

NIRANTAR ENGLISH IN USE

ELT 

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Preface

The Nirantar English in Use, ELT-9 covers the wide range of latest model to develop the contemporary communicative abilities of the students. The topics have been carefully chosen to fulfill the needs and interests of the generation of learners who are globally aware and sufficiently exposed to the contemporary trends. The book includes a reference from international areas as well as those closer to home. Special care has been taken to include subjects which are deeply motivational, creative idea forming, and fun learning.

Generally speaking, the field of English language teaching focuses on the four skills: Listening, Speaking, Reading and Writing, along with the necessary elements of grammar and vocabulary. This book has been designed in such a way so as to promote the much-needed grammatical and compositional skills, along with developing awareness in context, dictionary skills, and promote reading of supplementary materials. Since the book is designed for students, it was considered appropriate to include actual examples from students' own speech and writing. Activities are built in such a way as to encourage real-life use of the language. The nature of this work is highly interactive.

Based on the curriculum prescribed by the Curriculum Development Centre of Nepal, this book comprises a simple and easy-to-understand grammar course. The series can be used as a stand-alone book with any English Coursebook. The basic modules of this series include **Learn and Act, Quick Feedback, Forming Knowledge, Further Reading, and Practice in grades 8-10.**

These modules provide detailed coverage of the basic concepts of English grammar and composition. Learn and Act provides usage of grammar related to the area of learning and Quick Feedback is for easy comprehension of the reading. Under the topics Forming Knowledge, Further Reading and Practice, the major parts of grammar such as terms, concepts, rules, examples and exercises are given. The modules of Fun Reading, Activities and Language in Context in grades 1-7 further enhance the learning approach make more delightful, practical and contextual to the teaching and learning activity.

The examples and activities are enormously motivational and encouraging, and cater to a mixed abilities group of learners. Emphasis has also been given to pair-work, group discussions and role-plays. Hence, this book can be used independently as a course book, and can also function as an excellent supplement to the existing course books.

Finally, we would like to express our gratitude to all teachers, students and experts who have helped and encouraged us in bringing out this series. We are indebted to those authors whose works have been taken as reference materials.

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UNIT 1

Articles

Definite and Indefinite



Learning objectives

After studying this unit, you will be able to...

- identify various tense pattern of sentences.
- know the uses of the tenses.
- form sentences in all tense patterns.



Learn and Act

Read the short story given below and do activities as suggested.

The Lion and the Mouse

A lion lived in a jungle. The lion was once sleeping in the jungle when a mouse started running up and down his body just for fun. This disturbed the lion's sleep, and he woke up quite angry. When he was about to eat the mouse, the mouse desperately requested the lion to set him free. "I promise you, I will be of great help to you someday if you save me." The lion laughed at the mouse's confidence and let him go.

One day, a few hunters came into the forest and took the lion with them. They tied him up against a tree. The lion was struggling to get out and started to whimper. Soon, the mouse walked past and noticed the lion in trouble. Quickly, he ran and gnawed on the ropes to set the lion free. The lion thanked the mouse and said him, "You're an honest one". Then, both of them sped off into the jungle.



Quick Feedback

- a. What happened when the lion was once sleeping in the jungle?
- b. Who did tie him up against a tree?
- c. Pick out and write down all the sentences using articles.



Forming Knowledge

An article is a word that modifies or describes the **noun**. It is used before the noun to show whether it refers to something specific or not.

There are two types of articles in the English language, they are indefinite articles (a, an) and definite article (the).

For example

- **A** cat sat on **the** couch.
- **The** dog attacked me and ran away.

Notice how the reference is not left indefinite in both the sentences. It is clear that a particular cat sat on the couch in the first sentence and a specific dog that attacked the speaker is being spoken about in the second example.

A or **an** is called the Indefinite Article, because it usually leaves indefinite the person or thing spoken of; as, a student; that is, any student.

The is called the Definite Article, because it normally points out some particular person or thing; as,

- He saw **the** doctor. (It means some particular doctor.)

The indefinite article is used before singular countable nouns.

For example

a book, an orange, a girl

The definite article is used before singular countable nouns, plural countable nouns and uncountable nouns.

For example

the book, the books, the milk, etc.

Table of Articles

Number	Indefinite	Definite
Singular	a / an	the
Plural	No article	the
Non-Count	No article	the

Quick Hints

- **a** before consonants (a book)
- **an** before vowels (an exam)
- Pronunciation is what matters: **an** hour ('h' is silent and it's pronounced: an our)
- Temporary illnesses: (I have **a** headache, **a** cold, **a** fever, **a** backache)
- "The" with superlative forms (He is **the** smartest kid I have seen.)

Indefinite Articles (a/an)

If the noun is singular and countable, and this is the first time we have mentioned it, then we will usually need the indefinite article. The indefinite articles in English are **a** and **an**.

For example

- I bought a book – we do not know which book.
- There is an eagle outside – we do not know anything about the eagle.

The **indefinite article** indicates that the noun is not someone or something in particular. The speaker talks about anyone of that type of things.

For example

- Do you have **a** pencil?
- I want to have **an** apple.

Notice how the speaker is not asking for a particular pencil or apple, but any pencil or apple in the above sentences.

The choice between <i>a</i> and <i>an</i> is determined by sound. Before a word beginning with a vowel sound <i>an</i> is used.	
<i>For example</i> an ear, an uncle, an hour, an ass, an enemy, an ink-pad, an orange, an umbrella, an honest man, an heir.	<i>For example</i> He applied to become an American citizen. Chris has an evening job as an office cleaner. That was an excellent meal!
It is noticed that the words hour, honest, heir begin with a vowel sound, as the initial consonant <i>h</i> is not pronounced.	

Before a word beginning with a consonant sound <i>a</i> is used.	
<i>For example</i> a boy, a reindeer, a woman, a yard, a horse, a hole, a school, also a university, a union, a European, a ewe, a unicorn, a useful article, a user.	I've bought a pen. She's got a book. There was a sudden loud noise. What a shame that you couldn't go to the party. I heard a child crying.
Here, these words (university, ewe, union, etc.) begin with a consonant sound, that of <i>yu</i> .	

Before the word 'one'	
<i>For example</i> a one-rupee note, such a one, a one-eyed man.	Give me a one-rupee note. Mike Wazowski is a one-eyed fictional cartoon character.
Here, the word <i>one</i> begins with the consonant sound of <i>w</i> .	

Some native speakers use <i>an</i> before words beginning with <i>h</i> if the first syllable is not stressed.	an hotel (More common: a hotel) an historical novel (More common: a historical novel)
Measurements and rates also take the indefinite article.	Three times a week , twice an hour

Definite article (*the*)

If our reader or listener understands what we are referring to, then we usually need the definite article:

- I bought a book last week. The book is about trees.
(You have just mentioned the book, so you both know which one.)
- We went to a wedding yesterday. The bride wore a lovely dress.
(You have not mentioned the bride before, but you both know she is connected to the wedding.)

Some things are taken to be common knowledge in English and therefore take the definite article:	
Decades	He was born in the 1990s.
Currencies	The dollar is getting stronger against the pound.
Superlatives and ordinals	The third book in the series is the best.

Oceans, seas and many rivers, canals, deserts, groups of islands: e.g. the Suez Canal, the Sahara, the West Indies	The Nile flows into the Mediterranean.
When a singular noun is meant to represent a whole class.	The cow is a useful animal. [Or we may say, "Cows are useful animals."] The horse is a noble animal. The cat loves comfort. The rose is the sweetest of all flowers.
Before the names of certain books	The Vedas, the Puranas, the Iliad, the Ramayana. But we say- Homer's Iliad, Valmiki's Ramayana.
Before names of things unique of their kind	The sun, the sky, the ocean, the sea, the earth.
Adjectives used as nouns	The poor will always be a challenge for the rich in any country.
Plural or 'united' countries	The Maldives are much smaller than the United States of America.
Unique people, places or things	The prime minister said she would call a conference on changes affecting the earth's climate.
Many organizations	The World Health Organization has a detailed definition of health.
A scientific categorization	The zebra is native to Africa.
Unique adjectives	The same people always take the only parking spaces available.
A symbol	The Merlion is a symbol of Singapore.

Where articles are not used?

The usage of articles is one of the most confusing things to remember for many English learners. It is not always necessary to use articles everywhere. Our tip is to remember the cases where articles should not be used.

Do not use articles:	
When you talk about things in general : <i>For example</i> I like birds.	Here, the speaker wants to imply that he/she likes any bird in general, and not a specific type of a bird.
When talking about plural countable nouns: <i>For example</i> Dogs make great pets	Here, you are not talking about one specific dog or one specific pet; you are talking about all dogs in general.
When talking about non-countable nouns: <i>For example</i> I love music.	Here, the speaker is saying that he enjoys music, in general – not any specific kind of music or song.
When talking about specific days or holidays, geography, companies, languages: <i>For example</i> I have bought candles for Diwali.	Here, the speaker is talking about the candles he has bought to use on the day of Diwali.

When talking about geography : Articles are not used before countries, states, cities, towns, continents, single lakes, single mountains, etc. <i>For example</i> I live in Canada. Mt. Rosa is part of the Alps mountain range.	Here, Mt. Rosa is one mountain, whereas The Alps refer to a group of mountains.
NOTE: The United Arab Emirates, The Russian Federation, The People's Republic of China, The United Kingdom of Great Britain and Northern Ireland, The Dominion of Canada, etc., all contain articles because of the usage of common nouns such as kingdom, republic, states, united, dominion, emirates, etc. The Netherlands, The Philippines, The Bahamas, The Maldives, etc. have 'the' before them due to the plural nature of the names of the countries. The Ukraine, The Sudan, etc. are exceptions to all of these rules. It is perhaps, due to common use, or at least previous common use.	
When you talk about companies : <i>For example</i> Steve Jobs founded Apple. I use Facebook every day.	Here, the speaker is referring to companies like Apple and Facebook.
When you talk about languages : <i>For example</i> I speak Hindi.	Here, the speaker is talking about the language Hindi.
When you talk about places, locations, streets : <i>For example</i> My house is located on Open Street. I left my pen at home.	Here, a street called Open Street and speaker's home are being talked about. However, there are specific places that do need the use an article. <i>For example</i> the bank, the hospital, the post office, the airport, the train station, the bus stop, etc.
When you talk about sports and physical activities : <i>For example</i> I love to play cricket. She enjoys dancing.	Here, cricket and dancing is being talked about.
When there is a noun + number : <i>For example</i> She is staying at the Hilton hotel in room 127. The train to Montreal leaves from platform 9.	Here, the nouns are followed by numbers; hence, no article is used.
While talking about academic subjects : <i>For example</i> I hate attending Mathematics classes.	Here, the mathematic classes are being discussed.



Exercise 1

Complete the following sentences by filling in **a**, **an** or **the** as may be suitable.

1. The world is _____ happy place.
2. Copper is _____ useful metal.
3. He is not _____ honourable man.
4. _____ able man has not always a distinguished look.
5. Honest men speak _____ truth.
6. Which is _____ longest river in Nepal?
7. Do you see _____ blue sky.
8. Lumbini is _____ holy place.
9. _____ sun shines brightly.
10. Purvi has come without _____ umbrella.
11. Pokhara is _____ very pleasant place to live in.
12. He is _____ untidy boy.
13. The children found _____ egg in the nest.
14. He bought horse, ox, and _____ buffalo.
15. If you see him, give him _____ message.
16. The guide knows _____ way.
17. He looks as stupid as _____ owl.
18. He is _____ honour to this profession.
19. Pavani got _____ best present.
20. Aladdin had _____ wonderful lamp.
21. He returned after _____ hour.
22. _____ school will shortly close for the Puja holidays.
23. I first met him _____ year ago.
24. Yesterday _____ European called at my office.
25. Sanskrit is _____ difficult language.
26. You are _____ fool to say that.
27. French is _____ easy language.
28. Who is _____ girl sitting there?
29. Sri Lanka is _____ island.
30. Let us discuss _____ matter seriously.



Exercise 2

Insert articles (**a**, **an** or **the**) where necessary.

1. While there is life there is hope.
2. Her knowledge of medicine had been acquired under aged Jewess.
3. Sun rises in east.
4. The brave soldier lost arm in battle.
5. The doctor says it is hopeless case. .
6. I like to live in open air.
7. Get pound of sugar from nearest grocer.
8. Set back clock; it is hour too fast.
9. The poor woman has no rupee.
10. You must take care.
11. Eskimos make houses of snow.
12. Where did you buy umbrella?
13. Have you never seen elephant?
14. Draw map of Nepal.
15. Do not look gift horse in mouth.
16. Have you told him about accident?
17. Laxmi Prasad was great poet.
18. How blue sky looks!
19. Who wishes to take walk with me?
20. What beautiful scene this is!
21. The musician was old man.
22. The river was spanned by iron bridge.
23. Moon did not rise till after ten.



Exercise 3

Choose **a**, **an**, **the** or **'no article'** for each blank below.

1. Hari bought _____ new bicycle last month. Unfortunately, _____ bicycle broke down after just two weeks.
2. Would you like to come with us to see _____ Titanic at the cinema tomorrow?

3. We went to _____ movie yesterday. Even if it got _____ good reviews, _____ movie was absolutely terrible.
4. _____ education I got at _____ school was excellent.
5. Our teacher gave us _____ test yesterday. It _____ really hard test. There were _____ questions there which I didn't even understand.
6. Excuse me! Is there _____ post office around here? I need to buy _____ stamp.
7. We have _____ beautiful lake behind our house. Every winter, _____ lake freezes over and we can go ice skating. When I was _____ kid, I used to spend _____ hours skating back and forth across _____ ice.
8. Wow, I can't believe how much _____ gallon of gas costs these days. If _____ price keeps going up, I'm going to buy _____ electric car.
9. A: Is there _____ water on _____ Moon?
B: Yes, scientists have discovered _____ ice there.
10. When I turned on my new laptop, _____ screen exploded! Luckily, it has _____ good warranty. Either they will replace _____ broken screen or send me _____ brand new laptop.
11. She lives in _____ England, which is part of _____ UK.
12. The car sped past at 100 miles _____ hour.



Exercise 4

Fill in the correct article (a, an or the) where necessary – or leave blank !

1. In my opinion _____ education should be free.
2. _____ modern life is stressful.
3. _____ doctor earns more than _____ teacher.
4. Do you know who invented _____ computer ?
5. I went to _____ Narayanhiti Darbar Museum today. It was great.
6. Have you seen _____ newspaper? I can't find it anywhere.
7. Is _____ Nile or _____ Amazon _____ longest river on _____ earth ?
8. Several million visitors _____ year are attracted to _____ ski slopes of _____ Alps.
9. I'll meet you outside _____ post office. I'll be there in _____ quarter of _____ hour.
10. I had _____ experience at work today.
11. _____ young people tend to think that _____ life was more difficult in _____ past.
12. We noticed _____ strong smell coming from _____ refrigerator.
13. _____ Mount Everest is the highest mountain in _____ world.
14. _____ Middle East is one of the world's hot spots.
15. We lived in _____ Netherlands before moving here.
16. After his wife's death he left _____ home and joined _____ army.
17. They visited grandmother in _____ hospital.
18. _____ history is an interesting subject, but what I like most is _____ history of Nepal.
19. They often watch _____ television in the evening.
20. Munich lies in _____ south of Germany.

UNIT 2

Prepositions



Learning objectives

After studying this unit, you will be able to...

- identify various types of prepositions.
- know the uses of prepositions.
- do exercises of prepositions.



Learn and Act

Read the following story and do some activities given below.

Work is Worship

One fine sunny day **in** winter, a grasshopper was basking **in** the warm sun. But he was very hungry, as he had not eaten anything since last night. So, he looked about to find something to soothe his hunger. Suddenly, he saw few ants carrying grains **into** their hole. He went **up to** the ants and asked humbly, "Can you, please, spare few grains **for** me. I haven't eaten anything since yesterday. So, I am almost starving **to** death." One **of** the ants asked the grasshopper, "What were you doing the whole summer? Why didn't you store **up** the food **for** the winter season?" The grasshopper replied, "Truly speaking, I spent all the summer singing songs and that's why I couldn't store anything." The ant chuckled **out** a smile and remarked, "Then dance the winter **away**." The grasshopper pulled a long face and walked away. So we say "Work is real worship".



Quick Feedback

- What was the grasshopper doing one fine sunny day in winter?
- What did he suddenly see few ants doing?
- Why didn't the grasshopper store up the food for the winter season?
- What are the coloured words above called?



Forming Knowledge

A **preposition** may be defined as a word or group of words (e.g. at, in, out of, etc.) used before a noun, pronoun, gerund, etc. to show its relation with another word in a sentence.

For example

- He was born **in** 2005.
- They came here **at** 7 p.m.
- She went **out of** the room.

These prepositions relate to *time, place, position, direction, means*, etc.

Prepositions of Time

1. At

At is used to indicate when something happens. We use **at** with clock times, e.g. periods of the year, and periods of the day, festivals, etc. But we don't use **at** with 'morning', 'evening', 'afternoon', etc.

For example

- The train left **at 8 o' clock**.
- She used to go to temple **at Deepawali**.
- He came here **at the weekend**.
- She married **at the age of twenty**.
- I called on my friend **at night**.
- We rested **at noon/dawn/dusk**.

2. In

In is used to indicate the period of time in which something happens. We use 'in' with centuries, years, seasons, months, periods of the day 'morning', 'evening', 'afternoon'.

For example

- English literature flourished **in the 16th century**.
- She was born **in 1990**.
- They visited this place **in summer**.
- He called on me **in the evening**.
- The theft took place **in the day-time**.
- My father went to the U.S.A. **in October**.
- It all happened **in three minutes/hours/days/years**.

3. On

On is used with days, dates, birthdays, anniversaries, etc.

For example

- We went to see a movie **on Tuesday**.
- He was born **on October 3, 1980**.
- We congratulated him **on his birthday**.
- We gave them a gift **on their 20th marriage anniversary**.

Note: We use 'on' with 'morning', 'afternoon', 'evening', etc. when they are modified.

For example

- They reached here **on a hot afternoon**.
- People did not come out of their houses **on a night like this**.
- We went for fishing **on a pleasant morning**.

4. During

During may be used instead of 'in' with periods of the day, months, seasons, years, decades and centuries to express the idea that something continues throughout the whole of a specified period.

For example

- **During the war** many people were killed.
- We work **during the day** and sleep **during the night**.
- We try to contact people **during October**.
- **During the nineties** many taxes were imposed.
- She used to ring up many times **during the week**.
- **During the journey** I came to respect her.

5. By

By is used to indicate the latest time at which an action will be finished.

For example

- He will finish this work **by 5 o'clock**.
- **By that time**, the moon was up.
- You must come to me **by 8 a.m.**
- Applications must be received **by 10th May**.
- **By** can be used instead of **during** with almost the same.
- We took rest **by day** and travelled **by night**.
- **By mid afternoon** about 5,000 people had visited the exhibition.

6. For

For is used with periods of time to indicate how long an action lasts. It is generally used with the **Perfect Tense** but is also used with other tenses.

For example

- They have lived here **for five years**.
- It rained continuously **for twelve hours**.
- We stayed there **for fifteen days**.
- They have been working **for two hours**.
- She will not be here **for another three hours**.

7. Since

Since is used with a point of time in the past from which some action began and it continues till the time of speaking. It is generally used with the **Perfect Tense**.

For example

- He has lived here **since 1980**.
- Everything has changed **since the last summer**.
- It has not rained **since the end of June**.
- He had been writing novels **since he was thirty years old**.

8. From

From indicates the starting point of an action in the past or future. It is always used with 'to' or 'till'.

For example

- He lives in his office **from 9 a.m. to 5 p.m.**
- They lived here **from 1980 till/until 1990**.
- We worked **from morning to/till evening**.
- She lived with them **from the age of twenty**.
- She is interested in the period **from 1950 to 1960**.

9. Till/Until

Till and **until** are used to show something happening or done up to a particular point in time and then stopping.

For example

- He is expected to be here **until/till the end of the week**.
- I was employed by the **company until 1980**.
- You will have to wait **until my return**.

10. Before and After

The preposition **before** and **after** are used to relate events to a particular time. **Before** means earlier than and **after** means later than something.

For example

- I get up **before** six.
- She returned **before** Monday.
- They came here **after** 8 o'clock.
- We went to Paris four years **after** our marriage.

Prepositions of Place

1. At

At is used to show the exact point, e.g. houses, stations, small villages and towns.

For example

- They lived **at** Naubise, a small bazaar in Dhading.
- He was born **at** his village, Dumja.
- The Prime Minister lives **at** 10 Downing Street.
- She works **at** the Town Hall.
- The plane landed **at** London airport.
- The train stopped **at** New Delhi Railway Station.

2. In

In is generally used when the reference is not to any specific place or to the names of large cities, countries, continents, etc.

For example

- Many people in Nepal live **in** villages.
- They used to live **in** Butwal.
- The Indians live **in** India.
- They lived **in** Europe for ten years.

3. On

On is used to indicate a particular area of land or place where something is.

For example

- He spent a few days **on** an island.
- He worked **on** a farm for sometime.
- They built their house **on** a beautiful piece of land.
- There is a school **on** the outskirts of the city.
- The hotel stands **on** the banks of a river.

Prepositions of Direction

1. From

From is used with the starting point or point of departure from a place or the point of origin.

For example

- They came **from** China.
- We started **from** Bardibas.
- The train **from** Jayanagar has arrived.

- She comes **from office** at 6 p.m.
- He fell **from the fifth floor** of the hotel.

2. Off

Off means from the surface of and also down from.

For example

- He took the hat **off the table**.
- The boy fell **off the tree/roof**.
- Keep **off the grass**.
- The ball rolled **off the floor**.
- Take this packet **off the shelf**.

3. Out of

Out of means from the interior of something.

For example

- He went **out of the room**.
- The bird flew **out of the cage**.
- I saw him coming **out of the library**.
- She jumped **out of the shelf**.

Direction Towards

1. For

For is used to show direction only when the verb indicates the beginning of a movement.

For example

- She left **for Japan** early in the morning.
- We set off **for Kathmandu**.
- They left **for home** late at light.

2. Against

Against means to have contact or pressure.

For example

- The child threw the ball **against the wall**.
- The crowd pressed **against the door**.
- He put the ladder **against the wall**.
- She stood, with her back **against the wall**.
- He hit his head **against the branch**.

3. To

To is used for destination or the end-point.

For example

- He went from Kathmandu **to Palpa**.
- She came **to Nepal** as a tourist.
- The train started from Kolkata and came **to Delhi**.
- He was on his way **to the station**.
- We went from Kathmandu **to London**.

4. Towards

For example

Towards is used to indicate the direction of something.

- They went **towards the airport**.
- He was speeding **towards the town**.
- The train was coming **towards the station**.
- I saw him hurrying **towards me**.
- He stood with his **back** towards me.
- She marked **towards the river**.
- He ran **towards the door**.

Prepositions of Position

1. Under

Under is used to indicate a position that is below or beneath something. It means vertically below.

For example

- The dog was **under the table**.
- He looked **under the bed**.
- They took shelter **under the trees**.
- The water flows **under the bridge**.

2. Underneath

Underneath has the same meaning as **under**. It means a position below something.

For example

- She found a lot of dust **underneath the carpet**.
- The coin rolled **underneath the table**.
- He hid the gun **underneath the bed**.
- He left the key **underneath the mat**.

Note: 'underneath' generally implies covered by something so that the object covered is not seen.

3. Below and Beneath

Below means in a position lower than something.

For example

- They could see the village **below them**.
- The lake is 500 feet **below the sea level**.
- He had a wound **below the left shoulder**.
- You should write **below this line**.

Beneath also means a lower position than something.

- They found the body **beneath a pile of grass**.
- The boat sank **beneath the waves**.

Beneath has the sense of directly under something.

4. Over

Over is used to indicate a position vertically above something or somebody or partly or completely covering the surface of something.

For example

- She hung the calendar **over the fireplace**.
- There were books all **over the table**.
- They held a large umbrella **over her**.
- There was a lamp (hanging) **over the table**.

5. Above

Above is used to indicate a position higher than something.

For example

- There were clouds **above us**.
- The water came **above our knees**.
- The pilot was flying **above the clouds**.
- The birds were flying high **above the trees**.
- We lived in the room **above the shop**.

Above has the sense of something being directly over something else.

Prepositions of Travel and Movement

1. Across

Across is used to indicate movement from one side of a space, area, line to the other side:

For example

- I walked **across the road**.
- The cat ran **across the lawn**.
- They flew **across the Pacific Ocean**.
- He walked **across the street**.

2. Along

Along is used to indicate movement from one end to or towards the other end of something. The place is seen as a line:

For example

- We walked **along the street**.
- She went **along the corridor**.
- He hurried **along the path** towards me.

3. Into

Into is used to indicate movement inside a place seen as a volume. The opposite of into is out of. It is used for entering a place, building, vehicle, etc:

For example

- The boys came **into the hall**.
- She ran **into the house**.
- He got **into a bus/a train/a plane/a car**.
- The athletes marched **into the stadium**.

Note: Do not confuse preposition 'In' and 'Into'. This rule of preposition says, use “into” to express motion toward something and reserve the preposition “in” when you want to indicate a location. See the example for clarity.

- I swam in the pool. (Indicating location)
- Look in the cupboard. (Indicating location)
- The cat jumped into the well. (Expressing motion)
- He drove into the city. (Expressing motion)

4. Onto

Onto is used to indicate movement into a position on an object or surface:

For example

- He climbed **onto the roof**.
- The cat jumped **onto the table**.
- A tree fell **onto a car**.
- He stepped out of the train **onto the platform**.

5. Through

Through is used to indicate movement from one end of an opening, or a passage to the other.

For example

- The place is seen as a volume.
- The train passed **through a tunnel**.
- The water flows **through this pipe**.
- They were riding **through a forest**.
- The ball went flying **through the window**.

6. Up and Down

Up is used to indicate movement to a higher position and **down** to a lower position.

For example

- We climbed **up the hill**.
- The girl ran **up the stairs**.
- I set off **up the road**.
- She was walking **down the street**.
- She fell **down the stairs**.
- The stone rolled **down the hill**.

7. On/In/By (Travel)

We may use **on**, **in** or **by** while using a public or private vehicle. **On** is used when the vehicle is seen as a surface, **in** is used when it is seen as a volume. **By** is used to indicate the means of travel.

For example

- We travelled **on** the horseback/foot/a cycle/a bus/a plane.
- They travelled **by** bus/car/train/cycle/sea/plane/air.
- We travelled **in** a bus/a car/a train/a ship/a plane.

8. Between and Among

Between is used with two persons or things. **Among** is used with more than two people or things:

For example

- **Between you and me**, she is very stupid.
- She divided the apples **between the two children**.
- C comes **between B and D**.
- Samesh sat **between Mahesh and Ramesh**.
- He lives in a house **among the trees**.

- She divided the money **among** her four sons.
- Satish works **among** the poor.

But if each individual person is mentioned, **between** is used even if there are more than two:

The money was divided up **between** Mohan, Sohan and Rohan.

If the people are mentioned as a single group, **among** is used.

- I shared out the food **among** the family.
- The girl quickly disappeared **among** the crowd.

9. By and Beside

By means close to someone or something. **Beside** means by the side of someone or something. Both imply nearness.

For example

- She was sitting **by** the door.
- There is a glass just **by** your elbow.
- The telephone is **by** the window.
- She was sitting **beside** her mother.
- He always kept a dictionary **beside** him.
- Who is standing **beside** her?

Look at this preposition chart and study usage and examples.

Showing Time	Usage	Examples
at	exact times meal times parts of the day age	at 5 pm at dinner at dusk at age 15
by	a limit in time in the sense of <i>at the latest</i>	by evening by the due date
in	months seasons years durations after a certain period of time	in July in the summer in 2007 in the same year in an hour
on	days of the week parts of the day where the day is named dates	on Friday on Sunday evening on September 7 th
ago	a certain time in the past	5 years ago
before	a point of time that precedes another point in time	before leaving, before lunch, before 2007, before marriage
after	a point in time that follows another point in time	after see, after marriage, after the surgery, after the breakfast

during	something that happened/ will happen in a specific period of time	during the programme, during war
for	over a certain period in the past	for five days, for 4 years
past	telling the time	ten past seven (7:10)
since	from a certain period of time	since 1990; since the accident
throughout	something that happened/ will happen continuously in a specific period of time	throughout the year; throughout the schooling
to	telling time from an earlier time to a later time	ten to five (4:50) 10am to 5pm
up (to)	from an earlier point to a later point	up (to) now; up to yesterday
until	up to a certain point in time how long something is going to last	until the end; until sunset; until he arrives; until you come
Showing Place		
at	an object's settled position or position after it has moved meeting place or location point of direction a target	at the airport; at the ceremony at home; at the desk turning at the intersection throwing the snowball at Smriti
by	close to alongside of	by the school by the window
in	in an enclosed space in a geographic location in a print medium	in the garage; in an envelope in San Diego; in Texas in a book; in a magazine
on	for a certain side for a river/lake for a floor in a house for public transport for television, radio	on the left London lies on the Thames on the floor on a bus on the air; on TV
about	around or outside of at but not exactly on related to	about town about five feet tall about my father's business
above	suspended higher than something else superior to	above the door above me in rank
against	leaning on opposite to or facing	against the door against the wall
among	in the company of (three or more) in a crowd the end of a long list	among friends among the masses among other things

after	pursuit a point further from an earlier point	chasing after the robbers the corner after the big house
along	tracing the length of, without emphasis on the ends	along the hallway; along the river
around	location of something explaining a period of time	drive around the block around 3 o'clock
before	in the front in terms of space	before the emperor; before god
behind	on the back side of a point in space	behind the car; behind her smile
below	something lower than or underneath something else	below the stairs; below expectations
from	in the sense of <i>where from</i>	a flower from the garden
into	enter a room/building	go into the kitchen/house
onto	movement to the top of something	jump onto the table
over	covered by something else “more than” “getting to the other side” overcoming an obstacle	put a jacket over your shirt over 16 years of age walk over the bridge climb over the wall
through	something with limits on top, bottom and the sides	drive through the tunnel
towards	movement in the direction of something (but not directly to it)	go 5 steps towards the house

Other Important Prepositions

about	for topics, meaning <i>what about</i>	we were talking about you
at	for <i>age</i>	she learned Russian at 45
by	who made it rise or fall of something travelling (other than walking or horse riding)	a book by mark twain prices have risen by 10 percent by car, by bus
from	who gave it	a present from jane
in	entering a car/taxi	get in the car
of	who/what did it belong to what does it show	a page of the book the picture of a place

off	leaving a public transport vehicle	get off the train
on	walking or riding on horseback entering a public transport vehicle	on foot, on horseback get on the bus
out of	leaving a car/taxi	get out of the taxi



Exercise 1

Fill in the blanks with appropriate prepositions using the given alternatives.

- I shall return _____ a month. (in, of, on, for)
- The Ramayana is lying _____ the table. (in, of, on, for)
- We shall finish this work _____ 5 p.m. today. (in, by, on, at)
- Send me letters _____ this address. (by, in, to, on)
- You should listen _____ what your parents say. (among, in, to, between)
- Sita writes _____. (with, on, in, at)
- He did not listen _____ my advice. (at, to, in, on)
- The lion was killed _____ the hunter _____ a sword. (in, on, by, with)
- Father divided his property _____ four sons. (between, among, of, in)
- He has been living in this house _____ 1985. (for, since, in, on)



Exercise 2

Complete the following sentences using appropriate prepositions.

- Regular exercise is beneficial _____ health.
- He is bent _____ mischief.
- We must be grateful for the blessings God has bestowed _____ us.
- He is a hypocrite. Beware _____ him.
- She boasts _____ her achievements.
- The indulgent mother is blind _____ her son's faults.
- He was born _____ poor parents.
- The ship is bound _____ California.
- The robbers broke _____ the shop at midnight and looted it.
- Emperor Akbar brought _____ many social reforms.
- They brought _____ the child tenderly.

12. Do not brood _____ past failures.
13. He is busy _____ his studies.
14. On the way, we called _____ a friend's house.
15. This award calls _____ a celebration.
16. The headmaster has called _____ an explanation from the boy.



Exercise 3

Complete the following sentences using appropriate prepositions.

1. He deals _____ diamonds.
 - a. at
 - b. with
 - c. in
 - d. of
2. One must not deviate _____ the path of truth and virtue.
 - a. to
 - b. from
 - c. with
 - d. out
3. Eventually I persuaded her to comply _____ my requests.
 - a. at
 - b. with
 - c. at
 - d. from
4. There is no cure _____ AIDS yet.
 - a. of
 - b. for
 - c. by
 - d. with
5. She is keen _____ going abroad.
 - a. at
 - b. on
 - c. with
 - d. none
6. This article makes several allusions _____ the Vedas.
 - a. at
 - b. with
 - c. to
 - d. of
7. He was anxious _____ contact his wife.
 - a. about
 - b. of
 - c. at
 - d. to
8. She has no aptitude _____ music or dance.
 - a. to
 - b. for
 - c. with
 - d. none of these
9. She was an indulgent mother who always turned a blind eye _____ her children's faults.
 - a. at
 - b. with
 - c. to
 - d. none of these
10. He was brought _____ by his grandmother.
 - a. about
 - b. out
 - c. in
 - d. up



Exercise 4

Complete the following sentences using appropriate prepositions.

1. Ramesh left home because he did not want to abide _____ his father's wishes.
2. This area abounds _____ minerals.
3. There is an abundance _____ elements in earth's crust.
4. He has been absent _____ school since Monday.

5. You can't talk to him now. He is absorbed _____ his work.
6. If you want to lose weight, you must abstain _____ eating fatty foods.
7. We can't accede _____ his request at this time.
8. Your suggestion is not acceptable _____ me.
9. Many villages still do not have access _____ electricity.
10. She accused me _____ poisoning her dog.
11. Tek is not my close friend. I am only acquainted _____ him.
12. He was acquitted _____ killing his partner.



Exercise 5

Complete the following sentences using appropriate prepositions.

1. I was amazed _____ her brilliant performance.
2. She is anxious _____ hear from her daughter.
3. I am anxious _____ his health.
4. He apologized _____ her for his rude behavior.
5. They appealed _____ us for help.
6. He appears _____ be rather opinionated.
7. We want the best candidate to be appointed _____ the post.
8. She has an aptitude _____ mathematics.
9. Avail yourself _____ this opportunity to visit Kashmir.
10. Are you aware _____ his plans?
11. She is backward _____ her studies.
12. I don't think we can bank _____ him this time.
13. The task turned out to be more difficult than he had bargained _____.
14. Please bear _____ me until I finish this job.
15. Do you believe _____ socialism?

UNIT 3

Nouns



Learning objectives

After studying this unit, you will be able to...

- identify the types of nouns in sentences.
- know the uses of the nouns.
- form sentences of all noun patterns.



Learn and Act

Read the paragraphs given below and do some activities as suggested.

The kids from the school look after the plants in the garden. There are many plants of fruit and flower. They need manure and water. The kids bring water in their small watering pots. The boys and girls are little gardeners. I like watching the beautiful birds that come to this garden.



The sun is shining and the birds are singing but Rohan is still in bed. The moment mother comes into the room, Rohan jumps out of bed. He brushes his teeth, gets into the bathroom, becomes fresh and gets ready to go to the shop.



Quick Feedback

- a. Read the paragraph and identify the nouns.
- b. Write each noun under the category to which it belongs:
 - Person
 - Place
 - Animal
 - Thing



Forming Knowledge

A **noun** is a word that names a person, place, thing, or idea. A **singular noun** names one person, place, thing, or idea, and a **plural noun** names more than one. Most plural nouns are formed by adding **-s** to the singular form. Words that end in *ch*, *sh*, *s*, *x*, or *z* form the plural by adding **-es**. Words that end in a consonant and *y* form the plural by changing *y* to *i* and adding **-es**. Some plurals are formed irregularly, for example, *child*, *children*; *foot*, *feet*; *mouse*, *mice*. Some singular and plural forms are the same, for example, *sheep*, *deer*, *series*.

	Singular	Plural		Singular	Plural
Person:	child	children	Thing:	piano	pianos
Place:	corner	corners	Idea:	religion	religions

A **collective noun** names a group. A collective noun is singular when it refers to the group as a whole. It is plural when it refers to the individual members of a group.

The **jury** is still deliberating. (singular) The **jury** are arguing loudly. (plural)

A noun is a word that **identifies**:

- a person (woman, boy, doctor, neighbour)
- a thing (dog, building, tree, country)
- an idea, **quality**, or state (truth, danger, birth, happiness).

Kinds of Noun

1. **Common Noun**: A common noun is a noun referring to a person, place, or thing in a general sense e.g. *boy, country, bridge, city, birth, day, happiness*. Common here means 'shared by all'.
 - The class is studying grammar.
 - The nearest town is 60 miles away.
 - She is a good girl.
2. **Proper Noun**: A proper noun represents the name of a specific person, place, or thing. Proper nouns are always written with a capital letter at the beginning e.g. *Ram, Monday, Nepal, Hong Kong, etc.*
 - Bisweshwor Prasad Koirala was the first elected prime minister of Nepal.
 - Nepal is a democratic country.
 - Shashank is a good boy.
3. **Collective Noun**: A collective noun is the name of a number of persons or things taken together and considered as one unit, e.g. *audience, family, government, team, jury*, etc.
 - The flock of geese spends most of its time in the pasture.
 - The police dispersed the crowd.
 - I saw a fleet of ships in the harbour.
4. **Abstract noun**: An abstract noun is a noun which names quality, action, virtue or state, which one cannot perceive through one's five physical senses, e.g. *truth, danger, happiness, time, friendship, humour, etc.*
 - We all love honesty.
 - Cleanliness is next to godliness.
 - I love to remember the happy days of childhood.

Abstract nouns are formed:

- i. From Adjectives Kind Kindness

If the individual or things are thought of separately, it is called a **Noun of Multitude**. Some examples of collective nouns are class, army, crowd, parliament, etc.

5. **Material Noun**: Material nouns refer to materials or substances from which things are made. Let's take the word "cotton." Cotton is an adjective when used in "*cotton* dress." However, cotton is a material noun when used to describe the crop. For example We use **cotton** from a local farm in our t-shirts.
 - **Calcium** is a good mineral for health.
 - **Plastic** is made up of many molecules of ethylene.
 - There are many utensils in my kitchen made up of **iron**.
 - I drink **milk** daily in the night.

Concrete noun

A concrete noun is a noun which refers to people and to things that exist **physically** and can be seen, touched, smelled, heard, or tasted. Examples include *dog, building, coffee, tree, rain, beach, tune*.

• Count and mass nouns

Nouns can be either **countable** or **uncountable**. **Countable nouns** (or **count nouns**) are those that refer to something that can be counted. **Uncountable nouns** (or **mass nouns**) do not typically refer to things that can be counted and so they do not regularly have a plural form.

What are countable and uncountable nouns?

Nouns can be either countable or uncountable. **Countable nouns** (or **count nouns**) are those that refer to something that can be counted. They have both singular and plural forms (e.g. *cat/cats; woman/women; country/countries*). In the singular, they can be preceded by *a* or *an*. Most nouns come into this category.

A smaller number of nouns do not typically refer to things that can be counted and so they do not regularly have a plural form: these are known as **uncountable nouns** (or **mass nouns**). Examples include: *rain, water, oil, flour, earth, wine, or wood*. Uncountable nouns can't be preceded by *a* or *an*. Many abstract nouns are typically uncountable, e.g. *happiness, truth, darkness, humour*.

Some uncountable nouns can be used in the plural as well, depending on the meaning or context of the word. Take a look at these sentences:

<i>Would you like some coffee?</i>	uncountable , because it's referring to the drink in general.
<i>He ordered a coffee.</i>	countable , because it's referring to a cup of coffee.
<i>There's no truth in the rumours.</i>	uncountable , because it refers to the quality or state of being true.
<i>The fundamental truths about human nature.</i>	countable , because it's referring to facts or beliefs that are true.

There are some words that should only be used with countable nouns and some that you should only use with uncountable nouns. Here are the main examples:

word	with countable noun?	with uncountable noun?	examples
few, fewer	✓	X	<i>fewer students; few cars</i>
little, less, least	X	✓	<i>less food; little time</i>
many, several	✓	X	<i>several books; many changes</i>
much	X	✓	<i>much pleasure; much sleep</i>

Remember

- Some nouns have the same form for the plural as for the singular:
 - sheep, deer, fish, series, species etc.
- Some nouns are singular in form but plural in sense:
 - cattle, people, poultry, gentry, company, police, alphabet etc.
- Some nouns are always used in the plural:
 - spectacles, thanks, trousers, savings, lodgings, scissors, compasses, people etc.
- Some nouns though plural in form are used in the singular:
 - means, news, innings, scissors, spectacles, assets, tongs, wages, riches etc.
- Some nouns have no plural:
 - information, advice, knowledge, furniture, progress etc.

Case

- Nominative Case:** When a noun is used as the subject of a verb, it is said to be in the Nominative Case. To find the nominative, put 'who' or 'what' before the verb.
 - Hari threw the ball. ('Hari' is in the nominative case)
- Objective/ Accusative case:** When a noun is used as the object of a verb, it is said to be in the Objective Case. To find the objective, put 'whom' or 'what' before the verb and its subject.

- Hari threw the ball. ('ball' is in the objective case) If a noun comes after a preposition it is also said to be in the objective case.
- The pen is on the desk.

Remember

The nominative generally comes before the verb and the objective after the verb.

- The window was broken. (nominative)
- He broke the window. (objective)

3. Possessive Case: Possessive case is used to express ownership or possession.

- I like to read Shakespeare's tragedies.
- Ratan's business is flourishing.

A possessive case is also used to denote authorship, origin, kind etc.

- Shelley's poems
- A mother's love
- Hari's school
- A week's holiday

Remember

a. The use of apostrophe with 's' denoting possessive case should be restricted to:

- Living things; as,
 - the Director's secretary, the baker's shop, a boy's foot, a cat's tail
- Thing personified; as,
 - nature's law, Nepal's heroes, fortune's favourite
- Certain dignified objects; as,
 - at duty's call, the court's decree
- Space, time or weight; as,
 - a day's journey, in a year's time, a foot's length, an hour's talk
- A few familiar phrases; as,
 - at his wit's end, at a stone's throw, for mercy's sake

Except these the use of possessive case with other nouns sounds awkward.

We must say;

- The leg of the table is bent. (not, 'The table's leg)
- The attitude of the public seems uncertain. (not, 'The public's attitude')

b. The apostrophe 's' is omitted;

- After plural ending in 's', we should never put the apostrophe with 's'.
 - Horses' tail, boys' school, monkeys' chatter But after those plurals which do not end in 's', apostrophe should be used.
 - Men's club, women's dresses, children's books
- Where too many hissing sounds come together.
 - For conscience' sake, for goodness' sake, for Jesus' sake
- The words his, hers, its, theirs, yours, ours, mine are possessive and they are not written with the possessive sign (').
 - Yours faithfully, its colour

c. The words church, house, shop, etc. are often omitted after possessive case.

- I will dine at my uncle's.
- You can get good biscuits at Polson's.

d. Avoid the use of double possessives.

- We should say
- The wife of my uncle's secretary, (not, 'my uncle's secretary's wife')

Nouns in Apposition

When one noun follows another to describe it, the noun which follows is said to be in 'apposition' to the noun which comes before it.

- Kapil, our captain, made fifty runs.
- George, my uncle, is a very humorous person.



Exercise 1

Fill in the blanks with suitable collective nouns.

1. A _____ of birds flew high in the sky.
2. They saw a _____ of lions at the zoo.
3. The farmer has a _____ of cattle on his farm.
4. He ate a _____ of grapes today.
5. Our friend shows us a _____ of stamps.
6. We saw a _____ of sheep on our way home.
7. Police have arrested a _____ of thieves.
8. She bought a _____ of bananas from the market.
9. The _____ of pupils are listening attentively to their teacher.
10. You can put the _____ of tools in that box.



Exercise 2

Write the types of the following underlined nouns. The first one is done for you.

1. The book was lying on the table.
(book – common noun;
table – common noun)
2. Love begets love.
3. We cannot live without water.
4. The jury has given its verdict.
5. The Hindus regard Krishna as an incarnation of Lord Vishnu.
6. Alcohol is injurious to health.
7. Smoking is a bad habit.
8. Wild animals live in forests.
9. The childhood of Peter was full of misery.
10. All the girls were singing.
11. Gold is a precious metal.
12. Rice is the staple food of South Indians.
13. The earth moves round the sun.



Exercise 3

Identify the following nouns and underline singular nouns, double underline plural nouns and circle collective nouns.

1. Mr. Sharma was very pleased with his students.
2. "This class is amazing and deserves rewards," said Mr. Sharma.
3. Mr. Sharma wanted to take his students to the zoo.
4. So Mr. Sharma called a company that rents buses to teachers.
5. The company is sending a bus to pick up the students.
6. The class was excited to see the animals at the zoo.
7. Ritesh wanted to see a pack of wolves and a colony of bats.
8. Mr. Mukarung sang a song for the children.
9. The people on the bus were covering their ears.
10. The group was ready to get off the bus and see some animals.
11. Binita almost tripped over a flock of geese.
12. The flock scattered to escape Binita and her dangerous feet.
13. The class ate lunch across from a herd of deer drinking from a stream.

14. The herd noticed the class but kept drinking water.
15. The sounds of those wild animals gave Mr. Sharma fresh ideas for songs to sing to the class on the bus.



Exercise 4

Choose the correct form of noun given in the brackets.

- The _____ are very good. (cloth/cloths)
- We all love _____. (honest/honesty)
- I wear polished _____. (shoes/shoe)
- The knife needs _____.
(sharpen/sharpening)
- My house has _____ rooms. (four/some)
- A large _____ is expected. (crowd/crowds)
- There are three _____ in my team.
(woman/women)
- There are many _____ in my house.
(children/childrens)
- _____ of soldiers visited our academy.
(An army/A group)
- There is a _____ at my school today.
(holidays/holiday)



Exercise 5

Complete the exercise with correct forms of the given nouns. Use each noun only one time.

attorney	beach	box	cliff	medium	ox
discovery	laboratory	man	match	piano	tooth

- The age at which the first tooth appears differs greatly from child to child. Very occasionally, children are born with one or more _____.
- I need some _____ to light the fire.
- Studies are showing that _____ process information differently from women.
- Maria needed some legal advice for her businesses, so she contacted two _____.
- New scientific _____ are made every day in _____ throughout the world.
- The farmer loaded his cart with _____ of fresh vegetables to take to market. His cart was pulled by two _____.
- The north side of the island has no _____ for people to walk on. There are only steep _____. No one can climb these steep walls of rock.
- The music building at the university has 27 _____ for students to play on.
- People get most of their news about the world through the mass _____, that is, through radio, television, the internet, newspapers, and magazines.



Exercise 6

Fill in the blanks with the correct forms of the given nouns for the following exercise. Use each noun only once.

chair	job	experience	information	hair
luggage	progress	furniture	permission	work

- I don't have much _____. I have just two small bags.
- They are going to tell you all you want to know. They are going to give you a lot of _____.
- There is room for everybody to sit down. There are a lot of _____.
- We have no _____ not even a bed or a table.

5. 'What does Karan look like?' He's got a long beard and very short _____.
6. Priya's English is very bad. She must make _____.
7. Krishna is unemployed. He's looking for a _____.
8. If you want to leave work early, you have to ask for _____.
9. I don't think Anita will get the job. She hasn't got enough _____.
10. Shakespeare's _____ are wonderful.



Exercise 7

Fill in the blanks with suitable abstract nouns. The adjectives, verbs or nouns given in the brackets should offer clues.

1. He is a man of _____ (strong)
2. The people in this part of the country live in _____ (poor).
3. _____ to animals is a punishable offence. (cruel)
4. He is on a _____ to Mecca. (pilgrim)
5. I have great _____ to welcome you. (please).
6. _____ is the best period of one's life. (child)
7. _____ should always be avoided. (waste).
8. As a parent my children's _____ is of utmost importance to me. (safe).
9. As the sun went below the horizon _____ enveloped the planet. (dark).
10. There is no end to his _____ (wicked)



Exercise 8

Write whether the coloured noun is countable or uncountable.

1. There are a lot of **windows** in our classroom. _____
2. We need some **glue** to fix this vase. _____
3. The **children** are playing in the garden. _____
4. I don't like **milk**. _____
5. **Scientists** say that the environment is threatened by pollution. _____
6. My mother uses **butter** to prepare cakes. _____
7. **Drivers** must be careful. The road is slippery. _____
8. Some **policemen** are organizing road traffic to avoid any accidents. _____
9. I bought three **bottles** of mineral water for our picnic. _____
10. I'd like some **juice** please! _____
11. The **exercises** on this website are interesting. _____
12. Dehydrated babies must drink a lot of **water**. _____
13. I met some nice **people** when I was walking along the beach.
14. The **waiters** in this restaurant are very professional. _____
15. The **bread** my mother prepares is delicious. _____

UNIT 4

Subject-Verb Concord



Learning objectives

After studying this unit, you will be able to...

- know the basic rules of subject-verb agreement.
- know proper uses of subject and verbs.



Learn and Act

Read the paragraphs and do some activities given below.

Social Media

We live in a time and age where information is just a button press away. We are controlled by information all around us. We millennials want to know, read, understand and then speak our minds about it. That is where social media comes into play. Social media is one of the biggest elements that we live with and cannot ignore it.

Social media is collection of websites, applications and other platforms that enable us to share or create content and also helps us to participate in social networking. Social media is not limited to blogging and sharing pictures. There are many strong tools also that social media provides. That is because that the impact of social media is very high and far reaching. It can make or break images.

But social media is a topic of controversy today, many feel it's a boon but there is a majority who feels that it is a curse. Mostly people feel that social media has destroyed human interaction with a rapid rate and has modified modern human relationships. But there are others who feel that it is a blessing that has connected us to every part of the world, we can meet our loved ones that are far, we can spread awareness through it, we can send security warnings etc. There is a lot that social media can do. But it is an unarguable fact the presence of social media has made our lives convenient, easier and much faster.



Quick Feedback

- What do you understand by social media?
- Why is social media a topic of controversy today?
- Why do people feel that it is a blessing?



Forming Knowledge

In a sentence, the **subject** and **verb** should agree or match, otherwise the sentence will not sound right. Let's understand the basic rules of **subject-verb agreement** or **Subject-verb concord**.

1. Number

Subjects and verbs must agree in number. This is the cornerstone rule that forms the background of the concept. The basic principle of subject-verb agreement is that singular subjects need singular verbs. Plural subjects need plural verbs.

Singular	Plural
The boy is playing.	The boys are playing.
The girl has gone to school.	The girls have gone to school.
He likes sweets.	They like sweets.
The dog growls when he is angry.	The dogs growl when they are angry.

2. Person

The rules regarding the person are as follows.

- i. The first person singular or plural takes a singular verb.
 - I like this story.
 - We like this story.
- ii. The second person singular or plural takes a singular verb.
 - You like this scenery.
- iii. The third person singular takes a singular verb:
 - He likes this scenery.
- iv. The third person plural takes a plural verb:
 - They like this scenery.

3. Uncountable noun

When we use an uncountable noun as the subject of a verb, we use a singular form of the verb.

- Honesty is the best policy.
- Fear begins to haunt him.

4. Singular and plural nouns

When we use a singular noun as the subject of a verb, we use a singular verb. Plural nouns take a plural verb.

- The moon was shining in the sky.
- The sun is about to set.
- The children were playing.
- The farmers were ploughing.

5. One of + Plural noun

When the subject consists of 'one of + plural noun', the verb is singular.

- One of the girls was dancing.
- One of the students was talking.
- One of the birds was chirping.

6. Long Subject

When a clause or a long group of words is the subject, we have to be careful to make the verb agree with the subject.

- The chairs which I bought yesterday are very costly.
- The woman whom I met in the market was my friend's sister.

7. Introductory 'there' and 'here'

When sentences start with **there** or **here**, the subject will always be placed after the verb, so care needs to be taken to identify it correctly.

- There **is** a problem with the balance sheet.
- Here **are** the papers you requested.

The verb has to agree with the real subject that follows the introductory there or here. If the subject is singular, then that will be followed by a singular verb. If the real subject is plural, then 'there' or 'here' will be followed by a plural verb.

- There is no chair in the room.
- Here are no chairs in the room.
- Here are fifty boys in the class.
- There is one girl in the class.

8. Two or more nouns

As a general rule, use a plural verb with two or more subjects when they are connected by *and*.

- Hem and his sister have gone to see a play.
- *A car and a bike **are** my means of transportation.*
- My friend and his father are meeting us tomorrow.

But note these exceptions:

- **Breaking and entering is** against the law.
- *The **bed and breakfast was** charming*

9. Distances, weight, etc.

For distances, weight, height or amounts of money, we use a singular verb even when the subject is plural:

- Ten thousand rupees is not a small sum.
- Three kilometers is not a long distance.
- Five hundred feet above sea level is not a great height.

10. Plural names

The title of a book, the name of a house or a hotel in plural takes a singular verb.

- "The Arabian Nights" has interesting stories.
- "The Hotel Brewers" is a five-star hotel.

11. Plural nouns with singular meaning

Nouns which are plural in form but singular in meaning usually take a singular verb.

- Mathematics is not an easy subject.
- Economics is a dull subject.
- Measles is an infectious disease.
- The latest news is that the criminal has been arrested.

12. Singular nouns with plural verb

Some nouns which appear to be singular in form take a plural verb.

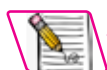
- The police have arrested three terrorists.
- The Indian cricket team won the match.

13. Collective nouns like group, crowd, flock, regiment, etc. are generally followed by a singular verb.

- A group of boys was playing in the ground.
- The *herd* is stampeding.

- A crowd of people rushes into the hall.
 - A regiment of soldiers was marching towards the town.
14. 'Class' nouns such as food, furniture, clothing, etc. take a singular verb.
- This furniture is very old.
 - This imported cutlery is very costly.
 - His clothing consists of a bullet-proof jacket, a blue pair of trousers and some other items.
15. Some nouns which appear to be plural in form when preceded by a pair of take a singular verb, for example, shoes, scissors, trousers, etc.
- A pair of scissors was taken out of the drawer.
 - A pair of trousers was washed by the servant.
 - A pair of shoes was bought by him.
- But when these nouns are used without 'a pair of', they take a plural verb:
- His shoes have worn out.
 - My scissors do not cut well.
16. Some nouns are preceded by a lot of, a plenty of, a great deal of, etc. These nouns take a singular verb when they refer to amount or quantity. But they take a plural verb when they refer to number.
- A lot of people visit the exhibition.
 - A plenty of water was supplied to the villagers.
17. When a singular subject is joined by as well as, in addition to, except, etc. with another noun or pronoun, we use a singular verb.
- Sohan as well as his brother has come.
 - My father in addition to our neighbour has gone out for a walk.
 - Everyone except Satish was present.
18. A singular verb is used with singular pronouns, e.g. each, either, neither, anyone, etc.
- Each of the boys was given a prize.
 - Neither of the students was absent.
 - Everybody has helped her.
19. When two or more subjects are connected by **nor, or, neither/nor, either/or**, and **not only/but also**, the verb is used according to the number of the noun nearest to it.
- Neither she nor her sisters visit the temple.
 - Jenisha or Pinky *is* to blame for the accident.
 - Either they or he is telling a lie.
 - Neither the dogs nor the cat is going outside.
 - Neither the cat nor the dogs are going outside.
20. A collective noun such as jury, committee, family, etc. takes a singular verb when it is considered one unit. But when they are regarded as individuals, they take a plural verb.
- The jury is about to give its decision.
 - The jury are divided in their opinion.
 - The committee is meeting tomorrow.
 - The committee have decided to raise the membership fee.
 - Our family has decided to visit Shimla this summer.
 - The family now live in London.

