

RESOURCE MATERIAL

Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can foster precision, detect ambiguity, and exploit the richness of expression available in English. In CBSE Examination your knowledge of Grammar is tested through Gap-filling carrying 3 marks, Editing/Omission carrying 4 marks and Sentence Re-ordering/Sentence Transformation in context, carrying 3 marks. The questions given in solved and unsolved exercises will help you perform better in this section.

1. TENSES

TIME AND TENSE

Time is universally divided into *past*, *present*, and *future*. Tense is a form of the verb that expresses time. For example, '*she goes*' is the present tense and '*she went*' is the past tense of the verb 'to go'. Thus the verb changes its form to show whether an action takes place in the present or it took place in the past.

TENSES

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

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

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.

THE FOLLOWING TABLE SHOWS THE DIFFERENT FORMS OF THE VERB:

Tense	Simple	Progressive/ Continuous	Perfect	Perfect Progressive/ Continuous
Present	I talk.	I am talking.	I have talked.	I have been talking.
Past	I talked.	I was talking.	I had talked.	I had been talking.
Future Time Reference	I shall talk.	I shall be talking.	I shall have talked.	I shall have been talking.

FORMS OF THE PRESENT SIMPLE TENSE

	First Person	Second Person	Third Person
Affirmative Sentences (S + V ₁ /V ₅)	I <i>talk</i> . We <i>run</i> .	You <i>jump</i> .	They <i>laugh</i> . She <i>sings</i> . Ranjan <i>plays</i> .
Negative Sentences (S + do/does + not V ₁)	I <i>do not write</i> . (don't) We <i>do not plough</i> the field.		They <i>do not fight</i> . The boy <i>does not shout</i> . (doesn't)
Interrogative Sentences (Do/does + S + V ₁ +?)	<i>Do we sing</i> sweetly?		<i>Do they work</i> hard? <i>Does the girl write</i> well?
Interrogative Negative Sentences (Do/does + S + not + V ₁ +?)	<i>Do I not read</i> the story?	<i>Do you not eat</i> first?	<i>Do they not behave</i> well? <i>Does he not raise</i> his hand?

USES OF THE PRESENT SIMPLE TENSE:

The present simple tense is used

- (i) to express permanent truths, facts, customs:
The sun rises in the east.
The earth revolves round the sun.

Water freezes at 0° celsius.

Man is mortal.

- (ii) to express habitual actions:

I go to the temple daily.

My father goes for a walk in the evening.

He gets up early in the morning.
Shubhra goes to her dance class every Sunday.

(iii) to express a permanent state:

My house faces west.
Delhi stands on the bank of the Yamuna.
NH-1 (National Highway) leads to Amritsar.
The house has four rooms.

(iv) in exclamatory sentences:

Look out!
Here comes the bus!
There goes the train!

(v) in subordinate clauses beginning with 'if' and 'when':

If you request him, he will help you.
If he works hard, he will pass.
When you go there, try to meet him.

(vi) in imperative sentences:

Let us go out for a walk.
Obey your elders.
Shut the door.
Please, give me a glass of water.

(vii) to indicate a planned future action or series of actions when they refer to a journey.

He comes here tomorrow.
This aeroplane flies for London next week.
Our examination commences on next Monday.
We leave Delhi at 9 a.m. and reach Amritsar at 3 p.m.

(viii) for narrative events in a dramatic way:

The sound of firing is heard.
Lights are switched on.
The hero is seen lying dead on the stage.

(ix) in running commentaries on sports events:

Rachna reports the incident very well.
Rohit hits the ball straight into the goal.

(x) to introduce quotations:

Our teacher says, "Time and tide wait for none."
My father says, "Hard work never goes in vain."

Note: We generally use the following adverbs or adverbial phrases in the present tense:

always, often, daily, generally, usually, everyday, every week, frequently, etc.

PRESENT PROGRESSIVE/ CONTINUOUS TENSE

(S + IS/AM/ARE + V₄)

The present progressive tense is formed by adding present participle (verb + ing) to the present forms of the auxiliary, *be*: am/is/are + present participle.

(i) **Affirmative Sentences:**

Form: S + am/is/are + V₄ (present participle)

Examples:

She *is* writing. I *am* jumping.
They *are* playing. We *are* discussing.

(ii) **Negative Sentences:**

Form: S + am/is/are + not + V₄

Examples:

She *is not* singing. (isn't)
I *am not* working. (I'm not)
They *are not* sleeping. (aren't)
We *are not* dancing. (aren't)

(iii) **Interrogative Sentences:**

Form: Am/Is/Are + S + V₄ ...?

Examples:

Is she singing? *Am* I working?
Are they sleeping?

(iv) **Negative Interrogative Sentences:**

Form: Am/Is/Are + S + not + V₄ ...?

Examples:

Is she *not* singing? (Isn't she ... ?)
Am I *not* working? (Amn't ... ?)
Are they *not* sleeping? (Aren't they ... ?)
Are we *not* laughing? (Aren't we ... ?)

Note: The negative interrogative form of *is* is: *am I not?*
But the contracted form is: *aren't I?*

• Uses of the Present Progressive/ Continuous Tense:

(i) The present progressive tense is used for an action that is in progress at the time of speaking:

He *is* reading a newspaper.
The children *are* playing football.
The girl *is* singing a song.
I *am* doing my work.

(ii) The present progressive tense is used for an action that is in progress and will continue in future. It may not be going on at the time of speaking:

He *is* learning English.
My neighbour *is* writing a novel.

(iii) It is used to describe an action that is planned to take place in the near future:

I *am* meeting him tomorrow.
He *is* going to England next week.
They *are* not coming here on Monday.

(iv) The present progressive is used to express disapproval of a persistent habit or something done again and again. We generally use adverbs such as *always, constantly, repeatedly, etc.*

She *is* continually watching movies on the T.V.
He *is* always doing one mischief or the other.

He is repeatedly making the same mistakes.
They are constantly changing their statements.

Note: Verbs of perception and some other verbs are not generally used in the present progressive tense: see, smell, hear, taste, know, understand, hate, like, want, wish, etc.

PRESENT PERFECT TENSE (S + HAS/HAVE V₃)

The present perfect tense has the form 'have/has+past participle', be *verb + ed/en*. While *has* is used with the third person singular and singular nouns, *have* is used with plural forms and *I, we, you, they*.

(i) Affirmative Sentences:

Form: S + has/have + V₃

Examples:

I *have done* my work.
Ritu *has gone* to the market.
They *have bought* a football.
You *have visited* the famous places.

(ii) Negative Sentences:

Form: S + has not/have not + V₃

Examples:

I *have not seen* the Taj. (haven't)
She *has not gone* to Chandigarh. (hasn't)
They *have not done* the work.
We *have not written* a letter.
You *have not talked* so much.

(iii) Interrogative Sentences:

Form: Has/Have + S + V₃ ...?

Examples:

Have I written a letter to the editor?
Has Asha attended the class?
Have we sold the flat?
Have they lost the purse?
Have you scored good marks?

(iv) Negative Interrogative Sentences:

Form: Has/Have + S + not + V₃ ...?

Examples:

Have I not left the stage?
Has he not raised his hand?
Have they not paid the money?

• Uses of Present Perfect

The present perfect tense is used

- (i) to express an action that has been recently completed:
He has just left the place.
Our team has won the match.
She has finished her work.
- (ii) for past actions whose time is not given:
He has been to Agra.
Has she cooked the lunch?
I have met him before.

- (iii) With adverbs like *already, often, recently, yet*, etc.
I have already read this novel.
He has recently met the Prime Minister.
She has not replied to my letter yet.
- (iv) for an action which began in the past and is still continuing:
They have lived in this city for a long time.
He has been ill since Tuesday.
I have always helped him.

PRESENT PERFECT PROGRESSIVE/ CONTINUOUS TENSE (S + HAS/HAVE + V₄)

The present perfect progressive tense has the form 'have/has + present participle' (verb + ing):

The farmers have been ploughing their fields since morning.
The children have been playing for the last two hours.

(i) Affirmative Sentences:

Form: S + has/have + been + V₄

Examples:

They *have been running* fast.
You *have been working* hard.

(ii) Negative Sentences:

Form: S + has/have + not + been + V₄

Examples:

He *has not been doing* his work.
I *have not been going* there.

(iii) Interrogative Sentences:

Form: Has/Have + S + been + V₄?

Examples:

Has he been doing his work?
Have you been going there?

(iv) Interrogative Negative Sentences:

Form: Has/Have + S + not + been + V₄?

Examples:

Hasn't he been doing his work?
Have you not been going there?

• Uses of the Present Perfect Progressive Tense:

The present perfect progressive tense is used.

- (i) to express an action which began at some time in the past and is still continuing:
It has been raining since morning.
The farmers have been ploughing their fields since 8 o'clock.
He has been working for the last two hours.
She has been teaching for ten years.
- (ii) to express an action which has already been finished:
He has been watering the plants (*but is not doing so now*).

• Uses of the Past Progressive Tense:

The past progressive tense is used

- (i) to express a state or an action that was continuing at a certain point of time in the past. It had begun before that point and probably continuing after it.
We use adverbials of time.
She was cooking at 8 a.m.
I was going to college in the morning.
Was the farmer returning from his fields in the evening?
- (ii) to express an action that was in progress in the past:
He was sleeping. She was singing.
I was reading a newspaper.
- (iii) to express an action in progress at some point of time in the past when another event took place:
She was watching T.V. when he came.
He was reading a novel when the door bell rang.
I was sleeping when my father came from his office.
- (iv) to describe two or more actions continuing at the same time:
While I was bathing, my sister was washing clothes.
While he was doing homework, his brother was listening to songs.
- (v) to indicate a frequently repeated action or persistent habit in the past:
He was constantly complaining about something or the other.
She was always finding fault with my work.
Sohan was always smoking whether at home or in office.

PAST PERFECT TENSE (S + HAD + V₃)

The past perfect tense has the form 'had + past participle'.

(i) Affirmative Sentences:

Form: S + had + V₃

Examples:

- He *had taken* his lunch.
- I *had read* this book before.
- She *had never been* to Agra.
- We *had wept* bitterly.

(ii) Negative Sentences:

Form: S + had + not + V₃

Examples:

- He *had not taken* his lunch.
- I *hadn't read* this book before.
- She *had not been* to Agra.
- They *hadn't invited* anyone.

(iii) Interrogative Sentences:

Form: Had + S + V₃?

Examples:

- Had* he *taken* his lunch?
- Had* I *read* this book before?
- Had* you ever *been* to Agra?
- Had* Sarla *rung* the bell?

(iv) Interrogative Negative Sentences:

Form: Had + S + not + V₃?

Examples:

- Had* he *not taken* his lunch?
- Had* you *not read* this book before?
- Had* you *never been* to Agra?
- Had* the man *not stolen* my purse?

• Uses of Past Perfect Tense:

The past perfect tense is used:

- (i) for an action that had been completed before another action began in the past:
I had done my work before he came.
The guests had already left when she reached there.
- (ii) to describe an action taking place before a particular time in the past.
By 2 p.m. all the students had left the school.
By 6 a.m. he had left for Delhi.
- (iii) to describe an action in the past which became the cause of another action:
The child was crying because the father had beaten him.
Sonu was weeping because he had lost his bag.
- (iv) to describe an action in the past using the time adverbials such as already *since*, *before*, etc:
He had already left for Ludhiana.
She had not come here since 1960.
They had not met each other before.
- (v) to express an unfulfilled wish:
If you had worked hard, you would have passed.
If they had left early, they would have caught the train.

PAST PERFECT PROGRESSIVE/ CONTINUOUS TENSE (S + HAD + BEEN + V₄)

The past perfect progressive tense has the form 'had + been + present participle':

(i) Affirmative Sentences:

Form: S + had + been + V₄

Examples:

- They *had been waiting* here since morning.
- She *had been dancing* for half an hour.

(ii) **Negative Sentences:**

Form: S + had + not + been V₄

Examples:

They *had not been doing* any work.

She *had not been dancing*.

(iii) **Interrogative Sentences:**

Form: Had + S + been + V₄ ?

Examples:

Had they been doing any work?

Had she been dancing for half an hour?

(iv) **Interrogative Negative Sentences:**

Form: Had + S + not + been + V₄ ?

Examples:

Had they not been waiting for us?

Had she not been dancing for half an hour?

• **Uses of Past Perfect Progressive Tense:**

The past perfect progressive tense is used

- (i) to describe an action in the past that had begun and had been going on for sometime before another action took place in the past:

She had been dancing for half an hour when we reached there.

The match had been going on for several hours.

- (ii) to express a repeated action in the past:

She had always been asking us for help.

They had been trying to meet the Prime Minister.

- (iii) to describe an action which began before the time of speaking in the past. The action either stopped before that time or continued upto it:

The farmer had been ploughing since morning.

The children had been playing for the last one hour.

FUTURE TIME REFERENCE

Future time in English can be expressed in the following five ways:

- (i) Present Simple Tense
 - (ii) Present Progressive Tense
 - (iii) to be/be to
 - (iv) be about to
 - (v) be going to.
- The present simple tense can be used to express a series of planned actions in the future, specially a journey.

The meeting starts at 10 a.m.
He goes to Delhi tomorrow.
 - The present progressive is used when the planned action for the future is definite.

They are leaving for Japan next week.
We are visiting the Taj on Monday.

- **To be/be to:** Be to/To be is used to express a necessity or duty or something planned for the future:

We are to be in the school at 8 a.m.

I am to attend the meeting at 10 a.m.

- **Be about to:** Be about to may be used to express events or actions which are likely to happen in a very short time.

The train is about to leave.

The headmaster is about to come.

The bell is about to ring.

- **Be going to:** Be going to is used to refer to express events or actions that happen in the future as a result of present intention or situation:

She is not going to give us money.

Prices are going to rise.

Do you think it is going to rain?

However, we generally use the modals 'shall' and 'will' to express future time:

FUTURE SIMPLE (S + SHALL/WILL + V₁)

The future time is expressed by using *shall* or *will* with the base form of the verb:

- (i) **Affirmative Sentences:**

Form: S + shall/will + V₁

Examples:

I *shall go* there tomorrow.

They *will come* here in the evening.

- (ii) **Negative Sentences:**

Form: S + shall/will + not + V₁

Examples:

I *shall not go* there tomorrow.

They *will not come* here in the evening.

- (iii) **Interrogative Sentences:**

Form: Shall/Will + S + V₁?

Examples:

Shall I go there? *Will he come* here?

- (iv) **Interrogative Negative Sentences:**

Form: Shall/will + S + not + V₁ ?

Examples:

Shall I not go there? *Will he not come* here?

