

ENGLISH LANGUAGE

GRADE X

STUDENT TEXTBOOK

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ENGLISH10

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Period I

Grammar: **Nouns and Pronouns****Learning Objectives****Upon completion of this topic, learners will:**

1. construct sentences using nouns and pronouns correctly,
2. distinguish nouns from pronouns in different types of compositions, and
3. use nouns and pronouns effectively in oral and written English.

1. NOUNS

In previous grades, we have read that **noun** is a naming word. Words used to name persons, places, things, processes, animals/living beings, feelings, etc., are termed as **nouns**. Let us revise.

*Read the following paragraph and identify **nouns**.*

Mrs Cooper, my next-door neighbor, happens to be a very quarrelsome lady. Often, she picks a quarrel with any of my other neighbors. Just a few days ago, I witnessed a noisy quarrel between her and another neighbor in the street by my house. It all started with a petty issue. A boy was playing with a ball and, by chance, the ball got hit towards Mrs Cooper's house and broke her windowpane. Mrs Cooper came out of her house fuming, and without showing any sign of mercy, began to thrash the poor boy who started crying at the top of his voice. Hearing the cries of the boy, his mother came running. The two furious women started to quarrel noisily. Very soon, their husbands also pitched in. However, instead of adding fuel to the fire, they tried hard to pacify the women. Thus, after some time, the quarrel, thankfully, came to an end. But the quarrelsome nature of Mrs Cooper had further been established.

As you can make out,

- in the paragraph, the words—**Mrs Cooper, neighbor, lady, boy, mother, women** and **husbands**—refer to *persons*; **street** and **house**, to *places*; **ball** and **windowpane**, to *things*; **voice, quarrel** and **cries**, to *abstractions*; **fuel**

and **fire**, to *matter*; **days** and **end**, to *time*; **top**, to *level*; and **issue**, **chance**, **sign**, **mercy** and **nature**, to *feelings* or *concepts*.

Therefore, all these words are **nouns**.

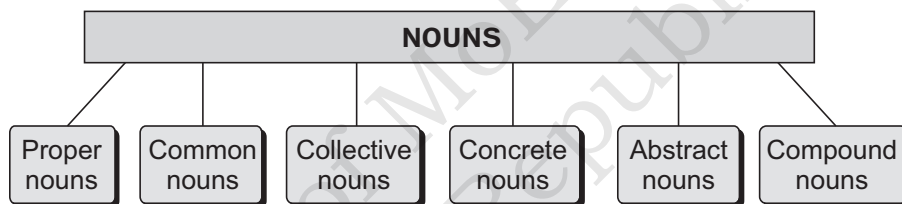
MARK THIS...

- ♦ In a sentence, a **noun** can take the place of the subject (of a **verb**) or object (of a **verb/preposition**) or show possession and can be a part of an **adverbial phrase**.

Now, let us learn about the salient features and kinds of **nouns**.

Kinds of Nouns

The diversity in the various tangible and intangible components of the universe—people, places, things, living beings, feelings, professions, castes/groups, material, etc.—has influenced the categorization of nouns as under:



Let us see how the above categories of **nouns** are different from one another.

(a) Proper and Common Nouns

Proper Nouns

Proper Nouns are a category of words representing the names of particular persons, places, things, and so on.

Persons : Nelson Mandela, Francis Doe, Prayer, etc.

Places : Liberia, Monrovia, Africa, etc.

Things : Samsung, Fiat, Apple, etc.

REMEMBER...

- **Proper nouns** always start with a capital letter.
- A **proper noun** is unique, hence, it is impractical to change the number and gender of a **proper noun**.
- Names of days, months, monuments, books, periodicals, rivers, mountains or any other distinctive things are all **proper nouns**.
- **Proper nouns** have no plural forms but we can say Sundays, Mondays, and so on.

1 Read the following write-up. Underline the *proper nouns* and rewrite them correctly in your notebook.

Example: henry — **Henry**

One morning henry woke up late. He had to hurry to get ready for school. Oh! What he would do now? His school van would have gone. His school, agakhan high school, was very far from his house. He picked up his library book, charlotte's web, and tucked it into his backpack with his homework. He almost forgot his soccer uniform. He had to practice with the black devils, his soccer team, after school. In the bathroom he brushed his teeth with minty max toothpaste and ran a comb through his hair. There was only time for a few bites of his favorite cereal, captain crunchies. He ran to the car with his mom, and they drove to school. Standing there and waiting for him was his best friend, james. Both of them hurried to mrs anderson's classroom, and sat down in their seats as the tardy bell rang.

Common Nouns

Words naming the categories or kinds of persons, living beings, places, things, etc., are called **common nouns**.

<i>Persons</i>	:	mother, woman, lad, young man, etc.
<i>Places</i>	:	library, school, hospital, church, etc.
<i>Things</i>	:	mug, gun, flower, guava, etc.
<i>Living beings</i>	:	ant, lion, snake, dinosaur, etc.
<i>Professionals</i>	:	engineer, nurse, shopkeeper, driver, etc.

REMEMBER...

- **Common nouns** represent members of various groups in general.
- They can undergo change in number as well as in gender.

Difference between a *Proper Noun* and a *Common Noun*

We conclude that

- the name given to
 - a particular person, place, or thing which is only one of its kind, is a **proper noun**.
 - in common to every person, place, or thing of the same class or kind, is a **common noun**.

2 Identify the *common nouns* and write your answers in your notebook.

The Happy Day

The vacation had begun. Jennifer and James, two friends, decided to go for an outing. First, they went to the zoo. They saw many animals there. Then they went to watch a movie, which was in the news those

days. They enjoyed it a lot. Finally, they had a tasty meal in a restaurant. When they came back, they were very tired. But their day was full of enjoyment. They had a good sleep.

(b) Collective and Compound Nouns

Collective Nouns

Collections or contingents of persons, places, things, etc., are termed as **collective nouns**.

- fleet, army, people, flock, bunch, crew, jury, herd, team, crowd, swarm, population, etc.

Now look at the following table.

People	Animals	Things/Places
1. A class of students/merchants	A catch/haul/shoal of fish	A group of islands
2. A n / A army / regiment of soldiers	An/A army/colony of ants	A galaxy of stars
3. A choir of singers	A flight/flock of birds	A wad of notes
4. A crew of sailors	A host of sparrows	A forest/clump/grove of trees
5. An eloquence of lawyers	A clutter of cats	A stack of wood
6. A bunch of crooks	A flock of sheep	A fleet of ships
7. A crowd of people/spectators	A herd of deer/cattle/elephants/goats/buffaloes	A string of pearls
8. A gang/pack of thieves	A siege of cranes	An album of stamps/autographs/photographs
9. A group/troupe of dancers/artists	A litter of cubs	A hedge of bushes
10. A team of players	A pack of hounds	A set of clubs/clothes
11. A staff of employees	A culture of bacteria	A basket of fruit
12. A tribe of natives	A troop of lions	A cloud of dust
13. An audience of listeners	A zoo of wild animals	A suite of furniture
14. A panel of experts	A pack of wolves	A pair of shoes
15. A gang of laborers	A litter of puppies/kittens	A bouquet/bunch of flowers
16. A flock of tourists	A swarm of bees/ants/rats/flies	A bunch of keys

17. A board of directors	A team of horses/ ducks/oxen	A chest of drawers
18. A mob of disorderly people	A murder of crows	A pack of lies/cards
19. A congregation of priests	A kennel of dogs	A range of mountains

REMEMBER...

- **Collective nouns** refer to gatherings of **common nouns**.
- They can undergo change in number.

3 Fill in the blanks each with one of the following *collective nouns*, making *plural* if necessary. Some *nouns* can be used more than once. Write your answers in your notebook.

- flock • herd • bundle • mob • suite • flight • audience • swarm
- shoal • pack • bouquet • clump • bunch • crew • set • crowd
- gang • fleet • congregation • stack

1. The _____ of the army of that country is very strong.
2. Disease reduced the farmer's _____ of cows.
3. She was attacked by a _____ of wasps.
4. A _____ of violent people overturned cars, set the fire to shops and attacked the police station.
5. The ministers occupied a _____ of rooms at the hotel.
6. Angry spectators in the _____ came in the playground.
7. I bought a _____ of bananas.
8. The priest was unable to understand as to why his _____ was getting smaller week by week.
9. Fishing boats employ modern equipment to locate the _____ of fish.
10. She lost her balance and fell down a _____ of steps.
11. He was the leader of a notorious _____ of criminals.
12. We rested under the shade of a _____ of trees.
13. In spring _____ of birds return to Britain after spending the winter in Africa.
14. He was attacked by a _____ of white ants.
15. They gave their teacher a _____ of flowers.
16. British Airways is equipped with a _____ of 26 Boeing 747s.
17. She gave a _____ of old clothes to a charity organization.
18. The _____ applauded the new play zealously.
19. Have you seen a _____ of keys?

20. I need a _____ of clubs to play golf.
21. Arrange my books in a _____, one on the top of the other.
22. How much is this leather three-piece _____ —a sofa and two armchairs?
23. Who's got a _____ of cards?
24. That cruise ship is going to carry 155 passengers and a _____ of 89.
25. It is difficult to control this _____ of sheep.
26. I gifted her a _____ of cutlery (12 knives, 12 spoons, 12 forks,) etc.

Compound Nouns

A **compound noun** is formed using two or more **nouns**.

- watermelon, snowman, sailboat, basketball, sister-in-law, etc.

- **Compound nouns** can also be formed using the combination of words given below.
 - (a) NOUN + NOUN: tooth + paste = toothpaste
 - (b) NOUN + VERB: hair + cut = haircut
 - (c) ADJECTIVE + NOUN: monthly + pass = monthly pass
 - (d) PREPOSITION + NOUN: under + ground = underground
 - (e) VERB + NOUN: bath + tub = bathtub

Difference between a *Collective Noun* and a *Compound Noun*

We conclude that

- a **collective noun** is a single word which refers to a collection of persons, places, or things.
- a **compound noun** is made up of more than one word which refers to a single persons place, or thing.

4 Identify the *compound nouns* and write your answers in your notebook.

1. I was overjoyed to get away out of that quiet country-side.
2. They are rich and respected gentlefolk.
3. 'Davie, Davie,' I thought, 'was ever seen such black ingratitude?
4. I had never had much doubt of; sure enough it was a little Bible, to carry in a plaid-neuk.
5. My washing machine is not working properly.
6. Drink a spoonful or two as there is occasion.
7. I came on the green drove-road running wide through the heather.
8. On the forenoon of the second day, I came to the top of a hill.
9. There was something strange about the Shaws itself.
10. What sort of a gentleman you are!

11. Presently it brought me to stone uprights.
12. Bats flew in and out like doves out of a dovecote.
13. 'From whom is it?' asked the man with the blunderbuss.
14. 'Well,' was the reply, 'ye can put it down upon the doorstep, and be off with ye.'
15. I heard the blunderbuss rattle on the windowsill.

ACTIVITY 1

TARGETED COMPETENCY: Grammar Skills

Let learners be assigned to point out that words that name persons, things, or ideas are **nouns**. They will list the different kinds of **nouns** in a given piece of work.

WRITING

TARGETED COMPETENCIES: Grammar and Writing Skills

Write a paragraph on one of your favorite topics and identify the different kinds of nouns.

Example: As per Shakespeare, "Beauty is in the eye of the beholder."...
 Shakespeare: **Proper noun**; Beauty: **Abstract noun**; eye: **Common/Concrete noun**; beholder: **Common/Concrete noun**

(c) Concrete and Abstract Nouns

Concrete Nouns

When a **noun** refers to a place or thing which is made up of matter, having a material body which occupies space, or which we can see and touch, or when a **noun** refers to a person, the **noun** referred to is **concrete**.

- woman, notebook, flower, water, etc.

REMEMBER...

- **Concrete** nouns have concrete body.
- Every **concrete noun** is a **common noun**.
- Every **common noun** is not a **concrete noun**.

Abstract Nouns

Names assigned to emotions/feelings, qualities, processes, ideas, states, etc., which do not have concrete form, are termed as **abstract nouns**. Generally, they can neither be seen nor can be shown; they can only be felt or understood.

- happiness, sincerity, determination, denial, sweetness, surprise, effectiveness, etc.

- **Abstract nouns** can be formed from other **nouns, adjectives, and verbs.**

From nouns

<i>Nouns</i>	<i>Abstract Nouns</i>	<i>Nouns</i>	<i>Abstract Nouns</i>
child	childhood	nation	nationhood
minister	ministry	slave	slavery
leader	leadership	martyr	martyrdom

From adjectives

<i>Adjectives</i>	<i>Abstract Nouns</i>	<i>Adjectives</i>	<i>Abstract Nouns</i>
honest	honesty	long	length
kind	kindness	high	height
poor	poverty	beautiful	beauty

From verbs

<i>Verbs</i>	<i>Abstract Nouns</i>	<i>Verbs</i>	<i>Abstract Nouns</i>
clean	cleanliness	obey	obedience
grow	growth	think	thought
starve	starvation	succeed	success

REMEMBER...

- Generally, **abstract nouns** are singular in form; however, some such **nouns** are functional in plural forms also.

Difference between a Concrete Noun and an Abstract Noun

We conclude that

- a **concrete noun** refers to a place or thing which is made up of matter, having a material body which occupies space, or which we can see or touch; or refers to a person.
- an **abstract noun** (said to possess abstract qualities) refers to a thing which has no solidity, shape, or dimension and which occupies no space or which we cannot see or touch.

5 Identify whether the underlined noun is concrete or abstract and write your answers in your notebook.

A look of being most earnestly hand-made, as a child's drawing, a thing created out of need, love, patience, and strained skill in the innocence of a race. Nowhere one ounce or inch spent with ornament, not one trace of relief or of disguise: a matchless monotony, and in it a matchless variety and this again throughout unrestrained, held rigid: and of all this, nothing which is not intrinsic between the materials of structure, the earth, and the open heaven.

(From "The Gudger House" in *Let Us Now Praise Famous Men* by James Agee and Walker Evans)

6 Write the suitable *abstract nouns* for the following *concrete nouns* and write your answers in your notebook.

Example: teacher — dedication

- soldier • martyr • water • child • boy • house • man • book
- banana • mother

7 Write the suitable *concrete nouns* for the following *abstract nouns* and write your answer in your notebook.

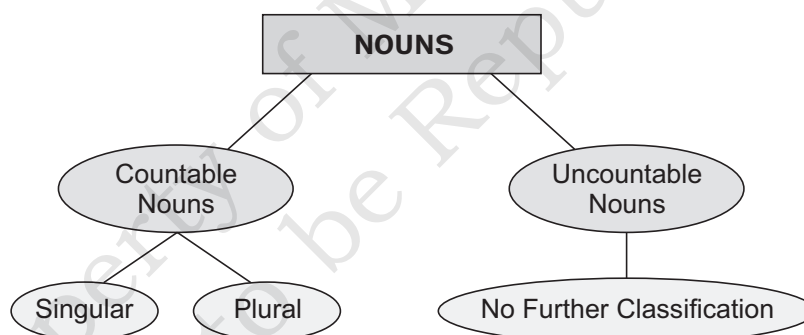
Example: intelligence — student

- bravery • loyalty • eloquence • convenience • goodness
- beauty • illiteracy • adolescence • adulthood • education

Number of Nouns

By **number**, we mean the count of (a) **noun(s)** as being one or more than one.

The existence or lack of the capacity to be counted puts **nouns** under two major heads:



(a) Countable Nouns

These are the **nouns** which can be counted. **Countable nouns** are **singular** or **plural**.

Singular: It is the form (spelling) of a **countable noun** that represents only one member of a kind.

- story, brick, page, mat, lady, etc.

Plural: It is the form (spelling) of a **countable noun** that represents more than one member of a kind.

- babies, boxes, books, women, studios, etc.

KEEP IN MIND...

- Conversion of **singular** to **plural** is governed by certain rules.
- When a **singular noun** ends with *-ch, -sh, -o, -x, -ss*, its **plural** takes *-es* at the end.
- *-y* mostly changes into *-ies* in **plurals**.
- Some **plurals** are formed by suffixing *-s* only.
- Some **plurals** are formed by a change of vowels in their respective **singular** forms.

(b) Uncountable Nouns

These are the **nouns** which cannot be counted.

- love, sugar, air, beauty, hair, information, etc.

MARK THIS...

- All **abstract nouns** are **uncountable nouns**.
- **Uncountable nouns** can be treated as **countable** in some peculiar or exceptional cases.

8 Read the following sentences and identify the *nouns* appearing in them as *countable* or *uncountable*. Also change their *number*, where possible and write your answers in your notebook.

1. Flies were hovering over the uncovered sweets displayed for sale.
2. The cattle grazed by the canal and the cowherd kept a watch on them.
3. These days, Samsung is bringing out some useful home appliances.
4. The children had made bunches of leaves and flowers.
5. Two women were discussing their household issues while drawing water from the well.
6. His head had lost all its hair.
7. Sudden change in the temperature gives rise to viral diseases.
8. After emptying the pot of milk, the cat licked its lips clean.
9. The scenic beauty of the valley attracts tourists from all corners of the world.
10. The crowd followed the newly-elected leader everywhere.

9 Fill in the blanks as directed in the brackets and write your answers in your notebook.

1. Some _____ stood at the bus-stop waiting for the bus to come.
(plural of *man*)
2. The officer commanded the _____ to start marching.
(plural of *soldier*)
3. The popular _____ had met with a serious accident in her hey days.
(noun form of *dancing*)

4. A large number of _____ are sacrificed on Eid every year.
(plural of *goat*)
5. Humans are blessed with two _____ to perform daily tasks.
(arms/arm)
6. _____ is added to tea to make it taste sweet. (uncountable noun)
7. The _____ of two countries of the world seldom have the same national language.
(plural form of *people*)
8. Your _____ of English words is not satisfactory.
(abstract noun of *pronounce*)
9. My mouth began to water on seeing _____ being sold in the marketplace.
(plural of *cherry*)
10. Data is the _____ of datum.
(plural/singular)

2. NARRATION: AUTOBIOGRAPHICAL WRITING

We have read in previous grades that **narration** is giving an account of events in speech or writing. You can narrate a story, an autobiography, etc.

Read the following write-up carefully and observe how it is narrated.

My name is Melvin. I was born on March 1, 2001, at MSF Pediatric Hospital in Monrovia, Liberia. My mother named me after Melvin M. Salse, a doctor who saved my elder sister, Juliet. She had cancer and he helped her recover this ailment. I live with my mother, Hawa Korleh. She is a school teacher at St. Edward Catholic High School, Monrovia. My father is a personnel manager at Lockheed Martin Corp., Monrovia. They both like to go rock climbing. My ten-year-old brother, Peter and I do not get along. He always tries to get me in trouble. Once he ate an entire pan of brownies that my mom baked for church. Then he took the dirty empty plate and planted it in my room. My mom caught him though. She knew I had been at sports practice since school got out and Peter was the only one who could have possibly eaten the brownies. One of my favorite things to do is paint. My elder sister is an art student in college and she started helping me learn about painting when I was a sixth grader. I met my best friend Teta, when we were just fourth graders. Since then we were partners and have been inseparable. My life changed forever on May 10, 2004 when my little brother Peter was born at MSF Pediatric Hospital. I was no longer the baby of the family. In 2008, when I was seven, I vividly remember being very proud of myself for finally learning to swim. I remember going to a lake with my best friend's family. We rowed in a small boat to the middle of the lake and his father threw me into the water. I have many memorable school experiences. One of my favorite memories of school is that every other Friday in fifth grade, we played football for thirty minutes in the school playground.

As you can make out,

- this write-up is a short narration by a boy about himself. The information given in this paragraph exclusively belongs to the life of Melvin. Such a narration by an individual about his life is known as his **autobiography**. The above paragraph is a short **autobiography** of Melvin. We observe that he has given the information about his name and birth date, parents, brothers and sisters, hobby, friend, unforgettable experience, achievement and one of his memorable school experiences.

*When you narrate your **autobiography**, you can give the following information as Melvin has above:*

Name and Birth Date: It includes your name and how you got it, the month, the day, and the year you were born, as well as the location, and any other interesting information regarding your birth.

Parents: It includes your parents' names/any important or interesting information about them—this may include where they work, interesting things they have done in their lives, their interests, etc.

Brothers/Sisters: It includes their names, age, interests, memorable experiences you have shared with them, and some information about the relationship you have with them.

Hobbies/Interests: It includes virtually anything such as playing video games, collecting comic books, paintings, and performing magic tricks.

Friends: It includes information about your best friend—how you met, how long you have known each other, what you like to do together, why you are such good friends, etc.

Life Changing or Unforgettable Experiences: This could be virtually any experience that has changed the way you look at the world.

Achievements: It includes anything you have done that is special—this may include, but is not limited to, awards you have received.

School Experiences: It includes best, worst, or most memorable school experiences.

REMEMBER...

- An **autobiography** is an account of a person's life which is narrated by that person in speech, or writing.
- A **biography** of a person's life is written by someone.

The **autobiography** can also be of an object, for example read the following **autobiography**.

A Tree's Autobiography

I am a tree. I am 55-year-old. Proud and firm, I stand in the forest. The animals rest under me. Birds make their nest in my branches. The tigress feeds her cubs under my shadow in the afternoon and then they start playing. I like all the animals and the people in the forest and especially the concerned officers for the care and concern they show me.

I still remember the time when I was young, slim and trim. With the passage of time I grew and gave shelter to everybody. Today I have fully grown. When it rains, I am in high spirits. I feel fresh and after the rain when the sun shines, it is a pleasant sight I enjoy.

One day I saw a woodcutter approaching me. Suddenly he shouted, "Wow! Such a big tree." Then Goldy woke up. Goldy was the most powerful and the strongest tiger in the whole forest. As the woodcutter took out a huge axe and moved towards me to cut me, Goldy jumped at the woodcutter and made him fall on the ground. Finally Goldy killed him. Since then every woodcutter stopped cutting the trees and started planting the trees.

10 Write your *autobiography* in your notebook. Narrate all important events.

11 Given below is the profile of Mrs Angela, a school principal. Write her *autobiography* on her behalf with the help of the clues given below.

Birth	1 March, 1974
Age	48 years
Height/weight	5 feet 4 inches, slim
Residence	Monrovia
Experience	Seven years as principal
Family	Husband, two children—a boy and a girl
Friend	Linda, together since 1990
Hobbies	Fond of traveling, coin collection, and reading
Qualities	Very responsive positive outlook, cheerful, kind yet firm
Memorable event	The day selected for the post of Principal

12 Write the *autobiography* of any of the following.

pen, book, school

13 You are a student. Write a student's *autobiography*.

ACTIVITY 2

TARGETED COMPETENCIES: Writing, Reading and Teamwork Skills

Work with your friend. Write a **biography** of each other. Then exchange it and convert into an **autobiography**, modifying it. Read out the final draft in your class.

3. PRONOUNS AND THEIR ANTECEDENTS

In previous grades, we have read that the words which can replace **nouns** are termed as **pronouns**; and **antecedents** are words referred back to by **pronouns**. Let us revise.

Read the following extract and identify the **pronouns** and **their antecedents**.

I am **Prayer**. I am a student. **Miss David** is my favorite teacher. She is quite intelligent and has good command of her teaching subject. She teaches us Science and her method of explanation is very interesting. All the other teachers praise her ways and methods of dealing with the students. **All the students of the school**, on their part, respect her very much. They are always motivated by her to excel at studies and other co-curricular activities. One of my friends, **Momolu**, lives in her neighborhood. He receives additional **help** from her whenever he asks her for it. She often tells her students, “Do your best and leave unto God the rest. But, you should always remember that you yourselves are the architects of your destinies.” These words of hers are indeed inspiring. We all are fortunate to have a lady of noble ideas and principles for our teacher. I hope, she continues to guide all students through difficulties and hurdles. Truly, she is a role model for us.

As you can make out,

- the word(s)—*I* refers to **Prayer**; *We* and *us* refer to **Prayer and her classmates**; *she*, *her* (only in predicative use) and *hers*, to **Miss David**; *you*, *yourselves*, and *they*, to **the students whom Miss David teaches**; *he* refers to **Momolu**; and *it*, to **help**. That is to say, the words—*I*, *we*, *us*, *she*, *her*, *hers*, *you*, *yourselves*, *they*, *he* and *it*—have replaced the **nouns**—**Prayer, Miss David, the students, Momolu** and **help**—and are, therefore, **pronouns**.
- *I* refers back to **Prayer**. *She* and *her* refer back to **Miss David**; and *they* refers back to **students**. *We* and *us* refer back to **Prayer and her classmates**. So, **Prayer, Miss David, students**, and **Prayer and her classmates** are **antecedents** of the **pronouns** *I*, *she*, *they* and *we*.

KEEP IN MIND...

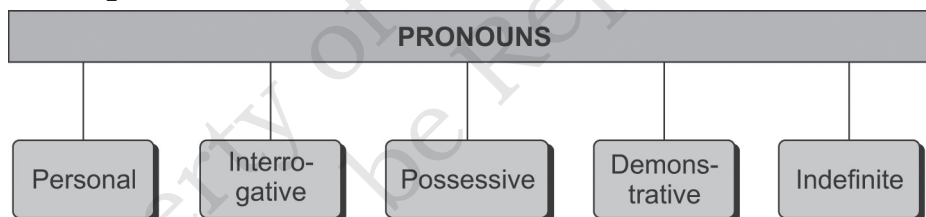
- **Pronouns** replace the **nouns** at their second appearance, and thereafter, in the sentence or paragraph.
- The words—*my*, *our*, *your*, *his*, *her* (in attributive use) and *their*—are not **pronouns**. They are, in fact, **possessive adjectives** as they always appear before **nouns**, thereby qualifying them.
- An **antecedent** is a word which is referred back to by a **pronoun**.

14 Fill in the blanks with suitable *pronouns* and write your answers in your notebook.

1. My uncle is an NRI. _____ is currently based in the USA.
2. Blessing can drive her car herself. _____ knows driving.
3. My friends and _____ are going to watch a football match live.
4. The children are happy as _____ are out on a picnic today.
5. Birds and reptiles respire as we do. After all, oxygen is necessary for _____ too.
6. Welcome! _____ should feel at home here.
7. _____ love fighter planes. I want to become a commissioned officer in the SAAF.
8. The kite detached from the thread and was blown away by the wind. Soon, _____ was torn to pieces.
9. Suah and Joy are studious. _____ finished their assignments on time.
10. God is everywhere. It is believed that _____ saves his devotees from the devils.

Kinds of Pronouns

An analysis of the full range of **pronouns** brings to the fore many kinds of **pronouns**. Some of them are as follows:



An **antecedent** must agree in number, gender, and person with its **pronoun**, for example,

antecedent	referent
President Lincoln delivered his Gettysburg Address in 1963.	
|_____| singular • masculine • third person	

We have already read about **personal pronouns**, **demonstrative pronouns**, and **indefinite pronouns** and their **antecedents**. Here we will discuss some more new **pronouns** with their **antecedents**.

(a) Personal Pronouns

Personal Pronouns are the words which replace the names of persons. *I, We, You, He, She, It* and *They* are **Personal Pronouns**.

1. My name is *Goma*. **I** am ten years old.

2. *Lamie* and *I* are brothers. **We** are students.
3. *Zoe*, be cautious. **You** might be hit by some vehicle.
4. *The shopkeeper* is not honest. **He** charged extra money for this product.
5. *Sania* participated in the dance competition. **She** also won a prize for her good presentation.
6. *The barking dog* chased the thieves. **It** terrified the cat as well.
7. *Some people* have gathered at the square. **They** are looking on as the accident victims are being attended to.

The words—**I, We, You, He, She, It** and **They**—have replaced the nouns—*Goma, Lamie* and *I, Zoe, the shopkeeper, Tania, the barking dog* and *some people*—in the second set of sentences, respectively. They are acting as the **personal pronouns** for their respective **nouns** (called **antecedents**).

Personal pronouns are categorised under three heads:

Persons	Personal Pronouns	
	Singular	Plural
First Person	I	We
Second Person	You	You
Third Person	He/She/It	They

- First person refers to the **pronouns** (*I* and *we*) used for the speaker(s).
- Second person refers to the **pronoun** (*you*) used for the listener(s) or the person(s) spoken to.
- Third person refers to the **pronouns** (*he, she, it* and *they*) used for the **noun(s)** being spoken of.

Personal pronouns may appear in sentences in different cases. Let us study about them.

Cases of Personal Pronouns

Person	Sub.		Obj.		Poss.	
	Sing.	Pl.	Sing.	Pl.	Sing.	Pl.
1 st	I	we	me	us	my, mine	ours
2 nd	you	you	you	you	your, yours	yours
3 rd	he	they	him	them	his	theirs
	she		her		her, hers	
	It		it		×	

Subjective pronouns act and **objective pronouns** receive the actions. Let us study the use of the **subjective pronouns** and **objective pronouns**.

Use of I

(Subjective)

- **I** am *Anne*.

I is used to refer to *yourself*.

- **I** found **my** lost pen.

(Objective)

Give it to **me**.

Use of You

You is used to refer to the person(s) being spoken to. **You** is used for the singular and the plural.

(Subjective)

- How are **you**, *Daniel*? (singular)
- *Boys*, **you** don't study when **you** are together. (plural)

(Objective)

I was searching **you**.

Use of He, She (Singular)

He and **she** are used for a male and a female person respectively.

(Subjective)

- *My father* is on leave. **He** is not feeling well. We took **him** to the doctor. (1)
- *Mary* has left. **She** was packing **her** bag. (2)

(Objective)

- Where is *Frank*? We saw **him** in the morning. (3)
- Where is *Mariam*? We met **her** yesterday. (4)

Use of It (Singular)

(Subjective)

It is used for lifeless things.

- Have you seen *this movie*? **It** is really interesting.
- *The Interesting Tales* is my book. But **it** has lost **its** cover.

It is used to refer to an animal when its gender is unknown.

- There is *a puppy* in the ground. **It** is a furry puppy.

It is used for a young child when the sex is not mentioned.

- *The child* is sleeping. **It** is running a fever.

It is used to emphasize a *noun* or *pronoun* coming after it.

- **It** is *you* who helped me through thick and thin.
- **It** is *Monrovia in Liberia* that is the centre of attraction for the tourists.

Here *you* and *Monrovia in Liberia* are the *antecedents* of the pronoun **it**.

It can be used to refer to a statement going before.

- *They are leaving for the US* and we know **it**.

Here *they are leaving for the US* is the *antecedent* of the pronoun **it**.

It can be used as a temporary subject of the verb *to be*.

- **It** is immoral to steal.

It is/It was does not change even when followed by a plural *noun* or *pronoun* and the *verb* in the following clause takes after the *noun* or *pronoun*.

- **It was** *your parents* who were against you.
- **It is** *your friends* who are going to cheat you.

(Objective)

- This is *a good book*. Have you read **it**? (1)
- This is *my pet*. Don't hit **it**. (2)
- *The child* was playing in the ground. A snake bit **it**. (3)

Here *a good book*, *my pet*, and *the child* are the *antecedents* of the pronoun **it**.

Use of We (Plural)

(Subjective)

We is used to refer to a group of persons including the speaker.

- When shall **we** go out? **We** want our freedom back.

We is used to refer to the speaker, the person(s) being spoken to, and the person(s) absent at the time of speaking.

- **We** shall all go out, *you*, *I*, and *they*.

We is used to refer to the speaker and one or the other people, and excludes the person(s) being spoken to.

Here *I* and *he* are the *antecedents* of the pronoun **we**.

- *I* want this shirt; *he*, too, wants this shirt; **we** are fighting.

We is used to refer to a group in general including the speaker.

- **We** can't survive without water.

(Objective)

- *We* went to our aunt. She gave **us** beautiful gifts.

Use of They (Plural)

(Subjective)

They is used for a group of things, or a group of people excluding the speaker and the listener.

- **They** are *my friends*. **They** want **their** treat. (1)
- I have *some guests* at home. **They** are having lunch. (2)
- *Some women* want to meet you. **They** are awaiting outside. (3)

They is used to refer to animals and non-living things.

- *Animals* are not foolish; but **they** can't speak.
- Where are my *papers*? **They** are very important.

They is used to refer to people in general.

- **They** know **they** have to die.

They is also used to refer to a group of people whose identity is reflected through the content.

- **They** must treat **their** students affectionately.

(Objective)

- *Prayer and John* are brilliant students. The teachers praise **them** very much.

As you can make out, in above sentences,

- **pronouns** in bold and their **antecedents** in italics agree in number, gender, and person, and
- **antecedents** are the **nouns/pronouns** which refer back to the **pronouns**.

REMEMBER...

- An **antecedent** of a **pronoun** can be a **noun**, or a **pronoun**. A **pronoun** must agree in **number**, **gender**, and **person** with its **antecedent**.
- The **pronouns** *I, we, he, she, they* are **subjective pronouns**.
- The **pronouns** *me, him, her, us, them*, are **objective pronouns**.
- The **pronouns** *you* and *it* are **subjective** and **objective pronouns** respectively.