21. When some nouns are regarded as one unit or referred to the same person or thing separated by *and*, they take a singular verb.
- *Bread and butter* is a wholesome food.
 - *Brick and stone* is lying scattered all over the place.
 - *Time and tide waits* for none.
 - *The novelist and poet* is dead.
 - *Red beans and rice is* my mom's favourite dish.
22. If two infinitives are separated by *and* they take the plural form of the verb.
- *To walk and to chew gum require* great skill.
23. If the words *each, every, or no* come before the subject, the verb is singular.
- No *smoking and drinking is* allowed.
 - Every *man and woman is* required to check in.
24. With words that indicate portions (percent, fraction, part, majority, some, all, none, remainder, and so on), we have to look at object of the preposition to determine whether to use a singular or plural verb. If the object of the preposition is singular, use a singular verb. If the object of the preposition is plural, use a plural verb.
- Fifty percent of the work is completed. ('work' is the object of the preposition 'of')
 - Fifty percent of the works are completed. ('works' is the object of the preposition 'of')
 - Two-third of the city is unemployed.
 - Two-third of the people are unemployed.
25. Usually, *police* is plural and *data* is used in both forms.
- The police *are* investigating the murder.
 - Police *have* arrested three suspects.
 - The data *is* accurate.
 - The data *are* accurate.



Exercise 1

Choose the correct form of the verbs given in the brackets in the following sentences.

- Each of these producers _____ his own advantage. (*has, have*)
- Ten miles _____ long distance. (*is, are*)
- Many a student _____ hard to pass his entrance exam. (*try, tries*)
- The furniture in his house _____ impressive. (*look, looks*)
- Few students _____ present in the class today. (*is, are*)
- Ritesh, my best friend, _____ leaving for Japan next week. (*is, are*)
- Most of my friends _____ government employees. (*is, are*)
- The level of intoxication _____ from subject to subject. (*vary, varies*)
- Either boys or girls _____ telling lies. (*is, are*)
- A number of people _____ reported to be missing in the bus accident at Jiri. (*was, were*)



Exercise 2

Fill in the blanks with the appropriate verbs in agreement with its subject.

- Everyone (**has/have**) done his or her homework.
- The samples on the tray in the lab (**need / needs**) testing.
- At the end of the fall (**comes / come**) the hard tests.
- The slaughter of animals for their fur (**has / have**) caused controversy.
- The student, as well as his teacher, (**was / were**) going on the field trip.
- The hard tests (**comes/come**) at the end of the fall.
- Either the girls or the boy (**walk / walks**) in the evening.
- Both of my roommates (**has / have**) decided to live in the dorms.
- Each of the students (**is / are**) responsible for doing his or her work.
- Either my father or my brothers (**is / are**) going to sell the car.
- Neither my sisters nor my mother (**is / are**) going to sell the house.
- Aditi and Samjog usually (**plays / play**) together.
- Both of the dogs (**has / have**) collars.
- Neither the dogs nor the cat (**is / are**) very hungry.
- Either the boy or the girls (**walk / walks**) in the evening.



Exercise 3

Fill in the blanks with the appropriate verbs given below that agree with its subject.

is	were	is/was	has	is/are	have	is	has	is	am
----	------	--------	-----	--------	------	----	-----	----	----

- Politics _____ his bread and butter.
- The committee _____ issued its report.
- A dog _____ a faithful animal.
- Neither my parents nor relatives _____ present yesterday at the party.
- His briefcase and wallet _____ been stolen.
- Neither Pragya nor Lisa _____ present.
- Three parts of the business _____ left for me to do.
- The entire class as well as the principal _____ agreed to the proposal.
- Each of the boys _____ honest.
- Either she or I _____ mistaken.



Exercise 4

Fill in an appropriate form of verb selecting from brackets.

1. Bread and butter _____ served for breakfast. (**was / were**)
2. The horse and carriage _____ at the door. (**is / are**)
3. My brother _____ to be an astronaut. (**want / wants**)
4. My parents _____ teachers. (**is / are**)
5. Politics _____ not something I am interested in. (**is / are**)
6. The cost of essential commodities gone up. (**has / have**)
7. Her clothes _____ made of expensive fabrics. (**is / are**)
8. Either Priya or I _____ to go. (**has / have**)
9. Neither Mala nor her parents _____ at the party. (**was / were**)
10. Nobody _____ what happened to her. (**know / knows**)
11. Ravi as well as his brother _____ cricket well. (**play / plays**)
12. Everybody _____ a man of integrity. (**respect / respects**)



Exercise 5

In each of the following sentences supply appropriate verb in agreement with its subject.

1. A good man and useful citizen _____ passed away.
2. To take pay and then not to do work _____ dishonest.
3. The cost of all these articles _____ risen.
4. One or the other of those fellows _____ stolen the watch.
5. No news _____ good news.
6. The accountant and the cashier _____ absconded.
7. The jury _____ divided in their opinions
8. That night every one of the boat's crew _____ down with fever.
9. The famous juggler and conjurer _____ too unwell to perform.
10. The Three Musketeers _____ written by Dumas.
11. The ebb and flow of the tides _____ explained by Newton.
12. Each of the suspected men _____ arrested.

UNIT 5

Sentence Transformations



Learning objectives

After studying this unit, you will be able to...

- identify the types of transformation.
- convert various types of sentences without changing their meanings.



Learn and Act

Read the text and do some activities given below.

Hi, my name is Ayushma. Last week, we went to watch a movie named Kabaddi 4, but it was already housefull. So, we went to the resort named Mansaanto Resort. This is a resort that we saw on the TV. The lady who was our tour guide was from Limbu community. What we saw at the Mansaanto Resort was amazing. We saw there a homeless guy. The homeless guy spent the night on the resort. He was so weak that he could not walk properly. Because of his illness, he could not join the walk. He confessed that he was guilty of his illegal act. We gave him some food and money. As he got them, he was so happy.



The lady guide was very active as well as having a sense of humour. Though she was rich, she was hard working too. She showed us so many things when we visited the resort. We stayed there for two hours enjoying. At last, closing the gate, we went back to school.



Quick Feedback

- a. Did Ayushma watch any movie last week?
- b. What was the name of the resort Ayushma went to?
- c. How was the lady guide?



Forming Knowledge

Transformation of a sentence means changing the form of a sentence without changing its meaning. The transformation can be done in a number of ways. Some of the most common methods are explained below:

Types of Transformation

- Remove 'too' and use 'so...that'
- Use 'No sooner than'
- Use 'Not only but also'
- Remove 'If / Unless'
- Interchange of the Degrees of Comparison
- Passive to active

- Use 'Question tag'.
- Interrogative to Assertive and vice versa
- Exclamatory to Assertive and vice versa
- Affirmative to Negative and vice versa
- Imperative to Assertive

1. Transformation of sentences containing the adverb “too”

Sentences containing the adverb **too** can be transformed by using the structure **so... that**.

For example

- He is **too** old to work hard.
He is **so** old **that** he cannot work hard.
- The news is **too** good to be true.
The news is **so** good **that** it cannot be true.
- He speaks **too** fast to be understood.
He speaks **so** fast **that** he cannot be understood.

2. Transformation of sentences containing the adverb “no sooner...than”

Sentences containing no sooner... than can be transformed using as soon as or scarcely/hardly had ...when.

For example

- No sooner** had I reached the station **than** the train arrived.
As soon as I reached the station the train arrived.
Hardly had I reached the station when the train arrived.
- No sooner** did the driver saw a green signal than he started his car.
As soon as the driver saw a green signal, he started his car.
- No sooner** had the meeting begun than the protesters rushed to the platform.
As soon as the meeting began the protesters rushed to the platform.
Hardly had the meeting begun when the protesters rushed to the platform.
Scarcely had the meeting begun when the protesters rushed to the platform.

3. Interchange of the degrees of comparison positive comparative

For example

- I am **as strong as** him. (**positive degree**)
He is not **stronger** than me. (**comparative degree**)
- Ram walks **as fast as** Mohan. (**positive degree**)
Mohan does not walk **faster** than Ram. (**comparative degree**)
- Very few girls are **as beautiful as** Sneha. (**positive degree**)
Sneha is **more beautiful** than most other girls. (**comparative degree**)
Sneha is one of **the most beautiful** girls. (**superlative degree**)
- Some boys are at least **as brave as** Ram. (**positive degree**)
Ram is **not braver** than some other boys. (**comparative degree**)
or
Some boys are **not less brave** than Ram. (**comparative degree**)
Ram is **not the bravest** of all boys. (**superlative degree**)

4. Interchange of Active and Passive voice

a. Active to Passive voice

The proper Auxiliary verb and 'by' are used in the Passive form.

For example

- | | |
|--|-----------------|
| A. The children sang the National Anthem. | (active voice) |
| The National Anthem was sung by the children. | (passive voice) |
| B. He may send his servant if he does not come. | (active voice) |
| In case he does not come, his servant may be sent by him. | (passive voice) |
| C. The woodcutter has cut down these trees. | (active voice) |
| These trees have been cut down by the woodcutter. | (passive voice) |
| D. The members will make him the President of this organization. | (active voice) |
| He will be made the President of this organization by its members. | (passive voice) |

Note: Whenever it is evident who the agent (doer of the action) is, it is not necessary to mention him in the passive voice and this omission gives the sentence a beauty.

b. Passive to active

The proper pronoun form and the proper verb should be added in the active sentence when the passive sentence is changed into an active sentence.

For example

- | | |
|--|-----------------|
| A. The door is opened by the watchman. | (passive voice) |
| The watchman opens the door. | (active voice) |
| B. She is known to him. | (passive voice) |
| He knows her. | (active voice) |
| C. Promises should be kept. | (passive voice) |
| One should keep one's promises. | (active voice) |
| D. The brave is admired. | (passive voice) |
| We admire the brave. | (active voice) |

5. Interchange of affirmative and negative sentences

The affirmative sentence can be changed into a negative sentence by using 'not'.

For example

- | | |
|-----------------------|---------------------------------------|
| A. Affirmative | : This girl is intelligent. |
| Negative | : This girl is not dull. |
| B. Affirmative | : I was doubtful whether it was you. |
| Negative | : I was not sure that it was you. |
| C. Affirmative | : Everybody was present. |
| Negative | : Nobody was absent. |
| D. Affirmative | : All cheered. |
| Negative | : There was no one who did not cheer. |

The 'not' in the negative sentences should be removed to convert them into affirmative sentences.

- | | |
|--------------------|------------------------------------|
| E. Negative | : I am not so great as him. |
| Affirmative | : He is greater than me. |

6. Interchange of Interrogative and Assertive sentences

For example

- A. **Interrogative** : Aren't dogs faithful animals?
Assertive : Dogs are faithful animals.
- B. **Interrogative** : Will he ever forget that experience?
Assertive : He will never forget that experience.
- C. **Interrogative** : Can a leopard change its spots?
Assertive : A leopard cannot change its spots.
- D. **Interrogative** : Why waste time like this?
Assertive : It is foolish to waste time like this.

7. Interchange of Exclamatory and Assertive Sentences

For example

- A. How sweetly the moonlight sleeps upon this bank!
The moonlight sleeps very sweetly upon this bank.
- B. If only I were young again!
I wish I were young again.
- C. Alas that youth should pass away!
It is sad to think that youth should pass away.
- D. How beautiful is the moon!
The moon is very beautiful.
- E. To think of our meeting here!
It is strange that we should meet here.

8. Interchange of one part of speech with another

Study the following sentences.

- A. He succeeded in his attempt. (succeeded – verb)
His attempt was met with success. (success – noun)
His attempt was successful. (successful – adjective)
- B. Respect your parents and teachers. (respectful – adjective)
Be respectful to your parents and teachers. (respect – noun)
Show respect to your parents and teachers.
- C. She works diligently. (diligently – adverb)
She works with diligence. (diligence – noun)
- D. She was seemingly convinced. (seemingly – adverb)
She seemed to be convinced. (seemed – verb)

9. Conversion of a Simple Sentence into a Compound Sentence

A simple sentence can be converted into a compound sentence by enlarging a word or a phrase into a Coordinate Clause.

For example

- A. **Simple** : Climbing up the tree, he plucked some mangoes.
Compound : He climbed up the tree and plucked some mangoes.

- B. **Simple** : Being ill, he didn't attend the party.
Compound : He was ill and didn't attend the party.
- C. **Simple** : Besides being pretty, she is clever.
Compound : She is not only pretty but also clever.

10. Transformation of a Compound Sentence into a Simple Sentence

We can convert a Compound Sentence into a Simple Sentence by reducing the number of clauses into one.

For example

- A. **Compound** : He got up and walked away.
Simple : Getting up, he walked away.
- B. **Compound** : He gave them not only a house but some land also.
Simple : Besides a house, he gave them some land also.
- C. **Compound** : He ran away and thus escaped arrest.
Simple : He ran away in order to escape arrest.

11. Transformation of a Simple Sentence into a Complex Sentence

A simple sentence can be converted into a complex sentence by expanding a word or phrase into a subordinate clause, which can be a noun clause, an adjective clause or an adverb clause.

A. Noun clause

- Simple** : He liked my suggestion.
- Complex** : He liked what I suggested.

B. Adjective clause

- Simple** : There I saw a beautiful girl.
- Complex** : There I saw a girl who was beautiful.

C. Adverb clauses

- Simple** : She was too poor to educate her children.
- Complex** : She was so poor that she could not educate her children.

12. Conversion of a complex sentence into a simple sentence

A complex sentence can be converted into a simple sentence by reducing a subordinate clause into a word or a phrase.

A. Noun Clause

- Complex** : I know that he is an honest personage.
- Simple** : I know him to be an honest personage.

B. Adjective Clause

- Complex** : Those that are helpless deserve our pity.
- Simple** : The helpless deserve our pity.

C. Adverb Clause

- Complex** : They took shelter under a tree because they were driven by the rain.
- Simple** : Driven by the rain, they took shelter under a tree.

13. Conversion of Compound sentences to Complex

A compound sentence can be converted into a complex sentence, by changing an independent clause into a dependent clause.

For example

- A. **Compound** : Search his pockets and you will find the watch.
Complex : If you search his pockets, you will find the watch.
- B. **Compound** : Do as I tell you, or you will regret it.
Complex : Unless you do as I tell you, you will regret it.
- C. **Compound** : The lion was wounded but not killed.
Complex : Although the lion was wounded, it was not killed.
- D. **Compound** : He saw the danger and paused.
Complex : When he saw the danger he paused.

14. Conversion of a Complex sentence into a Compound sentence

We can convert a complex sentence into a compound sentence by changing the subordinate clause or clauses into main clauses.

For example

- A. Walk carefully lest you shall fall.
If you do not want to fall you should walk carefully.
- B. Although she is rich, she is not happy.
She is rich yet not happy.
- C. As soon as we heard the gunshot, we rushed to the spot.
We heard the gunshot and immediately rushed to the spot.



Exercise 1

Rewrite as directed:

- 1. Sunita confessed that she had been very stupid.
Begin: She said _____
- 2. The stranger inquired of me if I knew their way.
Begin: He said to me, " _____"
- 3. He bade good-bye to his friends.
Begin: He said, " _____"
- 4. Jeetesh said, "The traffic prevented me from coming to this place."
Begin: Jeetesh said that _____
- 5. The teacher said to the students, "I shall prove now that the earth moves round the sun."
Begin: The teacher told the boys _____
- 6. She told me that she could easily beat me in badminton.
Begin: She said to me, " _____"
- 7. He inquired of us whether we were attending the party that evening.
Begin: He _____
- 8. Why did he snatch your books?
Begin: Why were you _____
- 9. No one should ever make a false statement.
End: _____ ought never to be made.
- 10. As soon as Mr. Das had seated himself, he called for coffee.
Rewrite: the sentence using 'no sooner'.



Exercise 2

Convert the following **simple sentences** into **compound sentences**:

1. Besides being sent to prison, he was heavily fined.
2. The old man sat in a corner, drinking.
3. Being lazy, he failed.
4. He fled for fear of being arrested.



Exercise 3

Convert the following **compound sentences** into **simple sentences**.

1. You must take your medicine, otherwise you cannot get well.
2. The storm subsided and we continued our journey.
3. Not only the crops, but cattle and sheep also were destroyed by the flood.
4. He is rich, yet he is not happy.



Exercise 4

Convert the following **simple sentences** into **complex sentences** by changing the **italicized words or phrases** into **clauses**.

1. The principal is likely to punish him.
2. I have informed him of his success.
3. Shalini is said to be a good doctor.
4. His looks proclaim his innocent guilt.



Exercise 5

Change the following **complex sentences** into **compound sentences**.

1. Walk carefully lest you should fall.
2. Although she is rich, she is not happy.
3. As soon as we heard the gunshot, we rushed to the spot.
4. If you are honest, you need not fear anybody.



Exercise 6

Change from **compound** into **complex sentences**.

1. Spare the rod and spoil the child.
2. He put on his hat and went outside.
3. At length, she woke and looked round.
4. Keep quiet, or you will be punished.

UNIT 6

Tense



Learning objectives

After studying this unit, you will be able to...

- identify various tense patterns of sentences.
- know the uses of the tenses.
- form sentences in all tense patterns.



A Quick Look

To begin this unit, let's read the following lists and charts and talk about them in groups.

Forms of verbs

Present plural (V₁): go, eat, play, ...

Past (V₂): went, ate, played, ...

Past participle (V₃): gone, eaten, played, ...

Present participle (V₄): going, eating, playing, ...

Present Singular (V₅): goes, eats, plays, ...

Verb agreement

is, am, are, was, were + V-ing

will be, shall be + V-ing

has, have, had, will have + been + V-ing

has, have, had, will have + V₃

do, did, does + V₁

will, shall + V1

Subject verb agreement

Singular subjects+ Singular verbs

(is, was, has, does, V₅)

A boy plays football.

He is a doctor.

Ritu was appearing her examinations.

She has a pink balloon.

He has a big manufacturing company.

An old man doesn't prefer to go to see the cinema.

Rohit likes to become an engineer.

Arjun wants to talk with you.

Doesn't he ask you to attend the party?

Hasn't he played the football match?

Plural subjects+ Plural verbs

(are, were, do, have, V₁)

Some boys play football.

They are doctors.

Ritu and Riya were appearing their examinations.

They have pink balloons.

They have a big manufacturing company.

Old people don't prefer to go to see the cinema.

They like to become engineer.

They want to talk with you.

Don't they ask you to attend the party?

Haven't they played the football match?

Types of sentences

Affirmative statement: He studies in class ten.

Negative: He does not study in class ten.

Yes/No question: Does he study in class ten?

Wh-question: Which class does he study in?

They have completed the work.

They have not completed the work.

Have they completed the work?

When have they completed the work?



Read the paragraphs and do some activities given below.

Friendship

Good friends are very rare in these fast changing days. Old values have gone and new ones have not yet come. However, I have many friends who have been helping me a lot in different situations. Amidst many of them, Prabesh is my best friend. He has a charming personality and enviable manners. He is bright, active and very punctual. He is a good player of badminton but he has never played any official match.

Right from our early childhood, we played together and enjoyed each other's company. I cannot recollect my first meeting with him. When I had a hard time in my studies, he used to help me. I would always ask him and let him know if I had done something wrong. Problem solving was another thing that he could help me with. I think, friendship is very essential for a happy and successful life. Even a two-minute chat with a friend will make us forget our worries. That is the strength of friendship. Friendship will give us sweet and happy memories that can be cherished for a lifetime.



Quick Feedback

- What are the characteristics of Prabesh?
- Why do you think that a friendship essential in life?
- List the types of tenses used in the above paragraphs.



Forming Knowledge

What is tense in grammar?

Tense is a verb form that shows the time of an action, event or state, by a change in its form and / or the use of a helping verb.

Examples: works, see, will call, is standing, have gone, looked. English verbs can refer to present, past or future time. For each kind of time, there are four possibilities with most verbs.

Tenses

There are two tenses in English — the simple present and the simple past.

Note: Remember that there is no future tense in English to express future time. We use the modal auxiliaries shall and will in the present simple tense, etc, to express future time.

3. Aspect

There are two aspects in English—the progressive (continuous) and the perfect. The progressive aspect shows that an action is still in progress, while the perfect aspect shows that the work is complete.

- Simple Tense:** It is used for habitual or routine actions in the Present Tense, action which is over in the Past Tense and action to happen in the Future Tense.
- Continuous Tense:** The action is incomplete or continuous or going on.
- Perfect Tense:** The action is complete, finished or perfect with respect to a certain point of time.
- Perfect Continuous Tense:** The action is going on continuously over a long period of time and is yet to be finished.

The different tenses and the verb forms used in each tense

Names of Tenses	Verb form used in Tenses
Present simple/indefinite	verb/verb+s/es
Present continuous/Progressive	is/am/are+verb+ing
Present perfect	has/hav+third form of verb
Present perfect continuous	has/have+been+verb+ing
Past simple/indefinite	second form of verb only
Past continuous/Progressive	was/were+verb+ing
Past perfect	had+third form of verb
Past perfect continuous	had been+verb+ing
Future simple/indefinite	shall/will+verb
Future continuous/Progressive	shall/will+be+verb+ing
Future perfect	shall/will+have+past participle
Future perfect continuous	shall/will+have been+verb+ing

The different forms of the verb:

Tense	Simple	Progressive	Perfect	Perfect Progressive
Present	I write.	I am writing.	I have written.	I have been writing.
Past	I wrote.	I was writing.	I had written.	I had been writing.
Future Time	I shall write.	I shall be writing.	I shall have written.	I shall have been writing.

Forms of the Present Simple Tense:

	First person	Second Person	Third Person
Affirmative	I write.	You write.	He/She/Rita writes.
Negative	I don't write.	You don't write.	He/She/Rita does not write.
Interrogative	Do I write?	Do you write?	Does she/he/Rita write?

The simple present tense is formed by using the plain infinitive. But **-s** or **-es** are added to the bare infinitive (i.e. infinitive without 'to') for the third person singular (He, She) and singular noun (Rita).

We form the negative sentences by using **doesn't** or **don't** before the main verb.

The interrogative sentences are formed by using **do** or **does** before the subject.

The negative interrogative sentences are formed by using **do** or **does** before the subject and not after the subject.

But the short forms 'don't' and 'doesn't' come before the subject.

First Person	Second Person	Third Person
Do I not sing?	Do you not sing?	Does he/she/Rita not sing?
Don't I sing?	Don't you sing?	Doesn't he/she/Rita sing?

1. Present Tense

The present tense refers to the action or event that takes place or is taking place in the present. It represents the current activity or the present state of being of the subject in the given context.

A. Uses of Simple Present Tense

1. To express a **habitual action**.

For example

- I **get up** every day at six o'clock.
- She **keeps** her home neat and tidy.

2. To express **general truths**.

For example

- Fortune **favours** the brave.
- The sun **rises** in the east.

3. In **vivid narrative**, as substitute for the simple past.

For example

- Immediately the King **hurries** to his capital.
 - Sumit now **rushes** forward and **deals** a heavy blow to Reshma.
4. To indicate a **future event that is part of a fixed programme or time table**.

For example

- The next flight **is** at 7.00am tomorrow.
- The train **leaves** at 6:30 am.

Note: We can also use **will leave** in place of **leaves**.

5. It is used to introduce **quotations**.

For example

- John Keats **says**, "A thing of beauty is a joy forever."
- Osho **says**, "Self-knowledge is the ultimate knowledge".

6. In exclamatory sentences beginning with **here** and **there** to express what is actually taking place in the present.

For example

- **Here** comes the bus!
- **There goes** your friend!

7. It is used, instead of the Simple Future tense, in clauses of time and of condition.

When two actions of the future are being talked about one dependent on the other, the former action is represented by present simple and the latter by future simple.

For example

- I shall wait till you finish your lunch.
- If it rains we shall get wet.
- We shall go when the child comes back home.

B. Uses of Present Continuous Tense

In the present continuous tense, the first **form of the verb** is used with the addition of **ing**. (1st form + **ing**). This tense shows the continuity of action in the present time. "is, am, are" are the helping verbs of this tense.

1. For an action going on at the time of speaking.

For example

- The boys are playing football in the ground.
- The students are waiting for the teachers in the class room.

2. To talk about things that are happening now, but not exactly at the moment we speak.

For example

- I am reading Sirisko Phool nowadays. (Actually I am not reading Sirisko Phool right now)
 - He is constructing a house at the outskirts of the city. (Actually he is not constructing the house)
3. To express changing or developing situations.

For example

- Nepal is progressing day by day.
 - You're getting taller and taller every day.
4. For an action that is planned or arranged to take place in the near future.

For example

- I am going to a party tonight.
- His daughter is going to London for higher studies.

Note: But it is not good to use the present continuous for slightly distant future. So, it is good to say, 'I will go to a party next week', instead of 'I am going to a party next week.'

5. When the reference is to a particularly obstinate habit, the present continuous is used instead of present simple. An adverb like always, continually, constantly is also used.

For example

- It is no use scolding him; he **is always doing** what is forbidden. (Correct)
- It is no use scolding him; he always **does** what is forbidden. (Incorrect)

Note: Some verbs are not used in the present continuous. They are normally used in the simple forms. Some of the most important ones are:

like	know	love	hate	understand	believe	mean	remember	want	prefer
------	------	------	------	------------	---------	------	----------	------	--------

I ~~am liking~~ tennis > I like tennis.

Are ~~you knowing~~ Maria? > Do you know Maria?.

C. Uses of Present Perfect Tense

The present perfect tense can be used:

- To denote an action or event that happened or started in the past and still has its impact or some connection to the subject in the present.
 - To indicate an action that happened in the past and continues to occur in the present.
 - To connect the events of the present to the events that happened in the past.
1. To indicate the completed activities in the immediate past.

For example

- He has just gone out.
 - We've already had lunch.
2. Action completed in the immediate past or an action of the past whose effect lingers in the present.

For example

- I have written five books. (The time frame here is 'by now')
- I've lost my passport so I can't get on the plane!

3. The present perfect is never used with adverbs of past time. In such cases the past simple should be used.

For example

- Nepal has won the match last week. (Incorrect)
 - Nepal won the match last week. (Correct)
4. To express past actions whose time is not given and not definite actions with their effect continuing in the present.

For example

- I have never known her to be sad.
 - Have you read 'Harry Potter'?
5. To describe the past events when we think more of their effect in the present than of the action itself.

For example

- I have cut my finger.
 - Doctors have cured many deadly diseases.
6. For long actions and situations which started in the near past and went on until very recently.

For example

- I have completed four units since this morning.
 - I have lived in the UK since 1990.
7. To talk about unfinished actions or situations that started in the past and continue in the present.

For example

- We've lived here for 10 years.
 - How long have you worked for this company?
 - It hasn't rained for weeks.
8. To talk about things that have or haven't happened in our lives, without referring to a specific time.

For example

- Have you ever been to Manang?
- No, I have never been there.
- She has visited China three times!

D. Uses of Present Perfect Continuous Tense

1. For an action, that began at some time in the past and is still continuing. With the present perfect continuous tense an adverb or phrase that expresses time is used.

For example

- I have been writing an essay since morning.
- They have been constructing the road for several months.

2. Actions that have just finished, but we are interested in the results

For example

- **She has been cooking** since last night (= and the food on the table looks delicious).
- **It has been raining** (= and the streets are still wet).
- **Someone has been eating** my chips (= half of them have gone).

2. Past Tense

The **past tense** is a verb tense used for a past activity or a past state of being.

For example

- I jumped in the lake. (This is a past activity.)
- I was happy. (This is a past state of being.)

A. Uses of Simple Past Tense

1. To indicate an action completed in the past. Generally, adverbs or adverb phrases of past time are used in the past simple tense.

For example

- She went home yesterday.
 - They visited London some years back.
 - The children played.
 - I wrote a letter.
2. To express imaginary present situations or imaginary future events that may not happen.

For example

- If I got wings, I would fly and travel many places.
 - If I had longer holidays, I would go to visit Japan.
3. When this tense is used without an adverb of time, then time may be either implied or indicated by the context.

For example

- I did not sleep well. (i.e., last night)
4. For past habits 'used to' is added to the verb.

For example

- He used to play cricket.

B. Uses of Past Continuous Tense

1. To denote an action going on at some time in the past. The time of the action may or may not be indicated.

For example

- It was happening soon.
 - We were playing football.
2. When a new action happened in the middle of a longer action. In this case Past simple and Past continuous are used together. Past simple is used for the new action.

For example

- The light **went** out while **I was doing** my homework.

For persistent habits in the past

For example

- She **was always eating** chocolate.

C. Uses of Past Perfect Tense

1. When two actions happened in the past. In this case it is necessary to show which action happened earlier than the other. Here past perfect is used for the action, which happened earlier.

For example

- When she reached his house, he **had left** the house.
 - I **had completed** my work when Bijay arrived to meet me.
2. An action that began before a certain point of time in the past and was continuing at the given point of time in the sentence. A time expression like **since last year**, **for the last few days** is generally put after perfect continuous tense.

For example

- At that time she **had been writing** a novel for **three months**.

Here, **At that time** is the given point of time and **for three months** is the point of time in the past.

3. Future Tense

A. Uses of Simple Future (Future Indefinite) Tense

For an action that has still to take place.

Structure:

Subject + shall/will + verb +

For example

- I shall see the doctor next week.
- Tomorrow will be holiday.
- We shall move to another city.
- He will come to New York tomorrow.
- They will make a phone which has artificial intelligence.

Note: The structure of the present progressive tense also can be used when an action is promised/arranged/planned to take place in the near future.

For example

- We are moving to Kathmandu next week.
- The bus is leaving at 6.00 PM.

B. Uses of Future Continuous Tense

1. Represents an action as going on at sometime in the future.

Structure:

Subject + shall/will + be + verb+ing

For example

- They will be building the house then.
- I shall be sleeping at around 6.00 AM tomorrow.
- They will be playing at this time tomorrow.
- She will be watching TV when I come home.

2. Represents the future events that are planned.

For example

He will be meeting them next month.

C. Uses of Future Perfect Tense

The future perfect tense is used to demonstrate an action which is promised to be done by a certain time in the future.

Structure:

Subject + shall/will + have + verb in the past participle

For example

- I shall have completed the assignment by Monday.
- She will have cleaned the house before her father comes.
- Alok will have submitted the tender by tomorrow.
- Before I go to see her, she will have left the place.
- They will have finished making the bridge by January.
- I shall have completed my homework by that time.

D. Uses of Future Perfect Continuous Tense

1. The future perfect continuous tense indicates an action represented it being in progress over a period of time that will end in the future. Generally, time period is mentioned along with it.

For example

- By next September we shall have been living here for five years.
- I will have been written articles on different topics before you come.
- You will have been reading various kinds of books on this topic.
- Seema will have been shopping in that market before we come.



Exercise 1

Complete these statements correctly.

- | | |
|---|---------------------------------------|
| 1. She _____ (do) my homework. | 8. Dipen _____ (run) two hours. |
| 2. They _____ (not- play) cards. | 9. Megha _____ (work -not) at night. |
| 3. Your father _____ (be) very old. | 10. Sindhu _____ (cook) very good. |
| 4. Costa Rica _____ (have-not) an army. | 11. Our teacher _____ (bring) a ring. |
| 5. We _____ (live) in America. | 12. I _____ (not -study) Spanish. |
| 6. Loken _____ (watch) a movie. | 13. Krish _____ (speak) Chinese. |
| 7. Jenish _____ (wash) his bike. | |



Exercise 2

Choose the correct option. Simple Present or Present Continuous?

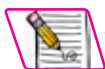
1. It rains/it's raining very hard - maybe we shouldn't go out.
2. I eat/I'm eating lunch with my coworkers every day.
3. My son hates /is hating vegetables. He never eats them.
4. William's not home right now. He travels /He's traveling.
5. These shoes don't fit /aren't fitting. I need a larger size.
6. From the tone of her voice, it sounds /it's sounding like she's angry.
7. My sister has/is having long black hair.
8. I usually go/I'm usually going to the gym in the morning.
9. My car is being repaired, so I rent/I'm renting a car this week.
10. I confess/I'm confessing that I have a drinking problem.
11. I just finished the book. Now I understand / I'm understanding why everyone loves this author.
12. They consider/They're considering buying the house; they said they'll decide by the end of the week.
13. We currently know/We're currently knowing nothing about the matter.
14. He approves/He's approving of your idea.
15. I've done my part. Now it depends/it's depending on you.
16. I have /I'm having a headache, so I have / I'm having trouble concentrating today.



Exercise 3

Complete the passage with suitable words.

I (1) _____ always been very fit and healthy, and I have (2) _____ had a serious illness. However, a couple of weeks (3) _____, I caught the flu. I must admit that until then, I (4) _____ not realised just how unpleasant the flu could be. I had a high temperature for nearly a week, and my whole body hurt. I don't think I have (5) _____ felt so miserable. It's taking me ages to get my strength back. It really bothers me that I haven't had enough energy to play football (6) _____ I got ill. In fact, I have (7) _____ been to the doctor to ask if it's normal to feel weak for so long. He says I'll soon feel better. Apparently I'm lucky. For some people, especially the old and the weak, the flu can be very serious. Doctors have tried (8) _____ years to find a cure for the flu, but they haven't found one (9) _____. Fortunately, researchers have developed a vaccine which gives effective protection against the disease. According to my doctor, most of his elderly patients have (10) _____ received their flu shots.



Exercise 4

Complete the sentences for situations in the past. Decide which tense you need to use.

1. A plumber (come) _____ to our house yesterday.
2. He (want) _____ to repair our washing machine that (break) _____ a few days before.
3. Before he (ring) _____ at my door, he (look) _____ for a parking space for about ten minutes.
4. While the plumber (repair) _____ the washing machine, I (watch) _____ the news.
5. Suddenly, I (realize) _____ that they (show) _____ our street on TV.
6. The reporter (say) _____ that a car (crash) _____ into a stop sign just before reaching the crossroads.
7. While I (listen) _____ carefully to what (happen) _____ someone (knock) _____ at my door.
8. I (open) _____ the door and (see) _____ a police officer standing there.
9. He (ask) _____ for the plumber.
10. As it (turn) _____ out, it (be) _____ our plumber's car that (roll) _____ down the street.
11. In his haste, the plumber (forget) _____ to put the handbrake on.



Exercise 5

Put the verbs into the correct future simple form. Pratik asked a fortune teller about his future. Here is what she told him:

1. You (earn) _____ a lot of money.
2. You (not / have) _____ any problems.
3. Many people (serve) _____ you.
4. You (travel) _____ around the world.
5. They (anticipate) _____ your wishes.
6. There (not / be) _____ anything left to wish for.
7. You (meet) _____ lots of interesting people.
8. Everything (be) _____ perfect.
9. Everybody (adore) _____ you.
10. But all these things (happen / only) _____ if you marry me.



Exercise 6

Complete the sentences with the correct form of **will** or **going to** and the verbs in brackets.

1. When we get home, we _____ (have) dinner.
2. I know they _____ (feel) very happy if they win the match.
3. They have already decided on their next summer holiday. They _____ (do) a tour of Japan.

4. She thinks that the concert _____ (be) really exciting.
5. "What are your plans for this evening?" I _____ (meet) my friends and then go to a birthday party.
6. If you revise for the exam, I am sure you _____ (get) a good result.
7. The weather forecast is good for the next few days. It _____ (be) very sunny.
8. I can't come on the march tomorrow. I _____ (look after) my cousins.
9. In the future, I think humans _____ (wipe out) many different species.
10. He is buying some butter and eggs because he _____ (make) a cake later.
11. This homework is very easy. I know we _____ (do) it very quickly.
12. In five years time, I _____ (be) at university.
13. She wants to get her mum a birthday present. But she _____ (not buy) it today.
14. Their suitcases are packed. They _____ (go) on holiday.
15. If we go to Paris, we _____ (take) lots of pictures.
16. My brother thinks it _____ (snow) tomorrow.
17. It is very late! Hurry up or we _____ (be) late for work.
18. Look at that boy at the top of that tree! He _____ (fall).
19. When we go home, we _____ (watch) TV. We don't want to miss our favourite programme.
20. I am sure they _____ (lose) the match.



Exercise 7

Complete the following sentences choosing the correct future tense form for the verb given in brackets.

1. The train _____ (to arrive) at 12:30.
2. We _____ (to have) dinner at a seaside restaurant on Sunday.
3. It _____ (to snow) in Brighton tomorrow evening.
4. On Friday at 8 o'clock I _____ (to meet) my friend.
5. Ankit _____ (to fly) to London on Monday morning.
6. Wait! I _____ (to drive) you to the station.
7. The English lesson _____ (to start) at 8:45.
8. Are you still writing your essay? If you _____ (to finish) by 4pm, we can go for a walk.
9. I _____ (to see) my mother in April.
10. Look at the clouds – it _____ (to rain) in a few minutes.
11. When they _____ (to get) married in March, they _____ (to be) together for six years.
12. You are carrying too much. I _____ (to open) the door for you.
13. Do you think the teacher _____ (to mark) our homework by Monday morning?
14. When I _____ (to see) you tomorrow, I _____ (show) you my new book.
15. After you _____ (to take) a nap, you _____ (to feel) a lot better.
16. I am sorry but you need to stay in the office until you _____ (to finish) your work.
17. I _____ (to buy) the cigarettes from the corner shop when it _____ (to open).
18. I _____ (to let) you know the second the builders _____ (to finish) decorating.
19. Before we _____ (to start) our lesson, we _____ (to have) a review.
20. We _____ (to wait) in the shelter until the bus _____ (to come).

UNIT 7

Direct and Indirect Speech



Learning objectives

After studying this unit, you will be able to...

- identify the rules of changing speeches.
- change direct speech into indirect speech and vice versa.



A Quick Look

Study the following chart carefully. Notice how reported speech is one step back into the past from direct speech.

Tense	Direct Speech (Quote)	Reported Speech
Present simple	"I play tennis on Fridays."	He said he played tennis on Fridays.
Present continuous	"They're watching TV."	She said they were watching TV.
Present perfect	"She's lived in Hong Kong for ten years."	He told me she had lived in Hong Kong for ten years.
Present perfect continuous	"I've been working for two hours."	He told me he had been working for two hours.
Past simple	"I visited my parents in Hetauda."	She told me she had visited her parents in Hetauda.
Past continuous	"They were preparing dinner at 8 o'clock."	He told me they had been preparing dinner at 8 o'clock.
Past perfect	"I had finished in time."	He told me he had finished in time.
Past perfect continuous	"She had been waiting for two hours."	She said she had been waiting for two hours.
Future with 'will'	"I'll see them tomorrow."	He said he would see them the next day.
Future with 'going to'	"We're going to fly to Pokhara."	He told me they were going to fly to Pokhara.

Pronouns

First persons: I, we, me, us, my, mine, our, myself, ourselves

Second persons: you, your, yourself

Third persons: she, he, it, they, her, him, them, it, his, hers, theirs, its, herself, himself, itself, themselves

WH words

when, what, where, how, why, who, whom, whose, which

Connectives

if, that, whether, which, that, WH word

Types of sentences

Affirmative: She can pass the exam.

Yes/No question: Can she pass the exam?

Imperative: Please pass the exam.

WH-question: Who can pass the exam.

Optative: May she pass the exam?

Exclamatory: What a tough exam it is!

Pronouns

First persons: I, we, me, us, my, mine, our, myself, ourselves

Second persons: you, your, yourself

Third persons: she, he, it, they, her, him, them, it, his, hers, theirs, its, herself, himself, itself, themselves



Learn and Act

Read the structures of speech and have discussion in groups.

Prinsha introduced me to Jack who said he was pleased to meet me. I replied that it was my pleasure and that I hoped Jack was enjoying his stay in Nepal. He said that Nepal was a beautiful city, but that it rained too much in summer. He said that he had been staying at the Everest Hotel for three weeks and that it hadn't stopped raining since he had arrived. Of course, he said, this wouldn't have surprised him if it hadn't been July! Prinsha replied that he should have brought raincoats. He then continued by saying that he was going to fly to Bangkok the following week, and that he couldn't wait to enjoy some dry weather. Both Prinsha and I commented that Jack was a lucky person indeed.



Quick Feedback

- What were Jack's two experiences about Nepal visit?
- What was Prinsha's suggestion to Jack?
- Pick up any five indirect speeches and change them into direct speeches.



Forming Knowledge

We can state the exact words that were spoken. This is known as **direct speech**.

For example

- "Happy birthday, Ronita !" said the children.
- "Why do you wish to consult me?" asked the doctor.
- "Give me an explanation right now," demanded her father.
- "I will have to set out tomorrow," said Manoj.

Or

We can state what was said in our own words. This is known as **indirect speech** or **reported speech**.

For example

- The children greeted Ronita on her birthday.
- The doctor wanted to know why I wished to consult him.
- Her father demanded an explanation right then.
- Manoj said that he would have to set out the next day.

Direct Speech – Points to Note

The exact words of the speaker are placed within double inverted commas. A comma is placed immediately before the quoted words.

Depending on the kind of sentence the end mark is a full stop, a question mark or a mark of exclamation.

The first word within quotation marks begins with a capital letter.

Assertive Sentences

Study the following sentences:

- Ram said, "I am reading this book."
- Ram said that he was reading that book.

Changes take place in the **person** ('I' changes to 'he'), **tense** ('am reading' changes to 'was reading'), **adverb** ('this' changes to 'that') and 'said to' changes to 'told' when the speech changes from direct to indirect.

For example

- He **said to** his sister, "You can buy the gift."
- He **told** his sister that she could buy the gift.

If a universal truth is stated in direct speech, the tense does not change in reported speech.

For example

- She said, "Honey is sweet."
- She said that honey **is** sweet.

If the reporting verb is in the present tense in indirect speech, the reported speech is also in the present tense.

For example

- He says, "The old house seems to be haunted."
- He **says** that the old house **seems** to be haunted.

If the verb in direct speech is in the simple past tense, the verb in reported speech also remains in the simple past tense.

For example

- She said, "I went home."
- She said that she went home.

If the verb in direct speech is in the past tense and the time of action is mentioned, the verb changes to past perfect tense in reported speech.

For example

- She said, "I **went** home **at midnight**."
- She said that she **had gone** home at midnight.

Changes in adverbs are as follows:

Direct speech	Indirect speech
now	then
here	there
this	that
these	those

ago	before
thus	so
today	that day
yesterday	the day before/ the previous day
tomorrow	the next/ following day
tonight	that night
last week	the previous week/ the week before
here	there
next week	the following week

When an assertive sentence changes from direct to indirect there are changes in the person, tense and adverb.

The comma after 'said' is replaced with 'that'.

'said to' changes to 'told'.

If a universal truth is stated in reported speech the tense does not change.

If the reporting verb is in the present tense, the tense in reported speech does not change.

If the past tense is used in the reported speech in direct speech, it will remain unchanged in indirect speech.

If the past tense is used in reported speech in direct speech and the time of the action is mentioned, the simple past tense will change to past perfect tense.

Rules for changing all tenses of direct speech into indirect speech

- Present simple tense **into** Past simple tense
- Present progressive tense **into** Past progressive tense
- Present perfect tense **into** Past perfect tense
- Present perfect Progressive tense **into** Past perfect tense
- Past simple tense **into** Past perfect tense
- Past progressive tense **into** Perfect continuous tense
- Past perfect tense (The tense remains unchanged)
- Past perfect Progressive tense (The tense remains unchanged)
- Future simple tense (e.g. will) **into** 'would'
- Future progressive tense (e.g. will be) **into** 'would be'
- Future perfect tense (e.g. will have) **into** 'would have'
- Future perfect progressive tense (e.g. will have been) **into** 'would have been'

Examples:

Direct Speech	Indirect Speech
Present Tense	
Present Simple changes into Past Simple	
She said, "I work in a hospital".	She said that she worked in a hospital.
They said, "We play football".	They said that they played football.
She said, "I love my parents".	She said that she loved her parents.
He said, "I don't waste time".	He said that he didn't waste time.

Present Progressive changes into Past Progressive	
I said, "She is driving a car".	She said that she was driving a car.
He said, "They are enjoying the music".	He said that they were enjoying the music.
Phurba said, "I am not going to school".	Phurba said that he was not going to school.
Present Perfect changes into Past Perfect Tense	
She said, "I have completed the work".	She said that she had had completed the work.
They said, "We have not met her".	They said that they had not met her.
Karan said, "I have read the book".	Karan said that he had read the book.
Present Perfect Progressive changes into Past Perfect Progressive	
They said, "We have been working in a company for five years".	They said that they had been working in a company for five years.
He said, "I have been playing cricket for ten years".	He said that he had been playing cricket for ten years.
Bikram said, "I have been living in UK since 2015.	Bikram said that he had been living in UK since 2015.
Past Tense	
Past Simple changes into Past Perfect	
She said, "I started a new job".	She said that she had started a new job.
He said, "I bought a house".	He said that he had bought a house.
Karuna said to me, "You didn't help me".	Karuna said to me that I had not helped her.
Past Progressive changes into Past Perfect Progressive	
She said, "I was writing a book".	She said that she had been writing a book.
The mother said, "I was cooking food".	The mother said that she had been cooking food.
They said, "We were going home".	They said that they had been going home.
Past Perfect changes into Past Perfect (No changes)	
Binay said, "I had passed the exam".	Binay said that he had passed the exam.
They said, "We had won the match".	They said that they had won the match.
She said, "I had not got the news".	She said that she had not got the news.
Future Tense	
Future Simple Tense	
'will' changes into 'would'	
She said, "I will go to Australia".	She said that she would go to Australia.
They said to him, "We will help you".	They said to me that they would help him.
Shreya said, "I will not waste time".	Shreya said that she would not waste time.
Future Continuous Tense	
'will be' changes into 'would be'	
She said to me, "I will be waiting for you".	She said to me that she would be waiting for me.
Riya said, "I will not be painting a picture".	Riya said that she would not be painting a picture.

Future Perfect Tense

'will have' changes into 'would have'

He said, "I will have prepared my exams".

He said that he would have prepared his exams.

Minu said, "They will have cleaned the room".

Minu said that they would have cleaned the room.



Exercise 1

Change this direct speech into reported speech:

1. "He works in a bank."
She said _____
2. "We went out last night."
She told me _____
3. "I am coming!"
She said _____
4. "I was waiting for the bus when he arrived."
She told me _____
5. "I had never been there before."
She said _____
6. "I didn't go to the party."
She told me _____
7. "Lucky will come later."
She said _____
8. "He hasn't eaten breakfast."
She told me _____
9. "I can help you tomorrow."
She said _____
10. "You should go to bed early."
She told me _____
11. "I don't like chocolate."
She told me _____
12. "I won't see you tomorrow."
She said _____
13. "She is living in Ghandruk for a few months."
She said _____
14. "I visited my parents at the weekend."
She told me _____
15. "She hasn't eaten sushi before."
She said _____
16. "I hadn't travelled by underground before I came to London."
She said _____
17. "They would help if they could."
She said _____
18. "I'll do the washing-up later."
She told me _____
19. "He could read when he was three."
She said _____
20. "I was sleeping when Julie called."
She said _____



Exercise 2

Change from direct to indirect speech.

1. "There is no need to leave tonight," she said to her friend.
2. He said, "The sun is shining brightly."
3. She said to her father, "I know you are angry with me."
4. The scientist said, "They will conduct experiments in this laboratory."
5. The princess said to the minister, "We have to reach a decision tomorrow."
6. The teacher said to the class, "All of you are aware that the earth moves round the sun."
7. Every morning my father says, "It is a new day and I am thankful to be alive."
8. Mother said, "Today may be a very hot day."
9. He said to me, "I am reminding you that time and tide wait for none."
10. The coach said, "At this time, next week, the result of the match will be declared."



Exercise 3

Change from indirect to direct speech.

1. The captain told his men that they must not underestimate the enemy.
2. Taruna said that she had no idea how the accident had taken place the previous evening.
3. Uma told the children that all that glitters is not gold.
4. Ginny said that long, long ago there was a continent called Atlantis.
5. Roman said that the following day he would sit down with them and make a plan.
6. The milkman told the lady that the milk was watery as the cow had drunk a lot of water that morning.
7. She says that fifteen minutes of meditation every morning keeps her calm for the rest of the day.
8. Mrs. Das told her neighbour that she had gone to Kolkata two years before.
9. Vinita said that those photographs were more precious than gold to her.
10. Old Mrs. Vincent was of the opinion that a house was better than a flat.

Further Reading

Interrogative sentences

When questions are changed to reported speech, the word order becomes the same as that of an assertive sentence.

For example

- Karan said, "When **will** the match **begin**?"
- Karan asked when the match **would begin**.
- Rama said, "Can I use that pen?"
- Rama asked if she could use that pen.

There are two types of question-sentences:

1. Question which can be answered with Yes or No.
2. Question which cannot be answered only with Yes or No, but requires a detailed answer. Such questions usually start with "what, why, how, when, etc."

For example

- Do you like a cup of tea? (Such a question can be answered by saying only YES or No)
- What are you doing? (Such a question cannot be answered by Yes or No but it requires a bit explanation i.e. I am listening to music.)

The specific rules according to type of question are as follows.

Question which can be answered with Yes or No

To make indirect speech of such questions, the word "if" or "whether" will be used in indirect speech. Both the words "if" or "whether" can be used interchangeably.

Examples:

Direct Speech	Indirect Speech
Pooja said to me, "Do you like coffee?"	Pooja asked me if I liked coffee.
She said to me, "Will you help me?"	He asked me whether I would help her.
He said to me, "Can I use your Phone?"	He asked me if he could use my Phone.
They told me, "Have you gone to Bangkok?"	They asked me if I had gone to Bangkok.
She said to me, "Did you meet your friend?"	She asked me whether I had met my friend.
Roy said to her, "Will you buy the book?"	Roy asked her if she would buy the book.
He said, "Are they going to school?"	He asked whether they were going to school.

Question which cannot be answered only with Yes or No

To make indirect speech of such questions, the word "if" or "whether" will not be used. The question is changed into assertive (positive) form and is simply placed after the reporting verb. The reporting verb is followed by question words like when, what, which, here and how. The reporting verb in reported speech is **asked**, **inquired** or **inquired of**, **wanted to know** etc. Usually, 'said' changes to 'asked' or 'inquired'; 'said to' changes to 'asked' or 'inquired of'.

Examples:

Direct Speech	Indirect Speech
Pooja said to me, "What are you doing?"	Pooja asked me what I was doing.
She said to me, "What is your name?"	He asked me what my name was.
He said to me, "How are you?"	He inquired me how I was.
They told me, "Where have you gone?"	They asked me where I had gone.
Teacher told her, "Why are you late?"	Teacher asked her why she was late.
Roy said to her, "How will you help me?"	Roy asked her how she would help him.
They said, "How is the weather?"	They asked how the weather was.



Exercise 4

Change the speech.

1. Damini said, "Can you explain the sum now?"
2. Rajiv asked Poonam, "What are these stacks of paper for?"
3. "Have you enjoyed yourselves today?" said the instructor.
4. Minu inquired, "Tom, why are you packing your bag?"
5. The children said, "Will you take us to the zoo next week?"
6. He said, "How much further do we have to travel?"
7. She asked whether they were ready to go for a walk that evening.
8. Shyam asked me why I was laughing so much.
9. Fanny wanted to know who lived in the old house on the hill.
10. The headman asked if anyone had worked for that company a year back.
11. The detective enquired of the witness if he had seen the man in the photograph.
12. Akhilesh wished to know how many of his classmates would go for a picnic.

Imperative Sentence/Commands and Requests

An imperative sentence is a sentence that expresses a command, a request, an advice or a suggestion.

Look at these sentences:

- Open the door. (command or order)
- Please help me. (request)
- Quit smoking. (advice or suggestion)
- Don't go there. (command or order)

To change imperative sentences into indirect speech, some specific verbs (i.e. requested, ordered, advised, forbade, suggested, etc.) are used to replace the verbs (i.e. said, told) of reporting verb.

Examples:

Direct Speech	Indirect Speech
Pooja said to me, "Please help me."	Pooja requested me to help her.

She said to her servant, "Clean the room."	She ordered her servant to clean the room.
Doctor said to him, "Avoid unhealthy food."	Doctor advised him to avoid unhealthy food.
They said to us, "Do visit us again."	They suggested us to visit them again.
Teacher told her, "Do not waste your time."	Teacher advised her not to waste her time.
She said, "Please tie your seat belt."	She requested me to tie my seatbelt.
She said, "Let us organise a party."	She suggested that they should organise a party.



Exercise 5

Convert the sentences below from direct to indirect speech (reported speech).

1. My friend said, "Would you like to have coffee with me?"
2. The traveller said, "Can you please tell me the way to the bus station?"
3. She said to her teacher, "Please explain this poem to me."
4. The saint said to the pupils, "Be quiet and listen to me carefully."
5. He shouted "Come quickly and help me as I am in danger."
6. The boss said to his clerk, "Read the letter carefully lest it should have some mistake."
7. The teacher said, "Will you please behave like a good student?"
8. Mother said to her daughter: "Put on your shoes."
9. He said to his mother: "Wait for me."
10. Coach said to Zen: "Get on your feet!"
11. The officer said to us: "Do not park here."
12. Rita said to her husband: "Stop acting like a child."
13. My mother said, "Do not laugh at the lame man."
14. He said to his servant, "Get out and don't let me see your face again."
15. He said "If you want success, don't get lazy."
16. The doctor said, "Stop smoking now as it has got dangerous for you."

Indirect Speech for Exclamatory sentences

A sentence that expresses a state of sorrow, joy or wonder, is known as exclamatory sentence.

For example

- Hurrah! We won the match. (state of joy)
- Alas! I couldn't qualify the exam. (state of sorrow)
- Wow! What a beautiful house. (state of wonder)

To change exclamatory sentences into indirect speech, some specific verbs (i.e. exclaimed with joy, exclaimed with sorrow, exclaimed with wonder) are added to replace the verbs (i.e. said, told) of reporting verb.

For example

Direct Speech	Indirect Speech
Pooja said, "Hurrah! I won the Title."	Pooja exclaimed with joy that she had won the Title.
He said, "Alas! I failed the test."	He exclaimed with sorrow that he had failed the test.
Teacher said to her, "How intelligent you are!"	Teacher exclaimed with wonder that how intelligent she was.

She said, "Wow! What a beautiful flower it is."	She exclaimed with wonder that what a beautiful flower it was.
She said to me, "Oh! I lost my key."	She exclaimed with sorrow that she had lost her key.



Exercise 6

Change the following exclamatory sentences into indirect speech (reported speech).

1. She said, "Hurrah! The final day has arrived safely"
2. The teacher said, "What a lazy boy you are!"
3. The officer said, "Alas! Our enemies are too strong."
4. He said, "What a beautiful scenery is that!"
5. My father said to me, "Bravo! You have got very good marks."
6. She said, "How an amazing personality you have!"
7. "Hurrah! I have qualified the exam," said he.
8. Kapil said, "How smart you are!"
9. Arun said, "Alas! My plans failed"
10. "Congratulations! You have been selected for the final match," said my Games teacher to me.
11. The young man said, "What a fool I am!"



Exercise 7

Complete the following sentences in the reported speech.

1. "I admire you." - She said she admired me.
2. "It is too late." - I said it _____ too late.
3. "I have replied." - He claimed that _____.
4. "I met you yesterday." - Krish told me he had met me _____.
5. "I cannot come." - Numa explained that _____.
6. "I could fall down." - He was afraid _____ down.
7. "I will pay tomorrow." - He said he would pay _____.
8. "The Himalayas are the highest." - He knew that the Himalayas _____ the highest.
9. "I may lend you some money." - Bishal promised _____ some money.
10. "I have been watching a film." - He replied that _____ a film.
11. "Prinsa must rest." - The doctor said Prinsha _____.
12. "I have not done it today." - I explained that I had not done it _____.
13. "If I was younger, I would accept it." - He thought that if _____ younger, he would accept it.
14. "I was with him last week." - Jenish admitted that _____ with him the previous week.
15. "You needn't change your shoes in our house." - She reminded me that I _____ my shoes in their house.
16. "I am calling my mum." - She said she _____ her mum.
17. "I will finish this picture tomorrow." - Jeshika supposed that she would finish _____ picture the next day.
18. "I would buy it." - She said _____ it.
19. "Anup used to be my friend." - He told us Anup _____ his friend.



