
Section - A (Reading)

UNSEEN PASSAGE

- Read the passage quickly to get the general sense.
- Try to understand the various ideas/issues raised in it.
- Give a second (or third) reading to grasp its meaning fully. Now you may read slowly and carefully.

Caution

You may come across certain difficult words. You may miss their full meaning. Make a guess by relating them to the preceding and following sentences. Just grasp the main thread of ideas. Rather than concentrating on words, look for the main ideas.

- Read each question carefully and one by one.
- Now read the passage again keeping the questions in mind, i.e. read selectively to locate the
- Infer the most appropriate option.
- Write the option chosen in your answer sheet against the correct serial number.
- You may write letter (a/b/c/d) as well as the option as your answer.

Section - B (Writing)

BIOGRAPHICAL SKETCH

Characteristic of a well-written Biographical sketch

- ◆ A proper heading/title
- ◆ Relevant content
 - The content should include all given hints
 - Important aspects should be highlighted
- ◆ Accurate Expression
- ◆ Fluency
- ◆ Accuracy

Important Tips

- A biographical sketch conveys information about a person's life, achievements, like/dislikes in a comprehensive manner.
- A well-written biographical sketch shows a student's skill of organisation of matter as well as language accuracy.

DATA INTERPRETATION

Characteristics of a well-written Data Interpretation

- ◆ A proper heading/title
- ◆ Relevant content
 - The content should include all given points
 - Important point of data should be highlighted
 - Comparison/contrasts should be properly focused
- ◆ Accurate Expression
- ◆ Fluency
- ◆ Accuracy

Important Tips

- ◆ Data interpretation aims at transcoding information from a diagram, map, table, chart or illustration into a short paragraph.
- ◆ It aims at assessing a student's skill of expressing ideas in clear and grammatical correct English.

DI ALOGUE WRITING

Dialogue writing is a harder exercise than writing a biosketch or attempting data interpretation. This exercise may be set in two formats:

- (i) answers given with words in jumbled order
- (ii) without any hints provided.

While the first type involves mere reordering of words, the second type is an exercise involving higher writing skills. The student has to provide not only a suitable sentence, which may be a question, an answer or a remark, but also keep the sense of the passage in mind i.e., the preceding and the following sentence.

The completed piece should read as an organic whole. The student is expected to present his/her ideas in a coherent and concise manner.

DESCRIPTION

Important Tips

- Think all possible relevant points.
- Organize your points/ideas.
- Put them in logical order/sequence.
- Draft or create from your own experience.
- Give arguments in a debatable topic. Justify your arguments.
- The first sentence or key sentence should contain the topic.
- The last sentence must sum up the arguments or conclude the description/hypothesis.
- Use variety of sentences to avoid monotony and dullness.
- Do not exceed the given word limit i.e. 100 words.

For the convenience of the students the descriptions have been divided under the following categories :

- (a) People (b) Places (c) Events

Characteristics of a well-written Description

- ◆ A proper heading/title
- ◆ Relevant content
 - The content should include all important points
 - Important aspects should be highlighted
- ◆ Proper organisation
- ◆ Expression should be accurate and fluent

WRITING LETTERS

- (i) Formal Letters
 - 1. Business letters 2. Official letters 3. Applications 4. Letters to Editors

The receiver’s designation and Address is put just after the heading. The salutation and subscription differ according to the person addressed.

S.No	PERSON ADDRESSED	SALUTATION	SUBSCRIPTION
1	Businessmen	Dear Sir or Dear Sirs	Yours faithfully
2	Officers	Sir or Madam	Yours faithfully
3	Principal/Teacher	Respected Sir/Madam	Yours obediently
4	Editors of Newspapers	Sir	Yours truly

Note. Use ‘Dear Sir/Madam’ for salutation and ‘Yours sincerely’ in subscription if the officer/businessman is addressed by his/her name and designation.

LAYOUT OF FORMAL LETTERS

88R, Model Town
Rohtak-124001
8 March 2011
The Director
Institute of Marketing & Management
62-F, Sajjan Singh Park
New Delhi-110003
Sir
Sub : Request for detailed information

Yours faithfully
Anubhav Vashisht

1. Heading
 - (a) Address of the sender
 - (b) Date
2. Receiver's Designation & Address
3. Salutation
4. (subject line to focus attention)
5. Body of the letter
 - (a) Introductory
 - (b) Main content
 - (c) concluding/operative part
6. subscription
7. Signature
(Name of the writer)

(ii) INFORMAL/PERSONAL LETTERS

Personal letters are written to friends and members of the family. Salutation and subscription change according to the relation.

LAYOUT OF INFORMAL LETTERS

127, Mata Sundari Road
New Delhi
15 March 2011
Dear Daddy
CONTENTS/MESSAGE
Yours affectionately
Anukool

Sh. Harasharan Singh
27/D, Residential Complex
Patiala

1. Heading
 - (a) Address of the sender
 - (b) Date
2. Salutation
3. Body of the letter
4. Subscription/Ending
5. Signature
(Name of the writer)
6. Superscription
(Name & address of the Addressee)

Points to Remember

- Use Proper layout according to the type of letter.
- Write the address, date, salutation and subscription near the left hand side margin.
- Indenting and punctuation marks may be avoided.
- Leave space after a para or important part of layout.
- Divide the contents/Body of the letter into three paragraphs:
 - ◆ Introduction—beginning
 - ◆ Content—main points
 - ◆ End—conclusion/suggestions, etc.
- Do not use any comma (,) after the salutation & subscription. There is no apostrophe 's' in Yours.
- Be accurate, specific and concise.
- Practise creativity in presentation of ideas. Use only relevant ideas.
- Have fluency in presentation of ideas. Express them in the coherent and organised manner.
- Don't use obsolete expressions. Be simple, direct and to the point.

E-mail

E-mail or electronic mail is one of the most popular uses of the Internet today. The advantages of e-mail over regular mail is that it is free, it is delivered almost instantly and all types of files can attached to the messages.

E-mail is basically like writing a normal letter and sending it through the post office ("snail mail"), only it is fast, inexpensive and convenient.

While sending an e-mail, you must follow some basic rules that apply to regular postal mail. You need to have an address, a message, perhaps an attachment, but no envelope or stamps. Your message will be sent and received by the click of a button in a few seconds.

Emoticons

- Use emoticons (emotion icons) when trying to convey a tone of voice.
 - ◆ Emoticons sometimes referred to as smileys, are keyboard symbols.
 - ◆ These helps convey the tone, or emotion, of an online message.
 - ◆ Some Emoticons are given below:

: -)	—	happy	:)	—	smile
: -D	—	laughing	: -(—	sad
: -e	—	disappointed	>: -<	—	mad
; -)	—	wink	: -]	—	indifferent
~ : o	—	a baby	: -o	—	shacked, surprised
: -@	—	screaming	: ->	—	devilish
: -/	—	hmmm			

Acronyms

- When corresponding with friends, these acronyms can save time.

[These are well known to people who utilise newsgroups and mailing lists]

2L	—	too late	AAMOF	—	as a matter of fact
AFAIK	—	as far as I know	B4N	—	bye for now
BRB	—	be right back	BTW	—	by the way
CMIIW	—	correct me if I'm wrong	CUL	—	see you later
IAC	—	in any case	IAE	—	in any event
IKWUM	—	I know what you mean	IMHO	—	in my humble opinion
KWIM	—	know what I mean	IOW	—	in other words
LOL	—	laughing out loud	NBIF	—	no basis in fact
OTOH	—	on the other hand	ROTFL	—	rolling on the floor laughing
TNX	—	thanks	TTFN	—	ta ta for now

Parts of E-mail

- (a) E-mail address : E-mail address has two parts-your user ID (usually your name) and the identity of your e-mail service. These two parts are separated by the symbol @. For example, the e-mail address of Motion IIT-JEE is written as

motion iit-jee@gmail.com

This would be spoken as

motion iit-jee at gmail.com

Here (i) Motion IIT-JEE is the user ID for e-mail service. (ii) @ is an "at" sign. It separates the person's name from the name of the e-mail service being used. (iii) gmail.com indicates the e-mail service being used and its location on the web.

First mention sender's e-mail address with date and then the receiver's e-mail address.

- (b) Subject : Write a line that describes what your message is about.
- (c) Message : There is no limit to an e-mail message. However, for examination purpose, the limit is 150 words.
- (d) E-mail Attachments : Any kind of file may be attached to the message.

Points to Remember

- be careful to spell the address right.
- Use the right lower and upper case letters.
- Mention the password
- Press the SEND button when you have written your message.
- DON'T TYPE IN ALL CAPS- This is interpreted as shouting.
- Limit the use of multiple exclamation marks and questions marks.
- Remember this is non-verbal communication.
- Style of writing is almost as important as the content.