• **Uses of the Future Simple:**

- (i) **Shall** is used with the second and third persons to express determination, promise, intention, etc.

I shall not apologise, whatever may happen.

You shall get a reward if you win the race.

He shall be fined if he does not attend classes.

- (ii) **Shall** is used with the first person to express an offer or suggestion:

- Shall I open the door?
Which dress shall I wear?
- (iii) **Will** is used with the first person to express *willingness, determination*, etc:
I will do it myself. I will help you.
We will never commit such a mistake again.
- (iv) The future simple is used to express the speaker's opinion, for something to be done in the future. We use such verbs *believe, know, suppose, think*, etc. We also use such adverbs as *perhaps, possibly, surely*, etc.
We think he will reach there in time.
They suppose that he will never help them.
- (v) The future simple is used to express habitual action:
They will abuse you again and again.
He will go to church daily.
- (vi) The future simple is used for an action that is yet to take place:
I shall help him.
He will come here tomorrow.

FUTURE PROGRESSIVE (S + SHALL/WILL + BE + V₄)

The future progressive has the form *shall/will + be + present participle*:

- (i) **Affirmative Sentences:**
Form: S + shall/will + be + V₄
Examples:
I *shall be doing* this work tomorrow.
He *will be going* to Delhi tomorrow.
We *shall be sleeping* at 8'o clock.
The children *will be playing* in the park.
- (ii) **Negative Sentences:**
Form: S + shall/will + not + be + V₄
Examples:
I *shall not be doing* this work tomorrow.
He *will not be going* to Delhi tomorrow.
- (iii) **Interrogative Sentences:**
Form: Shall/Will + S + be + V₄?
Examples:
Shall I be doing this work tomorrow?
Will he not be going to Delhi tomorrow?
- (iv) **Interrogative Negative Sentences:**
Form: Shall/Will + S + not + be + V₄?
Examples:
Shall I not be doing this work tomorrow?
Will he not be going to Delhi tomorrow?

FUTURE PERFECT (S + SHALL/WILL + HAVE + V₃)

The future perfect has the form: '*Shall/will + have + past participle*'.

- (i) **Affirmative Sentences:**
Form: S + shall/will + have + V₃
Examples:
We *shall have reached* there.
He *will have done* this work.
- (ii) **Negative Sentences:**
Form: S + shall/will + not + have + V₃
Examples:
We *shall not have reached* there.
He *will not have done* this work.
- (iii) **Interrogative Sentences:**
Form: Shall/Will + S + have + V₃?
Examples:
Shall we have reached there?
Will he have done this work?
- (iv) **Interrogative Negative Sentences:**
Form: Shall/Will + S + not + have + V₃?
Examples:
Shall we not have reached there?
Will he not have done this work?

• Uses of Future Perfect:

- (i) The future perfect expresses an action that is expected to be completed by a certain time in the future:
They will have reached the station in half an hour.
He will have finished his homework by this time.
- (ii) The future perfect is used to express the speaker's belief that something has taken place:
He will have known the Sharmas.
She will have read "The Tempest."

FUTURE PERFECT PROGRESSIVE (S + SHALL/WILL + HAVE + BEEN + V₄)

The future perfect progressive has the form : *shall/will + have + been + present participle*:

- (i) **Affirmative Sentences:**
Form: S + shall/will + have + been + V₄
Examples:
She *will have been cooking* now.
I *shall have been preparing* for my examination.
- (ii) **Negative Sentences:**
Form: S + shall/will + not + have + been + V₄
Examples:
She *will not have been cooking* now.
I *shall not have been preparing* for my examination.
- (iii) **Interrogative Sentences:**
Form: Shall/Will + S + have + been + V₄ ?

Examples:

Shall I have been preparing for my examination?

Will she have been cooking now?

(iv) **Interrogative Negative Sentences:**

Form: Shall/Will + S + not + have + been + V₄ ... ?

Examples:

Will she not have been cooking now?

Shall I not have been preparing for my examination?

• **Uses of Future Perfect Progressive:**

The future perfect progressive expresses an action as being in progress over a period of time that will end at some point in the future.

By next, June, I shall have been completing my studies.

THE 12 VERB TENSES – USES

	Past	Present	Future
Simple	I <i>ate</i> pizza yesterday. (To indicate a past habit or an action already completed. Can be used with or without adverbs of time.)	I <i>eat</i> pizza everyday. (To express habits or general truth. To indicate a future event on a designated date as part of a plan or arrangement. With mental action verbs: <i>like love, want, need, believe, etc.</i>)	I <i>will eat</i> pizza tomorrow. (To indicate an action, condition, or circumstance which hasn't taken place yet.)
Continuous	I <i>was eating</i> pizza when you arrived. To indicate uncompleted action of the past. (with or without time reference) To indicate persistent habits of the past (with <i>always, continuously, forever, etc.</i>)	I <i>am eating</i> pizza right now. To indicate action at the time of speaking. To indicate temporary action which may not be happening at the time of speaking. With a habitual action verb, especially to indicate a stubborn habit.	I <i>will be eating</i> pizza tomorrow. To indicate what will be going on at some time in the future. To indicate planned future events.
Perfect	I <i>had eaten</i> all of the pizza when you arrived. (To indicate a completed action of the past that happened before another event took place.)	I <i>have eaten</i> all of the pizza. To indicate past action which is not defined by a time of occurrence. To indicate an action which started in the past and has continued up until now.	I <i>will have eaten</i> all of the pizza by the time you arrive. To indicate an action that will be completed before another event takes place.
Perfect Continuous	I <i>had been eating</i> pizza for 2 hours when you arrived. To indicate an action in the past that began before a certain point in the past and continued up until that time.	I <i>have been eating</i> pizza for 2 hours. To indicate an action which started at some point in the past and may or may not be complete.	I <i>will have been eating</i> pizza for 2 hours when you arrive. To indicate an action that will have happened for some time and will not be completed yet a certain point in the future.

2. MODALS

Modal auxiliaries are verbs such as *can, must, could, would*, etc. which are used with main verbs to express such ideas as *possibility, permission, necessity, obligation*, etc.

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:

We must obey the traffic rules.

You must take medicines on 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 mistake.

- (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 run fast if you went to win a medal.

• **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'll not have to
Past	had to	Had I do?	I hadn't to

Have to/had to have alternative negative and interrogative forms:

Present:

1. **Negative** haven't to or don't have to

Interrogative Have I to?

2. **Negative** hadn't to or didn't have

Interrogative Do I have to?

Past Tense:

1. **Negative** hadn't to *Or* didn't have to

Interrogative Have I do? *Or* Did I have to?

For example:

1. **Negative** Have you to obey his orders? *Or* Do you have to obey his orders?

Interrogative Had you to work on Sundays? *Or* Did you have to work on Sundays?

2. **Negative** Do you have to mind your watch everyday?

Interrogative Did you have to pay customs duty on your watch?

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.

SHOULD

(i) **Should** is the past tense of **shall**. In indirect form of speech 'shall' changes into *should*:

I said, "I shall give food to the hungry."

I said that I should give food to the hungry.

(ii) **Should** is used to express obligation, duty, etc.

You should look after your old parents.

We should play all our taxes.

(iii) **Should** is used to give advice or suggestion:

You should work hard.

She should take exercises.

He should learn English if he wants to get a good job.

(iv) **Should** is used to express purpose:

The police arrived suddenly so that they should catch the criminal.

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:

You should be thankful if your neighbour help you.

HAVE TO/HAD TO

(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:

NEED

As a modal verb, **need** is usually followed by an infinitive without 'to': *This is the only thing you need to 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:

Present Tense:

<i>Negative</i>	need not (needn't) don't/doesn't need	<i>Or</i>
<i>Interrogative</i>	Need I? Do I need/Does he need?	<i>Or</i>

Future Time Reference:

<i>Negative</i>	need not shan't/won't need	<i>Or</i>
<i>Interrogative</i>	Will he need? Need I? Shall I need?	<i>Or</i>

- (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.

UGHT

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':

Neelam ought to practise a little more.

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 ignore the invitation.

- (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.

You ought to obey your parents.

- (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 emphasizing 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 informed the police.

Reeta ought to have met the principle.

Ought/ Must/ Have to/ 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/ 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 smoke so much. (It is not right or sensible)

3. ACTIVE AND PASSIVE VOICE

VOICE

Voice is that form of the transitive verb that shows whether the subject of the sentence is the doer of the action or has the action done to it. For example:

'Mohan played football'—This sentence is said to be in the **active voice**. Here Mohan is the subject and he is the doer of the action, *i.e.* 'played football'. The action of the subject is transferred to the object '*football*', because

Mohan has done something to the 'football'. The passive voice of this sentence is:

Football was played by Mohan

Here the subject is 'football' which was 'object' in the active sentence. So here something is done to the subject 'football', *i.e.* it suffers the action done by something or someone.

RULES FOR THE CHANGE OF VOICE

- (i) The *object* of the active sentence becomes the *subject* of the verb in the passive voice. The preposition 'by' is put before it.
- (ii) The main *verb* of the active sentence changes into the *past participle*.
- (iii) The form of the verb *to be* (am, is, are, was, were, being, been) is placed before the main verb according

to the tense. The auxiliary verb is changed according to the new subject in number and person.

CHANGES IN PRONOUNS

Active Voice (Subjective case)	→	Passive Voice (Objective case)
I	→	by me
We	→	by us
You	→	by you
He	→	by him
She	→	by her
It	→	by it
They	→	by them.

CHANGE IN TENSES FROM ACTIVE VOICE TO PASSIVE VOICE

Tense/Aspect	Active voice	Passive Voice
Present Simple	Raman teaches me.	I am taught by Raman.
Past Simple	Raman taught me.	I was taught by Raman.
Future Simple	She will write a letter.	A letter will be written by her.
Present Progressive	She is playing cricket.	Cricket is being played by her.
Past Progressive	She was singing a song.	A song was being sung by her.
Present Perfect	They have watered the plants.	The plants have been watered by them.
Past Perfect	We had helped him.	He had been helped by us.
Future Perfect	I will have beaten him.	He will have been beaten by me.

CHANGE OF VOICE IN THE PRESENT SIMPLE

1. **Active** : He washes clothes.
Passive : Clothes are washed by him.
2. **Active** : He does not obey his teachers.
Passive : His teachers are not obeyed by him.
3. **Active** : Why do you waste time?
Passive : Why is time wasted by you?
4. **Active** : Who teaches you Physics?
Passive : By whom are you taught Physics?
5. **Active** : Which book do you read these days?
Passive : Which book is read by you these days?

SIMPLE PAST TENSE

1. **Active** : He did not help me.
Passive : I was not helped by him.
2. **Active** : You bought a new car.
Passive : A new car was bought by you.
3. **Active** : What did she buy?
Passive : What was bought by her?
4. **Active** : Whom did you meet?
Passive : Who was met by you?
5. **Active** : Did you read this novel?
Passive : Was this novel read by you?

FUTURE SIMPLE

1. **Active** : I shall help him.
Passive : He will be helped by me.
2. **Active** : Will you sell this house?
Passive : Will this house be sold by you?
3. **Active** : Who will pay the bill?
Passive : By whom will the bill be paid?
4. **Active** : You will not disturb me.
Passive : I shall not be disturbed by you.
5. **Active** : When will you visit us?
Passive : When shall we be visited by you?

PRESENT PROGRESSIVE

1. **Active** : She is waiting for us.
Passive : We are being waited by her.
2. **Active** : Is he doing his work?
Passive : Is his work being done by him?
3. **Active** : Who is knocking at the door?
Passive : By whom is the door being knocked at?
4. **Active** : Are the children flying kites?
Passive : Are the kites being flown by the children?
5. **Active** : Why is he not watering the plants?
Passive : Why are plants not being watered by him?

PAST PROGRESSIVE

1. **Active** : He was writing a letter.
Passive : A letter was being written by him.
2. **Active** : What was she doing?
Passive : What was being done by her?
3. **Active** : I was not doing my work.
Passive : My work was not being done by me.
4. **Active** : Wasn't she singing a song?
Passive : Wasn't a song being sung by her?
5. **Active** : Were the children playing hockey?
Passive : Was hockey being played by children?

PRESENT PERFECT TENSE

1. **Active** : Has he done his work?
Passive : Has his work been done by him?
2. **Active** : She has read this book.
Passive : This book has been read by her.
3. **Active** : Who has stolen my watch?
Passive : By whom has my watch been stolen?
4. **Active** : Have you not solved this sum?
Passive : Has this sum been not solved by you?
5. **Active** : He has not helped me.
Passive : I have not been helped by him.

PAST PERFECT TENSE

1. **Active** : She had already cooked the food.
Passive : The food had already been cooked by him.
2. **Active** : Had he not read this letter?
Passive : Had this letter not been read by him?
3. **Active** : Whose team had won the match?
Passive : By whose team had the match been won?
4. **Active** : Hadn't he done his homework?
Passive : Hadn't his homework been done by him?
5. **Active** : She had received the courier.
Passive : The courier had been received by her.

FUTURE PERFECT TENSE

1. **Active** : He will have received the letter you reach there.
Passive : The letter will have been received by him before you reach there.
2. **Active** : She will not have washed the clothes by this time.
Passive : The clothes will not have been washed by her by this time.
3. **Active** : Will the gardener have watered the plants before 5 p.m.?
Passive : Will the plants have been watered by the gardener before 5 p.m.?
4. **Active** : The peon will have locked the main gate by 10 p.m.
Passive : The main gate will have been locked by the peon by 10 p.m.

IMPERATIVE SENTENCES

Imperative sentences express *command/order, request, suggestion*, etc. While changing imperative sentences into the passive voice, we use verbs like *advise, request, order*, etc.

1. **Active** : Please accompany me.
Passive : You are requested to accompany me.
2. **Active** : Shut the door.
Passive : You are ordered to shut the door.
3. **Active** : Work hard.
Passive : You are advised to work hard.
4. **Active** : Light the lamp.
Passive : Let the lamp be lighted.
5. **Active** : Never give up hope.
Passive : Let hope never be given up.
6. **Active** : Never tell a lie.
Passive : Let a lie be never told.

Or

A lie should never be told.

INTERROGATIVE SENTENCES

1. **Active** : Do you remember him?
Passive : Is he remembered by you?
2. **Active** : Did he break window?
Passive : Was the window broken by him?
3. **Active** : Have you taught the boy?
Passive : Has the boy been taught by you?
4. **Active** : What do you want?
Passive : What is wanted by you?
5. **Active** : Why did she beat the servant?
Passive : Why was the servant beaten by her?
6. **Active** : When did you write the letter?
Passive : When was the letter written by you?
7. **Active** : Where will you spend your holidays?
Passive : Where will your holidays be spent by you?
8. **Active** : How will you cross the river?
Passive : How will the river be crossed by you?
9. **Active** : Have you helped him?
Passive : Has he been helped by you?
10. **Active** : Will you help me?
Passive : Will I be helped by you?

