Grammar Book-8

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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.

- AUTHORS
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I. Fill in the blanks with suitable gerunds, infinitives or participles:
   1. Shweta enjoys ................................ (watch) comedy serials.
   2. He wants ................................. (migrate) to Canada.
   3. Ishai is very clever at ............................. (make) excuses.
   4. ................................. (Give) is better than ................................. (receive).
   5. He is a man ................................. (respect) by all.
   6. ................................. (Bark) dogs seldom bite.
   7. ................................. (Err) is human.
   8. Why do you keep on ................................. (argue)?

II. Fill in the blanks with suitable modals:
   1. ....................... I use your umbrella?
   2. ....................... you lift this bag?
   3. Perhaps we ............................... go to Leh next year.
   4. You ............................... to pay your debts.
   5. He ............................... speak a bit of French once but now he has forgotten it.
   6. We are not sure. We ............................... go for the night show.

III. Join the following pairs of sentences according to the instructions given in the brackets:
   1. She supports the family financially. She keeps them united. (Join using conjunction)
   2. He was given less time. He could not furnish the test properly. (Join using infinitive)
   3. You can show your driving licence. You can show your voter I-card. (Join using conjunction)
   4. We got the news of your promotion. We were thrilled. (Join using infinitive).

IV. Categorize the following sentence as simple, complex or compound:
   1. Virat played well.
   2. Robin likes singing and Rishu likes dancing.
   3. As I was walking in the park, I heard someone.
   4. God made the country and man made the world.
   5. His courage won him honour.
   6. Whatever you do, do well.

V. Circle the correct options:
   1. Panacea/Verbose means a remedy for all diseases.
2. Lot of food was/were distributed among the poor.
4. He is to/too weak to stand.
5. You as well as I are/am responsible for our losses.
6. Neither this shirt nor those trousers belong/belongs to me.
7. Either he or I am/are to blame.
8. One should do once/one's duty.
9. There/Their room is fairly/rather messy.
11. Absence makes/make the heart grow fonder.
12. That house is my/mine.

VI. Change the voice:
1. Who saved the drowning child?
2. She will drive the car.
3. Have you cleaned your room?
4. She wrote an article for the school magazine.
5. He did not kick the ball.
6. Someone has stolen my purse.

VII. Change the narration:
1. She said to me, “The patient is feeling better now.”
2. I said to her, “Polite people win hearts.”
3. He said to her, “My little sister will perform on the stage.”
4. My friend said to me, “I can always trust you.”
5. He said, “I want to travel around the world.”
6. Our Principal said, “We will celebrate the Sports Day in December.”

VIII. Punctuate these sentences:
1. Sushma said ah this painting is so beautiful
2. The Hindustan Times is a popular newspaper in Delhi isn’t it
3. Are you crazy shouted the shopkeeper
4. I said to Sangam let’s play a game of tennis
5. Call the first witness said the judge
6. The captain said to the goal keeper bravo well played
7. The king’s servant said how beautiful the moon is
8. The king replied angrily oh no no I just want to be happy
IX. Do as directed:
1. He is ................. MA in Economics. (fill article)
2. Tagore is ................. than most other Indian authors. (great/greater)
3. Would you mind repeating what you just ................. ? (say/said)
4. A thousand kilometres are a great distance. (correct it)
5. ................. Equator divides ................. earth into two equal halves. (fill articles)
6. fool/his/are/a/and/money/parted/soon (rearrange to make sentence)
7. Try to solve this puzzle. (change into negative)
8. He has made up his mind. (change into interrogative)
9. The child was hungry but he ................. eat any food. (does not/did not)
10. She went to see the match, ................. ? (add question tag)
11. All morning flights ................. due to foggy weather. (were cancelled/had cancel)
12. There is ................. coffee in the mug. (a little/the little)
13. The movie was ................. boring. (fairly/rather)
14. Write antonyms: virtue, smile, ancient, despair
15. It is not that easy, ................. ? (add question tag)

X. Error Finding:
Alia is a eight year old girl. ................. an...........
She is an only daughter of her parents. .................
His father is a busy businessman .................
and he could hardly spent his time .................
among his daughter. He would reach .................
home as she sleeps and move out .................
before she wakes up in a morning .................
or he will sleep until she leaves to school. .................
She feels sadly because she can't spend .................
as much time as her friends do with there father. .................

XI. Choose the appropriate conjunctions:
1. I did not go to the show ................. I had already seen it.
   a) or ☐ b) and ☐ c) but ☐ d) because ☐
2. ................. he is thin, he is strong.
   a) But ☐ b) Though ☐ c) But ☐ d) Yet ☐
3. ................. he is thin, he can't lift heavy boxes.
   a) As ☐ b) Though ☐ c) But ☐ d) Yet ☐
4. Keep the food covered .......... the flies will contaminate it.
   a) and □    b) or □    c) but □    d) until □

5. He ............... phoned ............... wrote after he left home.
   a) either, or □    b) while, and □    c) neither, nor □

6. She welcomed the guests ............... offered them drinks.
   a) and □    b) while □    c) until □

XII. Choose the correct options:

1. The athletes (are leaving/left) for Rio tomorrow.
2. You are late. The bus (leaves/has already left).
3. Natasha (painted/has been painting) her room for the past two hours.
4. When he (woke up/wakes up), his mother had already prepared breakfast for him.
5. Harshit (comes/was coming) to our club every Saturday.
6. Every one (had talking/is talking) about your latest achievement.
These are sentences, as they express a complete idea:

a. I like to swim.
b. Sophia bakes tasty cookies.
c. Sameer will leave his school.

Now observe the thoughts below. They don’t express a complete idea. They are not perfect sentences:

a. She gave me the (What did she give me?)
b. Will build the house (Who will build the house?)
c. Reyansh watching a movie (Is Reyansh watching the movie now? Was he watching the movie in the past? Or will he be watching the movie in the future?)

A sentence is a group of words that express a complete idea.

“She feels sad.” — A complete idea

**A sentence basically has two parts:**

✓ A subject
✓ A predicate

The subject is the person or thing about which something is being stated. A sentence must have a subject and a finite verb. Sometimes the subject can be omitted if it is understood.

**In the following examples the subject is written in bold.**

**Example:**

1. Tina walks to school.
2. Here comes the train.
3. Old habits die hard.
4. (you) Have mercy upon us.
5. There is food on the table.
6. (you) Leave.
7. The most intelligent girl in the class became the monitor.
8. An old man, a spectacled girl and a brown dog were sitting on the couch.
So, you have noticed that the subject can be a single word or a group of words. In imperative sentences the subject is not mentioned, it is implied (examples 4 and 6). Subject can be in the beginning, middle or at the end of a sentence.

The Predicate of a sentence is the part that modifies the subject in some way. The predicate must contain a verb explaining what the subject does.

To identify the predicate of the sentence, look for the statement about the subject.

For example: John went home.

**John** is the subject. What is said about John?

(It is said that he went home.)

So ‘went home’ is the predicate.

**Examples:**

1. Saanvi **finished her homework.**
2. Fear **is a terrible thing.**
3. **(you) Stand up!**
4. I laughed.
5. Most of my classmates **got A+.**
6. **(you) Don't try to be over smart.**

**Try Out!**

Underline the subject and circle the predicate:

1. Shelly wrote notes on the class black board.
2. The Grade 8 English teacher invited the students for debate.
3. The Laughing Buddha idol in the corner of my house broke yesterday.
4. My favourite story book was there on the stalls at the book fair.
5. The enthusiastic children ran around the playground.
6. The lady with the blue eyes works in my company only.
7. Stay in touch.
8. We went on a field trip to Science Museum.
10. My sister along with her friends had started a business.

**Types of Sentences**

There are four common types of sentences in English. Each sentence type has a different purpose. Using different types of sentences and punctuation, students can vary the tone of their writing assignments and express a variety of thoughts and emotions.

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<td>(declarative sentences)</td>
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<tr>
<td>to ask questions</td>
<td>(interrogative sentences)</td>
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<tr>
<td>to give commands, suggestions, warnings</td>
<td>(imperative sentences)</td>
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<tr>
<td>to express strong emotions with statements</td>
<td>(exclamatory sentences)</td>
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1. Declarative Sentences
(also called Assertive)

**Purpose:** to make a statement; to state a fact or an opinion

**Punctuation:** period

Declarative sentences are the most common type of sentences. Declarative sentences are used to make a statement. We can use declarative sentences to state a fact or an opinion.

Declarative sentences tell us something, without excitement or strong emotion.

(i) **Declarative sentences always end in a period.**
   a. I want to be a good painter. (makes a statement)
   b. My friend is really a good painter. (expresses an opinion)

(ii) **Declarative sentences can be either positive (affirmative) or negative.**

Declarative sentences that have a positive meaning are called **affirmative sentences.**

- **Affirmative sentences tell us what something has, does or is.**
  - Declarative sentences that have a negative meaning are called **negative sentences.** Negative sentences are the opposite of affirmative sentences.
  - Negative sentences tell us what something doesn't (does not) have, can't (cannot) do or isn't (is not).

**Examples:**
   a. This bag is big and spacious.  
   b. This bag is not big and spacious.

2. Imperative Sentences

**Purpose:** to give commands, warnings, suggestions or advice; to request something

**Punctuation:** period; exclamation mark

The purposes of imperative sentences are to give commands, warnings, suggestions or advice. Imperative sentences can also be used to make a request.

Imperative sentences usually end in a period. However, if the command is forceful or shouted, it can end with an exclamation mark.

Sometimes imperative sentences can be very short or even one word, to express a forceful command.

**Examples:**
   a. Please sit down.  
   b. Write a paragraph on ‘My hobby’ for the homework.  
   c. Wear a warm blazer outside.  
   d. Let's go for a picnic on Sunday.  
   f. Stop!
When we say ‘please’ in an imperative sentence, we usually use a period instead of an exclamation mark because it is a polite command.

a. Stand up!
   Please stand up.

b. Come here!
   Please come here.

3. Interrogative Sentences

**Purpose:** to ask a question to get information

**Punctuation:** question mark

The purpose of an interrogative sentence is to ask a question. We ask questions to get information. Interrogative sentences always end with a question mark.

**Examples:**

a. Where is the new toy?
 b. Why were you late to work?
 c. Do you like listening to music?

4. Exclamatory Sentences

**Purpose:** to express strong emotions (feelings)

**Punctuation:** exclamation mark

Exclamatory sentences are statements that express strong emotions. They are like declarative sentences, but they express stronger feelings such as happiness, sadness, surprise and anger.

Exclamatory sentences are common when we talk and in informal writing and stories. We usually do not use exclamatory sentences in formal writing such as essays, formal letters, reports and non-fiction books.

**Examples:**

a. Wow! What a nice painting.
 b. Alas! I am undone.
 c. Hurrah! We won the match.

Try Out 2!

**Write whether the sentence is declarative, imperative, interrogative or exclamatory.**

1. Watch out for the snake!
2. My grandparents came to India as immigrants from Pakistan after the partition.
3. Give the worker his one whole day's salary.
4. Do you need some help from me?
5. Did Rani exceed his expectations?
6. How many books were there in the bag?
7. Quit being so cautious!
8. Go and get my books from the library near the university.
9. Make sure you pay your insurance premium on time.
10. Alas! He failed again.
11. Stop here!
12. May you live long!

Try Out 3!

Add the correct ending punctuation. Then write whether the sentence is declarative, imperative, interrogative or exclamatory:

1. Put a brief summary of the work done till now on my desk by the evening ..........................
2. In 1998, my friend shifted to Australia for higher studies ..........................
3. Go and get a glass of water for me ..........................
4. Allow me to accompany you for some time, ma'am ..........................
5. Why is that suspicious looking man circling around the house ..........................
6. May God bless the poor and the needy ..........................

Question tags are short questions at the end of statements. Rather than repeating the main verb, a form of ‘be’ or other auxiliary verb or modal is used in the tag. They are mainly used in speech when we want to:

- confirm that something is true or not, or
- to encourage a reply from the person we are speaking to

A negative tag is used with an affirmative statement whereas a positive tag is used with a negative statement.

(i) If the statement has ‘be’ as an ordinary verb, we use a form of be in the tag. Tags are always used with pronouns.

After positive statements, we use a negative tag.

Examples:

a. You are from India, aren't you?
b. Sonia is in the school, isn't she?
c. Your father was very angry, wasn't he?

(ii) After negative statements, we use a positive tag.

Examples:

a. I am not looking good, am I?
b. Sahil and Sahej aren't rich, are they?
c. They weren't at the party, were they?
(iii) If the statement has a modal, it is repeated in the tag.
Examples:
   a. Shourya can do the homework himself, can't he?
   b. You should speak the truth, shouldn't you?
   c. You wouldn't go against your parents, would you?
(iv) With the Simple Present Tense we use do / does / don't / doesn't? With the Simple Past Tense we use did / didn't?
Examples:
   a. They like going to their friend's house, don't they?
   b. You didn't eat non-vegetarian food, did you?
   c. Rahul creates really nice music, doesn't he?
(v) After all tenses which use auxillaries with them, we just put the auxiliary as the tag.
Examples:
   a. Manya is coming today, isn't she?
   b. Zoya isn't drinking coffee, is she?
   c. They were playing cricket yesterday, weren't they?

It is important to remember that:
's = is or has, and 'd = had or would
Priya's got a new car, hasn't she?
She's at home, isn't she?

Grammar Bumps!!!

Question tags with HAVE and DO are often both possible after the noun– auxiliary ‘have’:

Note: ‘do’ is preferred in American English.
   a. Mr. Sohail has three kids, hasn't he? Or doesn't he?
   b. She has nice curls, hasn't she? Or doesn't she?
   c. You haven't a house, have you? Or do you?

(vi) If the statement contains words such as no, no one, nothing, nobody, scarcely, hardly, hardly ever, never, neither, seldom, under no circumstances ... etc., it is considered a negative statement and followed by an affirmative tag.

Examples:
   a. Riya hardly ever eats fatty foods, does she?
   b. Nothing will fill her void in life, will it?
   c. He never acts like a sensible man, does he?

(vii) If the subject of the statement is somebody, anybody, nobody, everybody, no one and neither.... we use the pronoun ‘they’ in question tag.

Examples:
   a. Somebody entered the house at night, didn't they?
b. Everybody was ecstatic, weren't they?
c. Nobody helps the poor man, do they?

(viii) When the subject of the statement is that or this, the pronoun in the tag is 'it'. The pronoun is 'they' for their plural forms 'these' and 'those'.

Examples:
   a. This is an interesting book, isn't it?
   b. Those are very nice dresses, aren't they?
   c. That wasn't a big deal, was it?

(ix) When we use a 'there + be' combination in a sentence, the pronoun in the tag is again 'there'.

Examples:
   a. There isn't a hotel next to the museum, is there?
   b. There won't be any trouble, will there?
   c. There is a bus to Atlantic City every hour, isn't there?

(x) 'Let's' has the tag 'shall we?'

Examples:
   a. Let's go to the mall, shall we?
   b. Let's have a party, shall we?
   c. Let's invite our friends for tea, shall we?

(xi) 'Have to' and 'has to' are considered Simple Present and 'had to' is considered Simple Past.

Examples:
   a. Your brother has to go tomorrow, doesn't he?
   b. They don't have to come for the class, do they?
   c. We had to work hard to pass the exam, didn't we?

(xii) Some introductory phrases such as I am afraid, I think, I believe, I am sure, I suspect, I suppose, it appears that, it seems that, it looks as if, as far as I remember, as far as I can see... so on don't affect question tags except for the transfer of negation.

Examples:
   a. I suppose you are not going to school today, are you?
   b. I think dad came back from his official tour, didn't he?
   c. I don't suppose you are serious, are you?

(xiii) If the subject of the sentence is everything, nothing, something, anything the pronoun in the tag is 'it'.

Examples:
   a. Everything is finished, isn't it?
   b. Nothing has changed, has it?

(xiv) After positive imperatives, we use will you, won't you, can you, can't you, could you... etc. Yet for the negative imperatives we only use 'will you?'

Examples:
   a. Close the window, will you/won't you/can you/can't you/could you?
   b. Don't argue with me, will you?
(xv) After ‘I am’, the tag is ‘aren’t’.  
Examples:
   a. I am your best friend, aren’t I?  
   b. I am a bit unhappy, aren’t I?

**Grammar Bumps!!!**  
**Negative interrogative question tags without contractions are possible but the word order is different.**  
You lied to him, did you not? (This is much less usual form)  
When a tag is spoken, the voice can go up or down. If the voice goes up, it is called Rising Intonation and if it goes down, it is called Falling Intonation. A rising tone at the end of a tag question indicates that it is a real question. The speaker wants to know something or wants someone to do something. A rising intonation means that the speaker is less sure. Falling tone however, means that the speaker is looking for agreement. A falling intonation means that the speaker is sure (or almost sure) that the statement is true.  
- **Rising tone – asking for a favour**  
  You couldn’t help me learn the lesson, could you? (It means you really want help)  
- **Rising tone – asking for information**  
  You don’t know who is the best of the two boys, do you? (It means you really want information)  
- **Falling tone – asking for agreement**  
  Mom wasn’t in a happy mood today, was she?  
  She is a very sweet girl, isn’t she?

**Try Out 4!**  
**Complete the exercise with appropriate question tags:**

1. Leena wasn’t in the party, .................................................?
2. Mind the potholes, .........................................................?
3. I am afraid he has been caught by the police, .................................................?
4. He won’t be annoyed if I enter his room in his absence, .................................................?
   No, of course he won’t.
5. He never talks absurd, ...................................................?
6. Everybody was very happy, ...............................................?
7. Tia knows that her behaviour is not liked by anyone, .................................................?
8. Don’t break that vase, ..................................................? No, don’t worry.
9. I think she intentionally insulted him, .................................................?
10. I suspect he is not telling the truth, .................................................?
11. I’m fair enough, .........................................................?
12. I’m too temperamental, ..................................................? Yes, you are sometimes.
13. It appears that he is not at ease here, .................................................?
14. You’ve got an ipad, .......................................................?
   Yes, why? Do you want to borrow it?
15. Nothing about her is false, ...............................................?
Nouns are an integral part of English Grammar. Without these words it would have been difficult for us to write and express ourselves properly as the things would not have their names.

Majorly, there are four types of nouns: Common nouns, Proper nouns, Collective nouns and Abstract nouns. You have already read about them in your earlier classes. Let us recollect them.

**Common**
The name given to a non-specific person or thing: student, teacher, man, woman, animal, rabbit, meat, butter

**Proper**
Refers to a specific person or thing and requires a capital letter: Priya, Shakespeare, Christmas, Jaipur

**Collective**
Used for a collection of people, or things: school, organisation, army, family, library, flock

**Abstract**
Describes a concept, feeling or emotion: hunger, anger, happiness, consideration, freedom, ability, intelligence, thought, purpose, belief

Example: The basketball **team** of **Vasant Valley School** won the first prize in the inter-school debate competition. All the **children** were very proud of their **victory**.

Apart from them, we also learnt about one more noun called ‘Material Noun’.

**Material Nouns**: These are the nouns which refer to the names of materials or substances out of which things are made.
Some common examples of material nouns: gold, iron, silver, wood, cotton, rubber.

- **Gold** is an expensive metal.
- **Cotton** is a natural fibre.
- **Water** is essential for us.

---

**Try Out 1!**

**Underline the nouns and tell their types.**

1. Beauty lies in the eyes of the beholder.
2. His anger destroyed everything.
3. There was a troupe of monkeys in the zoo.
4. London is a beautiful city.
5. Tourists like visiting the colourful Rajasthan.
6. A fleet of ships left the harbour.
7. My brother is a doctor.
8. Riya often misses her college.
9. She gazed at the stars.
10. Her actions caused a lot of embarrassment to her parents.

---

**Try Out 2!**

**Fill in the blanks with collective nouns.**

1. A __________ of geese flew over the sea.
2. A __________ of dancers was invited at the marriage party.
3. A __________ of wolves attacked the rabbits.
4. A __________ of bees entered the house.
5. A __________ of hyenas looked hungrily for food.
6. A __________ of soldiers was moving towards the battlefield.
7. A __________ of bear searched for their lost cub.
8. A ____________ of policemen was deployed at the sensitive area.

---

### Countable and Uncountable Nouns

The names of things, objects and people which can be counted are called countable nouns. They can be used both in singular and plural forms. The singular form can use the article ‘a’ or ‘an’ before them. **Many, a few, few** can be used before them. To ask about the number of a countable noun, we ask the question ‘How many’?

(i) **Used with countable nouns only**

- a day, a book, a man, a bag, a school
- many spoons, many knives, many shoes
few  few friends, few oranges, few vegetables, few festivals  
a few  a few ideas, a few rooms, a few boxes, a few nouns

The nouns which cannot be counted are called uncountable nouns. They have only singular forms and they don’t have any plurals.

**Some examples** - oil, smoke, rice, sugar, salt, tea, knowledge, beauty, anger, fear

Uncountable nouns can be paired with words expressing plural concepts like two piles of books, two cups of cappuccino, a spoonful of sugar.

They are used to tell the quantity and not the number. We can use ‘much’ before them.

(ii) **Used with uncountable nouns only**

**much**  much rice, much salt, much food, much sugar  
**little**  little evidence, little cheese, little oil, little money

---

**Grammar Bumps!!!**

Noun *hair* is normally uncountable in English, so it is not used in plural. It can be countable only when referring to individual hairs.

**Examples:**

- The girl has got silky smooth hair.
- My Grandma is getting a few grey hairs.

(iii) **Used with countable & uncountable nouns both**

<table>
<thead>
<tr>
<th>The</th>
<th>Countable</th>
<th>Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>the</strong></td>
<td>the tigers, the students, the teachers, the lines</td>
<td>the wood, the knowledge, the beauty, the love</td>
</tr>
<tr>
<td><strong>some</strong></td>
<td>some books, some oranges, some desires, some rings</td>
<td>some cotton, some coffee, some bread, some salt</td>
</tr>
<tr>
<td><strong>any</strong></td>
<td>any book, any place, any hotel, any dish</td>
<td>any advice, any wood, any transportation</td>
</tr>
<tr>
<td><strong>no</strong></td>
<td>no mirrors, no cakes, no engineers, no rings</td>
<td>no trouble, no cement, no milk, no money</td>
</tr>
<tr>
<td><strong>plenty of</strong></td>
<td>plenty of books, plenty of games</td>
<td>plenty of ghee, plenty of sugar</td>
</tr>
</tbody>
</table>
Is the underlined noun countable or uncountable?

1. The child fell asleep quickly after a busy day of fun.
2. Don’t put your hand in the bucket. The water is hot.
3. Immediately the fire engines reached the spot.
4. We bought huge drums to store water.
5. I love butter on my stuffed paranthas.
6. How many people from our area cast their votes?
7. Most kids like milk, but my brother hates it.
8. I like to paint the pottery which is made from clay.
9. Maya’s thoughts are full of wisdom.
10. I was feeling choked by the smoke in the room.

**Noun Phrase**

A group of words which makes some sense but not complete sense is called phrase. A phrase can be changed into a sentence by adding some other words to it and making it a meaningful statement.

‘House’ is a noun. But if we say ‘that house’ or ‘Aunt Polly’s house’ it becomes a noun phrase.

**Examples:**

a. He met me in the evening.

b. I was watching IPL match on TV.

A noun phrase has a noun—a person, place or thing—and the modifiers which distinguish it, make it special from general.

**Modifiers can come before and after the noun.**

- The modifiers which come before the noun are:
  - Articles: a house, the house
  - Possessive Nouns: Aunt Polly’s house, my friend’s house
  - Possessive Pronoun: This book is hers. That toy is mine.
  - Adjectives: the huge house, the beautiful house

- There are certain modifiers that come after the noun like prepositional phrases, adjective clauses, participle phrases and/or infinitives.
  - Prepositional phrase: the house in the front row /the house at the end of the road
  - Adjective clause: the house that is painted red /the house which has a haunted look

**Noun Clause**

A noun clause is a clause that performs the function of a noun. It is a dependent or subordinate clause. It means that it cannot stand alone and convey the complete meaning. It needs the help of its main clause.
Example:
I know that he is unwell.
In the above sentence – ‘that he is unwell’ is the subordinate clause. It cannot convey its complete meaning until it is joined with the main clause ‘I know’.

Look at some more examples.
   a. I like what he proposed.
   b. I know English.
   c. I like Pizzas.
In the above sentences, ‘English’ and ‘pizzas’ are nouns. Similarly, ‘what he proposed’ and ‘that he is unwell’ are also functioning as nouns and are noun clauses.
A noun clause answers the question “what”

- **A noun clause can be the object to the verb:**
  He liked what I cooked. (What did he like?)
  In the above sentence, ‘what I cooked’ is the object to the verb ‘liked’.

- **A noun clause can be the subject to the verb:**
  What my mom said was not only true but inspiring also. (What was true and inspiring?)
  In the above sentence ‘What my mom said’ is the subject to the verb ‘was’. So, we can say that a noun clause tells us what a noun says, thinks or asks.

**Try Out 4!**

**Identify the noun phrases in the following sentences.**

1. I wish to meet him soon.
2. I thought of helping him.
3. Did you like listening to the song?
4. The girl didn’t want to go out.
5. Saints prefer staying alone.
6. The girl was accused of theft.
7. The girl requested for a leave.
8. To say such words is really disgraceful.

**Try Out 5!**

**Find the noun clauses in the following sentences.**

1. The judge said that the thief should be sent to jail.
2. He said that he was sorry for his ill-doings.
3. That he doesn’t like going to parties is a fact known to everyone.
4. He said that he was going back home.
5. I cannot understand what he wants.
6. I don’t agree to what he says.
7. He asked if I liked eating cakes.
8. The news that the ship has drowned is true.
A determiner is a word used to specify a noun in some way. It signals the arrival of a noun in a sentence. Determiners point out a noun.

Determiner is a word used before a noun. It tells us whether the noun phrase is specific or general. Determiners are either specific or general. These words tell the quantity or possession and demonstrate nouns.

Examples:
   a. I just bought a new pen. The old one was broken.
   b. The book you gave me is lost.
      The words a and the in the above sentences are determiners.

Determiners are of six kinds:
✓ Articles
✓ Demonstratives
✓ Possessives
✓ Interrogatives
✓ Quantifiers
✓ Distributives

There are three articles - a, an, the.
The articles a and an are called indefinite articles because they do not specify a particular person or thing.

Examples:
   a. This is a book.
   b. This is an elephant.

The word the is called the definite article because it talks about specific person or thing.

Examples:
   a. This is the book you bought for me.
   b. This is the elephant which was rescued from the zoo yesterday.

Use of “a/an”
The indefinite articles are used with singular countable nouns.
(i) We use “a” before the words which begin with a consonant sound. Some words begin with a vowel but begin with a consonant sound. So, we use “a” before such words also.
   a European, a university, a one-eyed man
(ii) We use “an” before the words that begin with a vowel sound.
   an orange, an American, an umbrella

(iii) We use “an” before nouns that begin with silent “h”.
   an hour, an honest man, an honour

(iv) We use “an” before the abbreviations that begin with “A,E,F,H,I,L,M,N,O,R,S or X:
   a. He is an M.A.
   b. She is an M.Ed.
   c. She is an M.L.A.

(v) We use “a” or “an” to talk about a person’s profession.
   a. He is an engineer.
   b. She is a doctor.

(vi) We use “a” or “an” in number and quantity expressions.
   a. I go to the gym five days in a week.
   b. She will be there in half an hour.

(vii) We use “a” or “an” with possessives.
   a. She is a friend of mine.
   b. That’s a relative of Saanvi’s.

(viii) “A” or “an” is also used with singular nouns when we are describing someone or something.
   a. Delhi is a historical city.
   b. Sanskrit has become a universally accepted language now.

Use of “The”

(i) The definite article “the” is used to talk about things when we expect the other person to identify
   the thing or person we are talking about.
   a. I met the boy who organized your party.
   b. I have bought the house which we saw last year.

(ii) We use “the” when it is clear to the listener which person or thing we mean.
   a. Have you met the boy?
   b. Give me the book.

(iii) We use “the” when we generalize a class.
   a. The cow is a holy animal.
   b. We should not insult the poor.

(iv) “The” is used before adjectives, when it is used as a noun indicating nationality or a class.
   a. Help the poor.
   b. The English are famous for their beautiful skin.

(v) We use “the” before the superlative adjective.
   a. He is the best player around.
   b. Rafflesia is the biggest flower on the earth.
Grammar Bumps!!!

In case we want to talk about a particular instance we use a/an with the below-mentioned particular things:

- **The** wind was strong and harsh.
- **A** cool wind was blowing from the north Himalayas.
- You should not think of **the** past.
- She had a beautiful past so she quite often gets lost in the good old days.

### Zero Article

(i) We use zero article before the names of particular people.

a. Mr. Ramit Gulati is working as a G.M. with a company.

But we use “the” when there are two people with the same name and we want to specify which one we are talking about.

b. She is not **the** same Sheena, I was talking about.

We also use “the” when we talk about the family as a whole.

a. **The** Chopras have moved to Mumbai.

b. **The** Sinhas are starting a new business.

(ii) We use zero article before the institutions such as hospital, university, college, school being used for their intended purpose: studying, medical treatment. But we use articles when we talk about them as a particular place or building.

a. She will have to stay in hospital till she recovers completely.

b. They are making a hospital near our house.

c. She goes to college **every day** though it is far from her place.

(iii) No article is used before the months of the year or days of the week.

a. Last Monday, I was not in Delhi.

b. She joined a new school in July.

(iv) No article is used before the names of the seasons.

a. Winter season in India has become really short because of the greenhouse effect.

b. Monsoon season is a big fun for kids.

(v) We don’t use any articles with the particular times of the day like midnight, noon, night, midday, but we use articles when we talk about the morning, afternoon, evening of a particular day.

a. She met me in **the** morning.

b. We are going back in **the** afternoon.

But, we say:

a. I am scared when I am alone at night.

b. It is difficult to drive at night.
(vi) We use zero article when we talk about meals.
   a. What should I cook for lunch?
   b. I don't like to have my dinner late.

(vii) We don't use articles with proper nouns. But when we make comparisons with a proper noun of higher fame, we use 'the'. Read the examples:
   a. Switzerland is a beautiful place.
   b. Kashmir is the Switzerland of the India.
   c. Sachin Tendulkar is a world famous cricketer.
   d. Varun is the Sachin Tendulkar of our them.

(viii) We don't use articles with abstract nouns and material nouns. But when we particularise them, then we use 'the'. Read the examples:
   a. Beauty needs no ornaments.
   b. The beauty of Kashmir is mesmerising.
   c. Wood is used in making furniture.
   d. The wood used in making this bed is of higher quality.

Try Out 1!

Fill in the blanks using articles. Cross the blank if there is no article required.

1. Shreyaa lives in _______ small flat in _____ middle of the city. There is _______ dance school nearby and _______ noise keeps her awake at night.

2. _______ Taj Hotel is situated near Arabian Sea.

3. I applied for _______ job last week. _______ job involved driving _______ bus around the country.

4. _______ Gateway of India is quite far from _______ Science Museum, so you'd better take a bus.

5. _______ General Manager has _______ fever, so he can't come to _______ meeting this afternoon.

6. I have _______ appointment at _______ pathologist this afternoon because I've to get _______ test done.

7. We spent _______ last summer on _______ island of Lakshadweep.

8. _______ Water is essential for life. _______ water kept in this jug is filtered.

9. Gulzar is _______ Wordsworth of India. _______ poems and songs written by Gulzar are marvellous.

10. _______ universities of Oxford and Cambridge are two of _______ most famous universities in _______ Europe.

11. _______ holiday I took in India was _______ best I've ever had.

12. _______ Detective Sherlock Holmes and his assistant, _______ Doctor Watson, solved _______ lot of mysteries.
Demonstratives

Demonstratives point to specific nouns. *This* and *these* are used to refer to people or objects which are nearby while *that* and *those* are used for people and things away from us.

**Examples:**

a. *This* painting is more beautiful than that one.
b. *These* books are more engrossing than those.

*This* and *that* demonstratives can be used before countable as well as uncountable nouns like:

Who has kept *this* milk here?

Possessives

The determiners which show possession are called possessives determiners. *My, our, your, his, her, its* and *their* are possessive determiners.

The possessive determiners can be used before singular and plural nouns.

**Examples:**

a. He finished all *his* lunch.
b. Put all my things in *my* bag.

Interrogatives

The determiners, which are used in interrogative sentences to gain or ask some information about the noun in question, are called interrogative determiners.

*What, how much, how many, which, whose* are some of the interrogative determiners. They are used before nouns to gain the required information.

**Examples:**

a. *How many* students were present in the class?
b. *What* price are they asking for?
c. *Whose* book is this?
d. *Which* institute should I join?

Quantifiers

Quantifier is a type of determiner which denotes imprecise quantity. They modify nouns or pronouns. Quantifiers are words that precede and modify nouns. They tell us how many or how much.

Some commonly used quantifiers are *much, many, any, several, little, some, few.*

**Examples:**

a. *Some* of my friends are from Delhi.
b. *Many* of the points which I raised were not considered.

(i) *Many, several, few* are used with plural countable nouns as they talk about countable things.

(ii) *Much* and *little* refer to quantity and are used before uncountable nouns.

a. *Much* has been said and done about this issue.
b. *A little* caution would have saved his life.
(iii) Some and any are used before both countable and uncountable nouns. We use some mostly in affirmative sentences and questions with plural and uncountable nouns and any in negative and interrogative sentence.

a. Some people have shifted from this area.
b. I don’t have any news of her.
c. She had some problem with him.
d. Do you have any book from the library?

(iv) Any is used in negative sentences. Some is used in offers and requests in order to sound positive, expecting an affirmative answer.

a. I haven’t got any milk left.
b. Would you have some tea please?

Any is commonly used in “If clauses.”

a. If you have any problem, please let me know.
b. If you find any mistake, please correct it immediately.

(v) The meaning of few and little is similar since they both refer to small quantities, except that few is used with countable nouns and little with uncountable nouns. If they are used without the indefinite article—a, they have the sense of not enough and are negative in feeling. (few events)

a. He has a few books.
b. The little money he had is all spent.

(vi) Few, a few, the few are used to denote number. Few means almost none. It is used in negative sense. A few means at least some. The few means very few but all of them.

