

UNIT 1

VERB FORMS

1. Simple Past and Past Perfect

Complete this story by Julius Lester. Choose the correct forms of the words given in the brackets.

Brer Rabbit (a) _____ (*decided/ had decided*) gardening was too much hard work. So he (b) _____ (*had gone/ went*) back to his old ways of eating from every body else's garden. Earlier, he (c) _____ (*made/ had made*) a tour through the community to see what everybody (d) _____ (*had been/was*) planting that summer and his eye (e) _____ (*was/ had been*) caught by Brer Fox's peanut patch.

Soon as the peanuts (f) _____ (*had been/ were*) ready, Brer Rabbit (g) _____ (*decided/ had decided*) to make his acquaintance with them. Every night he (h) _____ (*had eaten/ ate*) his fill and even started bringing his family. Brer Fox (i) _____ (*had/ had had*) a good idea who was eating his peanuts, but he couldn't catch him. He inspected his fence and finally (j) _____ (*had found/ found*) a small hole on the north side. He tied a rope with a loop knot and put it inside the hole. If anybody (k) _____ (*stepped/ had stepped*) in it, the rope would grab his leg and hoist him up in the air.

That night Brer Rabbit (l) _____ (*came/ had come*) down to the peanut patch. He climbed through the hole and WHOOSH! Next thing he (m) _____ (*had known/ knew*), he was hanging in the air upside down. There (n) _____ (*wasn't/ hadn't been*) a thing he could do, so he made himself comfortable to catch a little sleep!

1.1 Answer the following questions based on the story you have read.

(a) What had Brer Rabbit found out?

(b) What did he do when the plants grew?

(c) How did he enter Brer Fox's peanut patch?

- (d) Brer Fox had an idea of who was stealing from his patch. What did he do to trap Brer Rabbit?

You must have used the simple past tense and past perfect tense in your answer. Do you know most often, when you use the past perfect, you use it with the (simple) past?

Study the sentences from the story and write whether (a) the action happened before the action mentioned in the simple past tense, or (b) an action happened after the action mentioned in the past perfect tense.

(e.g.) Brer Rabbit had decided (a) gardening was (b) too much for him. So, he went _____ back to his old ways. Earlier, he had made _____ a tour through the community to see what everybody had been _____ planting that summer and his eye was _____ caught by Brer Fox's peanut patch.

2. Here is a news story about how crops are saved by climate-proofing them. Complete it by choosing the right words from those given in the brackets.

Among the most worrying aspects of climate change today (a) _____ (*is/ has been*) the effect it (b) _____ (*has had/ have had*) on the food supply of the world. Scientists (c) _____ (*have focussed/ focus*) their attention and efforts on increasing crop yield and improving crop resilience. Asia and Sub-Saharan Africa (d) _____ (*have been/ are*) the most affected today. Their population (e) _____ (*is/ has been*) the world's fastest growing rice consumer. The most vulnerable agricultural systems (f) _____ (*are/ have been*) the rain-fed uplands and lowlands that form 80% of total rice land. Until recently, scientists (g) _____ (*have focussed / focussed*) on improving crop yields, and in a relatively short period of time, (h) _____ (*give/ have given*) us, higher yields. Reports warning of increased droughts and floods, (i) _____ (*shift/ have shifted*) scientists' attention to making crops "climate - proof"

2.1. Answer the questions based on your reading of the passage above.

- (a) What have been the most worrying aspects of agricultural growth?

- (b) What do scientists today focus on?



- (c) Where is the negative impact of climate most felt?

- (d) What have the scientists focussed on so far?

- (e) How has their attention shifted?

Did you know

You would have used the simple present and present perfect tense in your answer. Why?

The main use of the **simple present tense** is to refer to

(i) **an action that takes place now.**

(ii) **routine action/s.**

The **present perfect tense** is used to refer to **an action which has happened in the past but whose effect still remains.**

(e.g.) Among the most worrying aspect of climate change is the effect it has on the world's food supply.

Climate scientists have predicted that the cultivation of rice in Asia and Sub-Saharan Africa has been affected severely, since 1970. But, today lack of funds hinders research.