Format of E-mail

- Sender's E-mail address
- Date
- Password (personal and confidential) Not to be mentioned in written form
- Receiver's E-mail address
- Subject
- Message
- Attachments (if any)

DIARY ENTRY

This is a long answer question. The aim is to assess the students' skills in

- expression of ideas in clear and grammatically correct English
- planning, organising and presenting ideas coherently
- introducing, developing and concluding a topic
- comparing and contrasting ideas
- arriving at conclusions
- presenting an argument with supporting examples
- using an appropriate style and format
- expanding notes into longer pieces of composition
- creative expression of ideas

A diary entry is a first person report of an incident, behaviour of a person/persons, turn of events and the writer's reaction to them.

The format, content and style of the diary entry is decided according to the occasion. The format mentions the day and date. The content must mention all the points related to the incident/events and the writer's reaction to them.

The style may vary between personal/intimate and formal/literary.

ARTICLES

General Guidelines for Writing Articles

1. Always study the given input information or notes carefully.
2. Arrange them in a systematic order.
3. Develop each point in a simple, grammatically correct language.
4. Your article must present your ideas not in a spetchy but in a coherent and logical manners. Develop your writing into paragraphs.
5. Confine yourself to the given subject. Unnecessary details must be avoided at all cost.

Section - C (Grammar)

DETERMINERS

Determiners are words that are used before nouns to determine or fix their meaning. These can be divided into the following kinds :

- [1] Articles : a, an, the
- [2] Demonstratives : this, that, these, those
- [3] Possessives : my, your, our his, her, its their
- [4] Quantifiers : some, any, much, little, few, all, both, several
- [5] Others : all, each, every, both, neither, either, other, another, enough, most, several, one two etc. first, second, etc.

[1] ARTICLES

'A' and 'An' are two forms of a single article called indefinite article. As a determiner they indicate the coming of a noun after it. Since it denotes 'one' it is used before Singular Countable Noun 'a' is used :

- before a singular, countable noun when it is mentioned for the first time.
I saw a lion in the zoo today.
I have never seen a comet.
- before a singular countable noun or adjective beginning with a consonant sound.
I saw a movie, she found a book; he ate a banana; a beautiful flower; a tall girl
- before a singular countable noun which is an example of a class of things.
a child needs love (=all children need love)
- to express quantity.
a lot of; a bit; a couple of; a pair of; a number of; a great deal of; a few; a little etc.
- before units of price, speed, ratio weight etc.
sugar is Rs. 25 a kilo.
This car gives 20 kilometres a litre.
- before certain numbers.
a hundred; a billion
- in expression of frequency.
Take this medicine twice a day.
We have music lessons once a week.
- in certain exclamatory expressions.
What a beautiful shot!
What a pity!

'an' performs the same function as 'a' but 'an' is used before singular countable nouns which begin with a vowel sound (a, e, i, o, u).

REMEMBER :

- The initial sound, not the spelling is important. The following words begin with vowel letters but not with vowel sounds. They, therefore, take 'a' before them :
a university, a one rupee-note a European, a unit
The following words begin with consonant letters but with vowel sounds. They, therefore take 'an' before them :
an hour, an heir, an M.P., an S.P., an X' mas present
- The main function of the indefinite article is to tell that the noun it precedes does not refer to any particular person or thing.
- The indefinite article is not normally used before uncountable nouns, such as water, sugar, wheat, iron, music, beauty, etc. But if an uncountable noun is used in a particular sense, 'a' or 'an' can be used with it.
I always have a coffee with my lunch. (a cup of coffee)
She is a great beauty. (a very beautiful woman)

- If a countable noun is preceded by an adjective a/an is used before the adjective according to its initial sound.
He is an honest man.
It is a useful book.
'The' is used before :
The Definite Article (the) can be used with both countable nouns - singular as well as plural - and uncountable nouns. Its main use is to specify a person, place or thing.
There is a duster on my desk. Get me the duster.
 - a singular noun when it refers to a particular class or group.
The cow is a sacred animal.
The bicycle is a common man's vehicle.
My brother has joined the army/police.
 - the names of rivers, ranges of mountains, gulfs, seas, oceans, groups, of islands, names of ships, trains, ordinals, bays, desert etc.
the Ganga, the Himalays, the Indian Ocean, the Andamans, the Samrat.
 - the names of countries in plural
the United Kingdom, the United States of America, the Netherlands.
 - the names of religious books
the Ramayana, the Vedas, the Gita, the Bible.
 - hotels, museums and certain buildings
the Ashoka Hotel, the Central Bank, the Ministry of Defence, the Taj Mahal, the Red Fort.
 - the names of families in plural
the Nehrus, the Kapurs.
 - the names of newspapers or a magazines
The Tribune, The Illustrated Weekly of India, The Hindustan Times.
 - the superlatives of adjectives
the best boy, the worst thing.
 - descriptive adjectives referring to a whole group or class
the rich = rich people; the poor = poor people.
 - name of races and communities –
the Sikhs, the Chinese, the English
 - expression like
by the dozen, by the litre, all the students, both the brothers, the same thing etc.
- Omission of article the :
- abstract nouns plural nouns, proper nouns, names of materials, meals, colours, when used in general sense.
 - the names of games, any language.
 - expression like all day, all night, by train, by air.
 - no article is used before go to school, church, prison etc.

[2] DEMONSTRATIVES

'That' (plural – 'those') is used to avoid the repetition of the preceding noun.

My shirt is better than that of my friend.

Our soliers are better equipped than those of Pakistan.

'This' (plural – 'these') refers to person(s) or thing(s) near the speaker.

This book is very interesting.

These flowers are beautiful.

'That' (plural – 'those') refers to person(s) or thing(s) far from the speaker.

Get that cat out of here.

Those houses are for sale.

[3] INDEFINITE ADJECTIVES

- Some is generally used in affirmative sentences with uncountable and plural countable nouns :
There is some evidence that he is guilty.
I have some good ideas on the subject.
Some can be used in questions when we expect 'yes' answer.
Would you like some coffee?
Could you give me some examples?
- Any is generally used in questions when you ask whether something exists or not. It is also used in negative sentences to say that something does not exist.
Do you have any advice to offer on this subject?
It hasn't made any difference.
Any is also used in affirmative sentences before plural nouns and uncountable nouns when you refer to a quantity of something which may or may not exist.
Check if you are in any doubt.
You can stop at any time you like.
- Little and Much refer to amount or quantity.
Little used to emphasize that there is only a small amount of something.
Much emphasizes a large amount. Both are used with uncountable nouns.
We have made little progress.
Do you watch much television?
A little refers to a small amount of something without any emphasis.
I have to spend a little time in Delhi.
I am having a little trouble these days.
- Few and Many refer to number.
These are used before plural countable nouns.
Few emphasizes a small number.
Few students were present today.
Many people went to welcome the Prime Minister.
A few refers to a small number without any emphasis.
- More, Less and Fewer are comparative determiners.
More is used before plural and uncountable nouns (with than) to refer to a quantity or amount of something which is greater than another quantity or amount. It is also used to refer to an additional quantity of something (without than)
He does more work than I do.
His visit might do more harm than good.
We need more information.
- Less is used to refer to an amount of something that is smaller than another amount.
It is usually used before uncountable nouns.
The poor have less access to education.
He finds less time for his hobbies.
- Fewer is used to refer to a group of things that is smaller than another group before plural nouns.
Fewer students passed the examination this year.
There are fewer trees here.
- Enough : This word modifies both countable and uncountable nouns.
We had to stand because there weren't enough chairs. (meaningless' in number than required')
Have you got enough money for the journey? (meaning 'as much as you require')
- NO : This word modifies both countable and uncountable nouns.
There were no boys in the park today. (no—number)
We have received no information about the meeting (no—amount)
- OTHERS :
All requires a plural verb when followed by countable plural nouns. It includes every person or thing of a particular kind.
All prisoners cannot be treated in the same manner.
All requires a singular verb when it is followed by an uncountable noun.
All that glitters is not gold.
- Both is used to talk about two persons or things of the same kind. It is used to emphasize that the two persons or things are involved, rather than one. It is often followed by 'and'.

He held mangoes in both hands.

Both Ramesh and Rakesh are good players of tennis.

- Either and Neither refer to two persons or thing, but usually indicate that only one of the two is (is not) involved.
 - Neither is used with a singular noun.
 - Take either half; they are exactly the same.
 - Neither statement is true.
 - Either can mean both of two things especially when used with 'end' or 'side'.
 - They stood on either side of the bed.
 - There was an arm chair at either end of the table.
- Each and Every refer to all the members of a group of persons or things. When we think about the members as individuals, we use 'each', and when we make a general statement about all of them, we use 'every'. They are followed by singular countable nouns and take verbs in the singular.
 - Each seat was covered with a white cover.
 - They rushed out to meet each visitor.
 - This new development can be seen in every village.
 - Every child would have milk every day.
 - Each can be used when talking about two people or things, but every is used for more than two.
- Another is used with singular countable nouns to talk about an additional person or thing of the same type as have already been mentioned.
 - Could I have another cup of coffee?
 - He opened another shop last month.
 - Five officials were sacked and another four arrested.
- Other is used with plural nouns or sometimes with uncountable nouns.
 - Other people must have thought like this.
 - They are either asleep or absorbed in play or other activity
- Enough is used before uncountable nouns or plural nouns to say that there is as much of somethings as are needed.
 - It had enough room to store all the information.
 - They were not getting enough guests.
- Most indicates nearly all of a group or amount.
 - Most people recover but the disease can be fatal.
 - Most farmers are still using the old methods.
- Several usually indicates an imprecise number that is not very large, but is more than two.
 - I had seen her several times before.
 - There were several reasons for this.