Examples:

a. We have few visitors. (almost none)
b. We have a few close friends. (some)
c. The few friends whom I invited did turn up. (very few but all)

(vii) Little, a little, the little are used to denote quantity, they are used before uncountable nouns; Little means hardly any or negligible. It is used in negative sense. A little means at least some. The little means very little quantity but all of it.

Examples:

a. He has little time for traveling. (almost none)
b. He spends a little time with his friends. (some)
c. The little time he spent with his friends was remarkable. (some but all)

The words which point that the people or things mentioned in the sentence can be taken as separately are called distributives. Neither, either, each and every are distributives.

Examples:

a. Neither girl wanted to opt for French.
b. You can take either way to reach your office.
c. **Every** child should be held responsible for this.

d. She has done **each** question in the book twice.

## Difference between Each and Every

Both **each** and **every** generally have the same meaning. They refer to all members of a group considered individually. “Every” is closer in meaning to “all” than “each” is.

### Examples:

a. **Every** project in the course must be completed before the end of the semester.

b. **Each** project in the course must be completed before the end of the semester.

(i) We use **each** when we think of them more as one by one. There is a little less emphasis on the individual with **every** when comparing it to **each**.

(ii) However notice that **every** cannot be used when referring to two things and is not common with small numbers.

a. Every (one) of my friends

b. Each of my friends

(incorrect)

(correct)

(iii) We cannot use **each** with the words “almost” or “nearly”. Here we use **every**.

a. Almost each factory pollutes the atmosphere

b. Almost **every** factory pollutes the atmosphere

(correct)

### Try Out 2!

**Tick the correct option:**

1. Can I have **a few** / **some** / **many** cheese, please?

2. He has **a lot of** / **many** / **some** money. He owns two large apartments.

3. Do you want sugar in your tea? “Yes, **just much** / **a little** / **a few**, please.”

4. I have **a lot of** / **much** / **a little** books.

5. I’ll be ready in **some** / **a few** / **little** minutes.

6. **How many** / **How much** time do you need to finish your project?

7. **How many** / **How much** books have you read in the last two months?

8. Do you want **much** / **any** / **a few** gifts from my side?

### Try Out 3!

**Complete the sentences with some or any:**

1. He is going for a holiday with ___________ friends in June.

2. I think he doesn’t have ___________ proof of his innocence.

3. Didn’t you have ___________ fight with your cousin last time when he came here?

4. There is seldom ___________ good news in the newspapers these days.
5. I am going to my cousin’s marriage this weekend. But before that I have _______ urgent work to do.
6. I just got to know that there are _________ important changes made in the school syllabus.
7. Do you have _________ good ideas for this project?
8. _________ questions you have should be sent to the Principal and not me.

Try Out 4!

Complete the sentences with each or every, whichever is more likely. If you can use either of them write both:
1. I try to visit my grandparents in Delhi _________ other month.
2. They greeted _________ other nicely.
3. I have _________ faith in my capabilities.
4. From next year, _________ girl child will get a monthly amount of 1000 rupees.
5. She read _________ information slowly and carefully as I tried to write them down.
6. The buses were coming after _________ few minutes.

Try Out 5!

Fill in the blanks with a, an, the, some:
1. I have _______ assignment to do.
2. That's _______ interesting idea.
3. We have _______ good partnership with each other.
4. You need to apply _______ innovative ideas in this project.
5. He used to be _______ electrician, now he has his own business.
6. Can I have _______ slice of pizza, please?
7. Maanya has _______ brilliant ideas.
8. There is _______ big school at _______ end of the road.
Adjectives are words that describe or modify nouns. They can identify or quantify another person or thing in the sentence. Adjectives are usually positioned before the noun or the pronoun that they modify.

Examples:

a. A **young** and **beautiful** girl has joined the office.

b. The **hot** and **scorching** sun made us feel restless.

c. She is a **rich** but **unhappy** woman.

The words in bold describe the nouns. 'Young' and 'beautiful' describe the noun 'girl'. 'Hot' and 'scorching' describe the noun 'sun'. 'Rich' and 'unhappy' describe the noun 'woman'.

**Try Out!**

Identify the adjectives from the following short story and underline them:

Once there lived a shoemaker next to a rich man. He was a carefree and happy person. Every day, the shoemaker sang lovely songs while he did his hard work. All the young children in that small town loved to hear the shoe maker sing his lovely songs. They sat on comfy chairs and listened to him sing melodious songs.

The rich man who lived next door, **stayed awake** every night counting his shiny sparkling gold coins. He tried to sleep during the day because he **didn't** sleep at night. He was very displeased with the shoemakers' singing. He found the songs to be harsh and disturbing. He wanted to put an end to the singing next door.

Every day while he was twisting and turning in his bed, the rich man used to think, "What can I do to make the shoe maker stop singing?" One day, the rich man thought of a brilliant plan. He called for the shoemaker. The shoemaker came and asked him what the matter was. The rich man gave him a bag full of shiny gold coins as a gift. The shoemaker was surprised, but happily took the gold coins. The shoemaker then went home and stored the gold coins in his attic. He could not stop thinking and worrying about somebody stealing his precious gold coins. From that day onwards he stopped singing!

**Types of Adjectives**

- Adjectives of Quality
- Adjectives of Quantity
- Adjectives of Number
- Demonstrative Adjectives
- Interrogative Adjectives
- Possessive Adjectives
1. **Adjectives of Quality**

These adjectives are used to describe the quality or nature of a noun or a pronoun. They give an idea about the characteristics or qualities of the noun or pronoun by answering the question ‘**what kind**’.

**Examples:**

a. The **difficult** situation baffled him.
   b. An **unknown** fear gripped him.

2. **Adjectives of Quantity**

These adjectives help to show the amount or the approximate amount of the noun or pronoun. These adjectives do not give us the exact numbers but they tell us the amount of the noun in relative or whole terms. They are measuring words. They answer the question ‘**how much**’.

**Examples:**

a. A **little** knowledge is a dangerous thing.
   b. I want **more** milk.
   c. Tell me the **whole** truth.

3. **Adjectives of Number**

These adjectives are used to show the number of **countable nouns**, **quantity** of countable nouns and their place in an order. There are three types of adjectives of number:

(i) **Definite Numeral Adjective** – These adjectives clearly denote an exact number of nouns or the order of the nouns.

One, two, three four are also known as **Cardinals**. First, second, third, fourth, etc. are also known as **Ordinals**.

**Examples:**

a. He came **first** in the class.
   b. There are **two** students in the room.

(ii) **Indefinite Numeral Adjective** – The adjectives which do not specify the exact number of the things but just give a general idea of the amount. Like - some, many, few, any, several, all, etc.

**Examples:**

a. **Many** of my friends refused to participate in the function.
   b. **Several** kids were holding the banners in the rally.

(iii) **Distributive Numeral Adjective** – These are adjectives that are used to refer to individual nouns within the whole amount. Like -either, neither, each, another, other, etc.

**Examples:**

a. **Every** child was praised by the teacher.
   b. **Either** of the two rooms can be cleaned.

4. **Demonstrative Adjectives**

These adjectives are used to point out or indicate a particular noun or pronoun using the adjectives. They also tell whether the noun that follows them is singular or plural. **This, That, These** and **Those** are the demonstrative pronouns. These pronouns answer the question ‘**which**’.
Examples:
   a. **That** book belongs to Rahul.
   b. **Those** flowers are grown in India.

5. **Interrogative Adjectives**

These adjectives are used to ask questions about nouns or pronouns. The interrogative adjective are - **Where, What, Which** and **Whose**.

Examples:
   a. **Which** house should I take on rent?
   b. **Whose** belongings are lying in here?

6. **Possessive Adjectives**

These adjectives are the adjectives that show possession or ownership of the noun. For example: **my, our, your, his, her** and so on.

Examples:
   a. **My** brother is a doctor.
   b. **His** decision was not wise.

**Try Out 2!**

**Identify the type of adjective in each sentence:**

1. The man sustained serious injuries in the accident.
2. She has written several novels.
3. A lion is very fierce animal and **that's** why he is the king of jungle.
4. Every man should **perform** his duties **earnestly**.
5. He is a man of few words but the **words** that come out are full of wisdom.
6. Neither of them is telling the **truth**.
7. Which ice cream do you prefer?
8. The woods are dark, lovely and deep.
9. She meets me every day in the school.
10. I have not seen Zoya for several days.

**Position and Order of Adjectives**

(i) **Attributive Position:** If an adjective is placed just before the noun it is called as an adjective in attributive place. It is so because the adjective here describes the noun.

Examples:
   a. Rahul is an **intelligent** and **hard working** boy.
   b. Rohan is a **cute** and **sweet** child.

(ii) **Predicative Position:** If an adjective is placed after the linking verbs like be, become, seem, look, appear, it is called as an adjective in predicative place. This adjective is a part of the predicate.
Examples:
  a. The river is **deep**.
  b. The book is **heavy**.
  c. The price seemed **high**.

### Order of Adjectives

An adjective describes various characters of the people or things it describes. So, in a sentence where we describe the various aspects of a thing or person in one sentence we use more than one adjective. So, an order of adjectives is preferred when we use more than one adjective in a sentence.

Although, the preferred order has been set, it is not fixed.

```
article + opinion + size + age + shape + colour + origin + material + noun
```

Examples:

  a. a beautiful large old oval Italian marble fountain
     (article + opinion+ size +age+ shape + colour+ origin+ material + noun)
  b. an old paper book
     (article + age+ material+ noun)
  c. a soft jelly toffee
     (article + quality+ material+ noun)
  d. a small colourful insect
     (article+ size+ colour + noun)

### Try Out 3!

**Choose the correct order of adjectives to fill in the blanks:**

1. The girl is wearing a ......................... dress.
   a) red long  
   b) long red

2. He is a ................................. man.
   a) tall young  
   b) young tall

3. The company makes ......................... products.
   a) original beauty  
   b) beauty original

4. My brother recently went on a ......................... trip.
   a) short educational  
   b) educational short

5. I love eating ......................... mangoes.
   a) ripe yellow  
   b) yellow ripe

6. The ................................. woman did well on the test.
   a) Intelligent Indian  
   b) Indian intelligent

7. The ................................. table costs a thousand rupees.
   a) teakwood brown  
   b) brown teakwood

8. I will wear a ................................. *lehenga* on my wedding.
   a) heavy red  
   b) red heavy

---

Superb English Grammar - 8
9. Their dog is a __________________ shepherd.
   a) brown big German  b) big brown German
10. I am drinking from a __________________ cup.
    a) small beautiful glass  b) beautiful small glass

**Show and Tell!!!**

Look at the picture and describe it before the class, in at least five sentences, using as many adjectives as you can in each sentence. Take care of the position of the adjectives.

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

**Similes**

A **simile** is a figure of speech which **compares** two unlike things using like or as. We often use similes in our daily conversations. They make our writing embellished and more beautiful.

Authors and poets use similes to **express** their thoughts in the form of pictures through similes.

**Examples:**
   a. Our soldiers are **as brave as** lions.
   b. Her cheeks are **red like** a rose.
   c. He is **as funny as** a monkey.
   d. He is **as cunning as** a fox.

**Try Out 4!**

Complete the similes with adjectives given in the box:

1. As blind as ____________ (can't see very well at all)
2. As busy as a ____________ (very busy)
3. As cold as a ____________ (unemotional)
4. As clean as a ____________ (very clean)
5. As cool as a ____________ (someone who stays calm)
6. As delicate as a ____________ (fragile)
7. As easy as ____________ (very simple)
8. Fit as a ____________ (very healthy)
9. Free as a ____________ (free to go anywhere)
10. Fresh as a __________ (clean and fresh)
11. As gentle as a __________ (very gentle)
12. Good as __________ (very good)

**Degrees of Comparison**

Degrees of comparisons are used when we compare one person or thing to another. We use the degrees to compare the qualities of people or things.

1. **Positive Degree**

The first or basic form or degree of adjective is the positive degree. When we speak about only one person or thing, we use the positive degree. We also use the positive degree when we use a simile.

**Examples:**

a. He is a great warrior.

b. She is as proud as a peacock.

2. **Comparative Degree**

When we compare two persons or two things with each other with the same quality we use comparative degree. An adjective word which shows the difference of quality between two groups of persons, animals or things is said to be in the 'comparative form'.

**Examples:**

a. He is the greater of the two warriors.

b. She is a more graceful dancer than her younger sister.

3. **Superlative Degree**

We use superlative degree when we compare more than two things or persons of the same quality. This comparison is used to compare one person, animal or thing with more than two persons, animals or things. This degree is used to depict the highest quality of a person or thing among others.

**Examples:**

a. He is the best swimmer of the class.

b. She is the prettiest of all her friends.

We can form comparative and superlative degrees by:

- adding -er and more to the positive degree to make the comparative degree.
- adding -est and most to the positive degree to make the superlative degree.

(i) The suffixes -er and -est are added to the positive adjectives which are short or have one syllable.

**Examples:**

<table>
<thead>
<tr>
<th>Word</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>tall</td>
<td>taller</td>
<td>tallest</td>
</tr>
<tr>
<td>happy</td>
<td>happier</td>
<td>happiest</td>
</tr>
</tbody>
</table>
(ii) We use more and most with adjectives which have two or more than two syllables.

**Examples:**

<table>
<thead>
<tr>
<th>beautiful</th>
<th>more beautiful</th>
<th>most beautiful</th>
</tr>
</thead>
<tbody>
<tr>
<td>important</td>
<td>more important</td>
<td>most important</td>
</tr>
</tbody>
</table>

**Try Out 5!**

**Fill in the blanks with the appropriate degree of comparison:**

1. How is his fever today? Is he any ......................... ....?
   a) good  
   b) better  
   c) best

2. The climate of India is ......................... than the climate of England.
   a) hot  
   b) hotter  
   c) hottest

3. She is ......................... than her sister.
   a) healthy  
   b) healthier  
   c) healthiest

4. Julie is the ......................... student in the class.
   a) most intelligent  
   b) intelligent  
   c) more intelligent

5. She is the ......................... lady in the town.
   a) wealthy  
   b) wealthier  
   c) wealthiest

6. Saanvi is two years ......................... than Reyansh.
   a) old  
   b) older  
   c) oldest

7. Samrat is as ......................... as a bee.
   a) busy  
   b) busier  
   c) busiest

8. Mount Everest is the ......................... peak of the Himalayas.
   a) high  
   b) higher  
   c) highest
Pronouns are the words which are used in place of a noun in a sentence. Pronouns perform the function of a noun only. They are used to avoid the repetition of nouns over and over again in a sentence.

Observe the sentences below. Which are the nouns that the pronouns in bold replace?

**Examples:**

a. The teacher took the test. *It* was difficult.  
   (replaces common noun test)

b. Piyali worked on the test slowly. *She* was confused.  
   (replaces proper noun Piyali)

c. The boy was kind to Max, so *he* thanked *him*.  
   (replaces common noun boy and proper noun Max)

d. Another student gave Lolita a pencil when *she* broke *her* s.  
   (replaces possessive noun Lolita's)

The noun that a pronoun replaces or for which a pronoun stands is called an **antecedent** (ante = "before"). Any time that you have a pronoun, you'll have an antecedent, even if it's not in the very same sentence.

In the above sentences, the nouns – test, Piyali, boy, Max and Lolita are antecedents.

**Try Out!**

**Underline the pronouns and circle the antecedent.**

1. I feel she has some problems but *she* doesn't want to discuss them.
2. Long ago, a man came to our village, but no one knew him.
3. I write stories. They are interesting.
4. These books are mine.
5. Which is the shop you have just bought?
6. Those are the books my mom bought specifically for me.

**Types of Pronouns**

Pronouns are classified in ten categories as:

- Personal Pronouns
- Possessive Pronouns
- Demonstrative Pronouns
- Reflexive Pronouns
- Emphatic Pronouns
- Distributive Pronouns
✓ Indefinite Pronouns
✓ Reciprocal Pronouns
✓ Relative Pronouns
✓ Interrogative Pronouns

**Personal Pronouns**

These pronouns are used in place of subject or object of the sentence. Personal pronoun describes the 
person speaking (I, me, we, us), the person spoken to (you), or the person or thing spoken about (he, she, it, they, him, her, them).

**Examples:**

a. Zoya is a doctor. **She** works in a government hospital.

b. Ria is Zoya’s sister. **She** is also a doctor. **They** both are renowned in **their** fields.

A personal pronoun can function as a subject and an object to the verb like a noun does. So, there are two categories of personal pronoun:

✓ Subjective case pronouns
✓ Objective case pronouns

**Subjective Case Pronouns**

Subjective case pronouns are the pronouns that act as the subjects of sentences. They occupy the place of a subject.

**Example:**

a. __________ finished the work.

I, he, you, she, we, they, who, whoever, etc., all qualify and all the pronouns in italics fit in the place and are, 
therefore, subject pronouns.

Sometimes the subjective pronouns are also used to rename the subject. They are followed by the verbs is, 
am, was, were, will be.

**Examples:**

a. It is I who is responsible for all this trouble.

b. It is she.

**Some more examples:**

a. I am 16.

b. You seem lost.

c. Jaydeep is angry, and he wants Dhruv to apologize.

d. This table is old. It needs to be repainted.

e. We aren’t coming.

**Objective Case Pronouns**

Objective case pronouns are pronouns that act as a direct or indirect object in sentences. Objective 
pronouns are me, us, them, him, her, you and it.
Examples:

a. I met her. (Here 'her' is the direct object of the verb 'met'.)
b. Give me the book. (Here 'me' is the indirect object.)

Some more examples:

a. Give the book to me.
b. The teacher wants to talk to you.
c. Rajat is hurt because Kunal hit him.
d. Sujata received a letter from her last week.
e. Tanya can't find it.
f. Tell them to hurry up!

Grammar Bumps!!!

While speaking informal English, sometimes people tend to use object pronouns like me, her, they, his after 'to be' verbs.

Examples:

a. **Informal usage:** It could have been them.
   **Correct usage:** It could have been they.

Try Out 2!

Complete with the correct personal pronouns!

1. Young babies cannot look for their own food. Their mother has to feed ______________.
2. Tina likes reading books. I sometimes lend ______________.
3. Saanvi and Reyansh are siblings. ______________ go to the same school.
4. Mom collapsed in the kitchen. Dad is taking ______________ to a doctor.
5. My dad is an engineer. ______________ builds bridges.
6. Students, ______________ are making too much noise! The Principal is getting angry.
7. The sky is getting dark. ______________ is going to rain.
8. Could ______________ please give me a book?
9. Whom do ______________ want to meet?

Possessive Pronouns

Possessive pronoun are the words used to express ownership or possession.

<table>
<thead>
<tr>
<th>Personal pronoun</th>
<th>he</th>
<th>she</th>
<th>I</th>
<th>we</th>
<th>you</th>
<th>they</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possessive pronoun</td>
<td>his</td>
<td>hers</td>
<td>mine</td>
<td>ours</td>
<td>yours theirs</td>
<td></td>
</tr>
</tbody>
</table>
Possessive Pronouns and Possessive Adjectives are different.

A possessive adjective is always followed by a noun. A possessive pronoun is used in place of a noun.

Examples:  
This book is mine.  (possessive pronoun)  
This is my book.  (possessive adjective)  
Trim your nails.  (possessive adjective)  
These dresses are yours.  (possessive pronoun)

Demonstrative Pronouns

These are the pronouns which point to a thing or things. This, that, these, those are used as demonstrative pronouns. These pronouns focus on the nouns they replace.

Demonstrative pronouns "this" and "that" are used for singular thing, while "these" and "those" are used for plural things.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refers to things that are nearby</td>
<td>this</td>
<td>these</td>
</tr>
<tr>
<td>Refers to things that are far away</td>
<td>that</td>
<td>those</td>
</tr>
</tbody>
</table>

Examples:

a. This is a wonderful book.
b. This is an unbelievable piece of news.
c. Those were the days!

Grammar Bumps!!!

Words like this, that, these, those can also be used as demonstrative adjectives in sentences where they describe nouns.

a. These books are written by me. (Describes the noun “books” so it’s a demonstrative adjective)
b. These are the books written by me. (Used in place of noun “books” so it’s a demonstrative pronoun)

Try Out 3!

Choose the possessive pronouns or possessive adjectives that best complete each sentence.

1. ___________ (My/Mine) sister planted a beautiful rose plant in ___________ (our/ours) garden.
2. Anita learnt ___________ (her/hers) lessons early, but Jhanvi did not do ___________ (her/hers) until later.
3. The little boy who has just shifted in, often lets me play with ___________ (her/his) toys.
4. All the books in this room belong to my mother. They are ___________ (her/hers).
5. _______ (Our/Ours) is a small but happy family.
6. Rohan’s gardener trimmed the branches off the tree. It looked bare without all _______ (it/its) branches.
7. The bag over there is _______ (him/his), but this one right here is _______ (my/mine).

Try Out 4!

Identify demonstrative pronouns in the following sentences. Change the demonstrative pronouns into demonstrative adjectives by making required changes.

1. Is that your book?
2. This is the house where my brother lives.
3. You have so many books. Could you lend this to me?
4. These are my notebooks.
5. That was a great learning experience.

Reflexive Pronouns

Reflexive pronoun describes noun when subject’s action affects the subject itself. Himself, yourself, herself, ourselves, themselves, itself are reflexive pronouns. These pronouns indicate that the action of the subject reflects back on the subject itself. Reflexive pronouns always act as objects not subjects.

<table>
<thead>
<tr>
<th>First Person: The person or people speaking or writing</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>myself</td>
<td>ourselves</td>
</tr>
<tr>
<td>Second Person: The person or people being spoken or written to</td>
<td>yourself</td>
<td>yourselves</td>
</tr>
<tr>
<td>Third Person: The person, people, or things being spoken or written about</td>
<td>himself, herself, itself</td>
<td>themselves</td>
</tr>
</tbody>
</table>

Examples:

a. I hurt _______ while cleaning the door.
   b. He pampered _______ to a soothing head massage.

Emphatic Pronouns

The pronouns himself, yourself, herself, ourselves, themselves, itself when are used to lay more emphasis on the subject or object of the verb, they are called emphatic pronouns. An emphatic pronoun is put right after its antecedent which means immediately after the noun or pronoun it is emphasizing upon.

Examples:

a. You _______ denied me the permission. (‘yourself’ is right after the pronoun 'you' which it is emphasizing)
b. She **herself** wanted to get involved in this matter. (‘herself’ is right after the pronoun ‘she’ which it is emphasizing)

   c. Ria, **herself** disclosed this to me. (‘herself’ is after the noun ‘Ria’)

   **Distributive Pronouns**

A distributive pronoun considers members of a group separately, rather than collectively.

**Examples:**

   a. Each of those children was given a token of appreciation.
   b. Either for these road leads to the post office.
   c. Neither of the reports is true.

**It is important to note that:**

A distributive pronoun is always singular and that it should be followed by a singular noun and verb.

   **Grammar Bumps!!!**

   **While using the pronoun ‘one’, we should take care of the consistency.**

   One must do his duty.    (incorrect)

   One must do one’s duty.    (correct)

   **Indefinite Pronouns**

The pronouns which do not refer to **anybody in particular** are called indefinite pronouns like several, all, someone, no one, everyone.

<table>
<thead>
<tr>
<th>Singular</th>
<th>anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, something</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plural</td>
<td>both, few, many, several</td>
</tr>
<tr>
<td>Singular or Plural</td>
<td>all, any, most, none, some</td>
</tr>
</tbody>
</table>

**Examples:**

   a. **Several** of his plans have been successful.
   b. **All** of his friends are really helpful.
   c. **Something** smells good.

   **Reciprocal Pronouns**

These pronouns are found in pairs. They are used in a subject-object pair together in a compressed form. These pronouns show that two or more people take an action and also receive the effect of it at the same time. When one gives, the other member of the pair also gives in return.

**Examples:**

   a. The two friends are always ready to help **each other**.
   b. They are made for **each other**.
   c. They helped **one another** in solving the puzzle.
Relative Pronouns describe a noun which has already been mentioned before and more information is to be given about it. It relates the noun that comes before it to a group of words that follow it. It performs two main functions:

- functions as a substitute for a noun (like any pronoun)
- also functions as a joining word for two clauses.

These relate subordinate adjective clauses to the rest of the sentence.
- who and whom are used for people
- whose is used to refer both people and non-living things
- which is used to refer both non-living things and animals
- that is mostly used for non-living things

<table>
<thead>
<tr>
<th>who and whom are used for people</th>
<th>that, which, who, whom, whose, whichever, whoever, whomever</th>
</tr>
</thead>
<tbody>
<tr>
<td>whose is used to refer both people and non-living things</td>
<td></td>
</tr>
<tr>
<td>which is used to refer both non-living things and animals</td>
<td></td>
</tr>
<tr>
<td>that is mostly used for non-living things</td>
<td></td>
</tr>
</tbody>
</table>

Examples:
- Women **who** do not drink milk have osteoporosis **early**.
- The boy **whom** you met yesterday is my cousin.
- The car **whose** headlight was broken was mine.

It is important to note that:
A relative clause is placed close to its antecedent.

**Example:** Priya Saxena, **who** is my colleague, is organizing a tea party for all of us.

Defining relative clauses are used to give essential information about someone or something – the specific information that we need in order to understand what or who is being referred to.

A defining relative clause usually comes immediately after the noun it describes. In defining relative clauses we often use **that** instead of **who, whom or which**.

**Examples:**
- They're the thieves **that** broke into our house.
- Here are some books **that** contain the required information.

**Interrogative Pronouns**
The pronouns which are used to ask questions are called interrogative pronouns. What, which, who, whose, whom are the pronouns which are used for asking questions.

**Examples:**
- **What** is your profession?
- **Who** dumps the garbage in front of the house every day? This is such a bad practice.
- **What** on earth is that?
- **Who** ate the last piece of cake?
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.

Try Out 5!

Underline the pronoun or pronouns in each of the following sentences. Then, identify the kind of pronoun each is. Next to each sentence write PER for personal, REF for reflexive, and EMP for emphatic:

Examples:  
1. I myself will talk to Zoya after the office. EMP  
2. Sharon looked at herself in the mirror. REF

1. Sara picked up a handout for herself.  
2. Are you aware of the fact that Rosa has resigned?  
3. We should not be indifferent towards the poor and the needy.  
4. “I will always make you feel proud of me,” the young boy said to us.  
5. The boy’s father himself called me to complain about the boy.  
6. “Making kids realize their mistakes is good for them,” said the psychologist.  
7. The convict found a safe place for himself.  
8. After the audience gathered at the venue, the hosts started briefing them of the programme.  
9. You yourself are responsible for your troubles.  
10. He carried the heavy box himself.

Try Out 6!

Fill in the blanks with myself/yourself/ourselves/me/you/us.

1. Saanvi had great fun at the picnic. She enjoyed ______________.  
2. It’s not my mistake. Mom can’t blame ______________ for this.  
3. He realized that what he did was really wrong. He was ashamed of ______________.  
4. She wants to buy a new house. I hope ______________ can help her get one.
5. It’s your own house. In case you need any help from ______________ don’t feel shy.  
6. Take some books with ______________ incase you feel bored on the way.  
7. I prepared for the exams ______________. Mom didn’t help me.  
8. You ______________ know what is the truth.

Try Out 7!

Join the two sentences using relative pronouns:

1. This is the man. The man saved my life.  
2. Do you remember this man? We met him in Delhi.  
3. I watched the beggar. Everyone was gazing at him.  
4. I found the bag. The bag belonged to Reyansh.  
5. I want to visit the country. My father belongs to that country.  
6. This is the girl. I told you about her yesterday.  
7. The oak tree fell off yesterday. It stood in front of our house.  
8. The car was stolen. The car belonged to my friend.
A verb is the main ingredient of a sentence. No sentence can be completed without a verb. A verb is the action word of the sentence. It tells us what a person or thing is, does or possesses.

**Examples:**

a. Radha is a great athlete.

b. She runs really fast.

c. She has great strength.

Verbs talk about an action, an occurrence and a state of being. Verbs can be mental, physical, mechanical but each time they show some activity.

(i) **Physical Verbs**

These verbs are action verbs. They talk of some specific physical actions. When we create a motion with our body or use a tool to do or complete an action, the word used to describe in most cases is a physical verb.

**Examples:**

a. I can see the guard coming towards us.

b. Let’s hop to the ground.

(ii) **Mental Verbs**

These verbs are linked to the cognitive aspect of the mind such as discovering, understanding, knowing, recognizing, thinking or planning.

**Examples:**

a. I know him.

b. I understand your point of view.

(iii) **Verbs of being and possession**

These verbs are inactive verbs and show a state of being.

**Examples:**

a. I am a girl.

b. I have a new book.

Now, let us understand the various types of verbs in detail.
Transitive Verbs

These verbs are the verbs which need a direct object to complete their meanings. That means that the action has a definite recipient or object.

a. I **met** Verb my friend. **Object**

b. I **bought** Verb a new book. **Object**

Intransitive Verbs

These verbs do not need an object to make complete sense. They do not have any direct or indirect object to receive their action but they may sometimes need an adverbial modifier—an adverb or adverbial phrase.

Examples:

a. The baby **laughs**.

b. The baby **laughs** loudly.

c. She **dresses** beautifully.

Try Out 1!

Tell if the verbs in the bold are transitive or intransitive!

1. He was **playing** all day long.

2. We **gave** her a nice painting.

3. My brother **instructed** me to **play tennis** every day.

4. The wind **blew** harshly.

5. She **sang** a lovely **song**.

6. She **gifted** me a nice book.

7. I don’t **eat** pizzas.

8. I always **keep** my license in my purse.

Linking Verbs

A linking verb is a verb which connects the subject of a sentence to a noun or adjective that renames or describes the subject. This noun or adjective is called the subject complement. These verbs are not like or different from other verbs as they do not tell anything about the subject themselves.

Examples:

a. They **are** naughty children.

b. He **became** a successful lawyer.

• In the first sentence, “**are**” is the linking verb joining the subject “they” to the complement “naughty children”.

• In the second sentence, “**became**” is the linking verb joining the subject “he” to the rest of the sentence. The most common linking verb is the verb “**to be**” in all of its forms (am, are, is, was, were, etc.).
Certain other verbs may sometimes function as linking verbs and sometimes as action verbs.

Examples:
- The soup **tasted** good. (linking verb)
- He **tasted** the soup. (action verb)

These verbs are the verbs which help the main verb to form the structure of a sentence as per the particular tense. 'Main verb' carries the real meaning and conveys us about the action being done. The helping verb has little meaning of its own and it helps in specifying the tense of the main verb.

Examples:
- She **will go** to school.
- She **was going** to school.
- She **has gone** to school.

Modals always function as the auxiliary verbs. The words - can, may, must, shall, will, could, might, ought to, should, would are all auxiliary verbs.

Examples:
- He **can** help me in this work.
- I **could** recognize him with great difficulty.

**Finite Verbs**
The verbs which change with the change in the tense, person and number are called finite verbs. These verbs have a definite relationship with the noun. Such verbs are the main verbs of the sentence.

Examples:
- He **attends** his class regularly. (change of person)
- They **attend** the class regularly. (change of person)
- They **attended** the class regularly. (change of tense)

**Non-finite Verbs**
These verbs do not function as the main verb of a clause or sentence as they do not talk about the action that is being done by the subject of the sentence. They are not affected by the change in any tense, mood, number or gender. They are used as nouns, adverbs and adjectives.

Actually, they are infinitive forms with and without **to** (e.g., to break), **-ing** forms and **-ed** forms (e.g., breaking, broken).

Examples:
- The boy **likes** to sing. (finite verb)
- These boys **like** to sing. (finite verb)
- He invited his friends **to like** his post on Facebook. (non-finite verb)
d. They invited their friends to like their post on Facebook. (non-finite verb)

In the above sentences, the verb like changes with the change in tense and number and is thus the finite verb, whereas the verb 'to like' is not affected by the change in tense and number. So, it is the non-finite form of verb.

Some more examples:

a. He sat in a broken chair.

b. A rolling stone gathers no moss.

c. Swimming is a good exercise.

Non-finite verbs are of three kinds:

(i) Gerund: The ‘-ing’ form of the verb in which the verb is used as or functions as a noun is called a gerund. It is also called the verbal noun.

Examples:

a. Swimming is a good exercise.

b. Singing makes our vocal cords clean.

(ii) Infinitive: The infinitive is the base form of the verb. It is used with 'to' or without ‘to’. Infinitives with ‘to’ before them are called ‘to-infinitives’ and the infinitives without 'to' are called 'bare infinitives'.

Examples:

a. I have come to help you. ('to' infinitive)

b. I saw her cross the road. (bare infinitive)

(iii) Participle: There are two kinds of participles: Present Participle and Past Participle.

Present participles are formed by adding -ing to the base verb.

Examples:

a. A rolling stone gathers no moss.

b. He gave me a talking parrot.

Past participles are formed by adding -d, -ed, -en, -t or -n to the base verb.

Examples:

a. He sat in a broken chair.

b. The boy looked lost.

Try Out 2!

Underline the finite and the non-finite verbs and tell the type of the non-finite verbs:

1. He gave me a book to read.

2. It was a movie to watch.

3. I want to help you out.


5. He is about to question me about his books.
6. It is the right place to start our business. ..............................................
7. He was carrying a torn bag. .................................................................
8. He had his dress pressed. .................................................................

Try Out 3!

Supply an appropriate—Gerund, Infinitive or Bare Infinitive form of the verbs given in the brackets:

1. I think most of our friends prefer .......................... (take) their own decisions rather than .................. (depend) on their parents.
2. She couldn’t stop herself from ................../.. (dance) on the grooving music.
3. He helped the children ..................... (plant) saplings.
4. They saw the children .................... (cross) the road.
5. Riya’s favourite pasttime is .................... (watch) old movies.
6. Let me ...................... (think) of an idea .................. (carry) out our work smoothly.
7. It is a great joy .......................... (live) your old moments again .................. (watch) these photographs.
8. I know you are .................. (have) lots of fun with your friends.

Regular and Irregular Verbs

The verbs are basically in their base forms and they change according to the tense. Verbs change their forms by adding suffixes to the base form or by changing some letters of the base verbs.

Verbs are divided into two parts on the basis of their changing of the form to make past participle or perfect participle.