MODAL AUXILIARIES

The form of the passive sentences will be: *modal + be + past participle*:

1. **Active** : You can do this work.
Passive : This work can be done by you.
2. **Active** : He may help you.
Passive : You may be helped by him.
3. **Active** : She might win the match.
Passive : The match might be won by her.
4. **Active** : Could you lend me fifty rupees?
Passive : Could fifty rupees be lent to me by you?

5. **Active** : He should respect his elders.
Passive : His elders should be respected by him.

PREPOSITIONAL VERBS

1. **Active** : She objected to my proposal.
Passive : My proposal was objected to by her.
2. **Active** : Has he given up smoking?
Passive : Had smoking been given up by him?
3. **Active** : The children laughed at the beggar.
Passive : The beggar was laughed at by the children.
4. **Active** : She accused him of theft.
Passive : He was accused of theft by her.
5. **Active** : We acceded to his request.
Passive : His request was acceded to by us.

QUASI-PASSIVES

1. **Active** : This mango tastes sweet.
Passive : This mango is sweet when tasted.
2. **Active** : The shop is building.
Passive : The shop is being built.
3. **Active** : The rose smells sweet.
Passive : The rose is sweet when smelt.
4. **Active** : Your shirt needs washing.
Passive : Your shirt needs to be washed.

5. **Active** : This medicine tastes bitter.
Passive : This medicine is bitter when tasted.

MISCELLANEOUS EXAMPLES

1. **Active** : Grass grows over the fields.
Passive : The fields are overgrown with grass.
2. **Active** : Someone has stolen my pen.
Passive : My pen has been stolen.
3. **Active** : People say that he is a rich man.
Passive : It is said that he is a rich man.
4. **Active** : It is time to ring the bell.
Passive : It is time for the bell to be rung.
5. **Active** : Your behaviour surprises me.
Passive : I am surprised at your behaviour.
6. **Active** : I know him.
Passive : He is known to me.
7. **Active** : Music interests me.
Passive : I am interested in music.
8. **Active** : This bottle contains milk.
Passive : Milk is contained in this bottle.
9. **Active** : Twelve months make a year.
Passive : A year is made of twelve months.
10. **Active** : One must do one's duty.
Passive : Duty must be done.

4. SUBJECT-VERB CONCORD

NUMBER

The basic principle of subject-verb agreement is that singular subjects need singular verbs. Plural subjects need plural verbs:

Singular:

The farmer is ploughing the field.
The man has given the speech.

Plural:

The farmers are ploughing the field.
The men have given the speech.

PERSON

The rules regarding the person are as follows:

- (i) The first person singular or plural takes a singular verb:
I love this city.
We love this city.
- (ii) The second person singular or plural takes a singular verb:
You love this city.
- (iii) The third person singular takes a singular verb:
He loves this city.
- (iv) The third person plural takes a plural verb:
They love this city.

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.

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 sun is shining in the sky.
The earth moves around the sun.
The children were swimming.
The cats are mewling.

ONE OF + PLURAL NOUN:

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

One of the girls was singing.
One of the students was talking.
One of the birds was chirping.
One of the farmers was harvesting the crops.

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.

INTRODUCTORY 'THERE'

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

There is no chair in the room.

There are no chairs in the room.

There are fifty boys in the class.

There is one girl in the class.

TWO OR MORE NOUNS

When two or more nouns function as subject, a plural verb is used:

Satish and his sister have gone to see a movie.

My friend and his father are meeting us tomorrow.

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 a small distance.

Five hundred feet above sea level is not a great height.

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.

PLURAL NOUNS WITH SINGULAR MEANING

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

Mathematics is not liked by many.

Economics is a nice subject.

Measles is an infectious disease.

The news was welcomed by us.

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 cattle were grazing in the field.

The Indian cricket team won the match.

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

A group of boys was playing in the ground.

A crowd of people rushes into the hall.

A regiment of soldiers was marching towards the town.

'Class' nouns such as *food*, *furniture*, *clothing*, etc. take a singular verb:

This furniture is new.

This information is good.

This imported cutlery is very costly.

His clothing consists of a bullet-proof jacket, a blue pair of trousers and some other items.

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.

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 gather near my house.

A plenty of water was supplied to the villagers.

When a singular subject is joined by *as well as*, *in addition to*, *expect*, 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.

A singular verb is used with singular pronouns, *e.g.*, *each*, *either*, *neither*, *anyone*, etc.

Each of the boys is intelligent.

Neither of the students was absent.

Everybody has congratulated us.

Neither of them was reliable.

When two or more subjects are connected by *nor* or *or* the verb is used according to the number of the noun nearest to it:

Neither she nor her sisters visit the temple.

Either they or he is telling a lie.

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.

When some nouns are regarded as one unit, 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 no man.
 The novelist and poet is dead.

5. DIRECT AND INDIRECT SPEECH (Statements, Commands, Requests and Questions)

DIRECT AND INDIRECT SPEECH

The words spoken by a person can be reported in two ways—**Direct** and **Indirect**. When we quote the exact words spoken by a person, we call it **Direct Speech**.

Sohan said to Mohan, "I am going to school."

The exact words spoken by Sohan are put within inverted commas. But when we give the substance of what Sohan said, it is called the **Indirect Speech**.

REPORTING CLAUSE AND REPORTED SPEECH

Sohan told Mohan that he was going to school. The words which generally come before the inverted commas are called the **reporting clause** *i.e.* *Sohan said to Mohan* and the verb 'said', is called the **reporting verb**. The words spoken by Sohan and put within inverted commas are called the **reported speech**, *i.e.* "I am going to school."

RULES FOR CHANGING DIRECT SPEECH INTO INDIRECT SPEECH

- In the *indirect speech*, no inverted commas are used.
- The conjunction *that, if, whether*, etc is generally used after the *reporting verb*.
- The first word of the *reported speech* begins with a capital letter.
- The tense of the *reporting verb* is never changed.
- The reporting verb changes according to sense: it may be *told, asked, inquired*, etc.

RULES FOR THE CHANGE OF PRONOUNS

- The first person pronouns (I, me, my, we, us, our) in the reported speech change according to the subject of the reporting verb.
- The pronouns of the second person (you, your, yourself) in the reported speech change according to the object of the reporting verb.
- The pronouns of the third person do not change.

For example:

1. He said, "I like the book."
 He said that he liked the book.
2. He said to me, "Do you like the book?"
 He asked me if I liked the book.

3. He said, "He likes the book."
 He said that he liked the book.

CHANGES IN WORDS EXPRESSING NEARNESS, TIME, AUXILIARIES, ETC.

this	changes into	that
there	changes into	those
now	changes into	then
here	changes into	there
today	changes into	that day
tomorrow	changes into	the next day
yesterday	changes into	the previous day
last night	changes into	the previous night
can	changes into	could
may	changes into	might
shall	changes into	should
will	changes into	would
ago	changes into	before
just	changes into	then
come	changes into	go

CHANGE IN TENSES

- If the reporting verb is in the present or the future tense, the tense of the reported speech is not changed:
 Satish says, "I am flying a kite".
 Satish says that he is flying a kite.
 Satish will say, "I want a glass of milk."
 Satish will say that he wants a glass of milk.
- If the reporting verb is in the past tense, then the tense of the reported speech will change as follows:

Direct	changes into	Indirect
Present Simple		Past Simple
write	→	wrote
Present Progressive		Past Progressive
am/is/are writing	→	was/were writing
Present Perfect		Past Perfect
has written	→	had written

Past Simple		Past Perfect
wrote	→	had written
Past Progressive		Past Perfect Progressive
was/were writing	→	had been writing

- If the direct speech expresses a historical fact, a universal truth or a habitual fact, then the tense of the direct speech will not change:

Direct : The teacher said, "The First World War started in 1914."

Indirect : The teacher said that the First World War was started in 1914.

Direct : She said, "God is omnipresent."

Indirect : She said that God is omnipresent.

Direct : Rakesh said, "I am an early riser."

Indirect : Rakesh said that he is an early riser.

Direct : He said, "The sun rises in the east."

Indirect : He said that the sun rises in the east.

Direct : He said, "Honesty is the best policy."

Indirect : He said that honesty is the best policy.

CHANGING STATEMENTS INTO INDIRECT SPEECH

- The reporting verb 'said to' is changed to 'told', 'replied', 'remarked', etc.
 - The reporting verb is not followed by an object, it is not changed.
 - The inverted commas are removed. The conjunction *that* is used to connect the reporting clause with the reported speech.
 - The rules for the change of pronouns, tenses, etc. are followed.
- Direct** : The student said to the teacher, "I am sorry that I am late."
Indirect : The student told the teacher that he was sorry that he was late.
 - Direct** : I said, "I agree to what he said."
Indirect : I said that I agreed to what he had said.
 - Direct** : My friend said to me, "I shall go to Delhi tomorrow."
Indirect : My friend told me that he would go to Delhi the next day.
 - Direct** : I said to my friend, "He has been working very hard."
Indirect : I told my friend that he had been working very hard.
 - Direct** : He said to Sita, "I have passed the test."
Indirect : He told Sita that he had passed the test.
 - Direct** : She said, "I am not well."
Indirect : She said that she was not well.

7. **Direct** : Renu said to me, "I was washing the clothes."

Indirect : Renu told me that she had been washing the clothes.

8. **Direct** : He said, "I can do this work."

Indirect : He said that he could do that work.

9. **Direct** : Satish said to me, "I am very happy here."

Indirect : Satish told me that he was very happy there.

10. **Direct** : Ramu said, "I saw a lion in the forest."

Indirect : Ramu said that he had seen a lion in the forest.

RULES FOR THE CHANGE OF INTERROGATIVE (QUESTIONS) SENTENCES

- The reporting verb 'say' is changed into *ask*, *inquire*, etc.
 - The interrogative sentence is changed into a statement by placing the subject before the verb and the full stop is put at the end of the sentence.
 - If the interrogative sentence has a wh-word (*who*, *when*, *where*, *how*, *why*, etc) the wh-word is repeated in the sentence, it serves as a conjunction.
 - If the interrogative sentence is a *yes-no* answer type sentence (with auxiliary verbs *am*, *are*, *was*, *were*, *do*, *did*, *have*, *shall*, etc), then 'if' or 'whether' is used as a conjunction.
 - The auxiliaries *do*, *does*, *did* in a positive question in the reported speech are dropped.
 - The conjunction *that* is not used after the reporting clause.
- Direct** : He said to Rekha, "Does this book belong to you?"
Indirect : He asked Rekha if that book belonged to her.
 - Direct** : I said to him, "Are you happy?"
Indirect : I asked him if he was happy.
 - Direct** : He said to me, "How is your father?"
Indirect : He asked me how my father was.
 - Direct** : I said to him, "When will you go there?"
Indirect : I asked him when he would go there.
 - Direct** : He said to me, "Will you listen to me?"
Indirect : He asked me if I would listen to him.
 - Direct** : I said to her, "Do you know him?"
Indirect : I asked her if she knew him.
 - Direct** : I said to him, "Did you enjoy the movie?"
Indirect : I asked him if he had enjoyed the movie.
 - Direct** : My friend said to Deepak, "Have you ever been to Agra?"
Indirect : My friend asked Deepak if he had ever been to Agra.
 - Direct** : He said to me, "Will you go there?"
Indirect : He asked me if I would go there.
 - Direct** : I said to him, "Where are you staying?"
Indirect : I asked him where he was staying.

CHANGING COMMANDS AND REQUESTS INTO INDIRECT SPEECH

- In imperative sentences having commands, the reporting verb is changed into *command*, *order*, *tell*, *allow*, *request*, etc.
- The imperative mood is changed into the infinitive mood by putting 'to', before the verb. In case of negative sentences, the auxiliary 'do' is dropped and 'to' is placed after 'not':
 1. **Direct** : I said to Ritu, "Show me your new book."
Indirect : I ordered Ritu to show me her new book.
 2. **Direct** : The captain said to the soldiers, "Attack the enemy."
Indirect : The captain commanded the soldiers to attack the enemy.
 3. **Direct** : I said to him, "Leave this place at once."
Indirect : I told him to leave that place at once.
 4. **Direct** : The teacher said to the students, "Listen to me attentively."
Indirect : The teacher told/ordered the students to listen to him attentively.

5. **Direct** : The Principal said to the peon, "Bring this file."
Indirect : The Principal ordered the peon to bring that file.
6. **Direct** : The master said to the servant, "Fetch me a glass of water."
Indirect : The master ordered the servant to fetch him a glass of water.
7. **Direct** : I said to him, "Please bring me a glass of water."
Indirect : I requested him to bring me a glass of water.
8. **Direct** : I said to my friend, "Please lend me your book."
Indirect : I requested my friend to lend me his book.
9. **Direct** : Mother said to the maid-servant, "Let the boy come in."
Indirect : Mother ordered the maid-servant to let the boy come in.
10. **Direct** : He said, "Let us walk fast."
Indirect : He proposed that they should walk fast.

6. CLAUSES

(Noun Clauses, Adverb Clauses of Time and Condition and Relative Clauses)

A **clause** is a group of words that includes a subject and a verb. It may be a sentence or the part of a sentence.

There are three kinds of clauses:

- (i) Noun clauses
- (ii) Adverbial clauses
- (iii) Relative clauses.

NOUN CLAUSE

Read the following sentences:

- (a) I hope that I shall pass (noun clause)
- (b) She knows what I want (noun clause)

The underlined words are noun clauses and form parts of the sentences (a) and (b).

The noun clauses answer the question **what**?

The *that-clause* following the main clause 'I hope' is also a noun clause just as 'What I want' is a noun clause which follows the main clause 'she knows'.

NOUN CLAUSES BEGIN WITH THE FOLLOWING CONNECTIVES

- (i) **Pronouns:** *what, which, who, whom, whose.*
- (ii) **Adverbs:** *when, where, why, how.*
- (iii) **Conjunctions:** *if, that, whether,*

For example:

- (i) You can see *what* we have done.
I don't know *which* book he has bought.
Can you tell me *who* had done it?

I can't say *whom* I should believe.

Do you know *whose* car it is?

- (ii) I can't tell you *when* he will come.

I don't know *where* he has gone.

Please tell me *why* he is always late.

Does anyone know *how* it has happened.

- (iii) I wonder *if* the weather is going to be all right.

I can tell *you* that he is a good boy.

She asked *whether* the train will leave on time.