CONNECTORS (CONJUNCTION)

Conjunction is a word that merely joins two words, two sentences or phrases and clauses. It performs no other function. Conjunctions can be divided into the following three classes:

- (i) Coordinating Conjunctions :
(and, but, for, or still, yet, so, otherwise, nor, neither, either, as well as, etc.)
They join the same type of grammatical units e.g. noun with noun adjective with adjective.
phrase with phrase and clause with clause.
 - Many men and women came to see the fair.
 - I wrote to him, but he did not reply.
 - His condition became bad, so he was taken to hospital.
 - You should hire a taxi, otherwise you will not reach in time.
 - They are used to form Compound Sentences.
- (ii) Correlative Conjunctions (Conjunctions used in pair) :
Both and
He is both rich and generous.
Either or

Either eat or place it in the fridge.

Neither nor :

He can neither read nor write.

Not only but also :

He not only smokes but drinks also.

Though yet :

Though he is rich, yet he is not happy.

So that :

He spoke so loudly that everyone was surprised.

Hardly when :

Hardly has he gone out when it started raining.

Whether or :

I do not care whether he attends the function or not.

No sooner than :

No sooner did I reach the station than the train started.

(iii) Subordinating Conjunctions :

(though/although, since, after, till/until, as because, before, if while, when, whether, as if, as soon as, as long as, as though, than, etc.)

They join a Subordinate Clause to a Principal Clause and help in the formation of complex Sentences.

Stay here till I come back.

He came sooner than we expected.

He left the room as you entered.

You will be punished if you don't mend your ways.

Subordinating conjunctions can sometimes be placed in the beginning of the sentence :

Though he is ill, he attended the meeting.

Use of some Important Conjunctions :

- And, as well as, not only but also are used to join two or more words, phrases or clauses of the same nature of rank.

She went to the market and bought a saree.

Ravi as well as his brother is guilty.

He was not only fined but also degraded.

- But, still, yet, express contrast between two statements. They are used to join such statements or clauses that oppose each other in thought.

He is poor, but contented.

He is eighty, still he is strong.

He worked hard, yet failed.

Nevertheless also expresses the same sense.

He was tired, nevertheless he went on working.

- Though, although, yet also express contrast or concession.

Although it was very cold, he went out without a coat.

(Compare but : It was very cold, but he went out without a coat)

Though he is very poor, yet he is always neatly dressed.

He also was late, however, he decided to go.

- Note- Though/Although is never followed by 'but'.
- Or, either, nor, neither express a choice / alternative between two things.

I shall see you tomorrow or the day after.

Either he or his brother did it.

'Neither nor' means 'not one, not the other'.

He was neither fined nor warned.

Note- If there are two subjects, the verb agrees with the second subject.

Otherwise also expresses an alternative between two things.

Never be absent otherwise you will be dismissed.

- for, therefore, so express inference.

He was found guilty, therefore, he was punished.

There must be someone on the roof, for I hear footsteps.

He did not study properly, so he failed.

- as, since, because, for express cause or reason

I did not go to school as I was ill.

We will certainly help you since you are our friend.

The baby is crying because it is hungry.

I must leave now for the sun is about to set.

'As' also expresses manner.

As you sow, so shall you reap.

Do as you are told.

- after, before, when, while, till/until, since, for, as soon as, so/as long as, etc. express time
 - 'While' is used to join two actions going on at the same time.
 - Strike the iron while it is hot.
 - 'While' also expresses contrast.
 - Some people waste food while others haven't enough to eat.
- 'Since' is preceded by a verb in the Simple Present or in the Perfect Tenses. It is followed by a verb in the Simple Past Tense.
 - It is a month since he went away.
 - She has been ill since she came here.
- Note- 'Until/unless' are not followed by a negative verb.
 - I shall stay here until you come.
 - You will not succeed unless you work hard.
- 'Unless' mean 'if not'.
 - 'So long as' and 'as long as' denote time during which a certain action takes place.
 - As long as there is life, there is hope.
- Where, wherever denote place.
 - He makes friend wherever he goes.
- As far as, however express extent, 'however' precedes some adjective/adverb.
 - He is an honest man as far as I know.
 - However hard you may try, you cannot succeed.
- that, so that, in order that, lest express purpose or effect/result.
 - He is working hard that/so that he may pass.
 - I am so tired that I cannot walk.
 - Take care lest you should fall down.
 - We travelled by car in order that we might reach in time.
- Note- 'Lest' is always followed by should.
- if unless, whether, provided that, in case express condition.
 - I will read the book if I get it.
 - You can sit here provided that you keep quiet.
 - I shall go there whether you like it or not.
- 'than' expresses comparison.
 - He worked harder than I expected.
- how expresses manner.
 - You will never know how he got so much wealth.
- Hardly, scarcely are followed by when.
 - Hardly had I reached the station, when the train started.
 - He was scarcely five years old when his mother died.
- Conjunctions used in pairs (Correlative Conjunctions) are followed by the same part of speech.

MODALS - EXPRESSING ATTITUDE

will, would, shall, should, can, could, may, might, must, ought need, dare and used to are called Modal Auxiliaries or Modals. They are not used alone. They are always used with the Principal Verb that follows them. And together with the Principal Verb, they express the mode or manner of the action denoted by the verb. They express such ideas as ability or capacity, probability or possibility, permission, command, compulsion, duty, obligation, property etc.

WILL (Negative : Will not/Won't)

Will is used :

- to express Pure Future with second and third persons (you, he, she it, they).
You will die of hunger.
The Chief Minister will lay the foundation stone.
- to express willingness, intention, promise, determination with the first person (I, we).
I will write to you again. (promise)
I will help you (willingness/intention)
He will fight to the finish. (determination)
- to express a characteristic habit, assumption, invitation or request and insistence.
A dog will usually obey his master. (characteristic habit)
He will be there by now. (assumption)
Will you come with me?(request)
She will not listen to the doctor's advice. (insistence)

Note: 'Will' is never used with the first person in the Interrogative.

SHALL (Negative : Shall not/Shan't)

'Shall' is used :

- to express Pure Future with the first person (I, we)
We shall learn this lesson tomorrow.
I shall help you.
- to ask for advice, suggestion, request etc. with the first person, (I, we) in the Interrogative.
Shall I bring a cup of tea for you?
Shall I open the window? (advice)
Shall we meet tomorrow? (suggestion)
- to express command, threat, warning, promise, assurance, determination, etc. with the second and third persons. (you, he, she, they, etc.)
You shall do it. (command)
She shall have a reward. (promise/assurance)
They shall defend their honour. (determination)

Important : When in doubt, use 'will'.

WOULD (Negative : Would not / Wouldn't)

'Would' is used :

- to express (past) habit(s).
He would rise early in the morning and go for a walk.
My father would always read me stories at night.
- to express a polite request.
Would you open the door, please?
I would like to see the Principal.
- to express, a wish, preference.
I wish you would come with us.
Would that (I wish) he were here.
I would rather drink coffee than tea.
- to express an imaginary condition.
I would buy a car if I won a lottery.

SHOULD (Negative : Should not/Shouldn't)

'Should' is used :

- to express duty / obligation or advisability or desirability.
We should obey our parents. (duty)
You should not be late. (obligation / desirability)
You should work more often. (advisability)

Note : 'Should' often implies a mild suggestion or advise. It is milder form of 'must' and 'ought to'.

- to express logical inference, supposition, assumption, possibility / probability.
They should be at home now. (possibility)

If he should see me there, he will be angry. (probable condition)

- to express purpose after 'lest' (in expressions of fear).
Work hard, lest you should fail.

MAY (Negative : May not / Mayn't)

'May' is used :

- to express possibility. It may rain today.
- to express permission. May I come in, Sir?
- to express wish, faith or hope May God bless you!
- to express a purpose. He is working hard so that he may win a scholarship.

MIGHT (Negative : Might not / Mightn't)

'Might' is used :

- to express less possibility. It might rain tonight.
- to express permission. Might I start the discussion?
- to express guess. That might be the postman.

CAN (Negative : Cannot / Can't)

'Can' is used :

- to express permission.
Can I go there?
- to express possibility.
Anyone can make mistakes.
- to express ability or capacity.
He can keep awake the whole night.