Regular Verbs

Regular verbs are the verbs which form their past and past participle by adding -d or -ed as suffixes are regular verbs. These verbs do not undergo substantial changes while changing forms between tenses. These verbs are also called weak verbs.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>decay</td>
<td>decayed</td>
<td>decayed</td>
</tr>
<tr>
<td>amused</td>
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<td></td>
</tr>
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<td>blink</td>
<td>blinked</td>
<td>blinked</td>
</tr>
<tr>
<td>bruise</td>
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</tr>
<tr>
<td>complain</td>
<td>complained</td>
<td>complained</td>
</tr>
<tr>
<td>deceive</td>
<td>deceived</td>
<td>deceived</td>
</tr>
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<td>impressed</td>
<td>impressed</td>
</tr>
<tr>
<td>succeed</td>
<td>succeeded</td>
<td>succeeded</td>
</tr>
</tbody>
</table>
Irregular or Strong Verbs

Irregular verbs are the verbs which change their form completely when changing from base form to past participle and perfect participle.

Most of the times, they form their past tense by a change in the main vowel of the present tense and without the addition of any ending. We cannot tell or predict what form an irregular or strong verb is going to take in a changed tense. One has to memorize the changes in the verb forms initially, as later with practice it becomes a matter of habit.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>irritate</td>
<td>irritated</td>
<td>irritated</td>
</tr>
<tr>
<td>possess</td>
<td>possessed</td>
<td>possessed</td>
</tr>
<tr>
<td>whisk</td>
<td>whisked</td>
<td>whisked</td>
</tr>
</tbody>
</table>

Try Out 4!

Fill in the blanks with the Past or Past Participle forms of the verbs enclosed in brackets.

1. Delhi has ........................................... (emerge) into a large and beautiful city.
2. We have ........................................... (construct) a new house.
3. She was ........................................... (tire) so she ........................................... (lie) down to rest.
4. He ........................................... (hang) the painting on the wall.
5. The car ........................................... (hit) the divider and ........................................... (overturn) and ultimately ........................................... (catch) fire.

Subject Verb Agreement

The subject of a verb has to agree with its verb in number and tense to make it a grammatically correct sentence.

(i) The indefinite pronouns anyone, everyone, someone, no one, nobody are always singular and, therefore, require singular verb.
   a. Everyone was present in the meeting.
   b. Someone has stolen my purse.

The pronouns neither and either are singular and require singular verbs even though they seem to be
referring to two things.

a. Either of the stories is funny.

(ii) Some words end in -s and appear to be plural but are really singular and require singular verbs.

a. There is no news of him.

b. Measles is easily curable.

(iii) The verb is considered to be singular if the two subjects are separated and refer to the same person or thing.

a. My teacher and guide is here.

b. The horse and carriage is at the door.

(iv) If one subject is singular and one plural and the words are connected by the words or, nor, neither... nor, either... or, and not only... but also, you use the verb form of the subject that is nearest to the verb.

a. Either Rama or her friends have made this mischief.

b. Neither her friends nor Rama has made this mischief.

(v) Collective nouns like herd, swarm, shoal, class, crowd, etc., usually take a singular verb form.

a. A herd of sheep is going.

b. The crowd was uncontrollable.

(vi) When a sentence starts with 'there', the verb agrees with the real subject that follows 'there'.

a. There is so much risk in this deal.

b. There are many problems in his life.

(vii) When the subject consists of two nouns or pronouns joined by with, along with or as well as, the verb agrees with the first one of the subject.

a. The sailor, along with his crew, was drowned.

b. Sam, as well as Paras, likes gulab jamuns.

c. I as well as you are responsible for it.

(viii) When two or more subjects in the singular are joined by or, nor, either.. or, neither.. nor, the verb is put in the singular.

a. Roy or Sheena is to blame.

b. Neither Ayush nor Jatin was present.

Try Out 5!

Choose the correct form of the verb that agrees with the subject:

1. Mathematics (is / are) John's favourite subject, while Civics (is / are) Andrea's favourite subject.

2. (Is / Are) the tweezers in this drawer?
3. Your pants (is / are) at the cleaner’s shop.
4. There (was / were) fifteen candies in that bag. Now there (is / are) only one left!
5. The committee (debates / debate) these questions carefully.
6. The committee (leads / lead) very different lives in private.
7. The Prime Minister, together with his wife, (greets / greet) the press cordially.
8. All of the CDs, even the scratched one, (is / are) in this case.
9. The quality of mangoes (is / are) excellent.
10. This pair of jeans (is / are) too tight for you.
11. The Arabian Nights (has / have) interesting stories.
12. Every boy and every girl (was / were) ready for the test.
13. The cattle (is / are) grazing in the field.
14. He and I (was / were) told to decorate the hall.
15. My new spectacles (has / have) been appreciated.

Try Out 6!

Correct the following sentences:
1. Throwing garbage are forbidden.
2. Information on the film awards haven’t been released to the press yet.
3. Many a man have done so.
4. Everyone of them were present.
5. Neither she nor her sister are to blame.
6. The committee have unanimously voted for the resolution.
7. Here is the documents you asked for.
8. Bread and butter are for breakfast today.
Adverbs add meaning to verbs, adjectives or other adverbs (not nouns). They tell how, when or where something happened.

Examples:

a. Rahul sings *sweetly*. (qualifies a verb)
b. Rahul sings *very sweetly*. (qualifies an adverb)

In the first sentence, the word ‘sweetly’ is qualifying the verb ‘sings’. It tells us how Rahul sings. In the second sentence, there are two adverbs. The first adverb qualifies the verb ‘sings’ and the other qualifies the adverb ‘sweetly’. So, in the above sentence an adverb is qualifying an adverb itself.

c. Rahul sings in a *very* sweet voice. (qualifies an adjective)

In the above sentence ‘sweet’ is an adjective and ‘very’ is the adverb. It tells us how ‘sweet’ is Rahul's voice—very sweet. So, in the above sentence, an adverb is qualifying an adjective.

Some more examples:

a. This book is *reasonably* cheap. (adverb qualifying an adjective)
b. I am *extremely* unhappy. (adverb qualifying an adjective)
c. He did the work *incredibly* fast. (adverb qualifying an adverb)
d. I went back home *hurriedly*. (adverb qualifying a verb)

Try Out 1!

Fill in the blanks with adverbs. You can take help of the help box given below:

1. The driver of the car was ____________ injured.
2. He was ____________ asking questions.
3. My son looked around ____________
4. He is ____________ very strong. He can ____________ buy what he wants.
5. I drove ____________ around the busy stretch.
6. She speaks Telugu ____________ even though she has not been exposed to the language much.
7. The house was palatial. It was ____________ decorated.
8. He ____________ gave me his notebook and then complained to the teacher that I had taken his notebook ____________

<table>
<thead>
<tr>
<th>seriously</th>
<th>fluently</th>
<th>forcefully</th>
<th>curiously</th>
<th>beautifully</th>
</tr>
</thead>
<tbody>
<tr>
<td>financially</td>
<td>willingly</td>
<td>carefully</td>
<td>continuously</td>
<td>easily</td>
</tr>
</tbody>
</table>
Types of Adverbs

1. Adverbs of Manner
These adverbs tell us how or in what way or manner an action is taken.
Some adverbs of manner: easily, graciously, slowly, silently, noisily, correctly, meekly.

Examples:
   a. The lamb meekly looked at the wolf.
   b. He graciously accepted the invitation.
   c. He was doing his work silently.

Position in a sentence
These adverbs are put behind the direct object. They are mostly positioned at the end but in case the adverb is not the most important part of the clause or if the object is very long, they are put in the middle.

Examples:
   a. He promptly replied to my question.
   b. He replied to my question promptly.
   c. He walked slowly.

2. Adverbs of Place
These adverbs tell us the place where an action occurred or will occur.
Some adverbs of place: outside, inside, there, here, upstairs, anywhere, somewhere, downstairs.

Examples:
   a. She ran downstairs without saying anything.
   b. She stood here for two long hours waiting for you.
   c. If you were playing outside then who was inside the house.

Position in a sentence
They also go in the end position but sometimes are used in the beginning also while writing (especially dramatic one).

3. Adverbs of Time
These adverbs tell us about the time when an action takes place. These adverbs answer the question ‘when’.
Some adverbs of time: tomorrow, today, yesterday, now, then, ever, soon, already, ago, recently, formerly, lately.

Examples:
   a. He met me recently.
   b. What are you doing now?
   c. I have already scolded him for what he has done.
   d. She visited her parents yesterday.
Position in a sentence
These are usually placed in the end but in case we want to emphasis the adverb, we use it in the beginning.

Examples:
  a. I am going to meet my parents tomorrow.
  b. Yesterday, he made a big announcement.

4. Adverbs of Frequency
These adverbs tell us how often an action occurs.
Some adverbs of frequency: rarely, frequently, often, again, occasionally, annually, daily, seldom, once, hardly, weekly.

Examples:
  a. The class rarely went for the field trips.
  b. We met them often in the morning meditation session.
  c. We visit our grandparents frequently.
  d. We attend the weekly yoga session in the society.

Position in a sentence
These adverbs are used mostly in the mid position but they can sometimes go in the front and end position.

Examples:
  a. I usually go for a walk in the morning.
  b. She didn't visit us often.
  c. Sometimes she was in a meditative mood.

5. Adverbs of Degree
These adverbs tell us the extent or degree to which an action takes place. These adverbs give us the answer to the question 'how much' or 'in what degree'.
Some adverbs of degree: very, much, really, extremely, almost, partly, enough, little.

Examples:
  a. They are extremely happy at the achievements of their son.
  b. They really liked my paintings.
  c. She was a little apprehensive about visiting her boss's house.
  d. She is totally exhausted after the day's work.

Position in a sentence
They are used mostly before the adjective or adverb they qualify. Really, very, quite usually go in mid position. A lot and a bit usually go in end position.

Examples:
  a. He is very clever.
b. He is quite introvert.
c. We go for picnics a lot.
d. He doesn't like her even a bit.
e. I really appreciate your gesture.

**Grammar Bumps!!!**

'Hard' and 'hardly' are two completely different words which we tend to confuse.

He worked really hard. (put in a lot of effort)
He has no job because he hardly tries to find one. (Hardly means he didn't try to find any)

**6. Relative Adverbs**

These adverbs work like relative pronouns. Relative adverbs introduce a relative clause. No preposition is used with relative adverbs.

They are: where, when, why

**Examples:**

a. This is the book store where I bought my new book.
b. Tell me the reason why you told a lie.
c. I remember the day when we met our honourable Guruji.

**Position in a sentence**

They are positioned in the mid as they connect the two clauses in a sentence.

**Examples:**

a. I don't know the place where he lives.
b. I don't know the reason why she hates me.
c. I still remember the day when he returned home.

**7. Sentence Adverbs**

These are the adverbs which modify the whole sentence. These adverbs don't just change or describe the verb; they influence the whole sentence.

Some sentence adverbs: luckily, honestly, happily, ideally.

**Examples:**

a. Luckily, we didn't forget to inform our neighbours.
b. Ideally, they should have come home to invite for the marriage.
c. Unfortunately, the kids let his secret out.

**Position in a sentence**

They usually go in the beginning but sometimes they go in mid position in the formal writing.

**Examples:**

a. Personally, I don't like this idea.
b. If you ask me, **frankly**, this is the most disastrous move you are making in your career.

**It is important to remember that:**

- If the verb has an object, the adverb comes after the object:
  
  Example– We [verb] made [object] a decision [adverb] **quickly** then left.

- When there are more than one of the three types of adverb (manner, place, time) together, they usually go in the order:
  
  Example– You start off [manner] **slowly** [time] in the **beginning**.

---

**Grammar Bumps!!!**

We don't put adverbs between the verb and the object:

She [verb] plays [object] the piano [adverb] **really** well. I've heard her.

---

**Try Out 2!**

**Underline the adverbs and tell their types.**

1. I am very pleased with the outcome of our **endeavours**.
2. The invitation was sent everywhere today.
3. Their books are priced reasonably.
4. I rarely talk to her.
5. Are the vegetables cooked enough?
6. My friends found the information quite surprising; however they thought that it was good to know.
7. All the students should **certainly** read the instructions carefully before starting the paper!
8. Consequently, she had to suffer a lot for her ill doings.
9. We are walking very slowly; we will be late for the class.
10. She always goes to office by car.

---

**Try Out 3!**

**Choose the correct adverb:**

1. If you .......................... come to India let me know! (never / ever)
2. .............................. I am planning my trip for the summer break. (Actually / Currently)
3. My sister speaks French ................................. (fluently / possibly)
4. She .............................. took a decision which was much desired. (eventually / possibly)
5. You cannot go .............................. without my permission. (nowhere / anywhere)
6. There is a surprise for you ................................. (outdoor / outside)
7. You are not grown up .............................. to take this decision. (enough / too)
8. She would ................................. visit me but now she doesn't. (often / never)
Try Out 4!

Fill in the blanks with adverbs. Choose the kind of adverb instructed:

1. Have you ................................... been to France? (frequency)
2. His reaction was ............................. stupid. (degree)
3. When I have a good company of my friends, I like eating .............................. . (place)
4. I called him .................................. for informing about my arrival. (time)
5. Bye, bye. See you ..............................! (time)
6. We ............................................. go out for dinner. (frequency)
7. They are ...................................... waiting for the D-day. (time)
8. Walk ............................... otherwise we will be late for the school. (manner)
9. She spoke English ............................... . (manner)
10. Make sure you are .............................. by 6:00 pm. (place)

• Adverbs can be formed by adding suffixes –ly to adjectives:
  a. She is a nice girl. (adjective)
     She talked to me nicely. (adverb)
  b. She is a beautiful girl. (adjective)
     She smiled beautifully. (adverb)
  c. Guru Gobind Singh was a brave fighter. (adjective)
     He fought bravely against the Mughals. (adverb)
  d. The place was like a heaven. (noun.)
     Listening to the discourse was a heavenly feeling. (adverb.)

Grammar Bumps!!!

Some words can be used both as adjectives and adverbs like early, easy, daily, leisurely, etc.

Observe the sentences. Only the words in bold print are adverbs.

He is an early riser. (Here ‘early’ is used as an adjective qualifying the noun ‘riser’.)
I slept early today. (Here ‘early’ is used as an adverb qualifying the verb ‘slept’.)
It is an easy job. (Here ‘easy’ is used as an adjective qualifying the noun ‘job’.)
Take it easy. (Here ‘easy’ is used to qualify the verb ‘take’.)

Comparison of Adverbs

Like adjectives, adverbs can also be used in positive, comparative and superlative degrees.

(i) Short adverbs having just one syllable form the comparative and the superlative by the addition of –er and –est to the positive.
<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>hard</td>
<td>harder</td>
<td>hardest</td>
</tr>
<tr>
<td>soon</td>
<td>sooner</td>
<td>soonest</td>
</tr>
<tr>
<td>fast</td>
<td>faster</td>
<td>fastest</td>
</tr>
<tr>
<td>late</td>
<td>later</td>
<td>latest</td>
</tr>
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<td>low</td>
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<td>lowest</td>
</tr>
<tr>
<td>high</td>
<td>higher</td>
<td>highest</td>
</tr>
</tbody>
</table>

Almost all adverbs which are also used as adjectives belong to this class.

(ii) Adverbs which end in -ly take more for the comparative and most for the superlative.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>softly</td>
<td>more softly</td>
<td>most softly</td>
</tr>
<tr>
<td>happily</td>
<td>more happily</td>
<td>most happily</td>
</tr>
<tr>
<td>swiftly</td>
<td>more swiftly</td>
<td>most swiftly</td>
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<tr>
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<td>more ably</td>
<td>most ably</td>
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<tr>
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<td>more truly</td>
<td>most truly</td>
</tr>
<tr>
<td>greedily</td>
<td>more greedily</td>
<td>most greedily</td>
</tr>
<tr>
<td>efficiently</td>
<td>more efficiently</td>
<td>most efficiently</td>
</tr>
<tr>
<td>painfully</td>
<td>more painfully</td>
<td>most painfully</td>
</tr>
<tr>
<td>joyfully</td>
<td>more joyfully</td>
<td>most joyfully</td>
</tr>
</tbody>
</table>

**Note:** The adverb early is an exception to this rule.

early (positive)  earlier (comparative)  earliest (superlative)

(iii) Some adverbs form their comparative and superlative degrees in an irregular manner.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>far</td>
<td>farther, further</td>
<td>farthest, furthest</td>
</tr>
<tr>
<td>late</td>
<td>later</td>
<td>last, latest</td>
</tr>
<tr>
<td>well</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>badly</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>little</td>
<td>less</td>
<td>least</td>
</tr>
</tbody>
</table>

**It is important to note that:**

Only adverbs of time, degree and manner have three degrees of comparison. But, adverbs such as now, then, once, there, where, why, how, not, never, ever, etc., cannot be compared and hence they do not have the three degrees of comparison.
Complete the sentences with the correct adverbial form of the adjectives in parentheses:

1. Does sound travel .................. (fast) than light?
2. No, sound travels .................. (slow) than light.
3. Modern cars run .................. (quiet) than in the past.
4. Where does the Earth rotate .................. (rapid)?
5. Which began .................. (early): life on land or in the ocean?
6. Life began .................. (late) on land, and developed .................. (rapid) in the ocean.
7. She can .................. (easy) answer all the questions.
8. I speak English .................. (fluent) now than the last year.
9. Ms Anamika speaks .................. of all. (impressively)
10. Most of the people not work as .................. as Shweta. (sincerely)
11. The .................. you go, the .................. it is. (high, cool)
12. She reached .................. of all. (early)
The concept of tense in English is a method that is used to refer to time—past, present and future. We cannot talk of tenses without considering two components of many English tenses: **time** and **aspect**. So, we can say that

Time expresses:
- **past** - before now
- **present** - now or any time that includes now
- **future** - after now

Aspect can be:
- **Progressive/continuous** - uncompleted action
- **Perfective** - completed action or state

Present tense is the tense of the verb which expresses an action which is currently going on or habitually performed, or a state that currently or generally exists.

There are four forms of each tense. Let’s talk about present tense first. It has four forms:

- Simple Present
- Present Continuous
- Present Perfect
- Present Perfect Continuous

**Simple Present Tense**

Look at the following examples:

a. I **work** hard day and night.

b. She **sleeps** during the day.

c. They **shout** loudly in the night.

**Sentence Pattern:**

**Sub + first form of verb + s/es**

<table>
<thead>
<tr>
<th>I/we/you/they/any plural subject</th>
<th>teach/work/do/sing</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/She/it/any singular subject</td>
<td>teaches/works/ does/sings</td>
</tr>
</tbody>
</table>
(i) We use the Simple Present to talk about an action that is repeated or is usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.

Examples:
   a. I sleep early.
   b. I usually go for a walk in the morning.
   c. My office starts at 8 a.m.

(ii) Simple present tense is also used to talk about universal truths. It talks about the facts which were true in the past, are true now and remain true in the future.

Examples:
   a. Delhi is the capital of India.
   b. Dog is the best friend of man.
   c. The sun rises in the east.

(iii) Simple present tense is also used to talk about the scheduled events or plans to be executed in the near future.

Examples:
   a. The train leaves the station tonight at 8 p.m.
   b. The bus arrives at 6 p.m. It’s only 4 p.m. We are very early.
   c. When does the class begin tomorrow?

(iv) We use simple present tense with the verbs see, hear, smell, taste.

Examples:
   a. This corner of the road smells badly.
   b. This dish tastes good.
   c. I hear this story often.

Questions in Simple Present Tense
We use do/does to make questions in simple present tense.

Examples:
   a. Does he sing?
   b. Do they play cricket?

<table>
<thead>
<tr>
<th>Do</th>
<th>I/we/you/they/any plural subject</th>
<th>sing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does</td>
<td>he/she/it/any singular subject</td>
<td>play?</td>
</tr>
</tbody>
</table>

Negatives in Simple Present Tense

Examples:
   a. They don't sing melodiously.
   b. He does not play cricket.
| I/we/you/they/any plural subject | don’t | sing. |
| He/she/it/any singular subject | doesn’t | play. |

Try Out 1!

Fill in the blanks with appropriate simple present tense form of the verb given in the brackets.

1. The bus ....... in the evening. (not arrive)
2. I will call you when the dance teacher .......... back. (come)
3. Unless we .......... now we can’t reach the school in time. (start)
4. The earth ................. on its axis. (move)
5. The next formative assessments .......... on Monday. (begin)
6. .......... he .......... ... you? (disturb)

Present Continuous Tense

Look at the following examples:

a. I am making a new painting.

b. He is watching TV.

c. They are reading a newspaper.

Sentence Pattern:

Subject + is/am/are + first form of verb + -ing

(i) Present Continuous tense is used to talk about an action which is taking place at the time of speaking.

Example:

I am writing a book.

(ii) We use present continuous tense to talk about an action or event that has begun but not ended at the time of speaking.

Example:

The door is not opening again. I think it is jammed. (you have been trying to open it for some time now)

(iii) We use a number of time expressions to emphasize the fact that the action is taking place now—at present, currently, still.

Example:

I am still doing my work.

(iv) We use the present continuous tense to imply that a situation is not permanent.

Example:

I am reading a novel by Rhonda Byrne these days.

She is teaching in a primary school.

(v) We use present continuous tense to talk about the happenings or changes taking place around now.
Example:
Corruption is getting deep into the system.

It is important to note that:
Certain verbs are not used in continuous tenses—like, seem, appear, suppose, want, depend, prefer, mean, consist, need, know, hate, understand, believe, need.

Try Out 2!

Fill in the correct tense form of the verbs given in brackets.
1. Come out! You ........................................... (take) so long. We ................................................ for you. (wait)
2. “What is Mom ...........................................”? (do). “She ................................................ letters.” (write)
3. He ................................................ in his bedroom at the moment. (sleep)
4. My dad doesn’t like to be disturbed when he ................................................ (work)
5. This problem ................................................ bigger every day (get). I can’t think of a solution for this.

Present Perfect Tense

Look at the following examples:

a. I have finished this project.

b. Lata Mangeshkar has broken the record of singing maximum songs in a day.

Sentence Pattern:

Subject + has/have + past participle (3rd form of verb)

(i) Present Perfect tense is used to talk about something that happened in the past but we can’t say exactly when it happened.

Example:
I have talked to the guard regarding the security issue.

(ii) We use the present perfect tense to talk about some connection between what happened in the past and the present time.

Example:
I have finished my work so that I can spend some time with my children.

(iii) We use present perfect tense to talk of a change that has happened over a period of time.

Example:
The people have become more aware of their rights.

(iv) We use this tense to talk about an action that has repeatedly taken place.

Example:
He has visited us thrice in this month.

(v) We use this tense to tell about accomplishments of human beings.

Example:
Man has set his foot on Mars.
(vi) We often use the Present Perfect to say that an action which we expected has not happened. Using
the Present Perfect suggests that we are still waiting for the action to happen.

Example:
He **has not finished** his work as yet.

**Grammar Bumps!!!**
"Last year" and "in the last year" are very different in meaning. "Last year" means the year before now,
and it is considered a specific time which requires Simple Past. "In the last year" means from 365 days ago
until now. It is not considered a specific time, so it requires Present Perfect.

Examples:
I visited Delhi last year.
I have visited Delhi in the last year.

**Try Out 3!**

**Put the verb in brackets into the correct tense:**

1. He .................................................. (live) in India for five years.
2. I .................................................. (start) my new project.
3. My brother .................................................. (write) several plays.
4. I .................................................. (not see) him for three years, I wonder where he is.
5. He .................................................. (not sleep) for two days.

**Present Perfect Continuous Tense**

Look at the following examples:

She **has been singing** for two hours.
I **have been writing** since morning.

**Sentence pattern:**

**Subject**+ has/ have + been+ first form of verb+ing

(i) We use this tense to talk about a situation or an activity that started in the past and has been in
progress for a period of time until now. We also use expressions that indicate the time period like
since / for.

Example:

I **have been participating** in this competition for years now.

(ii) We use this tense without mentioning the duration by using expressions like lately or recently.

Example:

I **have been thinking** a lot about him lately.

(iii) We use the present perfect continuous tense to ask question “How long”.

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**Example:**
How long have you been staying in this house?

**Try Out 4!**

Fill in the blanks with correct form of the verb to complete the telephonic conversation between Reyansh and Saanvi:

Reyansh: May I please speak to Saanvi?
Saanvi: Yes, I am Saanvi.
Reyansh: Saanvi! How (be) ............... (1) you? This is Reyansh.
Saanvi: Ahhh... Reyansh! I (be) ............... (2) fine. How are you?
Reyansh: I’m great, thanks.
Saanvi: That (be) ............... (3) good. So, what’s up?
Reyansh: Well, I (have) ............... (4) a question for you.
Saanvi: Sure, Reyansh.
Reyansh: My car (be) ............... (5) broken. I (try) ............... (6) to repair it for days. I (no, know) ............... (7) what is wrong with it. I (no, can, fix) ............... (8) it.
Saanvi: Have you tried to start it?
Reyansh: Yes, I (try) ............... (9) to start it many times, but it just won’t work. The car is pretty new. I just got it last November.
Saanvi: Hmm. Well, what (happen) ............... (10) when you try to start it? What kind of noise does it make?
Reyansh: It (make) ............... (11) a strange sound. Then the engine (die) ............... (12) out.

Past tense is used to talk about actions that have happened in the past. It is of four types:

✓ Simple Past
✓ Past Continuous
✓ Past Perfect
✓ Past Perfect Continuous

**1. Simple Past Tense**

Look at the sentences written below:

a. He went to the market.
b. She arrived at the hospital late.

**Sentence Pattern:**

Subject + Past form of the verb (second form of verb)
(i) Simple Past Tense is used to talk about something that happened at a specific time in the past. We can use a time adverb to mention when the action took place.

Examples:
- She **arrived** home late.
- Sneha **left** a few minutes back.
- She **cleaned** the house.

(ii) We use the Simple Past to list a series of completed actions in the past. The actions can happen one after the other.

Examples:
- He **finished** my work, **went** to my friend’s house and then **talked** to her.

(iii) Simple past can be used with a duration which starts and stops in the past. A duration is a longer action often expressed or indicated by expressions such as: for two years, for five minutes, all day, all year, etc.

Example:
- I **stayed** in this house for two years.
- I **sat** on the river side the whole day.

(iv) Simple past can also be used to describe a habit which stopped in the past. It can have the same meaning as "used to". We often add expressions such as: always, often, usually, never, when I was a child, when I was younger, etc. to make the meaning clear and evident.

Examples:
- I **ate** a lot of chocolates when I was a kid.
- She **was** often scolded by the **teachers**.
- I **never liked** high-rise buildings.

(v) When we want to know when a present situation began rather than how long it has been going on.

Example:
- When **did** you come to England?

(vi) We use simple past in the news reports when the news is introduced in Simple past and then simple past is used for further details.

Example:
- Dr. Sohail **died** of a heart attack.
- He **was** 89 years old. He **was** in Bengaluru at that time.

(vii) We form negative sentence in simple past tense by using ‘did not+first form of verb.’

Examples: She **did not bring** books.
- I **did not pluck** flowers.

(viii) We form interrogative sentences in simple past tense by using ‘Did+subject+first form of verb’ and we place a question mark at the end of a sentence.
Examples: Did she **forward** your request?  
Did they **celebrate** their anniversary?  

Try Out 5!

Fill in the blanks with simple past tense form of verbs in the brackets:  
1. Last year I __________ (go) to Sikkim on holiday.  
2. It (be) __________ fantastic.  
3. I (visit) __________ lots of interesting places. I (be) __________ with my parents.  
4. In the morning’s we (walk) __________ on the calm mountainous streets of Sikkim.  
5. In the evening’s we (go) __________ to the Monasteries.  
6. He __________ the proposal. (not accept)  
7. __________ you __________ my calculator? (take)  
8. I __________ in the quiz. (not participate)

**Past Continuous Tense**

Look at the following sentences:  
  a. I **was laughing**.  
  b. She **was talking** to me.  
  c. They **were singing**.

**Sentence pattern:**  
**Subject + was/were + first form of verb +ing**

(i) We use the Past Continuous to indicate that a longer action in the past was interrupted. The interruption is usually a shorter action in the Simple Past.

Examples:  
  I **was watching** TV when she called.  
  When the phone rang, she **was cooking**.  
  While we **were going** for the movie, it started to rain.

(ii) We use this tense to talk about a situation that existed at or around a particular time in the Past.

Example:  
  I **was not feeling** well so I came back home.

(iii) We use this tense to talk about two actions or events that went on over the same period of time.

Examples:  
  Saanvi **was reading** a book while Reyansh **was talking** to his friends.  
  Shreya **was staying** in England while her parents were **staying** in India.

(iv) We use this tense to talk of a series of parallel actions to describe the atmosphere at a particular time in the past.

Example:  
  When I reached home, Mom **was cooking**, Saanvi **was reading** and Reyansh **was playing**.
(v) The Past Continuous is used with words such as "always" or "constantly" to express the idea that something irritating or shocking often happened in the past.

**Example:**

He was always coming late to the class.

**Grammar Bumps!!!**

Some clauses begin with the word "when" such as "when he came" or "when I slipped." Other clauses begin with "while" such as "while she was cooking" and "while he was painting." When you talk about things in the past, "when" is most often followed by the verb tense Simple Past, whereas "while" is usually followed by Past Continuous. "While" expresses the idea of "during that time."

**Examples:**

I was sleeping when she called.
She called while I was sleeping.

---

### Past Perfect Tense

Look at the following examples:

a. I had finished my work when she came.

b. We had left for Delhi when they called us.

**Sentence pattern:**

**Subject**+ **had**+ **Past participle (third form of verb)**

(i) The Past Perfect tense is used to express an idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.

**Example:**

I did not have books because I had lost them.

(ii) We use the past perfect when we say that we wanted or hoped to do but didn’t.

**Example:**

I had wanted to meet my friend but I was late.

(iii) We use the Past Perfect to show that something started in the past and continued until another action happened in the past.

**Example:**

He had lived in England for five years before he shifted to India.

---

**Try Out 6!**

**Fill in the blanks with the appropriate form of simple past or past perfect tense:**

1. Shreya ................. (feed) her cat before she .................. (go) to work.
2. After we .......................... (tell) the truth, he ......................... (slip) away.
3. By the time we ......................... (call) the police the dacoits ................. (flee)
4. As soon as we ......................... (turn) the lights on, they ................... (leave)
5. Arshia .......................... (have) a party as soon as she ......................... (have) her exams over.
Past Perfect Continuous Tense

Look at the sentences carefully:

a. She **had been suffering** from fever for few days.
b. **I had been working** hard to buy a new house.

**Sentence Pattern:**

**Subject + had been + first form of verb + ing**

(i) We use the Past Perfect Continuous to show that something started in the past and continued until another action happened in the past. "For five minutes" and "for two weeks" are both durations which can be used with the Past Perfect Continuous.

**Examples:**

They **had been sleeping** for two hours before their parents came.

Zoya **had been teaching** for five years before she went to America for further studies.

(ii) We use the Past Perfect Continuous before another action in the past to show cause and effect.

**Example:**

She was tired because she **had been working** for hours together.

**Try Out 7!**

**Put the verbs into the correct form (past perfect continuous tense)**

1. We (sleep) .......................................................... for 12 hours when he woke us up.
2. They (wait) .......................................................... at the station for 90 minutes when the train finally arrived.
3. We (look for) ...................................................... her passport for two hours and then we found it in the cupboard.
4. I (not / walk) ....................................................... for a long time, when it suddenly began to rain.
5. How long (learn / she) ........................................... English before she went to London?

Future Tense

It talks about the events which will happen in the coming time. It is of four types.

✓ Simple Future
✓ Future Continuous
✓ Future Perfect
✓ Future Perfect Continuous

**Simple Future Tense**

Look at the following sentences:

a. I **will meet** my friends tomorrow.
b. I **will talk** to you later.
c. She **will sing** a song.

**Sentence Pattern:**
**Subject+ will/shall + first form of verb**

(i) Simple Future tense is used to predict a future event.

**Example:**

The man **will come** tomorrow.

(ii) It is used with I or we, to express a spontaneous decision.

**Example:**

I **will arrange** a job for you.

(iii) This tense is used to express willingness.

**Example:**

He **will write** a letter for you.

(iv) It is used in the negative form to express unwillingness.

**Example:**

She **will not budge** until she meets him.

(v) It is used with we in the interrogative form using "shall", to make an offer.

**Example:**

Shall I open the window?

(vi) It is used with we in the interrogative form using "shall", to make a suggestion.

**Example:**

**Shall** we **talk** to her about the issue?

(vii) It is used with I in the interrogative form using "shall", to ask for advice or instructions.

**Example:**

What **shall I do** with all this mess?

---

**Try Out 8!**

**Fill in the blanks with simple future form of the verbs:**

1. I ......................... *(help)* you with your homework.
2. She ......................... *(be)* here very soon.
3. She ......................... *(come)* by the evening.
4. You ......................... *(call)* me today itself.
5. I ......................... *(use)* the resources wisely.

**Future Continuous Tense**

Look at the following examples:

a. He **will be singing** a song in the concert.

b. She **will be helping** me with the work.

c. They **will be drafting** a new plan.
Sentence pattern:

Subject+ will be/shall be+ first form of verb+ing

(i) We use the Future Continuous to indicate that a longer action in the future will be interrupted by a shorter action in the future.

Example:

I will be watching a movie next Sunday.

(ii) We use the Future Continuous with two actions in the same sentence, to express the idea that both actions will be happening at the same time. The actions are parallel.

Example:

I am sleeping while she will be making dinner.

(iii) In English, we often use a series of parallel actions to describe atmosphere at a specific point in the future.

Example:

I know when I will go home Riya will be cooking, Shreya will be dancing, Dad will be sleeping.

Try Out 9!

Fill in the blanks with future continuous form of the verbs:

1. Tomorrow morning we ......................... (work).
2. This time next week we ......................... (have) a meeting.
3. At midnight I ......................... (sleep).
4. This evening we (watch) ................. a comedy show.
5. They (not/do) ......................... their homework this afternoon.

Future Perfect Tense

Look at the following sentences:

a. He shall have finished his work.

b. They will have told the truth.

Sentence Structure:

Subject+ will/shall have+ past participle. (third form of verb)

We use this tense to say that something will be ended, completed or finished by a particular point in future.

Examples:

I am sure they will have forgotten the things by now.

By the time I reach home, all will have slept.

