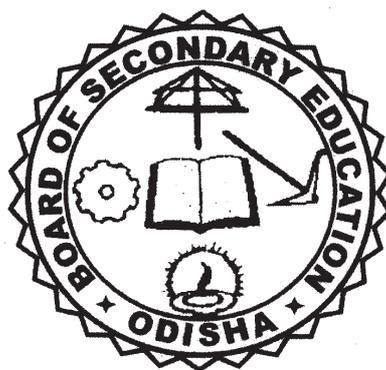


LEARN AND PRACTISE GRAMMAR

CLASS - IX



**Board of Secondary Education,
Odisha**

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for Class-IX

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PREFACE

*The book **Learn and Practise Grammar** on English grammar and its practices is primarily intended to teach the student-learners whose second language is English the fundamentals of English language and its usages through an application-oriented approach. Language, though expressive of emotions and feelings, is never arbitrary and is usually determined and governed by a set of rules and principles which form the basics of a science called **Grammar**. In other words, grammar deals with the use of words and combining them into meaningful structures and units of expression. What rhythm is to music, grammar is to language. The book makes a comprehensive discussion of the rudiments of grammar and all important aspects of the subject that a student is supposed to know which certainly would confer him an ability to express correctly, naturally and fluently. As there is no scope for teaching grammar to students in higher classes the English teacher in a high school has an onerous responsibility of offering them a conceptual clarity about the fundamentals of the subject through an active students' participation; and hence the design of providing a good number of activities. The language usages so explained and illustrated are not an imposition on the young minds but hopefully will become a natural integral part of their learning process by testing their application-skill.*

The book consisting of twelve chapters elaborately studies sentence types, parts of sentence, noun phrases, determiners, verbs, time and tense, auxiliaries and modals, adjectives, adverbs and adverbials, negatives and interrogatives and predicate phrases; a clear understanding and assimilation of the above items will definitely equip the students with an ability and confidence to write and speak correctly.

While preparing this book the authors had in mind the standard of English of students in general schools of the state and their linguistic competence, and standard and method of English medium schools and above all the need of the present generation in the 21st century to know and communicate as best as possible. They have endeavoured to bring it at par with the rational mainstream giving it a scientific approach to an age old subject like grammar through suitable illustrations, activities, diagrams and pictures. The views and valuable suggestions of well experienced teachers and subject-experts were also duly considered.

We record our deep sense of gratitude to the authorities of Board of Secondary Education, Odisha, the members of the Syllabus Committee and other associates for their timely help and considered opinions in our humble effort. The book with its focus on learning English grammar through practice and activities will hopefully cater to the needs of the student-beginners in a world where 'Knowledge is Power'.

Suggestions for the improvement of the book shall be highly appreciated.

Board of Writers

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FOREWORD

*The book **Learn and Practise Grammar** with its thrust on learning English grammar through activities, applications and students' participation is primarily intended to cater to the basic needs of the increasing number of English learners, especially at the high school stage.*

Learning English, the widely accepted language in the world, becomes an urgent necessity not only for communication and interaction but also for facilitating the dissemination of knowledge. Needless to say that an ability to write English correctly and idiomatically and to communicate effectively and impressively is the call of the hour. A person endowed with this gift outshines everywhere. The present grammar book is an attempt in this direction.

The book in twelve chapters is a comprehensive analysis of the fundamentals of English grammar alongwith a great deal of activities, suitable illustrations, diagrams and pictures to test the learners' power of application and to create a natural interest for the subject. Efforts have been taken to liberate the subject from the authoritarianism of a pedagogue and make it more learner specific.

This book of grammar will hopefully be a positive attempt at the attainment of our goal : teaching our students flawless and chaste English.

President

**Board of Secondary Education
Odisha**

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC] and to secure to all its citizens :

- 1 JUSTICE, social, economic and political;
- 1 LIBERTY of thought, expression, belief, faith and worship;
- 1 EQUALITY of status and of opportunity;
and to promote among them all
- 1 FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation.

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

1. Subs. by the Constitution (Forty second Amendment) Act, 1976, Sec.2, for “Sovereign Democratic Republic” (w.e.f.3.1.1977)
2. Subs. by the constitution (Forty second Amendment) Act, 1976, Sec.2, for “Unity of the Nation” (w.e.f., 3.1.1977)

PART IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India—

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.
- (k) who is a parent or guardian to provide opportunities for education to his child or as the case may be, ward between the age of six and fourteen years.



CHAPTER - 1

Parts of a Sentence

- A. We express our ideas, feelings, views, etc. in sentences. The sentence, made up of words, is a meaningful expression.

Activity - 1 :

There are some words in Tables **A** and **B**. You have to join them suitably by drawing a line to make a meaningful expression. Then write the complete sentence. One has been done for you.

A	B
1. That boy	is a popular hockey player.
2. The Chinese	provide us with oxygen.
3. Dilip Tirkey	feed on grass.
4. Trees	are very industrious.
5. The cows	is intelligent.

1. That boy is intelligent. _____
2. _____
3. _____
4. _____
5. _____

The parts in column **A** are called SUBJECTs and the parts in column **B** are PREDICATES.

Take care when framing a sentence : Look at the word order in the following sentences :

(a) Is Indrani a classical singer ?

(b) Indrani is a classical singer.

But the following patterns are not acceptable :

(a) Classical is Indrani a singer. OR

(b) Singer classical Indrani is a.

* The words are arranged in a particular order / pattern to make a sentence.

Activity - 2 :

Put the words in the correct order. The first one has been done for you.

1. her / you / waiting / for / are ?

Are you waiting for her ?

2. he / song / listening / this / is / to / not

3. have / for / you / cooked / I / not.

4. a / he / tall / boy / is

5. nation / is / the / our / Gandhiji / Father / of

6. get / you / do / when / up ?

7. all / is / that / not / gold / glitters.

8. singing / is / so / Anima / sweetly.

9. you / guess / can / answer / the ?

10. the / sun / at / look.

Read the following information about Itishree.

1. This is Itishree.

2. She is in class X.

3. She is fourteen.

4. Mr Karunakar is her father.

5. He is an engineer.



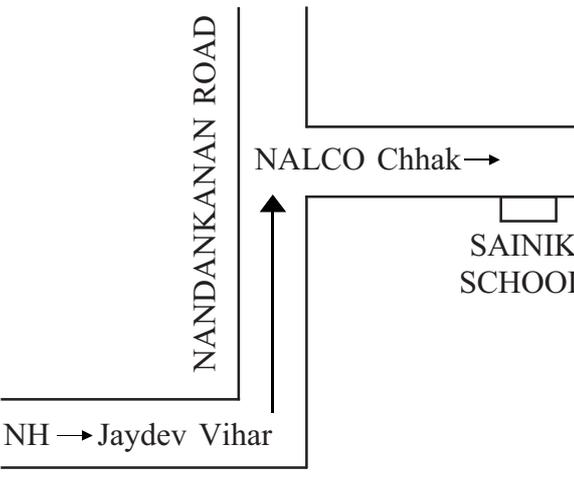
Activity - 3 :

Now write 6 sentences using the information given below :

<ol style="list-style-type: none">1. <u>This is Shrinivas.</u>2. <u>(Father - Mr Subash Chandra)</u>3. <u>(Age - fifteen)</u>4. <u>(Sister - a singer)</u>5. <u>(not an early riser)</u>6. <u>(Hobby - swimming)</u>	
---	--

Read the following dialogue and the instructions given below :

- Traffic Police - Stop, don't move.
Bike-rider - Sorry ! Help me a bit please.
Traffic Police - How can I help you ?
Bike-rider - Please, tell me the way to the Sainik School.
Traffic Police - Well, I'll draw a road-map for you.

<p style="text-align: center;"><u>INSTRUCTIONS</u></p> <ol style="list-style-type: none">1. Go straight along the N.H. upto Jayadev Vihar.2. Turn left.3. Take the Nandankanan Road.4. Turn right at Nalco Chhak.5. Then comes the Sainik School on left.	
--	--

Bike-rider – Thank you very much, Sir.

Activity - 4 :

Read the above dialogue and instructions about the roadmap. Identify the **subjects** and **predicates**.

B. PARTS OF A SENTENCE

A sentence has two essential parts – the **subject** and the **predicate**.

SUBJECT	PREDICATE
Wind	blows.
Birds	fly.
She	smiled.

If the subject is a single-word, it is either a noun or a pronoun. If the predicate consists of a single-word, it must be a Verb.

Activity - 7 :

Split the following sentences into two parts and pick out the **Verb**. The first one has been done for you.

- Rama plays. Ans. Subject - **Rama**. Predicate - **plays**.
Verb - **plays**.
- She sings.
- Rabindra can read.
- Children laugh.
- He can write well.
- Time flies.
- You should obey your parents.

Let's look at the following table.

SUBJECT	PREDICATE
1. Our old neighbour	has a dog.
2. Rama chandra , the son of Dasharatha,	ruled over Ayodhya for many years.
3. My parents	have a lot of money.
4. It	has been raining for the last two hours.
5. A little girl	is walking along the road.

The head-word of the subject is a noun and the head-word of the predicate is a verb.

Activity - 8 :

Pick out the Head-word of the subject and the predicate respectively and encircle them. The first one has been done for you.

1. This juice smells bad.
Noun-Juice, Verb - smells.
2. Iron is a heavy metal.
3. That shirt looks nice.
4. One of the boys has found the watch.
5. We have to start early.
6. Gandhiji's dedication brought us freedom.

Now look at the following interrogative sentences.

1. What troubles you ?

↓ ↓
Subject Predicate

2. What is your name ?

↓ ↓
Predicate Subject

3. Where are you going ?

↓ ↓ ↓
A part of predicate Subject the remaining part of predicate

4. Can you meet me now ?

↓ ↓ ↓
A part of predicate Subject the remaining part of predicate

5. Which of these books is yours ?

↓ ↓
Subject Predicate.

Activity - 9 :

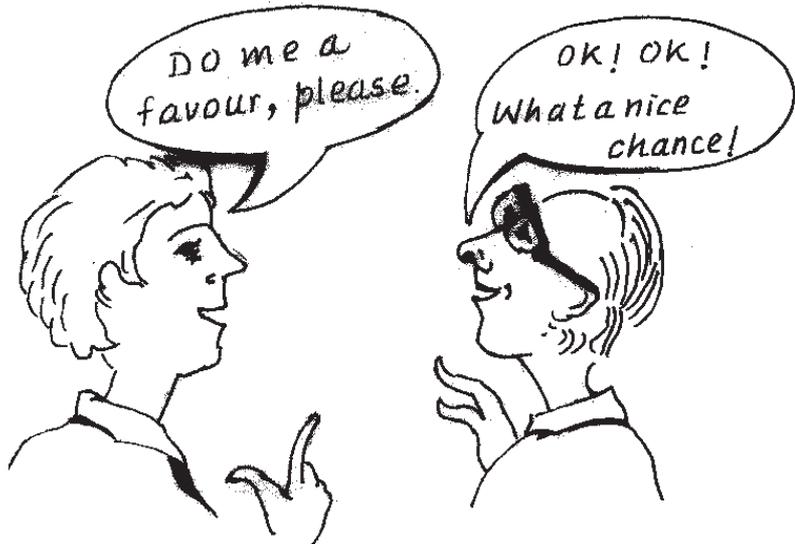
Identify the subject and predicate.

1. What makes you laugh ?
2. What is the aim of your life ?

3. Is Mr Mathur coming here ?
4. Who among the five students sitting there is Rajeev ?
5. How long have you been waiting here ?
6. Why has the modern man been unhappy ?
7. What happened to your left leg ?
8. When are you paying my fees ?
9. Who do you want to speak to ?
10. Where did you dine last night ?

Now look at the following expressions.

1. Do me a favour.
2. Go there.
3. Please, help me.
4. Drive him away.



In imperative sentences, the subject 'you' is understood.

5. How wonderful !
6. What a nice chance !
7. What a terrible scene !

In the exclamatory sentences, the subject (say 'it') and the verb (say 'is') are omitted.

C. WORD CLASSES**Activity - 10 :**

Read the passage thoroughly and pick out the correct alternative from the option list for the corresponding serial number to fill in the blanks :

Lord Buddha 1.(was) named 2 in his childhood. King 3 got a 4 planted for him. Oneday, he was walking in that garden. Then a 5, crying with 6, fell down 7 the sky. 8 Siddhartha raised it 9 and put it on his lap. 10 had shot an arrow to 11 the swan. Siddhartha 12 the arrow out from its body 13 stuck it into his left arm with his right 14. ‘15 !’ Siddhartha felt 16 pain. 17 streamed down his face 18. Without thinking of the 19 of his own 20 thinking of the pain in the swan's body, 21 burst into tears.

OPTIONS :

- | | | |
|-------------------|------------------|----------------|
| 1. (a) be | (b) is | (c) was |
| 2. (a) Siddhartha | (b) Devadutta | (c) Sudhanwa |
| 3. (a) Virochana | (b) Vikramaditya | (c) Suddhodana |
| 4. (a) building | (b) farm | (c) garden |
| 5. (a) parrot | (b) swan | (c) dove |
| 6. (a) pain | (b) delight | (c) dove |
| 7. (a) from | (b) over | (c) above |

8. (a) king (b) Prince (c) Emperor
9. (a) on (b) off (c) up
10. (a) Anyone (b) Someone (c) No one
11. (a) catch (b) kill (c) pat
12. (a) pulled (b) pushed (c) threw
13. (a) and (b) still (c) but
14. (a) arm (b) hand (c) leg
15. (a) Ah (b) Oh (c) Alas
16. (a) great (b) terrible (c) high
17. (a) Blood (b) tears (c) sweat
18. (a) slowly (b) smoothly (c) continuously
19. (a) pain (b) suffering (c) difficulty
20. (a) But (b) and (c) yet
21. (a) she (b) he (c) they

Words play different roles in a definite order to make a sentence meaningful.



Have you seen a play on a stage ? Different characters in a play act and play different roles to make it a success as different words in a sentence do.

Study the following sentences :

1. Vinay is a tall boy.
Noun
2. He is very intelligent.
Pronoun Adjective
3. Seeta walks slowly.
Verb Adverb
4. The pen is in the box.
Preposition
5. Rama and Hari are good friends.
Conjunction
6. Hurrah ! we won the match.
Interjection

All the words in the above sentences have different functions : some name a person, an object or a class; some indicate the action or doing something; some describe the quality of a person or an object; some say how the action is done; some specify the position or relation of the objects; some join the words and some express an emotion or feeling.

NOUN

Read the passage below and underline the **nouns** in it.

Carbohydrates are our body's fuel. Just as a car burns petrol and a steam engine burns coal, the body burns carbohydrates for energy. Proteins are body-builders. Our body uses up energy when we walk or run or play or do anything with it. Our body needs energy even when we sit down and rest – energy to breathe, to circulate blood, to digest food, to maintain body temperature and so on. So carbohydrates should be burned to keep the body going. Rice is a good source of carbohydrates.

In the above passage, the words 'carbohydrates', 'body', 'fuel', 'car', 'petrol', 'steam engine', 'coal', 'energy', 'proteins', 'body-builders', 'blood', 'food',

‘temperature’, ‘rice’, ‘source’ indicate the names of some objects, things or materials (food, vehicle, elements of the body, food crop). They are the **nouns**, a very important word-class. Study the following sentences :

1. The **army** was called in to control the riots.
2. **Anger, greed** and **jealousy** are the greatest **evils** in man.
3. **Wood** has become a rare item.
4. A **thing** of **beauty** is a joy for ever.

The words ‘army’(a collective force), ‘anger’, ‘greed’ and ‘jealousy’, ‘joy’ (feelings), ‘wood’ (a material), ‘beauty’ (an abstract quality) are also nouns or naming words, naming a force, a feeling, a material or an abstract quality. The nouns are divided into countables (either singular or plural) and uncountables and with the use of determiners become a Noun Phrase (NP).

Nouns are naming words, naming a person or an object, a material, a quality or a feeling.

Activity - 11 :

Identify the nouns in the following sentences and say what names they indicate :

1. Ramchandra is the protagonist of the **Ramayan**.
2. The cattle are grazing in the field.
3. Honesty is always rewarded.
4. If winter comes, can spring be far behind ?
5. An elephant is a wild animal.
6. My mother is watching TV.

PRONOUN**Activity - 12 :**

A. Complete the following story by choosing the correct option.

Oneday Manu and Danu met the village headman. Manu said :
 “Sir, there is a mango tree in my courtyard _____¹ have been
 protecting _____² for long. Danu says that it belongs to
 _____³ please, give _____⁴ justice.”

Danu said : “No Sir, _____⁵ is lying. The tree was taken care
 of by none other than _____⁶ _____⁷ should belong to me.”

The headman thought for a while, _____⁸ said “The tree may
 not belong to _____⁹. Tell me, _____¹⁰ is the real owner ?”
 Both started telling him, “It's _____¹¹.”

“All right !” said the headman. “The tree will be cut into two
 equals and distributed equally.” Suddenly, Danu agreed to the
 headman's verdict. But Manu said, “Sir, I've taken a lot of pain to
 grow the tree. I cannot see its felling. Let Danu have the tree.

“Manu, _____¹² are really the owner of the tree. Danu will be
 punished for his falsehood,” said the headman.

OPTIONS :

- | | | |
|---------------|-------------|--------------|
| 1. (a) I | (b) he | (c) we |
| 2. (a) it | (b) its | (c) his |
| 3. (a) me | (b) him | (c) them |
| 4. (a) us | (b) ours | (c) me |
| 5. (a) you | (b) me | (c) he |
| 6. (a) myself | (b) himself | (c) yourself |
| 7. (a) it | (b) they | (c) he |
| 8. (a) you | (b) him | (c) he |

9. (a) ours (b) yours (c) both
10. (a) who (b) what (c) which
11. (a) our (b) my (c) mine
12. (a) you (b) they (c) he

You have come across some of the following words :

I, you, he, she, it, we, me, you, him, her, they, both, each, us, them, myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.

Each of the above words stands for a **noun**. They are called **pronouns**. They must be of the same number, person and gender of the Noun they refer to.

Activity - 13 :

Put in I / he / she / we / you / me / they / them / it in the blank.

1. 'Where is Madhu?' _____ is in the garden.
2. 'Are the boys playing?' 'No, _____ are studying'.
3. Ram, Shyam and I belong to the same class. _____ are good friends too.
4. Sunita is a good girl, _____ is very sensitive.
5. Please don't disturb _____. They are asleep.
6. Mr Jones sells vegetables. _____ is a greengrocer.

ADJECTIVE

A. Look at the following pictures. What do you guess? Discuss in groups.



1. Is it a rainy / sunny day? Ans. rainy day
2. Is the lady young / old? Ans. _____
3. Is the dog black / white? Ans. _____
4. Is the man happy / unhappy? Ans. _____

Activity - 14 :

Choose the correct words from the box and fill in the blanks.

populous, sick, red, silly, brave, intelligent.

1. Abhisikta feels _____ . Please call the doctor.
2. Swadesh is _____ . He can answer all the questions.
3. That _____ building is ours.
4. Kolkata is a _____ city.
5. _____ boys idle away their time.
6. The Japanese are _____ .

We have seen the above words like **rainy, young, white, unhappy, sick, red, brave**, etc. describing the persons or the objects. They are qualifying words and are called **adjectives**.

VERB :

The boy runs very fast.

We are watching the cricket match on the TV.

Pranaya is intelligent.

The sun rises in the east.

The underlined words in the above sentence suggest an action done regularly or being done in the present or suggest a state or habit. They are called **verbs**.

Sonalika dances well.

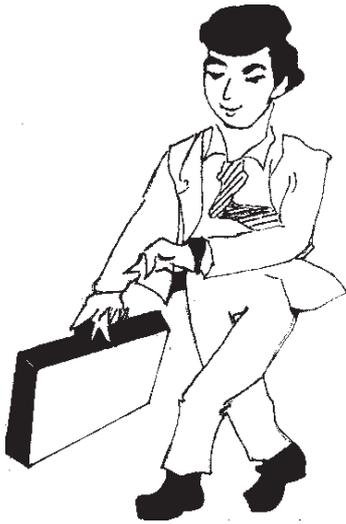
Radhika sings well.

Ajay smiles.

Niranjan walks slowly.

Activity Verbs : dance, sing, play, smile, act, cut, watch, draw, cook, etc.





I think it is too late.

I wanted to meet him but I couldn't.

I know it is wrong.

Mental Verbs : think, want, know, love, hear, feel, read, remember, see, suppose, like, etc.

Mental verbs include both dynamic (see, hear, read, think, love, etc.) and stative (enjoy, fear, hate, believe, remember, etc.) verbs.

“How can I complete my tasks, Mum ?”

Manu asked.

“You've to start early”

Mummy said.

“Hey ! Stop there”, he shouted.



Communicative Verbs :

ask, say, call, tell, speak, talk, describe, write, suggest, thank, etc.



Keep on talking.

She stopped writing.

The boy started running.

He begins to read the book.

Verbs of aspect : keep, continue, begin, start, stop, etc.

All the verbs discussed here have dictionary meanings. So they are called Lexical verbs. Lexical verbs are also called Main Verbs.

Activity - 15 :

Choose the correct verb given in brackets.

1. When do you _____ up? (climb / rise / get)
2. The horse _____ faster than the deer. (runs / walks / flies)
3. My friend can _____ English well. (say / tell / speak)
4. A goldsmith _____ ornaments. (sells / buys / makes)
5. Bad news _____ fast. (goes / travels / disappears)

Activity - 16 :

Complete the following conversation by using the correct option given in brackets.

ENJOY THE PROCESS, NOT THE FRUIT

Young man : Who _____ most powerful ? (is / am / are)

Pandit : One who _____ intelligence. (has / have / had)

Young man : How ?

Pandit : A strong lion without intelligence _____ easily defeated by a little fox. (is / are / were)

Young man : What about gems ?

Pandit : There _____ only three gems - food, water and sweetwords. Fools consider the pieces of stones as gems. (is / am / are)

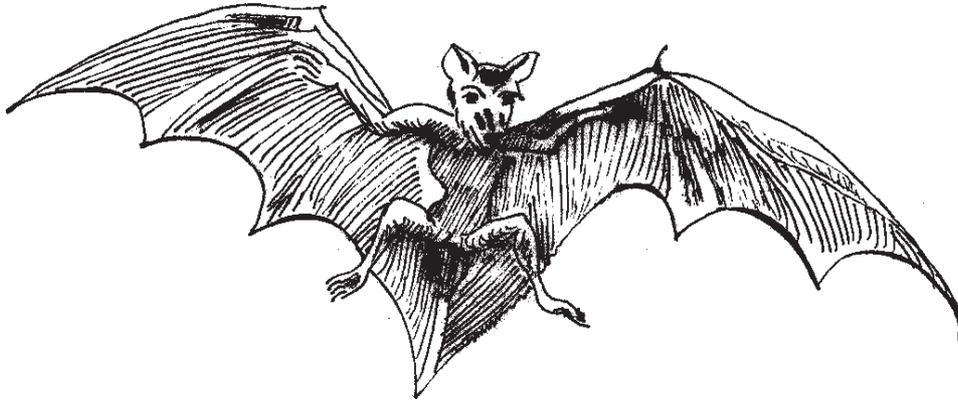
Young man : What is my duty ?