FUNCTIONS OF NOUN CLAUSES

Noun clauses function like nouns or noun phrases. They can function as *subject*, *object*, *complement*, or *object of a preposition*, etc:

- (a) **Subject:**

What you said surprised me.

That he would come is seemed unlikely.

When she will come is uncertain.

How he crossed the border is a mystery.

Whether he will help you will be known to us soon.

Why he came here is still unknown to us.

- (b) **Object:**

He says *that* he will help me.

I don't know *who* gave him this advice.

She couldn't decide *what* she should do.

Have you decided *where you will go for your holidays?*

You must learn *when you should speak.*

I asked him *how I can reach that village.*

She wondered *whether she should stay any more.*

I don't know *why he sold his house.*

(c) Complement:

Our belief is *that he will help us.*

This is *what you are looking for.*

This is *where she works.*

The problem is *how we can cross this river.*

My worry is *why he should behave like that.*

(iv) Object of Preposition:

You should pay attention to *what the teacher says.*

There is no complaint except *that he comes late.*

There is no meaning in *what he says.*

No one is aware of *how he has opened the lock.*

Everything depends on *whether he helps us or not.*

It was difficult to decide on *where we should go for help.*

They couldn't agree *about* who should do the work.

(v) Complement of an Adjective:

I am not sure *where he has gone.*

They are confident *that they will find out the thief.*

It is doubtful *whether she will reach in time.*

(vi) Object of an Infinitive:

She wants to *know what is going on here.*

He came to see *that he was mistaken.*

She wanted to ask if I would help her.

(vii) In Apposition to a Noun (Noun + Noun clause)

The rumour *that he was killed* is true.

The idea *that we should set up a factory* should be pursued.

(viii) Object of a participle:

Thinking *that he would die*, they took him to hospital.

Hoping *that they would win*, they felt overjoyed.

ADVERBIAL CLAUSES OF CONDITION

The adverbial clause of condition is introduced by *if, unless, whether*:

If you walk fast, you will catch the train.

Unless you discipline your life, you will not get success.

The underlined words form the adverbial clauses of condition in the above sentences. A conditional clause is a subordinate clause and expresses a condition.

• The conditional clauses are of the following types:

(i) In an *if-clause* referring to a likely or possible situation in the future, the simple present tense is used. The future tense is used in the main clause:

If it rains, we'll go indoors.

Generally the main clause has the form: *shall/will/may/can/must + first form of the verb*:

If she works hard, she will pass.

If you request me, I shall help you.

If you need a pen, you can take mine.

If you want to get good marks, you must work harder.

(ii) In an *if-clause* referring to a condition that always has the same result, the simple present is used. The simple tense is also used in the main clause:

If the engine gets too hot, it starts to smoke.

If you heat ice, it melts.

If you boil water, it evaporates.

If you beat a child, he weeps.

(iii) If a conditional clause refers to an unlikely or impossible situation in the present or future, the simple past tense is used. In the main clause, we use '*should*', '*could*', '*might*', '*would*', etc + *the first form of the verb*:

If you walked fast, you might catch the bus.

If I won a lottery, I would buy a car.

I would tell you if I knew the answer.

If a thief entered your house, what would you do?

If you were at home, I would come to you.

(iv) If a conditional clause refers to something that did not happen in the past, the past perfect tense is used. In the main clause, we use *would have/should have/could have/might have + third form of the verb*:

If she had worked hard, she would have passed. (*i.e. she didn't work hard, so she didn't pass*).

If he had left early, he might have caught the train.

If he had informed me, I would have received him at the railway station.

But when the main clause is about the present, '*would*', '*could*', '*might*', etc. without *have* is used:

If you had followed my advice, we would be home by now.

(v) If a conditional clause refers to an unlikely situation in the future, '*were to*' or '*should*' followed by an infinitive, is sometimes used instead of the simple past tense:

If you should meet him, tell him to come here.
If she were to die before you, who would look after your children?
If you need any help, ring me up.

(vi) 'If only' is used to express a wish with reference to present or future time:

If only I were rich. If only I could swim.
If only I knew her name.

(vii) 'If only' is used to express a wish that past events had been different:

If only he had remembered to post that letter.
If only I had met her.
If only he had spoken the truth.

ADVERBIAL CLAUSES OF TIME

Adverbial clauses of time are used to say when something happens by referring to a period of time or to another event. The subordinating conjunctions *after*, *before*, *since*, *when*, *while*, *whenever*, *till*, *as*, etc. are used.

I arrived *after he had started*
The patient had died *before the doctor arrived*.
I have never seen her *since she was ten years old*.
His father died *when he was young*.
Someone called *while you were out*.
Whenever I smiled, she smiled back.
I shall wait here *till you return*.
As I was leaving, the phone rang.

• When we refer to the present or the past, the verb in a time clause has the same tense that it would have in a main clause:

She was standing by the door when I *heard* her speak.
I haven't talked to him since he *arrived*.
He looks after the children while she *goes* to school.

• When we mention an event in a time clause which will happen before an event referred to in the main clause, we use the *present perfect tense* in the time clause:

When you have taken your lunch, you come to me.
Inform us as soon as you have reached here.

• We use 'when', 'while', 'as' when we refer to circumstances in which something happens or happened:

The doors open *when* I press this button.
While he was in the house, there was a loud knock at the door.
I watched her *as* she combed her hair.

• We can use 'when', 'after', 'once' to talk about one event happening immediately after another:

When he died, his sons came to me for help.

The mother goes off in search of food *after* the eggs have hatched.

Once the damage is done, it takes many years for the system to recover.

• We use 'as soon as' when we want to refer to one event happening after a very short time:

They heard a loud explosion *as soon as* they entered their house.

• When we use 'no sooner', the time clause begins with 'than'

No sooner had he arrived *than* he had to leave again.

No sooner had he sat down *than* the phone rang.

He had *no sooner* asked the question *than* the answer came to him.

• When we use 'hardly', the time clause begins with 'when' or 'before':

Hardly had he entered the house *when* the phone rang.

She had *hardly* arrived *when* she had to leave again.

He had *hardly* opened his eyes *before* she asked him to leave.

• If we want to say that a situation stopped when something happened, we use 'till' or 'until':

I waited for her *till/until* she came back.

Let's wait *till/until* the rain stops.

• We use 'since' to refer to a situation that began to exist at a particular time and still exists. We use the *past simple tense* in the time clause:

I have not met her *since* she was a child.

They have known each other *since* he lived there.

RELATIVE CLAUSES

The relative clause does the function of an adjective in a sentence. That is why it is also called an adjective clause. 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 'boy' we are referring.

DEFINING AND NON-DEFINING RELATIVE CLAUSES

There are two kinds of relative clauses—defining and non-defining relative clauses.

Defining relative clauses limit the noun or pronoun to which they refer to a particular type or example. They answer the questions *which?*, *what?* *whose?* In the two examples sentences above the relative clauses restrict ‘*the boy*’ and ‘*the house*’ to a particular *boy* or a particular ‘*house*’.

Non-defining clauses simply give us additional information about the nouns, pronouns and clauses to which they refer. For example:

Anwar, *who returned yesterday*, will come to meet us.

- There are some general rules which should be noted about relative clauses and relative pronouns:

- (i) A non-defining clause is separated by commas (see the above sentence).
- (ii) A defining clause is not separated by commas.
- (iii) 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.

- (iv) 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*’.

The man who helped me, is a social worker.

- (v) In a non-defining clause the preposition governing the relative is rarely placed at the end of the clause:

This is Ruchi, about whom I was praising.

- (vi) In a defining clause the preposition governing the relative is generally placed at the end of the clause:

This is the boy I was talking about.

- (vii) The relative pronouns ‘*which*’, ‘*who*’, ‘*whose*’, ‘*whom*’ are found in both defining and non-defining clauses. But the pronoun ‘*that*’ is only found in defining classes.

- (viii) 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

- (ix) 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*.

USE OF PRONOUNS FOR PERSONS

- (i) 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*’:

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.

This is the best that I could have done in that situation.

- (ii) 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.

Or

The boy that I met is called Ramesh.

Or

The boy I met is called Ramesh.

- (iii) 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 a bouquet was a foreigner.

The man *who/whom* I gave a bouquet *to* was a foreigner.

The man *that* I gave a bouquet *to* was a foreigner.

- (iv) 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

- (i) In the nominative case, the relative pronouns ‘*which*’ and ‘*that*’ are used. ‘*Which*’ is considered more formal:

This is the pen *which/that* cost me ₹ 5.

This is the house *which/that* has been sold.

- (ii) In the objective case we use ‘*which*’ or ‘*that*’ or omit the relative pronoun:

The pen *which/that* I bought was beautiful.

The pen I bought 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.

- (iii) 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.

- (iv) In the possessive case, we use the relative pronoun ‘*whose*’:

The house *whose* walls are made of mud bricks will not be durable.

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

- (i) 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 Dehradun.

- (ii) In the objective case, we use *whom*, ‘*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.

- (iii) ‘*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.

- (iv) We use ‘*whose*’ in the possessive case:

Shakespeare, whose plays are world-famous, was a British dramatist.

USE FOR THINGS

- (i) We use ‘*which*’ in the nominative case:

His car, which is so old, broke down on the way.

His office, which is near our house, is painted green.

- (ii) 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.

- (iii) The relative pronoun ‘*which*’ is also used with a preposition:

My house, for which I paid Rs. Fifty lacs, is beautiful.

My house, which I paid Rs. Fifty lacs for, is beautiful.

- (iv) 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.

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*’.

‘*Where*’ is used for place. It replaces ‘*in/at which*’.

‘*Why*’ is used for reason. It replaces ‘*for which*’.

That was the year *in which* this city was flooded.

That was the year *when* this city was flooded.

This is the house *in which* he lived.

This is the house *where* he lived.

This is the reason *for which* he was fined.

This is the reason *why* he was fined.

7. DETERMINERS

DETERMINER

‘**Determiner**’ is a word used before a noun to indicate which things or people we are talking about. The words ‘*a*’, ‘*the*’, ‘*this*’, ‘*some*’, ‘*many*’, etc. are called determiners:

He is *a* good boy.

The boy you met is *my* friend.

This novel is very interesting.

I have *some* information about the accident.

There were *many* people at the station.

All the italicised words are determiners and they limit the meaning of the nouns that follow them.

KINDS OF DETERMINERS

Pre-determiners	Articles	Demonstratives	Possessives	Ordinals	Cardinals or Numerals	Quantifiers	Distributives	Interrogatives
all, all of, half, half of, both, double, twice, quite, rather, such, what, etc.	a, an, the	this, these, that, those	my, our, your, his, her, its, their	first, second, next, last, etc.	one, two, three, ten, hundred, thousand, etc.	much, some, no, any, many, enough, several, lot of, plenty of, little, few, all, both, another, etc.	each, every, either, neither	what, which, whose, etc.

PRE-DETERMINERS

Pre-determiners are words which occur before a determiner to limit the meaning of a noun:

All the boys joined the race.

You will get *all* the information.

He drank *half* of the milk.

She stayed there *all* of the time.

Both the boys were present.

I paid *double* the sum for this bed.

He gets *twice* the pay that I get.

It was *quite* a shock.

He has *rather* a pleasant personality.

He has such a *beautiful* wife.

What a mess you have made !

ARTICLES

The article system in English consists of the definite article ‘*the*’ and the indefinite articles ‘*a*’ and ‘*an*’. We can think of nouns in a specific or general way. When we refer to particular people or things or something that has already been mentioned or can be understood, we use the definite article ‘*the*’. When we refer to singular nouns for the first time, or refer to things in a general way, we use the indefinite articles ‘*a*’ or ‘*an*’.

THE DEFINITE ARTICLE ‘THE’

- We can use the definite article before any common noun:

He threw *the* ball into *the* river.

The girls were standing in *the* class.

- We use the definite article to refer to specific persons or things:

The Principal is on leave.

The postman has come.

- The definite article is used to refer to things that are only one in the world:

The sun is hidden under *the* cloud.

The stars are twinkling in *the* sky.

The weather is pleasant.

- We use the definite article with words such as *school*, *university*, *prison*, when we are referring to a particular building:

They will visit *the* school on Monday.

I met him in *the* university.

- The definite article may be used with the countable nouns that are used in the singular to refer to things more general:

If you break *the* law, you will be punished.

He played *the* violin for half an hour.

- The definite article is used to refer to the parts of the body:

Smoking is harmful for *the* lungs.

He caught him by *the* neck.

There was injury in *the* right eye.

There severe pain in *the* stomach.

- The definite article is used with time expressions:
 - I met her in *the* evening.
 - She came here in *the* morning.
- We use the definite article before something that has already been mentioned.
 - I met a man at *the* station.
 - The* man was very decent.
- The definite article is used before a noun that is followed by a relative clause or a prepositional phrase:
 - The* man I met at the station belonged to Haryana.
 - He put *the* sweater on the table.
- The definite article is used to refer to familiar things we use regularly:
 - She looked at *the* ceiling.
 - Suddenly *the* lights went out.
- The definite article is used before dates or periods of time:
 - We met on *the* 15th of October.
 - It is a popular music of *the* 1940s.
- The definite article is generally used before a noun which is followed by 'of':
 - This led to *the* destruction of the whole village.
 - The* burning of houses rendered people homeless.
- The definite article is used before the names or *seas, rivers, deserts, mountains, etc.*
 - The ship crossed *the* Pacific ocean.
 - Delhi stands on *the* Yamuna.
 - The* Sahara is a famous desert.
 - Now a day we read *the* Indian Express.
- The definite article is used before the names of large public buildings:
 - They visited *the* Taj.
 - They went to *the* Town Hall.
- The definite article is used before the superlative adjectives:
 - He is *the* best boy in the class.
 - She is *the* most beautiful girl in the school.
- The definite article is used before adjectives such as *rich, poor, deaf, dumb, blind, etc.* to use them as nouns:
 - The* rich and *the* poor went to the fair.
 - We should help *the* blind.

- We use the definite article before the nationals of a country or continent:

The Indians are very religious.

Some of *the* Europeans live here.

- We use the definite article before the names of trains and ships:

The Rajdhani is a very fast train.

The Queen Elizabeth is a famous ship.

THE INDEFINITE ARTICLES—'A', 'AN'

The indefinite articles ('a', 'an') are used when we talk about people in a general or indefinite way.

