

New  
Learners'  
English Grammar  
and Composition

6

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)



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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)

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# PREFACE

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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.

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Dr. N.D.V. PRASADA RAO

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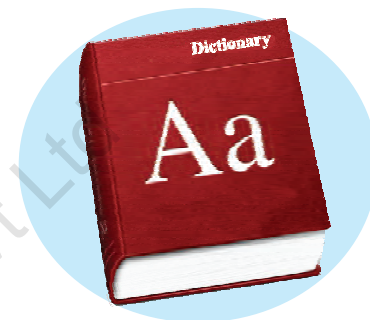
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# 1 Finding Words in a Dictionary



The words of a dictionary are arranged in alphabetical order (= in the order of the alphabet\*) so that we can find any word easily. Words beginning with the same letter are arranged according to the second letter. For example, **ble**ss comes before **bri**ght because 'l' comes before 'r' in the alphabet. If the first two letters in each word are the same, the words are arranged according to the third letter. If the first three letters in each word are the same, the words are arranged according to the fourth letter and so on. Study the lists of words below. They are put in alphabetical order.



<b>c</b> andle	<b>c</b> loak	<b>c</b> redit	(The first letter of each word is the same.)
<b>cr</b> eep	<b>cr</b> isp	<b>cr</b> umb	(The first two letters are the same.)
<b>ear</b> l	<b>ear</b> n	<b>ear</b> th	(The first three letters are the same.)
<b>tra</b> il	<b>tra</b> in	<b>tra</b> itor	(The first four letters are the same.)

A dictionary usually has a pair of words at the top of each page, like this :

<b>build</b>	<b>bunch</b>	94
--------------	--------------	----

or like this :

<b>build</b>	94	<b>bunch</b>
--------------	----	--------------

These are called **guide words**. They guide us in quickly finding the word we want. The guide word on the left tells us the first word given on that page, and the one on the right tells us the last word. For example, if we are trying to find the word **bulk**, we look at the guide words in the **b** part till we see the pair between which **bulk** comes. We find **bulk** on page 94 in the dictionary referred to above.

\*a b c d e f g h i j k l m n o p q r s t u v w x y z



Some dictionaries have only one guide word on each page. They have one word on the left page and another on the right page. The guide word on the left page tells us the first word given on that page, while the guide word on the right page tells us the last word on that page.

## Exercise I...



Arrange each of these groups of words in alphabetical order.

1. mass                      marsh                      mayor                      match  
\_\_\_\_\_
2. guilt                      guest                      guess                      guide  
\_\_\_\_\_
3. launch                      lead                      lawn                      laser  
\_\_\_\_\_
4. tribe                      trifle                      trick                      trial  
\_\_\_\_\_

## Exercise II...



Below are given the top parts of four pages from a dictionary. Look at the guide words and mention the numbers of pages where you can find the words that follow.

<b>force</b>	<b>form</b>	<b>138</b>
--------------	-------------	------------

<b>form</b>	<b>fossil</b>	<b>139</b>
-------------	---------------	------------

<b>foul</b>	<b>fraud</b>	<b>140</b>
-------------	--------------	------------

<b>freckles</b>	<b>friendly</b>	<b>141</b>
-----------------	-----------------	------------

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. fort                      _____</li> <li>2. fountain                      _____</li> <li>3. fragile                      _____</li> <li>4. forgive                      _____</li> <li>5. freeze                      _____</li> <li>6. fraud                      _____</li> </ol> | <ol style="list-style-type: none"> <li>7. fork                      _____</li> <li>8. freight                      _____</li> <li>9. fortune                      _____</li> <li>10. freedom                      _____</li> <li>11. forge                      _____</li> <li>12. former                      _____</li> </ol> |
|---|---|



## 2 Parts of Speech



Words are divided into eight classes according to the work that they do in a sentence. They are: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions and interjections. These word classes are often called **parts of speech**. Modern grammars include another word class called **determiners**.

A **noun** is a word which names or refers to a person, animal, place or thing. The words **doctor, Gopal, cow, city, Mumbai, camera, beauty, cleverness** and **friendship** are all nouns.



A **pronoun** is a word used instead of a noun. The main pronouns include **I, you, we, he, she, it, they, me, us, him** and **her**.

A **verb** says what a person or thing does (e.g. **go, speak, do, shine**) or what happens (e.g. **die, happen, rain**).

A few verbs like **be, become, remain** and **have** express a state or condition.

An **adjective** is a word which describes or adds to the meaning of a noun or pronoun. For example, **good** (in “a **good** student”), **interesting** (in “an **interesting** programme”) and **angry** (in “He was **angry**”) are adjectives.

A **determiner** is a word that comes before a noun and limits the meaning of the noun or makes it clear. Determiners include **the, a, an, this, these, that, those, each, every, all, both, some, any, my, your, her, their, one, two**, etc. Most of the determiners (almost all except **the** and **a/an**) 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 or when something happens (e.g. He drives **carefully**. Come **here**. They arrived **yesterday**).

Sometimes an adverb adds to the meaning of an adjective (e.g. **quite** correct) or another adverb (e.g. **very** quickly).



A **preposition** is a word like **at, in, to, with, on, for** and **under**, which is used before a noun or pronoun to show place, time, manner, etc.

A **conjunction** is a joining word such as **and, but, yet, or, if, though, because** and **when**. It joins words or groups of words.

An **interjection** is a word that expresses a strong sudden feeling. **Oh, hey, hello, wow, shh, ouch** and **hurrah** are interjections.

## Exercise ...

Name the parts of speech of the words in pink.

The teacher looked through Anil's **homework** **and** said, "I don't understand how it is possible **for** a **single** person to make so many **mistakes**."

"It **was** not a single person, sir," said Anil **proudly**. "My father **helped** me."

"**Oh!**" the teacher exclaimed. "Did **he**?"



Write your answers on the lines below.