Pandit : You _____ do what you think needful. (can / must / may)

And listen : “Enjoy the process, not the fruit”.

ADVERB

1. The turtle moves **slowly**.
2. Anima sings **very well**.
3. The man was **seriously** injured.
4. The teacher comes **always** on time.
5. He ran **very fast**.



6. A bat flies **normally** in the dark.

The words in italics above describe how the action is done and show how they modify a verb, an adjective or another adverb.

A. Adverbs as modifiers of adjectives :

Activity - 17 :

Fill in the blanks choosing the adverbs from the box.

absolutely, seriously, very, extremely, beautifully

1. This knife is _____ sharp.
2. The man was _____ injured in the accident.
3. Saumendra is _____ faithful to Gandhian ideals
4. Radha is _____ beautiful.
5. The mat is _____ designed.

B. Adverbs as modifiers of verbs :

Activity - 18 :

Fill in the blanks choosing the adverbs from the box.

well, slowly, naturally, clearly, carefully

1. It's market area. Drive _____ .
2. The snail moves _____ .
3. Gopabandhu Babu teaches us English _____ .
4. Babita recites poems _____ .
5. Braja paints pictures _____ .

C. Adverbs as modifiers of another Adverb :

Activity - 19 :

Fill in the blanks choosing the Adverbs from the box.

doubtlessly, so, fairly, probably, always.

1. Why are you driving _____ fast ?
2. Kamalini has done _____ well in her exam.
3. Sachin is _____ the best of all the cricketers.
4. Mr. Dash is _____ on time.
5. Sunita has got a high temperature. She is _____ ill.

D. Adverbs as modifiers of Prepositions :

Activity - 20 :

Fill in the blanks choosing the Adverbs from the box.

occasionally, just, exactly, extremely, hardly

1. The information counter is _____ at the front gate.
2. I _____ go.
3. I go _____ against law.
4. Price is _____ up.
5. You are _____ on time.

Like an adjective, an adverb is also a modifying part of speech. It modifies a verb, an adjective, an adverb and a preposition as shown above.

PREPOSITION

AT (Time)	IN (Time)	ON (Time)	TO (Time)
at 6 o'clock at 9.30 a.m. at midnight	in April in 1947 in spring	on Monday on 15 August on New Year's day.	—

AT (Place)	IN (Place)	ON (Place)	TO (Place)
at home at the Esplanade at the airport at school	in India in town in the village in the kitchen	on the first floor on the way on a train on the school campus	to Cuttack to the party to the station to bed

AT (Other use)	IN (Other use)	ON (Other use)	TO (Other use)
at ease at sight at par	in fear in tear in 5 minutes	on fire on T.V. on foot	to Raju to buy to the end

at, in, on, to, for, of, with, by, after, before, along, over, up, above, under, below, through, against, past, within, into, onto, from, since, during, between, about, behind, etc. are called prepositions.

A preposition is usually placed before a noun or a pronoun to show its relationship with the remaining part of the sentence.

Activity - 21 :

Put **in** / **at** / **on** in the blanks.

1. Don't sit _____ that broken chair.
2. My brother lives _____ New Delhi.

3. _____ Japan, the people are very industrious.
4. I go to school _____ foot everyday.
5. Good bye ! see you _____ Monday.
6. My sister is getting married _____ June.
7. He plans to come home _____ the weekend.
8. Are you going out _____ Sunday next ?
9. Hurry up ! The train leaves _____ two minutes.
10. What are you doing _____ Friday morning ?

Activity - 22 :

Fill in the blanks choosing the correct preposition given in the box.

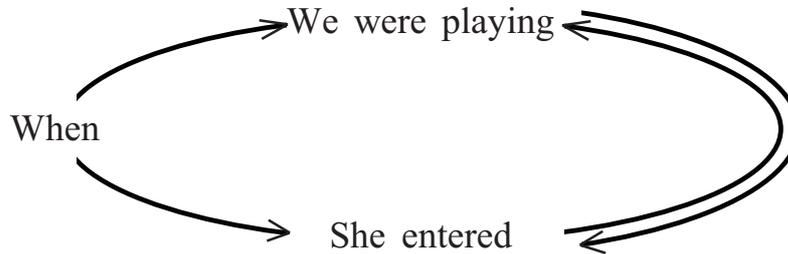
to, in, on, behind, under, with, for, since, during, after.

1. Brajamohan works _____ the Railways.
2. You should keep _____ the left.
3. I can finish the task _____ ten minutes.
4. He has been staying here _____ 1990.
5. She is meeting me _____ Friday.
6. He is expected to come _____ the summer holiday.
7. I stayed at Uncle's _____ a week.
8. The child is running _____ that stray dog.
9. I saw a man sitting _____ a tree.
10. Sukanya walked _____ me without speaking.

CONJUNCTION

- A. (i) We were playing. } Can you join these two sentences
(ii) She entered. } using 'when' ?

B. We were playing + when + she entered.



Look at the sentences in A and the sentence in B. The sentences in 'A' are joined by 'when'. This joining word 'when' is known as conjunction.

Activity - 23 :

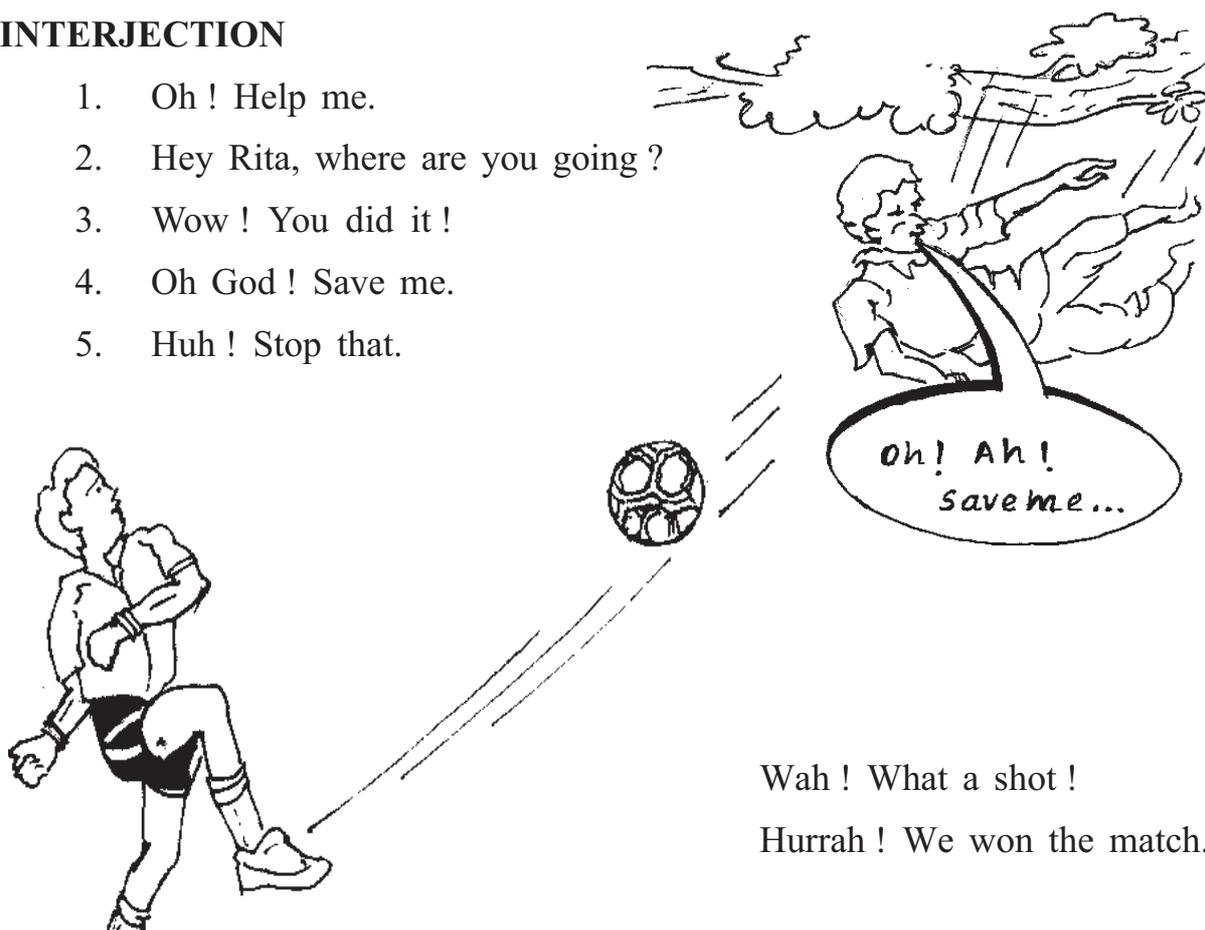
Fill in the blanks choosing the correct conjunction given in the box.

so that, although, and, as, for, so, but, before

Raju did very well in the examination _____ he stood first in his institute. _____ he got a good job, _____ he had not tried hard. He performed well _____ the circumstances did not suit him. He opted to quit the job _____ he could go for higher study. However, he had to wait there for a few months more _____ his father was unable to afford him. Oneday the boss called in Raju and congratulated him _____ he was selected as a resource person of the company. Raju thanked the authority _____ his dream came true. He recalled his well-wishers _____ leaving for abroad for his scholastic training.

INTERJECTION

1. Oh ! Help me.
2. Hey Rita, where are you going ?
3. Wow ! You did it !
4. Oh God ! Save me.
5. Huh ! Stop that.



Wah ! What a shot !
Hurrah ! We won the match.

The words that express sudden feelings of emotion like Oh ! Ah ! Hurrah ! Urekka ! Alas ! Hush ! Fie ! Pooh ! etc. are known as interjections.

Activity - 24 :

Choose the appropriate interjections from the box.

Bye, oh, alas, hurrah

1. _____ ! He has lost his only son.
2. _____ ! It is too cold.
3. _____ ! Sachin made 50th Test Century !
4. _____ ! See you tomorrow.

D. TYPES OF SENTENCES

1. Dharanidhar is a popular poet. (Statement)
2. Do you know him ? (Question)
3. How beautiful his poems are ! (Exclamation)
4. Let's meet him today. (Suggestion)



A sentence consisting of one subject and one finite verb is a simple sentence.

Activity - 25 :

Make five simple sentences using the following finite verbs.

* Eat : The cat ate my supper last night.

1. Bring : _____
2. Find : _____
3. Give : _____
4. Teach : _____
5. Write : _____

Simple Sentences are of Four Kinds :

1. Declarative
2. Interrogative
3. Imperative
4. Exclamatory



DECLARATIVE SENTENCE

1. The sun rises in the east. (FACT)
2. It may rain today. (OPINION)

Declarative sentences simply state facts or opinions.

MY FRIEND

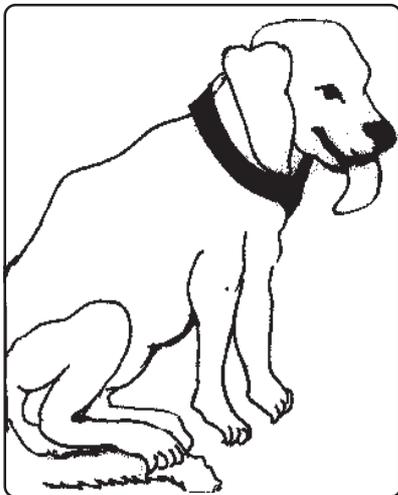
1. Mani is my friend.
2. She has got short hair.
3. Her eyes are blue.
4. She always wears cotton dress.
5. Mani is always happy.



Activity - 26 :

Now write five declarative sentences about Your Pet Dog.

MY PET DOG



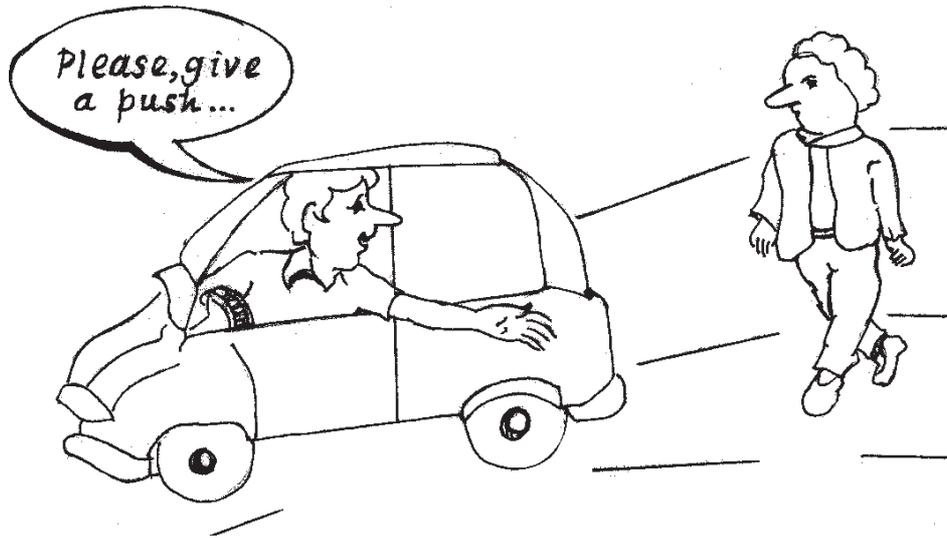
- _____ (Tipu)
- _____ (Longbody, bushy tail)
- _____ (Red)
- _____ (Takes meat and milk)
- _____ (Faithful)

INTERROGATIVE SENTENCE

Look at the following.

1. Does Sita sing well ?
2. Is he not serious at work ?
3. Where does Mr. Mohanty live ?
4. Why was Meera absent for such a long time. ?

IMPERATIVE SENTENCE



The car does not start

1. Drive slowly.
2. Wait a minute.
3. Go there at once.
4. Let's go on a picnic.
5. Give a push, please.
6. Do well.

In an imperative sentence the subject is normally 'you', not expressed. This sentence expresses an order, a request, advice, command, prayer, suggestion, warning and goodwishes.

Activity - 27 :

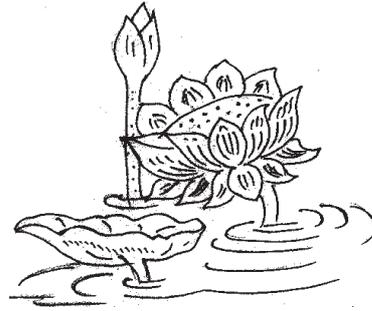
Choose the correct imperative expression from the box for each situation.

Let's have a walk, Be quick, Do come, Help him, Follow me.

1. _____ . It's going to be late.
2. Why are you afraid? You can succeed. _____
3. We have been sitting here all the morning. _____
4. The boy is crying. _____
5. See you tomorrow. _____

EXCLAMATORY SENTENCE

1. What a beautiful flower it is !
2. How nicely she sings !
3. What a splendid sight !



4. Hurrah ! we won the match.
5. How heart-breaking the news is !
6. What a tragic accident !
7. What on earth !
8. Alas ! the man is dead.

An exclamatory sentence expresses a feeling of surprise, pain, disgust or excitement. It is generally a sudden, short cry, mostly uttered without a subject and the predicate.

When an exclamatory sentence begins with 'How', either an adjective or an adverb comes after it and when it begins with 'What', it is followed by a Noun Phrase.

Activity 28 :

Turn the following sentences into exclamatory with 'How' and 'What' at the beginning.

1. He is a very naughty boy.
(a) What a naughty boy he is !
(b) How naughty the boy is !
2. It looks so beautiful.
(a) How _____
3. Devesh is very intelligent.
How _____
4. Saina is an excellent player.
What _____
5. Rahim's poems are so important.
How _____



CHAPTER - 2

Verbs

Read the first paragraph of the lesson “The Priceless Gift”.

I went to a vegetarian restaurant. It was lunch time. The restaurant was very crowded. I saw that some of the chairs and tables had been pushed into a corner. I chose the corner table, seated myself and started skimming through the newspaper.

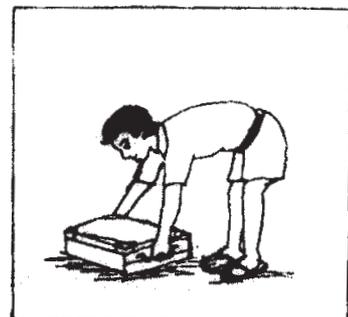
You have already read this paragraph in your main text book. Read it again and mark the underlined words. What do they say about? They say about what someone does, what happens. These words are called **verbs**.

Activity - 1 :

Write ten sentences by taking one expression from each column of the following table ?

A	B	C
I / We / You / He / She / It / They	am / is	a student / students.
My sister / My sister and I	are	my school bag.

Note that sometimes a Verb Group consists of more than one word.



Look at the pictures above. Then read the sentences.

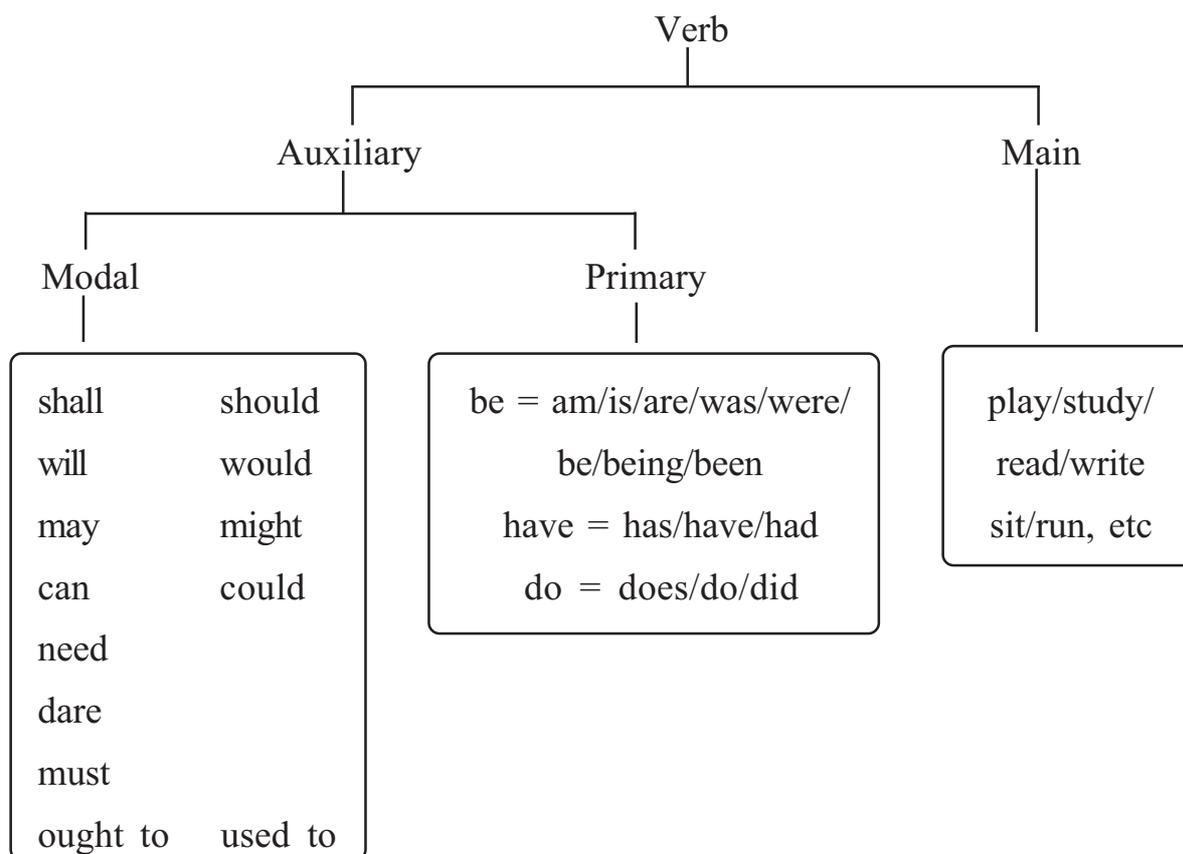
- 1 Sheela **is** a student. She **is reading** a book.

1 The boys **are** in the field. They **are playing** football.

1 Suvendu **is** strong. He **can lift** the box.

Here you find examples of single-word verbs and multi-word verbs. In a multi-word verb, the last verb is the main verb and the preceding ones are auxiliary verbs.

Verbs can be grouped into main and auxiliary verbs as given below :



You will learn more about primary and modal auxiliaries in the next chapter.

Mark the verbs in the following sentences.

He **is** a student. He **is** studying in our school.

My brother **has** a bicycle. His friend **has** never ridden a bicycle.

I **do** my homework everyday. You **do** not do your homework regularly.

The first sentence in each pair has a single-word verb. So, it is the main verb.

But, in the second, the same verb acts as an auxiliary verb and it has been given in **italics**.

Activity 2 :

Identify the auxiliary verbs and main verbs in the following dialogue ? Circle the auxiliary verbs and underline the main verbs.

— Maggie came to say goodbye. She was dressed in black.

Meena - ‘Are you leaving today ?’

Maggie - ‘Yes, today is the day of my departure.’

Meena - ‘How long will it take to reach your country ? Which part of the country do you live in ?’

Maggie - I do not know exactly where I am posted until I arrive there.

Look at the diagram of auxiliary verbs again. Primary auxiliaries are **be**, **have**, and **do**.

A **be** verb, when it works as a primary auxiliary, is usually followed by the **-ing** form of the next verb to say that the action of the latter verb is in progress. Otherwise, the **-en** form of the next verb is used to show that the latter verb is in passive.

A **have** verb, when it works as a primary auxiliary, is usually followed by the **-en** form of the next verb in order to suggest the completion of the action of the latter verb.

A **do** verb, when it works as a primary auxiliary, is usually used for the formation of negative or interrogative sentences.

Modal auxiliaries usually express meanings like necessity, obligation, advice, permission, certainty, possibility, etc. We shall study the use of all these auxiliaries in the next chapter.

A multi-word verb can have as many as three auxiliary verbs. Mark the verbs in the following sentences.

She **could have been laughing** at us.

Our classroom **will have been cleaned** by tomorrow.

Activity 3 :

Now, let's play a game. Look at the following sentences.

- (A) He may write the essay.
- (B) He has written the essay.
- (C) He is writing the essay.
- (D) The essay is written.

Underline the main verbs (mv) and circle the auxiliary verbs (aux.). What do you find ?

- (A) = aux + mv
- (B) = aux + mv - en
- (C) = aux + mv -ing
- (D) = aux + mv - en

[We will learn about the **-ing** and **-en** forms of verbs later.] Now, you write sentences for the following combinations :

AB = He **may have** written the essay.

AC = He — — — the essay.

BC = He — — — the essay.

AD = The essay — — —.

BD = The essay — — —.

CD = The essay — — —.

In each of these six sentences given above there are two auxiliary verbs before the main verb. Now, make the following combinations.