Future Perfect Continuous

Look at the sentences below:

a. I will have been working with them for years.

b. I will have been living in this house since 2010.
**Sentence Structure:**

**Subject+ will have been or shall have been+ first form of verb+ing**

We can use this tense to emphasise how long something will have been going on by a particular time in the future.

**Example:**

On Monday, I will have been working in this factory for ten years.

---

**Try Out 10!**

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

1. By 9 o’clock, we (finish) …………………………………………………………… our homework.
2. They (leave) …………………………………………………………… the classroom by the end of the hour.
3. We (go) …………………………………………………………… home by next week.
4. She (return) …………………………………………………………… from the excursion by 6 o’clock.
5. The sun (not/come) …………………………………………………………… by 4 o’clock.

---

**Try Out 11!**

**Fill in the blanks with the future perfect continuous form of the verbs:**

1. By the end of the month, I (live) …………………………………………………………… in this town for ten years.
2. By the end of this week, we (work) …………………………………………………………… on the project for a month.
3. By July the fifth, they (study) …………………………………………………………… English for 3 years.
4. By 10 o’clock, she (watch) …………………………………………………………… TV for 4 hours.
5. She (sleep) ………………………………………………………………………………… for 10 hours by 11 o’clock.
A verb used to denote the attitude or mood of a speaker is known as modal.

Read the given sentences:

a. I should consider this fact and proceed.

b. May I have your ID card?

c. She might come to class today.

d. You can handle the task.

The moods and attitudes expressed in the sentences given are **necessity, advice giving, permission in formal manner, seeking permission, giving permission in informal manner, making a polite request**, etc.

The most common modals which are used to suggest permission, ability, possibility, suggestion, advice, obligation, promise, intention, request, necessity, compulsion, prohibition, wish are **may, might, can, could, will, would, shall, should, must, ought to, need, dare**, etc.

**It is important to note that:**

- Modals are written before main verb. Usually, these are not used alone. They help a main verb and therefore, are also called helping verbs, for example, may give, must take, should come, could close, can park, etc.
- Sometimes, as in the case of question tags, they can be used alone also.

**Examples:**

a. He can throw the bill, **can't he?**

b. She will not appear in the examination, **will she?**

- If person and number of subjects are changed, modals do not change their form. Example: I can go, he can go, you can go, she must go, we must go, they must go, etc.

**Uses of Modals**

1. **Possibility: may, might, could**

Among the three possibilities (may, might, could) we find that:

- **May** suggests a strong possibility.
- **Might** suggests a weak possibility.
- **Could** shows very weak possibility in future and the ability in past.
Examples:

a. You **may** carry on with your work. (strong possibility)
b. This **might** be Sanjay Leela Bhansali’s film. (weak possibility)
c. I doubt he **could** come yesterday. (still weaker possibility)
d. He **could** complete the work tomorrow. (a very weak possibility in future)

2. Permission: may, can, could

May, can and could are used for the purpose of permission. **May** is polite, **can** is informal and **could** is more polite than **may**.

Examples:

a. **May** I borrow your computer? (polite)
b. **Can** I borrow your bike? (informal)
c. **could** I borrow your calculator? (more polite than **may**)

3. Suggestion / Duty: Should, ought to

- **Should** is used to express suggestion or advice.

Example:

a. You should complete your assignment **now**.

- **Ought to** suggests that something is **right to do** and it is one's duty also. **Ought to** is little stronger than **should**.

Example:

a. We ought to help the disabled.

4. Request: can, could, would, won't

**Could** and **would** are used as polite ways of **telling** or asking someone to do something. Comparatively, **can** and **won't** are less polite.

Examples:

a. **Can** I help you? (informal request)
b. **Could** you enlighten me with your thoughts? (polite request)
c. **Would** you purchase me some woollens, please? (polite request)
d. **Won't** you have something to use? (informal request)

5. Ability: can, could

**Can** means to be able, to be capable of. Ability in the past is expressed by **could**.

Examples:

a. Ashok **can** keep the portraits. (Ashok is able to keep the portraits.)
b. Ashok **could** keep the portraits. (Ashok knows how to keep the portraits.)

6. Wish: may

**May** is normally used to express a wish.
Examples:

a. May you have a child with silver spoon in his mouth!

b. May you live long!

7. Promise: will, shall

Will, shall are used to express promise. Usually we use will with all persons and shall with only first person subjects. But if promise is there, we use will with first person subject and shall with all other persons.

Examples:

a. We will certainly come. (It is our promise.)

b. You shall be honoured on the annual function. (It is my promise.)

c. I promise, I will pay. (I promise.)

d. They shall get their due. (I promise that they will.)

8. Courage: Dare, Daren't

Dare and daren't are used mainly in interrogative and negative sentences. Dare means having courage and daren't means lack of courage.

Examples:

a. I daren't compete with the topper of the class. (He didn't have the courage.)

b. The sufferer daren't walk. (lack of courage)

c. Dare you try to protest? (have courage)

9. Intention: will, shall

Will, Shall are usually used to express intention or willingness.

Examples:

a. I shall meet you in Delhi. (intention)

b. I will guide you in discharging your duties. (willingness)

c. We shall contact the authorities. (intention)

d. Sanjay and Randhir will gladly participate. (willingness)

10. Prohibition: must not, can't

Mustn't, Can't are used to show prohibition and restriction.

Examples:

a. Latecomers must not be allowed.

b. We can't skip Durga Puja.

11. Necessity, Compulsion: must, have to, need to

Must, Have to are used in case of an obligation or necessity. Have to shows the obligation from someone else other than the speaker. Must shows the obligation from the speaker's side. Need to is used to show necessity.
Examples:

a. I must handover the project by tomorrow.

b. I have to submit my papers.

c. I need to clarify the doubts with him.

Try Out 1!

Choose the correct option to complete the sentence.

1. I wish I .................. help you, but I have my own problem. (can / could)

2. Had I reached the bus stand in time, I .................. have caught the bus. (will / would)

3. She was so weak that she .................. not walk. (could / would)

4. She .................. like to spend some time with you. (will / would)

5. .................. you like to have a cup of tea? (Can / Would)

6. We .................. show respect to our elders. (can / ought to)

7. The doctor told me that I .................. not smoke any more. (will / must)

8. We .................. keep our friends as happy as we can. (may / should)

9. Hemant and Anshul asked if they .................. have some juice. (can / could)

10. We .................. do as we are told. (can / should)

Try Out 2!

Choose the correct option and complete the sentence:

1. .................. you finish your work in one hour?

2. .................. his soul rest in peace!

3. You .................. not hurry; there is plenty of time.
   a. would b. can c. need d. should

4. You .................. respect your parents.
   a. should b. can c. may d. need

5. .................. you lend me your smart phone?

6. The doctor says that she .................. eat anything she likes.
   a. will b. may c. can d. should

7. None .................. question the ways of God.
   a. should b. would c. must d. can

8. How .................. you abuse your teacher?
   a. could b. should c. can d. may
9. You ................................ not violate code of conduct.
   a. should    b. must    c. may    d. can
10. We thought she ................................ be in her office.
    a. shall    b. might    c. should    d. may

Try Out 3!

Complete the given sentences using mustn't or needn't with the appropriate verb from the help box:

   help, ask, read, leave, read, work, go

1. Carol .................................. him with his homework. It's important for him to do it himself.
2. I .................................. about the shopping. Ritu has already done it.
3. I .................................. Bill about his holiday. He doesn't want to talk about it.
4. She just want a general idea of the story, so she .................................. the whole book.
5. She .................................. Harish for the answer. I can tell her.
6. Vishal looks really tired. He studied the whole last night, so tonight he .................................. so hard.
7. He .................................. yet! He hasn't had anything to eat.
8. You .................................. his letters. They are private.
9. We .................................. yet. We've got plenty of time to reach the airport.
10. She is sure the shop won't be crowded so you .................................. if you don't want to.

Try Out 4!

Fill in the blanks with the most appropriate modal:

   can, could, shall, may, would, will, must, might, ought to

1. I .................................. prefer to attend the meeting.
2. He .................................. like to personally meet you.
3. They .................................. use this parking space.
4. The English teacher .................................. be on leave today.
5. No one knew whether he .................................. be here.
6. .................................. you bring sandwiches?
7. You .................................. pay the fee in time.
8. The Prime Minister .................................. take prompt action.
9. .................................. I have a word with you?
10. The tortoise said he .................................. defeat the hare.
Try Out 5!

Fill in the blanks with the right word out of those two given against the sentences below:

1. I ................................. prefer to keep quiet.  (would / should)
2. The school ............................. remain closed tomorrow for Diwali.  (shall / will)
3. I am sure we ............................ cross the river easily.  (shall / will)
4. I ................................. help you only if you deserve it.  (will / shall)
5. No one knew whether he ............................. come or not.  (would / should)
6. ................................. you please stop talking?  (Shall / Will)
7. Work hard lest you ................................. fail.  (should / would)
8. I ................................. learn Sanskrit and none shall stop me.  (shall / will)
9. I ................................. like you to do as I tell you.  (should / would)
10. He ................................. not tell a lie.  (shall / will)
When you want to talk about a possible (or not possible) situation and its consequences you use a conditional clause. Sentences having conditional clauses are called conditional sentences. A conditional sentence has an if-clause (If the weather is fine), and a main-clause (they will play the match). The if-clause (the conditional clause) usually comes first, but it can also come after the main clause.

**Examples:**

a. If the weather is fine, they will play the match.

b. They will play the match if the weather is fine.

A comma is normally used after the clause, when *if* clause comes first.

There are 4 types of conditionals:

- O-Type Conditionals
- Type-1 Conditionals
- Type-2 Conditionals
- Type-3 Conditionals

This type of conditional sentences are used to describe the

- scientific truths
- general truths

**Sentence Pattern:**

If **-------- simple present, simple present**

**Examples:**

a. If (when) you heat ice, it melts. (scientific fact)

b. If (when) you mix salt with water, it dissolves. (scientific fact)

c. If you behave well, others respect you. (general truth)

**Try Out 1!**

A. Complete the sentences below:

1. If it rains incessantly, ..................................................................................................................................................

2. When you drop a glass, ..................................................................................................................................................

3. If you press this button, ..............................................................................................................................................

4. If the temperature reaches zero, ...................................................................................................................................
5. If we melt ice, ............................................................................................................................
6. When there is no rain, ......................................................................................................................
7. When metal gets hot, ...........................................................................................................................
8. If there is a shortage of any item, ........................................................................................................

B. Supply the correct forms of the missing verbs:
1. Ice ............................ (turn) to water if you heat it.
2. If you ............................ (not like) this dress, choose another one.
3. Tell him to .................... (speak) to me if you ......................... (see) him.
4. If you ............................ (dislike) someone, he also ...................... you.
5. If the temperature .................... (drop) to zero degree, water ..................... (freeze)

**Type – 1 Conditionals**

These conditionals are used to describe something that is likely to happen if the given condition is fulfilled. The other words that can be used in place of if are: when, in case, provided, provided that and unless.

**Sentence Pattern:**

*If + Simple Present* ——— *will/may/might/can/must + verb*

**Examples:**

a. If you put in your earnest efforts, you will score well.

b. If you don’t exercise, you will become fat.

c. If it rains, the match will be cancelled.

d. If I go shopping, I’ll buy new dresses.

**Try Out 2!**

A. Complete the sentences below:

1. If you play well, ............................................................................................................................

2. If the weather gets worse, ..............................................................................................................

3. If I have enough time, ......................................................................................................................

4. If it stops raining, ............................................................................................................................

5. If you want to keep fit, ......................................................................................................................

6. If you offer him more money, ...........................................................................................................

7. If all goes well, ...............................................................................................................................

8. If I’m not here by nine, ....................................................................................................................

B. Supply the correct forms of the missing verbs:

1. If I ....................... (see) him, I .................... (reward) him.

2. Unless he ..................... (join) the club, he will not get a badge.
3. Unless I ...................... (have) a quiet room, I ...................... (not able) to do any work.
4. If he ...................... (apologise), the Principal ...................... (forgive) him.
5. If she ...................... (come) here today, we ...................... (take) her along.

**Type – 2 Conditionals**

These conditionals contain a condition that is improbable or unreal. The condition stated is not likely to be fulfilled. Such clauses are called unreal or Hypothetical Conditionals.

**Sentence Pattern:**

If + Simple Past, --------------- + would + verb

**Examples:**

a. If I won a lottery of `25 lakh, I would buy a flat.
b. If I knew the number, I would call him up.
c. If I lived in Dubai, I would earn a lot of money.
d. If I were you, I would resign.

**Try Out 3!**

**A. Complete the sentences below:**

1. If I knew the language of animals, ____________________
2. If I were the Prime Minister, _________________________
3. If I were a millionaire, ______________________________
4. If the sun rose in the west, ___________________________
5. If I were the ghost of Julius Caesar, _________________
6. If I could count the number of stars in the sky, _________
7. If I could read your mind, ___________________________
8. If the human beings had wings, ______________________

**B. Supply the correct forms of the missing verbs:**

1. If you ________________ (go) abroad, you ________________ (will) probably find a job.
2. If you ________________ (stop) drinking, you ________________ (will) probably feel healthier.
3. If it ________________ (stop) raining, you ________________ (can) play the match.
4. If he ________________ (go) to bed early, he ________________ (can) be an early riser.
5. If you ________________ (explain) the situation to your mother, she ________________ (may) understand.

**Type – 3 Conditionals**

These kinds of Conditional Clauses contain a condition that was not fulfilled in the past. In such clauses, the past perfect form of the verb is used.

**Sentence Pattern:**
If + past perfect + would/could have + past participle of the verb

Examples:

a. If we had won the match, we would have got through to the final.
b. If he had been there, I would have seen him.
c. If you had taken my advice, you would have saved time.
d. If you had acted wisely, you would not have undergone such a big financial crisis.

Try Out 4!

A. Match the clauses to form meaningful sentences:

1. If your documents are in order
2. If I have enough money next summer
3. If you want to ask any question
4. If the rains come in time
5. If you don’t get this job
6. If you don’t want to come
7. If he took his doctor’s advice
8. If you stopped smoking
9. If you learned to type
10. If he were you
11. If you went to London
12. If I asked for money

a) I’ll be surprised in order.
b) please don’t hesitate.
c) you needn’t.
d) you can leave at once.
e) we shall have a bumper crop.
f) I’ll go to Delhi.
g) I could explain to him myself.
h) he could lend it to me.
i) you might see the Queen.
j) you would easily find a job.
k) you would probably feel healthier.
l) he might soon be well again.

B. Supply the correct forms of the missing verbs:

1. If I ____________ (repair) my car earlier, I ____________ (drive) you to Delhi.
2. If we ____________ (go) by plane, we ____________ (save) time.
3. If the doctor ____________ (come) a bit earlier, the patient would not ____________ (die).
4. If he ____________ (score) just 10 marks more, he ____________ (get) a first division.
5. If you ____________ (not waste) money, you ____________ (buy) a house.

Try Out 5!

Correct the following sentences:

1. If I had studied French, I would get more marks in the examination.
2. Unless you don’t help him, he can’t get over the problem.
3. When I didn’t visit her, she would be angry.
4. If she took the examination, she will fail.
5. If I would have seen you, I would have said hello.
A sentence is a group of words that has its own subject and predicate. Then what are clauses and phrases?

**Clauses**

A clause is a part of a sentence, that depicts a complete meaning and that has its own subject and a predicate. But the thing to be kept in mind is that the predicate in a clause must be a verb phrase.

**Example:**

I decided to accept the proposal because it was suitable.

- In the example, the first clause **I decided to accept the proposal** can stand alone by itself as it is clear in its meaning. Therefore, it is known as the **independent clause**. This clause, has a subject and a verb, and does not depend on the other clause to make complete sense.
- The second clause **because it was suitable** is incomplete in its meaning and is called a **dependent clause**. It too has a subject and a verb but it depends on the first clause to make complete sense.

A clause is a sentence that is a part of a longer sentence with its own subject and predicate. We can make sentences to join two or more clauses.

There are three main kinds of clauses:

1. **Principal Clauses**
   - It consists of one complete idea.

   **Examples:**
   
   - a. I enjoy English.
   - b. He went to school.

2. **Subordinate Clauses**
   - Subordinate clause or dependent clause adds to the thought in the principal clauses.

   **Examples:**

   - a. I enjoy English, which encourages me to read this book.
   - b. He went to school today, where he left his bottle.

3. **Co-ordinate Clauses**
   - It consists of two clauses that are joined together by a conjunction like and, or, but or so.

   **Examples:**

   - b. He went to school so he missed the live telecast.
A subordinate clause must have any one of the following subordinating conjunctions:

<table>
<thead>
<tr>
<th>Sub-ordinating Conjunctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>after</td>
</tr>
<tr>
<td>although</td>
</tr>
<tr>
<td>as</td>
</tr>
<tr>
<td>as if</td>
</tr>
<tr>
<td>as long as</td>
</tr>
<tr>
<td>as much as</td>
</tr>
<tr>
<td>as soon as</td>
</tr>
<tr>
<td>as though</td>
</tr>
</tbody>
</table>

**Try Out 1!**

Complete the sentences using appropriate subordinate conjunction:

1. .................................. you get good marks, I will buy a bike.
2. He is .................................. lazy .................................. no one trusts him.
3. She came .................................. the meeting was over;
4. She held my hand .................................. I should fall.
5. My friend is taller .................................. me.
6. She asked me .................................. I can help her.
7. They are coming to my house .................................. the movie.
8. I am going to the disco .................................. or not my mother give me the permission.
9. This is the place .................................. I used to stay when I was doing post graduation.
10. You can inquire anytime .................................. you have any doubt.

**Try Out 2!**

Identify the italicized clauses as independent or dependent in the blank provided:

1. *The room had changed remarkably,* even though many years had passed.  
   ________________
2. *The furnishing that he recalled so well* still stood in the room.  
   ________________
3. *He experienced a feeling of newness and vigour whenever he breathed the light, dry morning air of Kerala.*  
   ________________
4. *The source of the invigorating air was the country around him,* which was still untamed.  
   ________________
5. *Other places had once produced this remarkable effect,* but they no longer did.  
   ________________
Types of Subordinate Clauses

A subordinate (dependent) clause may function as a noun, an adjective or an adverb in sentence. On the basis of their function in a sentence, subordinate clauses can be divided into following types:

1. Noun Clause
2. Adjective Clause
3. Adverb Clause

1. Noun Clause

A dependent clause that functions as a noun in a sentence is called a noun clause. A noun clause performs same function like a noun in a sentence.

What he did 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.

Some more examples:

a. Whatever you learn will help you in future. (noun clause as a subject)
b. What you said made me laugh. (noun clause as a subject)
c. He knows that he will pass the test. (noun clause as an object)
d. Now I realize what he would have thought. (noun clause as an object)

2. Adjective Clause

A dependent clause that functions as an adjective in a sentence is called an adjective clause. An adjective clause works like an adjective in a sentence. The function of an adjective is to modify (describe) a noun or a pronoun. Similarly, a noun clause modifies a noun or a pronoun.

He wears a shirt which looks nice.

The clause “which looks nice” in the above sentence is an adjective clause because it modifies noun “shirt” in the sentence.

An adjective clause always precedes the noun it modifies.

Some more examples:

a. I met the boy who had helped me.
b. An apple that smells bad is rotten.
c. The book which I like is helpful in preparation for test.
d. The house where I live consists of four rooms.

Adjective clause begins with relative pronoun (that, who, whom, whose and which). An adjective clause is also called a relative clause.

3. Adverb Clause

A dependent clause that functions as an adverb in a sentence is called an adverb clause. An adverb clause like an adverb modifies a verb, adjective clause or other adverb clause in a sentence. It modifies (describes) the situation in main clause in terms of time, frequency (how often), cause and effect, contrast, condition, intensity (to what extent).
The subordinating conjunctions used for adverb clauses are as follows:

**Time:** when, whenever, since, until, before, after, while, as, by the time, as soon as

**Cause and effect:** because, since, now that, as long as, so, so that

**Contrast:** although, even, whereas, while, though

**Condition:** if, unless, only if, whether or not, even if, providing or provided that, in case

**Examples:**

a. Don't go **before he comes**.

b. He takes medicine **because he is ill**.

c. **Although he was tired a lot**, he climbed up the tree.

d. **Unless you study for the test**, you can't pass it.

---

**Try Out 3!**

Pick out the **adjective clauses** from the following sentences:

1. All that glitters is not gold.
2. We love those who love us.
3. This is the house that Ravi has built.
4. He that is down need not fear.
5. Who lives longest sees the most.

---

**Try Out 4!**

Pick out the **adverb clauses** from the following sentences:

1. He was punished as he **deserved**.
2. The earth is larger than the moon.
3. A glutton lives so that he may **eat**.
4. Forgive us as we forgive our enemies.
5. Inspite of being rich, he has no enemies.

---

**Phrases**

A phrase is a group of words that has some meaning but no subject. Phrase makes sense but does not make complete sense by itself. It doesn't contain a finite verb. A finite verb is a verb that shows tense, person and number.

**Examples:**

- walking alone
- a nice surprise
- soft green grass
- in black and white
- a fast morning train

Each of these word groups makes sense or has some meaning, but none of them makes complete sense.
Try Out 5!

Write 'P' for phrase and 'C' for clause:

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. long and short</td>
<td>2. as flat as a pancake</td>
</tr>
<tr>
<td>3. They moved to Delhi.</td>
<td>4. With a scream</td>
</tr>
<tr>
<td>5. after the party</td>
<td>6. We skipped the rope.</td>
</tr>
<tr>
<td>7. in the meantime</td>
<td>8. It rained heavily.</td>
</tr>
</tbody>
</table>

Kinds of Phrases
Phrases are of seven types:
✓ Noun phrases
✓ Adjectival phrases
✓ Adverbial phrases
✓ Verbal phrases
✓ Gerund phrases
✓ Infinitive phrases
✓ Prepositional phrases

1. Noun Phrases
They consist of a noun and other words.
(i) The subject of a sentence can be a noun phrase instead of a noun.

Examples:

a. His father has gone to attend a meeting.
   b. The strong winds destroyed the plantation.
   c. The captain of this ship is very experienced.
   d. Ravi and his friends are at the science museum.

In the sentences above, the phrases — his father, the strong winds, the captain, Ravi and his friends — act as the noun, hence, they are called noun phrases.

(ii) The object of a sentence can also be a noun phrase instead of a noun.

Example:

a. Meeta is wearing a red saree.
   b. My father is repairing the computer.
   c. He is writing a long letter to his friend.
   d. The boy gave the beggar his torn blue jeans.

In the sentences above, the phrases — a red saree, the computer, a long letter, his torn blue jeans — serve as the objects of the verb (noun) in each sentence, hence, they are called the noun phrases.

Try Out 6!

Pick out the noun phrases from the sentences given below:

1. To err is human.
2. The bird flew away.
3. Put the bags in the closet.
4. He gave her a bar of chocolate.
5. Yesterday I met Ishita, an old friend of mine.
6. The house that was built by Jack was robbed.
7. The India of my dreams is not far from reality.
8. She gave the beggar in the torn clothes, some food to eat.

2. Adjectival Phrases

(i) They function as an adjective in a sentence. They describe a noun.

Examples:
   a. a paper glass
   b. a glass made of paper

In the sentences above—the adjective paper is replaced by the adjectival phrase made of paper.

(ii) Some adjectival phrases come before a noun.

Examples:
   a. a thirty page booklet
   b. a five year old child

(iii) Some adjectival phrases come after noun.

Examples:
   a. A man who was fearless walked into the lion’s cage.
   b. This is a task of great relevance.

Try Out 7!

Underline the adjectival phrases in the sentences below:
1. Birbal was a man of great wit.
2. The books on this shelf have been numbered.
3. The man with a beard was talking to my father.
4. I was given an assignment of great responsibility.
5. They are collecting money for the people without home.

3. Adverbial Phrases

(i) They function as an adverb in a sentence.

Examples:
   a. The jackal acted foolishly.
   b. The jackal acted in a foolish manner.
In the sentences above—the adverb **foolish** is replaced by the adverbial phrase **in a foolish manner**.

(ii) Some adverbial phrases tell us how something happens or how someone does something.

**Examples:**

a. The award function is **held every year**.

b. The girl carried her doll **with a lot of care**.

(iii) Some adverbial phrases tell us when something happens, or when someone does something.

**Examples:**

a. It is hot **in summers**.

b. I’ll be back **in an hour**.

(iv) Some adverbial phrases tell us where something happens or where someone is or where someone puts something.

**Examples:**

a. Riya kept her book **on the table**.

b. We walked **around the exhibition**.

**Try Out 8!**

**Use the given adverbial phrases in sentences of your own:**

1. without any doubt
2. without any warning
3. at that place
4. after the appointment
5. in a courageous manner
6. in the end

**4. Verbial Phrases**

They express action or state of being.

**Example:**

We may have been mistaken about her.

**5. Gerund Phrases**

They are types of verb phrases that begin with a verb in its -ing form and are followed by modifiers.

**Example:**

Brinda will be in New Delhi **waiting final approval** of the contract.

**6. Infinitive Phrases**

They are types of verb phrases that begin with an infinitive verb (to -verb) and are followed by modifiers.

**Example:**

The team leader decided **to build** a model of the Ficas.

**7. Prepositional Phrases**

They consist of a preposition followed by a noun phrase. Prepositional phrases can function as adjective phrases or adverb phrase.

**Example:**

a. The cat **in the box** is mine.

b. He looks **up the road**.
Try Out 9!

Underline the phrase and tell its kind:

1. Rohan wanted to be the man of the match.
2. The children refused to open the stray bag.
3. Springing into action, Ronit blocked his opponent.
4. Quickly and efficiently, Sam sprang across the line.
5. Alert and focussed, Mick anticipated the next move.
6. A boy on the roof is singing a song.
7. Sarita brought a glass full of water.
8. You should study for the exam.
9. She started thinking about the problem.
10. Danish sat in a corner of the room.
Choose the words horizontally as well as vertically to form appropriate sentences:

<table>
<thead>
<tr>
<th></th>
<th>do</th>
<th>not</th>
<th>think</th>
<th>there</th>
<th>is</th>
<th>any</th>
<th>danger</th>
</tr>
</thead>
<tbody>
<tr>
<td>obliged</td>
<td>I</td>
<td>reached</td>
<td>home</td>
<td>at</td>
<td>5 o’clock</td>
<td></td>
<td></td>
</tr>
<tr>
<td>her</td>
<td>they</td>
<td>go</td>
<td>their</td>
<td>native land</td>
<td>every</td>
<td>year</td>
<td>taxi</td>
</tr>
<tr>
<td>I</td>
<td>will</td>
<td>be</td>
<td>on</td>
<td>time</td>
<td>I</td>
<td>took</td>
<td>her</td>
</tr>
<tr>
<td>I</td>
<td>met</td>
<td>her</td>
<td>at</td>
<td>the station</td>
<td>she</td>
<td>performed</td>
<td>well</td>
</tr>
<tr>
<td>obviously</td>
<td>her</td>
<td>performance</td>
<td>was</td>
<td>really</td>
<td>good</td>
<td>I</td>
<td>liked</td>
</tr>
<tr>
<td>we</td>
<td>will</td>
<td>give</td>
<td>him</td>
<td>a gift</td>
<td>on</td>
<td>her</td>
<td>birthday</td>
</tr>
</tbody>
</table>

A sentence is a group of words which makes complete sense. Sentences are divided into two different kinds on the basis of structure and function.

<table>
<thead>
<tr>
<th>Sentences</th>
<th>On the basis of function</th>
<th>On the basis of structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declarative or Assertive Sentence</td>
<td>Simple Sentence</td>
<td></td>
</tr>
<tr>
<td>Interrogative</td>
<td>Compound Sentence</td>
<td></td>
</tr>
<tr>
<td>Imperative</td>
<td>Complex Sentence</td>
<td></td>
</tr>
<tr>
<td>Exclamatory</td>
<td>Complex–Compound Sentence</td>
<td></td>
</tr>
</tbody>
</table>

Examples:

a. Mother is a gift from God for a child. (Declarative sentence - states a fact)
b. Mummy, when will you finish your work? (Interrogative sentence - asks a question)
c. Meena, Please wait for a while. (Imperative sentence - is command or a polite request)
d. Wow! It looks yummy. (Exclamatory Sentence - expresses excitement or emotion)

Kinds of Sentences (According to Structure)

A sentence may consist of one clause (independent clause) or more clauses (independent and dependent clauses). An independent clause is also called main clause. A dependent clause is also called subordinate clause.
On the basis of numbers of clause and types of clauses present in a sentence, sentences are divided into four kinds.

1. **Simple Sentence**
A simple sentence consists of only one independent clause containing a subject and a verb and it expresses complete thought. There is no dependent clause.

An independent clause (also called main clause) is called a simple sentence.

**Examples:**

a. He laughed.
b. She ate an apple.
c. They are sleeping.
d. I bought a book.

2. **Compound Sentence**
A compound sentence consists of at least two independent clauses joined by coordinating conjunctions. There is no dependent clause in compound sentence. The coordinating conjunctions used to join independent clauses are— for, and, nor, but, or, yet, so. Independent clauses can also be joined by a semicolon (;). A comma may or may not be used before the conjunction in a compound sentence.

**Examples:**

a. I like an apple but my brother likes a mango.
b. I helped him and he became happy.
c. He failed two times yet he is not disappointed.
d. I asked him a question; he replied correctly.

3. **Complex Sentence**
A complex sentence consists of one independent clause and at least one dependent clause joined by subordinating conjunction (because, although, since, when, unless, etc.) or relative pronoun (that, who, which, etc.).

**Examples:**

a. I met the boy who had helped me.
b. She is wearing a shirt which looks nice.
c. You can't pass the test unless you study for it.

If a complex sentence begins with an independent clause, a comma is not used between clauses in a complex sentence. If a complex sentence begins with dependent clause then a comma is used after dependent clause in a complex sentence.

**Examples:**

a. He is playing well although he is ill.
b. Although he is ill, he is playing well.
4. **Complex-Compound Sentence**

A complex-compound sentence consists of at least two independent and one or more dependent clauses. It is also sometimes called compound-complex sentence.

**Examples:**

a. He went to college and I went to a market where I bought a book.

b. I like Mathematics but my brother likes Biology because he wants to be a doctor.

In the first sentence, there are two independent clauses “he went to college” and “I went to a market”, and one dependent clause “where I bought a book”.

**Examples of Simple, Complex and Compound Sentences**

**Sample-1**

- They enjoyed themselves in the rain. \(\text{(Simple)}\)
- Although it rained a lot, they enjoyed themselves. \(\text{(Complex)}\)
- Being rich, Raja led a simple life. \(\text{(Simple)}\)
- Though Raja was rich, he led a simple life. \(\text{(Complex)}\)
- Raja was rich, yet he led a simple and a relaxing life. \(\text{(Compound)}\)

**Sample-2**

- On account of the heavy rain, the school was closed. \(\text{(Simple)}\)
- As it rained heavily, the school was closed. \(\text{(Complex)}\)
- It rained heavily; the school was closed. \(\text{(Compound)}\)

**Sample-3**

- In the event of his hard work, he will succeed. \(\text{(Simple)}\)
- If he works hard, he will succeed. \(\text{(Complex)}\)
- He works hard and he will succeed. \(\text{(Compound)}\)

**Try Out 1!**

Identify the following sentences as simple, compound or complex. Write in the space provided:

1. Rajnish runs very fast. ..........................................................  
2. Paramjit closed the door so that the kid could not go outside. ..........................................................  
3. The police inspector snubbed the thief when it came to his notice that the thief was a history teacher. ..........................................................  
4. Prema cannot stand and walk. ..........................................................  
5. My father ate his breakfast. ..........................................................  
6. Though Puneet missed the train, he hired the taxi and reached the office in time. ..........................................................  
7. My friend was very happy when he first came to my house. ..........................................................  
8. This is the university where I completed my post graduation. ..........................................................
Try Out 2!

Combine and rewrite the following simple sentences as compound sentences:

1. The room was cold. It was also damp.
2. Shubham plays hockey well. He did not get selected for final match.
3. Manisha is weak. She does not take proper diet.
4. The team has final match tomorrow. The coach got injured.
5. I go for morning walk in the park. I go for evening walk.
7. I came to school. I did not have drawing chart.
8. He plays the piano. He also plays the harmonium.

Try Out 3!

Look at the clauses within the sentence and write down whether the sentence is: simple, compound, complex, or compound-complex. Elaborate the reason behind the answer:

1. A girl with brown eyes entered the room.
2. Anita and Rubina entered the room just as the bell rang.
3. School starts on April 1st and I will be entering the 8th grade.
4. When I purchased my new gym clothes, I gave away my old ones.
5. Since there are so many students in my grade, English will be held for Group A on Monday, Wednesday and Friday one week, and the next week, Group A will have it on Tuesday and Thursday.
6. Shanky wrote his letter and sent it to his cousin.
7. Jaya, who is in my grade, will have gym on Fridays.
8. John ran to the store and he bought five lotto tickets.
Voice is the form of a verb that shows its relation with the subject.

There are two kinds of voice:

- **Active Voice**
- **Passive Voice**

1. **Active Voice**

When the verb shows that subject does something, it is said to be in **active voice**, i.e., person denoted by the subject acts.

   **Example:**
   
   a. Ashwani eats a banana.

   Here, subject **Ashwani** acts.

2. **Passive Voice**

   It shows that something is done to the subject. Here, the emphasis is on the object or work done.

   **Example:**
   
   a. A banana is eaten by Ashwani.

   Here, the subject **banana** is acted upon.

Now look at the following examples of Active and Passive Voice:

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ronnie speaks English very fluently.</td>
<td>1. English is spoken by Ronnie very fluently.</td>
</tr>
<tr>
<td>2. The labourer completed the house last year.</td>
<td>2. The house was completed by the labourer last year.</td>
</tr>
<tr>
<td>3. Rahul has found the diamond.</td>
<td>3. The diamond has been found by Rahul.</td>
</tr>
<tr>
<td>4. The girl will feed the puppy.</td>
<td>4. The puppy will be fed by the girl.</td>
</tr>
</tbody>
</table>

**It is important to remember that:**

- Present perfect continuous, past perfect continuous, future perfect continuous and future continuous cannot be changed into passive voice.
- Voice changes occur only in transitive verbs. In other words, we can say that a verb is in the active voice when the person or thing denoted by the subject is the doer of the action. Passive voice is so called because the subject is not active but passive, i.e., sufferer or receives some action.
Try Out 1!