- |             |       |            |       |
|-------------|-------|------------|-------|
| 1. homework | _____ | 6. was     | _____ |
| 2. and      | _____ | 7. proudly | _____ |
| 3. for      | _____ | 8. helped  | _____ |
| 4. single   | _____ | 9. oh      | _____ |
| 5. mistakes | _____ | 10. he     | _____ |



# 3 Sentences



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

A written sentence begins with a **capital letter** and ends with a **full stop (.)**, a **question mark (?)** or an **exclamation mark (!)**.

A sentence can be a statement, a question, a command or an exclamation.

**Study the following examples :**

1. She is using the computer.
2. Have you switched on the computer?
3. Switch on the computer.
4. How useful the computer is!



The first sentence says or states something. It is a **statement**.

Sentence 2 asks about something. It is a **question**.

Sentence 3 tells somebody to do something. It is a **command**.

Sentence 4 expresses a strong feeling. It is an **exclamation**.

Here are further examples.

## Statements

The moon goes round the earth.

Good pupils work hard.

## Questions

What are you doing?

How long have you lived here?



## Commands

Close the gate.

Don't make a noise.

## Exclamations

How clever he is !

What a good idea!

Statements are also called **declarative** (or **assertive**) **sentences**. They end with a full stop.

Questions are also called **interrogative sentences**. They end with a question mark.

Commands can be called **imperative sentences**. They usually end with a full stop.

Exclamation can also be called **exclamatory sentences**. They end with an exclamation mark.

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

1. to give advice (e.g. Improve your spelling.)
2. to make an offer (e.g. Have an ice cream.)
3. to make a wish for someone (e.g. Have a nice time.)
4. to warn somebody (e.g. Mind the steps.)
5. to give instructions (e.g. Shake well before use.)

## Exercise I...



Below are 12 sentences without punctuation marks at the end of them. Put the punctuation marks and write S (= statement), Q (= question), C (= command) or E (= exclamation) next to each sentence:

1. Put the CDs on the top shelf \_\_\_\_\_
2. This book is available on CD-ROM \_\_\_\_\_



3. Have you downloaded the information \_\_\_\_\_
4. Have a happy journey \_\_\_\_\_
5. How recklessly he drove \_\_\_\_\_
6. How do you spell your name \_\_\_\_\_
7. Ring me up when she comes \_\_\_\_\_
8. What a marvel the Internet is \_\_\_\_\_
9. The movie has come out on video \_\_\_\_\_
10. See the doctor at once \_\_\_\_\_
11. It was a very enjoyable evening \_\_\_\_\_
12. What an enjoyable evening \_\_\_\_\_



# 4

## Elements of a Sentence



### Subject and Predicate

The part of a sentence which names the person or thing that we talk about is called the **subject**. The part which contains a verb and tells something about the subject is called the **predicate**.

Study these sentences, in which the two parts are separated.

#### Subject

Radha

The train

They

The house over there

Tenzing and Hillary

#### Predicate

is a clever girl.

arrived late.

have videoed the function.

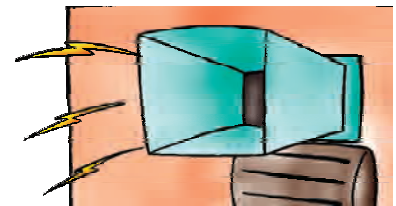
is my uncle's.

were the first to reach the top of Mount Everest.

The subject usually comes first, but sometimes it is put after the predicate, *e.g.*

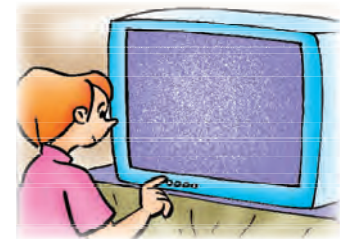
Here is an announcement.

Up went the rocket.



The subject is often left out in commands.

Switch off the TV. (**You** is understood.)



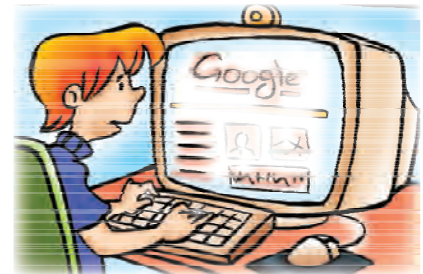
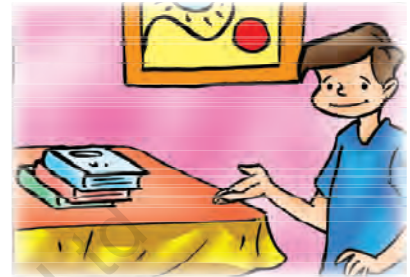


## Exercise I...



Separate the subject and the predicate in the following sentences :

1. Colombo is the capital of Sri Lanka.
2. A lost opportunity never comes.
3. The books on the table are mine.
4. The moon goes round the earth.
5. Sugar is bad for your teeth.
6. The house at the end of the street is on sale.
7. Shankar, John and Rahim go to school together.
8. Here comes the bus.
9. The programme on Channel 5 was very interesting.
10. The film has come out on video.
11. I use the Internet nearly every day.
12. Over three million Muslims visit the holy city of Mecca every year.



## Exercise II...

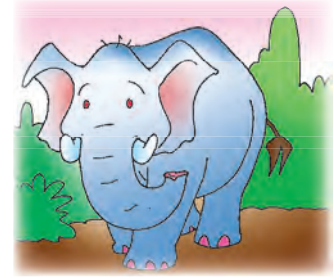


Add a predicate to each of these subjects so as to form a sentence.

1. India \_\_\_\_\_
2. My mother tongue \_\_\_\_\_
3. The sun \_\_\_\_\_
4. I \_\_\_\_\_
5. These grapes \_\_\_\_\_
6. The train \_\_\_\_\_
7. Cows \_\_\_\_\_
8. English \_\_\_\_\_



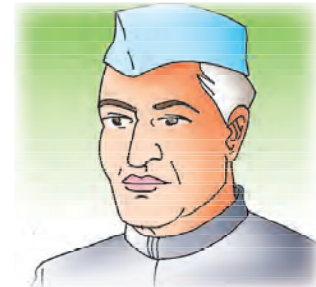
9. The elephant \_\_\_\_\_  
 10. Computers \_\_\_\_\_



## Exercise III...

Add a subject to each of the following predicates :

1. \_\_\_\_\_ moves round the Sun.
2. \_\_\_\_\_ is the capital of India.
3. \_\_\_\_\_ build nests.
4. \_\_\_\_\_ is the shortest month.
5. \_\_\_\_\_ is the most precious metal.
6. \_\_\_\_\_ has delivered three letters today.
7. \_\_\_\_\_ is a good exercise.
8. \_\_\_\_\_ falls from the clouds.
9. \_\_\_\_\_ is mine.
10. \_\_\_\_\_ was the first Prime Minister of India.