COULD (Negative : could not/couldn't)

'Could' is used :

- to express ability / capacity in the past.
He could swim very well in his youth.
I could give him an answer if he had asked me.
- to express a polite request.
Could you wait for some time?
- to express possibility under certain conditions.
If we had money, we could buy a car.

MUST (Negative : Must not / Mustn't)

'Must' is used :

- to express obligation or duty.
You must do as you are told.
Soldiers must obey the orders of their officers.
We mustn't tell lies.
- to express necessity, compulsion or prohibition.
I must go now.
He must obey my orders.
You mustn't wear jeans at work. (It's not allowed)
- to express emphatic advice or determination.
You must see a doctor at once.
We must not leave before we finish the work.
- to express assumption, conclusion / inference, certainty / strong probability.
The Headmaster must be in his office at this time.
He must be thirty five.
He must have reached by now.

'Must' is not used in the Negative or Interrogative in this sense. Instead, can is used.

The headmaster cannot be in his office at this time.
Can he be thirty five?

HAVE TO (Negative : don't have to)

'Have to' is used :

- in the sense of must.

Sorry, I've to go now (= Sorry, I must go now)

Note : 'must' is used to talk about what the speaker or listener wants and 'have (got) to' is used to talk about rules, law and other people's wishes.

- to give advice or to recommend something.

You simply have to have a break.

You have (got) to try the new pickle. It's hot and sour.

NEED (Negative : Need not / needn't)

'Need' is used :

- chiefly to show absence of compulsion in the negative and interrogative.

You need not pay the bill.

Need I speak to him?

Its past is 'had to' in the affirmative, 'need not have' in the negative and 'need subject have' in the interrogative.

You needn't have wasted your time in this useless activity.

Need I have to see my doctor?

OUGHT TO (Negative : Ought not to / Oughtn't to)

'Ought' (followed by a 'to-infinitive') is used :

- to express the subject's obligation or duty.

We ought to love our neighbours.

We ought not to deceive anyone.

There is no external authority in 'ought' as there is in 'must' which expresses the speaker's authority. 'Must' compels action on the part of the subject. 'Ought' expresses duty, inner conscience, a sensible action or advice. It has the same sense as 'should'.

- to give advice.

You ought to practise for more than two hours. It is less forceful than 'must'.

DARE (Negative : Dare not / Daren't)

'Dare' means 'to have courage'. It is generally used in the negative and interrogative.

I dare not go to my father.

Dare we interrupt them?

How dare you talk this?

USED TO (Negative : Used not to / didn't use to)

'Used (to)' is used :

- to express past habit.

I used to go for a walk every morning. (I don't go now)

- to express the existence of something in the past.

There used to be a garden in this place long ago.

REPORTED SPEECH

The words spoken by a person can be reported in the following two ways :

- We may quote the words actually used by a speaker. This is called Direct Speech.

Ravi said, "I am fond of tea".

- We may report the speaker's words in the form of a narrative instead of his actual words. This is called Indirect Speech or Reported Speech.

Ravi said that he was fond of tea.

The verb introducing the actual words of the speaker is called the Reporting Verb or the Introducing Verb. It indicates who speaks to whom, when and how.

Note the following facts about Direct Speech.

- The Reporting verb (said etc.) is followed by a comma (,).
- The actual words of the speaker are placed within inverted commas (" ").
- The first word of the Reported Speech begins with a capital letter.

Note the following facts about Indirect or Reported Speech.

- The Reporting verb (said etc.) is not followed by a comma but by a suitable connector (that)
- the Reported Speech is not placed within inverted commas.
- The tense of the verb usually changes, if the reporting verb is in the past.
- There are some changes in the pronoun, too.

General Rules for changing Direct Speech into Indirect Speech

(a) Change in Tenses :

- If the Reporting Verb is in the Present or Future tense, the tense of the Verb in the Direct Speech does not change.
- If the Reporting Verb is the Past Tense, the tense of the Verb in the Direct speech changes as follows:

<u>Direct Speech</u>	<u>Indirect Speech</u>
1. Present Simple (play / plays) (do / does not play)	Past simple (played) (did not play)
2. Present Continuous (is / are / am playing)	Past Continuous (was / were playing)
3. Present Perfect (has / have played)	Past Perfect (had played)
4. Present Perfect Continuous (has / have been playing)	Past Perfect Continuous (had been playing)
5. Past simple (Played/did not play)	Past Perfect (had played/had not played)
6. Past Continuous (was / were playing)	Past Perfect Continuous (had been playing)
7. Past Perfect	Past Perfect (no change)
8. will / shall	would / should
9. can / may	could / might
10. must	had to

Illustrative Examples

- Direct : She said, "I hate school."
 Reported : She said that she hated school.
 Direct : He said, "The train is coming."
 Reported : He said that the train was coming."
 Direct : He said, "Ram has not turned up yet."
 Reported : He said that Ram had not turned up yet".
 Direct : I said. "I will not return your book."
 Reported : I said that I would not return his book.
 Direct : He said, "It may rain today."
 Reported : He said that it might rain that day.

Exceptions

- The Simple Present stating a General Truth does not change.
 Direct : The teacher said, "The sun rises in the east."
 Reported : The teacher said that the sun rises in the east.
- Simple Past starting a past historical event remains unchanged.
 Direct : The teacher said, "India became free in 1947."
 Reported : The teacher said that India became free in 1947.
- Simple Past or Past Continuous tense in Time Clauses do not normally change. The main verb may either remain unchanged or may become the Past Perfect.
 Direct : He said. "When we lived / were living in Bombay we often went to beach".
 Reported : He said that when they lived / were living in Bombay, they often went to the beach.

Say and tell

We say 'something' but we tell 'somebody / something'. Reporting verb 'said' is changed to 'told' if it is followed by an object.

Direct : He said to me, "I will come again soon."

Reported : He told me that he would come again soon.

Note: 1. 'said' has become 'told' because the object 'me' is mentioned.

2. 'told' is not followed by the preposition 'to'.

(b) Change in Person Pronouns :

- The pronouns of the First Person (I, my, me, mine, we, our, us, ours) change into the person and gender of the subject of the Reporting Verb.

Direct : The boys said. "We are very brave."

Reported : The boys said that they were brave.

Direct : She said. "My father is a doctor."

Reported : She said that her father was a doctor.

- The pronouns of the Second Person (you, your, yours) change into the person and gender of the object of the Reporting Verb.

Direct : I said to her. "You are a brave girl."

Reported : I told her that she was a brave girl.

Direct : I said to him. "Your brother is a brave boy."

Reported : I told him that his brother was a brave boy.

Direct : I said to them, "You are brave boys."

Reported : I told them that they were brave boys.

- The pronouns of the Third Person do not change.

Direct : I said to her, "He is a good boy."

Reported : I told her that he was a good boy.

Direct : I said to him, "She is a good girl."

Reported : I told him that she was a good girl.

Direct : I said to him, "They are good boys."

Reported : I told him that they were good boys.

Direct	Indirect	Direct	Indirect
I	he, she	you	he, she, they
me	him, her	you	him, her them
my	his, her	your	his, her their
mine	his, hers	yours	his, hers, theirs
we	they	us	them
our	their	ours	theirs

Remember

The pronoun 'you' may also be changed to 'I' when the person being talked to is not named in the direct statement.

Direct : He said, "You are brave."

Reported : He said that I was brave.

(c) Change in words and expression of Time and Place :

Words and expression showing nearness in time and place in the Direct speech are changed into words or expressions showing distance.

Direct	Indirect	Direct	Indirect
now	then/ straight away	today / tonight yesterday	that day / that night the previous day / the day before
tomorrow	the next day / the following day	thus	so
last night	the previous night / the night before	ago	before
later	after	just at present	then at that time
the day after tomorrow	in two day's time	next week	the next week / the following week

- Direct : Ali said, "I will watch a horror movie tonight."
 Reported : Ali said that he would watch a horror movie that night.
 Direct : The girl said, "I must go to Delhi tomorrow."
 Reported : The girl said that she had to go to Delhi the next day.
 Direct : Sunil said, "I plan to leave for Australia next week."
 Reported : Sunil said that he planned to leave for Australia the following week.
 Direct : Shyam said, "The teacher left an hour ago."
 Reported : Shyam said that the teacher had left an hour before.
 Direct : Manish said, "I am busy now."
 Reported : Manish said that he was busy then.

(d) Other Changes

Direct	Indirect	Direct	Indirect
came	go	bring	take
this	that	these	those
here	there	hence, hereby	thence, thereby

Rules for changing Questions (Interrogative Sentences) into Indirect

- The Reporting Verb 'say' is changed into ask/ inquire, wonder etc.
- To word 'order' in a reported question is changed to make it a statement by placing the subject before the verb. The question mark (?) is replaced with a full stop (.).
- All the general rules for the change of pronouns, tenses, etc. are applicable.
- In Yes / No answer type questions 'if' or 'whether' is used after Reporting Verb to introduce the indirect question.
- In questions beginning with a Question-word - who, whom whose, what, which, when, where, why and how 'if' or 'whether' is NOT USED. The given question word itself is retained to introduce the reported question.

