p...............

**Try Out 5!**

**Read the poem and answer the questions that follow:**

**The Brave Little Kite**

“I never can do it”, the little kite said,
As he looked at the others high over his head;
   “I know I should fall if I tried to fly”,
   “Try”, said the big kite, “Only try!”
   “Or I fear you never will learn at all”
But the little kite said, “I’m afraid I’ll fall.”
The big kite nodded: “Ah, well, good-bye;
I’m off”, and he rose towards the tranquil sky.
Then the little kite’s paper stirred at the sight,
And trembling he shook himself free for flight,
First whirling and frightened, then braver grown,
Up, up he rose through the air alone,
Till the big kite, looking down, could see
The little one rising steadily.
Then how the little kite thrilled with pride,
As he sailed with the big kite side by side!
While far below he could see the ground,
And the boys like small spots moving round.
They rested high in the quiet air,
And only the birds and clouds were there,
“Oh, how happy I am!”, the little kite cried,
And all because I was brave and I tried.

1. **Choose the correct options to complete the sentences:**
   (i) The little kite was afraid that ...........................................
       a. it would fall if it tried to fly
       b. someone would damage it
       c. others would mock at it if it could not fly
   (ii) The big kite tried to ...........................................................
       a. encourage the little kite to fly
       b. frighten the little kite
       c. scold the little kite for being timid
   (iii) The little kite shook itself and prepared to fly Once it saw............
       a. the big kite flying high in the sky
       b. children playing in the ground.
       c. that the big kite was frightened.
   (iv) At last the little kite turned out to be..........................................
       a. impatient and foolish
       b. timid and frightened
       c. brave and confident

2. **Why was the little kite scared?**
3. **Who encouraged the little kite to fly?**
4. **What could the little kite see from the sky?**
5. **What is the message of this poem?**
6. **Find synonyms from the poem:**
   (i) quiet and peaceful— t.................................
   (ii) moved— s.................................
   (iii) firmly— s.................................
   (iv) very excited and pleased— t.................................
7. **Find antonyms of these words from the poem:**
   (i) always— .................................
   (ii) brave— .................................
   (iii) above— .................................
   (iv) upset— .................................
A biographical sketch is the description of a person's life history in the chronological order. It is an account of his or her date and place of birth, family background, education, qualification, career, awards, achievements, etc. Students, you have to develop the given notes in about 100 words. Observe the following example:

1. Read the notes given below and write a short bio-sketch of Ustaad Bismillah Khan.

<table>
<thead>
<tr>
<th>Birthname</th>
<th>Qamaruddin Khan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place and date of birth</td>
<td>21 March 1916 in Dumraon, Bihar</td>
</tr>
<tr>
<td>Parents</td>
<td>Father - Paigambar Khan, Mother - Mitthan. Father was a court musician in the Dumrao Palace</td>
</tr>
<tr>
<td>Early life</td>
<td>learnt playing shehnai at the age of six, received training from father and uncle Ali Baksh</td>
</tr>
<tr>
<td>Career</td>
<td>organised concert in Calcutta in 1937, played shehnai on the eve of India’s Independence in 1947 at Delhi’s Red Fort, performed in various countries, made shehnai a famous classical instrument</td>
</tr>
<tr>
<td>Death</td>
<td>21st August 2006 due to heart attack; as an honour, his shehnai was buried with him; known and respected for his vision of spreading peace and love through music</td>
</tr>
</tbody>
</table>

**Bio - Sketch**

Ustaad Bismillah Khan was a world famous shehnai maestro of India. He was born on 21st March 1916 in Dumraon, Bihar. His father’s name was Paigambar Khan and mother’s name was Mitthan. His father was a court musician in the Dumrao Palace. He was named Qamaruddin in his childhood. At the age of six, he learnt playing shehnai from his father and uncle Ali Baksh. He organised his concert in Calcutta in 1937. He gave a new recognition to shehnai all over the world. He played shehnai on the eve of India's Independence in 1947 at the Red Fort. He performed in various countries and mesmerized the audience. He was awarded Padma Shri in 1961, Padma Bhushan in 1968, Padma Vibhushan in 1980 and Bharat Ratna in 2001. He died on 21st August 2006 due to heart attack. As an honour, his shehnai was also buried with him. Ustaad Bismillah Khan was known and respected for his vision of spreading peace and love through music.
2. Read the notes given below on the life history of India's rising badminton player P.V. Sindhu and write a short biographical sketch:

