

New Learners' English Grammar and Composition

7

Dr N.D.V. PRASADA RAO
M.A., D.T.E., Ph.D.
(Revised Wren's English Grammar Series &
Wren & Martin's High School English Grammar & Composition)



BLACKIE
ELT BOOKS
(An imprint of S. Chand Publishing)

BLACKIE ELT BOOKS

(An imprint of S. Chand Publishing)

A Division of S. Chand And Company Pvt. Ltd.

(An ISO 9001 : 2008 Company)

7361, Ram Nagar, Qutab Road, New Delhi-110055

Phone: 23672080-81-82, 9899107446, 9911310888; Fax: 91-11-23677446

www.schandpublishing.com; e-mail : helpdesk@schandpublishing.com

Branches :

Ahmedabad	: Ph: 27541965, 27542369, ahmedabad@schandpublishing.com
Bengaluru	: Ph: 22268048, 22354008, bangalore@schandpublishing.com
Bhopal	: Ph: 4274723, 4209587, bhopal@schandpublishing.com
Chandigarh	: Ph: 2725443, 2725446, chandigarh@schandpublishing.com
Chennai	: Ph. 28410027, 28410058, chennai@schandpublishing.com
Coimbatore	: Ph: 2323620, 4217136, coimbatore@schandpublishing.com (Marketing Office)
Cuttack	: Ph: 2332580, 2332581, cuttack@schandpublishing.com
Dehradun	: Ph: 2711101, 2710861, dehradun@schandpublishing.com
Guwahati	: Ph: 2738811, 2735640, guwahati@schandpublishing.com
Hyderabad	: Ph: 27550194, 27550195, hyderabad@schandpublishing.com
Jaipur	: Ph: 2219175, 2219176, jaipur@schandpublishing.com
Jalandhar	: Ph: 2401630, 5000630, jalandhar@schandpublishing.com
Kochi	: Ph: 2378740, 2378207-08, cochin@schandpublishing.com
Kolkata	: Ph: 22367459, 22373914, kolkata@schandpublishing.com
Lucknow	: Ph: 4026791, 4065646, lucknow@schandpublishing.com
Mumbai	: Ph: 22690881, 22610885, mumbai@schandpublishing.com
Nagpur	: Ph: 6451311, 2720523, 2777666, nagpur@schandpublishing.com
Patna	: Ph: 2300489, 2302100, patna@schandpublishing.com
Pune	: Ph: 64017298, pune@schandpublishing.com
Raipur	: Ph: 2443142, raipur@schandpublishing.com (Marketing Office)
Ranchi	: Ph: 2361178, ranchi@schandpublishing.com
Siliguri	: Ph: 2520750, siliguri@schandpublishing.com (Marketing Office)
Visakhapatnam	: Ph: 2782609, visakhapatnam@schandpublishing.com (Marketing Office)

© 2009, Dr N.D.V. Prasada Rao

All rights reserved. No part of this publication may be reproduced or copied in any material form (including photocopying or storing it in any medium in form of graphics, electronic or mechanical means and whether or not transient or incidental to some other use of this publication) without written permission of the publisher. Any breach of this will entail legal action and prosecution without further notice.

Jurisdiction : All disputes with respect to this publication shall be subject to the jurisdiction of the Courts, Tribunals and Forums of New Delhi, India only.

First published in 2009

Revised Edition 2014, 2016

ISBN : 978-93-525-3006-9

Code : 1011E 01078

PRINTED IN INDIA

By Vikas Publishing House Pvt. Ltd., Plot 20/4, Site-IV, Industrial Area Sahibabad, Ghaziabad-201010
and Published by S. Chand And Company Pvt. Ltd., 7361, Ram Nagar, New Delhi -110 055.

PREFACE

Learners' English Grammar and Composition is an activity-based series specially designed to meet the needs of pupils in Indian schools today. This graded series, comprising eight books, is intended for classes 1 to 8 and leads up to Learners' English Grammar and Composition for classes 9 and 10, which has been in use since 1990.

The present series is largely based on a study of the current trends in school syllabi and recent developments in the treatment of English grammar and composition. The main objective of this series is to equip learners with the ability to use English effectively in real-life situations. Special attention has been paid to the points of structure and usage which are usually problematic to non-native speakers of English. The major focus is rightly on the area of verbs, which is the most important aspect of grammar and is evidently the most difficult for Indian learners to master.

The series aims at simplicity of language and simplicity of treatment. The grammatical explanations in particular have been made very clear and easy to understand. The material has been graded with the utmost care. There are various types of exercises, most of which are judiciously geared towards mixed-ability classes. The units on comprehension and writing skills set out to help learners to put their knowledge of grammar to more practical use and widen their communicative ability.

It is hoped that this need-based series, enlivened by full-colour illustrations, will be liked by both pupils and teachers, and found suitable for use in CBSE- and ICSE-affiliated schools as well as State Board schools.

I am indebted to numerous grammarians and writers on methodology, mainly to P.C. Wren, H. Martin, John Eastwood, Michael Swan, Raymond Murphy, Adrian Doff and Penny Ur, whose books have been of great help. I acknowledge the assistance of my sons, Koteswara Rao and Murali Mohana Rao, in organizing the material.

I am inexpressibly grateful to Messrs S.Chand And Company Pvt. Ltd., whose confidence in me has been a stimulus to this kind of projects.

Dr. N.D.V. PRASADA RAO

Disclaimer : The author of this book has made every effort to avoid any mistake or omission and has used his skill, expertise and knowledge to the best of his capacity to provide accurate and updated information. The author and S. Chand do not give any representation or warranty with respect to the accuracy or completeness of the contents of this publication and are selling this publication on the condition and understanding that they shall not be made liable in any manner whatsoever. S.Chand and the author expressly disclaim all and any liability/responsibility to any person, whether a purchaser or reader of this publication or not, in respect of anything and everything forming part of the contents of this publication. S. Chand shall not be responsible for any errors, omissions or damages arising out of the use of the information contained in this publication.

Further, the appearance of the personal name, location, place and incidence, if any; in the illustrations used herein is purely coincidental and work of imagination. Thus the same should in no manner be termed as defamatory to any individual.

CONTENTS

1.	Basic Functions (1) : Greetings, Introductions, etc.	5
2.	Basic Functions (2) : Offers, Requests, etc.	11
3.	Parts of Speech : Revision	17
4.	Sentences	19
5.	Object, Complement, Transitive and Intransitive Verbs	21
6.	Nouns	26
7.	Articles (1)	31
8.	Articles (2)	34
9.	Present Continuous Tense and Simple Present Tense	37
10.	Simple Past Tense and Present Perfect Tense	43
11.	Present Perfect Continuous Tense	49
12.	Past Continuous Tense and Past Perfect Tense	51
13.	Talking about the Future	54
14.	Questions	56
15.	Question Tags	63
16.	So do I / Neither do I	65
17.	Uses of Modal Verbs : can, could, may, might, will, etc.	67
18.	Active and Passive Voice	73
19.	Direct and Reported Speech (1) : Statements	76
20.	Direct and Reported Speech (2) : Commands and Requests	80
21.	Direct and Reported Speech (3) : Questions	82
22.	Pronouns	84
23.	Adjectives	89
24.	Adverbs	94
25.	Prepositions (1)	101
26.	Prepositions (2)	107
27.	Conjunctions	110
28.	Phrasal Verbs	112
29.	Punctuation and Capital Letters	121
30.	Word Formation	125
31.	Spelling Rules	129
32.	Words Likely to be Confused	134
33.	Synonyms and Antonyms	137
34.	Comprehension	140
35.	Paragraph Writing	147
36.	Letter Writing	150
37.	Writing Notices	155
38.	Writing a Diary	157
39.	Essay Writing	159
40.	Making Posters	161
41.	Story Writing	165
	Appendix : Irregular Verbs	167

1

Basic Functions (1) : Greetings, Introductions, etc.