Remember : 'that's is not at all used to introduce indirect questions.

Illustrative Examples

- Direct : He said to them, "Will you listen to such a man?"
 Reported : He asked them (wanted to know) whether they would listen to such a man.
 Direct : He said to me, "Where are you going?"
 Reported : He asked me where I was going.
 Direct : He said to his wife, " How many people were coming to dinner tonight?"
 Reported : He asked his wife how many people were coming to dinner that night.

- Direct : The class teacher said to me, "Is Neeraj absent today?"
 Reported : The class teacher asked me if Neeraj was absent that day.
 Direct : The tourist said, "Where is the booking office?"
 Reported : The tourist enquired where the booking office was.

- 'Shall' indicating normal future becomes 'would'.
 'Shall' indicating a request becomes 'should'.
 Direct : He said, "Shall I ever pass this test?"
 Reported : He wondered if he would ever pass the test.
 Direct : He said, "Shall I begin the discussion?"
 Reported : He inquired if he should begin the discussion.
- 'Would' in the direct speech however, remains unchanged in the indirect speech.
 Direct : 'Would you mind passing the salt?' I said to him.
 Reported : I asked him if he would mind passing the salt.
- For 'Yes' and 'No' as answers to questions, a clause must be provided with the verb of the question.
 Direct : I said, "Will you stop that noise?" "No" said the boy."
 Reported : I asked the boy if he would stop that noise and he replied that he would not (stop that noise).

Rules for changing Imperative Sentences (Commands, Requests and Suggestions) into Indirect

- The Reporting Verb 'say' is changed into a verb of command or request such as tell, order, command, ask, beg, urge, remind, warn, etc. according to the meaning.
- The infinitive (to + verb) is used in direct commands and requests.
- Negative commands are expressed by not + infinitive (to + verb).
- In sentences beginning with 'let', the Reporting Verb is changed into 'proposed' or 'suggested'. In place of infinitive, 'should + verb' is used.
- All general rules for the change of pronouns, etc. are followed as usual.

Illustrative Examples

- Direct : He said to the beggar, "Go away."
 Reported : He told the beggar to go away.
 Direct : He said to her, "Please wait here till return."
 Reported : He requested her to wait there till he returned.
 Direct : He said, "Please give me another chance."
 Reported : He requested them to give him another chance.
 Direct : "Don't go near the fire, children," said the mother.
 Reported : The mother warned the children not to go near the fire.

Rules for changing Exclamations into Indirect

Exclamations are expressed in the indirect speech by changing them into statements and expressing the spirit of the exclamation in the reporting verb or in the adverb. Various constructions are possible. The Reporting Verb is changed into exclaimed, declared, wished, etc according to the sense. The exclamation mark disappears.

The following points are worth noting :

- Exclamations with 'what', 'how', etc. are changed into :
 He said that it was
- Exclamations with 'Ugh!' 'Oh!' 'heavens!' 'Alas!' 'Ah!' etc. are changed into :
 He exclaimed with disgust / surprise / sorrow-etc.
- Exclamations with "Hurrah" are changed into :
 He exclaimed with (great) joy

Illustrative Examples

- Direct : The old woman said, "Alas! I have lost all my children."
 Reported : The old woman exclaimed with sorrow that she had lost all her children.

- Direct : He said to her, "Bravo! you have done well."
 Reported : He applauded her saying that she had done well.
 Direct : She said, "Oh dear! I have just missed the bus."
 Reported : She said with regret that she had just missed the bus.

PREPOSITIONS

A preposition is a word placed before a noun or pronoun to show its relation with something else in the sentence.

I placed a book on the table.

I am fond of milk.

In the first sentence on shows the relation between table and book.

In the second sentence of the word of shows the relation between the adjective fond and milk.

These words are prepositions.

The Noun or Pronoun used after a Preposition is called its Object.

It is always in the Accusative (objective). It is said to be governed by the preposition.

A preposition has no fixed meaning of its own. It derives its meaning from the context it is used in.

Kinds of Prepositions

- Simple preposition : at, by, for, in, of, off, on, out, through, till, to, up, with.
- Compound preposition : about, above, across, along, amidst, among, amongst, around, before, behind, below, beneath, beside, between, beyond, inside, outside, underneath, within, without.
- Phase or group prepositions : according to, in front, by means of, on account of, in place of, etc.
- Participial prepositions : passing, concerning, considering, during, notwithstanding, pending, regarding, etc.

There are present participles which have now come to be accepted as prepositions.

Prepositions of time and date

- at a time : at 8 o'clock, at noon, at midnight
- at an age : at eighteen / at the age of eighteen
- on a specific day / date : on Sunday, on June 30th, on Diwali day.
- in a period : in March, in the morning / evening/ afternoon, in winter, in a month / year, in 1987, etc.

But

at night, at Diwali

on the morning / evening / night, etc. of a certain day / date

on time = at the appointed time

in time = before time

in the beginning / at first

in the end / at last

at the beginning / end

- by sometime
- before that time or at that time
- from is used with 'to' or till / until'
- to, till / until - till means 'upto'
- Both are used with 'from'. 'to' cannot be used without 'from', 'till', however, can be used alone.
 We work from 8 a.m. to / till 4 p.m.
 We work till 4 p.m.
- Note- Until cannot be used with a negative verb.
- during : It is used for known periods of time. Generally it is followed by the name of the period; the, this, that etc. + noun.
 during office hours, during the summer,
 during that time, during 1987.
- for : It indicates that the action continues for the whole period.
 I sleep for six hours.
- since expresses point in time.
 It is used with the Perfect Tenses. It shows the definite time when the action began.
 He has been in bed since 6 a.m.
- in (at the end of time)
- within (before that time)

He will return in a week. (at the close of the week)

He will return within a week. (in less than a week)

- after is a preposition; afterwards is an adverb.
'after' is followed by a noun, pronoun or gerund.
After tea we went for a walk.
We had tea and afterwards / then went for a walk.

Preposition of Place and Direction :

- 'For' is used :
to show somewhere.
Is this train for Amritsar?
- We use 'in' for :
somebody / something inside a limited area.
in Ludhiana; in France; in the park; in jail
somebody / something inside a building, room
in the Principal's office; in the bucket
- 'Into' means :
in the direction of something.
Speak clearly into the microphone.
to a position in or inside something.
Sunita dived into the water.
- We use 'at' :
when we relate to a place in terms of its function or purpose.
at the Club, at Grand Hotel; at home;
- We use 'on'
for a fixed point on a surface.
There is a handle on the door.
with words like floor and ceiling.
The books were lying on the floor.
for public transport.
on Shatabdi Express; on the Maharaja (a ship)
(Compare : He went to the studio in a taxi)
- We use 'across'
to mean from one side to another.
She walked across the lawn.
- 'Under' means :
in, to or through a position that is below something.
under the bed
below the surface.
The boat lay under several feet of water.
less than.
It took us under an hour.
to say who manages, runs, controls or governs somebody / something
There are 10 MBA's working under her.
according to an agreement, law or system.
Under the new law, domestic violence is a punishable crime.
experiencing a particular process.
The hotel is under repairs.
- 'Underneath' means :
the same as 'under' and is used for things only.
Hide this underneath that box.
- 'Between' means :
in or into the space separating two or more points, objects, people etc.
I'll sit between Grandpa and Granny.
in the period of time separating two points of time, days, months, events.
What were you doing between 7 and 8 p.m.?
from one place to another.
He keeps travelling between New Delhi and Noida.

- We use 'among' :
to mean 'surrounded by somebody / something or in the middle of somebody / something'.
It is a small town among the Shivalik hills.
to mean that 'somebody / something is included or happening in groups of peoples'.
This is a common problem among the teenagers.
Instead of between when three or more things or people are involved (while dividing or choosing something)
Distribute the sweets equally among the four children.
 - We use 'from' :
to show where somebody / something starts
The train from Mumbai has arrived.
to show what the origin of somebody / something is
I'm from China.
 - 'to' :
There are about 20 different uses of 'to' as a preposition, one of which conveys the sense of 'towards' or in the direction of'.
I walk to college everyday.
They are on their way to the bus stop.
- Prepositions of Travel and movement :
- travel by train / car / ship / aeroplane / air / sea
 - travel on horse back / foot / bicycle
 - travel from (one place) to (another place)
 - arrive in a country / town / village
 - arrive at / get to a specific place (address, hotel, railway station, bus stand, river, etc.)
 - get in / into a vehicle.
 - get on / onto a horse, a bicycle = (mount)
 - get out of a vehicle.
 - get off a horse, a bicycle.