Decide whether the following sentences are written in the active or passive voice:

1. Tina feeds her cat.
2. The cow is fed by Tushar.
3. We went to the beach.
4. The mail was written by my mother.
5. The match has been won by our team.
6. The question was solved.
7. The fireman risked his life.
8. The fire was extinguished.
9. The room was being cleaned by her.
10. It gets cold there during the winter.

(i) 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 subjects, the teacher and the dentist, in the active voice need not to be mentioned as they are quite obvious.)

(ii) Where the subject is not known
Examples:
   a. My purse was snatched. (by someone)
   b. The food was cooked. (by someone)
(In the above examples, the identity of the subject in the active voice is not known.)

(iii) Where the identity of the subject is not meant to be revealed
Examples:
   a. (The doctor) discharged her from the hospital. (active)
   b. She was discharged from the hospital. (passive)

(iv) In writing scientific procedures and reports
Example:
   a. Five gram sodium hydroxide was taken in a dish and heated.

5. Where the action is more important than the subject or doer
Example:
   a. The stitching of the shirt has been completed.
Rules for Change of Voice

First of all, the arrangement of the words of the active voice sentence is changed.

**Active Voice**

<table>
<thead>
<tr>
<th>Subject +</th>
<th>Verb +</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puja</td>
<td>is eating</td>
<td>a burger.</td>
</tr>
</tbody>
</table>

**Passive Voice**

<table>
<thead>
<tr>
<th>Object +</th>
<th>helping verb +</th>
<th>main verb + by +</th>
<th>subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>A burger</td>
<td>is being</td>
<td>eaten by</td>
<td>Puja.</td>
</tr>
</tbody>
</table>

(i) The object of the verb takes the position of the subject.
(ii) The subject of the verb in the active voice becomes the object in the passive voice. Usually, the preposition *by* is written before objects.
(iii) The tense of the verb in the passive voice remains the same as in the active voice.
(iv) In the passive voice, the third form of the verb is used.
(v) 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.
(vi) The active voice is used when the agent (i.e., the doer of the action) is prominent. The passive voice is used when the person or thing acted upon is prominent passive voice is generally used when we don't know the agent.
(vii) Pronouns are also changed when the voice is changed:

<table>
<thead>
<tr>
<th>he–him</th>
<th>I–me</th>
<th>she–her</th>
<th>you–no change</th>
</tr>
</thead>
<tbody>
<tr>
<td>we–us</td>
<td>it–no change</td>
<td>they–them</td>
<td></td>
</tr>
</tbody>
</table>

**Change of Voice (According to Tense)**

1. **Simple Present Tense (Indefinite):** *(is/am/are v3)*

   **Examples:**
   a. Ishan chooses a red shirt. *(active)*
      A red shirt is chosen by Ishan. *(passive)*
   b. Aditya does not buy vegetables. *(active)*
      Vegetables are not bought by Aditya. *(passive)*

2. **Present Continuous Tense:** *(is/am/are+being+v3)*

   **Examples:**
   a. My mom is planting some seeds.
      Some seeds are being planted by my mom.
   b. I am not selling this car.
      This car is not being sold by me.

3. **Present Perfect Tense:** *(has/have+been+v3)*

   **Examples:**
   a. They have lost the match.
      The match has been lost by them.
b. He has not stolen the book.
   The book has not been stolen by him.

4. **Simple Past Tense (Indefinite): (was/were+v3)**

   **Examples:**
   a. I forgot their address.
      Their address was forgotten by me.
   b. She did not know him.
      He was not known to her.

5. **Past Continuous Tense: (was/were+being+v3)**

   **Examples:**
   a. The students were making a noise.
      A noise was being made by the students.
   b. She was not reading book.
      The book was not being read by her.

6. **Past Perfect tense: (had+been+v3)**

   **Examples:**
   a. He had invited me.
      I had been invited by him.
   b. Riya had not told a lie.
      A lie had not been told by Riya.

7. **Simple Future Tense (Indefinite): (will be/shall be+v3)**

   **Examples:**
   a. We shall attend the guests.
      The guests will be attended by us.
   b. He will not assist you.
      You will not be assisted by him.

8. **Future Perfect Tense: (will have/shall have+been+v3)**

   **Examples:**
   a. They will have caught the thief.
      The thief will have been caught by them.
   b. He will not have done it.
      It will not have been done by him.

---

**Rules for Change in Different Kinds of Sentences**

(i) **Interrogative Sentences** (beginning with a helping verb) *do/does/did+v1* change into *is/am/are/was/were+v3*
Examples:

a. Do you take balanced diet?
   Is balanced diet taken by you?

b. Does he accept the terms and conditions?
   Are the terms and conditions accepted by him?

c. Did he blame you?
   Were you blamed by him?

d. Did he teach French?
   Was French taught by him?

(ii) **Interrogative Sentences** (beginning with question words)

In the 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. **Who** is changed into **by whom**.

Examples:

1. Where do you keep your charts?
   Where are your charts kept by you?

2. Why did you hit the baby?
   Why was the baby hit by you?

3. When will you revise the chapter?
   When will the chapter be revised by you?

4. Who will host the show?
   By whom will the show be hosted?

5. Who is teaching you?
   By whom are you being taught?

(iii) **Imperative sentences (Let+object+be+v3)**

Imperative sentences can also be changed into the passive voice by using the following format:

**you are requested/ordered/advised +to+v1+object**

Examples:

1. Solve the questions.
   Let the questions be solved.
   You are asked to solve the question.

2. Please help us.
   You are requested to help us.
3. Don't pluck the flowers.
   Let the flowers not be plucked.
   or
   You are ordered not to pluck the flowers.
   or
   You are forbidden to pluck the flowers.
4. Take nutritious diet.
   You are advised to take nutritious diet.
5. Don't neglect any student of the class.
   Let no student of the class be neglected.
   You are advised not to neglect any student of the class.
   Let it be done by us.
7. Let your sister cook the food.
   Let the food be cooked by your sister.
8. Let me switch off the fan.
   Let the fan be switched off by me.

(iv) The sentences having an indirect object (Ditransitive verbs)

In the sentences having an indirect object and direct object, either object may become the subject of the passive verb, while the other is retained. Indirect object denote the persons to whom something is given or for whom something is done. Direct object usually denotes a thing. Observe the following examples:

Examples:
1. Mrs Sharma taught us English.
   We were taught English by Mrs Sharma.
   or
   English was taught to us by Mrs Sharma.
2. Who has given you my books?
   By whom have my books been given to you?
   or
   By whom have you been given my books?
3. When will you gift me a watch?
   When will a watch be gifted to me by you?
   or
   When will I be gifted a watch by you
(v) The sentences having modals (modal+be+v3)

Examples:
1. Your brother can drive a car.
   A car can be driven by your brother.
2. You should have done it.
   It should have been done by you.
3. We should follow traffic rules.
   Traffic rules should be followed by us.
4. We ought to respect our parents.
   Our parents ought to be respected.

Try Out 2!

Fill in the blanks with the correct passive form of the given verbs as instructed:
1. My new house is being white washed (white wash) these days. (Present Continuous)
2. Macbeth (write) by Shakespeare. (Simple Past)
3. By whom (paint) Monalisa. (Simple Past)
4. Coffee (grow) in Brazil. (Simple Present)
5. You (give) plenty of time. (Simple Future)
6. Environment (ruthlessly destroy) these days. (Present Continuous)
7. Many flights (cancel). (Past Continuous)
8. your car (tow) away. (Present Perfect)
9. The painting made by Ayush (adjudge) the best. (Past Perfect)
10. That shop (renovate) by the end of the month. (Future Perfect)
11. You (order) to clean the room. (Imperative)
12. The electric bulb (invent) by Thomas Alva Edison. (Simple Past)

Try Out 3!

Rewrite these sentences in the passive voice:
1. They designed the poster.
2. We are using biodegradable bags.
3. We should not use plastic bags.
4. Who made this poster?
5. Don't lose your temper.
6. Have you selected the topic for the activity?
7. The police had arrested the gangsters.
8. They will have examined the patients.
9. She would have bought the books.
10. When do you take exercise?
11. Why did you leave her alone?
12. What have you bought today?
13. Let us sing a song.
15. The cyclone destroyed the village.
16. Help the needy.

In some sentences, the subject in the active voice is vague or unknown, so it remains unexpressed in the passive voice.

Examples:
1. Annual function is held at a grand scale in our school.
2. English is spoken all over the world.
3. My watch has been stolen.
4. Ms Dimple Singh was awarded the best Teacher Award.
5. Instructions must be read before using an instrument.

Try Out 3!

Fill in the blanks with the passive form of the verb in the simple past tense:
1. The bell .................................. at 10 am. (ring)
2. The vegetables ................................ and ................................ properly. (peel, wash)
3. Invitation cards ............................... timely. (not send)
4. His phone ................................. (tap)
5. Many trains ......................... on account of strike. (cancel)
6. The strike ................................ after a week. (call off)
7. CCTV cameras ..................... in the school. (instal)
8. The medicine ......................... regularly. (take)

Rules
1. While converting from active to passive, object of a verb in the active voice becomes the subject. Hence, for conversion from passive to active, subject of passive will become the object of active.
2. Transitive verb of passive will be changed.
3. Change of pronoun

<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.

4. 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.

Example:

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

5. Change the subject of passive voice into the object of active voice.
6. Remove auxiliary verb be from main verb and change its form.
7. The object of preposition by in passive voice will replace the subject.

Some other examples of change from Passive to Active:

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

Try Out 5!

Rewrite the following into active voice:

1. She was given the pen by the 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. You are requested to help me.
6. One book will be read by him.
Try Out 6:

Fill in the blanks with the passive form of the verbs in the simple present tense to find the process of preparing bread rolls:

Potatoes ..................................................... (boil) and .......................................................... peel. They .......................................................... (mash) properly. A bowl of boiled peas (add). Chopped coriander leaves, green chillies, grated paneer, salt and pepper ................................................. (add) and the mixture .......................................................... (mix) properly. A slice of bread .......................................................... (taken) and .......................................................... (dip) in water just for a second. Then water ......................................................... (squeeze) out by pressing the slice between the palms. Then a spoon of Potato mixture ......................................................... (put) on the slice and the slice ......................................................... (roll) and made keeping the fillings inside. More such rolls ................................................. (prepare). Oil .......................................................... (heat) in a pan. Rolls ......................................................... (fry) till they turn golden and crisp. These ......................................................... (serve) with coriander chutney and tomato ketchup.
A preposition is a word that shows a relation between a noun or pronoun and some other word acting as a noun in a sentence.

The old man is sitting under the tree.

In this sentence the word ‘under’ is a preposition and it shows the relationship between the old man and the ‘tree’.

To remember the role of prepositions, notice that “position” appears in the word “preposition”!

**Examples:**

a. The book is on the desk.

b. The book is beneath the desk.

c. The book is leaning against the desk.

d. The book is on the floor beside the desk.

e. He held the book over the desk.

---

**Prepositions of Location: At, In, On**

<table>
<thead>
<tr>
<th>At</th>
<th>Located at a specific place:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image1.png" alt="Diagram" /></td>
</tr>
</tbody>
</table>

**Examples:**

a. Saanya studied at the library all day.

b. I left my books and bag at home.

c. She arrived at the party early.

---

<table>
<thead>
<tr>
<th>In</th>
<th>Located within boundaries (enclosed):</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image2.png" alt="Diagram" /></td>
<td><img src="image3.png" alt="Diagram" /></td>
</tr>
</tbody>
</table>

**Examples:**

a. The kids are in the stadium.

b. There are some cows in that field.

c. We live in India.

d. We were in the car when the accident happened.

**This also applies to metaphorical boundaries:**

She works in the field of engineering.
<table>
<thead>
<tr>
<th>On</th>
<th>Located on a surface (not enclosed):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>![Diagram of an object on a surface]</td>
</tr>
<tr>
<td></td>
<td><strong>Examples:</strong></td>
</tr>
<tr>
<td></td>
<td>a. I left my cell phone on the dining table.</td>
</tr>
<tr>
<td></td>
<td>b. Cricket players practice on the field.</td>
</tr>
<tr>
<td></td>
<td>c. The Sherpas live out on the range.</td>
</tr>
</tbody>
</table>

Unlike a field, the “range” is not considered enclosed. While we travel “in” cars, we travel “on” trains and planes.

### Prepositions of Time: In, On, At, By

**In**

I was born in 1982.  
(year)

**In**

The wedding was in April.  
(month)

**In**

We are in the sixth week of the semester.  
(week)

**On**

The party is on Friday.  
(day)

**At**

The train shall arrive at 3 p.m.  
(hour)

**It is important to remember that:**

No matter the time frame, use “by” with due dates.

**Example:** Your papers are due by 6 pm by February by 2016.

### On time and In time

On time means punctual, not late. If something happens on time, it means it has happened at the time which was planned.

**Examples:**

a. The 6:30 train arrived on time.  
(at 6:30 only).

b. Don’t be late for the picnic. Be on time otherwise the bus will leave.

In time (for something/to do something) means before time or soon enough.

**Examples:**

a. Will you be home in time for the party?  
(soon enough for the party)

b. I have sent them the invitation for the marriage. I hope it reaches in time.

The opposite of in time is too late.

**Example:**

I got too late to the office to attend the meeting.
### At the end and In the end

At the end (of something) means at the time when something ends.

**Examples:**

- at the end of the month
- at the end of the play
- at the end of the show
  - a. I am going out of town at the end of the month.
  - b. At the end of the show, the artists were given a thunderous applause.
  - c. All the team members congratulated each other at the end of the course.

We cannot say “in the end of something”. So, we can’t say “in the end of month” or “in the end of the play”.

In the end means finally. We use in the end when we are clear what the final result of the situation was.

**Examples:**

- a. I had a lot of problem with my old computer. In the end, I sold it and bought a new one.
- b. Everyone was unhappy about the outcome of the event. They kept discussing for some time. In the end, they left the hall with a heavy heart.

### Prepositions of Direction: To, Into, Onto

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
</table>
| **To** | Moving towards a specific place: | a. We are moving to Chandigarh next month.  
b. Saanvi flew from New Zealand to Australia.  
c. Samaira walks to school. |

**Into**

Moving inside an enclosed space:  
“In” and “into” can be used interchangeably with some verbs, and still keep the meaning of the sentence the same.

**Examples:**

- a. Mom poured tea into the cup. (action)  
- b. There is milk in the cup. (position)  
- c. She hurried in to hide her papers. (with infinitive)
Moving towards a surface:
“On” and “onto” can often be used interchangeably and still keep the meaning of
the sentence the same. When there is given movement with direction we use onto.

Examples:
  a. The book fell onto the floor.
  b. He jumped on to the horse.

Otherwise, “on” and “onto” have distinct meanings.

Examples:
  a. She tossed the papers onto the coffee table. (action)
  b. The papers are on the coffee table. (position)
  c. She turned the TV on to watch the show.

---

**Try Out 1!**

Fill in the blanks with correct prepositions:

1. Let’s meet .................... the coffee shop on Monday morning.
   a. in  
   b. at  
   c. to
2. Why are your clothes .................. the table?
   a. in  
   b. on  
   c. at
3. Have you ever swum .................. the lake near our house?
   a. in  
   b. at  
   c. no preposition
4. Last year, we visited .................. all our close friends and relatives during Diwali.
   a. to  
   b. at  
   c. no preposition
5. Are you flying .................. Lucknow or driving?
   a. no preposition  
   b. to  
   c. in
6. I found this ten dollar bill lying .................. the floor.
   a. on  
   b. in  
   c. at
7. Do you think there’s life .................. Mars?
   a. in  
   b. on  
   c. at
8. What time are you going .................. office today?
   a. at  
   b. to  
   c. no preposition

---

**Try Out 2!**

Fill in the blanks using at, on, in, to, into or by:

1. I must go .................. the bank today to deposit the cheque.
2. He has just returned .................. Delhi.
3. She arrived .................. the railway station at 6.
4. Have you ever been .................. England?
5. They got .................. the car and drove off.
6. We drove .................. the nearby town.
7. Get .................. the train. It's going to leave.
8. The man chased by the locals ran .................. the shop.
9. The butterfly flew .................. the room through the window.
10. He has never been .................. a cricket match.

Try Out 3!

Complete the following sentences using into, in, onto and on:

1. I don't know how I got .................. this mess.
   a. into b. onto c. on
2. I hope you won't run .................. any problems.
   a. into b. onto c. in
3. He was trying to throw his pen .................. the roof.
   a. into b. onto c. either
4. John always manages to get .................. trouble.
   a. into b. onto c. either
5. He threw himself .................. the work with great enthusiasm.
   a. onto b. into c. in
6. John wants to get .................. advertising.
   a. onto b. into c. on
7. He promised that he would look .................. the matter.
   a. in b. into c. onto

Below, Under and Beneath

These words have very similar meanings and are often confused. Both below and under can be used to mean ‘in a lower position than something’. Although they are both possible in some cases, sometimes we use them in different circumstances.

- To talk about something being covered by something else, we use under.
- Beneath also means the same as ‘under’ but the word is used in a literal or formal style.

Examples:

a. The dog was sleeping under the cot. (NOT The dog was sleeping below the cot.)
b. I felt that he was hiding something under his jacket. (NOT He was hiding something below his jacket.)
c. The whole village was under water.
• It can also mean ‘younger than’ or ‘less than’.
Example: Children under the age of eighteen are not allowed to vote.
Example: She wrote great poetry beneath that mango tree.
• Below is mainly used in cases where an object is not directly under another.
Examples:
  a. We could find something below the surface of the water.
  b. Millions of people still live below the poverty line. (somewhere below that hypothetical line separating the poor from the rich)
• It is also used in measurements where we think of a vertical scale.
Example:
  This part of the country is below sea level.

Grammar Bumps!!!

There are quite a few fixed expressions using the word **under**.
**Common examples are:**
- under construction, under fire, under attack, under arrest, under pressure, under these conditions etc.
**Below** cannot be used in these expressions.
  a. The thief was under arrest.
  b. The metro track is still under construction.
  c. Her actions have always been under scrutiny of the bosses.

Some more prepositions:

<table>
<thead>
<tr>
<th>Prepositions</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beneath</strong></td>
<td>Coral reefs that lie beneath the waters were a beautiful sight. They sat beneath a huge mango tree.</td>
</tr>
<tr>
<td></td>
<td>Mainly used in a literal or formal style.</td>
</tr>
<tr>
<td><strong>Near / by / next to</strong></td>
<td>We live near the bank. The cat is sleeping by the fireplace. We live next to the bank.</td>
</tr>
<tr>
<td><strong>Above</strong></td>
<td>There are clouds above the town.</td>
</tr>
<tr>
<td><strong>Over</strong></td>
<td>She is wearing a shawl over her shoulders.</td>
</tr>
<tr>
<td><strong>Between</strong></td>
<td>A young child is sitting between his parents.</td>
</tr>
<tr>
<td></td>
<td>Used between 2 things or people</td>
</tr>
<tr>
<td><strong>Among</strong></td>
<td>Can you see that house hidden among the trees? (there are more than two trees)</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>In front of</strong></td>
<td>He is sitting in front of the computer.</td>
</tr>
<tr>
<td></td>
<td>The letter box is in front of the post office.</td>
</tr>
<tr>
<td><strong>Behind</strong></td>
<td>He is hiding behind the fence.</td>
</tr>
<tr>
<td><strong>Inside</strong></td>
<td>The book is inside / in the bag.</td>
</tr>
<tr>
<td></td>
<td>An eagle flies high in the sky. (not inside)</td>
</tr>
<tr>
<td><strong>Outside</strong></td>
<td>He is waiting for me outside.</td>
</tr>
</tbody>
</table>

**The word 'of' is used:**

(i) To show possession

**Example:** The hand of God

(ii) To state what something is made of

**Example:** A heart of gold

(iii) To show what something contains

**Example:** A cup of coffee

**The word 'off' is the opposite of the word 'on'.**

**Examples:**

a. Turn it on. Turn it off.

b. Put it on the table. Take it off the table.

**Since/ For/ From**

We use 'for' when we measure the duration – when we say how long something lasts.

(for + a period of time)

(i) To measure a period of time up to the present, we use the present perfect tense and not the present tense.

a. I have known her for a long time. (Correct)
   I know her for a long time. (Incorrect)

b. I have lived here for ten years. (Correct)
   I live here for ten years. (Incorrect)

(ii) The present tense with 'for' refers to a period of time that extends into the future.

How long are you here for? (Until when)
(iii) **Since** gives the starting point of actions, events or states. It refers to when things began.

- {since + a point in time (in the past), until now}
  - a. I've been painting since 7 o'clock.
  - b. I have known him since March.

(iv) With **since** we use the present perfect tense or the past perfect tense.

- a. I have been here since morning and I am getting tired.
- b. I had been working since morning and I was getting tired.

(v) **Since** can also be used in the structure ‘It has been + period of time + since’.

- a. It has been two months since I last went to college.
- b. It has been three years since the last tsunami.

(vi) **From** means a starting point and indicates to an ending.

- a. We lived in Mumbai from 2007-2009.
- b. I work from Monday to Friday.

**Try Out 4!**

**Fill in the blanks with appropriate prepositions:**

1. Can you see a woman ................. the picture? (in / on / at)
2. London is ................. the banks of river Thames. (on / at / in)
3. The man is sitting ................. a table. (in front of / in / to)
4. The mother sat ................. her children. (beside / besides / across)
5. There are a laptop and a few books ................. the table. (on / at / with)
6. He put the money ................. the box. (in / on / under)
7. The cat was hiding ................. the door. (behind / on / under)
8. Why do you wear that ring ................. your first finger? (in / on / at)
9. Can you see the helicopter ................. the palace? (above / under / on)
10. The plane was flying ................. Scotland. (along / across / above)

**Noun + Preposition (reason for/cause of)**

(i) **Noun + for**

They sent me a book for rupees 200.

(ii) **Noun + of**

- The advantage of nuclear family is that you can handle all the issues on your own.
- Nobody knows the cause of their split.
- She showed me a map of Ancient India.

(iii) **Noun + to**

He sent me an invitation to the party.
I urgently need a solution to the problem.
His attitude towards/to his family members is really appreciable.

(iv) **Noun + in**
There has been a fall in the number of crows in the cities.
There is a big fall in the sales of blowers this year as the temperature remained high during the winters also.

(v) **Noun + with/between**
(A relationship/ a connection / a difference between)
Do you share a good rapport with your students?
There is no connection between the two thefts.
There are some differences between the two families.

**Try Out 5!**

**Complete the blanks with correct prepositions:**

1. There are some differences ...................... the language of the people of north and central India.
2. I can explain you everything. There is a reason ...................... everything.
3. What was your mom’s reaction ...................... your decision?
4. My Dad showed me the picture ...................... the house where I lived as a child.
5. Richa and I used to be good friends but I don’t keep much contact ...................... her now.
6. What was the answer ...................... question 3 in the test?
7. The advantage ...................... carpooling is that you cause less harm to the environment.
8. When I opened the envelope, I was happy ...................... see a cheque of one lakh rupees.

**Adjective + Preposition**

(i) **Adjective + of**
Are you afraid of darkness?
Why are you jealous of other’s possessions?
He is always suspicious of me.
He is incapable of passing the exam.

(ii) **Adjective + at/to/from/in/on/with/for**
I am very good at Grammar.
Your hobbies are similar to mine.
Are you interested in Arts?
The city of Venice is famous for its canals.
Who is responsible for all this mess?
He is keen on learning new things.
(iii) **Adjective + at/by/with**

I was very impressed by her work.
I am fed up with my boring routine. I need some change.
I was surprised at the news of her failure.

(iv) **Adjective + with/about**

It’s foolish of you to get angry about things which don’t matter much.
Are you annoyed with me for being rude?
He is excited about going to his native village.
Shelly is upset about not being able to clear her test.
I was delighted with the gifts I got on my birthday.
He was not happy with his results.

(v) **Adjective + of**

It was nice of you to help me.
It is foolish of her to leave the house without any information.

(vi) **Sorry about /for**

I am sorry about the noise because of the kids.
I am sorry for my mad behaviour.
I feel sorry for Zoya. She is suffering a lot.

**Try Out 6!**

**Fill in the blanks with correct prepositions:**

1. It was very nice ............... you to come to see me.
2. I am sorry ............... what I said. I hope you are not annoyed ............... me.
3. I was surprised ............... the way she talked to her parents.
4. Are you still upset ............... me? I didn’t mean to hurt you.
5. I am really excited ............... my visit to my friend’s place.
6. She is not looking very well these days. I am worried ............... her.
7. The people next door are furious ............... us ............... shouting so loudly last night.
8. I can’t withstand people who are cruel ............... animals.
9. The essay I wrote was full ............... mistakes.
10. I am tired ............... all this nonsense.

**Verb + Preposition**

(i) **Verb + at**

Why are you staring at me?
Why are you pointing your finger at me?
(ii) **Verb + to**
   Whom were you talking to?
   I spend my evenings listening to music.
   He invited me to the party.

**Grammar Bumps!!**

Some verbs can be followed by ‘at’ or ‘to’ with a difference of meaning.

**Examples:**
   a. She started shouting at me in a fit of anger.
   b. She shouted to me from the other side of the street.
   c. She threw a stone at the dog.
   d. She threw the keys to me.

(iii) **Verb + about**
   We talked about our school times.
   If you are worried about your exam results then **start working hard**.

(iv) **Care about / care for / take care of**
   He doesn’t care about other people's feelings.
   He needs someone to take care of his old father.
   Would you care for a cup of tea?

(v) **Verb + for**
   I wrote to her asking for the explanation.
   Don’t wait for me. I will **take some more time**.
   I searched for my keys everywhere but couldn’t find them.

(vi) **Look for / look after**
   I have lost my keys. Can you look for them?
   You can borrow this book if you promise to look after it.

(vii) **Verb + of**
   She accused me of being heartless.
   She was suspected of spying.
   The meal consisted of several dishes.

(viii) **Verb + for**
   He didn’t pay for the books he bought.
   He forgave me for my mistakes.
   He was blamed for the accident.
   He apologized for his bad behaviour.
(ix) **Verb + from**

He is suffering from fever.
Sunscreen can protect us from sunburns.

(x) **Verb + on**

I will try to be there in time, but it still depends on the traffic.
He congratulated me on my success.
You cannot rely on anyone these days.

---

### Try Out 7!

**Fill in the blanks with correct prepositions:**

1. I want to enjoy to the full. I don’t care ................. the cost.
2. I looked ................. my bag but couldn’t find it anywhere.
3. I have never heard ................. this man before.
5. She was suspected ................. duping the people.
6. She depends ................. her husband for money as she is not working these days.
7. The office consists ................. three floors.
8. I complimented her ................. her dressing sense.

---

### Try Out 8!

**Fill in the blanks with correct prepositions:**

1. She met me ................. the market.
2. I can do anything ................. the happiness of my family.
3. The best thing is that we should do our work ................. our own.
4. They should have discussed the problem ................. us.
5. They are known ................. my uncle.
6. There were plenty ................. exercises in prepositions.
7. He congratulated me ................. my success.
8. Failures are the stepping stones ................. success.
Try Out 9!

Error finding:

1. I couldn't recognise you in first.
2. Please sit besides me.
3. There is a shop on the end of this street.
4. We live in the ground floor.
5. They are satisfied by your work.
6. Divide the class in six teams.
7. Cut the rope by a sharp knife.
8. Don't laugh on other children.
9. The giraffe is the tallest in all living animals.
10. Learn this poem in heart.
There are certain set of rules to follow when we are referring to the words spoken by someone else.

Suppose you want to tell someone what the man said. It can be done in two ways:
1. The man said, “I am a doctor”.
2. The man said that he was a doctor.

In the first case, the actual words of the speaker are given. This is called Direct Speech.
In the second case, the words of the speaker are reported. This is called Indirect Speech or Reported Speech.

The verb introducing the actual words of the speaker is called the Reporting Verb or Introductory Verb.

Note the following points about Direct Speech:
• The actual words of the speaker are put within inverted commas (" ").
• A comma is placed after the introductory verb.
• The words in the Reported Speech start with a capital letter.

Note the following points about Indirect Speech:
• The Reported Speech is not put within inverted commas.
• The Reporting Verb is not followed by a comma.
• The tense of the verb usually changes, if the reporting verb is in the past.
• If the introductory verb is in the present or the future tense, the verb in the indirect speech is not changed.

Rules for changing Direct speech (D.S.) into Indirect speech (I.S.)

Rule 1: If the reporting verb is in the Present or Future tense (e.g., say, will say) there is no change in the tense of the verb in the indirect speech.

Ananya says, “I eat a mango”. (D.S.)
Ananya says that she eats a mango. (I.S.)

Rule 2: If Reporting Verb is in the Past Tense, the tense of the verbs in the reported speech or indirect speech must be generally changed.

1. Present tense in the direct becomes past tense.
   Jatin said, “I write a letter”. (D.S.)
Jatin said that he wrote a letter. (I.S.)

2. Past tense in the direct becomes past perfect or remains unchanged.
Alka said, “I brought a pen yesterday”. (D.S.)
Alka said that she had brought a pen the day before. (I.S.)

3. Present continuous in the direct becomes past continuous.
John said, “I am going to church”. (D.S)
John said that he was going to church. (I.S)

4. Past continuous in the direct becomes past perfect continuous.
Neelu said to me, “I was playing hopscotch”. (D.S)
Neelu told me that she had been playing hopscotch. (I.S)

5. Present perfect in the direct becomes past perfect.
Kasim said, “I have done my home work”. (D.S)
Kasim said that he had done his home work. (I.S)

6. Present perfect continuous in the direct becomes past perfect continuous.
He said, “I have been reading a story”. (D.S)
He said that he had been reading a story. (I.S)

7. 'Will' and 'Shall' are changed to 'would'.
He said, “I will go to Bhopal tomorrow”. (D.S)
He said that he would go to Bhopal the next day. (I.S)

8. 'May', 'can' and 'must' change to 'might', 'could' and 'had to/ must' respectively.
Jhanvi said, “I must go now”. (D.S)
Jhanvi said that she must (or had to) go then. (I.S)

It is important to note that if the direct speech contains the Universal Truth, the tense of the indirect speech remains unchanged even if the reporting verb is in the past.

**Examples:**

a. The teacher said, “The sun rises in the east”. (D.S)
b. The teacher said that the sun rises in the east. (I.S)

**Rule 3:** The adverbs of nearness should be put into those of distance.

<table>
<thead>
<tr>
<th>DIRECT SPEECH</th>
<th>INDIRECT SPEECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>now</td>
<td>then</td>
</tr>
<tr>
<td>here</td>
<td>there</td>
</tr>
<tr>
<td>here after</td>
<td>there after</td>
</tr>
<tr>
<td>this</td>
<td>that</td>
</tr>
<tr>
<td>these</td>
<td>those</td>
</tr>
<tr>
<td>ago</td>
<td>before</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>thus</td>
<td>so</td>
</tr>
<tr>
<td>today</td>
<td>that day</td>
</tr>
<tr>
<td>tonight</td>
<td>that night</td>
</tr>
<tr>
<td>last night</td>
<td>the previous night</td>
</tr>
<tr>
<td>yesterday</td>
<td>the day before (or) the previous day</td>
</tr>
<tr>
<td>tomorrow</td>
<td>the next day (or) the following day</td>
</tr>
<tr>
<td>last week</td>
<td>the week before (or) the previous week</td>
</tr>
<tr>
<td>next week</td>
<td>the week after (or) the following week</td>
</tr>
<tr>
<td>last month</td>
<td>the month before (or) the previous month</td>
</tr>
<tr>
<td>next month</td>
<td>a month after</td>
</tr>
<tr>
<td>hither</td>
<td>thither</td>
</tr>
<tr>
<td>hence</td>
<td>thence</td>
</tr>
</tbody>
</table>

**Try Out 1!**

Convert the following sentences into reported speech:

1. She says, “I am taking music lesson.”
2. He says to me, “You have always helped me.”
3. They will say, “We are allowed to attend the lectures.”
4. The teacher said to us, “An octagon has eight sides.”
5. My mother said, “However long the night the dawn will break.”
6. He said, “To err is human and to forgive is divine.”
7. I said, “Air is a mixture of gases.”
8. She said, to you, “India became independent on 15th August in 1947.”

**Try Out 2!**

Convert the following into indirect speech:

1. I said to her, “Sneha helps me in studies.”
2. He said to me, “It may rain today.”
3. She said to him, “My mother will return from Mumbai tomorrow.”
4. Gaurav said, “Rajesh has worked hard to succeed.”
5. The leader said, “We shall die for the sake of our country.”
6. He said to you, “They did not attend the class.”
7. Manu said to me, “I am playing Pokemon game.”
8. He said to him, “You do not do your work carefully.”
9. She said to him, “Rishit was swimming in the pool.”
10. I said to her, “I bought a dress for you.”
11. Ashi said to her mother, “We enjoyed story weaving activity at school.”
12. Shlok said, “Ma’am we have learnt the use of conjunctions very well.”
13. He said to you, “I was not feeling well last night.”
14. The boy said to me, “You had asked us to be ready for test.”
15. I said to him, “Nitin will have learnt contemporary dance.”
16. She said, “I should have told you the news.”

**Learn the following table:**

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>is/am/are</td>
<td>was/were</td>
</tr>
<tr>
<td>was/were</td>
<td>had been</td>
</tr>
<tr>
<td>had been</td>
<td>no change</td>
</tr>
<tr>
<td>has/have</td>
<td>had</td>
</tr>
<tr>
<td>had</td>
<td>no change</td>
</tr>
<tr>
<td>do/does</td>
<td>did</td>
</tr>
<tr>
<td>did</td>
<td>had done</td>
</tr>
<tr>
<td>had done</td>
<td>no change</td>
</tr>
<tr>
<td>will/shall</td>
<td>would</td>
</tr>
<tr>
<td>may/can</td>
<td>might/could</td>
</tr>
<tr>
<td>would/should/might</td>
<td>no change</td>
</tr>
<tr>
<td>could/used to/ought</td>
<td>no change</td>
</tr>
<tr>
<td>must</td>
<td>had to</td>
</tr>
</tbody>
</table>

**Rules for Statement (or) Assertive Sentences**

(i) Remove the quotation marks in the statement.
(ii) Use the conjunction 'that'.
(iii) Change the reporting verb 'say to' into 'tell'.
(iv) Change the reporting verb 'said to' into 'told'.

