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1. Read the sentences given below:

Ruchi is quite fond of reading books. Every night she reads for at least twenty minutes before going to bed. At times, she narrates these stories to her younger sister. Swami and Friends by R.K. Narayan is Ruchi’s favourite book. However, these days she is reading Malgudi Days. The underlined verbs in the above sentences talk about the present, though in different forms. Look at the following chart:

**Verbs Expressing the Present**

<table>
<thead>
<tr>
<th>Simple Present</th>
<th>Present Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>[verb + s/es]</td>
<td>[is/am/are + ing form of the verb]</td>
</tr>
</tbody>
</table>

1. To talk about habits, routines or actions that are done repeatedly, e.g., Shruti goes for her judo classes every evening.

2. To talk about scientific or universal truths, e.g., A plant needs air, water and soil to grow.

1. To talk about an action going on at the time of speaking, e.g., Shruti is going for her judo classes.

2. To talk about actions going on these days [and not just at the time of speaking], e.g., Tarun is learning computers these days.
3. To advise, request and order (imperative sentences),
e.g., See a doctor at the earliest.
Open the book and read the poem.

2. Rewrite the following passage using the simple present tense of the verbs given in the brackets:

Yoga is a great stress buster. It _______ (help) in improving concentration. It not only _________ (ensure) discipline but also _________ (teach) how to handle stress levels. It _________ (train) us to channelise surplus energy in a positive manner. Yoga _________ (act) as a magic healer. It _________ (unravel) many hidden qualities that we _________ (possess).

3. Imagine yourself as a T.V. news reporter. You have been asked to cover a live festival programme going on in the city. Given below is a picture of the festival. Observe the picture and write what various people are doing. One example has been done for you.

Welcome to the live telecast of the City Carnival. On your screen you can see the
live coverage of the festival. The Mayor is delivering his speech and his body guards are keeping an eye on the crowd.
2. Read the passages given below and fill in the blanks with the correct form of the verbs (either simple present or present continuous):

(a) Tanvi and Dhaarna are sitting (sit) very quietly in their room. Usually when they are alone, they ______ (make) a lot of mischief, but today they _______ (wait) patiently for their mother, who has promised to take them for fun rides in the evening. Tanvi _________ (collect) her books and _______ (arrange) them properly. Dhaarna _______ (keep) her toys in the rack. She usually _______ (like) to keep them on her bed. Tanvi, too, _______ (prefer) to keep her books on her table but today she _______ (arrange) them on her bookshelf.

(b) Mohit _______ (go) for a morning walk daily. He _______ (get) up at 5:30 am and _______ (go) for a brisk walk in a park nearby. He _______ (come) back at 6:30 and _______ (leave) for his school at 7:30. Today he _______ (not feel) well so he _______ (think) of reading a book instead of going for his daily walk.
Worksheet 3

Non-action Verbs

1. Read the sentences given below and tick (√) the ones that you think are correct (grammatically). Discuss the reason for your choice.

(a) I like this dress.
    I am liking this dress.

(b) Ravi is wanting to talk to you.
    Ravi wants to talk to you.

(c) The room freshener smells good.
    The room freshener is smelling good.

(d) He knows your dad.
    He is knowing your dad.

(e) She owns that house.
    She is owning that house.

(f) I hear some noises from the room.
    I am hearing some noises from the room.

Remember
Non-action verbs, i.e., verbs that describe ‘a state’ and not actually ‘an action’ are not (or rarely) used in the continuous tense, e.g.,

This soup is tasting sour.  Incorrect
This soup tastes sour.   Correct
Some non-action verbs are given below:

**Non-action Verbs**

<table>
<thead>
<tr>
<th>Verbs of senses</th>
<th>Verbs of feelings/ emotions</th>
<th>Verbs of mental states/mental actions</th>
<th>Verbs of possession</th>
</tr>
</thead>
<tbody>
<tr>
<td>see</td>
<td>like</td>
<td>know</td>
<td>own</td>
</tr>
<tr>
<td>hear</td>
<td>love/hate</td>
<td>understand</td>
<td>possess</td>
</tr>
<tr>
<td>taste</td>
<td>feel</td>
<td>agree/disagree</td>
<td>belong</td>
</tr>
<tr>
<td>smell</td>
<td>want/desire</td>
<td>believe</td>
<td></td>
</tr>
<tr>
<td></td>
<td>fear</td>
<td>doubt/trust</td>
<td></td>
</tr>
<tr>
<td></td>
<td>respect</td>
<td>think</td>
<td></td>
</tr>
</tbody>
</table>

2. Fill in the blanks with the correct forms of the verbs (simple present or present continuous):

   (a) Tanmay __________ (collect) a lot of dry leaves. It is his hobby.

   (b) Tanmay ________________ (collect) a lot of dry leaves these days. He has to prepare his Botany project.

   (c) Hotels in Goa are usually quite expensive. But now they __________ (slash) their rates because of recession.

   (d) Software engineers usually __________ (work) for eight hours a day. But due to the current economic slowdown, they __________ (work) for over twelve hours a day.

   (e) Dhruv __________ (own) this beautiful pencil box.

   (f) You __________ (look) fit these days. _______ you _______ (go) to aerobic classes?

   (g) No, I ________________ (not go) to any aerobic classes. I just __________ (go) for a morning walk regularly.

   (h) Is Maanya ready for the school?

   No, she __________ (have) her bath.
3. Read the following:

(a) They **have** a beautiful house.
    shows possession

(b) They **are having** lunch.
    suggests action

Some verbs can be used as both action and non-action verbs. In sentence (a), ‘have’ shows possession and is, therefore, used as a ‘non-action’ verb. In sentence (b), ‘are having’ suggests that an action is happening and hence, it is an ‘action verb’.

A few more verbs that can be used as both action and non-action verbs are given below. Use these in your sentences in both the ways.

(a) think
    • ____________
    (action)

    • ____________
    (non-action)

(b) feel
    • ____________
    (action)

    • ____________
    (non-action)

(c) taste
    • ____________
    (action)

    • ____________
    (non-action)

(d) smell
    • ____________
    (action)

    • ____________
    (non-action)

Worksheet 4

1. Read the sentences given below:

I missed my bus and **reached** the office late.

My boss was fuming with anger. He **had** already **assigned** my work to a colleague.

The verbs in the above sentences talk about the past.

Look at the chart given on the next page:
<table>
<thead>
<tr>
<th>Simple Past</th>
<th>Past Continuous</th>
<th>Past Perfect</th>
<th>Present Perfect</th>
<th>Present Perfect Continuous</th>
<th>Past Perfect Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>(past tense of the verb)</td>
<td>(was/were + ing form of the verb)</td>
<td>(had + past participle form of the verb)</td>
<td>(has/have + past participle form of the verb)</td>
<td>(has/have + been + ing form of the verb)</td>
<td>(had + been + ing form of the verb)</td>
</tr>
<tr>
<td>(prayed, wrote)</td>
<td>(was/were praying, was/were writing)</td>
<td>(had prayed, had written)</td>
<td>(has/have prayed, has/have written)</td>
<td>(has/have been praying, has/have been writing)</td>
<td>(had been praying, had been writing)</td>
</tr>
</tbody>
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1. To talk about an action that took place at some point in the past, e.g., The teacher was checking the notebooks.
2. To talk about a frequently repeated past action, e.g., She was always complaining about the system.
3. To express the gradual development of an action, e.g., The listeners were becoming impatient.

1. To talk about an action that was going on at some point in the past, e.g., I bought this dress yesterday.

1. To talk about an action that began before a specific moment in the past, and will extend into the future. e.g., My teacher had been teaching for nearly half an hour when I reached the class.
2. To talk about an action that happened in the past but whose effect can be felt at the moment of speaking, e.g., I have consulted a doctor and he has given me a medicine.
3. To talk about an action that began in the past and continues till the moment of speaking, e.g., I have worked here for five years.
1. Fill in the blanks with the simple past tense of the verbs given in the brackets:

Long ago, there ________ (be) a forest full of trees laden with ripe, juicy guavas, mangoes, apples and pears. But the birds who ______ (live) there were unhappy. They ______ (want) to eat grains. One morning, the birds ______ (see) lots of grains scattered on the ground. They ________ (sit) down to eat the grains. Suddenly, two bird catchers ____________ (rush) out from the nearby bushes and ________ (throw) a huge net on the feeding birds.

**Remember**

Simple past is used to express an action that happened in the past.

2. Fill in the blanks with the past continuous tense of the verbs given in the brackets:

(a) It ______________ (rain) heavily and Manan ______________ (sneeze) continuously. Mother _________________ (make) herbal tea for him. I ________________ (try) to concentrate on my work but Manan’s loud sneezing ________________ (disturb) me.

(b) As a child, Smriti ________________ always ________________ (complain) about one thing or the other.

(c) The day ________________ (get) brighter and Shruti _______________ still ________________ (sleep) in her bed. She ________ in fact ________________ (snore).

(d) The minister ________________ (deliver) his speech, but people ________ hardly __________ (listen). Some of them ________________ (talk) to one another while others ________ simply __________ (enjoy) a quick nap. Clearly, the speech was not interesting at all.

**Remember**

We use past continuous tense to talk about actions that were in progress at a point of time in the past.
Worksheet 6

Simple Past or Past Continuous

1. Read the following:

(a) I painted my room yesterday.

(b) I was painting my room at 5:00 pm yesterday.

In sentence (a), the action was completed in the past.

In sentence (b), the action (of painting) was in progress at some point of time in the past.

Remember

Simple past is used to express a completed past action, whereas past continuous is used to express an action that was going on at some point of time in the past. These two tenses are often used together to show that one action was going on when another action happened.

e.g., I was doing my homework when lights went off.

\[ \text{action 1 was in progress} \quad \text{action 2 happened} \]

2. Fill in the blanks using the correct tense—either simple past or past continuous—of the verbs given in the brackets:

(a) Ekta _______ (drop) her purse accidentally while she _______ (board) the metro.

(b) I _______ (tell) a story to my daughter when the guests _______ (arrive).

(c) When the thief _______ (realise) that the policeman _______ (look) at him, he _______ (run) away.
(d) Just as I ___________ (go) out of the office, it started raining.
(e) My fever _________________ (get) worse, so I _______ (go) to a doctor.
(f) Jyoti ___________ (fracture) her hand while she _________________ (holiday) in Jaipur.
(g) I ___________ (see) the Eiffel Tower when I _________________ (stay) in Paris.
(h) When the Principal _______ (come) into the class, everybody ______ (make) mischief. The girls _________________ (sing) songs loudly and the boys _________________ (make) paper balls.

**Worksheet 7**

1. **Fill in the blanks with the present perfect tense of the verbs given in the brackets:**
   
   (a) My parents _________________ (agree) to send me to the picnic.
   (b) The teacher _________________ (call) my parents for a meeting.
   (c) Vikram ___________ (get) a new computer. He can work much faster now.
   (d) Rahul ___________ (fall) from the stairs. We must take him to the doctor.
   (e) Prices of the basic commodities _________________ (rise) sharply over the last two months. Although the government _________________ (take) a lot of measures to control the situation, people do not look satisfied.
   (f) ___________ you ___________ (find) your mobile phone?
      No. I ___________ (look) for it everywhere.
   (g) I ___________ (finish) my homework. Now can I come with you to the mall?
   (h) I _________________ (stay) in this hotel twice. It has really nice rooms.

**Remember**

Present perfect tense is used to express—
- an action recently completed.
- an action that was completed in the past but whose effect can be felt at the time of speaking.
Worksheet 8

Simple Past or Present Perfect

1. Read the following:
   (a) I called the plumber to fix the leaking water pipe.
   (b) I have called the plumber to fix the leaking pipe.
       He may arrive any moment.

   Sentence (a) talks about an action in the past that has no connection with the present.
   Sentence (b) talks about a past action that is linked with the present.
   (action – called the plumber) (connection with the present – he may arrive any moment)

   Remember
   If a past action has a link with the present, we use present perfect. If a past action has no link with the present, we use simple past. Also remember that we do not use any past time reference, such as yesterday, last week, etc., with present perfect tense.

2. Some verbs in the sentences given below have been used in wrong forms. Underline them and write the correct forms. One has been done for you.

   (a) I have met him yesterday.
       I met him yesterday.

   (b) I knew him since his childhood.

   (c) Various new inventions and discoveries by our scientists made our lives extremely comfortable.
(d) The Delhi metro made commuting a comfortable experience for the people.

(e) Dr Laennec of France has invented stethoscope in 1816.

(f) The invention of the stethoscope has actually happened accidentally.

(g) The state government built 7 new fly-overs recently to tackle the increasing traffic. The officials hope these will save at least 30 minutes of travel time.

3. Fill in the blanks with either simple past or present perfect tense of the verbs given in the brackets:

**BREAKING NEWS**

(a) The famous industrialist Mr Kapoor _________ (donate) Rs 50 lakh to an orphanage. Mr Kapoor _________ (hand) over the cheque to the Manager of the orphanage this morning. Mr Kapoor _____________ (made) many such donations in the past.

(b) Mr Sharma of Delhi ________________ (become) the first person to walk through the entire nation on foot. It __________ (take) him four years to complete this feat.

(c) The government ________________ (declared) Monday a public holiday due to the sudden demise of the minister. The minister ____________ (die) of a heart attack.
1. Complete the following using the past perfect tense of the verbs given in the brackets:

I ________________ (promise) my baby sister that I would take her to the Children’s Park if she behaved nicely throughout the day. When I reached back in the evening, I was pleasantly surprised to see that my sister ________________ (cleaned) her room perfectly. She ________________ (put) her books in the bookrack. She ________________ (change) the bedsheets. She ________________ (finish) her homework and ________________ even ________________ (learn) her science work. Mother told me that she ________________ (help) in the kitchen too. I was impressed. Since she ________________ (keep) her word, I decided to keep my promise too.

Remember

We use past perfect tense to talk about an action completed before a given moment in the past,

e.g., When I reached home, she had already cleaned the room.

```
         ↓
action 2  ↓
Past Perfect        Past
         ↓
action 1  ↓
Time of speaking
```
Simple Past or Past Perfect

1. Read the following:
   (a) I painted my room.
   (b) I had painted my room before the guests arrived.

   action 1
   action 2

   Remember
   We use simple past to express an action that happened in the past. We use past perfect when one past action was completed before another past action.

   Past
   Time of speaking

   I painted my room The guests arrived

2. Complete the following story using either simple past or past perfect tense of the verbs given in the brackets.

   Brave Chunni

   Chunni was a very clever girl who always ___________ (study) hard and ___________ (obey) her elders. One day, when her mother ___________ (go) to the market, Chunni ___________ (sit) down to do her homework. Suddenly, she ___________ (smell) smoke. When she ___________ (look) out of the window, she ___________ (see) that there was a fire in her friend’s house. Her friend’s family ___________ (go) out of station. Chunni ___________ (think) fast. She ___________ (remember) that her teacher ___________ (teach) her
a lesson on useful services such as the police station, fire brigade, hospital, etc. She ____________ (know) the phone number of the fire brigade well because her daddy ____________ (teach) her how to use a telephone directory. Chunni quickly ____________ (call) the fire station and ____________ (request) for help. The fire engine ____________ (arrive) quickly and put off the fire. Everybody in the neighbourhood ____________ (praise) Chunni.

Worksheet 11

1. Read the following:

(a) We have been waiting for the bus for two hours now. Why has the bus not reached yet?

(b) Rohit has been looking for a job since January.

Remember
We use present perfect continuous tense to express an action that began in the past, is in progress at the time of speaking and will continue for some time in the future (or has just ended).

2. Observe your friends around you. Now write a few things that they have been doing.

(a) Tina has been talking to Rakhi since first period.

(b) ________________________________

(c) ________________________________

(d) ________________________________

(e) ________________________________

(f) ________________________________
1. Read the following sentences:

(a) Manasvi is dancing.
(b) Manasvi has been dancing for over one hour now.

In sentence (a), the emphasis is on the present aspect of the action. 
In sentence (b), the emphasis is on the period/duration for which the action has been in progress.

**Remember**

- We use present continuous to talk about an action going on at the present.
- We use present perfect continuous when we want to lay more stress on the total time/duration of the action that is going on.

2. Complete the following with either present continuous or present perfect continuous forms of the verbs given in the brackets:

(a) He ____________________ (write) a book these days.
    He ____________________ (write) it for over a year now.

(b) Please go inside the Manager's office.
    He ____________________ (wait) for you since morning.

(c) Social evils such as child marriage and dowry system, ____________________ (harm) our country for centuries.

(d) They ____________________ (live) here since 1994.

(e) The tenant who ____________________ (live) here these days is a journalist.

(f) The company ____________________ (win) this trophy every year since 2000.
(g) The company ____________ (compete) for this trophy for the third consecutive time.

(h) I ____________ (play) a lot of chess these days.

(i) Deepa ________________ (prepare) for her recitation competition. She ________________ (rehearse) for more than three hours.

(j) She ________________ (work) with this company since January. She __________ (work) as a Senior Software Engineer with them.

Worksheet 13

Talking about Future

It’s vacation time!
Read what these people have to say about their plans for summer vacation:

I am going to Manali in this summer break. It will be cold there and we might get to see some snow near the Rohtang Pass.

Our plan is to visit Rishikesh. From there, we go to Haridwar and then proceed to Dehradun and Mussoorie.

I will stay in Delhi at my uncle’s place. I will visit National Museum and will enjoy a ride in Metro train.
Discuss with your friends your plans for vacation. You may use the following expressions:

- I will....
- I am going to....
- I plan to....

**Remember**
We can talk about future in different ways, e.g.,
Present simple — We go to....
Present continuous — I am going....
with will/shall — I will/shall....

---

**Worksheet 14**

1. Read the passage given below where a person is trying to convince a bank manager to lend him some money for his food joint. Complete the passage by filling the blanks with appropriate future time forms:

You see, sir, I am going to open a food joint in the city. But it ________ (take) me a lot of money to start it. I ____________ (buy) a piece of land and construct it. I ____________ (have) to get it furnished. Further, I ____________ (need) some chefs and waiters. It ____________ (be) a huge investment. Can you please help me by providing me with some loan? I ____________ (pay) it back
in instalments. I am sure this food joint _____________ (be) a huge success. It _____________ (have) Italian and Continental food on its menu which _____________ (attract) the younger generation. It _____________ (be) one of its kind in the city. I _____________ (be) obliged if you could sanction me some loan for this purpose.

Worksheet 15

Future Continuous

Be a Fortune Teller!

1. Just predict what the following people will be doing in near future and become a successful fortune teller! One example has been done for you.