3. **Working in pairs, fill up the table by asking your partner about what he/she does on the following days and times.**

<i>Day</i>	<i>7.00 am</i>	<i>1.00 pm</i>	<i>6.00 pm</i>
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

Write a brief account of his/her actions on the specified times and days, in the space below. Ask further questions, if necessary. Use the simple past/past perfect tense to write your description.

e.g. (a) Rani visited the zoo on Sunday.

(b) She had finished all her homework by 5.00 am on that day.

4. Present Continuous

Look around your classroom and observe the activities in your school in this period. Describe what you, your teacher or class are doing in the form of a paragraph.

e.g. The Blue House is practising its songs for the competition. I can hear the band which is playing patriotic tunes, in the playground.

5. Simple Past and Past Continuous

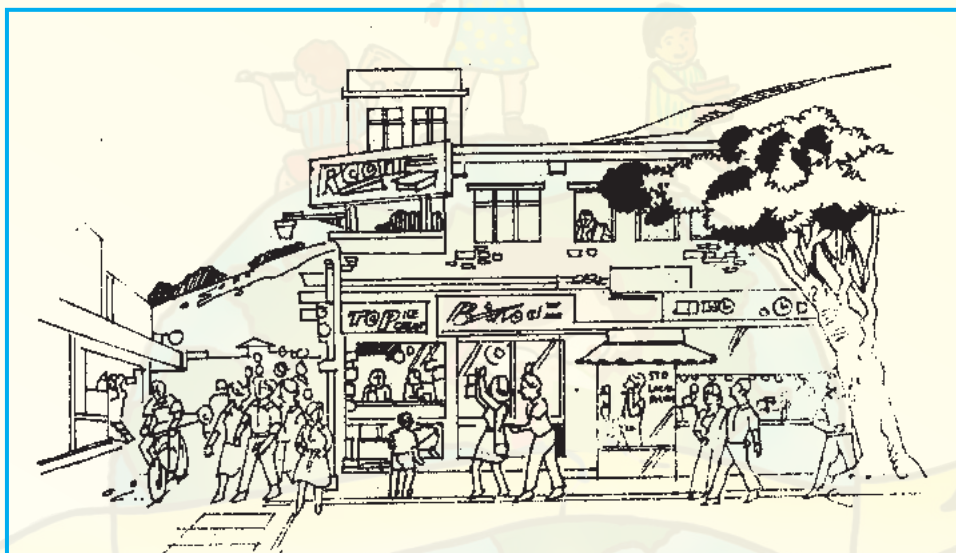
There was a burglary in your neighbourhood. You saw something suspicious. Tell the police officer all about it by filling in the blanks choosing the correct forms of the words from the options given below.

It (a) was raining last night. I (b) _____ TV. I (c) _____ a little restless. I (d) _____ to the window and was looking out when I (e) _____ that Mr Sharma, my neighbour (f) _____ near the door. I thought he had gone to shut it. I also (g) _____ Mrs Sharma walking up and down in her garden. Then I heard Mr Sharma calling his wife to come in. I (h) _____ back to my table and opened my book. I (i) _____ when I heard a thud and a scream. I (j) _____ out of the house and saw a man in a black coat and hat running towards the gate. Mr and Mrs Sharma (k) _____ in the street. I saw a car speeding away with the burglar.

- | | | | | |
|-----|-------------------|--------------------|---------------------|---------------------|
| (a) | (i) raining | (ii) was raining | (iii) were raining | (iv) rained |
| (b) | (i) were watching | (ii) watched | (iii) was watching | (iv) watching |
| (c) | (i) has felt | (ii) felt | (iii) was feeling | (iv) feel |
| (d) | (i) had gone | (ii) went | (iii) was going | (iv) gone |
| (e) | (i) noticing | (ii) was noticing | (iii) were noticing | (iv) noticed |
| (f) | (i) stood | (ii) were standing | (iii) was standing | (iv) were stood |
| (g) | (i) seeing | (ii) saw | (iii) was seeing | (iv) seen |
| (h) | (i) had come | (ii) was coming | (iii) came | (iv) were came |
| (i) | (i) had read | (ii) was reading | (iii) were reading | (iv) read |
| (j) | (i) rushed | (ii) was rushing | (iii) were rushed | (iv) rushing |
| (k) | (i) had screamed | (ii) was screaming | (iii) screamed | (iv) were screaming |

6. Past Continuous

A young girl was kidnapped from the main street of Srutipur at 3 o'clock yesterday afternoon. Chetan was there at that time.