**Examples:**

a. “I will work hard to get first class,” said Lata. (D.S.)
   Lata said that she would work hard to get first class. (I.S.)

b. “You can do this work,” said Tanvi to Manvi. (D.S.)
   Tanvi told Manvi that she could do that work. (I.S.)

c. He says, “I am glad to be here this evening”. (D.S.)
   He says that he is glad to be there that evening. (I.S.)
d. “I'm going to the library now,” said Deepali. (D.S.)  
Deepali said that she was going to the library then. (I.S.)

**Rules for Imperative Sentences (Order or Request)**

(i) Remove the quotation mark in an Imperative sentence.
(ii) Use 'to' if it is an affirmative sentence. (without don't)
(iii) Use 'not to' if the sentence begins with Don't.
(iv) Don't use 'that'.
(v) Omit the word 'please'. Use the word 'request' instead of 'say'.
(vi) If the direct speech contains a request or a command, the reporting verb (say, said) is changed to tell, request, order, command, etc., in its correct tense.

**Examples:**

a. “Don't talk in the class”, said the teacher to the boys. (D.S.)  
The teacher advised the boys not to talk in the class. (I.S.)

b. “Please give me something to eat. I am hungry,” the old man said to them. (D.S.)  
The old man requested them to give him something to eat and said that he was hungry. (I.S.)

c. “Be careful,” said he to her. (D.S.)  
He ordered her to be careful. (I.S.)

d. “Bring me a cup of tea,” said Nel to Andy. (D.S.)

Nel asked Andy to bring him a cup of tea. (I.S.)

e. She said to me, “Let us go to a park.” (D.S.)

She proposed to me that we should go to a park. (I.S.)

f. I said to him, “Let me come in.” (D.S.)

I requested him that I might be allowed to come in. (I.S.)

g. She said, “Let me take some rest.” (D.S.)

She wished that she might take some rest. (I.S.)

**Rules for Interrogative Sentences (Questions)**

(i) Remove the quotation marks and question mark in the interrogative sentence.
(ii) Use ‘if’ or ‘whether’ if the sentence inside the quotation marks begins with a helping verb (Auxiliary verb).
(iii) Use the given interrogative word (what, when, where, why, who, whom, whose, which, now, etc.) if it does not begin with the helping verb.
(iv) Don't use ‘that’.
(v) Changing the reporting verb (say, said) into ‘ask’ or ‘enquire’ in its correct tense.
(vi) Omit helping verb like ‘do, does, did’. But don’t omit them when they are with ‘not’.

Superb English Grammar - 8
Examples:

a. “Won't you help me to carry this box?” said I to my friend. (D.S.)
   I asked my friend if he would not help me to carry that box. (I.S.)

b. Mohan said to Sita, “Why did not you attend the meeting yesterday”? (D.S.)
   Mohan asked Sita why she had not attended the meeting the day before. (I.S.)

c. “How often do you go to the drama classes?” said Deepali to Ankita. (D.S.)
   Deepali asked Ankita how often she went to the drama classes. (I.S.)

d. Mahmud said to Sanya, “Do you like oranges?” (D.S.)
   Mahmud asked Sanya if she liked oranges. (I.S.)

Rules for Exclamatory Sentences

(i) Change the exclamatory sentence into statement or Assertive.
(ii) Remove the quotation marks and exclamatory mark.
(iii) Use the conjunction 'that'.
(iv) Omit the interjections such as Oh, O, Alas, how, what, hurrah.
(v) Add the word 'very' to the adjective or adverb if necessary.
(vi) If the verb is not given, use 'be' form verb (is, was, are, were, am) in its correct tense according to the subject.
(vii) Change the reporting verb (say, said) to ‘exclaim joyfully’.
(viii) Use 'exclaim sorrowfully' for sorrowful incidents.

Examples:

a. “Wow, what a beautiful flower that is!” said she. (D.S.)
   She exclaimed joyfully that that was a very beautiful flower. (I.S.)

b. “What a horrible sight!” we all exclaimed. (D.S.)
   We all exclaimed that it was a very horrible sight. (I.S.)

c. “Alas! I have broken my brothers watch.” said he.
   He exclaimed sorrowfully that he had broken his brothers watch. (I.S.)

d. “How charming she is!” said Bob. (D.S.)
   Bob exclaimed joyfully that she was very charming. (I.S.)

e. We said to Shweta, “Many happy returns of the day!” (D.S.)
   We wished Shweta many happy returns of the day. (I.S.)

f. The captain said to the goalkeeper, “Bravo! well done!” (D.S.)
   The captain applauded the goalkeeper. (I.S.)

g. She said, “May you live long!” (D.S.)
   She wished that I might live long. (I.S.)
H. He said to me, “Thank you for your help!” (D.S.)
He thanked me for my help. (I.S.)

Points to remember:
- Alas! changes into ‘exclaimed with sorrow’.
- Hurrah! changes into ‘exclaimed with joy/happiness’.
- Oh! changes into ‘exclaimed with regret’.
- Ouch! changes into ‘exclaimed with pain’.

Try Out 3!

Complete the sentences in reported speech:

1. John said, “I love this town.”
   John said ………………………………………………………………..
2. "Do you like soccer?”, he asked me.
   He asked me …………………………………………………………………
3. “I can’t drive a lorry,” he said.
   He said ………………………………………………………………………..
4. “Be nice to your brother,” he said.
   He asked me …………………………………………………………………
5. “Don’t be nasty,” he said.
   He urged me …………………………………………………………………
6. “Don’t waste your money,” she said.
   She told the boys ………………………………………………………………..
7. “What have you decided to do?” she asked him.
   She asked him ……………………………………………………………………
8. “I always wake up early,” he said.
   He said …………………………………………………………………………
9. “You should revise your lessons,” he said.
   He advised the students …………………………………………………………..
10. The teacher says, “If you work hard, you will pass.”
    The teacher says that if you work hard, you ……………………………………
11. He said, “I have won.”
    He said that ………………………………………………………………………
12. He said, “Let’s wait for her return.”
    He ………………………………………………………………………….. wait for her return.
13. Alice said, “How clever I am!”
   Alice ……………………………………………… how clever ……………………………………………………...
14. “Which way did she go?” asked the young man.
   The young man ………………………………………………………………………………………………………
15. He said to me, “Where are you going?”
   He asked me …………………………………………………………………………………………………………...
   She ………………………………………………………… wait there till she returned.

Try Out 4!

Change the following into indirect speech:

1. I said to you, “He does not write neatly.”
2. She said to me, “Do your work properly?”
3. He said to her, “Stop making excuses.”
4. The teacher said to us, “Be ready for the contest.”
5. I said to him, “Don’t pluck flowers.”
6. Ruchi said to Manu, “Don’t temper with electric appliances.”
7. He said to you, “Why are you wasting my time?”
8. She said to me, “When will you submit your report?”
9. I said to my brother, “Where were you this morning?”
10. The teacher said to Anushka, “Who were you waiting for?”
11. She said to me, “Do you always get up early?”
12. The students said to the teacher, “Will you explain the topic again?”
13. Shreya said to him, “Can you take me to market now?”
14. The policeman said to me, “Are you having your driving license?”
15. Sweety said to the watchman, “Did you find the key of my scooty anywhere?”
16. We said, “Don’t speak so loudly.”
17. “March ahead, my brave soldiers,” the General said.
18. The beggar said to me, “Please give me something to eat.”
19. Rajan said, “Alas! He has failed in all his attempts.”
20. He said to her, “Why did you tell a lie?”
21. My mom said, “Who was your class teacher last year?”
22. “Would you mind closing the door?” he said.
23. Aman said to her, “Which is the shortcut to the bank?”
24. My friend said to me, “Why have you come so late?”
25. Kashish said to you, “Where are you going?”
26. I said to Sangam, “Let’s go to the Old Fort.”
27. She said to me, “Let’s write a story.”
28. He said to them, “May you always flourish!”
29. I said to Prabhat, “Happy birthday to you!”
30. Ruchika said to me, “May all your wishes be fulfilled!”

Try Out 5!
Read the following dialogue and then complete the paragraph that follows:

Vipul : I am fond of milk and ghee.
Sahil : Do you belong to some village?
Vipul : Yes, I was born and brought up in village Shahpur.
Sahil : Where is this village located?
Vipul : It is near Kalanaur, if you know Kalanaur.
Sahil : Let us visit your village sometime.

Vipul told Sahil that he .......................................................... Sahil asked him if .......................................................... Vipul confirmed by saying .......................................................... Sahil wanted to know .......................................................... Vipul told him that .......................................................... Sahil suggested ..........................................................

Try Out 6!
Report the following conversation in your own words (in indirect speech):

Ritu : I am planning to write a play.
Rahul : Wow! This is great. Have you decided the theme for the play?
Ritu : I think that child labour is a burning issue.
Rahul : Yes, it is a harsh reality of our society.
Ritu : Can you suggest me some opening lines?
Rahul : Let’s sit together and write.
Ritu : Okay, we shall start it in the next period.
Rahul : That’s fine.

Try Out 7!
Read the given dialogues and then complete the following:

Amrit : Could you possibly look after my bag?
Bhumi : I’m sorry I’m getting off at the next station. That boy may be able to.
Amrit : Never mind, I’ll carry it to the restaurant car.
Amrit : I wonder if you could lend me your bike for some time.
Bhumi : I’m afraid I can’t. I’m getting ready to go to the town.
Amrit: That's all right, I'll go by bus.

Amrit asked Bhumi (a) ................................................................. possibly look after his bag. Bhumi (b) .................................................. off at the next station and suggested that (c) ........................................ be able to. Amrit said never mind and that (d) ......................................................... it to the restaurant car. Amrit (e) .......................................................... Bhumi (f) .................................................. Amrit her bike for some time. Bhumi (g) .......................................................... not as (h) ...................................................... to go to the town. Amrit (i) .......................................................... all right and that (j) .............................................. by bus.
Figures of Speech are a part of technical English writing. These devices can be termed as either literary elements or literary techniques. In almost every story, poem or say, a piece of writing, figures of speech can be used to analyze and interpret.

Some of the common figures of speech are as follows:

1. **Alliteration**: Repetition of words or sounds or first syllables of a sequence of words and/or phrases, whether it is a consonant sound or a specific vowel group, is called alliteration.
   - **Examples:**
     - The fellow freed from furrow
     - The whispering willows weeding

2. **Simile**: Comparison of two unlike quantities by using the words ‘like,’ ‘as,’ or ‘than’ is called a simile.
   - **Examples:**
     - The puppy was as cute as a baby.
     - The glass slipper looked like a crystal.

3. **Metaphor**: The comparison of one thing with another without the use of any particular term such as ‘like’ or ‘as’ is called a metaphor.
   - **Examples:**
     - My brother was boiling mad (he was too angry).
     - “Life is but a walking shadow” from Shakespeare’s *Macbeth*.

4. **Personification**: In personification, inanimate objects or abstract concepts describe human characteristics and emotions.
   - **Examples:**

**NOTE:** Many a times confusion takes place between a metaphor and a simile.

A **metaphor** shows the direct relationship where one thing is another, for e.g. “Her voice is music to his ears.”

A **simile**, on the other hand, is indirect and usually similar to something else. In similes, usually, ‘like’ or ‘as’ is used, for e.g. “Life is like a box of chocolates, you never know what you’re going to get.”
"The sun smiled down at her."
Here, we can see that a sun cannot actually smile. Therefore, it is being personified.
“Snowflakes danced.”

5. **Hyperbole**: In hyperbole, exaggeration is used for emphasizing. It is used to create emphasis or effect.
   **Examples:**
   It cost a billion dollars.
   She is older than dirt.

6. **Imagery**: Imagery is a literary device that creates images in the reader’s mind while reading.
   **Examples:**
   It was dark and dim in the forest.
   The girl ran her hands on a soft feather.

7. **Irony**: Irony stresses upon the contrast between the things depicted literally and the way they actually are.
   **Examples:**
   The butter is as soft as a marble piece.
   Oh great! Now you have torn my new dress.

8. **Onomatopoeia**: The use of words like *pop, hiss, booing*, etc., which is an imitation of the sound that it represents.
   **Examples:**
   The gushing stream flows in the forest.
   The whispering ghosts move in the castle.

9. **Oxymoron**: The combination of two contradictory terms.
   **Examples:**
   Living death
   In order to lead, you must walk behind.

10. **Paradox**: A statement that seems contradictory to expectations but often expresses a deeper truth.
    **Examples:**
    Wise fool.
    I’m nobody.

11. **Pun**: A pun creates a humorous effect where one word conveys two meanings at the same time.
    **Examples:**
    A horse is a very stable animal.
    What is the difference between a conductor and a teacher? The conductor minds the train and a teacher trains the mind.
12. **Climax:** The particular time in a story, play or plot is referred to as the climax. It represents the point at which conflict and tension holds the highest point.

**Examples:**
Cinderella places her foot in the glass slipper and achieves a perfect fit. Upon this revelation, she wins the marriage of the prince.

Martin Luther King addresses in *I Have a Dream*, “The note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of Life, Liberty and the pursuit of Happiness.”

13. **Repetition:** In repetition, a specific word, phrase or structure is repeated several times to lay emphasize on a particular idea.

**Examples:**
Read the given lines from T.S. Elliot’s *Ash-Wednesday*:
Because I do not hope to turn back
Because I do not hope
Because I do not hope to turn...

14. **Satire:** A satire is a practice of making fun of human foolishness or a flaw in character.

**Examples:**
Read the given lines from Mark Twain’s *Huckleberry Finn*:
“What’s the use you learning to do right, when it's troublesome to do right and it's no trouble to do wrong, and the wages is just the same?”

**Try Out 1!**

**Identify the figure of speech used in each sentence below.**

1. The camel is the ship of the desert.
   a) Metaphor ☐  b) Simile ☐  c) Oxymoron ☐  d) Epigram ☐

2. Death lays its icy hands on Kings.
   a) Epigram ☐  b) Antithesis ☐  c) Metaphor ☐  d) Personification ☐

3. Men may come and men may go, but I go on forever.
   a) Alliteration ☐  b) Hyperbole ☐  c) Oxymoron ☐  d) Apostrophe ☐

4. O death! Where is thy sting? O grave! Where is thy victory?
   a) Oxymoron ☐  b) Hyperbole ☐  c) Metaphor ☐  d) Apostrophe ☐

5. Life is as tedious as a twice-told tale.
   a) Simile ☐  b) Metaphor ☐  c) Hyperbole ☐  d) Apostrophe ☐

6. Variety is the spice of life.
   a) Metaphor ☐  b) Simile ☐  c) Hyperbole ☐  d) Antithesis ☐
7. Pride goeth forth on horseback, grand and gay.
   a) Personification  
   b) Hyperbole  
   c) Apostrophe  
   d) Metaphor  

8. O Solitude! Where are the charms that sages have seen in thy face?
   a) Personification  
   b) Apostrophe  
   c) Hyperbole  
   d) Antithesis  

9. Here is the smell of blood still; all the perfumes of Arabia will not sweeten this little hand.
   a) Hyperbole  
   b) Antithesis  
   c) Personification  
   d) Metaphor  

10. It cracked and growled and roared and howled.
    a) Oxymoron  
    b) Onomatopoeia  
    c) Metaphor  
    d) Simile  

11. All the world's a stage.
    a) Simile  
    b) Metaphor  
    c) Repetition  
    d) Irony  

12. I am silver and exact. I have no preconceptions. (The Mirror)
    a) Apostrophe  
    b) Personification  
    c) Epigram  
    d) Metaphor  

Conjunctions are the words which are used to join other words, groups of words or sentences. They make the sentences more compact. They are also called linking words or joining words.

Read these examples.

a. He is smart. He is active.
   (He is smart and active.)

b. He is handsome. He is stupid.
   (He is handsome but stupid.)

c. Can you swim? Can you skate?
   (Can you swim or skate?)

d. He liked her. He married her.
   (He liked her so he married her.)

e. He married her. He liked her.
   (He married her because he liked her.)

Points to remember:
- We use 'and' to join similar facts.
- We use 'but' to join contrasting statements.
- We use 'or' to express choice between two alternatives.
- We use 'so' to express the result of previous action.
- We use 'because' to express the reason for some thing.

Types Conjunctions

1. **Coordinating Conjunctions**: A conjunction used to join two independent statements of equal importance is called a Coordinating Conjunction. It usually comes between the words, phrases or clauses it joins.

   **and, but, or, yet, so, for, not only..... but also, either.... or,** etc. are coordinating conjunctions. When we use these conjunctions, we may leave out some words that are repeated.
Examples:
  a. He went to the shop and bought some pens.
  b. He went to the shop but could not find his favourite brand of pens.
  c. You can use this pen or buy another one.
  d. He was tired, yet he went to another shop.
  e. Neither he nor his brother finished the task.

2. **Subordinating Conjunctions:** A conjunction used to join a clause to another, on which it depends for its full meaning, is called a subordinating Conjunction. It joins the subordinate clause to the main clause. After, as, because, if, though, although, till, before, unless, then, when, where, while, etc. are subordinating conjunctions. These conjunctions always come at the beginning of the subordinate clause. When the subordinate clause comes first, we put a comma after the clause.

Examples:
  a. I told them that I was not feeling well.
  b. He left for the office when the rain stopped.
  c. We work so that we may support each other financially.
  d. He will not work unless he is compelled.
  e. As she was absent, I had to take her notes.
  f. Since you say so, I must believe your story.

The Conjunctions which are used in pairs are called **Correlative Conjunctions.** Either... or, neither... nor, both... and, though... yet, whether...or, not only....but also, etc. are correlative conjunctions.

Examples:
  a. This story is neither by Anita Desai nor by Vikram Seth.
  b. Leonardo Da Vinci was not only a great painter but also a great inventor.
  c. Though he made many sculptures and paintings, yet he is most remembered for Mona Lisa.
  d. We both love and honour Dr. APJ Abdul Kalam.
  e. As the morning is, so is the day.
  f. Such was his appeal that everyone loved him.

**Try Out 1!**

**Fill in the blanks with suitable conjunctions:**

1. He behaves .................. he knows everything.
2. He is not .................. talented .................. you think.
3. .......................... the stars .......................... the moon were shining last night. It was totally dark.
4. Submit your I-card .......................... fill the form.
5. Show me .......................... your I-card .......................... your driving license.
6. .......................... you want to make a difference in someone's life, you don't need to be rich, brilliant .......................... perfect. You just have to care.
7. .......................... you can dream it, you can do it.
8. Difficulties in your life don't come to destroy you, .......................... to help you realize your hidden potential.
9. Hard work beats talent .......................... talent doesn't beat work hard.
10. Follow your heart .......................... take you brain with you.
11. .......................... your cat .......................... your dog has done the mischief.
12. .......................... her parents .......................... her teachers .......................... contributed towards her success.

Try Out 2!

Join sentences using the given conjunctions:
1. The birds fly away. The cage is opened. .......................... (when)
2. The cage was open. The bird flew away. .......................... (so)
3. His condition was poor. He lost hope. .......................... (so.... that)
4. He broke his own record. He broke the national record. .......................... (not only........... but)
5. He must take medicine. He will fall ill. .......................... (or)
6. I take exercise daily. I want to stay healthy. .......................... (because)
7. She took off her coat. She entered the house. .......................... (as soon as)
8. He was annoyed. He kept quiet. .......................... (still)
9. He was annoyed. He started fighting. .......................... (so)
10. He is stupid. His brother is more stupid. .......................... (than)
11. Make haste. You will be late. .......................... (or)
12. The bell rang. The children got ready for prayer. .......................... (as soon as)
13. It was an expensive ring. She immediately decided to purchase it. .......................... (though)
14. Sometimes I have headache. I take ginger tea. .......................... (whenever)
15. They won't help you. You request them. .......................... (even if)
16. He spends money carelessly. He will soon be a bankrupt. .......................... (since)

Try Out 3!

Error finding:
1. She spent money as of she were a millionaire. .......................... ______________________________
2. Is that story true and false? .......................... ______________________________
3. I ran fast and missed the train. .......................... ______________________________
4. Don't mind or they talk rudely. .......................... ______________________________
5. As it is an old car, it doesn't need much repair. .......................... ______________________________
6. Although you sow, so shall you reap. .......................... ______________________________
7. No sooner had I entered the office then I heard the announcement. .......................... ______________________________
8. He ran so fast then he broke the record. .......................... ______________________________
An **idiom** is a phrase that has a meaning of its own but it cannot be understood from the meanings of its individual words. Here are some examples:

(a) **To be fed up with** means to be tired and annoyed with something that has been happening for too long.

(b) **To rub someone the wrong way** means to irritate someone.

(c) **By the skin of your teeth** means that something was successful, but only just barely. She passed the test by the skin of her teeth, means she almost didn’t pass.

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. They are a traditional method of passing the wisdom and experience of our ancestors to us. Here are some examples:

(a) Don’t cry over spilled milk.

(b) Those who live in glass houses shouldn’t throw stones.

(c) A stitch in time saves nine.

**You should know that the study of proverbs is called Paremiology.**

Like idioms, proverbs often have a meaning that is greater 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 learned or heard them before. Proverbs can be related to life, relationships, love, business or religion and are usually presented in an easy to remember rhyming words.

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.

Both idioms and proverbs are part of our daily speech. Many are very old and have interesting histories.

**“An apple a day keeps the doctor away.”**

This proverb comes from the ancient Romans, who believed the apple had magical powers to cure illness.
In fact, apples are filled with vitamin C, protein, pectin, natural sugars, copper and iron. They do promote health.

“Dot the i’s and cross the t’s.”

When only handwritten documents were used, it was very important for the clerk to write everything properly, especially letters like i and t, which could easily be confused. The idiom has since come to mean paying attention to every little detail.

### Here are some popular idioms with their meaning and usage:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>with open arms</td>
<td>with a warm welcome</td>
</tr>
<tr>
<td>2.</td>
<td>won his laurels</td>
<td>acquired glory or distinction</td>
</tr>
<tr>
<td>3.</td>
<td>within an ace of</td>
<td>on the point of (defeated very neatly)</td>
</tr>
<tr>
<td>4.</td>
<td>set one’s face against</td>
<td>strongly opposed</td>
</tr>
<tr>
<td>5.</td>
<td>not worth one’s salt</td>
<td>good for nothing</td>
</tr>
<tr>
<td>6.</td>
<td>to meet trouble halfway</td>
<td>to worry about trouble before it comes</td>
</tr>
<tr>
<td>7.</td>
<td>burnt his fingers</td>
<td>got himself into trouble</td>
</tr>
<tr>
<td>8.</td>
<td>at issue</td>
<td>in dispute</td>
</tr>
<tr>
<td>9.</td>
<td>from hand to mouth</td>
<td>without any provision for future</td>
</tr>
<tr>
<td>10.</td>
<td>in the nick of time</td>
<td>just at the right moment</td>
</tr>
<tr>
<td>11.</td>
<td>in the long run</td>
<td>for a long period</td>
</tr>
<tr>
<td>12.</td>
<td>hand and glove</td>
<td>very close to someone</td>
</tr>
<tr>
<td>13.</td>
<td>put in mind</td>
<td>remind</td>
</tr>
<tr>
<td>14.</td>
<td>off and on</td>
<td>occasionally</td>
</tr>
<tr>
<td>15.</td>
<td>not in voice</td>
<td>unable to sing well</td>
</tr>
<tr>
<td>16.</td>
<td>make one’s mark</td>
<td>achieve something</td>
</tr>
<tr>
<td>Idiom</td>
<td>Meaning</td>
<td>Example</td>
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<tr>
<td>--------------------------------------------</td>
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<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>17. make up one's mind</td>
<td>decide</td>
<td>He made up his mind to be a doctor.</td>
</tr>
<tr>
<td>18. 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>19. hang together</td>
<td>consistent with each other</td>
<td>These two sentences do not hang together.</td>
</tr>
<tr>
<td>20. without reserve</td>
<td>fully</td>
<td>The judge accepted lawyer’s statement without reserve.</td>
</tr>
<tr>
<td>21. give himself airs</td>
<td>behaving arrogantly</td>
<td>Shatrughan had been giving himself airs.</td>
</tr>
<tr>
<td>22. make a pile</td>
<td>make a fortune</td>
<td>He has been making a pile in this business.</td>
</tr>
<tr>
<td>23. see eye to eye</td>
<td>agree completely</td>
<td>Yadvender will not see eye to eye with me.</td>
</tr>
<tr>
<td>24. cut someone short</td>
<td>interrupt</td>
<td>While Lalit was speaking, his teacher cut him short.</td>
</tr>
<tr>
<td>25. take stock of</td>
<td>to survey, examine</td>
<td>After the function, the Principal ordered the staff to take stock of the whole programme.</td>
</tr>
</tbody>
</table>

**Try Out 1!**

Choose the correct options to express the meanings of the given idioms:

1. ‘To make one's mark’ means ..............................
   - to achieve something ☐
   - to colour something ☐
   - to interrupt ☐

2. ‘Off and on’ means .................................
   - never ☐
   - occasionally ☐
   - always ☐

3. ‘He was received with open arms’ means he was ..............................
   - given an arm ☐
   - given a warm welcome ☐
   - opposed ☐

4. ‘The cat is out of the bag’ means ..............................
   - The cat ran away ☐
   - the secret is given away ☐

5. ‘To be fed up’ with means ..............................
   - to irritate someone ☐
   - to feed someone ☐
   - to be annoyed with something ☐

6. ‘To cut someone short’ means ..............................
   - to reduce someone's height ☐
   - to interrupt ☐
   - to examine ☐

7. ‘In a nutshell’ means ..............................
   - briefly ☐
   - covered ☐
   - directly ☐

8. ‘If you are seeing someone eye to eye’ means you ..............................
   - are angry ☐
   - agree completely ☐
   - arrogant ☐
Some idioms and their meanings are given below. Frame sentences using them:

1. Carry on : to continue
2. egg on : to encourage or to urge on
3. give up : to stop trying
4. put up with : to tolerate
5. to add fuel to fire : to give another cause for anger
6. to flog a dead horse : to waste one's energy
7. to grease the palm : to bribe
8. to keep one's fingers crossed : to wait anxiously
9. a fair-weather friend : a friend in prosperity only
10. in the nick of time : at the exact time

Read some common proverbs and their explanation:

1. A stitch in time saves nine: A timely effort prevents extra work later.
2. A friend in need is a friend indeed: A true friend will always stand by you in times of need.
3. As you sow, so shall you reap: You get what you deserve.
4. A rolling stone gathers no moss: A person who keeps moving from place to place does not acquire relations or possessions.
5. A bird in hand is worth two in the bush: It is better to keep what you have rather than look for something else.
6. Appearances are deceptive: Do not judge people by their looks, they may not be as good as they appear.
7. An apple a day keeps the doctor away: Eating an apple daily keeps you healthy.
8. Absence makes the heart grow fonder: When we are separated from the people we love, we value them more.
9. A cat has nine lives: A cat is a very sturdy animal and can survive many accidents or injuries.
10. A bad workman blames his tools: A person who is at fault will try and make lame excuses.
11. Barking dogs seldom bite: A person who keeps giving threats, often is not capable of carrying them out.
12. Better late than never: It is always better to do a thing even if you are late, than not doing it at all.
13. Beggars can't be choosers: A needy person has to accept whatever is offered without complaining.
14. Blood is thicker than water: Family ties are always stronger than any other relationship.
15. Birds of a feather flock together: People with similar interests prefer to stay together.
16. **Beware of Greeks bearing gifts**: Beware of your enemy even if they show goodwill.

17. **Early to bed and early to rise, makes a man healthy, wealthy and wise**: A person who sleeps in time and gets up early, is benefitted in every way.

18. **Every cloud has a silver lining**: There is hope in every situation.

19. **Empty vessels make much noise**: People who are foolish talk the most.

20. **God helps those who help themselves**: Success comes to those who work for it.

21. **Honesty is the best policy**: One should develop the habit of speaking the truth as it keeps you out of trouble.

22. **Look before you leap**: Think before you do something.

23. **Life is not a bed of roses**: Life is never easy for anybody.

24. **Money does not grow on trees**: Value money, as it is not easily earned.

25. **Once bitten, twice shy**: Because of a bad experience, we tend to avoid similar people or situations which can lead to trouble.

26. **People who live in glass houses should not throw stones**: People who are at fault should not point a finger at others.

27. **Prevention is better than cure**: It is better to be careful and prevent something from happening, rather than rectifying the damage later.

28. **Practise what you preach**: Follow the advice that you give to others.

29. **Rome was not built in a day**: Every task takes time to get accomplished and one should not expect overnight results.

30. **Spare the rod and spoil the child**: If a child is not punished for his mistake, he will never learn.

31. **Time heals all wounds**: The impact of a bad memory diminishes with time.

32. **The early bird catches the worm**: The person, who comes first, gets the best option.

33. **Two blacks don’t make a white**: You cannot justify your mistakes because somebody else has also done the same.

34. **Too many cooks spoil the broth**: When many people are involved in a task, it cannot be done properly.

35. **Time is money**: We must not waste time as it is the most valuable.

36. **When the cat is away, the mice will play**: People take advantage when the person in authority is not around.

37. **When in Rome, do as the Romans do**: Behave in the way people around you do.

38. **Where there is a will, there is a way**: If a person is determined to do something, he or she will find a way to accomplish it.

39. **You scratch my back, I will scratch yours**: You help me and I will help you in return.

40. **You are what you eat**: The kind of food that you choose to eat affects your well-being.
Try Out 3!

“All that glitters is not gold” means “all that appears beautiful or tempting may not necessarily be good for us.”

Now think of an instance when you bought something because you were tempted and it turned out to be waste/useless. Share your experience with your classmates.

Try Out 4!

Fill in the blank in each sentence with a suitable word to complete the proverb:

1. Two wrongs ..................... make a right.
2. Ignorance is ......................
3. A rolling stone gathers no ......................
4. If you want a friend, be a ......................
5. It’s no use ...................... over spilt milk.
6. Justice delayed is ...................... denied.
7. Knowledge is ......................
10. A smooth sea ...................... a skillful mariner.

Try Out 5!

Write the meanings of the given proverbs in your own words:

2. Every cloud has a silver lining.
3. Absence makes the heart grow fonder.
4. Two black don’t make a white.
5. Too many cooks spoil the broth.

Show and Tell!!!

Gather in groups of three or four students and enact a short skit based on the proverb of your choice. You may have dialogues which will help your classmates understand what you are trying to convey. The rest of the class has to guess the correct idiom. Observe the given idiom cards for a start.
Speaking is an art of communication with others. It is mostly productive and generally takes place in a pair or in a group. Conveying one’s thoughts by the medium of words and expressions of feelings, ideas, etc. is speaking.

**Tips to Improve Speaking Skills**
1. One should not be nervous while speaking. Speak confidently.
2. Maintain your speed as your fast pace will make it difficult for the listener to understand.
3. Ignore the mistakes and don’t feel nervous.
5. Communicate with your kins in English so as to build confidence. This is the most effective way to improve your speaking skills.
6. Read new words in a dictionary. Read articles, journals, magazines, etc. to learn new words and enhance vocabulary.

We need to enhance our speaking skills to display our best in many activities like-

- ✔ Story Telling
- ✔ Simulations
- ✔ Impromptu Speech
- ✔ Extempore Speech
- ✔ Group Discussion
- ✔ General Conversation

**Story Telling**

This activity develops narrative skills. Story telling is an excellent way of developing intonation and rhythm. There are several variants of storytelling activities.

**Collaborative Story Telling**

This is a whole group activity where all the members of the group collaborate and create different parts of a story on a given situation, theme or character.

**Chain Story Telling**

This is another whole group activity. One member of the group starts a story and after a few lines, passes it on to another.
Turns are taken adding details, incidents, characters and descriptions in any way. However, the story thus produced has to have a beginning, a middle and an end. It must also have a conflict which is resolved in the end.

**Cue Based Story Telling**
In this activity, hints or cues are given around which a story has to be built. These cues could be in the form of notes on the whole story or just the beginning or the ending.

**Picture Based Story Telling:**
Here a picture or a set of pictures are given which are sometimes jumbled up. A story has to be built around those pictures.

**Effective story telling involves some tips:**
- Use facial expressions.
- Create sound effects.
- Wear symbolic costumes.
- Use some props.
- Pause at crucial moments.
- Vary the pace of the story to arouse interest and to build suspense, mystery, etc.
- Introduce interesting twists in the narrative.
- Add dialogues.
- Include expressions like—**long, long ago...**, **Once upon a time...**, **And guess what .......**, **What do you think happened next?......**, **Lived happily ever after and so on.**
- Add an element of irony, satire or humour.
- Wrap it up with a moral if necessary.

Simulations are just like role plays. The only difference is that simulations are comparatively elaborate and the role play is performed with the help of certain items which help in creating a realistic environment.

Simulations add up to confidence and give a sense of achievement.

**Impromptu Speech**
An Impromptu Speech is a speech which is made without any preparation or planning. It is a prompt response you generate to the given topic and tests your fluency, confidence and spontaneity.

Impromptu speeches are made in daily conversation, for eg:
- Explaining why you fared badly in the exams.
- Why you were late to school.

Do not panic, as no one expects you to deliver a perfect speech on the spur of the moment.
Just take a deep breath or two and speak whatever ideas come to your mind in as civilized manner as you can, before the time runs out.

**Extempore Speech**

Both Impromptu and Extempore Speeches are made ‘off-hand’ or on the spur of the moment. The only difference being that in an extempore its thought is prepared before hand but the language and treatment of the topic are invented as one speaks along.

The criterion for judgment remains more or less the same as in an impromptu speech except that marks are awarded for relevance and effectiveness of contents too.

**How to proceed?**
- Till it is your turn, spend the preparation time in jotting down as many points as come to your mind on a piece of paper.
- during the speaking time use them to build up your speech.
- make your speech as spontaneous as a conversation;
- make an eye-contact with the audience.

**Group Discussion**

Group discussion is fast emerging as the most popular teaching technique in the present day system of education at all levels.

**Initiating a Group Discussion**
- **Quotes**
  They are an effective way of initiating a group discussion.
- **Asking a question**
  It should not be directed towards any individual.
- **Facts and figures presented should be accurate**
  Approximation is allowed at macro level figures but micro-level figures should be correct and accurate.
- **A short story or an anecdote can be used**
  A short story/anecdote can be used to emphasize any view point on the subject of the group discussion.
- **A general statement can be used**
  We could use-before we say “Yes” or “No” to this proposal – this will help us to reach the conclusion more objectively.