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

Read the following sentences:

- The dog bit **Tom**. (Who did the dog bite? Tom.)  
 Rekha is picking **flowers**. (What is Rekha picking? Flowers.)  
 I have bought a new **bike**. (What have I bought? A new bike.)



In the first sentence, **Tom** is the object of the verb **bit**. In the second sentence, **flowers** is the object of the verb **is picking**. In the third sentence, **a new bike** is the object of the verb **have bought**.



Sometimes a verb has two objects. Study the following sentences:

	Object 1	Object 2
She gave	me	her address.
Rahul lent	us	his camera.
He has bought	his sister	a necklace.
I sent	Mahesh	a cheque.
Would you pass	me	the salt?

The first object refers to the person receiving something, and the second object refers to the thing that is given.



## Complement

Read the following sentences :

This is **Mohan**.

They were **busy**.

The girl seems **very sad**.

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



In these sentences, **Mohan**, **busy**, **very sad** and a **great scientist** are called **complements**.

A **complement** is a word or word group that follows a verb and describes a noun or pronoun that comes before it. Only a small number of verbs like **be**, **become**, **seem**, **appear** and **look** (= seem) take complements. Such verbs as these are called **linking verbs**.

The following are further examples of complements :

I felt **hungry**.

He looked **very happy**.

This CD is **mine**.

The cake tastes **quite delicious**.

Dr. Rajendra Prasad was the **first President of India**.



## Exercise IV...

Find the objects and complements in the following sentences. Underline them and write O (= object) or C (= complement) on the line against each sentence :

- 1. Peter took my pen. \_\_\_\_\_
- 2. The man seemed very nice. \_\_\_\_\_
- 3. The principal is rather strict. \_\_\_\_\_
- 4. The boy is playing computer games. \_\_\_\_\_
- 5. Chaithanya is a brilliant student. \_\_\_\_\_
- 6. The cat chased the rat. \_\_\_\_\_
- 7. Saroja looks worried. \_\_\_\_\_
- 8. My grandfather built this house. \_\_\_\_\_
- 9. We were watching cricket. \_\_\_\_\_
- 10. I recorded the TV programme. \_\_\_\_\_
- 11. The baby fell asleep. \_\_\_\_\_
- 12. They paid the bill yesterday. \_\_\_\_\_
- 13. I lent him my umbrella. \_\_\_\_\_
- 14. We grew tired. \_\_\_\_\_
- 15. Anita has watered the plants. \_\_\_\_\_
- 16. Mr Ashok Kumar became a wealthy businessman. \_\_\_\_\_
- 17. We missed the first train. \_\_\_\_\_
- 18. I bought my sister a silk sari. \_\_\_\_\_
- 19. This story is most amusing. \_\_\_\_\_
- 20. I enjoyed the party. \_\_\_\_\_

There are two sentences containing two objects each. Which are they? Tick the two sentences.

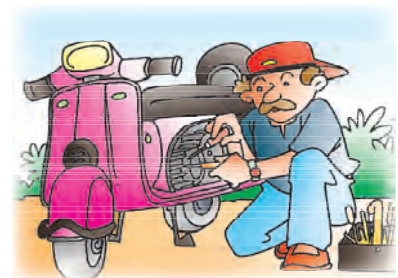


## Exercise V...



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

1. I have bought \_\_\_\_\_
2. She teaches \_\_\_\_\_
3. He was repairing \_\_\_\_\_
4. Cats kill \_\_\_\_\_
5. Anil broke \_\_\_\_\_
6. She was wearing \_\_\_\_\_
7. I like \_\_\_\_\_
8. I hate \_\_\_\_\_
9. I often play \_\_\_\_\_
10. I know \_\_\_\_\_

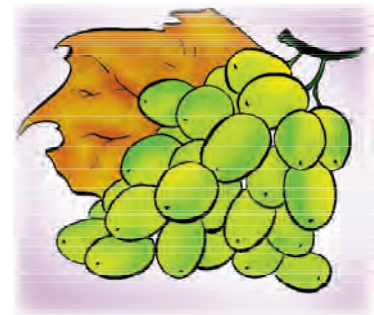


## Exercise VI...



Complete each of these sentences with a complement.

1. I am \_\_\_\_\_
2. She looks \_\_\_\_\_
3. The weather is \_\_\_\_\_
4. He became \_\_\_\_\_
5. We felt \_\_\_\_\_
6. The grapes taste \_\_\_\_\_





# 5

## Agreement of the Verb with the Subject



Look at the following :

I **am** twelve years old.

You **are** late.

He **is** a clever boy.

They **are** angry with her.



These four sentences contain the same verb (**be**) and the same tense (simple present). But the verb form is not the same in all the sentences. The verb agrees with its subject.

**A verb must agree with its subject in number and person.**

### Remember

I	am
You	
We	are
They	
He/She	is
It	

I	
He/She	was
It	
You	
We	were
They	

I	
You	have
We	work
They	
He/She	has
It	works

We think of an amount of money, a period of time, a distance or a weight as one thing. So we use a singular verb with such subjects.

Rs 900 **seems** a lot of money for a shirt.

Four years **is** a long time to be without a job.

10 kilometres **is** quite a long walk.



Names of things which have two parts, like **spectacles** (or **glasses**), **scissors**, **trousers**, **pants**, **jeans**, **pyjamas**, etc., are plural, so they take a plural verb.

Your spectacles **are** on the table.

His trousers **were** dirty.

My jeans **need** washing.