The police interview Chetan to get an eyewitness account of the kidnapping. In pairs conduct the interview. One of you can play the role of Chetan and tell your partner, who plays the role of the police officer, what happened when the kidnapping occurred.

Note: The police officer should ask as many relevant questions as possible to get a detailed account. Write the account in your notebooks.

7. Look at the verbs in the box and put them in the correct columns in the table that follows

believe	hate	know	weigh	smell	think
suppose	wish	own	understand	prefer	find/ consider
cost	like	see	regret	forget	hear
imagine	remember	taste	belong	measure	touch

thought	emotion	possession	perception (often used with can)	measurement

Some verbs, like the ones mentioned above, are not normally used in the continuous (-ing) form. However, we do sometimes use such verbs in the continuous form. Look at the following examples.

- "I can't concentrate on my work because I'm thinking about that beautiful scene."
- "I think it is beautiful."

- Which sentence expresses an activity in progress at the moment? _____
- Which sentence expresses a decided opinion? _____

8. The Verb 'to have'

Be careful with the verb 'to have', which has many different uses and meanings. Study the box below and consider the sentences that follow.

	Health (H)	Possession (P)	Relationship (R)
Mr Sinha	headache	Maruti car	two daughters

Put a tick (✓) or cross (X) against each sentence according to whether it is correct or incorrect.

Mr Sinha has a severe headache.

He is having a blue-coloured Maruti car.

Mr Sinha has two daughters and no sons.

8.1 Now, work individually, and with the help of the information in the box below, write six appropriate sentences.

	H	P	R
Mrs Sharma	fever	palatial house	brother-in-law living with them
Shyam	sound health	personal computer	dog

9. 'Since' or 'For'

We often use the *Present Perfect* with time expressions using '*since*' or '*for*'.

Which expressions go with *since* and which go with *for*? (Indicate with a tick). (The first two have been done for you.)

since	for	
✓	✓	last week
		a short time
		a decade
		Deepavali
		the day before yesterday
		centuries
		June

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since	for	
		22nd June
		several weeks
		2009
		6 months
		ages

We use 'since' to express _____ in time, whereas 'for' is used to express _____ of time.

10. Choose three 'since' expressions and three 'for' expressions from the table above. Then write six sentences using the pattern in the box below.

I haven't seen him since the day before yesterday.

I have not seen him for ages.

11. The News

- a. Narendra Singh - broke record - long jump - regional meet -
Principal sent congratulations - also President Youth Federation
- b. *Narendra Singh from St. Michael's School has broken the regional long jump record. The principal of St. Michael's has sent his congratulations. Best wishes have also come from the President of the Youth Federation.*

Work individually, and note down some events that occurred recently in your school or local area in the same way as the example in (a). Write a short report about it in the space given below.

Exchange notes with your partner. Read out your partner's information as a news broadcast. Use the present perfect tense to report/express actions completed in the recent past but whose effect still remains.

Use your imagination to make the news item sound exciting.

12. Present Perfect Continuous

"What have you been doing?"

Imagine what people have been doing or what are the things that have been happening.

(a) Ashok comes in wearing white shorts, a T-shirt and carrying a racquet. He is sweating.

(b) I think	he has been playing	tennis
I imagine		badminton
Perhaps		

12.1 (a) Mohan comes in wearing overalls and is covered in paint.

(i) _____

(ii) _____

(b) Ramesh comes in with a smile on his face. He is holding a trophy.

(i) _____

(ii) _____

(c) Monica returns home with lots of packets in her hands.

(i) _____

(ii) _____

(d) Sheela comes in with red eyes and a wet handkerchief.