15 Fill in the blanks with the correct *pronouns* from the brackets and write your answers in your notebook.

1. Momolu called his brother to play with _____. (*he, him, his*)
2. _____ are sorry for their misbehavior. (*You, They, We*)
3. The girl holding a doll in her hand began to play with _____. (*them, her, it*)
4. Everyone applauded _____ for his hard-fought victory over his opponents in the election. (*my, he, him*)
5. The award for _____ was announced in the morning assembly. (*yours, me, my*)

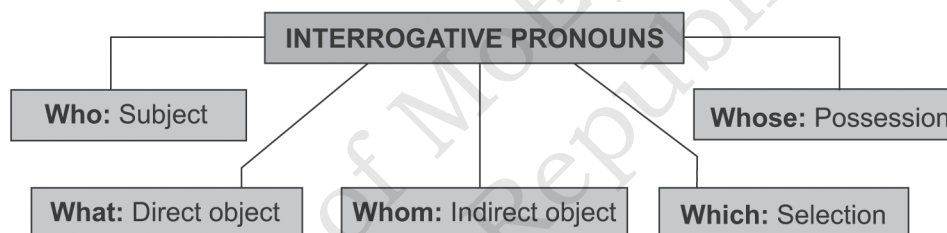
6. Jim, _____ have become irresponsible these days. (she, they, you)
7. How dare she call _____ an idiot? (his, they, her)
8. My sister vouched for the fact that _____ never lied. (I, yourself, my)
9. Altaf is going with us. _____ will return next week. (we, he, our)
10. _____ are not responsible for any wrong done. (Them, They, Us)

16 Pick out the *pronouns* and their *antecedents* in the previous exercise, and write your answers in your notebook.

Example: **pronoun:** him; **antecedent:** Momolu

(b) Interrogative Pronouns

Interrogative pronouns refer to those *wh*-family words which are placed at the beginning of sentences to ask questions that can be answered in **nouns**. They can be classified as follows:



Each of these question-words **pronouns** represents a different element of the sentence.

1. **Who** is the head girl of the school? (Subject)
2. **What** would you prefer in lunch? (Direct object)
3. **Whom** did the government appoint the ombudsman? (Indirect object)
4. **Whose** is this book? (Possession)
5. **Which** is your pen? (Selection)

REMEMBER...

- **Interrogative pronouns** 'who' and 'whom' refer to people but 'who' sometimes refers to animals.
- 'Whose' may refer to persons, animals or things.
- We can also use an **interrogative** form to ask a direct question:
 - o Ask him **what** he knows.
- *Wh*-family words essentially begin with 'wh,' the only exception being 'how' in which 'w' and 'h' are separated by 'o.'

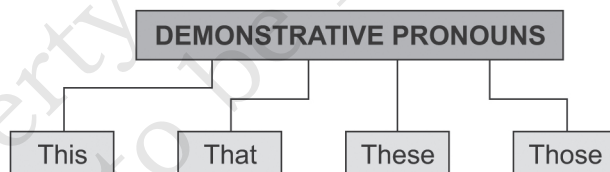
- Some more questions can be framed using these **interrogative pronouns** in combination with some **prepositions** and **nouns**.
- **Interrogative pronouns** have no **antecedents**.

17 Fill in the blanks with the most appropriate *interrogative pronouns* and write your answers in your notebook.

- _____, do you think, will clock the best time in today's race?
- I don't remember the person _____ I had met there.
- _____ is this breathtaking painting?
- _____ of you is not guilty?
- _____ is this motorcycle parked at our gate?
- _____ has dared to question his decision?
- Tell me _____ this is.
- Will you tell me _____ you are going?
- _____ of these men is your father?
- _____ was driving the car while talking on the phone?
- _____ color is your favorite?
- _____ is this letter lying at my door?

(c) *Demonstrative Pronouns*

Demonstrative pronouns are the words which are used to indicate or demonstrate some **noun(s)**. They can be classified as follows:



- This** is a *guava tree*.
- That** is the *General Post Office*.
- These** cannot be true *stories*.
- Those** were the *days of joy and pleasure*.

Here italicised words refer to the **antecedents** of the **pronouns** in bold.

- *That* and its plural *those* can be used as **pronouns** to avoid repetition of a preceding **noun**.
The climate of my city is hotter than *that* of your city.
These streets are more crowded than *those* ones.
- We use *this* and *that* instead of singular **countable noun** or an **uncountable noun**.
This is Mr and Mrs Juneja.
That was nonsense.

- When two things already mentioned are referred back, *this* stands for the last and *that* the first.
Fire and water have opposite traits; *this* (water) comes down, *that* (fire) goes up.

KEEP IN MIND...

- *This* and *these* indicate nearness.
- *That* and *those* indicate distance or remoteness.
- *This, that, these, those* followed by **nouns** are **demonstrative adjectives**.

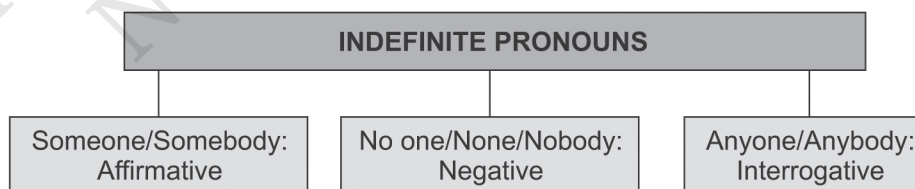
18 Fill in the blanks with the appropriate *demonstrative pronouns* and write your answers in your notebook.

- _____ may be the largest planet, Jupiter.
- _____ is strange behavior, I must say.
- This is the way _____ you need to take.
- Look here, _____ are the pictures that were painted in 1920.
- _____ who do not believe in God are called atheists.
- My shirt is cleaner than _____ of yours.
- White and black colors have opposite traits; _____ symbolizes evil, _____ does purity.
- _____ is my parents. Meet them.
- _____ was rubbish.
- He scored more marks than _____ you have.

19 Pick out the *pronouns* and their *antecedents* in the previous exercise and write your answers in your notebook.

(d) Indefinite Pronouns

Indefinite pronouns refer to the words which do not specify any **noun** or which indicate **nouns** in a general sense. They can be classified as follows:



Someone, somebody, no one (none), nobody, anyone, and anybody are **indefinite pronouns**.

- **Someone** and **Somebody** are used in an *affirmative sense*.
 - Someone** has run away with my suitcase.
 - Somebody** knocked at my door and vanished.

- **No one** (none) and **no body** express a *negative sense*.
 1. **No one** could resist tears on seeing the tragic occurrence.
 2. **No body** has shouldered the responsibility of the orphan child as yet.
 3. I wish to meet the boys, but there are **none**.

Here **boys** is the antecedent of the pronoun **none**.

- **Anyone** and **anybody** are used in an *interrogative sense*.
 1. Is there **anyone** who can show me the right path through the dark?
 2. Will **anybody** fetch me my medicines, please?
- **Anyone** can also be used when more than two persons are involved.
 1. She is more intelligent than **anyone** of her three friends.
 2. Here are the boys. You can select **anyone** of them for the team.

MARK THIS...

- **Indefinite pronouns** agree with the singular form of the **verbs**.

Following are some more **indefinite pronouns**:

• all • another • any • anybody • anyone • anything • both • each
 • either • many • none • one • others • several • someone • some
 • neither • no one • everybody • everyone • everything • few
 • nobody • nothing • somebody • something

- **One** has to be used throughout.

One must do this duty.
- However in present-day English, we need to use a plural **pronoun** to refer back to an **indefinite pronoun** when the sex is not indicated. In this case also the **verb** remains singular.

Everybody tried as hard as *they* could.
Everybody enjoyed *themselves*.
Everybody *was* watching *their* turn. (singular *verb*)
Everyone gave *their* own version of the incident.
 Ask **someone** if *they* can let you know.
- The **indefinite pronouns** ending in *-ing* are used to refer to things.

Will you have **anything**?
 Say **nothing**.
 I want to eat **something**.

REMEMBER...

- **None** is used to express **singular** or **plural** according to the content. Generally **indefinite pronouns** have no **antecedents**.

20 Read the following situations and write a sentence using *indefinite pronoun(s)*. Write your answers in your notebook.

1. You want to eat apples. But the basket is empty.
2. You went to your friends' hostel. But when you reached there, they were not there.
3. You are carrying some money. But when you reach home, you find no money in your pocket.
4. Your friend has got two pets. They are very cute.
5. There were twenty boys in your class. They were absent today.

21 Fill in the blanks each with 'some' or 'any' and write your answers in your notebook.

1. I have lost my pen. Do you have _____?
2. Give me _____ time for an assignment.
3. We have found _____ very interesting storybooks. Do you want _____?
4. I saw _____ good films last weekend.
5. I did not find _____ information about the missing documents.
6. I will see _____ friends of mine next Monday.

22 In each blank, tick the correct answers from the given options and write them in your notebook against the correct blank numbers.

1. Mathew : Okay, let's get started. I hope we can get _____ (*everything, anything, nothing*) ready in time. _____ (*somebody, something*) has to blow up all the balloons. Did _____ (*everything, anybody, anything*) bring any more balloons?
2. Christina : Can _____ (*everyone, someone*) help me carry the table into the garden?
3. Mathew : Are we missing _____ (*everything, anything, nothing*)? Because the shops are still open and if there is _____ (*everything, nothing, something*) missing, I could go and buy it.
4. Anne : No, I think we've got _____ (*everything, nothing, anything, something*).
5. Mathew : Was that the doorbell? Is _____ (*everybody, somebody, nobody*) at the door? Can you have a look, Jim?
6. Jim : No, there is _____ (*everybody, nobody, anybody*) there.

7. Mathew : OK, so we still have some time before _____ (*everyone, everything*) else arrives. I just hope we didn't forget _____ (*everything, anything, nothing*).
8. Jene : No, Mathew, there is _____ (*everything, nothing, anything, something*) you need to worry about. _____ (*everything, nothing, anything, something*) is all right. It's going to be a great birthday party!
9. Jim : I am sure we have prepared _____ (*everything, nothing, anything*) now. Would _____ (*everybody, nobody, anybody*) like a drink?

(e) Possessive Pronouns

You have looked at the table above showing the possessive case of **pronouns**.

Now read the following sentences.

- | | |
|--|--|
| 1. This <i>book</i> is mine | 2. This <i>school</i> is ours . |
| 3. That <i>house</i> is yours . | 4. This <i>pen</i> is his . |
| 5. This <i>notebook</i> is hers . | 6. This <i>computer</i> is theirs . |
| 7. <i>She</i> is a friend of mine . | 8. I am the cousin of his . |

As you can make out,

- *mine, ours, yours, his, hers, and theirs* are **pronouns** and refer to **nouns**, or **pronouns** (italicized), **antecedents** of their respective **pronouns**, and
- these **pronouns** indicate possession.

So they are called **possessive pronouns**.

REMEMBER...

- A **possessive pronoun** *mine, ours, yours, his, hers, or theirs* indicates possession.
- Each **possessive pronoun** is associated with a **personal pronoun**.
- It has no **possessive** case.

23 Fill in the blanks with the correct *pronouns* and write your answers in your notebook.

Romeo : Is this storybook yours?

Maria : Yes, this is 1. _____

Romeo : Where did 2. _____ buy 3. _____ from? 4. _____ is quite interesting.

Maria : There is a new shop nearby. I bought 5. _____ from there.

Romeo : Can you get 6. _____ one?

Maria : Why not? But why don't 7. _____ come with 8. _____?

Romeo : 9. _____ can come when it is a holiday. 10. _____ will buy more than one.

Maria : When is the holiday of **11.** _____?

Romeo : The school of **12.** _____ is closed tomorrow. **13.** _____ can come then.

Maria : Ok.

ACTIVITY 3

TARGETED COMPETENCY: Grammar Skills

Each learner will write a **pronoun** one by one on the board and also frame a sentence.

SPEAKING: Pronouns

TARGETED COMPETENCIES: Grammar and Speaking Skills

Say five pronouns of each kind you have read currently and then say a sentence using that pronoun.

Example: They are my neighbors. they—**personal pronoun**

(Teacher’s Note: Ensure that each learner participates in this activity. Encourage the learners to speak confidently. Also try to correct the learners when mistakes are made.)

ACTIVITY 4

TARGETED COMPETENCIES: Teamwork and Grammar Skills

Let the class be divided into groups of three students each. The members of each group will give ten words to one another. They will identify whether the given words are **nouns** or **pronouns**—if **nouns**, which **nouns** they are; and if **pronouns**, which **pronouns** they are. After the work is over, they will get it checked by their respective teacher.

DISCUSSION

TARGETED COMPETENCIES: Grammar and Communication Skills

Have a class discussion on pronouns and their antecedents.

(Teacher’s Note: The teacher will lead the students into the above discussion. He or she will help learners to understand the concept of **pronouns** and their **antecedents**.)

4. NARRATION: SHORT STORY

We have read above what narration is. We learned how to narrate an autobiography. Now we are going to narrate a short story.

An Overview

A story is a description of related events. The narrator recounts a series of occurrences pertaining to a particular span of time by way of weaving words to recreate them in the mind of the reader.

Have you ever wondered, from where writers get ideas for their stories? Imagine how many ideas it takes to create a story, or for that matter, a novel! Writers don't always get all those ideas in one go; they get ideas from multiple sources and combine them all to make an original story.

Look for ideas in real life, such as funny situations, interesting people or incidents at school. You can also use elements from your favourite stories to make a new story.

Points to Remember while Writing Your Story

How to start: The first thing one can do to overcome the hurdle of getting started is writing down the main idea. Next, you may write down the key points about the main character, the conflict, the scenes, and especially, the opening. This exercise will enable you to make a start.

The middle: The middle of the story should include all such details that help the reader to visualise the story. It should be written in such a way as to connect the beginning and the ending of the story, thereby providing unity and logical progression to the story.

However, a word of caution here—do not give away too much beforehand to suggest the ending to the reader. Make sure that they do not know more than they should till you unravel the end of the story.

The ending: The ending of any story, however short, is very crucial. Sometimes, you may need to write the ending of the story more than once to get it right. Remember, a little twist or something unexpected in the end makes a story interesting.

The bottom line: You have to be satisfied enough to want to say, "Yes! This is the perfect ending to my story." If you like reading your story, somebody else will like it too.

Tips

- Use proper English.
- Do not use slang.
- Do not use short forms.
- Edit your story 3–4 times.
- Check for punctuation, grammatical and spelling errors, and correct them.

Elements of a Story

A story has six elements—**characters, setting, plot, conflict, climax,** and **theme**.

A **character** is a person, or sometimes even an animal, who takes part in the action of a short story or other literary work.

The **setting** of a short story is the time and place in which it happens. Authors often use a description of landscape, scenery, buildings, seasons or weather to provide a strong sense of setting.

A **plot** is a series of events and character actions that relate to the central conflict.

The **conflict** is a struggle between two people or things in a short story. The main character is usually on one side of the central conflict. On the other side, the main character may struggle against another important character, against the forces of nature, against society, or even against something inside himself or herself (feelings, emotions, illness).

The **climax** is the solution to the conflict.

The **theme** is the moral or the message of the story.

So, when we start to narrate a story, we must take care of the above guidelines.

Example:

The Ship of Friendship

A voyaging ship was wrecked during a storm at sea and only two of the men on it were able to swim to a small, desert like island.

The two survivors who had been good friends, not knowing what else to do, agreed that they had no other recourse, but to pray to God. However, to find out whose prayer was more powerful, they agreed to divide the territory between them and stay on opposite sides of the island.

The first thing, they prayed for, was food. The next morning, the first man saw a fruit-bearing tree on his side of the land, and he was able to eat its fruit. The other man's parcel of land remained barren.

After a week, the first man was lonely and he decided to pray for a wife. The next day, another ship was wrecked, and the only survivor was a woman who swam to his side of the land. On the other side of the island, there was nothing.

Soon the first man prayed for a house, clothes, more food. The next day, like magic, all of these were given to him. However, the second man still had nothing.

Finally, the first man prayed for a ship, so that he and his wife could leave the island. In the morning, he found a ship docked at his side of the island. The first man boarded the ship with his wife and decided to leave the second man on the island.

He considered the other man unworthy to receive God's blessings, since none of his prayers had been answered.

As the ship was about to leave, the first man heard a voice from the heaven booming, "Why are you leaving your companion on the island?" "My blessings are mine alone, since I was the one who prayed for them," the first man answered. "His prayers were all unanswered and so he does not deserve anything."

"You are mistaken!" the voice rebuked him. "He had only one prayer, which I answered. If not for that, you would not have received any of my blessings."

“Tell me,” the first man asked the voice, “What did he pray for that I should owe him anything?”

“He prayed that all your prayers be answered.”

Moral: For all we know, our blessings are not the fruits of our prayers alone, but those of another praying for us (Congregational Prayer). Value your friends, don't leave your loved ones behind.

Submitted by: Velma, USA

Source: <http://iholdittrue.multiply.com>

- The **setting** of the story is a sea.
- The **plot** is the series of the events and actions of the two characters.
- The **characters** are two survivors, and God whose voice is introduced.
- The **theme** of the story is the moral given.
- The **conflict** is that the prayers of the second man remain unanswered.
- The **climax** comes when the first man comes to know that his prayers were answered because it was the prayer of the second man.

24 Narrate a short story, using the above guidelines. Also rewrite the same story, with some changes.

ACTIVITY 5

TARGETED COMPETENCIES: Teamwork and Narrative Skills

Work in pairs. Write a **story** using the above guidelines. Exchange and find out which **story** sounds interesting.

NARRATION

TARGETED COMPETENCY: Narrative Skills

Narrate a *short story* before your class. Speak with intonation. Use the guidelines you have read above.

5. VOCABULARY DEVELOPMENT

1. Define **noun**. How many kinds of **nouns** do you know about? Write names with examples.
2. Define **pronoun**. How many kinds of **pronouns** do you know about? Write names with examples.
3. Write ten **nouns** and ten **pronouns**, and make your own sentences using those **nouns/pronouns**.
4. You have read some write-ups in the current chapter. Read them again and identify **nouns/pronouns/antecedents**. Write in your notebook, specifying their kind.



Period II

Grammar: Verbs – Part 1**Learning Objectives****Upon completion of this topic, learners will:**

1. write sentences using verbs correctly,
2. distinguish between visible and mental action verbs,
3. distinguish between transitive and intransitive verbs,
4. identify helping verbs and how they are used, and
5. use the different tenses of verbs correctly.

1. VERBS – PART 1

In previous grades, we have read about **action verbs** and **linking verbs**. In the current chapter, we will review them and read about some more new **verbs**.

We know that **verbs** express an action or state.

1. Theresa watches pretty birds in the garden.
2. The water has churned and boiled over the hot flame.
3. The fireworks exploded in the night sky.
4. The cat drinks milk.
5. Alpha looks sweet.

As you can make out,

- **verbs** in sentences are *watches, churned, boiled, exploded, drinks*, expressing actions and *looks* expressing state. Thus first five **verbs** are **action verbs** and the sixth **verb** is a **linking verb**.

1 Read the following sentences and identify the *verbs*, and write your answers in your notebook.

1. He drinks coffee.
2. The coffee tastes good.
3. She is the President.
4. He felt hot.

5. She felt along the wall for the light's switch.
6. The dog smelled bad.
7. The dog smelled the man's boots.
8. I am turning pages.
9. The milk turned blue.
10. He is groaning with pain.

Let us discuss **action verbs**.

(a) Action Verbs

Verbs can express different kinds of actions. Some actions are visible and easily noticeable. Some are mental actions and not easily noticeable.

Examples: play, wash, eat, etc. (**visible**)
know, think, remember, etc. (**mental**)

2 Read the following text and underline the *visible action words* once and *mental action verbs* twice. Then write them in your notebook.

In the winter time, when deep snow lay on the ground, a poor boy was forced to go out on a sledge to fetch wood. When he had gathered it together, and packed it, he wished, as he was so frozen with cold, not to go home at once, but to light a fire and warm himself a little. So he scraped away the snow, and as he was thus clearing the ground, he found a tiny golden key. Hereupon he thought that where the key was, the lock must be also, and dug in the ground and found an iron chest. 'If the key does but fit it!' thought he; no doubt there are precious things in that little box. He searched, but no keyhole was there. At last he discovered one, but so small that it was hardly visible. He tried it, and the key fitted it exactly. Then he turned it once round, and now we must wait until he has quite unlocked it and opened the lid, and then we shall learn what wonderful things were lying in that box.

THE BROTHERS GRIMM

ACTIVITY 1

TARGETED COMPETENCIES: Teamwork, Grammar and Speaking Skills

Let the class be divided in three groups A, B, C. Group A will assign words to Group B to make sentences using **action verbs**. Group C will point out the **verb**, whether **visible** or **mental**, in their discussion. (**Teacher's Note:** The teacher should supervise the activity.)

An **action verb** can be studied in terms of its object—whether it has an object or it does not have any. On this basis, **action verbs** can be categorized as:

(i) Transitive Verbs

(ii) Intransitive Verbs

We have read about **transitive/intransitive** verbs in previous grades. **Transitive verbs** take the direct object while intransitive verbs don't take any.

(i) Transitive Verbs

The **action verbs** which require some (direct/indirect) object to receive the action, or whose effect is received by some (direct/indirect) object are called **transitive verbs**.

1. The shopkeeper *sold* **some articles** later than their expiry date.
v. object (what...some articles)
2. The Headmaster *appointed* **my friend the monitor** of the class.
v. ind. object di. object (what... the monitor; whom... my friend)
3. The prospects of political parties *play* **see-saw** in the run-up to elections.
v. object (what... see-saw)
4. The dacoits *looted* **some people** on the highway.
v. object (whom... some people)

In the above sentences, the highlighted words—**some articles, my friend, the monitor, see-saw** and **some people**—are the objects of the verbs—*sold, appointed, play* and *looted*. Hence, these **verbs** are **transitive** by definition and feature.

REMEMBER...

- The object of the **verb** can be identified by the question—*what* (direct object) or *whom* (indirect object).
- Some **verbs** are **ditransitive**—they are followed by both a **direct** and an **indirect object**.
- A **direct object** receives an action directly, whereas an **indirect object** receives it indirectly.
- A **direct object** is a **noun** or a **pronoun**.

(ii) Intransitive Verbs

As the converse of **transitive verbs**, **intransitive verbs** are those **verbs** which do not require any object to receive their actions because the effect of those actions (**verbs**) is limited to their respective subjects.

1. She *smiled* on seeing him.
2. He *has been working* overtime to make ends meet.
3. The room is dark as electricity *has failed*.
4. The sun *is shining* brightly.

We realize that none of the preceding sentences satisfies the question for *object*—**what/whom**, which means that the respective **verbs** lack object. So, the **verbs** in the above sentences—*smiled*, *has been working*, *has failed* and *is shining*—are **intransitive**.

KEEP IN MIND...

- ◆ **Intransitive verbs** cannot satisfy the question—*what/whom*.
- ◆ **Transitive** or **intransitive** status of the **verb** is subject to its usage in the sentence.
- ◆ Sentences bearing **intransitive verbs** cannot be transformed into **passive voice**.

3 Analyse the underlined verbs in the following passage as transitive or intransitive and write your answers in your notebook.

1. This book tells us that the people, who believe in religion as an experience of truth, will never quarrel about the names which they assign (to) God. 2. They will tell us that God is there in our hearts; He is the truth behind our being; He is the lord of our inner chamber—our soul. 3. There, He resides in a hidden state; we can see Him, if we have the sense to see that He dwells there. 4. Because we have so many other interests and pursuits in life, He stays there unrecognized. 5. If we can perceive this sacred truth, we can see Him face to face. 6. It is at this juncture that we realise that God has possessed us. 7. It is this notion that has given our culture a wider vision.

4 Underline the action (visible/mental) verbs and identify them as transitive or intransitive, and write your answers in your notebook.

“Yes, it’s unusual to stay in space for six months on a first flight. And yes, it’s a little shift that you’re going to be locked in a can with a couple of guys. But I embraced the idea. I mean, I prepared for almost eight years! All the training was definitely beneficial for living up there. And with my Navy background, I’d gone on deployments before, so I wasn’t worried about leaving home for six months. The cosmonauts were very professional, and we all had mutual respect and understanding.”

ACTIVITY 2

TARGETED COMPETENCIES: Teamwork, Grammar and Speaking Skills

Let the class be divided into small groups. Learners will identify **transitive** or **intransitive** verbs in sentences. They will also identify the **object** that receives the **action** of the **verb**. If the verb is **intransitive**, they will emphasize that the sentence lacks the **direct object**.

(**Teacher's note:** The teacher should write the sentences on the board and explain the absence/presence of the **direct object** in the sentence.)

(b) Linking Verbs

We know that a **linking verb** links (connects) the subject of the sentence to some information about the subject. **Linking verbs** don't describe action.

1. Abdullah is a shopaholic.

2. During the afternoon, my cats are content to nap on the couch.

As you can make out,

- 'is' connects the **subject** *Abdullah* to an additional information about him, and
- 'one' connects the **subject** *cats* to something said about them.

So 'is' and 'are' are **linking verbs**.

The **verbs** in any form of the **verb** *be* ('am', 'is', 'are', 'was', 'were', 'been', 'being'), 'become', 'seem', etc. are true **linking verbs**.

To understand the *action verbs* and *linking verbs* more clearly, read the following sentences. The *verbs* in bold are *action verbs* and those in italics are *linking verbs*.

1. He *is* a cannibal with a taste for finger food. (He = cannibal)
2. She *is* angry. (She = angry)
3. I *was* the last surfer to leave the water when the tidal wave approached. (I = the last surfer)
4. That man *seemed* threatening. (man = threatening)
5. Such a severe punishment *appears* harsh. (punishment = harsh)
6. Father **slapped** the son.
7. The penalty for making a grammar error *remains* unfair. (error = unfair)
8. This dish *smells* disgusting. (dish = disgusting)
9. The beggar **looks** for food.
10. The monkey *looked* hungry. (monkey = hungry)
11. He *became* the first President of the country. (He = the first President)
12. I was *calm* yesterday. (I = calm)

13. He *grew* tired of walking. (He = tired)
 14. Mother *appeared* happy. (Mother = happy)
 15. She **appeared** in the room.
 16. Tama **moves** fast.

If we can replace the **linking verb** with a giant equal sign =, and a correct meaning is achieved, the **verb** is a **linking verb**.

In sentences 6., 9., 15., and 16., the **verb** expresses an **action** each and so it is an **action verb**. While in the rest of the sentences, the **verb** expresses a **state of being** each. It connects the **subject** to the **complement**, so it is a **linking verb**.

REMEMBER...

- An **action verb** expresses an action. It can be **visible** or **mental**.
- An **action verb** is of two types: **transitive** and **intransitive**.
- A **linking verb** connects the subject to the complement, without expressing an action.
- A **helping verb** can be used as a **linking verb**, for example

(1)	(2)
Helping verb	Linking verb
He <i>is</i> watching a movie.	He <i>is</i> a gentleman.
We <i>are</i> playing.	We <i>are</i> hungry.
She <i>was</i> eating.	She <i>was</i> nice to us.
They <i>were</i> singing.	They <i>were</i> rude to you.

Verbs Sometimes Used as Linking Verbs

- Given below are some verbs sometimes used as **linking verbs**.
 feel, taste, look, smell, appear, grow, remain, stay, turn,
 seem, sound, become, get, prove

5 Identify the **verbs** in the following sentences, write them in your notebook and classify them into **action** or **linking verbs**.

1. My father appeared tired.
2. The ghost appeared in the doorway.
3. John became the president of the Student Council.
4. The cloth on the table felt soft and fuzzy.
5. Confidence grows taller every day.
6. The tree grows every day.
7. They felt sick after lunch.
8. The leftover food from the dinner smelled rotten.
9. You tasted the soup.
10. The soup tasted sweet.
11. I am a student.

12. Is it very hot there?
13. The kitten is going to die.
14. They are flying kites.
15. The sky is cloudy. It seems it will rain.
16. What are you doing?
17. Are you stupid?
18. Are your friends coming in the party?
19. I have been thirsty for an hour.
20. I have cracked a joke.

ACTIVITY 3

TARGETED COMPETENCIES: Grammar and Speaking Skills

Let the class be divided into two groups. One group will say a **verb**. The other group will identify the **verb** and frame a sentence citing the reason for the type of the **verb**.

Example:

Group 1

prove

Group 2

The test **proved** difficult for the students.
(test = difficult; linking/intransitive verb)

Helping and Modal Auxiliaries

Helping verbs or **auxiliaries** are words which, in association with **main verbs**, provide a unique sense and identity (**tense**) to a sentence.

1. I **do** not *like* chocolates, but I **do** *like* ice-creams.
2. The ship **was** *heading* towards the seaport.
3. The child **is** *playing* with its toys.
4. My father **can** *deliver* an impressive speech.
5. I **am** *taking* medicines regularly to recover from my illness.
6. The gardener **will** *maintain* the beauty of the garden.
7. Some people **have been** *cheated* of lakhs by a fake company.
8. The cruel master's slaves **would** *do* chores for him without wages.

As you can make out,

- in the above sentences, the words in bold—**do, was, is, can, am, will, have been** and **would**—are helping in the completion of the sense of their respective **main (action) verbs**—*like, heading, playing, deliver, taking, maintain, cheated* and *do*. They are also showing the **tense** of their respective sentences. Thus, they are **auxiliaries** in these sentences.

REMEMBER...

- **Auxiliaries** do not have any individual meaning of their own—they only help to complete the sense of the **main verbs**.
- **Auxiliaries** are of two kinds: **primary** and **modal**.

6 Read the following and identify the *main verbs* and the *auxiliaries* in each sentence. Write your answers in your notebook.

1. Generally, men and women are not warriors. 2. They are busy bothering about two square meals, children and other allied problems. 3. But there does come a time when the whole nation awakens to a noble cause. 4. On such occasions, common and simple men and women become warriors and a new and revolutionary episode of history sets in. 5. Great leaders have the same element in their personality which spurs them to inspire a whole nation and sometimes the whole world.

7 Fill in the blanks with the correct *auxiliaries* from the given choices and write your answers in your notebook.

- _____ your brother passed the test? (Was/Has)
- When _____ you leave for school every day? (does/do/will)
- I _____ currently enjoying a comedy show on TV. (is/am/has)
- _____ you solve this problem for me? (Has/Do/Can)
- They _____ been singing and dancing on stage for some time. (has/have)
- It _____ not raining then. (was/were)
- You _____ not be cruel to animals. (did/should)
- Nelson Mandela, the second Gandhi, _____ left a legacy of non-violence for his followers. (will have/had/has)
- The broken-down bus _____ replaced with a new one. (is/has/had)
- The teacher _____ asked their students to write all the answers in their notebooks. (had/need/was)

Auxiliaries (Primary-Modal)

Auxiliaries (commonly known as **helping verbs**) are the words which, in association with the **main (action) verbs**, provide a specific sense and identity (**mood** or **tense**) to a sentence.

Read the following sentences carefully.

1. I **am** *drafting* an official letter.
2. He **does** not *listen* to what his father has to tell him.
3. They **have** *reached* the winning post.
4. We **shall** *overcome* all the odds of life courageously.
5. **Do** you *believe* in ghosts?

6. The old couple **had** *employed* a maid to cook food for them.
7. The British **would** *force* our countrymen *for* servitude to them.
8. My grandparents **used to** *get* their room *organised* only by me.

Do you think the words (in bold) in the sentences 1.–8. have any meaning of their own?

No, they have no meaning of their own, rather they just provide support to their respective **main verbs**—*drafting, listen, reached, overcome, believe, employed, force* and *get*—in the completion of their meaning/sense. In other words, these **helping verbs** *help in completing the sense of the main verbs*.

Being in use with the **main verbs**, as can be observed above, they also *establish the tense of the sentences* they are used in.

Thus, we can safely infer that there are two main characteristics of **helping verbs** or **auxiliaries**:

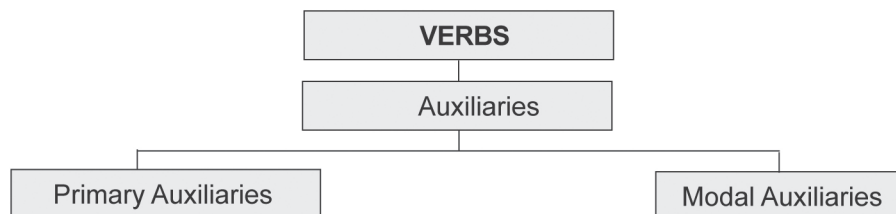
- They are meaningless, but they complete the sense of the **action verbs**; and
- They are indicative of the **tense** of a **verb**.

8 In the following paragraph, identify the various **auxiliaries** used and write your answers in your notebook.

1. At last, in August, 1947, the dream of getting rid of the two-century-long servitude came true. 2. But it had not been easy to achieve independence. 3. Lakhs of patriots, and common people alike, had sacrificed their lives for the sake of the freedom of our motherland from the stifling clutches of the British rule. 4. It is only due to their untiring efforts that we are breathing in the unrestrained air of freedom today. 5. However, along with freedom, myriad complications had also intruded the Indian land. 6. Several of them are lingering on. 7. Gradually, for the progress and development of the nation, five-year plans were formulated and executed. 8. State-wise planning was initiated to combat the problems that kept arising. 9. Since then, we have opened many educational institutions of repute. 10. In the field of agriculture and foodgrain, we have become self-reliant. 11. And we are also exporting wheat and sugar to many countries. 12. Many dams have been constructed which generate and supply power to the whole nation. 13. In the sphere of medical science, we have progressed tremendously. 14. Death rate has been brought under control. 15. There has been a complete uplift of the nation.