   Maria (a typist) — Maria will be typing official letters.
   Tom (a cook) —
   Mr Kingsley (C.E.O.) —
   Harry (Computer Engineer) —
   Martha (a doctor) —
   Lenin (a student) —

Remember
Future continuous deals with actions that will be going on at some point of time in future.
Worksheet 16

Future Perfect Tense

1. Read the following prediction:
   By the year 2100, solar power will have replaced electricity generated by water and clothes made of metal will have replaced clothes made of fibre and cotton.
   What changes do you think will have come in the following? One example has been done for you.
   - Buses: I think buses will have stopped plying on the roads. Public air service will have taken their place.
   - Roads: ________________________________
   - Houses: ________________________________
   - Schools: ________________________________
   - Books: ________________________________
   - Traffic signals: __________________________

Remember
Future perfect tense is used to talk about an action that will have been completed by a certain future time.
A Detective’s Diary

1. Given below is a diary entry of a detective who is trying to solve a murder mystery. Read the diary entry and complete it by filling the blanks with correct forms of verbs.

Thursday, June 3

11:30 pm

It’s a case of murder. The motive ________________ (seem) to be something more than just robbery. When I ___________ (reach) the scene, the police ___________ already ___________ (start) investigating. Two constables ________________ (examine) the furniture and other articles of the house very carefully. They ___________ obviously ___________ (look) for some fingerprints which ________________ (give) them a lead in the case. One constable ________________ (take) pictures of the scene and one ________________ (collect) blood samples for testing. I ___________ (decide) to examine things in a different way. I ___________ (go) to the room and ________________ (examine) the chair where Mr XYZ was found dead. The murderer ________________ (attack) him from the back with a knife. At that time Mr XYZ ________________ (read) a book. The police ___________ already ________________ (recover) the knife from the room. The murderer ________________ (clean) it thoroughly and ___________ (place) it under the pillow. I ________________ (think) he ________________ (look) for some important papers and not just money as he ________________ (disturb) the book rack and ___________ (throw) all the files on the floor. What ________________ (make) the case most interesting is the fact that the door ________________ (lock) from inside and there were no fingerprints at all!
2. Complete the following by filling in the appropriate tenses of the verbs given in the brackets.

Surabhi was the divine cow of the devas and she ____________ (live) in heaven. One day Indra ____________ (find) Surabhi crying. He ___________ (go) to her and ______ (ask) affectionately, ‘Why ______ you _________ (cry), my dear Surabhi?’ Surabhi ____________ (say), ‘Oh Lord, all the bulls and cows who ________________ (live) on the earth are my children. Look at them. They ____________ (work) so hard to plough the fields. Their sufferings under the yoke ____________ (pain) me. It ___________ (make) me cry!’

Lord Indra was sad to hear this. He __________ (think) of a plan. He immediately _______________ (summon) the clouds, ‘My mighty clouds, _______ (drench), the earth with your powerful downpour. The cattle on the earth _____________ (suffer) because of multiplying needs of humans. They ___________ (never) let their cattle ______ (rest) until it ________ (rain) heavily.’ The clouds immediately ____________ (cause) a great downpour. It ____________ (rain) for many days and the people on the earth were unable to do any work on the fields. So, the poor bullocks ___________ (get) some rest at last, and Surabhi was happy.
Worksheet 1

1. Read the sentences given in the two boxes:

**Box A**

Tarun said to Ruchi, ‘I got an A+ in my history assignment.’
Ruchi said to Tarun, ‘Wow! that is great. Which book did you refer to?’
Tarun said to Ruchi, ‘I got the information from the internet.’
Ruchi said to Tarun, ‘I wish I too had the internet at home! Can you suggest to me some book to refer to?’
Tarun said to Ruchi, ‘You can refer to an encyclopedia.’
Ruchi said to Tarun, ‘Thank you for your advice, Tarun.’

**Box B**

Tarun told Ruchi that he had got an A+ in his history assignment. Ruchi exclaimed that was great. She asked him which book he had referred to. Tarun replied that he had got the information from the internet. Ruchi wished that she too had the internet at home. She asked him if he could suggest to her a book to refer to. Tarun then suggested to her that she could refer to an encyclopedia. Ruchi thanked Tarun for his suggestion.

The sentences in Box A are the actual words spoken by two people. These sentences are presented in ‘direct speech’.

The sentences in Box B are reported by someone else in his/her own words. These are in ‘indirect speech’.
2. Read the examples given below and note the difference between direct and indirect speech:

(a) Ridhi *says* ‘I want to learn French.’

   Ridhi *says* that *she* wants to learn French.

(b) Ankit *said to* Riya *said* ‘I will go to Malaysia *next week*.’

   Ankit *told* Riya that *he would* go to Malaysia the *following* week.

**Remember**

While changing direct speech into reported speech, the following points should be kept in mind:

- Inverted commas and comma should be removed.
- A conjunction (if needed) is used after the reporting verb.
- The tense of the speech is changed according to the tense of the reporting verb. If the reporting verb is in present or future tense, the tense of the reported speech remains unchanged. If the reporting verb is in past tense, the tense of the reported speech changes into a corresponding past tense.
- Personal pronouns (I, you, he,...), possessives (my, your, his/him,...) and words denoting time and nearness of position are changed.

3. Look at the following examples:

(a) Isha says, ‘The teacher *will check* the notebooks *tomorrow*.’

   reporting verb in present tense

   Isha says that the teacher *will check* the notebooks *tomorrow*.

   tense of the speech remains the same

(b) Isha will say, ‘The teacher will check the notebooks *tomorrow*.’

   reporting verb in future tense

   Isha will say that the teacher *will check* the notebooks *tomorrow*.

   tense of the speech remains unchanged
(c) Isha said, ‘The teacher will check the notebooks tomorrow.’

reporting verb in past tense
Isha said that the teacher would check the notebooks the next day.
tense of the speech changes

(d) Isha said to Ritu, ‘The teacher will check the notebooks tomorrow.’

Isha told Ritu that the teacher would check the notebooks the next day.

Remember
In assertive sentences (statements), reporting verb, ‘said’ remains unchanged
• if it is not followed by ‘to’ [i.e., if it is followed by an object]
• or is changed into ‘told’, ‘replied’, ‘suggested’, etc., as per the context.

Worksheet 2
1. Look at the following table about change in tenses in reported speech:

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>is/am/are</td>
<td>was/were</td>
</tr>
<tr>
<td>was/were</td>
<td>had been</td>
</tr>
<tr>
<td>has/have</td>
<td>had</td>
</tr>
<tr>
<td>had</td>
<td>no change</td>
</tr>
<tr>
<td>had been</td>
<td>no change</td>
</tr>
<tr>
<td>do/does</td>
<td>did</td>
</tr>
<tr>
<td>did</td>
<td>had done</td>
</tr>
<tr>
<td>had done</td>
<td>no change</td>
</tr>
<tr>
<td>will/shall</td>
<td>would</td>
</tr>
<tr>
<td>may/can</td>
<td>might/could</td>
</tr>
<tr>
<td>would/should/might</td>
<td>no change</td>
</tr>
<tr>
<td>could/ought to/used to/must</td>
<td>had to/would have to/must</td>
</tr>
</tbody>
</table>
2. Change of words expressing time and place:

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>this/these</td>
<td>that/those</td>
</tr>
<tr>
<td>here</td>
<td>there</td>
</tr>
<tr>
<td>now</td>
<td>then</td>
</tr>
<tr>
<td>ago</td>
<td>before</td>
</tr>
<tr>
<td>yesterday</td>
<td>the previous day/the day before</td>
</tr>
<tr>
<td>tomorrow</td>
<td>the next day/the following day</td>
</tr>
<tr>
<td>today</td>
<td>that day</td>
</tr>
</tbody>
</table>

3. Now read the following chart carefully:

Conversion of Direct Speech into Report Speech

**Statements**
(Assertive Sentences)

1. Comma is removed and ‘that’ is used as a conjunction.
2. ‘said to’ is changed into:
   - told, stated, remarked, answered, replied, claimed, argued, promised, boasted, etc.

**Questions**
(Interrogative Sentences)

1. Question mark is removed and the interrogative form is changed into assertive form.
2. Comma is removed and:
   (a) no conjunction is used if the sentence begins with a question word, e.g., which, who, whom, whose, why, where, how, what, etc.
   (b) *if/whether* is used as a conjunction if the sentence is a Yes/No question.

**Commands/requests/advice**
(Imperative Sentences)

1. Comma is removed.
2. The verb of the direct speech is changed into an infinitive (to + verb).
3. Tenses, pronouns and words expressing time and place are changed as per the rules already discussed, e.g.,

(a) Ravi said to Pooja, ‘I can solve this question in five minutes.’
Ravi told Pooja that he could solve that question in five minutes.

(b) Dev said, ‘I have been reading this book for an hour.’
Dev said that he had been reading that book for an hour.

(c) Manan said to Radhika, ‘I have joined judo classes.’
Manan told Radhika that he had joined judo classes.

3. ‘said to’ is changed into:
asked, questioned, enquired, demanded, etc.

4. Tenses, pronouns and words expressing time and place are changed as per the rules already discussed, e.g.,

(a) Ravi said to Pooja, ‘Can you solve this question?’
Ravi asked Pooja if she could solve that question.

(b) Sona said to her mother, ‘Where are my books?’
Sona asked her mother where her books were.

(c) Smriti said to Vibha, ‘Did you watch the Republic Day celebration on television?’
Smriti asked Vibha if she had watched the Republic Day celebration on television.

3. ‘said to’ is changed into:
ordered, commanded, requested, begged, asked, advised, suggested, etc.

4. Tenses, pronouns and words expressing time and place are changed as per the rules, e.g.,

(a) Ravi said to Pooja, ‘Solve this question in five minutes.’
Ravi ordered Pooja to solve that question in five minutes.

(b) Ravi said to Pooja, ‘Please help me solve this question.’
Ravi requested Pooja to help him solve that question.

(c) Ritu said to Nidhi, ‘Avoid eating chocolates.’
Ritu advised Nidhi to avoid eating chocolates.
1. Change the following assertive sentences into reported speech:

(a) ‘The Prime Minister has announced a relief package for the farmers,’ said the reporter.

(b) Mohit says, ‘I will invite all my friends to my birthday party.’

(c) Amar said to Priya, ‘My class teacher has agreed to grant me two weeks’ leave.’

(d) Rajesh said to Kusum, ‘I lost my mobile phone yesterday.’

(e) Ritu said to Aman, ‘You have not finished your homework yet.’

(f) Pawan said, ‘We have bought a new house. We’re shifting to the new house next week.’

(g) Mother said, ‘I am glad you’ve reached home on time. The weather is getting really bad.’

(h) Maanya says, ‘I love staying at my grandma’s house. She tells me nice stories and takes me to the park. She also cooks my favourite pasta.’
(i) The cricketer said to the reporter, ‘I have always played earnestly for my country. I have put my country’s honour and my team’s interests above everything else. I am thankful to the people of the country who have always shown faith in my abilities.’

(j) Ramit said to Ashu, ‘I am sorry I cannot give you the book this weekend. I gave the book for photocopying on Thursday but the shopkeeper says he will take at least five days to photocopy the whole book.’

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**Worksheet 4**

1. Change the following interrogative sentences into reported speech:

   (a) The teacher asked, ‘Have you understood the question?’

   (b) Ritu said to Rohit, ‘How will you complete the assignment in two days?’

   (c) The child asked, ‘Mother, why don’t the stars in the sky fall down?’

   (d) Namita said to Aruna, ‘Which of the two sarees is better?’

   (e) ‘Can you teach me French?’ said Tisha to Suman.
(f) The worried father said to his son, ‘Which train have you boarded? Have you checked your ticket number?’

(g) The manager said to the candidate, ‘What are your qualifications? In what way can you benefit our company?’

(h) Rimi said, ‘Monika, how did you like the state of Florida? If given a chance, would you like to go there again?’

(i) My mother asked me, ‘What happened to your hand? Why is it bandaged? Did you fall from the bicycle? Does it hurt?’

(j) Rahul’s friend asked him, ‘Why did you leave your job? Didn’t they pay you well? Weren’t you happy doing that job? Will you look for a new job now?’

**Worksheet 5**

1. Change the following imperative sentences into reported speech:

   (a) The teacher said to the children ‘Open page number ten of your book.’
(b) Manish said to the people standing on the road, ‘Please help me remove this broken tree from the road.’

(c) Ruchi said, ‘O God, bless my parents with health and happiness.’

(d) Shipra said to Preeti, ‘Read newspapers and magazines to boost your vocabulary.’

(e) The coach said to the players, ‘Do not overdo this exercise.’

(f) The major said to his cadets, ‘Stand straight. Listen attentively to what I say.’

(g) ‘Accept this job offer, son,’ said mother to her son. ‘Do not leave this opportunity.’

(h) The doctor said to the patient, ‘Don’t worry. Just take the medicine on time and exercise regularly.’

Worksheet 6

1. Read the following:

   (a) ‘How beautiful the painting looks!’ said Amit.
       (The painting looks very beautiful.)
       Amit exclaimed that the painting looked very beautiful.
(b) 'Hurrah! My team has won!', said the coach.
The coach exclaimed with joy that his team had won.

(c) The Principal said to the student, 'Well done! I wish you good luck for your next tournament.'
The Principal applauded the student and wished him good luck for his next tournament.

(d) My grandmother said, 'May you be successful in life!'
My grandmother lovingly wished me success in life.

(e) The villain of the movie said, 'Alas! How inconsiderate I've been!'
(I have been very inconsiderate.)
The villain of the movie exclaimed with regret that he had been very inconsiderate.

The sentences given above are exclamatory/optative (wishes) sentences.

Note how they have been changed into reported speech:

Remember
The following points should be remembered while changing exclamatory and optative sentences into reported speech:

- Exclamatory/optative sentences are changed into assertive sentences before these are further changed into reported speech.
- The conjunction 'that' is used.
- Interjections and exclamations [such as oh! alas, hurrah, etc.] are removed but their sense is conveyed through adverbs.
- 'said' or 'said to' [i.e. the reporting verb] is changed into
  - exclaimed with joy/sorrow/anger [for exclamatory sentences
  - applauded
  - regretted
  - wished/wished/prayed
  - longed for/yearned for [for optative sentences

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2. **Look at a few more examples:**

(a) The commentator said. ‘What a shot!’

[It means – It is a nice shot.]
The commentator exclaimed that it was a nice shot.

(b) ‘Alas! I failed to score a goal!’ said the player.

[It means – I regret that I failed to score a goal.]
The player regretted/exclaimed with sorrow that he had failed to score a goal.
(regretted his failure to score a goal)

(c) The farmer said, ‘What a pity the drought spoilt the crops!’

[It means – It is a pity that the drought spoilt the crops.]
The farmer exclaimed that it was a pity the drought had spoilt the crops.

(d) ‘I wish I had a puppy!’ said Anita.

Anita wished that she had a puppy.

3. **Read this extract from a cartoon story:**

Now the lion felt miserable. ‘Alas! I’m ruined,’ he said. ‘Oh, had I been more careful!’ However, the hunter was pleased and said, ‘How clever I am! The lion may be the king but only of the jungle! Ha! Ha! Ha!’ The hunter’s friends admired him for having trapped the lion. _Kudos! You have done well!_ they said. But the lion was miserable. ‘Help me, God!’ he said. He promised that he would never go near humans ever again.

‘Oh, that’s not fair!’ said the rat whose life the lion had once spared. _How cruel the hunter is!_ He wanted to help the lion and began thinking of ways to save the lion. He seemed to find no success. ‘What a nuisance humans are!’ he said. ‘I wish I were strong enough to chase them away.’ He was beginning to lose hope. ‘What a pity, our foes are so strong!’ he said when suddenly a bright idea struck him.
4. Working in pairs, report the following exclamatory sentences spoken by each of the characters. The first one has been done as an example.

(a) 'Alas, I'm ruined!'
   The lion unhappily exclaimed that he was ruined.

(b) 'Oh, had I been more careful!'

(c) 'How clever I am!'

(d) 'Kudos! You have done well!'

(e) 'Help me, God!'

(f) 'Oh, that's not fair!'

(g) 'How cruel the hunter is!'

(h) 'What a nuisance humans are!'

(i) 'What a pity, our foes are so strong!'

(j) 'I wish I were strong enough to chase them away!'
1. Advait’s uncle flew to Singapore last year. He’d never been on a plane before, and he did quite a few things wrong.

Work with your partner. First read how people reacted to his strange behaviour and then report it. The first one has been done as an example. Use the variety of reporting verbs given in the box below.

**Reporting Verbs**

grumbled, complained, regretted, requested, warned, wondered, exclaimed

(a) Air hostess: ‘Oh no, you can’t carry liquids on the plane!’
(What did the air hostess say?)
The air hostess exclaimed that he could not carry liquids on the plane.
(b) Announcer: ‘Lufthansa Flight 8263405A takes off at 1720 hours.’
Uncle: ‘I wish I had not arrived so early!’
(What did Uncle say?)

(c) Steward: ‘Please check your seat number.’
(What did the Steward say?)

(d) Co-passenger: ‘How foolish of him to use the phone now!’
(What did the Co-passenger say?)

(e) Uncle: ‘What strange people! Can’t carry their own sandwiches!’
(What did Uncle say?)

(f) Steward: ‘Stop smoking please!’
(What did the Steward say?)

(g) The man sitting next to Uncle: ‘What a peculiar man!’
(What did the man say?)
1. Look at the picture of Beautiland given below. Imagine that your friend and you went for a picnic there but were rather disappointed. This is the conversation you had:

You : This park is supposed to be the attraction of this city.
Your friend : This place is filthy!
You : How can people be so indifferent! They’ve thrown garbage all over.
Your friend : I wish, they had understood the consequences of their actions!
You : What a pity! The creatures in the river are dead.
Your friend : Look! Look at that thick black smoke from the factory. It’s disgusting!
You : Such greed! Felling trees so recklessly!
Your friend : That’s what man thinks is development!
2. Once home, you report your experiences and the conversation you had with your friend to your mother. Complete the report:

The place was a disappointment. The park that was recommended to be an attraction of the city turned out to be repulsive. My friend was so ____________________________ and I ____________________________

__________________________
__________________________
__________________________
__________________________
__________________________
__________________________

Worksheet 9

1. Read the sentences in the given boxes:

Box A

Woodcutter: River god, my axe has fallen into the pond. Can you bring it out?
River God: Is your axe made of gold?
Woodcutter: No, god. My axe is made of wood and iron.
River God: I am pleased with your honesty. You can keep this axe made of gold as a reward.
Box B

A woodcutter told the river god that his axe had fallen into the pond. He humbly asked him (river god) if he could bring it out. River god asked the woodcutter if his axe was made of gold. The woodcutter replied that it was not and told the river god that his axe was made of wood and iron. River god said that he was pleased with his (woodcutter’s) honesty. He said that he (woodcutter) could keep that axe made of gold as a reward.