- The article 'a' is used before consonant sounds and 'an' is used before vowel sounds. However, some words start with a vowel letter but begin with a consonant sound. So we use the article 'a' before these words:
 - He is *a* European.
 - This is *a* unique idea.
 - Theirs is *a* one-parent family.
 - He is teaching at *a* university.
- We use *an* before words which begin with a vowel sound:
 - The girl bought *an* orange.
 - He is *an* Indian.
 - He had *an* umbrella in his hand.
 - Rejesh is *an* engineer.
- Some words begin with a silent *h*. So we use *an* before them:
 - He is *an* honest man.
 - He is *an* heir to the throne.
 - I met him *an* hour ago.
 - He was conferred on *an* honorary doctorate.
- We can use 'a' or 'an' before singular countable nouns:
 - Mumbai is *a* big city.
 - The cow is *an* animal.
- We use 'a' or 'an' before the names of occupations and professions:
 - My brother is *an* army officer.
 - He is *a* pilot.
- When we use 'a' before 'little' and 'few', there is a change in the meaning of these words. 'A few' is used with plural countable nouns, and 'a little' with uncountable nouns. 'Few' means *not many*, while 'a few' means a small number. 'Little' means *not much*, while 'a little' means some:
 - Few people visit this temple now.
 - I know a few students of this school.
 - There is little water in the bucket.
 - There is a little milk in the bottle.

- We use 'a', 'an' before an adjective in a noun phrase:
She is *a* good girl.
She told me *an* interesting story.
- We use 'an' with abbreviations beginning with the following letters: A, E, F, H, I, L, M, N, O, R, S, X
(*They should have vowel sounds*)
For example:
His father is *an* M.P.
He is *an* N.R.I.
She got *an* X-Ray done.
My sister is an M.A. in English literature.
- We use the indefinite article before certain nouns seen as a single unit:
She bought *a* knife and fork.
The old lady had *a* cup and saucer in her hand.

DEMONSTRATIVES: THIS, THESE, THAT, THOSE

The demonstrative determiners are used to talk about persons or things that have already been mentioned.

This and *These* refer to things that are near and can be seen. 'That' and 'Those' are used to refer to things that are at a distance but can be seen.

We lived in *this* house for four years.
She bought *these* books.
These men are very hard working.
I like *this* school.

'*This*' and '*that*' are used for singular nouns and '*these*' and '*those*' for plural nouns.

Can you give me *that* pen?
Would you like to buy *those* books?
Those girls are very disciplined.
I have already met *that* man.

POSSESSIVES: MY, OUR, YOUR, HIS, HER, ITS, THEIR.

The possessives are used to show possession.

He is *my* uncle.
Our neighbour is a rich man.
Your daughter is beautiful.
What is *her* age?
What is *his* name?
Do you know *its* value?
Their house is very big.

ORDINALS: FIRST, SECOND, NEXT, LAST, ETC.

The ordinals show what position something has in a series:

He is the *first* boy who has joined this school.
We will meet in the *next* week.

He was the *last* man to come.
The *second* book was very interesting.

CARDINALS: ONE, TWO, THREE, HUNDRED, ETC.

Cardinals are ordinary numbers like *one, two, three*, etc. They show how many of something there are:

There were only ten boys in the class.
She lived for eighty years.
He has *two* daughters.
I met *three* young men at the station.
He balanced himself on *one* foot.

QUANTIFIERS: MUCH, SOME, SEVERAL, A LOT OF, BOTH, ALL, ETC.

The quantifiers refer to the quantity of things or amount of something.

There were *some* people at the airport.
They had *enough* guests already.
Plenty of people would like to have your job.
All children enjoyed the show.
They didn't make *much* progress.
There was *little* water in the jug.
There is *no* milk in the bottle.
It has not made any difference to me.
There is *enough* powder in the can.
He drank *a lot* of water.
I have forgotten *some* of the details.

DISTRIBUTIVES: EACH, EVERY, EITHER, NEITHER.

Distributive determiners refer to each single member of a group.

- *Each* is used when we are talking about the members of a group individually and *every* when we are making a general statement. Both are followed by a singular count noun:

He met *each* guest.
The minister visited *every* flood-affected
I agree with *every* word he says.
Each request will be considered.

- *Either* is used to talk about two things, but usually indicates that only one of the two is involved.

Neither is the negative of *either*:
either member came to attend the meeting.
Either of the two girls should come here.
Either can also mean *both*.

People stood in *either* side (both sides) of the road.

Neither is followed by a singular noun.

Neither boy said anything.

Neither answer is correct.

INTERROGATIVES: *WHAT, WHICH, WHOSE, ETC.*

The interrogative determiners are used for asking questions:

What subjects are you studying?

Which colour do you like most?

Whose house is this?

8. PREPOSITIONS

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:

The man knocked *at* the door *at* midnight.

He was born *in* 1980.

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.

The train left **at 8 o'clock**.

She used to go to temple **at Dussehra and Diwali**.

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':

English literature flourished **in the 16th century**.

My grandmother was born **in 1934**.

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.

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:

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.

During the war many people were killed.

The thieves broke into the house **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 understand him.

5. By:

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

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.

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**:

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':

They lived here *from 1980 till/until 1990*.

We worked *from morning to/till evening*.

She lived with them *from the age of twenty*.

He is in his office *from 9 a.m. to 5 p.m.*

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:

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** can be used to relate events to a particular time. **Before** means *earlier than* and **after** means later than something.

I get up **before six**.

She returned **before Monday**.

They came here **after 8 o'clock**.

We went to Paris four years **after marriage**.

PREPOSITIONS OF PLACE

1. At:

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

We arrived **at** a resort in the evening.

He was born **at his village**, Shilmar.

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.

Many people in India live **in villages**.

They used to live **in Bangalore**.

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:

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 a river**.

PREPOSITIONS OF DIRECTION:

1. Direct From:

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

They came **from China**.

We started **from Chennai**.

The train **from Kolkata** has arrived.

She comes **from office** at 6 p.m.

He fell **from the fifth floor** of the hotel.

I lived in Chandigarh **from 2000 to 2009**.

2. Off:

Off means *from the surface of* and also *down from*:

He took the hat **off the table**.

The boy fell **off the tree/roof**.

The ball rolled **off the floor**.

Keep **off the grass**.

Take this packet **off the shelf**.

He got **off** the train and took a taxi.

3. Out of:

Out of means *from the interior* of something:

He went **out of the room**.

The bird flew **out of the cage**.

She jumped **out of the bed**.

I saw him coming **out of the library**.

• Direction Towards:

1. For:

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

She left **for Japan** early in the morning.

We set off **for New York**.

They left **for home** late at night.

The team set off **for new mission**.

2. Against:

Against means to have contact or pressure:

- 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:

- He went from Delhi **to Ambala**.
- She came **to India** as a tourist.
- The train started from Kolkata and came **to Delhi**.
- He was on his way **to the station**.
- We went from London **to New York**.

4. Towards:

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 the police hurrying **towards me**.
- He stood with his back **towards me**.
- She marked **towards the river**.
- He ran **towards the door**.
- We moved **towards the forest**.

PREPOSITIONS OF POSITION

1. Under:

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

- 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.

- 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**.

'*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:

- 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**.
- We took shelter **beneath a tree**.
- They slept outside **beneath the stars**.

Note: **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.

- 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:

- 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**.
- We saw a plane **above us**.

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:

- I walked **across the road**.
- The cat ran **across the lawn**.
- They flew **across the Pacific**.
- 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*:

- We walked **along the street**.
- She went **along the corridor**.
- He hurried **along the path** towards me.
- I started to move **along the side walk**.

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:

- 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**.

4. **Onto**

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

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. The place is seen as a volume.

The train passed **through a tunnel**.
The water flows **through this pipe**.
They were driving **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.

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

We travelled **on** horseback/foot/a cycle/a bus/a plane.

They travelled **by** bus/car/train/cycle/sea/plane/air.
But we travelled **in** a bus/a car/a train/a ship/a plane.

BETWEEN, AMONG

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

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**.

BESIDE, BESIDES

Beside means *by the side of someone or something*.

Both imply nearness. **Besides** means **as well as** or **in addition to**.

She was sitting **beside her mother**.
He always kept a dictionary **beside him**.
Who is standing **beside Kumar**?
Besides having a new car, he has a good bank balance also.
What does he have that I don't-**besides** money and good looks?

INTEGRATED EXERCISE FOR PRACTICE

1. CLOZE
(GAP-FILLING)

It is a task in which a short extract is provided with a few blank spaces. Students have to fill in the blanks with one word/words in such a way that the extract becomes meaningful.

How to do the task:

- (i) Read the extract carefully.
- (ii) Have a general idea about the sense of the extract.
- (iii) As per syllabus one has to fill in the blanks with suitable prepositions, articles, conjunctions and tenses.
- (iv) Be alert in the use of tenses and verbs.
- (v) This question carries 3 marks.

Fill in any three of the following blanks choosing the most appropriate option from the ones given below. Write the answers in your answer-sheet against the correct blank number. (1 × 3 = 3 Marks)

— 1 —

Mohandas Karamchand Gandhi (a) had gone to South Africa on a legal brief, stayed (b) nearly 21 years, to fight (c) racial discrimination. His non-violent strategy (d) Satyagraha gave him his first victory when the South African Government conceded to his demands.

- | | |
|--------------|--------------|
| (a) (i) whom | (ii) who |
| (iii) whose | (iv) where |
| (b) (i) for | (ii) on |
| (iii) on for | (iv) at |
| (c) (i) for | (ii) in |
| (iii) before | (iv) against |
| (d) (i) on | (ii) of |
| (iii) up | (iv) under |

- | | |
|--------------------|---------------------|
| (a) (i) have | (ii) has |
| (iii) had | (iv) hit |
| (b) (i) a | (ii) an |
| (iii) the | (iv) some |
| (c) (i) on | (ii) upon |
| (iii) up | (iv) of |
| (d) (i) being done | (ii) was being done |
| (iii) done | (iv) will be done |

— 3 —

The largest temple of the world is ‘Angkor Wat’, (a) City Temple. It is in the city of Angkor (b) north-west Kampuchea, a country formerly known as Cambodia. Its outer wall (d) an area larger than a dozen football fields.

- | | |
|-----------------------|---------------|
| (a) (i) also known as | (ii) known as |
| (iii) known for | (iv) known up |
| (b) (i) on | (ii) up |
| (iii) into | (iv) in |
| (c) (i) a | (ii) an |
| (iii) the | (iv) little |
| (d) (i) covering | (ii) covered |
| (iii) covers | (iv) cover |

— 2 —

Air pollution not only affects humans, it (a) bad impacts on trees, houses and archaeological structures as well. The Taj Mahal, (b) historical monument, faces a grave danger because (c) air pollution. It is a pity that little (d) to abate air pollution. We must remember the Bhopal Gas Tragedy that took so many lives in seconds.

4

You must have seen a crane (a) and moving heavy loads at construction sites (b) other places. The machine got its name (c) its resemblance to the crane bird which (d) a long neck! Basically, cranes are of two types: fixed and mobile.

- (a) (i) lifts (ii) lift (iii) lifting (iv) lifted
(b) (i) put (ii) and (iii) or (iv) before
(c) (i) due on (ii) due to (iii) due for (iv) due from
(d) (i) have (ii) has (iii) had (iv) was

5

Humility in the strong faith (a) one is only an instrument in the hands (b) god and everything that comes, comes (c) Him alone. It is an absolute divine dependence (d) God. This awareness will by itself take one on the way to humility.

- (a) (i) where (ii) when (iii) who (iv) why
(b) (i) of (ii) up (iii) upto (iv) into
(c) (i) from (ii) since (iii) where (iv) on
(d) (i) on (ii) onto (iii) up (iv) upto

6

Relationships can survive, pursue and prosper only (a) they are authentic, deep-rooted in an attitude (b) mutual love and understanding. Healthy relationship enter (c) a deeper communication with others and tries (d) discover the mystery of a human person.

- (a) (i) then (ii) when (iii) but (iv) and

- (b) (i) but (ii) since (iii) and (iv) where
(c) (i) in (ii) on (iii) upon (iv) into
(d) (i) onto (ii) to (iii) at (iv) above

7

Tea is believed to (a) brought to Europe by the Dutch. Today, from the remotest corner of Ladakh (b) Buckingham Palace, tea is synonymous (c) cheer. Today, many varieties of tea and tea brands (d) available in the market.

- (a) (i) was (ii) be (iii) is (iv) has
(b) (i) at (ii) to (iii) on (iv) up
(c) (i) up (ii) with (iii) for (iv) to
(d) (i) was (ii) is (iii) are (iv) were

8

One of the reasons why people (a) persevere in their attempts could be their fundamental behaviour (b) laziness. This class of people is able (c) see only the streak of failures and stories (d) failures or to discover a ray falling down in the form of short success.

- (a) (i) done (ii) do not (iii) do (iv) doing
(b) (i) upto (ii) of (iii) at (iv) up
(c) (i) to (ii) into (iii) onto (iv) above
(d) (i) upon (ii) of (iii) under (iv) over

2. EDITING (ERROR-CORRECTION)

There is an extract with an error in each line. Usually errors are related to grammatical terms like tenses, numbers, verbs, prepositions, etc.

How to do the task:

- (i) Read the extract carefully.
- (ii) Identify the general meaning.
- (iii) Find out the errors.
- (iv) Replace the incorrect words with correct ones.
- (v) Re-read and be sure that editing is done correctly and appropriately.
- (vi) This question carries 4 marks.

The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction against the correct question number, in any four sentences of the given paragraph. Remember to underline the word you have supplied. (1 × 4 = 4 Marks)

— 1 —

	<i>Error</i>	<i>Correction</i>
Emotion can be describe as an excited	e.g. <u>describe</u>	<u>described</u>
state of mind and moving of the	(a) .....	.....
feelings in reaction of certain thoughts	(b) .....	.....
or stimuli. They could be positive	(c) .....	.....
as well as negative. The positive emotions is	(d) .....	.....
those when made a person happy.	(e) .....	.....

— 2 —

	<i>Error</i>	<i>Correction</i>
In cities throughout the country, there are a	(a) .....	.....
new direction into local campaign coverage.	(b) .....	.....
Frequently in local elections, journalists are not give	(c) .....	.....
voters enough information for understand	(d) .....	.....
the issues but evaluate the candidates.	(e) .....	.....

— 3 —

	<i>Error</i>	<i>Correction</i>
Japan, an island country, is located	(a) .....	.....
in the east Asia. Japan was a well	(b) .....	.....
known country for it culture,	(c) .....	.....
technology and food cuisines liked	(d) .....	.....
sushi, etc. In Japanese, Japan is call	(e) .....	.....
‘Nihon’ or ‘Nippon’, meaning sun origin.		

— 4 —

Shah Jahan is often call the ‘Engineer King’ as he built the large number of buildings. These has the finest features of Indian, Persian and Central Asian architecture. The mostly famous building of Shah Jahan was the Taj Mahal.