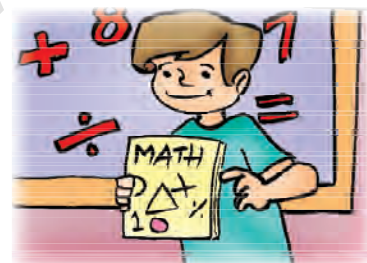
**News** is singular and therefore takes a singular verb.

The news **is** surprising.

The news **is** at 6.30 on Channel 4.

Subject names like **mathematics**, **physics**, **economics** take a singular verb.

Maths **is** my favourite subject.



The noun **police** has a plural meaning and takes a plural verb.

The police **have** arrested my neighbour.

After **one of** + plural noun the verb is singular.

One of my brothers **lives** in Iran.



When a plural noun or pronoun follows **either of**, **neither of**, **any of** and **none of**, we can use a singular or plural verb. A plural verb is often used in spoken English.

Neither of them **knows** (or **know**) her address.

I don't think any of these books **is** (or **are**) worth buying.



In sentences beginning with **there**, the real subject comes after the verb.

**Note:** There + **is/was** + singular noun  
There + **are/were** + plural noun

There **is** a man at the gate.

There **are** five people outside.

There **weren't** any eggs in the fridge.



## Exercise ...



Choose the correct word from the brackets to fill in each blank.

1. There \_\_\_\_\_ seven girls in the class. (is/are)
2. Economics \_\_\_\_\_ an interesting subject. (is/are)
3. His pyjamas \_\_\_\_\_ too long. (is/are)
4. 12 kilometres \_\_\_\_\_ a long way to walk every day. (is/are)
5. One of the photos \_\_\_\_\_ lost. (was/were)
6. My spectacles \_\_\_\_\_ broken. (is/are)
7. Ten minutes \_\_\_\_\_ allowed to each speaker. (is/are)
8. I don't think the news \_\_\_\_\_ true. (is/are)
9. The police \_\_\_\_\_ questioning two men. (was/were)
10. Two hours \_\_\_\_\_ a long time to have to wait for the next train. (seem/seems)
11. My trousers \_\_\_\_\_ getting too tight around the waist. (is/are)
12. Physics \_\_\_\_\_ his main subject. (is/are)
13. The jeans you bought for me \_\_\_\_\_ fit me. (don't/doesn't)
14. There \_\_\_\_\_ several problems to discuss. (was/were)
15. \_\_\_\_\_ there enough chairs in the hall? (Are/Is)
16. One of my brothers \_\_\_\_\_ gone to America for higher studies. (have/has)





# 6

## Present Continuous and Simple Present



### Present Continuous

I am working.

We	}	are working.
You		
They		
He	}	is working.
She		
It		



### Simple Present

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

I am not working.

We	}	are not working.
You		
They		
He	}	is not working.
She		
It		



I	}	do not work.
We		
You		
They	}	does not work.
He		
She		
It		

Am I working?

Are	}	working?	
			we
			you
	}	working?	
			they
			he
Is	}	working?	
			she
			it



Do	}	work?	
			I
			we
Does	}	work?	
			you
			they
Does	}	work?	
			he
			she
Does	}	work?	
			it

### Short forms :

am	→	'm (e.g. I'm working.)
are	→	're (e.g. We're working. They're playing.)
is	→	's (e.g. He's working. It's working.)
I am not	→	I'm not (e.g. I'm not working.)
is not	→	isn't (e.g. He isn't working. She isn't reading.)
are not	→	aren't (e.g. You aren't working. They aren't speaking.)
do not	→	don't (e.g. I don't work. They don't write.)
does not	→	doesn't (e.g. He doesn't work. She doesn't speak.)



### Short answers:

#### Present Continuous

Yes, I am./No, I'm not.  
Yes, they are./No, they aren't.  
Yes, he is./No, he isn't.

#### Simple Present

Yes, I do./No, I don't.  
Yes, they do./No, they don't.  
Yes, he does./No, he doesn't.

### Spelling note

The spelling sometimes changes when we add **-ing** or **-es** to the base form of a verb.



#### -ing form

When a verb ends in **e**, the **e** is dropped before **-ing** :

write - writing                      come - coming

Most verbs ending in one vowel + one consonant double the consonant when adding **-ing** :

run - running                      sit - sitting

Verbs ending in **ie** change the **ie** to **y** before **-ing** :

tie - tying                      die - dying



#### -s/-es form

Verbs ending in **ss**, **sh**, **ch**, **x** and **o** add **-es** :

cross - crosses                      wash - washes  
teach - teaches                      catch - catches  
mix - mixes                      go - goes



Verbs ending in a consonant + **y** change the **y** into **i** and add **-es**:

fly - flies

marry - marries

In all other cases, **s** alone is added:

speak - speaks

drive - drives

### Uses

We use the present continuous for things which are happening now.

She **is using** the computer (now).

Look! Ravi **is eating** biscuits again.

Don't go out now. **It's raining**.

You can switch off the TV. **I'm not watching** it.



The present continuous can be used for an action which is going on around the present but may not be happening at the moment of speaking.

Mr Mohan Das **is writing** a novel. (= He has started it but not finished yet. He is talking to a friend on the phone at this moment.)



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

She **uses** the computer every day.

Ravi often **eats** biscuits.

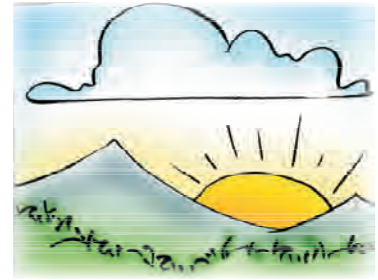
It usually **rains** in August.

**I don't watch** TV in the mornings.



We also use the simple present to talk about things that happen all the time or things that are true in general.

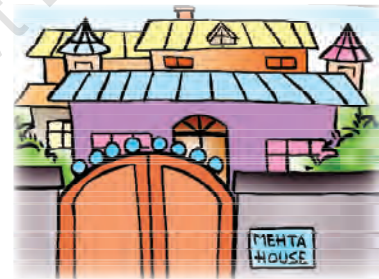
They **live** in Bengaluru.  
 Rajesh **works** in a bank.  
 The Sun **rises** in the east.  
 Rain **falls** from the clouds.