Sentences in Box A are dialogues between two people. These dialogues have been reported by a third person in Box B.

Remember
While reporting dialogues:
• all incomplete sentences are completed before they are reported.
• different reporting verbs (as per the context) are used to introduce each speech.

2. Read this example:

Meeta: Are you going to the book fair today?
Neetu: No, I will go to the book fair on Saturday.
Meeta: Can I come along, Neetu?
Neetu: Sure, Meeta!
Meeta: What time should we start from home?
Neetu: We’ll leave at 10:00 a.m. so that we get enough time to browse through the books.
Meeta: Fine, Neetu. I shall reach your home at 9:45 a.m.

Meeta asked Neetu if she was going to the book fair that day. Neetu replied that she was not and said that she would go to the book fair on Saturday. Meeta then asked Neetu if she could come along. Neetu gladly agreed. Meeta wanted to know what time they should start from home. Neetu suggested leaving at 10:00 a.m. so that they got enough time to browse through the books. Meeta assured Neetu that she would reach her home at 9:45 a.m.
1. Read the dialogues given below and report them:

(a) Receptionist : Am I talking to Mrs Sharma?
Mrs Sharma : Yes.
Receptionist : Madam, you have won a prize in a slogan writing competition.
Mrs Sharma : Wow! What a wonderful news!
Receptionist : Madam, you’ll have to collect your prize from our office on Friday at 4:00 p.m.
Mrs Sharma : Oh! But I will be out of station on Friday. Can I collect it later?
Receptionist : Sorry, Madam. In that case we will have to give the prize to the second winner.
Mrs Sharma : Alas! What bad luck! I wish we weren’t going out.

(b) Anmol : Kunal, have you prepared your speech for the competition?
Kunal : Yes Anmol, I have.
Anmol : How are you always so confident on the stage?
Kunal : I learn my speech thoroughly and practise it in front of my parents.
Anmol : I wish I could also be so confident on the stage.
Kunal : You should not be afraid of being on the stage, Anmol. It's not so tough. I can help you in this matter.

Anmol : Thank you, Kunal. This time I'll also participate in the speech competition. I am sure your guidance will help me perform better.

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**DO IT YOURSELF**

1. Fill in the blanks in the following passage. Select the words from the box given below:

   It was late night when I reached the city. I __________ of the bus driver __________ it was possible to get a taxi at that hour. He was kind and __________ me where I could find one. After waking up the taxi driver, I told him where I wanted to go. He __________ saying it was too far off. I __________ him to be kind and help me out. He agreed but __________ me that he would charge twice the fare. I __________ that that was too much. On hearing me, he went back to sleep. I __________ not having planned my journey but I __________ to get cheated.

   grumbled, refused, refused, told, warned, if, regretted, enquired, requested
Read the following interview. Ramanshu, a press reporter interviews Aradhika, a famous novelist who has just won a national award for her writings. Later Ramanshu writes a report. Taking help from the interview, complete the report.

Report: 

- How does it feel to be honoured?
  Aradhika: It's pure delight!

- You have written many novels and poems. When did you write your first one?
  Aradhika: I was seven when I wrote a poem.

- What do you think about nature? Do you like to write on it?
  Aradhika: Oh, it's simply beautiful! Nature is my favourite subject.

- What is your message to your countrymen?
  Aradhika: I'd request people to conserve nature. If we don't, we're heading towards our doom.

Ramanshu asked Aradhika _______ to which she _______. Then
Ramanshu went on to say that she had written many novels and poems and asked her __________. Aradhika told __________. Ramanshu asked her __________. With joy in her eyes, Aradhika __________ and that nature is her favourite subject. As a parting shot, Ramanshu __________. Aradhika very seriously __________ and warned __________.
3 MODALS

Worksheet 1

1. Read the following sentences:
   (a) The team has to win this qualifying match to be able to play in the World Cup.
   (b) They have to pass the entrance exam for getting admission in the college.

   Remember
   Has to/have to are used to tell that there is no option but to do something, e.g., The candidate has to clear the interview for getting the job. There is no other option.

Worksheet 2

1. Discuss with your partner and write a few things that students have to do in school.
   •
   •
   •
   •
   •
   •
   •
   •
   •
   •
Worksheet 3

1. Read the following:

Principal: Mrs Jain, you have to accompany two students of Class-VIII to a quiz competition in XYZ Public School. You must reach the Venue at 8:00 a.m. All the participants have to wear a white uniform and red badges.

Remember

Must/have to are used to express necessity or compulsion. In most of the cases these two can be used interchangeably. There is a slight difference between 'have to' and 'must'.

In 'must', the authority (insistence) comes from the speaker.
In 'have to', the authority (insistence) comes from outside the speaker such as law, rules, etc.

e.g., You must reach the airport at 8:00 p.m. (I insist that)
You have to reach the airport three hours before your flight time. (That is the rule.)

Worksheet 4

1. Fill in the blanks with must/have to: (In some cases, it is possible to use either of them.)

(a) You _________ participate in this drawing competition. I am sure you will win.

(b) My bus stop is half a kilometre away from my house. So, I _________ walk down to the stop daily.

(c) You _________ get the permission letter from your parents if you want to go on the school picnic. That’s the Headmaster’s order.

(d) He _________ get his passport made at the earliest if he wants to travel abroad.
(e) I can't go out for cycling today. I ________ complete my homework.
(f) Girls ________ not wear fancy pieces of jewellery to my class. I warn you.
(g) Sarita sings really well. She ________ learn classical music to hone her skill further.
(h) All the cadets in the NDA ________ undergo a rigorous training. They ________ learn horse-riding, swimming, shooting and many more such activities.

Worksheet 5

1. Read the following conversation:

Saloni : I am confused which stream I should opt for—science or arts.
Neha : You should opt for the subjects that interest you most.
Soloni : I wish to opt for arts but my parents insist that I must opt for science.
    Do you think I should talk to a counsellor about this?
Neha : I think you ought to talk to your parents first. You should explain to them the reason for your choice. I am sure they will understand.

Remember
Should and ought to are used to ask for/give suggestions/advice and to talk about duty/obligation.

Let us study some examples:
(a) You should go for a walk daily.
    You ought to be honest while taking an exam.
    There is a slight difference between 'should' and 'ought to'.
    Both are used to give advice/suggestion and to talk about duty/obligation. However, whenever there is a sense of moral duty or moral obligation, we use 'ought to'.
(b) You should opt for your favourite subjects.
[a simple suggestion]
You ought to talk to your parents before talking to a counsellor. 

[It is morally correct to talk to your parents before talking to a counsellor.]

Worksheet 6

1. In the Unit-'Changing Times' (A.1. of MCB), you’ve read about common complaints of the parents against teenagers. Based on your reading, prepare a list of a few things that parents feel teenagers should do.
   - They should help around in the house.
   - 
   - 
   - 
   - 
   - 

Worksheet 7

1. Discuss with your partner and list a few things that Pranoy [Unit-1 – A.4.-‘Give Me a Break’] ought to do to bridge the communication gap between his father and himself.
   - 
   - 
   - 
   - 
   - 

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Worksheet 8

Let us revise.

**Suggestion/Duty/Obligation**
- **should**
- **ought to**

  - to talk about/offer/ask for suggestion, duty/obligation, e.g., You *should* apologise to her. [It is my suggestion, I think it is right.]

**Necessity/Compulsion**
- **must**
- **have to**

  - to talk about moral duty/moral obligation, e.g.; You *ought to* apologise to her. [It is morally correct for you to apologise]
  - to express necessity/compulsion (from the speaker), e.g., You *must* apologise to her. [I insist that you apologise to her]
  - to express necessity/compulsion (from outside the speaker), e.g., You *have to* apologise to her. [There is no other option.]

Worksheet 9

1. Read the following sentences:
   - (a) You *should not* eat junk food.
   - (b) You *must not* eat that burger. It's stale.

   **Remember**
   - *Should not* is used to tell that it is not correct to do something.
   - *Must not* talks about a compulsion/obligation not to do something. It is simply a prohibition to do something.

Let us study some examples:
   - (a) You *should not* tease animals.
     (It is not correct to tease animals.)
   - (b) You *must not* tease that snake. It is poisonous.
     (I prohibit that.)
   - (c) You *should not* drink water from handpumps. It’s not hygienic.
     You *must not* drink this water. It’s contaminated.
Worksheet 10

1. Write a few things that one shouldn’t/mustn’t do at the following places:
   (a) At a hospital
   •
   •
   •
   •
   (b) At an airport
   •
   •
   •
   •
   (c) While driving on a road
   •
   •
   •
   •
   (d) In a public library
   •
   •
   •

Worksheet 11

1. Your friend is going on a trekking and camping trip. Prepare a list of things that you think he should do/must do and shouldn’t do/mustn’t do.

   should do/must do
   • He must carry a first-aid box.
shouldn’t do/mustn’t do
- He shouldn’t touch wild plants.

DO IT YOURSELF

1. Tick (√) the correct option:
   (a) The food tastes stale. I think we should/ought to send it back. The manager must/ought to send us a fresh dish instead, without billing us for it.

   (b) I have been too busy with my work. I ought to/should spend more time with my family.

   (c) It is raining heavily outside. You should/ought to postpone your programme. But if it is too urgent, you should/must take the umbrella along.

   (d) We must/should keep medicines away from small children.

   (e) The mobile manual says that it ought to/should be switched off for two minutes fortnightly.

   (f) Five o’clock in the morning is too early to reach the station. You must/should have booked your seat on some other train.
(g) Since there were no vegetables in the fridge, she ought to/had to eat biscuits for dinner.

(h) Do you think I should/ought to apply for this job?

(i) I am feeling sick. I mustn't/shouldn't have eaten all those chocolates.

(j) If you want to buy cheap clothes, you have to/must wait for the annual sale.

(k) 'Can we go to watch a movie on Saturday morning?' 'I am afraid we can't. I should/have to go to the dentist.'

(l) You must/ought to inform your parents about your decision to work abroad.
1. Read the following:

Amit, Bobby, Charu and Divya have formed a book reading club. Amit, an architect and avid reader, is the founder of the club. Every Saturday all of them meet at his house and read for hours. Each member brings one book and circulates it among others. None of them skips this special Saturday meet. Amit likes to read books by Vikram Seth. But neither Charu nor Divya has read any of his books yet. This Saturday either Charu or the two boys are going to bring ‘The Unequal Music’ by Vikram Seth.

Amit as well as his three friends thinks that reading is a very rewarding habit. He says, ‘My three friends and I keep collecting different books. The majority of these books are by Indian authors.’

Note that a finite verb always agrees with its subject in number and person.

2. Read the sentences given below:

(a) Air and water are necessary for survival.
(b) Manu and I were the hosts of the party.

Remember

When the subject consists of two or more nouns or pronouns joined by ‘and’, a plural verb is used (as explained in the examples above). However, if the nouns/ pronouns refer to the same person or thing, a singular verb is used.
Let us study some examples:
(a) Author and publisher, Mr Sahni is in town to inaugurate the Book Fair.
[the two nouns refer to one person]
But,
(b) The author and the publisher were called for a meeting.
[the two nouns refer to two different people]

Worksheet 2

1. Read the following:
   (a) The comfort and luxury provided by the machines has made people lazy.
   (b) Her hardwork and dedication has paid off.
   (c) Going to a beach and making sand castles is my idea of a perfect holiday.

In the above examples, the two nouns either convey the same meaning (as in ‘a’ and ‘b’) or express one single idea (as in ‘c’). Therefore, in such sentences, we use a singular verb.

2. Tick (√) the correct option in the following sentences:
   (a) Simple living and high thinking were/was Gandhiji’s philosophy.
   (b) It is said that beauty and brains do/does not go together.
   (c) Dev and Anuj is/are going to Goa this weekend.
   (d) The singer and actor, Sonu were/was awarded the trophy.
   (e) The singer and the actor were/was wearing similar jackets.
   (f) The logic and reasoning of the theory is/are given below.
   (g) Milk and cereals are/is the best breakfast for kids.
   (h) His honesty and integrity are/is unquestionable.
   (i) Watching T.V. and playing video games does/do not interest me.
   (j) You and she has/have been selected for the extempore competition.
1. Read the following:
   (a) Neither of the two brothers [was] selected for the team.
   (b) ‘Should I fill the form in black or blue ink?’
       ‘Either of the two [is] acceptable.’
   (c) I’ve seen all your paintings. Each one [is] fantastic.
   (d) Everyone, whom we invited, [has] turned up.
   (e) Only one of the five contestants [is] going to win the prize.
   (f) Much of my homework [is] already done.
   (g) Thanks to metro rail, less of my time [is] wasted in commuting now.

Remember
Words such as neither, either, each, everyone, one of the, much, little, less generally take singular verbs.

2. Now look at the following:

   amount             singular verb
   \[\text{None of the work was completed.}\]
   \[\text{None of the strategies have worked.}\]

   number             plural verb
   \[\text{A lot of energy was wasted on finding the treasure.}\]
   \[\text{A lot of books have been written on home remedies.}\]

   (c) A variety of music [is] available here.
   \[\text{A variety of music albums are available here.}\]
(d) Plenty of **help** has been offered to the poor family.  
quantity/amount  singular verb  
Plenty of **trees** were uprooted in the storm last night.  
number  plural verb

**Remember**

Some words can refer to amount/quantity as well as number. When these words refer to amount/quantity, they take a singular verb. When these words refer to number, they take a plural verb.  

None, a lot of, a great deal of, plenty of, most of, etc., are some such words.

3. **Fill in the blanks with the correct words:**

(a) Have you seen the sculptures made by him?  
Each one _______ (are/is) a masterpiece.

(b) Neither of the two teams _______ (was/were) able to score a goal.

(c) Much of the hardwork of the farmers _______ (has/have) been wasted because of the drought.

(d) A great deal of literature on the art of cooking _______ (are/is) available in the market.

(e) A lot of appreciation _______ (was/were) showered on the singer.

(f) A lot of people _______ (is/are) allergic to milk products.

(g) Very little _______ (is/are) known of the Harappan Civilisation.

(h) None of the residents _______ (was/were) in the house when the roof collapsed.

(i) Less of paper _______ (is/are) consumed these days because of the growing trend of working on computers.

(j) Everyone in the society _______ (have/has) now joined hands against corruption.
1. Read the following:

(a) The engineer as well as his two subordinates was present at the site.

(b) Anshu as well as her family is shifting to Mumbai.

(c) I as well as Swati am going for a picnic.

(d) The doctor with his interns has reached the operation theatre.

(e) The child with his parents is waiting outside the Principal’s office.

Remember
When the subject of a sentence consists of two nouns or pronouns that are joined by as well as or with, the verb agrees with the first noun.

Let us study some examples:

(a) The teacher as well as her students is sitting in the class.

(b) Richa with her friends wants to participate in the quiz.
2. Now look at the following examples:

(a) Not only Ravi but his friends also are coming to the party.

(b) Not only the Arora family but I also am coming to the party.

(c) Either you or Seema is going to clean the room.

(d) Neither Seema nor you are going out tonight.

Remember
When the two subjects of a sentence, are joined by, not only ... but also ..., either ... or ... , and neither ... nor ... , the verb agrees with the latter subject.

Let us study some examples:

(a) Not only your certificate but your marks also are important.

(b) Either my friend or I am going to buy this book.

(c) Neither Ritu nor her friends are willing to participate.
3. Tick (✓) the correct option in the following sentences:

(a) Mr Chopra as well as his subordinates have/has been working for more than ten hours a day.

(b) Not only his parents but his aunt also support/supports his decision.

(c) Either Rohan or I am/is making the cake.

(d) Neither Mudit nor his friends are/is going on the school trip.

(e) The President with his ministers have/has reached the venue.

(f) Not only the fruit but the leaves of the banana tree is/are also immensely useful.

(g) Either the professor or his students is/are going to present the thesis.

(h) Madhu as well as I am/is anchoring the show.

(i) Neither Indu nor Dev has/have met Tisha.

(j) The contestants as well as the host were/was nervous before the final result.

Worksheet 5

1. Read the following examples:

(a) Physics is considered to be a tough subject.

(b) Billiards is fast becoming popular amongst youngsters.

(c) The people of the locality are protesting against frequent power-cuts.

(d) The cattle were driven to the farm.

Remember

- Some nouns are plural in form but singular in meaning. We use singular verbs with such nouns, e.g., Mathematics, statistics, measles, Physics, billiards, etc.
- Some nouns are singular in form but plural in meaning (see sentences (c) and (d) above). We use plural verbs with such nouns.
2. A few nouns that take a singular verb are explained below.

<table>
<thead>
<tr>
<th>nouns that generally take a singular verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>class nouns</td>
</tr>
<tr>
<td>cutlery, stationery, food, furniture</td>
</tr>
<tr>
<td>(a) The stationery was available at a cheap price at the store.</td>
</tr>
<tr>
<td>(b) The new furniture is pretty expensive.</td>
</tr>
</tbody>
</table>

However, read the following sentences:

(a) My new pair of socks is very tight.
(b) My socks are very tight.

If we delete ‘a pair of’, the word socks is seen as a simple plural and, thus, it takes a plural verb.

Read the following examples:

(a) The team has chalked out a strategy to defeat the opponent.
(b) The team were divided on the playing strategy.
Remember
We use a singular verb when we think of the collective noun as a whole. When we think about the members of the collective noun individually, we use a plural verb.

Worksheet 6

1. Fill in the blanks with the correct words:
   (a) People in the carnival _______ (was/were) wearing all kinds of fancy dresses.
   (b) Statistics ________ (is/are) Mohit’s favourite subject.
   (c) This cutlery set ________ (give/gives) a very antique look.
   (d) Her furniture ________ (shows/show) her elegant taste.
   (e) This pair of trousers ________ (don’t/doesn’t) fit me anymore.
   (f) These trousers ________ (is/are) old now.
   (g) 250 gm of flour ________ (are/is) needed for this receipe.
   (h) The jury ________ (was/were) divided in their verdict.
   (i) The jury ________ (were/was) prompt in acquitting the innocent person.
   (j) 200 kilometres ________ (is/are) a long distance to drive at a stretch.
   (k) Fried food ________ (is/are) harmful for health.
   (l) Statistics ________ (is/are) always important for a player.
   [Hint: Here the word ‘statistics’ has been used to suggest the idea of figures.]
   (m) This crockery ________ (is/are) very delicate. Hold it carefully.
   (n) The police ________ (were/was) scattered in the whole city for security.
1. Fill in the blanks with is, are, am, has or have:

(a) My mother and I ________ delighted to see the pictures.