ABC = He — — — — the essay.

ABD = The essay — — — —.

Have you observed that you cannot have combinations in the reverse order, such as BA, CA or CB ? You can take another verb and make similar combinations. In each case, circle the auxiliary verbs and underline the main verb.

Activity 4 :

Anil, Bina and Chinu are three friends, but their lives are very different. Look at the chart and answer the questions using the correct auxiliary verb.

	Anil	Bina	Chinu
Run fast	✓	–	✓
Long hair	–	✓	–
Musical instrument	–	✓	✓
Swim	✓	–	✓
Born in a city	✓	✓	–
Ride a bike	✓	–	–
Many friends	–	✓	✓

Who runs fast ? _____ but _____

Example : Anil and Chinu run fast but Bina doesn't.

Who's got long hair ? _____ but _____

Who plays a musical instrument ? _____ but _____

Who swims in the pond ? _____ but _____

Who was born in a city ? _____ but _____

Who rides a bike ? _____ but _____

Who has many friends ? _____ but _____

Activity 5 :

Choose the correct alternatives given in brackets to fill in the blanks to complete the conversation. One has been done for you.

Sunil: I haven't seen Vivek all day. (have / haven't / hasn't)

Leena : I _____ either. I don't know where he is. (have / haven't / don't)

Sunil: Who left this note ?

Leena : Vivek _____ (must have / may have). It's his handwriting.

- Sunil: But he _____ say where he's gone. (hasn't / don't / doesn't)
- Leena : He would have if he'd wanted us to know where he _____. (does go / has gone / was gone)
- Sunil : Do you think he _____ to his grandpa's house ? (was gone / was going / has gone)
- Leena : He might have. Who knows ?
- Sunil : _____ you think he'll telephone ? (Are / Have / Do)
- Leena : He might. I'm not sure.
- Sunil: _____ he taken his bicycle ? (Does / Has / Is)
- Leena : He must have because it is not there.
- Sunil: He _____ acting very strangely this morning. (is / does / was)
- Leena : I know he _____. We should have asked him why. (was/had/did)
- Sunil: I would have but I _____ have time. (don't / am not / didn't)
- Leena : Can't we phone his grandpa ?
- Sunil: We could. But we _____ got his number. (don't / aren't / haven't)

We have already seen that the verb of a sentence is decided according to the subject of the sentence. That is to say that if the subject is 'I', the verb is 'am'. It cannot be 'is', or 'are'. Mark the subject and verb agreement in the following table.

I	am	in the classroom.
We / You / They / The students	are	
He / She / Mina / The teacher	is	
The teacher and the students	are	grass.
The cow	eats	
Cows	eat	

You will learn more about subject-verb agreement later.



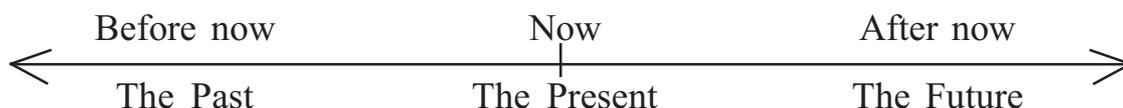


CHAPTER - 3

Time and Tense

We are all familiar with the concept of time. We know the flow of time is continuous and unending. For our convenience, we have divided it broadly into three periods : **the past, the present and the future.**

The Past is the period of time that has gone by, **the present** is the period of time that is with us **now** and **the future** is yet to come. In other words, the period of time before **now** is **the past**, **the present** is the period of time that is with us ‘now’ and the period of time after ‘now’ is **the future**. For the sake of clarity of the concept, we can represent them on a straight line as follows :



We express time in terms of year, month, day, hour etc. But tense is altogether a different concept which should not be confused with the concept of time. It is a verb form specific to a language and is used to express a time. English **verbs** have only two tenses – the **present tense** and the **past tense**. The main verbs **do, go, take**, etc. are used independently in the forms of do / does and did, go / goes and went, take / takes and took, etc. to denote actions, events or states of the present time and past time.

But there is no specific single word verb form to express the future time actions, events or states. So it is said that there is no future tense in English. Various expressions such as the following are used to denote future time actions or states.

- (i) We shall leave for Puri tomorrow.
- (ii) We will leave for Puri tomorrow.

- (iii) We are going to leave for Puri tomorrow.
- (iv) We are leaving for Puri tomorrow.
- (v) We leave for Puri, stay there for two days and come back next Monday.
- (vi) We are to start about for Puri.
- (vii) We are to leave for Puri tomorrow.
- (viii) We will be leaving for Puri tomorrow.

Now Look at the following sentences :

1. Tina will arrive here soon.
2. She is going to have a swim in the river.
3. He has finished his work.

In sentence 1, 'will' is a modal auxiliary in present tense form and means 'Tina is likely to.....' So the time of the verb '**will arrive**' is Future time and the tense is **Present**.

In sentence 2, the time of the verb "is going to have" is in **Future time** and the tense is **Present**. And in sentence 3, the time of the verb refers to **Past time** and the tense is **Present**.

Activity 1 :

Study the following sentences and underline the verbs. Mention the tense and the time these verbs refer to. The first one has been done for you.

- (i) Mira didn't do her homework.
(Time-Past, Tense-Past)
- (ii) We are going on a picnic tomorrow.
- (iii) There will be a lot of fun.
- (iv) Tomorrow is Sunday.
- (v) Our teacher has given us permission to go on a picnic.
- (vi) She is also coming with us.
- (vii) We always obey our teachers.

We have already discussed that in English a main verb has got two tense forms. It has also a third form used with a primary auxiliary to show that the action of the verb is complete. So the three forms of an English verb are the Present tense form, the Past tense form and the Past Participle form or simply the third form. The Present Tense form of the verb is also its base form. Now, we shall see the three forms of some verbs.

Column A	Column B	Column C
go	went	gone
eat	ate	eaten
study	studied	studied
want	wanted	wanted

Column **A** shows the base form as well as the present tense form. The column **B** shows the past tense form. The third form (–ed / –en) in the column-**C** is necessary for the use of the **present perfect** or the **past perfect**. It is also necessary to form the passives. For example–

- Who has eaten her lunch ?
- My friend had eaten her lunch much before I finished mine.
- All the food was eaten.

Activity - 2 :

Look up a dictionary and fill in the blanks in the following table of verbs.

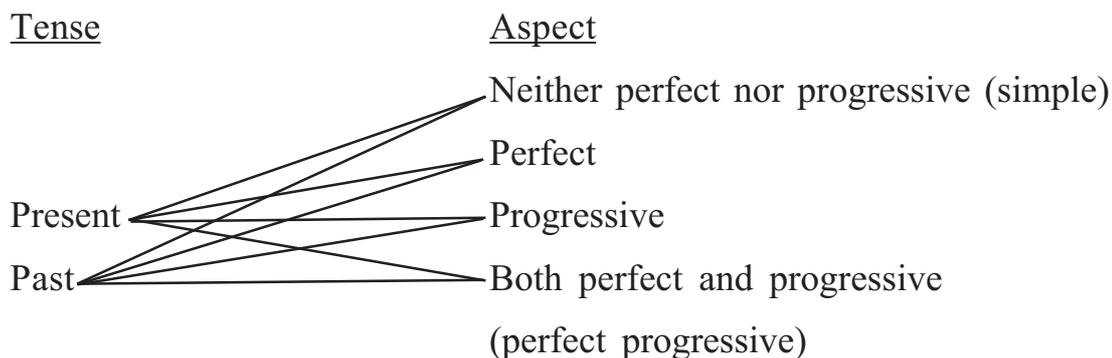
1	2	3
begin	began	begun
go	–	gone
come	–	come
open	opened	–
shut	–	–
take	–	taken
give	–	given
–	saw	seen
sit	–	sit
stand	–	–

–	read	read
write	wrote	–
run	–	run
–	played	–
put	–	–
sell	sold	–
buy	–	–
bring	–	–
–	–	done
fly	–	–
cut	–	–
sing	–	sung

Activity - 3 :

Choose five other verbs and frame a similar blank-filling exercise for your friends. Let there be a competition.

We have already discussed that English verbs have two tense forms. Depending on whether the action of the verb is complete or continuing, we have perfect or progressive aspects with both the tenses. We have also the perfect progressive form made in combination of the perfective and progressive aspects.



All these eight combinations of a verb are possible. With the help of these combinations we speak of actions in all the three phases of time : present time, past time and future time.

(A) Expressions of Present Time :

Actions in the present time are usually expressed by the use of **Present Simple** and **Present Progressive** tense forms of verbs. For example,

I study in class IX. Now I **am studying** English Grammar.

(B) Expressions of Past Time :

Actions in the past time are usually expressed by the use of the **present perfect, present perfect progressive, past simple, past perfect, past progressive and past perfect progressive** tenses of verbs.

(C) Expressions of Future Time :

Future actions and events are expressed through the use of some **modals, be going to, present progressive, present simple, be about to, will be v-ing, will have v-en.** etc.

The Present Simple Tense :

We usually use **Present Simple** tense when we talk about the **Present time** or the **Future time** actions, events or states.

Use :

(a) Study the following sentences and mark the use of Present Simple Tense form of the verb.

- I go to school everyday.
- My friend usually comes with me.
- We often reach the school before time.
- Sometimes we get there late.
- But our teacher never gets angry with us.

In the above sentences, we use Present Simple tense of the verbs to talk about the things that we do again and again as a habit. We use adverbs like ‘always’, ‘often’, ‘usually’, ‘sometimes’, ‘never’, etc. along with these verbs.

(b) Now look at the following sentences and mark the use of present tense :

- The sun rises in the east.
- Tigers live in forests.
- Water boils at 100°C.
- Light travels faster than sound.
- Spring comes after winter.

We use present simple tense of the verbs to talk about laws of nature, general and scientific truths.

(c) Study the following sentences :

- I am hungry.
- I study at a school near my village.
- Bhubaneswar is the capital of Odisha.
- Tibet is to the north of India.
- Neha comes from Paradeep.
- My father works in a bank.

We use present simple tense of the verbs to talk about the present or permanent **state** or **fact**.

(d) Mark the use of the Present Simple in the following sentences.

- Rakesh kicks the ball to Ramesh.
- Ramesh passes it to Suresh and Suresh kicks it hard and scores a goal.

In the above sentences, present tense form of the verbs has been used to indicate actions taking place at the moment of giving commentaries. While giving running commentaries, we use present simple tense of the verb. Here the action takes place at the same time as the running commentary.

(e) Look at the following sentences.

- Our Prime Minister visits Pakistan tomorrow.
- The Annual HSC Examination begins next week.

– The Satabdi Express arrives at Cuttack railway station on time today.

We use present simple tense when we talk about a planned future action or a future action that takes place as a part of the fixed programme or time table.

(f) Mark the use of Present tense form of the verbs in the following sentences :

– The collector declares the Flower Show of his district open.

– I propose that Mr Mohanty be selected Chairman of the village committee.

– I beg your pardon.

– I apologise for my mistake.

We use Present Simple tense of the verbs like the above ones in formal declarations.

(g) Study the following sentences and mark the use of Present Simple tense :

– If we pour oil on water, it floats.

– If we heat iron, it expands.

– If it rains, I shall not go to school today.

– If anybody wants to see me, tell him to come tomorrow.

We use present simple tense form of the verbs in – If clauses such as the above ones.

Activity - 4 :

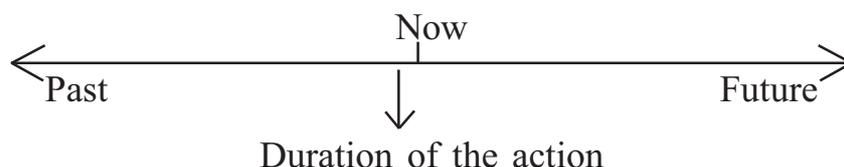
(A) Fill in the blanks with the correct form of verbs given in brackets :

He _____ (get) up early everyday. He _____ (brush) his teeth and _____ (have) his bath. He _____ (take) a quick breakfast. He _____ not want to be punished at school. So he _____ (set) out early to reach school in time. He _____ (sit) on the same bench in my classroom. He _____ (have) straight hair and a sharp nose. What _____ (be) his name ?

(B) The Present Progressive :

We use the Present Progressive form of a verb for an action or a situation which is going on now. It is an incomplete action at present, which began at some time before now, going on at the moment of speaking and will continue till some point of time in future and then be completed.

Its duration can be represented on a straight line as shown below.

**FORMS :****TABLE - I**

I	am		
He / She / Raj / The girl	is	studying	English grammar.
We / You / They / The students	are	taking	lunch.

TABLE - II

I	am	not	
He / She	is		playing
The Boys / We / You	are		

TABLE - III

Is /	she / he	
Am /	I	working ?
Are	we / they / the People / you	

TABLE - IV

Is /	he / she /		
Am /	I	not	going ?
Are	we / they / the girls / you		

In the Present Progressive tense of the verb there is an auxiliary 'be' verb followed by the -ing form of the main verb. The form of the 'be' auxiliary depends on the subject.

USE :

(i) Look at the following sentences in which the Present Progressive is used to indicate the brief period of the action taking place around now.

- Look, Sabita is getting into the bus.
- My son is now entering the examination hall.
- The Chief Guest of the meeting is taking his seat on the dais.

We generally use **Present Progressive** for a present time action of a brief duration.

(ii) Look at the following sentences :

- It is raining now.
- Guduli is doing her homework.
- He is taking his lunch now.

In the above sentences, **Present Progressive** has been used to indicate actions that started at some point of time before now, continuing at present and will end at some point of time after now.

(iii) Study the following sentences and mark the use of the Present Progressive in them.

- He is getting up at six every morning for his examinations.
- My brother is teaching History in an English medium school this month.
- He walks to school everyday, but today he is going by bicycle.

We use the Present Progressive in sentences like the above ones when we talk about a **temporary action**.

(iv) Look at the following sentences in which the Present Progressive form of the verbs has been used :

- My father is writing a novel.
- Mr Das is constructing a building over there.
- Don't take this book away. My son is reading it.
- Excuse me, is anybody sitting here ?

In the above sentences, the Present Progressive has been used to show actions that may not be happening at the time of speaking.

(v) Now study the following sentences showing the use of the Present Progressive :

- Prices of commodities are going up every week.
- Summer has set in. It is getting hotter day by day.
- Life style of the people is changing very fast.
- Population of our country is rising rapidly.
- The patient's condition is worsening day by day.

We use the Present Progressive such as the above ones when we talk about a changing condition.

(vi) Now look at the following sentences and mark the use of the Present Progressive :

- He is **always** losing his keys.
- My scooter is **always** giving me troubles.
- This cat is **always** getting into the kitchen.
- Guduli is **always** biting her nails.
- It seems the baby is crying for **ever**.

We use the Present Progressive when we talk about something unpleasant creating feeling of anger, irritation, vexation, etc. In such situations we use the adverbs **always**, **for ever**, **constantly**, etc. in the sentences.

Non-Progressive Verbs :

There are some verbs that tell us about our feelings, emotions, opinions, relations or about a permanent state. These verbs are called Stative Verbs or Verbs of State. We usually do not use them in Present Progressive except in some special cases. But we use them in the Present Simple form.

Look at the following sentences :

- This book **belongs** in the third shelf.
- That man **weighs** 95 kgs.
- This LCD TV **costs** Rs.45,000.00
- The committee **consists** of ten members.
- My father **owns** a car.
- I **love and respect** my parents.
- He **depends** on me for everything.
- The Himalays **stand** like a strong wall.
- I **think** he is honest.
- We **weep** at the death of our near and dear ones.

Mark some non-progressive verbs given in a box below and remember them for their right use in sentences.

verbs of possession	: have, own, possess, belong to, contain, consist
liking/disliking	: like, dislike, love, hate, prefer, admire, want
sense Perception	: see, hear, smell, taste, feel
mental activity	: hope, forget, remember
thinking	: think, believe, know, mind, understand
appearance	: appear, seem, look (like), resemble
others	: depend, weigh, cost, measure, sound

The Present Perfect :**Form :**

Affirmative :

I / We / You / The students / people He / She / Ramesh, etc.	have	read the newspaper.
	has	

Negative :

I / We / You / The students / people He / She / Ramesh etc.	have not / haven't	read the newspaper.
	has not / hasn't	

Interrogative :

Have	I / We / You / The students / people He / She / Ramesh etc.	read the newspaper ?
Haven't		
Has not /		
Hasn't		

Use :**(a) Look at the following sentences :**

- I have polished my shoes. (Present Result : The shoes are shining.)
- She has written a letter to her mother.

(Present Result : The letter is with her now.)

Here in these sentences, the action began in the past and continued for a period of time until it was recently completed or continued up to now, the result of which can be seen at present. By using **have / has + -en** form of the verbs, we talk about a past action which has a present relevance. Here the focus is laid on the present result, not on the time of the completed action.

Now compare the following two sentences :

- I lost my pen. I no more look for it now. It's not with me now.
- I have lost my pen.
- * I have lost my pen yesterday evening.

The star-marked sentence is unacceptable because an adverb of definite past time and the present perfect tense do not go together.

(b) Consider the following sentences :

- We have lived in this house **for** five years.
- I have waited for the doctor **since** 4 p.m.

In the first sentence **for** have been used to express a period of time, the beginning of the action is not necessarily mentioned and in the second sentence **since** is used to denote the point of time when the action began.

The first sentence means we started living in the house five years back and we are still living here. The work is incomplete and it is likely to go on in future.

The second sentence means I waited for the doctor at a point of time in the past and I am still waiting for him.

(c) Study the following sentences and mark the difference in meaning between – has gone and has been

- Abhishikta **has gone** to Puri.

(It means : She has left this place for Puri. She may be on the way to Puri or in Puri and has not returned)

- Rakesh **has been** to Kanyakumari.

(It means : He is no more in Kanyakumari. He went there and has already returned.)

– I have **been in** Cuttack **since** 1990.

(It means : I have stayed in Cuttack since 1990 and I am still here.)

Remember : **been to** = visited,

been in = stayed in

(d) Look at the following sentences :

– Soubhagya Mishra **has written** a number of poems in English.

– Sachi Routray **wrote** volumes of poems in Odia.

The above two sentences show that the present perfect is used for the poets / writers who are alive and the past simple is used for poets / writers who are dead.

(e) Study the following dialogue and mark the use of present perfect in it :

Master : Where have you been so long, Gopi ?

Gopi (servant) : I have been to the market.

(Now he has just returned)

Master : What's the matter with the drawing room ?

Gopi : I have swept it clean already.

Here Gopi's action has just ended, in returning from the market and in sweeping the room.

(f) Mark the use of present perfect in the following sentences :

– Thieves have looted the bank.

– Television has announced the occurrence of a cyclone tomorrow.

– Twenty people have died in a train accident.

The above sentences show that the **present perfect** is usually used in newspaper head lines, in letters, in radio or television reports.

(g) Look at the following sentences :

- It is the first time that she has been to Delhi.
- He is the only boy who has answered my question.
- He is the most intelligent boy I have ever come across.

These sentences show that present perfect is used for the expressions like **for the first time, for the second time, for the last time**, etc. only, and for adjectives in the superlative degree.

(h) Now study the following sentences :

- The taxi has just arrived.
- I have never told a lie.
- Has he ever ill-treated you ?
- Dr. Das has left for Delhi recently.
- The bell has rung already.
- The postman hasn't come yet.
- Hasn't she returned from school yet ?
- He has often cheated me.

Adverbs like **just, ever, never, lately, recently, already, yet, often**, etc. usually take the present perfect.

Remember we generally use **already** in Affirmative sentences and **yet** in Negative, Interrogative and Negative – Interrogative sentences.

(i) Look at the following sentences :

- She has written three letters this morning.
- I have rung him up four times this afternoon.
- He hasn't eaten anything today.

These sentences show that we generally use **this morning, this afternoon, this week, this month, this year, today**, etc. to indicate that the period of time of the action is not complete at the time of speaking such as **this morning, this afternoon**, etc.

NOTES TO REMEMBER

In a nutshell, we use the Present Perfect to tell about

- (i) a state continuing until now,

Example : We have lived in this town since 2005.

(The state begins in the past and continues upto the moment of speaking)

- (ii) an event or events in a period continuing until now,

Examples : I have seen that film before.

She has experienced ups and downs in her life.

(Here the events belong to the past and they happen, at least once or often, in a period of time that continues until now. The exact time when the events took place is not known.)

- (iii) a habit in a period of time until now;

Example : I have always walked to school.

- (iv) a past event with the present result.

Example : I have cut my finger.

(present result : cut is now visible)

(Here we are not particular about to know exactly when the action took place, but we are concerned about the result of the past action)

Activity 5 :

Make sentences in the **Present Perfect** using the words given. If required, you may use some more words to complete the sentence. The first one has been done for you as an example.

- 1. ever / you / been / to Kashmir ?

Ans. Have you ever been to Kashmir ?

- 2. Never / I / see / a ghost / in my life

Ans. I.....

3. My younger brother / not finish / his homework / yet.

Ans. My younger brother.....

4. It / first time / I / take / a public examination.

Ans. It.....

5. He / the best boy / I / come across

Ans. He.....

6. Who / you / ever / visit / the Taj Mahal ?

Ans. Who.....

7. He / only player / that / got / a chance / to play / international cricket match.

Ans. He.....

Activity 6 :

Use **Since** or **For** as required in the following dialogue :

A. _____ when have you waited for the doctor ?

B. I have waited for the doctor _____ 6 pm.

A. Would you wait for him _____ two hours more ?

B. No. I have already waited long. I understand my friend has waited for me at home _____ 9 a.m. I would like to see him at once.

The Present Perfect Progressive :

Form :

Affirmative :

I / We / You / They / People He / She / Smita, etc.	have been	waiting for the bus.
	has been	

Negative :

I / We / You / They / People He / She / Smita, etc.	haven't been	waiting for the bus.
	hasn't been	

Interrogative :

Have / Haven't	I / We / You / They / People	been waiting for the bus ?
Has / Hasn't	He / She / Smita, etc.	

Use :

(a) Look at the following sentences :

- It has been raining hard for three hours.
- He has been waiting for the train since 4 pm.

These sentences in the present perfect progressive show that the activity started in the specified past, continued till the present and is likely to extend into the future.

(b) Mark the use of the Present Perfect Progressive in the following sentences :

- His hands are dirty. He has been working in the garden.
- There are pools of water in the field. It has been raining for three hours now.

We have used the **Present Perfect Progressive** in the above sentences to show that an **activity** or an **action** was happening until this moment or a very short time ago. The result of the action has been shown in the first sentence in each example.

Activity 7 :

Complete the sentences using the words given in brackets : Use the **Present Perfect** or the **Present Perfect Progressive** as required. The first one has been done for you.

- (i) Anita - You look very tired, Amit.
Amit - I have been working hard all day.

2. You look tired. Have you worked in the garden ?
Have you been working in the garden ?
3. Speak the truth. Have you broken the window ?
Have you been breaking the window ?
4. Your eyes are red. You have cried.
You have been crying.
5. Now you can live in that house. We have repaired the roof.
We have been repairing the roof.