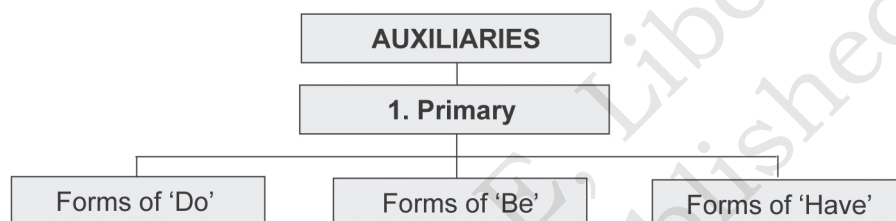
Kinds of Auxiliaries

On the basis of their nature and functions, **auxiliaries** are grouped under two heads as follows:



1. Primary Auxiliaries

The different forms of the **main verbs**—*do*, *be* and *have*—when used with other **main verbs** to complete their meanings, are termed as **primary auxiliaries**.



Therefore, different forms of **do**—*do*, *does*, *did*; different forms of **be**—*is*, *am*, *are*, *was*, *were*; different forms of **have**—*has*, *have*, *had*; and some compound forms created with the help of forms of **be** and **have**—*has been*, *have been*, *had been*—are collectively termed as **primary auxiliaries**.

Each of these **primary auxiliaries** is indicative of for a particular tense and subject (number and person).

Read the following examples to observe the use of **primary auxiliaries** which indicate different subjects and tenses.

- (i) An ostrich **does** not fly like other birds do.
(**does** with singular subject, in the *simple present tense*)
- (ii) These days, *most of the movies* **do** not convey good messages to the society.
(**do** with plural subject, in the *simple present tense*)
- (iii) She **is** decorating her room for the new-year celebrations.
(**is** with singular subject, in the *present continuous tense*)
- (iv) The newly appointed ministers of the government **are** taking an oath of office.
(**are** with plural subject, in the *present continuous tense*)
- (v) I **am** waiting for a suitable opportunity to serve the nation.
(**am** with its exclusive subject I, in the *present continuous tense*)
- (vi) The flight **did** not land at the right time due to foggy weather.
(**did** with any subject, in the *past indefinite tense*)

- (vii) *The horse* **was** neighing gladly to see green grass.
(**was** with singular subject, in the *past continuous tense*)
- (viii) *Flies* **were** humming over the uncovered sweets.
(**were** with plural subject, in the *past continuous tense*)
- (ix) *The President* **has** imposed President's Rule in the politically-unstable state.
(**has** with singular subject, in the *present perfect tense*)
- (x) *The judges* **have** declared him the winner of the competition.
(**have** with plural subject, in the *present perfect tense*)
- (xi) *The soldiers* **had** arrested the traitor from his hiding place.
(**had** with any subject, in the *past perfect tense*)
- (xii) *It* **has been** drizzling for some hours.
(**has been** with singular subject, in the *present perfect continuous tense*)
- (xiii) *Prices of essential commodities* **have been** rising drastically since the year 2000.
(**have been** with plural subject, in the *present perfect continuous tense*)
- (xiv) On the new-year eve, *they* **had been** singing and dancing around the bonfire since 8 P.M.
(**had been** with any subject, in the *past perfect continuous tense*)

MARK THIS...

- The **future tenses** are indicated by the **compound auxiliaries**—*shall/will be, will/shall have* and *will/shall have been*—which are combinations of **primary auxiliaries** and **modal auxiliaries**.

You can learn the combination of **primary auxiliaries** and the **main-verb** forms from the following table:

Primary Auxiliaries	Action Verbs
Do, Does, Did	Verb (I)
Is, Am, Are, Was, Were	Verb+ing/Verb (III)
Has, Have, Had	Verb (III)
Has been, Have been, Had been	Verb (III)/Verb+ing
Shall/Will	Verb (I)
Shall/Will be	Verb+ing/Verb III
Shall/Will have	Verb III
Shall/Will have been	Verb+ing/Verb III

REMEMBER...

- When the **primary auxiliaries** are not associated with other **action verbs**, they themselves are the **main verbs** having their individual meanings.
- A **primary auxiliary** cannot be used in more than one tense.

9 Fill in the blanks with the correct auxiliaries from the brackets and write your answers in your notebook.

1. The intruders _____ not make any noise while breaking into the house last night. (*do/does/did*)
2. Sam's family _____ not live here. (*do/does/did*)
3. _____ the professional singers practice singing every day? (*Do/Does*)
4. "Currently, I _____ weeding my crop," said the farmer. (*am/was*)
5. The gardener _____ not watered the plants of our garden for some days. (*has/have*)
6. They _____, then, discussing an important issue. (*are/were*)
7. My brother _____ not like to bathe in cold water. (*do/does*)
8. _____ you ever tasted such a dish? (*Have/Has*)
9. _____ the bird carrying some grain or worm in its beak? (*Am/Is*)
10. We _____ been listening to news for last twenty minutes. (*has/have*)

2. Modal auxiliaries

Modal Auxiliaries are those auxiliaries which specify various modes, moods or contexts of the **main (action) verbs** they are associated with.

The words—*can, could, may, might, shall, should, must, ought to, will, would, need, dare* and *used to*—are recognized as **modal auxiliaries**.

They exhibit different moods/modes with respect to *ability, capacity, promise, possibility, determination, advise, threat, courage*, etc. as follows:

- (i) I **can** solve ten sums in an hour. (*ability*)
- (ii) It **can** snow in the hills today. (*possibility*)
- (iii) He **would** not listen to his parents at all. (*past habit*)
- (iv) You **must** take medicine immediately if you are not feeling well. (*advice*)
- (v) Children **should** be attentive in the class. (*obligation*)
- (vi) The winner of the contest **shall** have a cash prize and a participation certificate. (*promise*)
- (vii) A superfast train **can** easily cover 200 km per hour. (*capability*)
- (viii) **Would** you lend me a helping hand, please? (*request*)
- (ix) Since your task is complete, you **may** go home now. (*permission*)
- (x) As a child, my daughter **used to** play with dolls. (*past habit*)

In these examples, the highlighted **auxiliaries** establish the modes/moods of their respective **main (action)** verbs with respect to *ability, possibility, past habit, advice, obligation, promise, capability, request* and *permission*. Therefore, these auxiliaries are **modal auxiliaries**.

MARK THIS...

- ♦ Unlike **primary auxiliaries**, a **modal** can be used in more than one tense.

Uses of Modals

Let us now discuss all the **modal auxiliaries** one by one.

1. Can expresses:

(a) Ability

- (i) This leader **can** infuse new zeal into the common man to fight against social evils.
- (ii) Nicolis, the seven-year-old wonder-kid, **can** solve any puzzle in a split second.
- (iii) Peter **cannot** understand French.
- (iv) **Can** he score 90 per cent marks without adequate preparation?

(b) Capacity/Capability

- (i) This new model of Maruti **can** give a mileage of 20 km.
- (ii) The plastic tank installed on our roof **can** hold 1000 liters of water.
- (iii) Steam engines **can** no longer cater to our needs.
- (iv) **Can** this obsolete electric meter measure electricity consumption efficiently?

(c) Power

- (i) Sometimes, a tiny ant **can** be a major irritant for a mighty elephant.
- (ii) A truck **can** carry tons of load.
- (iii) A child **cannot** compete with an adult under normal circumstances.

(d) Permission

- (i) It is getting darker by the second, you **can** go home now.
- (ii) **Can** I disturb you for a while?
- (iii) He **cannot** meet me today.

(e) Strong Possibility/Probability

- (i) Dark clouds have accumulated in the sky, it **can** rain any time.

- (ii) There **can** be no water in this part of the desert.
 - (iii) My friend has been out of town for quite some time; he **can** return soon.
- (f) *Theoretical Probability*
- (i) Everyone **can** learn from mistakes.
 - (ii) Two and two **cannot** make five.
 - (iii) Tap water **can** freeze in extreme cold weather.
 - (iv) God **cannot** be cruel to any creature.

2. Could expresses:

- (a) *Past Ability*
- (i) When my sister was just two years old, she **could** recite poems in English as well as in Hindi.
 - (ii) The just magistrate **could** identify the real offender merely by looking at his face.
 - (iii) Maria was feeling sleepy and **could not** remain awake for the late-night party.
- (b) *Past Capacity*
- (i) The poor farmer **could not** provide proper food and clothes to his children.
 - (ii) The old car **could not** complete the scheduled journey.
 - (iii) The sprawling canopy **could** accommodate more than two hundred people attending the wedding.
- (c) *Past Power/ Strength*
- (i) This camel, when it was younger, **could** cross the vast desert in no time.
 - (ii) The famous boxer **could not** defeat his challenger in his last bout.
- (d) *Past Possibility/ Probability*
- (i) My uncle **could** attend the event were he in town.
 - (ii) The officer **could** have finished his project by the deadline had he valued time.
- (e) *Past Permission*
- (i) The peon **could** remain on leave after informing his officer.
 - (ii) The boys **could** not go out of their hostel after six in the evening.
- (f) *Polite Request in the Present*
- (i) **Could** you do me a little favor?
 - (ii) **Could** you fetch me a glass of water, please?

(g) *Possibility in the Present*

- (i) Be careful while walking on the road in the dark, there **could** be excavations.
- (ii) He is in a formal dress, he **could** go to attend a meeting.

3. May expresses:

(a) *Formal Permission*

- (i) **May** I leave the class now, sir?
- (ii) **May** I have the pleasure of your company?
- (iii) You **may** use my scooter till the time you purchase your own.

(b) *Possibility*

- (i) Mr Robinson **may** be our new boss.
- (ii) My friend **may** come to see us today.
- (iii) He **may** not start his journey tomorrow.

(c) *Blessing/ Curse/ Good wishes*

- (i) **May** you succeed in your endeavor!
- (ii) **May** God bless you with whatever you desire!
- (iii) **May** you suffer exactly as you caused me to!

(d) *Purpose*

- (i) Walk cautiously so that you **may** reach your destination safe.
- (ii) We eat so that we **may** remain alive and healthy.

(e) *Guess*

- (i) This is an important topic and questions based on it **may** be asked in the examination.
- (ii) His extemporaneous speech was very impressive, he **may** be declared the winner.

4. Might expresses the following modes/moods:

(a) *Past Tense of May*

- (i) Looking at the sky, the old man said, “It **may** rain any time now.”
Looking at the sky, the old man guessed that it **might** rain any time then.
- (ii) The teacher said to the students, “You **may** not always find the going easy.”
The teacher cautioned the students that they **might** not always find the going easy.

- (b) *Hesitant Request*
- (i) **Might** I draw your attention for a second?
 - (ii) **Might** I borrow your laptop for today?
- (c) *Past Possibility*
- (i) Rocky **might** have become an electrical engineer.
 - (ii) He **might** have remained aloof from the rest of the world had he so wished.
- (d) *Past Purpose*
- (i) Our parents toiled hard so that we **might** live comfortably.
 - (ii) She showed courage so that she **might** fight injustice.
- (e) *Remote Possibility in the Present*
- (i) Fog has begun to set in now, we **might** not drive so fast.
 - (ii) If the investigations yield result, the corrupt **might** be sent behind bars.

5. Will expresses:

- (a) *Simple Future (with II and III person subjects)*
- (i) You **will** see a change in my personality when I start earning my own bread.
 - (ii) He **will** tell you the truth behind these rumors.
 - (iii) They **will** not help you if you do not behave responsibly.
 - (iv) A puff of air **will** scatter the bits of paper around, so do not litter here.
- (b) *General Instruction*
- (i) All the students **will** compulsorily attend the morning assembly.
 - (ii) None of you **will** be seen gossiping in the corridor.
- (c) *Request (mostly with II person subjects)*
- (i) **Will** you help me do it?
 - (ii) **Will** you not (**Won't** you) dine with me?
- (d) *Possibility (all subjects except I person)*
- (i) My father **will** be the next Commissioner of Police.
 - (ii) She **will** be a lecturer soon.
- (e) *Habit*
- (i) Yasin **will** talk of nothing but his riches.
 - (ii) They **will** do anything to avoid working.
- (f) *Command*
- (i) **Will** you listen to me calmly?
 - (ii) **Will** you not maintain silence here?

- (g) *Persistence/Obstinacy/Refusal (all subjects except I person)*
- (i) The spoilt boy **will** abuse anyone.
 - (ii) This child **will** not stop hitting his playmates.
 - (iii) She **will** keep on biting her nails as she works.
- (h) *General Theory/Truth (all subjects except I person)*
- (i) Temperature **will** fall by 1°C with the increase of 165 meters in altitude.
 - (ii) Smoke **will** rise from where there is fire.
- (i) *Result (in conditional sentences)*
- (i) If they accept our proposal, we **will** immediately launch the business venture.
 - (ii) The soccer captain **will** play in the forward position if the situation so demands.
- *When used with I person, **will** conveys:*
- (a) *Promise*
- (i) I **will** feed every hungry mouth.
 - (ii) We **will** prove ourselves the true children of our motherland.
- (b) *Determination*
- (i) I **will** show how a girl contributes in the progress of the society and the nation.
 - (ii) We **will** strive to uproot all evils from the society.
- (c) *Threat/Warning*
- (i) I **will** turn you out of the house if you do not mend your ways.
 - (ii) We **will** sever our ties with you if you continue with your wicked actions.
- (d) *Intention/Willingness*
- (i) I **will** bring a cup of steaming hot tea for everyone.
 - (ii) We **will** work to uplift the condition of the poor slum-dwellers.

6. Would expresses the following moods/modes:

- (a) *Past Tense of Will*
- (i) Joy said to his friend, “I **will** never forget you.”
Joy promised his friend that he **would** never forget him.
 - (ii) The mother said to the son, “I **will** not tolerate your moral degradation.”
The mother warned the son that she **would** not tolerate his moral degradation.

(b) *Preference*

- (i) I **would** rather stay at home than waste time outdoors.
- (ii) We **would** rather remain quiet than get into baseless arguments.

(c) *Polite Request*

- (i) **Would** you drop me at the office, please?
- (ii) **Would** you mind if I sit beside you on this bench?

(d) *Past Habits*

- (i) As a child, I **would** sometimes become emotional over petty issues.
- (ii) Today, they are honoring the man they **would** not even look at, some years back.

(e) *Invitation/ Offers*

- (i) **Would** you like to accompany us to the new monument?
- (ii) **Would** you join me at lunch?

(f) *Intention*

- (i) I **would** happily sacrifice my life if my motherland so needs.
- (ii) I **would** never accept bribe for doing my duty.

(g) *Guess/ Inference*

- (i) He **would** be in a celebratory mood whenever he returned unusually early.
- (ii) The child **would** be playing outdoors when not visible.

(h) *Result in Unfulfilled Condition*

- (i) If anyone tormented him, he **would** not take it lying down.
- (ii) If she came to wish him a happy new year, he **would** reciprocate.

7. Shall expresses:

• *Simple Future Plan or Programme (with I and we)*

- (i) I **shall** board a sight-seeing bus to go round the heritage city.
- (ii) We **shall** arrange an inter-class quiz competition next Sunday.

• When used with subjects other than **I** and **we**, **shall** expresses:

(a) *Promise*

- (i) You **shall** have full cooperation from me in all your endeavors.
- (ii) She **shall** accept your proposal of marriage.

- (b) *Threat*
- (i) Don't park here, or tyres **shall** be deflated.
 - (ii) Those who commit sins **shall** perish.
- (c) *Command/ Order*
- (i) Romeo **shall** offer service at the church to atone for his sin.
 - (ii) No stranger **shall** stand here.
- (d) *Legal/ Official Regulation*
- (i) The newly-elected members of the state assembly **shall** take the oath of office on the appointed day.
 - (ii) People possessing more than one voter card **shall** be tried under law.
- (e) *Proposal/ Offer*
- (i) **Shall** we go to watch the newly-released movie?
 - (ii) **Shall** I prepare dinner for you?

8. Should expresses:

- (a) *Past Tense of Shall*
- (i) He **should** have done what was required.
 - (ii) You **should** have been more careful.
- (b) *Advice/ Suggestion*
- (i) Children **should** not remain awake till late at night.
 - (ii) You **should** keep your doors closed for safety against thieves and burglars.
- (c) *Moral Obligation/ Duty*
- (i) You belong to a well-to-do family, you **should** provide some help to the poor.
 - (ii) His parents are very old now, he **should** serve them and take good care of them.
 - (iii) Falsehood maligns character, no one **should** tell lies.
- (d) *Condition*
- (i) **Should** you get to know anything about it, please let me know, too.
 - (ii) **Should** you ever happen to be in town, do pay us a visit.
- (e) *Purpose with Lest*
- (i) Look before you leap lest you **should** fall flat on your face.
 - (ii) Do not spit on the walls lest you **should** be made to clean them up.

IN THE BACKDROP...

- ♦ *Shall* and *will* are the **auxiliaries** of the **simple future tense**.
- ♦ **Compound auxiliaries** formed with the help of *shall/will* and various forms of *be* and *have* are used to indicate the **future progressive, future perfect** and **future perfect continuous** tenses.

9. Must expresses the following modes:

- (a) *Compulsion/ Necessity/ Obligation*
- (i) Your elbow is bleeding, you **must** get first-aid immediately.
 - (ii) The function is about to start, all the invitees **must** be seated beforehand.
 - (iii) You **must** have a passport if you wish to fly abroad.
 - (iv) Students **must** not be late for the examination.
- (b) *Inference/ Conclusion/ Deduction*
- (i) My father left for his office in the morning, he **must** still be there.
 - (ii) That brightly illuminated body in the sky **must** be the pole star.
 - (iii) He started his journey at 10 A.M.; by now, he **must** be half way through.
- (c) *Strong Possibility*
- (i) There is a loud thunder, it **must** rain rather heavily.
 - (ii) Your neighbor has a big car, he **must** be very rich.
- (d) *Prohibition*
- (i) This is a silence zone, motorists **must** not honk here.
 - (ii) You **must** not smoke in public.

10. Ought to expresses:

Moral duty/ Obligation

- (i) You **ought to** rush the injured to the hospital for immediate medical care.
- (ii) She **ought to** help her mother in the kitchen.

11. Dare expresses *courage*

- (i) How **dare** you interrupt me?
- (ii) The child **dare** not go near the tiger's cage.
- (iii) **Dare** the prince defeat the demon?

12. Need

expresses *necessity* or *requirement* (mostly) when used in negative and interrogative sentences

- (i) I am okay, you **need** not worry about me.
 (ii) **Need** you not (**Needn't** you) do it immediately?

13. Used to

expresses a *past habit* that no longer exists

- (i) When I was a child, my grandmother **used to** relate to me the Jones stories.
 (ii) Before coming to Liberia, he **used to** run a business in London.

IN THE BACKDROP...

- ♦ 'Dare', 'Need' and 'Used to' are termed as semi-**modals** since they represent single use and are also used as **main verbs**.

10 Fill in the blanks with the appropriate modals from the brackets and write your answers in your notebook.

- When I was young, I _____ run ten miles every morning.
(need/used to/should)
- If you have to appear in a competitive examination, you _____ bear a permission letter from the concerned authority.
(should/must/would)
- He has the hope that they _____ approve his proposal readily.
(could/should/might)
- I was not in the best of health, hence I _____ not take part in the marathon.
(can/could/may)
- _____ you shine in the world like the sun!
(Might/May/Ought to)
- He, the renowned singer, _____ sing any kind of song.
(would/can/could)
- _____ you help me get down the bus? There is a plaster cast on my leg.
(Could/Would/Should)
- Since the earthen pitcher was broken, it _____ not hold any water.
(would/will/could)
- Robert said that he _____ go to Monrovia the following morning.
(shall/should/can)
- All of you _____ put on clean clothes. (must/should not/will)
- To remain healthy, we _____ take exercise in the fresh air of the morning.
(ought to/used to/should)
- Ruskin _____ be selected in the national football team as his final performance was not convincing. (cannot/could not/would not)

13. We _____ be struck by a disastrous typhoon tonight.
(*could/would/may*)
14. She already has dozens of suits, she _____ buy any more.
(*dare not/need not/should not*)
15. _____ you like to have another cup of coffee?
(*Could/Would/Can*)

11 Replace the highlighted parts (*phrases*) in the following sentences with appropriate *modal auxiliaries* and write your answers in your notebook.

1. You **are advised to** pay attention to your work.
2. **Perhaps** the next Tuesday **will** be a half-working day.
3. Anny **has permission to** leave the class early.
4. You **have the strength to** climb rocks without much effort.
5. **There is much likelihood of** the prices of petroleum products rising soon.
6. She **has promised to** meet me at home.
7. You **are requested to** inform her relatives.
8. Children **are prohibited to** pluck flowers.
9. It **is essential for him to** see his boss immediately.
10. I **am determined** not to move an inch from here.

12 Story Time!

Complete the following story by supplying the missing *auxiliaries* and write your answers in your notebook.

Once, a wolf, that _____ feeling very hungry sneaked close to a flock of sheep that _____ grazing on the hills. The wolf _____ noticed that the shepherd _____ guarding his flock quite intently. He _____ chase the wolf away every time it drew closer to the flock. But the wolf _____ not give up. It _____ decided that it _____ certainly have its kill. But it also realized, that it _____ have to plan its move carefully.

It _____ seen sheepskin being sold down there at the village market.

So, the wolf bounded down to the spot, and tugging one sheepskin away, leapt up the hill back to the flock of sheep. Hiding behind the rock close by, the wolf put on the sheepskin and stealthily mingled with the flock.

By then, the shepherd _____ decided to drive his flock downhill. The wolf saw that the sheep _____ started bleating as the shepherd _____ prodding them. 'I _____ bleat or the shepherd _____ detect me easily,' thought the wolf. It opened its mouth wide like the other sheep, trying hard to bleat, but out came a loud wolfish howl.

The shepherd turned around with a start and began thrashing the wolf wildly with his prod. The wolf _____ smarting and trying to escape but the shepherd _____ not stop until he _____ made his kill.

ACTIVITY 4

TARGETED COMPETENCY: Grammar Skills

Differentiate between the **main** and the **helping verbs** in the passage.
(**Teacher's Note:** The teacher should give a passage to the learners.)

(d) Tenses of Verbs (*Present, Past and Future*)

In previous grades, we have read about **conjugation** of **verbs** in **present, past** and **future tenses**.

In the current unit, we will discuss the **tenses of verbs (present, past and future)**.

Verb Tenses

Verb tenses tell us when the action takes place. The action could be in the **past, present, or future**.

Now Let us discuss the above **verb tenses** in detail.

Read the following sentences carefully:

1. Birds **fly** in the air.
2. My brother **flew** to England last week.
3. I **shall fly** a kite on Sunday.

In the first sentence the verb **fly** refers to the *present* time, in the second sentence the verb **flew** refers to the action in the *past*, while the Verb in the third sentence **shall fly** refers to the *future*.

The **tense of a verb** shows the time when an action takes place.

There are three tenses: I. Present Tense II. Past Tense III. Future Tense

To show at what stage an action is, each of the three tenses has been sub-divided into four heads. These sub-divisions are—

<i>Tense</i>	<i>Indefinite</i>	<i>Continuous or Progressive</i>	<i>Perfect</i>	<i>Perfect Continuous</i>
Present	I play	I am playing	I have played	I have been playing
Past	I played	I was playing	I had played	I had been playing
Future	I shall play	I shall be playing	I shall have played	I shall have been playing

Thus, the *tense* of a *verb* does not show the time of an *action* or *event* alone. Rather it shows the *state* of that action also.

I. THE PRESENT TENSE

(with Extension)

A. THE PRESENT INDEFINITE TENSE

(First Form of the Verb)

(a) In the **present indefinite (simple present) tense** the *first form* of the *verb* is used; as—

I **learn** my lesson. We **pray** to God daily.

(b) If the **subject** is of the **third person** and **singular in number**, we add 's' or 'es' to the first form of the verb; as—

Sam **tells** a lie. She **speaks** the truth.

Sylvia **goes** to school. He **teaches** us English.

Note: (i) we add 'es' to the **verbs** which end in 'o', 's', 'ss', 'sh', 'ch' or 'x'.

(ii) If some **verb** has 'y' after a consonant, change 'y' into 'i' and add 'es' to it; as—'carry—carries'. However, this rule does not apply in the condition if 'y' follows a vowel in the **verb** 'destroy—destroys'; 'pray—prays' etc.

(c) 'Do' or 'does' is used in **interrogative, negative and emphatic sentences**.

(i) Interrogative Sentences

['Do'/'Does' is placed before the subject and the first form of the **verb** is placed after the subject, *e.g.*]

(Do/Does + subject + 1st form of the verb + ?)

Do you *like* your new school?

Does he *know* you well?

When **does** he get up?

(ii) Negative Sentences

If the subject of a sentence happens to be 'I', 'we', 'you', 'they' or plural nouns, put *do not* with them.

Similarly, if the subject is anyone of 'he', 'she', 'it' or any other III person singular noun, *does not* will be used with them. Begin the sentence with '*Do not*' in imperative sentences; as—

(subject + do/does + not + 1st form of the verb)

I do not *tell* a lie.

Do not *sit* here.

Rocky **does not** *learn* his lesson.

Exception—He never **takes** tea.
(Here the sentence means—He does not ever take tea.)

(iii) **Emphatic Sentences**

You **do** *smoke* but do not confess.

He **does** *go* to the movie; but on Sundays.

Note. Only the *first form of the verb* is used with ‘do’ and ‘does’.

Uses of the Simple Present Tense

The **simple present tense** is used with the words—*always, every day, every week, every month, once a week, twice a week, frequently, generally, sometimes, usually, quite often* etc. and in the following cases—

(a) to express a **habitual action, daily routine** or **custom**; as—

I *go* out for a walk daily.

My father always *reaches* the office in time.

(b) to express certain **general/universal, permanent** truth; as—

Ice *melts* at 0° centigrade.

The earth *moves* round the sun.

(c) (i) to express certain *fact* that is true at the time of speaking; as—

Our school *opens* at 10 AM these days.

Here *comes* my uncle.

(ii) In exclamatory sentences beginning with *here* and *there* to express what is actually taking place at the time of speaking; as—

There she *hides*!

(d) to express a **situation** or a **fact** that is permanent; as—

Verona *stands* on the Adige River in Veneto, Italy.

This road *leads* to my house.

(e) (i) to narrate different **actions** taking place at the time of speaking; as—

She *starts* singing.

She *sings* beautifully and *wins* the contest.

(ii) to describe activities in progress when there is stress on the succession of happenings, *e.g.* in broadcasting commentaries or sporting events; as—

James *carries* the ball. He *hits* it hard and scores a goal.

(f) to narrate a **past event** through a dramatic narrative for the sake of vividness; as—

The king now *draws* his sword and *attacks* the enemy.
When the curtain *rises*, the king is *seen* sitting on his throne.

(g) to express a **planned future action**; as—

His marriage *comes off* next week.
The train *steams* off at 11 o'clock.
I *leave* for Rwanda tomorrow.

(h) to express a **subordinate clause of time and condition** introduced by 'if', 'till' or 'when' in a conditional sentence; as—

If you *run* fast, you will catch the train.
When you *reach* there, send me an e-mail.
I shall stay here till you *get* ready.

(i) to begin **imperative sentences**; as—

Obey your teachers.
Always *speak* the truth.

(j) to **quote someone**; as—

Shakespeare says, "Beauty is in the eye of the beholder."
Shelley says, "If winter comes, can spring be far behind?"

Note. (i) The **present indefinite tense** generally contains such **adverbs** and **adverb phrases**; as—

- *always, frequently, daily, generally, often, sometimes, usually etc.*
- *every day, every week, every now and then, every month, once a week, thrice a week etc.*

(ii) Such phrases as 'at the moment,' 'at present' etc. are not used in this tense.

(iii) This tense can be used in place of **present continuous tense** with the (those) **verbs** which cannot be used in *continuous form*. For example—

1. **Verbs of appearing**, *e.g.* appear, look, seem.
2. **Verbs of thinking**, *e.g.* agree, believe, consider, deem, forget, know, imagine, mean, mind, remember, think, suppose, understand.
3. **Verbs of emotion**, *e.g.* desire, feel, hate, hope, likes prefer, love, refuse, want, wish.
4. **Verbs of perception**, *e.g.* hear, notice, recognize, see, smell.

5. Verbs of possession, e.g. belong, contain, consist of, own, possess.

Wrong

He **is loving** me.
I **am thinking** you are in the wrong.
She **is looking** sad.
He **is having** a Maruti car.
These grapes **are tasting** sour.

Right

He **loves** me.
I **think** you are in the wrong.
She **looks** sad.
He **has** a Maruti car.
These grapes **taste** sour.

Exceptions: The **verbs** listed above convey a changed meaning if they are used in the **present continuous tense**, e.g.

She **is thinking** of going abroad. (has the idea of)
They **are having** lunch. (busy in taking)
She **is feeling** better now. (has become)

13 Fill in the blanks with correct tense of the verbs given in brackets and write your answers in your notebook.

- I _____ here and my friend, Sam, also _____ here. (*live*)
- My mother _____ water, and I _____ rice every morning. (*boil*)
- My father _____ to his office and we _____ to our schools at 8 A.M. (*go*)
- I _____ what my sister _____. (*eat*)
- _____ you _____ in the same school in which Juliet _____? (*read*)
- The sun _____ in the day and the stars _____ at night. (*shine*)
- Beauty _____ no ornaments as you _____ them. (*need*)
- Momolu _____ his fields in the same manner as other farmers _____ their fields. (*plough*)
- Prayer _____ on the bed but her sisters _____ on the floor. (*sleep*)
- Mary _____ as sweet as Erin and Congalic _____. (*sing*).

14 Use the following information to make meaningful sentences in the present indefinite tense and write your answers in your notebook.

- teacher, shape, personality, of the student _____ (*thought*)
- Faith, whole family, care, take, of, without any complaints _____
(*nature*)
- blow, wind, from, high pressure, low pressure, area _____ (*fact*)
- moist wood, catch, fire, easily _____ (*negative fact*)
- we, divide, hundred, twenty five, when, by, we, get, four _____
(*rule*)
- all, rich people, share, joys and sorrows, of, the poor. _____
(*interrogative sentence starting with an auxiliary*)

7. dust, bits of paper, and, from, remove, here _____
(imperative sentence)
8. mother, my, never, approves, my, behaviour, reckless _____
(habit/nature)
9. a judge, decide, case, every, impartially _____ (indirect order)
10. store, farmers, their surplus, foodgrain _____
(question starting with 'Where')

15 Change the following sentences as directed and write your answers in your notebook.

1. Does sound not echo in hills? (affirmative)
2. They like this Chinese dish very much.
(interrogative starting with an auxiliary)
3. A brave soldier comes here. (exclamatory starting with 'here')
4. Lotus blooms in mud. (interrogative for place)
5. Do Siberian birds/cranes migrate in the summer months?
(interrogative-negative)
6. You are to finish your work on time. (direct order)
7. She sings sweetly. (question for manner)
8. Answer the questions briefly. (indirect order)
9. He has all these things for his comfort.
(question starting with 'For what')
10. She works with a law firm in Washington D.C.
(question for place)

B. PRESENT CONTINUOUS TENSE

(is/am/are + Verb + ing)

(i) In order to form the **present continuous tense**, we add **present participle** to *is*, *am* or *are*. The **present participle** is formed by adding 'ing' to the *first form* of the **verb**.

'Is' is used with *he*, *she*, *it* or third person singular noun, 'am' is used with 'I' and 'are' is used with *we*, *you*, *they* and plural nouns.

- She *is singing* a song.
- Birds *are flying* in the sky.

(ii) In **interrogative** form, the **helping verb** is used before the subject.

[Is/am/are + subject + (verb + ing)..... ?]

- Are you going home?
- Is it hailing?

(iii) In **negative** form, we add 'not' between the **principal verb** and the **operative helping verb**.

[subject + is/am/are + not + (verb + ing) ...]

She is not *weeping*.

I *am not appearing* in the test.

Uses of the Present Continuous Tense

The **present continuous tense** is used with the words—*at this time, at present, at the moment, now, nowadays, still* etc. and in the following cases:

- (a) To describe **an action in progress** and/or **the continuity of the action**; as—
 The girls *are singing* a chorus.
 The ducks *are swimming* in the pond.
- (b) To describe **an action in progress, but not necessarily at the time of speaking**; as—
 Which country is *exporting* onions to the Middle East?
 What *are you writing* these days?
 I *am writing* a book on Mathematics.
- (c) To express **an action definitely planned for the near future**; as—
 I *am not going* to Rwanda tomorrow.
 Is she *inviting* you to the feast?
- (d) To express **an action that has become a habit for doing it over and over again**; as—
 Norteen *is always asking* questions.
 She *is always borrowing* money.

Note. The following words are seldom used in the **present continuous tense**.

- (a) hear, notice, see, smell
 (b) admire, adore, care, desire, forgive, hate, like, refuse, want, wish, know and forget etc.
 (c) own, owe, belong, possess

The above words can however be used in the **continuous tenses**.