(b) Neena, my classmate and friend, ________ going abroad.

(c) Physics as well as Maths ________ an interesting subject.

(d) A swarm of bees ________ attacked the farmer.

(e) One way to avoid your mistakes ________ to re-read your work.

(f) Law and order ________ important for a nation’s development.

(g) Either the students or the teacher ________ made the project.

(h) A committee ________ been set up to review the matter.

(i) None of the boys ________ secured 100% marks.

(j) A majority of the team members ________ not willing to participate in this tournament.

(k) People ________ pleased with the government’s new tax policy.

(l) This pair of sunglasses ________ scratches on it.

(m) These sunglasses ________ scratches on them.

(n) This pack of cards ________ very old.

(o) He and I ________ been made the class monitors.

(p) Mita with her friends ________ playing football.

(q) Chatting over phone and gossiping for long ________ something I do not like.

(r) I with Mohit ________ responsible for checking the uniforms of our classmates.

(s) A great deal of fuss ________ been created over the issue.

(t) A number of food courts ________ cropped up in the area.
5 CLAUSES AND COMPLEX SENTENCES

Worksheet 1

1. Look at the following sentence:

The girl who is wearing a black dress is my neighbour.

This sentence can be conveniently divided into two groups of words:

- The girl is my neighbour
- who is wearing a black dress

Both these groups of words are 'clauses'.

A clause is a group of words that has one subject and one finite verb of its own.

Let us examine the above example again:

- The girl **is** my neighbour
  - subject finite verb
- who **is wearing** a black dress
  - subject finite verb

Let us take another example:

As I was driving, I saw a car following me.

This sentence can be divided into two groups of words in the following way:

- As I **was driving**
  - subject finite verb
- I **saw a car following me**
  - subject finite verb
Therefore, the sentence has two clauses. However, it can be noted that one clause makes a complete sense in itself, whereas the second clause adds more meaning to the first clause. It does not make complete sense by itself.

I saw a car following me → makes complete sense
As I was driving → adds more meaning/depends on the other clause for meaning.

The clause that makes complete sense by itself is called main clause. The clause that depends on it for its meaning is called subordinate clause.

A complex sentence is always made up of one main clause and one or more subordinate clauses.

2. Read the sentences given below and underline the clauses. Also, mark the subject and the finite verb in each clause:

(a) They stopped when the sun set.

Independent (I) : they stopped.
Dependent (D): when the sun set.

(b) There was a king who chose to live in a forest.

I : 
D :

(c) Tell me how you completed the work.

I :
D :

(d) The girl who was from Delhi won the crown.

I :
D :

(e) The man whose car was stolen had to stay in the police station.

I :
D :
(f) The movie that we saw was boring.

I : ______________________________________________________________________

D : ______________________________________________________________________

(g) You won’t reach the school on time unless you hurry.

I : ______________________________________________________________________

D : ______________________________________________________________________

(h) The lady whom we saw yesterday is my neighbour.

I : ______________________________________________________________________

D : ______________________________________________________________________

(i) The bridge which was built a year back has collapsed.

I : ______________________________________________________________________

D : ______________________________________________________________________

(j) If the guests are coming, the flat will need cleaning.

I : ______________________________________________________________________

D : ______________________________________________________________________

Remember

A complex sentence is made up of a **main clause** (that is complete in meaning by itself) and **one or more subordinate clauses** (that do not make complete sense by themselves but provide extra information about the main clause),

e.g., They stopped **when the sun set**

conveys complete meaning by itself

does not make sense on its own but tells more about the underlined words

Also remember the main clause does not always come at the beginning of a sentence. It can be either at the beginning (as in sentence (a)) or towards the end (as in sentence (j)) of a sentence. It can also be split into parts (as in sentences (d), (e), (f), (h) and (i)). So be careful while locating the main clause.
Worksheet 2

1. Read the following:
   (a) Dr Bernard is a man.

   He performed the first heart transplant surgery.
   - Dr Bernard is the man who performed the first heart transplant surgery.

   (b) ‘The Best Host’ is a hotel.

   It serves Italian food.
   - ‘The Best Host’ is the hotel which serves Italian food.

2. Combine the following sentences using who/that. One example has been done for you.

   (a) A man has been given death sentence.

   He had assassinated a minister.

   The man who had assassinated a minister has been given death sentence.

   (b) A cricketer has been banned from playing.

   He had fixed a match.

   ____________________________

   ____________________________

   (c) A social activist has got an award.

   He works for spreading literacy.

   ____________________________
(d) An actor won the best actor award.
   He enacted the role of Sardar Patel.

(e) A woman is our immediate neighbour.
   She writes poetry.

(f) Anti-thief car alarms are a headache.
   They start ringing just with a touch.

(g) A man always thinks positively.
   He is sure to succeed in life.

(h) The new flyover has been thrown open to the public.
   It had been under construction for three years.

(i) A girl has won the silver medal in the Olympics.
   She is our country’s best weight-lifter.

---

**Remember**

Connectors—**who, which** and **that** are used in different ways.

‘Who’ is used for talking about human beings, ‘which’ is used for talking about non-living things and ‘that’ can be used for both.
Worksheet 3

1. Complete the following passage by filling the blanks with which, who, whom, whose or that:

Delhi, ____________ is called the heart of India, is considered to be an amazing tourist spot. The city has many monuments, some amazing shopping complexes and a few botanical gardens. It is also famous for some luxury hotels ____________ are known for their hospitality. The Delhi Palace, ________________ is situated on the right bank of the Yamuna river, is one such hotel. Mr Mehta, ________________ built this hotel forty years back, attributes its success to his staff ____________ is highly dedicated and efficient and to his son, ____________ is an epitome of professionalism. His son, ____________ reputation for being an excellent manager is widespread, looks after the hotel arrangements himself now. The guests ____________ he treats like his family members, speak volumes of his hospitality. Amit Ghosh, ____________ once stayed in this hotel, calls it the next best place to home. The river ____________ flows by the hotel carries in itself numerous flowers ____________ fragrance floats in the air the whole day.

Worksheet 4

1. Read the following sentences and identify the main clause and the subordinate clause in each of the sentences:

(a) She thought that she was safe there.
(b) The tape proved that the man had stolen the cash.
(c) I think that you need to meditate.
(d) Tell me how you solved this problem.
(e) Can you tell who wrote the Geetanjali?
(f) She was very hopeful that she would win.
(g) I believe that he is a good person.
(h) They felt that they should have won the tournament.
2. Rewrite the following clues and complete the sentences using the words given in the brackets. One example has been done.

(a) I/believe/you/should/succeed. (that)

I believe that you should succeed.

(b) he/will lose the college election/is certain. (that)

(c) she/says/her/uncle/is unwell. (that)

(d) law/should/punish/is guilty. (whosoever)

(e) I/don’t know/I shall return. (when)

(f) he/left/the office/is a mystery. (why)

(g) we/can/reach on time/is uncertain. (whether)

(h) tell/me/you/hurt/others. (why)

(i) I/surprised/to hear/their team had won the tournament/was. (that)

(j) owns/this house/must be rich. (whoever)
Worksheet 5

1. Identify the main clause and the subordinate clause in the sentences given below:

(a) Sumit makes friends wherever he goes.
(b) He slept early so that he could wake up early the next morning.
(c) If it rains, we shall go out to enjoy ourselves.
(d) Talk to him whenever you feel it right.
(e) Clean your room before you go to sleep.
(f) Wait till the light turns green.
(g) He will surely help me because he is my friend.
(h) Unless you work hard, you won’t fare well.
(i) I would not buy it even if it were for free.
(j) He visited the house while I was away.

2. Complete the following sentences by adding suitable subordinate clauses:

(a) Put this table __________________________

(b) I shall meet you __________________________

(c) It was dark __________________________

(d) Think __________________________ speak.

(e) They arrived __________________________

(f) I will take the message __________________________

(g) __________________________, I gave the letter to his mother.

(h) She walked into the room quietly __________________________
1. Read the following sentences about Kalpana Chawla, the girl who lost her life while returning to the earth after her journey into the space. Identify the main clause and the subordinate clause(s). Remember that one complex sentence may contain more than one subordinate clause. One example has been given to help you.

(a) It was characteristic of her that she chose the latter.

M.C. : It was characteristic of her
S.C. : that she chose the latter

(b) As she reached her eighth grade, Kalpana first gave vent to her resolve when she proclaimed that engineering was going to be her vocation.

M.C. :
S.C. :
S.C. :
S.C. :

(c) Kalpana believed that her vocation would be flight engineering.

M.C. :
S.C. :

(d) After she started topping her class, her batch-mates noticed that she had started getting very organised.

M.C. :
S.C. :
S.C. :

(e) While she was heading towards the conclusion of her graduation degree, Kalpana had already begun to trawl American Universities.

M.C. :
S.C. :
(f) Kalpana zeroed in on UTA because she was convinced that it had good research opportunities.

M.C. : 
S.C. : 
S.C. :

(g) Though she was angry at the initial rejection, she kept up her entreaties to the family as time started closing in on her admission date.

M.C. : 
S.C. : 
S.C. :

(h) It is something that you would want to do.

M.C. : 
S.C. :

DO IT YOURSELF

1. Identify the main clauses in the sentences given below:

   If you are patient, you may be able to watch a cricket chirping. If it is dark outside, carry a torch.
   Listen carefully so that you know where to look.
   While the cricket is chirping, walk slowly towards him.
   It will be a male because only a full grown male cricket can chirp. Stop when he stops chirping. Move closer when he begins again. After several stops, you may be able to get close enough to see him.
2. Combine the following sentences using the conjunctions given in the brackets:
(a) The monsoons failed miserably. Most of the states were hit by a severe drought.  
(b) I went to a Gujarati restaurant. My friend had suggested it.  
(c) He read my letter. He called me up.  
(d) I liked the book much. I bought a personal copy.  
(e) Ritika is intelligent. We know.  
(f) Where do you live? Tell me.

3. Supply a suitable main clause for the following subordinate clauses:
(a) ____________________________________________ while it is sunny.
(b) ____________________________________________ who live in glass houses
(c) ____________________________________________ where she had kept her purse.
(d) ____________________________________________ that
I certainly needed.
(e) ____________________________________________ why
he left that job.
(f) ____________________________________________ how it happened.
1. Read the following extract from a science newspaper and tick (✓) the correct option from the boxes:

**WHAT YOU HEAR IS WHAT YOU SEE**

The phone rings [and] [or] you listen to the voice on the other side. You can hear the voice of the speaker [and] [but] can you see what the speaker looks like? Well, maybe.

So, when you speak up, be careful [if] [because] your voice may also convey information on your life. [When] [And] scientists asked volunteers to listen to the recordings of people and rate the voices, they found [that] [so] the voices rated highest belonged to people having more active lives. Scientists feel [because] [that] our voice instantly conveys basic information about the gender and age [although] [and] it may not be true in all the cases.

Voices of extrovert people conveyed much more information about them [than] [that] the voices of people who were introvert.

Note that all the words given in the boxes are ‘linkers’.

**Remember**

**Linkers** are words that connect two sentences or clauses, e.g., The phone rings [and] you listen to the voice on the other side.
2. Now read the following sentences:

(a) Learn the answers and write them in your notebook.

(b) Mohit is slow but he is a hardworking child.

(c) I was absent because I was ill.

Note that linkers perform different functions.
- In sentence (a), the linker ‘and’ joins two independent statements.
- In sentence (b), ‘but’ joins two independent statements of contrasting ideas.
- In sentence (c), ‘because’ joins the subordinate clause with the main clause.

Remember

Linkers are classified into two broad categories.

- **Co-ordinating**
  - and, but,
  - or, either... or,
  - neither... nor,
  - not only... but also

- **Subordinating**
  - because, although,
  - after, if, since,
  - while, so ... that,
  - as

Worksheet 2

1. Given on the next page is a checklist of likes and dislikes of Pooja and Vineet. Read it carefully and write about their likes and dislikes using the following linkers. Two examples have been done for you.

   neither..... nor, both, and, but
<table>
<thead>
<tr>
<th>Likes and Dislikes</th>
<th>Pooja</th>
<th>Vineet</th>
</tr>
</thead>
<tbody>
<tr>
<td>reading magazines</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>watching T.V.</td>
<td>✓</td>
<td>×</td>
</tr>
<tr>
<td>shopping</td>
<td>✓</td>
<td>×</td>
</tr>
<tr>
<td>dining out</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>cooking</td>
<td>×</td>
<td>✓</td>
</tr>
<tr>
<td>talking on phone</td>
<td>✓</td>
<td>×</td>
</tr>
<tr>
<td>attending parties</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>travelling</td>
<td>×</td>
<td>✓</td>
</tr>
<tr>
<td>playing cards</td>
<td>×</td>
<td>×</td>
</tr>
</tbody>
</table>

(a) Both Pooja and Vineet like reading magazines.
(b) Pooja likes watching T.V. but Vineet does not.
(c) _____________________________
(d) _____________________________
(e) _____________________________
(f) _____________________________
(g) _____________________________
(h) _____________________________
(i) _____________________________

Remember

and, as well as, not only ... but also, yet, still, but, neither... nor, either... or, are **co-ordinating linkers**. These linkers join independent sentences in three ways.

<table>
<thead>
<tr>
<th>Co-ordinating linkers</th>
</tr>
</thead>
<tbody>
<tr>
<td>merely add one statement to another</td>
</tr>
<tr>
<td>and</td>
</tr>
</tbody>
</table>
Worksheet 3

1. Read the following sentences:

(a) You will get a trophy <if> you win.

(b) Do not come out of the classrooms <before> the bell rings.

(c) I have to go <because> mother is waiting for me.

Note that the above sentences contain two clauses—one main clause and one subordinate clause.

Remember

The linkers that join the main and the subordinate clause are called subordinating linkers.

e.g., You will get a trophy <if> you win.

M.C. Subordinating linker S.C.

Subordinating linkers can be classified into seven parts according to their usage.

See the chart given below.
1. Join the following sentences using the linker specified in the box against each sentence. One has been done for you.

(a) The rain was over. The sun shone brightly.  
   The sun shone brightly after the rain was over.  
   Linker of time

(b) The teacher was not in the staff room. I came back.  
   Linker of reason

(c) Manan will visit their house. He wants to discuss his problem with them.  
   Linker of purpose

(d) He did not fare well in the examination. He was given the job.  
   Linker of concession

(e) Complete your class work. You cannot leave for your home.  
   Linker of time

(f) Rajat is quick in solving maths questions. Tarun is quicker.  
   Linker of comparison

(g) Ajay is a strict vegetarian. He will have serious problems in China.  
   Linker of condition

(h) Attempt the first question. Move on to the second.  
   Linker of time

(i) He started late. He finished first.  
   Linker of concession
Worksheet 5

1. Given below are some measures suggested for the development of rural areas. Fill in the blanks with suitable linkers to understand their full meaning and significance:

(a) _______ illiteracy is the root cause of people’s ignorance of their rights, we should lay more stress on making them literates.

(b) _______ most of the rural areas do have electricity, _______ very few of them have enough electrical equipments to utilise it. More T.V. sets and computers should be installed in the Panchayat halls for better general awareness.

(c) Almost every village has enough water, _______ potable water is rare. The government should take effective steps _______ pure drinking water is available to every village.

Worksheet 6

1. In the Unit—‘Changing Times’ of your MCB, you have read about the difference in attitude, hobbies, lifestyle and tastes of the elder generation and the youngsters. Taking clues from the unit, write an article on the topic ‘Now and Then — The Inevitable Generation Gap’.

Do not forget to use co-ordinating linkers and subordinating linkers [time, reason, comparison, result].

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Worksheet 7

1. In each of the sentences given below, word(s) is/are missing. Put a slash where the word(s) is/are missing. Find the appropriate word(s) from the box below and write it/them in the blank.

   even, that, order, as, if, as well, soon as, condition, so

(a) The circular was distributed that the students might know the vacation schedule.

(b) Do not lie even the world is against you.

(c) He saved a rupee daily so he could have something in time of need.

(d) Smriti stood if she were a statue.

(e) The students stood up as the teacher arrived in the class.
(f) The President as the Prime Minister was present in the function.

(g) You will get this job on that you shall work seven days a week.

(h) There is no harm in apologising to elders if you are not at fault.

Note that all the words in the box when joined with the expressions in the sentences form 'compound linkers', e.g., so that, in order that, as though, even if

1. The passage given below has not been edited. Some words are missing. Put a slash where you think a word is missing and write it in the space provided.

We know mammals took over as the dinosaurs died out, have you ever wondered why this happened? Well, one reason is that mammals are warm blooded creatures, means that their bodies have a constant temperature. This is important it means that the mammals are ready for action at all times, in all weathers, the cold blooded animals needed to soak heat from the sun they could move about.
2. The paragraph given below has not been edited. Some words have been used wrongly. Read the passage, underline the wrong words and write the correct words in the spaces provided.

Fruit or vegetables contain natural chemicals who are necessary for good health. Such substances have attracted either popular and scientific attention of the health benefits these provide. These substances—Flavonoids—may not be essential nutrients and appear to provide health benefits; but therein lies their importance.
1. Read the following sentences taken from the Unit—‘Enterprise’ of MCB:

**Box A**
- Mr Foreman owned ten shops in London.
- All shops sold the same things.
- Albert Foreman kept the church clean.
- The old vicar liked and trusted Mr Foreman.

**Box B**
- Albert Foreman was given more important jobs.
- Rich people were taken to St. Peter’s Church.
- They were married in St. Peter’s Church and they were buried near St. Peter’s.

Note that sentences in Box A are in active voice and sentences in Box B are in passive voice.

**Remember**

**Passive voice is used when:**
(a) we do not know who has done the action,

  e.g., Albert Foreman was given important jobs.
  [who gave him important jobs is not known]

(b) the action done is more important than knowing who has done it,

  e.g., English is accepted as a global language.
  [the fact that English is accepted as a global language is more important than knowing who all accept it]
2. Observe how active sentences are changed into passive:

(a) They did not send Albert to school.
    Albert was not sent to school.
(b) He did all the dirty work.
    All the dirty work was done by him.
(c) He opened a shop.
    A shop was opened by him.
(d) He sold cigars and matches.
    Matches and cigars were sold by him.
(e) Albert did the same thing again.
    The same thing was done by Albert again.
(f) Albert put more and more money in the bank.
    More and more money was put in the bank (by Albert).

Worksheet 2

1. Look at the sentences given below. Can you convert these into passive voice?

(a) He walked all the way home.

(b) He did not find a cigarette shop.

(c) Albert picked up a pen.

(d) He put a large cross at the bottom of the paper.

(e) Albert Foreman laughed loudly.
(f) The manager looked surprised.

---

Note that sentences (a), (e) and (f) cannot be changed into passive. Do you know why?