THE USES OF THE PRESENT PAST AND FUTURE TENSES

Present Tenses

Simple Present Tense

The simple Present is used :

- (i) To express a habitual action; as
He drinks tea every morning.
I get up everyday at five o'clock.
My watch keeps good time.
- (ii) To express general truths; as,
The sun rises in the east.
Honey is sweet.
Fortune favours the brave.
- (iii) In exclamatory sentences beginning with here and there to express what is actually taking place in the present; as,
Here comes the bus!
There she goes!
- (iv) To express a future event that is part of a fixed timetable or fixed programme
The next flight is at 7.00 tomorrow morning.
The match starts at 9 o'clock.
The train leaves at 5.20.
When does the coffee house reopen?
- (v) It is used to introduce quotations; as,
Keats says, 'A thing of beauty is a joy for ever.'
- (vi) It is used, instead of the Simple Future Tense, in clauses of time and of condition; as
I shall wait till you finish you lunch.
It rains we shall get wet.

Present Continuous Tense

The present continuous is used.

- (i) For an action going on at the time of speaking; as,
She is singing (now).
The boys are playing hockey.
- (ii) For a temporary action which may not be actually happening at the time of speaking; as,
I am reading 'David Copperfield' (but I am not reading at this moment).
- (iii) For an action that has already been arranged to take place in the near future; as,
I am going to the cinema tonight.
My uncle is arriving tomorrow.

Present Perfect Tense

The Present Perfect is used :-

- (i) To indicate complete activities in the immediate past (with just); as,
He has just gone out.
It has just struck ten.
- (ii) To express past actions whose time is not given and not definite; as,
Have you read 'Gulliver's Travels'?
I have never known him to be angry.
Mr. Hari has been to Japan.
- (iii) To denote an action beginning at some time in the past and continuing up to the present moment (often with since - and for -phrases); as,
I have known him for a long time.
He has been ill since last week.
We have lived here for ten years.
We haven't seen Padma for several months.

Present Perfect Continuous Tense

- (i) The Present Perfect Continuous is used for an action which began at some time in the past and is still continuing; as,
He has been sleeping for five hours (and is still sleeping).
They have been building the bridge for several months.
They have been playing since four o'clock.

Past Tenses

- (i) The simple Past is used to indicate an action completed in the past. It often occurs with adverbs or adverb phrases of past time.
The steamer sailed yesterday.
I received his letter a week ago.
She left school last year.
- (ii) Sometimes this tense is used without an adverb of time. In such cases the time may be either implied or indicated by the context.
I learnt Hindi in Nagpur.
I didn't sleep well (i.e., last night).
Babar defeated Rana Sanga at Kanwaha.
- (iii) The simple Past is also used for past habits; as,
He studied many hours everyday.
She always carried an umbrella.

Past Continuous Tense

- (i) The Past Continuous is used to denote an action going on at some time in the past. The time of the action may or may not be indicated.
We were listening to the radio all evening.
It was getting darker.
The light went out while I was reading.
When I saw him, he was playing chess.

As in the last two examples above, the Past Continuous and Simple Past are used together when a new action happened in the middle of a longer action. The Simple Past is used for the new action.

- (ii) This tense is also used with always, continually, etc. for persistent habits in the past.
He was always grumbling.

Past Perfect Tense

- (i) If two actions happened in the past, it may be necessary to show which action happened earlier than the other. The Past Perfect is mainly used in such situations. The Simple Past is used in one clause and the Past Perfect in the other; as,

When I reached the station the train had started (so couldn't get into the train).
I had done my exercise when Hari came to see me.

Past Perfect Continuous Tense

- (i) The Past Perfect Continuous is used for an action that began before a certain point in the past and continued up to that time; as,

At that time he had been writing a novel for two months.
When Mr. Mukharji come to the school in 1995, Mr. Anand had already been teaching there for last five years.

The Future Tense

There are several ways of talking about the future in English: the Simple Future Tense, the going to form, the Simple Present Tense, etc.

Simple Future Tense

- (i) The Simple Future Tense is used to talk about things which we cannot control. It expresses the future as fact.

I shall be twenty next Saturday.
It will be Diwali in a week.

We will know our exam results in May.

- (ii) We can use this tense to talk about what we think or believe will happen in the future.

I think Pakistan will win the match.
I'm sure Helen will get a first class.

As in the above sentences, we often use this tense with I think, and I'm sure. We also say I expect..... I believe Probably, etc.

- (iii) We can use this tense when we decide to do something at the time of speaking.

It is raining. I will take an umbrella.

"Mr. Sinha is very busy at the moment". – "All right. I'll wait."

- (iv) Going to

We use the going to form (be going to + base of the verb) when we have decided to do something before talking about it.

"Have you decided what to do?" – "Yes. I am going to resign the job."

"Why do you want to sell your motorbike?" – "I'm going to buy a car."

Remember that if the action is already decided upon and preparations have been made, we should use the going to form, not the Simple Future Tense. The Simple Future Tense is used for an instant decision.

Future Continuous Tense

- (i) We use the Future Continuous Tense to talk about actions which will be in progress at a time in the future.

I suppose it will be raining when we start.

- (ii) We also use this tense to talk about actions in the future which are already planned or which are expected to happen in the normal course of things.

I will be staying here till Sunday.

He will be meeting us next week.

Future Perfect Tense

- (i) The future Perfect Tense is used to talk about actions that will be completed by a certain future time.

I shall have written my exercise by then.

He will have left before you go to see him.

Future Perfect Continuous Tense

(i) The Future Perfect Continuous tense is used for actions which will be in progress over a period of time that will end in the future.

By next March we shall have been living here for four years.

NOTE: This tense is not very common.

ACTIVE AND PASSIVE VOICE

1. Rama helps Hari.

2. Hari is helped by Rama.

It will be seen that these two sentences express the same meaning.

But in sentence 1, the form of the Verb shows that the person denoted by the subject does something.

Rama (the person denoted by the subject) does something.

The verb helps is said to be in the Active Voice.

In sentence 2, the form of the verb shows that something is done to the person denoted by the subject.

Something is done to Hari (the person denoted by the subject.)

The verb helped is said to be in the Passive Voice.

How to passivize an active voice sentence:

Normally only those verbs can be passivized which have an object.

Subject (Doer) + Verb + Object

Ravi killed a snake

Step 1 : Put the object in the place of the subject and the subject in the place of the object.

Active : Ravi killed a Snake.
Object

Passive : A snake was killed by Ravi.

Step 2 : According to the tense and the subject, use an appropriate form of the verb. Convert the given verb into its past participle (V₃) form.

Step 3 : You may have to use an appropriate preposition like 'by' before the passive object whenever it is mentioned.

Remember:

- ◆ When we change a sentence from the active voice to the passive voice. The tense of the verb remains the same.
- ◆ The verb has to agree with the subject of the sentence. The passive voice is formed with the suitable tense of the verb be followed by the past participle. Study this table :

Tense (or Modal + base)	Active Voice	Passive Voice
Simple Present	take takes	am taken is taken are taken
Present Continuous	am taking is taking are taking	am being taken is being taken are being taken
Present perfect	has taken have taken	has been taken have been taken
Simple past	took	was taken were taken
Past continuous	was taking were taking	was being taken were being taken
Past perfect	had taken	had been taken
Simple future	will take shall take	will be taken shall be taken
Future Perfect	Will have taken Shall have taken	Will have been taken Shall have been taken
can/may/must, etc. + base	can take must take	can be taken must be taken

SOLVED QUESTIONS

Ex.1 Read the information given below and write the bio-sketch of Marie Curie.

MARIE CURIE

- Born 1867
- French physicist, research graduate at Paris with her husband, Pierre Curie.
- Working in the exciting new field of X-rays.
- Finally successful in isolating radium; discovery brought tremendous fame
- Winner of two Nobel Prizes; shared first one with her husband in 1903;
- Pierre killed in road accident, appointed professor of Physics, University of Paris
- Second Nobel Prize 1911
- Died 1939

Ans. The Renowned French Physicist Marie Curie was born in 1867. She completed her graduation in research, with her husband in Paris. She worked in the exciting new field of X-rays. After untiring effort she succeeded isolating radium which brought tremendous fame to her. Her fruitful efforts were suitably rewarded. She won two Nobel Prizes out of which one she shared with her husband Pierre Curie in 1903. Her husband Pierre Curie was killed in a road accident. There after she was appointed as a professor of physics at University of Paris. She won her second Nobel Prize in 1911.

Unfortunately this gem of a person died in 1939.

Ex.2 You are Daksh/Daksha. Write a letter to your friend Shyam using the notes given below, telling him the dangers of drug addiction. Give him some catchy warnings too. Your letter should be in minimum 150 words.

Notes

Why drug abuse? No single reason—addicts start out of curiosity—for pleasure—to get over boredom—depression symptoms—loss of interest in sports, daily routine, appetite—puffy eyes—unclear vision—mood change—temper tantrums.

Strike Drugs Before they strangle you.