- | | <i>Error</i> | <i>Correction</i> |
|-----|--------------|-------------------|
| (a) | | |
| (b) | | |
| (c) | | |
| (d) | | |
| (e) | | |

— 5 —

Some people achieved success by fraud means. Such success are not praiseworthy. Gandhiji was of an opinion that both means and ends would be good. The cruel emperors seek victory from killing innocent people.

- | | <i>Error</i> | <i>Correction</i> |
|-----|--------------|-------------------|
| (a) | | |
| (b) | | |
| (c) | | |
| (d) | | |
| (e) | | |

— 6 —

A real friend loves you from the greatest extent but always cares and wishes to your success in all your ventures. Real friendship was a caring, trusting while affirming interrelationship.

- | | <i>Error</i> | <i>Correction</i> |
|-----|--------------|-------------------|
| (a) | | |
| (b) | | |
| (c) | | |
| (d) | | |
| (e) | | |

— 7 —

Happiness, after all, is a inner state of mind. It is less dependent on outside environment. Happiness have very little to doing, for instance, with whether you are rich and not rich.

- | | <i>Error</i> | <i>Correction</i> |
|-----|--------------|-------------------|
| (a) | | |
| (b) | | |
| (c) | | |
| (d) | | |
| (e) | | |

— 8 —

Unemployment is emerged as a major national issue. By the last many decades it have been increasing day to day. It is the burning question to the day.

- | | <i>Error</i> | <i>Correction</i> |
|-----|--------------|-------------------|
| (a) | | |
| (b) | | |
| (c) | | |
| (d) | | |
| (e) | | |

3. EDITING (OMISSIONS)

Such type of editing exercise has one word missing in each line in the given extract. The missing words are generally from grammatical categories like Parts of Speech and Tenses.

How to do the task:

- (i) Read the extract carefully.
- (ii) Identify general meaning.
- (iii) Find out the missing words.
- (iv) Co-relate each of the words in order to find the meaning.
- (v) Write the missing words along with the words before and after them.
- (vi) Re-read the extract and be sure that its meaning is clear and understandable.
- (vii) This question carries 4 marks.

In the passage given below, one word has been omitted in each line. Write the missing word, in any four sentences of the given paragraph, along with the word that comes before and the word that comes after it in the space provided. (1 × 4 = 4 Marks)

— 1 —

	<i>Before</i>	<i>Missing</i>	<i>After</i>
Pragati Maidan the international exhibition ground Delhi. Pragati means progress and Maidan ground. It constructed way back in early seventies. It is huge complex of 500,000 square metres situated the old Fort where Humanyun spent the last days of his life.	<i>e.g. Maidan</i>	<i>is</i>	<i>the</i>
	(a) .....	.....	.....
	(b) .....	.....	.....
	(c) .....	.....	.....
	(d) .....	.....	.....
	(e) .....	.....	.....

— 2 —

	<i>Before</i>	<i>Missing</i>	<i>After</i>
The ancient Indian physician surgeon Sushruta lived the sixth century BC and he a very efficient and advance-looking medical man. It he who originated plastic surgery and the operation the cataract in the eye.	(a) .....	.....	.....
	(b) .....	.....	.....
	(c) .....	.....	.....
	(d) .....	.....	.....
	(e) .....	.....	.....

— 3 —

	<i>Before</i>	<i>Missing</i>	<i>After</i>
When newspapers and magazines began use drawings illustrate news and editorial opinions, and to amusement, these drawings also came to be cartoons! Sometimes a series drawing illustrated the adventures of one character.	(a) .....	.....	.....
	(b) .....	.....	.....
	(c) .....	.....	.....
	(d) .....	.....	.....
	(e) .....	.....	.....

— 4 —

Our Constitution prepared after a thorough study of Constitutions of various countries good ideas were borrowed included in our Constitution according the needs and conditions of the people of country.

- | | <i>Before</i> | <i>Missing</i> | <i>After</i> |
|-----|---------------|----------------|--------------|
| (a) | | | |
| (b) | | | |
| (c) | | | |
| (d) | | | |
| (e) | | | |

— 5 —

Indian Railways now organised into sixteen zones covering whole country. They all coordinated and managed the Railway Board, which the body. The Railway Board also known as the Ministry of Railways.

- | | <i>Before</i> | <i>Missing</i> | <i>After</i> |
|-----|---------------|----------------|--------------|
| (a) | | | |
| (b) | | | |
| (c) | | | |
| (d) | | | |
| (e) | | | |

— 6 —

Nehru, the socialist, a strong advocate of state-planned development. The partition dislocated the economic and industrial life the country, most glaring example being that the major foreign exchange earner, jute.

- | | <i>Before</i> | <i>Missing</i> | <i>After</i> |
|-----|---------------|----------------|--------------|
| (a) | | | |
| (b) | | | |
| (c) | | | |
| (d) | | | |
| (e) | | | |

— 7 —

The terrain of Indian consists the Himalayas the north, the Deccan Plateau in central and southern parts the Gangetic plains, the coastal plains the east and west coast, the mountains the Eastern and Western Ghats.

- | | <i>Before</i> | <i>Missing</i> | <i>After</i> |
|-----|---------------|----------------|--------------|
| (a) | | | |
| (b) | | | |
| (c) | | | |
| (d) | | | |
| (e) | | | |

— 8 —

Vocational guidance is process of assisting the individual choose an occupation, prepare it, entrepreneur in it and progress it. It is giving information, advice and gaining experience regard to the occupations available.

- | | <i>Before</i> | <i>Missing</i> | <i>After</i> |
|-----|---------------|----------------|--------------|
| (a) | | | |
| (b) | | | |
| (c) | | | |
| (d) | | | |
| (e) | | | |

4. SENTENCE RE-ORDERING

It is a task in which some words are put without a proper order. One has to re-organise them to make them complete and meaningful sentences.

How to do the task:

- (i) Read the groups of jumbled words.
- (ii) First ascertain which is the subject.
- (iii) Then co-relate with the predicate.
- (iv) Subject may be of one word (e.g. Rajat) or a phrase of two or more words (e.g. some of the boys).
- (v) Similarly predicate may also contain one word or phrasal words.
- (vi) Put all these items in a sequence and then read them once again.
- (vii) Your task is complete.
- (viii) This question carries 3 marks.

Rearrange any three the following words clusters to make meaningful sentences.

(1 × 3 = 3 Marks)

Example:

folk theatre/the/Gujarat/Bhavai/of/is/the
The Bhavai is the folk theatre of Gujarat.

— 1 —

- (a) tend to/ worry about/ most of us/ we take/ the risks/ in life
- (b) chemical/pure metals/elements/are
- (c) they/this means/broken down/that/other substances/ into/cannot be
- (d) chemical elements/over hundred/there are/known/ metals/about/and/go of these/are

.....

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— 2 —

- (a) excels/intelligence/an/most other/in/elephant/animals
- (b) in order to/a candidate/as a president/be elected/a citizen of India/must/be
- (c) 35 years/he/completed/must/have/age/the/of

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- (d) qualified/as a member/the Lok Sabha/must be/he/ election/for/of

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— 3 —

- (a) came/months/her/for ten/to teach/Ravi Sir
- (b) forested/most of India/early/was/in/historic/times
- (c) grazing/factors/clearing for cultivation etc./like/ reduced/forest area/have/the
- (d) need/forest area/we/the/increase/to/afforestation/by

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— 4 —

- (a) success/to/hard/a key/work/is
- (b) household name/football/a/these days/round/world/the/
is
- (c) games/it/most/is/one of the/entertaining
- (d) how/nobody/originated/is/the/sure/game

— 5 —

- (a) an earthen pitcher/water/becomes/in a few hours/
contained/in/cool
- (b) left side/spleen/body/the/lies/the/of/in/the
- (c) lymphatic gland/human body/it/largest/is/the/in
- (d) Development of immunity/it/role/body/plays/the/in/a/
in/the

— 6 —

- (a) for work/started/earlier than/Jaro/even/morning before
- (b) pitcher/with him/he owned/largest/the/he carried
- (c) first/he intended/the waterfall/of all/to the/to go
- (d) he found/there/on/all his/reaching there/neighbours

— 7 —

- (a) our village/a fair/on the/there was/occasion/in/of Eid
- (b) many days/celebrated/but the fair/Eid was/lasted/only/
many/one day
- (c) far and wide/to sell/tradesmen/came there/from/with/
kinds of goods/all
- (d) big buffalo/anything/you could/from/a small/to/pin/
buy

5. SENTENCE TRANSFORMATION

In sentence transformation one has to change the form of the tense as per the instructions. Usually it is related to the transformation of speech from direct to indirect. A conversation between two people is given followed by its indirect form with some blank spaces. The student has to complete these blank spaces suitably on the basis of given conversation.

How to do the task:

- (i) Read the conversation carefully.
- (ii) Then read the given task with blank spaces.
- (iii) Complete it using suitable forms of tenses, conjunctions, etc.
- (iv) The question carries 3 marks.

Read the conversation carefully and complete any four of the blanks given in the passage. (1 × 3 = 3 Marks)

— 1 —

Students : We want to spend some time in leisure activities.

Teacher : I won't allow you unless you finish your assignment.

Students : We are about to finish it in 10-15 minutes.

Teacher : Complete and submit it within 15 minutes.

The students expressed their desire that they (a)

The teacher said that she (b) The

students replied that they (c) in 10-15

minutes. The teacher ordered them (d)

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— 2 —

Girl : What are you doing, grandmother?

Grandmother : I am knitting a sweater for you.

Girl : Let me try if I can knit also.

Grandmother : First learn it.

The girl asked her grandmother (a) The

grandmother replied that (b) The girl

requested her grandmother (c) The

grandmother suggested her (d)

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— 3 —

Teacher : Well, Jolly, what's the matter with you? You look so sad.

Jolly : My sister is ill, sir. The doctor says that it is a bad case.

Teacher : Sorry to hear this. What's the disease?

Jolly : It is a case of typhoid, sir.

The teacher asked Jolly (a) Jolly replied

(b) She further told that it was a

bad case. Expressing his concern the teacher asked Jolly

(c) Jolly replied (d)

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— 4 —

John : I went to watch an English play last night.

David : Was it good?

John : I thought so. I enjoyed it a lot.

David : Which play was it?

John : 'The Mousetrap'. I had never seen it before.

John said to David that (a) David asked

him if it was good. John replied that (b)

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At this, David asked him (c) John replied that it was 'The Mousetrap'. He further said that (d)

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— 5 —

Rajat : Is this tea or coffee?
Waiter : What does it taste like?
Rajat : It tastes like kerosene.
Waiter : Then it must be coffee.

A man went into a restaurant and ordered a cup of tea. He got the tea. He had a sip and then he shouted (a) The waiter asked him politely (b) The man replied (c) The waiter said (d)

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— 6 —

Mother : Where are you going now?
Rohit : Just for a little walk, mom.
Mother : When will you return home?
Rohit : I can't say because I may also go to the market.
Mother asked Rohit (a) going then. Rohit replied that (b) just for a little walk. At this mother asked him again when (c) return home. Rohit replied casually that (d) as he might also go to the market.

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— 7 —

Teacher : Why have you been absent all these days?
Raju : I had gone to my aunt's home, sir, and fell ill there.
Teacher : Why didn't you send in an application?
Raju : My father did speak to the principal on phone, sir.

The teacher asked Raju (a) all those days. Raju replied politely that (b) and had fallen ill. At this the teacher asked again why (c) an application. Raju replied respectfully that his father (d)

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— 8 —

Ticket checker : Show me your ticket first.
Passenger : Sorry! I haven't got one.
Ticket checker : Why did you board the train without a ticket?
Passenger : This was the last southbound train tonight.

The ticket checker asked the passenger (a) Saying sorry, the passenger admitted that (b) At this the ticket checker asked him why (c) The passenger explained that (d)

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SOLVED ASSIGNMENT – 1

1. Fill in any three of the following blanks choosing the most appropriate option from the ones given below. Write the answers in your answer-sheet against the correct blank number. (1 × 3 = 3 Marks)

The harmony of all religions (a) Ramakrishna Paramhansa accomplished in his life's endeavour, (b) the keynote of Swami Vivekanand's life. And this ideal again is the bed-rock (c) the nationalism of future India. Without this concept (d) harmony of religions and toleration of all creeds, the spirit of national consciousness could not have been built up

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|---------------|-----------|-------------|-----------|
| (a) (i) which | (ii) was | (iii) are | (iv) who |
| (b) (i) is | (ii) was | (iii) are | (iv) were |
| (c) (i) at | (ii) to | (iii) on | (iv) of |
| (d) (i) of | (ii) over | (iii) above | (iv) upon |

2. In the passage given below, one word has been omitted in each line. Write the missing word, in any four sentences of the given paragraph, along with the word that comes before and the word that comes after it in the space provided. (1 × 4 = 4 Marks)

	<i>Before</i>	<i>Missing</i>	<i>After</i>
The Indian golf Union founded in	(a) .....	.....	.....
1955 some senior golfers realised	(b) .....	.....	.....
the need establish a controlling	(c) .....	.....	.....
body golf in India in order to	(d) .....	.....	.....
maintain promote a high standard	(e) .....	.....	.....
of golf in the country.			

3. Rearrange any three the following words clusters to make meaningful sentences. (1 × 3 = 3 Marks)

- (a) made up/a gas/tiny particles/move about/which/is/freely/of
 (b) as widely as possible/they/spread out/to/tend
 (c) does not have/a/particular shape/sample/so/gas/of/any
 (d) gases/our/is full/environment/of different/kinds of

Answers

1. (a) which (b) was (c) of (d) of
 2. (a) Union was founded (b) 1955 when some (c) need to establish (d) body for golf
 (e) maintain and promote
 3. (a) A gas is made up of tiny particles, which move about freely.
 (b) They tend to spread out as widely as possible.
 (c) So a sample of gas does not have any particular shape.
 (d) Our environment is full of different kinds of gases.

SOLVED ASSIGNMENT – 2

1. Fill in any three of the following blanks choosing the most appropriate option from the ones given below. Write the answers in your answer-sheet against the correct blank number. (1 × 3 = 3 Marks)

The constitution of India is one (a) the world's lengthiest written constitutions (b)..... 395 articles and 12 schedules. It was passed (c) 26 November 1949 by the Constituent Assembly and became fully applicable (d) 26 January 1950.