**Remember**

Intransitive verbs cannot be expressed in the passive form, e.g.,

(a) I **opened** a bank account.

A bank account was **opened** by me.

(b) He **laughed** loudly.

Therefore, it cannot be converted into passive voice.

2. Put a (✔) against the sentences that can be changed into passive. Put a cross (✘) against those that cannot be changed.

(a) I need a paint brush. ➡️

(b) My parents sent me to a hostel. ➡️

(c) The matron sent us to bed at 10 p.m. ➡️

(d) The shops were always very busy. ➡️

(e) The vicar heard the news. ➡️

(f) The vicar grew older. ➡️

(g) He stood near the door wearing a black robe. ➡️

(h) He lived in a city. ➡️

(i) Mr Foreman did things the new way. ➡️

(j) You must find a new verger. ➡️
### Worksheet 3

1. Read the chart given below and note how various tenses are changed into passive. Complete the sentences by filling in the correct passive form:

#### Changing Active into Passive

<table>
<thead>
<tr>
<th></th>
<th>Present</th>
<th>Past</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Simple</strong></td>
<td>(a) I click pictures.</td>
<td>(a) I clicked pictures.</td>
<td>(a) I will click pictures.</td>
</tr>
<tr>
<td></td>
<td>Pictures are clicked by me.</td>
<td>Pictures were clicked by me.</td>
<td>Pictures will be clicked by me.</td>
</tr>
<tr>
<td></td>
<td>(b) I write stories.</td>
<td>(b) I wrote stories.</td>
<td>(b) I will write stories.</td>
</tr>
<tr>
<td></td>
<td>Stories ______ by me.</td>
<td>Stories ______ by me.</td>
<td>Stories ______ by me.</td>
</tr>
<tr>
<td><strong>Continuous</strong></td>
<td>(a) I am clicking pictures.</td>
<td>(a) I was clicking pictures.</td>
<td>Future continuous tense cannot be changed into passive.</td>
</tr>
<tr>
<td></td>
<td>Pictures are being clicked by me.</td>
<td>Pictures were being clicked by me.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(b) I am writing a story.</td>
<td>(b) I was writing a story.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A story ______ by me.</td>
<td>A story ______ by me.</td>
<td></td>
</tr>
<tr>
<td><strong>Perfect</strong></td>
<td>(a) I have clicked pictures.</td>
<td>(a) I had clicked pictures.</td>
<td>(a) I will have clicked pictures.</td>
</tr>
<tr>
<td></td>
<td>Pictures have been clicked by me.</td>
<td>Pictures had been clicked by me.</td>
<td>(b) Pictures will have been clicked by me.</td>
</tr>
<tr>
<td></td>
<td>(b) I have written a story.</td>
<td>(b) I had written a story.</td>
<td>(c) I will have written a story.</td>
</tr>
<tr>
<td></td>
<td>A story ______ by me.</td>
<td>A story ______ by me.</td>
<td>A story will ______ by me.</td>
</tr>
<tr>
<td><strong>Perfect Continuous</strong></td>
<td>cannot be changed into passive</td>
<td>cannot be changed into passive</td>
<td>cannot be changed into passive</td>
</tr>
</tbody>
</table>
1. Read the recipe of preparing pasta and complete the instructions that follow in simple present passive form:

   **Recipe:**
   1. Boil 200 gm of pasta.
   2. Strain out extra water and put the pasta aside.
   3. Cut vegetables like onion, bell pepper, cauliflower, etc., into small pieces and fry in a pan.
   4. Add salt and spices.
   5. Add the boiled pasta to this mixture.
   6. Garnish it with sauces of your choice.
   7. Serve it hot.

   **Instructions:**
   200 gm of pasta ___________. Extra water ___________ out and the pasta ___________ aside. Vegetables like onion, bell pepper, cauliflower, etc., ___________ into small pieces and ___________ in a pan. Salt and spices ____________. Now the boiled pasta ___________ to this mixture. It ___________ with sauces of your choice. It ___________ hot.

2. Given below is the procedure for making a paper rabbit.

   1. Take a piece of white paper and cut it into a circular shape.

   2. Fold the circle into half.
3. Cut one end of the folded circle for the rabbit's tail.

4. Cut a curved line on the folded circle for the ears.

5. Make a slit along the fold. Open the ears out.

6. Give your rabbit a nice expression by adding a nose and a mouth with marking pens.

Now write the procedure in passive voice:

A piece of white paper ____________ and it ____________ into a circular shape. The circle ____________ into half. One end of the folded circle ____________ for the rabbit's tail. A curved line ____________ on the folded circle for ears. Further, a slit ____________ along the fold. The ears ____________ out. Finally, the rabbit ____________ nice expressions by adding a nose and a mouth with marking pens.
3. Fill in the blanks with the simple future passive form of the verbs given in the brackets:

(a) The test papers __________________ (check) tomorrow and the result will __________________ (declare) on Saturday.

(b) The packet ________________ (deliver) within two days.

(c) His new book ____________________ (release) next month.

(d) Do you think my job application ____________________ (shortlist)?

(e) The Health Minister has announced to start a cleanliness drive in the city. As a part of the drive, various parks ________________ (clean), dustbins ________________ (install), and all the polluting vehicles ________________ (fine).

Worksheet 5

1. Change the following sentences into passive voice:

(a) The MCD is constructing a huge sports complex here.

__________________________________________

(b) The authorities are decorating the whole city for the Commonwealth Games.

__________________________________________

(c) They are connecting the metro with the games site.

__________________________________________

(d) They are building ten hotels near the sports complex.

__________________________________________

(e) They were raising pillars for the construction of the hotel.

__________________________________________

(f) The senior engineers and the architects were preparing the final layout.

__________________________________________
(g) Were the subordinates of the engineers helping them?

(h) They were listening to the instructions carefully.

(i) The government is making adequate efforts to complete the work soon.

(j) They were managing the work satisfactorily.

Worksheet 6

1. Fill up the blanks with the present perfect passive forms of the verbs given in the brackets:

(a) Monday ______________________ (declare) a holiday.

(b) The information ______________________ (find) to be incorrect.

(c) ___________ you ever ___________ (detain) for a security check?

(d) The cheque ______________________ (deposit) but the money _______ not ______________________ (transfer) yet.

(e) The lost bag ______________________ (recover) from a dumpyard.

(f) The building ______________________ (design) by the famous architect Hafeez Contractor.

(g) An emergency meeting ______________________ (call) by the Director to review the company’s policies.

2. Change the following sentences into passive:

(a) They had already registered my name in the list.

(b) The bank manager had approved Mr Chawla’s loan.
(c) The mechanic had repaired the gen-set before noon.

(d) Had she prepared the report when you reached the school?

(e) Had they not invited Mr Gupta to the party?

(f) Scientists will have invented flying cars by the year 2015.

(g) We will have welcomed all the guests before 10 o’clock.

(h) The lecturer will have answered all your questions before tea break.

(i) By the evening, they will have sent e-mails to all their employees.

(j) Somebody will have cleaned your room before you reach back.

---

**Worksheet 7**

1. Read the following sentences from the story ‘Risking’, Unit-‘Enterprise’ of MCB:

   (a) I may damage my delicate sprouts.
       My delicate sprouts may be damaged.

   (b) A small child may pull me from the ground.
       I may be pulled from the ground by a small child.

   **Note that sentences with modals can also be changed into passive.**
Read a few more examples given below:

(a) We should never allow our dreams to die.
    Our dreams should never be allowed to die.

(b) We ought to respect our elders.
    Our elders ought to be respected.

(c) We must spread awareness about saving water.
    Awareness must be spread about saving water.

(d) Can you deliver the letter tomorrow?
    Can the letter be delivered (by you) tomorrow?

(e) Voltage fluctuation could have damaged the A.C.
    The A.C. could have been damaged by voltage fluctuation.

2. Change the following into passive voice:

(a) Scientists should conduct more experiments to know more about global warming.

(b) You should switch off all the electrical equipments while going out of the house.

(c) You must deliver the message on time.

(d) I could not convince him.

(e) People should not judge others according to their wealth.

(f) The company might declare bonus for its employees.

(g) Anyone can recognise a butterfly by its colourful wings.
(h) You might have to delete this software from the hard disk.

(i) Anyone can assemble this plastic cupboard.

(j) We ought to show more sensitivity towards special children.

Worksheet 8

1. Read the examples given below and observe how these sentences are changed into passive:

(a) Open all the windows.
   Let all the windows be opened.

(b) Inform him to report to me immediately.
   Let him be informed to report to me immediately.

(c) Don’t walk like that. (It means you must not walk like that.)
   You are prohibited to walk like that.

(d) Store this medicine in a cool place.
   This medicine should be stored in a cool place.

(e) Pay your bills on time. (It means you should pay bills on time.)
   You are advised to pay your bills on time.

(f) Kindly allow me to use the school library.
   I may kindly be allowed to use the school library.

(g) Please permit Ridhi to skip the P.T. class.
   Ridhi may please be permitted to skip the P.T. class.

(h) Let him lead the team.
   Let the team be led by him.

(i) Let the Principal invite the guests.
   Let the guests be invited by the Principal.
2. Change the following sentences into passive:

(a) Be honest to yourself.

(b) Do not honk.

(c) Tell the students to assemble in the hall.

(d) Take this medicine thrice a day.

(e) Discuss this problem with your teacher.

(f) Kindly allow me to talk to the Chairman.

(g) Do this now.

(h) Keep your prescriptions handy.

(i) Print the e-mail immediately.

(j) Let the teacher call your parents.

(k) Please help me arrange my books.

(l) Do not leave your car open.
(m) Ask Mr Mehra to appear for the interview on Monday.

(n) Maintain silence.

(o) Do not feed the animals.

(p) Let him examine the arrangements.

(q) Be careful.

Worksheet 9

1. Look at the two pictures (pic. 1 and pic. 2) given below and list the changes that have been made in pic. 2. One example is done for you.

![Pic 1](image1)

**Pic. 1**

(a) All the books have been scattered.

(b) 

(c) 

(d) 

(e) 

(f)
DO IT YOURSELF

1. Provide suitable headings in passive for the following. One example is done for you.

(a) Eating or drinking inside the metro is prohibited.
   Delhi metro does not allow passengers to eat or drink in the train.

(b) _____________________________________________________________
   We accept credit cards.

(c) _____________________________________________________________
   We need sales assistants for the showroom.

(d) _____________________________________________________________
   We repair electronic goods here.

(e) _____________________________________________________________
   We undertake catering services.

(f) _____________________________________________________________
   We may prosecute the trespassers.

(g) _____________________________________________________________
   We buy old furniture here.

(h) _____________________________________________________________
   We require I.D. proof of the customer for purchases above Rs 10,000.

2. Fill in the blanks with appropriate passive forms of the verbs:

(a) Parents can request the teacher for arranging a P.T.M.

   The teacher _______________________ for arranging a P.T.M.

(b) I had submitted my form in time.

   My form _________________________ in time.
(c) Her behaviour surprised me.
I ____________ by her behaviour.

(d) This channel airs many science-related programmes.
Many science-related programmes ____________ on this channel.

(e) Our eco-club is staging a play on the importance of trees.
A play ________________ by our eco-club on the importance of trees.

(f) The team members were cheering the bowler.
The bowler ________________ by the team members.

(g) Somebody has eaten my lunch.
My lunch ________________

(h) Please accept my apology.
You are ________________

(i) May God bless you with happiness.
May you ________________ with happiness.

(j) Can anyone buy dreams?
Can dreams ________________?

(k) We should reward the best performer.
The best performer ________________

(l) Let Ravi take up the responsibility.
________ the responsibility ____________ up by Ravi.

(m) Submit the assignment by Tuesday.
The assignment ________________ by Tuesday.

(n) My father had already received my report card.
My report card ______ already ________________ by my father.
3. Re-arrange the following words/phrases to form meaningful sentences. The first one has been done as an example.

(a) Marco Polo/in/up/was/Venice/brought
    Marco Polo was brought up in Venice.

(b) father and/he/uncle/an expedition/on/by/to/was taken/China/his

(c) they/to stay/in China/were/at-invited/the Emperor/the court of

(d) asked/the emperor/was/Marco Polo/to/serve

(e) Mongolian/therefore/speak/he/learned/to/fluent

(f) Twenty three years/his travels/by/later/an account/was/written/of/Marco Polo
Worksheet 1

1. Read the following:
   (a) She loves to cook food.
   (b) They love to cook food.

In the above sentences, the verb ‘love’ changes its form to agree with its subject:
- She loves
- They love

Now look at the verb ‘to cook’ in both the sentences. Does it change?

- Verbs that are limited by the person or the number of the subject are finite verbs.
- Verbs that are not limited by the person or the number of the subject are non-finite verbs.

Read a few more examples:

(a) The question appears to be easy.
    The questions appear to be easy.

(b) The torn chart papers were replaced.
    The torn chart paper was replaced.

(c) Talking parrots are rare.
    A talking parrot is rare.

The verbs given in the boxes in the above sentences are non-finite verbs. The underlined verbs are finite verbs.
2. Look at the chart given below:

- **Infinitive**
  - to cook
  - to learn
  - to read
  - to speak

- **Participle**
  - **Present Participle**
    - cooking
    - speaking
  - **Past Participle**
    - cooked
    - spoken

- **Gerund**
  - cooking
  - speaking

**Remember**

Tenses have to agree to the subject in number/person and so they change form. A non-finite verb does not change its form. Hence, it is also called a **verb without tense**.

**Worksheet 2**

**The Infinitive**

1. **Read the following:**
   
   (a) He **agreed** to play the match.
   (b) I decided **to buy** the dress.
   (c) We expect our team **to win** the tournament.

   An **infinitive** is formed by adding ‘to’ to the base form of a verb.
   [Infinitives can be used without ‘to’ also. These are called **bare infinitives**. We shall discuss these in Worksheet 5].

2. **Complete the sentences given below by filling the blanks with infinitive of the verbs in the bracket:**
   
   (a) To **switch** on (switch) the computer, press the green button.
   (b) ____________ (hear) him singing is a torture.
(c) My idea of happiness is ____________ (spend) time with my family.
(d) Your job is ____________ (deliver) the packet on time.
(e) The baby doesn’t want ____________ (go) to sleep.
(f) Everyone has the right ____________ (speak) their mind.
(g) Ritika is keen ____________ (meet) her friends.
(h) ____________ (see) them together was a pleasant experience.
(i) I like ____________ (eat) cereals in breakfast.
(j) They want ____________ (dance).

Worksheet 3

1. Read the examples given below:

(a) I failed [to understand] her language.
(b) She [hesitated to ask] a question.

Certain verbs are generally followed by a ‘to’ infinitive, e.g.,

(a) I forgot to invite her.
   \[
   \text{verb} \quad \text{infinitive}
   \]

(b) They threatened to sue the company.
   \[
   \text{verb} \quad \text{infinitive}
   \]

Given below is a list of verbs that are generally followed by an infinitive:

agree, offer, forget, decide,
fail, plan, hesitate, learn,
refuse, hope, prepare, promise,
manage, wish, want, seem
2. Use at least ten of the verbs [given in the box on the previous page] in your own sentences. Make sure that these verbs are followed by a 'to infinitive'.

(a) 

(b) 

(c) 

(d) 

(e) 

(f) 

(g) 

(h) 

(i) 

(j) 

(k) 

Worksheet 4

1. A 'to infinitive' can be used in various patterns. Study the following sentences and understand these patterns:

(a) • They hoped to receive the letter soon.
   • She refused to comment on the matter.

   verb + infinitive

(b) • I know how to put a cell in a watch.
   • She remembered where to contact him.

   verb
   question
   infinitive

   word (except 'why')

Note that verbs such as ask, decide, explain, forget, learn, remember generally follow this pattern.
(c) • He will teach you how to speak in English.  
  • Can you tell me where to find this book?  
    verb  object  question word  infinitive  

Note that verbs such as show, ask, tell, etc., generally follow this pattern.

(d) • Remind me to call him up.  
  • Don’t force him to quit the job.  
    verb  object  infinitive  

Note that verbs such as advise, allow, invite, order, permit, remind, force, etc., follow such pattern.

(e) • I need a stapler to bind the papers.  
  • You need a hammer to fix this chair.  
    noun  infinitive  
    (or pronoun)  

Note that when a noun/pronoun precedes an infinitive, it generally suggests what is to be done with it (noun).

(f) • It was nice of you to encourage the team.  
  • Wasn’t it silly of me to expect a bumper prize from a lottery.  
    adjective  of  object  infinitive  

Note that adjectives such as nice, kind, good, wrong, silly, generous, polite, worry, etc., generally follow this pattern.
(g) · It is easy for anybody to get this information from the net.

· It is essential for us to know the clauses of the contract.

Note that adjectives such as easy, tough, important, difficult, essential, necessary, common, etc., follow this pattern.

2. Complete the following sentences using an infinitive construction:

(a) The company wanted ________________________________

(b) The minister promised ________________________________

(c) I, somehow, managed ________________________________

(d) We need a compass ________________________________

(e) Ask a plumber ________________________________

(f) The teacher will explain to us how ________________________________

(g) Can you tell me where ________________________________

(h) The doctor advised the patient ________________________________

(i) I expected ________________________________
(j) I expected him ________________________________

(k) It was wrong of the filmstar ________________________________

(l) It is difficult for me ________________________________

(m) It is essential for the residents ________________________________

(n) They are expecting the tenants ________________________________

**Worksheet 5**

**The Bare Infinitive**

1. Read the following examples:

   (a) You must [see] your doctor today.

   (b) We all [should teach] at least one underprivileged child.

   In the above examples, the infinitive has been used without ‘to’. It is called **bare infinitive**. Modals are always followed by the infinitive without ‘to’. (Ought to is an exception.)

   Also, verbs of perception such as see, hear, feel, know are followed by infinitive without ‘to’.

   The verbs such as let, bid, make are also followed by a bare infinitive.

   **Let us study some more examples:**

   (a) She [can read] the whole novel in one day.

   modal       infinitive without ‘to’

   (b) He [heard someone sing] in the dead of night.
(c) Let me **talk** to him.

(d) **Make** him **realize** his mistake.

In case of 'dare' and 'need', we use the to-infinitive in affirmative sentences but bare infinitive in negative sentences, e.g.,

(a) You **need** **to learn** German.

(b) You **need not** **learn** German.

2. Read the sentences given below. There is one error/omission in each sentence. Discuss with your friends and rewrite the sentences correctly in the given spaces:

(a) The teacher made him to stand.

(b) You need not to do it.

(c) Let them to enter the room.

(d) You dare not to talk to me.

(e) Bid them to go out.

(f) I must to reach my school by 7 a.m.