THE PAST SIMPLE

Form :

Affirmative

I / We / You / He / She / They / People, etc.	went	to work in time.	
---	------	------------------	--

Negative

I / We / You / He / She / They / People, etc.	did not / didn't	go	to work. in time.
---	---------------------	----	----------------------

Interrogative

Did / Didn't	I / we / you / He / she / they / people etc.	go	to work in time ?
-----------------	--	----	-------------------

Use :

- (a) – India became free in 1947.
– The British ruled India for many years.

We use the past simple tense to talk about an action that began and ended in the past. The action might have happened in a moment or over a period of time.

We have already learnt that the present perfect tense tells us about a past action that has present relevance. But the past simple may not have any present relevance.

– “Shall I give you a cup of tea ?” “No, thank you. I have just had a cup”. If my reply becomes “I had a cup of tea”, the host will definitely say, “Then you can have another.”

- (b) – I played football when I was at school.
– We bathed twice during the hot summer days.
– Everyday he walked two kilometres in the morning.
– We usually spent the summer in our village.

Note that we use **past simple** when we talk about an action that took place in the past again and again as a matter of habit. We can also use **used to** for both **past actions** and **states** in place of the **past simple**. But **would** can be used for **past actions**, not for past states.

Now mark the use of **used to** and **would** in the following sentences.

Used to

Would

- | | | |
|----|---|---|
| 1. | He used to visit us every Sunday. | He would visit us every Sunday. |
| 2. | Manju used to be ill with Asthma during winter. | Use of would is not possible here, as it refers to a state. |
| 3. | He used to smoke a lot when he was young, but now he doesn't. | Use of would is unacceptable in this case of discontinued habit. |
- (c) Remember we do not use **used to** when we say how often a thing happened in the past. Here use of **past simple** is acceptable.

– He helped me many times in the past.

But not : He used to help me many times in the past.

– It rained all days this week.

But not : It used to rain all days this week.

Activity - 10 :

Complete the following conversation, using either the **past simple** or the **present perfect** form of the verb given in brackets.

Ashok : What are these people doing here ? What (happen) ?

Bini : There (be) an accident.

Ashok : An accident ? What (happen) exactly ?

Bini : A cat (run) across the road in front of a car. The driver (try) to apply the brake and (hit) the tree on the side of the road.

Ashok : When (it happen) ?

Bini : About ten minutes ago.

Ashok : (anyone call) for an ambulance ?

Bini : No, not yet. But the police (arrive). They will take care of that.

Ashok : This is the second accident we (have) here this week.

Bini : We should have a hump here.

Activity - 11 :

Fill in the blanks with the **past simple** or **present perfect** forms of the verbs given in brackets :

Bakul : _____ (you / see) Jagu last night ?

Pikul: No, but I _____ (just come) from his house. He's in bed. He _____ (be) very ill for the last three days.

Bakul : I'm sorry to hear that. So that's why he _____ (not come) to the party last night.

Pikul: The doctor _____ (see) him twice by now. He's coming again tomorrow. Oh, by the way, Jagu _____ (send) your book.

Past Progressive:

- (a) – Mr Das **was teaching** us Geography.
- I was taking my breakfast at 8 am yesterday.

We use **past progressive** forms of verbs (**was/were + v-ing**) to talk about an action that was in progress in the past. In the second sentence, the action

began some time before which was in progress and then continued some time more after 8 am to be complete.

- (b) – My sister **was watching** TV while I was **reading** a book.
- When I **was reading** the book, somebody **knocked** at the door.
 - When I **opened** the door I **saw** our teacher standing at the door.
 - I **invited** him into our house.

When **two actions** were in the past, the use of the **past simple** or the **past progressive** will depend on the meaning you want to express.

Activity - 12 :

Fill in the blanks using the **past simple** or the **past progressive** forms of the verbs given in brackets.

Once when I _____ (read) in my room, I _____ (hear) a lot of noise outside. I _____ (come) out and _____ (see) that many people _____ (run) in a particular direction. They _____ (shout) at the top of their voice. They all _____ (have) buckets and water pots in their hands. I _____ (ask) them what the matter was. Somebody _____ (point) at a house at the end of our village. I _____ (see) that the house _____ (burn). People _____ (throw) water at the house in order to put out the fire. Very soon the fire _____ (come) under control.

Activity - 13 :

Rewrite the paragraph using the **past progressive** or the **past simple** forms of the verbs given in the brackets.

I (walk) along the street one day when I (see) something strange. I (notice) a person of the same height as me and (have) the same hair style. He (wear) clothes of the same colour and (carry) a school bag just as mine. He (just / cross) the road ahead of me but he (not/avoid) me at all. I (be) sure of that. As he (go across) the road, I (follow) him.

Past Perfect :

The **past perfect** form of the verb is had + verb in the third form (**had** +v -ed / -en).

- When we **reached** the station, the train **had left**. So, we took a bus.
- The thief **had gone** when the police **arrived**.

When two actions take place in the past, the earlier action is expressed by the past perfect tense of the verb. The other action is expressed by the past simple tense form.

- When she **saw** the dark shadow coming towards her, she **screamed**.

If both the actions happen at the same time, the past simple forms of both the verbs are used. Here both the actions (coming of the dark shadow and screaming) happened at the same time in the past. We usually use **simple past tense** in both the parts.

Activity - 14 :

Combine the following sentences into single ones using the **past perfect** or the **past simple** forms of the verbs.

1. The alarm clock rang. I woke up = As soon as _____
2. I cleaned my teeth. I took my bath = After I _____
3. I looked at my watch. I realized I was late = When _____
4. I arrived at the school. I remembered it was Sunday. = When _____
5. Siya wrote the letter. She posted it = After Siya _____

Activity - 15 :

Work in pairs **A** and **B**. Without showing your sentences to your partner, **A** writes 5 sentences using the **past perfect** tense of verbs. He/She puts before the sentences an expression like **as soon as / when / by the time / after**. In the mean time, **B** writes 5 sentences using the **past simple** tense of verbs. After writing the sentences, you show each other the sentences and try to combine

them. Check your answer with the help of your teacher. (All the sentences may not combine.)

Past Perfect Progressive :

The past perfect progressive has the structure **had + been + v-ing**.

– They **had been driving** for two hours when the car **broke** down.

When a **past action** was **in progress** and another event took place, we use the **past perfect progressive** form of the verb for the action that was in progress and **past simple** for the other event.

Activity - 16 :

Complete the following dialogue using the **past perfect** or the **past perfect progressive** forms of the verbs given in brackets.

Federer : My best moment in the match was when I realised that the game (finish) and I (become) the champion. I (win) at last. At that moment I (become) the best Tennis player of the world.

Reporter : And when you won, how long you (play) Tennis ?

Federer : I started just before I finished school. That means, I (play) for about six years when I won Wimbledon.

Reporter : You (beat) some good players before you won that tournament.

Federer : Yes, ever since I started as a Tennis professional, I (win) games regularly, until my injury.

Modals for future time :

Modals like **shall, should, will, would, may, might, can, could, need,** and **must** express the future in some situations. Particularly **shall** and **will** speak of the future in most cases.

I / we	shall / will	go there.
You	will	go there.
He / she / it / they	will	go there.
Hari / Lata / The student(s)	will	go there.

If we use **shall** for **you, he, she**, etc., the meaning will be **compulsion** or **threat**. For example,

You **shall** do as I say.

Shall and **will** are generally used for a future action which is unplanned and the decision for it is taken at the moment of speaking.

For example,

- Wait a minute. I'll **come** with you.
- The phone is ringing. I'll **answer** it.

(a) Be + going + to + v

We use this expression for future actions when we talk about the future fulfilment of a present cause or indication. That is to say, that something will happen because the cause is seen or felt at the moment of speaking.

- There are dark clouds in the sky. It **is going to rain**.

Now look at this sentence.

- We **are going to leave** for Puri tomorrow morning.

The sentence means a future plan on the basis of the present intention or decision. We want to go there and we have the power to change the programme.

(b) The Present Progressive for Future Action :

We may sometimes use **is/am/are + v-ing** for a future action when we talk about a plan, arrangement, or programme.

- We **are leaving** for Puri tomorrow morning.

We can't change this plan because it is not in our power to do so.

(c) The Present Simple Tense for Future Action :

We may sometimes use the present simple tense for a future action when we talk about an unchangeable plan. That is to say that the future is seen as a fact. For example.

Tomorrow is Sunday.

The train leaves at 9 a.m.

Our examination starts next week. The match begins at 4.30 p.m.

(d) Other ways of speaking about future.

– Don't call me at 9 o'clock. I'll **be having** my dinner then.

You can ring me up at half past nine; I'll **have finished** my dinner by that time.

The teacher **is about to** leave the class. You can request him to explain the point once again.

(e) Be + to + infinitive.

This expression is used to say about.

(i) an arrangement i.e., what is **arranged to happen** :

Examples : They are to be married next month.

– There is to be an investigation.

(ii) Command or what must / should be done.

Examples : You are to be back by 5 p.m.

– We are to report this to the police at once.

– What is to be done about this problem ?

(iii) A contingent (dependent) future.

Examples : If he is to succeed, he must work harder.

– If he is to recover soon, he must take the doctor's advice.

(iv) What happened later

Examples : He was to regret that decision for the rest of his life.

Activity - 17 :

Two friends Sanu and Siya are leaving school together Their parents have gone to their village. Some of the lines of their conversation are correct and some have a mistake. Put a tick against the correct sentence. If a sentence has an error in it, write the corrected form.

Sanu - Where will you eat tonight ?

Siya - At home. I've got a cookery book, so I'll make a curry.

Sanu - Why not come to my place ? I'm going to cook for us both something.

Siya - Won't you go to meet your Grandpa ?

Sanu - No, he's left for the village. I'm not going to meet him for a month or so.

Siya - O.K. I'm going to come round at 8 and I'll bring some ice-cream.

Sanu - Fine. I'll see you then.

Activity - 18 :

Use **will/shall, be going to, or present progressive** forms of the verbs given in brackets and complete the sentences.

Mina : Would you like to come to watch a movie this weekend ?

Mitina : I'd like to, but I'm afraid (I / not / have) time.

Mina : Why ? (what / do) ?

Mitina : Well, (my / father / arrive) back from Delhi. He's been there for six months and (we / have) a big party to celebrate.

Mina : (he / not / be) too tired for a party after his long train journey ?

Mitina : Yes and no doubt (he / have) no proper food during the journey. So, on Saturday he can take it easy. But on Sunday, (all the family / come) on a picnic. (I / prepare) things all day on Saturday.

Mina : What a lot of work for you.

Mitina : I don't mind. Other members of my family are helpful and we are well organized. In fact, (I / see) someone about hiring a cook this afternoon. So, I must go now or (I / not / get) to their shop before (they / close).

Mina : I hope (everything / go) well for you.

Mitina : I'm sure (it / be) a great day provided (the weather / remain) fine.

Activity 19 :

Rewrite the following sentences using the correct form of the verbs given in brackets. Read the following passage. It's about Raju's daily routine.

Raju (get) up early everyday. He (brush) his teeth and (have) his bath. He (take) a quick breakfast. He usually (prefer) fruits for his breakfast. Soon

after, he (sit) down to do his homework. He (not want) to be punished at school. So, he (set out) early to reach the school in time.

Activity 20 :

Suppose you are the monitor of your class and very well up in English. You ask your friends to look out through the windows and write three correct sentences each about the things they see. You then go round the class to see if all of them have written correctly. Correct the wrong sentences wherever you find them.

Activity 21 :

Use either the **present simple** or the **present progressive** in the following sentences to complete the dialogue.

Seema : Hello, Lopa, what (you / do) these days ?

Lopa : Nothing special. I (learn) dancing in a dancing school. What about you ?

Seema : Me ? I am (work) at a training school. The school (offer) lessons on cooking.

Lopa : (you / like) the job ?

Seema : Yes, of course. I (prefer) this job because I (also learn) a lot about cooking while working here.

Lopa : What (they / teach) now ?

Seema : Right now, they (give) lessons on Chinese food. You know, Chinese dishes (taste) so good !

Lopa : Can I join the classes some day ?

Seema : Sure. They (want) more and more students to join their school. You are welcome.

Lopa : Thank you.



CHAPTER - 4**Auxiliaries**

Read the passage and underline the verbs in it :

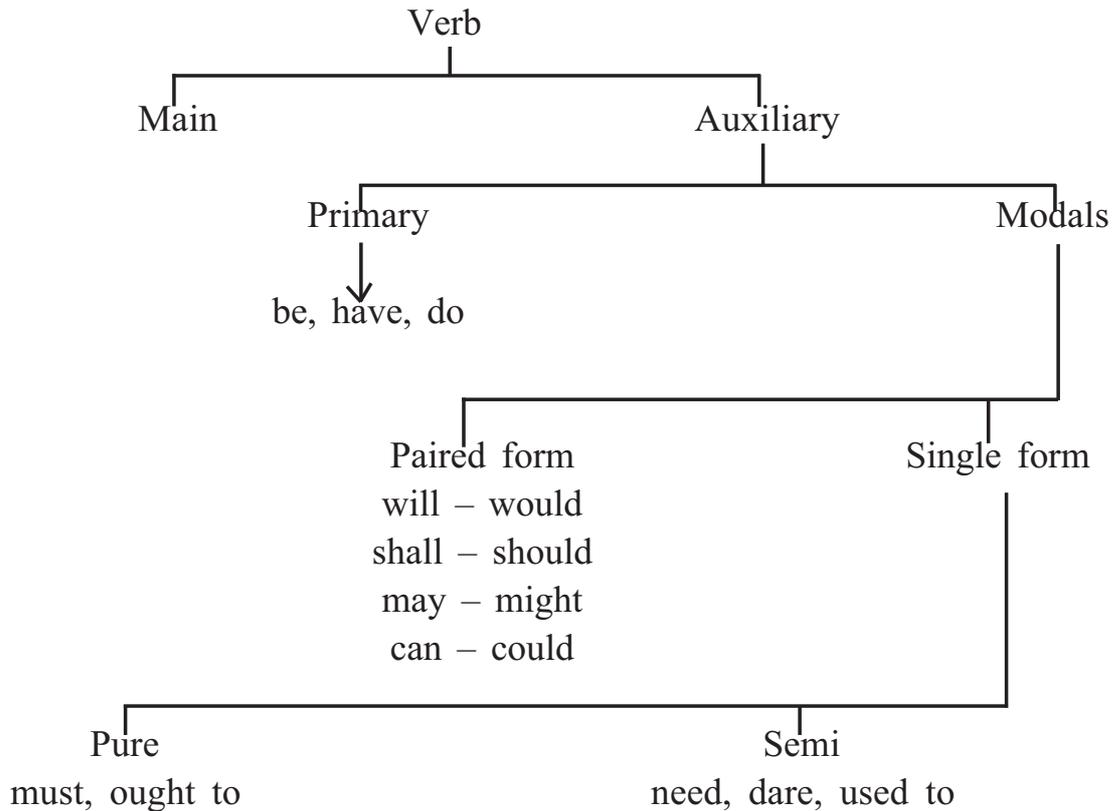
Shekhar and Kabir have known each other from the very childhood. Kabir said to Shekhar “Do you know Ajay ? Have you ever talked to him ? He is a very good singer”. Shekhar replied, “I have seen him at two or three music programmes. He has a very good voice. He did his graduation in Fine Arts and Music.” Oneday they invited Ajay and said, “We are very glad to have your company. We are going on a picnic tomorrow. You may join us.” Ajay replied, “I should take permission from my father and will then inform you. Remember you ought to respect your parents’ views. By the by, can anyone of you sing ? One must develop some hobby for a welcome change in life.”

Look at the first sentence. It has two verbs such as **have** and **known**. The first one is called **auxiliary** and the second one the **main verb**. Similarly you can know the main verbs and auxiliaries in other sentences. Study the difference between the auxiliaries in the above passage :

Have in (have known, have talked, have seen), **do** in (know), **are** in (are going) are auxiliaries indicating the tense and time of the verb and the other category (**may, should, will, ought to, can, must**) indicates possibility, desirability, intention, ability, obligation or compulsion. The first ones are called Primary Auxiliaries and the second, Modal Auxiliaries.

An auxiliary verb always comes before the main verb to indicate its tense or modalities of expression like expression of ability, permission, compulsion, obligation, threat, desirability, etc. There are two kinds of auxiliaries : **Primary** and **Modal Auxiliary**.

Look at the diagram :



Give a second reading to the above passage, you come across the verbs like ‘are’, ‘did’, ‘has’ which are the forms of **be**, **do** and **have** respectively, playing different roles.

- (i) Find out the sentences where they are main verbs.
- (ii) Find out the sentences where they are auxiliaries.

Notice that **be**, **do**, **have** can be the main verb or auxiliaries. When they are used as the only verb in the sentence, they function as main verbs. But when they go with another verb, they become auxiliaries.

Use of **be**, **have** and **do** :

A **be** verb as an auxiliary, makes two types of sentences : one with progressive main verb and the other in the passive form of the main verb. For example.

am / is / are / was / were	<u>going</u> there.	am / is / are was / were	<u>invited</u> to the party
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Use correct nouns or pronouns to make meaningful sentences from each table. In each of these sentences the **be** verb is an auxiliary. When the **be** verb becomes a main verb, it introduces more information about the subject of the sentence, such as its identity, nature, qualities, or position. For example,

She is [Sheela/intelligent/pretty/the monitor/in this room.]

A **have** verb as an auxiliary makes the perfect tense of the main verb in order to show that the action suggested by the main verb has been complete. For example,

have / has / had	<u>done</u> the homework.
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Make sentences using nouns or pronouns. The sentences mean that the action of doing the homework has been finished. In these sentences, the have verb is an auxiliary. When a **have** verb becomes a **main verb**, it means that the subject of the sentence owns or experiences something. For example,

She **has** [a bicycle / a brother / a party today.]

A **do** verb as an auxiliary turns a sentence into a negative or an interrogative sentence. For example,

don't / doesn't / didn't	<u>write</u> long answers.	do / does / did	I / you / he / she / the girl / etc.	<u>write</u> long answers ?
-------------------------------------	-------------------------------	----------------------------	--	--------------------------------

Frame sentences using suitable nouns or pronouns. The sentences mean that the action of writing long answers has been denied or questioned. In these sentences, the **do** verb is an auxiliary. When a **do verb** becomes a main verb, it means that the subject of the sentence performs an activity or task. For example,

You do not **do** your homework regularly, do you ?

Activity 1 :

(A) Fill in the blanks with the proper verbs chosen from those given in brackets and rewrite the paragraph :

Nilu _____ (was / is) my classmate. She / He lives near our house on the same road. A few days ago they _____ (have / had) a big garden in front of their house. But now they _____ (have built / built) an office room in that garden. They _____ (lost / have lost) their beautiful garden. Nilu's father _____ (is / has) a lawyer. He _____ (isn't / doesn't) go to the office at ten o'clock everyday. _____ (Do / Does) your father go to work at a fixed time everyday ?

(B) Underline the main verbs and circle the auxiliary verbs in the passage you have just written.

We have studied Primary Auxiliaries. The next group of auxiliaries is called **Modal Auxiliaries**. Let's study them in more detail.

1. Modal Auxiliaries do not usually act as main verbs, nor do they change with the number or person of the subject noun or pronoun.
2. They act as auxiliary verbs.
3. They have single forms for all subjects. They do not change even for a subject like he / she / it. Nor do they change for past time.
4. Two modals cannot go together in a simple sentence.
5. They have no non-finite forms as primary auxiliaries have (for example, **to be, being, been**, etc.) They are always finite and come before all other verbs in a simple sentence.
6. All the modals are followed by the bare infinitive (base) form of the verb.

We must remember that **ought to** and **used to** are also modal auxiliaries. Modals are primarily used to express meanings such as necessity, obligation,

advice, permission, certainty, possibility, etc. They do not usually have a time restriction. They can refer to the present or the future in the same form. In some situations, **should**, **would**, **might** and **could** act as the past form of **shall**, **will**, **may** and **can** respectively. **Used to** refers to a past habitual action or state. Now, we shall see how modals express different meanings.

Shall / Will :

The modal **shall** is used with I or we to express plain future, permission, promise, order, offer, etc. When **shall** takes a subject other than I/We, it means a threat or compulsion. For example,

We **shall** be back in an hour's time. **Shall** I go home now ?

I **shall** take you out on Monday. You **shall** not use my bicycle again.

Shall I give you a cup of tea ? You **shall** write this answer before you go.

In the negative sentence **shall not** is usually spoken as **shan't**.

The modal **will** is usually used to express the meaning of plain future, willingness, request, prediction, etc. For example,

Bakul **will** be fourteen next week. He **will** come in time.

Will you do me a favour ?

When 'will' is used in case of the first person I/we, it means a certainty or promise :

I **will** help you as far as I can.

In the negative sentence **will not** is usually spoken as **won't**.

Activity 2 :

Fill in the blanks with **shall / will / shan't / won't**.

Bakul wants to go to Nandankanan. He wants to persuade his father to take him there during the summer vacation.

Bakul : Daddy, _____ i _____ we go to Nandankanan during the summer vacation ?

Father : It is a good idea. But I think it _____ ii _____ be better if we go there in winter.

Bakul : But in winter the place gets crowded. We _____ iii _____ have to queue for hours to go on the boat ride. We _____ iv _____ get time to see everything.

Father : Yes, but the weather _____ v _____ be so good in summer. The animals _____ vi _____ stay in their caves all the time.

Bakul : So, what _____ vii _____ we do ? _____ viii _____ we go there in December ?

Father : No, let's go there during the Puja vacation. It _____ ix _____ be so crowded then. I am sure, the weather _____ x _____ be better.

Should / Ought to :

The modal auxiliary **should** is generally used to give advice or to express obligation. **Ought to** is almost similar to **should** in meaning and is used in its place. But **ought to** is a stronger expression and it is used when there is a moral obligation or when the obligation comes from outside. For example,

I **ought to** get more exercise. (I am physically unfit. My doctor advised me to do so.)

They **ought to** ban smoking in public places.

You should / **ought to** wash your hands before you eat.

Would / Used to :

The modal **would** is usually used to express request, invitation, probability, or past habit. For example,

Would you do me a favour ? **Would** you like a cup of tea ?

He **would** be at home now.

When I was a child, I **would** (=used to) spend hours playing with my toys.

The modal **used to** also expresses a past habit and it does not have an equivalent for the present habit. We cannot use **used to** with an expression of a definite period of time. For example,

I used to go to school in my village when I was a child. But

I went to school in my village for five years.

Activity 3 :

Write the following sentences using I (**think / don't think**).... **should** and a suitable expression from the box. One has been done for you.

Go to the doctor	go home now	go to university	get married
Phone them now	have a holiday	go to work today	sell it.

It is late. I think we should .
go home now

It's very late. I don't think you
should go to work today.

Your bicycle is very old.

They need a change.

He doesn't look well.

You are not very well.

She's very intelligent.

They are too young.

Activity 4 :

Choose the correct form.