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|----------------|------------|-------------|------------|
| (a) (i) on | (ii) at | (iii) of | (iv) upon |
| (b) (i) with | (ii) from | (iii) since | (iv) above |
| (c) (i) across | (ii) upon | (iii) at | (iv) on |
| (d) (i) from | (ii) since | (iii) at | (iv) on |

2. The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction against the correct question number, in any four sentences of the given paragraph. Remember to underline the word you have supplied. (1 × 4 = 4 Marks)

	<i>Error</i>	<i>Correction</i>
Carbohydrates were organic compounds	(a) .....	.....
that contains carbon, hydrogen and	(b) .....	.....
oxygen, when constitute sugars like	(c) .....	.....
starch, cellulose, glucose, etc. but supply	(d) .....	.....
energy in the form from calories to	(e) .....	.....
the body.		

3. Read the conversation carefully and complete any three of the blanks given in the passage. (1 × 3 = 3 Marks)

Sonu : How was your trip this time?
 Monu : Fantastic! It was my first journey in an international flight.
 Sonu : Then it must a huge aircraft.
 Monu : Yes. It was really a pleasant experience.

Sonu asked Monu (a) Monu replied (b) He further said that (c) in an international flight. Sonu told then it must be a huge aircraft. Monu replied in affirmative and further told that (d)

Answers

1. (a) of (b) with (c) on (d) from
2. (a) were ... are (b) contains ... contain (c) when ... which (d) but ... and (e) from ... of
3. (a) how his trip had been that time
 (b) that it was fantastic
 (c) it had been his first journey
 (d) it had been a pleasant experience

ASSIGNMENT – 1

Name	<input type="text"/>	Time	30 Min.	Max. Marks	10
Class	<input type="text"/>	Section	<input type="text"/>	Marks	/10
Roll No.	<input type="text"/>	Date	<input type="text"/>	Teacher's Sign	

1. Fill in any three of the following blanks choosing the most appropriate option from the ones given below. Write the answers in your answer-sheet against the correct blank number. (1 × 3 = 3 Marks)

Women have always played (a) effective role in politics, powerful forces right (b) the days of Rani of Jhansi, and Sarojini Naidu (c) Indira Gandhi. But it is in the broader content (d) the social and economic milieu that women in India are now slowly coming into their own.

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|---------------|-----------|------------|------------|
| (a) (i) a | (ii) the | (iii) an | (iv) one |
| (b) (i) since | (ii) from | (iii) upon | (iv) above |
| (c) (i) at | (ii) to | (iii) on | (iv) by |
| (d) (i) in | (ii) of | (iii) upon | (iv) at |

2. In the passage given below, one word has been omitted in each line. Write the missing word, in any four sentences of the given paragraph, along with the word that comes before and the word that comes after it in the space provided. (1 × 4 = 4 Marks)

	<i>Before</i>	<i>Missing</i>	<i>After</i>
Indian cinema 100 years old. Chronologically,	(a) .....	.....	.....
the first Indian feature film <i>Pundalik</i> produced	(b) .....	.....	.....
and directed Nanabhai Govind Chitre,	(c) .....	.....	.....
Ramachandra Gopal Torney P.R. Tipnis—all	(d) .....	.....	.....
lovers Marathi theatre. It was based on a well-known	(e) .....	.....	.....
play by Tipnis, a Holy man of Maharashtra.			

3. Rearrange any three the following words clusters to make meaningful sentences. (1 × 3 = 3 Marks)

- (a) olives/olive oil/grow on/comes/the olive tree/which/from
- (b) used/many purposes/it/ancient times/is/for/since
- (c) the custom/wealthy Greeks/anointing/had/of/olive oil/the body/with/Romans/and
- (d) policy/is/the/best/honesty

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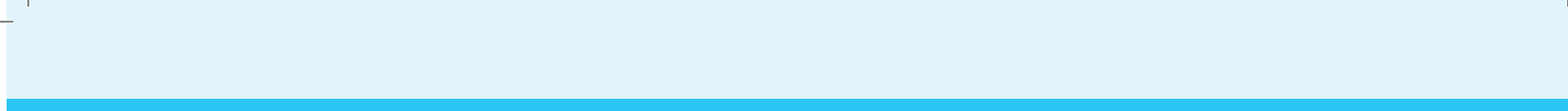
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ASSIGNMENT – 2

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Class	<input type="text"/>	Section	<input type="text"/>	Marks	/10
Roll No.	<input type="text"/>	Date	<input type="text"/>	Teacher's Sign	

1. Fill in any three of the following blanks choosing the most appropriate option from the ones given below. Write the answers in your answer-sheet against the correct blank number. (1 × 3 = 3 Marks)

The Indian manufacturing sector, (a) the backbone of the economy, is the main engine (b) the growth as it gives an impetus (c) employment, agriculture and service industries. According to a joint report prepared (d) the US Council on Competitiveness and Deloitte.

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|-------------|--------------|--------------|------------|
| (a) (i) is | (ii) being | (iii) upon | (iv) are |
| (b) (i) for | (ii) since | (iii) from | (iv) upon |
| (c) (i) at | (ii) to | (iii) across | (iv) above |
| (d) (i) by | (ii) through | (iii) from | (iv) since |

2. The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction against the correct question number, in any four sentences of the given paragraph. Remember to underline the word you have supplied. (1 × 4 = 4 Marks)

	<i>Error</i>	<i>Correction</i>
Most to northern India was under	(a) .....	.....
the rule of petty chiefs always in war	(b) .....	.....
to one another. Buddhism was almost	(c) .....	.....
extinct except into some eastern and	(d) .....	.....
Himalayan provinces and in an extreme south.	(e) .....	.....

3. Read the conversation carefully and complete any three of the blanks given in the passage. (1 × 3 = 3 Marks)

John : What happened, Ravi? You seem worried!
 Ravi : My daughter is very sick and I asked my boss for leave. But he has refused.
 John : How can your boss be so heartless!
 Ravi : We should not leave hope.
 John asked Ravi (a) Ravi replied that (b) but he had refused. John said with regret (c) so heartless. Finally Ravi expressed (d)

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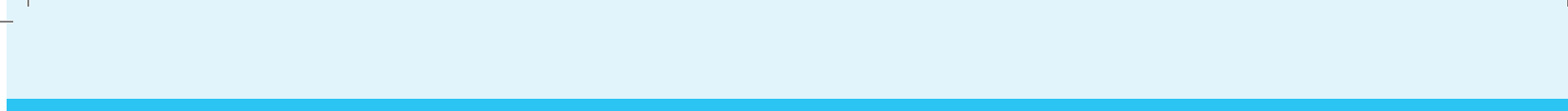
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ASSIGNMENT – 3

Name	<input type="text"/>	Time	30 Min.	Max. Marks	10
Class	<input type="text"/>	Section	<input type="text"/>	Marks	/10
Roll No.	<input type="text"/>	Date	<input type="text"/>	Teacher's Sign	

1. Fill in any three of the following blanks choosing the most appropriate option from the ones given below. Write the answers in your answer-sheet against the correct blank number. (1 × 3 = 3 Marks)

India is rich in wild life. We (a) the majestic Royal Bengal Tigers roaming (b) the Terai and in the Sundarbans. We have wild elephants in (c) Terai and in Karnataka state. In the Gir forest, (d) still have a few dozens of lions.

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|-------------|----------|------------|-----------------|
| (a) (i) had | (ii) has | (iii) have | (iv) could have |
| (b) (i) on | (ii) in | (iii) at | (iv) on |
| (c) (i) a | (ii) the | (iii) an | (iv) above |
| (d) (i) we | (ii) you | (iii) they | (iv) I |

2. In the passage given below, one word has been omitted in each line. Write the missing word, in any four sentences of the given paragraph, along with the word that comes before and the word that comes after it in the space provided. (1 × 4 = 4 Marks)

	<i>Before</i>	<i>Missing</i>	<i>After</i>
India took the lead organizing the first Asian	(a) .....	.....	.....
Games in New Delhi in 1951. It a spectacular	(b) .....	.....	.....
sports event in 500 sportspersons from 11 Asian	(c) .....	.....	.....
countries participated. With the object spreading	(d) .....	.....	.....
brotherhood the Asian nations, the Games are	(e) .....	.....	.....
organized with the motto, 'Ever Onward'.			

3. Rearrange any three the following words clusters to make meaningful sentences. (1 × 3 = 3 Marks)

- (a) like/good men/for others/trees/live
- (b) influenced by/comets/strongly/are/the gravitational pull/planets/the/of
- (c) comets/regular intervals/periodic comets/which/at fairly/appear/known as/are
- (d) disappear/some comets/forever/but

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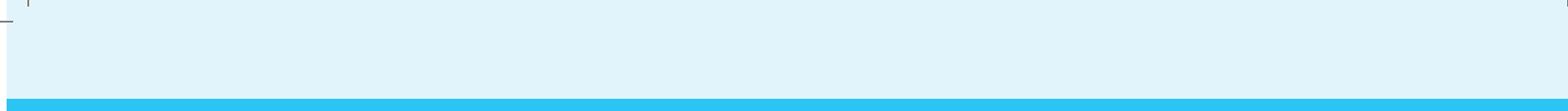
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ASSIGNMENT – 4

Name	<input type="text"/>	Time	30 Min.	Max. Marks	10
Class	<input type="text"/>	Section	<input type="text"/>	Marks	/10
Roll No.	<input type="text"/>	Date	<input type="text"/>	Teacher's Sign	

1. Fill in any three of the following blanks choosing the most appropriate option from the ones given below. Write the answers in your answer-sheet against the correct blank number. (1 × 3 = 3 Marks)

We are part of society (a) we share in comprehensive arrangements for living (b) one another and for managing the environment. (c) simplest societies are the primitive bands (d) to this day live in jungles and deserts.

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|---------------|--------------|-------------|------------|
| (a) (i) then | (ii) when | (iii) which | (iv) that |
| (b) (i) by | (ii) through | (iii) from | (iv) since |
| (c) (i) a | (ii) an | (iii) the | (iv) on |
| (d) (i) which | (ii) whose | (iii) who | (iv) whom |

2. The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction against the correct question number, in any four sentences of the given paragraph. Remember to underline the word you have supplied. (1 × 4 = 4 Marks)

	<i>Error</i>	<i>Correction</i>
I saw individual stars, and I	(a) .....	.....
can not distinguish the constellation	(b) .....	.....
they belonged in. Then down came	(c) .....	.....
and put out all his stars and I	(d) .....	.....
feel my solitude more keenly. The sky was	(e) .....	.....
grey at first, then blue violet shades appeared.		

3. Read the conversation carefully and complete any three of the blanks given in the passage. (1 × 3 = 3 Marks)

Sarthak : Have you heard of the Bermuda Triangle?
 Anjali : Yes. It is a stretch over the Atlantic Ocean—where a number of aircraft and ships are said to have disappeared.
 Sarthak : The mystery of the Bermuda Triangle remains unsolved.
 Anjali : It is a very big challenge for the scientists these days.
 Sarthak asked Anjali (a) Anjali replied in affirmative and said that (b) disappeared. Sarthak also said (c) Anjali further added (d) these days.

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ASSIGNMENT – 5

Name	<input type="text"/>	Time	30 Min.	Max. Marks	10
Class	<input type="text"/>	Section	<input type="text"/>	Marks	/10
Roll No.	<input type="text"/>	Date	<input type="text"/>	Teacher's Sign	

1. Fill in any three of the following blanks choosing the most appropriate option from the ones given below. Write the answers in your answer-sheet against the correct blank number. (1 × 3 = 3 Marks)

Deepa Karmakar is an artistic gymnast (a) represented India (b) the 2016 Summer Olympics. She is (c) first Indian female gymnast ever (d) compete in the Olympics and the first Indian gymnast to do so in 59 years.

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|---------------|--------------|------------|------------|
| (a) (i) which | (ii) whose | (iii) whom | (iv) who |
| (b) (i) at | (ii) on | (iii) upon | (iv) above |
| (c) (i) a | (ii) an | (iii) the | (iv) over |
| (d) (i) by | (ii) through | (iii) from | (iv) to |

2. In the passage given below, one word has been omitted in each line. Write the missing word, in any four sentences of the given paragraph, along with the word that comes before and the word that comes after it in the space provided. (1 × 4 = 4 Marks)

	<i>Before</i>	<i>Missing</i>	<i>After</i>
Most us have no idea of the many ways	(a) .....	.....	.....
in which light the sun affects us. For example,	(b) .....	.....	.....
sunlight destroys fungi bacteria that may	(c) .....	.....	.....
have settled the skin. The action of sunlight	(d) .....	.....	.....
on the skin a substance which contracts the blood	(e) .....	.....	.....
vessels of the skin and thus raises the blood pressure.			

3. Rearrange any three the following words clusters to make meaningful sentences. (1 × 3 = 3 Marks)

- (a) wool-bearing animals/wool wax/called lanolin/from/it is purified/is/when
- (b) ointments/cosmetics/it/used/is/some/in/soaps/and
- (c) all commercial wax/petroleum wax/more than/is/today/used/90 per cent/of
- (d) base/is/philosophy/the/of/life

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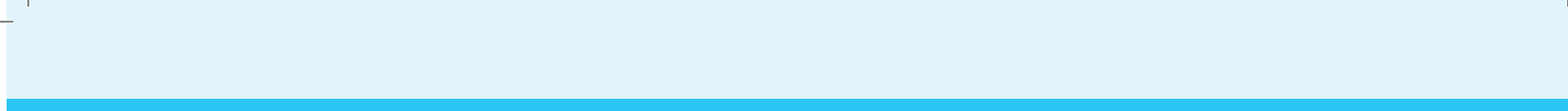
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ASSIGNMENT – 6

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Class	<input type="text"/>	Section	<input type="text"/>	Marks	/10
Roll No.	<input type="text"/>	Date	<input type="text"/>	Teacher's Sign	

1. Fill in any three of the following blanks choosing the most appropriate option from the ones given below. Write the answers in your answer-sheet against the correct blank number. (1 × 3 = 3 Marks)

Guavas are common tropical fruits cultivated and enjoyed (a) many tropical and sub-tropical regions. Guava belongs (b) the myrtle family. It is (c) inexpensive fruit (d) highly rich in nutrients. The most common type is the Apple Guava.

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|--------------|-----------|---------------|------------|
| (a) (i) upon | (ii) in | (iii) on | (iv) above |
| (b) (i) to | (ii) from | (iii) through | (iv) by |
| (c) (i) the | (ii) an | (iii) a | (iv) on |
| (d) (i) and | (ii) or | (iii) nor | (iv) but |

2. The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction against the correct question number, in any four sentences of the given paragraph. Remember to underline the word you have supplied. (1 × 4 = 4 Marks)

	<i>Error</i>	<i>Correction</i>
Economic growth is not a end of development,	(a) .....	.....
it was only one important means. The	(b) .....	.....
primary objective to development is to ensure	(c) .....	.....
people enjoy long but healthy lives and have a	(d) .....	.....
growing range of alternative goods from that to	(e) .....	.....
choose. This is an first lesson of development.		