**General Conversation**

Expressions are very useful in developing one’s speaking skills for effective communication in different situations.
### Meeting people known to you.
Hello! Good morning!
How are you?
Hi! How are you?
Where have you been all these days?
How is life?
Where on the earth have you been?

### Meeting people not known to you.
Have we met before? You look so familiar.
Your face looks familiar. Are you Mr. ........ by any chance?
I am your new neighbour.
I am new to this place.

### Family
How is your father?
How’s your father doing now?
How are people at home?
Is everything okay at home?
Has your grandpa recovered after the stroke?

### Recent events in a family
How is your new job?
How did the marriage go?
Were the marriage expenses within budget?
Have you been to your native place recently?
How are things over there?
What are you planning for the vacation?
What happened to the case over the land?

### Saying goodbye
Bye bye.
See you.
Take care.
It was nice talking to you.
Look after yourself.
Good night.

### Making requests
Could you please...?
Would you mind...?
Excuse me!
Just a moment please!
Could I have your attention please?
A word with you please!
Can I have a word with you?
Would you mind my saying a few words on this subject?

### Saying Yes/No to a request
<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>No problem</td>
<td>My apologies. I'm not available this afternoon.</td>
</tr>
<tr>
<td>Yes, sure.</td>
<td>I'm afraid, I'm not available this evening.</td>
</tr>
<tr>
<td>All right!</td>
<td>I'm afraid, I'm extremely busy today.</td>
</tr>
<tr>
<td>Certainly!</td>
<td>I'm awfully sorry. My humble apologies.</td>
</tr>
</tbody>
</table>

### Saying Thank-you
Thank-you.
Thanks.
Thanks a lot.
Many thanks.
Thank you very much for...
Thank you very much indeed.

### How to reciprocate when someone thanks you for something
It's okay.
You are welcome.
My pleasure.
No problem.
It was a great pleasure doing that.
Saying sorry
Sorry, I'm late.
I apologize for...
My humble apologies for....

Making a suggestion
Shall we?!
Let's ........
Why don't we/you?
We could..........?

Replying to a suggestion
Yes
Good idea.
Sure.
Awesome!
Sounds great!

No
Sorry, some of us may not agree to it.

Extending Invitations
Drop in some time.
Do call on us.
How about joining us for the party/dinner?
I would like to have company this evening.
Are you free?

Accepting invitations
Oh sure, I'll make it.
That sounds wonderful.
Thank you for your invitation.
Oh, that's nice.
I am looking forward to it.

Declining invitations
I'd love to, but I can't.
I'm sorry but I've a prior engagement that evening.
Thank you for your invitation but I don’t think I can make it.

Regards
Convey my regards to elders and love to children.
Tell him/her that I enquired.
Please convey my regards to your father.
Convey my love and affection to all.
Wish him/her all the best on my behalf.

Reacting to Good news
Simply superb.
Oh, what a marvellous piece of news you're giving!
Oh! I'm thrilled at the news you have just given.
This happy news calls for a treat.
Guy! This is what I had expected of you.
Heartiest congratulations!

Closing a conversation
It's been nice talking to you.
I really enjoyed talking to you.
This has been a fruitful discussion.
How about meeting some time again?
I am looking forward to meeting you again.
See you then.
Thank you for giving me company.
It was pleasure talking to you.

Try Out 1!

Say something in the following situations:
1. You are standing in a long queue. You see somebody breaking into it. You, who have been waiting for a long time, feel outraged; you are no longer able to control your emotions. How will you react?
2. You are at the end of a tea-party hosted by you. The guests are leaving. You want to thank them. What will you say?
3. Your friend is going on a long tour. You are at the airport to see him/her off. How will you bid him/her farewell?
4. You want to return an item that you are not satisfied with. What will you say?
In an institution, school or an industrial or corporate set up, it is very important for information to be rightly imparted. A notice is a formal means of communication that involves a public announcement made about an activity scheduled in the future. It is brief and crisp; directed straight to the target audience.

**An effective notice includes the following:**

- Name of the Organization/Institution/School
- The word **NOTICE** (in the second line and in centre)
- Date of issuing the notice
- A suitable Caption/Headline/Title
- Purpose of writing the notice
- Details of schedule (date, time, venue, duration)
- Signature, name and designation of the person issuing the notice

**Format of a Notice**

**ISSUING AUTHORITY (Capital Letters)**

**NOTICE**

Date of Issue
1. Caption/Headline/Title
2. Purpose/Event for whom the notice is written
3. Date, Time, Venue of the event
4. Whom to contact

Name/Signature
Designation of the person who has issued the notice

**Different Purposes of a Notice**

Notices serve different purposes. Read and understand.

- Appeal Notice
1. Appeal Notice

Such a notice involves the announcement of an event and clearly provides the details regarding the name of the event, organizer, occasion, date, time, place, activities, contact address, etc.

Write a notice for the school notice board regarding a four-day trip to Madhya Pradesh. Consider the specifications.

Silver Plate School
NOTICE

15 September 20xx

Four-Day Trip to Madhya Pradesh

The school is organizing a four-day trip to Madhya Pradesh for Classes VIII to XII, from 15 October 20xx to 18 October 20xx. The trip will include a visit to the famous cities - Bhopal, Indore, Gwalior, Ujjain along with the major sightseeing places like Bhimbetka Caves, Taj-ul-Masjid, etc. Accommodation at three star hotel, good quality food and travel by school bus has been arranged.

Register with cheque of ₹3500 and a letter with parental permission by the end of this month, i.e., 30 September 20xx. Submit the letter and cheque to the undersigned.

Amrita Sanyal
Head Girl

2. Lost Notice

Such a notice informs about a lost item with details of the article including the date when it was lost, identification marks (if any), whom to contact, when and where.

You are Jasmine of Class VIII B. You have lost your wallet with some money and ID card in it. Write a notice to be put up on the school notice board requesting the finder to return it to you. Promise an assured prize.

Strawberry Fields School
NOTICE

8 October 20xx

Purse Lost

A pink leather purse, rectangular, 8cms by 10cms has been misplaced. It contains important documents along with money upto ₹ 550, and ID card. The finder shall be suitably rewarded with a treat in the school canteen. Finder, please contact the undersigned.

Jasmine Sharma
VIII B
3. Found Notice

Such a notice informs about an article found and provides details such as place where it was found, purpose of the notice (for identification and claim the article), whom to contact, when and where. Complete details about the found articles are not given otherwise everyone will come to claim the article.

You are Rajnish of Class VIII A. You have found a pencil box in the school library. Write a notice to be put up on the school notice board asking the real owner to come and collect it.

Pinewoods Public School
NOTICE
4 September 20xx

Pencil Box Found

A wooden pencil box has been retrieved from the school canteen. It contains some pens, pencils, an ink rubber, a scale, a protractor and a compass. The owner is requested to come and collect it but only after providing a sufficient proof that it belongs to him/her. Please contact the undersigned.

Rajnish Singh
VIII A

Try Out 1!

1. A health camp has been organised by your school. Write a notice informing the other students about it.

2. In your school, the Drama Club is organizing a drama. Write a notice to be put up on the school notice board inviting students to participate in the drama. Sign yourself as the Secretary of the Drama Club.

3. Your school is organizing a Social Service Camp in the first week of November. You are supposed to impart education to adults. Write a notice to be put up on the school notice board inviting student volunteers.

4. Invite people to the play organised by the Drama Club of your school on the Annual Day Function. Invent the necessary details.

5. Your school is organizing a carnival. Write a notice inviting students to donate their old pieces of clothing, books and other articles to be sold in the carnival. Sign yourself as the member of the social club of your school.

6. You have found a school blazer lying in the playground. Its pockets contain some money, handkerchief and a watch. Write a notice to be put up on the school notice board asking the owner of the blazer to collect it.
A bio-sketch or a biographical sketch is a brief write up that aims to summarize a person's life, achievements, character, experiences, etc. It is a short description highlighting the main traits of the personality of the chosen subject. It is always written by a person other than the one who is being described. The aim of a bio-sketch is largely to present a positive picture of the person concerned. It is advisable to present all the information in a chronological order while writing a bio-sketch so that the reader can trace the life of the subject from the beginning till the end.

**The main points that need to be incorporated while writing a bio-sketch are:**

- Full name, date of birth/age, place of birth
- Major personality traits
- Educational details highlighting any major achievements or awards
- His/her contribution to society
- Any special interest
- Why is he/she famous or known for?

A biographical sketch is always written in third person and aims at describing the significant achievements or impressive traits of a person's personality. Before writing a bio-sketch, the writer needs to conduct a thorough research about the life of the subject he/she has chosen. This can be done by reading reliable information in journals, books, libraries or online database. The writer can then prepare a timeline of the person's life and decide which points he/she wishes to highlight. Since a bio-sketch is a brief description, it is advisable to pick up an interesting event or trait and write about it. Anecdotes can be used effectively to describe such qualities, events and achievements. In short, the writer should be able to paint a pen portrait of the subject and convince the reader that the person was unique and worth reading about.

**Sample Biographical Sketch**

1. **Write the biographical sketch of Vishwanathan Anand - Grandmaster, a World Chess Champion in your own words in not more than 100-120 words. Clues have been given.**

   **Vishwanathan Anand**

   **Clues**
   - Born: December 11, 1969 in Tamil Nadu
   - Nationality: Indian
### Hobbies
Listening to music, swimming and reading

### Also known as
Vishy or the 'Tiger of Madras'

### Instructor
Learnt chess from mother at the age of 6

### Marital status
Married

### Children
A son

### Known for

- a. Undisputed Title of World Chess Champion from 2007 to 2013
- b. first Asian at 17 to win the world chess title at the FIDE Junior Championship, 1987
- c. Published his collection of games under the title 'Vishy Anand: My Best Games of Chess'

### Achievements

- a. Padma Shri at the age of 18
- b. Rajiv Gandhi Khel Ratna
- c. Padma Vibhushan
- d. Arjuna Award
- e. Chess Oscar

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### VISHWANATHAN ANAND

Vishwanathan Anand was born on December 11, 1969 in Tamil Nadu. He is an Indian chess player who won the undisputed title of World Chess Champion from 2007-2013. He learnt to play chess from his mother at the age of 6. He became the first Asian at the age of 17 to win the world chess title at the FIDE World Junior Championship in the year 1987. He has published his collection of games under the title 'Vishy Anand: My Best Games of Chess.' Anand is fond of listening to music, swimming and reading. He is married to Aruna Anand and has a son. He is fondly referred to as Vishy, or the 'Tiger of Madras' and was awarded the Padma Shri at a young age of 18 years. Besides that, he has also bagged the Rajiv Gandhi Khel Ratna, Padma Vibhushan, Arjuna Award and Chess Oscar.

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2. **Write the biographical sketch of Kailash Satyarthi, a Nobel Peace Prize Honorary, in your own words in not more than 100-120 words. Clues have been given.**

### Kailash Satyarthi

#### Clues

- born 11 January 1954, Vidisha, Madhya Pradesh, India
- academic qualification– Electrical Engineer
- family – married, two children
- prize motivation – 'His struggle against the suppression of children and young people and for the right of all children to education'
- awards– Nobel Peace Prize, 2014 (shared with Malala Yousafzai)
- Defenders of Democracy Award (US), 2009
- Alfonso Comín International Award (Spain), 2008
- The Robert F. Kennedy Human Rights Award, 1995
- popular Child Rights activist

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Superb English Grammar - 8
Rights Activist– started a journal 'The Struggle Shall Continue' in 1980 (create awareness about child labour)– founder– Bachpan Bachao Andolan (BBA), a movement dedicated towards eradication of human trafficking and bonded child labour

KAILASH SATYARTHI

Kailash Satyarthi is a renowned Child Rights Activist. He was born on 11 January 1954 in Vidisha, Madhya Pradesh. He is married and has two children – a daughter and a son. He is an electrical engineer by profession. He left his job and started working towards the eradication of child slavery and child labour. He is the founder of the 'Bachpan Bachao Andolan (BBA), a movement dedicated towards eradication of human trafficking and bonded child labour. He started a journal 'The Struggle Shall Continue' in 1980 to create awareness about the widespread evil of child labour. He is the Noble Peace Prize winner for India for 'his struggle against the suppression of children and young people and for the right of all children to education.' He is also the only second Indian winner of the Nobel Peace Prize after Mother Teresa in 1979. He has won several other awards like Defenders of Democracy Award (US) in 2009, Alfonso Comin International Award (Spain) in 2008 and the Robert F. Kennedy Human Rights Award in 1995.

Try Out 1!

1. Write the biographical sketch of Raghuram Rajan, former Governor of RBI, in your own words in not more than 100-120 words. Clues have been given:


2. Write the biographical sketch of Nelson Mandela, the first Black President, in your own words in not more than 100-120 words. Clues have been given:

Full name Nelson Rolihlahla Mandela
Born 18 July, 1918, Royal family of South Africa, got English name, Nelson, from his teacher
Education Local mission school
Methodist College at Beaufort University of Witwatersrand
Law from African National Congress
Achievements a. 1944, led peaceful protest and armed resistance
b. protected rights of blacks
c. convicted of overthrowing government
d. imprisoned for 27 years  
e. elected first black President, 1994  
f. retired from politics in 1999  
g. continued working for world peace  
h. The Nelson Mandela Foundation, AIDS awareness  
i. 95 years age in 2013  
j. Bharat Ratna in 1990  
k. Nobel Peace Prize in 1993
Article writing is an expressive way to present ideas and suggestions on a particular topic. Article writing comprises of logical ideas, pros and cons and a correct sequence that includes a sensitive and a sensible introduction heading towards a thought-provoking ending.

Article writing includes an expression of concrete ideas and not just verbosity. The appropriate way to proceed towards writing an article is to:

- First, consider the various aspects of the given topic thoroughly.
- Next, all the information might be collected that one might have read ever on the same topic in the newspapers or one may have heard of it through friends and family.
- Of all this information, it is important for the student to discern the relevant and use it suitably.
- Articles are generally written in the third person.
- Sentiments of the audience must be kept in mind.

**Tips for Effective Article Writing**

1. The title comes at the top. Use a catchy title to get people interested.
2. The subject matter is divided among three subheads.
   a. Brief introduction – Ask direct questions to get the readers' attention. Use opinion adverbs to introduce your points.
   b. Body should comprise of causes/effects/types/present state of things / supporting data; give a real-life example or talk about personal experience.
   c. Conclusion – remedies / suggestions / personal observations / predictions, should be followed by the final word.
3. An article should be split into paragraphs, each containing only one idea.
4. In case of verbal/visual input, interpret it effectively.
5. Correct usage of grammar and punctuation marks needs to be kept in mind.
6. Seek the audiences' attention by using short and crisp sentences.
Sample Articles

1. Read the advertisement inviting entries for article writing. Submit your entry in not more than 150 words.

Bullying - A bad memory of a happy age

The happiest days of your life?
by Jamie Field

School days should be a happy time in a young person’s life. What can make people’s lives a misery during this time, then? In my opinion, there is one word which answers this question — bullying.

Unfortunately, bullying is quite common in schools where I live. It can affect students of any age, and both boys and girls. A friend of mine had a very negative experience at school last year as an older boy continually called him names and sometimes used to post nasty messages about him on Facebook. Obviously, my friend felt very upset about this and it affected his self-confidence. Some days, he didn’t want to come to school at all.

What can people do to stop this problem? Personally, I think teachers need to be aware that bullying may be happening in their classes and be very strict when they have a case of bullying. Another thing teachers could do is prepare lessons to talk about the problem with their pupils, which might make bullies realise how badly they hurt their victims. As for students, if they find out a classmate is being bullied, they should support them as much as possible and let a teacher know.

Bullying can be a nightmare but there are things we can do to prevent it. Hopefully, one day all students will be able to go to school without fear of being bullied.

2. Write an article on the basis of the given clues in not more than 150 words:

Environment at its End

CLUES
• Environment ruined by man
• Indiscriminate hunting and deforestation
• Increased number of natural disasters
• Important to spread awareness

Environment at its end
— by Disha

The most unique environment that the earth had, has now been dishevelled and wasted by man. The indiscriminate hunting and felling of trees has disturbed the delicate balance of climatic conditions. The ever-increasing population has wreaked havoc on the resources and has adversely affected our land, forests, water and atmosphere. It has also created tremendous pressure on our agriculture, irrigation, forestry and use of natural resources.

Many of the industrial set-ups in the world have gained consent not through their righteous code of operation, rather through the political and financial influence. The frequent disasters that include floods, landslides and tsunamis are all a result of the irresponsible behaviour of mankind. To save the impending ecological crisis, it is imperative to take action in the earnest. People should come up voluntarily and participate in the movement to stop the overexploitation of resources.
3. Write an article on the basis of the given clues in not more than 150 words:

**Human Rights**

**CLUES**
- Basic rights – food, clothing, shelter
- Hampered by terrorism, kidnapping, rapes
- Human Rights Commission
- Encourage people to report violation

**Human Rights**  
by Sneha

The right to have the basic necessities of food, shelter and clothing fulfilled; to enjoy the basic democratic rights in a country, mainly constitute the human rights. There is large-scale infringement of human rights in the name of religion, caste, sex, status, etc. The continued acts of terrorism, kidnapping, rape and murder violate the basic human right to live peacefully with dignity. This has led to increasing discontent and alienation.

The Human Rights Commission, set up in October 1993, safeguards the interests and rights of the common man. Such organisations have become effective instruments in percolating the sensitivity to human rights down to the lowest levels of the governments and administration.

However, due to fear of social disgrace and discrimination, there are still many cases of violation that go unnoticed. This can overcome only by one to one interaction of the representatives with the people in sensitive areas.

**Try Out 1!**

Write an article on the basis of the given clues in not more than 150 words:

1. **Value of Games and Sports**

**CLUES**
- Important for fitness
- Ensure healthy mind
- Many advantages of playing in a team
- Introduction of physical education in school

2. **Mobile Phones – A Public Nuisance**

**CLUES**
- Race to buy the latest
- Easily available to all sections of society
- Better connectivity
- Increased crime and radiation in the environment

3. **Child Labour and India in the 21st Century**

**CLUES**
- Continuing from the pre-independence era
- Denies the basic rights to children
- Prevalent despite government policies
• Needs to be checked through nationwide campaigns

4. **Forest Conservation**

**CLUES**

• Degradation
• Side effects
• Indian Forest Policies
• Prevention
Many people confuse speech with debate while writing it. Debate is a formal piece of writing that instigates an argumentative discussion in a positive direction. A debate is a public contest on a specific subject between two or more speakers that arouses a thought in the audiences.

A debater must always remain alert at his opponent’s statements, as the quality of his performance would be judged by his presentation skills and the effect his speech would put on the audience with which he will counter his opponent’s arguments.

There are four ways by which a good debater can prove his command over his opponents:

1. Confident body language and conviction in his/her arguments is must.
2. Excellent command over the language and communication skill while putting forth his/her arguments is mandatory.
3. In the cross-questioning rounds as well as the argumentative sessions, exceptional command over ideas is of utmost importance.
4. Fresh and new ideas at the spur of the moment must be exhibited during the cross–questioning session.

It is important to remember that:

1. A good debater begins his/her debate with a popular quote or belief. It not only provides an interesting and presentable idea in a dramatic style but also leaves a dramatic impact on the audience.
2. Whether you are speaking for or against the motion must be announced clearly.
3. To be alert towards the opponent’s arguments and be convinced of your own arguments in order to look sound and confident throughout is important.
4. Facts and figures to support your arguments is the best way to make your speech interesting further.
5. Stay calm and welcome every criticism or a comment if an audience member raises. Don’t be melodramatic.
6. Avoid using casual remarks to conclude the debate. Instead conclude with a consolidate statement.
7. Thank the audience before leaving the stage, as it’s considered a sign of humility.
8. Use powerful expressions like:

- In my opinion...
- I fail to understand...
- May I ask...?
- I’d like to argue...
- I disagree..., etc.
- Let me explain my point...
- I support the motion whole heartedly...
- I would like to present my views...
- I totally reject...
- Well, you see...
- Refer to your opponent's view/views (As my opponent has just claimed........., etc.).

Sample Debates

1. Draft a debate for the school debate competition on ‘Biometric Attendance for a School Child’ in not more than 150 words. Clues have been given. Draft the debate both for and against the motion.

FOR

Clues

- regularity at school
- reduces school bunking
- parental check on activities of their ward
- reduces teachers' burden
- drop outs
- policy making

Respected teachers and my dear friends, today I will express my views in support of the topic ‘Biometric Attendance for School Children.’

The problem of decreasing attendance in schools in higher classes is alarming. Students bunking class in school is quiet common. To ensure their regularity, mandatory percentage of attendance in school is implemented. But this does not resolve the issue. Biometric attendance can be a solution. Linking attendance with their parents’ mobile via a simple SMS will help in punctuality. It can ensure regularity at school, owing to that, parents will know about their ward’s attendance at school. False excuses made by students will be reduced as the same can be confirmed from parents. It will reduce the paperwork and relieve teachers from keeping bulky attendance registers. Teacher will focus on teaching rather than counting students. Its link with the school server will help in keeping up to date registers. It will ensure punctuality among both teachers and students. Policy making agencies can use the data available for locating school drop-outs in framing and implementing policies.

AGAINST

Clues

- Can only be available in the private setup
- Expensive
- Illiterate parents won’t understand
- Burden and stress for parents
Respected teachers and my dear friends, today I will express my views against the topic 'Biometric Attendance for School Children'.

Biometric attendance is an expensive affair. It is not cost-effective. It can only be implemented in private schools which have ample funds. But rural, public and government schools already lack other basic amenities. There is a constant crunch of staff, drinking water, toilets, blackboard, benches, etc. in these schools. Students attending school depends on a number of factors -- income and occupation of parents, number of siblings, approach road to school, sex of student, etc. Mandatory attendance might discourage the parents from sending their girl child to school, especially in rural areas. Parents with low income won’t understand its working and importance. Teacher will seek excuse for student skipping school. It will add a burden and stress to parents. It will benefit only when students are encouraged to attend school.

2. **Draft a debate for the school debate competition on ‘Hunar se Rozgar Tak’ in not more than 150 words. Clues have been given. Draft the debate for the motion.**

**Clues**
- dignity of labour
- skill development
- skilled labour
- self-employment
- opportunities for others
- helpful for illiterate and school dropouts
- overcome problem of unemployment and its related social problems

Respected teachers and my dear friends, today I stand in support of the topic ‘Hunar se Rozgar Tak.’

The recently launched programme by GOI must be appreciated by all means. There is an old saying that ‘Empty mind is a devil’s workshop.’ Idle loitering will be lessened when one is skilled in his field of interest. It will instill the feeling of dignity of labour. It will be helpful in skill development of the huge workforce our country has. The existing employees are mostly unskilled, lack knowledge of working on new hi-tech machinery. Training people from basic and training them in their field of interest will enhance their employability. They can also have their own business set-up either on small or large scale after formal and proper training. It will provide not only self-employment opportunity but also skilled labour. This programme will be helpful for the school dropouts who could not complete their formal education. It will help an individual in identifying the latent talent. It will provide a platform for people to showcase their abilities and provide job opportunities. Skilled workforce will ultimately help in nation development.

3. **Draft a debate for the school debate competition on ‘Use of Earphones/ Headphones’ in not more than 150 words. Clues have been given. Draft the debate against the motion.**

**Clues**
- Show-off by youth
- divert concentration
• loss of hearing
• headache
• anxiety, restlessness
• depression

Respected teachers and my dear friends, today I am expressing my views against the use of earphones by youth.

High tech trendy expensive phones, headphones, hands free, loud music are indicative of youth icon. We often see youth using earphones here and there in market, malls and roads. Earlier, the young brigade used it to attend phone calls when they were busy. Nowadays, youth can be seen playing with mobile phones or listening to music using earphones almost throughout the day. Music that relieves stress becomes a cause of stress. They use earphones while eating, driving or at work. It diverts their concentration that causes anxiety, depression, restlessness and irritation. It causes constant headache. Over exposure to sound causes damage to the eardrum. It leads to loss of hearing. While driving, using earphones often causes accidents. The users become indifferent to their family members. Intolerance prevails among them due to overexposure to sound. Youth should be guided well to overcome this problem.

Try Out 1!

1. Draft a debate for the school debate competition on ‘Spendthrift Urban Youth’ in not more than 150 words. Clues have been given. Draft the debate both for and against the motion.

FOR

Clues
• Flaunting swanky phones, gadgets must
• Bikes to go to school/ college
• Useless loitering on bikes
• No earning
• Discos, late night parties
• Borrowing from friends
• Trapped in evil activities

AGAINST

Clues
• Study hard
• Earn while study- part time job
• Voluntary services
• Help the needy
2. **Draft a debate for the school debate competition on ‘Students Befriending their Teachers on Social Media and Vice-versa’ in not more than 150 words. Clues have been given. Draft the debate against the motion.**

**Clues**
- Loss of respect for teachers
- No privacy of both
- Immoral comments
- Not attending class
- No concentration in the subject
- Negativity
- Violence, immoral activities
- Bad name for all—institute, parents

3. **Draft a debate for the school debate competition on ‘Gadget craze among Students’ in not more than 150 words. Clues have been given. Draft the debate for the motion.**

**Clues**
- Peer pressure
- Boasting
- Ego
- False Pride
- Social life disturbed
- Inferiority complex
- Studies disturbed
- Remedial measures
CHAPTER 25

A report is a sequential account of an event presented by a spectator or a journalist.

Report is an account of an event, a happening, an occurrence or an activity, which is prepared and given for someone to read and know. It is an eye-witness account of a happening. Report is generally written by a press reporter covering an accident, an inauguration, a happening or a function.

A report is a true account, in a sequence, narrating or giving details of an event.

**Kinds of Reports**

Reports can be of various kinds.

✓ Report of an incident or happening for another person to read
✓ Report for a newspaper or a magazine
✓ Report of an event
✓ Report of a ceremony

**Tips for effective report writing:**

1. If your task is just to inform, you should not put your own opinion into your report. Try to be impersonal while reporting.
2. Do not make any comments/suggestions from your side, unless you are asked to do so.
3. Make an outline of your topic, that is, ideas should be noted down.
4. Title should catch the attention of the readers.
5. Report must carry the name of the writer.
6. Give Introduction: Aim should be to make it interesting, so that the reader feels it necessary to read the report. This should include some background details.
7. Avoid repetition. Ensure that what happened, where, when, how are included.
8. If required, eyewitness accounts should be given in direct speech in inverted commas.
9. State facts and write to the point, fair, without taking anybody’s side.
10. Be brief and straightforward. Do not beat about the bush. Keep it simple. Aim should be to convey the message of an account.
11. Facts and figures should be included wherever required.
12. You may cite your sources where required.
13. Read your report from the outsider’s point of view. Check whether the point you are making is clear to the reader, and is well understood.
14. Check spelling, grammar and punctuation thoroughly.
15. Ask your friend to read your report and give suggestions, if any.
16. Finally, read your report out loudly to yourself to find any awkward sentences.
17. Avoid using first person (I, we) in your report. Only in the case of eye witness account, we use first person.
18. A report is generally written in passive form of the verb.

Note: A report is always written in past tense.

Sections of Report

These should be as follows:
✓ Title
✓ Introduction
✓ Body
✓ Conclusion

1. Check this Point
Title should be short including all the necessary information.

2. Introduction
Explain the report briefly. Introduction must not be too lengthy.

3. Body
It is the main part of the report. The previous sections may be in simple English, but this section can include jargon. The body may comprise of a number of sections with a sub-title. Give information as per the importance of the happening. Most important information should come first.

4. Conclusion
All the details are summarized at the end and given briefly.

Sample Reports

1. As Kanchan Mehta, write a report about a blood donation camp organized at the Rotary Club, Ranchi for the local magazine.

   Blood Donation Camp Organized
   By Kanchan Mehta

Ranchi: 23 October 20xx. A blood donation camp was organized by the Rotary Club, Ranchi, in coordination with the local blood bank society. About 50 persons from various segments of the society attended the camp. During the camp, blood donors were provided refreshment and a certificate of appreciation.

All blood donors have been entitled to obtain blood free of monetary charge from the blood bank for themselves in case of an emergency.
Dr Anup Kumar, President of the Rotary Club, mentioned, “Blood cannot be manufactured as other commodities. It is a priceless commodity that can be obtained only through donations. It is our social responsibility to contribute to save lives of our fellow human beings.”

2. As Sushil Mishra, correspondent of Himachal Times Newspaper, based at Shimla, write a report on the celebration of the New Year.

**New Year Celebrated**
**By Sushil Mishra**

Shimla: 01 January 20xx. Tourists thronged Shimla in a large number to celebrate the onset of the New Year amidst jostling, cracker bursting and revelry. The evening was quite cold and breezy, but the people were not mindful of the cold. Hordes of cars and buses have descended on Shimla, and people from various cities, as far as Delhi, were present to usher in the New Year.

Exactly at midnight, clubs and hotels put off the lights for a minute and switched them again to mark the dawn of the New Year. People excitedly shook hands and wished each other. At many hotels, the celebrations ended at daybreak.

3. As Amar Rajan, a student of Panipat Model School, write a report on the annual function of your school for the school magazine.

**Annual Function Of Panipat Model School**
**By Amar Rajan**

Panipat: 02 April 20xx. Panipat Model School organized the Annual Day with a lot of enthusiasm and fanfare. The main function took place in the morning with the Principal’s welcome speech to the Chief Guest, Dr B.N. Bhandari, the eminent scientist. Students who passed Class XII were given the farewell gifts.

Award winners in various sports’ events of the school were felicitated. Toppers were given awards by the Chief Guest. The Chief Guest praised the overall performance of our school.

A drama, fashion show and songs were the other highlights of the function.

**Try Out 1!**

Write reports on the following:

1. Your class had organized a picnic at River Yamuna outside your city, Agra on 10 October 20xx. Write a report for your school magazine. Mention all the fun you had.

2. You are Priyam Sharma. Your school organized the Annual Sports Day a few days ago. It was a grand event. Write a report mentioning about the various sports’ events held and the prizes awarded.

3. Your school had organized, an intercity cultural show of drama, dances, songs, including folk dancing and group songs. A large number of students participated. Write a report for your school magazine on the cultural show organized.

4. You are Rajan/Rajni Sharma, the correspondent of a newspaper. You have covered the ‘Swatch Bharat Abhiyan’ (Cleanliness Campaign) organized by the Residents’ Society, where you live in Delhi. Write a report based on your observation about the cleanliness drive.
Letter writing is still, in the present scenario, the most prevalent mode of communication. In other words, a letter is a written or printed communication addressed to a person or a group, which is usually transmitted by mail. But nowadays, e-mail or electronic mail is the rising trend in society to communicate via different media like—mobile phones, personal computer, fax, etc. However, in the personal and official circle, letter writing is still considered the best mode of communication.

**Tips for Letter Writing**

- Format of the letter should be correct and as per the prescribed information.
- No punctuation is to be used in address, date or salutation.
- Begin the letter with a salutation.
- Brief and crisp sentences will lend clarity of thought to the letter. Avoid longwinded and rambling turns of phrase.
- Don’t forget to mention the sender’s address.
- In formal letters, never forget to mention the subject of the letter.
- We must write the letter in a chronological order.
- It should be free of spelling as well as grammatical errors.
- 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.

**Informal Letters**

Informal letters are written to relatives and friends. These are addressed to the person with love and care.

**Parts of a Letter**

- **Sender’s address**
  
  It is required only in case of official letters. The address of the sender is written on the top left hand corner.
- **Date**
  
  The date is written below the sender’s address.
• **Receiver's address**
  The receiver's address is written below the date on the left side.

• **Subject**
  It is also 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 on the left side of the page. In official letters, the salutations are Dear/Respected Sir/ Madam, The Principal, The Manager, 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.

### Format of Applications and Formal Letters:

**Write an application to the administration of a school for the post of a teacher.**

<table>
<thead>
<tr>
<th>8G, Sonia Apartment</th>
<th>Sender’s Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCO 3356</td>
<td></td>
</tr>
<tr>
<td>Sector 21-D</td>
<td></td>
</tr>
<tr>
<td>Chandigarh</td>
<td></td>
</tr>
<tr>
<td>August 10, 20xx</td>
<td>Date</td>
</tr>
<tr>
<td>The Principal</td>
<td>Receiver’s Address</td>
</tr>
<tr>
<td>The Don Bosco High School</td>
<td></td>
</tr>
<tr>
<td>Chandigarh</td>
<td></td>
</tr>
<tr>
<td>Subject: Application letter for the post of teacher</td>
<td>Subject</td>
</tr>
<tr>
<td>Respected Sir</td>
<td>Salutation</td>
</tr>
<tr>
<td>I am a very energetic person with excellent communication skills and ready to face any target set by your esteemed school. I hold a BA degree from Manipur University and I have done B.Ed. from Indira Gandhi Open University, New Delhi. I have also done computer course in MS-office. I have three-years experience of teaching in a school.</td>
<td>Body of the Letter</td>
</tr>
</tbody>
</table>
My resume has been sent to you for reference. I shall be much thankful to you if you grant me an interview call at your convenient time.

Thanking you

Yours faithfully

Aman

---

**Format of Letters to Friends / Relatives**

*You are Sharia Mukherjee. Write a letter to your grandmother thanking her for the birthday gift she sent you.*

House no. 142-B
Hollywood Heights
Zirakpur
Punjab

Date

June 21, 20xx

Dear Grandma

---

Hope this letter finds you in the best of health and spirits. I hope grandfather too would be in good health. All is well here. Father and mother are fine, too. I am writing this letter to thank you for the beautiful watch you sent me for my birthday. It is exquisite. I wore it on my birthday party and all my friends appreciated it. On my birthday, I had a party in a resort. I wore a silver evening dress with silver sequins. All my friends came over. We really missed you. I am now going to wear that watch on all the important occasions, especially during exam time.

Hope all is going well with you. Take care.