(g) You ought drive slowly in residential areas.

(h) I have write a few letters before I go to bed.

(i) I used study late at night during those days.
(j) We have reach the station early to catch the train.

(k) You ought stop at traffic signals.

(l) You ought read this book. It is very good.

Worksheet 6

1. Read the following sentences and tick (✓) the correct option:

(a) I am so tired that I want to lie down and to go to sleep.

(b) It is easier to flatter than to praise.

(c) Tanvi is ready to go anywhere but to visit Delhi.

(d) I like to read as well as to write poetry.

(e) Do you want to meet the clients now or to wait till evening?

(f) Rishi had nothing to do except to watch T.V.

(g) Riti has to work as well as to look after her family.

(h) I have to buy vegetables and to cook food.

(i) It is better to be disciplined than to be notorious.
(j) I would like to visit Kolkata and to see the Howrah bridge.

Remember

When two infinitive structures are joined by linkers such as and, or, but, than, except, as well as, the second one is mostly without ‘to’.

Worksheet 7

The ‘-ing’ Form

1. Read the sentence given below:

   The crying baby hugged his mother.

   cry + ing
   ↓ noun
   ↓ verb

   In the above example, the word crying is made from the verb cry by adding -ing. It is, thus, like a verb. However, it is also describing the baby, which is a noun. So it is also acting as an adjective.

   A word which is like a verb but acts like an adjective is called participle.

   Read this example:

   We saw a cow running in our direction.

   noun
   run + ing
   ↓ verb

   Here, the word running is formed from the verb run. But it is also performing the function of an adjective. Hence, it is a participle.

   A participle has two forms—
   — Present Participle (the -ing form)
   — Past Participle (usually ends in -ed, -t, -d, -n, -en)
e.g., The **broken** cup was thrown away.

In the above sentence, the word **broken** is a past participle as it is made from the verb **break** but it acts like an adjective for the noun **cup**.

Here are a few more examples of participles:

(a) The **sleeping** boy was startled by the noise.

(b) The **unsuspecting** travellers were duped by the tricksters.

(c) The **burning** train came to a screeching halt.

2. Read the sentence given below:

Swimming is a good exercise.

In the above example, the word **swimming** is formed from the verb **swim** by adding **-ing**. Thus, it is like a verb. But here, it also acts as the subject of the verb **is** and is, therefore, like a noun.

A word which is like a verb but acts like a noun is called a gerund.

E.g., He is fond of **wearing** sunglasses.

The word **wearing** answers the question **fond of what**? Here, it has been used as an object to the preposition of. We know that only a noun/pronoun can act like an object, thus, **wearing** works like a noun.
Here are a few more examples of gerunds:

(a) Writing poetry is her favourite pastime.

(b) Neighbours often get disturbed by his loud singing.

(c) Honking is prohibited. disturbed by what?

Remember

A participle is a verbal adjective (formed from a verb and acting like an adjective), e.g., The flying birds inspire me.

A gerund is a verbal noun (formed from a verb and acting like a noun), e.g., Man always dreamt of flying in the sky.

Worksheet 8

1. Read the sentences given below and write P for participles and G for gerunds:

(a) Ramit is fond of playing cricket.  
(b) Can you stop complaining? 
(c) The grumbling boss went out of the office. 
(d) The screaming kids ran to the ground. 
(e) Washing dishes is a tiring chore. 
(f) Smiling people have more friends. 
(g) Overspeeding on road is an offence. 
(h) Smoking is prohibited here. 
(i) The actress started combing her hair. 
(j) Withering leaves often symbolise the arrival of winter.
Worksheet 9

1. Rewrite the following words in proper sentences using infinitive or ‘-ing’ forms. One example has been done for you.

(a) Amit/like/play/football.
   Amit likes playing football.

(b) I/want/go/theatre/tonight.

(c) I/don’t/like/go/theatre.

(d) I/like/visit/aunt’s place.

(e) You/must/try/reach/your/office/on time.

(f) I/avoid/talk/to/strangers.

(g) She/love/cook/pasta.

(h) I/want/read/Vedas/someday.

Worksheet 10

1. Answer the following questions in ‘infinitive’ and ‘-ing’ form. One example has been done for you.

(a) What do we use a pen for?
   → We use a pen for writing.
   → We use a pen to write with.
(b) What do we use a knife for?
→ __________________________
→ __________________________
(c) What do we need a lamp for?
→ __________________________
→ __________________________
(d) Why do we need a table cover?
→ __________________________
→ __________________________
(e) What do we need a comb for?
→ __________________________
→ __________________________

**Worksheet 11**

1. Read the following:
   (a) I felt like **dancing**.
   (b) He **missed** going to the college.
   (c) **Avoid** eating junk food.

   If certain verbs are followed by another verb, the second verb generally takes the **-ing** form, e.g.,

   (a) Did he **mind** coming to the office at this hour?
   (b) He **enjoyed** **listening** to the music.
Given below is a list of a few such verbs:

admit, avoid, deny, dislike, enjoy, finish, go on, imagine, keep on, mind, miss, stop, suggest

2. Fill in the blanks with the ‘-ing’ form of the verbs given in the box below:

(a) You can’t deny ____________ a registered letter.
(b) Do you mind ____________ me in this project?
(c) She disliked ____________ western outfits.
(d) We enjoy ____________ out.
(e) He went on ____________ about his acting ability.
(f) I couldn’t help ____________ at the joke.
(g) Imagine ____________ to Mars someday!
(h) He kept on ____________ his work silently.
(i) Can’t you avoid ____________ so many colas?
(j) I suggested ____________ some other route to the destination.

Worksheet 12

1. Read the following:

(a) She began ______ working ______ as a junior doctor.
   She began ______ to work ______ as a junior doctor.

(b) I prefer ______ to walk ______ down to my office.
   I prefer ______ walking ______ down to my office.

After certain verbs, we can use either the -ing form or the to infinitive without any difference in their meaning.

Given below is a list of such verbs:

begin, love, prefer, like, continue, hate, start, try, propose, learn, intend, continue
2. Use the following verbs in your own sentences using the ‘-ing’ as well as the ‘to infinitive’ form:

(a) love
   - I love reading short stories.
   - I love to read short stories.

(b) continue
    - __________________
    - __________________

(c) start
    - __________________
    - __________________
    - __________________

(d) propose
    - __________________
    - __________________
    - __________________

(e) try
    - __________________
    - __________________
    - __________________

(f) intend
    - __________________
    - __________________

Worksheet 13

1. Develop a story using the hints given below. Use as many infinitives, participles or gerunds as you can. Underline the infinitive and the -ing form wherever used.

Aman/smoking in bed/sleep/suddenly woke up/sheet burning/jumped up/put the fire out/a big hole in sheet/resolve never to smoke
DO IT YOURSELF

1. The following passage has not been edited. There is one error in each line. Underline the wrong word and write the correct word in the space given. The first one has been done for you.

Fish is my favourite sport.  Fishing
I often fish for hours without catch anything. Some fishermen, catch
instead of catch fish, catch old boots and rubbish. I never get an opportunity for catch anything. "You must give up catch fish," my friends say. But I am only interested in sit in a boat and do nothing. My aim is to fooling my friends.
2. Complete the following passage by filling the blanks with the correct form of non-finites given in the brackets.

As the evening wore on, I saw the _______ (load) of food in the hold of the ship. I was especially thrilled when two helicopters landed on the deck. In the sunlight, the helicopters glowed, which was meant for _______ (spot) them easily, when one is at sea. The helicopters are not allowed _______ (stay) out in the open for fear of strong winds _______ (blow) them off the deck. By evening, many scientists had gathered on the deck. They were _______ (chat) and _______ (joke) with each other. Some of them were tall and hefty. Some were even fit _______ (be) in a circus, so funny in appearance. I noticed a bearded man and when I looked at him, he looked the other way and started _______ (light) a cigarette. I thought of _______ (ask) my uncle about this strange man, but gave up _______ (think) that it might be just nothing. Before the sunset, all the lights of the port lit up. The sea was beautiful _______ (look) at. The anchor was then lifted and the quay began _______ (move) in the opposite direction. Some people on the quay raised their hands _______ (wave) to us. The ship began _______ (sway) slowly like a cradle.
1. Read the passage given below and circle the letters that should have been in the capital. Two have been done for you.

The elderly young brothers recently hit the headlines in Mangalore, India, because until a month ago they had been just next-door neighbours. A local government official was making enquiries about the need for an old people's home and after talking to Rathan and Shekhar about their past, realised the two were related and introduced them. Born and brought up by a maternal aunt up to the age of six years in the village called Iyangarpur, the two separated when the aunt died. Rathan had continued to live with a relative in Iyangarpur while Shekhar had been adopted by an organisation named Ashiana. Rathan is a businessman while Shekhar works for the newspaper 'The Times'.

2. Write down when/where you used a capital letter.
   (a) To begin a sentence.
   
   (b) 

   (c) 

Remember
Capital letters are used at the beginning of a sentence and with special names.
Worksheet 2

1. Imagine your friend is leaving the school. He wants to carry your memories. So he asks you to fill up his slam book. Fill up the page of his slam book using capital letters wherever required:

These are a few of my favourite things.

(a) Name __________________________

(b) Born at ________________________ in __________________________

(c) My favourite T.V. show

(d) My favourite actor

(e) The teacher I like the most

(f) The funniest movie I’ve seen

(g) The book I’ve liked the most

(h) A foreign country I’d like to visit

(i) A foreign language that impresses me

(j) A mountain peak I’d love to climb

(k) A river I’d like to swim in

Where do you use capital letters to answer the above queries?
FULL Stops (.)

Worksheet 3

1. Read the letter Sheila wrote to her mother. Full stops are missing in this letter. Punctuate with full stops and capital letters:

dear mom

i’ve settled down with my new job thanks to nicky, my colleague and friend she is amazing! it must be the way she was brought up because I’ve never known anyone so neat and organised as she is if you go into her flat there’s never washing up to be done and everything has been put away in drawers and cupboards in fact i feel a bit of a mess when i’m with her you know, she has the most beautiful long, jet black hair and even when she gets up in the morning it looks perfect! apart from feeling incredibly jealous, i like her a lot although she belongs to pune and is a maharashtrian, she had her education at delhi she is a graduate from lady shri ram college

how are things at home? do take care of your health

with lots of love

your daughter

sheila

Remember

Full stops mark the end of an assertive or an imperative sentence.
Worksheet 4

1. Look at the picture and work out what is going on. Then read the signs given. Number the signs so that they match the numbered places in the picture.

2. Fill in the following boxes:

<table>
<thead>
<tr>
<th>a list of your favourite foods</th>
<th>a good label from your kitchen</th>
<th>a street name</th>
</tr>
</thead>
<tbody>
<tr>
<td>pizza</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What do you notice about the usage of full stops?

Remember
Signs, lists, labels and notices do not need a full stop.
1. Write down the initials for the following. The first one has been done as an example.

(a) Master of Arts : M.A.
(b) Member of Parliament : 
(c) British Broadcasting Corporation : 
(d) Member of Legislative Assembly : 
(e) Bachelor of Library Science : 
(f) Intelligence Quotient : 
(g) Non-Governmental Organisation : 
(h) Multi-National Company : 
(i) National Defence Academy : 
(j) State Bank of India : 

Now exchange your answers with that of your partner. Check whether full stops have been put after each initial as in M.A.

**Remember**

Full stops also mark abbreviations and initials.

2. Read the abbreviations given below. Write down their unabbreviated form:

(a) commissr. : 
(b) lib. : 
(c) mod. : 
(d) govt. : 
(e) equip. : 
(f) espec. :
3. Now write down six more abbreviations. Don’t forget to mark the full stop. You may refer to a dictionary for help.
   (a) 
   (b) 
   (c) 
   (d) 
   (e) 
   (f) 

4. Read the following abbreviations:
   (a) km 
   (b) cm
   
   How are these different from the abbreviations in exercise 1?

   ____________________________

5. Write down at least six abbreviations that do not need a full stop. You may refer to a dictionary for help.
   (a) ____________________________
   (b) ____________________________
   (c) ____________________________
   (d) ____________________________
   (e) ____________________________
   (f) ____________________________

   QUESTION MARKS (?)

Worksheet 6

1. Read the following sentences. Each one asks a question:
   (a) Could you tell me where the library is?
   (b) Why don’t you bring over the children?
   (c) Do you have change for a fifty-rupee note?

   These sentences end with a question mark. Discuss why.
2. Imagine you have met the person you admire the most. Write down at least five questions you would ask him/her.

(a) 
(b) 
(c) 
(d) 
(e) 

3. The following letter has not been completely punctuated. Punctuate it using capital letters, full stops and question marks:

dear aunt meera

how are you hope you’re keeping good health as you know, last year we went to cappinu islands for a holiday but we did not enjoy it very much this year we’ve decided to go to the east would you be interested in joining us we’ll be visiting kalingapara and kotagan the weather is very pleasant there — usually bright and sunny but not too hot

we’ll make sure this holiday isn’t a repeat of last year our last holiday was a disaster, to say the least the flight was delayed and this wasn’t all can you imagine what happened next the airline misplaced our luggage and we had to wait for over two hours before our cases were found won’t you call that annoying

i’m hopeful it’ll be better this time would you let us know of your plans at the earliest so that the booking is done accordingly how are your cats i’m sure the weather there is better how is your cold is it still bothering you write back soon

yours lovingly

katherine
EXCLAMATION MARKS (!)

Worksheet 7

1. Read the dialogue given below. It took place between two brothers who had had a fight. Note carefully the sentences with mark of exclamation (!).

Chirag : How dare you enter my room!

Apoorv : Big Brother, I came to say sorry.

Chirag : Get out at once! I don’t want your sorry.

Apoorv : What a monster you are!

Chirag : I’d rather be that than have you here.

Apoorv : *(Looking towards heaven mockingly)*
God help him!

Chirag : Apoorv! Stop that nonsense!

Apoorv : I’m only praying for you. Long live the monster!

Chirag : Very funny! I suggest you leave before I demonstrate to you the monster that I am.

Apoorv : O Lord! Is it any good praying for others? People are so thankless.

2. Now work with your partner and write down the sentences that express a sudden emotion, wish or a strong feeling. One has been done for you.

(a) How dare you enter my room!

(b) __________________________

(c) __________________________

(d) __________________________

(e) __________________________
(f) __________________________________________________________________________

(g) __________________________________________________________________________

(h) __________________________________________________________________________

(i) __________________________________________________________________________

(j) __________________________________________________________________________

The punctuation mark at the end of each of the statements you have written in exercise 2 is _____ (write the symbol) and is called an ____________________________________________________________________.

3. Work in groups of four. Given below are a few situations. Imagine you are a witness in any one of the situations. Write a dialogue expressing sudden emotions, wishes and strong feelings.

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
COMMAS (,)

Worksheet 8

1. Read the following sentences:
   (a) I have bought a pen, a pencil and a few file covers.
   (b) He is fairly understanding, patient and co-operative.
   (c) The night was dark, quiet and scary.

Note the use of the comma (,).

Remember
Commases represent the shortest pause in a sentence.

2. Imagine you are a reporter. You have been asked to write a report on the attitude of the people of your city towards the environment. In order to do so, you want to design a questionnaire and ask some people to fill it up. Write the
questions, giving at least three options for people to choose from. One question has been done for you. (Take topics from the box given below.)

The topics could be:

- mode of travelling to nearby places
- disposal of garbage
- me and my environment
- number of trees planted
- frequency of pooling of vehicles
- frequency of getting pollution-check for your vehicles

ME AND MY ENVIRONMENT

Q.1. When I go shopping, I

(i) ask for a recycled paper bag.
(ii) carry my own cloth bag.
(iii) use a plastic bag.

Q.2. 

(i) 
(ii) 
(iii) 

Q.3. 

(i) 
(ii) 
(iii) 

Q.4. 

(i) 
(ii) 
(iii)
Now exchange your questionnaire with your partner. Has your partner put the commas in the right places?

3. Look at the pictures and the notice given below:

(a) Imagine you are the sales person who has to sell this tea set. Complete the sentence given below which you would use to describe it:

This tea set is the perfect one for you. It's unbreakable; it comprises six saucers,
(b) Imagine this is your garden. You love to sit here most of the time. Complete the sentence to say why you like it.

I like my garden because it has beautiful trees,

(c) Imagine you are a travel guide. Complete the sentence given below to guide the passengers on the cruise. Take help from the notice below:

While on the cruise, stay on the deck, don’t

---

**NOTICE**

While on the Cruise

**Don’ts**
(i) look at waves  
(ii) speak loudly

**Do’s**
(i) have only dry toast and tea  
(ii) breathe deeply
Worksheet 9

1. Read the following passage:

Mr Polter and Miss Sanjana have been working untiringly and sincerely, anxiously and nervously, in the office for the last twelve hours. They have been trying to locate some important files. They have looked high and low, in and out, but are unable to trace them. Mr Polter, who is otherwise efficient and organised, cheerful and patient, seems to be getting rather irritated. Penny, who on the other hand, is usually nervous and impatient, careless and anxious, is surprisingly calm and patient, careful and organised.

Work with your partner and underline the pairs of words used in the passage. One has been done for you.

2. Complete the following statement:

Pairs of words connected by ‘and’ are separated by _______________________

3. Read the following newspaper reports and punctuate them appropriately with capital letters, full stops and commas:

(a) KARAVY INJURED

renowned footballer prateek karavy was injured while playing a match last evening he is reported to have a fractured pelvis broken arms a fractured skull and internal injuries his condition is said to be critical and unstable painful and unpredictable

(b) WEIRD WILSON

once mr wilson was arrested for sharing his caravan with a donkey three grizzly bears thirteen dogs a monkey and eight children the police said that wilson had to be arrested as this is illegal and dangerous a bad example and abnormal behaviour
4. Read the following conversation between a teacher and a student:

Teacher: You are late again. The school rules, I'm sure you know, do not allow in late comers.

Student: I'll never, I assure you, be late again, ma'am.

Teacher: But why, may I know, are you late?

Student: My cat, who loves fish, refused to eat breakfast because there was no fish today.

Underline any one part of each sentence that interrupts the normal sentence structure. One has been done for you.

Remember

Two commas are used to separate words, phrases, small clauses that interrupt normal sentence structure.

Worksheet 10

1. Look at the list given below. This is a list of things two friends, sharing a flat, need to buy:

   Shopping List
   - dustbins - 2
   - pens - 5
   - tomato ketchup - 2 bottles
   - paper napkins - 1 packet
   - fruit - apples, bananas
   - scribbling pad - 1 dozen
   - cake
   - flower pots - 6
Now complete the dialogue that takes place between the two friends.