'Do you like / Would you like a banana ?'

'No, thank you.'

'Do you like / Would you like bananas ?'

'Yes, I love them.'

'What do you like / would you like to drink ?'

'Water, please.'

'I like / I'd like ice-cream but I don't eat it very often.'

'I'm tired. I like / I'd like to go to sleep.'

'Do you like / Would you like something to eat ?' 'No, thanks. I'm not hungry.'

Activity 5 :

Complete the following sentences using **shall / should / will / would** + the words given in brackets.

A. Lata : Jatin has stomach ache. He is in hospital.

Sumit : Really ? (he / be) in hospital for long ?

Lata : No, he (not be) there very long. Two days perhaps. The doctor has given him medicine.

Sumit : How long (he / have) those medicines ?

Lata : I don't know. May be he (have) to take them for three days.

Sumit : I hope he (be) all right soon. How (we / play) the football match without him ?

B. My brother is lying awake on the bed. His books and notebooks are on the table. I want to ask him if I can switch off the lights. _____ I turn the light off?

Father has come back from the fields. He says, "I'm thirsty." What do I say? "_____ I fetch you a glass of water?"

Mother says, "I'm not feeling very well." What do I say? "_____ the doctor?"

Mother says she _____ all right if she lies in bed for a few minutes. I offer to make the bed for her. _____ for you?

Activity 6 :

Make 5 predictions about the year 2020 using **will / won't**.

Activity 7 :

Complete the following offers / invitations using **would you like _____ ? / Would you like to _____ ? / Would you like me to _____ ?**

I've just made some tea. _____ some ?

You haven't got an umbrella, have you ? _____ borrow mine ?

There is a teacher of English living on the first floor. _____ know her ?

We're going to a party tomorrow night. _____ come ?

You don't have enough money and you want to buy an interesting book. _____ lend me some money ?

Can / Could :

As a modal auxiliary, **can** usually means one's ability to do something. It also suggests that something is possible. Sometimes you can use it when you want to give or seek permission for something. For example,

He can run like a deer. The leopard can be hiding in the bush.

You **can** come with me tomorrow. **Can** I use your bicycle ?

Could usually means past ability. It is also used when you want to make a polite request. For example.

He could write poems when he was only ten. Could I come in, sir ?

May / might :

In order to give or seek permission **may** is used. It also means factual possibility or expression of your wish. For example,

You **may** come in now.

May I come in, sir ?

Mother **may** be in the kitchen.

May God bless you.

Might suggests a very **remote possibility**. It may also mean a **past purpose**. For example,

What you say **might** be true.

He died that others **might** live.

Activity 8 :

Mr Das is 70. There are a lot of things he cannot do now. He is talking about the things he used to / was able to do. Complete the sentences with **could** or **couldn't**.

My eyes aren't very good now. Five years ago I _____ i _____ read the newspaper without wearing glasses. A few years ago I _____ ii _____ walk to the shops and was back in half an hour, but I prefer to get the rickshaw now. When I was a child, we _____ iii _____ watch television or a video in the evening. They didn't exist. We played football or kabadi in the evening but they _____ iv _____ keep us amused for hours. When I was younger, I _____ v _____ play the flute very well. I tried to play the flute again the other day. I _____ vi _____ play it only for a few minutes. I _____ vii _____ play it at a high pitch. My memory is not brilliant either. I _____ viii _____ remember my telephone number this morning.

Activity 9 :

A friend is asking you about your plans. You have some ideas but you aren't sure. Use **may** or **might** and complete the sentences.

(i) Where are you going for your holidays after the examination ?

I'm not sure yet, I _____ go to Puri.

(ii) Where are you going to celebrate your birthday ?

I don't know yet. I _____

(iii) When will you see your cousin again ?

I'm not sure. I _____

(iv) What are you going to buy when you go shopping ?

I haven't decided yet. I _____

(v) What are you doing at the weekend ?

I _____ . I _____

(vi) When are you going to phone Nilu ?

I _____ . I _____

(vii) What are you going to have for dinner tonight ?

I _____ . I _____

Activity 10 :

Fill in the blanks with **may (not) / might (not) / could (not)**. [Multiple answers are possible]

This is news at ten. All parts of the state will have rain tomorrow but the rain _____ reach the south coast till the evening. It will be quite warm. Temperature _____ reach 35°. Winds will increase from the east and _____ reach the speed of 80 kilometres per hour in the coastal region but they _____ be strong inland. And the forecast for the weekend. Well, it _____ be better really. Dry, warm and sunny for both Saturday and Sunday.

Activity 11 :

Fill in the blanks with **can / can't / will / won't / would / wouldn't**.

My brother _____ speak three languages. At the moment he's learning Bengali and by the end of this year he _____ be able to speak four languages. He hopes to get a job in Kolkata. I _____ like to speak two languages! I _____ speak only Odia and I _____ really speak English very well. I attend my English classes regularly but I haven't been able to make much progress. Do you think I _____ really be proficient in that language ?

Need / Dare :

These two modal auxiliaries are usually used only in negative and interrogative sentences for example,

- I'm not deaf. You **need** not speak so loudly.
- I **dare** not ask my teacher for leave. He may be angry.
- **Need** you leave the party so soon ?

- How **dare** you challenge the wrestler to a fight ?
- Sometimes, **need** and **dare** behave as main verbs as given in the following examples.
- You don't **need** to come on Sundays.
- I didn't **dare** to go near the snake.

But in these sentences **need** and **dare** should be considered as different verbs.

Must :

This modal expresses a strong obligation, necessity, compulsion or a logical conclusion. So it is used for recommendation, persuasion, prohibition or inference. For example,

- I **must** write the answer before I go. — He **must** do his homework regularly.
- You **mustn't** shout in the class. — What you say **cannot** be true; you **must** be joking.

In order to change **must** into negative, we can use **mustn't** or **needn't**. **Mustn't** means a negative compulsion whereas **needn't** means the absence of compulsion.

Activity 12 :

Complete the responses to the statements as given in the examples.

Examples :

- 1 You have slept all afternoon. You **can't** be tired.
 - 1 He has a building in the village and another big one in the town. He **must** be rolling in money.
 - 1 None of the candidates passed the examination. The questions **must have been** difficult.
 - 1 There were a lot of mistakes in your writing. It **can't have been** revised.
- (i) I haven't heard from him for years.
He _____ forgotten you.
- (ii) Can I have something to eat ?
You _____ hungry. You have just had your dinner.

- (iii) I can't find the key to my bicycle.
You _____ it in the classroom.
- (iv) He has no idea what the book is about.
He _____ read it.
- (v) The last bus hasn't arrived yet.
It _____. There is no passenger at the bus-stop.

Activity 13 :

Complete the following sentences using **mustn't** / **needn't** + one of these verbs given in the box.

be buy hurry lose stick take tell wait wash

Your clothes aren't dirty. You _____ them.

I must hurry. I _____ late.

(Mother to child) You _____ your tongue out at people. It's not decent.

We have enough time. You _____ while driving.

You _____ for me, I will meet you at the school.

You _____ an umbrella. It's not going to rain.

This is a secret. You _____ it to anybody.

You _____ this book. You can borrow mine.

This book is very important. You _____ it.

Activity 14 :

You are at somebody's house for the first time. You are unknown to most of the members of the family. Politely ask them for what you want using **may** / **could** / **would you mind if**.

You'd like to switch on the TV.

You'd like to have a glass of water.

You'd like to have another piece of cake.

You'd like to have a piece of paper and a pen.

You'd like to borrow today's newspaper for a few minutes.

You'd like to add some salt to your curry and you can't reach the salt.



CHAPTER - 5

The Noun Phrase



Read the following :

Coconut is a tall tree.

I can see many beautiful flowers.

The black dog is sick.

In the above sentences a tall tree, many beautiful flowers, the black dog are noun phrases (NP).

Sometimes nouns used as single words are also called noun phrases.

We live in houses.

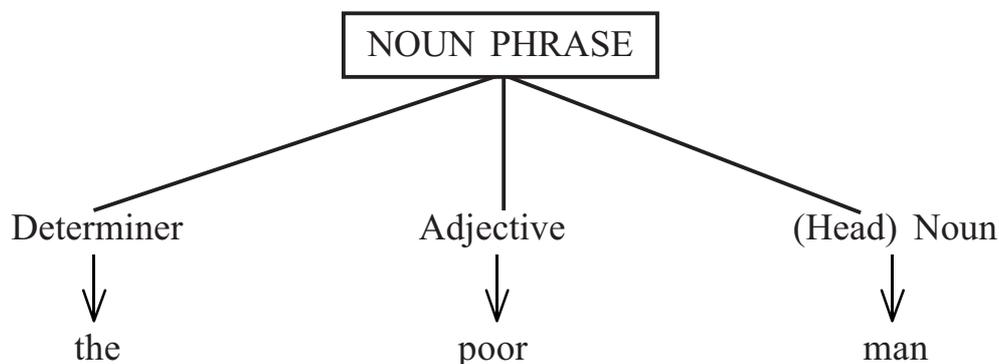
Trees are useful to us.

Let's know more about the different elements of a noun phrase.

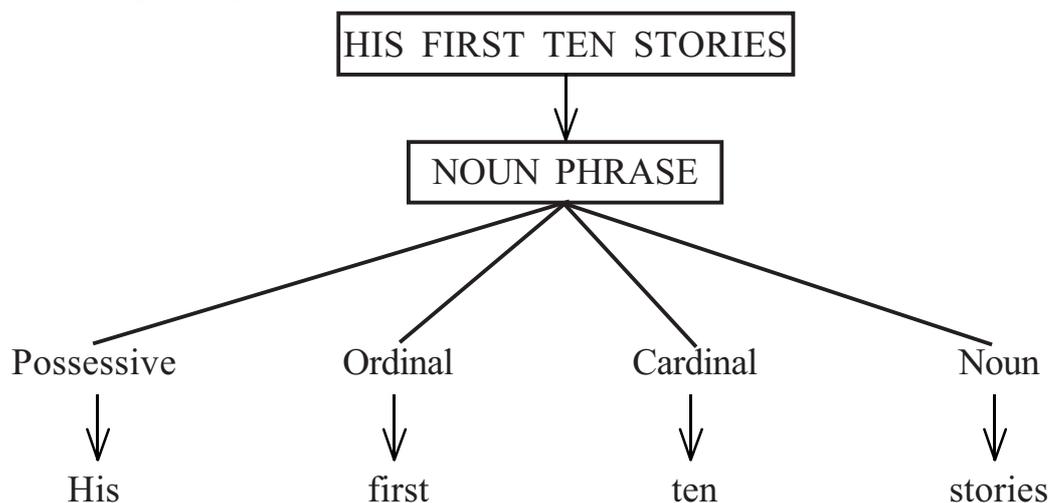
The poor man is hungry.

Now read the sentence. In the Noun Phrase 'The poor man', the word 'poor' is between the determiner and the head noun. This word tells us about the quality of the head noun 'man'. So we call it an **Adjective**. This Noun Phrase has **three main elements**.

Look at the following diagram to know the order of the **three main elements** in the Noun Phrase 'the poor man'.



See the diagram given below :



(one, two, three etc are called **cardinals**; first, second, next, last, etc. are **ordinals**; many, much, few, a few, little, a little, each, every are quantifiers.)

Study the following sentence :

Many extremely beautiful pictures are here. Here in the structure of the **Noun Phrase**, the **quantifier** (e.g. many) is followed by an **adjective phrase** (e.g. extremely beautiful), in this **adjective phrase**, the **adjective** goes with the **intensifier** 'extremely'.

Consider the following Noun Phrases :

- (a) A science college
- (b) A stone building
- (c) All the boys
- (d) Half of my fancy hats

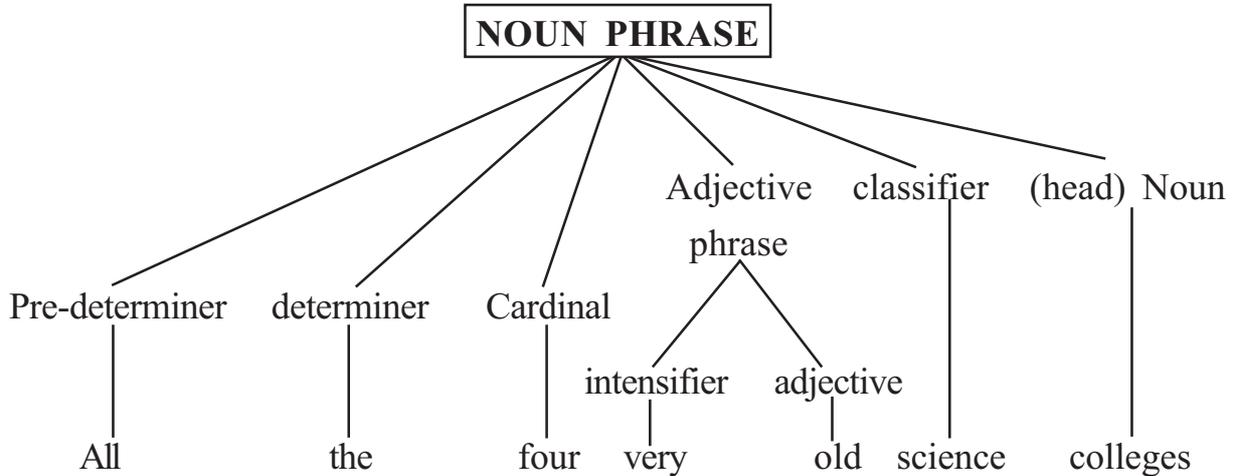
The underlined elements in **a** and **b** Noun phrases in the above examples are known as **classifiers**. A **classifier** is a noun which functions as an **adjective**.

In **c** and **d** Noun phrases in the above examples, the underlined elements are known as **Pre Determiners**. They come before the determiner in a Noun Phrase. You will learn more about determiners in the next chapter.

Look at the following tree diagram. Mark the position of the elements in the Noun Phrase :

Example :

All the four very old science colleges.



Note that all these pre-determiners have ‘of’ constructions which are **optional** with **nouns** and **obligatory** (compulsory) with **personal** pronouns.

Look at the following list :

‘Of’ Optional with Nouns

- all (of) the boys
- both (of) the players
- half (of) the time

‘Of’ Obligatory with personal pronouns

- all of them
- both of us
- None of them / you
- half of it.

Activity 1 :

Spot the Noun Phrases in the following sentences. Then identify the determiners.

1. That silly donkey is away.
2. Those people are busy.
3. Have pity on the starving child.
4. All of you can do the sum.
5. The little girl is always talking.
6. He has one sister and two brothers.

7. I heard his first three words.
8. All these four empty bottles are here.
9. Mary's mother is dead but her father is still alive.
10. Which colour do you like, red or green ?

Activity 2 :

Rearrange the words to make a Noun Phrase.

1. first, books, his, ten
2. big, the, boys, three
3. the, planes, five, first
4. her, sarees, beautiful, all
5. nice, a, movie, very
6. very, boys, innocent, young
7. famous, seven, schools, those, music
8. old, the, man, silly

Activity 3 :

Draw tree diagrams showing the different elements of the following Noun Phrases :

1. All boys
2. All the boys
3. Each of the students
4. A ripe red fruit
5. Those strange stories

Activity 4 :

Complete the Noun Phrases by filling in the blanks with suitable words.

1. ——— ——— picnic
2. ——— ——— house
3. all ——— ——— boys
4. the ——— ——— books
5. our ——— ——— teacher



**CHAPTER - 6****Pre and Post Modifiers in the Noun Phrase**

Look at the following sentences.

- (i) Flowers are beautiful.
- (ii) **The red flowers** are beautiful.
- (iii) **The red flowers in the pot** are beautiful.
- (iv) They are beautiful.

In sentence (i) ‘flowers’ is the subject and it is a single word. In sentence, (ii) we have added some more words ‘the red’ before ‘flowers’ and in sentence (iii) we have added still more words to ‘flowers’ ‘in the pot’, which follow it. These words add some extra meaning to ‘flowers’ which is the head word. In other words they modify the meaning of the head noun ‘flowers’. Words used before the head noun ‘the red’ are called **Pre-modifiers** and those following it ‘in the pot’ are called **Post-modifiers**. The head noun along with the pre- and post-modifiers is called the Noun Phrase.

In sentence (iv) (the pronoun) ‘they’ replaces ‘the red flowers in the pot’. So a pronoun ‘they’ is also a noun phrase.

Remember :

- (a) Noun phrases may have single words e.g., ‘flowers’, ‘they’ as in sentences (i) and (iv).
- (b) They may have only pre modifiers. e.g. ‘**The red flowers**’.
- (c) They may have only post-modifiers, e.g., ‘flowers **in the pot**’. or
- (d) They may have both the pre-and the post-modifiers, e.g., ‘**The red flowers in the pot**’.

B. Pre-modifiers of the Noun Phrase.

Read the following and see the kind of words we can use as pre-modifiers in a noun phrase.

- (i) Articles : a flower, **an** orange, **the** elephant.
- (ii) Demonstratives : **this** / **that** elephant, **these** / **those** elephants.
- (iii) Numerals : **one** child, **three** seasons, the **first** child, the **third** season.
- (iv) Quantifiers : **many** flowers, **some** books, **a few** children, **much** / **a little** water.
- (v) Possessives : **Ram's** shirt, **my** friend, **their** house.
- (vi) Distributives : **each** man, **every** town, **either** book, **neither** pen.
- (vii) Multipliers : **double** the number, **twice** the quantity, **one-third** people.
- (viii) Wh-words : **Whose** book, **which** class.

All the above pre-modifying class of words are called **determiners**.

In addition to the determiners, an **adjective**, a **participle** and **another noun** can also be the part of the pre-modifiers in a noun phrase.

- (ix) Adjective : The **white** goats, a **black** cat.
- (x) Participle : a **running** train, **trained** workers.
- (xi) Noun : a **brick** house, a **table** cloth.

The usual pattern of a Noun Phrase is determiners + adjective + noun head + post modifiers.

Activity 1 :

Complete the following passage by filling in the blanks with suitable pre-modifiers. You can choose the pre-modifiers from those in the brackets.

(story, two, the, some, a, different, friend's, my, happy)

There was _____ fair going on near _____ village. I went to my _____ house and called him. We went to _____ fair together. We went round the _____ stalls in _____ fair. I bought _____ _____ books.

My friend bought _____ toys one for his nephew and another for his niece.
We came back home in the evening. It was a very _____ experience for us.

C. Post-modifiers of the Noun Phrase.

You have learnt that post-modifiers follow the head noun in the noun phrase. The post-modifier may be an adjective, an adverb, a prepositional phrase, a non-finite or a finite clause.

- (i) Adjectives :
- (a) There is something **odd** about him.
 - (b) I can see something **bright** in the sky. ‘odd’ and ‘bright’ are adjectives.
- (ii) Adverbs :
- (a) People **outside** started shouting.
 - (b) The weather **today** is fine.
‘**Outside**’ is an adverb of place and ‘today’ is an adverb of time. They follow the nouns ‘people’ and ‘weather’ respectively and modify them.
- (iii) Prepositional Phrases :
- (a) People **in general** love Gandhi.
 - (b) She is a girl **from our village**.
‘In general’ and ‘from our village’ are prepositional phrases and modify ‘people’ and ‘girl’ respectively.
- (iv) Non-finite clauses :
- (a) Did you meet the man **sitting in the corner** ?
‘Sitting in the corner’ is a non-finite clause in the present participle form and it modifies ‘man’.
 - (b) The book **kept on the table** is mine.
‘**Kept on the table**’ is a non-finite clause in the past participle form and it modifies ‘book’.

(v) Finite clauses :

(a) We helped the girl, *who was new in our class*.

(b) People *who work hard* succeed in life.

The nouns 'girl' and 'people' in the above sentences are modified by the finite clauses in italics respectively.

Activity 2 :

Fill in the blanks choosing the post-modifiers from those given in brackets.

(nearby, sitting in the gallery, in colourful jerseys, posted around the field, in general, kept for the winners, who acted as the referee.)

Boys of our school love to play football _____. So we arranged a football match in the field _____. The players entered the field. The children _____ encouraged the players. A teacher _____ conducted the game. The linesman _____ helped him. The trophy _____ was given away after the match.





CHAPTER - 7

Countables and Uncountables

Read the following passage and underline the nouns.

My little friend drives his cows and goats into the field every morning. He leads his herd to that part of the field where grass grows well. While the cows and goats enjoy the grass, he sits under a tree and plays music on the flute. When he feels hungry, he eats the food he carries from home and drinks water from the stream. Sometimes he plays on the sand or makes beautiful toys of clay and mud.

Activity - 1 :

Now work in pairs. Identify the nouns from the above passage and write them in the appropriate boxes given below. Two have been done for you.

Nouns before which we can use a/an, one, two, many, (a)few , etc.	Nouns which do not usually go with a/an, one, two, many, (a)few
a/one tree two / many trees	grass

Points to Remember : Nouns before which we can use **a / an, one, two, many, (a) few, several**, etc. are **Count Nouns** or **Countables**.

They have two forms : **Singular** and **Plural**.

Nouns which do not usually go with **a / an, one, two, many** etc are **Uncount Nouns** or **Uncountables**.

- (ii) Generally we add -es to Singular Count Nouns ending in -s, -ss, -tch, -sh, -x, to make them plurals.

gas - gases watch - watches

glass - glasses dish - dishes

fox - foxes

- (iii) For Singular Count Nouns ending in -y with a consonant before it we replace -y with -ies to make them plurals.

country - countries lady - ladies

party - parties body - bodies

- (iv) In case of nouns ending in -f or -fe, we usually replace -f or -fe with -ves to make them plurals.

calf - calves wife - wives

thief - thieves life - lives

leaf - leaves knife - knives

- (v) Some nouns ending in -o take -s, and some others take -es to become plurals.

photo - photos mango - mangoes

piano - pianos potato - potatoes

- (vi) Some nouns having -oo in between we change oo to ee to make them plurals.

tooth - teeth goose - geese

foot - feet (but not in case of 'book')

- (vii) Some nouns do not change their forms into plurals.

people - people cattle - cattle

sheep - sheep deer - deer

- (viii) Look at the following singular countables alongwith their plural forms.

man - men child - children

woman - women ox - oxen

mouse - mice

Activity - 3 :

B. The following is an entry in the diary of Rita. In some places she has wrongly written the plural forms of some nouns. Underline the mistakes and write their correct forms in the right hand margin.

6 April : Today was Sunday. I got up late in the morning. After brushing my tooths I had some cakes for breakfast. Then I did my lessons for an hour. I had to make a list of the political partys of our state and the names of the countrys of Asia. After completing homework I went to the kitchen to help my mother. I cut the vegetable leafs, potatos and tomatos and kept them neatly on the plates. In the afternoon I fed the goats, coves and sheeps. In the evening I washed my hands and foots and sat down to read. Then my younger sisters came with their toyes to play with me. We played for sometime. At bed time I told them some nice storys and slept.

Activity - 4 :

Look at the names of the things which we use. Mark them and the verbs they take.

trousers : My **trousers** are new.

scissors : These **scissors** need sharpening.

binoculars. These binoculars **have** powerful lenses.

goggles : A pair of **goggles** is useful in summer.