Your loving granddaughter

Sharia Mukerjee

---

**Try Out!**

1. Write a letter of complaint to a telephone company regarding the poor service in about 150 words.
2. Write a letter of appreciation and thanks to the Police Inspector for his immediate action taken against the rising eve-teasing incidents.
3. Write a letter to your cousin telling him about the problems you are facing in your new hostel room. Ask him for suggestions.
4. Write a letter to your friend narrating your first experience in the school Science lab while working on the litmus paper experiment.
Speech is considered one of the most powerful communication skills that one has. The main purpose of speech is to move the audience, to influence people’s thoughts and opinions. Moreover, speech was developed much earlier than writing.

Writing for public speaking isn’t so different from other types of writing. But the conditions for public speaking favour some writing qualities over others. When you write a speech, your audience is made up of listeners. They have only one chance to comprehend the information as you read it, so your speech must be well-organized and easily understood. In addition, the content of the speech and your delivery must fit the audience.

Know the basics

Before you go any further, you need to know:

- **WHO** you are writing your speech for (the audience)
- **WHAT** your speech is going to be about (its topic)
  - the main points should be ranked in order of importance with supporting research.
- **HOW** long it needs to be delivered—3 minutes, 5 minutes or more.

Having an overview or outline will reduce the time and possible stress involved in writing and preparing your speech.

Write like you talk

Remember that you’re writing a speech, not an essay. People will hear the speech, not read it. The more conversational you can make it, the better it will influence the audience. So try these tips:

- Use short sentences. It’s better to write two simple sentences than one long, complicated sentence.
- Use contractions. Say “I’m” instead of “I am” “we’re” instead of “we are.”
- Don’t use big words that you wouldn’t use when talking to someone.
- Always read your speech aloud while you’re writing it.

All good speeches require these:

- **The Introduction**

A speech requires a humble salutation. Open with a big statement that will grab the attention of the audience. Opening with important remarks or quotes will immediately establish credibility.
Good morning (teachers/friends etc)… As we all know today we have gathered here (the reason)… Well there’s a famous quote (“………”), explain the quote and continue with the body.

In a speech by Nelson Mandela, he started off with,

“Today we celebrate not the victory of a party, but a victory for all the people of South Africa.” His oratorical prowess cannot be questioned even today.

Abraham Lincoln's most famous speech was the ‘Gettysburg Address.’ It began: “Four score and seven years ago, our Fathers brought forth on this continent a new nation…”

He could have just said “Eighty-seven years ago…” But “Four score and seven” has a nice poetic ring to it and gets your attention better.

• The Body

This part should contain the main points of the issue and support for each one. It should build clear and sensible transitions from one thought to the next. Transitions should not only go in between points in the body, but also after the introduction and into the conclusion.

Use concrete words and examples. Concrete details keep people interested.

For instance, a vague sentence like: “Open play spaces for children’s sports are in short supply,” is not as effective as a concrete sentence- “We need more baseball and soccer fields for our kids.”

• The Conclusion

Conclude summarizing what you came here to say. Repeat key ideas. Make the audience recall and get on the mainline. Be sure they leave with the ideas you don’t want them to forget. This can be done by starting the last paragraph with a strong, declarative sentence that re-makes your point. For instance:

“Together we can make this nation truly great. And together we can build a better world for our children!”

Types of Speech

A speech can be broadly divided into the following three categories:

1. Persuasive

Persuasive speech influences or convinces the audience to adopt the speaker’s point of view or ideas; wherein persuasion is based on logic and analysis.

2. Informative

When a speaker speaks on a scientific principle and its application, informative speech wholly:

• defines,
• describes,
• demonstrates an idea, an object, a process or an event.

3. Speech for Special Occasion

This type of speech is taken up in order to welcome a guest, introduce someone, for ceremonies, retirement parties, etc.
Choose the correct option to make the meaning of speech clearer.

S: speaking/singing
P: prevention/persuasive
E: explanatory/excursion
E: exhibition/exemplary
C: confusing/catchy
H: hints, thoughts/hallucinations

Now complete the given sentence.
Speech is the medium of ................................................................. of the speaker.

Read the given speeches for a better idea.

You have been asked to deliver a speech on ‘Growing Violence in India’. Your speech should not exceed the word limit of 150 words. Use the given clues to frame your speech:

**CLUES**

- General scenario
- Reasons
- Government apathy
- Remedies

Respected Principal, Teachers and my Dear Friends!

God creates and man destroys! This is what we have seen in the past so many years. The post independence era typically cited incidents of communal riots. For ages, a gloomier picture can be witnessed. The violent episodes show a decline in the basic respect for humanity and an overall degeneration of morality in the society. Illiteracy, unemployment and the likes are eating away the positive energy from the youth who take on to immoral acts.

The government has, over the years, failed to show any apathy or promptness to these issues. There have been many false promises but none have been able to live up to them. It is imperative for NGOs to take on the task of strengthening the moral foundation of the society as well as create jobs for the lower income strata as a mind gainfully employed is less likely to divulge.

Thank you.

You have been asked to deliver a speech on ‘Future of English in India’. Your speech should not exceed the word limit of 150 words. Use the given clues to frame your speech:

**CLUES**

- Origin since the British Era
- A global language
- Essential for employment opportunities
Respected Principal, Teachers and my Dear Friends!

India was ruled by the English for more than two centuries. Since then, the language has enjoyed a privileged status in both educational and organizational set ups. Former Prime Minister Jawahar Lal Nehru also quoted, English—“as the window to the modern world”.

Most educated people believe that in a multi-lingual country as ours, English serves as a unifying force. Education in English medium ensures easy migration of students over universities within the country and also abroad. The fact that language holds the global trade, politics, science, technology and sociology cannot be denied. Though the importance of the regional languages cannot be challenged, a working knowledge of English is imperative in all quarters. The Times of India newspaper began the ‘Teach India Programme’ with the emphasis that all the English educated people gain better employment opportunities. It is, therefore, said without argument that English language holds great importance in the times to come.

Thank you

Try Out 2!

1. You have been asked to deliver a speech on ‘Health is Wealth’. Your speech should not exceed the word limit of 150 words. Use the given clues to frame your speech:

<table>
<thead>
<tr>
<th>CLUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Importance of health over materialistic wealth</td>
</tr>
<tr>
<td>• Health is essential for all</td>
</tr>
<tr>
<td>• Maintaining for employment opportunities</td>
</tr>
</tbody>
</table>

2. You have been asked to deliver a speech on ‘Evils of Urbanisation’. Your speech should not exceed the word limit of 150 words. Use the given clues to frame your speech:

<table>
<thead>
<tr>
<th>CLUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Meaning</td>
</tr>
<tr>
<td>• Effects</td>
</tr>
<tr>
<td>• Government policies</td>
</tr>
<tr>
<td>• Need for prompt action</td>
</tr>
</tbody>
</table>

3. You have been asked to deliver a speech on ‘Purpose of Education’. Your speech should not exceed the word limit of 150 words. Use the given clues to frame your speech:

<table>
<thead>
<tr>
<th>CLUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Distinguishes man from animal</td>
</tr>
<tr>
<td>• Enhances skills</td>
</tr>
<tr>
<td>• Provides survival power</td>
</tr>
<tr>
<td>• Makes society livable</td>
</tr>
</tbody>
</table>
4. You have been asked to deliver a speech on ‘Terrorism’. Your speech should not exceed the word limit of 150 words. Use the given clues to frame your speech:

**CLUES**

- Meaning
- Roots – political affairs
- Training at early age
- Religious leaders and political leaders need to take cohesive action

5. You have been asked to deliver a speech on ‘Human Rights in the Present World’. Your speech should not exceed the word limit of 150 words. Use the given clues to frame your speech:

**CLUES**

- Basic necessities – food, clothing, shelter
- Various forms of harassment by government as well as the influential people
- Mahatma Gandhi championed the cause of Human Rights
- Humans be identified as most important resources
Comprehension means the capability of understanding.

Comprehension actually comes from the Latin term, *comprehensionem*, which means ‘a seizing of.’

The purpose of comprehension evaluation is to judge the students’ level of grasping the content. It also helps in testing the students’ ability to express in their own words what they have understood. The passages can be factual, discursive or literary.

**Points to remember:**

- Read the passage quickly for the first time to get the gist of the passage. You will grasp the main idea of the text.
- Read the questions carefully and read the passage again. Mark the key words related to the questions.
- Write answers in your own words. Don’t copy exactly from the passage.
- Frame your answers according to the questions. Don’t put your personal opinion in answers.
- You may come across some unfamiliar words whose meanings are not clear to you. Make a guess by relating them to the preceding and following sentences.
- Do regular practice of comprehension to analyse and interpret ideas from the text and to extract information for a specific purpose.
- Don’t begin your answer with ‘because’.
- You can score full marks if you read and comprehend the passage carefully.

**Try Out 1!**

*Read the poem and answer the questions that follow:*

**Sympathy**

I lay in sorrow, in deep distress;
My grief a proud man heard;
His looks were cold, he gave me gold,
But not a kindly words.
My sorrow passes I paid him back
The gold he gave to me;
Then stood erect and spoke my thanks
And blessed his charity.
I lay in want, and grief and pain,
A poor man passed my way,
He bound my head, he gave me bread,
He watched me night and day.
How shall I pay him back again
For all he did to me?
Oh, gold is great, but greater far
Is heavenly sympathy.

— Charles Mackay

Q1. How did the proud man help the poet?
Q2. What did the poet do when he overcame his sorrow?
Q3. How did the poor man help the poet?
Q4. Why could the poet not repay the poor man’s help?
Q5. Complete the lines:
(i) The poet was in deep ..............................................
(ii) The proud man did not show any ................................ towards the poet.
(iii) The poet .............................. the proud man and paid back the gold to him.
(iv) The poor man .............................. the poet night and day when the poet was in pain.

Q6. Find synonyms from the poem:
    unhappiness or pain; compassion

Q7. Find antonyms from the poem:
    please; insensitivity

**Try Out 2!**

**Read this passage and answer the questions that follow:**

**Forget Examination Phobia**

Examinations play an important role in the process of selection of people. One of the challenges during student life is learning to handle examination pressure. It has been noticed that many students experience tension, worry and stress during exams. Competition is a part of life and cannot be eliminated. So it is better to have a positive outlook while preparing for examinations. Time management is an important component of an effective study habit. Plan your time according to your schedules, your goals and your aptitudes. While studying, a student’s mind tends to get distracted. This wastes your time and energy. Follow these tips to stay focussed on your studies:

**Avoid nervousness:** It happens when we get ourselves fixed up in set time frame. Fix up your time schedule for study which does not clash with your other activities.
Take interest: You cannot concentrate on studies if you are not interested in what you are reading. If there is some problem, share it with someone to get the solution.

Eat brain foods: Before you study or when you take a break during your study, eat bananas, walnuts, almonds, chocolates (in moderation) to keep your brain awake and active.

Don’t get disturbed: Make it clear to your friends, relatives, family members that you don’t want to be disturbed during study hours.

Study smartly: Review class notes on the same day of the lecture to understand the topic quickly. Re-read all your notes for each subject every week. It will obviously reduce your examination study time at the end of semester and make you confident. Never use multiple text books and study material for the same topic. it will just confuse you.

Take care of yourself: You will feel better if you get enough playtime, sleep and nutritious food. Breathing exercises can help you calming. Think positively as negative thoughts can destroy confidence.

1. Why are examinations necessary for us?
2. What do most of the students face during exams?
3. Can you eliminate competitions from life?
4. Which food items can keep your brain active?
5. How can you study smartly?
6. Complete the lines:
   (i) ........................... is an important component of an effective study habit.
   (ii) Think ........................... as negative thoughts can destroy .........................
7. Find synonyms from passage:
   removed or excluded; talent or inclination; in limit
8. Find antonyms from the passage”
   self-composed; worse; increase

Try Out 3!

Read the poem “The Lake Isle of Innisfree” composed by W.B. Yeats and answer the following questions:

The Lake Isle of Innisfree

I will arise and go now, and go to Innisfree,
And a small cabin build there, of clay and wattles made,
Nine bean-rows will I have there, a hive for the honey bee,
And live alone in the bee-loud glade.

And I shall have some peace there, for peace comes dropping slow, Dropping from the veils of the morning to where the cricket sings,
There midnight’s all a glimmer, and noon a purple glow,
And evening full of the linnet’s wings.
I will arise and go now, for always night and day
I hear lake water lapping with low sounds by the shore,
While I stand on the roadway, or on the pavements grey,
I hear it in the deep heart’s core.

1. Choose the correct options:
   (i) The poet wishes to go to .........................
       a. Innisfree          b. Infree          c. Lake Of Inspree
   (ii) The poet wishes to live ...................... in the bee-loud glade.
       a. sadly      b. alone      c. with friends
   (iii) The evenings are full of the .....................
       a. bees      b. linnet’s wings      c. crickets

2. What does the poet find so attractive about the Lake Isle of Innisfree?
3. Where does the poet describe midnight, noon and evening?
4. Where does the poet find peace?
5. What does the poet hear in the deep heart’s core?
6. Find an example of alliteration from the poem.

Try Out 4!

Read the passage given below and answer the questions that follow:

Martin Luther King was born on January 15, 1929. His family lived on the outskirts of Atlanta. The fact that he could not play with white children, or that he had to offer a seat in the bus to a white, disturbed him. When he was eight years old, his father told him a sad incident. Bessie Smith, a great singer, met with an accident. An ambulance rushed her to the nearest hospital, but she was not admitted because she was a black. She died for want of treatment. From that day, Martin Luther King dreamt of becoming the liberator of the Blacks. King completed his studies at More House College, then he earned a doctor’s degree in theology at Boston University. In 1955, he married Alabama Soprano Coretta Scott. That very year he became a pastor and preached his first sermon in the Baptist Church of Atlanta. He was greatly impressed by Mahatma Gandhi’s success in the political field and the power of non-violence. King decided to follow the path of non-violence and get millions of blacks their due.

Soon he became a powerful orator. He led and continued a peaceful fight demanding the rights of the Blacks. In 1964, he was awarded the Nobel Peace Prize. In 1967, he led many peaceful demonstrations against the Vietnam War. On April 4, 1968, he was shot dead by an assassin.

1. What had disturbed young Martin Luther King?
2. Why was Bessie Smith not given medical aid?
3. How did the tragic story of Bessie Smith motivate Martin Luther King?
4. From where did he earn a doctor’s degree?
5. Why did he follow the path of non-violence?
6. When was he awarded the Nobel Peace Prize?
7. Find words from the passage which mean the same as the following words:
   (i)  a person who rescues or provides freedom
   (ii) skilled speaker
   (iii) a person who murders
   (iv) a speech about a moral or religious subject
8. Find antonyms:
   (i) Violence
   (ii) Failure
Diary entry is a personal note, a way of keeping a record of what happened or what you felt. People make entries of their day’s activities, opinions or experiences in their diary. In this age of blogs and social media postings, diaries still are in trend. A diary is friend, a confidant and a comforter during challenging period. Diary becomes your closest friend as it allows you to be completely honest and doesn't disclose your feelings to others. It has been proved in researches that writing about feelings honestly helps the brain regulate the emotions. So diary entry is good for your emotional well-being, you can feel free to vent out and record your emotions, both positive and negative.

**Points to Remember:**

- Mention the day, date and time on the top left hand side.
- Write the diary in first person sharing your personal experience.
- Try to write in a realistic way as you are not writing to impress anybody else. It is meant to nurture your creativity. It helps you to give an outlet to such feelings which you are not able to confide in your friends or family.
- Begin the entry with general sentence describing the day or momentary feelings. Discuss the event and your feelings in the body. Conclude with final remark and future course of action.
- Mention the writer’s name in the end, on the left hand side.
- Use simple past, present perfect and future tense according to the description of event.

**Format**

<table>
<thead>
<tr>
<th>Day, Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
</tr>
<tr>
<td>Salutation (Dear Diary)</td>
</tr>
<tr>
<td>Signture/ Name of the writer</td>
</tr>
</tbody>
</table>

Superb English Grammar - 8
Example:

1. Today you celebrated Independence Day at your school. But you are not satisfied with the attitude of people towards freedom. They consider that they are free to spoil the country and soil its image. Write a diary entry expressing your feelings.

Friday 15th August, 20xx
10.00 p.m.
Dear Diary

Today I’m just pondering over the condition of India. We are about to complete 70 years of independence. But where have we reached? Every year we commemorate the sacrifices made by our freedom fighters on this pious national festival, wave flags, sing patriotic songs and show off our patriotism by posting patriotic images on social media and the very next day we discard those flags in the drains. When I see the heaps of garbage everywhere, small kids working as child labourers, people dying because of lack of food or medical treatment, discrimination against women, I feel ashamed of myself. Is it what we wanted?

Actually, we are taking our freedom for granted. We have lots of expectations from our country but we forget about our duties. We need to develop the sense of belongingness. Patriotism should be displayed in our acts rather than in profile photos. Today I’ve decided that I will give my contribution to the development of my motherland. Even small actions count. I will teach the poor kids in my neighborhood. I know, I’m not that good at studies but at least I can teach them how to read and write. I will take the charge of cleanliness monitor in class. I know, I’ll be teased for it too. But I won’t get annoyed. Someday, others will also follow me. If every person takes it as a challenge, no one can stop India from being the super power. Don’t you agree with me?

Aditya

Try Out 1!

You saved a bird by giving it first-aid. Now the bird is out of danger. Write a diary entry expressing your feelings in about 100-120 words.

Try Out 2!

Today you woke up late, reached school very late and got badly scolded. Write a diary entry describing how you felt and what will you do in future to avoid such condition.

Try Out 3!

Today you fought very angrily with your best friend without any issue. Now both of you have stopped talking to each other. Tomorrow is his/her birthday. You want to forget the fight and wish her. Write a diary entry describing how you are feeling after the fight and how you are going to resolve it.

Try Out 4!

You went to ‘Kingdom of Dreams’ for the first time. It was a marvellous experience. Share it with your dairy describing what you saw and how you enjoyed there with your friends.
My Mini Thesaurus

Thesaurus is a book in which words that have the same or similar meanings are grouped together. Given below are some words and their similar meanings. Learn and use them to make your writing skill more impressive.

1. **ability** (noun) : capability, adeptness, flair, talent, expertise
2. **accept** (verb) : abide by, approve, admit, consent to
3. **accept** (adj.) : commendable, meritorious, deserving, praise worthy
4. **aim** (noun) : ambition, aspiration, motive, objective, purpose, target
5. **allow** (verb) : permit, grant, approve, put up with, tolerate
6. **ambitious** (adj.) : arduous, bold, **zealous**, industrious, enthusiastic
7. **angry** (adj.) : enraged, furious, infuriated, outraged, miffed
8. **attractive** (adj.) : charming, captivating, gorgeous, lovely, winsome
9. **bright** (adj.) : brilliant, dazzling, gleaming, shimmering, splendid
10. **care** (noun) : affliction, concern, supervision, consideration
11. **celebrate** (verb) : bless, **commemorate**, proclaim, glorify, perform
12. **cheap** (adj.) : economical, **inexpensive**, low-priced, reasonable
13. **clean** (adj.) : fresh, spotless, flawless, hygienic, tidy
14. **courageous** (adj.) : fresh, spotless, flawless, hygienic, tidy
15. **cruel** (adj) : merciless, brutal, inhumane, ruthless, vengeful
16. **delicious** (adj) : tasty, yummy, savory, appetizing, palatable
17. **destroy** (verb) : crush, demolish, destruct, devastate, shatter
18. **difficult** (adj) : tough, burdensome, hard, tiresome, grim
19. **easy** (adj) : simple, smooth, effortless, moderate, child's play
20. **etiquette** (noun) : manners, courtesy, politeness, civility
21. **excellent** (adj) : exemplary, outstanding, remarkable, distinguished
22. **filthy** (adj.) : dirty, gross, muddy, impure, despicable
23. **great** (adj.) : dignified, illustrious, fabulous, eminent
24. **important** (adj.) : essential, prominent, significant, valuable
25. intelligent (adj.) : brainy, enlightened, rational, well-informed
26. jealous (adj.) : envious, grudging, resentful, covetous
27. kind (adj.) : tender-hearted, sympathetic, affectionate, lenient
28. large (adj.) : big, bulky, enormous, spacious, vast, grand
29. look (verb) : behold, gaze, glance, view, stare, see, watch
30. mesmerize (verb) : captivate, hypnotize, fascinate, spellbind
31. miserable (adj.) : bad, cheerless, unhappy, dejected, gloomy
32. moody (adj.) : short tempered, temperamental, cranky, sullen
33. murmur (verb) : grumble, whisper, mutter, babble, mumble
34. noisy (adj.) : boisterous, loud, uproaring, deafening
35. obedient (adj.) : docile, dutiful, respectful, amenable
36. pain (noun) : affliction, agony, bitterness, suffering, torment
37. perfectly (adv.) : absolutely, ideally, faultlessly, superbly
38. quarrel (verb) : argue, clash, dispute, disagree, contend
39. quick (adj.) : fast, rapid, swift, speedy, instant
40. reluctant (adj.) : disinclined, hesitant, unwilling, averse
41. remember (verb) : recall, recollect, think back, commemorate
42. reputed (adj.) : esteemed, renowned, famous, respectable
43. responsible (adj.) : accountable, liable, reliable, trustworthy
44. rich (adj.) : affluent, prosperous, wealthy, well-to-do
45. sad (adj.) : cheerless, depressed, grievous, sorrowful, gloomy
46. shout (verb) : yell, cry, call, scream, shriek, roar
47. thin (adj.) : skinny, bony, delicate, slim, weak, slender
48. tired (adj.) : weary, drowsy, exhausted, jaded, fatigued
49. unite (verb) : ally, blend, combine, merge, join, link
50. virtuous (adj.) : ethical, honest, upright, high-principled
51. want (verb) : require, need, crave, covet, desire
52. wicked (adj.) : evil, fearful, vicious, terrible, awful, devilish
53. worried (adj.) : anxious, bothered, concerned, nervous, upset
54. young (adj.) : youthful, adolescent, juvenile, junior
55. zealous (adj.) : ardent, eager, enthusiastic, keen, passionate

'Said' is 'Dead'

We have a habit of using said wherever we want, whether it suits the mood and tone of the speaker or not. We have provided some words which can be used in different situations. Read and use them at suitable places.
<table>
<thead>
<tr>
<th>Adverb (said)</th>
<th>Verb (said)</th>
<th>Adjective (said)</th>
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</thead>
<tbody>
<tr>
<td>Normally (said)</td>
<td>rejoiced joker giggled cheered laughed beamed</td>
<td>fumed thundered snapped sneered grunted roared</td>
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<tr>
<td>Loudly (said)</td>
<td>shouted yelled screamed exclaimed boomed called</td>
<td>cried sobbed groaned whined lamented moaned</td>
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<tr>
<td>Sadly (said)</td>
<td>whispered mumbled muttered murmurured grumbled</td>
<td>replied responded answered reacted retorted explained</td>
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<tr>
<td>Quietly (said)</td>
<td>asked inquired interrogated queried quizzed</td>
<td>thought wondered pondered considered analyzed</td>
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**Same Word Used as Different parts of speech**

**Read the following sentences carefully:**

1. a. Don't **break** the twigs of the plant. (verb)
   b. I am waiting for autumn **break**. (noun)
2. a. Give me some **water**. (noun)
   b. I **water** the plants twice a day. (verb)
3. a. **Brush** your teeth. (verb)
   b. Bring your colours and **brush**. (noun)
4. a. I don't take food during **fast**. (verb)
   b. Muslims **fast** during Ramzan. (verb)
   c. I missed the **fast** train. (adjective)
   d. He ran **fast** and caught the thief. (adverb)
5. a. We flew **above** the clouds. (preposition)
   b. Read the **above** instructions. (adjective)
   c. See **above**. (adverb)
6. a. You are quite right. (adjective)
   b. Keep to the right. (noun)
   c. Go right then take left turn. (adverb)
7. a. Fake friends desert us when we need them the most. (verb)
   b. Camel is the ship of desert. (noun)
8. a. The earth is round. (adjective)
   b. The kids ran round. (preposition)
   c. We won the first round of the quiz. (noun)
9. a. He had a pain in the back. (noun)
   b. She came back in a few minutes. (adverb)
   c. I locked the back door. (adjective)
   d. He backed the wrong team. (noun)
10. a. Give me my share of sweets. (noun)
    b. I shared my sweets with my friends. (verb)
I. Supply suitable question tags:

1. Women are the backbone of the society, ......................?
2. Somebody stole my purse, .........................?
3. Let's solve this problem together, .........................?
4. I don't eat junk food, .........................?
5. She never tells a lie, .........................?
6. Children weren't playing yesterday, .........................?

II. Find five abstract nouns, five collective and five common nouns from the grid:

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Abstract Nouns: 

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- ..................................

Collective Nouns: 

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- ..................................  
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- ..................................

Common Nouns: 

- ..................................  
- ..................................  
- ..................................  
- ..................................  
- ..................................

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III. Fill in the blanks with simple past or present perfect form of the given verbs:

1. I ......................................................... (just finish) my project.
2. Tom ......................................................... (move) to his home in 2002.
3. I ......................................................... (not be) to China so far.
4. Last week, Sam and Manu ......................................................... (go) to the Science Museum.
5. ......................................................... (you ever see) a while?
6. I can't take any picture because I ......................................................... (not buy) a new camera yet.

IV. Choose the correct options:

1. His umbrella ......................................................... (was blown/were blew) away by the wind.
2. The door ......................................................... (is open / was opened) by someone.
3. The dinner ......................................................... (was being eaten / had been eaten) by them before they finished the conversation.
4. Your question ......................................................... (couldn't be answered / can't be answered) by anyone.
5. The milk ......................................................... (was spilt / has been spilt) all over the tablecloth by somebody.
6. I ......................................................... (have never been spoken / was not being spoke) to like that before by anybody.
7. Many valuable things ......................................................... (had been destroyed / has destroyed) by the fire.
8. It must ......................................................... (had taken / have been taken) by someone while they were out.
9. ......................................................... (Was I frightened / Were you frightened) by the dog?
10. Nothing ......................................................... (had been done / is done) until he came.

V. Read the given dialogues and then complete the following:

Naveen : Hello, I am Naveen calling from Tirunagar. Is it the SPCA?
Operator : Yes, what can I do for you?
Naveen : I've already informed you about the stray dogs in my neighbourhood. I'm afraid I've got a complaint to make.
Operator: What's it?

Naveen: I'm sorry to say this, but these dogs are stoned and ill-treated by some children of our neighbourhood.

Operator: Could you tell me where you live?

Naveen: I live in Bharathi Street, Tirunagar, Madurai. Could you please come and take them away immediately?

Operator: Definitely. We'll come in an hour.

Naveen: Thank you!

Naveen called up at SPCA and asked the operator (a) .......................................................... from SPCA and (b) ................................. from Tirunagar. The operator (c) .......................................................... for him. He told the operator that (d) .......................................................... about the stray dogs in his neighbourhood. He further told the operator that he (e) .......................................................... The operator asked what it was. Naveen (f) .......................................................... dogs were stoned and ill-treated by some children of their neighbourhood. The operator asked Naveen (g) .......................................................... where he lived. Naveen told him that he lived in Bharathi Street, Tirunagar, Madurai. Naveen further asked the operator if (h) .......................................................... away immediately. The operator (i) .......................................................... in an hour. Naveen thanked him and hung the phone.

VI. **Fill in the gaps with the correct prepositions:**

1. ........................................ the picture, I can see a family................................. a kitchen.

2. There is a dish full of fruits................................. the tabletop.

3. The mother is standing................................. her son and daughter.

4. What are you doing................................. Saturday?

5. I am going to the countryside................................. the weekend.

6. I haven't been to the countryside................................. December.

7. There are beautiful cupboards................................. the wall.

8. There is a window................................. the bed.

9. The woman is looking................................. her daughter.

10. So you'll not be there................................. the whole weekend. I'll be missing you!
VII. Fill in the right modal verbs from the given help box:

needn't  can  mustn't  must  could  
can  need  shouldn't  might  may

1. There are plenty of tomatoes in the fridge. You ............................................ buy any.
2. It's a hospital. You ......................................................... smoke.
3. He had been working for more than 11 hours. He ............................................. be tired after such hard work. He ......................................................... prefer to get some rest.
4. I ......................................................... speak Arabic fluently when I was a child and we lived in Morocco.
5. The teacher said that we .......................................................... read this book for our own pleasure as it is optional.
6. ......................................................... you stand on your head for more than a minute?
7. If you want to speak English fluently, you ......................................................... to work hard.
8. Take an umbrella. It ......................................................... rain later.
9. You ......................................................... leave small objects lying around. Such objects ......................................................... be swallowed by children.
10. People ......................................................... walk on the grass area in the office premises.

VIII. Punctuate the following dialogues:

a) jaswant: is this your first visit to amritsar mr desai
desai : yes it is
jaswant: how do you like the city
desai: I like it very much

b) no replied guru nanak it is better for those unfriendly and selfish people to stay in one place where they can do harm in one place only

IX. Choose the correct set of words to complete the following passage:

On a chilly, windy morning I left ................................. home for the airport. On the way, it ................................. to rain. The first rain of the winters ................................. for the Rabi crop ................................. not for humans!

In the crowded airport lounge, the loudspeakers informed us that our flight ................................. be delayed by one and a half hours ................................. the weather has delayed .................................
departure from Kolkata.

a) our, begin, better, or, from, must, so  
b) from, began, is good, but, would, because, its  
c) mine, begins, best, and, for cannot, so, our  
d) ours, had begun, well, while, on must, unless, your

X. Choose the most suitable preposition from the options given below to complete the following letter.

Dearest Priya

Hope everything is well (a) ......................................................... your end. There is an exciting piece (b) ......................................................... news. I have been waiting (c) ......................................................... an opportunity to share it (d) ......................................................... you. Our dear Shelley is getting engaged soon (e) ......................................................... her Prince Charming. He is handsome to look at and is well established (f) ......................................................... life. I am sure they will make a wonderful pair. Do convey your good wishes (g) ......................................................... Shelley (h) ......................................................... the earliest.

With love

a. i) in  
   ii) on  
   iii) at  
   iv) to
b. i) with  
   ii) by  
   iii) of  
   iv) for
c. i) since  
   ii) by  
   iii) to  
   iv) for
d. i) to  
   ii) with  
   iii) between  
   iv) on
e. i) with  
   ii) to  
   iii) for  
   iv) from
f. i) into  
   ii) among  
   iii) between  
   iv) in
g. i) to  
   ii) for  
   iii) in  
   iv) at
h. i) in  
   ii) on  
   iii) at  
   iv) for

XI. Choose the most suitable connector to complete the following passage:

In 1502, the great explorer Christopher Columbus visited West Indies in search for a sea-route to India. (a)................................. he was there, the natives told him of a mysterious channel leading into the Pacific Ocean (b)................................. ran across the present Panama Canal, joining North America (c) ................................. South America. Columbus searched for this channel (d) ......................................................... in vain. Nobody else attempted to do so (e)................................. 1879, (f) ......................................................... a Frenchman set himself to the task. (g) ......................................................... there were many difficulties on the way (h) ......................................................... they were overcome with hisundaunted courage and hard work.

a) i) as  
   ii) while  
   iii) though  
   iv) until
b) i) as  
   ii) that  
   iii) so  
   iv) how
c) i) till ii) and iii) while iv) or

d) i) but ii) yet iii) and iv) although

e) i) after ii) since iii) because iv) until

f) i) while ii) when iii) as iv) after

g) i) yet ii) if iii) because iv) although

h) i) and ii) yet iii) so iv) since

XII. Error Finding

a. Global warming is now the greater threat to the world has ever face. It is causing a dramatic increase in an Earth’s temperature resulting in severe storms. Their is still time to change how our planet will looks in the future if we act now.

b. Success is never constant. Success once earn should been constantly reviewed. We can make hard work enjoyable. Firstly, we should think of works as a challenge and not a burden. We should kept track of progress towards present goals or success pride in accomplishments. The secrets of success is to remember the victories and to forget the defeats.

c. A professor was discussing an importance of conserving wild life. He told her students if everyone had to try to conserve wildlife. The students replied in affirmative but asked him what steps they can take. The professor replies that cutting of trees and poaching should be banned.

d. The nests of the hornbill and the swiftlet ranks among the stranger nests in the world of birds. The hornbill makes its nests in the cavities in large, tall trees. The female stayed sealed in for weeks,
incubating an eggs, with only slit like opening
retain in the cavity wall for the male
to feeding her and the chicks. In contrast,
the swiftlet makes a nest using their own saliva,
plastered as a little cup against the wall of limestone caves.

e. Aquatic species of snakes are sometime
trap in the fish traps and during
these accidently trappings they are instantly
killed on the spots. Some species
of snake and their eggs are also collected
from food and medicinal purposes.
As the result, the survival of
the species are directly or indirectly threatened.

XIII. You read in the newspaper about a school bus falling in the river because of the rash driving by the driver. Many students were rescued by the local people but a few went missing. You felt sad at the accident and angry with the driver. Write a diary entry in about 100 words describing your feelings.

XIV. Write a story by developing the following hints. Remember to give your story a suitable title.
Emperor Akbar very fond of Birbal—nobles at court extremely jealous—decided to get him banished—told Akbar to ask difficult question—certain Birbal would not be able to answer—to be banished—Akbar asked Birbal how many stars in sky—Birbal asked for some days to answer—finally came to court with sheep—told Akbar he had counted stars—the number was same as number of hair on sheep—told nobles to count if they wanted to verify—Akbar had a hearty laugh—rewarded Birbal handsomely

XV. Write a letter to the Editor of a newspaper about the pathetic condition of roads in your locality. Sign yourself as Anushka /Aman, a resident of B-16, Yamuna Bazaar, Delhi.

XVI. (a) Imagine a conversation between Junk food and Balanced Diet. Both of them are arguing about their importance. Junk food is boasting that it is popular among the kids. Balanced Diet is claiming that it is good for the growth of kids. Now construct an interesting exchange of dialogues between the two.

Junk food : Hey, look at me. I look tempting. Kids can't control their urge to eat me.

Balanced Diet : You may look tempting but you are like a slow poison........
Junk Food : How dare you insult me! Don't you know....
Balanced Diet : I'm not insulting you. I'm just stating the fact that....
Junk Food : Huh! You can't overshadow me.

(b) A new movie is going to be released on the coming Friday and you are very fond of watching animation movies. Since your examinations are approaching, you know your mother will not allow you. Imagine a conversation between yourself and your mother trying to convince her why she should allow you to watch the movie.