Exercise 8

Read the following conversation and complete the given sentences in the reported speech.

- Mohit :** "What are you doing here, Leena? I haven't seen you since June."
Leena : "I've just come back from my holiday in Mustang."
Mohit : "Did you enjoy it?"
Leena : "I love Mustang. And the local people were so friendly."
Mohit : "Did you go to the Manaslu circuit trek?"
Leena : "It was my first trip. I can show you some pictures. Are you doing anything tomorrow?"
Mohit : "I must arrange a couple of things. But I am free tonight."
Leena : "You might come to my place. What time shall we meet?"
Mohit : "I'll be there at eight. Is it all right?"

- Mohit asked Leena _____. And he said _____ since June.
- Leena explained that _____ back from her holiday in Mustang.
- Leena told him that she _____ Mustang and that the local people _____ so friendly.
- Mohit wanted to know _____ to the Manaslu circuit trek.
- Leena said that it _____ first trip and that she _____ some pictures.
- And then she asked him if he _____.
- Mohit explained that he _____ a couple of things.
- But he added that he _____ free at night.
- Leena suggested that he _____ place and asked him what time _____.
- Mohit said he _____ there at eight. And then he asked _____ all right.

Further questions



Exercise 9

Sentences are given in the direct speech. Change them into the indirect speech.

- The captain said, 'This is an occasion to celebrate.'
- The mother said to her daughter, 'I'm proud of your achievements.'
- 'I've spoken nothing but the truth,' the prisoner said.
- The mother said to her son, 'I will lend you the money but you have to listen to me.'
- 'Is your father at home?' the stranger asked me.
- 'Get out of the class,' the teacher yelled at the boy.
- Sarika said, 'Let's get something to eat.'
- Karan said, 'Alas, how foolish I have been.'
- The traveler said, 'I've lost all my money.'
- They said to her this morning, 'We will meet you tomorrow evening.'



Exercise 10

Change the direct speech into reported speech. Choose the past simple of 'ask', 'say' or 'tell':

- "Don't do it!"
She _____
- "I'm leaving tomorrow."
She _____

3. "Please get me a cup of tea."
She _____
4. "She got married last year."
She _____
5. "Be quick!"
She _____
6. "Could you explain number four, please?"
She _____
7. "Where do you live?"
She _____
8. "We went to the cinema and then to a Chinese restaurant."
She _____
9. "I'll come and help you at twelve."
She _____
10. "What are you doing tomorrow?"
She _____
11. "Don't go!"
She _____

12. "Do you work in London?"
She _____
13. "Could you tell me where the post office is?"
She _____
14. "Come here!"
She _____
15. "I've never been to Jumla."
She _____
16. "Have you ever seen 'Lord of the Rings'?"
She _____
17. "I don't like mushrooms."
She _____
18. "Don't be silly!"
She _____
19. "Would you mind waiting a moment please?"
She _____
20. "How often do you play sport?"
She _____



Exercise 11

Change the following mixed direct speech into reported speech. Choose the past simple of 'ask', 'say' or 'tell':

1. "Come quickly!"
He _____
2. "Did you arrive before seven?"
She _____
3. "How was your holiday?"
Kriti _____
4. "I would have visited the hospital, if I had known you were sick."
She _____
5. "Don't touch!" He _____
6. "Do you usually cook at home?"
They _____
7. "They had never been to Scotland until last year."
He _____
8. "Make sure you arrive early!"
They _____
9. "I should have studied harder for the exam."
He _____
10. "Would you mind telling me how to get to the art gallery, please?"
He _____

11. "Please don't forget my book."
He _____
12. "Make sure you arrive at six!"
He _____
13. "Remember to study hard!"
He _____
14. "Where do you want to eat tonight?"
He _____
15. "I usually drink coffee in the mornings."
He _____
16. "Do you like studying English?"
He _____
17. "I'll come and help you on Saturday."
He _____
18. "Please buy some bread on your way home."
He _____
19. "Please give this to John."
He _____
20. "Could you give me the glass on the table, please?"
He _____

UNIT 8

Verbs



Learning objectives

After studying this unit, you will be able to...

- identify the kinds of verbs.
- use action verbs, linking verbs and helping verbs.
- use transitive verbs and intransitive verbs.
- change direct speech into indirect speech and vice versa.



Learn and Act

Read the paragraphs and do the activities given below.

Chitwan National Park

Chitwan National Park is the last surviving example of the natural ecosystems of the 'Terai' region. It covers subtropical lowland, wedged between two east-west river valleys at the base of the Siwalik range of the outer Himalays. The spectacular landscape, covered with lush vegetation and the Himalays as the backdrop makes the park an area of exceptional natural beauty.



The National Park is famous for the best wildlife-viewing national parks in Asia, where we will have an excellent chance of spotting endangered one-horned rhinos, royal Bengal tiger, striped hyenas, Asian elephants, deer, monkeys, wild boar and up to 544 species of birds. There were few lodges inside Park before however it's been shut down by the government. Therefore, there is not any hotel inside the park to stay. Located in the southern central Terai of Nepal, it established in 1973 as Nepal's first National Park and extended over the foothills which covered an area of 93,200 hectares in four districts: Chitwan, Nawalparasi, Parsa, and Makwanpur. Chitwan National Park was a hunting site for Royal Family of Nepal previously which had been converted to a preserved park from 1973 and listed in UNESCO heritage site in 1984. In 1996, an area of 75,000 hectares consisting of forests and private lands and surrounding the park was declared as a buffer zone. In 2003, Beeshazar and associated lakes within the buffer zone were designated as a wetland of international importance under the Ramsar Convention.



Quick Feedback

- What is Chitwan National Park famous for?
- Mention the location and establishment of this park.
- What types of verbs are used in the above paragraphs? Give examples.



Forming Knowledge

Verbs are the words that express action or state of being. Verbs are a part of speech that is essential to the construction of a sentence. Without a verb, a sentence cannot be complete. Mainly, there are three types of verbs: **action verbs**, **linking verbs**, and **helping verbs**.

1. Action Verbs

Action verbs are words that express action (*give, eat, walk, etc.*) or possession (*have, own, etc.*). Action verbs can be either **transitive** or **intransitive**.

a. Transitive Verbs

A transitive verb always has a noun that receives the action of the verb, called the **direct object**.

For example

Vinita **raises** her hand.

The verb is **raises**. **Her hand** is the object receiving the verb's action. Therefore, **raises** is a transitive verb.

Transitive verbs sometimes have **indirect objects**, which name the object to whom or for whom the action was done.

For example

Binaya **gave** Bikram the pencil.

The verb is **gave**. The direct object is **the pencil**. (What did he give? **The pencil**.) The indirect object is **Bikram**. (To whom did he give it? To **Bikram**.)

b. Intransitive Verbs

An intransitive verb never has a direct or indirect object. Although an intransitive verb may be followed by an adverb or adverbial phrase, there is no object to receive its action.

For example

Vinita **ris**es slowly from her seat.

The verb is **ris**es. The phrase, **slowly from her seat**, modifies the verb, but no object receives the action.

Transitive or Intransitive?

To determine whether a verb is transitive or intransitive, follow these two steps:

1. Find the verb in the sentence.

Example 1:	Piyush will lay down his book.	What is the action?	will lay
Example 2:	His book will lie there all day.	What is the action?	will lie

- Ask yourself, "What is receiving the action of the verb?" If there is a noun receiving the action of the verb, then the verb is transitive. If there is no direct object to receive the action, and if the verb does not make sense with a direct object, then it is intransitive.

EXAMPLE 1:	Piyush will lay down his book.	Piyush will lay down <i>what</i> ?	his book.	Since the verb can take a direct object, it is transitive.
EXAMPLE 2:	His book will lie there all day.	His book will lie <i>what</i> ?	nothing.	It does not make sense to “lie something.” Since the verb has no direct object, it is intransitive.

2. Linking Verbs

A **linking verb** connects the subject of a sentence to a **noun** or **adjective** that renames or describes the subject. This noun or adjective is called the **subject complement**.

For example

Subham became **a business major**.

The verb, **became**, links the subject, Subham, to its complement, **a business major**.

Shruti is **in love with Subham**.

The verb, **is**, links the subject, Shruti, to the subject complement, **in love with Subham** (describing Shruti).

The most common linking verb is the verb **to be** in all of its forms (**am**, **are**, **is**, **was**, **were**, etc.). This verb may also be used as a helping verb (see next section). **To become** and **to seem** are always linking verbs.

Other verbs may be linking verbs in some cases and action verbs in others:

to appear	to feel	to look	to remain	to stay	to taste
to continue	to grow	to prove	to sound	to smell	to turn

LINKING : Isha **appeared** happy. (**Appeared** links **Isha** to the subject complement, **happy**.)

ACTION : Prem suddenly **appeared**. (Here, **appeared** is an intransitive action verb.)

3. Helping Verbs

Helping verbs are used before action or linking verbs to convey additional information regarding aspects of possibility (**can**, **could**, etc.) or time (**was**, **did**, **has**, etc.). The main verb with its accompanying helping verb is called a **verb phrase**.

For example

Punya **is** (helping verb) **going** (main verb) to Philippines.

The trip **might** (helping verb) **be** (main verb) dangerous.

The following words, called **modals**, always function as helping verbs:

can	may	must	shall	will
could	might	ought to	should	would

For example

Tanya **could learn** to fly helicopters. (**Could** helps the main verb, **learn**.)

Iksha **will drive** to Pokhara tomorrow. (**Will** helps the main verb, **drive**.)

In addition, the following forms of the verbs **to be**, **to do**, and **to have** sometimes serve as helping verbs. (Note: In other cases, they may serve as action or linking verbs.)

am	be	being	do	had	have	was
are	been	did	does	has	is	were

HELPING : Jivan **is moving** to a new house.

LINKING : Jivan **is** ready to go.

HELPING : Karan **did eat** his vegetables!

ACTION : Karan **did** his homework last night.

Besides the verbs already dealt with, there are other types of verbs include causative verb, compound verb, dynamic verb, and primary verb.



Exercise 1

Fill in the blanks with correct forms of verbs given in the brackets.

Yesterday Kavita (a) _____ (come) to my house to give me the happy news of her standing first in the Board Examination. I (b) _____ (be) overjoyed to know this. We (c) _____ (share) our views regarding the latest trend in a paper setting. She also (d) _____ (tell) me that she (e) _____ (attend) all the classes regularly. She never (f) _____ (miss) any class. This habit (g) _____ (help) her a lot. Now she (h) _____ (decide) to go to the U.K. further studies.



Exercise 2

Fill in the blanks with suitable non-finite.

One evening, (a) _____ (walk) down the road I saw a funny old man (b) _____ (lean) against a lamp-post. (c) _____ (surprise) at the question I wanted (e) _____ (move) away but he held on to my arm as if it was my duty (f) _____ (treat) him to coffee. (g) _____ (realize) that it was no use (h) _____ (argue) with him, (i) _____ (drag) me to the nearest coffee shop.



Exercise 3

Fill in the blank with a linking verb. Sample linking verbs include; is, was, were, are, am. The first one is done for you.

1. We are going to the game tonight.
2. You _____ going to buy me a Christmas gift.
3. They _____ a good group of students to take on a field trip.
4. _____ a good student in my class.
5. You _____ talking too much in the class.
6. They _____ going to the movies after school.
7. She _____ the one who organized the birthday party.
8. He _____ going to take out the trash after dinner.
9. He _____ going to say something, but then he forgot what he was going to say.
10. The students in the class _____ very restless.
11. The teacher _____ very nervous on the first day of school.
12. The team _____ very excited about the big game coming up on the weekend.
13. They _____ very pleased that the students were able to culminate on stage.
14. We _____ excited to announce a new winner!



Exercise 4

Read the following sentences and state whether they are used transitively or intransitively.

1. She has written a novel.
2. Mitra teaches English as a municipal school.
3. I took a book from the library.
4. The sage smiled knowingly.
5. The boy sat on the bench.
6. She always carries an umbrella.
7. I answered only six questions.
8. I don't know the answer.
9. I have finished my homework.
10. Have you eaten your lunch?
11. I am cooking dinner.
12. Don't shout at me.
13. Bring a glass of water.
14. The bell rang loudly.
15. The ship sank slowly.
16. The dog barked menacingly.
17. He went to the market.
18. We have bought a home in Mumbai.
19. She looked upset.
20. I am anxious to leave.



Exercise 5

Use the correct form of the verbs given in brackets.

1. Your friends _____ for you for over an hour. (wait)
2. It is not worth _____ so much money for this concert. (pay)
3. When I reached the station, the train _____. (leave)
4. I _____ the Taj Mahal last month. (visit)
5. The criminal _____ the victim with a blunt object. (attack)
6. His company is greatly _____ after. (seek)
7. His courage _____ him. (forsake)
8. The terrified people _____ to the mountains. (flee)
9. The police _____ no stone unturned to trace the culprits. (leave)
10. The robber _____ him a blow on the head. (strike)



Exercise 6

Use the correct form of the verbs given in brackets.

1. It must be _____ in mind that it is essential for us to be extremely honest in our dealings. (bear)
2. Before leaving for US, Anil _____ farewell to all his relatives. (bid)
3. The robber broke into the house and _____ the lone occupant with ropes. (bind)
4. He could not sleep because he was _____ by mosquitoes. (bit)
5. The intruder _____ a severe blow on the head. (deal)
6. I work in my own style, not the way you _____ or Shyam _____. I do not like the way Karim is _____ it today. (do)
7. Ravi _____ the bag out of the window. (fling)

8. Ahmed was severely injured in the accident and he _____ to death if the ambulance had not arrived. (bleed)
9. That he would suffer financial loss was _____ by an astrologer. (foretell)
10. It is _____ cold in this country. As she walked towards the lake, she found it completely _____ while returning she saw a huge bear and she _____ at the sight. (freeze)



Exercise 7

Fill in the blanks with the correct form of verbs given in the brackets.

1. Someone _____ (knock) at the door.
2. Good boys _____ (obey) their elders.
3. Water _____ (boil) at 100°C.
4. Birds _____ (fly) in the air.
5. I _____ (receive) your letter yesterday.
6. My father _____ (leave) for Mumbai tomorrow.
7. The child _____ (cry) because it cannot find its mother.
8. My mother _____ (teach) in a college. She _____ (go) there in the morning.
9. He _____ (go) to Shimla tomorrow.
10. Thomas Edison _____ (invent) the electric lamp in 1879.
11. The clouds _____ (move) across the sky.
12. Sita _____ (talk) gently with everyone.
13. It seldom _____ (rain) here in February.
14. The horse _____ (gallop) across the fields.
15. When I _____ (go) to see him, he _____ (sleep).
16. I _____ (attend) the meeting tomorrow.
17. Cricket _____ (originate) in England.
18. I _____ (try) to solve this sum.
19. He _____ (study) hard these days.
20. I _____ (write) a new book. I _____ (hope) to finish it by the end of this month.
21. It was cloudy in the morning, but the sun _____ (shine) now.
22. Our country _____ (make) steady progress under the present government.
23. It _____ (rain) when I left the house.
24. Don't disturb me. I _____ (do) my work.



Exercise 8

Fill in the blanks with the correct form of verbs given in the brackets.

1. Once upon a time, three thieves, who _____ (steal) a pot of gold in a distant town _____ (return) to their village. They _____ (pass) through a small town when it _____ (grow) dark. Their village _____ (be) still a long way away. Each of them had a doubt, "_____ (be) it safe to travel through the forest with all this gold?"

2. Air and water _____ (be) necessary for life. Air _____ (contain) oxygen which we inhale. We _____ (release) a gas called carbon dioxide, which _____ (consist) of carbon and oxygen. Trees _____ (act) as our friends because under sunlight, they _____ (break) carbon dioxide into two components and _____ (consume) carbon which _____ (be) the basis of the food for all the plants.
3. I _____ (employ) a new servant, Hari. He _____ (be) quite obedient, hardworking and submissive but sometimes, he _____ (behave) very strangely. Last evening, I was alone. I _____ (hear) his cries and ran towards him. He, at once, _____ (stop) crying. He had not been actually crying, he _____ (pretend). I _____ (scold) him for his strange behaviour.



Exercise 9

Read the following passage carefully. Fill in each blank with the correct form of the verb in the bracket.

Coffee is a beverage ___1 (drink) by many past generations of people. What most people do not realize is that coffee is ___2 (make) from beans ___3 (pick) from trees. Coffee trees ___4 (grow) either from seeds or cuttings. These trees will begin to ___5 (bear) crops when they are about four years old. Workers on coffee plantations have to pick the beans by hand. After the beans ___6 (gather), they are ___7 (roast) at high temperatures. This process ___8 (give) them their fragrance. The best coffee is made from freshly ___9 (grinding) beans. There are many different ways of ___10 (prepare) coffee. Coffee can be served either with or without milk.

UNIT 9

Voice



Learning objectives

After studying this unit, you will be able to...

- identify the differences of voices.
- know the correct uses of the active and passive voices.
- change direct speech into indirect speech and vice versa.



Learn and Act

To begin this unit, let's read the following magazine article. Pay special attention to verbs in the passive voice.

The Academy Awards are given out every year to recognize outstanding work of movie actors, directors, and others who are part of the movie-making industry.

These awards, called Oscars, are presented in a formal ceremony in Hollywood. Several people are nominated in specific categories, such as Best Movie, Best Actor, Best Music, and Best Costumes. One nominee is chosen to receive an award in each category.



When the awards ceremony started in 1929, 15 awards were presented and the ceremony was attended by only 250 people. Tickets cost \$10, and anyone who could afford a ticket could attend. Today about two dozen Oscars are presented. Tickets are no longer sold to the general public; invitations are sent only to people involved in making the movies and to their guests. Today the awards are presented in the 3400-seat Kodak Theatre in Hollywood.

Until 1941, the winners' names were already known before the ceremony and published in newspapers the night before the ceremony. Now the winners' names are placed in sealed envelopes and the envelopes are not opened until the night of the ceremony.

Since 1953, Oscar night has been televised and broadcast all over the world. This show is seen by hundreds of millions of people.



Quick Feedback

- d. Who is your favourite actor? Who is your favourite actress?
- e. What movies have you seen recently?
- f. Pick out any five passive voices from the above paragraphs.



The active voice describes a sentence where the subject performs the action stated by the verb. In **passive voice** sentences, the subject is acted upon by the verb.

Use of Active and Passive voice

It is a transitive verb which shows whether the subject is the doer or some action is done to it.

Example: Upasna cooked food.

In this sentence, Upasna is the subject and she is the doer of the action (cooked food). This sentence is an active voice.

The passive voice of this sentence will be:

- Food was cooked by Upasna.

Here, the subject is food which was an object in the active voice. Here the action is done by someone (Upasna).

Rules for changing the voice of a sentence

In converting the activity into a passive voice, the object of the sentence becomes the subject of the verb.

- The verb used with the object is changed into past participle.
- The form of the verb changes according to the tense.

How to change the active voice into passive voice in the pronoun?

The subject case will be converted into an objective case as follows:

- I - changes into 'by me'.
- We - changes into 'by us'.
- You - changes into 'by you'.
- He - changes into 'by him'.
- She - changes into 'by her'.
- It - changes into 'by it'.
- They - changes into 'by them'.

How to change tense in active to passive voice?

Tense	Active	Passive
Simple Present	He cooks the food.	The food is cooked by him.
Simple past	He cooked the food.	The food was cooked by him.
Simple future	She will do the homework.	The homework will be done by her.
Present progressive	She is writing the letter.	The letter is being written by her.
Past Progressive	She was writing the letter.	A letter was being written by her.
Present perfect	They have completed the work.	The work has been completed by them.
Past perfect	They had helped him.	He had been helped by them.
Future perfect	I will have written the letter.	The letter will have been written by me.

What is voice of a verb?

The voice of a verb expresses whether the subject in the sentence has performed or received the action.

For example

- The watchman opens the door.
- The door is opened by the watchman.

Types of voices of verb

The verbs have two voices:

- i. Active Voice ii. Passive Voice

i. Active Voice

When an action expressed by the verb is performed by the subject, it is an active voice. Active voice is used when more straightforward relation and clarity is required between the subject and the verb.

For example

- Hens lay eggs.
- Birds build nests.

ii. Passive Voice

When the action expressed by the verb is received by the subject, it is passive voice. Passive voice is used when the doer of the action is not known and the focus of the sentence is on the action and not the subject.

For example

- **Active:** Eggs are laid by hens.
- **Passive:** Nests are built by birds.

Active to passive voice

Below are the rules to follow for changing an active sentence into a passive voice. Before heading to the rules let's check the examples of active and passive voice sentences.

- **Active:** Rita wrote a letter. (Subject + Verb + Object)
- **Passive:** A letter was written by Rita. (Object) + (auxiliary verb) + (past participle) + (by subject).
- **Active:** She cooks food (Subject + Verb + Object)
- **Passive:** The food is cooked by her (Object) + (auxiliary verb) + (past participle) + (by subject)

Rules of Conversion of Active Voice into Passive Voice

Rule 1: Identify the (S+V+O) Subject, Verb and object in the active sentence to convert to passive voice

For example

- He drives car (Subject – He, verb – drives, object – car)

Rule 2: Interchange the object and subject with each other i.e. object of the active sentence becomes the subject of the passive sentence.

For example

- **Active Voice:** She knits sweater (Subject – She, Verb – knits, Object – sweater)
- **Passive Voice:** The sweater is knitted by her (Object sweater is interchanged with the subject She).

Rule 3: In passive voice sometimes the subject is not used. The subject in passive voice can be omitted if the sentence without it gives enough meaning.

For example

- Milk is sold in litres

Rule 4: Change the base verb in active sentence into the past participle i.e. third form verb in passive sentence i.e. preceded by (by, with, to, etc). Base verbs are never used in passive voice sentences.

For example

Active voice: She prepares dinner.

Passive voice: The dinner is prepared by her.

Active voice: She knows him.

Passive voice: He is known to her.

Active voice: Juice fills the Jar.

Passive voice: The Jar is filled with juice.

Rule 5: While conversion of Active voice sentence to Passive voice sentence the pronoun used in the sentence also changes in the following manner.

Active Voice Pronoun	Passive Voice Pronoun
I	Me
We	Us
He	Him
She	Her
They	Them
You	You
It	It

Rule 6: Use the suitable helping or auxiliary verb (is/am/are/was, etc.). The rules for using auxiliary verbs in passive voice sentences are different for each tense.

For example

- The letter is written by her.
- A book was not bought by her.
- Chocolates are being eaten by them.

Forms of Active and Passive Voice for all tenses

Simple Present Tense

Active Sentences	Passive Sentences
He writes an essay.	An essay is written by him.
Sheena does the housework.	The housework is done by Sheena.
She cares the rabbit.	The rabbit is been cared by her.
Jacob always plays the guitar.	The guitar is always played by Jacob.

Present continuous tense

Active Sentences	Passive Sentences
They are eating bananas.	The bananas are being eaten by them.
Bob is drawing a diagram.	A diagram is being drawn by Bob.

Samta is playing the piano.	A piano is being played by Samta.
She is waiting for Reema.	Reema is being waited by her.

Present Perfect Tense

Active Sentences	Passive Sentences
Has he done the work?	Has the work been done by him?
Have they left the apartment?	Has the apartment been left by them?
He created this masterpiece.	This masterpiece is created by him.
He read the newspaper.	The newspaper is being read by him.

Note- [except certain exemptions, no passive Voice formation for the following tenses can be formed, Present Perfect Continuous Tense, Past Perfect Continuous Tense, Future Perfect Continuous Tense and Future Continuous Tense]

Simple Past Tense

Active Sentences	Passive Sentences
Has he done the work?	Has the work been done by him?
Have they left the apartment?	Has the apartment been left by them?
He created this masterpiece.	This masterpiece is created by him.
He read the newspaper.	The newspaper is being read by him.

Active Voice	Passive Voice
Ria paid the bills.	The bills were paid by Ria.
The teacher called the student.	The student was called by the teacher.
She did not buy the fruits.	The fruits were not bought by her.

Past Progressive/Continuous Tense

Active Voice	Passive Voice
They were waiting for him.	He was being waited by them.
Astha was learning French.	The french was being learnt by Astha.
She was playing kabaddi.	The kabaddi was being played by her.

Past Perfect Tense

Active Voice	Passive Voice
She won the match.	The match had been won by her.
I had finished her work.	Her work had been finished by me.
He had missed the last metro.	The last metro had been missed by him.

Simple Future Tense

Active Voice	Passive Voice
He will write a letter.	A letter will be written by him.
He will repair her cycle.	Her cycle will be repaired by him.
He shall start the meeting.	The meeting will be started by him.

Future Perfect Tense

Active Voice	Passive Voice
Meena will not have change the bedsheet.	The bed sheet will not have been changed by Meena.
The will have won the match.	The match will have been won by them.
Reena will have washed the skirt.	The skirt will have been washed by Reena.

Important points to remember

- Future continuous and perfect continuous tenses do not form passive voice.
- Some verbs cannot be passive like be, belong, exist, lack, resemble, seem, suit, have (=own).

For example

- Sam has a guitar.
- The house seemed empty.

Certain verb take fixed preposition after them that replaces the "by". Such verb are - known to, surprised at/by, amazed at, astonished at, vexed at, annoyed with/at, contained in, decorated with, filled with, tired of, engulfed in, etc.

For example

Active: The fire engulfed the house.

Passive: The house was engulfed in the fire.

- Some verbs have two objects like give, send, offer, award, etc. The sentences having these words have two possible passive forms.

For example

Active: She gave me a book.

Passive 1: I was given a book by her.

Passive 2: A book was given to me by her.

- Some vague and indefinite subjects like 'everyone', 'they', 'people', 'someone', 'somebody', 'everybody', 'anybody', etc., are dropped when the sentence is changed into Passive Voice.

Active: Somebody **has eaten** the last piece of cake.

Passive: The last piece of cake **has been eaten**.

Active: Somebody stole my pen yesterday.

Passive: My pen was stolen (by somebody) yesterday.

Active and Passive Voice –Questions

In the following questions, a sentence has been given in either Active or Passive Voice. From the four options select the one which best expresses the same sentence in the opposite voice than mentioned in the question.

1. Never disobey your elders.

- You are asked not to disobey your elders.
- You are ordered not to disobey your elders.
- Do not disobey your elders.
- You are not to disobey your elders.

2. The students were listening to the teacher.

- The teacher is listened to by the students.
- The teacher listened to students.

- c. The teacher was listening to by the students.
- d. The teacher was listened to by the students.

3. I have to do it.

- a. It is be done by me.
- b. It should to be done by me.
- c. It has to be done by me.
- d. It would to be done by me.

4. Tell the maid to prepare tea.

- a. You are ordered to tell the maid to prepare tea.
- b. You are said to tell the maid to prepare tea.
- c. You are advised to tell the maid to prepare tea.
- d. You are asked to tell the maid to prepare tea.

5. Who stole your bike?

- a. Your bike was stolen by him?
- b. By whom your bike was stolen?
- c. Your bike was stolen by whom?
- d. By whom your bike stolen?

Answer: 1 (a), 2(d), 3(c), 4(d), 5(b)



Exercise 1

Rewrite the following sentences putting the verbs given against them in the appropriate Passive Voice form.

- 1. She _____ up by her aunt. (bring)
- 2. You will _____ to the lunch. (invite)
- 3. The result _____ on Friday. (declare)
- 4. Invitation cards _____ to all her classmates. (send)
- 5. We _____ at his failure. (shock)
- 6. They _____ at the report of the caught fire at his house. (alarm)



Exercise 2

Change the voice of the following sentences.

- 1. She sings a sweet song.
- 2. Does he sell lottery tickets?
- 3. Do you not play cricket?
- 4. Is she cooking rice?
- 5. She plays tennis.
- 6. Are the students preparing for the exams?



Exercise 3

Change the voice of the following sentences.

- 1. This novel was written by Parijat.

2. The brave are admired everywhere.
3. I am known to them.
4. The baby was given a doll.
5. Promise should be kept.
6. A reward was given to her.
7. By whom was the door opened?
8. This ticket will be given to you by the manager.
9. The dog was run over by a car.
10. A snake was killed by him yesterday.



Exercise 4

Complete the following sentences using Passive voice – fill in present simple, past simple

For example

The scientist writes a book. A book is written by the scientist. (write)

1. Most of the things we buy _____ in China these days. (make)
2. I study Art – it _____ in my school. (teach)
3. Cheques _____ much these days - most people pay by credit card. (not use)
4. _____ stamps _____ in supermarkets? (sell)
5. English _____ here. (speak)
6. _____ wine _____ in England? (produce)
7. Mistakes _____ all the time. Nobody's perfect. (make)
8. Breakfast _____ from 7.30 to 10.00. (serve)
9. A lot of patience _____ in this job. (need)
10. These programmes _____ by people all over the world. (watch)
11. Does Stephan set the timer? No, the timer _____ by Stephan. (not set)
12. The artist sings three song. _____ three songs _____ by the artist? (sing)
13. Mr Brown takes the umbrellas. Yes, the umbrellas _____ by Mr Brown. (take)
14. The policeman does a good job. _____ a good job _____ by the policeman? (do)
15. Do my friends find my keys? Yes, my keys _____ by my friends. (find)



Exercise 5

Complete the sentences with the correct passive form of the verbs in brackets. Use the Present Simple.

- a. English _____ (speak) in many countries.
- b. The post _____ (deliver) at about 7 o'clock every morning.
- c. _____ (the building/use) any more?
- d. How often _____ (hold) the Olympic Games?
- e. How _____ (your name/spell)?
- f. My salary _____ (pay) every month.
- g. These cars _____ (not make) in Japan.

- h. The name of the people who committed the crime _____ (not know).
 i. His travel expenses _____ (not pay) by his company.



Exercise 6

Complete the sentences with the correct passive form of the verbs in brackets. Use the Past Simple.

- a. My car _____ (repair) last week.
 b. This song _____ (not write) by Chhetra Pratap Adhikari.
 c. _____ (the phone/answer) by a young girl?
 d. The film _____ (make) ten years ago.
 e. When _____ (tennis/invent)?
 f. The car _____ (not damaged) in the accident.
 g. The original building _____ (pull) down in 1965.
 h. Where _____ (this pot/make)?
 i. When _____ (this bridge/build)?



Exercise 7

Rewrite these sentences in the passive voice.

- | | |
|---|---|
| a. Someone built this house 200 years ago. | i. They will build a new bridge next year. |
| b. A thief stole my purse. | j. Brian Brody directed The Ultimate Space Adventure. |
| c. The police will arrest the robbers. | k. Prabal Gurung will design her costume. |
| d. They produce cars in this factory. | l. Someone found my wallet. |
| e. They serve breakfast at eight o'clock every day. | m. One of the students broke the window. |
| f. People throw away tones of rubbish every day. | n. They will deliver my computer on Monday. |
| g. They make coffee in Butwal. | o. Shruti invited Nishan to her birthday party. |
| h. Someone stole Jim's bike last night. | p. British astronomers discovered a new planet. |



Exercise 8

Change the sentences into passive voice.

- | | |
|--|--|
| 1. One of the cleaners has found my purse. | 4. The assistant handed me a note. |
| 2. The robber hit him on the head with a hammer. | 5. We elected John class representative. |
| 3. The government has built a new road in this area. | 6. Someone has taken my wallet. |
| | 7. Many people use bicycles as a means of transport. |
| | 8. They advised me to get a visa. |

9. They were rebuilding the old road when I drove by.
10. The local council opened a new shopping centre.
11. They haven't decided anything yet.
12. The crowd was slowly filling the new stadium.
13. Someone has suggested that the shop should close.
14. Dad used a knife to open the window.
15. The waitress will bring you your drinks in a minute.
16. Nobody ever heard anything of John again.
17. People asked me the way three times.
18. Lots of people had parked their cars on the pavement.
19. The helpers have not packed the boxes yet.
20. They are still preparing the food.
21. They will launch the new ship next week.
22. Christopher Wren built the church in the 17th century.
23. Beckham scored the goal in the 35th minute.
24. We serve all main courses with vegetables and salad.
25. Someone pushed Harry over the railing.



Exercise 9

Change the sentences into active voice.

1. I am loved by my parents.
Ans: My parents love me.
2. The work has been done by Rita.
3. A story is being read by my teacher.
4. The gentleman is known to me well.
5. People speak English all over the world.
6. We have a lot of work to do.
7. Might I use your phone?
8. The president gave away the prize.
9. The Principal presided over the meeting.
10. They asked the boy many questions.
11. He does not know me.
12. I know your father well.
13. It is time to stop the war.
14. You must write the letter in ink.
15. One should keep one's promise.
16. A thief has stolen his clothes.
17. They made me sing a song.
18. Please enter by this door.
19. Do your duty at once.
20. That boy is known to me.
21. Rose is called the queen of flowers.
22. The bridge was repaired.
23. It will be published by him.
24. He was invited to the meeting.
25. English is spoken all over the world.



Exercise 10

Rewrite the sentences in passive voice.

1. John collects money.
2. Anna opened the window.
3. We have done our homework.
4. I will ask a question.
5. He can cut out the picture.
6. The sheep ate a lot.
7. We do not clean our rooms.
8. William will not repair the car.
9. Did Sue draw this circle?
10. Could you feed the dog?

UNIT 10

Causatives



Learning objectives

After studying this unit, you will be able to...

- identify causative verbs such as let, make, have, get and help.
- know the correct uses of causative.



Learn and Act

Read the paragraphs and do some activities given below.

Things done last week

I had the oil in my car changed. I had my hair cut in a completely new style. A decorator has repainted our house. We have had our house repainted. A friend of mine, who is an electrician, is going to repair my music player next week. I am going to have my airconditioner repaired next week by a friend of mine. I am having my jacket cleaned at a specialist cleaner's. The town hall has just been rebuilt for the council. The council have just had the town hall rebuilt.



Quick Feedback

- a. Who does get your hair cut?
- b. Who washes your clothes?
- c. Who is going to have airconditioner repaired next week?



Forming Knowledge

The verbs **let**, **make**, **have**, **get** and **help** are called 'causative' verbs because they cause something to happen. As such, these verbs are used in a causative sentence structure.

Causative verb LET

Meaning: allow someone to do something.

Structure: Let + person/thing + verb

For example

- We couldn't let our daughter adopt a kitten because she's allergic to cats.
- My brother let me use his computer when mine broke down.
- Sarah never lets anyone tell her what to do.

Causative verb MAKE

Meaning: force or require someone to do something.

Structure: Make + person + verb

For example

- They make students exercise regularly.
- Pritam's mum made him eat his dinner.
- His parents tried to make him be a better person.

Causative verb HAVE

Meaning: give someone the responsibility to do something.

Structure: Have + person + verb

For example

- We had a painter paint our apartment.
- Sheila had a hairdresser do her hair.
- Pratik had a mechanic fix his car.

Causative verb GET:

Meaning: convince/persuade someone to do something.

Structure: Get + person + to + verb

For example

- Terisha got her son to help her with the dishes.
- She got her boyfriend to buy her an expensive ring.
- I got my neighbour to help me carry my suitcase.

Causative verb HELP

Meaning: give aid to someone in doing something.

Structure: Help + person + (to) verb

For example

- Hima helped me (to) do my homework.
- A cup of coffee in the morning helps me (to) wake up.
- My colleague helped me (to) write my CV.

Note: after "help" you can use the infinitive with to (to do) or bare infinitive (do).

It is more common not to use to after help.

For example

They **helped** her **clean** her house.

They **helped** her **to clean** her house.

Sristi **helps** me **do** my homework every night.

Sristi **helps** me **to do** my homework every night.

HAVE/GET SOMETHING DONE is used when arranging for someone to do something for us.		
Present Simple	have/has + object + past participle	I have my house cleaned.
Present Continuous	am/are/is + having + object + past participle	I am having my house cleaned.
Past Simple	had + object + past participle	I had my house cleaned.
Past Continuous	was/were + having + object + past participle	I was having my house cleaned.
Present Perfect	have/has + had + object + past participle	I have had my house cleaned.
Past Perfect	had + had + object + past participle	I had had my house cleaned.

Going to	going to + have + object + past participle	I am going to have my house cleaned.
Future Simple	will + have + object + past participle	I will have my house cleaned.
Modal Verbs	can/should + have + object + past participle	I must have my house cleaned.



Exercise 1

Fill in the gaps with causative verbs **let, have, make, help** and **get** and the verbs in brackets in the correct form.

- Jeena _____ her boyfriend _____ her a ring. (buy)
- Sirish _____ me _____ the grocery. (carry)
- I don't _____ my children _____ video games. (play)
- The police _____ him _____ for the damage he caused. (pay)
- Rajat _____ his house _____ next weekend. (paint)
- Lhakpa never _____ people _____ her what to do. (tell)
- My friend _____ me _____ her with her CV. (help)
- Reading _____ you _____ easier. (fall asleep)
- I _____ a plumber _____ my plumbing this morning. (fix)
- When we were little our parents used to _____ us _____ late on Saturdays. (stay up)
- Please, try not to _____ her _____. (cry)
- This quiz can _____ you _____ causative verbs better. (understand)



Exercise 2

Change these examples into the structure '**have + object + past participle**' or '**get + object + past participle**'.

For example

I cleaned my kitchen (have)
→ I had my kitchen cleaned.

- | | |
|----------------------------------|----------------------------------|
| 1. I washed my car. (have) | 7. I printed the photo. (have) |
| 2. I cut my hair. (get) | 8. I checked my teeth. (get) |
| 3. I typed the documents. (have) | 9. I cleaned the windows. (have) |
| 4. I painted my bedroom. (get) | 10. I made the necklace. (get) |
| 5. I sent the money. (have) | 11. I wrote the report. (have) |
| 6. I cleaned the carpets. (get) | 12. I dyed my hair. (get) |



Exercise 3

Choose the correct alternative and complete the sentences.

- She _____ that he wouldn't tell anyone.

a. made him promise	b. made him promised	c. promised to make
---------------------	----------------------	---------------------
- Does your tooth still hurt? Yes, I have to get a dentist _____ soon.

a. look at it	b. to look at it	c. to get it looked at
---------------	------------------	------------------------

3. I _____ a couple of days ago.
 a. had my bike to be fixed b. had my bike fix c. had my bike fixed
4. I will not _____ with this!
 a. allow you get away b. let you get away c. to let you get away
5. Don't _____ these things about you!
 a. let him say b. let him to say c. let him said
6. The movie _____ sad.
 a. made to feel b. made him feel c. made him to feel
7. I _____ from my other address.
 a. get my mail forward b. get my mail to forward c. get my mail forwarded
8. Have your assistant _____ these letters immediately!
 a. to send b. send c. to be sent
9. He _____ yesterday.
 a. had his hair cut b. had his hair to be cut c. had hair to be cut
10. The professor _____ early.
 a. to let the students leave b. let the student leave c. let the student to leave



Exercise 4

Rewrite the sentences in the Causative form. The first one is done for you.

1. A mechanic has already repaired their car.
 ■ They have already had/got their car repaired
2. I will ask somebody to install the pipes in the kitchen.
 I _____ in the kitchen.
3. His coat is being cleaned at a specialist cleaner's.
 He _____ at a specialist cleaner's.
4. Somebody is going to redecorate our living room.
 We _____.
5. Bina may ask someone to dye her hair blonde next week.
 Bina _____ blonde next week.
6. They paid someone to fix the chimney of their house last year.
 They _____ last year.
7. The woman from the local shop delivers her groceries.
 She _____ by the woman from the local shop.
8. The town hall had just been rebuilt for the council.
 The council _____.

UNIT 11

Degree of Comparisons



Learning objectives

After studying this unit, you will be able to...

- identify the three forms of adjectives that can be used when comparing items.
- know the correct uses of the degree of comparison.



A Quick Look

To begin this unit, let's study the following.

Degree of Comparison

The degree of comparison speaks to the three forms of adjectives that can be used when comparing items:

- Positive Degree
- Comparative Degree
- Superlative Degree

There are different ways to form the comparative and superlative degrees of adjectives.

Add *-er* or *more* to form the comparative of most **one-syllable** and **two-syllable** adjectives. *More*, *most*, *less*, or *least* are added to adjectives of three or more syllables to form the superlative.

What is a syllable?

A syllable is a single, unbroken sound of a spoken (or written) word. Syllables usually contain a vowel and accompanying consonants. Sometimes syllables are referred to as the 'beats' of spoken language.

For example

- Cat has **one syllable** (words of one syllable are monosyllabic)
- Water has **two syllables** (wa / ter)
- Computer has **three syllables** (com / pu / ter)
- Category has **four syllables** (cat / e / gor / y)

Positive	Comparative	Superlative
easy	easier	easiest
delicious	more delicious	most delicious
good	better	best
talented	less talented	least talented



Learn and Act

Study the following dialogue and discuss it in turn.

Ranjit : I think I am younger than you, Sumit.

Sumit : Let's check our birth dates. Mine is 15 May 2007.
What's yours?

Ranjit : Mine is 2 April 2007. You are as old as I.

Sumit : Are you taller than I?

Ranjit : No! We are equally tall.

Sumit : Your bag is not so big as my bag.

Ranjit : Let me see. Oh! Your bag is bigger than my bag
(mine), but the prices are equal.

Sumit : Your hand-writing is better than mine.

Ranjit : No, your hand-writing is also as good as mine.

Sumit : Oh! We have many similarities friend.



Quick Feedback

- How old are Ranjit and Sumit?
- Whose bag is bigger?
- Whose hand-writing is better?



Forming Knowledge

When adjectives change in form to show comparison, they are called the degrees of comparison. The degrees of comparison are classified into **positive, comparative and superlative** degrees of comparison.

There are some rules to help us make comparisons in English.

- If the adjective (describing word) is one syllable, we can add **-er**.

For example

small – smaller; big – bigger; nice – nicer

- If the adjective has two syllables, but ends in **-y**, we can change the end to **-ier**.

For example

lucky – luckier; happy – happier

- With other English adjectives of two syllables and more, we can't change their endings. Instead, we should use more + adjective.

For example

handsome – more handsome; beautiful – more beautiful and so on

4. When we compare two things, we use 'than'.

For example

- She is younger **than** me.
- This exercise is **more** difficult than the last one.

5. When we want to say something is similar, we use 'as – as'.

For example

"She's **as** tall **as** her brother" or "It's **as** nice today **as** it was yesterday."

6. When we want to say one thing is less than another, we can either use 'less than' or 'not as – as'.

For example

"This programme is **less** interesting **than** I thought" or "This programme is not **as** interesting **as** I thought."

7. Remember that some adjectives are irregular and change form when we make comparisons.

For example

good – better; bad – worse; far – further.

Here are the rules for forming the comparative and superlative degrees of adjectives.

Type of Adjective	Example in the Positive Degree	How to Form the Comparative Degree	How to Form the Superlative Degree
one syllable	strong	add er stronger	add est strongest
one syllable ending vowel consonant	thin	double consonant and add er thinner	double consonant and add est thinnest
more than one syllable	famous	add less or more more famous	add most or least least famous
more than one syllable ending y	silly	remove y add ier sillier for less less silly	remove y add iest silliest for least least silly
irregular	bad good many	no rules worse better more	no rules worst best most

Here are the rules for forming the comparative and superlative degrees of adverbs:

Type of Adverb	Example in the Positive Degree	How to Form the Comparative	How to Form the Superlative
one syllable	fast	add er faster	add est fastest

more than one syllable	carefully	add less or more more carefully	add most or least most carefully
irregular	badly well	no rules worse better	no rules worst best

Using qualifying expressions

We can vary the strength of the comparison by using “qualifying” expressions.

1. Comparing two things

We can use **a lot**, **much**, **a little**, **slightly** and **far** before **more** / **less** than:

For example

- She is **a lot more intelligent than** him.
- This car is **much faster than** the other one.
- They are **much less wealthy than** they used to be.
- He is **a little taller than** his sister.
- She is **slightly less interested in** football **than** him.
- We are **far more involved in** charity **than** they are.

When we use these qualifying expressions in English, remember the rules about using **-er**. If the adjective is one syllable, or ends in **-y**, add **-er**:

- He is far taller than her. (**NOT** “He is far more taller...”)
- I am much lazier than you!

When the adjective is two syllables and more, we need either **more** or **less**:

“He is a little more prepared for the exam than she is.” (**NOT** “He is a little prepareder...”)

2. Saying how two things are similar.

We can use “almost as ... as”, “not quite as ... as”, “(not) nearly as ... as”, “nowhere near as ... as”, “twice as ... as” and “half as ... as” to change the extent of the similarity.

For example

- She is almost as good as you!
- He is not quite as confident as Pavani.
- I am not nearly as intelligent as her!
- This painting is nowhere near as famous as the first.
- She is twice as old as him!
- He is half as interesting as you!



Exercise 1

Rewrite the sentences given below using different degrees of comparison.

1. Shakespeare is the most famous of all writers in English.
2. Iron is more useful than any other metal.
3. I earn as much money as Ram.
4. China is larger than India.
5. Greenland is the largest island in the world.
6. Air is lighter than water.
7. I am taller than my brother.
8. Shyam is the strongest boy in the class.



Exercise 2

Choose whether each sentence requires the comparative or superlative form:

1. This is _____ book in the whole store.
 - more expensive
 - the most expensive
2. That shirt is _____ than the other one.
 - dirtier
 - the most dirty
3. Peter was laughing hard, but his wife was laughing even _____!
 - the hardest
 - harder
4. He is _____ man that I know.
 - stronger
 - the strongest
5. Robert is never on time. He always arrives _____ than the rest of us.
 - later
 - the latest
6. That is _____ song I've ever heard!
 - better
 - the best
7. Your cat is _____ than ours.
 - smaller
 - the smallest
8. I thought this test would be difficult, but it's _____ test I've ever taken.
 - the easiest
 - easier
9. Out of all the films I've seen, this one is _____.
 - sadder
 - the saddest
10. Your answer is wrong, but it's _____ than the other students' answers.
 - the most correct
 - more correct



Further Reading

Changing degree of comparison into a positive degree.

Comparative	Positive
1. You are fatter than I.	I am not so fat as you.
2. Amman is larger than Europe.	Europe is not so large as Amman.
3. I am wiser than Mohan.	Mohan is not so wise as I.
4. Open rebuke is better than secret criticism.	Secret criticism is not so good as an open rebuke.
5. Mohan is the fattest boy in the family.	No other boy in the family is as fat as Mohan.



Exercise 3

Complete the following sentences.

1. No other boy is as _____ as Puran. (tall / taller / tallest)
2. Milk is _____ than any other food. (nourishing / more nourishing / most nourishing)
3. Radium is one of the _____ metals. (valuable / more valuable / most valuable)
4. Few English poets were as _____ as Wordsworth. (great / greater / greatest)
5. Shimla is _____ than most other hill stations in India. (famous / more famous / most famous)
6. Gold is one of the _____ metals. (precious / more precious / most precious)
7. Solomon was _____ than any other king. (wise / wiser / wisest)
8. Few historians write as _____ as Macaulay. (well / better / best)
9. Very few books are as _____ as David Copperfield. (popular / more popular / most popular)
10. A train is _____ than a car. (fast / faster / fastest)



Exercise 4

Complete the following sentences by filling in the correct form of the adjective.

1. My mother is the _____ (fantastic) person I know.
2. This is the _____ (good) tea I have ever drunk!
3. I am _____ (tired) today than I was yesterday.
4. The English teacher is _____ (healthy) than my other teachers.
5. He is also _____ (funny) and _____ (handsome) than all the other teachers.
6. I think watching a movie is _____ (relaxing) than reading a book.
7. Water is the _____ (healthy) beverage on the planet.
8. The _____ (cold) place is in Siberia.
9. I am a _____ (good) cook than my girlfriend.
10. But she is _____ (friendly) than me to other people.

UNIT 12

Conditionals/ If-Clauses



Learning objectives

After studying this unit, you will be able to...

- identify the types of conditional sentences.
- know the uses of If-clauses appropriately.



Learn and Act

Read the structures of speech and have discussion in groups.

If I Ruled the World

Ankita (16)

If I ruled the world, I would get rid of the nuclear weapons! Those weapons are a major danger for all peoples in the world. If I had enough money, I would spend it on education and new technologies. People would live in a better world if every child could go to university and learn about other cultures and traditions. I would also try to find a cure for every illness! If I ruled the world, I would erase the borders! We would live in a world without countries. If we don't have any countries, we won't have any wars.



Kushal (20)

I would do a lot of great things if I ruled the world. First, I would forbid men to cut down trees. If we don't respect the environment, we will have a lot of problems in the future. If I could, I would also protect more animals. Some of them will disappear if we don't do anything to help them. I would also give Rs.50,000 per month to every family in the world because poverty is the number one enemy of mankind. Finally, I would also finance new scientific projects like a journey to Mars!



Quick Feedback

- a. What would Ankita do if she had enough money?
- b. Why would she like to erase the borders?
- c. Why would Kushal give Rs.50,000 per month to every family in the world?



Forming Knowledge

Conditional Sentences are also known as **Conditional Clauses** or **If Clauses**. They are used to express that the action in the main **clause** (without **if**) can only take place **if** a certain condition (in the **clause** with **if**) is fulfilled. There are three types of **conditional** sentences.

A sentence indicates some conditions in the conditional or the subordinate clause. This conditional clause is also called an if-clause. There are three types of **Conditional** Sentences.

- If you serve me, I shall pay you.
- If the house were to be quite attractive, I would buy it.
- If you had helped me, I would have been very grateful to you.

The above sentences have two parts.

If you serve me — this is a **conditional clause** or an **if-clause**. It emphasizes the condition that must be fulfilled before the other part of a sentence may be possible. So, another part of each sentence is called the **main clause**.

- If you serve me — Conditional clause
- I shall pay you — Main clause
- If the house were to be quite attractive — Conditional clause
- I would buy it — Main clause
- If you had helped me — Conditional clause
- I would have been very grateful to you — Main clause

Types of Conditional Sentences

Type I: Open Condition

Conditional Sentences Type I refer to the future. An action in the future will only happen if a certain condition is fulfilled by that time. We don't know for sure whether the condition actually will be fulfilled or not, but the conditions seems rather realistic – so we think it is likely to happen.

It is possible and also very likely that the condition will be fulfilled.

Form: if + Simple Present, will-Future

For example

- If you serve me, I shall pay you.
- If I find her address, I'll send her an invitation.
- If I don't see him this afternoon, I will phone him in the evening.

If the main clause has some order or instructions, then the future tense is replaced by the imperative.

For example

- If you want something, come to me.

We use it in the sentences that express general laws and habits. In such sentences 'if' may be replaced by 'when'. Tenses in both the clauses are the same.

For example

- If he makes promises, he keeps them.
- Children become obedient if you care for them.

If the willingness of another person is sought, then **will** and **would** are taken after it.

For example

- If you ask her, she will help you.
- If you charge less, I would buy it.

In doubtful cases means when the conditional clauses appear to be likely less fulfilled.

For example

- If you/should you charge less, I will buy it.

To express possibility or permission auxiliary verb 'may' or 'can' may be used.

For example

- If you run fast, you may catch the bus. (Possibility)

If + negative verb in the conditional clause can be replaced by unless + affirmative verb.

For example

- Unless you work hard, you can't hope to pass.
- Unless it is fine today, we shall not play.

Type II: Improbable or Imaginary Condition

Form: *if* + Simple Past, main clause with Conditional I (= would + Infinitive)

For example

- If I found her address, I would send her an invitation.
- If I won a big prize, I would give a party.
- If the house were to be attractive, I would buy it.

The main clause can also be at the beginning of the sentence. In this case, don't use a comma.

For example

- I would send her an invitation if I found her address.

Note: See Simple Past and Conditional I to form the negative main clause and/or if clause.

For example

- If I had a lot of money, I wouldn't stay here.

Were instead of Was

In If Clauses Type II, we usually use 'were' – even if the pronoun is *I, he, she* or *it*.

For example

- If I **were** you, I would not do this.
- If I were the principal of the school, I would change the system of the school.

Uses

Type II Conditional sentences refer to situations in the present. An action could happen if the present situation were different. I don't really expect the situation to change, however. I just imagine "*what would happen if ...*"

For example

- If I found her address, I would send her an invitation.

I would like to send an invitation to a friend. I have looked everywhere for her address, but I cannot find it. So now I think it is rather unlikely that I will eventually find her address.

- If John had the money, he would buy a Ferrari.

I know John very well and I know that he doesn't have much money, but he loves Ferraris. He would like to own a Ferrari (in his dreams). But I think it is very unlikely that he will have the money to buy one in the near future.

The **Type II** Conditional sentence is used when we expect some action I the conditional clause should not be happening.

For example

- If you cheated me, I would break off our friendship.

This type II is used when the willingness of another person is asked in a polite way.

For example

- If you would ask me, I would help you.

Type III: Impossible Conditions

Form: *if* + Past Perfect, main clause with Conditional II

For example

- If I had found her address, I would have sent her an invitation.

The main clause can also be at the beginning of the sentence. In this case, don't use a comma.

For example

I would have sent her an invitation if I had found her address.

Note: See Past Perfect and Conditional II to form the negative main clause and/or if clause.

For example

- If I hadn't studied, I wouldn't have passed my exams.

Uses

Type III Conditional Sentences refer to situations in the past. An action could have happened in the past if a certain condition had been fulfilled. Things were different then, however. We just imagine, what would have happened if the situation had been fulfilled.

For example

- If I had found her address, I would have sent her an invitation.

Sometime in the past, I wanted to send an invitation to a friend. I didn't find her address, however. So in the end I didn't send her an invitation.

For example

- If Suman had had the money, he would have bought a BMW car.

I knew Suman very well and I know that he never had much money, but he loved BMW. He would have loved to own a BMW, but he never had the money to buy one.

This sentence refers to past events in which the condition is not fulfilled.

The Past Perfect Tense can be introduced in the conditional clause with a present condition when the action is a past action in the conditional clause but the main clause is in the present.

For example

- If he had followed my instructions, he would have been a winner now.



Exercise 1

Complete the Conditional Sentences (Type I) by putting the verbs into the correct form. No. 1 is done for you.

1. If you (send) send this letter now, she (receive) will receive it tomorrow.
2. If I (do) _____ this test, I (improve) _____ my English.
3. If I (find) _____ your ring, I (give) _____ it back to you.
4. Peggy (go) _____ shopping if she (have) _____ time in the afternoon.
5. Simon (go) _____ to London next week if he (get) _____ a cheap flight.

6. If her boyfriend (phone / not) _____ today, she (leave) _____ him.
7. If they (study / not) _____ harder, they (pass / not) _____ the exam.
8. If it (rain) _____ tomorrow, I (have to/not) _____ water the plants.
9. You (be able/not) _____ to sleep if you (watch) _____ this scary film.
10. Susan (can/move/not) _____ into the new house if it (be/not) _____ ready on time.



Exercise 2

Complete the Conditional Sentences (Type II) by putting the verbs into the correct form. Use conditional I with would in the main clause.

1. If we (have) ...had.... a yacht, we (sail) would sail the seven seas.
2. If he (have) _____ more time, he (learn) _____ karate.
3. If they (tell) _____ their father, he (be) _____ very angry.
4. She (spend) _____ a year in the USA if it (be) _____ easier to get a green card.
5. If I (live) _____ on a lonely island, I (run) _____ around naked all day.
6. We (help) _____ you if we (know) _____ how.
7. My brother (buy) _____ a sports car if he (have) _____ the money.
8. If I (feel) _____ better, I (go) _____ to the cinema with you.
9. If you (go) _____ by bike more often, you (be / not) _____ so flabby.
10. She (not / talk) _____ to you if she (be) _____ mad at you.