We speak and write with a purpose in mind: for example, to invite someone, to give someone our good wishes, to make a request. These purposes are called **FUNCTIONS**. This unit and the following one show the commoner ways of expressing some important functions in English.

GREETINGS

When meeting people

Hello! [informal and very usual]

Hi! [very informal]

Good morning! [said up to 12 noon or lunchtime]

Good afternoon, Ashok! [said from 12 noon or lunchtime to about 6 p.m.]

Good evening, Mary! [said from about 6 p.m. onwards]

(Never say “Good night” when meeting people. Say “Good evening” even when you meet somebody at 11.55 p.m.)

Morning!/Afternoon!/Evening! [Leaving out “good” is less formal. “Good” should not be missed out when greeting elders.]



When leaving people

Goodbye!

Bye!

Bye-bye! [often used to and by children]

See you.

See you soon/later/tomorrow/next week/etc.

So long! [used when you don't expect to meet someone again for a long time]

Good night! [used when parting for the night or before going to bed]



INTRODUCTIONS

Introducing people

Julie, do you know Mary? Mary, this is my friend Julie.

Gopal, I don't think you've met Abdul.

Rekha, meet Mary.
David, have you met John? / Do you know John?
Can/May I introduce Ramesh, Mohan? [formal]



Note: Short forms like 've (= have), 'm (= am) and 's (= is/has) are often used in conversation.

Introducing yourself

I don't think we've met before. I'm Bhaskar Verma.
Excuse me, my name's Ashok Mehta.

Answering an introduction

Gopi : Kishore, do you know Rahim? Rahim, this is my brother Kishore.
Kishore : How do you do?
Rahim : How do you do? ["How do you do?" is answered with the same words.]
Mary : Usha, meet Grace.
Usha : Hello/Hi, Grace.
Grace : Hello/Hi, Usha. ["Hello/Hi" is very informal.]
Suresh : Look, here's Anil. Anil, meet Vinod.
Vinod : Pleased to meet you.
Anil : The pleasure is mine.



STARTING A CONVERSATION WITH A STRANGER

Excuse me, is there a post office near here, please?
Excuse me asking, but haven't we met somewhere before?
(I'm) sorry to trouble you, but could you tell me the way to the station?

ASKING HOW SOMEONE IS AND SAYING HOW YOU ARE

When you meet somebody you know, it would be courteous to ask him how he is.

- A : Hello, Arun!
B : Hello!
A : How are you?
B : Fine, thank you/thanks. And you?
- A : Good to see you again. How are you?
B : Very well, thank you. And you?
A : OK.



3. A : How are you feeling (today/these days)?/Are you better? [said when B is in poor health.]
B : So-so/Not too bad.

THANKS

Thanking someone

Thank you very much.
Thank you.
Thanks a lot.
Many thanks.

Replies to thanks

Not at all.
That's OK/all right.
You're welcome.



Note: British people do not usually answer when they are thanked for small things.

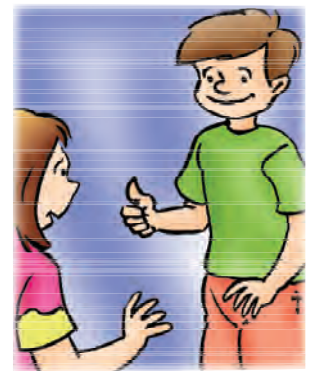
GOOD WISHES

Giving someone your general good wishes

Good luck./Best of luck.
Good luck in your exam.
All the best.
Every success in your new job!
I hope everything goes well.

Possible replies:

Thanks./Thank you (very much).
Many thanks.



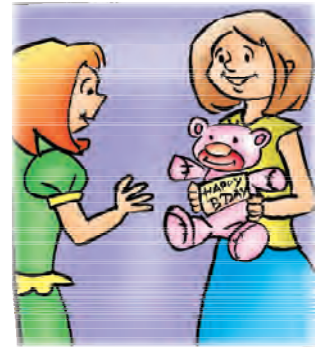
Giving someone good wishes on a special occasion

Happy Christmas!/Merry Christmas!
Happy Diwali!
Happy Ramzan!
Happy New Year!

A Merry Christmas and a Happy New Year!
Happy birthday/Many happy returns of the day.
Have a happy journey/trip.
Have a good time.

Possible replies:

Thanks./Thank you (very much).
“Happy New Year.” — “(Thank you.) Same to you”.



Good wishes to a third person

(Please) Give my best wishes to Robert.
(Please) Give my regards/greetings to your parents.
(Please) Remember me to Aziz.
Give my love to the children.

INVITATIONS

Inviting someone

Would you like to have lunch with us tomorrow?
Will you have/Won't you have tea with me?
Come to lunch with us. [very informal — only to close friends]



Accepting an invitation

(Thank you.) I'd like to.
With pleasure.
I'd love to.

Declining an invitation

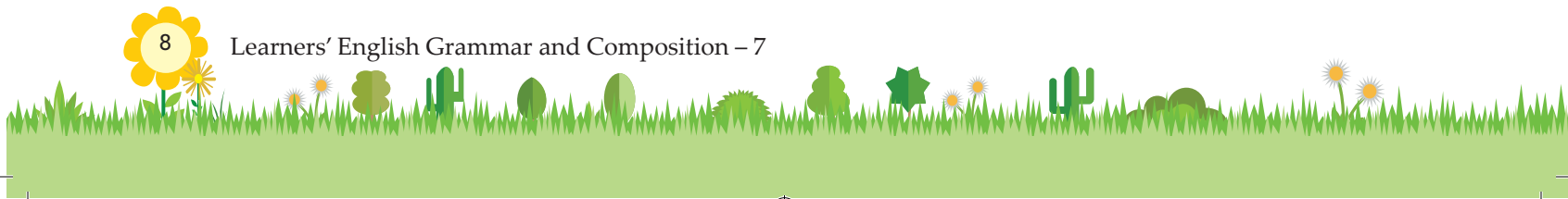
Thank you (very much), but I'm sorry I won't be here tomorrow.
That's very kind of you, but I'm afraid I can't.

Exercise I...



Work in pairs. Fill in the blank spaces and then role-play the conversations.

1. (A and B are introduced to each other.)



- A : How do you do?
B : _____
2. A : Pleased to meet you.
B : _____
3. A : Happy New Year!
B : _____
4. A : _____
B : Fine, thank you.
5. A : How are you feeling?
B : _____
6. A : _____
B : You're welcome.
7. A : Good luck!
B : _____
8. A : Would you like to come to the party? [B accepts.]
B : _____
9. A : Won't you have tea with us? [B declines.]
B : _____
10. A : Good afternoon, Mr Hussain!
B : _____
11. A : How are you?
B : _____

Exercise II...



What would you say in these situations?

- You see your friend Vijay at 7.00 p.m. It is the first time you have seen him today.

- You have talked to the friend (referred to above) for a few minutes. You leave him at 7.10 p.m.
Good _____ !/ _____
- You want to introduce Mohan and David to each other.

- It is Dussehra. You want to greet your friend.

- You want to invite your friend to dinner next Sunday.

6. It is your friend's birthday. You want to give him (or her) good wishes.

7. A friend asks you how you are. You are not feeling 100% well.

8. A friend is going to take an exam. You want to give him (or her) good wishes.

9. You want to introduce yourself to somebody sitting opposite you on the train.

10. Somebody says, "How are you?" You are feeling very well.

11. You want to ask a stranger to change a hundred-rupee note.

12. Your friend is about to go on a trip. You want to give him good wishes.



2

Basic Functions (2) : Offers, Requests, etc.



OFFERS

Making an offer

Will you have a cup of ice cream?
Would you like a cake?
Would you like me to post the letter?
Can/May I help you up the stairs?
Shall I give you a lift?