In that case, they convey a changed meaning, *e.g.*

Lucrezia *is tasting* the soup to confirm if it needs more salt.

(She *is tasting* the flavor of the soup.)

She *is thinking* of visiting my house.

(*thinking of* means planning.)

They are *having* rest.

(*Having* means taking.)

REMEMBER...

- ♦ In this tense, the *-ing* form of the following groups of verbs cannot be used as **verb**:
 - (i) **Verbs of appearance**, such as *look, seem, sound, appear*, etc.
 - (ii) **Verbs of emotions**, such as *love, feel, desire, hope, want, wish, hate, refuse*, etc.

- (iii) **Verbs of perception**, such as *recognise, identify, see, hear, smell*, etc.
- (iv) **Verbs of thought**, such as *hold, agree, suppose, presume, mean, think*, etc.
- (v) **Verbs of possession**, such as *comprise, consist of, belong to, possess, own, keep, contain*, etc.

16 Fill in the blanks with correct *tense* of the *verbs* given in brackets and write your answers in your notebook.

- Look! the sun _____. (*rise*)
- Why _____ you _____ so fast? (*run*)
- The children _____ in the park. (*play*)
- Angel _____ a novel now. (*read*)
- Water _____ from the running tap. (*flow*)
- _____ it _____ outside now? (*rain*)
- What _____ your sister _____ these days? (*do*)
- I _____ tonight. (*return*)
- They _____ for Rwanda tomorrow. (*leave*)
- Why _____ you _____ a noise? (*make*)

17 Fill in the blanks with the correct forms of the *verbs* provided in the brackets and write your answers in your notebook.

- I _____ closer to my destination every moment. (*inch*)
- Children _____ video games on the computer. (*play*)
- The son _____ to the mother. (*not listen*)
- Who _____ towards that desolate house in the dark? (*advance*)
- From where _____ you _____ such rumors? (*get*)
- A strong and cold wind _____ from the west. (*blow*)
- _____ the man _____ in pain? (*not, groan*)
- When _____ the helicopter _____ on the helipad? (*land*)
- The sun _____ the farmers ploughing their fields at noon. (*scorch*)
- How _____ you _____ while your examination is on? (*talk*)

18 Fill in the blanks with the correct form of the *verbs* given in brackets and write your answers in your notebook.

- At this moment, I _____ an exercise on tenses. (*do*)
- If you _____ for your mobile phone, it is here. (*look*)
- Be careful, an old man _____ the road at the zebra crossing. (*cross*)
- The cow _____ perhaps to call her calf. (*moo*)
- In which direction _____ the soldiers _____? (*march*)

II. THE PAST TENSE

A. THE PAST INDEFINITE TENSE

(Subject + II form of the Verb...)

In the **simple past (past indefinite) tense** the **second form** of the **verb** is used; as—

He **came** here yesterday.

They **killed** a lion.

You **wrote** a letter.

‘Did’ is used in the **interrogative** and **negative** sentences. ‘Did’ is also used to lay **emphasis**. Only the **first form** of the **verb** is used with ‘did’.

(i) In **interrogative** sentences ‘did’ is placed before the **subject** and **verb** in first form after it; as—

(*Did + subject + I form of the verb...?*)

Did you *show* me your homework?

Did she *give* you the message?

(ii) In **negative** sentences ‘did not’ is put after the subject and first form of the **verb** is used thereafter: as—

(*subject + did + not + I form of the verb...*)

I **did** not *apply* for leave.

You **did** not *attend* the class.

Exception—I *never* **told** a lie.

(This sentence means—I did not ever tell a lie)

(iii) **To lay emphasis**

I **did** *try* to solve the question but was not able to solve it.

She **did** *sing*, but not with a will.

Uses of the Past Indefinite Tense

The **past indefinite (simple past) tense** is used:

(a) To express **an action completed in the past with reference to the time of speaking**; as—

I *saw* many birds in the zoo.

You *reached* the school late (on) that day.

An accident *took place* in front of our house.

(b) To express **habitual or regular action in the past**; as—

Gandhi always *spoke* the truth.

I *went* out for a walk daily in the morning last year.

In those days my mother *gave* me some pocket money every day.

The **habitual past** can also be expressed by using *used to*; as—

When I was a student I *used to* keep late hours.

He *used to* read a few chapters of the Bible every day.

But ‘used to’ means that it happened in the past, now it does not happen.

He *used to* smoke a lot.

(c) To express **an event which occurred at a particular point in the past**; as—

She *walked* very slowly.

My father *came back* home yesterday.

(d) To express **an action which occupied a period of time in the past, which is now ended**; as—

We *lived* in this house for ten years. (*do not live now*)

I *stayed* at the Green Hotel for two months.

(*not staying now*)

(e) To express **an action where some word, showing past action (yesterday, ago, last, etc.) is given in the sentence**; as—

He *received* your message yesterday.

I *passed* Olympiad exam last year.

We *got* freedom over five decades ago.

(f) To express **two actions taking place simultaneously (at the same time)**; as—

While I *sipped* coffee, I *revised* my lesson.

While Oneisha *sang*, Joy *danced*.

She *watched* the TV as well as *knitted* the sweater.

(g) To express **two actions, where the first action leads instantly to the second action**; as—

When he *called* her a flirt, she *hit* him.

When the show *ended*, the spectators *stepped* out.

When I *opened* the window, the bird *flew* out.

(h) **When ‘when’ or ‘while’ is used in simple past tense, it indicates that both the actions took place in the same duration of time**; as—

I played chess while he slept.

When we *lived* there, we often *traveled* by bus.

When I *went* to bed, the light *went* out.

(i) **When** ‘till’, ‘until’, ‘as soon as’, ‘before’ **are used in simple past tense, they indicate that one action follows the other;** as—

She *waited* for her mother till/until it *got* dark.

As soon as we *bolted* the door, some guests *arrived*.

(j) **Verbs of** ‘knowing,’ ‘understanding’ **etc. are generally used in simple past tense in time clauses;** as—

As soon as he *understood* his mistake he *begged* for excuse.

When he *perceived* his brother’s indifference, he *left* his house.

Mark the correct use of the **past indefinite tense** in the following sentences.

Incorrect	Correct
1. He <i>has passed</i> the School Examination in 1978.	He <i>passed</i> the School Examination in 1978.
2. They <i>have left</i> for Rwanda yesterday.	They <i>left</i> for Rwanda yesterday.
3. She <i>has written</i> a letter to her father last evening.	She <i>wrote</i> a letter to her father last evening.
4. Sundiata Keita <i>has founded</i> the Mall Empire.	Sundiata Keita <i>founded</i> the Mall Empire.

Note: The difference in the meaning of the following sentences:

(i) He *has worked* in this office for five years.

(*He is still working here.*)

(ii) He *worked* in this office for five years.

(*He is no longer working here.*)

MARK THIS...

- Same of the uses of the **past indefinite tense** are also expressed using the **simple present tenses**.

19 **Fill in the following blanks with correct tense of the verbs given in brackets and write your answers in your notebook.**

1. I _____ your letter this morning. (*receive*)
2. How many deer _____ you _____ in the zoo? (*see*)
3. My father _____ a new house last month. (*buy*)
4. Prices _____ by forty percent last year. (*rise*)
5. Columbus _____ America. (*discover*)

6. Thousands of people _____ their lives in the earthquake. (*lose*)
7. John _____ ten rupees from me. (*borrow*)
8. When _____ you _____ from Rwanda? (*return*)
9. I _____ to her house on foot. (*go*)
10. A thief _____ into our garage last night. (*break*)

20 Fill in the blanks with the *simple past forms of the verbs* provided in brackets and write your answers in your notebook.

1. Last spring, yellow roses _____ in my garden. (*bloom*)
2. Mr Smith _____ to see my father last week. (*come*)
3. Why _____ you _____ to my letters? (*not reply*)
4. Till some years ago, this bus _____ daily. (*ply*)
5. _____ there any monkeys on the branches of the tree? (*be*)
6. Who _____ the captain of your football team last year? (*be*)
7. How _____ the burglars _____ the lonely house? (*enter*)
8. What _____ he _____ for his future? (*plan*)
9. How much time _____ you _____ to complete that project? (*need*)
10. Whose shirt _____ Johnson _____ when his own was torn? (*put on*)

21 Fill in the blanks with the *simple past forms of the verbs* provided in brackets and write your answers in your notebook.

1. The great scientist, Newton, _____ us the law of motion. (*give*)
2. She did not _____ anyone in the party. (*insult*)
3. Did you _____ what you had done? (*realize*)
4. Before coming to the national capital, the wrestler _____ struck in Senegal where he had negligible support. (*be*)
5. Did the wind _____ away rooftops? (*blow*)
6. Did people of all ages _____ kites on Independence Day that year? (*fly*)
7. Where _____ the ship when it _____ against a huge rock in the sea? (*be, strike*)
8. Why did the Principal _____ the student for playing during the recess? (*scold*)
9. Did your father _____ you to wait for him there? (*ask*)
10. Which color did Nancy _____ most? (*like*)

B. THE PAST CONTINUOUS TENSE

(*Subject + was/were + I form of the Verb + ing...*)

(i) The **past continuous tense** denotes an action going on in the past. In order to form **past continuous tense** we add **present participle** to *was* or *were*; as—

It *was running* heavily.

The boys *were taking* a test in English.

(ii) In **negative** form 'not' is placed between the **helping verb** and the **principal verb**; as—

(*subject + was/were + not + verb + ing...*)

She *was not weeping*.

You *were not solving* the sums.

(iii) In **interrogative** form the **helping verb** is placed before the subject; as—

(*was/were + subject + verb + ing + ...?*)

Were the sheep *grazing* in the field?

Was the gardener *plucking* flowers?

Uses of the Past Continuous Tense

(i) The **past continuous tense** is used to *express an action that was happening in the past at the time of speaking*. The time of the action may or may not be mentioned; as—

The old lady *was crying* at the top of her voice.

They *were not making* a noise.

Were the milkmen *milking* the cows?

(ii) The use of this tense with **simple past tense** denotes *that the previous action was going on when the latter action took place*; as—

My mother *was cooking* the food when I **reached** home.

I *was ironing* my clothes when my friend **telephoned** to me.

James *was taking* tea when I **visited** his house.

22 Fill in the following blanks with correct *tense* of the *verbs* given in brackets and write your answers in your notebook.

1. The baby _____ in the room. (*play*)
2. Children _____ a noise in the class. (*make*)
3. Why _____ you _____ at her? (*look*)
4. We saw the airplane while it _____. (*take off*)
5. The students _____ their morning prayer when I reached their school. (*say*)
6. I _____ my beard when the telephone bell rang. (*shave*)
7. My mother _____ when I returned home. (*sleep*)
8. The old lady _____ the Bible when the guests arrived. (*read*)
9. Mother _____ tea for us when the school bus horned. (*prepare*)
10. She found that the baby _____ bitterly. (*cry*)

23 I. Rewrite the following sentences changing the verbs into the past tense and write your answers in your notebook.

1. Our hen lays one egg daily.
2. Whenever my mother comes, she brings toys for me.
3. She knows that your brother turns with a tide.
4. Anyone who travels by railway through India can see that the country is well supplied with natural wealth.
5. He behaves nicely at tables, talks gently, remains cheerful, thinks of others, keeps an eye on the company and tries to be pleasant and polite in every way.

II. Rewrite the following sentences changing the verbs into the present tense and write your answers in your notebook.

1. No one knew what was in store for him.
2. Work, not worth, shall rule mankind.
3. Why did he abuse you?
4. Fortunately the fighting was over soon.
5. Meanwhile President Kennedy's father fell ill.
6. A school bus accident killed scores of children.

III. THE FUTURE TENSE

A. THE SIMPLE FUTURE/FUTURE INDEFINITE TENSE

(*shall/will + Verb*)

The **future indefinite tense** is used to express the *action* or *event* which is likely to happen in **future**. In this tense we use 'shall'/'will' between the subject and the first form of the **verb**. Normally we use 'shall' with **pronouns of first person** (*I, we*). In the same way, we use 'will' with the pronouns of **second person** (*you*) and **third person** (*he, she, it, they*).

(i) In **negative** sentences 'not' is added after 'shall'/'will' as the case may be; as—

We *shall* not see the picture today.

They *will* not come here soon.

(ii) In **interrogative** sentences 'will'/'shall' is placed before the subject and first form of the **verb** after it; as—

Will you go to college today?

Shall we play now?

Uses of the Simple Future/Future Indefinite Tense

There are several ways of expressing **future time** in English. We can express future actions/events in the following ways.

In these sentences the **present indefinite tense** expresses the work planned for the near future:

(a) **by using present indefinite tense**

Our party *leaves* for Rwanda tomorrow morning.

We *stay* there for two days.

We *enjoy* the beauty of the Taj on the full moonlit night and *return* the next day.

In the sentences given above, planned activities for the near future have been expressed by **present indefinite tense**.

(b) **by using present continuous tense**

I *am leaving* for Rwanda next week.

Are you coming on Monday?

She *is not inviting* you to her marriage.

(c) **by using 'going to'**

I *am going to* buy a new pen.

If you don't admit your mistake, I *am not going to* pardon you.

On using 'going to' the structure of the sentence will be—

Form. (subject + is/ am/ are + going to + verb)

In both the sentences given above the speaker is certain about the occurrence of the action. But mostly we use 'going to' when we know that the decision of getting an action done has been taken. Probably some steps have been taken towards it and the action is certain to be completed; as—

My uncle has bought a plot of land in the capital, he *is going to build* a house next year.

I have come back from the office, I *am going to attend* a wedding.

The sky is overcast with dark clouds. It *is going to* rain.

Shaw has broken the window pane. He *is going to* be fined.

(d) **by using 'be + to + verb';** as—

I *am to reach* school at 7 AM.

The President *is to broadcast* his speech today.

(e) **by denoting the Principal Clause of a conditional sentence;**

as—

If she works hard, she *will get* a scholarship.

If we hire a taxi, we *shall catch* the train.

If you run fast, you *will win* the race.

24 Fill in the blanks with correct *tense* of the *verbs* given in brackets and write your answers in your notebook.

1. We _____ not _____ to the market, in case it rains. (*go*)
2. She _____ here till I do not return. (*stay*)
3. You _____ me next week. (*see*)
4. If I work hard, I _____ the examination. (*pass*)
5. If she hires a scooter, she _____ the train. (*catch*)
6. She hopes you _____ her. (*help*)
7. If George works hard, he _____ the class. (*top*)
8. She _____ my house next Monday if she comes to Liberia. (*visit*)
9. Now that her husband is here, she _____ indoors. (*keep*)
10. No one _____ my room. (*enter*)

25 Fill in the blanks with the correct *forms* of the *verbs* provided in brackets and write your answers in your notebook.

1. Joseph _____ us for a walk in the moonlight tonight. (*join*)
2. Indo-Pak foreign secretaries _____ a bilateral talk next year.
(*have*)
3. I _____ no stone unturned to achieve my goal. (*leave*)
4. I _____ to you later. (*speak*)
5. You _____ your head one day, you absent-minded fellow! (*lose*)
6. If she _____ hard, she _____ good marks. (*work, get*)
7. They _____ to Jos Plateau in Nigeria as soon as college _____.
(*go, break*)
8. _____ they _____ the sorrow of the grief-stricken family?
(*not share*)
9. What _____ you _____ to maintain the dignity and glory of your country?
(*do*)
10. How _____ he _____ this task all alone?
(*complete*)

26 Rewrite the following sentences in your notebook using 'going to' form of the *future indefinite tense*.

1. I am visiting my uncle next month.
2. We will not spare any person responsible for this shameful crime.
3. Are you inviting me to your wedding?
4. Who is playing the drums in the musical concert tonight?
5. Which movie are they watching this weekend?

B. THE FUTURE CONTINUOUS TENSE

(*will/shall + be + Verb + ing*)

The **future continuous tense** is used to *express an event that is expected to take place in the normal course or at some time in the future*; as—

1. We *shall be playing* a football match on Sunday.

2. The new edition of this book *will be coming out* shortly.
3. When I reach my place, it *will be raining* heavily there.
4. *Will you be taking part* in the debate? (*Interrogative*)
5. The farmers *will not be watering* the plants at this time.
(*Negative*)

MARK THIS...

- ♦ **Verb forms of present progressive, past progressive and future progressive tenses** differ from one another just in terms of the **auxiliaries**.

27 Fill in the blanks with correct *tense* of the *verbs* given in the brackets (*future tense*) and write your answers in your notebook.

1. Tom _____ for us at the appointed time. (*wait*)
2. When Simmy calls on me, I _____ my clothes. (*iron*)
3. The gardener _____ the plants next month. (*water*)
4. John _____ his lesson tomorrow at this time. (*revise*)
5. Maria _____ tea when you enter her room. (*make*)
6. The patient _____ rest when the doctor arrives. (*take*)
7. The peon _____ the bell by the time I reach the school. (*ring*)
8. Elizabeth _____ for her place by this time tomorrow. (*leave*)
9. We _____ our courses by the end of January. (*complete*)

28 Fill in the blanks with *future continuous forms* of the *verbs* provided in brackets and write your answers in your notebook.

1. The irrigation department _____ a bridge over the soon. (*build*)
2. The hawker _____ newspapers and magazines in the morning.
(*hawk*)
3. They _____ their promises due to some reasons. (*not, fulfill*)
4. _____ you _____ her to dinner tomorrow? (*invite*)
5. _____ the rich man _____ the poor humanely? (*not, treat*)
6. I am sure, these gamblers _____ at a lonely place. (*gamble*)
7. What _____ the farmer _____ his cows with? (*feed*)
8. Where _____ they _____ the flag? (*hoist*)
9. How _____ John _____ the needs of his family? (*meet*)
10. Who _____ the criminals according to the law? (*punish*)

ACTIVITY 5

TARGETED COMPETENCY: Grammar Skills

Make sentences using the three **verb tenses**.

REMEMBER...

- **Tense** refers to any forms of a **verb** that may be used to show the time of the action or state expressed by the **verb**.

2. PROGRESSIVE FORMS OF VERBS

We have read above about the progressing forms of **verbs**. We have also read about the *descriptive writings*.

Descriptive Writing

Let us revise it by looking at the following paragraph:

Vorobyov Village, Ukarine (formerly USSR)

“It happened on April the 26th 1986. I remember the date because it was my mother’s birthday. We heard the explosion early in the morning. We didn’t worry, because there had been explosions before from Chernobyl. But this one was bigger. Everyone stopped what they **were doing** and listened. Then we ran out into the garden. We could see a cloud of white smoke **coming** from the nuclear reactor.” Natasha Revenko wiped her hands nervously on her apron. Tears came to the corners of her eyes, and slid slowly down her pinched, pale cheeks.

“It was a Saturday,” she went on, still **wiping** her hands on her apron. “It was a lovely warm day, and the children played outside all weekend. Even when the dust began to fall, they still played outside. They picked up handfuls of it and threw it at each other, **laughing**. It was Wednesday before the loudspeaker van came to the village, **telling** us to keep our children indoors and not to touch the radioactive dust. They also told us to wash down our houses and roads with water. A week later the children began to vomit. Their hair fell out. They couldn’t eat. They grew so thin, and sores appeared all over their little bodies. Two weeks after that, all three died – all three on the same day.” She broke down now and cried quietly, as she had done so many times before. “They’re buried over there.” She pointed to the church graveyard. “Lots of village children are. And adults.”

I touched her gently on the shoulder, **leaving** her to her bitter-sweet memories, and walked on through the silence. It was a ghost town. No one lived there any more. They had either died or been forcibly evacuated. The fields were barren.

In the above paragraph, the narrator describes an incident that took place on his mother’s birthday and gives the detailed description of a sad event with all relevant information about it. Thus it is a **descriptive paragraph**.

A **descriptive paragraph** is a piece of writing in which we describe an event, an experience, a person, or an object in detail. Each relevant information is elaborated in a straightforward way. While writing a **descriptive paragraph**:

1. take care of the sequence of tenses,

2. use only the past tense in describing personal experiences and previous events,
3. take care of accurate expression, fluency and accuracy,
4. use simple words,
5. maintain fluency,
6. avoid jargons,
7. describe the events in a proper sequence,
8. use phrases and appropriate connectors and pronouns to link ideas,
9. explain all significant details,
10. use punctuation marks correctly, and
11. use describing words and imagery.

Given below are two more **descriptive paragraphs** of a person and an object with highlighted **progressive forms of verbs**.

My Grandmother

My grandmother loved me a lot but today she is no more. Time had snatched her from my hands some years ago, **leaving** me to fight with her memories or my helplessness to have a glance of hers.

When my parents shifted to a new place, they left me with my grandmother. She was everything for me, mother, father, and a best friend. She brought me up with love and care. She was very strict and disciplined regarding my studies. But she never imposed anything on me. Rather she tried to imbibe good habits in my character with a logical explanation.

She looked a statuette of stability and serenity. I never saw her lose the temper. Even at the age of seventy, she was very agile. She was a matriculate but she sounded very brilliant academically. She used to teach me literature. She was fond of reading. Once she fell ill, and never recovered. Every moment took her close to the abode of peace. Finally she flew. A long time has passed when she departed but I still miss her.

A Calendar

The English word *calendar* is derived from the Latin word *kalendae*, which was the Latin name of the first day of every month. A calendar is a system of **listing** days and dates. It is a very useful object. Without a calendar a room sounds empty. Every wall appears as an object of ridicule. Even if a room is well furnished and decorated, but has no calendar, the room produces a sense of vacuum. A calendar for a room is as necessary as fragrance in a flower, water in a river, or breath in a body. A calendar displays the days and dates of a year, holidays, and festivals. We can plan our schedule for the future easily with the

help of a calendar. We can encircle the particular days like birthdays, anniversaries, or those of social engagements. A calendar is also a piece of decoration. If a calendar has a colorful picture, it provides beauty to the place, and is also a feast to the eye. Its presence reflects that the residents of the place are well organized.

29 Now look at the following description and identify the *progressive forms*. Then write your answers in your notebook.

After Pam Melroy flew the shuttle into a tricky backflip within 600 feet of the space station to photograph the belly of the craft for damage, she then performed the pinpoint-precision feat of docking it with the station. The retired Air Force test pilot (and combat veteran) and her crew came on board to shouts and hugs from Whiston and her crew. It was a historic moment: the first time two women were in charge of two spacecraft at the same time.

Melroy's mettle as commander was tested when, during deployment of a solar wing at the station, a guide wire snapped, tearing the wing and keeping it from providing full power. The world watched as fellow astronaut Scott Parazynski, MD, rode a boom for an hour and a half to reach the damaged area. He then performed a kind of delicate surgery for seven hours to cut the snagged wire and fix the torn parts. It worked.

On managing a crisis: "The night before the space walk to repair the solar wing, we were all gathered to go over the final list of issues. The whole crew was giving their input, and everyone was firing on all cylinders. I realized I didn't need to say anything. I kind of floated away and observed them. They were doling what they were supposed to do, pulling together, without needing to be guided in any way. That was the best moment for me."

30 Do as directed.

1. Describe one of your favorite sportsmen, using all the guidelines above. Collect the necessary information from magazines or net.
2. Did you attend any wedding recently? Describe the event with all relevant information.
3. Describe one of the modern gadgets, highlighting its advantages/disadvantages.

ACTIVITY 6

TARGETED COMPETENCIES: Writing and Grammar Skills

The learners will develop some topics written on the board into **descriptive paragraphs**.

(Teacher's Note: You can write some topics on the board.)

(b) Narrative Writing

In the previous unit, we have read about the **narrative writing**. We read about narrating autobiographies and stories. Stories are written either in the first person; or, as a third person account with or without dialogues as follows:

- **First Person Account:** One day, I was going.
- **Third Person Account:** Carol had her home...
- **Story with Dialogues:** One fine morning, a man said to the Tiger, “Where is the golden bracelet you speak of?”...
- Sometimes hints one provided for writing a story. Such hints can be in the form of:
 - an outline or a few pointers pertaining to the plot;
 - words, phrases, slogans, proverbs, idioms, etc., which need to be included in the story; or
 - the beginning or ending of the story you would be constructing.

Example:

Pointers:

- A tiger gets caught in a cage.
- A kind traveler releases it.
- Tiger pounces on the man.
- The man pleads for mercy.
- Tiger allows him three chances to seek help.
- The man pleads with a tree—the tree says men are selfish.
- The man seeks the pathway’s help—it declines to help, calls people ungrateful.
- A jackal comes by, the man calls for help.
- The jackal asks the tiger how he had got caught.
- The tiger enters the cage to show just that and the jackal latches the cage.

Now observe how these pointers can be developed into an interesting story. Also focus on the **progressive forms of the verb**.

The Clever Jackal

Once, a tiger got trapped in a cage. A kind traveler took pity on it and released it. The tiger immediately pounced on the man to kill him. The man pleaded for mercy and was allowed three chances to seek help. First, the man pleaded with a tree which said, “Why should I help a man? I give men so much and they still cut me down.”

Then, the man called out to the pathway for help. It said, “Men are ungrateful creatures. I show them the way and they, in turn, trample on me.”

The man then sought the help of a jackal that **was passing** by. The jackal asked the tiger, “I wonder how you got trapped in the first place!” The tiger readily went into the cage to show how. The jackal quickly latched the cage and went off **smiling** along with the grateful traveler.

Some more examples

- “The road was deserted and I was all alone. Suddenly I spotted something that looked like an enormous bushy beast **lying** sprawled across the road. I was half inclined to turn and go back. But as I came closer I saw that it was a fallen tree, with its dry branches spread out...”
- “I **was studying** in the junior class at that time, and **was watching** the whole drama from the rooftop. I don’t know what came over me suddenly. I grabbed a cane from the hands of one of the teachers and ran down the stairs and into the open. The elephant grunted and menacingly swung a branch of a tree which it held in its trunk. It stamped its feet, **kicking up** a lot of mud and dust. It looked **frightening**. But I moved slowly towards it, stick in hand. People were watching the scene hypnotized from nearby housetops. The elephant looked at me red-eyed, ready to rush towards me. It lifted its trunk and trumpeted loudly. At that moment I moved forward and, **mustering** all my force, whacked its third toenail on the quick. The beast looked stunned for a moment; then it shivered from head to foot—and collapsed. Well, a veterinary doctor was summoned to revive the animal. Two days later it was led away by its mahout to the jungle.”

Note how the narrator has made his accounts interesting and mysterious. Also focus on the **progressive forms of the verbs**.

REMEMBER...

- ♦ A **descriptive writing** refers to the description of a person, place, event, experience or an object.
- ♦ A **narrative writing** refers to the story, in the first person or the third person account, without/with dialogues. The story can also be expanded using the pointers given.
- ♦ Both can have the **progressive forms of the verbs**, which sometimes act as **adjectives**.

31 Do as directed.

1. *You are on a holiday by the sea-side when suddenly the sea seems to heave and swell. The waves begin to appear more like huge walls. It was the fearsome Tsunami.* Write a heartrending narrative of the initial shock followed by the struggle for survival. Recount the devastation caused.

Brainstorming:

- How was it that you were by the sea-side?
- Recreate the setting and the characters around you.
- What were the things first sighted by you?
- Recount the struggle to stay afloat.
- Try to give an interesting end to your story.

2. Write a dialogue-based story between a cat and a mouse. *The mouse is trying to explain why the cat shouldn't eat it.* Try to come up with a humorous story.
3. *One day, while returning home from office your pocket was picked by a thief; you ran after the thief and then a chain of events followed which were completely bizarre. It is meant to be a thrilling experience.* So, include anecdotes wherever befitting.
4. Write a first person account of an incident where a fire broke out. Incorporate the given words and phrases in your narrative.

a car; scorching heat of the sun; traffic snarl; charred; cell phone; hospital; ambulance

5. Construct a narrative that would justify the proverb—‘As you sow, so you reap’.
6. Relate a story for which the beginning has been provided below. (200 words)

The rains came splattering on the windowpanes. He looked up....

ACTIVITY 7

TARGETED COMPETENCY: Grammar Skills

Distinguish between the given topics whether **narrative** or **descriptive**, and expand the topics, using the **progressive forms of verbs**.

(**Teacher's Note:** Give certain topics to the learners.)

DISCUSSION QUESTIONS

TARGETED COMPETENCIES: Communication and Grammar Skills

1. Discuss whether the given **verbs** are **mental/visible action** ones.
2. Discuss whether the given **verbs** are **helping** or **main**.
3. Discuss whether the given **tense** is **present, past** or **future**.
4. Discuss whether the given topic is **descriptive** or **narrative**.

(**Teacher's Note:** Give certain **verbs**, topics and sentences to the learners.)



Period III

Grammar: Verbs – Part 2

Learning Objectives

Upon completion of this topic, learners will:

1. utilize the perfect tenses of verbs correctly,
2. distinguish between regular and irregular verbs and how they form their past tenses, and
3. write persuasive essays using the relevant mechanics.

1. VERBS – PART 2

We know that the **verb** is a word or group of words that expresses an action (such as *go*), an event (such as *happen*) or a state (such as *exist*).

In the previous unit, we have read about **verb tenses (present, past and future)**. In this unit, we will discuss **verb tenses (present perfect, past perfect and future perfect)**. The **perfect tense** is connected with the form of a **verb** that consists of part of the **verb** *have* with the **past participle** of the **main verb**, used to express actions completed by the present or a particular point in the past or future.

Tenses (Present Perfect, Past Perfect, Future Perfect)

Just have a glance at *verbs* in different *perfect tenses*:

Person & Number	Present Perfect Tense	Past Perfect Tense	Future Perfect Tense
Ist person, singular/plural	I / We have washed my/our clothes.	I/We had gone to the market.	I/We shall have completed my/our homework.
IInd person, singular/plural	You have shut the door.	You had closed the windows.	You shall have crossed the city.

IIIrd person, singular/plural	He/She/It has drunk milk.	He/She/It had moved .	He/She/It shall have slept.
	They have drunk milk.	He/She/They had moved .	They shall have slept.

Present Perfect Tense

(i) In the **present perfect tense** the past participle (III) form of the **verb** is used with *has* or *have*. **Has** is added with third person singular subjects, as—‘he’, ‘she’, ‘it’ and **have** is added with ‘I’, ‘we’, ‘you’, ‘they’ and plural nouns.

(subject + *has/have* + III form of the verb...)

He *has won* a prize.

You *have insulted* me.

I *have taken* the dose of medicine.

(ii) In **interrogative** form **has, have** are placed before the subject.

(*has/have* + subject + III form of the verb...?)

Have they crossed the river?

Where *have you seen* my brother?

(iii) In **negative** form **not** is used between the **main verb** and the **helping verb**.

(subject + *has/have* + *not* + III form of the verb...)

She *has not come* yet.

I *have not received* any information.

Uses of the Present Perfect Tense

The **present perfect tense** is used with the words: *yet, as yet, already, just, just now, so far, since, ever since, presently, once, twice, thrice* etc. and in the following cases:

(a) To express **an action that has been recently completed**; as—

I *have just received* the letter.

We *have won* the match.

He *has chalked out* a program.

(b) To describe **an action the time of which is not given**; as—

She *has gone* to bed.

They *have left* for Australia.

(c) To describe **a past experience**; as—

I *have seen* this picture several times.

Have you been to Buchanan?

(d) To express **an action that began in the past and still continues**; as—

He *has worked* in this school **for** five years. (is still working)

I *have not seen* him **since** Monday last.

REMEMBER...

- We do not use **adverbs of time** denoting the **past tense** in **present perfect tense**.
 - Father *has returned* from Botswana *yesterday*. (*This sentence is wrong*)
 - Father *has returned* from Botswana.
 - Father *has just returned* from Botswana.
- If we aspire to use an **adverb of time** showing **past tense**, we should better frame the sentence in **past indefinite**.
 - Father *returned* from Botswana yesterday.
 - I *passed* my grade IX in the year 2020.

1 Fill in the following blanks with correct *tense (present)* of the *verbs* given in brackets and write your answers in your notebook.

1. Where _____ you _____ your purse? (*lose*)
2. _____ she not yet _____ her work? (*finish*)
3. How many sums _____ she _____? (*solve*)
4. My sister _____ from her trip presently. (*return*)
5. Abu _____ Wleh since 1980. (*know*)
6. She _____ never _____ the Sapo National Park. (*see*)
7. _____ you not _____ your bath as yet? (*take*)
8. I _____ not _____ my lesson. (*revise*)
9. We _____ not _____ from Zoe for the last four months. (*hear*)
10. She _____ in Liberia for eight years. (*live*)

BRAINSTORM

- Say the following sentence in **present perfect tense**.
I bought a novel and read it twice.

2 Read the following passage. The root forms of the *verbs* therein are provided. Complete the passage using the *present perfect tense* of those *verbs* and write your answers in your notebook.

Ariana and Othello (be¹) the best of friends since the time they joined the school in the Kindergarten. They (always, do²) things together and there (not, be³) a single day when they (not, meet⁴) up.

Today, the two friends (plan⁵) to go out for a movie which (get⁶) great reviews. Their classmates (already, watch⁷) it and each one of them

(say⁸), that it is indeed a good one. Hence, the two (take⁹) their respective parents' permission to watch it together. Ariana (offer¹⁰) to pay for the tickets while Othello (promise¹¹) to foot the bill at McDonald's. It (always, be¹²) like this with them. They (share and cooperate¹³) like true friends that they are.