Exercise 3

Complete the Conditional Sentences (Type III) by putting the verbs into the correct form. Use conditional II with would in the main clause.

1. If you (study) had studied for the test, you (pass) would have passed it.
2. If you (ask) _____ me, I (help) _____ you.
3. If we (go) _____ to the cinema, we (see) _____ my friend Jacob.
4. If you (speak) _____ English, she (understand) _____.
5. If they (listen) _____ to me, we (be) _____ home earlier.
6. I (write) _____ you a postcard if I (have) _____ your address.
7. If I (not / break) _____ my leg, I (take part) _____ in the contest.
8. If it (not / start) _____ to rain, we (walk) _____ to the museum.
9. We (swim) _____ in the sea if there (not / be) _____ so many sharks there.
10. If she (take) _____ the bus, she (not / arrive) _____ on time.



Further Reading

Look at the types of conditional clauses in the following tables.

Type I

	If Present	Future
(a)	If I go there,	I will buy a pen.
	If he works hard,	he will pass the exam.

(a)	If Present	Future
	If I go there,	I will buy a pen.
	If he works hard,	he will pass the exam.

(b)	If Present	Future
	If you heat butter,	it melts.
	If water boils,	it changes into steam.

(c)	If Present	Imperative
	If he comes late,	Fine him.
	If you buy a car,	drive carefully.

Type II

(a)	If Past	
	If I had a car,	I would give you a lift.
	If you tried,	he would succeed.

(b)	I were	
	If I were you,	I would help the poor.
	If she were good,	everybody would like her.

Note: These sentences refer to the Present or Future and the Past tense in their conditional clauses that is not a true past tense. It only indicates unreality or improbability.

Type III

If	Past Perfect	
If	I had worked hard,	I would have passed.
It	She had come in time,	she would have caught the train.

Note: Here, we know that the conditions can't be fulfilled because the sentences refer only to past events.



Exercise 4

If-Clauses – Type 1: Complete the sentences with the correct form of the verb given.

- If we _____, we _____ there in time. (hurry, get)
- I _____ to the doctor unless the pain _____. (not go, increase)
- If you _____ in public places you _____ into trouble. (smoke, get)
- We _____ for a picnic tomorrow if the weather _____ nice. (go, stay)
- Everyone _____ you if you _____ them the truth. (believe, tell)
- If he _____ up, he _____ to work on time. (not wake, not get)
- If she _____ her keys, she _____ angry. (lose, be)

8. If the baby _____ a boy, I _____ him Jonathon. (be, call)
9. You _____ an accident if you _____ so carelessly. (cause, drive)
10. She _____ it if she _____ me the truth. (regret, not tell)
11. If you _____ the house now, you _____ late for the meeting. (not leave, be)
12. Margaret _____ to the party unless you _____ her. (not come, invite)
13. I _____ you with the dishes if you _____ tired. (help, be)
14. We _____ any tickets for the performance unless we _____ them in advance. (not get, buy)
15. If you _____ shouting, I _____ to you. (not stop, not listen)
16. If the dog _____ again, I _____ the police. (bark, notify)
17. If you _____ too much, you _____ weight. (eat, not lose)
18. If it still _____ tomorrow, I _____ to work. (rain, not go)
19. Unless she _____ the ambulance immediately, her father _____. (call, die)
20. If you _____ harder, you _____ in your exams. (try, succeed)



Exercise 5

If-clauses – Type 2: Complete the sentences with the correct form of the verb given.

1. If I _____ a car, I _____ to school. (have, drive)
2. If she _____ foreign languages, she _____ a job more easily. (speak, get)
3. I _____ to a lawyer if I _____ you. (go, be)
4. If I _____ the lottery, I _____ myself for a new life. (win, prepare)
5. If I _____ a purse on the sidewalk, I _____ it to the lost and found office. (find, take)
6. If I _____ my own car, I _____ to take the bus to work every day. (have, not have)
7. Jane _____ very happy if someone _____ her a job. (be, offer)
8. If she _____ a mouse, she _____. (see, panic)
9. If my dad _____ more, we _____ our holidays abroad. (earn, spend)
10. She _____ so much if she _____ smoking. (not cough, stop)
11. If I _____ my son a lot of money, he _____ all of it. (give, spend)
12. I _____ to get a better job if I _____ a university degree. (try, have)
13. If you _____ a dangerous animal in the street, what _____? (see, you do)
14. If dad _____ harder, he _____ to ask his boss for more money. (work, not have)
15. I _____ my friends more often if I _____ more free time. (see, have)
16. I _____ the meat if it _____ so salty. (eat, not be)
17. If she _____ for more help, I _____ her down. (ask, not turn)
18. If I _____ her address, I _____ her an invitation. (know, send)
19. If he _____ afraid of heights he _____ by plane. (not be, travel)
20. I _____ more photos if the camera _____. (take, work)



Exercise 6

If-Clauses – Type 3: Complete the sentences with the correct form of the verb given.

1. If I _____ more, I _____ the exam. (study, pass)
2. Mark _____ me if he _____ my cell number. (phone, not lose)
3. _____ a taxi if the public transport workers _____ on strike. (not take, not be)
4. Mom _____ us to the beach if it _____. (take, not rain)
5. If I _____ you were coming, I _____ you at the airport. (know, meet)

6. I _____ them a present if they _____ me to their wedding. (buy, invite)
7. If we _____ a map with us, we _____ the village in time. (take, reach)
8. If Emma _____ up earlier, she _____ the train. (get, reach)
9. If I _____ shopping, what _____? (not go, you eat)
10. If you _____ the fine, you _____ to prison. (pay, be sent)
11. She _____ me if she _____ I was busy. (not visit, know)
12. We _____ to Spain if there _____ the right flight. (fly, be)
13. My dad _____ mom if she _____ a poor lady. (not marry, be)
14. If the wall _____ properly it _____ down. (be built, not break)
15. If I _____ more careful, I _____ so many mistakes. (be, not make)
16. I _____ there in time if the weather _____ better (arrive, be)
17. If I _____ more time, I _____ my homework. (have, do)
18. If Nina _____ well, my aunt _____ her to the zoo. (behave, take)
19. If I _____ to the stereo, I _____ the doorbell. (not listen, hear)
20. If he _____ with us to the cinema, _____ himself. (come, enjoy)



Exercise 7

Complete the sentences with the correct form of the verb given.

1. If he had been able to afford it, he _____ her a diamond ring. (buy)
2. If she posted the letter now, they _____ it by Tuesday. (receive)
3. If she _____ the exam, she won't get the job she has applied for. (not pass)
4. If it rains this afternoon, we _____ out. (not go)
5. If I _____ about the dinner I would have come earlier. (know)
6. My boss _____ angry if John comes to work late again. (be)
7. If my girlfriend left me, I _____ miserable. (feel)
8. I _____ that if I were you. (not say)
9. If I had lost my way I _____ to the nearest police station. (go)
10. If I _____ a spider in my bathroom I would cry out loud. (see)
11. The teacher will be very angry if you _____ in your homework on time. (not hand)
12. If you _____ to learn a lot, you would have taken this course. (want)
13. If you _____ quickly you will catch the bus. (run)
14. I would be very proud if she _____ my sister. (be)
15. I _____ to your party if I had had time. (come)
16. She could win the race if she _____. (try)
17. The beach would be an ideal place for a picnic if it _____ so crowded. (not be)
18. If she _____ the book carefully, she would have understood it. (read)
19. Be careful! If you touch this wire you _____ a shock. (get)
20. If you _____ the flowers, they won't survive. (not water)

UNIT 13

Gerund and Infinitive



Learning objectives

After studying this unit, you will be able to...

- identify the difference between gerund and infinitive.
- learn the gerund vs infinitives.
- know the rules to learn the uses of gerund and infinitives.



A Quick Look

To begin this unit, let's read the following text and make a list of the verb + infinitive or gerund combinations that you find.

For Example

Verb + Infinitive

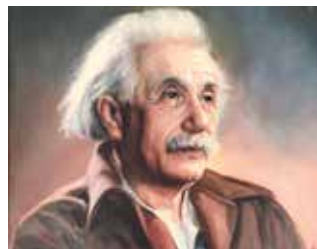
learn to speak

Verb + Gerund

prefer saying

Einstein's Early Education

Albert Einstein was born in Ulm, Germany, in 1879. Because he learned to speak at a late age, his parents feared that he was retarded. Modern observers prefer saying that he was a daydreamer. When he was 5 years old, Einstein began to attend a Catholic school. One instructor was especially critical of his abilities and told his parents that it did not matter what field young Albert chose because he would not succeed in it. Picking up a textbook of mathematics, Einstein began teaching himself geometry at the age of 12. By 1894, Einstein's father's business had failed to prosper, and the family moved to Italy. Einstein, however, remained behind and began feeling lonely and unhappy.



Consequently, he paid less attention to his studies and was finally asked by one of the teachers to leave. He joined his family in Italy but was not able to matriculate at a university because he did not have a diploma. When he heard that a diploma was not necessary to enter at the Swiss Polytechnique Institute in Zurich, he decided to apply. Einstein travelled to Switzerland but did not pass the entrance examination. He was not prepared well enough in biology and languages, so he enrolled in the Gymnasium at Aarau to prepare himself in his weaker subjects. Albert enjoyed studying in Aarau more than at the Luitpold Gymnasium because the teachers wanted to teach students how to think.



Quick Feedback

- a. When he was 5 years old, Einstein began _____ a Catholic school.
- b. Albert enjoyed _____ in Aarau more than at the Luitpold Gymnasium.
- c. What do the coloured words above refer to?



What Is an Infinitive? What Is a Gerund?

An infinitive is the verb form that has “to” at the beginning. For example, “to do,” “to sleep,” “to love” and “to create.” It is the simplest verb form that you have to modify to fit into sentences.

For example “She sleeps” no longer contains the infinitive of the verb “to sleep.” Instead, it has been conjugated into the simple present third person form of the verb “to sleep”: sleeps.

How about gerunds?

Gerunds are formed by adding “-ing” to the verb: “sleeping,” “drawing,” “swimming.” But they are not the “-ing” verb forms that you see in the present or past continuous tense. They look the same, but gerunds are actually verb forms used as nouns.

Let’s take the infinitive of the verb “to sleep” and use it in two different sentences:

- I am sleeping.

This is the present continuous. “Sleeping” here is part of the verb. It is not a gerund. Here’s the second sentence:

- I don’t like sleeping.

This is present simple, but it contains a gerund. “Sleeping” is the direct object of this sentence.

Infinitive vs Gerund	
Infinitive: to do 1. After verbs: Agree, appear, arrange, attempt, decide, expect, fail, hope, need, offer, promise, refuse, want, wish, etc. <i>For Example:</i> I wanted to meet her. 2. After verb+object combinations: Advise, allow, ask, cause, encourage, forbid, force, instruct, invite, order, permit, persuade, prefer, recommend, remind, require, teach, tell, tempt, warn, etc. Example: I asked her to come. 3. After adjectives: - feelings: anxious, eager, delighted, etc. <i>For Example:</i> I’m sorry to be a nuisance. - probability: certain, likely, possible, etc. <i>For Example:</i> Is it necessary to go there?	Gerung: doing 1. After verbs: Avoid, bear, consider, deny, detest, dislike, endure, enjoy, imagine, involve, mention, mind, miss, practice, etc. <i>For Example:</i> I enjoy shopping. 2. After prepositions: <i>For Example:</i> Is he still interested in dancing? 3. As subjects and complements: <i>For Example:</i> Gambling is a waste of time. What really gets on my nerves is singing out if tune.
4. With verbs stop, remember, forget, regret, to on	
-future action <i>For Example:</i> Remember to pick up your dry cleaning (first remember, then pick up)	-previous action <i>For Example:</i> I remember visiting your great-grandmother.

5. With verbs like, love and hate	
-occasional action <i>For Example:</i> I hate to interrupt you but there's a phone call for you.	-regular likes/ dislikes <i>For Example:</i> I like dancing.

5 Simple Rules to learn the Use of Gerunds and Infinitives

Rule 1: Gerunds can be used as a subject of a sentence.

Take a look at some examples.

- **Walking** is good for your health.
- **Making** friends has become more difficult since I moved to a new city.
- **Becoming** a millionaire is a dream of many young people today.

Here, the gerunds (in bold) are part of the sentence subjects (“walking,” “making friends,” “becoming a millionaire”). All three sentences sound like normal, everyday English.

Now read these two sentences:

- “**To be** or not to be—that is the question.”
- “**To mourn** a mischief that is past and gone is the next way to draw new mischief on.”

(Both sentences are quotes from William Shakespeare’s works.)

In those two quotes, the infinitives **to be** and **to mourn** are used as the sentence subjects.

So, it is possible to use both infinitives and gerunds as subjects, but gerunds are much more commonly used as subjects. Just pay attention to how the choice reflects on the tone and meaning of our sentences.

Rule 2: Both gerunds and infinitives can be used as objects of a sentence.

We may say:

- “I enjoy **drawing**.”

We may also say:

- “Yesterday, I decided **to draw**.”

Both sentences are correct, but one has an infinitive as the object and the other has a gerund as the object.

What is the difference?

It’s the verbs that precede (come before) the object! Some verbs require a gerund and some will require an infinitive. In the above examples, we can see that the formula is “**enjoy**” + [gerund] and “**decide**” + [infinitive].

With practice, we will be able to remember which one is which.

Here are a few examples of **verbs that need to be followed by an infinitive**:

- **agree**: I agreed to go to a party with my friend.
- **decide**: The president decided not to participate in the discussions.
- **deserve**: Everyone deserves to be respected.
- **expect**: I expect to know my exam grade by tomorrow.
- **hope**: We were hoping to avoid traffic by leaving early.
- **learn**: He learned not to trust anyone.
- **need**: She needs to learn how to cook.
- **offer**: I offered to help my brother with homework.
- **plan**: We are planning to watch a movie tonight.

- **promise:** My friend promised to find the time to help me move.
- **seem:** We seem to be lost.
- **wait:** I cannot wait to see my family.
- **want:** I don't want to go to bed yet.

There are lots of verbs that require an infinitive after. We will learn them naturally, as we progress in our English studies.

And here are a few examples of **verbs that need to be followed by a gerund:**

- **admit:** They admitted changing the schedule.
- **advise:** I advise proceeding (moving forward) with caution.
- **avoid:** She avoided looking me in the eye.
- **consider (think about):** I considered staying silent, but I had to tell her.
- **deny:** I denied knowing about his secret.
- **involve:** The course involved writing three tests.
- **mention** (say something): She mentioned seeing my brother at a baseball game.
- **recommend:** I recommend practicing gerunds and infinitives.
- **risk:** Don't risk losing your job!
- **suggest:** I suggest reading more English short stories.

Rule 3: Infinitives should be used after many adjectives.

Here are three sample sentences that will help to illustrate this rule:

- It is not easy **to graduate** from university.
- It is necessary **to speak** English to work in a hotel.
- It is wonderful **to have** close friends.

When we describe something with an adjective (underlined in the examples above), an infinitive should follow (in bold). Using gerunds here would be incorrect.

But remember! If we want to make that object into a subject (see Rule 1), a gerund should be used.

- **Graduating** from university is not easy.
- **Speaking** English is necessary to work in a hotel.
- **Having** close friends is wonderful.

How else do you know if an adjective should be followed by an infinitive? The construct "**too + [adjective]**" is another way to tell!

For example

- This dress is too big **to wear**.
- This car is too expensive **to buy**.
- And the same is true about "[adjective] + enough":
- My child is not tall enough **to ride** this rollercoaster.
- The course was detailed enough **to widen** his knowledge base.
- This rule is useful enough **to understand** the usage of infinitives!

Rule 4: Only infinitives are used after certain verbs followed by nouns or pronouns referring to a person.

- "We asked her not to go."

In this sentence, **we** is the subject, **asked** is the verb and **her** is the objective form of the pronoun **she**. We must use an infinitive (**to go**), never a gerund, after certain verbs followed by nouns or pronouns referring to people.

To remember this rule, we will have to study verbs that take an object and an infinitive in this context. Start with these examples. The objects (nouns and pronouns) are underlined. Notice how the underlined objects are all followed by infinitives.

- **ask:** Can I ask you **to help** me with something?
- **expect:** I never expected him **to become** famous.
- **hire (give a job to someone):** Did the company hire you just to sit in your office?
- **invite:** I invited a friend **to attend** the ceremony.
- **order:** She ordered the child **to stay** at home.
- **remind:** Please remind me **to wash** the dishes.
- **require:** The test required him **to concentrate** fully.
- **teach:** That will teach you **to follow** the rules!
- **tell:** Who told you **to come** here?
- **urge:** They urged me **to continue** my research.
- **warn:** I am warning you **not to do** this!

Rule 5: Only gerunds are used after prepositions (with one exception).

Consider this sentence:

I talked him out of taking that job.

Here, the gerund “taking” follows the preposition “of.”

Prepositions can follow any word, be it a noun, a pronoun, a verb or an adjective. In the examples below, the prepositions are underlined, followed by the gerunds in bold.

A preposition that follows a noun:

- Novels about growing up are popular among teenagers.
- I have an interest in becoming a painter.

A preposition that follows a pronoun:

- I forgive you for not telling the truth.

A preposition that follows a verb:

- She is thinking about trying martial arts.
- He looks forward to meeting his cousins.

A preposition that follows an adjective:

- I am wary of going alone.
- My mom is scared of flying.

There is one exception. Thankfully, it should be easy to remember!

The exception

“But” is a short word that connects two clauses of a sentence together. It is called a conjunction. Sometimes, “but” can also play a role of a preposition. When “but” is used as a preposition, it is the same in meaning as “except.”

If “but” or “except” are used like this, they need to be followed by an infinitive:

- I had no choice but **to follow** her. (I had to follow her.)
- Mary made no stops on the way except **to get** gas. (Mary only stopped to get gas.)
- There is nothing left for me to do but **to collect** my money and go. (I only have to collect my money and go.) We may not see “but” and “except” used this way often. Just follow the rule of gerunds after prepositions, and we will get it right most of the time!

The verbs **like**, **love**, **hate** and **prefer** can be followed by both infinitives and -ing forms. There is little difference of meaning.

- I **hate to get** up early in the morning.
- I **hate getting** up early in the morning.
- She doesn't **like to cook**.
- She doesn't **like cooking**.
- I don't want to hire a domestic help. I **prefer cleaning** my home myself. / I **prefer to clean** my home myself.

In American English, **like + infinitive** is more common than like + -ing form.

-Ing forms are generally used after these words to talk about things in general.

- I like **painting**. (This is a general statement).
- I **like to paint** this scenery. (This refers to a particular occasion.)

After expressions like **would like**, **would prefer**, **would hate** and **would love**, infinitives are common.

- I **would like to have** something to drink.
- 'Would you like a lift?' 'No, thanks. I **would prefer to walk**.'

Compare:

- Do you like singing? (= Do you enjoy singing?)
- Do you like to sing? (= Do you want to sing now?)

A short summary for gerunds and infinitives

Verbs + Infinitive			Verbs + Gerund		
Verbs followed by an Infinitive			Verbs followed by an Gerund		
She agreed to speak before the game.			They enjoyed working on the boat.		
agree	forget	prefer	admit	finish	resist
aim	get	proceed	advise	forbid	resume
appear	happen	promise	appreciate	get	risk
arrange	have	propose	avoid	have	spend
ask	hesitate	refuse	can't help	imagine	(time)
attempt	hope	remember	complete	mind	suggest
be able	hurry	say	consider	miss	tolerate
begin	intend	start	delay	permit	waste
choose	leave	stop	deny	postpone	(time)
continue	like	swear	detest	practice	
dare	love	threaten	dislike	quit	
decide	mean	try	enjoy	recall	
deserve	neglect	use	escape	report	
dislike	offer	wait	excuse	resent	
expect	ought	want			
fail	plan	wish			

Study a short summary for Gerunds and Infinitives.

Verbs followed by an infinity "She agreed to speak before the game."				
agree	consent	have	offer	shoot
aim	continue	hesitate	ought	start
appear	dare	hope	plan	stop
arrange	decide	hurry	prefer	strive
ask	deserve	intend	prepare	swear
attempt	detest	leap	proceed	threaten
be able	dislike	leave	promise	try
beg	expect	like	propose	use
begin	fail	long	refuse	wait
care	forget	love	remember	want
choose	get	mean	say	wish
condescend	happen	neglect		

Verbs followed by object and infinitive.

Verbs followed by an Object and an infinitive. "Everyone expected her to win"				
advise	choose	have	love	remind
allow	command	hire	motivate	require
ask	dare	instruct	order	send
beg	direct	invite	pay	teach
bring	encourage	lead	permit	tell
build	expect	leave	persuade	urge
buy	forbid	let	prepare	want
challenge	force	like	promise	warn

Note: Some of these verbs are included in the list above and may be used without an object.



Exercise 1

Fill in the correct form: Gerund or Infinitive (with or without "TO")

- It's impossible _____ on this pitch because the ball won't bounce. (PLAY)
- They accused his youngest son of _____ the fence. (BREAK)
- I blamed him for _____ me with my homework. That's why I got a bad mark. (NOT HELP)
- I would like to know why he insisted on _____ this alone (DO).
- I suggest _____ for a walk this afternoon. How about it? (GO)
- The doctor advised him _____ swimming because of his cold. (NOT GO)

7. I managed to balance my account without _____ out a new loan. (TAKE)
8. I can't afford _____ money on new clothes. (SPEND)
9. She can't tolerate _____ the centre of attention. (NOT BE)
10. I regret _____ that the event must be cancelled due to the circumstances. (SAY)
11. Dad demanded _____ what I was doing up at this time of the night. (KNOW)
12. For some people it's difficult to get used _____ up early in the morning. (WAKE)
13. Why did you avoid _____ your father the truth? (TELL)
14. Do you fancy _____ out with me tonight? (GO)
15. In the old days you were allowed _____ almost everywhere. (SMOKE)
16. My teacher forbade us _____ school during lessons. (LEAVE)
17. I forgot _____ at the store for some groceries. (STOP)
18. This car needs _____. Could you do for me? (WASH)
19. We postponed _____ to the cinema until next week. (GO)
20. I didn't expect her _____ the award. (WIN)
21. He spends all his spare time _____ stamps and coins. (COLLECT)
22. When I was in London, I managed _____ almost all the important sights, despite the little time I had. (SEE)
23. He denied _____ contact with the suspect. (HAVE)
24. I remember _____ to my first concert when I was 18. (GO)
25. We were anxious _____ abroad for the first time. (GO)



Exercise 2

Complete the following sentences using an infinitive or an ing form.

1. I forgot _____ my homework. (to do / doing)
2. I regret _____ school at 14. (to leave / leaving)
3. We regret _____ that we cannot refund the money. (to say / saying)
4. I remember _____ him at the library. (meeting / to meet)
5. Don't forget _____ this letter. (posting / to post)
6. I stopped _____ when I realized that I wouldn't win. (to argue / arguing)
7. I tried _____ the door but I could not. (to open / opening)
8. I meant _____ but I forgot. (calling / to call)



Exercise 3

Complete the following sentences using an -ing form or an infinitive.

1. We heard of his _____ the prize.
a) winning b) to win

2. We intend _____ Delhi this year.
a) to visit b) visiting
3. Children are fond of _____ the zoo.
a) to visit b) visiting
4. Children enjoy _____ and _____.
a) singing, dancing b) to sing, to dance
5. The doctor suggested _____ a long holiday.
a) taking b) to take
6. I will remember _____ the letter.
a) to post b) posting
7. I regret _____ you that your behavior is not good.
a) to tell b) telling
8. He regretted _____ the child.
a) punishing b) to punish
9. It is no use _____ them to be on time.
a) to expect b) expecting
10. I enjoy _____.
a) traveling b) to travel
11. The doctor asked him to give up _____.
a) smoking b) to smoke
12. I have finished _____ the roof.
a) fixing b) to fix
13. I don't think his articles deserve _____.
a) reading b) to read
14. She is very good at _____ puzzles.
a) solving b) to solve

UNIT 14

Relative Clauses



Learning objectives

After studying this unit, you will be able to...

- ➔ know what is relative clause
- ➔ identify defining relative clauses and non-defining relative clauses.



Learn and Act

Read the paragraphs and do some activities given below.

The Girl and the Fairy

Once upon a time, there was a fairy who was wise and beautiful. She was friends with a girl whose parents were very busy. They met in a forest in Siwalik where the girl liked to play near a house which was abandoned.

One afternoon in winter, when it was very cold, the child who didn't go to school got lost. She started to cry near a lake which turned into silver.

The fairy, who was worried about the girl, appeared at the lake where the girl was waiting and feeling sad and took her home which wasn't very far away. The girl told everything that what had happened when she met her parents in the evening.



Quick Feedback

- a. Where did the fairy and the girl meet?
- b. How did the fairy help the girl who was waiting and feeling sad?
- c. Pick up the relative clauses used in the above piece of story.



Forming Knowledge

What is a Relative Clause?

A relative clause is a phrase that adds information to a sentence. All relative clauses describe a noun, and they begin with one of these relative pronouns or relative adverbs.

For example

- I bought a new book. It is very interesting.
- **I bought a new book that is very interesting.**
- She lives in Kathmandu. She likes living in Kathmandu.
- **She lives in Kathmandu, which she likes.**

We put a relative clause immediately after the noun which refers to the person, thing, or group we are talking about.

- The boy who came into the house was my friend.
- The house which our neighbour bought is made of stone.

A relative clause is essential to the clear understanding of the noun it defines or qualifies.

For example

'Who came into the house' is a relative clause without which it will not be clear to which 'friend' is referred to.

Relative Pronouns

The relative pronouns 'which', 'who', 'whose' and 'whom' are found in both defining and non-defining clauses. But the pronoun 'that' is only found in defining clauses.

The relative pronouns differ according to whether they refer to persons or things and according to their case.

Relative Pronoun	For Persons	For Things
Nominative case	who, that	which, that
Objective case	whom, who, that	which, that
Possessive case	whose	whose, of which

For example

- 'who' is used to describe people (subject):
The woman who works in the bank is my neighbour.
- 'whom' is used to describe people (object):
My cousins, one of whom is a doctor, live in England.
- 'whose' is used to describe possession:
The man whose car was stolen went to the police station.
- 'that' is used to describe things (defining relative clauses)
I'm selling the computer that I bought in Hong Kong.
- 'which' is used to describe things (non-defining relative clauses)
I'm selling this computer, which has a 250-GB hard drive, for Rs. 75000.

Relative Adverbs

The relative adverbs 'when', 'where', 'why' are used to replace a preposition and the relative pronoun 'which'.

'When' is used for time. It replaces 'in/on which'.

- That was the year in which this village was flooded.
- That was the year when this village was flooded. (to describe times)

'Where' is used for place. It replaces 'in/at which'.

- This is the house in which she lived.
- This is the house where she lived. (to describe places)

'Why' is used for reason. It replaces 'for which'.

- This is the reason for which he was fined.
- This is the reason why he was fined. (to give a reason)

The use of relative clauses helps us create better sentences in English

Here is an example of some English sentences without relative clauses:

- Yesterday I met a man. He works in the circus.
- I bought a cell phone. It has internet access.
- There's the hotel. I ate at that hotel last night.

These sentences are correct, but they are very short and simple. We can use relative clauses to make our sentences sound, more fluent and natural:

- Yesterday I met a man who works in the circus.
- I bought a cell phone that has internet access.
- There's the hotel where I ate last night.

Defining and Non-Defining Relative Clauses

There are two kinds of relative clauses:

- i. Defining Relative Clauses and
- ii. Non-defining relative clauses

Defining relative clauses limit the noun or pronoun to which they refer to a particular type or examples.

They add *essential* information to the sentence. They answer the questions **which?**, **what?**, **whose?**

For example

- The boy who came into the house was my friend.
- The house which our neighbour bought is made of stone.

In the example given above the relative clauses restrict 'the boy' and 'the house' to a particular 'boy' or a particular 'house'.

Non-defining clauses simply give us extra/additional information about the nouns, pronouns and clauses to which they refer.

For example

- Pankaj, **who returned yesterday**, will come to meet us.

We can see if a relative clause is defining or non-defining by removing it from the sentence. If we remove a non-defining relative clause, the sentence still has the same meaning. If we remove a defining relative clause, the sentence has a different meaning or is incomplete.

Example of a sentence with a Non-Defining relative clause:

- My brother, who lives in Canada, is an engineer.

If we remove "who lives in Canada," the sentence still has the same meaning:

- My brother is an engineer.

The relative clause "**who lives in Canada**" is extra information.

Example of a sentence with a **defining** relative clause:

- That's the student who failed English class three times.

If we remove "**who failed English class three times**," the sentence is incomplete:

- That's the student.

Therefore, the relative clause "**who failed English class three times**" is essential information, because it defines which student, specifically, we are talking about.

In written English, we use a comma before and after non-defining relative clauses.

There are some general rules which should be noted about relative clauses and relative pronouns:

1. A non-defining clause is separated by commas (see the above sentence).
2. A defining clause is not separated by commas.
3. In a non-defining clause the relative pronoun cannot be omitted.
 - Satish, who/whom you met yesterday, is a friend of mine.
Here the relative pronoun 'who/whom' cannot be omitted.
4. In a defining clause, we can omit the relative pronoun except when it is the subject of a verb:
 - The woman you met yesterday is my mother.
In this sentence, the relative pronoun is omitted. But we cannot omit it in the following sentence:
 - The boy who gave you this book is my friend.
This is because here the relative pronoun 'who' is the subject of the verb 'gave'.
5. In a non-defining clause the preposition governing the relative is rarely placed at the end of the clause:
 - This is Mohan, about whom I was talking.
6. In a defining clause the preposition governing the relative is generally placed at the end of the relative is generally placed at the end of the clause:
 - This is the boy I was talking about.
7. The relative pronouns differ according to whether they refer to persons or things and according to their case:

Relative Pronoun	For Persons	For Things
Nominative case	who, that	which, that
Objective case	whom, who, that	which, that
Possessive case	whose	whose, of which

Use of Pronouns for Persons

- In the nominative case, we use 'who' or 'that'. 'That' is used after superlatives and after **all**, **nobody**, **no one**, **somebody**, **someone**, **anybody**, etc. when we can use either 'who' or 'that':
 - This is the best **that** I could have done in that situation.
 - The girl **who** cheated you is called Romola.
 - The policeman **who** arrested the thief has white hair.
 - All **who/that** listened to his speech praised him.
- In the objective case, we use 'whom', 'who', 'that'. 'Whom' is considered more formal than 'who'. However, in spoken English we use 'who' or 'that'. There is a tendency to omit the objective relative pronoun altogether:
 - The boy **whom/who** I met is called Ramesh.
 - The boy **that** I met is called Ramesh.
 - The boy **whom** I met is called Ramesh.
- We use 'whom' or 'that' with a preposition.

Generally, the preposition is placed before the relative pronoun:

The boy to whom I was speaking is my neighbour. In informal speech, the preposition is usually moved to the end of the clause and then 'whom' is often replaced by 'that' or it is omitted:

- The man to whom I gave it was a foreigner.
 - The man who/whom I gave it to was a foreigner.
 - The man that I gave it to was a foreigner.
- d. In the possessive case, we use the relative pronoun 'whose':
- Boys whose result has not been declared can meet the principal.

Use of Pronouns for Things

- a. In the nominative case, the relative pronouns 'which' and 'that' are used. The use of 'which' is considered more formal:
- This is the pen which/that cost me Rs. 50.
 - This is the house which/that has been sold.
- b. In the objective case, we use 'which' or 'that' or omit the relative pronoun:
- The pen which/that I bought yesterday was beautiful.
 - The pen I bought yesterday was beautiful.
- We generally use 'that' after all, much, little, everything, none, no and compounds of no or after superlatives or we omit the relative pronoun altogether.
- All the mangoes that fall are eaten by children.
 - This is the best place (that) I have ever seen.
- c. When we use the objective case with a preposition, we place the preposition before 'which'. But it is more usual to move it to the end of the clause, using 'which' or 'that' or we omit the relative pronoun altogether:
- The chair on which I was sitting was made of teak wood.
 - The chair which/that I was sitting on was made of teak wood.
 - The chair I was sitting on was made of teak wood.
- d. In the possessive case, we use the relative pronoun 'whose':
- The house whose walls are made of mud bricks will not be durable.
8. Relative clauses are introduced by relative adverbs 'where', 'when', 'why'.
- This is the house where we lived.
 - This is the time when the winter season sets in.
 - This is the reason why I left this place.

Relative Pronouns used in Non-defining Clauses Form:

Case	For Persons	For Things
Nominative	who	which
Objective	whom, who	which
Possessive	whose	of which, whose

Use for Persons

1. In the nominative case, only 'who' is used:
- My father, who is a businessman, has an expensive car.
 - Nitin, who is my friend, has gone to Dharan.
2. In the objective case, we use 'whom' and 'who'. 'Who' is sometimes used in conversation.
- My manager, whom I dislike, is an ill-tempered man.
 - He introduced me to her girl friend, whom I had known before.

3. 'Whom' is used with a preposition in the objective case. We can also use 'who' if we move the preposition to the end of the clause:
 - Sumitra, to whom I gave a present, is my sister.
 - Sumitra, who I gave a present to, is my sister.
4. We use 'whose' in the possessive case:
 - Shakespeare, whose plays are world-famous, was a British dramatist.

Use for Things

1. We use 'which' in the nominative case:
 - His car, which is so old, broke down on its way.
 - His office, which is near our house, is painted green.
2. In the objective also, we use 'which':
 - *The Merchant of Venice*, which you read yesterday, was written by William Shakespeare.
 - The tree near my house, which I wanted to cut down, was uprooted in a storm.
3. The relative pronoun 'which' is also used with a preposition:
 - My house, for which I paid rupees fifty lacs, is beautiful.
 - My house, which I paid rupees fifty lacs for, is beautiful.
4. In the possessive case, 'whose' or 'of which' are used:
 - My house, whose walls are made of stone, faces east.
 - My chair, of which one leg is broken, is made of teak wood.

'Which' can refer to a whole sentence:

- I bought this compass, which helped me a lot.
- A loud music was played near our house, which kept us awake throughout the night.
- This is the reason why he was fined.

There are two common occasions, particularly in spoken English, when the relative pronoun is omitted.

- a. When the pronoun is the object of the relative clause. In the following sentences the pronoun that can be left out is enclosed in (brackets):
 - Do you know the girl (who/m) he's talking to?
 - Where's the pencil (which) I gave you yesterday?
 - I have read all of the books (that) I got for holidays.
 - I didn't like that girl (that) you brought to the party.
 - Did you find the money (which) you lost?

Note: We cannot omit the relative pronoun a.) if it starts a non-defining relative clause, or, b.) if it is the subject of a defining relative clause. For example, **who** is necessary in the following sentence: **What's the name of the girl who won the tennis tournament?**

- b. When the relative clause contains a present or past participle and the auxiliary verb *to be*. In such cases both relative pronoun and auxiliary can be left out.
 - Who's that man (who is) standing by the gate?
 - The family (that is) living in the next house comes from Slovenia.
 - She was wearing a dress (which was) covered in blue flowers.
 - Most of the parents (who were) invited to the conference did not come.
 - Anyone (that is) caught writing on the walls will be expelled from school.

Which or That

We use **which** for non-defining relative clauses, and use a comma before it.

We use **that** for defining relative clauses, and don't use a comma before it.

- The apples that I bought on Sunday are rotten.
- The apples, which I bought on Sunday, are rotten.

In the first case, it's possible that we have two types of bananas in the house:

- Older apples that I bought on Sunday.
- Newer apples that I bought on Wednesday.

Here, we understand that only the first bananas are rotten, but the second bananas are not rotten.

In the second case, all the bananas in the house were bought on Sunday, and they are all rotten.

Again, to decide if a clause is defining or non-defining, try removing it from the sentence:

- I read all the books that I borrowed from the library.
Without clause: I read all the books.
(*sentence is incomplete – WHAT books?*)
- The new book, which I borrowed from the library, is very good.
Without clause: The new book is very good.
(This sentence is complete. The "library" part was only an extra detail)

Whose

'**Whose**' is always the subject of the relative clause and can't be left out. It replaces a possessive. It can be used for people and things.

- The dog is over there. The dog's / its owner lives next door.
→ The dog **whose** owner lives next door is over there.
- The little girl is sad. The little girl's / her doll was lost.
→ The little girl **whose** doll was lost is sad.
- The woman is coming tonight. Her house is in Bhairahawa.
→ The woman **whose** house is in Bhairahawa is coming tonight.
- The house belongs to me. Its roof is very old.
→ The house **whose** roof is old belongs to me.

Where / when / why

We can sometimes use these question words instead of relative pronouns and prepositions.

- I live in a city. I study in the city.
→ I live in the city **where** I study.
→ I live in the city **that / which** I study **in**.
→ I live in the city **in which** I study.
- The bar in Barcelona is still there. I met my wife in that bar.
→ The bar in Barcelona **where** I met my wife is still there.
→ The bar in Barcelona **that / which** I met my wife **in** is still there.
→ The bar in Barcelona **in which** I met my wife is still there.
- The summer was long and hot. I graduated from university in the summer.
→ The summer **when** I graduated from university was long and hot.
→ The summer **that / which** I graduated from university **in** was long and hot.
→ The summer **in which** I graduated was long and hot.

Prepositions and relative clauses

If the verb in the relative clause needs a preposition, we put it at the end of the clause.

For example

listen to

- The music is good. Shova listens to the music.
- The music (which / that) Shova **listens to** is good.

work with

- My brother met a woman. I used to work with the woman.
- My brother met a woman (who / that) I used to **work with**.

go to

- The city is very hot. He went to the city.
- The city (which / that) he **went to** is very hot.

come from

- I visited the village. Samir comes from the village.
- I visited the village (that / which) Samir **comes from**.

apply for

- The job is well paid. She applied for the job.
- The job (which / that) she applied **for** is well paid.



Exercise 1

Tick off all the **relative pronouns** that fit in the following sentences.

1. Did the management, _____ ruled out smoking at the campus, talk to the students first?
a. zero b. which c. that d. who
2. Arun was one of the students _____ he studied with when he was at Tribhuvan University.
a. who b. whom c. zero d. that
3. He told me all _____ he knew.
a. what b. that c. which d. zero
4. He focused his presentation on _____ he thought would be relevant to the audience.
a. that b. which c. what d. zero
5. One of the students, _____ did not wish to be named, criticized the organization of the industrial visit.
a. who b. zero c. that d. which
6. The laboratory was locked as early as 2 p.m., _____ was rather surprising.
a. what b. that c. which d. zero
7. There's one person here _____ name hasn't been mentioned yet.
a. who b. which c. whose d. whom
8. What is the name of the student _____ you share your room with?
a. that b. zero c. who d. whom
9. Was the experiment _____ cost you so much time and money worth doing?
a. what b. which c. zero d. that

10. _____ you mustn't miss at this conference is Professor White's lecture.
a. which b. who c. zero d. what



Exercise 2

Complete the following sentences using an appropriate relative pronoun.

- The dog _____ has the brown collar is mine. (that / which / who)
- The girl _____ is sitting beside Mohini is her cousin. (who / whom / which)
- The doctor _____ treated Aparna was very kind and knowledgeable. (who / whom / which)
- The man _____ house was burgled called the police immediately. (who / whose / whom)
- The girl _____ we met in the store was very pretty. (who / whom / which)
- The film _____ we watched yesterday was very interesting. (which / that / what)
- This is the best book _____ I have ever read. (that / which / what)
- The cake _____ my mother baked for my birthday was very delicious. (which / that / what)
- Amar, _____ works with my brother, is a good singer. (who / whom / that)
- We are looking for a young woman _____ can play the role of Sita. (who / whom / which)



Exercise 3

Underline the defining and non-defining clauses in the following sentences. Question No. 1 and 2 are done for you.

- Manjima, who is a doctor, is my neighbour.
Ans: Manjima, who is a doctor, is my neighbour. (Non-defining)
- Did you like the movie which you watched yesterday?
Ans: Did you like the movie which you watched yesterday? (Defining)
- This is the stranger whom we met in the morning.
- Do you know the girl who just walked in?
- Sneha, who has a lovely voice, is my friend.
- Ria, who travels a lot, is a writer.
- My uncle lives in London, which is an important city in the United Kingdom.
- I don't know anyone who has achieved all that they want.
- The lady who lives downstairs called the police immediately.
- The girl who is standing behind Shalini is my cousin.



Exercise 4

Complete each sentence with a word below.

- who ■ whose ■ when ■ where ■ which

Example

- He drank the juice. He made the juice.
- Ans: He drank the juice which he made.

1. Jim can't remember the room. He left his glasses in the room.
2. That's the man. The man stole my bag.
3. We have never met the neighbours. Their flat is above ours.
4. A lion is an animal. It is very strong.
5. I still remember the moment. I first saw her.
6. A novelist is a person. He writes novels.
7. He showed us the car. He wants to buy the car.
8. A bottle opener is a device. It opens bottles.
9. The girl speaks Chinese. Her mother writes poems.
10. A detective is someone. He discovers the truth about crimes.



Exercise 5

Combine each pair of sentences with a relative clause. Make any necessary changes.

1. There is a girl in my class. Her family emigrated from India.

2. I bought my first car ten years ago. I was a salesman then.

3. My uncle's farm is twenty kilometres from here. We often visit it.

4. Mark's sister is getting married tomorrow. She has just graduated.

5. Lots of people walk in the park. I jog there every morning.

6. The young boy was given a reward. He had saved the drowning child.

7. I bought my first car ten years ago. I was a salesman then.

8. There is a girl in my class. Her family emigrated from India.

9. Karma's sister is getting married tomorrow. She has just graduated.

10. Lots of people walk in the park. I jog there every morning.

11. My uncle's farm is twenty kilometres from here. We often visit it.

12. The young boy was given a reward. He had saved the drowning child.



Exercise 6

Use the relative pronouns in the box to complete the sentences

who(m)	that	which	where	when	whose
--------	------	-------	-------	------	-------

1. The doctor _____ examined the child was very gentle.
2. I live in Kathmandu, _____ is a densely populated city.
3. Ramesh teaches a class of students _____ native language is not English.
4. Yesterday, I ran into an old friend _____ I hadn't seen for years.
5. Bishal says he will always remember the day _____ his parents first bought him a bike for his birthday.
6. That's the drawer _____ I keep my jewellery.
7. The town _____ I used to live in was not very big.
8. The people _____ house I am staying at are very kind to me.
9. Is this store _____ you said you bought the fishing equipment?
10. Here is the place _____ grandpa always used to talk about.
11. I am in need of a coat _____ will keep me warm.
12. We don't have a big enough room in _____ we can apply sample tests.
13. Why don't you consult someone _____ has experienced the same troubles?
14. The woman _____ husband is a football player always complains about the stains _____ never come off easily.
15. Here is a big thank you to all _____ contributed to this wonderful website.
16. The severe drought _____ occurred last summer ruined the crop.

UNIT 15

Yes/ No questions



Learning objectives

After studying this unit, you will be able to...

- know what are Yes/No questions.
- use them in different tenses.
- form yes/no questions.



Learn and Act

Read the dialogue and do some activities given below.

Boy : I like your shoes. Are they new?

Girl : Yes, I just got them.

Boy : Are they expensive?

Girl : No, they are very cheap.

Boy : Are they from the discount shoe shop?

Girl : Yes! How did you guess?

Boy : Are you hungry?

Girl : Yes, I am very hungry.

Boy : Do you want mo:mo?

Girl : Yes, let's get some.

Boy : Is the mo:mo shop still open?

Girl : Yes, it is open 24 hours.



Quick Feedback

- a. Are the shoes of the boy new?
- b. Are they expensive?
- c. Is the girl very hungry?



Forming Knowledge

Yes / No questions are those questions that expect 'yes' or 'no' as answer. These questions do not take the question words when, what, where etc.

Yes / No questions are used to check information or ask for confirmation.

- | | |
|------------------------------|------------------|
| ▪ 'Are you coming with us?' | 'Yes.' |
| ▪ 'Has he returned the car?' | 'No, he hasn't.' |
| ▪ 'Do you live in Chicago?' | 'No, I don't.' |

- 'Does she speak English?' 'Yes, she does.'
- 'Did you meet John yesterday?' 'No, I didn't.'

Note the use of auxiliary verbs in the above examples.

When we answer **Yes / No questions** we do not normally repeat the complete the question. Instead, we use an appropriate auxiliary verb. This auxiliary is usually present in the question.

- 'Does Mike live with you?' 'Yes, he does.'
- 'Did Maya tell you she wasn't coming?' 'No, she didn't.'

In negative answers we use the auxiliary verb and **not**. Usually a contracted form is used.

- 'Have you ever visited Argentina?' 'Yes, I have.'
- 'Will you help me?' 'No, I won't.' (won't = will not)

Here is an overview of Yes / No questions in different tenses.

Present Simple

- 'Do you speak English?' 'Yes, I do.'
- 'Does she speak English?' 'No, she doesn't.'

Present continuous

- 'Are you coming with us?' 'Yes, I am.'
- 'Is it raining?' 'Yes, it is.'
- 'Is it snowing?' 'No, it isn't.'

Present Perfect

- 'Have you received the letter?' 'Yes, I have.'
- 'Has he returned from Mumbai?' 'No, he hasn't.'

Past Simple

- 'Did you know the answer?' 'No, I didn't.'
- 'Did he get the letter?' 'Yes, he did.'

Past Continuous

- 'Were you sleeping then?' 'Yes, I was.'
- 'Was he reading his lessons?' 'No, he wasn't.'

Future Simple

- 'Will you come with me?' 'Yes, I will.'
- 'Will you help me?' 'No, I won't.'

How To Form Yes-No Questions

In English, a special word order (Verb Subject Object) is used to form yes-no questions.

For Example

Affirmative	Yes or No Question
They are American	Are they American?
She is nice	Is she nice?

The rules

1. If the main verb of the sentence is "to be", simply invert the subject and the verb to be:

For Example

- They are American. — Are they American?

- **They are** nice. — **Are they** nice?
2. If the sentence includes a main verb and another or other helping (auxiliary) verb(s), invert the subject and the (first) helping (auxiliary) verb.

For Example

- **They are** visiting Paris. — **Are they** visiting Paris?
 - **She has** done the housework. — **Has she** done the housework
 - **Nancy has** been working all night long. — **Has Nancy** been working all night long?
 - **He will** be reading the book. — **Will he** be reading the book?
3. If the sentence includes a verb which is not the verb "to be" and doesn't include a helping (auxiliary) verb, the transformation is more complex.
- a. If the verb is in the present tense, add either **do** or **does** and put the main verb in its base form: **do** if the subject is the first person singular, second person singular, first person plural, second person plural and third person plural (I, you, we, they)

For Example

- I like apples. — **Do** you like apples?
- They go to a high school. — **Do** they go to a high school?
- **does** if the subject is the third person singular (he, she, it).

For Example

- Nancy reads a lot. — **Does** Nancy read a lot?
 - He hates basketball. — **Does** he hate basketball?
- b. If the verb is in the past tense, add **did** and put the main verb in its base form:

For Example

- He discovered the truth. — **Did** he discover the truth?
- She wrote a nice essay. — **Did** she write a nice essay?
- They did the homework. — **Did** they do the homework?



Exercise 1

Transform these sentences into a Yes or No question.

- | | |
|------------------------------------|--------------------------------------|
| 1. He loves this town. | 6. She wastes her money on jewelry. |
| 2. They like soccer. | 7. He decided to leave his wife. |
| 3. She can drive a lorry. | 8. She wakes up early. |
| 4. They are nice. | 9. They should revise their lessons. |
| 5. They went to the swimming pool. | 10. He was born in this town. |



Exercise 2

Change these sentences into question form. Make a Yes/No question.

- | | |
|------------------------------|---------------------------|
| 1. The school is open today. | 4. I am sick. |
| 2. The waiter was rude. | 5. You were tired. |
| 3. Yoga is popular. | 6. Sarah was his teacher. |

UNIT 16

Modal Verbs



Learning objectives

After studying this unit, you will be able to...

- identify modal verbs.
- use modal verbs appropriately.



Learn and Act

Read the following letter and do some activities given below.

Dear Sumi,

My friend and I are planning to travel to Palpa in a few weeks and we are both very excited about it. We have our suitcases, tickets, and a long list of places to visit and things to do there. However, we **can't** agree on one thing. My friend wants us to join a tour group. In his opinion, it will be funnier to travel with other people and he thinks that without a tour guide we **might** get lost. We **may not** know many historical places. So, I think we **must** visit different places and know about them. In my opinion, we will probably see more things and have more fun if we just take a map and travel by ourselves. Who do you think is right: my friend or me?

Prinsha



Quick Feedback

- Where are Prinsha and her friend planning to travel?
- Why does Prinsha's friend want to take a tour guide?
- Why do they like to take a map and travel by themselves?
- What do the coloured words above refer to?



Forming Knowledge

What are modal verbs?

Modal verbs, also called modal auxiliaries or simply modals, are a type of auxiliary verb or helping verb. They are different from normal verbs like "work, play, visit..." They give additional information about the **function** of the main verb that follows it. They have a great variety of **communicative functions**.

Here are some characteristics of modal verbs:

- They never change their form. We can't add "s", "ed", "ing"...
- They are always followed by an infinitive without "to" (i.e. the bare infinitive.)
- They are used to indicate modality allow speakers to express certainty, possibility, willingness, obligation, necessity, ability, etc.

When used with modal verbs (except ought), main verbs always remain in the infinitive without to.

Here is a list of modal verbs:

can, could, may, might, will, would, shall, should, must

The verbs or expressions **dare**, **ought to**, **had better**, and **need not** behave like modal auxiliaries to a large extent and may be added to the above list.

Use of modal verbs:

Modal verbs are used to express functions such as:

- | | |
|----------------|----------------------|
| 1. Permission | 5. Lack of necessity |
| 2. Ability | 6. Advice |
| 3. Obligation | 7. possibility |
| 4. Prohibition | 8. probability |

Examples of modal verbs:

Modal Verb	Expressing	Example
must	Strong obligation	You must stop when the traffic lights turn red. You must wear a seatbelt.
	logical conclusion / Certainty	He must be very tired. He's been working all day long.
must not	prohibition	You must not smoke in the hospital.
can	ability	I can swim.
	permission	Can I use your phone please?
	possibility	Smoking can cause cancer.
could	ability in the past	When I was younger I could run fast.
	polite permission	Excuse me, could I just say something?
	possibility	It could rain tonight!
may	permission	May I use your pen please?
	possibility, probability	It may rain tomorrow!
might	polite permission	Might I suggest an idea?
	possibility, probability	I might go on holiday to Australia next year.
need not	lack of necessity/ absence of obligation	I need not buy tomatoes. There are plenty of tomatoes in the fridge.
should/ ought to	50 % obligation	I should / ought to see a doctor. I have a terrible headache.
	advice	You should / ought to revise your lessons
	logical conclusion	He should / ought to be very tired. He's been working all day long.
had better	advice	You 'd better revise your lessons

Some references for Modals

Legal Obligation / Official	MUST	Police officer: 'You must wear a seatbelt.'
Logical Conclusion	MUST	The teacher's absent. She must be sick.
Reporting a Rule	BE SUPPOSED TO	We are supposed turn our cell phones off in movie theaters.
Personal Necessity / Obligation	HAVE TO / HAVE GOT TO	I have to call the doctor today.
Possibility	CAN	I can meet with you on Friday.
Ability	CAN / BE ABLE TO	I can play the piano. I am able to speak English.
Permission	CAN / BE ALLOWED TO	I can have a dog in my apartment. I am allowed to have pets in my room.
Past Ability	COULD / WAS ABLE TO	When I was a kid, I could run for hours. could vs was /were able to
Past Permission	WAS ALLOWED / PERMITTED TO	I wasn't allowed to go out at nights.
Advice	SHOULD	You should call your mother on her birthday.
Warning	HAD BETTER	You'd better study before the test.
A Choice / Not required	DON'T HAVE TO	I don't have to wear a suit to work.
Possibility/Uncertainty about the future *adverb MAYBE	MAY / MIGHT	It might / may rain this evening. May be it will rain this evening.
Polite request	WOULD / COULD	Would you open the door, please?
Permission	MAY / CAN / COULD	May I borrow your pen?
To express what you want	WOULD LIKE	I would like to learn English free.
Preference	WOULD RATHER	I would rather walk than drive.

Remember

Modal verbs are followed by an infinitive without "to", also called the bare infinitive.

For example

- You **must stop** when the traffic lights turn red.
- You **should see** to the doctor.
- There are a lot of tomatoes in the fridge. You **need not buy** anymore.

Modals in the present and past

Generally speaking modals in the past have the following form:

- modal + have + past participle

For example

Present: You *should see* a doctor.

Past: You *should have seen* a doctor

Except for modals that express obligation, ability and lack of necessity:

Obligation

- **Present :** I *must / have to* work hard.
- **Past :** I *had to* work hard.

Ability

- **Present :** I *can* run fast.
- **Past :** I *could* run fast when I was young.

Lack of necessity

- **Present :** You *don't have to / needn't* take your umbrella.
- **Past :** You *didn't have to / didn't need* to take your umbrella.

	Modals in the Present	Modals in the Past
Obligation	You must / have to stop when the traffic lights are red.	You had to stop.
Advice	You should see a doctor.	You should have seen a doctor
Prohibition	You mustn't smoke here.	You mustn't have smoked there.
Ability	I can run fast.	I could run fast. now I am old.
Certainty	He has a Rolls Royce. He must be very rich. He can't be American. His English is terrible.	He must have been rich. He had a big house and an expensive car. He can't have written that poem. He was illiterate.
Permission	Can I go out?	She could drive her father's car when she was only 15.
Possibility	It may / can / could / might rain. It's cloudy.	I guess it may / can / could / might have been Lacy on the phone.
Lack of necessity	You don't have to / needn't buy any tomatoes. There are plenty in the fridge.	You didn't have to / didn't need to buy tomatoes.

1. can

Use	Examples
Ability to do something in the present (form: to be able to)	I can speak English.
Permission to do something in the present (substitute form: to be allowed to)	Can I go to the cinema?
Request	Can you wait a moment, please?
Offer	I can lend you my car till tomorrow.
Suggestion	Can we visit Chitwan at the weekend?
Possibility	It can get very hot in Bhairaha in summer.

2. could

Use	Examples
Ability to do something in the past (form: to be able to)	I could speak English.
Permission to do something in the past (substitute form: to be allowed to)	I could go to the market.
Polite question	Could I go to the market, please?
Polite request	Could you pass me the eraser, please?
Polite offer	I could lend you my bicycle till Monday.
Polite suggestion	Could we visit Chitwan at the weekend?
Possibility	We could get a pleasant weather in Dhankuta.

3. may

Use	Examples
Possibility	It may rain today.
Permission to do sth. in the present (substitute form: to be allowed to)	May I go to the cinema?
Polite suggestion	May I help you?

4. might

Use	Examples
Possibility (less possible than may)*	It might rain today.
Hesitant offer*	Might I help you?

5. must

Use	Examples
Force, necessity	I must go to the supermarket today.
Possibility	You must be tired.
Advice, recommendation	You must see the new film with him.

6. must not/may not

Use	Examples
Prohibition (must is a little stronger)	You mustn't work on dad's computer.
	You may not work on dad's computer.

7. need not

Use	Examples
Something is not necessary	I needn't go to the supermarket, we're going to the restaurant tonight.

8. ought to

similar to *should* – *ought to* sounds a little less subjective

Use	Examples
Advice	You ought to drive carefully in bad weather.
Obligation	You ought to switch off the light when you leave the room.

9. shall

used instead of *will* in the 1st person

Use	Examples
Suggestion	Shall I carry your bag?