(i) _____

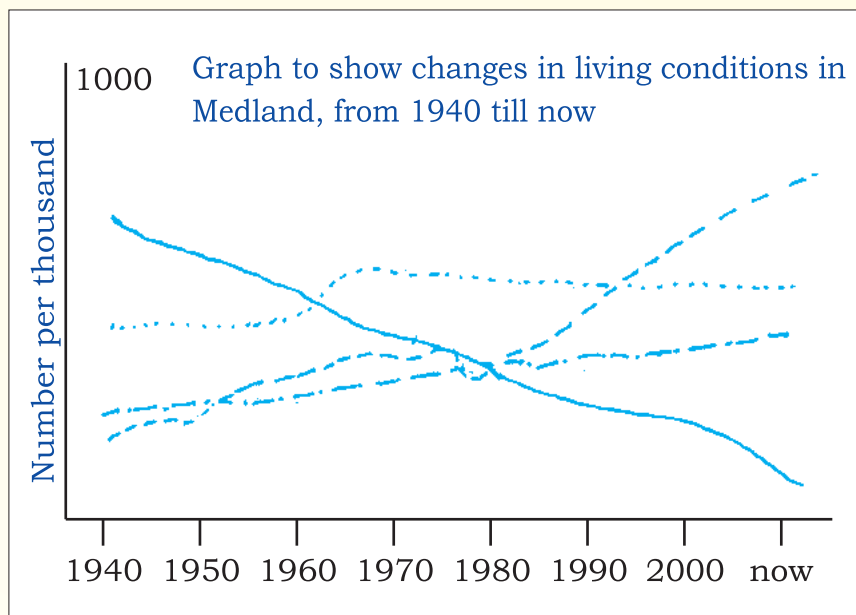
(ii) _____

12.2 Now write three situations similar to (a) in the box. Exchange the information with your partner and guess the answer to each other's situations as in (b).

1. _____

2. _____

3. _____



to increase
to decrease
to rise
to fall

gradually
slightly
steadily
noticeably
sharply

13. "Living conditions have been improving...."

Key

- Number of children in secondary school.
- Number of people dying from malnutrition.
- . — Number of homes with running water.
- Number of women working outside the home.

Write a report on the changes in living conditions in Medland between 1950 and now. Suggest reasons for these changes. Use the present perfect continuous where necessary. You may wish to use the words in the vertical box above right.

- a) Over the years since 1950 the number of children in secondary schools has been increasing noticeably. This is possibly because the Government has been building more schools.
- b) The number of homes with running water has been rising sharply since 1985, whereas.....

14. **used to and would**

Read the passage given below. Substitute 'used to' with 'would' wherever appropriate so that the passage reads better.

When I was a student, I used to visit the library frequently. The librarian was a kind man and he used to help me select my books. There used to be a small tea shop near the library. After spending a few hours in the reading room of the library, I used to go to this tea shop to meet my friends. There used to be an old waiter who kept a corner table reserved for us.

Could you replace 'used to' with 'would' in every instance?

No. This is because they are used differently.

Read the passage again and complete the sentences below.

1. 'used to' is used describe _____ in the present as well as situations that existed in the past.
2. 'would' is used to describe only _____ in the past.

Think of the days when you were eight years old. Write down four or five things you *would do* or *used to do* or *be*. Make sentences like those in the box. Share your experiences with your partner.

15. Understanding the tenses :

The tense forms that have been practised and discussed in this chapter, allow you to show accurately and subtly the time and the relationship of actions and events with it. We use them in speech and writing.

Understanding and recognising how the tense forms are used.

15.1 Can you identify the present tense forms.

Simple Present

1. I play tennis
2. You read well.
3. She sees something

Present Perfect

1. I have played tennis
2. You have read well.
3. She has seen something.

15.2 Present Continuous

1. I am playing tennis
2. You are reading well
3. She is looking at something.



15.3 Simple Past

1. I knew about it
2. You took it away
3. She finished her work.

Past Perfect

1. I had known about it
2. You had taken it away
3. She had finished her work.

15.4 Present Continuous

1. I am reading a book.
2. They are playing football outside.
3. She is looking for her friend.

Past Continuous

- I was reading a book.
- They were playing football outside.
- Last week, she was looking for her friend.