Past Perfect Tense

We often make mistakes while using the **past perfect tense**.

I *had gone* to my cousin yesterday.

This sentence should be formed in *simple past*.

I *went* to my cousin yesterday.

Past perfect tense is in reality, the *past* of the *past*. It is used when we say that an action was completed before another action took place. Both the actions are related to each other in some way. Of the two actions the one that took place first is given by **past perfect tense**. The action which takes place later is expressed by **simple past** or **past indefinite tense** as;—

The teacher had come before I reached the class.

The structure of **past perfect** is—

In order to form the **past perfect tense** we use 'had' before the **past participle (III) form of the verb**.

(subject + had + III form of the verb)

(i) In **interrogative** form 'had' is used before the subject.

(had + subject + not + III form of the verb +?)

Had he **left** when you *came*?

Had the doctor **arrived** before the patient *died*?

(ii) In **negative** form 'not' is used after 'had'.

(subject + had + not + III form of the verb +)

I **had not seen** you *before*.

The doctor **had not reached** before the patient *breathed* his last.

Uses of the Past Perfect Tense

(a) The **past perfect tense** is used to *express an action completed before another action took place*; as—

When he *came* to me, I **had posted** the letter.

The match **had begun** before I *reached* the playground.

The rain **had stopped**, when we *entered* the cinema hall.

(b) In a **simple sentence** we never use the **past perfect tense** unless it has in it some such words; as—*still, before, never, already, till, since* etc; as—

The mother **had already cooked** the food.
 She **had never seen** such a terrible sight before.
 She **had not traveled** by an airplane *till* then.
 I **had not written** to her *since* my going abroad.

(c) (i) It is also used to *express an unfulfilled action in the past*; as—

If she **had worked** hard she would have passed.
 If you **had come** in time we would have taken you with us.

(ii) It is also used to *express an unfulfilled wish in the past*; as—

I wish I **had won** the election.
 I wish I **had accepted** the job.
 I wish I **had appeared** at the test.

(d) To denote the action or event which has been completed before some point of time; as—

By afternoon he **had completed** much work.
 At 9 P.M. all the members **had come**.
 By sunset, we **had watered** the plants.

Use of Past Indefinite and Past Perfect Tenses in Time Clauses

We can express time by using some ‘time-denoting’ **adverbs** or through **adverbial clauses of time**. The combination of two past actions depends upon their mutual relevance.

I **had waited** for my friend until he arrived.
 After he **had sailed** many days the mariner reached the coast.
 She **had not been** well since she returned from Kakata.
 I **had taken** a bath when the telephone rang.

3 Fill in the following blanks with correct *tense* of the *verbs* given in brackets and write your answers in your notebook.

1. He _____ already _____ his breakfast. (*take*)
2. If she _____ for the examination she would not have failed. (*prepare*)
3. The bell _____ before I reached the school. (*go*)
4. The patient _____ before the doctor arrived. (*die*)
5. She _____ not _____ the place before her husband permitted her. (*leave*)
6. _____ the child _____ before his mother returned from office? (*sleep*)
7. The rain _____ when we stepped out of our house. (*stop*)
8. If you _____ her, she would have got first division. (*help*)

9. The cinema show _____ when I reached the hall. (*start*)
10. If she _____ a bus, she would have caught the train. (*board*)

BRAINSTORM

- Say the following sentence in **past perfect tense**.
The police catch the criminals.

4 Fill in the blanks with the *past indefinite* or *past perfect* forms of the *verbs* provided in the brackets and write your answers in your notebook.

1. My friend thanked me for what I _____ for him. (*do*)
2. Did you _____ the letter after you _____ it? (*post, write*)
3. We _____ very far, when we _____ that we _____ our way.
(*go, realize, lose*)
4. When we _____, the meeting _____ already _____.
(*arrive, commence*)
5. They _____ (return) home after they _____ their shopping. (*do*)
6. My little sister _____ all the chocolate before I _____ from school. (*finish, return*)
7. When the jaguar _____, the pilot _____ that one of the wings _____ by a shell. (*land, discover, damage*)
8. Just days after I _____ from college, I _____ the services. (*graduate, join*)
9. The innocent child _____ how his ice-cream _____. (*ask, melt*)
10. He jumped up as if he _____. (*sting*)

5 Fill in the blanks with *simple past* or *past perfect* forms of the *verbs* provided in the brackets and write your answers in your notebook.

1. _____ you not _____ (*tell*) me that you were quite keen to join the party?
2. Silas _____ barely _____ (*go*) a meter when his vehicle _____ (*break*) down.
3. Her cousins _____ already _____ (*reach*) home when she _____ (*come*) back from school.
4. _____ you _____ (*inform*) me that you _____ (*be*) on your way home, I would have prepared your lunch.
5. The golden goose _____ (*lay*) many golden eggs before the greedy man _____ (*kill*) it for all eggs in one go.
6. The boys _____ (*begin*) practicing before the coach _____ (*reach*) the playground.
7. Why _____ the cat not _____ (*drink*) the milk we _____ (*lay*) out for it?
8. So, _____ she finally _____ (*accept*) that she _____ (*make*) a mistake?

9. Where _____ they _____ (*be*) before they _____ (*call*) on you?
10. The countdown _____ (*begin*) but some of the players _____ not _____ (*put*) on their jerseys till then.

Future Perfect Tense

(*shall/will + have + III form of the Verb*)

(i) The **future perfect tense** expresses an action which is expected to be completed by a certain time in the future; as—

She **will have covered** half of her journey *by* Monday next.

I **shall have revised** my lesson *by* 9 P.M. tomorrow.

The plane **will have landed** *by* the time you reach the airport.

(ii) The **future perfect tense** sometimes expresses the speaker's belief that something has taken place. In such sentences it does not express the future; as—

“In the newspaper you **will have read** about the railway accident that took place today,” said my father.

“You **will have discussed** the plans how to celebrate the function,” said my mother.

(iii) It is also used for an action which at a given future time will be in the past; as—

In two years' time (*i.e.* two years from now) I **shall have** taken my degree.

When we reach Bensenville, we **shall have** completed the major part of our tour.

Note: In a complete sentence we use ‘shall’/‘will’ only in the principal clause.

- I will go to play when I *finish/have finished* my work.

6 Fill in the following blanks with correct *tense* of the *verbs* given in brackets and write your answers in your notebook.

1. The picture _____ by the time we reach the hall. (*start*)
2. _____ you _____ your studies by 2015 ? (*finish*)
3. The farmers _____ not _____ the harvest before September (*reap*)
4. I _____ an exercise before the sun rises. (*take*)
5. He _____ his lesson by next week. (*learn*)

BRAINSTORM

- Say in a sentence which work you will have finished by tomorrow 3 P.M.

Common Errors in the Use of Verbs

<i>Incorrect</i>	<i>Correct</i>
1. He <i>is pass</i> in English.	He <i>passes</i> in English.
2. <i>Burn</i> the lamp.	<i>Light</i> the lamp.
3. When will you <i>give the test</i> ?	When will you <i>take the test</i> ?
4. The teacher <i>will take our test</i> in English next week.	The teacher <i>will give us a test</i> in English next week.
5. I <i>am ill</i> for four days.	I <i>have been ill</i> for four days.
6. She <i>spoke</i> a speech.	She <i>made/gave/delivered</i> a speech.
7. Our team <i>made</i> two goals.	Our team <i>scored</i> two goals.
8. I wish I <i>was</i> young again.	I wish I <i>were</i> young again.
9. He talks as if he <i>is</i> mad.	He talks as if he <i>were</i> mad.
10. What <i>make</i> you laugh?	What <i>makes</i> you laugh?
11. I <i>hanged*</i> my coat on the peg.	I <i>hung</i> my coat on the peg.
12. The murderer <i>was hung</i> .	The murderer <i>was hanged.*</i>
13. Two and two <i>makes</i> four.	Two and two <i>make</i> four.
14. They <i>have come</i> this morning.	They <i>came</i> this morning.
15. He was so thirsty that he <i>drunk</i> all the milk.	He was so thirsty that he <i>drank</i> all the milk.
16. I <i>hope</i> he will fail.	I <i>fear</i> he will fail.
17. I <i>saw</i> into the bus, but <i>looked</i> none.	I <i>looked</i> into the bus, but <i>saw</i> none.
18. He works hard lest he <i>should not</i> fail.	He works hard lest** he <i>should fail</i> .
19. Our hen <i>has given</i> ten eggs.	Our hen <i>has laid</i> ten eggs.
20. He fell off the roof and <i>died</i> .	He fell off the roof and was <i>dead</i> .

7 I. Correct the following sentences and write your answers in your notebook.

1. He has left for his native village yesterday.
2. I had completed the work.
3. He told me that he has solved all the sums.
4. I informed you about this before.
5. I know you for many years.

* In the past form, 'Hanged' is used in the sense of awarding 'capital punishment' suspending by the neck until dead.

The murderer will be hanged tomorrow.

He took off his coat and *hung* it on a peg.

** 'Not' is included in 'lest'. 'Lest' = *in order that—not*.

6. She had seen a lion in the circus.
7. He is pass in English and is fail in Mathematics.
8. If you help me, I give you a reward.
9. I got up before the milkman came.
10. The patient died before the doctor arrived.
11. He will meet me as soon as he will return.
12. The teacher punished the boys because they are making a noise.

II. Give the *tense of the verbs* in the following sentences and write your answers in your notebook:

1. She is working hard day and night.
2. Water boils at 100°C.
3. They have not yet returned home.
4. You were disturbing her.
5. I shall wait for you outside.
6. The sun rises in the east.
7. I am revising my lesson.
8. She will be knitting my sweater.
9. I got up before the milkman came.
10. I was not making a noise.
11. It is raining.
12. I do not know how to swim.
13. He is cheating you.
14. You did not show your homework.
15. They had finished their syllabus.
16. The poor woman died yesterday.
17. I love swimming.
18. She will have served us tea.

8 Rearrange the jumbled words so as to make meaningful sentences in the *future perfect* tense and write your answers in your notebook.

1. assembled / where / have / will / soldiers / for the / past / march / the?
2. drowning / will / have / people / rescue team / how / the / rescued / the?
3. by noon / Margret / not / washed / cleaned / and / her house / have / will.
4. by / the / next century / will / eradicated / cancer / completely / from the world / scientists / have
5. not / prison / in / the / prisoner / lived / have / for twenty years / by 2025 / will
6. lit / sunset / who / have / will / the lamp / before?
7. have / will / achieved / father / your / what / next / in / years / the / five?
8. done / sunrise / villagers / have / will / what / the / before?
9. recognized / as / the / next decade / in / the / whom / we / shall / have / of the / nation / leader?
10. have / delivered / the postman / by when / will / the post / colony / in / your?

9 *Caroline has some goals that she plans to achieve in a few years. Complete the following sentences that state, which of those goals she will have finally achieved, using the future perfect tense of the verbs provided in brackets. Write your answers in your notebook.*

1. Caroline (*do*) her parents as well as her school proud.
2. She (*teach*) some of the poor children who do not go to schools to read and write.
3. She (*give up*) most of her bad habits.
4. She (*improve*) her grades in all subjects.
5. She (*attain*) a good level of proficiency in the third language.
6. She (*contribute*) meaningfully to the social welfare activities undertaken by her school.
7. She (*learn*) how to help her mother in the kitchen.
8. She (*overcome*) her inhibitions to a considerable extent.
9. She (*read*) books by at least two new authors.
10. She (*inculcate*) the virtues of patience and tolerance in herself.

10 *Choose the most appropriate option from the brackets to complete the following passage. Write the answers in your notebook against the correct blank number.*

1. Angel a young dancer (a) _____ (*force/forced/was forced/to force*) to give up dancing when both her kidneys (b) _____ (*fail/failing/failed/had failed*) many years ago. This (c) _____ (*happen/happened/was happening/had happened*) when she (d) _____ (*go/went/had gone/will go*) to a hill station on a holiday. All of a sudden she (e) _____ (*begin/began/was beginning/had begun*) to have some severe pain. She (f) _____ (*has/have/had/will have*) to be admitted to the hospital. Her mother (g) _____ (*donate/donated/was donating/had donated*) one of her kidneys and then all (h) _____ (*is/was/am/are*) well for about ten years.
2. Yesterday an argument (a) _____ (*take/took/taken/was taking*) place between two groups of students. It (b) _____ (*result/results/resulted/had resulted*) in a shoot out inside the school during recess. The assailants (c) _____ (*fly/flew/flown/had flown*) from the spot in cars. The incident (d) _____ (*confirm/confirmed/confirming/was confirmed*) by the school authorities but they (e) _____ (*state/stated/had stated/stating*) that they (f) _____ (*did not have/not had had/not have had/not having*) more details of the case. The police (g) _____ (*say/saying/said/had said*) that the victims (h) _____ (*identify/identified/will identify/had identified*) four of the assailants.
3. Many years ago when Martin Luther King (a) _____ (*address/addressed/was addressing/had addressed*) a public meeting, someone (b) _____ (*throw/threw/thrown/had thrown*) a shoe at

him. There (c) _____ (*is/was/were/been*) a deep silence. King (d) _____ (*pick/picking/picked/had picked*) up the shoe and (e) _____ (*tell/telling/told/had told*) the gathering that some kind gentleman, knowing that he (f) _____ (*can/could/may/might*) not afford shoes (g) _____ (*throw/threw/thrown/had thrown*) one for him. He (h) _____ (*request/requested/requesting/had requested*) the gentleman to throw him the other one too.

4. Two persons including a four-year-old boy (a) _____ (*died/dying/died/had died*) and five persons (b) _____ (*injure/were injured/injuring/had injured*) in an accident yesterday evening. The boy (c) _____ (*crush/crushing/crushed/was crushed*) to death by a jeep. The accident (d) _____ (*take/took/taken/had taken*) place at about 7 P.M. The boy (e) _____ (*play/played/playing/was playing*) on the roadside near his house when a speeding jeep (f) _____ (*come/came/coming/had come*) from the other side and (g) _____ (*hit/hitting/was hitting/was hit*) him. The boy (h) _____ (*die/died/dying/had died*) on the spot.
5. A forty-year-old man (a) _____ (*kill/killed/was killed/had killed*), and six others (b) _____ (*injure/was injured/injured/had injured*) when the van in which they (c) _____ (*travel/traveling/traveled/were traveling*) overturned after colliding with a truck early morning. Soon after the incident a huge crowd (d) _____ (*gather/gathering/had gathered/will gather*) on the spot and (e) _____ (*start/starting/started/had started*) beating the driver of the truck. They also (f) _____ (*damage/damaged/will damage/had damaged*) the other vehicles. It (g) _____ (*is/am/are/was*) only after the arrival of the police that the situation (h) _____ (*bring/bringing/was brought/had brought*) under control.

REMEMBER...

- The **present perfect tense** expresses an action or state in the past (yet) linked with the present.
- The **past perfect tense** expresses progression of an action that started at some remote point in the past and was observed to be continuing by some later point of time, that too in the past.
- The **future perfect tense** expresses an action that is likely to begin in future and be completed by some point of time in future.

ACTIVITY 1

TARGETED COMPETENCIES: Grammar and Speaking Skills

Explain and demonstrate the **tense** with examples.

(Teacher's Note: Assign the **perfect tenses** one by one to the learners and encourage them to speak up. Point out the errors.)

ACTIVITY 2

TARGETED COMPETENCY: Grammar Skills

Let the learners be divided in groups. Construct sentences using all three **perfect tenses**.

(**Teacher’s Note:** Divide the class in three groups and assign each group to construct sentences using all three **perfect tenses**. Ask the groups to review the sentences of one another. After the work is complete, ask them to submit to you.)

Irregular/Regular Verbs

On the basis of consistency or inconsistency of form, **verbs** can be divided into two categories: **strong verbs/irregular verbs**, and **weak verbs/regular verbs**.

In the previous grades, we have read about them. Let us revise by identifying the **regular/irregular verbs** in the following sentences.

1. He has finished his work before time.
2. She breathed deeply before speaking again.
3. You have read two novels so far.
4. I went there twice today.

As you can make out,

- ‘finished’ and ‘breathed’ are **regular verbs** as they take *-ed* and *-d* **respectively** to form their past tense and past participle, and ‘read’ and ‘went’ are **irregular** as they don’t follow a fixed pattern to form their past tense and past participle.

Strong Verbs/Irregular Verbs

Strong verbs are those verbs whose **past** and **past participles** show irregularity of vowel sound.

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>	<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
come	came	come	steal	stole	stolen
shake	shook	shaken	drive	drove	driven
mistake	mistook	mistaken	write	wrote	written

There are some **strong verbs** whose past and past participle are formed by changing the vowel in the present participle.

There are some **strong verbs** whose past form is formed by a change in the vowel of present form, whereas their past participle is formed by suffixing the present or past form with *-ne* or *-n*.

Weak Verbs/Regular Verbs

Contrary to the **strong verbs**, **weak verbs** are those verbs whose all the three forms — present, past and past participle — exhibit regularity of the vowel sound.

Present	Past	Past Participle	Present	Past	Past Participle
cut	cut	cut	put	put	put
read	read	read	create	created	created
work	worked	worked	follow	followed	followed

In case of **weak verbs**, past and past participle are formed by suffixing their present form with *-d*, *-ed* or *-t*.

11 Identify the given *verbs* as *strong* or *weak*, and write their *past tense* and *past participle*. Write your answers in your notebook.

1. arise
2. clean
3. throw
4. know
5. forbid
6. choose
7. forget
8. weave
9. abuse
10. steal
11. dream
12. believe
13. bathe
14. swear
15. fly
16. bid
17. bear
18. beat
19. grow
20. build

REMEMBER...

- **Regular verbs** also known as **weak verbs**, take *-ed*, *-d*, or *-t* to form their past tense and past participle.
- **Irregular verbs** also known as **strong verbs**, have no regular pattern.

ACTIVITY 3

TARGETED COMPETENCY: Grammar Skills

List **regular/irregular verbs** and form their **past tense**. Also make sentences in **past simple** and **perfect tenses**.

ACTIVITY 4

TARGETED COMPETENCY: Grammar Skills

Let the learners be divided in three groups. Some **verbs** are written on the board. All three groups will construct sentences using those **verbs** in **present** and **past tenses** in their notebooks. The group with the highest number of correct sentences will be the winner.

(**Teacher's Note:** You can write some **verbs** on the board with an example sentence.)

2. COMPARATIVE AND SUPERLATIVE FORMS

In previous grades, we have read about the **comparative** and **superlative forms** of **adjectives** and **adverbs**. Let us revise by looking at the following.

1. I am faster than my sister. (comparative adjective)
2. I work faster than my sister. (comparative adverb)

3. I am the fastest of all. (superlative adjective)

4. I work fastest of all. (superlative adverb)

As you can make out,

- here **comparative/superlative adjectives/adverbs** are similar though they perform different functions.

Let us learn about their formation.

A. Adjectives and Adverbs of one and some of more than one syllable

Look at the tables and fill in the blanks.

(a)

Positive	Comparative	Superlative
clean (<i>adj.</i>)	.....	cleanest
cleanly (<i>adv.</i>)	more cleanly	most cleanly
cheap (<i>adj.</i>)	cheaper	.....
cheaply (<i>adv.</i>)	.....	most cheaply

- In **adjectives** having one syllable and some of more than one, we use *-er/-est* as you see above. In **adverbs** we add *more* and *most*.

(b)

Positive	Comparative	Superlative
brave (<i>adj.</i>)	braver	.....
bravely (<i>adv.</i>)	more bravely	most bravely
fine (<i>adj.</i>)	.....	finest
finely (<i>adv.</i>)	more finely	most finely
white (<i>adj.</i>)	whiter	whitest
large (<i>adj.</i>)	larger	largest
largely (<i>adv.</i>)	more largely	.....

- In **adjectives** having one syllable ending in *e*, we add *-r* and *-st* as you see above. In **adverbs** we add *more* and *most*.

(c)

Positive	Comparative	Superlative
happy (<i>adj.</i>)	.....	happiest
happily (<i>adv.</i>)	more happily	most happily
easy (<i>adj.</i>)	easier	.....
easily (<i>adv.</i>)	more easily	most easily
heavy (<i>adj.</i>)	heavier	heaviest
heavily (<i>adv.</i>)	more heavily	most heavily
wealthy (<i>adj.</i>)	wealthier	wealthiest
wealthily (<i>adv.</i>)	.....	most wealthily

- In **adjectives** ending in a single consonant and preceded by a single consonant, we add *-er* and *-iest* as you see above. In **adverbs** we add *more* and *most*.

(d)

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
red (<i>adj.</i>)	redder	.....
big (<i>adj.</i>)	bigger	biggest
hot (<i>adj.</i>)	.....	hottest
hotly (<i>adv.</i>)	.....	most hotly
thin (<i>adj.</i>)	thinner	thinnest
thinly (<i>adv.</i>)	more thinly	.....

- In **adjectives** ending in a single consonant and preceded by a short vowel, we double this consonant and add *-er* and *-est* as you see above. In **adverbs** we add *more* and *most*.

B. Adjectives and Adverbs of more than two syllables

Look at the tables and fill in the blanks.

(a)

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
beautiful (<i>adj.</i>)	more beautiful	.....
beautifully (<i>adv.</i>)	more beautifully	most beautifully
laborious (<i>adj.</i>)	.....	most laborious
laboriously (<i>adv.</i>)	more laboriously	most laboriously
courageous (<i>adj.</i>)	more courageous	most courageous
courageously (<i>adv.</i>)	more courageously	.....
intelligent (<i>adj.</i>)	more intelligent	most intelligent
intelligently (<i>adv.</i>)	.....	most intelligently

- In **adjectives** and **adverbs** having more than two syllables as you see above, we add *more* and *most*.

(b)

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
polite (<i>adj.</i>)	politer / more polite	politest / most polite
politely (<i>adv.</i>)	more politely	.....
simple (<i>adj.</i>)	simpler / more simple	simplest / most simple
simply (<i>adv.</i>)	.....	most simply
feeble (<i>adj.</i>)	feebler / more feeble	feeblest / most feeble
feebly (<i>adv.</i>)	more feebly	most feebly
gentle (<i>adj.</i>)	gentler / more gentle	gentlest / most gentle
gently (<i>adv.</i>)	more gently	.....
clever (<i>adj.</i>)	.....	cleverest / most clever
cleverly (<i>adv.</i>)	more cleverly	most cleverly

common (<i>adj.</i>)	commoner/ more common	commonest/ most common
commonly (<i>adv.</i>)	more commonly	most commonly

(c)

Positive	Comparative	Superlative
likely (<i>adj.</i>)	likelier/ more likely	likeliest/ most likely
likely (<i>adv.</i>)	more likely	most likely
pleasant (<i>adj.</i>)	pleasanter/ more pleasant	pleasantest/ most pleasant
pleasantly (<i>adv.</i>)	more pleasantly	.....
quiet (<i>adj.</i>)	quieter/ more quiet	quietest/ most quiet
quietly (<i>adv.</i>)	more quietly	most quietly
stupid (<i>adj.</i>)	.....	stupidest/ most stupid
stupidly (<i>adv.</i>)	more stupidly	most stupidly
subtle (<i>adj.</i>)	subtler/ more subtle	subtlest/ most subtle
subtly (<i>adv.</i>)	more subtly	most subtly
sure (<i>adj.</i>)	surer/ more sure	surest/ most sure
surely (<i>adv.</i>)	more surely	most surely

- Some **adjectives** have **two** possible **forms** of comparison (-er/-est and more/most) as you see above.

C. Irregular Adjectives/Adverbs

Look at the table.

Positive	Comparative	Superlative	Comment/Example
good, well (<i>adj.</i>)	better	best	She is a <i>good</i> girl.
well (<i>adv.</i>)			Are you <i>well</i> ?
bad, evil, ill (<i>adj.</i>)	worse	worst	When <i>ill</i> is used predicatively, it means <i>bad health</i> .
badly, ill (<i>adv.</i>)			When <i>ill</i> is used attributively before a noun, it means <i>bad</i> .
much (<i>adj.</i>)	more	most (qty.)	uncountable nouns More money has been wasted.
much (<i>adv.</i>)			He is <i>much</i> taller. She works <i>more</i> than you do.

Positive	Comparative	Superlative	Comment/Example
many (<i>adj.</i>)	more	most (no.)	countable nouns <i>Many</i> guests are present here.
little (<i>adj.</i>)	smaller less, lesser	smallest least	There is a <i>little</i> hope of her recovery.
little (<i>adv.</i>)	less	least	We meet <i>little</i> .
late (<i>adj.</i>)	later latter ×	latest × last	I have heard the <i>latest</i> news. She is <i>later</i> than expected. Out of two, the <i>latter</i> story is exciting. The <i>last</i> chapter is confusing.
late (<i>adv.</i>)	later	×	Come <i>later</i> .

- The comparatives and superlatives of the above **adjectives** and **adverbs** are not formed from the positive.

12 Fill in the blanks with the correct forms of the *adjectives/adverbs* given in parentheses.

- The ocean is _____ than the sea. (*big*)
- Monrovia is the _____ city in Liberia. (*large*)
- The rose is the _____ flower of all. (*beautiful*)
- Make _____ attempts to succeed. (*far*)
- No other metal is _____ than diamond. (*expensive*)
- Prayer is my _____ sister. (*old*)
- This is the _____ school in this area. (*old*)
- He is my _____ friend. (*near*)
- I live in the _____ building. (*next*)
- The Venus is the _____ planet in the Solar System. (*bright*)
- He sang _____ in the party. (*good*)
- She spoke her dialogues _____ (*nice*) in the drama.
- God has given him _____ than he requires. (*much*)
- The sun shines _____ (*bright*)
- There were ten girls in the group. But she acted _____ of all.
(*nervous*)
- Walk _____ or you will miss the bus. (*fast*)
- He is the _____ runner of all. (*fast*)
- Don't eat _____ (*hungry*)
- When I talked to him about my money, he grew violent and behaved _____ than ever. (*bad*)
- You are an _____ student. But did you behave _____ in the morning? (*intelligent*)

ACTIVITY 5

TARGETED COMPETENCY: Grammar Skills

Write **comparative** and **superlative** forms of **adjectives/adverbs** and make sentences using these forms.

(**Teacher’s Note:** Give some **adjectives/adverbs** to the learners.)

REMEMBER...

- **Comparative** and **superlative adjectives** compare **nouns/pronouns** while **comparative** and **superlative adverbs** compare actions.

Persuasive Essay

An essay is a short piece of writing by a student as part of a course of study. In the previous grades, we have read about the kinds of essays. In the current unit, we will discuss the **persuasive essay**. The **persuasive essay** aims to convince the reader to come to a common agreement or on a controversial topic such as “Junk Food should be Avoided.”

Example:

Junk food is a term describing food that is perceived to be unhealthy or having poor nutritional value, according to Food Standard Agency. The term is believed to have been coined by Michael Jacobson, Director of the Center for Science in the public interest, in 1972. The term has since become common usage.

Junk food typically contains high level of fat, salt or sugar and numerous food additives such as monosodium glutamate and tartrazine; at the same time it is lacking in proteins, vitamins and fiber, among others. It is popular among suppliers because it is relatively cheap to manufacture, has a long shelf life and may not require refrigeration. It is popular as it has lots of consumers because it is easy to purchase, requires little or no preparation, convenient to consume and has lots of flavors. Consumption of junk food is associated with obesity, heart disease, Type 2 Diabetes and dental cavities. There is also concern about the targeting of the marketing at children.

The words underlined are **adjectives/adverbs**. Copy them in your notebook and write their **comparative/superlative forms**. If the **adjective/adverb** has no **comparative/superlative** form, put a × in front of that **adjective/adverb**.

13 Choose a topic and write a **persuasive essay** but ensure that the topic you choose, is worth to be persuaded, for example “Smoking is Injurious to Health” or “Education Illuminates Lives.” Also use **comparative/superlatives adjectives/adverbs** in your essay.

ACTIVITY 6

TARGETED COMPETENCIES: Teamwork, Grammar and Writing Skills

Work in pairs. Choose a topic and write a **persuasive essay**. Review each other’s essay. Check for grammatical/spelling errors, and finally submit to the teacher.

SPEAKING

TARGETED COMPETENCY: Speaking Skills

Following are given some sentences. Identify the tense and say a sentence in that tense.

1. Have you watched that new movie?
Example: Present perfect tense; Has your father left for the office?
2. She had come to my house after I left.
3. You would have reached your village by tomorrow evening.
4. He has won the debate.
5. I have taught in this school for six years.
6. She has chalked out a program.
7. Have they crossed the river?
8. Has she got her missing pet?
9. My mother has cooked a new dish for the guests.
10. Our teacher has just left.

LISTENING

TARGETED COMPETENCIES: Listening and Grammar Skills

Draw the following table in your notebook. Your teacher will say ten sentences having comparatives/superlatives one by one. Listen to him/her carefully and identify the comparative/superlative adjectives/adverbs, and write down in your notebook.

- Examples:*
1. I am faster than my brother.
 2. I work faster than my brother.

<i>Comparative Adj.</i>	<i>Superlative Adj.</i>	<i>Comparative Adv.</i>	<i>Superlative Adv.</i>
1. faster			
2.		faster	
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

(Teacher’s Note: The listening transcript has been given in the **Teacher’s Guide.**)

GROUP DISCUSSION

TARGETED COMPETENCIES: Speaking and Innovative Skills

Discuss a *persuasive topic* in groups. The best speaker will be the winner.

WRITING CONTEST

TARGETED COMPETENCY: Writing Skills

Learners will write a *persuasive essay* each on the given topics, accompanied by some value points so that they can easily expand the essay. The best essay will be awarded.

PROJECT

TARGETED COMPETENCIES: Creative and Grammar Skills

Make a collage on different *perfect tenses*, highlighting the main points. The best collage will be put on the classroom wall.



Period IV

Grammar: Adjectives and Adverbs

Learning Objectives

Upon completion of this topic, learners will:

1. distinguish adjectives from other parts of speech and explain how they modify nouns and pronouns,
2. apply adjectives and adverbs appropriately to make writing vivid or precise,
3. recognize adverbs and how they modify verbs, adjectives, and adverbs,
4. debate the four questions adverbs answer (where? when? in what why? to what extent), and
5. discuss adjectives and ask questions such as what kind, which one, how much, or how many.

ADJECTIVES AND ADVERBS

1. Adjectives

In previous grades, we have read about **adjectives**. Let us revise by identifying the **adjectives** in the following sentences.

1. Do you like the blue dress?
2. I am not well.

As you can make out,

- *blue* and *well* are **adjectives**. *Blue* modifies the **noun** *dress* and *well* modifies the **pronoun** *I*.

To conclude, **adjective** is a word that modifies a **noun** or a **pronoun**.

Now look at the following sentences.

1. *She* is **kind**. (**qualitative adjective** indicating the quality of the **noun**)
2. **This** *chemical* is poisonous. (**demonstrative adjective** qualifying the **noun** pointing towards it)

3. There was **a lot of** *noise* in the hall. (**quantitative adjective** indicating the quantity of the **noun** it qualifies)

4. Give me **two** *pens*. (**quantitative adjective** indicating the number of the **noun** it qualifies)

- So, we see that **adjectives** answer *what kind, which one, how much or how many*.

There are many kinds of **adjectives** as we have already read in previous grades. In the current chapter, we will discuss **proper adjectives** and **compound adjectives**.

TEST YOURSELF

- Write four sentences using **adjectives** and identify their kind.

(a) Proper Adjectives

Some **adjectives** are derived from **proper nouns**. They are, therefore, called **proper adjectives**.

Chinese *items* are available here.

I work in the **British** *Embassy*.

Have you read any **Shakespearean** *play*?

Her name is Prayer. *She* is **African**.

- In the first three sentences, **proper adjectives** are **Chinese**, **British**, and **Shakespearean**. They modify **nouns** *items*, *Embassy* and *play* respectively. In the last sentence, the **proper adjective** is **African** which modifies the **pronoun** *she*.

REMEMBER...

- **Proper adjectives** are formed from **proper nouns** which are the names of places, or religions.
- **Proper adjectives** are always capitalized.
- **Proper adjectives** have no **comparative** and **superlative degrees**.
- **Proper adjectives** are not gradable as they simply place something in a class.

1 Read the following sentences and identify *proper adjectives*. Also identify the *noun/pronoun* modified by the *adjective*. Write your answers in your notebook against the correct number.

1. Africa is home to the largest land animal – the African Elephant.
Example: Proper adjective: African; noun modified: Elephant
2. Only the Scandinavian countries have higher gender equality than Rwanda.
3. The Nigerian capital has over 1.5 times more citizens than New York.

4. The size of the Saharan desert is comparable to China and USA.
5. Angola has more Portuguese speakers than Portugal.
6. Grigori Rasputin was a Russian mystic and supposed holy man.
7. Since 1945, all British tanks are equipped with tea-making facilities.
8. Are you English?
9. It was built as a means of throwing off German bombers and fighter pilots flying over French skies.
10. During a sea battle in the Pacific Ocean in December 1940, two Royal Navy ships, the HMS *Prince of Wales* and the HMS *Repulse* were sunk by Japanese fighters.