**Note** that certain verbs are not normally used in continuous tenses. They include:

like, love, hate, dislike, know, understand, want, need, suppose, believe, think (= believe), agree, remember, forget, see, hear, smell, taste, appear, seem, look (= seem), have (= possess), belong, contain, be, weigh, cost, etc.

- Wrong : I **am thinking** you are wrong.
- Right : I **think** you are wrong.
- Wrong : Tom **is having** two pens.
- Right : Tom **has** two pens.
- Wrong : The house **is belonging** to the Mehtas.
- Right : The house **belongs** to the Mehtas.



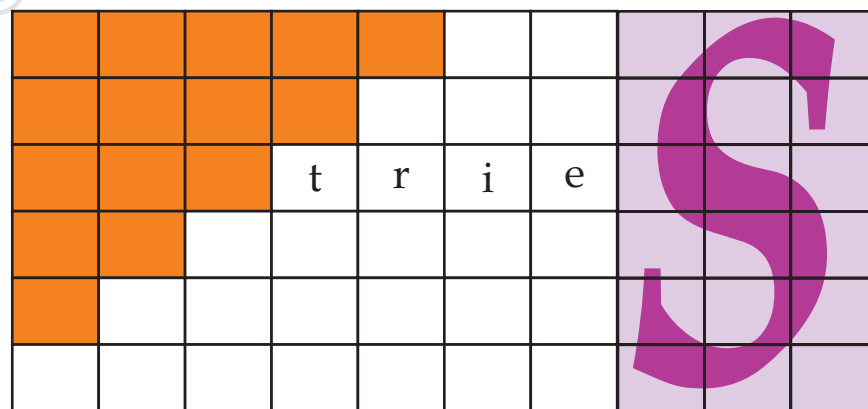
The present continuous and the simple present are also used for future actions. You will learn about it in Unit 10.

## Exercise I...



**A. Fit the simple present he/she/it forms of these verbs into the puzzle. One verb form (tries) has been written as an example.**

do      miss      **try**      have      receive      carry









## Pair-Work

Alternatively, this exercise can be done orally in pairs. Pupils A and B take turns to ask questions and answer them.

### Examples

A : Look at picture 1. What is happening?

B : It is raining.

B : What is the monkey doing in picture 7?

A : It is \_\_\_\_\_

**Yes/No** questions can also be asked, like this :

Look at picture 3. Is the girl eating a mango?

## Exercise II...



### A. Put in **help** or **helps**.

1. He \_\_\_\_\_ us.
2. I often \_\_\_\_\_ them.
3. My brother \_\_\_\_\_ me.
4. They rarely \_\_\_\_\_ us.
5. Gopi and I often \_\_\_\_\_ them.
6. We always \_\_\_\_\_ them.
7. Ramya \_\_\_\_\_ her mother.
8. You \_\_\_\_\_ him a lot.
9. The dog sometimes \_\_\_\_\_ me.
10. The trees \_\_\_\_\_ us in several ways.

### B. Put in **don't** or **doesn't**.

1. Saroja \_\_\_\_\_ like parties.
2. You \_\_\_\_\_ work hard.
3. He \_\_\_\_\_ like it.
4. I \_\_\_\_\_ remember it.
5. This cap \_\_\_\_\_ suit me.
6. These slippers \_\_\_\_\_ suit me.



**C. Put in do or does.**

- \_\_\_\_\_ he know English?
- \_\_\_\_\_ they know you?
- \_\_\_\_\_ this clock work well?
- Where \_\_\_\_\_ you live?
- What time \_\_\_\_\_ the bus arrive?
- \_\_\_\_\_ those grapes taste sweet?

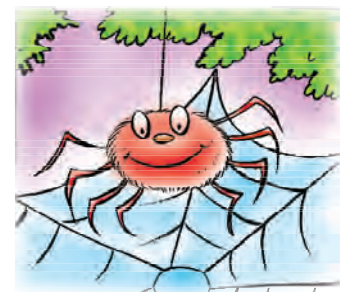
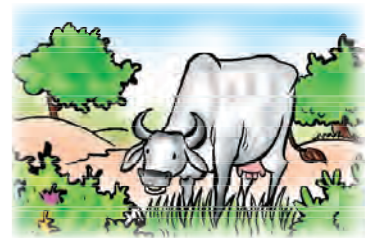
**Exercise III...**



Below are 10 general truths. Complete the sentences with the simple present of the verbs in the box.

eat float rise live speak move be boil build have

- The sun \_\_\_\_\_ in the east.
- Cows \_\_\_\_\_ grass.
- Frogs \_\_\_\_\_ both on land and in water.
- Oil \_\_\_\_\_ on water.
- The Earth \_\_\_\_\_ round the Sun.
- February \_\_\_\_\_ the shortest month.
- A spider \_\_\_\_\_ eight legs.
- Birds \_\_\_\_\_ nests.
- In Pakistan, people \_\_\_\_\_ Urdu.
- Water \_\_\_\_\_ at 100 degrees Centigrade.