(A pair of trousers / a pair of scissors / a pair of binoculars / a pair of goggles takes a singular verb.)

Now tick (3) the right alternatives and strike out the wrong ones.

- (a) The above things have two equal / unequal parts.
- (b) They are joined / not joined at one point.
- (c) Together they make one/more than one object.
- (d) We do / do not use plural markers like these and those with them.

Some other words belonging to this group are : **jeans, pyjamas, glasses, spectacles**, etc.

C. Some nouns refer to a group of people. If we consider the group as one body, we use a singular verb with them. If we see the body as separate individuals, we use a plural verb.

- (i) a. Our cricket **team has** won many trophies.
(the team as a single group.)
b. The **team have** not prepared themselves well.
(individual members of the team)
- (ii) a. The **committee has** submitted **its** report.
(all members having the same opinion)
b. The **committee have** differed in **their** opinions.
(members having separate opinions)

Some other nouns of this type are : **crowd, public, government, council, army, company, family, audience, etc.**

But nouns like **police, people and cattle** take plural verbs.

- (i) The **cattle are** grazing.
- (ii) The **police have** caught the thief.
- (iii) **People don't** like dishonest politicians.

Some nouns are used in plural forms and take plural verbs : such as **clothes, belongings, contents, earnings, surroundings, savings, etc.**

Activity - 5 :

Read the following sentences and rewrite them choosing the appropriate ones given in boxes.

- (i) Look at my new jean / jeans.
- (ii) Please give my regards / regard to your parents.
- (iii) Please cut this with a scissor / scissors.
- (iv) Where is my left shoe / shoes ?

- (v) I have kept my **savings / saving** in a bank.
- (vi) Where did you keep my **clothes / cloth** ?
- (vii) Please take out the **content / contents** of the box.
- (viii) The **surrounding / surroundings** of the school look great.

A. Uncountables :

You have learnt that :

- (i) We do not use **a / an, several, a few** or numerals like **one, two,** etc before uncountable nouns.
- (ii) Uncountables mostly go with singular verbs.

Although we do not use **a / an** or **numerals** before uncountables, we can use certain other words before them. Look at the following sentences.

- (i) I do not like milk. (milk in general)
- (ii) Where is **the** milk I kept here ? ('the' in specific reference)
- (iii) This is **my** milk but that is **yours**. (possessive)
- (iv) Please boil **this / that** milk. (**this / that**)
- (v) You will find **some / a lot of / enough / a little / no** milk here.
- (vi) There is not **much / any** milk left. (**much** and **any** in questions or negative sentences)

Activity - 6 :

Fill in the blanks with a suitable word / phrase choosing from the brackets.

(a lot of, no, that, a little, much, enough, some, his, any)

- (i) I was guided by _____ advice.
- (ii) I have _____ knowledge of computer.
- (iii) You need _____ money to buy this.
- (iv) Do you have _____ work to do ?
- (v) Where did you get _____ news ?
- (vi) I got _____ help from him.

- (vii) This room is crowded with _____ luggage.
 (viii) They have _____ food for the family.
 (ix) They haven't left _____ work for me.

Some commonly used uncountable nouns :

advice	grass	leisure	scenery
accommodation	hair	luck	traffic
baggage	health	machinery	
equipment	homework	money	
fun	information	news	
furniture	knowledge	progress	

Activity - 7 :

Below you find a list of uncountable nouns. Arrange them under their appropriate heads. One has been written under each head for you.

(courage, wood, coal, anger, gold, rice, happiness, bravery, joy, cotton, steel, cloth, water, sleep, respect, tea, soap, pride, travel, cruelty, sleep, honesty, iron, beauty, kindness.)

Materials	Human feelings	Human activities	Human qualities
wood	happiness	sleep	pride

B. Uncountable nouns ending in 's'.

There are certain nouns ending in '–s'. They look like plural countables. But they are uncountable nouns and go with singular verbs. They are mainly names of some diseases, subjects of study or sports activities.

- (i) **Mathematics** is my favourite subject.
 (ii) **Diabetes** is a disease.
 (iii) **Gymnastics** is good for health.

Other uncountables of this type are :

Diseases : mumps, measles, rabies, itches, scabies

Subjects of study : physics, statistics, economics, electronics, politics

Sports activities : athletics, sports, billiards, huddles, cards

Activity - 8 :

A. Quantifying the Uncountable.

Read the dialogue between two friends in a restaurant and see how they are using some uncountable nouns as countables at times.

Rosy : Would you like to have *tea* or *coffee* ?

Julie : *Coffee*, rather.

Rosy : (to the hotel boy) Bring a tea and one coffee.

(Both the friends sip tea and coffee respectively.)

Rosy : Julie, will you like to have *a chocolate* now ?

Julie : I have never liked *chocolate*.

Rosy : How about *ice-cream* ?

Julie : No, thanks. You can buy *an ice-cream* for yourself. I don't like *ice-cream* after *coffee*.

Rosy : Fine, let's leave then.

Tea, coffee, ice-cream, chocolate are uncountable nouns. But Rosy and Julie have sometimes used them as countable nouns (*a tea, one coffee, a chocolate and an ice-cream*). Can you say why ? Does *a tea* mean *a cup of tea* ? Discuss in pairs and try to get the answers and write them below.

a tea = a cup of tea

one coffee = _____

a chocolate = _____

an ice-cream = _____

Activity - 9 :

Sometimes some uncountable things are sold or packed in certain units or measurements. We can use these uncountables as countables by putting names of these units or measurements before them. Match the following uncountables with the quantifying phrases they go with and write them in the column marked **Countables**. Some quantifying units may go with more than one uncountable noun. One has been done for you.

Quantifying units	Uncountables	Countables
a glass of	soap	a bar of soap
a piece of	milk
a sheet of	ice
a bar of	wheat
a block of	water
a tin of	jam
a grain of	advice
a bottle of	paper

B. Some uncount nouns have different meanings in their plural forms.

- (i) Sand : We need *sand* and stone to build houses. (material)
Sands : Children are playing in the *sands* of the river. (large area of sand)
- (ii) Water : Give me some *water* to drink. (a liquid material)
Waters : We swam in the *waters* of Chilika. (a large water body)
- (iii) Work : *Work* is worship. (Physical or mental labour)
Works : I have got a job in a steel *works*. (factory, workshop)

(iv) Glass : You can see through *glass*. (a transparent material)

Glasses : You need *glasses* for your eyes. (spectacles)

(v) Tin : *Tin* is a useful material. (metal)

Tins : Put the biscuits in the *tins*. (tin container)

Activity - 10 :

C. Read the dialogue between a mother and her daughter given below. You will find some errors in their use of countable and uncountable nouns. Identify the wrong ones and write their correct forms.

Mother : Rita, today is Sunday. You have to do a work for me.

Rita : What is it, mother ?

Mother : You have to clean the furnitures.

Rita : But mother, I have to go to the gymnastic class in the morning. Besides, I have many homeworks to do. Mathematics are very difficult for me, you know. I need times to complete that.

Mother : OK, first finish all the works you have. You can do the cleanings in the afternoon.

Rita : Thank you mother.
(In the afternoon)

Rita : I have a good news for you, mother. I have finished my homeworks before time. Can I clean the rooms now ?

Mother : O, yes. Take a cloth and some waters. Put some soaps or some detergent powders in it and gently clean the furnitures and kitchen equipments.

Rita : Shall I also clean the things made of glasses ?

Mother : No, clean things made of woods only.

Rita : OK, mother.



CHAPTER - 8

Determiners



You have read earlier that most pre-modifiers of the noun phrase are determiners. Now let us see how they are used.

A.(i) The Articles : a / an, the

The word a / an is called *indefinite article*. The words do not refer to any specific person or thing. They can be used only before singular count nouns. **A** is used before nouns beginning with a *consonant sound* whereas **an** is used before nouns beginning with a *vowel sound*.

- (i) There is *a* book on the table. (We do not know anything about the book.)
- (ii) Give the child *an* orange. (any orange)

The word **the** is the *definite article*. It is not usually used before uncount and count nouns in a general sense. But when we make specific reference to any uncount or count nouns, we use *the* before them.

General Referene

Specific reference.

Water is essential for life.

The water in this pot is muddy. (uncount noun)

Books are our good friends.

The books I bought yesterday are helpful.
(plural count nouns).

Please give me *the book* I lent you. (singular count noun).

(ii) Demonstratives : this, that, these, those. *This* and *that* can be used before both singular countable and uncountable nouns while *these* and *those* before plural count nouns only.

This pen writes well. (singular count)

This / that water is not good to drink. (uncount noun)

These / Those people are hardworking. (plural count noun)

(iii) **Numerals** : *One, two, three* etc. are called *cardinals*. *First, second*, etc. are called *ordinals*.

Cardinals and *ordinals* can be used in a noun phrase separately or in combination.

I met *three* tourists from Japan. (cardinal)

The *first* girl was intelligent. (ordinal)

The *first two* boys were healthy. (ordinal + cardinal)

(iv) **Quantifiers** :

(a) *many, few, a few, several* are used with plural count nouns only and with plural verbs.

(b) *much, little, a little* are used with uncount nouns only and with singular verbs.

(c) *any, no, some, enough, more, less, both, all, a lot of, a great deal of* are used with both plural count and uncount nouns. They take plural verbs when they go with plural count nouns, but take singular verbs when they go with uncount nouns. *Any* and *no* can also be used with singular count nouns.

With plural countables

Many people were present there.

A few children are playing.

(a few = less in number

few=almost none, less than expected)

Some birds are flying.

More birds have joined them.

A lot of people are coming.

(*a lot of* is usually used in an affirmative sentence)

There are not *any* persons here.

(Also, there is not *any* person here.

There is *no* person here.)

With uncountables.

How *much* water is left ?

There isn't *much* water left.

(*much* is used in interrogative and negative sentences generally)

There is *a little* water in the jug.

(a little = very less in quantity

little=almost nothing, less than required.)

There is *some* water in the pot.

I need *more* water.

I need *a lot* of food for them.

Is there *any* water in the pot ?

- (v) **Possessives** : (a) Nominal possessives *Raja's, Meera's*, etc.
(b) Pronominal possessives - *my, your, his, her, its, our, their*

Where are *my* books ?

Rashmi's brother is *my* friend.

(Possessives do not go with articles, demonstratives and quantifiers.)

- (vi) **Distributives** : *each, every, either, neither*.

Each child got a prize. (Each child is seen as a separate individual.)

Every child got a prize. (All are seen as part of a whole body, or group.)

Either / neither pen will do.

- (vii) **Wh-determiners** :

Which, whose, what

Which pen do you want ?

Whose children are they ?

What time is he coming here ?

What colour do you like ?

I do not know *which* person to meet.

Activity 1 :

Fill in the blanks choosing the appropriate determiners from those given in the brackets.

- (i) _____ water is clean. (this / these)
(ii) _____ girl over there is my sister. (this / that)
(iii) The _____ boy in the queue is from my class. (one / first)
(iv) _____ trees were cut off. (many / much)
(v) There isn't _____ oil in the lamp. (many / much)

- (vi) I have _____ problems now. (a few / a little)
- (vii) Can you draw _____ picture ? (any / many)
- (viii) He has _____ property. (much / a lot of)
- (ix) Give a biscuit to _____ child. (every / each)
- (x) _____ one in the meeting laughed at the joke. (each / every)

B. Sequence of Determiners

Read the following sentences and see how we can use more than one determiner in a noun phrase. They follow a definite order. Note down the order in which they come. We cannot change this order.

- (i) *My two* sons are employed. (possessive + cardinal)
- (ii) *My last two* sons are employed. (possessive + ordinal + cardinal)
- (iii) *All my two* sons are employed. (quantifier + possessive + cardinal)
- (iv) *Both my / the* sons are employed. (quantifier + possessive / article)
- (v) I have not seen *such a* bird. (such + indefinite article)

Activity 2 :

There are certain errors in the order of determiners in the following sentences. Correct the errors and rewrite the sentences in the space provided.

- (i) The two last boys in the queue came late.
Ans :
- (ii) His all sisters are doctors.
Ans :
- (iii) My both sons are in school now.
Ans :
- (iv) The one third girls will get a scholarship each.
Ans :

(v) Five those boys belong to this class.

Ans :

(vi) How can you tell a such thing ?

Ans :

(vii) These all five books are new.

Ans :

(viii) I got the double benefit.

Ans :

(ix) He has a such little knowledge !

Ans :

(x) The all water has become dirty.

Ans :

Activity 3 :

The writer of the passage below has made some mistakes in the use of determiners and adjectives. Underline the mistakes suggesting corrections in the right hand margin. One has been done for you as an example.

Madan Babu has a son and beautiful two daughters. (two beautiful)
His all children are good at study. Three years ago his son went to college. The two other children were still at school then. This year his both daughters are in the medical college. Madan Babu has to spend much money for their education. At the end of the month he has hardly much money left with him. He hopes, one day his all children will get any good employment and earn a lot. He hopes he will not borrow no more from others once his children are settled.

C. The Article :

You have already learnt that *a / an* is the indefinite article and *the* is the definite article. Now let us learn more about their uses.

A. Use of a / an (The Indefinite Article)

(i) We use *a* before singular count nouns beginning with a consonant sound : *a* boy, *a* girl, *a* chair, *a* house, *a* European, *a* university.

(ii) before names of professions.

Mr Dash is *a* teacher.

Sunita is *a* student.

(iii) before a singular count noun to refer to a class of some animals, trees, etc.

A tiger is a wild animal (= all tigers)

A coconut tree grows very tall. (=all coconut trees)

(* *a* tiger, *the* tiger or *tigers* refer to all tigers)

(iv) before a particular lunch, dinner or breakfast.

We had *a* nice lunch today :

My friend hosted *a* dinner for us.

(But while making general reference to lunch or dinner we do not use any article before them.

Example : We have lunch at one o'clock every day.

My mother prepares breakfast for us.)

(v) *A* means 'one' when we use it with numbers, units of weight or measure.

I need *a* hundred rupee.

Sugar sells thirty *rupees a* kilo.

I spend *a* quarter of my income on food.

(vi) We use *an* before singular count nouns and abbreviations beginning with a vowel sound : *an* orange, *an* umbrella, *an* elephant, *an* hour, *an* honest man, *an* MP, *an* NCC Cadet, *an* LP school.

Activity 4 :

Fill in the blanks with *a* or *an* wherever necessary.

- (i) _____ cow gives us milk.
- (ii) Manoj is _____ honest worker.
- (iii) Are you _____ university student ?
- (iv) _____ oak tree lives very long.
- (v) I have been waiting here for _____ hour.
- (vi) _____ elephant is _____ wild animal.
- (vii) The computer is _____ useful machine.
- (viii) Capt Nayak is _____ NCC officer.

A. Use of *the* (The Definite Article)

- (i) We use *the* before a noun when we mention it for a second or subsequent times.

I have bought *a* house and *the* house is quite big.

I made a toy myself and *the* toy was liked by every one.

- (ii) We can use *the* before any noun when the hearer knows the person or thing we are talking about.

The headmaster called *the* peon and asked him to ring *the* bell.

(Here *the headmaster* and *the peon* are known to both the speaker and the hearer and *the bell* means the school bell.)

- (iii) With the superlatives.

All want to have *the best* things in life.

Meera is *the fastest* runner of all.

She is *the most* intelligent girl in the class.

- (iv) With some adjectives to indicate the general class of people. We use a plural verb with them.

The rich should help *the poor*.

(the rich = all rich people, the poor = all poor men)

The blind depend on our support. (= all blind men)

The young as well as *the old* need our care.

(the young = all young people, the old = all old people)

- (v) With some nationality adjectives to indicate the people living in that country.

The English left India in 1947.

The Japanese are very hard-working.

(*The English* means the people of England and *the Japanese* means the people of Japan. But, *English* and *Japanese*.

(without the) mean the names of two languages.)

But *a Japanese* means a person of Japanese nationality e.g., Mr. Hirohito is a Japanese.

- (vi) With names of some unique structures.

The Taj Mahal is very famous.

The Eiffel tower is in Paris.

- (vii) Before names of great books and newspapers.

The Gita, *The Bible*, *The Koran*, *The Ramayan*, *The Panchatantra*, *The Times of India*, *The Samaj*.

- (viii) Before nouns referring to a service system.

I will talk with him over *the phone*.

He is coming on *the next train*.

(But I travel *by train*.)

I listen to *the radio*. (But, I watch TV everyday.)

- (ix) Before names of musical instruments.

Mary plays the piano well.

I am learning to play the guitar.

- (x) Before names of rivers, oceans, seas and mountain ranges.
The Ganga, The Mahanadi, The Pacific, The Atlantic, The Arabian sea, The Bay of Bengal, The Gulf of Mannar, The Himalayas, The Vindhya, etc.
(But we do not use 'the' before names of mountains and lakes e.g.,
Mount Everest, Mount Kilimanjaro, Moint Kanchanjangha, Chilika Lake, etc.
- (xi) Before names of countries which are federations or kingdoms.
The USA (The United States of America)
The UK (The United Kingdom)
The Great Britain, The Soviet Union, etc.
The UAE (The United Arab Emirates)
(But most countries do not take 'the' before their names e.g., India, China, Japan)
- (xii) Before names of island countries or islands made of smaller islands.
The Andamans, The West Indies,
(But bigger island countries go without 'the' before their names, e.g., Australia, Sri Lanka, Japan, etc.)
- (xiii) Before names of astronomical bodies.
the sun, the moon, the stars, the earth, the space, the satellites, the planets.

Activity 5 :

Fill in the blanks with *the* if it is necessary, otherwise put a cross(x) there.

- (i) Mr Pujari is _____ headmaster of our school.
- (ii) I can see a lot of people on _____ beach.
- (iii) Mina is _____ tallest girl in our class.
- (iv) This school is meant for _____ blind and _____ deaf.
- (v) I cannot speak _____ French well.
- (vi) _____ French are artistic people.

Activity 6 :

A boy gives an account of his journey from Bhubaneswar to Kanyakumari and back. He has made some mistakes in using the articles. Underline the mistakes and write them correctly in the right hand margin against the line where they occur. One has been done for you.

We went to the station by the car and boarded the (by car) train. Travelling by the train was very enjoyable. I could see the rivers, the mountains and many other things from it. Our train rolled past the Chilika lake in hour's time. We crossed rivers like Rusikulya in Orissa and Godavari in Andhra. We saw the people working in fields on the both sides of train line. Kanyakumari provided grand scene. Bay of Bengal and the Arabian sea meet at that point. In evening that day I could see sun setting on one side of sea and moon rising on the other. It was rare sight. Father told me that the Sri Lanka was only a few miles away from there. Palk Strait divided it from India. After a few days stay there, we went to Ooty which is on Nilgiri. Hills. Ooty is cool place. We enjoyed our stay there before coming to Bangalore by the bus. Bangalore is capital of Karnatak. From there we flew by the air and reached Bhubaneswar just in two hours time !

D. Nouns without articles.

There are some common nouns before which we do not use any article. The expressions are fixed. Look at the list below.

(a) Institutions : school, college, hospital, etc.

There are certain institutions before which we do not use *the* when we are there, or visit it for the basic purpose for which they are made. Most frequently prepositions in such expressions are *in* or *at*. When we visit these places for other purposes we use *the* before them. Compare the sentences in Column A with those in B.

Column A	Column B
(visit for the basic purpose)	(visit for other purposes)
school : Mihir goes <i>to school</i> . (as a pupil to learn).	His father accompanies him <i>to the school</i> (not to study, but to escort him)
hospital : Priti is <i>in hospital</i> . (as a patient)	I am <i>in the hospital</i> to attend her. (as an attendant.)
church : We go <i>to church</i> on Sundays (<i>to pray</i>)	The tourists went <i>to the church</i> . (as visitors)
bed : I go <i>to bed</i> early. (to sleep)	The cat is on <i>the bed</i> (just sitting there)

Some other nouns of this type : *class, college, university, prison, jail, town, home, sea, etc.*

b. Mode of Transport : bus, train, boat, etc.

When we talk of transport by bus, car, train, etc in a general way we do not use *the* before them. But when we talk of a specific journey by them we use *the* or *a*.

General mode of journey	Specific journey
bus : We go to school <i>by bus</i> .	I took <i>a/the</i> bus to my village.
train : Travel <i>by train</i> is safe.	Do not get on <i>a/the</i> running train.
car : I went <i>by car</i> .	I came here in <i>a</i> car.
Sea/air : You can go to Srilanka <i>by sea</i> or <i>by air</i>	I went to Sri Lanka on <i>the</i> morning flight / ship.

(But, She came all the way *on foot*.)

Some other nouns of this type : *taxi, coach, rail, boat, ship, plane, cycle, auto, etc.*

C. Specific time of the day or night : dawn, dusk, sunrise, sunset, noon, midnight, day break, nine 'o clock, etc.

When we mention exact time of day or night we do not use '*the*' before the time mentioned. For longer durations we use '*the*'.

Exact time

It is hot *at noon*.

The sky is beautiful *at sunset*.

I get up *at six o' clock*.

Owls and bats fly *by night*.

Longer duration of time

We travelled *during the day*.

The day is cooler *in the morning*.

I got up early *in the morning*.

We rest *during the night*.

Activity 7 :

Fill in the blank with the wherever necessary. Otherwise, put a cross mark (x) in it.

- (i) I am going to _____ hospital to meet a friend.
- (ii) Did you come here by _____ bus or by taxi ?
- (iii) We started work in _____ morning and finished it in _____ evening.
- (iv) The criminal was sent to _____ prison.
- (v) Everyday I go to _____ bed at _____ ten O'clock.
- (vi) If you want to travel by _____ sea, take _____ morning ship.
- (vii) You will find the book on _____ bed.
- (viii) Birds leave their nests at _____ daybreak.
- (ix) It is hot during _____ day and cool during _____ night.
- (x) It is difficult to see at _____ night.

Activity 8 :

In the passage below a and the have been left out before some nouns. Underline the nouns and insert a or the wherever they are necessary.

Once the students of our class planned to go on picnic to Chilka. We decided to go by bus. We bought food materials we needed. We also bought wood for fuel. On way we stopped at place and got some cold drinks from shop. At picnic spot we had lot of fun. We enjoyed music and dance performed by some students. We also went to Kalijai by boat. We enjoyed boat journey very much. At noon we had our food and before evening we came back to school.



CHAPTER - 9

Adjectives



You have already learnt that adjectives may form the part of a noun phrase. They are used after determiners and numbers if any, but immediately before nouns e.g. my five *black* goats. Let's learn more about them.

A. Position of Adjectives :

Mark the position of adjectives in sentences under Group-A and those under Group-B.

Group-A

1. You have a *big* house.
2. These are *colourful* dresses.
3. That is a *green* field.
4. He appears to be a *hungry* man.