Replies

Yes, please. (Thank you.)
Thank you. I'd love to.
I'd love to. That's kind/nice of you.
No, thank you. [**Thank you** can be used for accepting as well as refusing.]
"Can I carry the bag for you?" — "No, it's OK, thanks."



REQUESTS

Making a request

Will you lend me your pen, please?
Would/Could you lend me your pen, please? [more polite than "Will you.....?"]
Would you mind opening the window? [much more polite than the above one]

Agreeing to a request

All right./OK.
Yes, certainly./Sure.
Yes, of course.

Refusing a request

I'm sorry I can't.
I'm afraid not, because.....



APOLOGIES

Making an apology

I'm sorry I was so rude.

I'm very sorry for coming late.

I'm so/very/awfully/terribly sorry

Excuse me. [used before interrupting or disturbing somebody, or when you want to get past a person]

I beg your pardon./Pardon me./Oh, sorry. (used when you accidentally touch or push someone, when you step on someone's foot, etc.)

Please accept my apologies. [formal]



PERMISSION

“Can I use your pen?” — “Certainly.”/“Of course you can.”

Could I borrow your camera for a week? [**Could** is more polite than **can**.]

May I leave at 4 o'clock? [**May** is more formal than **can** and **could**.]

You can use my phone.

Each passenger may take one bag onto the plane.

“Can I have more chocolate?” — “No, I'm afraid you can't.”

“Could I read your paper?” — “Yes, of course you can.”

[NOT : “..... of course you **could**.”]



SUGGESTIONS

Making a suggestion

Shall we go for a swim?

Let's go to the cinema.

How about going to the cinema?

What about playing tennis?/What about a game of tennis?

Why don't we have some ice cream?/Why not have some ice cream?

We could take a taxi.

Asking for a suggestion

Where shall we go?

What shall we do this weekend?



Agreeing with a suggestion

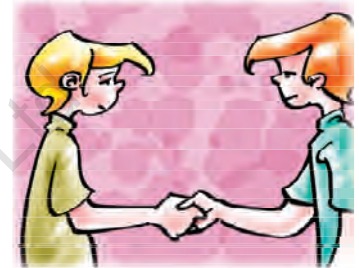
Good idea./Yes, that's a good idea.
Yes, let's do that.
Fine/OK.
Yes, why not?



CONGRATULATIONS AND SYMPATHY

Congratulating

I hear you've got a first class. Well done!
"Congratulations (on getting a first class)." — "Thank you."



Showing sympathy

"I've failed my exam." — "Bad luck./Hard luck./Never mind. Better luck next time."

I am very sorry to hear about your grandfather. (He was such a good man.)

"I've lost my briefcase. It contained very important papers." — "I am sorry (to hear that). That is a pity."

"My grandfather died last week." "Oh, I am sorry."

Please accept our deepest sympathy in your sad loss. [formal]



ASKING SOMEONE TO SAY SOMETHING AGAIN

I'm sorry, what did you say?
I'm sorry?/Sorry?
I beg your pardon?/Pardon?
Would you repeat what you said, please?
What? [very informal — only to close friends]

ON THE PHONE

Asking for a person

Can/Could/May I speak to Mr Pratap Singh?
Hello, is Mary there?



Saying who you are

Hello , this is Ashok Kumar.

Hello, it is Ashok.

Hello, Ashok here/ Ashok speaking.

“Can I speak to Mr Mohan Rao?” — “Speaking.”

Asking who somebody is

Who is that?/Who is that speaking?

Is that Padma?

Who am I speaking to?

Who is speaking, please?

When you think you have been cut off

Hello? Are you there?

Wrong number

I think you’ve got the wrong number.

I’m sorry. I’ve got the wrong number.



If somebody is not there

I’m afraid he isn’t in at the moment.

Can I take a message?

I’ll ring/call again later.

Could you ask him to ring/call me back?

Can I leave a message?

{ the person who says
somebody is not there.

{ the person who is told that
somebody is not there.

Asking people to wait

Just a moment, please.

Hold the line, please.

Hold on a moment, please.



Exercise I...



Work in pairs. Fill in the gaps and then role-play the conversations.

1. A : Can I use your ruler? (B is willing to lend it.)
B : _____
2. A : Would you like a banana? (B accepts.)
B : _____
3. A : My suitcase was stolen at the bus station. (B shows sympathy.)
B : _____
4. A : Could you lend me Rs 50 until tomorrow? (B refuses.)
B : _____
5. A : Could you wait a couple of minutes? (B is willing to wait.)
B : _____
6. A : Shall we go to the movie tonight?
B : _____
7. Mr X : (On the phone) Can I speak to Mr Gopalan?
Mr Gopalan : _____
8. A : _____ on passing the exam.
B : Thank you.
9. A : Would you mind _____? (B agrees to get a taxi for A.)
B : _____
10. A : Accidentally steps on B's foot.
B : Oops!
A : _____
B : _____
11. A : Would you like some more rice? (B refuses.)
B : _____
12. A : Can I mend the bike for you? (B accepts.)
B : _____
13. Son : May I go out, mummy? (He isn't allowed to.)
Mother : _____
14. A : Congratulations!
B : _____

15. A : How is your dog?
B : He died. (A shows sympathy.)
A : _____

Exercise II...



What would you say in these situations?

1. You haven't heard properly what someone said.

2. You want to borrow your friend's umbrella.

3. You and your friends are planning to go for a picnic. You want to suggest taking some chapattis for the picnic.

4. You are late for school. You apologise to your teacher.

5. You accidentally push someone while walking in a hurry.

6. You are on the phone. You want to speak to Mr Mohan Rao.

7. You are on the phone. You want to say who you are.

8. You are in the classroom. You have to go to the toilet. You need your teacher's permission.

9. Your friend has got a job. You want to congratulate him.

10. You are at lunch. You want to ask somebody to pass the salt.

11. You have stepped on somebody's toes by accident.

12. Somebody says, "My sister fell on the steps and broke her leg."

13. You want to offer your guest some more rice at dinner.

14. You want to borrow your neighbour's ladder for a few minutes.

15. You have spilt some tea on your friend's clothes.



3

Parts of Speech : Revision



There are eight word classes or **parts of speech** in English. They are : nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions and interjections.

Modern grammars include another word class called “**determiners**”.

A **noun** is a word which names or refers to a person, animal, place or thing. For example, the words **mother, Pratap, horse, city, Nepal, fridge** and **banana** are nouns.

A **pronoun** is a word used in place of a noun. The most common pronouns are **I, me, you, we, us, he, him, she, her, it, they** and **them**.

A **verb** says what somebody or something does (e.g. **go, write, do, shine**) or what happens (**die, fall, rain, happen**).

A few verbs like **be** (= **is/am/are/was/were**), **become, remain, have** express a state or condition.

An **adjective** is a word which describes or says more about a noun or pronoun. For example, **good** (as in “a **good** boy”), **tall** (as in “a **tall** building”) and **right** (as in “I am **right**”) are adjectives.

A **determiner** is a word that limits the meaning of a noun or makes it clear. Determiners include **a, an, the, this, that, each, every, all, much, many, some, any, my, your, her, their, one, two**, etc. Most of the determiners are often treated as adjectives in traditional grammars.

An **adverb** is a word that mainly adds to the meaning of a verb and says how, where and when an action is done. For example, **well** (as in “He batted **well**”), **here** (as in “Sit **here**”) and **now** (as in “Do it **now**”) are adverbs.

Sometimes an adverb adds to the meaning of an adjective or another adverb. For example, in the expression “**quite** true” the adverb **quite** adds to the meaning of the adjective **true**. In the expression “**very** slowly” the adverb **very** adds to the meaning of another adverb **slowly**.

A **preposition** is a word like **at, in, with, for, from, to, into**, etc. used before a noun or pronoun to show place, time, method, reason, etc.

A **conjunction** is a joining word like **and, but, or, so, because, though, if**, etc. It joins words or groups of words.