Ans. 25 Raja Garden

Delhi

7 March 2011

Dear Ram

I am writing this letter to tell you about the dangers of consuming drugs. Remember initially it starts only out of curiosity, but when coaxed by friends, people start consuming it for pleasure. This slowly over a period of time, becomes a habit. Some start consuming them for getting over boredom. Soon, with regular consumption, they start having depression symptoms. It then becomes a necessity. They lose interest in things around them. Their hands start shaking they lose appetite, do not have any interest in sports academics etc. Their eyes turn puffy. Slowly they even tend to lose vision. Those who consume drugs regularly have temper tantrums. The person becomes a slave to drugs and if he is deprived, he develops severe withdrawal symptoms. It slowly kills the person from inside.

Drugs are a curse on the society and one should never even try them. You need to be healthy to achieve success for yourself in the world. Bye.

Convey my regards to aunty and uncle and love to Bina.

Yours affectionately

Dakesh/Daksha

Ex.3 Jaya Kulkarni is a resident of Badli colony. After reading the following newspaper article, she writes a letter to the Editor of a local newspaper, giving her strong views on the disadvantages of this project and making an appeal to the Government to reconsider its decision. Write this letter in minimum 150 words.

THREAT TO FOREST

MAHI PALPUR: 14 June. The Government has decided to cut down a large forest area near Badli colony to provide housing of 10,000 families. The project is likely to be completed by 2012. However, it is facing stiff opposition from farmer whose agricultural land is also being acquired.

Ans. Badli colony
Mahipalpur
New Delhi

15 June 2010

The Editor
The Daily Record
Post Box 378
New Delhi

Dear Sir

I have read an article in yesterday's newspaper regarding large-scale cutting of trees near Badli Colony and I am writing to express my horror at this decision. I 'm afraid the decision has been taken in a hurry without considering the far reaching consequences. The felling of thousands of trees would result in ecological imbalance in the area.

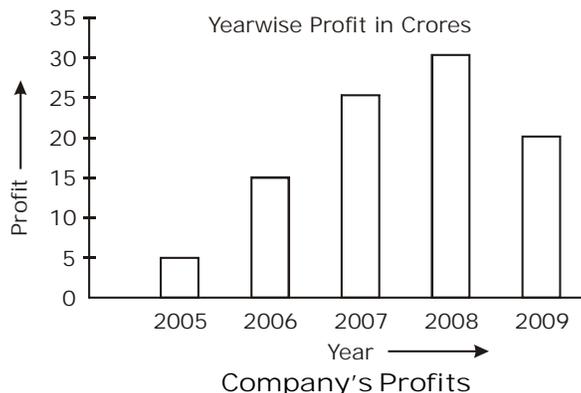
Deforestation has already led to global warming. The cycle of seasons has been disturbed. Any further tampering with ecology will seal the human fate and lead him to the doom. Moreover, a cluster of 10,000 houses at one place is bound to aggravate the environmental pollution.

Smoke from houses as well as vehicles will violate the purity of the air around the colony. Noise of people increasing vehicles and public transport would be other sources of nuisance. There is danger of water pollution as well if the sewers and/or sewage line get broken and the dirty water gets mixed up with the pipeline of pure drinking water.

I strongly oppose the proposal, and request the authorities to reconsider the decision to fell health giving green trees.

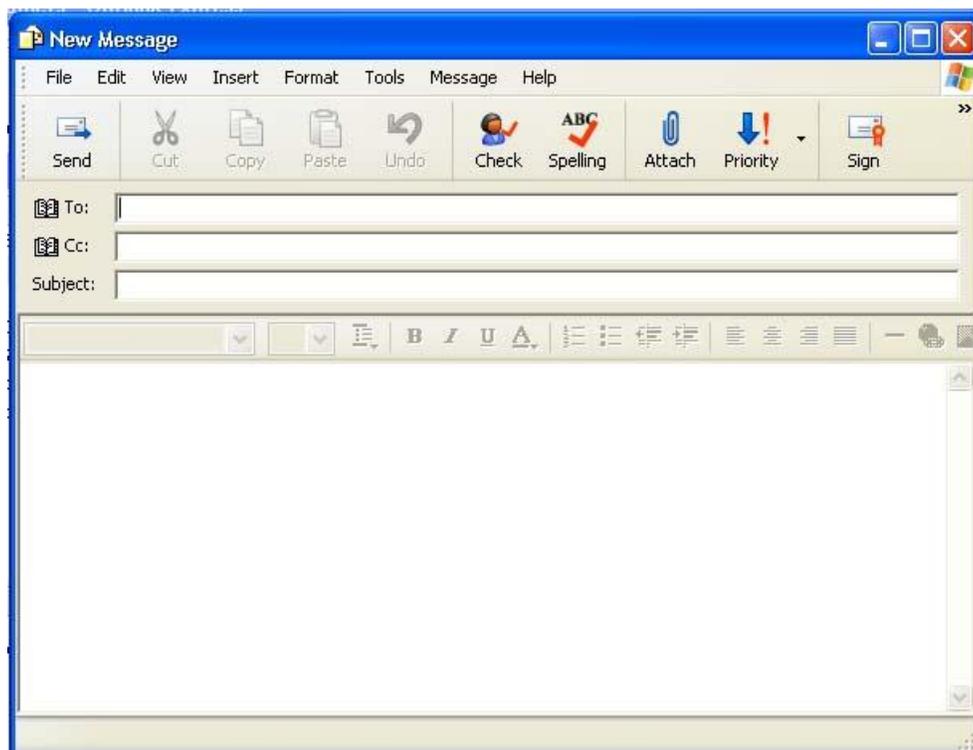
Yours faithfully
Jaya Kulkarni

Ex.4 The diagram given below shows the yearwise profits of a company in crores. Write a brief report to be presented before the shareholders explaining (i) the rise and (ii) the fall in profits.



Ans. Right from its inception in 2005, the company has been making steady profits. The credit for the goes to the guidance of board of directors and the hard work, vision and supervision of the CMD in implementing the plans. Starting with a profit of five crores, the company's profits rose to 15 crores in 2006 and 25 crores in 2007. In the year 2008 the profits of the company touched the peak. There was fall in the company's profits during 2009 to the tune of ten crores. It was due to worldwide recession. It is hoped that the company's profits will rise in the ensuing years.

- Ex.5 You visited Lakshmi Narayan temple recently. Give a brief description of the holy place.
- Ans. The Lakshmi Narayan temple is the most famous temple in our city. It is spread over ten acres. There is a huge entrance gate. There are lawns on either side of the road. Pilgrims sit and relax there. Then there is a tank. People take a dip in it before visiting the temple. There are at least fifty steps to the platform on which the building is built. There are three big halls. The idols of Lakshmi and Narayan are placed in the central hall. The other two have idols of Lord Shiva, Ganesh, Durga and Hanuman. Devotees offer gifts, bow before the gods and pray for fulfillment of their desires. The atmosphere echoes with the ringing of bells and joyful shouts of the devotees.
- Ex.6 Chetna Club of your school organized a function distributing toys to the kids of underprivileged (poor) parents. Give a brief description of the function, mentioning the efforts of your club for collecting toys from students and other sources, the number of toys gifted, the smile on the faces of the kids and the presence of celebrities.
- Ans. Chetna Club of A.B. Senior Secondary School organised a function to distribute toys to the kids of the poor and underprivileged parents. Members of the club had collected these toys from students, their friends and neighbours in the locality. About two hundred toys were gifted to fifty students in the presence of celebrities and the parents of the kids. The smile on the faces of the kids was ample inspiration for the members of Chetna Club to pursue their effort with renewed zeal.
- Ex.4 Your school Principal is a popular figure among students, teacher, parents and other members of the society? Write a brief description of his personality, highlighting his qualities. Our Principal is really a gem. He is only forty-five years old but he carries an old head on his young shoulders. He is physically fit, mentally alert and emotionally balanced. He is hardworking, disciplined and dutiful. He is quite cool and never loses temper with anyone. Angry parents come out smiling after meeting him. His request to teachers and other members of society is a command. He shares their weal and woe. Everyone listens to his sagacious advice and acts on it.
- Ex.7 You are Anurag Sharma. Write an e-mail to your uncle Abijeet Dewashar telling him about your life's ambition. Also, send a copy of it to your father.



PRACTICE ASSIGNMENT

Q1. Read the given poem carefully:

SYMPATHY

I lay in sorrow, deep distressed :
 My grief a proud man heard;
 His looks were cold, he gave me gold
 But not a kindly word.
 My sorrow passed - I paid him back
 The gold he gave to me;
 Then stood erect and spoke my thanks
 And blessed his Charity.
 I lay in want, in grief and pain :
 A poor man passed my way;
 He bounded my head, he gave me bread
 He watched me night and day.
 How shall I pay him back again,
 For all he did to me?
 Oh, gold is greater, but greater far
 Is heavenly Sympathy!