10. should

Use	Examples
Advice	You should drive carefully in bad weather.
Obligation	You should switch off the light when you leave the room.

11. will

Use	Examples
Wish, request, demand, order (less polite than would)	Will you please shut the door?
Prediction, assumption	I think it will rain on Friday.
Promise	I will stop smoking.
Spontaneous decision	Can somebody drive me to the station? - I will .
Habits	She's strange; she'll sit for hours without talking.

12. would

Use	Examples
Wish, request (more polite than will)	Would you shut the door, please?
Habits in the past	Sometimes he would bring me some flowers.

* These are no past forms, they refer to the future.



Further Reading

1. Must and have to

- **Must** is used for all persons in the present and future tenses.
- The negative is must not (mustn't).
- The interrogative form is must I?
- **Must** has no infinitive and no past tense. It is followed by the infinitive without 'to'.
- i. Must is used to express obligation:
 - You must obey your parents.
 - You must go to school in time.
- ii. It is used to express compulsion, i.e. ordering someone to do something because it is necessary or important to do so:
 - You must answer all questions.
 - You must return by the evening.
- iii. It is used for saying that something is probably true because nothing else seems possible:
 - You must be tired after your long journey (inference).
 - There must be some mistakes.

- iv. The negative form of must (must not) is used for prohibition:
 - You must not come here.
 - You must not use the office phone for private calls.
- v. It is used to give emphatic advice:
 - She must consult a doctor at once.
 - You must work hard if you want to get good marks.

2. Must and Have to/Had to

Have to, like **must**, expresses obligation in the present while **had to** does so in the past. **Must** expresses an obligation imposed by the speaker. **Have to/Had to** expresses external obligations—an obligation by some authority or circumstances.

- I must reach there in time (the speaker himself feels so).
- You must reach in time (ordered to do so by some external authority).

Had to is used when describing something belonging to the past.

- He had to go early to catch the train.

These two verbs have the following forms.

Tense	Affirmative	Interrogative	Negative
Present	must have/has to	must I? have I to/has he to?	haven't to/hasn't to mustn't
Future time reference	must, shall/will have to	shall have I to...? will have you to ...? must I?	I shall not have to You will not have to
Past	had to	had I to ...?	I hadn't to

Have to and **had to** have alternative negative and interrogative forms.

Tense	Negative	Interrogative
Present Tense	haven't to or don't have to hadn't to or didn't have to	have I to...? do I have to...?
Past Tense	hadn't to or didn't have to	had I to...? or did I have to...?

For example

- Have you to obey his orders?
 - Do you have to obey his orders?
 - Did you have to work on Sundays?
 - Had you to work on Sundays?
 - Do you have to mind your watch every day?
 - Did you have to pay customs duty on your watch?
- i. **Have to** expresses obligation and necessity in the present. **Had to** does so in the past:
 - She has to look after her mother.
 - He had to finish his work before 5 p.m.
 - ii. **Have to** and **had to** are used for giving advice:
 - First you have to mix the water and the sugar.
 - She had to take those pills to get better.

iii. **Have to** and **had to** are used to draw a logical conclusion:

- There has to be some reason for his mischief.
- This has to be a part of the whole plan.

iv. **Have to** is used for supposition or to describe something based on possible ideas or situations:

- You will have to work very hard to stand first.
- If she has to choose, she won't marry him.

v. **Have to** is used to indicate that something is very important or necessary:

- We have to be more careful in future.
- They will have to clear all their debts before December.

3. Should

i. **Should** is the past tense of shall. In indirect form of speech 'shall' changes into should.

- I said, "I shall go to school tomorrow."
- I said that I should go to school the next day.

ii. **Should** is used to express obligation, duty, etc.

- You should look after your old parents.
- You should pay all your taxes.

iii. **Should** is used to give advice or suggestion:

- You should consult a doctor.
- She should do yoga exercises daily.
- He should learn English if he wants to get a good job.

iv. **Should** is used to express purpose:

- Mohan walked fast so that he should catch the train.
- Satish worked hard so that he should stand first in the class.

v. **Should** is used to state imaginary results:

- He should get angry if he had come to know about it.

vi. **Should** is used to express polite requests:

- I should be thankful if you give me some money.

4. Need

As a modal verb, **need** is usually followed by an infinitive without 'to':

- This is the only thing you need do.

The modal verb need is mainly used in questions and negatives, which are formed without 'do': Need I go now? You need not go.

The negative need not is often shortened to needn't in conversation and informal writing.

Need does not change its form, so the third person singular of the present tense does not end in '-s': He need not go there.

The modal verb need has no past tense. But it can be used in the pattern followed by a past participle.

Need not have/needn't have

- You needn't have waited for me.

The negative and interrogative forms of the past tense are:

Did not (didn't) need and did I need?

In the present and future tenses, the negative and interrogative can be formed in either of the two ways:

Tense	Negative	Interrogative
Present Tense	need not (needn't) or don't/doesn't need	need I? or do I need/does he need or need I?
Future Time: Reference	need not or shan't/won't need	shall I need? will he need?

i. The negative need not expresses absence of obligation:

- They need not send the letter now.
- You need not go. (i.e., It is not necessary for you to go).
- He need not come now.

ii. **Need** is used to express obligation or necessity:

- Need I attend the class today?
- Need he solve all the sums?

iii. **Need not + perfect infinitive** is used to express an unnecessary action which was performed:

- You needn't have gone to see the doctor. He was on leave today.
- You needn't have carried an umbrella as it was not raining.

5. Ought

Ought is usually followed by 'to' and an infinitive:

- You ought to tell the truth.

It does not change its form so that the third person singular form does not end in '-s':

- She ought to work a little harder.

It can be used as a present, past, or future tense.

The negative is **ought not** (oughtn't) and the interrogative is **ought I?**, Ought you?, Ought he?, etc:

- Ought I do it at once?
- He ought not disobey his teachers.

i. **Ought to** is used for expressing what is the right or sensible thing to do, or the right way to behave:

- You ought to get up earlier.
- We ought to exercise daily.
- Teachers ought not smoke before students.

ii. **Ought to** is used when we believe strongly or expect that something will happen:

- The Indian team ought to win.
- Satish ought to pass.
- The meeting ought to have finished by 2 o'clock.

iii. **Ought to see/hear/meet, etc.** is used for emphasising how good, impressive or unusual something or someone is:

- You ought to see their new house.
- You ought to meet his elder brother.

iv. Ought to have is used when we realize that we did not do the right thing in the past:

- You ought to have listened to my advice.
- She ought to have taken the money.

Ought, must, have to, and should

Note: Ought is used to express the subject's obligation or duty. But it indicates neither the speaker's authority as with **must**, nor an outside authority as with **have to**. The speaker is only reminding the subject of his duty. Besides this, he is giving advice or indicating a correct or sensible action.

Ought can be used in exactly the same way as **should**.

- You ought to/should obey your parents.

Have to and must

- You have to be regular. (These are the rules.)
- You must obey your teachers. (The speaker insists on it.)
- You have to take this medicine. (The doctor insists on it.)
- You must take this medicine. (The speaker insists on it or It is the speaker's emphatic advice.)
- You mustn't drink this, it is poison, (prohibition)
- You oughtn't to smoke so much. (It is not right or sensible.)



Exercise 1

Fill in the blanks with appropriate modals:

1. We _____ obey our teachers, (have to, must)
2. She _____ pass this time, (ought to, has to)
3. He _____ not buy a car. (has to, needs)
4. He works hard lest he _____ fail, (should, must)
5. Do you _____ cook your own meal? (should, have to)
6. The villagers _____ use kerosene lamps a few years ago. (must, had to)
7. The old lady _____ take a bath every day before taking meals, (ought to, should)
8. She _____ finish this work before I go. (has to, must)
9. Ramesh said that they _____ report for duty on Monday, (should, ought to)
10. We _____ prepare our lessons well before examination, (ought to, must)



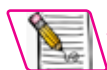
Exercise 2

Complete the sentences with a modal verb from the box below. Sometimes more than one answer is possible.

can - can't - can't have - could - could have - don't have - had better - might - must - must have - mustn't - need - ought - shouldn't

1. You _____ be exhausted after your long trip. Come in and have a drink.
2. Kripa _____ taken your car keys. He hasn't even left the house.
3. I won't go out this afternoon because the weather forecast is not very good, and I _____ get wet.
4. You _____ to apply for the job yet. You can do it later this week.
5. I _____ left my wallet in the car. I can't find it anywhere.

6. That _____ be Jake. It's impossible. He said he was going to Spain.
7. You _____ step into the headmaster's office without permission.
8. Tell your sister she _____ stay the night here if she wants to.
9. You have already drunken a glass of wine. You _____ not drive. Let me.
10. You _____ see the Eiffel Tower and the Louvre when you go to Paris.
11. I _____ to take orders from you. You're not my boss!
12. When I was younger, I _____ run very fast.
13. Your cold is getting worse and you have a runny nose. You _____ to see the doctor.
14. My husband is preparing dinner. He's not a good cook so you _____ expect anything special.
15. Don't leave your window open at night. Someone _____ climb in.
16. Brenda _____ be over thirty. She graduated a year after me and I'm only 26.
17. You _____ to come with me. I can manage on my own.
18. She _____ got lost. Otherwise she'd be here by now.
19. You must be more careful. You _____ been killed crossing the street without looking.
20. I didn't _____ to buy more groceries. We already had enough.



Exercise 3

Complete the sentences with **can, can't, could, couldn't, must or mustn't**.

1. She is a small baby. She _____ eat meat, but she _____ drink milk.
2. He is so ill that he _____ see the doctor.
3. It's raining heavily. You _____ take your own umbrella.
4. We _____ pick the flowers in the park. It's forbidden.
5. I _____ sing now but I _____ sing very well when I was a child.
6. Mike is only nine months old. He _____ eat nuts yet.
7. He has a lot of weight so he _____ run so fast.
8. I'm very tall, so I _____ play basketball.
9. You _____ park that car there. It's a no-parking zone.
10. Many students in Great Britain _____ wear a uniform when they go to school. 11. George has travelled a lot. He _____ speak 4 languages.
12. I _____ come with you now because I'm studying for my test.
13. Footballers _____ touch the ball with their hands.
14. _____ I use your phone ?
15. I'm sorry I _____ come yesterday. I had to work late.
16. You _____ speed through the city. It's dangerous!
17. You have been coughing a lot recently. You _____ smoke so much.
18. I'm very tired today. I _____ clean my room now, but I'll do it tomorrow.
19. I _____ eat lasagne when I was a child, but I like it today.

20. We _____ go to the bank today. We haven't got any money left.
21. You _____ sleep in that room. It's full of boxes and other stuff.
22. I _____ swim very far these days, but ten years ago, I _____ swim over to the other side of the lake.
23. You have a bad headache, so you _____ go to bed earlier.
24. I _____ feed the baby now, so can you do it for me ?
25. Tourists _____ take their passports with them when they go abroad.



Exercise 4

Complete the sentences with **must**, **mustn't** or **needn't**.

1. It's very warm outside. You _____ take a coat with you.
2. You _____ speak with a full mouth. that's very impolite.
3. The doctor said I _____ smoke so much.
4. In England you _____ drive on the left side of the road but in other European countries you _____.
5. Students _____ be late for school.
6. Small children _____ play with matches.
7. You _____ drive so fast. We have plenty of time left.
8. Do you want me to wait for you? – No, it's OK. You _____ wait.
9. You _____ take a taxi. You can go by bus.
10. All candidates _____ send in their application forms by Friday.
11. You _____ be very hungry. I'll get you something to eat.
12. Jackie gave me an important letter. I _____ forget to post it.
13. They _____ go to school today. It's Thanksgiving.
14. The book I gave you is very valuable. You _____ be careful and take good care of it.
15. We have enough food in the fridge, so we _____ go shopping every day.
16. You _____ make a mess in the house, or else mom will be very angry.
17. You _____ come if you don't want to, but I hope you do.
18. You _____ shout in a library.
19. I _____ take my medicine three times a day.
20. You _____ help me. I can prepare the meal on my own.



Exercise 5

Complete the sentences with a modal verb from the box below. Sometimes more than one answer is possible.

may – might – can – can't – should – shouldn't – must – have to – has to – needn't – mustn't – don't have to – doesn't have to

1. _____ I use your pen, please?
2. You really _____ see that new documentary. It's fantastic.

3. You _____ write 30 sentences for homework because you have misbehaved.
4. You _____ to write 300 lines. 30 will be enough.
5. Please, excuse me but I really _____ go now.
6. John, you _____ speak so quickly. Nobody can understand you!
7. We _____ watch TV tonight. We haven't decided yet.
8. If you've got such a bad cough, you _____ smoke.
9. I am happy to inform you that I _____ come to work next week.
10. You _____ make so much noise. The baby is sleeping in the next room.
11. She _____ work hard because she's a single parent and has little money.
12. You _____ go now. The train leaves in an hour, so you've still got some time left.
13. According to the weather report it _____ rain this afternoon.
14. He _____ speak Italian fluently because he spent 5 years there.
15. That _____ be John over there. He said he would be in America this week.
16. You _____ take the test seriously, even if you already have enough good grades to pass.
17. I _____ go out tonight, but I don't think so. I feel too tired.
18. _____ Mary come with us?
19. You _____ speak French. I can speak English quite well.
20. You _____ take an ID card with you if you enter the stadium. Otherwise you won't get in.



Exercise 6

Complete the sentences with a modal verb from the box below. Sometimes more than one answer is possible.

can - can't - could - don't need - may - might - might not - must - must have - mustn't - needn't - needn't have - should - will

1. We _____ be able to win, but I don't think we have a good chance.
2. That _____ be John. He said he was going to travel to Australia.
3. When I was younger, I _____ sing very well.
4. I think you _____ relax more. You have been working too much lately.
5. I _____ ask you to help me later.
6. She _____ left the house quietly. I didn't hear her.
7. You _____ to go shopping this weekend. We've got everything at home.
8. You _____ go in without a ticket. All seats are reserved.
9. All passengers _____ put on their seatbelts during take-off and landing.
10. At what age _____ you get a driving licence in your country?
11. You _____ watered the plants. Dad has already done it.
12. In the US, young men _____ join the army. It's voluntary.
13. I promise I _____ stop smoking.
14. Mom, _____ you pass me the sugar please?
15. If you want to be a teacher, you _____ attend a teacher's training college.

16. They _____ taken the wrong train. Otherwise, they would be here by now.
17. He's not picking up the phone. He _____ be home yet.
18. You _____ have taken my advice and gone to the doctor. Your cold is not going to get better if you wait.
19. You _____ park in a no-parking area. It's forbidden.
20. I _____ go to the cinema to watch a movie, but I'm not sure.



Exercise 7

Complete the sentences with a modal verb from the box below. Sometimes more than one answer is possible.

can't - can't have - could - don't need to - might - might not - must - must have -
mustn't - should - shouldn't

1. That pizza was gigantic. I'm sure Mary _____ eaten it all.
2. Nobody was able to tell the police who that man was, so he _____ be someone from here.
3. Be careful when you walk across that old wooden bridge. It _____ be very safe.
4. I see you haven't finished your homework yet. It _____ be very difficult, then. 5. You _____ touch the oven. It's very hot and you _____ hurt yourself.
6. They are putting the suspect into the police car. The police _____ arrested him.
7. I don't know where he is. Take a look in the garage. He _____ be there.
8. You _____ do any more training today. You look so tired. Take a break!
9. I can't see very well but that _____ be Claire over there. It least, she looks like Claire.
10. Everyone scored over 95% in the first test, so it _____ been so difficult.
11. You _____ drive me to the airport. I can take the bus.
12. You _____ always wear suitable clothes when you go skiing.
13. Pupils _____ go out between the various parts of the exam. It's against the school rules.
14. Danny _____ swim when he was four. Now he's part of the town's swimming team.
15. You _____ buy any food. The fridge is full.
16. John _____ taken a wrong turn somewhere. Otherwise, he'd be here by now.
17. There are signs all over the area, so you _____ have any trouble getting there. 18. This _____ be the house they advertised in the newspaper. It's much too big. 19. Mike _____ left the house. His cell phone is still here, and he never leaves without it.
20. Leaving the house today without an umbrella _____ be such a good idea. It looks like it's going to rain in the afternoon.

UNIT 17

Question Tags



Learning objectives

After studying this unit, you will be able to...

- identify the statement and question tag.
- use question tags appropriately.



Learn and Act

Read the dialogue between Anish and Isha given below and do some activities as suggested.

- Anish : It's a beautiful day!
Isha : It's lovely, isn't it? Why don't we go to the hiking?
Anish : Yes, let's do that, shall we?
Isha : We have to do it, we need the physical exercise.
Anish : We do, don't we? I'll get my things.
Isha : Last time you forgot your water bottle.
Anish : I didn't have it with me, did I? So I borrowed yours.
Anyway, let's go.

Later -

- Isha : That was great, wasn't it? I feel very hungry now.
Anish : Me too. This place looks good.
Isha : Yeah, we've been here before, haven't we? It does really good snacks.
Anish : That's right. You couldn't lend me some money, will you?
Isha : First a water bottle, then your wallet, you never remember anything.
Anish : Well, we're friends, aren't we? Let's go inside.



Quick Feedback

- a. Why are Anish and Isha going to the hiking?
- b. Pick up the question tags from the above conversation.



Forming Knowledge

A question tag (also known as question tail or tag question) is a grammatical structure in which a declarative or an imperative statement is turned into a question by the addition of an interrogative fragment (the "tag"). It is used usually at the end to engage the listener and verify that something has been understood, or confirm that an action has occurred.

Form

auxiliary verb + subject

- He's reading this book, *isn't he?*
- You live in Gorkha, *don't you?*
- You haven't done your homework, *have you?*

Note: We place a comma between a statement and the brief question that follows it when the **subject** of the statement and the subject of the question is the same entity.

1. How to form Question Tags in English?

Tags are very common in spoken English, and have many functions. One of the common functions is to start a conversation or help keep it going.

2. The two basic rules about Tag Questions are

- a. If the statement is negative, the **tag** must be positive.

For example

- She **is** from Germany, **isn't** she?
- They **can** speak English, **can't** they?

- b. If the statement is positive the **tag** must be negative.

For example

- They **aren't** funny, **are** they?
- He **shouldn't** say things like that, **should** he?

The tense of the **tag** is determined by the tense of the auxiliary/modal verb of the statement that precedes it.

For example

- He's read this book, **hasn't** he?
- He read this book, **didn't** he?
- He reads a lot of books, **doesn't** he?
- He'll read this book, **won't** he?
- He should read this book, **shouldn't** he?
- He can read this book, **can't** he?
- He'd read this book, **wouldn't** he?

Each of these **different types of questions** is used commonly in English, we use question tags at the end of statements to ask for confirmation. They mean something like: "Are you okay?", "Do you think so?", "All right?" or "Do you agree?" They are very common in English.

Some frequently used question tags are:

are you?	was she?	do you?	did she?	have I?	had they?
mustn't he?	won't she?	hadn't we?	haven't they?	don't they?	wasn't he?
isn't it?	should we?	will you?, etc.			

3. Structure:

- A positive statement + A negative question tag.
For Example, You are a pilot, aren't you?
- A negative statement + A positive question tag.
For Example, You are not a pilot, are you?

- a. Auxiliaries like **be, have, can, may, must, should**, etc. used in the statement are reported at the end followed by the subject (always a pronoun):
 - John **was** annoyed, **wasn't** he?
 - He **wasn't** annoyed, **was** he?
 - I **am** late, **aren't** I? Notice that we say **aren't I?** (= am I not)
- b. With all other verbs, tag questions are formed with **do/don't** and **does/doesn't** (Present Simple) and **did/didn't** (Past Simple):
 - You **like** fish, **don't** you?
 - They **don't like** fish, **do** they?
 - He **likes** fish, **doesn't** he?
 - She **liked** fish, **didn't** she?

This also applies to **have** and **do** as main verbs:

 - You **have** tea at 4, **don't** you?
 - You **did** your homework, **didn't** you?
- c. Tag questions are also possible with there:
 - **There will** be a strike, **won't there?**
- d. The tense of the tag is determined by the tense of the auxiliary/modal verb of the statement that precedes it. If the statement does not use an auxiliary/modal (i.e. it is in the present or past simple tense), then the auxiliary *to do* must be used.
 - She comes from Korea, **doesn't she?**
 - You like heavy metal music, **don't you?**
 - He got top grade in the math test, **didn't he?**
 - I really messed up, **didn't I?**
- e. A special type of question is the *tag* that English speakers put at the end of many statements.
 - You live in Gorkha, don't you?
 - It's a lovely day today, isn't it?
 - Kiran can't speak Tamang language, can she?
 - His parents are very kind, aren't they?
 - You haven't seen Kripa, have you?
 - You will remember to call me, won't you?

Question Tags in English

Verb Tense	Sentence tag	Sentence tag
Present be	She is a Japanese, isn't she?	She isn't a Japanese, is she?
Present simple	You study English, don't you?	You don't study English, do you?
Past simple	You were at home, weren't you?	You weren't at home, were you?
Past continuous	Ram was watching TV, wasn't he?	Ram wasn't watching TV, was he?
Present Perfect	She has written letter, hasn't she?	She hasn't written letter, has she?
Past Perfect	You had had lunch, hadn't you?	You hadn't had lunch, had you?
Will	He'll write a book, won't he?	He won't write a book, will he?
Modal Verbs	She can write a novel, can't she?	She can't write a novel, can she?

4. Negative adverbs

The adverbs *never*, *rarely*, *seldom*, *hardly*, *barely* and *scarcely* have a negative sense. Even though they may be in a positive statement, the feeling of the statement is negative. We treat statements with these words like negative statements, so the question tag is normally positive. Look at these examples:

Positive statement treated as <i>negative statement</i>	Positive tag
He never came again,	did he?
She can rarely come these days,	can she?
You hardly ever came late,	did you?
I barely know you,	do I?
You would scarcely expect her to know that,	would you?

5. Imperatives

Sometimes we use question tags with imperatives (invitations, orders), but the sentence remains an imperative and does not require a direct answer. We use *won't* for invitations. We use *can*, *can't*, *will*, *would* for orders.

Imperative + question tag	notes
Take a seat, won't you?	polite invitation
Help me, can you?	quite friendly
Help me, can't you?	quite friendly (some irritation?)
Close the door, would you?	quite polite
Do it now, will you.	less polite
Don't forget, will you.	with negative imperatives only <i>will</i> is possible

6. Special cases in forming Question Tags

Question tag - Special cases	
With "I'm", the tag question in informal language is "aren't I?"	I am honest, aren't I ? I am attractive, aren't I ?
With an imperative, the tag question is "won't you" for invitations, "can you/can't you/will you/would you" for orders.	Stop making noise, will you?
Positive imperative - Negative imperative -	Stop daydreaming, will / won't you? Don't stop singing, will you?
With "Let's", the tag question is "shall we?"	Let's go home, shall we?

After statements containing negative adverbs (never, nothing, seldom, rarely or hardly...) we normally use a positive tag.	We have never done it, have we?
When the subject is "there", we use "there" in the tag question.	There is nothing wrong, is there?
When the subject is "this", we use "it" in the tag question.	This will work, won't it?
When the subject is "nothing/something", we use "it" in the tag question.	Nothing will work, will it? Something happened at Hari's house, didn't it?
We use the pronoun "they" in question tags after statements with "nobody/no one", "somebody/someone", "everybody/everyone" as the subject.	Someone has come, haven't they? Nobody lives in this house, do they? No one has done, have they?
It is more common to use <i>do</i> in the tag if the main verb in the sentence is <i>have</i> (not an auxiliary verb).	You have a BMW, don't you? She had a great time, didn't she?
We can use affirmative tag questions after affirmative sentences to express a reaction such as surprise or interest.	You are moving to London, are you?

7. Mixed examples of Tag Questions

Here is a list of examples of tag questions in different contexts. Notice that some are "normal" and others seem to break all the rules:

- But you don't really love her, do you?
- This'll work, won't it?
- Oh you think so, do you?
- Well, I couldn't help it, could I?
- But you'll tell me if she calls, won't you?
- We'd never have known, would we?
- Oh you do, do you?
- The weather's bad, isn't it?
- You won't be late, will you?
- Nobody knows, do they?
- You never come on time, do you?
- You couldn't help me, could you?
- You think you're clever, do you?
- So you don't think I can do it, don't you? (British English)
- Shut up, will you!
- She can hardly love him after all that, can she?
- Nothing will happen, will it?

8. Question Tag Intonation

- If we don't know the answer, it is a real question and we use a *rising* intonation with the tag.

For example

- You don't know where the boss is, **do you?** ↗
- You couldn't do me a favor, **could you?** ↗
- If we know the answer and are just confirming the information a *falling* intonation is used with the tag.

For example

- That film was fantastic, **wasn't it?** ↘
- It's a lovely day, isn't it? ↘



Exercise 1

Add a question-tag to these sentences:

1. He is late this morning, _____?
2. The hotel was quite good, _____?
3. She cooks well, _____?
4. You can't tell the difference, _____?
5. They always sleep after lunch, _____?
6. You're coming with us, _____?
7. Mary plays football, _____? __?
8. You didn't have any lessons this morning, _____?
9. Ann is on holiday, _____?
10. The students see it everyday, _____?
11. Mr Priestley doesn't know your father, _____?
12. There are lots of cars here, _____?



Exercise 2

Complete the sentences with the correct question tags.

1. Cars pollute the environment, _____?
2. Mrs. Chemjong has been to London recently, _____?
3. The trip is very expensive, _____?
4. You are Mani, _____?
5. She went to the library yesterday, _____?
6. He won't tell her, _____?
7. Jyoti had a red car, _____?
8. Mr. Joshi is from Gulmi, _____?
9. The car isn't in the garage, _____?
10. He didn't recognize me, _____?



Exercise 3

Put a question tag on the end of these sentences.

1. This isn't very interesting, _____?
2. I'm too impatient, _____?
3. You wouldn't tell anyone, _____?
4. There are a lot of people here, _____?
5. Let's go out tonight, _____?
6. Listen, _____?
7. I shouldn't have lost my temper, _____?
8. Don't drop that vase, _____?
9. He'd never met her before, _____?



Exercise 4

Add appropriate question tags to the following sentences.

1. Let's go to a restaurant, _____ ?
2. It is an expensive place, _____ ?
3. You are the new secretary, _____ ?
4. He can't wait for the classes to begin, _____ ?
5. Nothing can happen, _____ ?
6. Open a window, _____ ?
7. Nobody phoned, _____ ?
8. Your mother is at home, _____ ?
9. Shut up, _____ ?
10. There is little we can do about it, _____ ?
11. She offered to help the traveller, _____ ?
12. John will be here tomorrow, _____ ?
13. He shook hands with her, _____ ?
14. You are much better off where you are, _____ ?
15. Sing a song and forget your troubles, _____ ?
16. We can't permit this, _____ ?



Exercise 5

Add question tags to these statements to make questions.

1. It isn't snowing, _____ ?
2. Ayusha was hoping to come, _____ ?
3. It's stopped raining, _____ ?
4. He'd better come on time, _____ ?
5. We've done this before, _____ ?
6. You don't like football, _____ ?
7. She won't be late, _____ ?
8. Annie's French, _____ ?
9. It was last week that we met, _____ ?
10. That's wrong, _____ ?
11. You come from China, _____ ?
12. He had to leave at 7 o'clock, _____ ?
13. She hasn't got a dog, _____ ?
14. You'd never have thought it, _____ ?
15. The sun will be shining tomorrow, _____ ?
16. You should leave earlier, _____ ?
17. I must stop, _____ ?
18. Let's start, _____ ?
19. He'd rather go home, _____ ?
20. He can't sing, _____ ?

UNIT 18

Adjectives



Learning objectives

After studying this unit, you will be able to...

- identify adjectives.
- know the types of adjectives.
- learn the uses of adjectives.



Learn and Act

To begin this unit, let's read the following text and identify adjectives (highlight all of the adjectives in this passage) that you find.

Mary was grinding her teeth and saying this over and over again when she heard her mother come out on the veranda with someone. She was with a fair young man and they stood talking together in low strange voices. Mary knew the fair young man who looked like a boy. She had heard that he was a very young officer who had just come from England. The child stared at him, but she stared most at her mother. She always did this when she had a chance to see her, because the Mem Sahib--Mary used to call her that oftener than anything else--was such a tall, slim, pretty person and wore such lovely clothes. Her hair was like curly silk and she had a delicate little nose which seemed to be disdaining things, and she had large laughing eyes. All her clothes were thin and floating, and Mary said they were "full of lace." They looked fuller of lace than ever this morning, but her eyes were not laughing at all. They were large and scared and lifted imploringly to the fair boy officer's face.



~ Excerpt from *The Secret Garden*



Quick Feedback

- a. What was Mary doing when she heard her mother come out on the veranda with someone?
- b. How the young man was as Mary knew?
- c. Pick out any five sentences with adjectives from the above Text.



Forming Knowledge

An adjective describes or modifies **noun/s** and **pronoun/s** in a sentence. It normally indicates quality, size, shape, duration, feelings, contents, and more about a noun or pronoun.

Adjectives usually provide relevant information about the nouns/pronouns they modify/describe by answering the questions: *What kind? How many? Which one? How much?* Adjectives enrich your writing by adding precision and originality to it.

For example

- The team has a **strong** batsman. (What kind?)
- He has **ten** candies in his pocket. (How many?)
- I loved **that red** car. (Which one?)
- I earn **more** money than he does. (How much?)

Types of Adjectives

There are several types of adjectives according to their uses.

- Descriptive Adjectives
- Quantitative Adjectives
- Proper Adjectives
- Demonstrative Adjectives
- Possessive Adjectives
- Interrogative Adjectives
- Indefinite Adjectives
- Articles
- Compound Adjectives

Descriptive Adjectives

A **descriptive adjective** is a word which describes nouns and pronouns. Most of the adjectives belong in this type. These adjectives provide information and attribute to the nouns/pronouns they modify or describe. Descriptive adjectives are also called **qualitative adjectives**.

Participles are also included in this type of adjective when they modify a noun.

For example

- I have a **fast** car. (The word 'fast' is describing an attribute of the car)
- Don't eat in that **broken** plate.
- The **hungry** cats are crying.
- Give me that **red big grammar** book.
- Pritam is a **hard-working** person.

Quantitative Adjectives

A **quantitative adjective** provides information about the quantity of the nouns/pronouns. This type belongs to the question category of 'how much' and 'how many'.

For example

- I have **20** bucks in my wallet. (How much)
- They have **three** children. (How many)
- You should have completed the **whole** task. (How much)

Proper Adjectives

Proper adjectives are the adjective form of proper nouns. When proper nouns modify or describe other nouns/pronouns, they become proper adjectives. 'Proper' means 'specific' rather than 'formal' or 'polite.'

A proper adjective allows us to summarize a concept in just one word. Instead of writing/saying 'a food cooked in Chinese recipe' you can write/say 'Chinese food'.

Proper adjectives are usually capitalized as proper nouns are.

For example

- **Chinese** people are hard workers.
- I love **Nepalese** food.
- Sandeep is a **Nepali** player.
- My sister likes **Italian** cuisine.
- **Japanese** cars are wonderful.

Demonstrative Adjectives

A **demonstrative adjective** directly refers to something or someone. Demonstrative adjectives include the words: **this, that, these, those**.

A **demonstrative pronoun** works alone and does not precede a noun, but a demonstrative adjective always comes before the word it modifies.

For example

- **This** house is mine. ('This' refers to a singular noun close to the speaker)
- Give me **that** blue water bottle. ('That' refers to a singular noun far from the speaker)
- **These** mangoes are rotting. ('These' refers to a plural noun close to the speaker)
- **Those** people were mean to her. ('Those' refers to a plural noun far from the speaker)
- **This** pen is smoother than **that** pen.

Possessive Adjectives

A **possessive adjective** indicates possession or ownership. It suggests the belongingness of something to someone / something.

Some of the most used possessive adjectives are **my, his, her, our, their, your**.

All these adjectives always come before a noun. Unlike **possessive pronouns**, these words demand a noun after them.

For example

- **My** car is parked outside.
- **His** cat is very cute.
- **Our** job is almost done.
- **Her** books are interesting.

Interrogative Adjectives

An **interrogative adjective** asks a question. An interrogative adjective must be followed by a noun or a pronoun. The interrogative adjectives are: **which, what, whose**. These words will not be considered as adjectives if a noun does not follow right after them. 'Whose' also belongs to the possessive adjective type.

For example

- **What** game do you want to play?
- **Which** phone do you use?
- **Whose** book is this?

Indefinite Adjectives

An **indefinite adjective** describes or modifies a noun unspecifically. They provide indefinite/unspecific information about the noun. The common indefinite adjectives are **few, many, much, most, all, any, each, every, either, nobody, several, some**, etc.

For example

- I gave **some** biscuits to her.
- I want **a few** moments alone.
- **Several** writers wrote about the recent incidents.
- **Each** student will have to submit homework tomorrow.

Articles

Articles also modify the nouns. So, articles are also adjectives. Articles determine the specification of nouns. 'A' and 'an' are used to refer to an unspecific noun, and 'the' is used to refer to a specific noun.

For example

- **A** cat is always afraid of water. (Here, the noun 'cat' refers to any cat, not specific.)
- **An** electronic product should always be handled with care.
- **The** cat is afraid of me. (This cat is a specific cat.)

Compound Adjectives

When compound nouns/combined words modify other nouns, they become a compound adjective. This type of adjective usually combines more than one word into a single lexical unit and modifies a noun. They are often separated by a hyphen or joined together by a quotation mark.

For example

- I am a **part-time** worker.
- I saw a **five-foot-long** snake.
- He gave me an "**I'm gonna kill you now**" look.

Kinds of adjectives

1. Adjectives of Quality

These adjectives are used to describe the nature of a noun. They give an idea about the characteristics of the noun by answering the question 'what kind'.

2. Adjectives of Quantity

These adjectives help to show the amount or the approximate amount of the noun or pronoun. These adjectives do not provide exact numbers; rather they tell us the amount of the noun in relative or whole terms.

For example all, half, many, few, little, no, enough, great, etc.

3. Adjectives of Number

These adjectives are used to show the number of nouns and their place in an order.

For example one, two, first, second, few, all, single, double, etc.

4. Demonstrative Adjectives

These adjectives are used to point out or indicate a particular noun or pronoun using the adjectives – this, that, these and those.

5. Interrogative Adjectives

These adjectives are used to ask questions about nouns or in relation to nouns, they are – where, what, which and whose.

How to order adjectives in English?

Generally, the adjective order in English is:

1. Quantity or number
2. Quality or opinion
3. Size
4. Age
5. Shape
6. Colour
7. Proper adjective (often nationality, other place of origin, or material)
8. Purpose or qualifier

Adjective order							
1	2	3	4	5	6	7	8
Quantity/ number:	Quality	Size:	Shape	Age	Color	Nationality	Material
one, two, three, four, five	best, good, standard, bad, terrible	small, big, tiny, tall, short	straight, round, square, oval, flat	old, young, new, ancient, youthful	red, blue, green, pink, black	American, Japanese, Taiwanese, Canadian, Spanish	wooden, plastic, glass, brass, metal

For example

- I love that big, old, green, antique car that is parked at the end of the street.
- My sister adopted a beautiful, big, white, bull dog.
- The five, little, silver spoons are on the table.
- An amazing, heart-shaped, red balloon was in the sky.

The Degree of Adjectives:

There are three degrees of adjectives: *Positive, comparative, superlative*.

These degrees are applicable only for the descriptive adjectives.

For example

- **Positive degree:** He is a **good** boy.
- **Comparative degree:** He is **better** than any other boy.
- **Superlative:** He is the **best** boy.

Some Examples:

Positive	Comparative	Superlative
big	bigger	biggest
great	greater	greatest
short	shorter	shortest
old	older	oldest
large	larger	largest
happy	happier	happiest
lucky	luckier	luckiest
heavy	heavier	heaviest
beautiful	more beautiful	most beautiful
horrible	more horrible	most horrible
good	better	best
bad	worse	worst
little	less	least
far	farther	farthest

Rules for Degrees of Adjectives

Rule 1: When two items/person are compared, a comparative degree is used by putting 'er' to the adjective word in association with the word 'than' or in some cases 'more' is used.

Comparative degree example:

- She is **smarter than** her sister.
- She is **more smart than** her sister

Similarly, when more than two things/persons are compared, the superlative degree is used by putting 'est' to the adjective word or in some cases 'most' is used.

For example

- He is the **strongest** wrestler.
- He is the **most handsome** actor

Rule 2: 'More' is used when you compare qualities of a single thing/person are compared, even if the first adjective is a single syllable word.

For example

- Incorrect – She is smarter than clever
- Correct – She is **more smart than** clever

Rule 3: Do not use double comparative adjectives or superlative adjectives.

For example

- Incorrect – These mangoes are more delicious than those
- Correct – These mangoes are delicious than those

Rule 4: Never use 'more or most' with adjectives that give absolute sense.

For example

- Incorrect – This track is more parallel to that one
- Correct – This track is parallel and the other is not.

Rule 5: There are a few adjectives that are accompanied by 'to', like, senior, junior, superior, inferior, preferable, prefer, elder. Do not use 'than' with these adjectives.

Degree of adjectives example:

- Incorrect: I am elder than her.
- Correct: I am elder to her.
- Incorrect – This car brand is superior than that.
- Correct – This card brand is superior to that.

Rule 6: When comparing two things, similarity should be there i.e. similar things should be compared.

For example

- Incorrect – This wall colour is more beautiful than the old one. (wall colour is compared with the wall)
- Correct – This wall colour is more beautiful than that of the old one. (compare wall colour with wall colour)

Rule 7: When the comparative degree is used in the superlative degree sense, we use 'any other' as thing/person of the same group is compared.

For example

- Incorrect: Reena is smarter than any student of her class.
- Correct: Reena is smarter than **any other** student of her class.
- Use 'any' if comparison of things/person is outside the group.
- Incorrect: Delhi is cleaner than any other city in Bangladesh.
- Correct: Delhi is cleaner than **any** city in Bangladesh.

Rule 8: When in the same sentence two adjectives in different degrees of comparison are used, both should be complete in itself.

For example

- Incorrect- She is as good if not worse than her sister
- Correct – She is as good as if not worse than her sister

Rule 9: To show whether the difference between the compared thing/person is small or big, we use quantifiers for comparative degree of adjective such as (a bit, a little, a lot, far, much, a great deal, significantly, etc).

For example

- My hostel is only **marginally** bigger than yours
- She is **a little** more popular than her sister in their school
- Australia is **slightly** smaller than Africa.

We don't use quantifiers with superlative degrees of adjectives but there are certain phrases commonly used with the superlative degrees of comparison.

For example

- In metropolitan cities, metros are **by far the** cheapest mode of transportation.
- Sanskrit is **one of the** oldest languages in the world.
- Siddhivinayak is **the second** richest temple in India.

Rule 10: While changing the degree of comparison for the irregular adjectives, the word completely changes instead of adding 'er' or 'est'.

For example

- She has **little** milk in the jar
- She has **less** milk than he has
- She has the **least** amount of milk

Rule 11: If an adjective is to be used between "as.....as" and "so.....as" the adjective should be in positive degree.

As.....as is used to show that something is equally good or bad.

Example- Biratnagar is as hot as Chitwan in May.

So.....as is used to show something is not as good or as bad.

For example

- Bhopal is not so developed as Delhi.
- This rule is also applicable in adverbs.
- Geeta danced as gracefully as Lata.

Rule 12: Certain adjectives can't be used in comparative and superlative degree. Such adjectives are perfect, supreme, impossible, absolute, ideal, everlasting, eternal, triangular, square, round, major, minor, complete, entire, chief, extreme, excellent, minor, ulterior, universal, unique, last and final, etc.

For example

- a. The presentation was perfect. (Correct)
- b. Your presentation was more perfect. (Incorrect)
- c. His presentation was the most perfect (Incorrect)

Here, both the sentences b) and c) are incorrect. *Perfect* means flawless. When we are already saying something is perfect it means it is flawless so more perfect and most perfect can't be used.

- a. Ilam tea is the most superior tea in Nepal. (Incorrect)
- b. Ilam tea is superior to any other tea grown in Nepal. (Correct)

Rule 13: If two adjectives are being used for the same noun or pronoun then the adjective should be in the same degree.

For example

- India is the greatest and tolerant country. (Incorrect)
- India is a great and tolerant country. (Correct)

Rule 14: For directions and some other adjectives there is positive and superlative degree only. There is no comparative degree.

	Positive Degree	Superlative Degree
1	top	topmost
2	centre	centremost
3	right	rightmost
4	bottom	bottommost
5	northern	northernmost



Exercise 1

Pick out all the adjectives in the following sentences and write to which class each of them belongs.

1. He calls me every day.
2. The car sustained heavy damage in the accident.
3. He is a man of few words.
4. A dog is very faithful to its master.
5. Every man has his duties.
6. She has written several stories.
7. The way was long, the wind was cold.
8. Which colour do you prefer?
9. Neither party is quite in the right.
10. Poonam won the second prize.
11. I have not seen him in several days.
12. He died a glorious death.



Exercise 2

Fill in the correct form of the words in brackets (comparative or superlative).

1. My house is (big) _____ than yours.
2. This flower is (beautiful) _____ than that one.
3. This is the (interesting) _____ book I have ever read.
4. Non-smokers usually live (long) _____ than smokers.
5. Which is the (dangerous) _____ animal in the world?
6. A holiday by the sea is (good) _____ than a holiday in the mountains.
7. He was the (clever) _____ thief of all.
8. It is strange but often a coke is (expensive) _____ than a beer.
9. Who is the (rich) _____ woman on earth?
10. The weather this summer is even (bad) _____ than last summer.

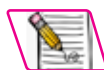


Exercise 3

Decide whether you have to use much or many:

1. I don't have _____ friends.
2. I've packed _____ bottles of water.
3. We saw _____ animals at the zoo.
4. How _____ oranges did you put in the box?
5. There isn't _____ sugar in my coffee.

6. The old man hasn't got _____ hair on his head.
7. You have _____ time left.
8. We need _____ water.
9. I have _____ money left.
10. I didn't get _____ sleep last night.
11. How _____ fruit do you eat in an average day?
12. Decide whether you have to use a little or a few:
13. Can you please buy _____ apples.
14. We had _____ pints of beer there.
15. I take _____ sugar with my coffee.
16. There are _____ chairs in the room.
17. He only spent _____ rupees there.



Exercise 4

Decide whether you have to use **some** or **any**:

1. I know _____ of them.
2. Is there _____ milk left?
3. There is _____ juice in the bottle.
4. Do you have _____ coffee?
5. I don't have _____ money left.
6. She has _____ money.
7. Do you know _____ of these singers?
8. I don't know _____ of them.



Exercise 5

Decide whether you have to use **little** or **less**:

1. I have _____ faith in him.
2. You have to drink _____ coffee.
3. I have _____ interest in classical music.
4. We need _____ furniture in this dance hall than in the big one.
5. He has _____ money than I thought.
6. Tonight I drank _____ wine than last night.
7. She dedicates _____ time to her homework than to her hobbies.
8. This will take _____ time to finish than the last time we tried.



Exercise 6

Decide whether you have to use **farther** or **further**:

1. I just can't go any _____.
2. How much _____ do you plan to drive tonight?
3. How much _____ do I have to run, coach?
4. It's not that much _____ to the gas station.
5. That's a lot _____ than I want to carry this heavy suitcase!
6. Do you have any _____ plans for adding on to the building?
7. The _____ that I travel down this road, the _____ behind schedule I get.
8. How much _____ do you intend to take this legal matter?



Exercise 7

Put the following adjectives in proper order.

1. He has _____ (a lot of / old / interesting) books.
2. We wanted _____ (grey / a / metal) table.
3. They bought _____ (red / a / new) car.
4. She went home and sat on _____ (comfortable / her / wooden / old) bed.
5. He saw _____ (Nepali / writing / old / an) desk.
6. He bought _____ (woollen / a / British / fabulous) suit.
7. They have _____ (Chinese / black) bicycles.
8. He wants _____ (some / French / delicious / really) cheese.
9. _____ (young / a / pretty) girl walked into the room.
10. She bought _____ (plastic / red / a / new) plastic lunchbox.
11. He is looking for _____ (leather / stylish / a / black) bag.
12. They stayed in _____ (little / a / cute) cottage.
13. She dropped _____ (old / beautiful / the) plate and it smashed.
14. I want _____ (silk / green / an / amazing) dress.
15. She drank _____ (Italian / black / hot) coffee.
16. I need _____ (computer / comfortable / a) desk.
17. He has _____ (silver / old / beautiful / a) ring.
18. I visited _____ (ancient / a / spooky / German) castle.
19. We ate _____ (red / Mustange / round / some) apples.
20. They went on holiday to _____ (small / wooden / a / beautiful) cabin.



Forming Knowledge

Adjective and Adverb

The difference between **adjective** and **adverb**

An adjective tells us more about a noun.

For example

- He bought an **expensive car** last week. - We describe a thing.
- Her friend Panusha is a **clever girl**. - We describe a person.

They live in an **old house**. - How is the house? (Asking for a thing)

An adverb tells us more about a verb, an adjective or an adverb.

For example

- He **talked nervously**. - We describe an action.
- It was **extremely cold**. - We describe a situation.
- They always **walk quickly**. - How do they walk? (Asking for an action)

How to form the adverb

Adjective + **ly**

- They looked at their broken vase **sadly**.
- He went quietly into the bedroom.
- She opened the letter **nervously**.

Adjectives ending in -y **changes into** -ily

- They shouted at the naughty kids **angrily**.
- The children played in the garden **happily**.
- We drank our glasses of orange juice **thirstily**.

Adjectives ending in -le **changes into** -ly

- The children did their maths homework **terribly**.
- He was **capably** supported by his friends.
- She stroke her dog's head **gently**.

Adjectives ending in -ly

friendly	in a friendly way / manner	daily	daily
lively	in a lively way / manner	early	early
lonely	in a lonely way / manner	monthly	monthly
lovely	in a lovely way / manner	weekly	weekly
silly	in a silly way / manner	yearly	yearly

Irregular forms

good	well	low	low
fast	fast	straight	straight
hard	hard	extra	extra
long	long	doubtless	doubtless

Double forms

hard	hard	hardly = barely
near	near	nearly = almost
late	late	lately = recently

How to use the adverb?

1. Verb + adverb - the adverb describes a verb.

- He drove **carefully** on the highway.
- They could sell her house **quickly**.
- Our neighbours's dog always barks at us **loudly**.

2. Adjective + adverb - the adverb describes an adjective.

- He bought her a necklace which was **horribly expensive**.
- She was **terribly sorry** for being late again.

3. Adverb + adverb - the adverb describes an adverb.

- They played terribly badly last weekend.
- He usually does his homework absolutely correctly.

No adverb with the following verbs:

Forms of to be (am, is, are, was, were, will be, ...), seem, get, turn, grow, sound, feel, taste, become, smell, remain, stay, look (in the meaning of look like)

Some of these verbs can be used with an adverb, but the meaning is different (e.g.: feel well, taste well).

Adjectives and adverbs

A. Look at these examples:

- Our holiday was too short - the time went very **quickly**.
- The driver of the car was **seriously** injured in the accident.

Quickly and **seriously** are adverbs. Many adverbs are made from an adjective + **-ly**:

Adjective	quick	serious	careful	quiet	bad	heavy
Adverb	quickly	seriously	carefully	quietly	badly	heavily

Not all words ending in **-ly** are adverbs. Some adjectives end in **-ly** too,

For example **Friendly** / **lively** / **elderly** / **lonely** / **silly** / **lovely**

B. Adjective or adverb

Adjectives (**quick/careful** etc.) tell us about a noun. We use adjectives before nouns and after some verbs, especially **be**:

- Tom is a **careful** driver, (not 'a carefully driver')
- We didn't go out because of the **heavy** rain.
- Please be **quiet**.
- I was disappointed that my exam results were so **bad**.

We also use adjectives after the verbs **look/ feel/ sound** etc.

- Why do you always **look** so **serious**?

Compare:

She speaks **perfect** English

Adjective + noun

Compare these sentences with **look**:

- Tom **looked sad** when I saw him. (= he seemed sad, his expression was sad)

Adverbs (**quickly/carefully** etc.) tell us about a verb. An adverb tells us how somebody does something or how something happens:

- Tom drove **carefully** along the narrow road, (not 'drove careful')
- We didn't go out because it was raining **heavily**, (not 'raining heavy')
- Please speak **quietly**, (not 'speak quiet')
- I was disappointed that I did so **badly** on the exam, (not 'did so bad')
- Why do you never take me **seriously**?

She speaks English **perfectly**.

Verb + object + adverb

Tom **looked** at me **sadly**. (= he looked at me in a sad way)

C. We also use adverbs before adjectives and other adverbs. For example

- **reasonably** cheap (adverb + adjective)
- **terribly** sorry (adverb + adjective)
- **incredibly** quickly (adverb + adverb)
 - It's a **reasonably** cheap restaurant and the food is extremely good.
 - Oh, I'm **terribly** sorry. I didn't mean to push you. (**not** 'terrible sorry')
 - Monika learns languages **incredibly** quickly.
 - The examination was **surprisingly** easy.

You can also use an adverb before a past participle (injured/ organised/ written etc.):

- Two people were **seriously** injured in the accident. (**not** 'serious injured')
- The meeting was very **badly** organised.

How to use the adverb

1. Verb + **adverb** - the adverb describes a verb.

- He drove **carefully** on the highway.
- They could sell her house **quickly**.
- Our neighbours's dog always barks at us **loudly**.

2. Adjective + **adverb** - the adverb describes an adjective.

- He bought her a necklace which was **horribly** expensive.
- She was **terribly** sorry for being late again.

3. Adverb + **adverb** - the adverb describes an adverb.

- They played **terribly** badly last weekend.
- He usually does his homework **absolutely** correctly.

No adverb with the following verbs:

Forms of to be (am, is, are, was, were, will be,...), seem, get, turn, grow, sound, feel, taste, become, smell, remain, stay, look (in the meaning of look like)

Some of these verbs can be used with an adverb, but the meaning is different (e.g.: feel well, taste well).

Irregular adverbs are adverbs that are not formed from Standard English spelling conventions. Here is a list of irregular adverbs.

Adjectives	Adverbs
good	well
fast	fast
hard	hard
late	late
early	early

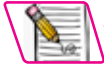
Adjectives	Adverbs
lively	lively
daily	daily
straight	straight
wrong	wrong / wrongly



Exercise 1

Complete the sentences with an adjective or adverb.

1. These children are _____ at English. (good)
2. Your brother _____ works at all. (hard)
3. Anu _____ had an accident last Sunday. (near)
4. Have you been to the cinema _____. (late)
5. Monika always dresses _____. (beautiful)
6. Yes, it has been raining _____ for two hours. (heavy)
7. He has painted it _____. (nice)
8. What a _____ worker he is! (quick)
9. He is always very _____. (polite)
10. He is often _____. (nervous)
11. Arjun _____ rode back to the inn. (quick)
12. They saw a _____ butterfly on a rose. (beautiful)
13. When the teacher heard about the missing book, he said _____ : "You should be more careful." (angry)
14. When he told him the truth, he was _____. (quiet)
15. "This wound looks _____," the doctor said. (bad)



Exercise 2

Fill in an adjective or an adverb.

1. Priyanka opened the box _____. (careful)
2. Lok turned the book upside down _____. (quick)
3. It is raining _____. (heavy)
4. She dresses _____. (beautiful)
5. Mita looked at my lunch _____. (hungry)
6. Please drive _____. (careful)
7. He didn't sleep _____. (good)
8. We didn't hurry. So, we walked _____. (slow)
9. New York is a _____ city. (big)
10. He won the race because he drove _____. (good)
11. It was _____ for me to come. (impossible)
12. Osin jumped up _____. (happy)
13. She worked all day. She feels _____. (tired)
14. She dresses _____. (pretty)
15. She came home _____. (late)



Exercise 3

Fill in either **good** or **well** into the gaps.

1. My friend speaks English very _____.
2. My brother's dog Barry is a _____ dog.
3. She was ill last week, but now she is _____ again.
4. Her chocolate chip cookies taste really _____.
5. "_____ done!" she sometimes says to me.
6. I didn't sleep very _____ last night.
7. Her mother always bakes really _____ apple pies.
8. I like Ann's sister because she can cook _____.
9. The pupils in this class often work _____.
10. These children are very _____ at English.
11. She will look after the patient _____.
12. He did _____ in his last exam.
13. These tickets are _____ for a week only.
14. They didn't behave _____ yesterday afternoon.
15. Her blog is _____ known by all of us.



Exercise 4

Complete the sentences with **hard** or **hardly**.

1. Your brother _____ works at all.
2. She really studied _____ for her exam.
3. I _____ know this boy over there.
4. He was _____ able to care for himself.
5. They like _____ boiled eggs for breakfast.
6. Ann doesn't like _____ work.
7. I _____ remember what we did last winter.
8. It will be _____, but I can help you.
9. It's _____ to understand why they failed.
10. We _____ had any influence in this decision.
11. There are _____ any houses in this area.
12. If you try _____ you will become a good skier.
13. He _____ goes to football matches.
14. Bob works _____, but his brother works.
15. This author is _____ known by anyone.



Exercise 5

Complete the sentences with **late** or **lately**.

1. The train arrived _____ last night.
2. There were very heavy snowstorms _____.
3. _____, I've seen more bees in our garden.
4. Did you watch her new show _____?
5. Due to bad weather all the flights were _____.
6. I haven't seen his parents _____.
7. They have been skiing very often _____.
8. There are extra fees for _____ payments.
9. Don't be _____ for school again!
10. They made some progress _____.
11. They delivered the parcels _____ today.
12. Their boys were born in the _____ 1990s.
13. Have you been to the cinema _____?
14. I will arrive in the _____ evening tomorrow.
15. Sandra is in a really good mood _____.



Exercise 6

Complete the sentences with **near** or **nearly**.

1. Tom lives _____ the old school building.
2. She _____ dropped the precious vase.
3. They played in the park _____ the shopping centre.
4. The old woman sat _____ me.
5. Carol is a _____ relative of my sister's best friend.
6. She came home _____ two hours after me.
7. _____ all of them passed the test last week.
8. Their sales increased by _____ 10 percent.
9. We were stunned that they _____ won the race.
10. I hope to hear from you in the _____ future.
11. Ann _____ had an accident last Sunday.
12. It was _____ impossible to get there faster.
13. They stopped _____ the railway station.
14. Mother _____ bought that funny hat.
15. It was _____ eight o'clock when he arrived.



Exercise 7

Choose the correct item.

1. He (**correct**, **correctly**) defined the terms. The answer sounded (**correctly**, **correct**).
2. She (**quickly**, **quick**) adjusted the fees. She adapted (**quick**, **quickly**) to any situation.
3. He measured the floor (**exact**, **exactly**). They proved to be (**perfectly**, **perfect**) (**exact**, **exactly**) measurements.

4. The stillness of the tomb was (awfully, awful). The tomb was (awfully, awful) still.
5. It was a (dangerously, dangerous) lake to swim in. The man was (dangerous, dangerously) drunk. The gas smelled (dangerously, dangerous).
6. She performed (magnificent, magnificently). It was a (magnificent, magnificently) beautiful performance.
7. Her voice sounds (beautifully, beautiful). She sang the song (exact, exactly) as it was written. We heard it (perfectly, perfect).
8. He was a very (sensibly, sensible) person. He acted very (sensible, sensibly).
9. Kripa wrote too (slow, slowly) on the exam. He always writes (slow, slowly).
10. Talk (softly, soft) or don't talk at all. The music played (softly, soft).
11. Sheela knows the material very (good, well). She always treats us (good, well).
12. You must send payments (regular, regularly). We deal on a (strictly, strict) cash basis.
13. The mechanic's tools were (well, good). The foreman said that his work was (good, well) done.
14. She worked (careful, carefully) with the sick child. She was a very (careful, carefully) worker.
15. He did not pass the course as (easy, easily) as he thought he would.
16. I find this novel very (interesting, interestingly). It was (interesting, interestingly) written.