2 Given below are some *proper nouns*. Make *proper adjectives* from them. Write your answers in your notebook against the correct number.

1. America 2. Christianity 3. London 4. Italy 5. Asia
6. Europe 7. Rome 8. Greece 9. Scotland 10. Alaska

3 Use the *proper nouns* and *proper adjectives* you have formed in the previous exercise, in your own sentences. Also underline the *noun/pronoun* modified by each *adjective*. Write your answers in your notebook.

Example:

1. I lived in **America** for twelve years. So my accent is **American**.
(**noun** modified: accent)

or

Is she **American**? (**pronoun** modified: she)

BRAINSTORM

- Say two lines on yourself, using one **proper noun** and one **proper adjective**.

ACTIVITY 1

TARGETED COMPETENCY: Grammar Skills

Learners have to select **proper adjectives** from a paragraph and identify the **nouns/pronouns** modified by those **adjectives**.

(b) Compound Adjectives

Compound adjectives are made up of two or more words. Such **adjectives** usually have a hyphen between them.

Are you doing a **part-time** job?

She is a **good-looking** girl.

He is a **bad-tempered** man.

Don't follow a **short-sighted** policy.

There are also some long **compound adjectives**. When used attributively, they have a hyphen between them.

This is an **out-of-date** scheme.

It is a **life-and-death** question for him.

He is a **good-for-nothing** person.

Some **compound adjectives** are made up of two words that are never used alone as single words on their own.

- hanky-panky
- topsy-turvy
- namby-pamby

Formation of Compound Adjectives

- adjective + noun + *-ed* → long-beaked, grey-haired
- adjective + past participle → cold-blooded, low-paid, deep-rooted
- adjective + present participle → good-looking, easy-going
- number + noun + *-ed* → one-sided
- adverb + past participle → well-mannered
- adjective + present participle → long-lasting
- noun + present participle → mouth-watering
- noun + past participle → tongue-tied
- noun + adjective → accident-prone
- adjective + noun → present-day
- past participle + adverb → stuck up

Compound Colour Adjectives

Here are some **compound colour adjectives**.

bottle-green	blue-black	jet-black	royal-blue	off-white	snow-white	sky-blue
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Some **compound adjectives** have been borrowed from foreign languages, especially from Latin and French.

- à la mode
- ad hoc
- avant-garde
- bona fide
- de facto
- de jure
- deluxe
- ex gratia
- laissez-faire
- per capital
- prima facie
- pro rata
- sub judice

The **per capita** income in the country is low.

He is the **de facto** ruler of the country.

She has been appointed on **ad hoc** basis.

Some **compound adjectives** are made of an *adverb* and an *adjective* with the *adverb* forming the first part.

- well-paid
- better-equipped

Note: There is a long list of **compound adjectives**. You can search the internet for them.

BRAINSTORM

- Your heart is very kind. You are _____.
- He asked questions one after another. It was a series of _____ questions.
- This cloth will not lose color when washed. It is _____.

REMEMBER...

- A **compound adjective** consists of two or more words, which can be **nouns, adverbs, verbs** or **adjectives**. The **compound adjectives** may have a hyphen or not. Sometimes **compound adjectives** are two or more words, for example *well fed, five-thousand-dollar, etc.*

4 Read the following sentences and identify the **compound adjectives**. Also indicate the **nouns/pronouns** modified. Write your answers in your notebook against the correct numbers.

1. She stayed at a three-star hotel last time.
2. I was surprised to see her narrow-minded attitude.
3. This is just a twenty-page book.
4. The child fell from a ten-story building.
5. First, achieve your short-term goals.
6. Nothing is long-lasting in this world.
7. The company desires English-speaking candidates. Do you think you are fit therefor?
8. Shakespearean plays and poems are well known.
9. China is densely-populated.
10. Have you got it stitched? No, it is ready-made.
11. They are tired of the long-distance journey.
12. Travelling by air is time-saving.
13. I like to work in a smoke-free working environment.
14. She fixed me with her ice-cold stare and my blood froze.
15. Johnsy with wide-open eyes was looking toward the window.
16. She was broken-hearted when her husband died.
17. My uncle is always reluctant to spend a single penny. He is tight-fisted.
18. We should be open-minded about new ideas and experiences.
19. He was caught red-handed.
20. I don't like those who are self-centered.

5 Do as directed and write your answers in your notebook against the correct numbers.

1. Frame three *compound adjectives* using *noun + adjective*.
Example: world-famous

2. Frame three *compound adjectives* using *adjective + verb*.
Example: old-fashioned
3. Frame three *compound adjectives* using *adverb + verb*.
Example: well-established
4. Frame three *compound adjectives* using *noun + noun*.
Example: part-time
5. Frame three *compound adjectives* using *adjective + adjective*.
Example: fat-free
6. Frame three *compound adjectives* using *adjective + noun*.
Example: full-length
7. Frame three *compound adjectives* using *number + noun*.
Example: five-minute
8. Frame three *compound adjectives* using *noun + verb*.
Example: panic-stricken
9. Frame three *compound adjectives* using *noun/verb/adjective + preposition*.
Example: grown-up
10. Form three *compound adjectives* having more than three words.
Example: tongue-in-check

6 Match the columns and form the *compound adjectives*. Write your answers in your notebook against the correct numbers.

Column A

1. mind-
2. accident-
3. long-
4. double-
5. single-
6. award-
7. worm-
8. copper-
9. bottom-
10. broad-

Column B

- prone
term
sided
blowing = mind-blowing
winning
use
bottomed
eaten
minded
up

ACTIVITY 2

TARGETED COMPETENCY: Grammar Skills

Work in pairs. Write ten **nouns**, ten **numbers**, ten **verbs** with their **forms**, ten **adverbs** and ten **adjectives**. Match them and see if you can form any **compound adjectives**. Write in your notebook and submit to your teacher.

ACTIVITY 3**TARGETED COMPETENCY:** Grammar Skills

Let the class be divided in some groups. Each group has to be given a pattern to form the **compound adjectives**, for example **adjective + adjective**. The group making the highest number of correct **adjectives** will be the winner.

ACTIVITY 4**TARGETED COMPETENCIES:** Grammar and Communication Skills

Let the class be divided in two groups. One group will speak sentences, like “Some people are not willing to change.” The other group will say a sentence using a **compound adjective** for this sentence, “They are small-minded.” or “They are narrow-minded.”

2. Adverbs

In previous grades, we have read that an **adverb** refers to a word that modifies an **adjective**, a **verb** or **another adverb**. Let us revise by identifying the **adverbs** in the following sentences.

1. I run fast.
2. She speaks very sweetly.
3. This tree is very ancient.
4. Luckily I caught the bus.

Here four **adverbs** *fast, sweetly, ancient* and *luckily* modify the **verb** *run*, another **adverb** *very*, the **adjective** *ancient* and the whole sentence respectively.

Now look at the following sentences.

1. I am going **there**.
2. She will come **today**.
3. He cried **bitterly**.
4. It rains **less** here.
5. I **never** eat junk food.

In sentences 1.-4., **adverbs of place, time, manner, degree** and **frequency** answer *where? when? in what way? to what extent? how often?* respectively.

BRAINSTORM

- Write five sentences using one **adverb** of each kind as shown above.

REMEMBER...

- How to differentiate between an **adjective** and an **adverb**? An **adjective** modifies a **noun** or a **pronoun**. An **adverb** modifies an **adjective**, a **verb**, or another **adverb**. Sometimes it modifies the whole sentence.

7 Read the following sentences. Identify the *adjectives/adverbs* and write in your notebook against the correct numbers.

1. Women feel insecure on the lonely streets at night.
2. The absconding culprit was found nowhere even after a big hunt.
3. The door-bell rang when my mother was busy in the kitchen.
4. All children are innocent and pure at heart.
5. You have frequently broken the school rules.
6. One should not be proud of one's riches.
7. Children were painting excitedly.
8. The zoo animals were almost frozen with cold.
9. Your strange behavior has surprised all.
10. The police arrested some men doing business in a suspicious manner.
11. We should have a practical approach towards life.
12. Monkeys are mischievous by nature.
13. She grew sentimental while talking of her grandmother.
14. Students should act in a disciplined manner inside and outside school.
15. No man is immortal.

(a) *Conjunctive Adverbs*

We have also read in previous grades that **conjunctions** connect words, phrases or sentences. Let us revise.

Read the following sentences and select the **conjunctions**. Also mark the words/phrases/clauses connected by those **conjunctions**.

1. All **and** *sundry* are welcome at my humble dwelling. (two words joined by **and**)
2. We can **either** *play chess* **or** *enjoy a movie*. (two phrases joined by **either-or**)
3. *Her heart was full of sorrow* **yet** *she did not express it*. (two clauses joined by **yet**)

So **conjunctions** are the connecting words that connect words, phrases or clauses of the same sentences.

Now let us discuss **conjunctive adverbs**.

Conjunctive adverbs too act like **conjunctions**. But they connect two independent clauses.

*I am not feeling well; **therefore**, I cannot come with you.*

Two independent clauses in one sentence are separated by a semicolon and the **adverb** is preceded by a semicolon.

Two independent clauses can also be separated by a period.

*I am not feeling well. **Therefore**, I cannot come with you.*

Different Conjunctive Adverbs and Their Functions

Look at the table showing different **conjunctive adverbs** and their functions.

Result	Adding information	Adding stronger information	Unexpected Results	Condition
accordingly	also	further	nevertheless	otherwise
as a result	besides	further-more	nonetheless	
consequently	in addition	more-over	surprisingly	
hence			still	
therefore				
thus				

Result

When the second clause is a result of the happening in the first clause, we can use *accordingly*, *as a result*, *consequently*, *hence*, *therefore*, or *thus*.

As usual he was driving rashly; **accordingly/as a result**, he met with an accident.

Adding information

Sometimes we want to add information of equal value to the information in the first clause. In this case, we can use the **conjunctive adverb** *also* or *in addition*.

1. When you buy a birthday gift for her, remember that she does not like jewelry; **in addition**, she is fond of designer earrings.
2. My favorite food is Chinese; **also**, I like Italian.

When we want to add information that further explains something, we use **besides**.

1. I don't like the hypocrite; **besides**, I don't wish even to talk about them.
2. All appreciate the dishes made by my mother; **besides**, she is expert at cooking.

Adding *stronger* information

When we want to add some information that has more value than the information in the first clause, we can use the **conjunctive adverb** *further, furthermore, or moreover*.

1. He met with an accident because he was drunk; **furthermore**, he is an alcoholic.
2. He is a skilled painter; **moreover**, he always longs for painting his masterpiece.

Unexpected result

When the second clause is an unexpected result of the first clause, we can use the **conjunctive adverb** *nevertheless, nonetheless, surprisingly or still*.

1. We are not good friends; **nonetheless**, he came on my birthday.
2. She does not have much money; **nevertheless**, she helped his brother.
3. You have not returned the previous money; **surprisingly**, you are asking for more.

Condition

The **conjunctive adverb** *otherwise* is used to place conditions on whether something will occur or not. It most closely means *if not*.

1. Leave immediately; **otherwise**, I am leaving.
2. Maybe she has not left; **otherwise**, the door would have been locked.

Where to use conjunctive adverbs

Conjunctive adverbs can be used:

- at the beginning of the second clause as you have seen above but the comma after the **adverb** is optional.
- in the middle of the second clause:
 1. I was not well, I **therefore** did not go with them.
- between two commas if the introductory phrase is any longer:
 1. I was not feeling well, I decided, **therefore**, not to go with them.
- at the end of the second clause:
 1. I was not feeling well, I decided not to go with them, **therefore**.
 2. I wished to stay in bed; I went for an evening walk **instead**.

The comma can be omitted depending on the flow of the sentence.

BRAINSTORM

Connect the following sentences, using the **conjunction** as well as the **conjunctive adverb**.

- I lost my wallet. I could not shop.

REMEMBER...

- Never confuse between a **conjunction** and a **conjunctive adverb**.
- A **conjunction** connects two words, two phrases, or two clauses— independent and dependent.
- A **conjunctive adverb** connects two clauses which are independent.

8 Fill in the blanks with the correct *conjunctive adverbs* from the box and write your answers in your notebook.

also, besides, nonetheless, moreover, furthermore, in addition

1. When you make the dinner, remember that he doesn't like chicken; _____ he can't eat shellfish.
2. Her favorite animals are dogs; _____ she likes cats.
3. I heard this movie is terrible; _____ I hate horror films.
4. She passed her test because she's good at English; _____ she studies hard.
5. That new guy was fired because he was often late; _____ the quality of his work was poor.
6. Being a doctor is an exhausting job; _____ you don't earn handsomely until you've been practicing for many years.
7. I am terrible at math; _____ I passed my exam!

ACTIVITY 5

TARGETED COMPETENCY: Grammar Skills

Work in pairs. Say some sentences related to each other. Your partner will connect the sentences using **conjunctive adverbs**. Repeat the activity in turns.

WRITING

TARGETED COMPETENCIES: Grammar and Writing Skills

Write a *descriptive/narrative paragraph* on any topic of your choice in your notebook. Select and write *adjectives* and *adverbs* you have used in your write-up.

Example:

My Food Habits

Today my mother is not **at home**, and I am **hungry**; **therefore**, I am going to cook myself. But **generally** if I am **busy**, I order for the **Italian** food. I like **home-made** food...

Today: **adverb of time** ♦ *at home*: **adverb of place** ♦ *hungry, busy*: **qualitative adjectives** ♦ *therefore*: **conjunctive adverb** ♦ *generally*: **adverb of frequency** ♦ *Italian*: **proper adjective** ♦ *home-made*: **compound adjective**

SPEAKING

TARGETED COMPETENCIES: Grammar and Speaking Skills
Following are given some words. Identify them and say a sentence on each of them.

1. money-saving

Example: compound adjective; Yesterday my friend suggested me some **money-saving** schemes.

2. Japanese
3. cruel
4. easily
5. hence
6. in January 2022
7. every day
8. three
9. a little
10. this

LISTENING

TARGETED COMPETENCIES: Grammar and Listening Skills
Draw the following table in your notebook. Your teacher will say ten sentences aloud one by one twice. After each sentence, he/she will have a pause. Listen to him/her carefully and identify the *adjectives/adverbs* coming in those sentences. After listening and visualizing those *adjectives/adverbs*, write down in your notebook.

Example: 1. She was being selfish in her grief.

<i>Adjective</i>	<i>Adverb</i>
1. selfish	in her grief
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Teacher's Note: The listening transcript is given in **Teacher's Guide**.



Period V

Grammar: Prepositions, Conjunctions, and Interjections

Learning Objectives

Upon completion of this topic, learners will:

1. establish that a prepositional phrase consists of a preposition and a noun or pronoun,
2. distinguish prepositions with their objects from adverbs,
3. pinpoint coordinating, subordinating, and correlative conjunctions,
4. properly use conjunctive adverbs, and
5. demonstrate that interjections express feelings or emotions.

PREPOSITIONS, CONJUNCTIONS, AND INTERJECTIONS

In previous grades/units, we have read about **prepositions**, **conjunctions**, and **interjections**. Let us revise.

Read the following sentences and identify **prepositions**, **conjunctions**, and **interjections**.

1. The dog was on the bridge when it saw its reflection in the river-water.
2. Having finished my work quite early, I proceeded to my friend's house.
3. He made several attempts but he could not reach the mountain peak.
4. We can either play chess or enjoy a movie.
5. Oh! I have left my wallet at my house.
6. Eh! Say that again.

As you can make out,

- in sentence 1., **on** determines some relation between *was* and *the bridge*, and **in** indicates a relation between *reflection* and *the river-water*; and in sentence 2., **to** relates *proceeded* and *my friend's house*. So they are **prepositions**. **Prepositions**

are the words which, when placed before **nouns** or **pronouns**, establish their relationship with other words of the sentence.

- in sentences 3. and 4., **but** and **either-or** join two clauses *He made...* and *he could...*; and two phrases *play chess* and *enjoy a movie* respectively. So they are **conjunctions**. **Conjunctions** are the connecting words that join other words, phrases or clauses of the same sentences.
- in sentences 5. and 6., **Oh** and **Eh** express despair and surprise respectively. So they are **interjections**. **Interjections** are suddenly uttered words which are capable of expressing various strong feelings or moods of a speaker.

Let us read about **prepositions, conjunctions** and **interjections** in detail.

A. Prepositions and Prepositional Phrases

(i) Prepositions

- We have seen above that a **preposition** is a word placed before a **noun** or a **pronoun** to show its relation to some other word in the sentences; as—
 1. He works hard *in* the hope *of* standing first.
 2. The loss *of* her son kept preying *upon* her mind.
- The **noun** or **pronoun** before which a **preposition** is placed is its *object*. It is in the *objective case* and is said to be governed by the **preposition**; as—
 1. This pen is **for** *him*. (*not he*)
 2. He has no belief **in** *me*. (*not I*)
 3. We waited **for** *them*. (*not they*)
- Sometimes a **preposition** follows the *object*; as—
 1. Here is the pen *that* you were looking **for**. (the *relative pronoun that* is the *object*)
 2. *What* are you driving **at**? (the *interrogative pronoun what* is the *object*)
- Position of a **preposition** in regard to *who* or *whom*; as—
 1. *Who* are you speaking **to**?
 2. **To** *whom* are you speaking?

Both of these sentences are correct.

- When the **preposition** is used with the **infinitive** it is placed at the end of the sentence; as—
 1. This ball is *to play* **with**.
 2. Do you have a friend *to rely* **on**?
 3. I have no money *to help* you **with**.

Kinds of Prepositions

Prepositions are of *five* kinds—

1. Simple Prepositions; as—

- after, at, by, down, in, of, over, to, up, with, through, for, on, off, till, out, etc.

2. Compound Prepositions; as—

- about, across, against, before, beside, into, until, within, etc.

3. Double Prepositions; as—

- from among, from beneath, from under, out of, etc.

4. Participial Prepositions; as—

- considering, accepting, notwithstanding, regarding, etc.

5. Phrasal Prepositions; as—

- along with by way of by virtue of,
- instead of on account of in the event of,
- on behalf of, etc.

1 Identify the various kinds of *prepositions* appearing in the following paragraph and write your answers in your notebook against the correct number.

1. The excitement of the moment had gone and I felt pain in my body and failure in my heart. 2. Almost every part of me seemed to ache, considering I was covered all over with wounds and marks of blows. 3. Fortunately, I was not hurt in any vital spot, but many of my companions were not so fortunate and were badly injured. 4. My friend, standing beside me, had offered a much bigger target being six feet in height, and the injuries he had received then resulted in a painful and persistent malady which prevented him for a long time from straightening his back or leading an active life. 5. I pulled through, perhaps, on a somewhat greater concern towards my physical condition apart from my endurance level. 6. But the memory that endures with me, in addition to that of the beating itself, is that of the faces of the policemen who were attacking us. 7. Most of the real beating and battering was done by the European sergeants, the Indian rank and file having been milder in their methods. 8. And those faces were almost mad with hatred and full of blood-lust; and without a trace of sympathy or touch of humanity! 9. Probably, the faces on our side at that moment were equally hateful to look at, for the fact that we were not only passive but were also at the receiving end, did not fill our minds and hearts with love for our oppressors. 10. And yet, we had no grievance against one another that was personal, no ill-will that could last long.

Prepositions and Relationships Expressed by them

See the following chart to learn the relationships expressed by various prepositions.

Prepositions	Relationship with respect to
• in, on, at, before, beside, to	place
• in, on, at, within, during	time
• from, behind, into, onto, towards, through	direction
• by, with, of	agency
• by, with, without	manner
• for, of, from, with	reason or purpose
• at, for, by	rate or value

2 Fill in the blanks with the correct *prepositions* choosing from those given in the brackets and write your answers in your notebook against the correct blank numbers.

- The rose plant is grown _____ the marigold plant in the nursery.
(on, across, beside)
- Mount Kenya is located _____ the former Eastern and Central provinces of Kenya. (on, by, in)
- No progress was made in the Indian society _____ the dark ages.
(in, during, at)
- My father returned from his official tour _____ Sunday.
(at, before, on)
- You cannot complete this task _____ my help. (of, by, without)
- Our letters and parcels are delivered _____ the postman.
(with, of, by)
- It is impossible to live in the materialistic world _____ money.
(with, before, without)
- The city gets its supply of water _____ this river.
(with, in, from)
- You shall be punished _____ your misbehavior.
(with, from, for)
- In these difficult times, every commodity is selling _____ a premium. (for, at, from)

ACTIVITY 1

TARGETED COMPETENCIES: Grammar and Communication Skills

Discuss in groups that **prepositions** perform the important task of relating words in a sentence; they show relationships between separate things, including location, direction, cause and possession.

Common Use of Some Prepositions

1. At, In

(a) **At** is used with the names of small *towns* and *villages*; similarly **in** is used with the names of *big cities* and *countries*; as—

- He was born **at** Totota **in** Bong County, Liberia.
- We settled **at** Washington, D.C. *in* the US.

(b) **At** is used for a *point of time* while **in** is used for a *period of time*; as—

- I shall see you **at** 6 o'clock **in** the evening.
- I shall return **in** four days.

We say **in** the morning (evening or afternoon), **at** night, **at** dawn, **at** day break, **at** noon etc.

(c) Both **at** and **in** are used in speaking of things *at rest*; as—

- I am sitting **at** my desk.
- She is sleeping **in** her room.

2. After, In

When **after** and **in** denote *time*, the former refers to the *past* and the latter to the *future*; as—

- He came back **after** a year. (*Past*)
- I shall return your pen **in** a month. (*Future*)

Both **after** and **in** refer to the expiry of the time.

3. After, Behind

After refers to *time*, *order* or *position*; while **behind** refers to place; as—

- You came **after** 10 A.M. and stood **behind** the wall.
- We ran **after** the thief.

4. Between, Among

Between is used for *two persons* or *things*; **among** for *more than two*; as—

- His property was divided equally **between** his two sons.
- Distribute these mangoes **among** all the boys.

5. In, Into

In shows *rest within*, **into** shows *motion/movement inwards*; as—

- There are twenty desks **in** the room.
- He jumped **into** the river.

6. In, Within, Before

In shows the *end of a period of time*; **within** shows the *period before the end of a period of time*; **before** refers to the *time before a point of time*; as—

- I shall write to you **in** a week. (*during the week or immediately at the end of the week*)
- I shall write to you **within** a week. (*before the expiry of a week*)
- I shall finish this book **before** March next.

7. On, Upon

Virtually speaking, there is no explicit difference between **on** and **upon**. However, **upon** is more formal; as—

- The books are lying **on** the table.
- The king sat **upon** the throne.

On shows *rest*; **upon** shows *movement*; as—

- He fell **on** the floor. The cat sprang **upon** the rat.

8. Since, For, From

Since refers to a *point of time*. **For** refers to a *period of time*. They are used in some forms of the **Perfect Tense** only. **From** is used for a *point of time* in any tenses; as—

- I have been ill **since** Monday last.
- I have not heard from you **for** a long time.
- He has been working in this office **for** five years.
- I shall wait for you **from** Monday to Friday.
- He plays **from** morning till evening.

If **since** joins two clauses, we use **present perfect tense** before it (**since**) and **simple past tense** after it (**since**). However, we must keep in mind that **since** is not a **preposition** but a **conjunction**; as—

- Mohan has grown fat **since** he married.

9. Beside, Besides

Beside means *by the side of*; **besides** means *in addition to*; as—

- He was sitting **beside** his mother.
- **Besides** being punished, he was fined.

10. By, With

By refers to *the doer or the agent*; **with** shows *the instrument*; as—

- He was stabbed **by** his enemy **with** a dagger.
- He beat me **with** a stick.

Also study the following sentences:

- (a) • She sat **by** her mother. (*near*)
 • I travelled **by** myself. (*alone*)
 • What is the time **by** your watch? (*according to*)
 • I am a Christian **by** religion. (*in respect of*)
- (b) • I rise *with* the sun.
 • *With* all your shortcomings, I love you.

11. Till, By

Till means *upto*. **By** means *not later than*. We use **by** for the *means of conveyance* also; as—

- I shall wait for you **till** 5 P.M.
- I shall come back **by** 7 o'clock.
- I went to my office **by** car.

12. Over, Above, Under, Below

Over is the opposite of *under*. **Over** implies the *relation of highest in a higher position*; as—

- The sky is **over** our heads.
- My house is **above** the road.
- The bullocks are tethered **under** a shady tree.
- He is **under** the thumb of his wife.
- His head is **above** water.
- He is **below** me in the class.

Revision of Prepositions in Common Use

A. Prepositions of Time

- **At**—at sunset, at noon, at dawn, at 10 o'clock, at Felabration, at Lake of Stars
- **On**—on Friday, on 25th April, on Sunday morning
- **In**—in an hour, in March, in the morning, in the evening
- **During**—during holidays, during the war
- **By**—by 7 o'clock, by Monday
- **For**—for ten days, for two hours
- **Since**—since morning, since 1995, since 8 o'clock

B. Prepositions of Travel and Movement

- **By**—by bus, by train, by airplane
- **On**—on foot, on bike, on horseback
- **From**—from home to school

C. Prepositions of Place

- **At**—at a small village, at a certain point, at home
- **In**—in a city, in a country, in an enclosed space

REMEMBER...

- **Preposition** is a word used before a **noun** or **pronoun** to show place, position, time or method, and to express a relation to another word or element.

Where Prepositions are omitted**Incorrect**

1. I *wrote* him yesterday.
2. He does not *attend* his lesson.
3. I *looked* his face.
4. They *played* cards.
5. I *asked* a ticket.
6. Who is *knocking* the door?
7. Eyes are to *see*.
8. They *waited* me.
9. Why don't you *listen* me?

Correct

- I *wrote* **to** him yesterday.
 He does not *attend* **to** his lesson.
 I *looked* **at** his face.
 They *played* **at** cards.
 I *asked* **for** a ticket.
 Who is *knocking* **at** the door?
 Eyes are to *see* **with**.
 They *waited* **for** me.
 Why don't you *listen* **to** me?

Where Prepositions are not required**Incorrect**

1. Do not *shirk* **from** work.
2. He resembles **with** his father.
3. She *loves* **with** her children.
4. Why do you *fear* **from** me?
5. We *entered* **into** the hall.
6. We *reached* **at** the station in time.
7. I *told* **to** him to go there.
8. They *ascended* **up** the hill.
9. I shall *resign* **from** my post.
10. Please *sign* **on** this paper.
11. She *asked* **from** me what I was doing.
12. I shall *pass* **in** the examination.
13. I have *ordered* **for** books.
14. The police *investigated* **into** the matter.
15. Will you *accompany* **with** me to the bazaar?

Correct

- Do not *shirk* work.
 He *resembles* his father.
 She *loves* her children.
 Why do you *fear* me?
 We *entered* the hall.
 We *reached* the station in time.
 I *told* him to go there.
 They *ascended* the hill.
 I shall *resign* my post.
 Please *sign* this paper.
 She *asked* me what I was doing.
 I shall *pass* the examination.
 I have *ordered* books.
 The police *investigated* the matter.
 Will you *accompany* *me* to the bazaar?

3 Correct the following and rewrite in your notebook.

1. He died from cholera.
2. I prevented him to do this.
3. They invited me for tea.
4. I refrain to tell a lie.
5. He is ill since four days.
6. He is married with my cousin.
7. I shall inform this to the police.
8. I am confident to win.
9. She resembles with her mother.
10. I am not envious about his success.

4 Fill in the blanks with appropriate prepositions and write your answers in your notebook.

1. I prefer tea _____ coffee.
2. I agree _____ you.
3. His failure is due _____ his carelessness.
4. Do not be hard _____ your servants.
5. Do you approve _____ my design?
6. He was the best _____ men.
7. She was sorry _____ her behavior.
8. Why did your mother send _____ you?
9. He is in search _____ a job.
10. He is afraid _____ going there.

5 Fill in the blanks with the prepositions given and write your answers in your notebook. You may use a given preposition as often as necessary.

with, of, at, to, into, for, on, out

1. It is you who are to blame _____ your mistakes.
2. Here is a blanket to cover your body _____.
3. I am afraid there are more troubles in store _____ you.
4. There is no use relying _____ her promises anymore.
5. It was your advice which helped me _____ of this trouble.
6. Your words only add _____ my grief.
7. Children are fond _____ sweets.
8. I shall be happy to share this food _____ you.
9. Whenever he is _____ need, he comes to me _____ money.
10. Yesterday our teacher got very angry _____ a student.
11. No evil can happen _____ a good man.
12. She put the money _____ my pocket.
13. The train is arriving _____ platform no. 5.
14. I always prefer walking _____ riding.

15. I am not accustomed _____ such hardships.
16. All were astonished _____ her failure in the examination.
17. Mount Kilimanjaro is famous _____ its beauty.
18. I am grateful _____ you for all that you have done for me.
19. Dr Sheikh is no authority _____ law.
20. The parents were disgusted _____ the performance of their daughter in the examination.
21. You are not capable _____ defeating him. Why do you take a chance?
22. The captain was astonished _____ the decision given by the referee.
23. Be contented _____ what you have. You should never grumble at all.
24. We are eagerly looking _____ your arrival at home.
25. The monitor informed the principal _____ the mischief Salma had done in the class.

ACTIVITY 2

TARGETED COMPETENCIES: Teamwork and Grammar Skills

Identify the **prepositions** in sentences. Also name the kind of each **preposition** you identify and point out the **relationships** by the **preposition** and the type of **relationship** shown.

6 Identify the *prepositions* used in the following story and write your answers in your notebook.

Once, there was a king who was very fond of listening to stories. He would ask everybody in his kingdom — his courtiers, visitors, subjects — to tell him stories. He had heard hundreds of stories but was never satisfied with any. He wanted to hear more and more stories from different lands, by different people, about different things, and told in different ways. He was, indeed, a guzzler for stories.

One day, he declared a prize of half of his entire treasure to the person who would tell him a never-ending story. However, there was a catch! One who failed attempting such a story would be hanged at the country square.

Many came to seek a fortune and lost their lives. In spite of this, men across nations kept trying their luck for the sake of the big prize, and the mad rush concerning the fortune only grew.

Then, came Ali Zafar on the scene.

The king had become extremely anxious by now. He was fed up of putting men to death and was desperate to find a story teller who would meet his challenge. He secretly wished that this be the man he had been waiting for.

So, Ali began his story...

“Once, in a village by a river, there was a young man who led a simple routine life and was very thankful to God. He decided to count the number of days he was blessed with to spend on the earth, and to thank God every day for his life. So, he woke up early in the morning, took a dip in the river that flowed by, plucked a flower from the bank and offered it to Christ in the church. He then worked through the day and tired to his bones by night fall, lay down on the mat and went off to sleep but not before marking day one and thanking God for his life. Next day, he again woke up

Ali had barely counted day two when the king jumped down his throne and joined him in a chorus, “next day, he again woke up early in the morning

So, the long-awaited, never-ending story was finally there.

The king not only gladly handed over half his treasure, as promised, to Ali but also married his beloved daughter to him and they all lived happily ever after.

Let us discuss **prepositional phrases**.

(ii) Prepositional Phrases

In previous grades, we have read about the **prepositional phrase**, a combination of a **preposition** and its object a **noun/pronoun**. Let us revise.

Read the following and identify the **prepositional phrases**.

□ in the class □ at 9 o'clock □ for me □ nice man

As you can make out,

- first three phrases are **prepositional** ones as each of them consists of a **preposition**, and a **noun** or a **pronoun**.

Now observe the following table.

Prepositional phrase (underlined)	Pre-position	Object	Functioning as	Question answered	Part of Speech modified
1. The book is <u>on the table</u> .	on	table	an adjective	which one?	book—noun
2. I am going <u>to school</u> .	to	school	an adverb	where?	going—verb
3. He speaks <u>in a loud manner</u> .	in	manner	an adverb	how?	speaks—verb
4. She is leaving <u>in the morning</u> .	For	US	an adverb	when?	leaving—verb

As you can make out,

- a **prepositional phrase** works as an **adjective** or an **adverb**.

7 Identify the *prepositional phrases* and write your answers in your notebook against the correct numbers. One has been done for you.

1. I will begin the story of my adventures with a certain morning.
1 2
2. I took the key for the last time.
3. The sun began to shine upon the summit of the hills.
4. The blackbirds were whistling in the garden lilacs.
5. The mist that hung around the valley in the time of the dawn was beginning to arise and die away.
6. Mr Campbell, the minister of Essendean, was waiting for me by the garden gate, good man!
7. He took my hand in both of his and clapped it kindly under his arm.
8. I shall be no nearer to in Essendean than in the Kingdom of Hungary.
9. What had my poor father to do with the house of Shaws?
10. A pretty lad like you should get to Cramond in two days of walk.

REMEMBER...

- A **prepositional phrase** functions as an **adjective** when it answers the question *which one?* In that case, the phrase is known as an **adjective phrase**.
- A **prepositional phrase** functions as an **adverb** when it answers the question *where/when/how?* In that case, the phrase is known as an **adverb phrase**.
- Every **prepositional phrase** is either an **adjective** or **adverb phrase**, but not vice-versa.
 - I am **faster than you**. (*adjective phrase*)
 - She paints **once a week**. (*adverb phrase*)
 - There is too much sugar **in this coffee**. (*prepositional phrase/adjective phrase*)
 - The tortoise reached his destination **before the rabbit**. (*prepositional phrase/adverb phrase*)
- A **prepositional phrase** also works as a **noun** but in rare cases
 - **During the interval** is the time for snacks.