An **interjection** is a word which expresses a strong feeling. **Bravo, hurrah, oh, gosh, hey, wow, ouch**, etc. are interjections.

Exercise ...



Read this story and name the parts of speech of the words in bold.

Once when Winston Churchill was prime minister of **Britain** he called a taxi and told the **driver** to take him **to** the BBC studio.

“I’m **sorry**, sir,” said the driver, who **failed** to recognize him. “I can’t go that **far**. Mr Churchill is to give a **speech** in an hour and I want to go home to hear **him**.”

Churchill was so pleased that he gave him a one-pound note. “**Oh**, how **kind** you are!” said the taxi-driver. “Get in, sir. I’ll take **you** wherever you want to go. I don’t care **for** Churchill’s speech.”

Write your answers on the lines given below :

1. was _____
2. Britain _____
3. driver _____
4. to _____
5. sorry _____
6. failed _____
7. far _____
8. speech _____
9. him _____
10. oh _____
11. kind _____
12. you _____
13. for _____



4 Sentences



A **sentence** is a group of words which makes complete sense.

Sometimes a sentence may have only one word. If somebody says to you “Stop” you know what he means. That one word makes complete sense and it is a sentence.

Kinds of Sentences

There are four kinds of sentences. Study the following :

1. He is careful.
2. Is he careful?
3. Be careful.
4. How careful he is!

The first sentence states something. Sentences like this are called **statements** or **declarative sentences**.

Sentence 2 asks about something. It is a **question**. Sentences of this kind are called **interrogative sentences**.

Sentence 3 tells somebody to do something. Sentences like this are called **commands** or **imperative sentences**.

Sentence 4 expresses a strong feeling. This type of sentences are called **exclamations** or **exclamatory sentences**.

Further examples :

The film has come out on video. (Statement)

What time do you usually get up? (Question)

Turn down the TV. (Command)

What a clever girl! (Exclamation)

The basic use of an imperative sentence is to give an order. We also use this type of sentence to

1. give advice (e.g. Learn to use the Internet.)
2. make an offer (e.g. Have a cup of tea.)

3. make a wish for somebody (e.g. Have a happy journey.)
4. warn somebody (e.g. Don't touch that wire.)
5. give instructions (e.g. Take 1 teaspoonful every three hours.)

Note:

The terms "declarative sentence" and "exclamatory sentence" are found only in traditional grammars. They are rarely used in modern British and American grammars.

Exercise ...



Write 12 sentences of your own : three statements, three questions, three imperative sentences and three exclamations.



5

Object, Complement, Transitive and Intransitive Verbs



The person or thing to whom or to which something is done is called an **object**.

Study the following :

1. They praised **Pratap**.

Who/Whom did they praise? Pratap. The noun **Pratap** is the object of the verb **praised**.

2. The dog bit **her**.

Who/Whom did the dog bite? Her. The pronoun **her** is the object of the verb **bit**.

3. The cow eats **grass**.

What does the cow eat? Grass. The noun **grass** is the object of the verb **eats**.

The verbs **praised**, **bit** and **eats** are called **transitive verbs**.

A transitive verb is one which takes an object.

Sometimes a transitive verb takes two objects. Study the following sentences :

	Object 1	Object 2
He showed	me	the photos.
Mr John taught	us	English.
I lent	Ramesh	the camera.
His father bought	him	a mobile.

The first object refers to the person receiving something. The second object refers to the thing that is given. Objects such as type 2 are called **direct objects**. Objects such as type 1 are called **indirect objects**.

Look at the following sentences :

Leela **came** to see me.

He **died** in the accident.

I **slept** only three hours.

The verbs **came**, **died** and **slept** have no objects. We cannot ask “What/Whom did Anita come?”, “What/Whom did he die?”, etc. Verbs like these are called **intransitive verbs**.

An intransitive verb is one which cannot take an object.

Note that some verbs can be either transitive or intransitive, *e.g.*

Transitive

He **opened** the door.

I **broke** a cup.

The driver **stopped** the train.

He **rang** the bell.

Intransitive

The door **opened**.

The cup **broke**.

The train **stopped**.

The bell **rang**.

Look at the sentences below. The words or word groups in pink are called **complements**.

This is **Vijay**.

They were **busy**.

The girl seemed **very sad**.

He remained **a bachelor**.

C.V. Raman became **a great scientist**.

A complement is a word or word group that follows a verb and relates to the subject *i.e.*, it describes the subject or identifies it (says who or what it is). Only a small number of verbs like **be** (= **am/is/are/was**, etc.), **become**, **seem**, **appear**, **look** (= seem) take complements. Such verbs as these are called **linking verbs**. In old grammars, such verbs are called **verbs of incomplete predication**.

Here are further examples of complements :

He grew **angry**.

I feel **much better**.

This CD is **mine**.

His hair has turned **grey**.

He looked **very cheerful**.

It is getting **dark**.

Jawaharlal Nehru was **the first Prime Minister of India**.

Exercise I...



Find the objects and complements in the following sentences. (Some sentences contain two objects.)

1. They cancelled the match. _____
2. Divya has scored full marks. _____
3. She is a clever girl. _____
4. He cleans the bike every day. _____
5. That dress looks nice. _____
6. She gave us her address. _____
7. He used the Internet all afternoon. _____
8. It's me. _____
9. See me at 4.30. _____
10. We bought the children ice creams. _____
11. He has grown very tall. _____
12. The milk turned sour. _____
13. He remained silent throughout. _____
14. I showed them the way. _____
15. The programme on Channel 5 was very interesting. _____
16. I'll phone him in a few minutes. _____
17. Will you send me the bill? _____
18. The bag is Anil's. _____
19. He has just become a father. _____
20. I told his father the truth. _____

Exercise II...



Find the transitive and intransitive verbs in the following sentences.

1. I met him in Nagpur. _____
2. The last bus leaves at 11.00. _____

3. You drive too fast. _____
4. We recorded the TV programme. _____
5. I lay down after lunch. _____
6. The shop closes at 9 p.m. _____
7. Will you close the window, please? _____
8. Let's invite Rekha and Rupa. _____
9. The train arrives at platform 4. _____
10. I usually sleep six hours a day. _____
11. Grass grows after rain. _____
12. He grows vegetables. _____
13. He tore the cloth. _____
14. The cloth tears easily. _____
15. The flowers look fresh. _____
16. The noise woke her. _____
17. Suddenly she woke and cried. _____
18. People who work hard succeed. _____
19. Make hay while the sun shines. _____
20. Everything comes to him who waits. _____

Exercise III...



Complete each of these sentences with an object. Make sentences 7 to 10 true for you.

1. I have bought _____.
2. They are watching _____.
3. We often play _____.
4. He broke _____.
5. She was wearing _____.



6. He was repairing _____.
7. I like _____.
8. I hate _____.
9. I know _____.
10. I am learning _____.

Exercise IV...



Complete each of these sentences with a complement.

1. I am _____.
2. She looks _____.
3. The flowers are _____.
4. He grew _____.
5. We felt _____.
6. She became _____.

© S Chand and Company Pvt Ltd



6

Nouns



There are several **kinds of nouns**.



Common and proper nouns

Common nouns are words like **boy, aunt, city, month, mountain**, etc. which name or refer to people, places or things but are not the names of particular people, places or things. They are names given in common to all people, places or things of the same kind. The names of particular people, places or things are called **proper nouns**, e.g. **Ashok, Helen, Delhi, July, Everest**. Proper nouns begin with a capital letter.



Abstract nouns

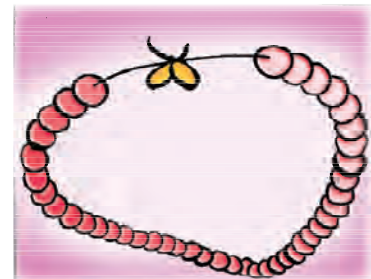
Abstract nouns are the names of feelings, ideas or qualities, e.g. **joy, sorrow, friendship, kindness, strength, courage, beauty**. They are things we cannot touch or see.