## Exercise IV...

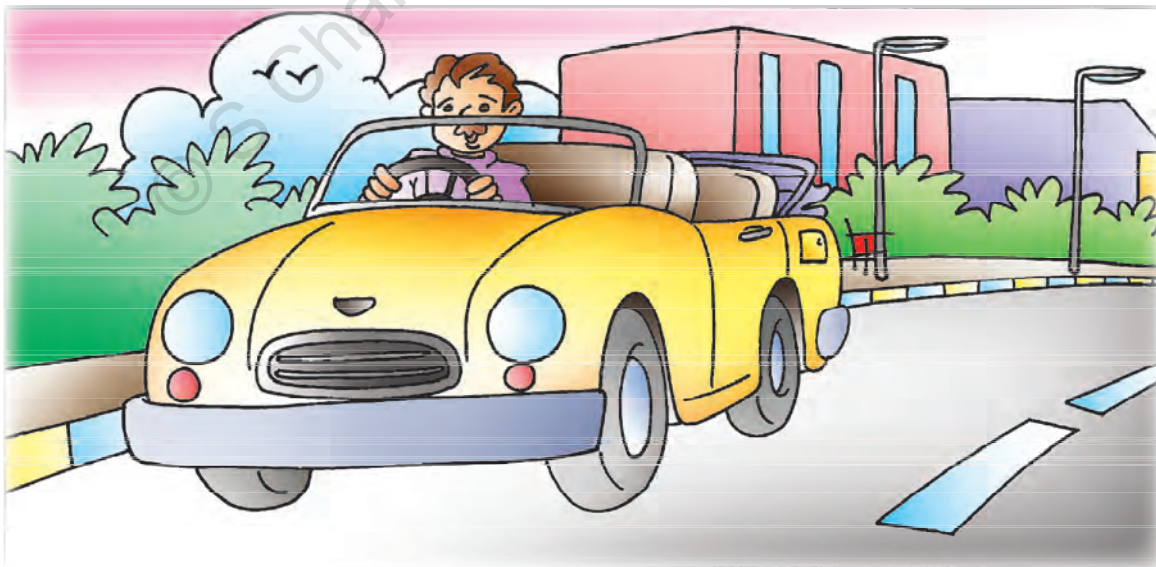


### A. Complete the sentences using the present continuous or simple present of the verbs in brackets.

1. We \_\_\_\_\_ cricket on Sundays. (play)
2. “Where are the children?” “They \_\_\_\_\_ in the garden.” (play)
3. Mr Ali \_\_\_\_\_ a car. (have)
4. Most children \_\_\_\_\_ ice cream. (like)
5. I \_\_\_\_\_ English at the moment. (study)
6. I \_\_\_\_\_ English every day. (study)
7. Look! It \_\_\_\_\_ again. (rain)
8. It \_\_\_\_\_ a lot here in July and August. (rain)
9. Be quiet! I \_\_\_\_\_ to the music. (listen)
10. I often \_\_\_\_\_ to music. (listen)



### B. Compare your answers with another pupil's and discuss the differences if there are any, before your teacher checks the answers.





# 7 Simple Past and Present Perfect



## Simple Past

I	}	spoke. did not speak.
We		
You		
They		
He		
She		
It		

Did	}	I we you they he/she/it	speak?

## Present Perfect

I	}	have spoken. have not spoken.
We		
You		
They	}	has spoken. has not spoken.
He		
She		
It		

Have	}	I we you they	spoken?
Has	}	he she it	spoken?

### Short forms :

did not → didn't (e.g. I didn't speak. He didn't work.)  
 have not → haven't (e.g. I haven't spoken. They haven't worked.)  
 has not → hasn't (e.g. She hasn't spoken. It hasn't worked.)

### Short answers:

#### Simple Past

“Did you speak?” “Yes, I did.”/  
 “No, I didn’t.”  
 “Did she work?” “Yes, she did.”/  
 “No, she didn’t.”

#### Present Perfect

“Have you worked?” “Yes, I  
 have.”/“No, I haven’t.”  
 “Has he spoken?” “Yes, he has.”/  
 “No, he hasn’t.”



The simple past (e.g. I **did**, he **worked**) is used for actions in the past when we say (or think of) the time that they happened.

We **went** to the zoo yesterday.

I **saw** him at the cinema (last night).



The present perfect (e.g. I **have done**, he **has done**) is used for past actions which have results **now**.

Mr Lal **has gone** to Delhi. (Now he is not here.)

Gopal **has repaired** the stove. (So the stove is all right now.)

We **have bought** a car. (We have a car now.)

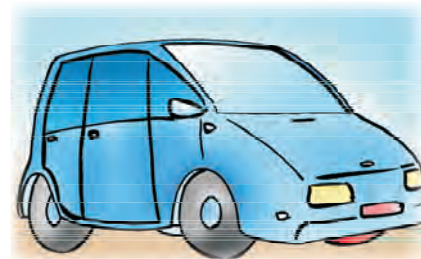


The present perfect tells us about the past and the present; it links the past with the present. The simple past refers to the past and does not tell us about the present. Compare the above three sentences with the following:

Mr Lal **went** to Delhi yesterday.

Gopal **repaired** the stove this morning. (It is 4.00 p.m.)

We **bought** this car last week.



Do not use the present perfect with past time words or phrases like **yesterday**, **last night**, **last week**, **five days ago**, **in 1995**, etc. Use the simple past, not the present perfect, with a definite point of time in the past and with the question word **when**.

Wrong : I **have met** him last Sunday.

Right : I **met** him last Sunday.

Wrong : When **has** he **phoned**?

Right : When **did** he **phone**?



The present perfect is often used with **just**, **already** and **yet**.

He **has** just **gone** out.

I **have** already **posted** the letters.

**Has** your uncle **arrived** yet?

I **haven't finished** my homework **yet**.



We use **just** with the present perfect when we talk about something that happened a very short time ago. We use **already** for things further in the past. We use **yet** when we are expecting something to happen. **Yet** is used in this way only in questions and negatives.

We use the present perfect with certain verbs like **be**, **know**, **live**, **stay** and **work** to talk about things that began in the past and have continued up to the present.

He **has been** ill for three days. (And he is still ill.)

I **have known** him since 2005.

They **have lived** in Nagpur for 10 years.

(And they still live in Nagpur.)



Compare the last sentence given above with the following:

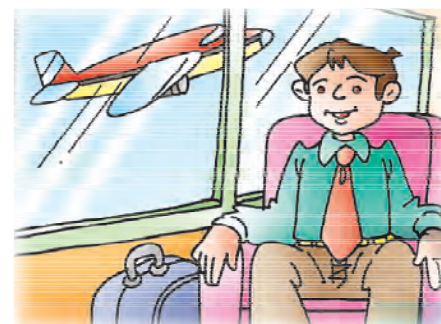
They **lived** in Nagpur for 10 years.

(They don't live in Nagpur now.)