3. Read the conversation carefully and complete any three of the blanks given in the passage. (1 × 3 = 3 Marks)

Pranay : Hello Rahul, what brings you here?
 Rahul : My aunt is coming by the Patna Rajdhani Express, and I am here to receive her.
 Pranay : Then you will have to stay on for a long time because the train is running very late.
 Rahul : It is common. These days trains are always late
 Pranay asked Rahul (a) Rahul replied that (b) to receive her. Pranay informed him that (c) because the train was running very late. Rahul said that it was common these days (d)

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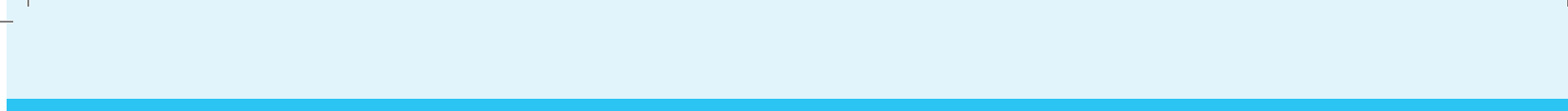
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ASSIGNMENT – 7

Name	<input type="text"/>	Time	30 Min.	Max. Marks	10
Class	<input type="text"/>	Section	<input type="text"/>	Marks	/10
Roll No.	<input type="text"/>	Date	<input type="text"/>	Teacher's Sign	

1. Fill in any three of the following blanks choosing the most appropriate option from the ones given below. Write the answers in your answer-sheet against the correct blank number. (1 × 3 = 3 Marks)

Empowerment of women is closely linked (a) the opportunities they (b) in education, health, and economic and political participation. Government (c) operationalising this approach (d) legislative and programmatic interventions.

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|-------------------|---------------|----------------|---------------|
| (a) (i) at | (ii) to | (iii) from | (iv) through |
| (b) (i) had | (ii) have | (iii) has | (iv) can |
| (c) (i) have been | (ii) had been | (iii) has been | (iv) could be |
| (d) (i) from | (ii) through | (iii) above | (iv) upon |

2. In the passage given below, one word has been omitted in each line. Write the missing word, in any four sentences of the given paragraph, along with the word that comes before and the word that comes after it in the space provided. (1 × 4 = 4 Marks)

	<i>Before</i>	<i>Missing</i>	<i>After</i>
Collocations alternative and richer	(a) .....	.....	.....
ways expressing ourselves. They gives	(b) .....	.....	.....
the languages greater flexibility its	(c) .....	.....	.....
use and provide the speaker a	(d) .....	.....	.....
variety of expressions to choose.			

3. Rearrange any three the following words clusters to make meaningful sentences. (1 × 3 = 3 Marks)

- (a) some crayons/my father/drawing paper/and/to buy/I asked
- (b) day/material/very next/required/the/my room/full of/required/was
- (c) day in/drawing/found time/and/I kept/day out/whenever I
- (d) at home/art room/I now/of my/have a/mini/own

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ASSIGNMENT – 8

Name	<input type="text"/>	Time	30 Min.	Max. Marks	10
Class	<input type="text"/>	Section	<input type="text"/>	Marks	/10
Roll No.	<input type="text"/>	Date	<input type="text"/>	Teacher's Sign	

1. Fill in any three of the following blanks choosing the most appropriate option from the ones given below. Write the answers in your answer-sheet against the correct blank number. (1 × 3 = 3 Marks)

Social development is the development (a) good habits, basic human values and attitudes. It (b) the development of those characteristics (c) help a child adjust to her/his environment. (d) effective early childhood education programme provides children with experiences and opportunities.

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|-------------|------------|------------|------------|
| (a) (i) on | (ii) at | (iii) to | (iv) of |
| (b) (i) is | (ii) are | (iii) was | (iv) where |
| (c) (i) why | (ii) whose | (iii) that | (iv) whom |
| (d) (i) a | (ii) an | (iii) the | (iv) can |

2. The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction against the correct question number, in any four sentences of the given paragraph. Remember to underline the word you have supplied. (1 × 4 = 4 Marks)

	<i>Error</i>	<i>Correction</i>
Women who are fond for beauty	(a) .....	.....
products are in for an shock.	(b) .....	.....
The recent study says that many	(c) .....	.....
beauty products can causes birth defects	(d) .....	.....
by damaging the human reproductive system.		

3. Read the conversation carefully and complete any three of the blanks given in the passage. (1 × 3 = 3 Marks)

Reena : Where was Netaji born?
 Shilpa : He was born in Calcutta.
 Reena : What do you know about him?
 Shilpa : I know little about him.
 Reena asked Shilpa (a) Shilpa replied that (b) Reena further asked Shilpa (c) Shilpa told (d)

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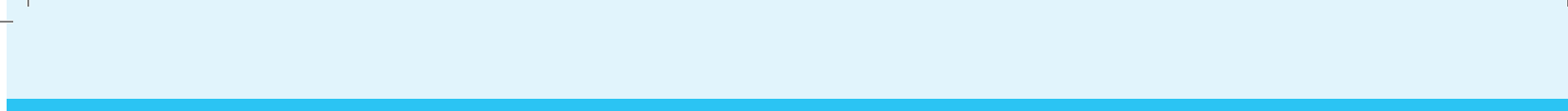
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ASSIGNMENT – 9

Name	<input type="text"/>	Time	30 Min.	Max. Marks	10
Class	<input type="text"/>	Section	<input type="text"/>	Marks	/10
Roll No.	<input type="text"/>	Date	<input type="text"/>	Teacher's Sign	

1. Fill in any three of the following blanks choosing the most appropriate option from the ones given below. Write the answers in your answer-sheet against the correct blank number. (1 × 3 = 3 Marks)

The moon is a heavenly body. Any heavenly body (a) revolves round a planet is (b) its satellite. The moon revolves (c) the earth. Therefore, it is called a satellite (d) the earth. The moon is the only satellite on which man has landed.

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|----------------|------------|-------------|------------|
| (a) (i) of | (ii) that | (iii) who | (iv) why |
| (b) (i) called | (ii) sold | (iii) told | (iv) would |
| (c) (i) bound | (ii) sound | (iii) round | (iv) found |
| (d) (i) of | (ii) on | (iii) at | (iv) on |

2. In the passage given below, one word has been omitted in each line. Write the missing word, in any four sentences of the given paragraph, along with the word that comes before and the word that comes after it in the space provided. (1 × 4 = 4 Marks)

	<i>Before</i>	<i>Missing</i>	<i>After</i>
There was dense forest. A stream flowed	(a) .....	.....	.....
gently and softly it. There was a large	(b) .....	.....	.....
tree on bank. A dove lived there.	(c) .....	.....	.....
At the foot the trunk of the tree	(d) .....	.....	.....
there lived ant in a hole. The ant	(e) .....	.....	.....
and the dove were fast friends.			

3. Rearrange any three the following words clusters to make meaningful sentences. (1 × 3 = 3 Marks)

- (a) of gold/dug out/the automobile/of the/was not/ground/a nugget/like
- (b) to travel/and speed/first of all/with comfort/dreamed of/a self-driven/men/vehicle
- (c) to realize/some/that dream/practical minded/worked/engineers/day and night
- (d) the poet/a golden dream/thus/consolidate it/weaves around/scientists/and

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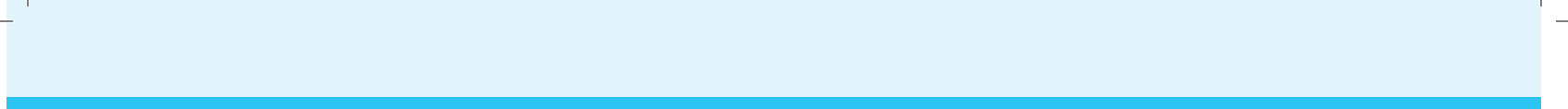
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ASSIGNMENT – 10

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Class	<input type="text"/>	Section	<input type="text"/>	Marks	/10
Roll No.	<input type="text"/>	Date	<input type="text"/>	Teacher's Sign	

1. Fill in any three of the following blanks choosing the most appropriate option from the ones given below. Write the answers in your answer-sheet against the correct blank number. (1 × 3 = 3 Marks)

The earthquakes in India are due (a) the drifting of the so-called Indian plate. Scientists divide the globe into plates that drift (b) very slowly. As these plates slide (c) each other a tremendous amount of energy is released which (d) heavy destruction.

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|--------------|--------------|-------------|------------|
| (a) (i) in | (ii) to | (iii) at | (iv) on |
| (b) (i) upon | (ii) across | (iii) apart | (iv) into |
| (c) (i) by | (ii) who | (iii) that | (iv) over |
| (d) (i) from | (ii) against | (iii) cause | (iv) since |

2. The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction against the correct question number, in any four sentences of the given paragraph. Remember to underline the word you have supplied. (1 × 4 = 4 Marks)

	<i>Error</i>	<i>Correction</i>
In the past 10 years, India environmental	(a) .....	.....
movement have had a rebirth. It	(b) .....	.....
was first born in a decade of the 1970s,	(c) .....	.....
while the industrialised world was seeing	(d) .....	.....
the impact of growth on its environment.		

3. Read the conversation carefully and complete any three of the blanks given in the passage. (1 × 3 = 3 Marks)

Mother : Congratulations my son, you have won.
 Rajat : Thank you, Mom. It was a very tough victory.
 Mother : I am so happy on your success.
 Rajat : I have been practising hard throughout the year.
 Mother congratulated her son telling him (a) Rajat thanked his mother and said that (b) Mother acknowledged her son that (c) Then Rajat revealed (d) throughout the year.

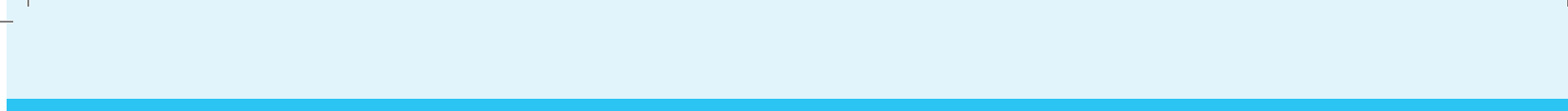
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ASSIGNMENT – 11

Name	<input type="text"/>	Time	30 Min.	Max. Marks	10
Class	<input type="text"/>	Section	<input type="text"/>	Marks	/10
Roll No.	<input type="text"/>	Date	<input type="text"/>	Teacher's Sign	

1. Fill in any three of the following blanks choosing the most appropriate option from the ones given below. Write the answers in your answer-sheet against the correct blank number. (1 × 3 = 3 Marks)

The first printing of any kind (a) done by the Chinese and Japanese in the fifth century. At that time and (b) hundreds of years afterwards, books (c) so scarce and so hard to make that few people (d) read or had books from which to learn.

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|-------------|-----------|------------|----------------|
| (a) (i) is | (ii) was | (iii) are | (iv) were |
| (b) (i) on | (ii) at | (iii) in | (iv) for |
| (c) (i) for | (ii) were | (iii) for | (iv) following |
| (d) (i) had | (ii) have | (iii) were | (iv) has |

2. In the passage given below, one word has been omitted in each line. Write the missing word, in any four sentences of the given paragraph, along with the word that comes before and the word that comes after it in the space provided. (1 × 4 = 4 Marks)

	<i>Before</i>	<i>Missing</i>	<i>After</i>
Maoris of New Zealand used cover	(a) .....	.....	.....
their faces very complicated tattooed	(b) .....	.....	.....
patterns, and sometimes they still it today. In	(c) .....	.....	.....
Japan, the practice tattooing chrysanthemums	(d) .....	.....	.....
dragons faces, and whole landscapes gone	(e) .....	.....	.....
on for centuries.			

3. Rearrange any three the following words clusters to make meaningful sentences. (1 × 3 = 3 Marks)

- (a) ice cream/very popular/these days/is/dessert/a
- (b) people/summer/earlier/used to/it/have/only/during/the
- (c) consumed/now/winter/it/even/is/the/in
- (d) excels/intelligence/an/most other/in/elephant/animals

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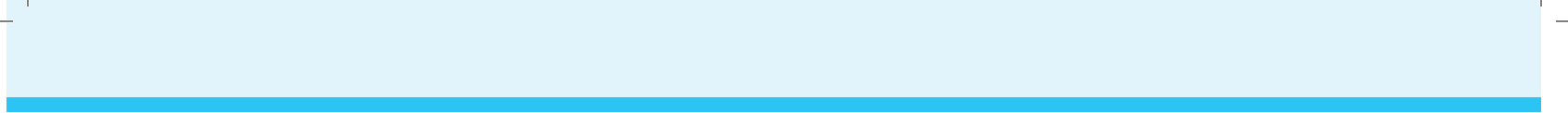
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ASSIGNMENT – 12

Name	<input type="text"/>	Time	30 Min.	Max. Marks	10
Class	<input type="text"/>	Section	<input type="text"/>	Marks	/10
Roll No.	<input type="text"/>	Date	<input type="text"/>	Teacher's Sign	

1. Fill in any three of the following blanks choosing the most appropriate option from the ones given below. Write the answers in your answer-sheet against the correct blank number. (1 × 3 = 3 Marks)

The world famous Italian traveller Columbus (a) on a sea voyage in search of India. He reached (b) island in the morning of October 12, 1492. He landed over and named it (c) the name of King Ferdinand and Queen Isabella of Spain as 'San Salvador'. This island (d) just a small part of America.

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|-----------------|---------------|--------------|--------------|
| (a) (i) put out | (ii) sold out | (iii) set on | (iv) set out |
| (b) (i) some | (ii) more | (iii) most | (iv) small |
| (c) (i) on | (ii) at | (iii) of | (iv) after |
| (d) (i) before | (ii) after | (iii) is | (iv) since |

2. The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction against the correct question number, in any four sentences of the given paragraph. Remember to underline the word you have supplied. (1 × 4 = 4 Marks)

	<i>Error</i>	<i>Correction</i>
Man has always been curious to knew	(a) .....	.....
about the internal structure to the earth.	(b) .....	.....
He tries digging and other direct methods	(c) .....	.....
and finally, found out a indirect method	(d) .....	.....
for know the interior of the earth—through the	(e) .....	.....
study of earthquake vibrations of seismic waves.		

3. Read the conversation carefully and complete any three of the blanks given in the passage. (1 × 3 = 3 Marks)

Father : When will you meet the doctor?
 Son : Tomorrow evening.
 Father : There will be heavy traffic in the evening and you may get late.
 Son : Tomorrow I will use metro service.

Father asked his son (a) Son replied that (b) Father expressed his concern and said that (c) Son told father (d)

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