8 In the following sentences identify *prepositional phrases* with their objects from *adverbs/adverb phrases*.

Examples:

- He fought in a brave manner. (**prepositional phrase:** *in a brave manner*; object: *manner*)

- He fought bravely. (**adverb:** *bravely*)
 - He fought very bravely. (**adverb phrase:** *very bravely*)
1. She walked with a slow speed.
 2. He came to this place.
 3. You were talking at that time.
 4. They visit this city every now and then.
 5. Are you coming just now?
 6. Wait silently and patiently.
 7. It is raining heavily.
 8. Everything went on surprisingly well.
 9. The teacher asked the students to fill in the evaluation forms very carefully.
 10. We finished our task quite easily.
 11. She sings very beautifully.
 12. Beside the river there were many trees.
 13. The airplane flew over the houses.
 14. Start your work from this time.
 15. He always talks noisily.
 16. Everything was decided then.
 17. He told me this to my face.
 18. This magazine is published fortnightly.
 19. He viewed the things with great foresight.
 20. He came here.

(iii) Telling Prepositions and Adverbs Apart

We have seen that a **preposition** always governs a **noun** or **pronoun**, and that an **adverb** governs actions. Let us discuss.

Read the following sentences.

1. The kite came *down*. (**adverb**)
2. Momolu came *down* the hill. (**preposition**)
3. The plant went *up*. (**adverb**)
4. She went *up* the hill. (**preposition**)

As you can make out,

- in sentences 1. and 3., the **adverbs** *down* and *up* govern **verbs** (actions) *came* and *went* respectively. So here *down* and *up* are **adverbs**.
- in sentences 2. and 4., the **prepositions** *down* and *up* govern the **noun** *hill*. So here *down* and *up* are **prepositions**.

MARK THIS...

- A **preposition** governs a **noun** or **pronoun**.
- An **adverb** governs a **verb**.

9 Identify the *prepositions* and *adverbs*. Write your answers in your notebook.

1. She could not come before.
2. He has not come since yesterday.
3. He returned after a week.
4. The troops moved on.
5. She jumped off the bus.
6. The children are in the room.
7. The bird came down.
8. He came day before yesterday.
9. I have not seen her since.
10. He arrived soon after.
11. The cat is on the table.
12. A few spokes of the wheel came off.
13. She came in.
14. The bird came down the tree.
15. They drove through an hour ago.
16. She stood outside the house.
17. They went outside and played.
18. He drove through the forest.
19. He went up the track.
20. The plane went up.

10 In each of the following sets, identify the *propositions/ adverbs*. Write your answers in your notebook.

1. (a) The plane flew above the clouds.
(b) The heavens are above.
2. (a) The policeman ran after the thief.
(b) He reached soon after.
3. (a) He ran as fast as he could.
(b) He behaves as a fool.
(c) I am as tall as him.
(d) Do as you please.
4. (a) She stood before the mirror.
(b) I have seen him before.
5. (a) None but the rich enjoy this privilege.
(b) He is but a child. (meaning only)
6. (a) She is not like him.
(b) Does he always behave like he is behaving today?
7. (a) His school is near his house.
(b) She came near.
8. (a) The sun is over head.
(b) The car turned over.

9. (a) Turn it round.
(b) The earth moves round the sun.
10. (a) He went up the stairs.
(b) The prices are going up.

ACTIVITY 3

TARGETED COMPETENCIES: Teamwork and Grammar Skills

Let the learners be divided in three groups. The first group will say a sentence. The second group will identify the **preposition/prepositional phrase/adverb phrase/adverb**. The third group will write the sentence and the word/phrase identified.

WRITING 1

TARGETED COMPETENCIES: Writing and Grammar Skills

Write how you spent your Sunday. Also underline the prepositional phrases you have used in your write-up.

Example:

...I finished my project which had been pending for a long time.
As soon as I finished my work, my uncle with his family arrived...

B. Conjunctions

We know that **conjunctions** join words, phrases or clauses. In the previous unit, we saw how **conjunction** joined two words/phrases and two clauses. Before we move further, let us do an exercise.

11 Identify the conjunctions and write your answers in your notebook.

1. Time is very important and precious.
2. It is rightly said that time is wealth.
3. The truth in this saying is obvious for wealth depends on the proper use of time.
4. We should perform our tasks regularly and punctually.
5. There is a need to utilize our opportunities as they rarely come by again once they are missed.
6. The man who wastes his time, cannot succeed in his endeavors.
7. Lost wealth can be recovered but lost time is never recovered.
8. As we discuss the importance of time, the remark of Chesterfield assumes great significance and relevance—it is an undoubted truth that the less one has to do, the lesser he finds time to do it.
9. One yawns; one procrastinates; one can do it when one wills; so one seldom does it at all!
10. William Cowper rightly observes that the lapse of time and the flow of a river are the same—both speed up their journey in restless stream.

I. Kinds of Conjunctions

On the basis of the sense expressed and the types of clauses joined, **conjunctions** are classified under three broad categories: 1. Coordinating Conjunctions, 2. Subordinating Conjunctions, and 3. Correlative Conjunctions.

1. Coordinating Conjunctions

Coordinating conjunctions are those words which join two or more phrases/words or clauses of equal rank/status.

1. *My friend* **and** *his brother* remained in exile for fourteen years. (two phrases joined by **and**)
2. *My friends come to see me every day* **but** *I rarely visit them.* (two independent clauses joined by **but**)
3. The host treated the guests *cordially* **and** *amiably.* (two words joined by **and**)

And, for, but, still, or, else, also, yet, either-or and **neither-nor** are the commonly used **coordinating conjunctions**. They are further subdivided into four kinds:

- (a) Cumulative or Copulative Conjunctions
- (b) Adversative Conjunctions
- (c) Disjunctive or Alternative Conjunctions
- (d) Illative Conjunctions

(a) Cumulative/Copulative Conjunctions

These are the additive words which simply combine one statement with another. **And, both-and, as well as, no less than, not only... but also,** etc., are **conjunctions** of this category.

1. The mother fondled her child **and** the child cried in joy.
2. The officer issued an order **and** the employees carried it out.

(b) Adversative Conjunctions

These **conjunctions** combine two statements expressing opposing or contrasting sense. **Yet, but, still, only, however, while, whereas, nevertheless,** etc., are **adversative conjunctions**.

1. He made his best efforts **but** failed in his endeavor.
2. The pianist was playing at high decibels, **yet** I could hear the cry that came from outside.

(c) Disjunctive/Alternative Conjunctions

Disjunctive or **alternative conjunctions** express a choice between two options. **Either-or, neither-nor, otherwise, or, else,** etc., are **alternative conjunctions**.

1. **Either** the candidate will fulfill all the conditions **or** his candidature shall be rejected.

2. **Neither** was the girl allowed to study further **nor** was she married off.

(d) Illative Conjunctions

Illative Conjunctions express inference or conclusion. **Therefore, so, for, hence**, etc., are **illative conjunctions**.

1. Winters have set in, **therefore**, we need woolen clothes.
2. Your examination is quite close, **hence** you need to work very hard.

12 Fill in the blanks with *coordinating conjunctions* of the kind mentioned in brackets and write your answers in your notebook against the correct black numbers.

1. She is _____ intelligent _____ hardworking. (*Cumulative*)
2. He must work hard _____ he may not pass the test. (*Alternative*)
3. Momolu, _____ Sim, is making an effort to win the trophy.
(*Cumulative*)
4. The rains have arrived, _____ we must prepare to brave waterlogged roads. (*Illative*)
5. He was immersed in mobile games _____ his family watched TV.
(*Adversative*)
6. There's a nip in the air, _____ you should drape a stole on your shoulders. (*Illative*)
7. He had been warned of the danger lurking there _____ he went ahead. (*Adversative*)
8. My cousin _____ her friend is very quick-witted. (*Cumulative*)
9. They are _____ right _____ they are pretending to be so.
(*Alternative*)
10. Allow me to lend a helping hand _____ the work is demanding.
(*Illative*)

13 Join the following sets of sentences using suitable *coordinating conjunctions* from the brackets and write your answers in your notebook.

1. (a) The old woman was begging in the street.
(b) She had no money for buying food. (*and/as*)
2. (a) Sam likes to play chess.
(b) John likes to play cards. (*whereas/and*)
3. (a) It is already very late at night.
(b) We should immediately return to our homes. (*therefore/still*)
4. (a) Elizabeth takes part in all co-curricular activities.
(b) Robin takes part in all co-curricular activities.
(*as well as/but*)
5. (a) The man has broken the law.
(b) He shall be punished accordingly. (*hence/for*)

6. (a) Rosy was washing her clothes.
(b) Her sister was knitting a sweater. (*either-or/while*)
7. (a) Anne had great interest in useless gossip.
(b) Angel had great interest in useless gossip.
(both-and/whereas)
8. (a) The boys were happy to play.
(b) The girls were not happy to play. (*nevertheless/but*)
9. (a) The fog reduced visibility.
(b) Many trains and flights were delayed. (*hence/or*)
10. (a) She is poor.
(b) She is contented with whatever she has. (*and/still*)

2. Subordinating Conjunctions

Subordinating Conjunctions join the main clauses with their respective dependent/subordinate clauses.

1. She said **that** she was not keeping good health.
2. They went to the library **after** they were free from their classes.
3. The horse is limping **because** one of its legs got injured.
4. I returned to the place **as** I had forgotten my football there.

Kinds of Subordinating Conjunctions

On the basis of the sense they convey, **subordinating conjunctions** are categorised as:

- (a) Subordinating Conjunctions of Time
- (b) Subordinating Conjunctions of Place
- (c) Subordinating Conjunctions of Purpose
- (d) Subordinating Conjunctions of Manner
- (e) Subordinating Conjunctions of Condition
- (f) Subordinating Conjunctions of Comparison
- (g) Subordinating Conjunctions of Contrast
- (h) Subordinating Conjunctions of Result
- (i) Subordinating Conjunctions of Cause

(a) *Subordinating Conjunctions of Time*

Subordinating conjunctions indicate time. **When, whenever, as soon as, before, after, since, while, as, as long as, till, until,** etc., are **subordinating conjunctions** of time.

1. Make hay **while** the sun shines.
2. The student is not supposed to attend his classes **until** he is allowed (to).
3. You need not worry about anything **as long as** I am with you.
4. The father had to pitch in **whenever** there was a quarrel between his sons.

(b) *Subordinating Conjunctions of Place*

Conjunctions of this category indicate place. **Where, wherever, whence**, etc., are the **subordinating conjunctions of place**.

1. Do you remember **where** we met the first time?
2. They will settle **where** they get employment.
3. I will follow you **wherever** you go.

(c) *Subordinating Conjunctions of Purpose*

These joining words indicate purpose. **So that, that, in order that, lest**, etc., are among the **subordinating conjunctions of purpose**.

1. Save some money for the future **so that** you do not face financial hardships.
2. Do not fall in the company of idle boys **lest** you should spoil your career.

(d) *Subordinating Conjunctions of Manner*

These connecting words refer to the manner of an action. **So far as, as, as though, as if, as-so**, etc., belong to this category of **conjunctions**.

1. 'As one gives **so** does one receive' is a common belief.
2. He lived his life **as** he wished.
3. **So far as** my knowledge about you is concerned, you are a mysterious man.
4. Why are you treating me **as if** I were your enemy?

(e) *Subordinating Conjunctions of Condition*

Conjunctions of this category indicate some condition. **If, unless, supposing, provided**, etc., are used as **subordinating conjunctions of condition**.

1. You will be called for an interview **if** you apply for this job.
2. They will not be allowed inside the seminar hall **unless** they have permission from the authorities.
3. I will keep my promise **provided** you fulfill yours.
4. **Supposing** they let you down, be assured of my assistance.

(f) *Subordinating Conjunctions of Comparison*

These **conjunctions** give a sense of comparison. **As-as, than, not so-as**, etc., are used as **subordinating conjunctions of comparison**.

1. Sheikh is more sincere **than** his sister.
2. Anne is not **so** brilliant **as** Nancy.
3. This medicine is **as** bitter **as** that one.

(g) Subordinating Conjunctions of Contrast

These **conjunctions** convey a sense of contrast. **Although, however, though, yet**, etc., are the **conjunctions** of this category.

1. **Though** the question paper was very difficult, I could solve it fully.
2. **Although** she had a high fever, she participated in the debate competition.
3. **However** costly petrol may be, we are compelled to buy it.
4. He was a paraplegic **yet** he managed to do all his chores himself.

(h) Subordinating Conjunctions of Result

Conjunctions of this category indicate result. **So-that, such-that**, etc., are the **conjunctions** of this category.

1. My father is **so** busy with his official work **that** he does not have time for anything else.
2. Some people behave in **such** a rude manner **that** all avoid their company.
3. The contestant was **so** ruffled by the outcome **that** he tried to manhandle the judges.

(i) Subordinating Conjunctions of Cause

These **conjunctions** indicate some cause. **Because, as, since, that**, etc., are used as **subordinate conjunctions of cause**.

1. David could not catch the flight **because** he did not reach the airport on time.
2. My brother will undoubtedly qualify any examination **as** he is quite capable.
3. Ayotunde was happy **that** Anaya had accepted his proposal.
4. **Since** it is likely to rain, you should carry an umbrella with you.

KEEP IN MIND...

- Some words are used both as **conjunctions** and **prepositions**. Such words include *for, before, till, after, since*, etc.
- Some words are used in the capacity of both **conjunctions** and **relative adverbs**. Such words include *why, how, where, when, however*, etc.

3. Correlative Conjunctions

You must have noticed, that some of the **subordinating** or **coordinating conjunctions** that you learnt were used in pairs. Such **conjunctions** are called **correlative conjunctions**:

- neither...nor
- although...yet
- so/such...that
- either...or
- both...and
- as...as
- not only...but also
- such...as
- not so...as

Now, let us learn something more **correlative conjunctions**:

1. no sooner...than (*subordinating conjunction of time*)
 - *No sooner* did we step out *than* it began to pour.
 - *No sooner* does the sun set *than* the birds begin to fly home.
2. hardly/ scarcely/ barely... when (*subordinating conjunction of time*)
 - *Hardly* had we boarded the train *when* it began to move.
 - They had *barely* escaped a collision *when* their vehicle overturned.

REMEMBER...

- **Conjunctions** are not linked or connected with objects.
- They, unlike **adjectives** or **adverbs**, never qualify or define a word.
- Some **conjunctions** are single words while others are paired words.

14 Fill in the blanks with *suitable conjunctions* from the box and write your answers in your notebook.

- | |
|--|
| <ul style="list-style-type: none"> <li style="margin-right: 10px;">• so <li style="margin-right: 10px;">• either...or <li style="margin-right: 10px;">• if <li style="margin-right: 10px;">• until <li style="margin-right: 10px;">• so that <li style="margin-right: 10px;">• but <li style="margin-right: 10px;">• than <li style="margin-right: 10px;">• neither...nor <li style="margin-right: 10px;">• wherever <li style="margin-right: 10px;">• unless <li style="margin-right: 10px;">• otherwise <li style="margin-right: 10px;">• and <li style="margin-right: 10px;">• as well as <li style="margin-right: 10px;">• although <li style="margin-right: 10px;">• who(m)/that |
|--|

1. Sam _____ his sister leaves for school at 6.30 A.M.
2. The injured motorist is responding well to the treatment _____ is recovering fast.
3. Strangely, the clerk was _____ in office _____ at home.
4. Baako is very clever, _____ no one can befool him.
5. Ayana speaks faster _____ she writes.
6. _____ you plan it yourself _____ let others do.
7. _____ you promise to repay it soon, I can lend you some money.
8. The farmers had not ploughed their fields _____ the sun set.
9. _____ you may go, I shall always be with you.
10. I shall not attend the function _____ I am invited.
11. Live well _____ you die well.
12. _____ the three friends were quite late, they managed to get tickets for the first show.
13. Hurry up _____ you will miss even the last bus to town.
14. God made man _____ man made boundaries.
15. The girl _____ I wanted to befriend is leaving the country for good.

15 Complete the following story by providing the missing connectors. Write your answers in your notebook.

Once, the sun _____ the wind met under the sky. They chatted a while at first _____ soon entered into an argument.

The wind boasted _____ he was the mightiest of all _____ he could uproot trees _____ bring down tall structures in seconds. The sun blazed with anger _____ he was very proud of his power. He said _____ he could melt the snow _____ feed the rivers; he could evaporate all water _____ could char anything _____ everything to ashes.

_____ they could argue any further, a traveler, wearing a coat, appeared. _____ the sun _____ the wind agreed to test their power on him _____ make him take off his coat.

The traveler felt happy at first _____ the wind began to blow gently. _____ the wind showed its stormy fury, the traveler wrapped his coat tightly _____ hid himself behind a rock, feeling safe. The wind failed to make him take off his coat.

Now the sun came on the scene. _____ he began to shine, the traveler stepped out _____ started walking, warming himself up in the sun. Soon, the sun became _____ hot _____ the traveler sweated.

He took off _____ his coat, _____ his shirt, to escape the scorching heat.

The wind bowed his head in defeat.

ACTIVITY 4

TARGETED COMPETENCIES: Grammar and Teamwork Skills

Let the learners be divided in two groups. The learners will identify the different types of **conjunctions—coordinating, correlative and subordinating** from the text written on the board, or in a book/magazine, and provide examples.

(Teacher's Note: You can assign a passage from the book or write some text on the board.)

ACTIVITY 5

TARGETED COMPETENCY: Grammar Skills

The teacher will write sentences on the board omitting the **conjunctions** and have learners to supply the **conjunctions** to complete the sentences.

ACTIVITY 6

TARGETED COMPETENCIES: Grammar and Communication Skills

Let the learners be divided in two groups. One group has to be assigned a particular topic and the members of the other group discuss the functions of **conjunctions**.

II. Conjunctive Adverbs

In the previous unit, we read about different **conjunctive adverbs** and their functions: *result, adding information, adding stronger information, unexpected result and condition*. Here we will read about *comparison, contrast and emphasis*.

Look at the table showing different **conjunctive adverbs** and their functions.

Comparison	Contrast	Emphasis
comparatively	contrarily	indeed
equally	conversely	in fact
likewise	however	
similarly	in comparison	
	in contrast	
	instead	
	on the other hand	
	rather	

Comparison

When we state that two things are alike, we can use the **conjunctive adverbs** *comparatively* and *similarly*.

1. My mother is a teacher; **similarly**, my grandmother is a principal.
2. I am a singer; **comparatively**, my sister is a dancer.

When we state that two things are not just similar, but *equal*, we can draw a comparison using **conjunctive adverbs** like *equally* and *likewise*.

1. My grandmother chose the teaching profession; **likewise**, my mother too chose the same.
2. I am a singer; **equally**, my sister is also fond of singing.

Contrast

Contrast is of two types known as **complete contrast** and **weak contrast**. In **complete contrast**, the two opposing things are total opposites. Here we use only the stronger of the **conjunctive adverbs**.

1. I have long hair; **in contrast**, she has short.
2. I love chocolates; **on the other hand**, my sister hates them.

3. She is terrible at math; **however**, her cousin is amazing at it, so she helps her.

In **weak contrast** the two clauses are opposing but are not complete opposites. Here we use only the weaker of the contrasting **conjunctive adverbs**.

1. She is terrible at math; **however**, she still likes it.
2. I wished to stay in bed all day; **instead**, I got up and went for an evening walk.

Emphasis

If we want to place special emphasis on the second clause, we can use the **conjunctive adverb** *indeed* or *in fact*.

1. He never sees his relatives; **indeed**, he never speaks to them on the phone!
2. I am not fond of movies; **in fact**, I have never seen a single movie!

16 Fill in the blanks with the correct *conjunctive adverbs* from the box and write your answer in your notebook.

• indeed • instead • in contrast • however • similarly • comparatively
• likewise • equally

1. I always wanted to be a famous movie star; _____ my brother wanted to be a famous rock star.
2. Johny always wanted to be a sportsman; _____ his brother dreamed of playing sports.
3. She grew up in New York; _____ her boyfriend was raised in the city.
4. She grew up in New York City; _____ her boyfriend grew up in inner-city Chicago.
5. You are terrible at physics; _____ your brother is amazing at it, so he helps you.
6. You are terrible at physics; _____ you still like it.
7. You have a black backpack; _____, your brother has a white one.
8. I would have liked to save money; _____ I got up, went to the market and bought two dresses for me.
9. I didn't study as much as I should have; _____ I hardly opened a book!
10. The grapes are wilting in the sun, _____ the tomatoes are overheated.

ACTIVITY 7

TARGETED COMPETENCIES: Communication and Grammar Skills

Discuss what a **conjunctive adverb** is, and list several examples. Besides, identify **conjunctive adverbs** in given sentences and explain the correlation between two ideas (**contrast, similarly, emphasis**).
(Teacher’s Note: Write some sentences on the board.)

C. Interjections

In the beginning, we read that **interjections** are the words which express sudden feelings and are followed by an exclamation mark (!).

Some Common Interjections and Their Uses

<i>Interjection</i>	<i>What it expresses</i>	<i>Example</i>
Goodbye	a farewell salutation	Goodbye, friend! I hope to see you again soon.
Hi/Hello	salutation or greeting	Hi! Welcome to our humble dwelling.
Oh	despair/ disappointment/ surprise/plea	Oh! I have left my wallet at my house.
Eh	repetition/ enquiry/ surprise/ anticipation of agreement	Eh! Say that again!
Ah	pain/joy/pity/ contempt	Ah! This is an insignificant piece of information.
Alas	grief	Alas! My best teacher is no more.
Well	surprise	Well! It’s quite interesting.
Bravo	encouragement/ appreciation/ buck up	Bravo! You’ve captured the robber single-handedly.
Hurrah	extreme joy/ jubilation/ celebration	Hurrah! I have won the debate.
My	surprise	My, what a fantastic movie!
Hush	silence	Hush! You’re in a library.
Hey	a call for attention/ surprise	Hey! Look at that beautiful butterfly.
Dear	pity/light amazement	Oh Dear! You’ve suffered a great deal.

What/ How	surprise in the sense of <i>very</i>	How pretty the little girl is!
Ah	surprise/ triumph/ mockery	Ah! I didn't expect to win this.
Ahem	disbelief/ surprise	Ahem! How did it happen?
Boo	disapproval	Boo! This amount of pocket money is not sufficient for me.
Humph	doubt/ dissatisfaction	Humph! Just a loaf of bread for me?
Ho	surprise/ appreciation	Ho! It's a giant of a doll.
Pooh.	contempt	Pooh! Your shirt is dirty.

BEAR IN MIND...

- **Interjections** express strong and sudden feelings, such as happiness, sorrow, praise, pain, surprise, exultation, wishes, blessings, compliments, etc.
- An **interjection** is always followed by a mark of interjection or exclamation—(!).
- Special emphasis on any word can turn it into an **interjection**. Therefore, there is no fixed list of **interjections**.

17 Fill in each blank with the most appropriate *interjection* choosing from those given in the box and write your answers in your notebook against the correct blank numbers.

• Hush • Alas • Oh • Ahem • Hurrah • Eh
• Aha • Goodbye • Hello • What

- _____! You have failed once again?
- _____! I am your new neighbor.
- _____! The child will wake up.
- _____! My brother has won the debate competition.
- _____! But I'll be back in ten days.
- _____! Somebody has picked my pocket.
- _____! My flight has been cancelled yet again.
- _____! This news can never be true.
- _____! Tomorrow we are going for a picnic.
- _____! Do you really mean it?

ACTIVITY 8

TARGETED COMPETENCIES: Speaking and Grammar Skills

The learners will come one by one near the board, choose one **interjection** and say a sentence using that **interjection**.
(**Teacher's Note:** You can write some **interjections** on the board.)

Persuasion: Advertisement


Persuasive advertising convinces a consumer to purchase your product or service based on how they feel about it, not facts. For example, if I want to buy a product I have seen online, and I am so tempted to buy it that I don't bother to know about its company, it indicates that the advertisement is very persuasive.

An advertisement is something in words or visuals that is presented to the public to make them aware of some product, job, service, scheme, etc., with the objective of persuading them to act in a certain way.

The purpose of advertising can be to inform, to make an announcement, or to convince consumers to buy a product. An advertisement can be only in words, or in a combination of picture(s) and words, as it appears in newspapers and magazines. It can be of any size, big or small.

Example 1:

Delectable!
Sumptuous!!
Mouth-watering!!!



Burger Mania at it again!
To stimulate the taste-maniac in you!!
INTRODUCING
The Sinful Crust Burger



Loaded with layers of taste and thrill!
***You will not stop
licking your fingers!***

Available at all Burger Mania outlets

Note: An advertisement can be made **persuasive** by using **interjections** as you see above.


Suppose you have to sell pens with a new technology for unobstructed flow. Your advertisement may look like the following:

Example 2:

Experience the freedom of a soaring bird! GEL-O Pens

The all new SWIFT technology gives you uninterrupted flow like never before.

*Select the one
Specially made for you
from
FOUR NEW DESIGNS*



Note: See the use of the **interjection**.

18 Do as directed.

1. Create a display advertisement with appropriate sketches and catchy slogans on the 'Plant Trees' campaign. Don't forget to use **interjections** to make your advertisement effective and persuasive.
2. Show an advertisement for a new range of products launched by 'Reynolds' for school students. Don't forget to use **interjections** to make your advertisement effective and persuasive.
3. Prepare an advertisement to be put in the classified columns under the category REAL ESTATE for the sale of a house.
4. Create an advertisement with the social message—Drive Safe.

WRITING 2

TARGETED COMPETENCIES: Writing, Innovative and Grammar Skills

Select a topic and write a paragraph, using *prepositions, conjunctions, adverbs* and *interjections*. After your work is over, underline those *prepositions, conjunctions, adverbs* and *interjections*, specifying their names.

Speaking

TARGETED COMPETENCIES: Writing, Innovative and Grammar Skills

Following are given some words/phrases. Identify them and say a sentence on each of them.

1. either-or

Example: **coordinating conjunction;** Either you leave or I will.

2. under
3. behind the wall
4. kindly

5. because

6. instead

7. too

8. over

9. in

10. by

LISTENING

TARGETED COMPETENCIES: Listening and Grammar Skills

Draw the following table in your notebook. Your teacher will say ten sentences aloud one by one. After each sentence, he/she will have a pause. Listen to him/her carefully and identify the *prepositional phrases/conjunctions* coming in those sentences. After listening and visualizing those *prepositional phrases/conjunctions*, write down in your notebook.

Example: 1. Are you standing behind the tree?

<i>Prepositional Phrase(s)</i>	<i>Conjunction(s)</i>
1. behind the tree	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

(**Teacher's Note:** Listening transcript has been given in **Teacher's Guide.**)

STORY TELLING

TARGETED COMPETENCIES: Innovative and Speaking Skills

Let the class be divided in small groups. The teacher will start a story, by saying the first line. All the groups will then add one sentence each to the story, until the story ends. After each sentence, the teacher will explain the *conjunctive adverb/prepositional phrase/adverb/interjection* coming in the sentence.



Period VI

Grammar: Phrases

Learning Objectives

Upon completion of this topic, learners will:

1. recognize kinds of phrases in sentences,
2. distinguish prepositional phrases from adjective and adverb phrases in sentences,
3. identify appositives and appositive phrases and the words they name,
4. apply participles and participle phrases in sentences,
5. identify gerunds and gerund phrases in sentences,
6. construct sentences using infinitive and infinitive phrases, and
7. compare and contrast independent and subordinate clauses.

1. PHRASES

In previous grades, we have read about **phrases**. Let us revise. Read the following text and identify the **phrases**.

1. The helicopter landed on the helipad at noon.
2. The dog sat by the door wagging its tail.
3. I was invited to join the PTA meeting.
4. We should not look down upon poor people.
5. He overcame all obstacles by dint of his courage.
6. The beggar could not save himself from the extreme cold.

As you can make out,

- these sets of words—*on the helipad at noon, by the door, to join, look down upon, by dint of, and from the extreme cold*—convey some sense, though not complete sense.

We can, therefore, call each of these groups of words (or parts of their respective sentences) a **phrase**.

MARK THIS...

- A **phrase** can take the form of, and function as, a **noun, adjective, verb, adverb, preposition** or a **conjunction**.
- A **phrase** has no subject or **verb**.

1 Identify the *phrases* and write your answers in your notebook.

1. This chair is made up of wood.
2. An axe was lying in the corner.
3. One suffers because of one's follies.
4. We could achieve our goal by dint of hard work.
5. This is an era wherein almost all are caught in the rat race.
6. Try to get to the root of the matter.
7. Honesty is the best policy.
8. Wish you a happy journey.
9. My breakfast often consists of a tea and two toasts with an omelet.
10. I lost my wallet yesterday.

Let us discuss two kinds of phrases: (a) **noun phrase**, and (b) **verb phrase**.

(a) Noun Phrase

Observe the following sentences.

1. I want *food*. (**noun**)
2. I want *to eat food*. (**noun phrase**)
 - In sentence 1., *food* is a **noun** and is the object of the **verb** *wants*.
 - In sentence 2., the group of words *to eat food* also is the object of the **verb** *wants* and so also does the work of a **noun**. This group has no subject and **verb**.

Thus a **noun phrase** is a group of words, which does the work of a **noun**.

- In the following sentences, the *noun phrase* (italic) is the subject of the **verb** (bold):

My friends **are** from Rwanda.
A stitch in time **saves** nine.
My new neighbor **is** very quarrelsome.
- In the following sentences, the *noun phrase* (italic) is the object of the **verb** (bold):

He **wants** *to get up early*.
 I **tried** *to win the match*.
 Sweet **are** *the uses of adversity*.
 He **likes** *junk food*.
 I **want** *to have a go* at the project.

REMEMBER...

- If you want to recognize a **noun phrase**, ask a question.
Playing soccer is his hobby. What is his hobby? *Playing soccer*
 I enjoy food with mango pickle. What does she enjoy? *Food with mango pickle*

- Secondly, it always works as a **noun**.
In above examples, 'it' is his hobby. and I enjoy 'it'. So 'it' works as a **noun**.

2 Identify the *noun phrases* in the following sentences and write your answers in your notebook.

1. I missed my old teachers.
2. I was sitting at home at our dining-room table.
3. I was the one responsible for giving her 'the good life'.
4. Then I noticed it... smoke pouring in through the seams of the ceiling.
5. My first year of high school felt awkward.
6. The school was twice as big as my old school.
7. My closest friends were sent to a different high school.
8. I wanted to meet new people.
9. My mother then ran out of the house.
10. Other firefighters ran into the house.

3 Fill in the blanks with appropriate *noun phrases* and write your answers in your notebook.

1. I want _____.
2. Do you want _____?
3. Will you like _____?
4. She has promised _____.
5. _____ gives me pleasure.
6. I enjoy _____.
7. _____ is enjoyed by the children.
8. He wishes _____.
9. _____ is bad.
10. Did you enjoy _____?

Appositive and Appositive Phrases

Sometimes we use two **nouns/noun phrases** for a single **noun/noun phrase**.

1. *My pet, Grace*, is missing.
2. *My daughters, Martha and Maria*, are out of station.

As you can make out,

- in sentence 1., **noun** *Grace* renames the **noun phrase** *my pet* right beside it, while in sentence 2., **noun phrase** *Martha and Maria* renames another **noun phrase** *my daughters* right beside it. Here *Grace*, and *Martha and Maria* are **appositive** and **appositive phrase** respectively.

Thus, the **noun/noun phrase** which renames another **noun/noun phrase** is known as an **appositive/appositive phrase**.

4 Identify the *appositives/appositive phrases* and write your answers in your notebook.

1. Where is Rosy, the birthday girl?
2. My dog, Bruno, will bark if you look scared.
3. My neighbor, Robert, caught her red-handed.
4. The burger, my favorite snack, is very expensive here.
5. Where is Lucy, your sister?

ACTIVITY 1

TARGETED COMPETENCY: Grammar Skills

Explain what **appositives** are, and identify them in sentences given, give examples of **appositive phrases** in sentences and brainstorm more examples constructing sentences.

(b) Verb Phrases

We know that a **verb** refers to a word or a group of words that expresses an action (such as *eat*), an event (such as *happen*) or a state (such as *exist*).

Now observe the following sentences.

1. I **am writing** a poem.
2. They **will play** a match tomorrow.
3. I **want to change** my house.
4. She **likes to celebrate** her birthday with her friends.

As you can make out,

- the highlighted parts are **verb phrases**, in sentences 1., and 2., each a combination of a **helping verb** and a **main verb**; and in sentences 3. and 4., each a combination of a **main verb** and an **infinitive**.

Thus a **verb phrase** is a **verb** with another word or words indicating tense, mood, or person.

Some more examples of the **verb phrases** are as follows:

1. I **have been living** here for ten years.
2. **Don't waste** water.
3. One **must love** one's country.
4. This shirt **has been bought** by me.
5. **Could** you **lend** me your pen?
6. He **succeeded to get** the water.
7. **Can** you **walk** on the ice?
8. Who **is invited**?