Exercise 8

Fill in the correct form of the words in brackets.

1. He looked at me _____ when I interrupted him. (angry)
2. Manish and Ayusha are _____ married. (happy)
3. I lost the game because I had been playing _____. It was even _____ than last season's game. (bad, bad)
4. The boss is always _____ -informed. There's not much you can hide from him. (good)
5. My French isn't very _____, but I can understand him _____ if he speaks _____. (good, perfect, slow)
6. The film was _____. I haven't seen one as _____ as that before. (terrible, bad)
7. Karuna was _____ upset about losing her job. (terrible)
8. Expensive hotels are often _____ than _____ ones. (comfortable, cheap).
9. They discussed _____ technical matters in the meeting. (high)
10. Do you want to pay _____? (separate)
11. They have to work _____ for a living, but if you look at other people, they _____ work at all. (hard, hard)
12. The children behaved _____, so they were allowed to go to the party. (good)
13. It's the _____ painting in the whole exhibition (valuable)
14. I _____ drove my car into the river. It was pretty _____. (near, close)
15. The cook prepared an _____ lunch for the guests. (excellent)
16. She had _____ money to spend than last year (little).
17. _____, Paris is quite a _____ city. (obvious, love)
- 18.
19. The man became _____ when the guard asked him to leave. (violent)
20. The exam was _____ easy. (surprising).

UNIT 19

Conjunctions



Learning objectives

After studying this unit, you will be able to...

- identify the Co-ordinating, Subordinating and Correlative conjunctions.
- know the uses of conjunctions.



Learn and Act

Read the following text and do some activities given below.

Eagles in a Storm

Did you know that an eagle knows when a storm is approaching long before it breaks? The eagle will fly to some high spot and wait for the winds to come. When the storm hits, it sets its wings so that the wind will pick it up and lift it above the storm. While the storm rages below, the eagle is soaring above it. The eagle does not escape the storm. It simply uses the storm to lift it higher. It rises on the winds that bring the storm. When the storms of life come upon us – and all of us will experience them – we can rise above them by setting our minds and our belief toward God. The storms do not have to overcome us. We can allow God's power to lift us above them. God enables us to ride the winds of the storm that bring sickness, tragedy, failure and disappointment in our lives. We can soar above the storm.



Quick Feedback

- a. How does an eagle know when a storm is approaching long before it breaks?
- b. Does the eagle escape the storm?
- c. Do the storms overcome us?
- d. Pick out any four sentences using conjunction in the above text.



Forming Knowledge

A **conjunction** is a part of speech that is used to connect words, phrases, clauses, or sentences.

Examples:

- (A) 1. He typed the report and his friends took the notes.
2. I tried my best but couldn't open the lock.
3. Will you finish it yourself or you need my help? We use 'and' to join similar facts or statements.

- We use 'but' to express contrast between two statements.
- We use 'or' to express a choice between two alternatives.

(B) Conjunctions may be used in pairs as well.

Either-or: Either stand up or leave the class.

Neither-nor: He can play neither cricket nor basketball properly.

Whether-or: I do not know whether to believe you or not.

Both-and: Our teacher is both honest and hard-working.

Not only-but also: The child is not only naughty but destructive also.

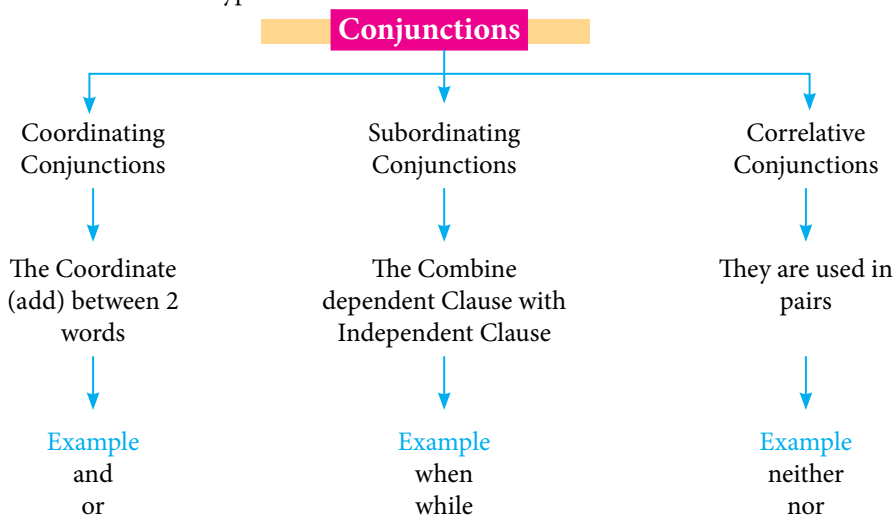
Note : Such types of conjunctions are also called correlative conjunctions. These are used immediately before the words to be connected.

There are certain compound expressions also which can be sometimes used as connectors like even if, as though, so that, as well as, provided that, in order that, etc.

For Example

- She walks as if she were lame.
- I will give you money provided that you promise to return it one time.
- He is good-looking as well as well-mannered.

The conjunctions are of three types.



A. Co-ordinating Conjunctions

These types join clauses of equal rank.

For Example

- Finish the work or I will complain against you.

B. Subordinating Conjunctions

These types join a clause with another on which it depends for its complete meaning.

For Example

- We eat so that we may live.
- If it rains, we shall cancel the program.

C. Correlative Conjunctions

Correlative conjunctions include:

- Either...or
- Neither...nor
- Not only...but also
- Whether...or
- No sooner...than
- Rather...than
- Such...that
- Scarcely...when
- As many/much...as
- Both...and

Here are some examples to help you understand how to use correlative conjunctions in sentences.

- **Either** you learn how to do it **or** you will have to face the consequences.
- **Neither** did Rachel **nor** her friends make it to the event.
- **Not only** did they block the road **but** they **also** kept shouting slogans.
- Manoj was saying that he is not sure **whether** he should stay back tonight **or** leave home immediately.
- **No sooner** did my mom complete all the kitchen work **than** she started cleaning the house.
- He'd **rather** do something useful **than** wasting time on this.
- My cousin did **such** a stupid thing **that** everyone mocked him.
- Ramesh had **scarcely** left work **when** his boss called and had to go back into the office again.
- There are **as many** spoons **as** there are forks.
- **Both** Indhu **and** Sheena liked the movie.



Exercise 1

Fill in the blanks with most appropriate correlative conjunctions in the following sentences:

1. _____ you _____ Seetha should make sure to attend the meeting.
2. _____ did he find the solution to the problem _____ helped his friends understand it.
3. _____ Rani _____ Ashwathy attended UPSC classes.
4. She'd _____ watch a movie _____ watch a series.
5. Ranjith did not know _____ he should take psychology _____ sociology as the allied paper.



Exercise 2

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

1. Jaya dances. Her sister does not dance.
2. Ananya hasn't come. Meeta hasn't come.
3. She speaks English. She speaks Hindi.
4. I like him. He is very sincere.
5. He did not win. He worked hard.
6. She is ill. She is cheerful.
7. We decided to go out. It was raining.
8. The piper played. The children danced.
9. James works hard. His brother is lazy.
10. I went to the shop. I bought some vegetables.



Exercise 3

Select the correct conjunctions which can be used to join these sentences.

1. Shut the door. The dogs will run out
a. yet b. stil c. or d. and
2. The man cannot walk without a stick. He is blind.
a. because b. therefore c. thus d. while
3. Rice needs plenty of water. Wheat does not need as much.
a. whereas b. and c. nevertheless d. for
4. I can come to the party. I am not busy.
a. or b. if c. because d. whereas
5. Rashmi made a large number of pizzas. They were not enough,
a. while b. yet c. and d. also
6. Make haste. You will miss the bus.
a. if b. but c. Yet d. else
7. He is the boy. He lost his wallet yesterday.
a. what b. that c. who d. whom
8. Raju came here. He could see his friend again.
a. however b. while c. so that d. if
9. The boy is coming. He is my friend.
a. that b. who c. what d. which
10. He worked day and night. He did not succeed.
a. though b. and c. so that d. but also

UNIT 20

Connectives



Learning objectives

After studying this unit, you will be able to...

- identify the three categories of connectives.
- know the uses of connectives in sentences.



Learn and Act

Read the following story and do the activities given below.

As You Sow, So Shall You Reap

Once there were three thieves. **One night**, they stole a lot of money from a rich man's house. They put the money in a bag and went to the forest. They felt very hungry. **So**, one of them went to a nearby village to buy food. The **other** two remained in the forest to take care of the bag of money.



The thief that went for food had an evil idea. He ate his food at a hotel. **Then** he bought food for his two mates in the forest. He mixed a strong poison with the food. He thought, "Those two will eat this poisoned food and die. Then I will get all the money for myself."

Meanwhile, the two wicked men in the forest decided to kill their mate on return. **Therefore**, they thought that they would divide the money between the two of them. All the three wicked men carried out their cruel plans. The thief who wanted all the money for himself came to the forest with the poisoned food. The two men in the forest hit him and killed him. **Then** they ate the poisoned food and died.

Thus, these evil people met with an evil end.

Moral: Evil begets evil.



Quick Feedback

- What did the three thieves do one night?
- Why did one of them go to a nearby village?
- How did they die?
- What do the coloured words above refer to?



Forming Knowledge

Connectives or **connective words** are words or phrases that link sentences or clauses together. Connectives can be conjunctions, prepositions, or adverbs and are used frequently both in spoken and written English. Connectives are functional words that help a writer link their words together.

Connectives fall into three categories:

- **Conjunctions** - link words and phrases together. For example when, before, while, so, because, since, where, later, unless, until, yet, once, that, if
- **Propositions** - describe location, place, and time. For example before, after, in above, below, under, through, on, beside
- **Adverbs** - modify verbs, adjectives, and clauses. For example then, next, soon, always, yesterday, here, eventually, later, now, frequently, therefore

Addition of Ideas ▪ and ▪ also ▪ besides ▪ furthermore ▪ moreover ▪ in addition Time ▪ next ▪ finally ▪ now ▪ subsequently ▪ thereafter ▪ after a short time Order ▪ first ▪ second ▪ finally ▪ from here on ▪ to begin with ▪ last of all	Place ▪ above ▪ behind ▪ below there ▪ to the right (left) ▪ nearby ▪ on the other side Signal an Example ▪ for example ▪ to illustrate ▪ for instance ▪ to be specific ▪ such as ▪ moreover Results ▪ as a result ▪ hence ▪ for this reason ▪ accordingly ▪ as a consequence ▪ therefore	Purpose ▪ to this end ▪ for this purpose ▪ with this in mind ▪ for this reason(s) Comparison ▪ like ▪ in the same manner (way) ▪ as so ▪ similarly Contrast Connectives ▪ but ▪ in contrast ▪ conversely ▪ however ▪ still ▪ nevertheless ▪ on the other hand	Summarise or Report ▪ in summary ▪ to sum up ▪ to repeat ▪ briefly ▪ in short ▪ finally ▪ on the whole ▪ therefore ▪ as I have said ▪ in conclusion ▪ as you can see
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Types of Connective Words

Connectives link sentences, phrases, and ideas in your writing to guide a reader through a written piece. Transition terms are a type of connective that specifically indicates some kind of change or development.

Connective Words	Purpose	Examples
<i>Connectors</i>	add related ideas	and, additionally, another, equally important, too
<i>Sequencing Words</i>	organize ideas logically and describe location or time	above, behind, below, at the end, first, in the middle, next, before, in a minute
<i>Illustrating and Purpose Words</i>	help clarify confusion and provide further information	for example, for instance, in the case of, similarly, just as important, as a result, consequently, because of this, to this end, for this reason

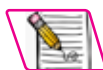
<i>Emphasizing</i>	gives importance to a word/idea	above all, in particular, especially, significantly, indeed, notably, most of all
<i>Comparing</i>	point out similarities	in the same manner, similarly, like, equally, likewise, as with, as compared with
<i>Contrasting</i>	point out differences	but, however, in contrast, despite this, on the other hand, whereas, instead of, alternatively, otherwise
<i>Cause and Effect</i>	show a correlation or connection	because, so, therefore, thus, consequently, as a result of
<i>Concluding Phrases</i>	summarize the main ideas	therefore, in summary, as you can see, in short



Exercise 1

Fill in the blanks with **as well as**, **for instance**, **although**, **but**, **so that** and **when**.

- Leafy vegetables, _____, cabbage and lettuce, are good sources of many vitamins.
- _____ Edward is rich, he is selfish.
- Peter wants to buy some new T-shirts, _____ he needs to save money to buy some new books.
- You need to work hard _____ you can have better result.
- You can take a rest _____ you feel tired.
- Cheese is rich in calcium _____ protein.



Exercise 2

Fill in the correct connectives and linking words from the list.

although	as well as	both	despite	due to
even though	however	in addition	in order to	during
so that	therefore	whereas	which	neither ... nor
				while

- _____ we were driving through the Lake District, we saw many picturesque villages.
- _____ having lost only one match this season, we didn't win the championship.
- Flight attendants who apply for a job must be able to speak _____ English and Spanish.
- I started learning Chinese _____ my stay in the Far East.
- This is Jimmy's new bike, _____ he got from his parents. He locks it up every evening _____ nobody can steal it.
- She gets up early _____ be in time for work.
- The climate in South Africa is perfect. It's _____ too hot _____ too cold.
- This cell phone tariff costs 8 cents per minute, _____ the other one offers a flat rate.
- _____ my father likes country music, he rarely listens to it on the radio.
- _____ to the six air bags, the car also has a built-in security system.
- The company manufactures cars _____ motorcycles.
- _____ we hadn't eaten for over twelve hours, we weren't very hungry.
- My sister invited me to her party. _____, I was so busy I had to tell her I couldn't come.

14. I arrived late for the performance _____ a traffic jam on the motorway.
15. He spent most of his time playing with his friends. _____, he wasn't wellprepared for the exam.



Exercise 3

Fill in the correct connectives and linking words from the list below.

1. _____ my father comes home from work he has to lie down on the sofa
_____ he is tired.
2. Jerry had a bad headache yesterday, _____ he couldn't come to football practice.
3. This is Jimmy's new mountain bike, _____ he got from his parents. He locks it up every evening _____ nobody can steal it.
4. _____ Samantha was tired, she watched TV until well after midnight.
5. First, cut out the pictures, _____ paste them into your book.
6. I would like to learn Chinese. _____, I don't know anyone who can teach me.
7. _____ we were driving through the countryside, we saw many picturesque villages.
8. The Hemingways are our neighbours _____ our friends.
9. He likes all kinds of sports, _____ skiing, hockey and volleyball.
10. _____ being a great skier, only few people outside of Europe know him.

UNIT 21

Determiners



Learning objectives

After studying this unit, you will be able to...

- learn the types of determiners.
- make use of the determiners.



Learn and Act

To begin this unit, let's read the given conversation by paying special attention to the things who belong to.

The boy says, "This is my story book." His sister says, "It's your story book, but it's my tabloid. Keep that cover other there. It's yours."

The brother says, "Mine is small. That's not a big book." The girl says, "Okay. Put yours next to mine. They can ride together."

Their mother asks, "Whose book is that?"

The kids look at the two books and laugh.

"It's not ours. It's theirs."



Quick Feedback

- Who belongs to the story book?
- Who belongs to the tabloid?
- What does their mother ask?
- How the kids reply?



Forming Knowledge

Determiners and **quantifiers** are words we use in front of nouns. We use determiners to identify things (*this book, my sister*) and we use quantifiers to say how much or how many (*a few people, a lot of problems*).

Note: Here, we will focus on determiners and we shall discuss quantifiers in another Unit.

A **determiner** is a word that is placed in front of a single noun or noun phrase (attributively). It cannot be used predicatively, that is after the noun. A determiner may or may not be used before plural nouns.

There are four types of determiners: articles, demonstratives, possessives, and quantifiers to indicate the certainty, location, ownership, and quantity of the noun. Determiners may be divided into definite determiners and indefinite determiners.

Types of Determiners

Articles

a
an
the



Possessives

my, your,
his, her, its,
our, their,
whose



Demonstrative

this
that
these
those



numerals

one
two
three
four



Ordinals

first
second
third
fourth



Quantifiers

a few, another,
several, much,
many, a lot of, any,
some, very



Determiners and quantifiers are useful in letting us know more about the noun that they refer. For example, *this* thing identifies something that is close at hand; *her* wig means the wig belongs to her; *another* donkey tells of one more donkey; and *a few* marbles refers to a small number of marbles.

Most of the words used as determiners are also used as pronouns. However, the possessive determiners (*my*, *your*, *his*, *her*, *its*, *our*, and *their*) and a few other determiners cannot be used as pronouns: *the*, *a*, *an*, *every*, *no*, and *other*. To use the latter ones as pronouns, use *one* (instead of *a* or *an*), *each* (instead of *every*), *none* (instead of *no*), and *others* (instead of *other*).

Specific and general determiners

Determiners are words which come at the beginning of **noun phrases**. They tell us whether a noun phrase is **specific** or **general**.

A. Specific determiners

The specific determiners are:

- **The definite article:** the
- **Possessives:** my, your, his, her, its, our, their, whose
- **Demonstratives:** this, that, these, those

We use a specific determiner when we believe the **listener/reader knows** exactly what we are referring to:

- Can you pass me **the salt**, please?
- Thank you very much for **your letter**.
- **Whose coat** is this?
- Look at **those lovely flowers**.

B. General determiners

We use a general determiner when we are talking about things in general and the listener/reader does not know exactly what we are referring to.

The general determiners are:

a/an	0 (no determiner)	any	another	other
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The most frequent general determiner is the indefinite article *a/an* used with **singular nouns**:

- A man came this morning and left a parcel.
- He was wearing a big coat and a cap.

We use no determiner with **plural nouns** and **uncount nouns**:

- **Girls** normally do better in school than **boys**. (plural nouns)
- **Milk** is very good for you. (uncount noun)
- **Health** and **education** are very important. (uncount nouns)

We use the general determiner *any* with a singular noun or an uncount noun when we are talking about all of those people or things:

- It's very easy. **Any** child can do it. = All children can do it.
 - With a full licence you are allowed to drive **any** car. = all cars
 - I like bananas, oranges, apples – **any** fruit. = all kinds of fruit
- (Note that *any* is also used as a **quantifier** in negative and interrogative sentences.)

We use the general determiner *another* to talk about an additional person or thing:

- Would you like **another** glass of wine?
- The plural form of **another** is **other**:
- I spoke to John, Helen and a few **other** friends.

Interrogative determiners: '**which**' and '**what**'

The interrogative determiners are **which** and **what**.

A. **which** is a **specific determiner**

- Here are three books. **Which** book do you think is the most interesting?
- They have four boys. **Which** boy is the oldest?
- I can't remember **which** house Janet lives in.
- **Which** restaurant did you go to?

B. **what** is a **general determiner**

- **What** food do you like?
- I don't know **what** job she does.

The type of determiner used depends on the type of noun.

- **Singular Nouns** - always needs a determiner
- **Plural Nouns** - the determiner is optional
- **Uncountable Nouns** - the determiner is also optional

There are different determiners in the English language, they include:

Pre-determiners	all, all of, half, half of, both, double, twice, quite, rather, such, what, etc.
Articles	a, an, the
Demonstratives	this, that, these, those, which, etc.
Possessives	my, your, our, their, his, hers, whose, it's, my friend's, our friends', etc.
Ordinals	first, second, 1st 2nd, 3rd, last, next, etc.
Cardinals Numerals	one, two, three, ten, twenty, forty, hundred, thousand, etc.
Distributives	Each, every, either, neither, etc.
Quantifiers	Much, some, no, any, many, enough, several, lot of, plenty of, little, a little, few, a few, both, all, another, etc.

1. Definite Article: the

The article **the** is a determiner in a sentence when placed before a noun or a noun phrase. It is called a definite article as it points to a particular person or thing being mentioned in the sentence. It can be used before a singular or a plural noun, and before a countable and an uncountable noun.

We use the determiner **the**:

- to refer to people or things which we know because they have already been mentioned.

For example

I recognize that man. He's **the** one who is doing great magic at the marketplace.

Over there is a cave. There are countless bats roosting in **the** cave.

- to refer to a person or thing when there is only one.

For example

He is the boss of the company producing pencils.

The flood occurred only in the east coast of the country.

- before superlatives, words such as first, only, etc.

For example

Peacocks have the most beautiful feathers.

The first runner to cross the finishing line was a skinny man.

This duckling is the only pet I have.

- before adjectives that act as nouns.

For example

Sometimes I hate myself for dreaming the impossible.

They buried the dead wherever they found them.

- before a singular noun that is representative of a group of similar people or things.

For example

A large and flightless bird, the dodo is now extinct.

The satellite has many uses, the most important of which I think is the transmission of information.

- before proper nouns.

For example

The Robinsons are the latest members of the ghost-hunting club.

The Niagara Falls is the largest waterfall in the world.

2. Demonstratives

Determiners include demonstratives or demonstrative determiners, also called demonstrative adjectives, the most common of which are this, that, these and those.

As determiners, this and that come before singular nouns, and these and those being plurals of this and that respectively are used in front of plural nouns. These determiners are also used to indicate a near (this) or distant (that) object, number of the object (this/that = one; these/those = more than one); or definiteness of something or someone (this thing or this person = not that thing or that person). Determiners and the nouns that they modify must also agree in number (e.g. this donkey is/these donkeys are; that monkey has/those monkeys have).

For example

- This bucket has a hole in it.
- Behind that fat monkey is a small monkey.

- The children sleep on these mattresses on the floor.
- We are ready to chop those cabbages.

Demonstratives **this** and **that** are used with singular nouns, while **these** and **those** are used with plural nouns.

For example

- **This colour** is not found in the rainbow.
- **That hill** was shaped almost like a human head.
- **These footprints** are left by a three-toed creature.
- They were trying to hatch those dinosaur eggs.

Demonstratives **this** and **these** are used to indicate specific person/people and thing/things, etc. that is/are close to the speaker, and that and those show that it/they is/are not near to the speaker.

For example

- Look at this photo of Pritam.
- I will ask that policeman the way to the police station.
- Listen to these voices and tell me whose.
- Those strange noises came from the roof.

Nouns need not follow these determiners if the meaning is understood. With no nouns following these determiners, they are no longer determiners; they become pronouns.

For example

- Whose is this?
- Don't touch these..
- Look at that, everyone.
- Those are not mine.

The words **this**, **that**, **these**, and **those** that come before a number that represents a noun are not determiners; they are pronouns.

For example

- This one smells as bad as that one.
- These two are bigger than those three.

If there is an adjective modifying a noun, the demonstrative comes before the adjective.

For example

- This ugly scar is caused by an operation.
- That big turkey makes a funny gobbling sound.
- These edible snails are our favourite.
- Those old blankets are full of holes.

The words – **this**, **that**, **these**, **those** – besides being determiners, are also used as pronouns. One good way to distinguish between them is that a determiner, unlike a pronoun, comes before a noun.

Determiner	Pronoun
This potato is still hot.	This is a hot potato.
That duckling is ugly.	That is a very ugly duckling.
These apples are rotten.	These are rotten apples.
Those dark clouds are gathering overhead.	Those are dark clouds gathering overhead.

3. Possessive determiners

Possessive determiners indicate possession of someone, something, or some place. They use words such as **my, your, his, her, its, our, and their** before a noun. Possessive determiners are the same as **possessive adjectives** which are also used to show ownership.

Most of the words used as determiners are also used as pronouns. However, all the possessive determiners (and a few other determiners) cannot be used as pronouns as determiners are determiners and pronouns are pronouns. One has to be able to distinguish them in order to know how to use them correctly.

This table shows the possessive determiners.

	Singular	Plural
1st person	my	our
2nd person	your	
3rd person	his her its	their

For example

- She looks just like her mother.
- Your dog may have more fleas than mine as it scratched itself much more.
- Its back was bitten by a dog.
- Our dinner was delayed because mum was stuck in a traffic jam.
- Their parents refused to visit him in prison.

An adjective can come between the possessive determiner and a noun.

For example

- You are my friend. / You are my real friend.
- Who broke your glass? / Who broke your wine glass?
- **His** leg was broken in two places. / **His left** leg was broken in two places.
- That guy is her boyfriend. / That guy is her new boyfriend.
- The dog is wagging its tail. / The dog is wagging its long tail.
- Their house overlooks the lake. / Their beautiful house overlooks the lake.

The definite determiner **the** may be used instead of a possessive determiner. However, when referring to someone in the family or a relative, **the** may not be used.

For example

- She punched him on his nose.
- She punched him on the nose.
- We walked back to our house when it started to rain.
- We walked back to the house when it started to rain.

The definite determiner **the** may not be used.

For example

- **No:** **The** wife is watching me cook.
- **Yes:** **My wife is watching me cook.**
- **No:** I called **the** uncle to hurry up.
- **Yes:** I called **my uncle to hurry up.**

4. Distributives

A distributive determiner is used to refer to each element or individual of a group or class, and not to a group or class collectively. The distributives used here are **a**, **an**, **both**, **each**, **every**, **either**, and **neither**.

A and an

The indefinite articles **a** and **an** are used when a person or thing is mentioned for the first time.

For example

- **A** man approached us to ask for direction.
- In the still of the night, we could hear **an** owl hooting in the distance.

Both

The word **both** refers to the two items that make up a pair, and therefore cannot be used before a singular noun. It is followed by a plural noun.

For example

- **Both** sisters fell in love with the same man.
- It was reported that **both** countries also signed a trade agreement.

Each and every

These two words have about the same meaning.

Each is used when it is used to refer to people or things seen as separate individuals, and **every** to mean everyone that together make up a group.

Each is used to refer to people or things seen as separate individuals, and **every** to mean each one that together make up a group.

For example

- She wears a ring on **each** finger except the thumbs.
- The victims identified **every** member of the armed gang who took part in the robbery.

Each and every are used only before a singular countable noun.

For example

- Police questioned **each** member of the family for possible involvement in the murder.
- The head of **every** household must fill out the form.

Each and every are used to mean more than two.

For example

- **Each** member at the meeting received a copy of the report.
- **Every** player must attend the training sessions for the next crucial match.

Each can be used to mean two and every to mean three or more.

For example

- **Each** player in the singles final has a different style of play. (= two players)
- There were cars parked along the sides of **every** street in town. (= all the streets)

Every can be used with uncountable nouns.

For example

- He gave me **every** advice before I went for the climb.

Either and neither

The distributive determiners **either** and **neither** refer to two people or things and not more. **Either** and **neither** are used before a singular noun as each of them refers to one item of a pair.

For example

- **Either** parent will drive the children to the library.
(One or the other of the two parents will drive.)
- He received injuries on **either** side of his head from a fight.
(Injuries received on both sides of his head.)
- **Neither** boxer was able to knock the other out.
(Not one or the other of two boxers could knock the other out.)
- **Neither** one of them would give in until the other apologized.
(Not the one and not the other of the two people would give in.)



Exercise 1

Complete the following sentences with suitable words.

1. We have only _____ minutes to spare. (*few / a few*)
2. There weren't _____ people who followed the teaching of Socrates. (*much / many / very / some*)
3. He is famous for being _____ rich. (*very / much*)
4. Though most of the seats have been filled, _____ are still left. (*some / any / much*)
5. It did not rain _____ last year and the crops failed. (*much / many*)
6. I am sorry, there aren't _____ good restaurants in this town. (*any / some*)
7. She thanked me for _____ gift I gave her. (*a / the / an*)
8. The children were told to wash _____ hands. (*they / their*)
9. I have never experienced so _____ (*hot summer / hot a summer*)
10. Not _____ people can afford to buy a car these days. (*many / any / some*)



Exercise 2

Fill in the blanks with suitable determiners from the following table:

all	most	this	more	these	that	a	much
a	all	every	little	several	these	some	

1. _____ house is not mine.
2. I have _____ more files to complete.
3. She doesn't like him _____.
4. Nidhi answered _____ the questions wrong.
5. _____ the girls had to carry their own luggage.
6. I shall not buy _____ oranges. These are rotten.
7. I have bought _____ cycle.
8. I drive 10 Kms _____ day to reach my school.
9. We are expecting _____ guests tonight.
10. _____ of my answers were correct. So I passed.
11. Hello! _____ is Nipun. Can I speak to Aman?
12. He spends _____ time on video games.
13. What is your sister doing _____ days?
14. I can speak _____ Hindi.
15. He had built _____ unique house.



Exercise 3

1. We have only _____ minutes to spare. (*few / a few*)
2. There weren't _____ people who followed the teaching of Socrates. (*much / many / very / some*)
3. He is famous for being _____ rich. (*very / much*)
4. Though most of the seats have been filled, _____ are still left. (*some / any / much*)
5. It did not rain _____ last year and the crops failed. (*much / many*)
6. I am sorry, there aren't _____ good restaurants in this town. (*any / some*)
7. She thanked me for _____ gift I gave her. (*a / the / an*)
8. The children were told to wash _____ hands. (*they / their*)
9. I have never experienced so _____ (*hot summer / hot a summer*)
10. Not _____ people can afford to buy a car these days. (*many / any / some*)



Exercise 4

1. We use _____ to explain what we are talking about.
2. We use 'this / these' for things which are _____.
3. We use 'that / those' for things which are _____.
4. We also use _____ for things which are distant from us in time.
5. We can use 'this / that' to refer to _____, e.g. what somebody has said.
6. I'm really busy _____ morning.
7. _____ cake you made last week was delicious.
8. Let me introduce you. Sue, _____ is Tom.
9. I'm going to take back _____ shoes I bought last week.
10. Are you going to watch _____ DVD with us?
11. First you need to chop up _____ tomatoes over there.
12. Hello, _____ is Nick speaking.
13. Yes, _____'s right. I completely agree with you.



Exercise 5

my	your	his	her	it's	our	their
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5. _____ names are Kevin and Stewart. They are my friends.
6. He forgot to write _____ name on the test!
7. A: What is your phone number? B: _____ phone number is 555-9826.
8. Did the cat eat all of _____ food?
9. The children are crying because they can't find _____ toys.
10. Manish and Priti like _____ new teacher.
11. I really like my new home, especially _____ location.
12. This is a picture of my friend. He is _____ best friend.
13. Do you think your father likes _____ birthday present?
14. We still have twenty more minutes before _____ class begins.
15. Brazil is located in South America. _____ capital city is Rio de Janeiro.
16. When did Mr. and Mrs. Subba buy _____ new television?
17. Oh no! I can't find _____ keys! Where are they?
18. A: Where is _____ brother? B: My brother is at school.



Exercise 6

Write an ordinal number to complete the sentences. Use the numbers in brackets.

1. Our flat is on **the** _____ floor. (8)
2. This composer wrote his music in **the** _____ century. (19)
3. March is **the** _____ month in the year. (3)
4. May is **the** _____ month in the year. (5)
5. Brazil won the World Cup for **the** _____ time in 1994. (4)
6. November is **the** _____ month in the year. (11)
7. The Berlin Wall fell near the end of **the** _____ century. (20)
8. My brother's birthday is on **the** _____ of August. (22)
9. He was **the** _____ President of the Nepal. (34)
10. December is **the** _____ month in the year. (12)

UNIT 22

Quantifiers



Learning objectives

After studying this unit, you will be able to...

- identify quantifiers.
- know the use of different quantifiers.



Learn and Act

To begin this unit, let's read the following paragraph by paying special attention to the things: **how much** and **how many**.

Hello everybody!

My name is Rohit and I am an architect. I have designed several buildings, roads and bridges. I get up early morning and have some cereal for breakfast. I also have some fruits and a plenty of juice. Before, I used to have a lot of candies. I used to give less time in sports and more time in studies.

For lunch I have a little rice but I also eat a lot of fruits and green vegetables. I don't do enough exercise but I try and do for a hiking once a week. For dinner I usually have roti and salad. My brother doesn't eat any breakfast in the morning but he has a salad and a glass of milk. He does a lot of exercise and goes to the gym every day but he eats too much breads and cakes.



Quick Feedback

- a. What has Rohit done as an architect?
- b. What did he use to do before?
- c. List out the differences between Rohit and his brother in terms of eating habit and exercise.



Forming Knowledge

We use quantifiers when we want to give someone information about the number and quantity of something such as **how much** or **how many**. Quantifier is a word or phrase that is used before a noun to show the amount of it that is being considered: **some, many, a lot of, a few, a little**, etc. are some examples of quantifiers used in English.

Sometimes we use a quantifier in the place of a determiner:

For example

- **Most children** start school at the age of five.
- We ate **some bread and butter**.
- We saw **lots of birds**.

The quantifiers used in English are as follows:

Some	Any	Several	Few	A great deal of	No
Little	A little	Much	Many	A lot of	Every
Plenty of	Each	None	A few	All	Lots of
The whole	Both	Either	Neither	most	A number of

Some and Any

“Some and any” are determiners and they express an indefinite quantity or number. “Some and Any” are used when it is not easy, necessary or important to say exactly how many / how much we want to mean. They are both used with countable and uncountable nouns.

“Some” is often used in affirmative statements.

1. Some + Countable Nouns: In this case, “some” means “a few”.

For example

- There are some postcards in my bag.
- There are some students in the class.
- There are some cherries in the basket.
- There are some mistakes in the list.

2. Some + Uncountable Nouns

There is some dust on the floor.

- There is some cheese in the fridge.
- There is some fruit in the basket.
- There is some fish on the plate.

3. Any + Countable Nouns

“Any” is often used in negative sentences and questions.

- There aren’t any people on the moon.
- There aren’t any skyscrapers in our town.
- There are not any empty chairs for the guests.
- Are there any doctors in your family?
- Yes, there are some doctors in my family.
- No, there aren’t any doctors in my family.

4. Any + Uncountable Nouns

- There isn’t any milk in the bottle.
- There isn’t any honey at home.
- There isn’t any cold water here.
- Is there any bread on the table?
- Yes, there is some bread on the table.
- No, there isn’t any bread on the table.

Note: In a negative sentence, we can use “no” in place of “not any”; However, “no” can also be used with countable singular nouns. When “no” is used, the verb is always positive.

- There aren’t any wild animals in the forest.
- There are no wild animals in the forest.
- There isn’t any milk at home.
- There is no milk at home.

Some is also used in offers and requests.

- Would you like some cake?
- Could you do some typing for me?

Much / Many

Many and **Much** express a large quantity

For Examples, (+)

- I have many postcards.
- She has got much influence on you.
- There are many students in the class.
- There is much orange juice in the glass.

For Examples, (-)

- There isn't much sugar in the kitchen.
- There aren't many people in the streets.
- He doesn't have much time.
- There isn't much fun here.

For Examples, (?)

- Is there much rain in Istanbul?
- Has Kamal got much cash?
- Are there many books in your bag?
- Do you have many CDs?

Note: "too much" and "too many" indicate an excess and are used in affirmative sentences.

For example

- There is too much noise in big cities.
- There are too many people at the party.

How Much / How Many

- We use "How many" with plural nouns.
- We use "How much" with uncountable nouns.

For example

- How many eggs?
- How many sisters?
- How many countries?
- How many apples?
- How much flour?
- How much butter?
- How much money?

A Few / A Little

Differences between **A Few** / **Few** and **A Little** / **Little**

A few expresses a small quantity. **Few** implies that something is not many, not enough or almost none. It expresses a negative idea.

For example

- I have a few close friends in town, and we have a very good time together.

- I have few friends in town, so I feel lonely from time to time.

A **little** expresses a small quantity. **Little** implies that something is not much, not enough or almost none. It expresses a negative idea.

For example

- We have a little milk. Let's make a cake.
- We have little milk. We can't make a cake.

Let's go and have a drink. We've got a little time before the train leaves. (a little time = some time, enough time to have a drink)

- 'Do you speak English?' 'A little.' (So we can talk a bit)
- There is little sugar in my coffee. Could I have some more?

A lot of

- Quantifier **a lot of** is used in all forms.
- Instead of **a lot of**, we can use **lots of**.
- **Lots of** is an informal form of **a lot of**.

Example sentences:

- I have got lots of story books.
- Are there a lot of people in the queue? Yes, there are.
- There is a lot of milk in the jug.
- There isn't a lot of honey in the hive.
- Do you know a lot of people there?
- She has lots of oxen on the farm.

Quantifiers with count nouns

Some quantifiers can be used only with count nouns:

(not) many	each	either	(a) few
several	both	neither	fewer

These more colloquial forms are used only with count nouns:

a couple of	hundreds of	thousands of
-------------	-------------	--------------

I'll be back in a couple of minutes.

There were hundreds of people at the meeting.

Quantifiers with uncount nouns

Some quantifiers can be used only with uncount nouns:

(not) much	a bit of	a little
------------	----------	----------

Would you like a little wine?

Could I have a bit of butter, please?

These quantifiers are used particularly with abstract nouns such as **time**, **money** and **trouble**:

a great deal of	a good deal of
-----------------	----------------

It will probably cost a great deal of money.

He spent a good deal of time watching television.

Members of groups

We put a noun directly after a quantifier when we are talking about members of **a group in general**:

- Few **snakes** are dangerous.
- Most **children** like chocolate.
- I never have enough **money**.

but if we are talking about members of a **specific group**, we use *of* as well:

- Few **of the snakes in this zoo** are dangerous.
- Most **of the boys at my school** play football.
- He's spent all (of) the **money that we gave him**.
- Both (of) the **chairs in my office** are broken.

Note: with **all** and **both**, we don't need to use *of*. We can say **all the ...** and **both the ...**.

both, **either** and **neither**

If we are talking about two people or things, we use the quantifiers *both*, *either* and *neither*:

One supermarket	Two supermarkets	More than two supermarkets
The supermarket was closed.	Both the supermarkets <u>were</u> closed.	All the supermarkets were closed.
The supermarket wasn't open.	Neither of the supermarkets <u>was</u> open.	None of the supermarkets were open.
I don't think the supermarket was open.	I don't think either of the supermarkets <u>was</u> open.	I don't think any of the supermarkets were open.

Note that nouns with **both** have a **plural verb** but nouns with **either** and **neither** have a **singular verb**.

every and each

We use the quantifiers **every** and **each** with singular nouns to mean **all**:

- There was a party in every street. (= There were parties in all the streets.)
- Every shop was decorated with flowers. (= All the shops were decorated with flowers.)
- Each child was given a prize. (= All the children were given a prize.)
- There was a prize in each competition. (= There were prizes in all the competitions.)

We often use *every* to talk about times like days, weeks and years:

- When we were children, we had holidays at our grandmother's every year.
- When we stayed at my grandmother's house, we went to the beach every day.
- We visit our daughter every Christmas.

We do not use a determiner with *every* and *each*:

- Every shop was decorated with flowers. (NOT ~~The every shop~~)
- Each child was given a prize. (NOT ~~The each child~~)

More on Quantifiers

1. Quantifiers used with singular count nouns

- **Every**: You make me laugh every time you lie.
- **Each**: I will talk to each person individually.
- **Either**: Suresh could shoot very well with his either foot.
- **Neither**: He is lucky, neither foot showed anything wrong.

2. Quantifiers used with plural count nouns

- **a few:** I gave him a few candies.
- **fewer:** Fewer shops accept checks nowadays.
- **many:** They got married many years ago.
- **great Many:** Both sides had great many casualties in that war.
- **several:** Several buildings were damaged in the earthquake.
- **A Number of:** A number of students failed the class.
- **plenty of:** We have plenty of hot dogs, it should be enough.
- **a lot of / lots of:** I've got a lot of candies.
- **enough:** We have enough hot dogs but we need more buns.
- **any:** Did you buy any hot dogs? Yes, five of them.
- **some:** She needs to buy some books.

3. Quantifiers used with non-count nouns

- **plenty of:** We have plenty of gas, it should be enough.
- **a lot of / lots of:** I've got a lot of cash on me.
- **enough:** We have enough gas, you don't have to worry.
- **any:** Did you spend any cash? No, I didn't spend any.
- **some:** She needs some fatherly advice.
- **a little:** Give me a little money before you go.
- **less / more:** You spend less time and lose more weight.
- **much:** We don't have so much water in the tank.
- **a bit of:** Can I have a bit of your chocolate?



Exercise 1

Complete the sentences using **some / any / someone / anyone / something / anything / somewhere / anywhere**.

1. Mum, have we got _____ eggs in the fridge? – Of course, I bought _____ yesterday.
2. There's _____ at the door. – Are you expecting _____?
3. Did you go _____ last night?
4. You've got to do _____ about it. Otherwise the situation will get out of control.
5. Choose _____ number between 1 and 10. It doesn't matter which one.
6. I can't find my cell phone. I must have left it _____.
7. I need _____ tomatoes to make this salad. – Sorry, we haven't got _____ at home. – Well could you hop over to the greengrocer's and get _____, please.
8. I've got _____ banknotes, but I don't have _____ coins.
9. This party is so boring. – Let's go _____ else.
10. Is there _____ you need? – No, I'm just looking for _____.
11. Is there _____ in the classroom with a blue sweater?
12. John lives _____ in London, but I don't really know the exact address.
13. Does _____ in the audience have a mobile phone?

14. Could I have _____ more coffee please?
15. I would like to go _____ this summer, but not just _____. I'd like to travel abroad.
16. _____ can play this game. It's easy.
17. I went shopping yesterday. I bought _____ socks, but I didn't buy _____ shoes.
18. Have there been _____ phone calls for me while I was out? – Yes, _____ called an hour ago.
There was _____ he had to tell you.
19. There isn't _____ sitting at the table, but there's _____ sitting at the bar.
20. Where is my notebook? – I can't find it _____.
21. There must be _____ you can add to our discussion. Just don't sit there without saying _____.
22. I don't want to go to the Jake's party. I don't know _____ there.
23. Can we go _____ else to talk? It's so loud here.
24. _____ bus will take you to the town centre.
25. There's _____ I want to introduce to you.



Exercise 2

Complete the sentences using the words from the box.

little / a little / few / a few

1. We have _____ time left. Let's try to get finished quickly.
2. You have _____ ideas left, so let's hear them.
3. I have got very _____ friends, so I'm alone most of the time.
4. Would you like _____ water?
5. What you need is _____ more self-confidence.
6. _____ is known about how the disease spreads.
7. I'm sorry, but I speak _____ Spanish. Can't we communicate in English?
8. Very _____ people went to see the movie.
9. Mary managed to get _____ piece of cake.
10. She saves _____ money every month because she wants to go on a cruise next summer.
11. There are _____ posts that are really worth reading. Most of them are rubbish.
12. I have drunk _____ water today, so I guess that's why I'm so thirsty.
13. There are _____ good books that I would recommend reading.
14. Have you got any money left in your bank account? Yes, I have _____, but not very much.
15. There are _____ cities in the world that have a multicultural society.
16. There was _____ time to finish the project, so we had to work on weekends.
17. We stayed in New York for _____ days before moving on to the Midwest.
18. I'd like to tell you _____ about my childhood.
19. I made very _____ mistakes, so I got a very good mark.
20. I see _____ reason for giving him _____ days off.



Exercise 3

Complete the sentences using the words from the box.

another / each / every / one / other / others

1. The email has been sent to _____ member of the teaching staff.
2. _____ of his sisters lives in Australia, the _____ one in America.
3. Would you like _____ piece of cake?
4. I put _____ of the documents into a separate folder.
5. A train arrives _____ 10 minutes.
6. _____ of the students of my class came down with the flu yesterday.
7. Some people like politics, _____ aren't interested in it at all.
8. Is there _____ golf course around here?
9. There are two routes. _____ goes through the city, the _____ passes through the countryside.
10. I usually get up at 6.30 _____ morning.
11. There are five questions left. You must answer _____ of them.
12. Let's go to _____ restaurant today. We always go to the same one.
13. We paid \$5 _____ for the reservations.
14. There are three parts in the test and _____ one lasts for 45 minutes.
15. The headmaster wants to speak to _____ teacher.
16. Could I ask you _____ question if you don't mind?
17. _____ player needs to wear a helmet. There are no exceptions.
18. All the British Airways flights to London are fully booked. We'll have to take _____ airline.
19. We have ballet practice _____ second Monday.
20. He always stays with _____ of his relatives when he's in town.



Exercise 4

Complete the sentences using the words from the box.

anyone - anything - anywhere - everybody - everything - everywhere - nobody - nothing - someone - something - somewhere

1. Do you have _____ in your coat pocket? - Let's see.
2. Jonathon is speaking to _____ on the phone.
3. Aimee didn't tell her secret to _____.
4. The headmaster is very popular at school. _____ likes him.
5. My boyfriend likes to be at home. He doesn't want to go _____ after dark.
6. The room was empty. There was _____ to talk to. 7. There was _____ the doctor could do for him.
8. Judy was hungry. She wanted to go _____ to have a burger.
9. There is _____ at the door. Could you go and check?

10. Dad gave me _____ for my graduation.
11. We stayed in London for a whole week and visited _____ in this marvellous city.
12. There is a bomb threat. _____ must leave the building at once.
13. There are bugs _____ in this room. It's disgusting.
14. I opened the door but there was _____ there.
15. I heard _____ coming down the stairs, but I couldn't see who it was.
16. What were you doing last evening? – I was at home. I wasn't doing _____.
17. Does _____ have a pen? – Yes, I've got one.
18. There was _____ on the bus. The last passenger had got off one stop earlier.
19. _____ made an anonymous phone call to the police.
20. I have got _____ in my right eye. Could you have a look?
21. His injury looked bad but fortunately _____ was broken.
22. Does _____ mind if I open the window?
23. You can sit _____ you want. There are no seat numbers.
24. She was still awake but _____ else had already gone to bed.
25. There's _____ wrong about the data. I checked it myself.



Exercise 5

Select the correct quantifiers and fill in the following gaps.

Some	Any	Several	Few	A great deal of	No
Little	A little	Much	Many	A lot of	Every
Plenty of	Each	None	A few	All	Lots of
The whole	Both	Either	Neither	most	A number of

1. _____ worker is eager to take responsibility.
2. _____ workers are eager to take responsibility.
3. _____ of the workers is eager to take responsibility.
4. _____ of the workers are eager to take responsibility.
5. _____ of the film was worth watching.
6. _____ of the evidence was lost before the trial.



Exercise 6

Choose the appropriate options to complete the sentences.

1. Today, _____ people who enjoy winter sports is much greater than that of twenty years ago.
a. a number of b. many c. a great deal of d. the number of e. several
2. According to the studies, dolphins, whales and _____ other sea creatures use highly sophisticated navigation systems.
a. any b. a little c. many d. much e. each

3. The dietary habits of a child often have _____ to do with that child's eating habits as an adult.
a. little b. whole c. every d. a great amount e. most
4. In the United States of America, there are literacy classes for workers, _____ of whom never graduated from high school.
a. a little b. much c. any d. many e. a good deal
5. In the first _____ months of life, an infant learns how to lift its head, how to smile and how to recognize its parents.
a. many b. a lot of c. any d. the number of e. few
6. Serving _____ terms in Congress, Shirley Chisholm became an important United States politician.
a. plenty b. several c. a lot d. much e. whole
7. Although the language learning abilities of apes have surprised _____ scientists, they generally agree that apes do not progress beyond _____ linguistic abilities of a two-year-old child.
a. few / a b. a little c. many / the / the d. each / a e. much / the
8. The storm continued for _____ of the days when we were in New Orleans, but fortunately there wasn't _____ damage in the city.
a. a few / many b. several / a lot c. all / a little d. most / much e. some / few
9. Heavy fines and jail sentences have made _____ difference in preventing elephant poaching for their tusks.
a. the number of b. a few c. little d. many e. none
10. Although _____ species of fox are reddish in color, _____ Arctic fox is often pure white.
a. a great amount of / an b. any / the c. plenty / the d. all / an
e. most / the



Exercise 7

Complete the sentences with the following quantifiers.

some	little	few	much	a lot of	several any
a little	a few	many	plenty of	no	

1. Very _____ people fly just because of terrorist activities.
2. Tony is a keen golfer but unfortunately he has _____ ability.
3. The capital town of this island is very small and doesn't have _____ important buildings. The islanders don't have _____ money, and they have _____ contact with the outside world. The roads aren't good. There are lots of bicycles but not _____ cars. There are _____ shops, and there is _____ cultural life.
4. Unfortunately, I haven't got _____ time for watching TV.
5. You can buy these maps at _____ station. They all have them.
6. If you have _____ questions, I'm ready to answer.
7. We haven't got _____ potatoes left. I'd better go to the supermarket and get _____. We need bread too.
8. The postman hardly ever comes here, that's why we receive _____ letters.
9. There isn't _____ point at all in getting upset about it.
10. _____ coat will do. It needn't be a raincoat.

UNIT 23

Phrasal Verbs



Learning objectives

After studying this unit, you will be able to...

- identify various types of phrasal verbs.
- use phrasal verbs appropriately.

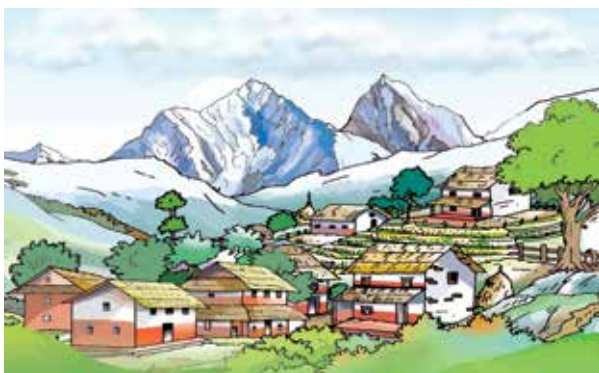


Learn and Act

Village life is full of simplicity and peace. Villages are blessed with greenery, purity of air, water as well as people. People in the villages live together with love and harmony. They are hard-working and believe in simple life instead of a luxurious one.

The people in villages are living in between animals and nature and therefore they care for them. Women in the villages involve themselves with household and field works. The village people go for less purchasing as they grow most of the vegetable grains in their fields and eat fresh foodstuff. They are very laborious. They value the cultural aspect to a greater extent. They lead a simple life with the ultimate aim of life to be happy and satisfied. They do have many desires instead they are satisfied with what they are blessed with.

Village life is simple and beautiful than cities. People live peacefully and are not being driven in a race of success. It is a better place to give relaxation to our mind and soul, as it is free from noise and is filled with natural beauty.



Quick Feedback

- a. What is the beauty of villages?
- b. Are the villagers satisfied with what they are blessed with?
- c. Pick out any three phrasal verbs from the above text.



Forming Knowledge

Phrasal verbs are phrases that indicate actions.

Phrasal verbs consist of a **main verb** plus either an **adverb** or a **preposition**. Phrasal verbs provide the **action in a sentence**. However, by combining a verb with an adverb or a preposition, the combination of words makes the verb phrase take the **meaning of its own**.

For example

1. look for search/seek
Sentence: He is looking for his keys.
2. look up to have a great deal of respect for a person
Sentence: His father is his model. He is the person he looks up to.
3. look forward to await eagerly/anticipate with pleasure
Sentence: She is looking forward to visiting Pokhara.

Phrasal verb	Meanings
hidden away	To put something in a place where no one can find it.
laughed at	To behave in a way that shows you are not worried or frightened.
look at	To examine something closely.
gave up	To stop trying and admit defeat.
went through	To search something very carefully.
finish off	To destroy something.
figure out	To think about somebody/something until you understand them/it.
fond of	To like something.
lock up	To put there and fasten the lock.
bring up	To take care.

Study the most common phrasal verbs that can be used in our daily communication.

Phrasal Verb	Meaning of the Phrasal Verb	Example
add up to	To have something build up in combination or along with something that has already happened	The chief guest arriving late added up to the existing problems.
ask around	To enquire about something to different people	The teacher asked around the entire school if they saw a little boy named Krishna going upstairs.
abide by	To act in accordance with something To remain faithful to someone	While you are here, you will have to abide by the rules and regulations of this organisation. He did not show up for the event as he had promised, but he had supported me for months and so I will abide by him.
account for	To explain something by connecting or relating circumstances To be the primary cause of something that happened To destroy	The doctor does not have to account for anything to you. You will be accounted for any damage done to the products. Terrorism accounts for the loss of lives more than diseases do.

break in	To enter a building or a place forcefully To start something brand new or take something to a new level	Someone tried to break into our house last Saturday. Charles broke in with the newest smartphone.
break up	To break some object into pieces To end a relationship To dissolve or to part	The glass plates broke up when it was unknowingly pushed down by Chandler. Kimmy broke up with her boyfriend last month. The party finally broke up after three long hours of dance and music.
blow up	To explode To enlarge To fail disastrously	Do you know why vehicles blow up when they crash into another vehicle or fall off a cliff? Try blowing up the pictures if you want a better look at them. Yadhu blew up the interview he attended yesterday.
back down	Take a more compromising and less aggressive position in a conflict contrary to what one had in mind earlier	The opposite party decided to back down after hearing our case.
break off	To cancel or put an end to something	Diana broke off her engagement.
bring on	To cause something to happen	Excessive drinking and smoking can bring on serious health hazards like heart attacks, lung diseases and cancer.
bring up	To mention To rear or nurture To uncover something that has been in the dark or a mystery for long	We had asked Salim not to bring up the issue of gender neutrality but he did it anyway. My brother and I were born and brought up in North India. The facts we had been missing out on were brought up by Terry, the undercover agent.
brush up	To review or improve on some skill that you already possess or some information you already know.	I will have to help my sister brush up her French before she leaves for Paris.
burst out	To display sudden powerful emotion or to speak suddenly or emotionally	The whole room burst out into laughter the moment the boys left.
call off	To cancel	The managing director had to call off the meeting because of some medical emergency.

catch up	To update oneself with the past and present events To entangle To reach something that is already ahead of you	It has been a really long time since we met. We should definitely catch up. All the embroidery threads have got caught up with each other as they were put together. Susan was late for the meeting but she somehow managed to catch up with all that she had missed.
check out	To withdraw, to leave To examine or to inspect	Ross never checks out of the hotel room he has rented even one minute before the given time. The CBI checked out the spot for possible evidence.
cheer up	To become happy To make someone happy by doing or saying something	The little boy fell down but he cheered up soon after. His dad was doing all that he could to cheer him up.
count on	To depend on someone or something To expect	All the members of the team were counting on their captain. Don't count on being able to get the 9 p.m. bus if you are planning to leave home by 8:30.
clean up	To tidy To become smart or handsome	Tommy was asked to clean up the hall after his play time. He looks smart, he surely cleans up well.
drop out	To quit or to leave To be interrupted momentarily	Sruthy and Samantha decided to drop out of the online course. I am not able to make any phone calls as the line keeps dropping out.
do without	To manage without someone or something	Binu sure cannot do without a secretary.
do away with	To put an end to something or to eliminate something	If you want to live in peace, you have to do away with the superstitions and judgements.
ease off	To reduce the pressure To become less serious or concerned	Try listening to some music; it will surely help you to ease off your thoughts about the upcoming exam results. The manager tried to ease off a little; he had been working for months to get this project.
end up	To conclude To arrive at a particular destination To do something eventually	After all the chaos, that is how all of it ended up. Joy, Sherin, Sanju and Arjun ended up in a forest after driving for a long time. We sat in the railway station for long hours as the train was late and we ended up talking and enjoying each other's company.

figure out	To solve or find out something To understand	As soon as I figure out how to request a return for the trimmer I bought, I will order a different one. Are you able to figure out what she has been speaking about?
fall apart	To break into pieces or to disintegrate To be in an emotional crisis	My old house is falling apart ; we have to do something about it soon or we would be in big trouble. I cannot stand to see my two best friends falling apart because of something so silly.
fill in	To provide missing information about someone or something To substitute for someone or something	The guy who owned the tea shop filled in about the recent theft attempt at the opposite house. Raju asked Bheem to fill in for him so that he could take care of his sick father.
fall through	To be unsuccessful To be cancelled	All their attempts to convince the Principal for a holiday fell through . Their plans to go river rafting fell through because of heavy rains in the area.
fall behind	To be late To be below average in one's performance	The landlord did not appreciate the boys falling behind with the rent every month. You might lose your job if you keep falling behind with your work.
follow up	To continue or take further actions To verify	The superintendent asked him to follow up on the remaining files. Try sending a letter but make sure you follow up promptly without missing out.
get back	To retrieve To do something to harm or hurt someone who has harmed or hurt you	Make sure you get every single form back before you leave the office today evening. The boys from the other school are planning to get back at us because they lost the match.
get through	To overcome or endure To complete	It was very difficult for her to get through all of it alone. Cinderella got through the book she was reading this afternoon.
give in	To collapse or to fall To surrender or to admit defeat	The building gave in due to the earthquake. After a long quarrel, I finally gave in and let him have the last piece of cake.
go about	To keep oneself busy with something	My brother just goes about his work; he never has time for the family.