Charles Mackay

Write the option you consider the most appropriate

- (a) His looks were very
 (i) sharp (ii) angry (iii) cold (iv) sympathetic
- (b) When the sorrow passed the poet paid him back
 (i) his charity (ii) his cold looks (iii) his money (iv) his clothes
- (c) The other time when the poet was sad a poor man
 (i) sympathized with him (ii) gave him money (iii) gave him bread (iv) gave him gold
- (d) What can never be repaid?
 (i) bread (ii) money (iii) sympathy (iv) honour

Q.2 Study the given data carefully and give a logically interpretation of the table.

Grades	Students
90-99	3
80-89	6
70-79	15
60-69	16
50-59	14
40-49	10
30-39	9
20-29	2

- Q.3 Given below is an extract from an article in 'Newsweek'.
 'For years, I ate fast food because it was efficient and cheap. I had no idea I could be damaging my health' says Ceasar Barbar, 56 a maintenance worker with heart disease.
- Q.4 Write a letter to the editor of the newspaper on the health hazards caused by junk food using you own ideas from the unit on 'Health and Medicine' Your answer should be in about 150 words.
- Q.5. Write a letter to your friend to make friends with desirable youngmen and avoid the company of smokers, boozers and idlers.
- Q.6 Write a letter to the editor of a local daily complaining him about the sharp rise in crimes against women in your area. Suggest measures to stop them.
- Q.7 As a public representative write an e-mail to the editor of a newspaper highlighting your complain about excessive homework given to school children. It is against the norms set by the new education policy.
- Q.8 Send an e-mail to your friend describing him the first experience of your air-journey in about 150 words.

- Q.9 Write an e-mail to your father describing him your new experience of hostel life in 150 words.
- Q.10 You have not still forgotten the day when you made you public speech. Record that unique experience in your diary in about 180 words.
- Q.11 Describe the impressive and colourful Republic Day Parade on 26th of January in your town in a paragraph in about 100 words.
- Q.12 The parched earth was waiting for the monsoons and lo! suddenly they burst into heavy showers. Describe how the monsoon struck your city in your diary in about 180 words.
- Q.13 People say that failures are the stepping stones. They are the best teachers. You are to speak in favour of the motion in the Debate competition. Write the same in not more than 180 words.
- Q.14 A disturbing trend is taking root among students. They neglect their studies but spend most of their time in watching television. Write an article in 180 words on 'Impact of TV watching on students'.
- Q.15 Look at the words and phrases below. Rearrange them to form meaningful sentences
 - (a) Oliver Twist/workhouse/in/was/born/a
 - (b) knew/father/nobody/who/was/his
 - (c) died/mother/his birth/his/soon/after
 - (d) brought up/oliver/was/workhouse/orphanage/run by/the/an/in

Q.16 The following passages have not been edited. There is one error in each line. Write the incorrect word and the correction against the correct question number. Remember to underline the word you have supplied.

There are some people that are afraid	(a) _____
of failures and sometimes they are afraid to	(b) _____
themselves, that they avoid take any	(c) _____
risks or committing a mistake and taking	(d) _____
a wrong step. They abstain entirely for	(e) _____
some attempt and endeavour. They looked	(f) _____
down upon themselves and believed that something	(g) _____
is possible for us	

Q.17 Complete the dialogue choosing the correct option :

Manu : I am really thrilled about our trip to South India. I have heard it has some wonderful beaches.

Arun : Yes, it is a wonderful experience to see the vast waves rising and striking the beach.

Manu : Tell me, (b) Goa?

Arun : We shall reach within two days as we are going there first. Do you know (c) since it's your first trip outside?

Manu : Oh my God! I forgot that completely. Actually I had (d), but the excitement was so much that it escaped my mind completely.

- | | |
|--------------------------|---------------------------------|
| (a) 1. what to do | (b) 1. when we shall reach |
| 2. how I shall feel | 2. when we will reach |
| 3. what I will do | 3. when shall we reach |
| 4. what will I do | 4. when will we reach |
| (c) 1. where you will go | (d) 1. come to you to know that |
| 2. what you will do | 2. come to tell you that |
| 3. what to carry | 3. come to ask you that |
| 4. what you will carry | 4. come to ask that from you |

Q.18 Complete the following sentences using suitable determiners:

1. man was walking down street with dog. dog ran after cat
2. What extraordinary thing to happen!
3. We were travelling at eighty kilometres hour.
4. Petrol is almost thirty rupees litre.
5. All teachers in the school are well-qualified.
6. highest mountain was conquered.
7. of Indians travel to Europe.
8. This is vase I have always wanted.
9. He was member of the board of directors.
10. Within few days I received letter from my mother.
11. I saw so books at the book fair.
12. speaker is European.
13. There isn't water in the pitcher.
14. students are interested in learning languages.
15. students are good at English.
16. students who are good usually come from educated families.
17. There are eggs in the fridge.
18. Did you eat apples.
19. How money do you need.
20. Mohan is sitting in study.

Q.16 Fill in the blanks using suitable conjunctions:

1. I told him..... he should join the college.
2. He was..... praisedrewarded.
3. He is poor he is always cheerful.
4. He smokes..... drinks.
5. We don't know the rumour was true or false.
6. The tea is..... hot.....I cannot drink it.
7. I have not seen him..... he was boy
8. he is wiser..... I .
9. We have booked tickets for Bangkok..... Singapore.
- 10..... he is handicapped, he earns his own living.

Q.17 Join the following sentences using correlative conjunctions.

1. Prachi is intelligent. She is beautiful.
2. Raghav does not like chocolates. Raghav does not like biscuits.
3. Give me a story book. Give me a newspaper.
4. Coffee is harmful for health. Tea is harmful for health.
5. English is very difficult. I cannot read it.

Q.18 Fill in the blanks with suitable models:

1. She swim very well?
2. you please repeat what you said?
3. I open the window?
4. You..... do your duty?
5. You to lose weight?
6. you pass the salt?
7. you prefer tea or coffee?
8. You be punished.
9. you mind if I take an off tomorrow?
10. We not to speak ill of others.
11. He not go there.
12. We go to Shimla in winter but now we don't.

- Q.19 Change the following sentences into Indirect speech.
1. She says to her husband, "I shall not cook your food till you promise me to come early."
 2. You said to Sita, "I came to your house yesterday with my son".
 3. My mother said to me, "You are becoming careless, so I shall complain against you to your father."
 4. She said to him, "Where does Ram live?"
 5. He said to her, "What do you want?"
 6. The teacher said to me, "Why are you so late today?"
 7. The advocate said to the client, "Read it before you sign."
 8. Gopal said to Savitri, "Can I help you in your work?"

- Q.20 Fill in the blanks with suitable prepositions.
1. He arrived..... Wednesday morning.
 2. She died..... heart-attack.
 3. My uncle looks.....his property.
 4. There is a complaint..... you.
 5. He started.....six in the morning.
 6. Rafiq is.....Jaipur at the moment.
 7. It has been raining.....morning.
 8. Both India and Pakistan often quarrel..... the matter of Kashmir.
 9. The work must be finished.....the end of this month.
 10. He is jealous.....his neighbour.

- Q.21 Choose the correct verb from those in brackets :
1. The earth _____ round the sun. (move, moves, moved)
 2. I _____ him only one letter up to now. (sent, have sent, send)
 3. She _____ worried about something. (looks, looking, is looking)
 4. He _____ fast when the accident happened. (is driving, was driving, drove)
 5. He _____ asleep while he was driving. (falls, fell, has fallen)
 6. He _____ a mill in this town. (have, has, is having)
 7. He thanked me for what I _____. (have done, had done, have been doing)
 8. I _____ him for a long time. (know, have know, am knowing)
 9. The Headmaster _____ to speak to you. (wants, is wanting, was wanting)
 10. I _____ a lot of work today. (did, have done, had done)
 11. Our guests _____ ; they are sitting in the garden. (arrived, have arrived, had arrived)
 12. The plane _____ at 3.30. (arrives, will arrive)
 13. I will phone you when he _____ back. (comes, will cone)
 14. I _____ the Joshis this evening. (visit, am visiting)
 15. Look at those black clouds. It _____ (will rain, is going to rain)
 16. I'm sure she _____ the exam. (passes, will pass)
 17. Help! I _____ fall. (will fall, am going to fall)
 18. The postman _____ Coming soon. (will be/ will)

Q.22 Turn the following sentences from the Active Voice to the Passive Voice:

<u>Active Voice</u>	<u>Passive Voice</u>
1. Sita loves Savitri.
2. The mason is building the wall.
3. The peon opened the gate.
4. Some boys were helping the wounded man.
5. He will finish the work in a fortnight.
6. Who did this?
7. Why did your brother write such as letter?
8. The cat killed the mouse.
9. I see a dark cloud.
10. I will conquer him.
11. Ashu will bring the pony.
12. My cousin has drawn this picture.
13. The farmer gathers the harvest.