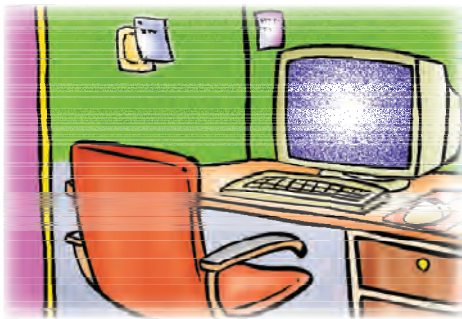
Also compare the following:

He **has gone** to America. (= He went to America and is still there.)

He **has been** to America. (= He went to America and has returned.)



Here is a clearer explanation of the difference between **have gone** and **have been**:



Mr Sinha isn't here at the moment. He **has gone** to the canteen. (= He has not returned.)



Mr Sinha is back now. He **has been** to the canteen. (= He has returned.)

We often use **since** and **for** with the present perfect to say how long something has continued.

**Note** that we use **since** with a point of time and **for** with a period of time.

#### Since

9 o'clock  
Monday  
10th  
last week  
June  
2002  
her marriage

#### For

three hours  
a few days  
a month  
two years  
a long time  
centuries  
ages

## Exercise I...



Can you do this crossword? The words are all verbs. They are the simple past forms of **watch**, **bite**, **throw**, **sing**, **catch**, **have**, **play** and **cut**. Use the clues given below :

1				2			3		
									4
		5							
				6				7	
8									

**Across**

1. He \_\_\_\_\_ a stone at the monkey.
5. A mad dog \_\_\_\_\_ Tom.
6. The police \_\_\_\_\_ the thief.
8. We \_\_\_\_\_ cricket.

**Down**

2. He \_\_\_\_\_ TV all afternoon.
3. She \_\_\_\_\_ a Hindi song.
4. She \_\_\_\_\_ the cake into four pieces.
7. I \_\_\_\_\_ a heavy breakfast this morning.

## Exercise II...



Change the following sentences into (a) negatives, (b) questions.

Example :

- The vase broke. → (a) *The vase didn't break.* (b) *Did the vase break?*
1. They sold the house. (a) \_\_\_\_\_ (b) \_\_\_\_\_
  2. The bird flew. (a) \_\_\_\_\_ (b) \_\_\_\_\_
  3. Pratap batted well. (a) \_\_\_\_\_ (b) \_\_\_\_\_





4. She turned off the tap. (a) \_\_\_\_\_ (b) \_\_\_\_\_
5. He took a taxi. (a) \_\_\_\_\_ (b) \_\_\_\_\_
6. The train left. (a) \_\_\_\_\_ (b) \_\_\_\_\_
7. They grew vegetables. (a) \_\_\_\_\_ (b) \_\_\_\_\_
8. She lost the keys. (a) \_\_\_\_\_ (b) \_\_\_\_\_
9. He shouted at her. (a) \_\_\_\_\_ (b) \_\_\_\_\_
10. He fed the dog. (a) \_\_\_\_\_ (b) \_\_\_\_\_

## Exercise III...



Complete the sentences using the present perfect of the verbs in the box. (You have to use **not** with two verbs.)

invite	steal	not answer	repair
hurt	post	live	not finish

1. I \_\_\_\_\_ the computer. It is OK now.
2. They \_\_\_\_\_ the phone. I'll phone them again in a few minutes.
3. The Chopras are having a party tonight. They \_\_\_\_\_ a lot of people.
4. We \_\_\_\_\_ in Bengaluru for over six years.
5. Where is the police station? Somebody \_\_\_\_\_ my briefcase.
6. She \_\_\_\_\_ the work yet.
7. He \_\_\_\_\_ his leg, so he is not playing.
8. \_\_\_\_\_ you \_\_\_\_\_ the letters?



# Exercise IV...

Write a sentence for each of these pictures, using **just**, **already** or **yet** and the words below. Use the present perfect. No. 1 has been done as an example.

- (not) wake up
- (not) finish their homework
- post the letter
- iron the clothes
- (not) take the photo
- finish his lunch



*He has not taken the photo yet.*



## Exercise V...



Now write three sentences about yourself. Use the present perfect and **just**, **already** or **yet**.

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## Exercise VI...



Choose the correct words to fill in the spaces.

1. The bus \_\_\_\_\_ five minutes ago. (left/has left)
2. Ashok \_\_\_\_\_ his suitcase and is about to leave. (packed/has packed)
3. We \_\_\_\_\_ Mr Ram Lal yesterday. (visited/have visited)
4. Mr Raman \_\_\_\_\_ to Mumbai. He will be back tomorrow. (has gone/has been)
5. She \_\_\_\_\_ to the bank. She has just returned. (has gone/has been)
6. When \_\_\_\_\_ it? (did you buy/have you bought)
7. I \_\_\_\_\_ in this school since 2000. (worked/have worked)
8. He \_\_\_\_\_ yet. Let's wait. (didn't come/hasn't come)
9. Mohan isn't at home. He \_\_\_\_\_ to the park. (has gone/went)
10. I have known Mr Vijay Sen \_\_\_\_\_ four years. (since/for)





# 8

## Present Perfect Continuous



Read the following :

I	}	have been working.
We		
You		
They		
He	}	has been working.
She		
It		
	}	has not been working.

Have	}	I	been working?
		we	
		you	
		they	
Has	}	he	been working?
		she	
		it	

**Short forms :**

I've been working.

He's been working.

They haven't been working.

She hasn't been working.



### Uses

The present perfect continuous shows that an action began in the past and is still going on. We often use this tense with **How long, since** ..... and **for** .....

How long **have** you **been doing** the homework?

I've **been doing** the homework since 8.15.

He **has been working** in this office for six years.

They **have been living** in Delhi since 2001.



For such actions we can use either the present perfect or the present perfect continuous with verbs like **live, stay, lie, work**, etc. For example, there is almost no difference in meaning between the last sentence and the following one :

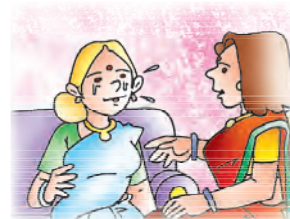
They **have lived** in Delhi since 2001.



Note that the verbs **be** and **know** cannot have the continuous form.

Wrong : I **have been knowing** him for five years.

Right : I **have known** him for five years.