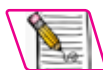
grow up	To develop or flourish	Technology grew up even in the most rural areas.
grow apart	To become estranged gradually	They were very close but they grew apart over the years.
goof around	To play or fool around	The children were goofing around with their grandparents.
go through with	To proceed or continue with	My mom and dad decided to go through with the demolition of our ancestral house.
hang on	To wait To grasp or hold To continuously have faith in something To persevere	Can you please hang on for a minute while I check for your details? Hang on to the handle so that you do not fall. He has got a theory that he hangs on to. This pain is not going to stay forever, just hang on and keep going.
hold on	To store something for someone To wait for a short while	Can you please hold on to this seat so that I can bring my luggage? Hold on , let me just get my phone.
hand out	To distribute	The teacher asked Maya to hand out the permission slips.
hand over	To transfer control or possession of something to someone To deliver something to someone	The controls of the system were handed over to Mike. I handed over all the documents to the bank manager yesterday.
hang out	To spend time with someone and not doing anything particularly	My friends decided to hang out at the coffee shop opposite our college after graduation.
hold against	To think less of someone because of something they have done	Suganya was awful to me when we were in school, but I don't hold any of it against her, but I don't think she has moved on.
head back	To go back to a place from where you had initially started	We headed back to the hotel after a long trek.
help out	To provide someone with assistance in doing something	When we were shifting, we did not know much trouble as my son's friends helped out a lot.

hold up	To withstand To fulfil one's part of an agreement To rob at gunpoint	You have to hold up to all kinds of judgement if you want to survive at this job. He kept holding up his end of the bargain even though we tried to make a compromise. The guy in the red jacket is the one who held up the bank yesterday.
knock out	To render unconscious To complete To exhaust	The police knocked out the man who tried to break into the house. Ricky knocked out the entire assignment in one night. Taking care of fifty students all day really knocked her out .
knock off	To kill To remove as a discount To rob	The girl hired a gang to knock off the people who had been threatening her. The manager agreed to knock off 25% of the price for all new arrivals. The mob knocked off a clothing store during the commotion.
knock over	To stage a heist of To strike something	The gang knocked over another bank this week. Kimmy knocked over the water bottle which was kept open.
look for	To search or seek To expect	She spent her whole day looking for a green file. Do you have any idea of what they would look for in me?
look out	To be careful and vigilant	The police have asked all the residents of the area to look out for men wearing peculiar clothes.
look up	To refer or search for information To have better prospects	I guess I have to look up the dictionary to find out the meanings of the words I do not know. Everything has started looking up for him since he moved to France.
look into	To investigate or explore To consider	The CBI has been appointed to look into the case. Can you please look into this before you move on to the next work?
light up	To illuminate To make happy	The team has done a great job in lighting up the entire place . The little boy's dance lit up the entire room.
lift up	To exalt someone's mood	The reunion of the F.R.I.E.N.D.S. cast lifted up the fans of the show.

look up to	To show respect and admiration for someone	Girls always look up to their fathers.
make for	To produce a result	Constant disagreement and arguments will not make for a happy marriage.
make up	To fabricate or invent To settle or resolve	Can you believe that they made up the whole story? You have to definitely make up for all that has happened because of your forgetfulness.
move in	To start living or working in a new place	When are you moving into the new apartment?
move out	To leave one's current location to go to another place	Beth finally moved out of this neighbourhood.
narrow down	To make things more specific	Can you please narrow down your choices so that we can provide you the cost estimation?
opt out	To decide not to participate in something	Anna opted out of the creative writing competition.
pay for	To be punished or held accountable for something that has happened	We had warned him that he would have to pay for his careless choices.
pay back	To take revenge	Gulliver paid them back for kidnapping him.
point out	To remind or indicate	The lawyer pointed out that Harry was the one who reached the spot first.
pull off	To achieve, succeed or make it happen	Are you sure you can pull it off by yourself?
pull over	To come to a stop	Can you please pull over for some time?
put up	To dare someone to do something To endure	He thinks that someone might have put him up to all this. I don't know how I am going to put up with all her drama.
put up with	To bear with or endure	I know what exactly you had to put up with to reach here.
rip off	To copy illegally	Do you know who ripped off their idea?
rule out	To reject an option To make something impossible	We had to rule out the colours that looked flashy. The heavy rains ruled out our every chance to go out today.
run into	To meet someone unexpectedly	I ran into your brother on the way to school yesterday.

run over	To describe briefly To drive over something	Can you please run over the agenda for me? Someone just ran over the dog.
screw up	To ruin or make a mistake	Please try not to screw up this time
see about	To take care	The teacher will see about it.
settle down	To get comfortable	Let me know after you settle down .
settle for	To accept something that's not desirable	He finally decided to settle for the cheaper headphones.
sign up	To enrol	We decided to sign up for the winter musicals this year.
sign off	To stop talking	How are you planning to sign off your speech?
sneak in	To enter without being noticed	Did you see her sneak into her room?
shut down	To stop something from functioning To end To withdraw oneself emotionally as a defence mechanism	It would be good if you could shut it down for a while. The company was shut down . She shuts down every time I try to make a conversation with her.
stand up for	To speak or act in support of something	Would you stand up for us?
straighten out	To make something right	He is coming tomorrow to straighten things out .
show off	To act boastfully	He often shows off his new expensive gadgets
stick around	To stay	I think she wants to stick around for some more time.
try out	To test something to check if it works well or not To take a test to see if you qualify, to audition	Why don't you try out if the TV is working now? If you want to be on the team, you will have to first try out .
take out on	To treat someone badly	He took it out on his sister.
talk out of	To dissuade someone	They talked him out of it somehow.
think up	To invent	I know you can think up plenty of excuses.
throw up	To vomit	The little boy threw up after jumping around the whole day.
turn in	To submit or to tell on someone	He turned himself in to the police.

turn down	To reject	He turned down the offer
turn out	To provide a result	It turned out to be a successful program.
warm up to	To become earnest to someone	He warmed up to her as soon as we had expected.
watch out	To be vigilant	You better watch out for speeding vehicles.
wear out	To not be in a useful condition or to be exhausted	He was worn out by the continuous practice.
wipe off	To remove	All the money was wiped off .
wrap up	To end something	We have to wrap up the event by 5 p.m.
zone out	To lose concentration	The children zoned out in the middle of the class.



Exercise 1

Fill in the blanks with the appropriate phrasal verb.

(Give up, call off, get away with, work up, show up, make up, come up, put up, clean up, hang up)

- Timothy finally _____ at the wedding.
- Never _____ on your dreams.
- _____ the room before you leave to play.
- The convict is trying to _____ a story.
- Mark Antony's speech _____ the Roman people.
- The convention was _____ due to the pandemic.
- You can't _____ such a horrible thing.
- The parents couldn't _____ with the naughty kid.
- The speaker _____ on me.
- Can you _____ with a new topic?



Exercise 2

Complete the following sentences by choosing the most appropriate phrasal verb from the list given. Make sure you conjugate them as well.

(Call off, turn off, bring up, give away, dawn on, break down, take off, call in, hold on, turn down, sell out, fill in, take up, go through, take off)

- The truth of the matter finally _____ Tina.
- Please _____ your socks before you enter the room.
- The employees _____ the strike.
- The neighbour asked us to _____ the music.
- Please _____ the lights when you leave.
- The flight will _____ any moment now.
- _____ the study materials the teacher gave you.
- _____ the surgeon immediately, the patient needs her.
- Please _____ this application and submit it there.

10. Tim and his family _____ the kid as their own.
11. All the tickets for the Avengers were _____.
12. My car _____ in the middle of the road.
13. The kid decided to _____ a new hobby.
14. The judges will _____ to their decision for a while.
15. Please don't _____ all your money.



Exercise 3

Fill in the correct form of one of the phrasal verbs from the box.

figure out	give in	go along with	look for	pay for
put on	run into	show up	take off	talk down to

1. I looked for my keys everywhere but I couldn't _____ where I put them.
2. I _____ you at the party but I couldn't see you.
3. Although he tried to eat less he _____ some weight during the holidays.
4. I _____ Kriti and her new friend when I went shopping.
5. Over a hundred people _____ for the news conference.
6. Our plane _____ an hour late because of the fog.
7. My son drove me crazy about buying a new bike, so finally I _____.
8. Can I _____ the drinks with a credit card?
9. She shouldn't _____ him like that. You're not his boss.
10. I understand your opinion but I have to _____ Nikita on this question.



Exercise 4

Choose and fill in the appropriate phrasal verbs.

1. The truth finally _____ me. (dawned on/dawned about)
2. He _____ as if nothing had happened. (carried on, carried through)
3. He _____ all struggle. (gave up, gave out)
4. _____ the light, please. (Switch on, switch for)
5. She _____ her mother. (takes in, takes after)
6. Children _____ whatever they hear. (blurt out, blurt about)
7. Junoon has just _____ a new winter collection. (brought up, brought out)
8. The Panda is in danger of _____. (drying out, drying in)
9. All the tickets of the Barcelona Cup have been _____. (sold away, sold out)
10. Why are you _____. (looking around, looking for)
11. Please, _____ your shoes. (take off, take out)
12. Have the factory workers _____ the strike? (called of, called off)
13. He did not _____ my request. (accede to, accede for)
14. He _____ drinking after his failure in love. (took to, took in)
15. You can _____ this deficiency. (make out, make up)
16. Girls _____ to greet their favorite teacher. (turned on, turned out)
17. He _____ book of all kinds. (deals in, deals of)
18. The government has _____ all projects. (cast by, cast aside)
19. All the fruit in the basket has _____. (gone off, gone out)
20. His oratory _____ the feelings of the crowd. (worked up, worked out)

UNIT 24

Vocabulary



Learning objectives

After studying this unit, you will be able to...

- identify nature of words with context meaning.
- use the same word as different parts of speech.
- use words of synonyms, antonyms, suffixes and prefixes in sentences.



Learn and Act

Vocabulary is all the words in any language that have meaning and used by people to express themselves in different situations. A robust vocabulary improves all areas of communication — listening, speaking, reading and writing. Listening important of learn different kinds of words and symbols. Speaking vocabulary comprises words we use while speaking. A major part of vocabulary building is reading. Our knowledge of spelling heavily influences our writing vocabulary. Vocabulary is critical to a child's success for these reasons: Vocabulary growth is directly related to school achievement. The size of a child's vocabulary in kindergarten predicts the ability to learn to read.

A good vocabulary will allow the reader to formulate more interesting sentences and avoid repetition of the same words in one sentence or paragraph. The ability to vary the phrasing and use alternate terms can result in a more interesting sentence or paragraph that is easier and more pleasant to read. Children's vocabulary development is important from an early age. Studies have shown that children who are regularly read to have larger vocabularies and better success at decoding words when reading. Children's vocabulary at age three is a strong predictor of their language and reading comprehension in third grade. Further, it has been shown that children with poor vocabulary skills struggle with reading comprehension.

Not only does vocabulary play a crucial role in reading comprehension, it is also highly correlated with academic success. As students progress through the grades, the vocabulary necessary to succeed in higher grades becomes more extensive. Typically, academic vocabulary demands appear in children's 3rd and 4th grade books.



Quick Feedback

- a. What does the term vocabulary refer to?
- b. Why do we need a robust vocabulary?
- c. How does reading comprehension play a crucial role?



Vocabulary may indeed refer to the collection of words known by an individual or by a large group of people. It may also signify the body of specialized terms in a field of study or activity. It comprises words or group of words, such as **agree**, **beyond**, **commander-in-chief**, **daughter-in-law**, **friendly**, **passerby**, **took off**, **software**, **technology**, etc.



1. Nature of Words with Context Meaning

Words are used to express opinions and ideas, describe things and actions and so on. Without words, we cannot convey exact meaning of sentences. There should be a context in which the real meaning of a word can be understood fully.

Read the sentences given below with the word **set** in them. The word **set** conveys a different sense in each sentence. The sense conveyed is given at the end of each sentence.

1. My mother gifted a **set** of handkerchiefs to my younger sister. (a group of same things)
2. The jewels were **set** beautifully in gold. (fixed)
3. Raghu is well **set** in his new job. (settled)
4. Several TV **sets** have been stolen from his shop. (a piece of equipment)
5. Let's start wearing woollen clothes; the winter has **set** in. (started)
6. The date of the test has not been **set** yet. (fixed)
7. She has **set** the alarm for 5 o'clock, so that she is not late. (put)
8. The surgeon who **set** my uncle's hip bone is very popular. (fixed)
9. Old people have **set** views about everything. (written or done)
10. The table has been **set** for the tea party. (arranged)



Exercise 1

Read the words and phrases that convey different meanings of the word 'set' given below :

continue, manages, travel, flow, race, hurries, provide, afford

Now write the word / group of words that give the meaning of 'set' against each sentence.

1. He can **run** very fast and win the prize. (_____)
2. Don't you think that the film will **run** at least for 6 weeks? (_____)
3. Suman **runs** from one table to another to finish her work in time. (_____)
4. It is strange that Mr. Sahay is able to **run** two businesses effortlessly. (_____)
5. Our school will **run** Spoken English classes during the summer vacation. (_____)
6. Trains often **run** late in winter. (_____)
7. I can't **run** on my small salary. (_____)
8. When she peels onions, tears **run** down her cheeks. (_____)

2. The same word used as different parts of speech

Some of the most important words may belong to different part of speech according to the way in which they are used.

Content and Function words

In English, a word can be either a content word or a function word.

Content words show information and meaning

- **Nouns** :house, Pavan, summer, student
- **Main Verbs** :swim, race, eat, frighten
- **Adjectives** : beautiful, thin, expensive, naughty
- **Adverbs** :fast, carefully, late, often

Function words make our sentences grammatically correct.

- **Auxiliary Verbs** : do, be, have Articles a, an, the
- **Conjunctions** : and, but, for, though
- **Prepositions** : in, on, over, beside
- **Pronouns** : you, him, her, they

The combination of these words helps us to form different sentence structures.

- They have a beautiful house.
- Do you know you are thin because you eat fast?
- What a naughty student Pavan is!
- They often swim in the lake during summer.

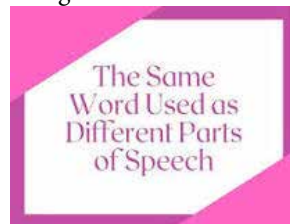
The meaning of a word in the sentence determines to what part of speech it belongs.

The same word may be sometimes one part of speech, sometimes another.

For example

- That is a fault that will **right** itself. (verb)
- He is the **right** man for the position. (adjective)
- I ask it as a **right**. (noun)
- Serves him **right** ! He stood **right** in my way. (adverb)

The same word can belong to different parts of speech according to how it is used in sentences. Let us see how.



above	Adverb	The stars are above .
	Preposition	The founders' authority is above the management's.
	Adjective	Rewrite the above examples.
	Noun	Our luck comes from above .
before	Preposition	She had to rest before her flight.
	Adverb	We have met each other before .
after	Preposition	Shortly after Partition, they moved to Pakistan.
	Adverb	The King died soon after .
near	Preposition	His house is near the bank.
	Adverb	A building crashed somewhere near .

like	Preposition	Do not shout like that.
	Adverb	And then he said I was right! I was like so shocked!
	Adjective	Like poles repel each other.
race	Noun	Suraj won the race by a margin of 2 seconds.
	Verb	The children were asked to race towards the finishing line.
love	Noun	Mother's love is selfless.
	Verb	I love eating fresh fruits.
box	Noun	Do not touch the orange box .
	Verb	I will box your ears if you don't listen to me.
grace	Noun	Pavani performed her dance with grace .
	Verb	Please grace the occasion with your presence.

The following are some commonly used words which can be used as different parts of speech.

all	Adjective	All children are requested to maintain silence.
	Adverb	She was all alone in that dingy lane.
	Pronoun	All spoke in his favour.
	Noun	All was lost in the war.
better	Adjective	We are hoping for better facilities here.
	Adverb	I am sure you know better .
	Noun	The sooner the better .
	Verb	His account can hardly be bettered .
down	Adverb	Sit down and stop shouting.
	Preposition	The drawer came crashing down the stairs.
	Adjective	I have to catch the down train in twenty minutes.
	Verb	Down with the injustice!
	Noun	They have had many ups and downs in life.
either	Adjective	Either offer is good enough.
	Conjunction	Ravi must either sign the contract or quit.
	Pronoun	They must either beg or starve.
for	Preposition	She writes books for children.
	Conjunction	Thank Mr Shah, for he saved the day.
light	Noun	Light comes from the sun.
	Adjective	He is having a light dinner.
	Verb	Light the lamp.
	Adverb	Travel light if you must.
much	Adjective	There was much sense in what you said.
	Adverb	Did it hurt very much ?
	Pronoun	You must bear much of the blame.

neither	Conjunction	Arpita will neither come home nor stay at your place.
	Adjective	Neither side was prepared for the war.
	Pronoun	Neither of us believes you.
once	Adverb	She was young and beautiful once .
	Conjunction	Once the juice was served, breakfast began.
	Noun	Can you support me for once ?

More words that fall in different parts of speech:

- about: (adverb, preposition)
- any: (pronoun, adverb, adjective)
- before: (adverb, preposition, conjunction)
- both: (pronoun, adjective, conjunction)
- else: (adverb, adjective, conjunction)
- enough: (noun, adverb, adjective)
- even: (verb, adverb, adjective,
- except: (verb, preposition, conjunction)
- less: (noun, adverb, adjective)
- like: (noun, verb, adverb, adjective, preposition)
- little: (noun, adverb, adjective)
- more: (pronoun, adverb, adjective)
- much: (pronoun, adverb, adjective)
- near: (verb, adverb, adjective, preposition)
- needs: (noun, verb, adverb)
- next: (noun, adverb, adjective, preposition)
- no: (noun, adverb, adjective)
- one: (noun, pronoun, adjective)
- only: (adverb, adjective, conjunction)
- over: (noun, adverb, preposition)
- right: (noun, verb, adverb, adjective)
- round: (noun, verb, adverb, adjective, preposition)
- since: (adverb, preposition, conjunction)
- so: (adverb, conjunction)
- some: (pronoun, adverb, adjective)
- still: (noun, verb, adverb, adjective)
- such: (pronoun, adjective)
- that: (pronoun, adverb, adjective, conjunction)
- the: (adverb, article)
- till: (preposition, conjunction)
- up: (adverb, adjective, preposition)
- well: (noun, adverb, adjective, interjection)
- what: (pronoun, adverb, adjective, interjection)
- while: (noun, verb, conjunction)
- why: (noun, adverb, interjection)
- yet: (adverb, conjunction)



Exercise 2

Read each sentence and identify the underlined word's part of speech. Use only the parts of speech listed in box below.

Noun	Verb	Adjective	Adverb	Conjunction	Interjection
------	------	-----------	--------	-------------	--------------

Well

1. _____ “Well done, students,” the teacher acclaimed.
2. _____ “Well, the game has been canceled,” sighed the coach.
3. _____ He tossed a penny into the well for good luck.
4. _____ Are you feeling well?
5. _____ The toddler did not play soccer well.

Part

6. _____ I part the curtains to see out the window.
7. _____ Barak Obama is part African-American and part Caucasian.
8. _____ The actor auditioned for a part in the musical.
9. _____ Her hair's part was sunburned.
10. _____ I part my hair to the left.

Key

11. _____ When he locked the key in the car, a locksmith was called.
12. _____ The teacher used an answer key while grading the tests.
13. _____ George Washington is a key figure in American history.
14. _____ I key in the numbers on my calculator.

Total

15. _____ He added up the total.
16. _____ What was the total amount?
17. _____ "Your total comes to Rs. 35,000", stated the cashier.
18. _____ The new song was a total hit.

SO

19. _____ The temperature was so high, we fried an egg on the sidewalk.
20. _____ Timmy was poorly behaved, so his mother put him in time-out.
21. _____ Is that so?
22. _____ Snow White awoke with a kiss and so did Sleeping Beauty.
23. _____ He had never been so happy as on his wedding day.



Exercise 3

Use the given words in sentences as directed.

1. Fare as noun and verb
2. Bear as noun and verb
3. Fast as adjective adverb and noun
4. Stand as noun and verb
5. Even: as verb, adverb, and adjective
6. Only: as adverb, adjective and conjunction
7. Some: as pronoun, adverb and adjective
8. Little: as noun, adverb and adjective

3. Synonyms

A **synonym** is a **word** or **phrase** that means exactly or nearly the same as another **word** or **phrase**. Synonyms are also called as similar words. They are used to **avoid repetition of the same words** in a text.

For example

end = finish, conclude, stop

huge = big, enormous, large

next = following, nearest, close, proximate

But many of these synonyms are not always inter-changeable. For example, 'She has **big** and **beautiful** eyes' is an acceptable sentence, whereas 'She has **huge** and **gorgeous** eyes' is not.

Unless the meaning of the synonym matches the word, it cannot be replaced.

For example

My aunt lives **next** door - the meaning is my aunt lives nearby, close to me.

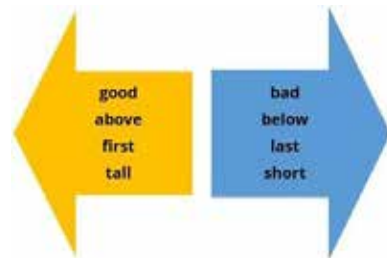
But it **cannot** be replaced as,

My aunt lives **following** door (or)

My aunt lives the **nearest** door etc.

The "meaning" of **next** is "coming immediately after"

The "meaning" of **following** is "as a result of"



List of some synonyms

Words	Synonyms
amazing	incredible, fantastic, fabulous, astonishing, extraordinary
answer	reply, respond, acknowledge
awful	terrible, abominable, dreadful
bad	evil, spoiled, imperfect, infamous, dismal
beautiful	gorgeous, ravishing, dazzling, exquisite, stunning
begin	initiate, commence, inaugurate
big	huge, enormous, gigantic, humongous, substantial, mammoth
break	rupture, fracture, shatter
calm	serene, peace, tranquil
come	approach, arrive
cool	chilly, frosty, icy
cut	chop, slash, slit
dangerous	hazardous, risky, precarious
decide	determine, settle

definite	certain, positive, obvious
delicious	savoury, titbit, delectable
describe	portray, characterise
destroy	demolish, slay, ruin, raze
difference	disagreement, inequity, dissimilarity
dull	boring, uninteresting, monotonous, humdrum, dreary
end	terminate, conclude, cessation
explain	elaborate, interpret
fall	drop, descend, topple
famous	well-known, renowned, eminent, illustrious
fast	quick, rapid, hasty, snappy, swift
fat	stout, corpulent, chubby, bulky
funny	amusing, humorous, droll, hilarious
get	acquire, obtain, secure, procure, gather
good	excellent, fine, wonderful, superior, gracious, superb, splendid, genuine
great	worthy, distinguished, grand, considerable, mighty
happy	pleased, delighted, elated, joyful, ecstatic, jubilant, jaunty
hate	despise, loathe, abhor, abominate
have	possess, own, acquire,
help	aid, assist, support, encourage, relieve
hide	conceal, cover, mask, veil
idea	thought, concept, notion
important	necessary, vital, critical, indispensable, valuable, essential, famous, notable
interesting	fascinating, engaging, spirited, intriguing, gripping, enthralling, captivating
little	tiny, diminutive, exiguous, dinky, cramped
look	gaze, glance, peek, glimpse, stare, leer
love	like, admire, fancy, care for, adore
make	create, originate, invent, construct, manufacture, produce, compose
move	plod, creep, crawl, drag, toddle, shuffle, trot, lumber, meander
neat	orderly, tidy, trim, natty, smart, elegant
new	unique, modern, current, recent

old	feeble, ancient, aged, veteran, mature, primitive, stale
place	draw, map, diagram, procedure, method, blueprint
show	display, exhibit, indicate, reveal, demonstrate
tell	disclose, reveal, expose, narrate, inform, divulge
use	employ, utilise, exhaust, spend
wrong	incorrect, inaccurate, mistaken, erroneous, improper, unsuitable



Exercise 4

Fill in the blanks with a synonym of the words in bracket. One has been done for you.

courageous	tidy	reply	distant	grimy
afraid	enquire	lean	tiny	plump

- The building was so tall that we could see the mountains even through they were very distant. (far)
- The child kept shouting into the phone, but there was no _____. (answer)
- Arjun was a _____ (brave) warrior.
- My mother asked me to keep my room _____. (neat)
- Do not be _____ (scared) to jump into the pool.
- My dog, Jimmy had rolled in the mud and was looking for _____. (dirty)
- Your cat has become quite _____ (fat) now.
- If you want to know more, please _____ (ask) at the information counter.
- Dieting has made my dog quite _____ (thin) now.
- You must add only a _____ (small) amount of salt to the dish.



Exercise 5

Match the words in column A with their synonyms in column B.

Column A

awful
brave
calm
delicious
forbid
hate
leave
permit
shelter
show

Column B

depart
refuge
terrible
serene
exhibit
allow
savoury
fearless
prevent
despise

4. Antonyms

Some words can be paired with words opposite in meaning. They are called antonyms. Here are a few examples.

S.No	Word	Antonyms
1	away	near
2	few	many
3	long	short
4	day	night
5	swift	slow
6	true	false / fake
7	good	bad
8	below	above
9	little / tiny / small	large / huge / big
10	give	take
11	surely	doubtfully
12	selfish	selfless
13	warm	cold
14	scanty	abundant / plentiful
15	hard	soft
16	up	down
17	top	bottom
18	same	different
19	every	no / none
20	live	die
21	children	adults / grownups



Exercise 6

Match the antonyms correctly.

Column A

admit
public
junior
bent
defend
dark
fresh
create
ascend
safe
start
ancient

Column B

destroy
straight
conclude
stale
senior
private
well-lit
descend
dangerous
attack
modern
deny

Antonyms

words with opposite meanings

- negative

+ positive


happy


sad


above


below



Exercise 7

Complete the following sentences with the antonyms given in the box. The italicized words will help you to choose the right words.

modern; spend; withdraw; vacant; remember; success; punctual; expensive; plus; import

1. Ramesh, you are always _____ but why are you late today?
2. We will not _____ all the money now. We will save it for the rainy day.
3. Seven seats are still _____. They were all full by now last year.
4. I will deposit the whole amount. I can _____ it at any time I want to.
5. The Goyals _____ wool from Australia, make garments and export them to the America.
6. Don't forget your sweater here _____ to wear it when it is cold in Srinagar.
7. _____ and failure go hand in hand in life.
8. This umbrella is very _____ I need a cheap one.
9. Rome has both ancient and _____ buildings.
10. Can you tell me the minus and _____ points of this proposal?

5. Homonyms

The term homonyms are referred to as the words that sound alike but possess entirely different meanings. Homonyms either sound the same or are spelled the same; however, they differ in their meanings.

Here are few pairs of words:

Right, write; through, threw; so, sew; weight, wait; scene, seen

For example

- The teacher allowed me to go home a little early.
- Please read this poem aloud.

- Blue: Rita's favorite color is blue.
- Blew: Shiva picked a tissue and blew his nose.

- Idol: Adam Levine is the idol of all the young singers in the industry.
- Idle: Ariana was sitting idle but did not complete the homework piled up.

Some other examples

- Flies : Time flies like an arrow – Here, the word 'flies' is a verb and implies the act of passing away.
- Flies : Fruit flies like bananas – Here, the word flies is a noun, as in a fly, an insect.
- Flair : She had a flair for singing.
- Flare : A flare of spark went through her hand when she met with an accident.
- Holy : Kashi is a well-known holy place as well as a tourist attraction spot.
- Wholly : The claims from the insurance are whole without the interest.
- Die : Doctors said that Tim would die as she is suffering from a bBrain tTumour.
- Dye : Ameilia dyed her hair purple.
- Fined : Aaron was fined ten thousand rupees for being drunk and driving.
- Find : Vincent could not find Sam at the concert.
- Gait : The group saw the gait (the walking style) of a Lion in the zoo.

- Gate : The guard opened the gate and let the students outside the school.
- Censor : The film got approval from the censor board.
- Sensor : There are sensor water taps and sanitizer disposal in the office building, and there is no need to touch them.
- Baron : Lionel's mother is a press baron (here the word means an important person).
- Barren : The Liverpool hall was once a barren building.



Exercise 8

Fill in the blanks using the right choice given in brackets.

- Get up my _____ (sun / son).
- You _____ (ought / aught) to have said it long ago.
- _____ (Buoys / Boys) float on the sea to warn ships of danger.
- He skidded because he did not apply the _____ (brake / break).
- We must try our best to _____ (caste / cast) away all prejudices.
- I did not have the _____ (hart / heart).
- The _____ (hair / hare) has a short tail.
- The flesh of Kangaroo sells very _____ (deer / dear) .
- He told me the _____ (tail / tale) of a fox.
- The travellers had a terrible journey through the _____ (torturous / tortuous) road.
- The children have been playing for _____ (two / too) .
- What is the _____ (prize / price) of it.
- Please _____ (pray / prey) for me.
- We _____ (peel / peal) the orange with a knife.
- Please _____ (pass / pause) for a while.
- The time is half _____ (passed / past) ten.
- Her face became _____ (pale / pall) because of fear.

6. Formation of Words

Formation of new words from an existing root word by adding a syllable or another word is the general process; however, there are multiple ways in which it can be done.

Types of word formation

The formation of words is classified into four types based on how the process of formation is carried out. They are:

- By adding prefixes
- By adding suffixes
- Converting from one word class to another
- Forming compound words

Let us look at each type of word formation in detail.

i. By adding prefixes

The term 'prefix' refers to one or more alphabets added to the stem of a word, mostly to make it negative. The most commonly used prefixes include 'in-', 'un-', 'dis-', 'im-', 'ir-', etc. Look at the examples given below for a clearer understanding of how prefixes are used to form new words.

For example:

- | | |
|-------------------------------|-----------------------------|
| ▪ discipline – indiscipline | ▪ happy – unhappy |
| ▪ just – unjust | ▪ polite – impolite |
| ▪ tidy – untidy | ▪ experience – inexperience |
| ▪ respect – disrespect | ▪ practical – impractical |
| ▪ understand – misunderstand | ▪ important – unimportant |
| ▪ comfortable – uncomfortable | ▪ legal – illegal |
| ▪ comfort – discomfort | ▪ ethical – unethical |
| ▪ responsible – irresponsible | ▪ potent – impotent |
| ▪ honest – dishonest | |

ii. By Adding Suffixes

A suffix is a short syllable added at the end of a base word. The addition of suffixes usually changes the word class of the particular word. The most common suffixes include '-ment', '-ness', '-ity', '-ous', '-tion', '-sion', '-al', '-able', '-ible', '-ive', '-ly', '-ate', '-er', '-or', etc. Check out the following examples to see how suffixes are added.

For example:

- Comprehend (verb) – comprehension (noun) – comprehensible (adjective)
- Inform (verb) – information (noun) – informative (adjective)
- Invest (verb) – Investment (noun) – Investor (noun)
- Write (verb) – writer (noun)
- Authorise (verb) – authorisation (noun)
- Move (verb) – movement (noun)
- Add (verb) – addition (noun)
- Happy (adjective) – happiness (noun)
- Conserve (verb) – conservation (noun)
- Wide (Adjective) – widen (verb)
- Manage (verb) – manageable (adjective) – manager (noun)
- Courage (noun) – courageous (adjective)
- Brave (adjective) – bravery (noun)
- Profit (noun) – profitable (adjective)
- Quick (adjective) – quickly (adverb)
- Happy (adjective) – happily (adverb)
- Sad (adjective) – sadness (noun)

iii. Conversion

The process of conversion focuses solely on changing the word class of the particular word. If you have noticed, you would have seen how some nouns are used to perform the role of a verb or an adjective acting like a noun just by the addition of another word or slightly altering the spelling of the actual word.

Word formation by conversion

- The rich should help the poor.

Adjectives such as 'rich' and 'poor' are used as nouns by using them with the article 'the'.

- Everyone is talented.

'Talented' – a past participle is used as an adjective in the above sentence. The word is formed by adding the suffix 'ed' to the end of the noun 'talent'.

- There will definitely be a lot of ups and downs in life.

Prepositions 'up' and 'down' are used as nouns by adding 's' to the end of it.

- He texted me about the meeting only at the last minute.

The noun 'text' used to refer to a text message sent on a phone is used as a verb in the sentence by adding an 'ed' to the end of the word.

- The financial aid had to be approved before we could make a decision.

The noun 'finance' is used as an adjective by adding 'ial' to the end of it and the verb 'decide' is used as a noun by removing 'de' and adding 'sion' to the word.

iv. Forming Compound Words

Compound words are formed by combining one part of speech with another to form a specific word class. There are many ways in which compound words are formed. Verbs are combined with adjectives to form compound verbs, a present participle is combined with a noun to form a compound noun, two nouns are combined to form a compound noun, an adjective and a noun are combined to form a compound noun, an adverb is combined with a noun to form a compound noun, an adjective is combined with a past participle to form a compound adjective and so on. Take a look at the following examples and go through the articles on compound nouns, compound words and compound adjectives to understand how they work.

Word formation by compounding

- Over (adverb) + load (noun) – Overload
- White (adjective) + wash (verb) – Whitewash
- Black (adjective) + board (noun) – Blackboard
- Cup (noun) + board (noun) – Cupboard
- Short (adjective) + hand (noun) – Shorthand
- Swimming (present participle) + pool (noun) – Swimming pool
- Three (adjective) + legged (past participle) – Three-legged
- Break (verb) + Down (preposition) – Breakdown
- Up (preposition) + town (noun) – Uptown
- Copy (verb) + writer (noun) – Copywriter
- Sun (noun) + rise (verb) – Sunrise
- Count (verb) + down (preposition) – Countdown
- Flash (verb) + mob (noun) – Flash mob
- Master (noun) + piece (noun) – Masterpiece
- Round (adjective) + table (noun) – Round-table



Exercise 9

Add prefixes and suffixes to the following words.

1. Passion _____
2. Remember _____
3. _____ conscious
4. Sense _____
5. _____ acceptable
6. Entertain _____
7. _____ representation
8. Neat _____
9. Invent _____
10. _____ interpret



Exercise 10

Use the word in brackets to form a new word that fits into the gap.

1. The new zoo's main _____ are the baby lions (ATTRACT).
2. Passengers on planes must always fasten their _____ belts (SAFE).
3. The manager is _____ that all players can be signed on. (HOPE)
4. What's the _____ between figure skating and speed skating? (DIFFERENT)
5. She completed her current project _____ and then got a new task to do. (SUCCEED)
6. I love my new sofa. It's so _____. The older one was much more _____ (COMFORT, COMFORT)
7. She chose some modern colourful furniture to _____ up her apartment. (BRIGHT)
8. It's always very _____ to drive at such a high speed. (DANGER)
9. August is a such a _____ month in our city because everyone is away on holidays. (PEACE)
10. Nobody could find a _____ to the problem. (SOLVE)
11. Even though they had _____ difficulties, they were happily married. (FINANCE, HAPPY)
12. I feel very _____ today. I think I'll get myself some coffee. (SLEEP)



Exercise 11

Go through the words in the box given below and use them to form ten compound words.

up, table, spend, load, green, machine, case, make, estimate, over, self

1. _____ confident
2. Washing _____
3. Time _____
4. Under _____
5. _____ sufficient
6. Up _____
7. _____ set
8. Suit _____
9. _____ over
10. _____ thrift

UNIT 25

Reading Comprehensions



Learning objectives

After studying this unit, you will be able to...

- identify about reading comprehensions.
- answer the questions appropriately.



Learn and Act

Read the passage given below and answer the questions that follow.

Reading is to the mind what exercise is to the body. There are different purposes of reading. One of them is deriving pleasure. Children reading for their pleasure rarely stop to ask about the words. They want to get on with the story. If the word is important, they can usually make a good guess about what it is. "He drew an arrow from his quiver". Easy to see that a quiver is some sort of gadget to put arrows in. More complicated words they figure out by meeting them in different contexts. People learn to read well and get good vocabulary, from books, not work books or dictionaries.

As a kid I read years ahead of my age, but I never looked up words in dictionaries, and didn't even have a dictionary. In my lifetime I don't believe I have looked even as many as fifty words – neither have most good readers. Most people don't know how dictionaries are made. Each new dictionary starts from scratch. The company making the dictionary employs thousands of 'editors', to each of whom they give a list of words. The job of the editor is to collect as many examples as possible of the ways in which these words are actually used. They look for the words in books, newspapers, and so forth and every time they find one, they cut out or copy that particular example. Then after reading these examples they decide 'from the context' what the writer in each case had meant by the words. From these they make definitions. A dictionary in other words, is a collection of people's opinions about what words mean as other people use them.



Quick Feedback

- a. How do children find out meanings when they are reading for pleasure?
- b. Does the passage suggest that a dictionary is essential for a good vocabulary? Why or why not?
- c. Write any one step in the process of making a dictionary.
- d. Define a dictionary in your own words.
- e. Find the phrase in the passage which means 'calculate/think about until one understands.'



Read the given passage carefully and choose the best answer from the given alternatives.

Nepal lies between India and Tibet, among the Himalayan Mountains. The tallest mountain in the world, Mount Everest, is in Nepal, and there are several mountains nearly as high. When mountaineers try to climb Mount Everest, they take the help of the Sherpas, the strong and hardy people who live in these mountains, to carry heavy loads and to act as guides.

A long time ago, the Sherpas crossed over the mountains from Tibet and made their homes along the southern slopes of the Himalayas in Nepal.

Some Sherpa families have three houses, one house in the lower hills, one a little higher, and one further up. The houses are in small village groups of about forty or fifty. Round each group of houses there are cultivated fields, usually built in the shape of terraces right up the hillsides. In the highest fields the Sherpas grow potatoes; In the lower fields they grow barley; and turnips, garlic and other vegetables in the lower ones. They also graze their yaks on the higher mountain slopes in the summer and on the lower slopes in the winter. Yaks are very hardy, large cattle with thick, hairy blackish-brown coats and long horns. The Sherpas use them for almost everything they need. They ride them, plough with them, and use them to carry their goods. The hairy wool of these animals is made into cloth and their skins into leather boots and tents. The yaks also provide milk, fat and meat. Their dung is dried and used as fuel instead of wood or coal.

Answer the questions by choosing the best alternatives:

1. What is the situation in Nepal ?
 - a. between Mount Everest and Tibet
 - b. between Tibet and India
 - c. between Tibet and Himalaya
 - d. between Tibet and Mount Everest
2. Sherpas are not known for :
 - a. their strength and hardness
 - b. for cunningness
 - c. their carrying heavy loads
 - d. acting as guides.
3. Where do the Sherpas have their houses ?
 - a. on the lower hills
 - b. on a little higher
 - c. another a little higher up
 - d. all the three above.
4. These things Sherpas do not grow on the lower fields :
 - a. potatoes
 - b. turnip and garlic
 - c. other vegetables
 - d. barley.
5. What are the things for which yaks are not used?
 - a. for sports
 - b. wool of these animals is made into cloth
 - c. their skins into leather boots and tents
 - d. to carry their goods.

Reading Comprehension I

Read the following passage carefully.

Children's social and cultural environments will affect the extent and use of their oral language. A large number of children who come from homes in which English is not spoken their primary language. The most significant variation among children, however, will be in the amount and quality of their previous literacy experiences. Some children will have read regularly and will be familiar with many books and stories. Their homes are literate environments in which reading and writing occur daily and are frequently modeled, as they observe their parents and others reading newspapers, magazines, and books and writing letters, notes and lists. Such children are likely to emulate these behaviours. In contrast, other children will come to preschool or kindergarten with very different experiences. They have seen

print in the environment (on street signs and food containers, for example) and on television. However, their parents have not read to them, and they have not seen reading and writing modeled functionally by adults. Effective early literacy programmes acknowledge and extend children's previous experiences, whatever they are, and relate them to the world of print.

Now, on the basis of your reading of the above passage, answer the following questions:

- i. What affects the oral language of children?
- ii. _____ causes 'variation' among children.
- iii. 'Such children are likely to emulate' _____ Who are 'such children'?
- iv. 'They have seen print _____' 'They' means?
- v. The word 'containers' means _____.

Reading Comprehension II

Read the following poem carefully and answer the questions.

I met a traveller from an antique land
Who said:—Two vast and trunkless legs of stone
Stand in the desert. Near them on the sand,
Half sunk, a shatter'd visage lies, whose frown
And wrinkled lip and sneer of cold command
Tell that its sculptor well those passions read
Which yet survive, stamp'd on these lifeless things,
The hand that mock'd them and the heart that fed.
And on the pedestal these words appear:
"My name is Ozymandias, king of kings:
Look on my works, ye mighty, and despair!"
Nothing beside remains: round the decay
Of that colossal wreck, boundless and bare,
The lone and level sands stretch far away.

Now, complete the following sentences choosing the correct options.

1. The poem is set in _____.
a. The wilderness
b. An ancient land
c. A palace
d. A desert
2. The expression on the face of the statue is one of _____.
a. Admiration
b. Anger
c. Despair
d. Contempt
3. Find words from the passage that mean _____.
a. Face
b. Mock
4. What was the sculptor able to read well?
5. 'The hand that mocked them and the heart that fed.' Whose hand and heart has the poet called in this line?
6. 'Nothing beside remains.' What does the narrator mean when he says these words?
7. What is your impression of Ozymandias as a king after reading the poem?
8. Identify the figure of speech in the line The hand that mocked them and the heart that fed.

Reading Comprehension III

Mum and Me

"Mum!" I shouted. "Are you okay?" I saw her little tent shuddering in the gale and listened closely for her response. Her voice was almost casual, "Oh, yes, I'm fine" That's my mother. It was the first night of our cycling trip through the interior of Iceland—a region so remote and inhospitable that for centuries, according to legend, it was abandoned.

The weather was decidedly hurricane-like, but Mum wasn't concerned. Months ago, I told her about my plan to pedal across Iceland. "It will be really difficult," I said. "The roads are unpaved and often washed out, and the wind is blowing constantly—sometimes so hard that it pushes you off the road." There was silence for a moment. Then she asked, "Can I come?" "Sure," I replied. "But like the rest of us, you have to train to do two 160 kilometres a day back-to-back" "Wow," she said, "I could never do that," I had more faith in my mother's physical abilities than she did.

I'd seen her raise six children and put in long hours doing physical labour on our small farm.

"Sure you can," I told her, "Start tomorrow." What really concerned me was what I perceived to be her frustrating humility: I thought her too self-deprecating about her attractiveness just because she had not completed college. I felt she underestimated her attractiveness just because she was not the type to wear make-up or fancy clothes. As I had grown into adulthood, the life I'd chosen seemed light years away from Mum's quiet existence, still caring for her children and her children's children.

Sometimes, on a visit home, I'd describe some recent trip I'd taken, and her blue eyes would shine with interest. So, I couldn't help thinking this trek might revitalize Mum, who had started to slow down in her 50s. It might spice up what I saw as her humdrum life. And it might be a boost to her tentative and retiring persona. Mum trained furiously, months in advance. As the trip roster was pared down to Mum, my good friend Allen and me, she stood as the most dedicated. Soon she was riding 80–100 kilometres per day and was as strong a rider as Allen or I.

Questions

1. Based on your reading of the passage, complete the following sentences.

- The narrator describes the roads across Iceland as _____
- The narrator had faith in his mother's physical abilities as _____
- The training to take the adventure trip on cycle included _____
- In his adulthood, the narrator realized that his life was _____
- Descriptions of his trips always _____
- The narrator was sure that the trip would _____
- The narrator and his friend were sure about Mum's preparation when _____

2. Find words from the passage that mean the same as the following.

- noticed/become aware of
- to give new life
- hesitant/not certain

Reading Comprehension IV

Read the following passage carefully and answer the questions given at the end.

One day a wolf felt very hungry. He wandered here and there in search of food but he could not find anything to eat. At last he saw a flock of sheep grazing in a pasture. He wanted to eat one but they were guarded by a hound. The shepherd's son was also tending the flock vigilantly. The wolf found himself helpless. At last he hit upon a plan. He hid himself in the skin of a sheep and safely went into the flock. The hound could not find out the wolf in disguise. He killed a sheep and ate it without being caught. In this way he ate up many sheep and their number began to fall every day. The shepherd was greatly worried but could not find out the thief.

Now, answer these questions.

- Why did the wolf wander about?
- Did he find anything to eat?
- Why was the wolf helpless?

4. How did he get into the flock?
5. Why was the shepherd worried?
6. Did he find out the thief?

Reading Comprehension V

Read the following passage carefully and answer the questions given at the end.

Newspapers keep us constantly in touch with the whole of mankind. In olden days a man's world consisted of his own village and one or two neighboring villages. It was difficult for him to know what was going on in other parts of the country. But today the press assisted by rapid means of communication brings us news from the farthest corners of the globe. The press is also responsible for educating public opinion. The laws of a nation are really shaped by its press. In fact, the public receives guidance from the newspapers. Thus their power in modern times is really great.

Now, answer these questions.

1. What good do the newspapers do to us?
2. Why in olden days man could not know what was going on in far off places?
3. What is the responsibility of the press today?
4. How are the laws of a country shaped nowadays?
5. How are newspapers a source of public guidance?
6. What is your opinion about the power of the press?

Reading Comprehension VI

The Russian writer, Leo Tolstoy, gave up a life of wealth and comfort in order to help the poor. He taught that all types of violence were wicked and that all people ought to live together in love and to cooperate with one another. Tolstoy describes a certain village in Russia where a peasant named Ivan lived. Everyone thought that he must be a very happy man, for he was comfortably off and lacked nothing that he needed. He had three sons all of them were able to work. The eldest was married and the second was going to be married and the youngest was able to look after the horses. His wife was an extremely capable woman and his daughter-in-law was steady and hard-working. Ivan's old father lived with them, but he was now an invalid and had no longer any control over his son. Their fields produced good crops and they had quite enough food for their own needs. All their clothes, coats, shirts, trousers, socks and dresses were made by the two women. Unfortunately, however, the members of the family were not nearly as contented as they ought to have been. This was because of a quarrel between them and their next-door neighbour, limping Gabriel.

Now, answer these questions.

1. How did Tolstoy show his love for the poor?
2. What were Tolstoy's teachings?
3. Who were the two great men?
4. Why did everyone think that Ivan was a very happy man?
5. What was the duty of Ivan's youngest son?
6. What kind of a woman was Ivan's wife?
7. Find from the passage the word which is opposite of 'eldest'
8. Write the word from the passage which means 'an ill and disabled person'.

UNIT 26

Dialogue Writing



Learning objectives

After studying this unit, you will be able to...

- identify and follow certain rules of dialogue writing.
- learn how to do dialogue writing.



Learn and Act

Read the dialogue given below and answer the questions that follow.

Arpan : Good evening, Binay. How are you?

Binay : I am fine. What about you?

Arpan : I am fine too. I am afraid, I am distrubing you.

Binay : Not at all. I am thinking of a matter seriously.

Arpan : What are you thinking of? Can you share with me?

Binay : Yes, of course. It is the bad effect of facebook. My cousin, Dipen, has become addicted to video games recently.

Arpan : Oh, very sad case! But the fact is that not only your cousin but also a lot of youngsters have fallen victim to it.

Binay : Exactly! The addicts are also inviting others; they are alluring the non-addicts.

Arpan : Yes, spending excessive amount of time on video games show more signs of other psychological disorders, including antisocial behaviours, mania, and aggressive tendencies.

Binay : You are right. Surfing video games is the reason of abnormal symptoms among many teenagers such as depression, excessive aggression, abnormal anxiety or even normal anxiety. Those suffering from social anxiety tend to immerse themselves in front of video games.

Arpan : Absolutely! In this case, the guardians should be more careful about their wards. The careless and busy parents are mainly responsible for this problem.

Binay : Oh, yes! Teenagers must go out and spend time in outdoor activities and relish the fresh air, rather than remain glued to the mobile, laptop or desktop computer.

Arpan : Exactly! However, in case of symptom, measures mut be promptly taken. Parents should not be annoyed with them.

Binay : Yes, we should treat them sympathetically and describe them bad effects of playing video games.

Arpan : Yes, sympathetic treatment is the best healer for the addicts. Thank you.

Binay : You are most welcome. Good night.



Quick Feedback

- a. Who are having a discussion in the above dialogue?
- b. What are they talking about?
- c. Who is asking and who is answering in this dialogue?



Dialogue is a conversation between two or more speakers. Dialogue writing is a written composition in which two or more characters are represented as conversing. **Dialogue writing** provides proficiency to the students to enhance their communicative skills.

An example of a story type dialogue:

“Guess what?” Bindu asked her mother.

“What?” her mother replied.

“I’m writing a short story,” Bindu said.

“Make sure you practice writing dialogue!” her mother instructed. “Because dialogue is one of the most effective tools a writer has to bring characters to life.”

Writing a dialogue must follow certain basic rules.

- The language should be simple and depend upon the relationship between the speakers.
- Though dialogue should read like real speech, the dull parts should be taken out.
- A real conversation would be completely boring to read.
- Edit out the filler words and inessential dialogue – that is, the dialogue that doesn’t contribute to the given situation.

Some common conversation are **greeting conversation, seeing off people, at what, regarding goal, and miscellaneous.**

Greeting conversation starters are:

- Hello!/ Hi!
- Good Morning / afternoon / evening
- How are you? / How are you doing?
- Fine / Fine, thanks / Okay
- What’s new? / What’s new with you?
- Not much / Not too much

Seeing off people

- Good bye! / Bye!
- Good night!
- Take care!
- See you later / soon / tomorrow

At school

- What class are you studying in?
- What is the name of your school?
- Which is your favorite subject? Why?
- How often do you participate in school activities?

Regarding good

- What did you have for lunch?
- Which is your favorite cuisine?
- Which is your favorite ice-cream flavor?
- What do you like as your pizza topping?

Miscellaneous

- Do you have any plans for the weekend?
- What is your aim in life?
- If you had three wishes, what would they be?
- What do you do after school?

Dialogue I

Dialogue between teacher and student

Teacher: Mona, stand up. What am I teaching?

Student: Sir, you are teaching grammar.

Teacher: Mona, look at the board. See the word – Adjective! Is the spelling correct?

Student: Yes, Sir. The spelling is correct.

Teacher: Can anyone tell me what a noun is?

Student: A noun is the name of a person, a place or a thing.

Teacher: Delhi is the capital city of India. Name any two nouns used in this sentence.

Student: Delhi and the city are the two nouns.

Teacher: What kind of nouns are they?

Student: Delhi is a proper noun and the city is a common noun.

Teacher: Period is over now. I'll explain to you this topic tomorrow.

Dialogue II

Writing a dialogue between a father and a son on 'Career'

Father : Now that you have appeared for the **Class XII** exams, what are your plans for the future?

Son : I have yet to decide. I think I'll join some college.

Father : Don't you feel that by now you should have decided your goal in life?

Son : My ultimate goal is to become a cricket player.

Father : It's too late now. Have you ever played for your school team?

Son : I have played thrice.

Father : Well! If you were not a member of your school team you should forget about cricket.

Son : But father, I love cricket, I cannot stop playing it.

Father : You are a grown-up boy. Be serious and decide a suitable career for yourself.

Son : I will think again but I cannot promise.

Dialogue III

Dialogue writing between passenger and booking clerk

Clerk : Good morning! How may I help you?

Passenger : I want a reservation of two tickets to Delhi.

Clerk : Have you filled the reservation form?

Passenger : Here it is!

Clerk : But there is no seat available on 25th January.

Passenger : Is there any seat available in Jan Shatabdi Express.

Clerk : Yes. There are two seats are available in Jan Shatabdi Express.

Passenger : What is the time of departure?

Clerk : The time of departure is 07:38 am.

Passenger : Please book two tickets. Thank you, Sir.

Dialogue IV

Write a dialogue between a bookseller and a customer who has come to buy some storybooks.

Answer:

Ganesh : Excuse me, Sir.

Bookseller : Yes, what can I do for you?

Ganesh : I want to buy some storybooks.

Bookseller : Oh! Nice idea.

Ganesh : Please, show me some good storybooks.

Bookseller : Why not? Here they are. We have many.
Come this way and see for yourself.

Ganesh : Good. (Goes through books). They are really good books!

Bookseller : You can select from them.

Ganesh : I have selected these five books,

Bookseller : I shall pack them for you.

Ganesh : What will they cost?

Bookseller : Sixty rupees each. That comes to three hundred rupees in all.

Ganesh : Don't you give concessions to students?

Bookseller : O.K.! If you say so.

Ganesh : How much should I pay then?

Bookseller : (Calculates) Rs. 500, please.

Ganesh : Here is the money,

Bookseller : Thank you and welcome.



Exercise 1

Read the following conversation between a guide and a tourist. Complete the blanks in a suitable way.

Guide : Sir, this way leads (a) _____ and this leads to the lakeside.

Tourist : (b) _____ peak some other day. (c) _____

Guide : (d) _____ would you like to take a bath?

Tourist : A bath! In the frozen lake? No way. By the way, (e) _____

Guide : Yes, Sir, They've (f) _____

Tourist : (g) _____ ! I'd love to go for ice-skating.



Exercise 2

Read the conversation between a mother and a doctor and complete the dialogue by choosing from the options given.

Mother : Good morning, Doctor. I've brought my daughter to you. I am very worried about her.

Doctor : Oh I see. (a)

Mother : Well, she is rather thin.

Doctor : Let me examine her. (b)

Girl : Oh, I am fairly regular with my meals. I do not diet or miss my meals.

Doctor : Good, (c)

Girl : Yes. I sing and dance. I also play badminton regularly.

Doctor : Well, Mrs Raghini, there doesn't seem anything wrong with your daughter. She is an active, young girl.

- | | |
|--|--|
| a. i. What is a problem with your daughter? | iii. Is there some problem with her? |
| ii. What is the problem with her? | iv. Is she having some problem? |
| b. i. Do you normally eat? | iii. Do you eat regularly your meals? |
| ii. Are you regularly eating your meals? | iv. Do you eat regular meals? |
| c. i. Are you taking part in few activities? | iii. Do you take part in few activities? |
| ii. Do you take part in any activities? | iv. You are taking part in few activities? |



Exercise 3

Complete the dialogue given below by choosing the correct option.

Amrita : We are going on a trip to Shimla next week, (a)

Raveena : It is not possible for me to join you on this trip.

Amrita : (b)

Raveena : My aunt is coming from the USA.

Amrita : (c)

Raveena : She is coming this very week.

Amrita : We'll miss you a lot.

Raveena : I will also miss you all a lot.

- | | |
|---|---|
| 1. i. Why don't you join me on this trip? | iii. Will not you join me on this trip? |
| ii. Why you don't join me on this trip? | iv. Why you don't join me on this trip? |
| 2. i. Why aren't you coming with us? | iii. Why you are not coming with us? |
| ii. Why don't you coming with us? | iv. Why you aren't coming with us? |
| 3. i. When she is coming? | iii. When she will come? |
| ii. When she will be coming? | iv. When is she coming? |



Exercise 4

Complete the dialogue given below by choosing the correct option.