MARK THIS...

- A **verb phrase** is a combination of a **main verb** and a **helping verb** or an **infinitive**.
- A **verb phrase** works as a **verb** of the sentence while a **noun phrase** works as a **noun**.

5 In Exercises 1. and 2. above, identify the *verb phrases* and write your answers in your notebook.

(c) Other Phrases

Other phrases are **prepositional**, **adjective** and **adverb phrases**. In previous unit/grades, we have read about **prepositional**, **adjective** and **adverb phrases**. Let us revise.

Look at the following table.

Sentence	Prep. Phrase	Adj. Phrase	Adv. Phrase
1. I lead a life <i>free from care</i> .		✓	
2. Are you coming <i>just now</i> ?			✓
3. I bought a necklace <i>made of gold</i> .		✓	
4. That was the place <i>with a large number of people</i> .	✓	✓	
5. I like flowers of <i>red color</i> .	✓	✓	
6. She works <i>in a careful manner</i> .	✓		✓
7. He came <i>to this place</i> .	✓		✓
8. They went home <i>lock, stock and barrel</i> .			✓
9. I reached <i>at 4 o'clock</i> .	✓		✓

As you can make out,

- a **prepositional phrase** functions as an **adjective** when it answers the question *which one?* as in sentences 4. and 5. above. In that case, the phrase is known as an **adjective phrase**,
- a **prepositional phrase** functions as an **adverb** when it answers the questions *where/when/how?* as in sentences 7. (*where*), 9. (*when*), and 6. (*how*) above. In that case, the phrase is known as an **adverb phrase**, and
- a **prepositional phrase** is always an **adjective** or **adverb phrase** as you can see in sentences 4., 5., 6., 7., and 9. above but an **adjective** or **adverb phrase** is not always a **prepositional phrase** as you see in sentences 1., 2., 3., and 8. above.

6 In the following sentences identify the *prepositional, adjective or adverb phrases* and write your answers in your notebook.

1. Margie wrote a story *that night in her diary*.
Example: that night – **adverb phrase** □ in her diary – prepositional phrase working as an **adverb**
2. It was an old book.
3. There was a time when all stories were printed on paper.
4. They turned the pages, which were yellow and crinkly.
5. Tom found this book in his house.
6. He was a round little man with a red face.
7. He smiled at Margie and gave her an apple.
8. Tommy looked at her with very superior eyes.
9. I wouldn't want a strange man in my house to teach me.
10. She wanted to read about those funny schools.

WRITING 1

TARGETED COMPETENCIES: Writing, Grammar, and Creative Skills

How did you celebrate your birthday? Write a paragraph, draw the similar table as below, and identify different phrases.

Example:

Every year I do celebrate my birthday with my friends and relatives but this time I celebrated it in a different manner. I went to an orphanage. The inmates of the orphanage...

Noun Phrase	Verb Phrase	Adj. Phrase	Adv. Phrase	Prep./Adv. Phrase	Prep. Adj./Phrase
my birthday	do celebrate	different manner	Every year	with my friends and relatives	of the orphanage
my friends and relatives			This time	in a different manner	
				to an orphanage	

ACTIVITY 2

TARGETED COMPETENCIES: Grammar and Communication Skills

Discuss kinds of **phrases** and provide examples.

ACTIVITY 3

TARGETED COMPETENCY: Grammar Skills

Differentiate between **noun phrases** and **verb phrases** and provide examples.

2. VERBAL PHRASES

Now read the following sentences and identify the **verbs**.

1. Reading enhances your vocabulary.
2. The crying child looked here and there.
3. We eat to live.

As you can make out,

- in sentences 1., 2., and 3., **verbs** are *reading* and *enhances*, *crying* and *looked*, and *eat* and *to live*, respectively but some of these don't function as **verbs** only. They function as **noun**, **adjective** and **adverb** respectively. They are *reading* (**noun**), *crying* (**adjective**) and *to live* (**adverb**). These are **verbals**.

Thus, **verbals** are the **verbs** but function as **nouns**, **adjectives** or **adverbs**. Similarly, a **verbal phrase** based on a group of words functions as a **noun**, an **adjective** or an **adverb**.

- *Looking at the stars*, she was singing something.

7 Identify verbals/verbal phrases and write your answers in your notebook.

1. She came to achieve.
2. Like any number of teenaged sensations, Maria Sharapova lists fashion, singing and dancing as her hobbies.
3. After prolonged discussion, Einstein got his wish to continue his education in German-speaking Switzerland.
4. Einstein was highly gifted in mathematics and interested in physics.
5. After years of constant fighting, the couple finally divorced in 1919.
6. "A single bomb of this type . . . exploded in a port, might very well destroy the whole port together with some of the surrounding territory."
7. A travelling 'holy man', giving her his blessing, assumed that she wanted a son.
8. She informed them of her plans to earn money by working part time to pay her school fees.
9. Her climbing skills matured rapidly.
10. Equipped with an iron will, physical endurance and an amazing mental toughness, she proved herself repeatedly.

REMEMBER...

- A **verbal** looks like a **verb** but acts as a **noun**, an **adjective** or an **adverb**.
- A **verbal phrase** based on a group of words, acts as a **noun**, an **adjective** or an **adverb**.

There are three kinds of **verbal phrases**: (a) **gerund phrase**, (b) **participle phrase**, and (c) **infinitive phrase**.

(a) Gerund Phrase

In previous grades, we have read that **gerund**, a combination of a **verb** and *-ing*, works as a **noun**. Let us revise.

Read the following sentences and identify the **gerund**.

1. Swimming is my passion.
2. Reading is my hobby.
3. He likes driving.
4. I am painting.

As you can make out,

- in sentences 1. to 3., **gerunds** are *swimming*, *reading*, and *driving* respectively, but in sentence 4., *painting* is a **participle** and not a **gerund**.

Thus, **gerund** is a **noun** in the form of the **present participle** of a **verb** (that is, ending in *-ing*).

REMEMBER...

- A **gerund** is different from a **participle**.
- **Gerund** works as a **noun** while **participle** works as a **verb**.

Let us discuss **gerund phrase**.

Look at the following table.

Sentence	Gerund Phrase		
	Gerund	Direct Object	Modifier
<i>Swimming in hot water</i> is my passion.	Swimming		in hot water
<i>Reading poems by Shakespeare</i> is my hobby	Reading	the poems	by Shakespeare
He likes <i>driving on Sundays</i> .	driving		on Sundays
I love <i>painting with water colors</i> .	Painting		with water colors

As you can make out,

- a **gerund phrase** has a **gerund** and a direct object and/or a modifier, and
- a **gerund phrase** like a **gerund** works as a **noun**.

REMEMBER...

- Every **gerund phrase** is a **noun phrase** but every **noun phrase** cannot be a **gerund phrase**.
 - She is fond of *watching stunt movies*.
(gerund phrase / noun phrase)
 - *Getting up early* is a good habit.
(gerund phrase / noun phrase)
 - I went to the market and bought *dresses and games* for her.
(noun phrase)

8 Identify the *nouns*, *gerunds* or *noun/gerund phrases* and write your answers in your notebook.

1. Have you tried to win her over?
Example: noun phrase—to win her over
2. He denied doing the mischief.
3. His having his own way caused his doom.
4. She dislikes having to keep pet animals.
5. I know cooking this dish.
6. Laughing at others is not good.
7. He likes respecting his elders.
8. Visiting new places gives him pleasure.
9. The poor man was ready to do his bit.
10. I enjoy going about my job seriously.
11. To act like this isn't good.
12. His winning the game surprised me.
13. Going about places is his hobby.
14. I don't like having to do such a thing.
15. Promise to be good.
16. She tried to tidy up the room.
17. Today we will start writing sentences.
18. Your behaving like this surprises me.
19. A walk every morning helps you.
20. The tired traveler lay there.
21. Abusing is not my trait.
22. I am scared of flying.

(b) Participle Phrase

In previous grades, we have read about **participles** which work as **adjectives** or **nouns**. Let us revise.

Read the following sentences and identify the **participles**.

1. Have you completed your job?
2. The child is crying.
3. He has just written a letter to her sister.

As you can make out,

- in sentences 1. and 3., *completed* and *written* are **past participles** respectively,
- in sentence 2., *crying* is the **present participle**.

Thus, **participle** is a word formed from a **verb**, ending in *-ing* (= the **present participle**) or *-ed*, *-en*, etc. (= the **past participle**).

Now let us discuss **participle phrases**.

Look at the following table.

Sentence with Participle Phrase	Present Participle	Past Participle	Perfect Participle
1. <i>Having finished his dinner</i> , he retired to his bed.			Having finished
2. <i>Talking to her on the phone</i> , she frowned many times.	Talking		
3. Look at the stars <i>glittering in the sky</i> .	glittering		
4. <i>Fallen from the cot</i> , the child sustained many injuries.		Fallen	
5. I always wear <i>ironed clothes</i> .		ironed	
6. <i>Having won the match</i> , the players celebrated their victory.			Having won

As you can make out,

- a **participle phrase** can be formed using a **present participle**, a **past participle** or a **perfect participle**, and
- every **participle phrase** works as an **adjective** as it modifies a **noun** or a **pronoun**—as in sentences 1. and 2., **pronouns**—*he* and *she* respectively; and in sentences 3., 4., 5., and 6., **nouns**—*stars*, *child*, *clothes*, and *players* respectively.

MARK THIS...

- Never confuse between a **gerund phrase** and a **participle phrase**.
 - **Running for the school bus** is his everyday activity. (*gerund phrase*)
 - I often see him **running for the school bus**. (*participle phrase*)
- A **participle phrase** works as an **adjective**, and consists of a **present participle**, a **past participle**, or a **perfect participle**.

9 Identify the *participles* or *participle/gerund phrases* and write your answers in your notebook.

1. One little boy ran between his father's legs, brimming over with life and laughter.
2. It was a flowering mustard-field, pale like melting gold.

3. Forgetting his parents, he began to gather the raining petals in his hands.
4. He was filled with an overwhelming desire to possess them all.
5. A snake-charmer stood playing a flute to a snake which coiled itself in a basket.
6. Men, women and children, carried away in a whirling motion, shrieked and cried with dizzy laughter.
7. He ran from where he stood, crying in real fear.
8. Having run to and fro in a rage of running for a while, he stood defeated, his cries suppressed into sobs.
9. A man in the surging crowd heard his cry.
10. Stooping with great difficulty, he lifted him up in his arms.
11. Where are you going this time?
12. Have you completed your work?
13. He walked around touching one person here and another there with his icy fingers.
14. He got a little money by letting others paint pictures or him.
15. But at the edges it was turning yellow with age.

(c) Infinitive Phrase

In previous grades, we have read about **infinitives**. Let us revise. Read the following sentences and identify the **verbs** which do not change according to the subject or the tense.

1. She wants to attend the party.
You want to attend the party.
I want to attend the party.
2. Do you want to watch the movie?
Does she want to watch the movie?
Do they want to watch the movie?

As you can make out,

- the **verbs** — *to attend* and *to watch* — do not change according to the subject or the tense.

Thus, an **infinitive** does not change according to the subject or the tense, and is the basic form of a **verb** such as *be* or *run*.

Now look at the following table.

Sentence with an Infinitive Phrase	Noun	Adjective	Adverb
To write every day improves your handwriting and grammar.	✓		
To see you was my dream.	✓		
Every month I buy four novels to read on Sundays .		✓	

She knows the best way to make her dishes tasty.		✓	
I decided to help him.			✓
My uncle opened his briefcase to give us our gifts.			✓

As you can make out,

- an **infinitive phrase** works as a **noun**, an **adjective** or an **adverb**.

Also learn more about **infinitive phrases**:

- Sometimes **infinitive phrases** do not have *to*:
 - We should not *waste electricity*.
 - He might *change his decision*.
- Sometimes **infinitives** follow other **verbs**:
 - I let her *know the truth*.
 - He made me *feel at home*.

10 Read the following sentences and identify the *infinitive phrases*. Write your answers in your notebook. Also write if the phrase works as a *noun*, an *adjective* or an *adverb*.

Example:

I want to see the last leaf fall before it gets dark.

to see the last leaf fall: **infinitive phrase** working as an **adverb**

1. You are not going to die.
2. Promise not to look out of the window while I paint.
3. I have to paint an old miner.
4. She refuses to eat or drink.
5. Sue drew the curtains together and they went to the next room.
6. In a feeble voice she asked Sue to draw the curtains.
7. You have to live for your friends.
8. To want to die is a sin.
9. Johnsy now has the will to live.
10. The job of the janitor is to look after a building.

11 In the following sentences identify the *infinitives/infinitive phrases* and write your answers in your notebook.

Example: She would *lie in her bed* without moving, (**infinitive phrase**)

1. Medicines will not help her.
2. The leaves will fall.
3. Suddenly Sue heard Johnsy whisper something.
4. The doctor is confident that you will get better.
5. I can't draw the curtain for I need the light.

6. Let me go away peacefully like one of those poor, tired leaves.
7. I will come with you and see Johnsy.
8. She would look out of the window and find the leaf still there.
9. Now I must go downstairs and see Behrman.
10. Then I will sleep forever.

REMEMBER...

- When *to + v1* is used in an **infinitive phrase**, the **phrase** works as a **noun/adjective/adverb**.
- An **infinitive verb** can also be used without *to* or with another **verb** in an **infinitive phrase**.

ACTIVITY 4

TARGETED COMPETENCIES: Teamwork and Grammar Skills

Let the learners be divided in groups. Each group has to provide examples of a particular **phrase**. The activity should be repeated with every group.

ACTIVITY 5

TARGETED COMPETENCIES: Teamwork and Grammar Skills

Let the learners be organized into groups to discuss **gerunds**, **infinitives**, and **participles** in various sentences with examples; learners must actively and correctly identify and use **gerunds**, **infinitives**, and **participle phrases** in sentences. Brainstorm more example constructing sentences.

3. PHRASAL VERBS

We have read above about **phrases**. Let us discuss **phrasal verbs**.

A **phrasal verb** is a **verb + preposition** or **adverb**:

Examples: • *go + up* • *take + away* • *look + after* • *look + forward to* • *go + off*

The meaning of the **phrasal verb** may be close to the meaning of the **verb**:

1. Please *sit down*, you look tired.
2. *Stand up* when the headmaster comes into the classroom.

Usually, though, the meaning of the **phrasal verb** is very different from the **verb**:

1. When my alarm clock *goes off* in the morning at five o'clock, it wakes everyone in the house.
2. Many young girls *look after* their younger siblings.
3. To get to the post office, *carry on* along this road for about 100 meters. It's on the left.

Several different **phrasal verbs** are made from the same **verb**: e.g. *take off* your shoes • *take up* a new sport (= start doing) • *take out* money from the bank.

Many **phrasal verbs** have more than one meaning: e.g. I won't *get through* all my homework this evening (= finish) • I can't *get through* to the school on the phone (= make contact) • do you think you'll *get through* the examination? (= pass).

12 Fill in the blanks with appropriate endings to the *phrasal verbs* and write your answers in your notebook.

1. That guy must be bluffing; his story just doesn't add _____.
2. The news media likes to size _____ every new face that makes a foray into the political scene.
3. The mysterious man who lives next door has turned _____ our invitation to dinner.
4. Before signing an agreement, you can always walk _____ if you're not convinced about it.
5. When my younger sister was pursuing higher studies, she relied _____ me for financial support.
6. Please don't mess _____ my room; I'd arranged my things only yesterday.
7. He was born rich; how did he end _____ being so poor in his old age?
8. The king was brave and he led his troops to fend _____ the invaders.

13 Match the meaning of the *phrasal verb* 'make up' in the sentences with the dictionary entries. Write your answers in your notebook.

Note: There are more definitions in the dictionary than you need.

1. Sheets of tin nailed to posts *make up* the house.
2. The two brothers often argue but they always *make up* quickly.
3. We have to *make up* a poem for homework.
4. My older sister *makes up* her face every morning with powder and lipstick.

<p>make up <i>phr v</i> 1 make sth ⇔ up to invent a story or an excuse: <i>Ron made up an excuse.</i> 2 make up sth to combine together to form something: <i>the rocks and minerals that make up the Earth's outer layer</i> 3 make it up to sb to do something good for someone because you feel responsible for something bad that happened to them 4 to become friends with someone again, after an argument 5 make sb ⇔ up to put colored substances on someone's face, in order to improve or change their appearance</p>

ACTIVITY 6

TARGETED COMPETENCY: Grammar Skills

Brainstorm and generate examples of various phrasal verbs you have learnt above.

4. CLAUSES

In previous grades, we have read about **clauses**. Let us revise.
*Read the following sentences and identify **clauses**.*

1. *I want* a glass of water.
2. a tree laded with apples
3. Can *you come* tonight?
4. a place full of people

As you can make out,

- sentences 1. and 3. have a **subject** and a **verb** each while 2. and 4 have no **subject** or **verb**. Therefore, sentences 1. and 3. can be called **clauses**.

Thus, a **clause** refers to a group of words that includes a **subject** and a **verb**, and forms a sentence.

REMEMBER...

- A **clause** is that part of a sentence which has a **subject** and an (only one) **finite verb** of its own.

There are five types of **clauses**: **independent clauses**, **dependent clauses**, **noun clauses**, **adjective clauses**, and **adverb clauses**.

(a) Independent and Dependent Clauses

We have read in previous period about **independent clauses** having separate existence and **dependent clauses** dependent on other clauses. Let us revise.

*Read the following and identify **dependent/independent clauses**:*

1. I congratulated my brother who had won the match.
2. When I reached, it was raining.
3. He is reading.

As you can make out,

- in sentences 1. and 2. clauses *I congratulated my brother*, and *it was raining*, can stand independently. Therefore, they are **independent clauses**, and **clauses** *who had won the match*, and *When I reached*, cannot stand independently and depend on the independent clauses. Therefore, they are **dependent clauses**.
- sentence 3. itself is an **independent clause**.

Let us discuss the **independent** and **dependent clauses** in detail.

- A clause that can stand independently is called the **main** or **principal clause** or **independent clause**. **Independent clauses** are joined by **coordinating conjunctions** such as *and, or, either...or, but, yet*, etc. as you see below in sentences 1.-9.

- A clause that cannot stand alone and is dependent on another clause is called a **dependent clause** or **subordinate clause**.
- **Subordinate clauses** are joined to their **main clauses** with the help of **subordinating conjunctions** such as *that, who, why, what, when*, etc. as you see below in sentences 10.-18.
- In the following examples, clauses underlined once and twice are **independent** and **dependent clauses** respectively. Also focus on the **conjunctions** in bold.
 1. Children derive great pleasure from playing games **and** cannot do without their daily dose of playing time.
 2. He is not only foolish **but** (he is) also arrogant.
 3. Jennifer recited a patriotic poem **and** Rosy presented an act of break dance.
 4. He is **either** ignorant **or** he has gone insane.
 5. Something was certainly amiss, **for** I could sense tension in the air.
 6. I was all right; **only** I felt drained out.
 7. I picked up my bag, started the motor cycle **and** left for college.
 8. The four sons were lazy, **so** their father wanted them to learn a lesson **that** they would never forget.
 9. He is a corporate lawyer **and** (he is) an orator par excellence **who** has never lost a case **while** his wife is a public prosecutor **who** is dreaded for her merciless grilling.
 10. He loves the work **that** he does.
 11. I do not know **what** you are saying.
 12. He has been punished **because** he lied.
 13. The criminal confessed **that** he was guilty.
 14. The minnows lost the match **although** they gave the favorites a run for their money.
 15. Give me **whatever** is ready to eat.
 16. I do not know **why** the consignment has not arrived yet.
 17. Do you know **where** you were born?
 18. **That** the lapse will not occur again **is** our unanimous resolve.

REMEMBER...

- A **clause**, which has an independent meaning and on which the other **clause(s)** depend(s), is called the **independent clause**.
- A **clause**, which has no independent meaning and depends on the other clause, is called the **dependent clause**.

- **Independent clauses** are connected by **coordinating conjunctions**.
- **Independent** and **dependent clauses** are connected by **subordinating conjunctions**.

14 Identify the *independent/dependent clauses* and write your answers in your notebook.

1. He practiced daily and became a professional in no time.
2. It was owing to his diligence that he emerged as the victor.
3. He saved the child though he had put his own life at risk.
4. Joseph decided to lie down for a while because he was feeling dizzy.
5. Neither a borrower, nor a lender be.
6. Those who have no reason to smile are indeed poor.
7. Why are you looking so forlorn?
8. Blessed is he who doesn't have to make an effort to feel cheerful.
9. My father works in a private organization but my mother is a government servant.
10. How is your grandfather now?
11. You and your sister can participate as a team in this competition.
12. Can you tell me when the storm is predicted to occur?
13. That she is down with typhoid is true.
14. Momolu was expelled from the school because he did not mend his ways even after repeated warnings.
15. The tomatoes are quite fresh while the potatoes are rotten.

ACTIVITY 7

TARGETED COMPETENCY: Grammar Skills

The learners identify the **dependent/independent** clauses and the teacher discusses in between how they are connected using **connectors**.

(b) Noun Clauses

We have read about **noun phrases**. Now let us discuss **noun clauses**.

Observe the following sentences.

1. The man wants *to eat food*. (**noun phrase**)
2. The man wants *that he should eat food*. (**noun clause**)

As you can make out,

- in sentence 1., the group of words is a **phrase**, and
- in sentence 2., the group of words has a subject and a predicate of its own. It is therefore a **clause**. This **clause** is the **object** of the **verb** *wants* and does the work of a *noun*. So it is a *noun clause*.

A **noun clause** is a kind of **subordinate/dependent clause** that can be used in one of the cases or functions in which, normally, a **noun/noun phrase/pronoun** is present—subject, object or complement, etc.—in a sentence.

1. *That time and tide wait for none* holds true.
(as a *subject* of **verb**)
2. *Why she was sobbing* remains a mystery.
(as a *subject* of **verb**)
3. Please tell *who the next captain will be*.
(as an *object* of **verb**)
4. She explained *why we should be honest*.
(as an *object* of **verb**)
5. I am fully convinced with *what she told*.
(as an *object* of **preposition**)
6. There is nothing significant in *how we look*.
(as an *object* of **preposition**)
7. This is *what is really needed*. (as *complement* of **verb**)
8. One becomes *what one aspires to be*.
(as *complement* of **verb**)
9. The research finding, *man evolved from monkey*, appears to be true. (as *case in apposition* to **noun**)
10. The belief, *ghosts are real*, is nonsense.
(as *case in apposition* to **noun**)

As you can make out, the italicized clauses:

- in sentences 1. and 2., act as the *subjects of the verbs*;
- in sentences 3. and 4., act as the *objects of the verbs*;
- in case of sentences 5. and 6., act as *objects of the prepositions*;
- in sentences 7. and 8. form the *complements of the respective verbs*; and
- in sentences 9. and 10., are in *apposition* to **nouns**.

Thus, all the italicized clauses are **noun clauses**.

15 Fill in the blanks with suitable *noun clauses* and write your answer in your notebook.

1. _____ puzzles me.
2. Try to remember _____.
3. My happiness, _____ proved momentary.
4. She told me _____.
5. Listen with rapt attention to _____.
6. Do _____.
7. The information _____ helped the police nab the terrorists.

8. He knows _____.
9. The news _____ came as a surprise to me.
10. I do hope _____.

16 Rewrite the following sentences using a *noun clause* in each sentence and write your answers in your notebook.

1. She was afraid of losing.
2. My aim is to run this business on a grand scale.
3. The student did not listen to his teacher.
4. He hopes to reach here next week.
5. He denies stealing the book.
6. I heard of his arrival.
7. I know of his honesty.
8. She promised to help me.
9. The man denied his involvement.
10. She hopes to recover soon.

17 Combine each set of the following sentences into a single sentence using a *noun clause* and write your answers in your notebook.

1. What she is going to do? I don't know this.
2. How he can say all this? I still wonder.
3. Why is she always sad? Does anybody know this?
4. What is wrong with everybody here? Nobody knows this.
5. He does not recognize his own parents. Isn't it very strange?
6. She should look attractive. This is her desire.
7. When is he coming? I do not know.
8. The child has been recovered by the police. The news is pleasing.
9. The man is not guilty. I believe it.
10. He is going somewhere. The place is not known.

(b) Adjective Clause

Observe the following sentences.

1. The house *with a big gate* is mine. **(adj. phrase)**
2. The house *which has a big gate* is mine. **(adj. clause)**

As you can make out,

- in sentence 1, the group of words *with a big gate* is an **adjective phrase**.
- in sentence 2, the group of words *which has a big gate* is a **clause** as it has a subject and a predicate of its own. As this clause qualifies the **noun** *house*, it does the work of an **adjective**. It is therefore an **adjective clause**.

A group of words that has a subject and a predicate of its own and does the work of an **adjective** is called an adjective clause, with respect to a **noun/noun phrase/pronoun**.

1. *The beggar* **who begs in the street ahead** was once a rich merchant.
2. *The woman* **who is knitting a sweater** is my aunt.
3. He is *the local councilor* **who invited me for/to dinner**.
4. It is *the place* **where pilgrims congregate in large numbers**.
5. *The doctrine*, **which no one dares to question**, dies hard.

In the above sentences, the (*italicized*) nouns are qualified by their respective (bold) clauses. Therefore, these clauses are **adjective clauses**.

18 Supply *adjective clauses* in the blanks and write your answers in your notebook.

1. I do not like the movies _____.
2. There is a bridge on the river _____.
3. The old man _____ was actually lame.
4. My brother purchased a ready-made shirt from the supermarket _____.
5. The deer was killed by the lion _____.
6. He possessed a lamp _____.
7. The rose _____ has a sweeter fragrance.
8. This place _____ has become a forum for peaceful protests.
9. The milk _____ has become very costly.
10. The Metro trains _____ provide for a magnificent view.

19 Combine each pair of sentences using an *adjective clause* and write your answers in your notebook.

1. The car is red. This car is mine.
2. Anne danced. It made the people also dance out.
3. The police caught the man. He was hiding behind the bush.
4. He went to a hill. He settled there.
5. She bought a book. It had many stories in it.
6. He bought a bike. It was expensive.
7. He bought a book for her. She did not like the book.
8. I gave an outstanding performance. All appreciated it.
9. It was a beautiful picture. It outdid all others.
10. He was accused of theft. He denied it.

(d) Adverb Clause

Observe the following sentences.

1. He fought *bravely*.
2. He fought *in a brave manner*.
3. He fought *as a brave man fights*.

As you can make out,

- in sentence 1, the word *bravely* modifies the **verb** *fought*. So the word *bravely* is an **adverb**.
- in sentence 2, the group of words *in a brave manner* modifies the **verb** *fought* and does the work of an **adverb**. As this group of words does not have a subject and a predicate, it is an **adverb phrase**.
- in sentence 3, the group of words *as a brave man fights* modifies the **verb** *fought* and does the work of an **adverb**. As this group of words has a subject and a predicate of its own, it is an **adverb clause**.

Thus, an **adverb clause** is a group of words that has a subject and a predicate of its own and does the work of an **adverb**. It modifies the sense of a **verb**, **adjective** or an **adverb**.

1. Everyone in the courtroom stood up *when the judge arrived*.
(**verb** modified with respect to *time*)
2. David lost self-control *whenever he saw sweets*.
(**verb** modified with respect to *occasion*)
3. She danced *when her cousin sang*.
(**verb** modified with respect to *time*)
4. *Wherever we may go*, we will find the same atmosphere.
(**verb** modified with respect to *place*)
5. We should start from *where we had left*.
(**adverb** 'where' modified with respect to *place*)
6. While traveling, take a bottle of water along *so that you may quench your thirst on the way*.
(**verb** modified with respect to *purpose*)
7. Guard yourself against the extreme cold *lest you should catch it*.
(**verb** modified with respect to *purpose*)
8. I will attend the function *provided I get an invitation*.
(**verb** modified in context of *condition*)
9. *Since his father is no more*, he must earn to support his family.
(**verb** modified with respect to *reason*)
10. Anne is not so good in games *as to defeat the challenger*.
(**adjective** modified with regard to *comparison*)

KEEP IN MIND...

- **Adverb clauses** can indicate *place, time, reason, purpose, condition, result, comparison, etc.*
- The **conjunctions** such as *where, when, why, how, so that, if, lest, etc.*, are used to indicate the various elements of a sentence.

20 Supply suitable *adverb clauses* in the blanks and write your answers in your notebook.

1. Poachers illegally enter forest reserves _____.
2. She should put in a greater effort _____.
3. _____ I will surely help her.
4. He did not get _____.
5. She spoke in such a low voice _____.
6. The watch is much more expensive _____.
7. _____ normalcy in our relationship cannot be regained.
8. Will you explain _____?
9. _____ she does not mix with others readily.
10. They could return from the picnic _____.

21 Find out *adverb clauses* in the following sentences and write your answers in your notebook.

1. You may eat whatever you like.
2. He went into hiding where he could not be seen.
3. Why do you worry about the result since you have done quite well?
4. Wait where you are.
5. You can't be a good athlete if you do not lose this extra fat.
6. Can you wait till I return?
7. I do whatever I think right.
8. He acted as was expected of him.
9. You will escape punishment because you have spoken the truth.
10. You may go wherever you want.

ACTIVITY 8

TARGETED COMPETENCY: Grammar Skills

Classify **verbal phrases** that function as **noun, adjective, or adverb**. Also use those **verbal phrases** in your own sentences.
(Teacher's Note: You can write some sentences on the board and conduct the above activity. You can also ask the learners to choose a passage in the book for the purpose.)

ACTIVITY 9

TARGETED COMPETENCY: Grammar Skills

Identify the **noun, adjective and adverb clauses** in the given paragraph.
(Teacher's Note: You can write some passages on the board and conduct the above activity. You can also ask the learners to choose a passage in the book for the purpose.)

WRITING 2

TARGETED COMPETENCIES: Writing, Handwriting and Grammar Skills

Write a paragraph of your choice and identify the *noun, adjective and adverb clauses*.

Example: One who has no friends is really poor...

- who has no friends: **adjective clause**

5. EXPOSITION

An **expository composition** explains something in detail as its name suggests. It has a lot of exposure. **Expository compositions** are of many kinds and **compare and contrast essay** is one of them. We can compare and contrast any two characters, ingredients, gadgets, objects, etc.

Example 1.

Letters and Emails

Letters and emails are very important for us. Both are informative and a valuable means of keeping in touch with our relatives and friends. When they are received, they make us happy and we are eager to read them. In places, where there is no facility of internet, people keep waiting for the letters from their dears and nears.

But there is a big difference between letters and emails. Letters are handwritten and emails electronic. Emails are timesaving, and the moment they are written, they are received by senders. Unlike a letter, an email takes not much time to type. Besides, we can send pictures, videos, audio clips, etc. with emails which we find difficult in case of letters. Unlike letters, emails can be preserved for a long time.

Example 2:

The Ball Poem by John Berryman vs. **Ozymandius** by Percy Bysshe Shelley

Both poems stress the bitter truth of life, that is, nothing lasts in this world, whether commodity or life. So, we must bear that loss courageously and move on as moving on is life. In **The Ball Poem**, the child loses his precious ball. Instead of consoling the boy, the poet wants the child to learn with the passage of time that nothing is permanent here. Similarly, in **Ozymandius**, the colossus statue of one of the great rulers, **Ozymandius**, is lying on the earth, broken to pieces and difficult to identify. Ironically the great ruler died and even his statute too, signifying that death or destruction is inevitable.

While in **The Ball Poem**, the poem stresses the fact of temporariness through a ball, an insignificant item, in **Ozymandius**, the poem stresses the same fact through the destruction of a colossus statue and the king's death.

As you can make out,

- the above expository essays compare and contrast letters and emails, and two poems—each with two paras, the first para explaining similarities and the last para describing dissimilarities.

MARK THIS...

- We can **compare** or **contrast** any two or more literary pieces. **Comparison** refers to **similarities** while **contrast** refers to **dissimilarities**.

22 Read the following and answer in your notebook.

1. You must have read many poems, novels or dramas by different authors. *Select any two poems, two dramas, or two novels; and compare and contrast them.* You can comment on their writing styles, use of literary devices, etc. You can also select any two characters and compare and contrast them.
2. Currently you are in tenth grade. *What similarities / dissimilarities you find when you were in ninth grade and when you are in tenth grade?*
3. There was a time when we had no gadgets like cell phone, computer, electronic washing machine, etc. But today science has equipped us with all these. *How is life today different from that period? Compare and contrast.*
4. *Compare and contrast any two friends of yours.*

ACTIVITY 10

TARGETED COMPETENCIES: Literary, Innovation, Writing and Reading Skills

Develop the topics given in **compare and contrast essays** and read them out in your class.

(Teacher's Note: You can write some topics on the board and ask the learners to expand those topics in **compare and contrast essays**. Encourage them to read aloud their write-ups in the class.)

POWERPOINT PRESENTATION

TARGET COMPETENCIES: Literary, Innovation, and Digital Skills

Select two persons, for example one your favorite sportsman and the other your favorite film star. Research on the net and find out their similarities/dissimilarities. Make a PowerPoint Presentation.