Collective nouns

These are the names of groups of people, animals or things, e.g. **crowd, army, committee, flock, bunch**. Often a certain word (collective noun) is used with certain kinds of people, animals or things. For example, we say :

- a band (of musicians)
- a bench (of judges)
- a gang (of thieves/robbers/prisoners)
- a pride (of lions)
- a herd (of cows/buffaloes/deer)
- a swarm (of ants/flies/bees)
- a pack (of wolves/hounds)
- a shoal (of fish swimming together)
- a clump (of trees)
- a set (of tools)
- a string (of beads/pearls)
- a fleet (of ships/buses/cars/taxis/vans, etc. travelling together or owned by the same company)



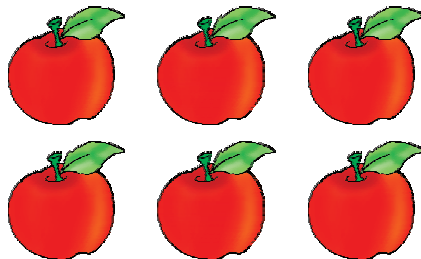


Countable and uncountable nouns

Nouns like **book, pen, table, apple, camera** and **CD** are **countable**. They are things that can be counted. For example, we say **one book, two books, five books** and so on. Countable nouns can be singular or plural. They are used with **a/an** and numbers like **one, two, three**, etc.



an apple



six apples

Singular countables cannot be used alone. We put either **a/an** or words like **the, this, that, my**, etc. before them (e.g. an apple, the table, this pen, your CD).

Nouns like **milk, sugar, rice, electricity, gold** and **cleverness** are **uncountable**. They are things that cannot be counted. We CANNOT say “one milk”, “two milks”, “five golds” and so forth.

Names of substances (like **milk, oil, rice, gold**, etc.) and abstract things (= things we cannot see or touch, like **beauty, joy, friendship, music**, etc.) are uncountable nouns in most cases.

The word **some** can go before both uncountable nouns and plural countable nouns.

There is **some bread** on the table.

There are also **some biscuits** on the table.



We do not use any words like **some, the, much**, etc. with uncountable nouns when we are talking about things in general. They can be used alone, unlike singular countable nouns.

Bread is made from **flour**.

Note: that the following nouns are usually uncountable in English:

advice	work	luggage	paper
news	business	scenery	bread
information	furniture	traffic	weather

Most of these are countable in Indian languages and therefore Indian learners often wrongly use them with **a/an** and in the plural.

- Wrong : Can I give you **an advice**?
- Right : Can I give you **some advice**?
- Wrong : They sold all their **furnitures**.
- Right : They sold all their **furniture**.

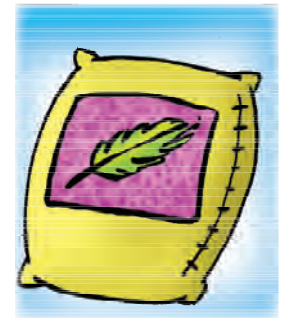
If you are thinking of one separate item or unit of an uncountable thing, you may say **a piece of**/**a bottle of**, etc.

- a piece of advice
- a piece/an item of news
- a piece of work
- a piece/bar of chocolate
- a piece/sheet of paper
- a piece/loaf of bread
- a glass of water
- a jar of honey
- a bottle of milk
- a can of oil
- a bowl of rice
- a tube of toothpaste



Note also the following :

- a kilo of wheat
- a litre of petrol
- a metre of cloth
- a gram of gold



Exercise I...



Complete this crossword with collective nouns.

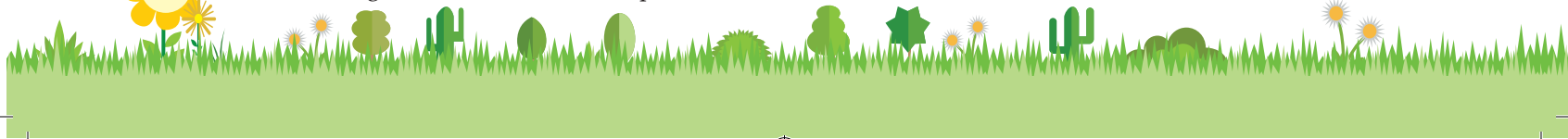
			1 S				
2 B							
						3	
4				5 P			
	6 S						
			7				

Across

1. a of fish
4. a of trees
6. a of pearls
7. a of cows

Down

1. a of ants
2. a of judges
3. a of robbers
5. a of lions
6. a of tools

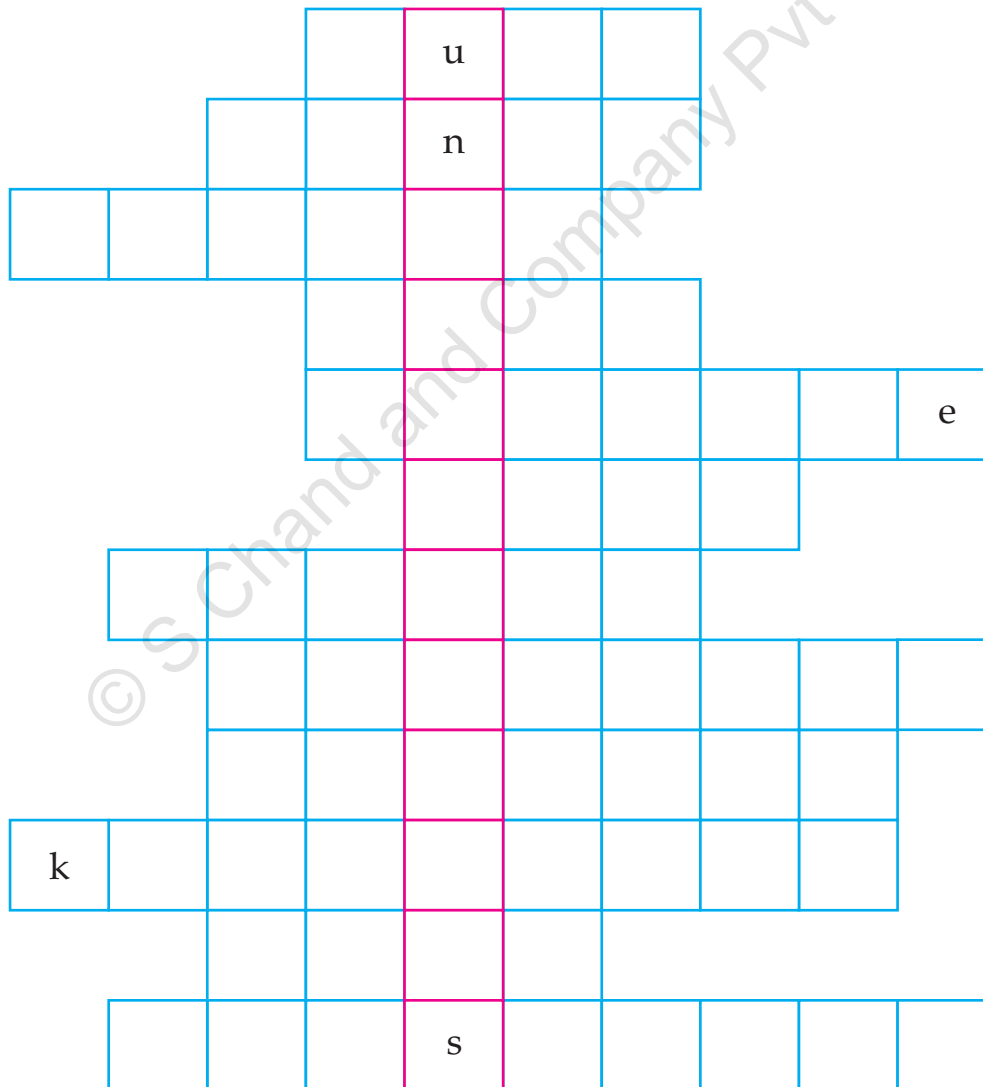


Exercise II...