Reena : Why do you need two dustbins?
Anita : The one in the kitchen, as is evident, is too small.
Reena : And why, may I know, do you need the second?
Anita : I’m writing a book these days, you see, so I need one for my study.

Worksheet 11

1. Read the following sentences:
   (a) Yes, that’s my jacket.
   (b) Your Majesty, I’m the owner of the house.
   (c) Thank you, I’d be glad to come.
   (d) She is such a beautiful baby, isn’t she?
   (e) Excuse me, sir, is that your car?
What do you notice about the usage of the words ‘yes’, ‘your majesty’, ‘sir’, ‘thank you’, ‘isn’t she’, in the sentences given on the previous page?

---

**Remember**

Words/phrases like *yes, no* and *question tags* are separated with a comma, sometimes two commas as in sentence (e) from the rest of the sentence.

2. **Punctuate the following:**

   (a) you will come to see us won’t you
   (b) and now ladies and gentlemen for the good news
   (c) i’ve had plenty to eat thank you
   (d) no you are mistaken
   (e) your sister is a yoga instructor isn’t she
   (f) i’m all right mom
   (g) minisha must you always be complaining

3. **Punctuate the following passage with capital letters, full stops, question marks and commas:**

when i opened my newspaper today i couldn’t believe my eyes yes on the front page was a photograph of the tall handsome and rich pranav he had been caught coming out of a supermarket with a box of chocolates a pair of socks and a mobile phone hidden in his jacket he could afford to buy all this stuff couldn’t he then why I wondered did he need to shoplift perhaps he just enjoyed the excitement of doing something illegal of course now that he has a criminal record he will lose his job losing his job which he loves will come as a blow to him somehow I feel someone ought to have counselled him
1. Look at the pictures below. Imagine you are to go on an African Safari. The things shown in the picture belong to your family members. Write down who owns what. Read the examples given for you.

(a) That is daddy's hat.
(b) 
(c) 
(d) That is mother and Sheena's suntan cream.
(e) 
(f) That is my sisters' water bottle.
(g) 
(h) 

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2. Correct the following sentences by writing 's, s' or an 'apostrophe' wherever required:

(a) The gymnast's skill is worthy of praise.
(b) The railwaymen's strike caused much inconvenience.
(c) Can I go to Cindys house, mom?
(d) My uncle and aunt library is the biggest one I've ever seen.
(e) Raghav's shirt got torn while he was playing.
(f) Rashi and Raghav's parents are doctors.
(g) The tiger's den was in a dense forest.

3. Read the following contractions:

(a) cannot — can't
(b) will not — won't

Note the use of the apostrophe.

Now write the contractions for the following:

(a) I will
(b) I have
(c) had not
(d) do not
(e) shall not
(f) you will
4. Write at least five more contractions and their full forms.
(a) 
(b) 
(c) 
(d) 
(e) 

Remember
The following do not need an apostrophe
• its = of it
• his, hers, ours, yours, theirs

5. There is one error in each line. Underline the error and write the correction in the space provided. The first one has been done as an example.

Today were getting together at the Kapoors in the evening.
Its going to be a great evening.
Actually itll be more like an old students meet. There are going to be about twenty of us. Weve decided to be there a bit early because my sisters friends whove been abroad all these years, are going to be there. So well be able to chat for some more time. What's best about the evening is the fact that there's going to be lots of dancing.
DASHES (—)

Worksheet 13

1. Read the following sentences:
   (a) I like fruit — apples, bananas, mangoes.
   (b) Football player Rohit Palekar has set a new world record for scoring the highest number of goals — 12 goals in a single match.
   (c) My sister — the one who is a journalist — has won a national award.
   (d) The angry man ran after the naughty boys 'I’ll take you, you —.'

Remember
Dashes are used:
• to introduce a comment or an explanation as in sentence (a & b).
• if a sentence continues after the comment or explanation, two dashes are used as in sentence (c).
• to show an abrupt pause/break in speech as in sentence (d).

2. Read the following sentences. Insert a dash wherever necessary.
   (a) We had to wait three hours in the traffic jam there had been an accident ahead on the road.
   (b) I don’t play squash it’s very tiring.
   (c) A man was arrested yesterday for possessing illegal weapons six pistols and a rifle.
   (d) If I had been more careful but why cry over spilt milk?
   (e) Old, young, rich, poor all came to see him perform.
   (f) A man was fined two thousand rupees for violating traffic rules driving without a licence, overspeeding and jumping a red light signal.
   (g) The youth festival the largest ever held in the city was inaugurated by the city mayor.
SEMICOLOURS (;)

Worksheet 14

1. Read the following quotations. Can you say who they belong to?

   Love is like the measles; we all have to go through it.
   To lose one parent may be regarded as misfortune; to lose both looks like carelessness.
   Everyman wants to live long; but no man wants to be old.

   Underline one main part of each quotation.
   It is separated from the other main part by a _____________.

2. Now read the following:

   There could be three possible reasons why Parv has not arrived. He might, although it’s unlikely, have not received our letter he might have received the letter, and his reply has not reached us or possibly, and this is what worries us, he might have met with an accident.

   Work with your partner and write down the three main parts of this long sentence.

   (a) _________________________________________________________
   (b) _________________________________________________________
   (c) _________________________________________________________

   Now mark a semi-colon after each main part.
3. Read the following and mark semi-colons in the appropriate places.

(a) Man loves today what he will hate tomorrow today he seeks something only to shun it tomorrow he will desire today what he will fear tomorrow.

(b) Aamir is a hardworking boy a boy who is sincere and devoted a student who deserves the award.

(c) It was a terrible day Madhav moaned with pain it was hot and sultry then to make things worse, we got caught in a traffic jam.

(d) The car is simply out of the world its been lovingly cared for the body shines and the red leather seats, that are matchless, look so great while driving you feel like you're on cloud nine.

COLONS ( : )

Worksheet 15

1. Go back to Worksheet-14, Q1. of Semi-Colons. Did you find out who the quotations belong to? Check your answers.

(a) Jerome & Jerome:— ‘Love is like the measles; we all have to go through it.’

(b) Oscar Wilde:— ‘To lose one parent, may be regarded as misfortune; to lose both looks like carelessness.’

(c) Jonathan Swift:— ‘Everyman wants to live long; but no man wants to be old.’

2. Read the following carefully:

(a) There were all sorts of boats on the lake: windsurfers, dinghies, speedboats and canoes.

(b) There was a surprise waiting for us when we reached home: the new car had been delivered.

Remember
A colon is used:
- often with a dash to introduce a quotation.
- to introduce a list, comment or explanation.
3. **Place colons wherever required:**

(a) The mechanic found three things wrong with the car faulty brakes, poor steering and a lot of rust underneath.

(b) She has been honoured for three things regular attendance, good academic performance, exemplary behaviour.

(c) We climbed four major peaks Mount Everest, Mount Kanchenjunga, Nanga Parbat and Nandi Devi.

(d) The room was hot, humid and stuffy.

(e) It’s easy to recognise the first signs of age you will go out and realise for the first time how young others look.

(f) The dogs began growling they must have heard a noise.

(g) Learn to acquire the habit of self-reliance no learning is ever complete without it.

**HYPHENS ( - )**

**Worksheet 16**

1. **Work with your partner. Write down six words that use a hyphen. Two words have been given as examples.**

(a) Co-education

(b) Twenty-five

(c) ____________________

(d) ____________________

(e) ____________________

(f) ____________________

**Remember**

A hyphen can also be used to divide a word if the word is too long to fit at the end of a line. The word is divided by syllables. The hyphen is written at the end of the first line, not the beginning of the next line.
2. Ravi shares his room with his elder sister Suniti and he doesn’t like it. Read his diary entry:

Suniti is always finding with me some fault or the other. I wish I could have my own room. Just because she’s older, she thinks she can bully me into doing all the dirty work.

Discuss with your partner why a hyphen has been used.

3. Imagine you have won a scholarship for your meritorious performance in the board exam. You are naturally thrilled not only on winning the scholarship but also on making your parents, teachers and friends proud. Write a diary entry in about 80-100 words. Use at least five hyphens.
1. Read the poem given below and answer the questions that follow:

At seven, when dusk slips over the mountains,
The trees start whispering among themselves.
They have been standing still all day,
But now they stretch their limbs in the dark,
Shifting a little, flexing their fingers,
Remembering the time when
They too walked the earth with men.
They know me well, these trees:
Oak and walnut, spruce and pine,
They know my face in window,
They know me for a dreamer of dreams,
A world- loser, one of them.
They watch me while I watch them grow.
I listen to their whispering,
Their own mysterious diction;
And bow my head before their arms
And ask for benediction.

1.1 On the basis of your reading of the poem, complete the following passage by filling the blanks with one word only:

As the day changes into ___________, the trees ___________ among themselves.
Throughout the day the trees stand ___________ but as soon as it is dark, they
___________ their branches, shift a little and ___________ their boughs and
recall the era when they, like __________, could move on the earth. The poet often observes these trees standing at his __________ and so, they, too, know him well. The poet, just like these trees, is a ______________, a world-loser. He listens to their __________ voice and language and bows before them to seek __________.

1.2 On the basis of your understanding of the poem, answer the following questions:

(a) Which trees are referred to in the poem?

(b) What does ‘stretch their limbs, flex their fingers’ refer to?

(c) Why does the poet ‘bow his head before their arms’?

2. Read the poem given below:

**LULLABY**

1. Little one, don’t be afraid of this big river.
   Be safe in these warm arms for ever.
   Grow tall, my son, be wise and strong,
   But do not take from any man his song.

2. Little one, don’t be afraid of this dark night.
   Walk boldly as you see the truth and light.
   Love well, my son, laugh all day long,
   But do not take from any man his song.

2.1 On the basis of your understanding of the poem, answer the following questions:

(a) Whom does ‘these warm arms’ refer to in line 2?

(b) What does the poet mean by ‘But do not take from any man his song’?
2.2 On the basis of your understanding of the poem, complete the table given below:

<table>
<thead>
<tr>
<th>The poet wants his son to</th>
<th>The poet does not want his son to</th>
</tr>
</thead>
<tbody>
<tr>
<td>• grow tall</td>
<td>• _____________________________</td>
</tr>
<tr>
<td>• _______________________</td>
<td>• harm or hurt anyone</td>
</tr>
<tr>
<td>• _______________________</td>
<td>• _____________________________</td>
</tr>
<tr>
<td>• love well</td>
<td></td>
</tr>
<tr>
<td>• _______________________</td>
<td></td>
</tr>
</tbody>
</table>

3. Read the poem given below:

SYMPATHY

1. If I were only a little puppy, not your baby,  
mother dear, would you say ‘No’ to me  
if I tried to eat from your dish?  
Would you drive me off, saying to me, ‘Get away,  
you naughty little puppy?  
Then go, mother, go! I will never come to you  
When you call me, and never let you feed me anymore.

2. If I were only a little green parrot, and not your baby,  
mother dear, would you keep me chained  
lest I should fly away?  
Would you shake your finger at me and say, ‘what
an ungrateful wretch of a bird! It is gnawing at its chain, day and night?"
Then go, mother, go! I will run away into the woods;
I will never let you take me in your arms again.
— Tagore

3.1 On the basis of your understanding of the poem, complete the passage by filling the blanks with one word only:
The child asks his mother, if he were a small ___________ and not her baby, whether she would ___________ him off if he tried to ___________ from her dish. If so, the child says he would never ___________ his mother ___________ him again. He further asks his mother if she would keep him in ___________ so that he does not ___________ away, if he were a ___________. He wants to know if she would ___________ him for ___________ at his chain night and day. If yes, the child would never come into the ___________ of his mother and run away into the ___________.

3.2 Answer the following:
(a) Is the title of the poem appropriate? Explain with reasons.

4. Read the passage given below:

PEP (PER) UP YOUR LIFE

1. We all have grown up listening to tales of India, trading her valuable spices and silk for gold and silver in the days of yore. So valuable was this trove of spices that travellers from far and wide came in search of it. Though the spice chest consisted of cardamom, cinnamon, clove ... what was worth a king’s ransom was black pepper. This pungent smelling, sharp tasting tiny dried berry, which we so nonchalantly use in our everyday life, is invaluable, to say the least. A prized possession, its history is splattered with interesting anecdotes and romantic tales of its acquisition.
2. The cultivation of pepper is probably as old as civilisation itself. Ancient Sanskrit literature mentions it as does the Bible. There are no confirmed records of its origin but wild forms of the present pepper can be traced to places in South India and Myanmar. Though, today it is cultivated in Indonesia, Sri Lanka, Malaysia, Vietnam, China and Brazil, its stronghold is still India. Evidences suggest that early Roman Empire procured plenty of pepper from India as did the countries of Egypt.

3. Alexander is said to have introduced pepper to European countries following his conquest of India. It was so precious that it was literally called black gold worth more than its weight in gold.

4. One of the most widely known virtues of pepper is its preservative ability. A fewwhole peppers in rice, grains or meat can prevent them from spoiling. The mummies of Pharaohs in Egyptian pyramids are said to have been preserved using black pepper and salt.

5. On the medicinal front, pepper is extensively used in Ayurvedic, Unani and Siddha systems of medicine. Using black pepper for fighting cold is a grandma-handled down remedy. Besides, it is also said to have anti-ageing properties. Ageing occurs because the rate of replacement of old dead cells by new ones starts diminishing. Consumption of pepper is said to reduce the rate of this degeneration. It also has the power to remove poison and is used to treat poisonous insect-bites. It also keeps away dental cavities, foul breath, toothaches and pain in gums.

6. Pepper is amongst the countless Indian treasures which we must cherish. So next time, when you are served a dish with whole black pepper, don’t consider it a garnishing and remove it while eating. Go ahead and bite into it, it is miniscule power packed, winning formula!
4.1 On the basis of your understanding of the passage, answer the following questions:

(a) What does the author mean by the phrase ‘worth a king’s ransom’ in para 1?

(b) List three characteristics (appearance, taste) which the author associates with black pepper.
   (i) 
   (ii) 
   (iii) 

(c) Give two points to prove that cultivation of pepper dates back to time immemorial.
   (i) 
   (ii) 

(d) List two uses of pepper.
   (i) 
   (ii) 

(e) Write three medicinal qualities of pepper.
   (i) 
   (ii) 
   (iii) 

(f) What is the synonym given to pepper according to its value/worth?

(g) Find words from the passage which mean the same as the following:
   (i) scattered/full of (para 1): 
   (ii) obtained (para 2):
5. Read the passage given below:

**STRESS BUSTERS**

1. The adage ‘All work and no play makes Jack a dull boy’ was perhaps said precisely for the twenty-first century. In a world of cut-throat competition where the sky’s the limit, we are fast on the superhighway to exhaustion. Stress from work is one of the leading malaises that is affecting more and more people everyday.

2. Stress is the way our bodies and minds react to something which upsets our normal balance in life. There are different kinds of stress but work-related stress is fast catching the attention of doctors as an increasing number of students and young professionals are becoming victims of this disease. Stress causes physical and emotional problems that may damage both your health and your performance at work. Acute stress can lead to heart attacks, certain types of cancer and depression. Headaches, sleeplessness, nausea, lack of concentration, memory loss are all symptoms of stress. A principal indication of stress is an escalation in your pulse rate. If you are suffering from constant aches and pains, chronic fatigue, palpitations, anxiety or overeating, it’s time to meet your doctor.

3. According to psychologists, the fast pace of life has changed the psyche of the people. There is a constant need to perform, whereby people need to work much harder taking up tough challenges and burning mid-night oil.

4. There are numerous ways of beating stress. While some involve changes in your life-style, others are simple tasks. The first thing is to change your thinking mode into positive and relaxing thoughts. Reassure yourself and dispel all negative feelings. When going gets tough, open that secret door to your inner self, pursue that hobby you had cast aside in favour of your ambitions. Slow down. Relax. Adopt a leisurely manner and try doing things at a slower pace. Believe that ‘laughter is the best medicine’. It has been medically proven that when we laugh, it gives us a sense of well-being, thus, helping to reduce the level of stress.

5. Be amiable and socialise with others. If you are under stress, don’t stay at home alone. Go out with family, indulge in sports, yoga or meditation and just relax!
5.1 On the basis of your understanding of the passage, answer the questions that follow:

(a) List two diseases that are triggered by stress.
   (i) 
   (ii) 

(b) Mention two symptoms of stress.
   (i) 
   (ii) 

(c) Give two reasons why stress-related problems have increased in recent times.
   (i) 
   (ii) 

(d) List two ways to beat stress.
   (i) 
   (ii) 

5.2 Find words from the passage which mean the same as the following:

(a) proverb, saying (para 1): 

(b) friendly (para 5): 

6. Read the passage given below:

THE UMBRELLA STORY

1. The umbrella season is here. Whether it is the scorching heat of the sun’s rays you want to shield yourself from or, in a few days from now, the pouring rain you want to get away from, the umbrella is going to be your handy companion. Did you ever ponder as to when the simple yet extremely useful umbrella came into being?
2. The word umbrella comes from the Latin word ‘*umbra*’ meaning ‘shade’ or ‘shadow’. The basic umbrella was invented four thousand years ago. The earliest umbrellas, also called ‘parasol’, were made to shade the user from the sun and were in use in ancient Assyria, China, Egypt and Greece.

3. In eighteenth century, umbrella ribs were made of baleen, whale bone, which tended to lose its elasticity when thoroughly soaked, and cracked and broke if not properly dried. Soon, these ribs and stretches came to be fashioned out of brass or iron.

4. Umbrella covers were usually made of cotton, canvas, gingham or silk. Oil or wax was applied to repel rain, but warm sunlight quickly spoilt the benefit. Besides, oiled or waxed umbrellas carried under the arm or over the shoulder in accepted fashion, soon ruined the owner’s clothings. Sometimes, leather was also used as a covering but its weight multiplied considerably when wet. Then came cloth woven of alpaca wool, imported from South America, which was naturally water repellent and light weight, but very expensive.

5. The Chinese were probably the first to waterproof the umbrella for use in the rain; they used wax and lacquer (a type of paint) to repel the rain. The umbrellas were also made from oiled paper because oil repels water. The frames of the umbrellas were made from mulberry bark or bamboo. There was even a distinct segregation in the manner the umbrellas were used. Red and yellow umbrellas were used by royalty, and blue umbrellas were used by the common people.

6. Samuel Fax, an English inventor and manufacturer, invented the steel-ribbed umbrella in 1852. After that, compact collapsible umbrellas were the next major technical innovation in umbrella manufacture, over a century later.