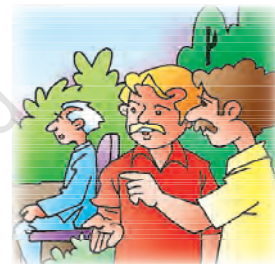


The present perfect continuous can also be used for an action finished a short time ago. The results of the action happen in the present.

“Why are your clothes dirty?” — “I **’ve been cleaning** the storeroom.”

I’m very tired. I **’ve been playing** basketball.

My eyes are watering because I **’ve been cutting** onions.



## Exercise I...



Use the present perfect continuous of these verbs to complete the sentences under the pictures:

rain

work

talk

watch

use

wait

1



They \_\_\_\_\_ videos all evening.

2



He \_\_\_\_\_ in the garden since 5 o'clock.

3



It \_\_\_\_\_ all day.

4



They \_\_\_\_\_ at the bus stop for about an hour.

5



He \_\_\_\_\_ on the phone since 8.15.

6



She \_\_\_\_\_ the computer for two hours.

## Exercise II...



Use the present perfect continuous of the verbs below to complete the sentences :

stand

use

work

do

listen

ring

1. He \_\_\_\_\_ in the office all day.
2. The phone \_\_\_\_\_ for five minutes.
3. They \_\_\_\_\_ at the bus stop for an hour.
4. He \_\_\_\_\_ to music all evening.
5. She \_\_\_\_\_ the Internet for two hours.
6. He \_\_\_\_\_ his homework since 8.30.



# 9

## Past Continuous and Past Perfect Tense



### Past continuous

I was working.  
We/You/They were working.  
He/She/It was working.

Was he working?  
Were you working?

I was not working.  
We/You/They were not working.  
He/She/It was not working.

He wasn't working.  
You weren't working.



### Past perfect

The form is the same (**had** + past participle) with all subjects.

I had sung.  
She had sung.

Had you sung?  
Had she sung?

I had not sung.  
She had not sung.

I hadn't sung.  
She hadn't sung.



### Uses

The past continuous is used for an action that was still going on at a certain time in the past.

I **was writing** a letter at that time.

We **were watching** TV when he **came** in.

The boy fell while he **was running**.

I **was having** a bath when the phone **rang**.

As in sentences 2, 3 and 4 above, the past continuous is often used in combination with the simple past. It shows that an action was continuing at a time when a shorter action happened. The simple past is used for the other action.





The past perfect is used for an action completed before a certain point in the past.

By eight o'clock I **had done** my homework.

It was ten o'clock. All the shops **had closed**.



We often use this tense for an action which happened earlier than another action. The simple past is used for the later action.

They went home when they **had finished** their work. (= They finished their work and then they went home.)

When we reached the station, the train **had left**. (= We couldn't catch the train.)

I gave the book to Leela after I **had read** it/after I **read** it.

He **had had** lunch when I arrived. (= He finished lunch before I arrived.)



Compare the last sentence (above) with the following :

He **had** lunch when I arrived. (= I arrived and then he started lunch.)

He **was** having lunch when I arrived. (= He was in the middle of lunch when I arrived.)



With **after** or **before** we can use either the past perfect or the simple past for the earlier action.



## Exercise I...



Complete the sentences under the pictures with the simple past or past continuous of the verbs in brackets. (You have to use both the simple past and past continuous in each of the sentences.)

1



Meena \_\_\_\_\_ (burn) her fingers while she \_\_\_\_\_ (cook) the dinner.

2



It \_\_\_\_\_ (rain) when I \_\_\_\_\_ (get up) this morning.

3



While he \_\_\_\_\_ (walk) in the park, a dog \_\_\_\_\_ (bite) him.

4



Ashok \_\_\_\_\_ (fall off) while he \_\_\_\_\_ (ride) his bike.

5



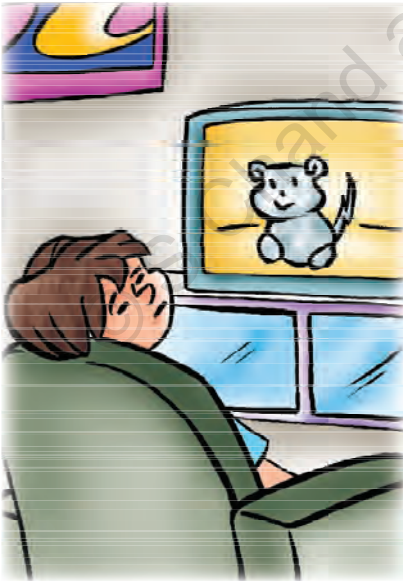
It \_\_\_\_\_ (start) to rain while we \_\_\_\_\_ (play) cricket.

6



As she \_\_\_\_\_ (clean) the room, she \_\_\_\_\_ (find) her lost earring.

7



Gopi \_\_\_\_\_ (fall) asleep while he \_\_\_\_\_ (watch) TV.

8



The children \_\_\_\_\_ (fight) when I \_\_\_\_\_ (come) in.

## Exercise II...



Match the two parts of these sentences:

- |                               |  |
|-------------------------------|--|
| 1. When I had had my dinner   | (a) when I got up.                       |
| 2. When we reached the cinema | (b) I went to bed.                       |
| 3. We were tired              | (c) the patient had already died.        |
| 4. The sun had risen          | (d) when I arrived at the party.         |
| 5. When the doctor came       | (e) the film had started.                |
| 6. It was a good story,       | (f) because we had walked 10 kilometres. |
| 7. They had eaten everything  | (g) but I had heard it before.           |

## Exercise III...



Mrs Chopra did these things yesterday morning.

- |                                 |                              |
|---------------------------------|------------------------------|
| 7.30 She read the newspaper.    | 9.30 She watered the garden. |
| 8.00 She had breakfast.         | 10.00 She watched TV.        |
| 8.15 She talked to her friends. | 10.30 She wrote letters.     |
| 8.45 She fed the dog.           | 11.00 She went out.          |

Begin with **when** and combine the sentences using the past perfect, as shown below.

*When she had read the newspaper she had breakfast.*

*When she had had breakfast she* \_\_\_\_\_

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