16. Present Perfect Continuous

Read the following sentences with the present perfect continuous tense form

1. Mr and Mrs Singh have been living in the same house in the same town for the last five years.
2. "Have you been keeping your pocket money safely, Rani?"

These sentences illustrate the main use of the *Present Perfect Continuous* tense to show that the action started in the past and is still in progress in the present.

17. Subject Verb Agreement.

A verb must be in the same number and person as its subject e.g.

- (a) A man and his wife *have* lived here since January 2009.
- (b) Arun, a great scholar, *is* dead.
- (c) *Either* James *or* Peter *is* to be promoted.
- (d) The horse *as well as* its rider *was* hurt by the fall.
- (e) *Not only* India, but also the whole world *recognises* Gandhiji's achievements.

- (f) *Each* man *was* rewarded.
- (g) *Every* tree *has* been saved.
- (h) ***The Adventures of Tom Jones*** *is* a great novel.

18. Reviewing verb forms

18.1. Edit the following letter by choosing the appropriate word for each underlined word from the given options.

Hill Mount School

Bilaspur

20 February 20xx

The Principal

National Public School

Bilaspur

Madam

Our school (a) conducted a cultural fiesta on the 26th of this month. The events for competition (b) includes music, dance and skit. Each school (c) are requested to send not more than fifteen participants. We would appreciate if the students of your prestigious institution (d) are participating in the competition and make our show a grand success. Attractive prizes will be awarded to the winners.

Thank you very much

Yours sincerely

Gayathri Sundaram

Principal

- (a) (i) is being conducted (ii) is conducting (iii) are conducting (iv) conducts
 (b) (i) is included (ii) are included (iii) is being included (iv) include
 (c) (i) requested (ii) is requested (iii) are requested (iv) request
 (d) (i) participated (ii) participate (iii) is participated (iv) participating

18.2 Complete the following news item by choosing the correct word from the options given below.

Vana Mahotsava Celebrated at PPS School

-- Aastha/ Anshul, Secretary Green Fingers

Vanamahotsava (a) _____ by Green Fingers, the Environment Club of the school, with great enthusiasm on the 24th August.

The District Forest Officer, Mr S. D. Bhambri (b) _____ the chief guest. He (c) _____ the Bio-diversity Park in the school. The Principal, Ms Rajni Patel, (d) _____ a sapling in the Park.

Speaking on the occasion, Mr Bhambri (e) _____ the students to plant more trees and to launch a campaign to save the environment. Students of the Primary Wing of the school (f) _____ a skit on conservation of the environment.

- (a) (i) has celebrated (ii) was celebrating (iii) celebrated (iv) was celebrated
 (b) (i) were (ii) was (iii) was being (iv) has been
 (c) (i) was inaugurating (ii) had inaugurated (iii) inaugurated (iv) inaugurating
 (d) (i) had been planting (ii) planted (iii) were planting (iv) had planted
 (e) (i) had urged (ii) had been urging (iii) urged (iv) urging
 (f) (i) presented (ii) was presented (iii) were presenting (iv) had presented

INTEGRATIVE GRAMMAR PRACTICE I

1. Study the given notes and complete the paragraph that follows by filling in the blanks.

Mobile phones - emit electromagnetic field - prolonged exposure - research needed - brain illness - cancer memory loss - evidence - likely to cause - health scares - press reports - people worry needlessly.

Think about it. Every time you use a mobile phone, (a) _____ head to electromagnetic emission. Manufacturers (b) _____ to prove there is no risk (c) _____. Some evidence, so far suggests that mobile phone emissions (d) _____. These health scares (e) _____. So, people worry needlessly.

- | | | |
|-----|--|---------------------------------------|
| (a) | (i) you expose your | (ii) he exposes his |
| | (ii) one exposes his | (iv) one exposes one's |
| (b) | (i) needed | (ii) are needed |
| | (iii) have needed | (iv) need |
| (c) | (i) in brain cancer or memory loss | (ii) from brain cancer or memory loss |
| | (iii) with brain cancer or memory loss | (iv) of brain cancer or memory loss |
| (d) | (i) are likely to cause illness | (ii) are likely for causing illness |
| | (iii) is likely in causing illness | (iv) is likely to cause illness |
| (e) | (i) is base on press reports | (ii) have been based on press reports |
| | (iii) are based on press reports | (iv) are being based on press reports |

2. Rearrange the following words and phrases to form meaningful sentences. The first one has been done as an example.

other species/ human species/the/of/ many/ the/ very existence/ is threatening.