Group-B

1. Your house is *big*.
2. These dresses are *colourful*.
3. That field looks *green*.
4. The man appears *hungry*.

A. We can use most adjectives in the above manner. We can put them either before the noun they describe (Group-A) or after verbs (Group-B) in a sentence. The former kind of use is called **attributive use** and the latter **predicative use**. We make predicative use after verbs like *be, become, seem, look, appear, get* (= become), *stay* (= remain), *look, feel, taste, smell* and *sound*.

Activity 1 :

Read the sentences below. The adjectives in these sentences are used either before a noun or after a verb. Use the adjectives in their alternative positions and write them. One has been done for you.

1. This is a *useful* book

Ans. : This book is useful.....

2. She is a *clever* girl.

Ans. :

3. He looks to be an *honest* man.

Ans. :

4. It is a *wonderful* machine.

Ans. :

5. This cake has a *sweet* smell.

Ans. :

6. This food has become *stale*.

Ans. :

7. The night was very *dark*.

Ans. :

8. The day is indeed *hot*.

Ans. :

9. This bed feels *soft*.

Ans. :

10. Her voice sounds *sweet*.

Ans. :

B. We can use most adjectives in both positions – before a noun or after a link verb. But a few adjectives are usually used in one position.

Adjectives that go after a link verb, but not before a noun : *afraid, asleep, alike, alive, alone, ashamed, aware, awake, content, pleased, (un)well, (un)sure, ready, sorry, unable.*

For example :

1. The baby is *asleep*. (Not, *asleep* baby)
2. The child is *glad*. (Not, *glad* child)

C. Adjectives that go before nouns but not after link verbs : *chief, principal, only, inner, outer, upper, indoor, former, elder, existing, mere, utter, little, main.*

For example :

1. This is the *main* building. (Not, this building is *main*)
2. Football is an *outdoor* game. (Not, football game is *outdoor*)

D. Post-Positioned :

Mark the following sentences :

- (i) I think that something *terrible* is going to happen.
- (ii) Everything *necessary* will be done.
- (iii) There was nobody / no one *important* at the meeting.

In the above sentences the adjectives (terrible, necessary and important) come after *something, everything* and *nobody / no one*. This position of adjectives is called **Post-Positioned**.

E. Some adjectives can be used before a noun or immediately after it. But these adjectives have different meanings in each position.

1. (a) The *concerned* mother rushed her baby to the doctor. (= worried mother)
- (b) The doctor *concerned* told her not to worry. (= doctor attending the baby.)
2. (a) He is a *responsible* person. (= reliable and duty bound.)
- (b) The person *responsible* for the delay will be punished (=being the cause of something wrong.)

3. (a) How is the *present* situation ? (=the situation now)
(b) The members *present* in the meeting gave their opinions (=attending)
4. (a) He has an *opposite* opinion. (entirely different)
(b) Smoke is coming out of the house *opposite*.
(facing the speaker or the other side of the road.)

F. Nouns as adjectives :

- (i) There are some nouns which can be used before another noun. So they function as adjectives. They are also called classifiers.

As nouns

Let's go to the *cinema*.

Switch off the *television*.

Similarly we can say : *library* book, *science* college, *steel* chair, *apple* tree, *car* stereo, *marriage* procession, *opinion* survey, etc.

As adjectives/classifiers

The Globe is an old *cinema* hall.

I enjoy *television* programme.

Activity 2 :

Now use nouns in **column A** as adjectives putting them before appropriate nouns in **B** and write them. One has been done for you.

A	B
photo	bus
marriage	marriage
river	frame
school	ceremony
child	sun
paper	studio
morning	water
picture	boat.

Activity 4 :

Here is a passage describing the relief work done by people in a flood hit area. Complete the passage using the appropriate form of the words given in brackets.

It rained heavily for some days. The river water started swelling. The water level reached an _____ (alarm) height and started overflowing into the nearby villages. The _____ (panic) people began moving to higher places from their _____ (damage) houses. The sound of the _____ (rush) water was very _____ (frighten). The sight of the village after the flood receded was quite _____ (shock). There were _____ (break) houses, _____ (uproot) trees and dead animals everywhere. We rushed to the villages with relief materials soon after. The villagers were actually _____ (shock) at the sudden loss of their houses and property. We consoled the _____ (weep) women and children. We met the _____ (distress) villagers and distributed the relief materials among them. We asked them not to be _____ (worry). We told them that the government would surely do something for them during their _____ (trouble) times. Our work might have been small, but it was so _____ (satisfy).

A. Order of Adjectives :

Adjectives usually tell us about something or somebody :—

- | | | |
|------------------|---|---|
| Opinion | : | good, bad, ugly, nice, useful, wonderful, naughty, etc. |
| Size | : | big, small, medium, enormous, huge, tiny, little, etc. |
| Physical quality | : | heavy, light, hard, soft, etc. |
| Age | : | old, young, new, ancient, recent, medieval, antique, etc. |

Shape	:	round, oval, triangular, conical, irregular, etc.
Colour	:	red, green, black, white, coloured, etc.
Place of origin	:	Indian, Chinese, tropical, equatorial, polar, sea, pond, river, etc.
Materials	:	iron, gold, silver, copper, earthen, wood(en), woollen, bamboo, stone, steel, etc.
Purpose	:	walking, drinking, washing, cleaning, living, etc.

Most often we use only one adjective before a noun. Sometimes we may need to use more than one adjective. In that case, we put the adjectives in an accepted order. In the following sentences more than one adjective has been used before a noun. Write the order in which they have been used. One has been done for you.

1. You have a nice little home. (opinion, size)
2. It is an old Indian wooden chair. (_____, _____, _____)
3. Konark is a wonderful medieval stone structure.
(_____, _____, _____)
4. This is a nice aluminium walking stick. (_____, _____, _____)
5. It is a huge black African elephant. (_____, _____, _____)
6. I was talking about this beautiful old wooden dining table.
(_____, _____, _____, _____)
7. I have some ancient Indian copper coins.
(_____, _____, _____)
8. Look at the old wooden royal bed. (_____, _____, _____)
9. Dams are huge modern concrete structures across rivers.
(_____, _____, _____)

10. Bring the new round green table cloth.

(_____, _____, _____, _____)

B. Using Comma (,) or ‘and’ between adjectives.

We do not use a *comma* (,) or ‘*and*’ between adjectives. They are rather used in an accepted order as you have already read above.

An *old wooden dining* table. But not, an *old, wooden and dining* table. But when we use two colour adjectives before a noun, we join them with ‘*and*’.

a *black and white* photograph.

a *red and green* jersey.

When we use two or more adjectives after a link verb we put ‘*and*’ before the last adjective and a comma (,) between others.

The day was *hot and tiring*.

The day was *hot, humid and tiring*.

The man was *tall, dark and handsome*.

Activity 5 :

Read the following letter. The writer has made some mistakes in using the adjectives. Correct them wherever necessary. You may have to put commas (,) / and in some places also.

Hirakud

Dear Soma,

5th November 2011

I reached Hirakud yesterday. I am now living in a little nice hotel and the rooms are quite clean spacious decorated. I can see the concrete huge river dam and the deep blue waters from my window. The size of the dam and the water body is really amazed. I can see people with their fishing wooden boats

catching fish. You will be surprising to see that even small children go out into the waters to catch fish. How fearless ! Since it is already winter you can see birds of red white blue or mixed colours swimming playfully in the waters. They come here in winter and go back to their original places at its end. Tomorrow I will visit the dam and go out into the waters in a big motor boat. What a fun it will be ! I feel thrilling at the idea. I will tell you more when I go back home and see you.

Yours lovingly

Meera

C. Adjectives : Degrees of Comparison.

See how we compare people or things for some of their qualities or characteristics.

Lata is *taller than* Sita.

(Lata is compared with another girl for tallness using the comparative degree. In comparatives we usually add *-er* to the adjectives and use *than* after it.)

Lata is *taller than* her three sisters, Or, Lata is *taller than* all her sisters.

(Lata is compared for tallness with more than one person using the comparative degree.)

Lata is *the tallest of* the four sisters.

Lata is *the tallest of* all girls in her class.

(Lata is compared to a group of persons which she belongs to and is found to have the quality of the highest (superlative) order. This is called the superlative degree. We usually add *-est* to the adjective and use *the* before the superlative.

D. Forms of Adjectives in Comparative and Superlative Degree.

We make comparative and superlative forms of adjectives in the following ways. The superlative degree is preceded by the definite article 'the'.

Adjectives	Comparatives	Superlatives
Shorter adjectives	add -er	Add - est
strong cheap, great safe tall cold etc.	stronger, taller cheaper, colder	strongest, tallest cheapest, coldest
	Steel is stronger than wood.	Everest is the tallest mountain in the world.
Longer Adjectives famous beautiful confident	add more before adjectives more famous more beautiful more confident.	add most before adjectives most famous most beautiful most confident
	Shephali is more beautiful than Anita.	Tendulkar is the most famous cricketer of India.
Adjectives ending in a consonant and -y	drop -y and add -ier	drop -y and add -iest
heavy dirty easy funny, etc.	heavier, dirtier easier, funnier, etc.	heaviest, dirtiest easiest, funniest
	A car is heavier than a bike.	Ashok is the funniest boy in our class.
Irregular Adjectives good, bad, far, etc.	better, worse farther (further)	best, worst farthest
	Rama is better than her brother. My health is worse than earlier.	This is the best thing I can do. Your performance was the worst this time.

Activity 6 :

Complete the passage using adjectives in their appropriate degrees.

There are many schools in Bhubaneswar. You get a _____ (wide) choice of schools there than in many other cities. The Capital Secondary School is the _____ (famous) one because it has the _____ (high) pass rate. Besides, it is the _____ (old) school in the city and has produced many great scholars. But the Ekamra Secondary School is _____ (big) and _____ (modern). It has a hostel with _____ (large) rooms than most hostels have and it is _____ (comfortable) to live in. However, the school is _____ (expensive) and only rich people prefer this school. Vidya Bharati School is considered to be the _____ (popular) of all schools. It gives _____ (good) results than most other schools although it is less _____ (expensive). Its disadvantage is that it has a _____ (small) campus and is located in a _____ (noisy) place. The school building looks _____ (old) than it actually is as it is not properly maintained. Children of _____ (poor) families prefer this school as the fees are the _____ (low) in the city.

Notes to the Teacher

We cannot use 'very' before any comparative. We cannot say :

He is very older than me.

But we can say :

He is *much / far* older than me.

We cannot use two comparatives or two superlatives for emphasis.

We cannot say

This man is *more stronger* than him.

Or, He is the *most strongest* man in our village.

The correct way to say the above are :

This man is (*far*) stronger than him.

Or, This man is (*by far*) the strongest man in our village.

E. Comparing Equals : as + adjective + as
so + adjective + as

Sometimes we may compare two persons or things having equal characteristics.

Bibhu is fat.

Sudhir is equally fat.

We can compare them and say :

Bibhu is *as fat as* Sudhir.

This bag is big.

That bag is also equally big.

We can compare them and say :

This bag is *as big as* that.

For negative comparisons :

Raja is tall.

Subodh is not tall like Raja.

We can compare Raja and Subodh and say.

Subodh is not *as tall as* Raja.

Or, Subodh is not *so tall as* Raja.

F. Double Comparatives :

I am getting *fatter and fatter*.

The evening became *darker and darker*.

She looks *more and more* beautiful day by day.

In the above sentences we intend to say that something is/was changing or is/was in a process of change. So we repeat the comparative.

Activity 7 :

- (i) Complete the sentences using the adjectives given in brackets to show that something is changing. One has been done for you as an example. (dirty, tall, bright, short, crowded, beautiful)
1. Your shirt is becoming dirtier and dirtier.
 2. The baby.....
 3. The day.....
 4. In winter, days become.....
 5. The place.....
 6. The garden.....in spring.
- (ii) The following sentences have two parts, each part having a word (adjective, adverb or determiner) in the comparative form. The change that happens to the person or thing in the second part depends on the change that takes place in the first part of the sentence.
1. The *older* I get the *wiser* I become.
(= I become *wiser* as I become *older*.)
 2. The *higher* you go, the *cooler* you feel.
(= you feel cooler if you go to higher places.)

Activity 8 :

Complete the following sentences adding a second part to it using the adjectives and verbs given in brackets. One has been done for you.

1. The older you are, the weaker you become. (weak, become)
2. The higher the sun goes..... (hot, be)
3. The deeper you dig..... (warm, feel)
4. The faster you walk..... (early, reach)
5. The more you study,..... (more, learn)
6. The better you dress..... (smart, look)





CHAPTER - 10

Adverbs and Adverbials

Adverbs tell us more about verbs :

Look at the answers to the following questions carefully.

1. a. How did he behave ?
b. He behaved *foolishly*.
2. a. When did you visit Konark ?
b. I visited Konark *last year*.
3. a. Where were the children playing ?
b. They were playing *there/in the park*.
4. a. How often does he come here ?
b. He comes here *occasionally/everyday*.

In the above sentences *foolishly* tells us how or the *manner* in which the action happened; *last year* tells us about the *time* when it took place; *there/in the park* tells us about the *place* where the work was done; *occasionally/everyday* tells us how frequently the action took place. All these give us some extra information about the verbs (*how, when, where* and *how frequently* an action happened). These words are called **adverbs**. Adverbs have different names according to the information they give us. We do not normally use adverbs after link verbs such as **be, become, feel, get, look, appear, seem**, etc. We rather use an adjective after them. We do not say, *He felt happily*. We rather say— *He felt happy* (adj). So if the sentence has a **link verb**, the answer to the question will be an *adjective*, not an *adverb*. We can usually identify them by asking some *wh-questions*. Look at the following table.

Wh-Questions	Answers/Information	Type of Adverbs
How	foolishly, sadly, quickly, angrily, happily, etc.	Adverb of Manner
When	now, then, yesterday, today, last Monday, at 10 o'clock, in the morning, tonight, etc.	Adverb of Time
Where	here, there, in the park, at school, in India, etc.	Adverb of Place
How often	occasionally, always, often, rarely, every week, sometimes, usually, never, etc.	Adverb of Frequency

Form of the Adverb

- (a) Some adverbs have no special form. They are *soon, always, so, perhaps, never, just, yet, often, very, too, rather*, etc.
- (b) Most *adverbs of manner* are made by adding **-ly** to the adjective. The meaning of the adverb so made is very closely related to the adjectives from which they are made.

Adjective

He is a *quiet* worker.

He is *slow*.

Seema is *polite*.

Adverb

He works *quietly*.

He works *slowly*.

She behaves *politely*.

There are some *adjectives* which end in *-ly*, such as *friendly, silly, sickly, lovely, lively, fatherly, motherly, manly, womanly*, etc. We do not add another *-ly* to these adjectives to form *adverbs*. We can change these adjectives to adverbial in the following manner : in a + *adjective* + *manner / fashion / way*.

Adjective

Pintoo is a friendly boy.

She is very silly.

The old lady is very motherly.

Adverb

Pintoo behaves in a friendly manner.

(Not, Pintoo behaves friendly.)

She behaves in a silly manner/way.

(Not, she behaves sillily.)

The old lady treated us in a motherly fashion/way.

- (c) Some adverbs end in *-ward* to show direction.

I pushed him *backward*.

The soldiers marched *forward*.

The cattle returned *homeward*.

Other such adverbs are, *onward, upward, downward, eastward, inward, outward, skyward, seaward, etc.*

- (d) Some adverbs end in *-wise* to show manner or direction.

To close the bottle, turn the cap *clockwise*.

The tailor cut the cloth *breadthwise*.

We distributed the work *classwise*.

- (e) Some adverbs are formed by adding **a-** to the beginning of a noun or adjective.

Let us begin the work *afresh*. (=again from the beginning)

Pull the curtain *aside*. (= to one side)

Manu read the poem *aloud* (=loudly)

I wrote to her from *afar*. (=from a far place)

Other examples are *along, across, ahead, around, abroad, awhile*.

(All words beginning in *a* are not *adverbs*. Some of them may be adjectives or prepositions.

Examples *about, aflame, afire, afloat, alive, awake, etc.*)

- (f) Some adverbs of manner have the same forms as the adjectives. We do not add-ly to the adjectives to make them adverbs.

Adjective

Fast : It is a *fast* train.

Hard : He is a *hard* worker

Late : The bus is *late* today.

Monthly : I get a *monthly* electric bill.

Better : Ramesh is a *better* player.

Well : Is he not *well* ?

Adverb

This train goes *fast*.

He works *hard*.

The bus arrived *late* to day.

I pay the bill *monthly*.

Ramesh played *better* today.

He played *well*.

Types of adverbs :

A. Adverb of Manner :

An *Adverb of manner* tells us *how/the manner* in which an action takes place. We can usually find out these adverbs by asking the question – **how** ? Most adverbs of manner end in -ly. A few *adverbs of manner* may have the same form as the *adjective*, as in I.c. below.

1. a. We walked *slowly*.
- b. They could *easily* find out the house.
- c. They ran *fast* to catch the train.

Adverbs of Manner usually come at the end of a sentence (1.a). Sometimes they also come in the middle of the sentence with the verb group (1.b).

B. Adverb of Time :

Adverb of Time answers the question – *When / at what time* ?

2. a. We go to school at 10 o'clock.
- b. Papu was ill *yesterday*. Or, *Yesterday* Papu was ill.
- c. The train will arrive *soon*.
- d. He has *just* gone out.

Adverbs of Time usually go at the end of a sentence. They can go at the *beginning*, too. Adverbs of time like *just*, *already*, *yet*, *soon*, go in the *mid* or *end* position.

C. Adverb of Place :

Adverbs of Place tell us where the action takes place. They answer the question –*where* ? or in *What direction* ? The common adverbs of place are : *here, there, nearby, any where, inside, outside, upward, downward, upstairs, downstairs, etc.* Some adverbs of place are in the shape of a phrase like : *in the park, under a tree, outside the hall, etc.*

3. a. We sat *under a tree*.
- b. The car turned *left*.
- c. Mr. Mishra lives *upstairs*.

Adverbs of Place usually come at the end of a sentence.

D. Adverb of Frequency :

Adverbs of Frequency say how often a thing happens. They answer the question –*how often* ? Some examples are : *always, often, usually, normally, generally, sometimes, occasionally, ever, never, etc.*

4. a. I *sometimes* prefer tea.
- b. Mami is *always* late for school.
- c. I *sometimes* play football.
- d. Have you *ever* been to Kapilas ?
- e. Do you *sometimes* see him ?

Adverbs of Frequency can go in all the *three positions*. In questions, however, they go after the subject. (4.d. and 4.e.)

E. Adverbs of Degree :

Some adverbs also tell us more about adjectives and other adverbs. They are called **adverbs of degree**. They make the meaning of the *adjectives* or *adverbs* stronger or weaker. See the examples :

I. Adverbs with adjectives :

5. It is *very* cold today.
6. They are *absolutely* right.
7. The game was not *at all* interesting.

8. This is *fairly* a big house.
9. This house is not big *enough* for us.

II. Adverbs with other adverbs.

10. We won the match *quite* easily.
11. You sang *fairly* well.
12. He can run *very* fast.
13. You came *rather* late.
14. The firemen reached quickly *enough* (*enough* goes after the adjective/adverb it modifies)

F. Sentence adverbs :

Some adverbs give a view point about the idea expressed in the entire sentence. These adverbs are called **sentence adverbs**.

15. *Luckily*, no one was hurt.
16. *Unfortunately*, he lost the chance.
17. *Of course*, you can apply for the post.
18. We can *certainly* / *probably* raise the issue.

(Other examples : *in fact*, *really*, *possibly*, *perhaps*, *naturally*, *etc.*)

Sentence adverbs usually come at the *beginning of the sentence*, although they may take the mid or end position.

Other words used both as *adjective* and *adverb* are : *daily*, *weekly*, *early*, *high*, *low*, *last*, *long*, *near*, *straight*, *wide*, *worse*, *right*, *wrong*, *far*, *inside*, *outside*, *etc.* As adjectives these words are used *attributively* or *predicatively after be/become* type verbs.

Activity 1 :

Underline and name the **adverbs** in the following sentences.

1. We looked carefully at the man.
2. Suddenly we heard a noise.
3. She spoke in a friendly way.

4. They worked really hard.
5. We played till evening.
6. They are quite tired.
7. I have never seen him earlier.
8. Luckily we won the match.
9. Sometimes they are irregular.
10. We reached home early yesterday.

Activity 2 :

Change the word in brackets into an **adverb** and use it in the blank spaces.

1. We did the sum _____. (quick)
2. Meera danced _____ well. (fair)
3. We waited there _____. (patient)
4. _____we escaped unhurt. (lucky)
5. She is _____ a dancer. (probable)
6. It is _____. cold here. (terrible)
7. He _____ looks better today. (certain)
8. The baby slept _____. (quiet)
9. I am _____ satisfied with you. (full)
10. Walk on the road _____. (careful)

G. There are some words which are used as adverbs of manner with or without -ly, but their meanings differ :

hard (with great effort). He works *hard* to pass the examination.

hardly (-almost not) : He *hardly* comes here.

near (=close by) : I found a post office quite *near*.

nearly (=almost) : I *nearly* met with an accident.

free (=without paying) I got this book *free*.

freely (=without restriction) : The cows are moving *freely* in the field.

late (=after the usual time) The train arrived *late*.

lately (=in the recent past) We have moved into this house *lately*.

[Similarly : *high/highly, clean/cleanly, direct/directly, deep/deeply, bare/barely, scarce/scarcely, short/shortly, present/presently.*]

H. Good and well :

Good is adjective and *well* is its adverb.

Madhuri is a *good* dancer. (adjective).

The show was very *good* (adjective).

Madhuri dances *well* (adverb).

They all acted *well* (adverb).

Well can also be an *adjective* meaning ‘*in good health*’ when it is used after a *be/become type verb*.

She *is/became/looked well*. (adj.)

Activity 3 :

Fill in the blanks choosing from the pair in brackets.

1. This work is very _____. We finished it _____ (easy / easily).
2. Mama drew a _____ picture. (beautiful / beautifully)
3. The children were _____. They played _____. (happy / happily)
4. I met him _____. My meeting with the man was quite _____.
(unexpected / unexpectedly)
5. The old woman was weeping _____. She looked very _____.
(sad / sadly)
6. I am working very _____. (hard / hardly)

Activity 4 :

Fill in the blanks choosing from the pairs of adverbs in the box below.

late/lately, hard/hardly, short/shortly, high/highly, free/freely

1. We reached school very _____.
2. They worked _____ to finish the work in time.
3. The meeting will be held _____.
4. Birds can fly very _____.
5. The poor man got the food _____.

Activity 5 :

Say whether the italicized words are **adverbs** or **adjectives**.

1. His house is very *near*.
2. Our examination is drawing *near*.
3. We were driving along a very *wide* road.
4. Open your mouth *wide*.
5. He looks *better* today.
6. Pranati can sing *better*.

Adverbials :

Adverbs and *adverbials* very often mean the same thing. An *adverbial* has more than one word.

She came into the room *quietly*. She came into the room *in a quiet manner*.

Adverbials can be of the following categories.