Look at the nouns below. Which of them are uncountable? Underline the uncountables, then fit them into the puzzle. (You should write the words across.) Find the hidden word. (It goes down.)

request	fridge	luck	newspaper
advice	housework	joke	rubbish
order	jewel	luggage	ghee
news	money	suitcase	chapatti
gold	cotton	climate	lesson
reason	shirt	weather	knowledge



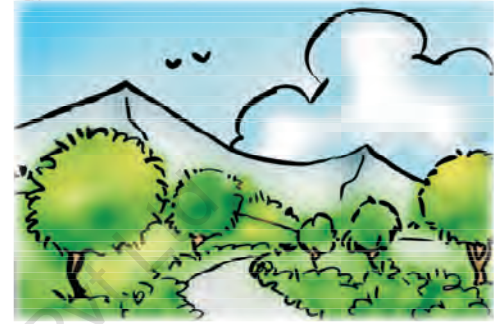
The hidden word is _____.

Exercise III...



Put **a/an** or **cross (X)** (= no word) in the blanks. (Remember that **a/an** can be used only with singular countable nouns. Put a cross (X) before uncountable nouns and plural nouns.)

1. Have you got _____ ruler?
2. Have you put _____ salt in the soup?
3. I saw _____ snake in the garden.
4. She takes _____ bread every day.
5. _____ cakes are made from _____ flour.
6. I have _____ urgent work to do.
7. She isn't in _____ good health.
8. He takes _____ banana with _____ rice.
9. _____ jam consists of _____ fruit and _____ sugar.
10. _____ chair is often made of _____ wood.
11. _____ mangoes grow on _____ trees.
12. I want to ask you _____ question.
13. _____ cat eats _____ meat.
14. I have heard _____ good news.
15. _____ child likes _____ sweets.
16. _____ fish swims in _____ water.
17. I like _____ butter on _____ piece of _____ bread.
18. The teacher has given me _____ good advice.
19. _____ knife is made of _____ steel.
20. What _____ beautiful scenery!



The above activities (Exercises 1, 2 and 3) can be done in pairs.



7 Articles (1)



The little words **the** and **a/an** are called **articles**.

A is used before a consonant sound and **an** before a vowel sound :

a bag	an apple
a house	an hour
a year	an honest man
a European	an MLA
a union	an umbrella

Note:

The words “European” and “union” begin with a consonant sound. The words “hour”, “honest” and “MLA” begin with a vowel sound. It is the sound that matters, not the spelling.

When we are talking about a person or thing for the first time, we use **a** (or **an**). When we refer to the same person or thing again, we use **the**.

Suresh found **a letter** on his table. (We don't know which letter.)

The letter was addressed to Mr Ashok Kumar. (Now we know which letter — the one just talked about, the one Suresh found on his table.)



We use **the** when it is clear which person or thing we mean. We use **a/an** when it is not clear which person or thing we mean. Note that **a/an** is used only before countable nouns, *i.e.* things that can be counted.

I met him at **the station**. (= the station in this town.)

Gopal has cleaned **the car**. (= our car)

The girl standing there is my sister. (The words **standing there** tell us which girl.)

Compare the above sentences with the following, where **a** is used before the same nouns :

The train stopped at **a station**. (We don't know which station.)

They went in **a car**. (We don't know which car.)

He was talking to **a girl** this morning.



In your house you may talk about **the floor, the hall, the kitchen**, because your house has only one floor, one hall, one kitchen. Similarly we say:

the door, the ceiling, the floor, the light (of a room), **the station, the airport, the hospital** (of a town)

We may say **the headmaster** (= the headmaster of the school you go to), **the Chief Minister** (= the Chief Minister of our State), **the Prime Minister** (= the Prime Minister of our country) etc.

A similar use of **the** is with the names of things which are the only ones of their kind:

the sun, the moon, the sky, the earth, the world

We use **the** before superlatives, e.g. **the tallest, the best** (because there is only one tallest, one best) and before ordinals (= numbers like **first, second, third** etc.) , e.g. **the first, the fifth**.

We use **a/an** (apart from its use referred to above)

(a) in the sense of "one":

Can you wait **a minute**?

The bag costs **a hundred** rupees.

(b) in the sense of "each", "every":

The cloth is Rs 70 **a metre**.

I go to my hometown twice **a week**.

(c) to say what kind of thing or person something/somebody is, or what somebody's job is:

What's that noise? Is it **a helicopter**?

An ostrich is **a bird**.

Usha is **a clever girl**.

This is **a very good book**.

My father is **a doctor**.



We also use **the**

(a) before a singular noun to make general statements about animals or things :

The lion is a wild animal. (**The lion** = all lions; lions in general.)

The rose is a beautiful flower. (**The rose** = all roses; roses in general)

- (b) before adjectives like **rich, poor, young, old, blind, unemployed** etc. (without a noun) to talk about groups of people :

We must help **the blind**. (**the blind** = blind people)

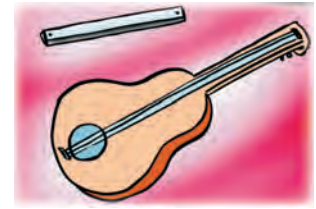
The young have the future in their hands.

(**The young** = young people)

- (c) before the names of musical instruments :

I can play **the violin**.

She is learning **the flute**.



Exercise ...



Fill in the blanks using **a, an** or **the**.

- _____ man and _____ woman were standing there. _____ man was lean and tall. _____ woman was short and stout.
- Can you play _____ flute?
- Pratap is _____ cleverest boy in _____ class.
- _____ tiger is _____ very dangerous animal.
- I will be back in _____ hour.
- Will you open _____ window, please?
- She is _____ nurse.
- I would like to speak to _____ principal.
- I bought _____ shirt and _____ tie. _____ tie was very expensive.
- Twelve inches make _____ foot.
- Who is _____ boy standing at _____ gate?
- Neil Armstrong was _____ first man to walk on _____ moon.
- _____ elephant is _____ very strong animal.
- It is fair that _____ rich should pay higher taxes than _____ poor.
- What is _____ capital of Pakistan?
- Have you got _____ camera? Could I borrow it?
- Excuse me, can you tell me where _____ toilet is?
- I go to Mumbai twice _____ month.
- She slipped in _____ bathroom and broke her leg.
- _____ book on _____ table is mine.



Read your answers to one another in pairs or in groups. Discuss any mistakes you have made.

8 Articles (2)



We use no article before uncountables and plural countables with a general meaning.

Milk is good for everybody. (**Milk** = all milk)

Oil floats on **water**.

Children love playing. (**Children** = children in general)

Aeroplanes can fly very fast.



But we use **the** before uncountables and plural countables with a limited meaning.

The milk has turned sour. (**The milk** = the milk in our cupboard)

They took **the children** to the zoo. (**the children** = their children)

Notice also that no article is used

(a) **before the names of games :**

They are playing **cricket**.

(b) **before the names of languages :**

He knows **Urdu**.

She can speak **English** fluently.

(But we say **the Urdu language, the English language** etc.)

(c) **before the names of meals in normal contexts :**

What time is **dinner**?

We had chapattis for **breakfast**.

They are at **lunch**.

(But we say: **The lunch** they gave us was very nice. Discuss with your partner why **the** is used here.)



We usually say **the** radio, but **television/TV** (without an article).

I didn't hear the news on **television**, but I heard it on **the radio**.

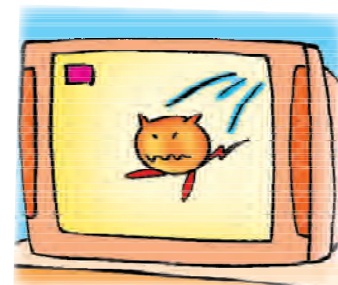
He watches TV a lot.