The human species is threatening the very existence of many other species.

- (a) of nature/biodiversity/the/is/variety of life forms/interact to support/ that/
and sustain/ balance/ the
- (a) _____
- (b) consumed/as/group,/ more and more of / Earth's/ the / resources/ are/
human population/the
- (b) _____
- (c) extinction/ crisis / explosive/ an/ consumption/ had led / growth and / an
- (c) _____
- (d) that have/ Earth's history/ mass extinctions / the/ threatens/ periodically
during/ occurred/ the/ and/ to surpass
- (d) _____
- (e) one everyday/ scientists/ that/ estimate/ rate of/ species are disappearing/
the / at
- (e) _____

3. Choose one suitable word from the given options to complete the paragraph.

It's in (a) _____ middle of (b) _____ night on (c) _____ edge of the world. On the fringes of civilization, where man and beast have barely left (d) _____ mark, 12 people are sleeping in small nylon tents pitched in the scant shelter of (e) _____ mountains. The camp is at (f) _____ mercy of the elements. (g) _____ are volunteers who have set up camp to help gather (h) _____ information on (i) _____ the snow leopard population. These conservationists have had very (j) _____ or no scientific training. They, along with (k) _____ guides intend to assess (l) _____ snow leopards habitat in (m) _____ Altai region, Siberia.

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|-----|-------------|------------|-----------|-----------|
| (a) | (i) X | (ii) a | (iii) an | (iv) the |
| (b) | (i) the | (ii) some | (iii) a | (iv) one |
| (c) | (i) a | (ii) an | (iii) the | (iv) X |
| (d) | (i) their's | (ii) their | (iii) his | (iv) our |
| (e) | (i) a | (ii) X | (iii) the | (iv) some |

- | | | | | |
|-----|--------------|------------|---------------|-------------|
| (f) | (i) X | (ii) a | (iii) an | (iv) the |
| (g) | (i) This | (ii) There | (iii) That | (iv) These |
| (h) | (i) some | (ii) few | (iii) X | (iv) a few |
| (i) | (i) X | (ii) a | (iii) an | (iv) the |
| (j) | (i) a little | (ii) few | (iii) some | (iv) little |
| (k) | (i) there | (ii) their | (iii) they're | (iv) these |
| (l) | (i) the | (ii) a | (iii) an | (iv) X |
| (m) | (i) an | (ii) a | (iii) X | (iv) the |

4. Edit the following narrative by choosing the appropriate word from the options given at the end of the paragraph.

(a) Wander along the streets of New York City, my daughters and (b) me stop at shoe stores wherever we (c) happens to be. This is their choice. These women, who as little (d) girl, teetered around the house (e) balances like cranes in my mother's high heels. I (f) sits on the bench and wait while they try on shoe (g) on shoe readjusting their positions in (h) a mirror, eyes downcast considering their feet.

"So?" one of them (i) will ask me. "What do you think of these ?" "I love them," I say about (j) all pair

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|-----|-------------------|-------------------|----------------------|--------------------|
| (a) | (i) wandered | (ii) wandering | (iii) were wandering | (iv) was wandering |
| (b) | (i) they | (ii) I | (iii) we | (iv) us |
| (c) | (i) happen | (ii) happened | (iii) are happening | (iv) are happened |
| (d) | (i) girls | (ii) woman | (iii) boys | (iv) people |
| (e) | (i) are balancing | (ii) is balancing | (iii) balanced | (iv) balance |
| (f) | (i) sit | (ii) am sitting | (iii) sat | (iv) was sitting |
| (g) | (i) after | (ii) before | (iii) in | (iv) by |
| (h) | (i) that | (ii) the | (iii) their | (iv) X |
| (i) | (i) is asking | (ii) asks | (iii) are asking | (iv) asked |
| (j) | (i) every | (ii) few | (iii) some | (iv) a |