**Birth name**: Pusarla Venkata Sindhu  
**Place and date of birth**: 5 July 1995, Hyderabad  
**Parents**: P.V. Ramana and P. Vijaya, both former volleyball players  
**Interest**: P.V. Sindhu chose badminton over volleyball as she got inspired from the success of Pullela Gopichand; started playing badminton from the age of eight  
**Coaching**: learnt basics of the sport from Mehboob Ali, later joined Pullela Gopichand's badminton academy  
**Career**: in the under - 10 to under - 14 years category she won several titles, in the international circuit, won bronze medal at 2009 Sub - Junior Asian Badminton Championship, silver medal in Iran Fajr International Badminton Challenge in 2010, won Malaysian open title in 2013, Macau Open Grand Prix Gold in 2013, reached semifinal of the World Cup in Denmark in 2014, won Macau Open Grand Prix Gold in 2015, won Malaysia Masters Grand Prix Gold women's title in 2016; won silver medal in women's singles event of the 2016 Summer Olympics  
**Awards**: Arjun Award in 2013, Padma Shri in 2015, Rajiv Gandhi Khel Ratna Award in 2016; according to her coach P. Gopichand, “The most striking feature in Sindhu's game is her attitude and the never-say-die spirit”  
**Job**: working as Deputy Sports Manager in Bharat Petroleum, an inspiration for millions of Indians

3. Read the notes on the life history of Homi Jehangir Bhabha, a renowned nuclear scientist and write a biosketch.

**Birth**: Birth on 30th October 1909 in Bombay (Mumbai) in Parsi family  
**Parents**: Father was Jehangir Hormusji Bhabha, a well known lawyer; mother’s name was Meheren  
**Education**: Bombay's Cathedral and John Connnon School, graduation from Elphinston College and Royal Institute of Science, went to Cambridge University in 1934 for Doctorate  
**Career**: returned to India in 1940, started research on cosmic rays, became Director of Tata Institute of Fundamental Research in 1945, became Chairman of Atomic Energy Commission in 1948, set up first atomic reactor in Trombay  
**Awards**: awarded Padma Bhushan in 1954, Adams Prize in 1942, Fellow of the Royal Society  
**Death**: died on 24th January 1966 in an air crash near Mont Blanc, revered as the father of Indian Nuclear Programme
I. Choose the correct options:

1. We were ready ...................... our action.
   a. explain □ b. explaining □ c. to explain □

2. ......................... people are beyond our expectations.
   a. Some □ b. The □ c. A □

3. He .................. for a walk regularly but yesterday he ................... it.
   a. go, miss □ b. went, miss □ c. goes, missed □

4. The pen is ................... than the sword.
   a. mighty □ b. mightier □ c. mightiest □

5. Making a promise and not honouring it .................. against my principles.
   a. is □ b. were □ c. will □

6. One of my friends ...................... donated his old books.
   a. has □ b. have □ c. will has □

7. Smiling children attract every body. Here 'smiling' is:
   a. a past participle □ b. a present participle □ c. a gerund □

8. Laughing reduces mental stress. Here 'laughing' is:
   a. a past participle □ b. a present participle □ c. a gerund □

9. He is badly injured ..................... he won't play the match.
   a. still □ b. so □ c. yet □

10. ...................... attend the lecture ...................... leave the class.
    a. Either, or □ b. Neither, nor □ c. Though, yet □

II. Fill in the blanks with the passive form of given verbs:

The carrots are washed, scraped and grated. Milk .................... (boil) in a deep casserole on 100 % power for five minutes in a microwave oven. Grated carrots .................... (add) to the milk. The mixture .................... (heat) for two minutes. The microwave ..................... (uncover) and the contents .................... (stir) occasionally for half an hour till the mixture dries. Ghee, sugar and khoya ..................... (add). They .................... (mix) well and .................... (heat) for five minutes. Dry fruits ..................... (chop) and .................... (sprinkle). The carrot halwa is ready to be served.
III. Choose the most suitable prepositions to complete the given passage.

John  Let us play cricket ......................... the rain.
Freido  ......................... such heavy rain? We should play ......................... the games court.
John  No, if we get ......................... the games court, we might break the window-panes.
Freido  ......................... the road, there is a big hall. Now it is you who has ......................... decide.
John  We should wait ......................... the rain to stop.
Freido  I have ......................... do my homework as well. I am short ......................... time.
John  So, go ......................... the field and play cricket in the rain.
a) or, and, lest, behind, if, may, might, to, in, from
b) in, inside, into, along, to, for, to, of, into
c) and, but, than, lest, both, still, yet, on, of, in

IV. Choose the correct words to complete the following passage.

The blue whale / the largest living animal the planet Earth. Blue Whales are / a way larger than the largest dinosaur. These can grow as large as 100 feet long, which is longer / three school buses put together!
They eat tiny creatures known / krill. Krill are tiny shrimp-like animals. The whale filters the water out of / plates in its mouth called baleen when it opens its mouth. The blue whale consumes / 8,000 pounds of krill in a single day!
a) is, in, than, as, the, over     b) from, than, is, on, would     c) theirs, start, lest, and, for

V. Do as directed:

1. He shouted in a harsh manner.  (underline adverb phrase)
2. I bought a shawl made of pure wool.  (underline adjective phrase)
3. ................. is the shopping mall located?  (supply suitable question word)
4. no/makes/a/all/play/work/dull/and/Jack/boy  (rearrange to make a sentence)
5. I am in a hurry.  (simple sentence/complex sentence)
6. She knows that she will be selected.  (underline noun clause)
7. He himself selected the candidate.  (underline emphatic/reflexive pronoun)
8. You ................. do your duty honestly.  (fill modal)

VI. Supply suitable question tags to the following statements:

1. All of us are going to famous Buddha temple, ......................... ?
2. Your friends were supportive, ......................... ?
3. Please help me, ......................... ?
4. He wouldn't cheat, ......................... ?
5. Let's buy this dress, .................?
6. They can't solve your problems, .................?