But :

Have you repaired **the television**? (= the television set)

He's going to buy **a TV**. (= a TV set)

We usually use **the** before **Internet** (or **Net**).



She spends a lot of time on **the Internet**.

Many proper names take no article. A few take **the**.

Names **without the**

- names of people**
Mohan is here.
This is **Mrs Wilson**.
- continents, countries, cities, etc.**
Have you been to **Africa**?
India is a great country.
He lives in **Pune**.
- lakes and single mountains**
Chicago is on **Lake Michigan**.
Who first climbed **Mount Everest**?

Names **with the**

- plural names referring to a whole family**
the Wilsons
the Chopras
- rivers, canals and seas**
the Ganga, the Nile
the Suez Canal
the Atlantic (Ocean), the Pacific
- plural place names (including mountain groups and names containing the word "Union" or "United")**
the West Indies, the Netherlands
the Himalayas, the USA (=the United States of America)
the UK (= the United Kingdom)

You will know more details of the use of articles in Book 8 of this series.

Exercise I...



Fill in the blanks with **the** or **cross (X)** (= no word) :

- What time do you have _____ breakfast?
- I enjoyed _____ lunch.
- Do you collect _____ stamps?
- Do you take _____ sugar in _____ tea?
- _____ tea didn't taste good.
- In _____ India _____ coffee is more expensive than _____ tea.
- _____ Alps separate _____ France and _____ Italy.
- We play _____ football daily.
- Where is _____ Amazon river?
- Is this _____ milk or _____ cream?

11. _____ rain falls from _____ clouds.
12. _____ teachers should be respected.
13. _____ teachers of that school are on strike.
14. How is _____ paper made?
15. _____ paper you are writing on is too thin.
16. I expect _____ England will beat _____ West Indies.
17. He is from _____ Netherlands.
18. _____ Red Sea is between _____ Saudi Arabia and _____ Africa.
19. _____ Pacific Ocean separates _____ United States and _____ Japan.

Exercise II...



Fill in the blanks with **the, a/an** or **cross (X)** (= no word) :

1. _____ stranger over there looks like _____ European.
2. _____ Ganga is _____ holy river.
3. He bought _____ house next to _____ post office.
4. _____ dinner is ready.
5. _____ dinner they gave us was very nice.
6. _____ Everest is _____ highest mountain in _____ world.
7. She went into her room and locked _____ door.
8. _____ first man on _____ moon was _____ American.
9. _____ bees make _____ honey.
10. _____ honey we bought yesterday is not pure.
11. Did you see _____ film on _____ TV last night?
12. _____ games are good for _____ health.
13. _____ English is spoken in most parts of _____ world.
14. _____ sun is nearly 150 million kilometres from _____ earth.
15. _____ water is necessary to _____ life.
16. _____ water in that pot is not fit to drink.
17. Whose candlestick is on _____ table?
18. I use _____ Internet nearly every day.
19. There is some hot water in _____ kettle. Can you make _____ cup of tea?
20. _____ gold is _____ most precious of all metals.



Read your answers to one another in pairs or in groups. Discuss any mistakes you have made.

9

Present Continuous Tense and Simple Present Tense



FORMS



Present continuous

am / is / are + ing form

Positive

I am working.
We/You/They are working.
He/She/It is working.

Negative

I am not working.
We are not working.
He is not working.

Interrogative

Am I working?
Is he working?
Are you working?

Short forms

I'm working. I'm not working.
He's working. He isn't working.
We're working. We aren't working.



Simple present

I/we/you/they → base form
he/she/it → -s/-es form

Positive

I/We/You/They work.
He/She/It works.

Negative

I do not work.
He does not work.

Interrogative

Do you work?
Does he work?

Short forms

I don't work.
He doesn't work.



USES

The present continuous is mainly used for an action happening now.

- They **are playing** football (now).
- Hurry up. Your friends **are waiting** for you.
- I can't hear. What's he **saying**?



We use the simple present for habits or things that happen again and again.

- I **go** for a walk every evening.
- She often **uses** the Internet.
- He usually **works** till midnight.

We also use the simple present to talk about

(a) **general truths (= things which are always true)**

- The sun **shines** during the day.
- Birds **fly**.
- Children **grow** very quickly.



(b) **things which stay the same for a long time**

- She **acts** on TV.
- They **live** in Mumbai.
- He **walks** very fast.



We can also use the present continuous to talk about something that is happening for a limited period of time but is not happening just at the moment:

- Mr Gupta **is writing** a novel. (*i.e.* He has started the novel but has not yet finished it. At this moment he is talking to his friend.)



Verbs which describe actions can be in the present continuous or simple present. But some verbs are not normally used in the continuous tense. These are:

- (a) verbs of the senses, *e.g.* **see, hear, smell, taste.**
- (b) verbs of feeling, *e.g.* **want, wish, desire, like, love, dislike, hate.**
- (c) verbs of thinking, *e.g.* **think, suppose, know, understand, believe, agree, remember, forget.**
- (d) verbs of possession, *e.g.* **have, possess, own, belong.**
- (e) other verbs like **cost, weigh, be, seem, appear, need, contain, consist.**

Examples

Wrong

The boy **is wanting** chocolates.
I **am agreeing** to it.
He **is having** a large family.
She **is seeming** sad.

Right

The boy **wants** chocolates.
I **agree** to it.
He **has** a large family.
She **seems** sad.

The present continuous is often used for things that people have arranged to do in the future:

We **are going** to Shimla tomorrow.

I **'m staying** here till Sunday.

The simple present is used for the future when it is part of a timetable.

Our school **reopens** on 15th.

The train **leaves** at 11.00.

To talk about personal arrangements we use the present continuous, not the simple present.

Wrong

We **go** for a picnic tomorrow.

Right

We **are going** for a picnic tomorrow.

Exercise I...



Complete these sentences using the present continuous of the verbs in the box.

go watch bite talk play do disturb have visit knock

1. Nikhil _____ to his sister on the phone at the moment.
2. They _____ a video.
3. I _____ to Kochi next week.
4. Look! Rajiv _____ his nails again.
5. The boys _____ their homework.
6. We _____ tennis tomorrow.
7. Listen! Somebody _____ on the door.
8. He can't answer the phone now, he _____ a bath.
9. You _____ me. Would you please talk quietly?
10. Deepa _____ her aunt at the weekend.

Exercise II...



Choose the correct form to fill in each space.

1. She _____ the dog for a walk every evening. (take/takes)
2. Kangaroos _____ in grassland areas. (live/lives)
3. Mr Gopalan _____ his daughter up from school at 4.30 every day. (pick/picks)
4. The Rajadhani Express _____ at 8.15. (leave/leaves)
5. You _____ very fast. (type, types)
6. Many children _____ too much time watching TV. (spend/spends)
7. The earth _____ on its axis once every 24 hours. (spin/spins)
8. The school holidays _____ next week. (begin/begins)
9. Bats _____ at night. (fly/flies)
10. I _____ the Internet every day. (use/uses)
11. The universe _____ of billions of galaxies. (consist/consists)
12. We often _____ dinner in front of the TV. (have/has)

Exercise III...



Fill in the blanks with the simple present forms of the verb **help**. (You have to use **do/does** in negative and interrogative sentences.)

	Positive	Negative	Interrogative
1.	He _____ her.	He _____ her.	_____ he _____ her?
2.	You _____ them.	You _____ them.	_____ you _____ them?
3.	She _____ you.	She _____ you.	_____ she _____ you?
4.	They _____ him.	They _____ him.	_____ they _____ him?
5.	It _____ us.	It _____ us.	_____ it _____ us?



Exercise IV...



Look at the pictures below and the captions. Say what the people do in their jobs and what they are doing at the moment. (For each picture write a sentence with the simple present and another with the present continuous.) Use these verbs in the present continuous: **play**, **eat**, **read**, **write**, **sew**. (You have to use the verb **read** twice.)