6.1 **On the basis of your reading of the passage, complete the following statements:**

(a) Parasol, ____________, was invented for ________________

(b) Umbrella ribs made of whale bones were not long-lasting because ____________
6.2 Complete the following table with relevant information from the passage you have just read:

<table>
<thead>
<tr>
<th>Umbrella covers used</th>
<th>Facts about Umbrella</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td></td>
</tr>
<tr>
<td>(b)</td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Umbrella frames (ribs) used</th>
<th>(d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Red chinese umbrella was used by</th>
<th>(f)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Blue chinese umbrella was used by</th>
<th>(g)</th>
</tr>
</thead>
</table>

6.3 Find words from the passage which mean the same as the following:

(a) burning (para 1) : __________________
(b) to think (para 1) : __________________
(c) destroy/spoil (para 4) : ______________
(d) division (para 5) : __________________

7. Read the passage given below:

**HABITS**

1. We are all creatures of habits. Our habits reflect who we are. We first make our habits, and then our habits make – or break us. Our habits become either the best of servants... or the worst of masters.

2. A habit is defined as a pattern of behaviour or practice acquired by frequent repetition. Not all habits are wrong or undersirable. In fact, most habits are good. We dress in the morning, tie shoes and write our names, not out of
focused concentration, but by sheer habit. Some habits are however, annoying and undesirable, ranging from nervousness to overeating, anxiety, constant throat clearing, knuckle-cracking, fingernail-biting and even negative thinking.

3. Every year, millions of rupees are spent needlessly by people on buying books, tapes, going to counsellors for breaking these undesirable habits. However, a well thought out plan and a little resistance can break these habits just as surely as you formed them. To overcome a bad habit, you need to become aware of it. In a small notebook, jot down the habits you want to change and analyse them. Then, pick one bad habit and work on it. Exercise is another way to get rid of annoying habits. As you become healthier, you are less likely to fall back into old habits. Yet another way is to pursue a creative hobby. Finding new ways of helping others can also help. Lastly, start working on improving your habits today. Delay will make your problem even tougher.

7.1 On the basis of your reading of the above passage, complete the following:

(a) ‘First we make habits, and then habits make - or break us’.
By ‘make - or break us’ the author means _______________________

(b) Mention any four undesirable habits listed in the above passage.
   (i) ______________________
   (ii) ______________________
   (iii) ______________________
   (iv) ______________________

(c) Which four ways have been suggested for getting rid of undesirable habits?
   (i) ______________________
   (ii) ______________________
   (iii) ______________________
   (iv) ______________________

7.2 Find words from the passage which mean the same as the following:

(a) obtain (para 2) : ______________________
(b) irritating (para 2) : ______________________
(c) opposition (para 3) : ______________________
PASSIVES

1. There are two sentences in each part. Fill in the blanks in the second sentence so that it may mean the same as the first one. The first one has been done as an example.

   (a) The university is publishing a biography of Dr Manmohan Singh.
       A biography of Dr Manmohan Singh is being published by the university.

   (b) Someone has forgotten these boxes.
       These boxes __________________ forgotten.

   (c) The government has issued a warning against the spread of gastroenteritis.
       A warning against __________________ issued by the government.

   (d) All I can remember is that my son woke us up.
       All I can remember is that we __________ woken up by my son.

   (e) He brought a torch in order to enable him to see in the dark.
       A torch __________________ by him in order to enable him to see in the dark.

   (f) They should have given us this information ages ago.
       This information should ______________ given to us ages ago.

   (g) The windows are really dirty: no-one has cleaned them for weeks.
       The windows are really dirty: they ______________ cleaned for weeks.

   (h) If it hadn’t rained so much, we would have finished the job on time.
       If it hadn’t rained so much, the job would __________ finished on time.
(i) I don’t like someone telling me what to do.
   I don’t like ___________ what to do.

(j) We can’t take the car: the people at the garage are repairing it.
   We can’t take the car: it ___________ repaired at the garage.

2. Read the text given below. Then rewrite it by putting the underlined verbs into
   the passive and making any other changes that are necessary. Use by + doer
   of the action only where required. The beginning has been provided.

   Fire almost completely destroyed the Royal Hotel last night. By the time someone
called the fire brigade, the hotel was already blazing. Ambulances took fifteen people,
suffering from severe burns, to hospital. They say that seven of them are in a critical
condition. People think that a discarded cigarette started the fire.

   The Royal Hotel was almost completely destroyed by fire last night. By the time the
3. Read the newspaper article given below. It is incomplete. Put the verbs in brackets into the correct tense and form. Some of the verbs should be in the passive and some in the active. One has been done as an example.

**Animals on the Roads**

More cars and lorries are being driven (drive) on our roads every year and as a result of this, more and more wild animals (kill) by vehicles. Roads often (cross) the routes that (take) by animals when they are migrating, breeding or feeding. Every spring many thousands of toads (kill) as they (make) their way to the traditional breeding ponds. All over the world, animals are victims of the road and their dead remains (can often see) lying on the roadside. Many badgers and hedgehogs (hit) by cars at night as they (move around) in search of food. Rabbits sometimes seem (to hypnotize) by the headlight of cars and (be) not able to move quickly out of the way. Birds (sometimes hit) too as they (fly) low over roads.

4. Read the incomplete conversation between Sonia and Mehak. Complete it in a suitable way.

**Mehak** : So how was the holiday?

**Sonia** : Oh, it was fantastic. Everything (so well). As soon as we arrived at the airport, we (to the hotel. All the rooms (cleaned and fresh flowers (on the tables.

**Mehak** : Oh, how lovely! And what about the food?

**Sonia** : It was excellent. It (in the hotel kitchen that was spotlessly clean. Even biscuits (to us every morning with our bed tea.
Mehak: That sounds good. I must say, I’d like my meals __________ for me for a couple of weeks. And what about the surrounding area? Was that nice?

Sonia: Oh, beautiful. There were trips everyday and we __________ all the local sights. There was so much history to see. You’d love it there. Honestly!

SUBJECT-VERB AGREEMENT

1. Read the following passage and write one suitable word in the blanks. One has been done for you as an example.

I __________ Anita while I was working in London as a waitress. She used to __________ in with a notebook and __________ in the window and __________ away. We used to __________ about what it was like when we __________ students and how great it __________ not to have exams anymore. I __________ such a surprise when the other day I __________ her on T.V. She was __________ celebrities of international fame.

2. Read the following instructions being given by a teacher. There is one error in each line. Underline the error and write the correction in the space provided. One has been done as an example.

The bus __________ the school at 9:00 am and we arrives at the study centre
before lunch. Lunch are to be served at 12:30 sharp. So make sure you and your friend is there in time. When lunch finish it will be activity time. If the weathers is fine we can stays on the beach for the whole afternoon. Each one of you are expected to keep a record of what you finds and submit it when we gets back.

leaves
3. Read the following letter Sheela wrote to her aunt. Then fill in the blanks with one suitable word each. One has been done as an example.

Dear aunt

Thanks for your letter. It was nice to hear from you. And yes, I shall like to come and see you in Spain if I _______ enough money when summer holidays start. I _______ try and come there, if that _______ okay with you. Otherwise I’ll come over in the autumn because I will have enough _______ by October provided of course that I still have my job. Seriously, lots of people in our company _______ being made redundant and it could _______ me next. If I had _______ any sensible, I would _______ left this job ages ago.

It sounds like the weather’s been really good over there. It _______ been terrible here. We _______ expecting it to be better soon. If it continues to be miserable _______ at the weekend, we _______ take a trip to the hills.

Bye for now.
Lots of love.
Sheela

SENTENCE STRUCTURE

1. Rearrange the following words to make meaningful sentences. One has been done for you.

(a) I/waiting/was/my flight/Kartik/I/for/when/met

I was waiting for my flight when I met Kartik.

(b) by/gentleman/a psychiatrist/a thorough/Kartik/profession/is
(c) Godlike figure/profession/is/when/he/it/to his/comes/a

(d) who are/many/depressed/people/become/work/out of

(e) calling/they/him/to/rush/help/for

(f) dealing with/obvious/way of/that/a unique/them/has/is/he/it

(g) is/so selflessly/work/the/that he/can/amazing/fact

2. Read the following conversation and complete it in any suitable way.

Naina : Aashna, I’m delighted to hear that you’ve decided to accept the post of a junior manager.

Aashna: Yes, I just hope that ____________________________________________.

Naina : Oh, I’m sure it will. Is there anything in particular that ____________________________?

Aashna: Well, yes. I’m not sure_______________________________.
After all, I am much younger than most of them.

Naina: Oh, I wouldn’t worry too much about that. I expect that

but they’ll soon accept the fact that

Aashna: How do I handle all of this?

Naina: It’s important that

even if you don’t feel confident.

They will soon understand the reason that

because you’re good.

Aashna: Well I hope


3. Complete the following sentences. One has been done as an example.

(a) I’m sorry I wasn’t here earlier but I came as soon as I could.
(b) I decided to travel by train rather than by air so that

(c) She kept on dancing although

(d) She behaves pleasantly and cordially as long as

(e) I’ll come with you as

(f) I won’t believe you until

(g) I had forgotten my ATM password: therefore,

(h) Though, I sometimes find him very irritating.
(i) We will sign the agreement in writing if
4. Rewrite the following sentences to form one sentence without changing the meaning.

(a) The worst is that we'll miss the train. This can happen. The worse that can happen is that we'll miss the train.

(b) We shouldn't be discouraged by difficulties. Our teacher says it.

(c) It was nice to see those old friends. I had spent my childhood with them.

(d) I've read both the reports. I agree with neither of them.

(e) The workers have decided to strike work. They are not satisfied with their salary structure.

(f) The only thing is to give her a chance to appear at the interview. I can do that.

(g) The management teams are all saying the same thing. I trust none of them.
(h) Her brothers have set up a business together. The youngest one is a friend of mine.

(i) The only thing is to withdraw money from my bank. I need to do it.

(j) Everything has been a failure. I’ve done it.

NARRATION

1. Write the following in reported speech. One has been done as an example.
   (a) ‘Where do you think we should advertise?’ (He asked me)
       He asked me where I thought we should advertise.
   (b) ‘Must we stay here all evening?’ (She asked her father)

   (c) ‘Where did you buy that hat?’ (He wanted to know)

   (d) ‘Don’t make any noise during the performance.’ (They instructed us)

   (e) ‘What have you done with the students’ records?’ (She asked me)
(f) ‘Were you teaching music when you were in Bengaluru?’ (They asked)

(g) ‘Have you been eating properly?’ (The doctor asked me)

(h) ‘Will you send me the report when it’s finished?’ (She asked me)

(i) How is Esther getting on in the class? (She often asks me)

(j) ‘Do you think you could keep your voices down a bit?’ (She asked us)

(k) ‘Are you going to the audition for the play?’ (He asked her)

(l) ‘What are we doing about the publicity for the event?’ (She wondered)

(m) ‘Shall I call her over for dinner?’ (She’s been wondering)
2. Read the dialogues given below and complete the paragraphs that follow each. Use the reporting verbs given in the box. One has been done as an example.

decide, complain, accuse, advise, persuade, apologise, offer, remind, warn, order, request, exclaim, enquire

Dialogue 1


Somia : I'm very unhappy about the extra work I have to do.

Farha : I'm free at the moment. I'll help you with some of it. I think you should take leave and rest for a few days.

Somia : Good God! I think I should resign!

Farha : You should not do so. Remember this is just the beginning of your career.

Somia : I have decided that I must quit this job.

Farha : I'm not going to discuss it with you. I think it's a waste of time.

Farha enquired of Somia what was wrong with her for she looked rather dejected. Somia decided to do. Farha, who was free at that moment, offered some of it and advised and rest for a few days. Somia expressed that she should resign. Farha persuaded her to do so and advised of her career. Somia was adamant. She decided to quit that job. Farha felt quite helpless and offered the matter with her. She thought talking about it was a waste of time.

Dialogue 2

Arjun : I've lost my Maths book. Can you lend me yours?

Pranav : I'm sorry, for I need it to do my homework.
Arjun : You fool! I lost my book because of you. Now I'm taking yours.

Pranav : Don't touch my book! You must not enter my room again or there will be trouble.

Arjun : Oh no! Is there no justice?

Arjun told Pranav that he had lost his Maths book and ____________ him his ____________. Pranav ____________ to do his homework. Arjun was very angry and ____________. He further said that he was taking his book. Pranav ____________ touch his book and ____________ be trouble Arjun ____________.

3. Choose the most suitable item from the box and complete the sentences using reported speech:

<table>
<thead>
<tr>
<th>You're going to have a fantastic week</th>
<th>I haven't finished it yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>I've only just had dinner</td>
<td>I don't want to see you anymore</td>
</tr>
<tr>
<td>I missed the last bus</td>
<td>You'll have to have an operation</td>
</tr>
<tr>
<td>We're doing all we can to solve the case</td>
<td>I won't increase taxes</td>
</tr>
</tbody>
</table>

(a) I offered him something to eat, but he said that he had only just had dinner.

(b) She got home at 2 a.m. and told her parents that ______________________

(c) A police spokesman said that ______________________
(d) In a T.V. interview, the Finance Minister promised that

(e) She asked him to get out of her house and told him that

(f) My horoscope was wrong, as usual. It said that

(g) When I asked her for my book back, she said that

(h) I was horrified when the doctor told me that

MODALS

1. Write each of the following pairs of sentences as one sentence using need, should, should not, will, ought to, must, must not or have to. One has been done as an example.

(a) You were not working when I came in. I am displeased.
   You should have been working when I came in.

(b) Everyone gets up early but Parul does not. Her classes are in the evening.
   Parul

(c) The meeting is at 9 o’clock. I am supposed to attend it.
   I

(d) Safety regulations are for employees. It’s for their own safety.
   Employees
(e) Students wear uniforms to school. It is compulsory.

(f) It is your friend’s birthday. Give her a birthday gift.

(g) This is a library. Please maintain silence.
You ____________________________

(h) Tina is too young. She needs your help to cross the road.
You ____________________________

(i) The lawn has been watered. Do not walk on the grass.
You ____________________________

(j) I may fail in one of my exams. It’s worth taking all of them again.
If I fail in any one of my exams, I ____________________________

(k) Patients in hospitals need rest. Do not make a noise.
You ____________________________
2. Complete the following letter using the correct form of should, ought to, must, need or have to. One has been done as an example.

Dear son

I was glad to read your letter and the fact that your friends are coming over. I think you should/ought to offer (offer) to receive them at the airport. Besides, tell them that they ______________ (not pay) to stay in a hotel. They can stay with us. You ______________ (drive) them round the city if possible or else arrange for a good cab service.

We’re enjoying our stay here. We’ve been staying in the guest house for the last two weeks. So we ______________ (not cook) our meals. Your dad’s a little tired because of continuous strenuous work. But it’s his own fault. He ______________ (not work) late nights.

Why ______________ Poodle ______________ (be chain) all day? You ______________ (take) him for a walk in the evening.

And yes, you ______________ (not bathe) him in the evening. He’ll fall ill.

Minnie’s wedding has been postponed, so I ______________ (not return) early. You ______________ (not worry) about us. We ______________ (be back) by the end of this month.

Take care.

With love

Ma

TENSES

1. Fill each gap with one suitable word. One has been done for you.

(a) I was walking through the park yesterday when I suddenly ____________ one loud scream after another. I ____________ sure, even now, that they
_________ screams but when I ___________ the spot I saw nothing. I felt I had ___________ imagining the sounds all along.

(b) My flatmate is a very difficult person to live with. He ___________ his things lying all over the place. He never ___________ anything away. He ___________ such a nuisance the past week. He never ___________ to anyone and ___________ according to his own will. For the last two days I ___________ thinking of changing my flat.

2. Read the following dialogues and complete them using the words in brackets appropriately:

2.1 (Anand and Bharat are talking)

A : Where ___________ (you/be) Bharat?

B : I ___________ (talk) to Samridh on the phone. He says he ___________ (try) to phone us all day.

A : Well, I ___________ (be) in the office most of the day but I ___________ (not hear) the phone.

B : That’s strange. But anyway, he ___________ (receive) a phone call from Saurabh’s mother. Saurabh ___________ (be) in some kind of accident.

A : Oh! dear, ___________ (he/break) any bones?

B : I’m not sure how badly he ___________ (be hurt) but I think we should go and see him tonight.

2.2 (Mohit and Pranav are talking)

M : Hello! I ___________ (not see) you for ages.

P : It must be about two years since we last ___________. What ___________ (you/do) nowadays?

M : I ___________ (do) all sorts of things.
Life ______ (be) very busy lately. I ______ (start) a new job at the sailing centre.

P: Really! doing what?

M: Well, I ______ (teach) beginners’ courses to school groups this term but when those ______ (finish), I’ll be teaching more advanced groups on holiday courses.

P: That sounds great. What about your old job at the tourist office?

M: Well, I ______ (work) there for ten years and I quite ______ (enjoy) it. And what about you?

P: Well, I’m still at the Grand Hotel. I ______ (work) there for fifteen years now. But I ______ (have) a promotion, so that’s good. They ______ (given) me the job of Deputy General Manager.

M: Oh! that’s good news.

P: Yes, it ______ (make) me feel much better about work. Besides, a month ago I ______ (pass) my beginner’s course exams in French and German. Did you know I ______ (attend) Spanish language classes in the evenings?

M: So you do! What a good idea!

3. Use the verbs in brackets appropriately to fill in the blanks in the following sentences:

(a) I expect they ______ (be) tired when you ______ (see) them because they ______ (work) all day.

(b) I think they ______ (finish) building the house by the time the winter ______ (set) in and then we ______ (move in) in the New Year.
(c) A: Can you post this letter for me on your way to work?
   B: I'm sorry but I ________ (not walk) past the post box this morning
       because Rohini ________ (give) me a lift to work.
(d) Have you decided what you ________ (do) this weekend?

4. Read the following conversation. Complete it by writing the correct form of
   the verbs in the brackets following each blank:

   Anita: Meghna, we need to complete the project at hand. Do you think I can
          come over to your place right after work?

   Meghna: I don't think that'll work out. Why don't you come around 5 o'clock?
          The children ________ (go) to play by then, so it ________ (be) nice and peaceful.

   Anita: Are they at school right now?

   Meghna: Yes. They ________ (be) hungry when they ________ (get) home
          because they ________ (work and run around) all morning at school. You should ring up
          your husband and inform him of the change.

   Anita: I can't phone him now. He ________ (not reach) home yet. He usually ________ (get)
          back at about half past eight.

   Meghna: You could try ________ (come) around 9 o'clock. The children ________ (go to sleep)
          by the time you ________ (come) and we ________ (work on) the project.

   Anita: Everyone's home at that time. I expect they ________ (be) hungry
          because they ________ (work) all day.

   Meghna: How about the weekend then? Have you decided what you ________ (do)
          this weekend?

   Anita: I ________ (not go) out anywhere because my cousin ________ (come) over.