VI. Complete the statements:

1. To make one's mark means ................................................................. .
2. Beggars can't be choosers means ................................................................. .
3. We can't judge a book by its cover means ................................................................. .
4. Actions speak ................................................................. words.
5. A friend in need ................................................................. .

VII. Fill in the blanks with correct words:

1. The guard ...................... the whistle. (blue/blew)
2. Larger the ................. line, shorter the life line. (waste/waist)
3. A poem of lamentation is called an ................. . (anthology/elegy)
4. He is fond of stamp collection. He is a ...................... . (polygot/philatelist)
5. Every cloud has a silver ...................... . (hope/lining)
6. The synonym of 'plead' is ...................... . (acquire/request)
7. The antonym of 'arrogant' is ...................... . (humble/frugal)
8. The synonym of 'despise' is ...................... . (modest/hate)

VIII. Choose the most suitable option to complete the following letter.

Dearest Helen

I hope everything is fine. I ...................... sorry, I haven’t written to you earlier. I ...................... to organise so many things related to my trip.

As you know, I ...................... to visit some unusual places. But you ...................... never guess where I ...................... chosen to spend my holidays - it’s Paris. I am very excited for the trip. We are fifteen people in the group. All ...................... scholarship holders. They have good knowledge. I will not be ...................... stay in contact with you for a while.

Anyways I’d like ...................... meet you when I come back. Do write very soon.

Your friend

Tina

a) am, had, wanted, would, have, are, able to, to
b) had, am, her, will, is, to, have, want
c) am, her, she, will, to, in, of, above
IX. Change the narration:
1. She said to me, “Did you receive my letter?”
2. He said, “Practice makes us perfect.”
3. I said to you, “Who has taken your notes?”
4. They said to us, “We will go to the show if you lend us your car.”
5. Ritu said to Paras, “Do you revise your syllabus regularly?”
6. Aditya said to me, “I am expecting a promotion.”
7. The beggar said, “Please give me some food.”
8. He said to me, “I have managed the whole event.”

X. Punctuate these sentences:
1. the speaker said winners never cheat
2. well i will think over it
3. it was a useful discussion wasn’t it said ravi
4. students do your work quietly
5. how can you waste your time mini shouted suman
6. what a great performance
7. yes i can solve your problem
8. sachin tendulkar was honoured with bharat ratna
9. Antony and Cleopatra is a famous book isn’t it
10. lord alfred tennyson remarked knowledge comes but wisdom lingers

XI. Complete this story with suitable form of the given verbs:

Sir Isaac Newton .................. (be) a great scientist as well as a great human being. He .................. (study) the theory of light for about twenty years. One day, he .................. (go) out of his chamber, leaving his little dog, Diamond, asleep before the fire. On the table lay the manuscripts containing all the discoveries which Newton .................. (make) during those twenty years. After a while Diamond .................. (wake) up and accidently .................. (overturn) the lighted candle. The valuable papers immediately .................. (catch) fire.

When Newton .................. (return) back and .................. (find) that his labour of twenty years had reduced to ashes, he .................. (become) upset. He .................. (understand) that little Diamond had done all the mischief. But instead of .................. (punish) him, Newton .................. (pat) him on the head with his usual kindness and said, “Oh, Diamond, Diamond! thou little knowest the mischief thou hast .................. (do)! Newton .................. (not express) his anger or grief.
XII. Complete this biographical sketch of great freedom fighter Subhash Chandra Bose with the help of information given in the box:

**Subhash Chandra Bose**
1897 – born Cuttack (Orissa)
1920 – became active in the Non-Cooperation Movement led by Gandhiji
1924 – imprisoned by the British, spent most of the next decade in jail
1938 – elected as President of the Indian National Congress
1940 – jailed again but escaped to Germany, formed Indian National Army
1943 – his army with Japanese support advanced from Rangoon to India, was defeated
1945 – reportedly killed in a plane crash in Taiwan

Subhash Chandra Bose, popularly known as Netaji, was one of the greatest freedom fighters of India. He was born at Cuttack in 1897. Bose was educated at the universities of Calcutta and Cambridge. He returned to India in 1920 and (a) .................................................................................................................................

In 1924 he was (b) .................................................................................................................................

In 1938 he was (c) .................................................................................................................................

He was jailed again in 1940 but this time he (d) ..........................................................................................

There he formed his Indian National Army in 1943, with the support of Japanese. His army (e) ................................................................................................................................. but it was unluckily defeated. Nothing is known for certain about how Netaji met his end, but it is believed that (f) ................................................................................................................................. This great son of India will never be forgotten.