Example



Gopal, photographer

Gopal takes photographs.
He **is writing** a letter at the moment.

1



Vinod, lorry-driver

Vinod _____ a lorry.
He _____ now.

2



Mr Sen, TV actor

Mr Sen _____ on TV.
He _____ at the moment.

3



Miss Jones, English teacher

Miss Jones _____ English.
She _____ now.

4



Ashok and Kishore _____ houses.
They _____ now.

Ashok and Kishore, house builders

5



Mr Ali Khan _____ an aeroplane.
He _____ now.

Mr Ali Khan, pilot

Exercise V...



Put the verbs in brackets into the present continuous or simple present tense:

- This shop _____ on Fridays. (close)
- The moon _____ at night. (shine)
- Mother _____ tomorrow. (come)
- Padma _____ very happy. (seem)
- Listen! Somebody _____ on the door. (tap)
- I _____ a little more sugar in my tea. (want)
- They _____ his address. (know)
- I can't come out now; I _____ my homework. (do)
- Mr Shukla _____ two houses in this town. (have)
- Look! She _____ at you. (laugh)
- This box _____ twelve kilos. (weigh)
- The man who _____ to Suresh at the moment _____ six languages. [(talk) (speak)]
- Oh lovely! The sun _____ now. (shine)
- George _____ a lot about computers. (know)
- Anand and Vinay _____ to Patna this weekend. (go)

Check your answers with a partner.

10 Simple Past Tense and Present Perfect Tense



FORMS

Simple past

The form of the simple past is the same for all persons. Most verbs end in **-ed**. A list of irregular verbs (e.g. **speak - spoke - spoken**) is given in the appendix.

Positive

I/We/You/They spoke.
He/She/It worked.

Negative

I did not speak.
He did not work.

Interrogative

Did they speak?
Did she work?

Short forms

They didn't speak.
She didn't work.

Present perfect

have/has + past participle

Positive

I/We/You/They have spoken.
He/She/It has worked.

Negative

I have not spoken.
He has not worked.

Interrogative

Have they spoken?
Has she worked?

Short forms

I've not spoken.
They haven't spoken.
She hasn't worked.

USES

The simple past is used for an action completed at some time in the past. We use this tense when we talk or think about a definite time in the past. That is, the time is mentioned or understood in the context.

- Rahim **phoned** me yesterday.
- We **watched** a video last night.
- I **bought** this camera in Japan.
- Did** you **come** by train or by bus?



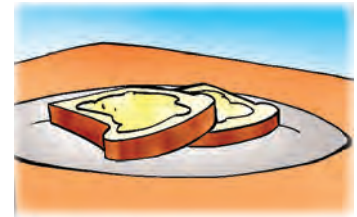
The simple past is often used to tell a story.

We use the present perfect for completed actions when we are not talking or thinking about the time that they happened. This tense links the past with the present in some way.

We use the present perfect to talk about

(a) **the present result of a past action**

- Mary **hasn't eaten** any bread. (*i.e.* The bread is still on the table.)
- Mr Verma **has gone** to Delhi. (*i.e.* Now he isn't here.)
- We **have cleaned** the flat. (The flat is clean now.)
- I **'ve bought** a scooter. (so now I needn't use buses.)



(b) **something that happened only a short time ago (with the adverb just)**

- He **has just gone** out.
- The clock **has just struck** ten.

(c) **an action that happened during a period of time that is not yet finished (with today, this week, this month, etc.)**

- My sister **has arrived** today.
- I **have seen** Robert this week.

(d) **something that began in the past and has continued up to the present (with since/for-phrases).**

- We **have lived** here since 1996. (= We still live here.)
- I **have known** him for five years.
- She **has been** ill since Monday.

(e) **an action that happened at some indefinite past time (with adverbs which mean "at any time up to now," like already, before, never, ever, yet):**

I've **already** finished my work.
Have you ever **seen** the Taj Mahal?
Has she **come** yet?
 She **hasn't come** yet.



Note: Never use the present perfect with past time expressions like **an hour ago, at 8.30, yesterday, last week, last month, in 2003**, etc. The simple past, not the present perfect, should be used with expressions which say when something happened.

Wrong : We **have seen** him a few minutes ago.
 Right : We **saw** him a few minutes ago.
 Wrong : I **have bought** this CD yesterday.
 Right : I **bought** this CD yesterday.

Exercise I...



Below is a story which you have probably heard before. Fill in the blanks with the simple past tense of the verbs in the box.

lay	have	cut	cry	want	find
-----	------	-----	-----	------	------

A man _____ a wonderful goose which _____ a golden egg every day.

The man _____ to get the whole gold at once. So he _____ the goose open. But he _____ no eggs inside. "Oh, what a fool I am!" he _____.



Exercise II...



Change the following into (a) negative, (b) interrogative sentences.

Examples

The train left.

(a) *The train didn't leave.*

(b) *Did the train leave?*

1. She felt ill.

(a) _____

(b) _____

2. She made the cakes.
(a) _____ (b) _____
3. The phone rang.
(a) _____ (b) _____
4. He signed the cheque.
(a) _____ (b) _____
5. The police caught him.
(a) _____ (b) _____
6. His dog bit him.
(a) _____ (b) _____
7. She lost her earring.
(a) _____ (b) _____
8. She paid the bill.
(a) _____ (b) _____
9. He read the newspaper.
(a) _____ (b) _____
10. They shut the gate.
(a) _____ (b) _____

Exercise III...



Work in pairs. Tell your friend about some of the things you did last summer. Take turns. These words may help you:

go visit spend play stay finish watch work

Example

I went to Bengaluru. I spent a week with my cousins.

Now write five sentences about what you and your friend did.



Exercise IV...



Complete these sentences using the **present perfect** of the verbs in the box.

miss repair stop cook become live go grow help do

1. I _____ the dinner myself. Doesn't it taste nice?
2. Satish _____ the TV. It is OK now.
3. Oh, we _____ the bus! Shall we take a taxi?
4. The Internet _____ part of everyday life.
5. It _____ raining. Let's go out now.
6. I _____ a lot of work today. I am very tired.
7. We _____ in this house for five years.
8. My brother _____ a beard.
9. Mr and Mrs James aren't at home. They _____ to Delhi.
10. Vivek _____ me to solve the puzzle.

Exercise V...



Work in pairs. Make sensible sentences from this table. Take turns to ask questions and answer them using **never, once, twice, three times, several times** etc. (Give true answers.)

Have you ever	seen been been to eaten travelled	the Taj Mahal? a hippo? America? by air? late for school? English films? mangoes?
---------------	---	---

Example

A : *Have you ever seen the Taj Mahal?*

B : *Yes. I have seen it twice.*

Exercise VI...



Answer these questions in complete sentences. Give true answers.

1. Have you read a newspaper today?

2. Have you seen any films this month?

3. Have you played any games this week?

4. Have you phoned anybody today?

5. Have you eaten lunch yet?

6. Have you watched any TV programmes today?

7. Have you ever been absent from school? (You may have to use **never** or **sometimes**)

Exercise VII...



Put the verbs in brackets into the simple past or present perfect (whichever you think is right).

1. I _____ my homework at 7.30. (finish)
2. She _____ me so far. (not phone)
3. I _____ this rug in Kashmir. (buy)
4. Rupa is crying. She _____ her exam. (fail)
5. I _____ Ramesh just five minutes ago. (see)
6. He _____ very busy yesterday. (be)
7. They _____ the CD, as you can see. (break)
8. Who _____ the biscuits? The tin is empty. (eat)
9. They _____ in Chennai for six years. They may live there for two years more. (live)
10. They _____ in Chennai for six years. They moved to Salem last month. (live)
11. We _____ the video last night. (watch)
12. Our guests _____ ; they are sitting in the hall. (arrive)

Compare your answers with another pupil and discuss any mistakes you have made before your teacher helps you.