1. An adverb phrase :
We were driving *very slowly*.
They played *wonderfully well*.
2. A prepositional phrase :
We were playing *in the park*.
Mother is not *at home*.
I cut it *with a knife*.

3. A noun phrase :

He came *last Sunday*.

Mihir lives *next door*.

I got your letter *this morning*.

In this chapter we will use the term **adverb** which will also include the above three categories of **adverbials**.

Position and Order of Adverbs :

Adverbs do not follow a rigid rule for their position. They mainly go in *three positions* in a sentence : front, middle and end positions. Look at the position of the adverb *slowly* below.

1. *Slowly* I opened the door. (front-position)
2. I *slowly* opened the door. (mid-position)
3. I opened the door *slowly*. (end-position)

Front Position :

3. a. *Perhaps* the man is blind. (sentence adverb)
- b. *Yesterday* I met him in a shop. (adverb of time)
- c. *Usually* he comes to office in time. (adverb of frequency)
- d. *Slowly* he opened the door. (adverb of manner)

All sentence adverbs and most **adverbs of time** go in the front position 3(a) and 3(b). Some *frequency adverbs* like *usually, sometimes, normally, occasionally* also can go in the *front position*, (These adverbs do not tell us the exact number of frequency.) 3(b). We use the **adverb of manner** in the *front position* for special emphasis 3(d).

Mid position :

In the *mid position* adverbs can go in three different places in relation to the verb.

(i) When the main verb of the sentence is a **'be'** verb, the adverb goes immediately after it.

4. a. They are *really* hardworking
- b. She is *probably* right.

(ii) Sometimes a *verb phrase* may have two or more parts (*has done, will be finished, etc.*), here the *adverb* goes after *the first auxiliary*.

5. a. I have *never* seen a tiger.
- b. He is *always* doing something.
- c. He would *certainly* have met you earlier.

But adverbs of manner and degree go after the second auxiliary.

- d. I have been *patiently* waiting for him. (adverb of manner)
- e. They would have *definitely* done this. (adverb of degree)

(iii) Adverbs go immediately before the main verb if it is not a **'be'** verb. (The verb is in its simple tense form.)

6. a. I *certainly* feel better today. (sentence adverb)
- b. He *hardly* does his work properly. (adverb of frequency)
- c. I *soon* realized my mistake. (adverb of time)

Adverbs of *frequency, manner, some sentence adverbs* and a few *time adverbs* like *soon, just, etc.* go in this position.

Adverbs of frequency like *always, never, seldom, scarcely, etc.* go in the *mid position*. Normally they do not go in the *front position*. But for special emphasis they go in the *front position*. When they are used at the beginning of the sentence, they are followed by the auxiliary, then the subject and then the main verb.

6. d. *Rarely* have I come across such a sight.
- e. *Seldom* does he help anybody.

End Position :

Most adverbs of *manner, place, time* and *some adverbs of frequency* telling the exact number of occurrence such as “four times a week”, etc. go in the *end position*.

(i) Adverbs come after the verb if the verb does not have a direct object.

7. a. The children are playing *happily*. (adverb of manner)

b. Birds fly *in the sky*. (Adverb of place)

(ii) If the verb has an object, the adverb goes after the object. It normally does not come between the verb and its object.

8. a. I met him *yesterday*. (adverb of time)

b. She painted the picture *carefully*. (Adverb of manner)

(Not, She painted carefully the picture.)

Order of adverbs in the End Position :

(i) Sometimes there may be more than one adverb in the *end position*. In such a case the normal order is adverb of manner (M), place (P), and time (T), or in short MPT.

9. a. She sang *beautifully yesterday*. (MT)

b. She sang *beautifully in the town hall*. (MP)

c. We played *in the park yesterday*. (PT)

d. She sang *beautifully in the town hall last night*. (MPT)

(ii) If the verb is a verb of movement requiring a destination (like *go, come, send, arrive, reach, throw, etc.*), *the adverb of place* goes first in the group of adverbs. In short, the MPT order changes to PMT.

Example :

10. a. We reached *home safely yesterday*. (PMT)

b. They sent the patient *to the hospital by car last night*.
(PMT)

(iii) When there are two or more adverbs of *time / place* in the *end position*, the adverb of *time / place* indicating smaller unit goes before the larger one.

11. a. Meet me at *11.30 on Monday next week*.

b. We lived *in a hotel in Puri*.

In example 11.a *11.30* is smaller than *Monday*, which is smaller than *next week*. In 11.b *hotel* smaller than *Puri*.

Position of Adverbs like, *even, only, just, simply, etc.*

The above adverbs are called *focus adverbs*. They can change places depending on where we want to place the focus (emphasis). Take the examples of **only**.

12. a. **Only** I met the boys at school.

(= nobody except me met the boys)

b. I **only** met the boys at school.

(= I only met them but did not do anything else.)

c. I met **only** the boys at school.

(= I met only the boys, not the girls or others.)

d. I met the boys **only** at school.

(= not out side the school.)

The above adverbs focus on the words before which they go.

Activity 6 :

Use the **adverbs** given in brackets in their right places.

1. He would help me. (certainly)
2. Have you been to Rourkela ? (ever)
3. Tipu is late for school. (usually)
4. She can paint well. (extremely)
5. My tooth is aching. (really)

6. These people are quarrelling. (always)
7. We had a lovely holiday. (last week)
8. I have finished the work. (just)
9. We crossed the river. (safely)
10. He died young. (unfortunately)

Activity 7 :

Put the **adverbs** given in the brackets in their right-order.

1. Govinda has been waiting (*for an hour, patiently*)
2. I went (*quickly, there*).
3. She ran (*into the room, quickly*).
4. Ramesh spoke (*in the meeting, this morning, nervously*).
5. Father called me (*angrily, into his room*).
6. It rained (*in the evening, heavily, at 6 o'clock*).
7. Leela rested (*in her bed, peacefully, until evening*).
8. I saw her (*in a shop, accidentally, in Cuttack*).
9. The car turned (*towards the school, left*).
10. Why was the *child crying (in the garden, so loudly, a while ago)* ?

Activity 8 :

Put the *adverbs* in their right places and fill in the blanks :

1. _____ I like to go _____ .
(*by four o'clock, home, usually*)
2. I _____ work _____ .
(*much faster, always, in the morning*)
3. He _____ behaves _____ .
(*at work, seldom, so carelessly*)
4. _____ we go _____ .
(*every day, to school, normally, at 10 o'clock*)
5. She _____ comes _____ .
(*these days, occasionally, to my house*)

Comparison of adverbs :

Look at the different forms of the adverb **fast** in the following sentences.

1. a. I can run *fast*.
- b. I can run *faster* than you
- c. I can run the *fastest* of all.

In the above sentences *fast*, *faster* and *fastest* are the different forms of comparison of the adverbs *fast*. They are the **positive**, the **comparative** and the **superlative** forms respectively.

We can make the *comparative* and the *superlative* form of adverbs in the following ways.

- (i) Some adverbs are made from adjectives by adding *-ly*. We form *the comparative* and *the superlative* of these adverbs by use of *more* and *most* respectively.

Positive	Comparative	Superlative
cleverly	more cleverly	most cleverly
slowly	more slowly	most slowly
quickly	more quickly	most quickly.

- (ii) Some adverbs have the same form as of adjectives. We form *the comparative* or *the superlative* of these adverbs by adding *-er* or *-est* respectively.

Positive	Comparative	Superlative
fast	faster	fastest
early	earlier	earliest
hard	harder	hardest
near	nearer	nearest.

- (iii) There are few irregular comparisons of adverbs. See the list :

Positive	Comparative	Superlative
well	better	best
badly	worse	worst
far	farther/further	farthest/furthest
little	less	least
much	more	most

Use of some adverbs :

Yet, still, already, no longer

1. Yet

Yet is usually used in *interrogative* and *negative* sentences. It normally goes at the end of a sentence. We use **yet** to talk about something we are expecting.

1. a. They haven't posted the letter *yet*.
- b. Has the postman come *yet* ?

In a formal way we can place *yet* in the *mid position*.

1. c. He has not *yet* posted the letter.

2. Still

We use **still** to tell that something is going on longer than we expected. It usually comes in the *mid position* in *question* and *positive statements*, and after the subject in *negative statements* for special emphasis.

2. a. Are you *still* working ?
- b. Is Leela *still* at school ?
- c. Bishnu *still* hasn't finished eating.

3. Already

Already means '*before now*'. We use it in *question* and *affirmative* sentences, but not in *negatives*. It goes in the *mid* or *end position*.

3. a. Has he *already* eaten his lunch ?
- b. They have *already* returned home.
- c. I have posted the letter *already*.

4. No longer, any longer, any more

No longer, and **any longer** suggest that something has come to an end. '*No longer*' has a negative meaning and it goes in the *mid position*. *Any longer / any more* is used at the end of negative statements.

4. a. I *no longer* live in Sundargarh.
- b. I do not live in Bhubaneswar *any longer / any more*.

5. Ago

Ago is usually used in the simple past after the time expression to show how far in the past something happened.

5. a. I met her ten years *ago*.
- b. The accident took place a few minutes *ago*.

6. Never, ever, seldom, scarcely, hardly

6. *Never, scarcely, seldom, hardly, ever* are negative adverbs. They mean 'almost not. These adverbs usually take the *mid position*. Ever is used in *negative* and *question* sentences.

6. a. I have *never* seen Gandhi in my life.
- b. Have you *ever* been to Delhi ?
- c. He has *hardly* done anything useful.
- d. She *seldom* visits us these days.

For emphasis these adverbs can go in the *front position*. In such cases, the *remaining part* of the sentence is formed like a question sentence.

6. e. *Never* did he obey any order.
- f. *Seldom* do we go out these days.

Remember, whenever a negative adverb moves to the front position, the sentence takes the form of a question sentence.

7. Quite, too, so

These are adverbs of degree. They take adjectives or adverbs after them. **So** is more often used in *question* and *negative* sentences.

7. a. Why are you *so* happy ?
- b. The music is *too* loud.
- c. He is *quite* satisfied.

These adverbs do not come after *a/an* unlike many other adverbs. The structure they follow is :

so / too / quite + *adjective* + *a / an* + *noun* or some times *a/an* + *Adj.*
+ *noun*

7. d. This is *too big a house* for a small family.

(= This is a very big house)

e. An elephant is *quite a big animal*.

(= An elephant is a very big animal)

8. Enough

Unlike other adverbs **enough** is used after the *verbs*, *adjectives* and *adverbs* it modifies.

8. a. You did not run quickly *enough* to catch the train.

(after an adverb)

b. He is smart *enough* to win the prize. (after an adjective)

c. You had not been trained *enough* for the game.

(after the verb)

Activity 9 :

Rewrite the following sentences putting the adverbs italicized at the beginning. The first one is done for you.

1. My friend *rarely* visits movies.

Rarely does my friend visit movies

2. He *seldom* writes to me.

3. I understood *only then* what he meant.

4. They could *nowhere* find a better instructor.

5. I heard about this dreadful news *only today*.

6. My wife *no sooner* got home than it rained.





CHAPTER - 11

Negatives and Interrogatives

Some declarative sentences give a positive statement and some negative. The former is called AFFIRMATIVE and the latter NEGATIVE.

1. Rina is fond of sweets. (Affirmative)
2. Swallows are not seen in winter. (Negative)
3. Hari can climb up the tree. (Affirmative)
4. Sasmita did not sleep last night. (Negative)
5. The moonlit night is very pleasant. (Affirmative)
6. He doesnot fall in bad company. (Negative)

To make a sentence negative, 'not' is normally used after the auxiliary verb.

Activity 1 :

Make the following sentences negative. The first one has been done for you.

- | | |
|------------------------------|------------------------------|
| 1. A baby can swim. | A baby cannot swim.
_____ |
| 2. The tea is hot. | _____ |
| 3. Rabi is sleeping. | _____ |
| 4. The boys are playing. | _____ |
| 5. Namita will return today. | _____ |
| 6. She must be Sheela. | _____ |
| 7. Mantu has done a mistake. | _____ |
| 8. Babita may come here. | _____ |

In the absence of an auxiliary verb, the appropriate form of the 'do' verb is taken to make it negative.

Activity 2 :

Make the following sentences negative. The first one has been done for you.

1. Kunu invited me. Kunu did not invite me.
2. Rajesh has a red pen _____
3. The fire-engine came late. _____
4. They often make noise. _____
5. The ozone layer keeps us safe. _____
6. The girl told a lie. _____

AFFIRMATIVE AND NEGATIVE

All the kinds of sentences Declarative, Interrogative and Imperative sentences have both Affirmative and Negative forms. But an Exclamatory sentence doesn't usually take a negation.

CONTRACTIONS :

During conversation, we usually use contractions. Look at the following.

Affirmative	Contracted Affirmative	Contracted Negative
I am ill.	I'm ill	I'm not ill (NOT - I am n't ill Or I am'nt ill)
She is ill	She's ill	She isn't ill.
They are ill	They're ill	They aren't ill.
I have done	I've done	I haven't done
She will do.	She'll do	She won't do.
I shall do.	I'll do.	I shan't do.

Activity 3 :

Turn the following sentences into negatives. Use the contracted form **n't** for **not**. The first one has been done for you.

1. We should help one another We shouldn't help one another.
2. Swati writes well. _____

3. Buddhiman has been to Kolkata _____
4. You must ask him. _____
5. Rebati should remember it. _____
6. He does his work sincerely. _____
7. My father can speak four languages. _____

To make a sentence negative we also use negative operators such as – no, never, nor, neither...nor and none.



Listen...

An exclamatory sentence doesn't usually take negation. For example –

1. How unfortunate he is !
How unfortunate he is not ! (Wrong)
2. How beautifully she sang !
How beautifully she didn't sing ! (Wrong)

INTERROGATIVE SENTENCES :

Look at the sentences below :

1. Is it raining ?
2. Will Bikun come today ?
3. Do you like sweets ?
4. Did the police arrest the thief ?
5. Why are you late ?
6. What is your hobby ?
7. How do you go there ?

In the sentences 1, 2, 3, 4, we expect answers in the form of ‘yes’ or ‘no’ and in examples 5, 6, 7, they require definitely more than one-word answers. We see there are broadly two kinds of Interrogative sentences : **Yes-no** questions and **Wh**-questions.

Activity 4 :

Make Interrogative sentences.

Example : Kajal can solve the problem.

Q. Can Kajal solve the problem ?

1. Shivaji was clever. _____
2. Ranjita had done that. _____
3. The children are shouting. _____
4. She has seen me. _____
5. Dogs can be more faithful. _____
6. Mohan is a good student. _____
7. I am doing my best. _____

yes/no answer type questions begin with an auxiliary verb or if there is no auxiliary verb, we use the appropriate form of ‘do’ to make questions.



REMEMBER...

1. Statement : Hari reads well.
Question : Does Hari read well ?
(NOT - Does Hari reads well ?)
2. Statement : Kamalini broke the glass.
Question : Did Kamalini break the glass ?
(NOT - Did Kamalini broke glass ?)

Activity 5 :

Make yes / no answer type questions. One example has been shown.

❖ Reshma works at home.

Q. Does Reshma work at home ?

1. Rupali always smiles.

Q. _____

2. Biswajit occasionally tells a lie.

Q. _____

3. Trees breathe out oxygen.

Q. _____

4. He put the book on the table.

Q. _____

5. Mother cooks nicely.

Q. _____

6. Everyone in the team performed well.

Q. _____

7. He confessed his guilt.

Q. _____

WH-QUESTIONS

1. Statement : Dolagovinda is my best friend.

Question : Who is your best friend ?

2. Statement : Narendra is in Rourkela.

Question : Where is Narendra ?

3. Statement : Sanjay likes his profession very much.

Question : How does Sanjay like his profession ?

4. Statement : He was absent for a long time because of fever.

Question : Why was he absent for a longtime ?

5. Statement : Vijay married on 15 December.

Question : When did Vijay marry ?

6. Statement : That red book is mine.

Question : Which book is yours ?

We see in changing to Wh-question form there are more than one way, i.e., by using different possible wh-words. But there is only one way to get the specified answer. In sentence 1, we can write 'Who is Dolagobinda ?' in the question form; similarly in sentence 3, 'What does saying like very much ?' can be the right alternative.

Activity 6 :

Make questions using Who / What / When / Which / Where / Why / How to get the underlined words as answers. The first one has been done for you.

1. He lives in Kolkata. Q. Where does he live ?

2. I'm 14 years old. Q. _____

3. Rajesh reached home at 7 p.m.
Q. _____

4. Pinky snatched the book from Seema.
Q. _____

5. Her name is Avipsa. Q. _____

6. They went there on a picnic Q. _____

7. The second flat belongs to Mr. Patra.
Q. _____





CHAPTER - 12

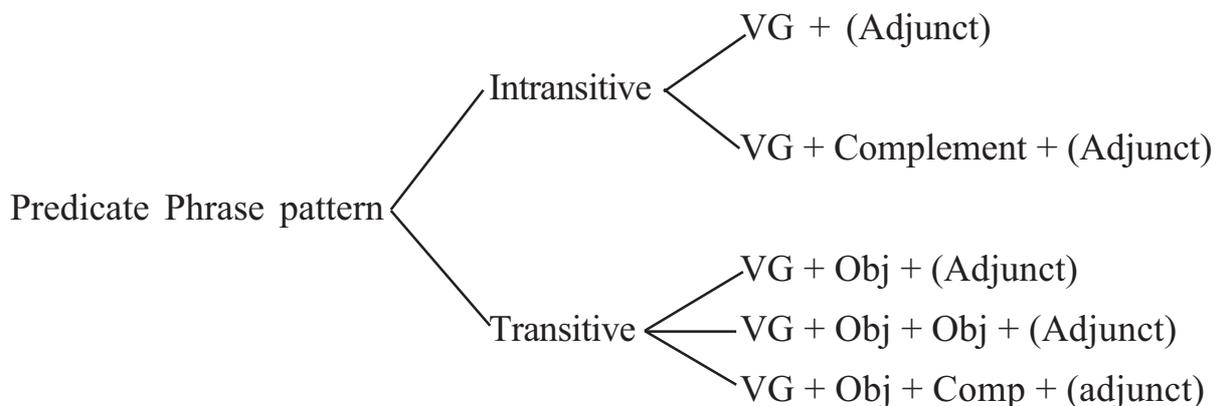
The Predicate Phrase

Look at the following sentences :

- A {
 - 1. The girl is nice.
 - 2. The girl is laughing.
- B {
 3. The girl bought a pen.
 4. She presented it to her brother.

Sentences 1 and 2 above in **A** do not have passive forms. But sentences 3 and 4 in **B** have passive forms. The verbs in sentences 1 and 2 are **intransitive** and in 3 and 4 are **transitive**. Hence the **Predicate Phrase** pattern broadly is of two types : **Intransitive** and **transitive patterns**.

Look at the following diagram :



Mark the following sentences :

1. The man *died yesterday*. (VG + Adjunct)
2. Sachin was the captain a few years ago. (VG + Comp + (Adjunct))
3. I *am writing the lesson now*. (VG + Obj + (Adjunct))
4. He *is teaching me grammar now*. (VG + O + O + Adjunct)
5. The driver *kept the car in the garage yesterday*. (VG + O + C + Adjunct)

A. S + V Pattern

SUBJECT (S)	VERB (V)
Wind	blew
Fire	burns
Babies	cry

B. S + V + C Pattern

Complements can be single nouns or noun phrases adjectives or adjective phrases, adverbs or adverb phrases or prepositional phrases.

SUBJECT (S)	VERB (V)	COMPLEMENT (C)
My brother	was	a teacher. (N.P.)
She	is	intelligent (Adj. Phr.)
Rabi and Madhu	are	on the way (Prep. Phr)
Usharani	is	here. (Adv. Phr.)
Swati's house	is	nearby (Adv. Phr.)

Be verbs (is, am, are, was, were) take complements. Other verbs – become, seem, appear, grow, look, taste, smell, feel, etc. also take complements.

Now look at the following table :

SUBJECT (S)	VERB (V)	COMPLEMENT (C)
He	looks	tired.
Silu	appears	silly.
The man	seems	restless.
Rama	became	an officer.
This mango	tastes	sweet.
It	smells	nice.
I	feel	cold.

C. S + V + O Pattern

SUBJECT (S)	VERB (V) (TRANSITIVE)	OBJECT (O)
The baby	broke	the toy.
He	caught	a big fish.
Swati	writes	poems.
Kamalini	is knitting	a sweater.

The main verb that takes an object after it is called a Transitive verb.

Activity 1 :

Underline the Main verb (M.V.) and say whether it is Transitive (V_t) or Intransitive (V_{int}).

1. John is playing outside.
2. Children like sweets very much.
3. He has changed a lot.
4. Barsha offered me a nice gift.
5. Little men desire high posts.

D. S + V + O + O Pattern

SUBJECT (S)	VERB (V) (TRANSITIVE)	OBJECT (O) (INDIRECT)	OBJECT (O) (DIRECT)
Tapaswini	gave	him	a book.
Ipsita	offered	me	a gift.
He	passed	me	the salt.
My brother	wrote	me	a letter.

Tapaswini gave him a book
indirect object direct object

Question: Tapaswini gave – What ?

Answer : a book (Direct object)

Question: Tapaswini gave – Who to / Whom ?

Answer : him (Indirect object)

Did you understand how to differentiate a direct and indirect object from each other ?

Generally, when there are two objects in a sentence, the indirect object comes first and the direct object comes next.



Listen carefully....

Interchanging of Objects.

1. { a) I gave him a book.
b) I gave a book to him
2. { a) I bought her a frock.
b) I bought a frock for her.

* A direct object cannot be dropped from the sentence.

** Both Direct and Indirect Objects can be made subjects in the Passive structure.

Activity 2 :

Interchange the objects using **to** or **for**.

1. The chief guest offered me a prize.
2. Fetch me a glass of water.
3. Chumki sent Sunita and Tapan her best wishes.
4. Trees give us plenty of valuable things.
5. Please bring me the book of the latest edition.

E. V + O + C + (Adjunct)

- The driver kept the car in the garage.
- The clerk put the file on the table.

An adjunct adds extra meaning to a sentence. So, it is an optional element and can be dropped from the sentence without making it ungrammatical.

Activity 4 :

Identify the **adjuncts** and **complements** in the following sentences :

1. This pen costs twenty rupees.
2. My brother usually writes poems.
3. Gopabandhu is an eloquent speaker.
4. My friend got first division in the exam.
5. He became weak in a few days.
6. Meera appears foolish.
7. The man has ten acres of land in our village.
8. He was still in a state of shock.
9. The dog is at the front gate.
10. He rejected my proposals outright.

Activity 5 :

Which **Noun Phrases** in the following sentences work as **objects** and which are the **complements** ?

1. Economics is my favourite subject.
2. My friend never tells a lie.
3. An honourable man never betrays his friends.
4. We call Gandhiji the Father of Nation.
5. Everyone called him Sunny.
6. She gives her children expensive presents.
7. The students selected Bakul their monitor.
8. My father tasted the curry.
9. None but the brave deserves the fair.
10. I have a house at Cuttack.