Raju : Do you know that our school is celebrating its golden jubilee next month?

Ravi : Yes, I have heard about it.

(a)

Raju : It's on the 15th of next month.

(b)

Ravi : Of course, I will be coming.

(c)

Raju : I am also looking forward to meeting them.

1. i. When it is going to be held?
ii. When it will be going to be held?

- iii. When is it going to be held?
iv. When it will be held?

2. i. You will be coming for it?
ii. Were you coming for it?

- iii. You are coming for it?
iv. Will you be coming for it?

3. i. I am looking forward to meeting all my friends and teachers.
ii. I have looked forward to meeting all my friends and teachers.

- iii. I had been looking forward to meeting all my friends and teachers.
iv. I looked forward to meeting all my friends and teachers.

UNIT 27

Paragraph Writing



Learning objectives

After studying this unit, you will be able to...

- identify the basic rule and structure of paragraph.
- learn to write paragraphs appropriately.



Learn and Act

Read the paragraph given below and answer the questions that follow.

Life in a Big City

Life in a big city is a life of the heaven for the richest persons, who have ability to do anything. The big city like metro towns promise job, facilities of higher education, medical facilities, better society of educated persons, and many opportunity to make carrier. There are high rise buildings, pucca roads, Picture halls and clubs. Life is very fast. All these things attract people to live here instead of the life of countryside. The big city suits only a fat purse. The weaker sections live in dirty slums or on roadside. For the poor, a big city is a hell in spite of heaven. There is every mean of comfort but not fresh air, the most big cities are polluted.



Quick Feedback

- a. What is topic sentence in the above paragraph?
- b. Write any two supporting sentences.
- c. How is a big city like for the poor?
- d. What is the theme of this paragraph?



Forming Knowledge

Paragraph writing is a process of writing a self-contained unit on a particular idea or topic. A paragraph is a group of sentences making absolute sense which has a topic sentence, supporting sentences, and a conclusion statement. It is a self-contained unit of a conversation in *writing* dealing with a particular point or idea or topic.

A paragraph has three major parts-

- Topic sentence
- Supporting sentences
- Concluding sentence

Look at the following table for structure of paragraph:

Paragraph structure

Part of Paragraph	Why?	Example
Topic Sentence	1. To Generate Interest 2. States Main Idea	My grandfather was an US Navy Pilot.

Supporting Detail #1	Elaborates on Main Idea; provides details and examples.	He fought in Germany during World War II.
Supporting Detail #2	Elaborates further on Main Idea and SD #1; more details or examples.	He shot down thirteen enemy planes and was nearly shot down once himself.
Supporting Detail #3	Continues to explain Main Idea and SD #1 and SD #2.	Following the war, he received the Navy Medal of Honor for his brave service in Germany.
Concluding Sentence	1. Summarizes the information that has been presented. 2. Similar to Topic Sentence.	My grandfather was an exceptional pilot and a fantastic man.

A short paragraph or a long paragraph, each should follow the same basic rules of structure.

1. Keep the paragraph on one topic.
2. Include a topic sentence.
3. Use supporting sentences that give details or facts about the topic.
4. Include vivid words.
5. Make sure it does not have run-on sentences.
6. Include sentences that make sense and stick to the topic.
7. Sentences should be in order and make sense.
8. Write sentences that begin in different ways.
9. Make sure the sentences flow.
10. Be sure sentences are mechanically correct — spelling, punctuation, capitalization, indentation.

Let's look at this paragraph:

Example 1

Electric cars are the future in the auto industry. As climate change gets worse, governments are going to start limiting the number of asoline cars being built. The cost of gas will continue to rise, which will make it harder for people to afford to run gas powered cars. As battery technology improves, electric cars will be able to travel further on a charge and cost less to buy. Eventually most gas powered cars will be replaced by electric cars.

Topic sentence

Supporting details

Concluding sentence

Thus, a good paragraph has five basic elements: a topic, a topic sentence, supporting sentences, unity and coherence.

Example 2

The uncommon and speedy increase in Earth's average temperature is called global warming. This growth has extensively been higher within the last century due to human intervention with nature. The release of greenhouse gasses in the ecosystem has been one of the number one motives behind the boom in temperature. The multiplied intake of fossil fuels has extended the attention of greenhouse gasses. The effect of world Warming is a lot higher than just a sore in temperature. It modifies the rainfall pattern, intensifies coastal erosion, lengthens seasons in line with geography, the glaciers and ice caps are melting

and will increase the range of continual and infectious illnesses. As a way to expect similar weather changes, scientists constructed models. These climate fashions are used to simulate the interactional responses of the sea and environment. They predict a boom of round 2C to 6C with the aid of the 21st century.

- As we can see, the main idea of the paragraph is describing the room.
- Then there are many supporting sentences supporting the main idea and expanding it in a way that the picture becomes clear in the reader's mind.
- Concluding sentence "I felt that I breathed an atmosphere of sorrow. An air of stern, deep, and irredeemable gloom hung over and pervaded all,"

This sentence summarised how the room looked and what feeling ran through his mind.

Some examples of paragraph

A Visit to Masoori

Last week, I went to masoori with my parent. I was very crazy to visit Masoori as I had heard many things about this hill station. It is situated in Uttrakhand, India. We travelled to Dehradun by train. It was morning when we reached Dehradun. There we stayed for 5 hours at my relative's home. After noon we decided to go to Masoori by private car. Soon, we were in Masoori. Really, we can say Masoori is paradise on the earth. This beautiful hill station is also called the queen of hills. We booked a room in a hotel. It was evening when we went out for wandering here to there. The weather there was very pleasant as we predict about the weather in the hilly areas, it was exactly the same. All my family members were enjoying this season. My experience was totally different. I didn't feel like going back to my hotel. After walking two hours we came back to our room. We planed of visiting for next day. We all were ready early in the morning but whether was not so good. We took breakfast and went out for Masoori city. There were many hotels, resorts and public places where we enjoyed very much. We also went for a lake. After spending our four days we came back to Nepal.



Exercise 1

Write a paragraph on the following topics in about 150-200 words.

1. My Neighbour
2. Festivals of Nepal
3. The Importance of Education
4. A Cricket Match
5. My Aim in Life
6. My Hobby / Things I like to do during My Pastime
7. The Happiest Day of My Life
8. My first Day in Class
9. My Visit to Kathmandu and Hanuman Dhoka
10. A Visit to Book fair
11. The Person I Admire
12. Global Warming
13. The Rising Pollutions
14. The Craze of Social Media in Youths
15. Unemployment in Nepal

UNIT 28

Story Writing



Learning objectives

After studying this unit, you will be able to...

- identify and understand the format of story writing.
- learn and practise writing story from the hints given.



Learn and Act

Read the story given below and answer the questions that follow.

The Boy Who Cried Wolf

Once upon a time, there lived a shepherd boy who was bored watching his flock of sheep on the hill. To amuse himself, he shouted, “Wolf! Wolf! The sheep are being chased by the wolf!” The villagers came running to help the boy and save the sheep. They found nothing and the boy just laughed looking at their angry faces.

“Don’t cry ‘wolf’ when there’s no wolf boy!”, they said angrily and left. The boy just laughed at them.

After a while, he got bored and cried ‘wolf!’ again, fooling the villagers a second time. The angry villagers warned the boy a second time and left. The boy continued watching the flock. After a while, he saw a real wolf and cried loudly, “Wolf! Please help! The wolf is chasing the sheep. Help!”

But this time, no one turned up to help. By evening, when the boy didn’t return home, the villagers wondered what happened to him and went up the hill. The boy sat on the hill weeping. “Why didn’t you come when I called out that there was a wolf?” he asked angrily. “The flock is scattered now”, he said.

An old villager approached him and said, “People won’t believe liars even when they tell the truth. We’ll look for your sheep tomorrow morning. Let’s go home now”.

Moral : Lying breaks trust. Nobody trusts a liar, even when he is telling the truth.



Quick Feedback

- a. What is the beginning of the story?
- b. Who is the main character of the story?
- c. Why did not villagers turn up to help him when he saw a real wolf and cried loudly, “Wolf! Please help!”?
- d. What is the moral of the story?



Forming Knowledge

Story writing requires creativity and imagination and your narrative must be structured in an organized manner to infer the intended meaning. The main purpose of structuring a story is to explain, narrate, and persuade the reader or an audience.

Here is the story writing format:

- **Beginning:** Kickstart your story with a catchy beginning that grips your readers right away!
- **Character Introduction:** Familiarise your readers with the main characters, their part in the story and help them fit the pieces of your story puzzle!
- **Plot:** This is when the real drama begins, as the main plot comes to the limelight. Expose the story and let your characters react, evolve and reach towards the main conflict.
- **Climax/Ending/Conclusion:** Whether you go for a happy one or an open ending, make sure that at least some of the issues if not all of them get resolved by the end and you leave a long-lasting impression on the readers!

Here is how we can write a short story:

- Think of the main idea of your story.
- Create a basic outline of your story.
- Add a protagonist.
- Write an intriguing first line of your story.
- Build up on your characters.
- Write, Edit & Proofread.

Look at these short stories

Story I

You saved your pocket money to buy one of your favourite books. You decided to read it on Sundays. But one day on your way back from school you lost the book in your school bus and couldn't find it. You pasted a notice on the notice board and finally, someone returned it to you. Write a story in 150-200 words about the whole experience.

A Lucky Find

The money I had received on my 14th birthday, sufficed to buy the complete Harry Potter series.

I started reading volume I. I carried the book to school and showed it around on the school bus.

When we reached school and began asking for the book, no one owned up to having it.

I decided to put up a notice on the notice board and offered the finder a handsome treat of double ice cream and cold drinks alongside.

On the second day, a junior from the NCC squad walked up with the book. He had found it thrown in the bushes behind the school garden. I thanked the boy very much and kept my promise. My week's pocket money was gone in treating him. I felt a sense of relief as I put the book safely back in my school bag.

For the first time, I realized what it feels to lose something that is dear to oneself.

Story II

Write a short story of about 150—200 words on the theme, 'In the Jungle'. Make sure you use at least five words from the box given below.

Scared, Birds, Bear, Bb, Gun, Catapult, River, Trees, Evening, Light, Sleepingm Cave Fly

No one would have said that was merely (a) _____. The sky was overcast with clouds as Meighan and John made their way back to their camp (b) _____. Suddenly, John heard a faint growl following by rustling of leaves. He motioned Meigha to stop and listen, (c) _____. There was another growl. John scanned the area (d) _____ (e) _____. that was slowly strolling

towards the two children. Meighan aimed her catapult towards it. It walked closer to them. It seemed merely curious.

As they looked at each other, it decided to sit down and make itself comfortable. He did not seem to have any intention of leaving. On Meigha's gesture, the two slowly started walking backward, (g)

Answer:

In the Jungle

Jitu was one of the best sharpshooters in the village. He always hung his trusty catapult on the side of his shoulder and carried it everywhere. All the boys used to praise Jitu when he used to shoot birds and squirrels. One day, Jitu and his gang decided to go hunt in the jungle. Excited, Jitu rushed off with his catapult and a few pellets. One of his friends spotted a flock of birds fly past them. He whispered, 'quick, quick'.

Jitu positioned himself, aimed and fired a pellet at one of the birds. The pellet flew up only to miss by a hair's breadth. All of a sudden, they heard a loud growl coming from one of the bushes. The growl was from a huge brown bear coming at them. The pellet must've missed and landed on the sleeping bear.

The boys screamed in fear and ran for their lives. They dashed headlong through bramble, bush and tree. Finally, Jitu and his gang managed to outrun the bear. They vowed never to go recklessly into the jungle or shoot at any bird or bear.

Story III

The Brahmin's dream

A poor Brahmin lived in a village all alone. He had no friends or relatives. He was known for being stingy and he used to beg for a living. The food he got as alms were kept in an earthen pot which was hung beside his bed. This allowed him to easily access the food when he got hungry.

On one day, he got so much rice gruel that even after completing his meal, there was so much leftover in his pot. That night, he dreamt that his pot was overflowing with rice gruel and that if a famine came, he could sell the food and earn silver from it. This silver could then be used to buy a pair of goats who would soon have kids and create a herd. This herd in turn could be traded for buffaloes who would give milk from which he could make dairy products. These products could be sold in the market for more money.

This money would help him get married to a rich woman and together they would have a son who he could scold and love in equal measure. He dreamt that when his son wouldn't listen, he would run after him with a stick.

Wrapped up in his dream the Brahmin picked up the stick near his bed and started hitting the air with the stick. While flailing about, he hit the earthen pot with the stick, the pot broke and all the contents spilled over him. The Brahmin woke up with a start only to realize that everything was a dream.

Moral of the story: One should not build castles in the air.

Story IV

The Blue Jackal Story

Once there was an adventurous jackal who frequently strayed into the village looking for food. The Village was filled with dogs that scared the jackal. Although he was scared of the dogs, the jackal loved food and travelled to the city again and again.

One day, as he was going to enter a house, he heard barking. He was shocked to find a gang of dogs running towards the house. They looked violent and caused the jackal to panic. He ran and tumbled into a tub of blue dye. The dogs couldn't see him and they ran another way.

Now the jackal was completely blue from head to toe. He appeared very different from any other animal. The jackal was pleased as no one would be able to recognize him and he could easily fool anyone in the jungle.

Just like he had thought, everyone in the jungle was surprised to see such an unusual animal.

The small animals, the lion and the tiger all asked who he was and who had sent him.

"I have been sent by God himself to look after you. I will now be the king of the jungle" The jackal said.

The lion protested saying he had always been the king of the forest.

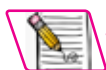
"From now, that must change and all of you must serve me" The Jackal happily said.

Some animals like the tiger protested and asked what would happen if they didn't obey him. He replied saying God would destroy the entire jungle if they didn't.

Scared for their lives and their jungle, the animals asked the blue Jackal what he would like them to do. "Bring me lots of food" said the blue jackal promptly. The animals quickly scurried and returned with lots of food for the Jackal. He had so much food that he gave his leftovers to the other animals and told them that they had to serve him fresh food every day. He even threw out the pack of jackals from the forest because he knew that they could identify him some day.

The blue Jackal was very happy with himself for fooling the entire forest and was happy to be away from the city dogs. But one day the banned pack of jackals was walking around the forest and howling loudly. The blue jackal began howling out of habit too. Because of this mistake, the other animals quickly identified him as a jackal and destroyed him.

Moral of the story: Be true to yourself and don't pretend to be someone you are not



Exercise 1

Your cousin was in a beach town recently. He formed a group to clean the beach. You think his story should be told. Taking help from the hints given below, write your cousin's story in 150–200 words to inspire others and give a suitable title and moral to it.

Hints : The beach pollution repelled cousin - started picking up garbage - parents said it was futile - some people joined him or her -discussed and people agreed to form a group -'Clean Sand' is an inspiration for many.



Exercise 2

Use the given words as hints and write a story in about 150-200 words. Also give a suitable title.

break in, robbery, house, broken, glass, streetlight, people, police, dash, escaped, money



Exercise 3

Write a short story in 200 – 250 words, with the help of the cues given below. Give a suitable title to the story.

It was Mohini's first day at the new school. She was feeling very nervous. She stood in a corner and watched the students who were laughing and talking excitedly. When she saw four senior students advancing towards her, she



Exercise 4

Write a story in 150-200 words with the help of the following outline. Give it a suitable title also.

Bunya was a foolish boy, who was an attention seeker. He was a woodcutter and would go deep into the jungle to cut trees. One day he wanted to do an act of mischief. He shouted at the top of his voice, "There's a tiger, tiger, there's a tiger"



Exercise 5

On the basis of the clipping shown and the outline given, write a story in 150-200 words.

Outline: On way to school—chaos on main road—accident at metro construction site—scene of the accident—student volunteers help in controlling.

UNIT 29

Essay Writing



Learning objectives

After studying this unit, you will be able to...

- identify various types of essays.
- learn to write different kinds of essays.



Learn and Act

Read the essay given below and answer the questions that follow.

Our Country Our Pride

Our country Nepal is situated between two large countries China and India. According to the census of 2018 A.D., 291, 92,480 people live in our country. The area of Nepal is 147,516 km² the density of population in urban regions is higher than in rural regions. Similarly, valleys and plains are more densely populated than the hilly region.

Nepal is a country of the Himalayas. Many highest Himalayas are situated in Nepal. Mount Everest which is the world's tallest peak lies in Nepal. Nepal is a country that is full of natural resources. Many people call Nepal a country of tourists' paradise. It is a landlocked country. India lies to the north and China to the south. The capital city of Nepal is Kathmandu. Nepal is roughly rectangular shape.



It is divided into seven provinces, with 14 administrative zones and 77 districts. Nepal has the Federal Democratic Republic. Many different ethnic groups like Rai, Limbu, Magar, Tamang, Brahmin, Newars, Chhetris, Tharu, Dhimal, Yadav, Jha, etc. live in peace and harmony in this country. Nepali is the national language here in this country. But various ethnic groups speak different languages among themselves.

We are also very rich in cultural heritage. Foreigners take a lot of interest in our cultures, historical places and monuments. There are several places of religious importance. Lord Gautam Buddha was born in Lumbini in Nepal. We have a lot of museums, wildlife reserves and conservation parks. Many tourist visit Nepal to observe the natural habitats of wild animals such as rhinos, deers, tigers and other animals in their natural habitats.

People eat various types of foods including Dal-bhat tarkari is main food of Nepali people. Mo:mo is also popular in Nepal.

We feel proud to be a citizen of Nepal. We, Nepali people, respect each other. We feel that mother and motherland are the same.



Quick Feedback

- What are the location, area and population of Nepal?
- What is political and administrative division of Nepal?
- What are the reasons that make us feel proud?
- Why do many tourists visit Nepal?

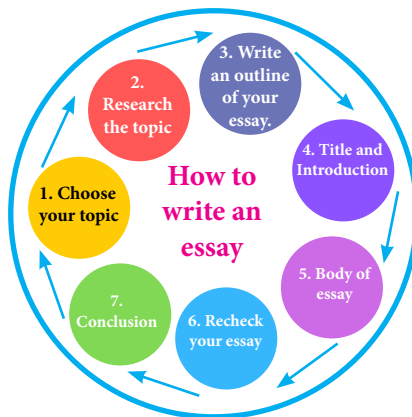


Forming Knowledge

An essay is a piece of writing that is written to convince someone of something or to simply inform the reader about a particular topic. The main parts (or sections) to an essay are the introduction, body, and conclusion. In a standard short essay, five paragraphs can provide the reader with enough information in a short amount of space.

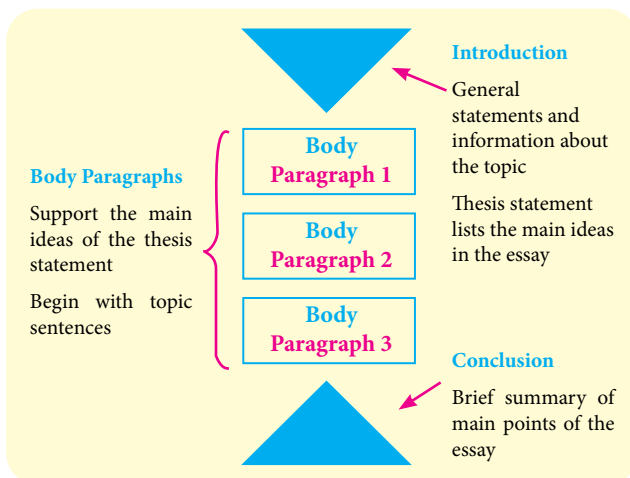
Introduction:

- must contain an attention grabber for the reader or at least make the essay sound interesting, may begin with a quote about the particular topic.
- ensure that the intro moves from the general to the specific in regards to the topic.
- provides the reader with a “road map” of the essay in a logical order.
- gives a thesis statement, arguably the most important component of the introduction at the end.
- The thesis statement states the aim of the paper and may give insight into the author’s examples and evidence.



Body:

- includes the evidence and support of the paper in addition to the author’s ideas.
- Paragraphs must include a topic sentence which relates the discussion back to the thesis statement.
- Logical ordering of ideas: 3 types of order
 - Chronological order**- order of time, good for narratives



2. **Spatial order**- good for descriptions of locations; top to bottom

3. **Emphatic order**- least important to most important

- Ensure that transition sentences are present to create a good flow to the essay
- Include substantial examples and evidence to support your argument and remember to cite, cite, cite!
- Make sure each example is relevant to your particular topic

Conclusion:

- This section should wrap all of your arguments and points
- Should restate the main arguments in a simplified manner
- Ensure that the reader is left with something to think about, particularly if it is an argumentative essay

Note: Always remember to allow time to rewrite the first draft of your essay and, then, to proofread it before turning it in.

Study the following sample essays.

The Effects of Stress

There is a famous expression in English: "Stop the world, I want to get off!" This expression refers to a feeling of panic, or stress, that makes a person want to stop whatever they are doing, try to relax, and become calm again. 'Stress' means pressure or tension. It is one of the most common causes of health problems in modern life. Too much stress results in physical, emotional, and mental health problems.

There are numerous physical effects of stress. Stress can affect the heart. It can increase the pulse rate, make the heart miss beats, and can cause high blood pressure. Stress can affect the respiratory system. It can lead to asthma. It can cause a person to breathe too fast, resulting in a loss of important carbon dioxide. Stress can affect the stomach. It can cause stomach aches and problems digesting food. These are only a few examples of the wide range of illnesses and symptoms resulting from stress.

Emotions are also easily affected by stress. People suffering from stress often feel anxious. They may have panic attacks. They may feel tired all the time. When people are under stress, they often overreact to little problems. For example, a normally gentle parent under a lot of stress at work may yell at a child for dropping a glass of juice. Stress can make people angry, moody, or nervous.

Long-term stress can lead to a variety of serious mental illnesses. Depression, an extreme feeling of sadness and hopelessness, can be the result of continued and increasing stress. Alcoholism and other addictions often develop as a result of overuse of alcohol or drugs to try to relieve stress. Eating disorders, such as anorexia, are sometimes caused by stress and are often made worse by stress. If stress is allowed to continue, then one's mental health is put at risk.

It is obvious that stress is a serious problem. It attacks the body. It affects the emotions. Untreated, it may eventually result in mental illness. Stress has a great influence on the health and well-being of our bodies, our feelings, and our minds. So, reduce stress: stop the world and rest for a while.



Exercise 1

Tick the correct option.

- a. Which of the following is not a common problem caused by stress?
 - physical problems
 - mental problems
 - anecdotal problems
 - emotional problems
- b. According to the essay, which of the following parts of the body does not have physical problems caused by stress?
 - the arms
 - the lungs
 - the stomach
 - the heart
- c. Which of the following show how stress can affect the emotions? Click on the box beside each correct answer and then click on "Check".
 - it can make people feel nervous
 - it can make people feel elated
 - it can cause panic attacks
 - it can make people feel angry
- d. Which of the following can result from long-term stress? Click on the box beside each correct answer.
 - bliss
 - alcoholism
 - depression
 - whimsy
- e. Choose the best answer to explain how alcoholism is caused by stress.
 - alcohol is used to relieve stress
 - alcohol is a chemical
 - alcohol is popular
 - alcohol is similar to medicine
- f. Which of the following is not caused by long-term stress?
 - bloating
 - anorexia
 - addiction
 - alcoholism
- g. Choose all of the answers that can complete this sentence: Stress can affect the respiratory system by _____.
 - causing stomach problems
 - a loss of carbon dioxide
 - causing asthma
 - causing breathing problems
- h. Symptoms of emotional stress include _____.
 - feeling joyous
 - feeling thirsty
 - feeling hungry
 - feeling tired



Exercise 2

Using the notes given below, complete the dialogues by choosing the correct options from the given options:

Customer : (1)

Salesman : Of course. Do you know the author or title ?

Customer : Well I was at the beach and saw a girl reading a purple book. She looked like she was enjoying it a lot. (2)

Salesman : Madam, you have to be more specific. There are lots of books with purple cover.

Customer: (3).....?

Salesman : Unfortunately, no

Customer: In that case, (4)

- 1 a. Should you help me find a book? c. Can you help me find a book?
b. Ought you to help me find a book? d. Shouldn't you help me find a book?
- 2 a. I will want that book. c. I want that book.
b. I will be wanting that book. d. I have wanted that book.
- 3 a. Can't you search on your computer for purple books?
b. Are you going to search on your computer for purple books?
c. Will you search on your computer for purple books?
d. Are you not going to search on your computer for purple books?
- 4 a. I could go to a store that has better computers.
b. I will go to a store that has better computers.
c. I may go to a store that has better computers.
d. I would go to a store that has better computers.



Exercise 3

1. Write a dialogue between two friends about city life and country life.
2. Write a dialogue between a younger brother and the elder sister who is helping him to learn riding a bicycle.
3. Write a dialogue between a teacher and a student who gets late to school too often.
4. Write a dialogue between two friends talking about how to pass time advantageously.
5. Preeti wants to watch a movie with her friends. She asks her mother for permission. Construct a dialogue between both of them in 100 words.

UNIT 30

Diary Writing



Learning objectives

After studying this unit, you will be able to...

- learn the components of diary writing.
- know how to write diary.



Learn and Act

Read the diary given below and answer the questions that follow.

Diary entry about whole day experience:

Ilam Bazar
15 February 2023
Wednesday
8:15 PM

Dear Diary,

Like always, today I am again sharing my whole day experience with you. I am so happy today. It was a day of achievements and success. Our school hosted the online Essay writing competition. I was initially hesitant to participate in the competition. But my parents and teachers encouraged and motivated me to take part. They told me that I have the ability to write well and to convince others. I am glad that I obeyed them. I won the first prize in the essay writing competition. There were 74 participants and I was able to bag the prize. I am thankful to the teachers and my parents for all his blessings and encouragements in my life.

Good night diary!



Quick Feedback

- Who has written the above diary?
- When was written the above diary?
- What is the main body of Numa's diary?



Forming Knowledge

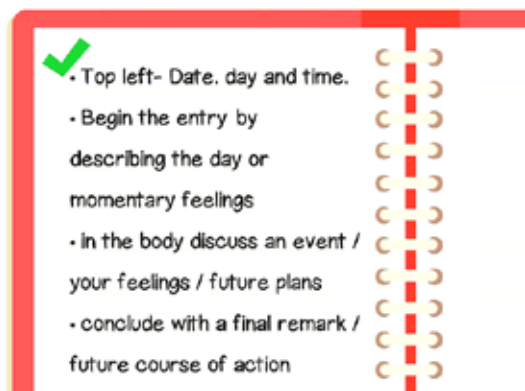
Diary writing is a personal form of writing where a person maintains a diary to write about his/her personal life or a situation. It can be written in any language as per the comfort of the writer. a *diary entry* is one effective way of expression or just a mere recording of events of your life.

One should always mention the place, date and time before starting to write the diary. Then you can address the diary as “Dear Diary” or “Hi Dear” or “Hello my Diary”, etc. Write everything you want to express to the diary. At the end mention your name.

Some of the essential characteristics of a diary are:

Top left - date day and time.

- It should be written in chronological order.
- The day, date, place, and time of entry in the diary should be included.
- A suitable descriptive heading or some hints about the topic written about may be included.
- The main body of the diary should be written in a comprehensive manner giving a precise yet complete description of an event, a place, or a person.
- It should express the writer’s point of view and lay stress on feelings and emotions rather than on the event itself.
- It should be personalised and written in the first person and maybe in the past tense.
- The writing should be informative as it is a spontaneous piece of writing.
- A signature at the end of the day’s diary entry can be given to authenticate it, and for future reference.



Study the following sample diary entries:

1. You made a presentation in the class despite many obstacles. The teacher appreciated you. Make a diary entry in 100-150 words about your experience. You are Ayush/Ankita.

Lamjung
05 September, 2022
Monday,
8 p.m.

Fruits of labour

Dear diary,

Today was a special day for me. I gave my presentation in the science class. I believe if God was all set to test me as, I started facing all sorts of hurdles from the last two days. Firstly, the battery of my father’s laptop on which I was preparing the presentation had run out of its course. The shopkeeper took a day to replace it. An hour after getting back the laptop on Saturday, I started vomiting and felt feverish. The ‘rainy’ football sessions had done their work. Though I tried hard, I couldn’t keep my burning eyes open. I was tensed and cranky. I fell asleep soon after taking medicine. I was happy to get up fresh, fit and fine but. I was left with just one day. I worked through the night to incorporate my teacher’s suggestions, edit the slides and get a shadow image of my presentation. As I started giving the presentation, a strange confidence and flow worked in me. I breezed through the presentation and answered the audience questions convincingly. My teacher was so happy that she not only praised me but gave me some extra marks for it. I realised that hard work never goes waste.

Ayush/Ankita

2. Write a diary entry on one of the luxurious weddings that you have attended. Write your opinions on the wastage of resources at the wedding.

Kathmandu
24th February 2023,
Friday
10:00 PM

Dear Diary,

Last night, I attended a luxurious wedding of Arunima and Arpan in Tripureswar Banquet hall. Right from the wedding invitations to decorations, catering, return gifts, everything was very expensive. What bothered me was the wastage of resources over there. The light arrangements at the wedding consumed so much electricity which was releasing undesirable pollutants into the air. Apart from that, people were wasting so much food. The disposal of food was improper because of which flies and insects were seen everywhere. So much water was consumed by the people over there. The wastage of resources might lead to water starvation, global warming, pollution, etc. I wish people would understand the effects of this expensive wedding.

Terisha
{Signature}

3. You recently visited an 'Old Age Home' in Devghat with your friends. Using the hints given below together with your own ideas, make a diary writing entry of what you saw and experienced there.

Hints: • Old home • Mostly senior citizens above 60 • Peaceful surroundings • Spacious • Clean rooms and baths • Regular medical check-ups • A good library • Means of recreation • A home away from home.

Devghat, Chitwan
18th February 2022, Thursday
9:30 PM

Dear Diary,

Today I visited an old home in Devghat with my friends to celebrate my birthday. Nearly 90 people stayed in that old-aged home. Most senior citizens above 60 years stay there. The old age home is settled in peaceful surroundings and is enriched with magnificent paintings, trees, a good library, yoga, meditation auditorium, etc. The home was very big and spacious. All the rooms and bathrooms were clean and hygienic. The authorities of old age homes collect funds to organise regular medical checkups for the senior citizens. We contributed some money for the same. The people there seemed to be very happy and comfortable. Overall I felt that people were in a home away from home.

Pratik
{Signature}



Exercise 1

1. It was the first day of your new school. Make a diary entry describing your first-day experience in your new school.
2. You went on a trip to Jankpur. Write a diary entry describing the trip, how you went, itinerary, places visited and the overall experience.
3. You attended a webinar hosted by your favourite writer. Write a diary entry describing the event and the speaker.
4. Make a diary entry on the following are popular topics:
 - a. Summer vacation trip
 - b. Holidays at grandparents' house
 - c. Meeting an old friend.
 - d. Lost a precious thing.
 - e. Visiting an old friend.
 - f. Getting scolded by mother for breaking phone.
 - g. Getting scolded for failing in examinations.
 - h. First day of online classes during the COVID Pandemic.
 - i. Experience of visiting the zoo with school.
 - j. School farewell day event
5. You had the most difficult test today but you knew everything on the paper. You answered all the questions and you are really happy with how things turned out. Write a diary entry about it. Start with the anxiety you felt before you saw the question paper.

(place, day, date)

I was (a) I couldn't (b) I thought I would in this subject. I could believe (d) I actually knew (e) I could answer all the questions. I can't wait (f)

UNIT 31

Letter/ Email Writing



Learning objectives

After studying this unit, you will be able to...

- identify various types of letters.
- learn to write formal and informal letters and e-mails.



Learn and Act

Read the letter given below and answer the questions that follow.

Position Acceptance Letter

September 25, 2022.
The General Manager,
Nepal Bank Limited,
Kathmandu, Nepal

Subject: Acceptance Letter for joining the Bank

Dear Ma'am,

I am happy to receive your job offer for the Manager's position at the Nepal Bank Limited, branch office Dharan. With a joyful heart, I am pleased to inform you that I will accept the company's kind offer.

I thoroughly enjoyed the conversations we have had in the past and looked forward to being a part of this community. It will be a learning experience to work as the director of your company.

The salary, packages, hours, start date and other essential details presented are agreeable and acceptable. The standard benefits with additional three weeks of vacation are great. I will be able to join the institute on 1st October 2022.

Sincerely Yours,
(signature)
Priyanshu Chaudhary
Contact No. 9841269344



Quick Feedback

- a. What kind of letter is this?
- b. Who is writing this letter?
- c. What is the main body of this letter?



Letter writing

A letter is a written message that can be handwritten or printed on paper. It is usually sent to the recipient via mail or post in an envelope, although this is not a requirement as such. Any such message that is transferred via post is a letter, a written conversation between two parties.

Email writing

Email writing is an essential part of professional communication. It is not easy to get people to respond to your emails if they do not feel interested in your message or proposal. The best email communication is the one that is simple and clear.

Types of Letters

Letters can be classified into two main types according to the purpose of the letter.

Formal Letter- A formal letter is **a professional letter, which is written in formal language, in a prescribed format and in the stipulated format**. It is also known as business letters that include letters of application, letters to higher authorities, and letters to newspapers.

Informal Letter- An **informal letter**, also referred to as a **friendly letter**, is a **personal letter written to friends or relatives (Informal letter to a friend)**. It is written in a personal fashion. It is also known as social letters that include friendly letters and notes of invitations.

Formal Letter	Informal Letter
It is written for professional or business purposes	It is usually drafted for personal purposes
A completely formal writing tone is used	The Casual and emotional writing style is common in this type of letter writing
It should be precise and to the point	Informal letters can be lengthy
Examples- Clients, colleges, etc.	Examples- Relatives, Friends, etc.

A Formal Letter includes:

1. **Sender's address:** The address and contact details of the sender are written here. Include an email and phone number, if required or if mentioned in the question.
2. **Date:** The date is written below the sender's address after Leaving one space or line.
3. **Receiver's address:** The address of the recipient of the mail (the officer/principal / Editor) is written here.
4. **The subject of the letter:** The main purpose of the letter forms the subject. It must be written in one line. It must convey the matter for which the letter is written.
5. **Salutation** (Sir / Respected Sir / Madam)
6. **Body:** The matter of the letter is written here. It is divided into 3 paragraphs as follows –

Paragraph 1: Introduce yourself and the purpose of **writing the letter** in brief.

Paragraph 2: Give detail of the matter.

Paragraph 3: Conclude by mentioning what you expect. (For example, a solution to your problem, to highlight an issue in the newspaper, etc).

7. Complimentary Closing
8. Sender's name, signature and designation (if any)

An Informal Letter includes:

- Address of the sender
- Date of writing a letter
- Address of receiver
- Salutation/Greeting
- Body of the letter
- Conclusion
- Complimentary note
- Name of the sender

Pick the one that best suits the occasion as complimentary note:

Lots of Love,
With Love,
With regards,
Best Wishes,
Kind Regards,
Kindly,

A format is shown below to write the letter in an informal manner.

[Address of the Sender]

Date:

Dear (name of person)

Body of the letter:

Paragraph 1: Ask for the well-being of the person

Paragraph 2: The main reason to write the letter

Paragraph 3: Conclusion and end of the letter

Yours lovingly,

Name of sender

The closing paragraph should include:

- I am looking forward to seeing you.
- I can't wait to see you soon.
- I can't wait to hear from you.
- I am looking forward to hearing from you soon.
- I hope to hear from you soon.
- See you soon.
- Send my love to...
- I hope you are doing well.
- Give my regards to...

A. Sample Formal Letters

Sample 1: Application for School Leaving Certificate

To
The Principal
XYZ School
Gorkha

Subject- **Application for School Leaving Certificate**

Respected Madam,

I am Kripa Tamang, a student of 9-C of your school. With all due respect, I would like to bring to light that I have been a student of your institution since 6th standard and I will never forget how much this school has given me. I would also like to tell you that the nature of my father's job is not static as he is army personnel. His transfer is due and we will be leaving town by 2nd of next month.

Hereby, I request you to grant my **School leaving Certificate** so that I can initiate my further admissions. I will be highly grateful. Thank you.

Yours truly
Kripa Tamang
980XXXXXXX
ABC Rural Municipality, Gorkha
24 March, 2022

Sample 2: Letter of Application

Birat Chowk
Morang
15th January 2023

The Principal
Vishwa Adarsha High School
Itahari, Sunsari

Subject: Application for the post of Biology Teacher

Dear Sir,

I am applying for the position of Biology Teacher in your organization with reference to the advertisement in The Kantipur Daily dated 13/01/2023. I have great interest in this position and would highly appreciate it if you could consider my application. I have completed my Post Graduation in Biology and have experience working as a High School Biology Teacher for two years.

In my teaching experience, I have come across various challenging situations with kids and parents, and I have learned to handle all of them well. I have enjoyed connecting with the children and being a part of their growth and development as considerate and intelligent individuals. I have attached my resume and experience certificate for your kind perusal and hope to hear from you in this regard.

Yours faithfully,
Asha Limbu
Mobile: 9801XXXXXX

Sample 3: A News letter

Tokha -6, Dhapasi,
Kathmandu
15th June 2022

To,
The Editor-in-Chief,
Himalayan Times,
Kathmandu

Subject: Construction work in our locality during monsoon season causing us difficulties.

Dear Sir/Madam,

Through the medium of your esteemed and respected daily, I wish to inform the municipal authorities of the difficulties the residents of my locality are facing due to the construction and repair work currently happening in our area. Monsoon season has started a few days ago and is compounding our problems.

The repair work has been ongoing for five weeks now and is falling way behind schedule. And now with the current weather conditions, we are having persistent problems of water logging and flooding in our area. Another worry is about the accidents that may occur due to the debris lying around the road. Diseases caused due to waterlogging are another one of our concerns.

Therefore I wish to draw the attention of the concerned authorities with the help of your newspaper.

Hopefully, you will be able to help us in drawing their attention and resolving this matter at the earliest.
Thanking You,

Your sincerely,
signature
[XYZ]

B. Sample Informal Letters

Topic 1: Letter to a friend congratulating on Success

Dear Dolma,

How are you? How are your family members? How is the weather there? Hope you are doing well. I am also fine here.

I heard the news of you holding 1st rank in the class. I felt really happy and proud of you. I would like to congratulate you for the same. I know you must have done a lot of hardwork for it and finally you have achieved what you wanted.

I am hoping that you achieve all the success in future. Keep it up. Also, will try to meet you in person and congratulate you. If we meet then we will surely celebrate for your success.

Till then take care of yourself and your family.

I am looking forward to seeing you soon.

With Love,
Anoushka

Topic 2: A letter to father

Write a letter to your father about your preparation for ensuring the National Science Olympiad.

House no. 123

Min Bhavan

Kathmandu

April 14, 2022

Dear father,

I received your letter yesterday. I am glad to know that you are well. In this letter you asked me to let you know the preparation of my Olympiad examination. You will be very glad to know that my preparation is quite satisfactory. I attend the classes regularly. I do not waste time in vain. Our S.S.C. examination is near at hand. I have fully prepared myself for the same. I hope to do well in all the subjects. Please pray for me. With best regards for you and your mother.

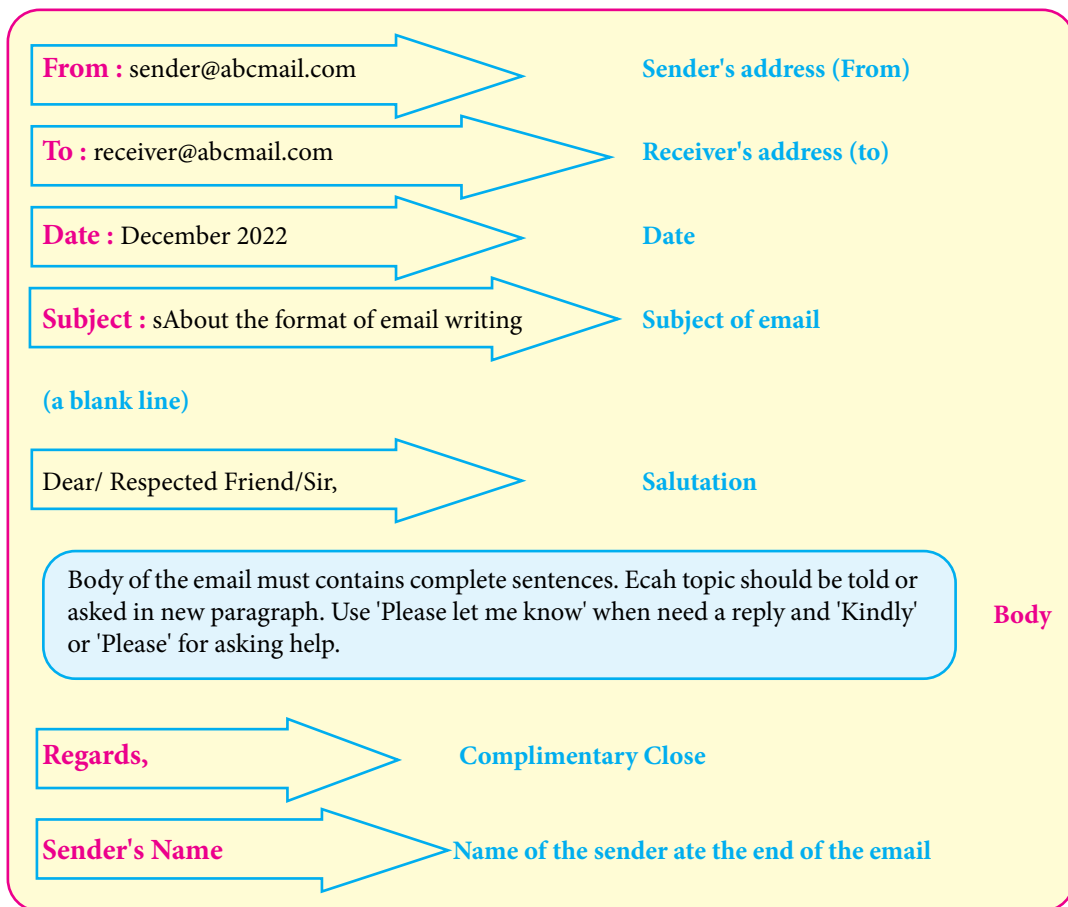
Yours loving son

Usha

C. Email writing format

The email writing format is the same for each of the categories though the choice of words and language differ depending upon the type of email. One can use friendly and casual language in informal emails. The language used in formal emails should be professional, clear, and formal.

An outline for writing e-mail:



Let us look at the following email writing format:

From : Sender's email id
To : Recipient's email id
Cc : Other individuals receiving the same mail with visible ids
Bcc : Other individuals receiving the same mail with invisible ids
Subject : Title or the reason of writing mail
Salutation : Words like dear, Respected, Hi etc.
Main body : the main content of the email 1. Introduction 2. Matter in detail 3. Conclusion
Colosing : Ending Statement
Attachments : Attached Files with emails
Signature Line : Sender'[s name, signature, and other details of contact

Formal Email Writing

1. Email on official intimation of your resignation

To: Recipient's email ID

Subject: Resignation

Dear Sir/Ma'am,

I am planning to pursue my higher studies in the coming academic year, and hence I would like to inform you of my intention to resign from the post of (Designation) at (Name of the Institution), effective three months from now.

I appreciate the opportunities for growth and development you have provided during my association with (Name of the Institution). It was indeed a privilege working here, and it was a valuable work experience which has helped me grow personally and professionally to a great extent.

Please accept this letter as the formal intimation of my resignation.

Thank you for your guidance and support.

Yours sincerely,

Your name

Designation

2: Email Writing for Students

Topic- Email to inform your classmates regarding the intra-college quiz competition.

To: (email id of recipient)

Cc:

Bcc:

Subject: Intra-college Quiz Competition.

Hello Everyone! This is to notify you all that an intra-college quiz competition is going to be conducted in our college on Jan 25 from 11:00 am in Auditorium – 01. Everyone is therefore invited to take part in the competition so that our department can win.

For further inquiries, feel free to contact me.

Thanks,

(Your name)

Class representative

Informal Email Writing

Email expressing your appreciation

To: Recipient's email address

Subject: Congratulations!

Dear (Name),

My heartfelt congratulations go to you for your achievement. I was glad to see your name on the merit list. All your efforts were definitely not in vain. I bet everyone at home is so proud of you.

You have truly honoured the family name, and I am happy that you would get to take up the course in architecture that you had been waiting for. I am waiting to meet you in person to convey all my love and appreciation.

Convey my regards to uncle, aunty and grandpa.

Regards,

Your name



Exercise 1

1. Write an application letter to the Principal of your school requesting her to arrange a career counselling program for the senior most students of the school as it is the demand of the hour to shape their bright future ahead.
2. Write an application to your Principal to make arrangement for extra coaching of Mathematics as the teacher was on long leave and the course could not be completed.
3. Write a job application for the post of 'clerk' advertised in the local newspaper of your city.
4. Write a letter to the newspaper editor highlighting the condition of the roads in your area and suggest suitable measures. (BAD CONDITION OF ROADS DURING RAINS LEADS TO MISHAPS)
5. There are no proper street lights in your locality. This is leading to an increase in right-time thefts as well as accidents. Write a letter to the local municipal authority to look into the issue.
6. Write a letter to the President of the Rural Municipality for a scholarship to enable you to join a college.
7. Write a letter to your friend congratulating him/her on his/her success in the final exam.
8. You are very much fond of adventure. You were on a tour to Ghandruk in Kaski and Muktinath of Mustang district a few days ago. Write your thrilling experience of tour there to your best friend.
9. Write a letter to your friend who just met with an accident informing him about his speedy recovery in a consoling tone in about 120-150 words. You are Karan/Karuna.
10. Write a letter to father asking for money for the purchase of books and to meet other expenses.
11. You are Sara/Satish, a student of Himalayan School, Kavre. Write an e-mail to your friend stating your inability to attend his/her sister's marriage ceremony.
12. Compose an e-mail to be sent to your grandmother, acknowledging the receipt of the gift sent by her on your birthday.
13. You have recently visited the Jawalakhel zoo. Write an e-mail stating your views about the miserable condition of birds and animals there to the curator of the zoo.

Appendix

Basic Grammar Terms

This material was prepared for use in orientation sessions at the Loyola Community Literacy Center by Professor Joseph Janangelo of the Department of English, Loyola University Chicago.

Section A: lists the eight principal parts of speech.

Section B: defines important terms for use in analyzing grammar and syntax.

Section C: gives examples of important verb tenses.

Section A. Eight principal parts of speech

1. **Noun:** The name of a person, place, or thing.
 - The cat has sharp claws. · The baby has small fingers.
2. **Pronoun:** A word used to refer to a noun, usually used to avoid repetition.
 - When my dog was hungry, she would bark. · My roommate knew he forgot his keys.

There are seven categories of pronouns.

 - A. Demonstrative Pronoun:** A pronoun used to identify or point to a noun.
 - This, That, These, Those. · Those are the best dressers.
 - B. Indefinite Pronoun:** A pronoun that refers to a nonspecific person or thing.
All, Another, Any, Anybody, Anyone, Both, Each, Either, Everybody, Everyone, Everything, Few, Many, Neither, Nobody, None, No One, Nothing, One, Some, Somebody, Someone, Something.
 - Anyone who gambles is crazy. · Everybody dance now.
 - C. Intensive or Reflexive Pronoun:** A pronoun ending in -self, myself, yourself, himself, herself, ourselves, yourselves, themselves. It often names the receiver of an action.
 - Did you hurt yourself? · She calls herself a singer, but she cannot carry a tune.
 - D. Interrogative Pronoun:** A pronoun used to begin a question. Who, Whom, Whose, Which, What.
 - What happened at work today? · Which film did you see?
 - E. Personal Pronoun:** Pronouns used to refer to a specific person or thing.
I, me, you, she, her, me, mine, your, yours, her, hers, his, its, our, ours, their, theirs.
 - She bores me with her tedious childhood stories. · Theirs is a life of luxury.
 - F. Possessive Pronoun:** A pronoun used to indicate ownership.
my, mine, your, yours, her, hers, his, its, our, ours, your, yours, their, theirs.
 - She took a great interest in her career. · Their car is parked too close to ours.
 - G. Relative Pronoun:** One of the following, when used to introduce an adjective clause.
Who, Whom, Whose, Which, That.
 - A lie is a remark that always leads to trouble. · She is someone who adores opera.
3. **Verb:** A word that expresses action (verb **tenses** treated later).
 - They went to the store.
 - Many people do not know how to read.

4. **Adjective:** A word used to modify (describe) a noun or pronoun. Adjectives usually answer one of these questions: Which one? What kind of? How many or how much?
 - The old dog was barking.
 - Her sable coat was on the floor.
5. **Adverb:** A word used to modify a verb, an adjective, or another adverb. Adverbs usually answer the questions: When? Where? How? Why? Under what conditions? To what degree?
 - This car rides smoothly.
 - He is an unusually good writer.
 - She speaks very loudly.
6. **Preposition:** A word placed before a noun to form a phrase modifying (describing) another word in the sentence. The preposition indicates the relationship between the noun and the word the phrase modifies.
 about, above, across, after, against, along, among, around, at, before, behind, below, beside, besides, between, beyond, by, down, during, except, for, from, in, inside, into, like, near, next, of, off, on, onto, out, outside, over, past, since, than, through, to, toward, under, unlike, until, up, with, and without.
 - Let's put our ideas on the table. Come and sit beside me.
 A **prepositional phrase** begins with a preposition which introduces a noun form.
 - After the movie, we went home. · Besides being lazy, he is a fool.
7. **Conjunction:** A joining word.
 - A. **Correlative Conjunction:** A pair of conjunctions connecting grammatically equal elements. Either... or, Neither... nor, Whether... or, Not only... but also, and both.. and.
 - Either pay me what you owe me or leave. · Whether you pay me now or later is up to you.
 - Not only does she have a job, but she also tutors on weekends.
 - B. **Coordinating Conjunction:** Connects two words or parts of a sentence. And, Or, But.
 - It wasn't late, but it was starting to rain. Give me liberty or death.
 - C. **Subordinating Conjunction:** A word that introduces a subordinate clause and indicates its relation to the rest of the sentence.
 After, Although, As, As if, Because, Before, Even Though, If, Since, So That, Than, That, Though, Unless, Until, When, Where, Whether, and While.
 - She went into the bank while I waited in the car. · He told me his life story as if he cared.**Reminder:** Relative Pronouns (Who, Whom, Whose, Which, and That) also introduce subordinate clauses.
 - D. **Conjunctive Adverb:** An adverb used with a semicolon to connect independent clauses. Consequently, furthermore, however, moreover, nevertheless, then, therefore, and thus.
 - She swallowed a lot of water; however, the lifeguard got to him quickly.
 - He had no money; consequently, he moved back home.
8. **Article:** a, an, the (modifies noun); definite article: the book, the tree; indefinite article: a book (could be any book), a tree (could be any tree). NOTE a/an distinction; an is used before a vowel sound
Note: INTERJECTIONS: A word expressing surprise or emotion. Oh· Hey· Wow· (some grammars include them as parts of speech).

Section B. Some important term for analyzing grammar and syntax

Helping verbs (sometimes called "auxiliaries"; modals are another, specialized form): Helping verbs always precede main verbs.

The following words are **helping verbs** when used with a main verb.

Be, Am, Is, Are, Was, Were, Being, Been, Has, Have, Had, Do, Does, Did, Can, Will, Shall, Should, Could, Would, May, Might, Must.

- I am singing.
- You should think before you speak.
- The driver had fallen asleep.

Direct object: A word or word group that receives the action of the verb.

- He read the book. She threw the ball.

Indirect object: A noun or pronoun that names to whom or for whom the actions is done.

- Fate gives us looks.
- My boss threw me a curve (i.e., threw a curve to me). When the preposition is implied but not stated the indirect object is hidden, as in example above, or · He gave her the book = He gave the book (to) her.

Modifier: A word, phrase, or clause that describes or qualifies the meaning of a word. Modifiers include adjectives, adverbs, adverbs, prepositional phrases, participial phrases, some infinitive phrases, and adjective and adverb clauses. Problems arise with dangling modifiers where the agent of the action is not clear.

Error: Opening the window to let out a fly, the car swerved into an oncoming car.

Error: After seminary training, women's access to the pulpit has often been denied.

Active and Passive Voice

When a verb is in the active voice, the subject of the sentence performs the action. "The student attended class." In the passive voice, the subject receives the action. "The class was attended by the student." The passive voice can be generally boring, e.g., The situation will be taken care of. A decision was reached.

Gerund: A verb form ending in -ing and used as a noun.

- All that laughing made me cry. · Running can be good for you.

Participle: A word derived from a verb and having the qualities of both a verb and an adjective; never used as a noun. Present participles end in -ing (I am rushing), past participles in -ed (I was rushed).

Split Infinitives:

When a modifier appears between its two parts (to/think) "to carefully think," an infinitive is said to be split. If the split infinitive is awkward, move the modifier to another position in the sentence. *Error:* The jury was instructed to very carefully review the evidence.

Positive, Comparative and Superlative

Most adjectives and adverbs have three forms: the positive, the comparative, and the superlative. (Good / better / best; careful, more careful, most careful)

Conjugation: Subjects joined by 'and'

Compound subjects joined by "and" are nearly always plural.

- *Error.* Maria's natural ability and her love of music has lead her to a singing career.

Subjects joined by 'or' 'nor':

With "or" or "nor," make the verb agree with the part of the subject nearer the verb.

- Error: If a relative or neighbour are abusing a child, call the police.

Section C. More on Verbs

1. There are three moods in English:

The indicative is used for facts, opinions and questions. (Chicago is in Illinois.)

The imperative is used for orders or advice. (Stop talking. Go to class.)

The subjunctive is used for wishes, conditions contrary to fact, and requests or recommendations. Use the subjunctive mood for wishes and in if clauses expressing conditions contrary to fact. The subjunctive in such cases is the past tense form of the verb; in the case of be, it is always were (not was), even if the subject is singular.

- *We wish* that Krish *drove* to school every day (drove is past tense of drive).
- *If I were* a member of Prime Minister's cabinet [contrary to fact since I am not a member of his cabinet], I would get a new attorney general (were is past tense of was).

Use the subjunctive mode in the clauses following verbs such as ask, insist, recommend, and request. The subjunctive in such cases is the base form of the verb.

2. Verb tenses in English and many other languages are complex. These are the tenses that you should be prepared to identify:

Present simple: for habitual action in present (She walks to the store.), general, timeless truths (Ice melts quickly in the summer.), the narrative present (Milan Thapa strikes out).

Present progressive: action in progress (He is going to tell her now.), a temporary present activity (I'm studying English at Tribhuvan University.), repeated ongoing action (He is always doing that.)

Past simple: a definite completed action (She walked to the store.), a habitual action in the past (He visited his father every day.), a situation in the past now completed (Satya Mohan died in 2022).

Past progressive: an action at a specific point in the past (She was walking to the store at 9 this morning.), past action simultaneous with some past event (He was talking on the phone when the storm struck.), repeated action in the on-going past (Sam was talking all during the lecture.).

Future simple: action in future time (She will go tomorrow.), a future habitual action or future state (You will study harder next year.), a present situation that will obtain in the future with some termination in sight (He will live on campus until he graduates.).

Future progressive: at action that will be in progress at a specific time in the near future (She will be coming home soon.), duration of specific future action (He will be working on the book for years).

Each tense also has a perfect form and a perfect progressive form. Below are the perfect forms:

Present: I have been a teacher for 22 years.

Past: She had already left before I could phone her.

Future: By the time he's finished, he will have been doing that ten years.