

INVITATION TO ENGLISH - 4

(Grammar in Context and Translation)

Approved by

**The Council of Higher Secondary Education, Odisha, Bhubaneswar
for +2 Examination.**

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Published by

**ODISHA STATE BUREAU OF TEXTBOOK PREPARATION AND
PRODUCTION, PUSTAK BHAVAN, BHUBANESWAR**

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Published by

The Odisha State Bureau of Textbook Preparation and Production, Bhubaneswar, Odisha, India.

Revised and enlarged edition -2009/1,00,000 Copies

Reprint -2010/50,000

Reprint -2011/60,000

Reprint -2012/50,000

Reprint -2013/1,00,000

Reprint -2014/40,000

Reprint -2015/50,000

Reprint -2016/1,00,000

Publication No : 19

ISBN : 81-8005-220-6

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Type setting : SAI DTP CENTRE, Bhubaneswar

Printed at : Aline Imprint, Cuttack.

Price : Rs. 59/- (Rupees fifty nine only)

FOREWORD

Learning of English language has acquired significance because of its use and relevance in higher pursuits of knowledge. Students must improve their skill in learning English language in order to complete in various sphere of professional activities and career. Writing good English is of immense importance not only in everyday communications but also in professional needs

This book has been prepared by learned and experienced teachers. I hope the book will be appreciated by students and teachers. Any suggestion for the improvement of this book will be acknowledged.



(Dr. Geetika Patnaik)

Director

Odisha State Bureau of Text Book
Preparation and Production,
Pustak Bhavan, Bhubaneswar.

ACKNOWLEDGEMENT

A book such as this could not have been written without the help of the corpus of published grammar and reference books. In this respect, we would like to acknowledge in particular the following sources for the ideas and examples that have gone into the making of the book.

1. Murphy, R (1994) *Intermediate English Grammar*, Cambridge University Press, Reprinted by Foundation Books, 2/19 Ansari Road, Daryaganja, New Delhi - 110002.
2. Hill, J and R. Hurst (1989) *Grammar and Practice*, Language Teaching Publications, 35 Church Road, Hove BN 3,2 BE, England.
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PREFACE

Invitation to English - 4 is a workbook designed to improve the ability of students to use some of the basic grammatical structures of English correctly, appropriately and fluently in their day-to-day communication, particularly through the medium of writing.

The teaching of English at the secondary level continues to be strongly influenced by the so-called "structural approach", which emphasises mechanical, manipulative drill with selected grammatical structures through isolated sentences which are devoid of any context. As a consequence, our better students become proficient in performing grammatical exercises and perform reasonably well in examinations which test their grammatical skills. But as we are aware, performance in examinations is, at the current time, no guarantee that a student has learnt to use the English language competently. The challenge for teachers of English is to *relate* the teaching and learning of grammar in the classroom to the actual situations in which grammar is employed to convey meanings of different kinds. This workbook, which cannot be comprehensive (for obvious reasons) is an attempt to illustrate to both teachers and students, how English grammar functions in common situations involving communication.

No *new* teaching of grammar is attempted here; the grammatical principles being invoked are bound to be familiar to most students. Two things *are* new, however :

- 1 In many of the exercises, the student is invited to draw his/her own generalisation from the examples provided. This *inductive* approach, it is hoped, will turn the exercise into a problem-solving activity.
- 2 The exercises give the learner some idea of the most typical situations, in which some common grammatical structures are used .

The workbook is so designed that it can be used for self-learning, outside the classroom. However, the learning and teaching of grammar, like practically all other forms of language learning, become more effective when they encourage group interaction, discussion, etc. For this reason, we strongly advise that at least one period a week be devoted to practice sessions in the classroom, during which students are able to work through the exercises and then discuss their responses, and get feedback from the teacher and from each other.

In this revised edition, a new chapter on translation has been included, keeping in view the Oriya- speaking students' need to consolidate their knowledge of grammar through the practice of translation.

Teachers who intend to make use of this workbook are advised to make themselves familiar with some basic textbooks of grammar, such as *A University Grammar of English*, by Quirk and Greenbaum (Longman). They will find this investment of time and effort rewarding .

Dr. B.K.Das
Series Editor

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CHAPTER I

Countable and Uncountable Nouns

SECTION 1

Study the following dialogue :

Mother : We have run out of rice, flour, butter and a few other things.

Father : All right, I'll make a shopping list. Let me get a piece of paper and a pen. Now, we need some sugar, tea and milk, right ? We also need ten kilos of rice and half a litre of cooking oil. Anything else ?

Can you pick out the nouns in the dialogue above ?

These nouns can be divided into two groups. Nouns such as *list, piece, pen, kilo*, etc. are called **countable** nouns. while nouns such as *rice, flour, butter, paper, sugar, milk*, etc. are called **uncountable** nouns.

Countable nouns refer to 'things' that can be counted and they have *singular* as well as plural forms: for example, *a pen/two pens, a piece/ten pieces*, etc. Uncountable nouns, such as *rice, sugar, milk*, etc refer to things that cannot be counted, although some of them can be measured (in kilograms, litres, etc.). Usually, uncountable nouns do not take plural forms such as *rices, sugars*, etc., although in some special cases, which we will explain later, they can take plural forms (*e.g., sugars, teas*, etc.).

We can use numbers (*one, two, three*, etc.) with countable nouns and say things like *one pen, two pens*, etc. But we cannot use numbers with uncountable nouns - that is, we cannot say things like *one milk, two milks*, etc. Also, we can use the indefinite article (*a/an*) with countable nouns (*e.g., a pen, an egg*, etc.) but not with uncountable nouns. Usually we cannot say things like *a rice, a sugar*, etc., although this is possible in some special cases, which we will deal with later.

Generally, **quantifiers** (words and expressions which express quantity) such as *some, a little, a lot of*, etc. are used with uncountable nouns. For example :

1. My friend gave me *some* rice.
2. Can you borrow a *little* sugar from our neighbour ?

In sentences such as these, it is necessary to use a quantifier before the uncountable noun because the meaning expressed is "a certain quantity of something". But in some other contexts we can use uncountable nouns without quantity. For example :

3. I prefer tea to coffee.
4. People suffering from diabetes should avoid sugar :

Here, we are referring to *tea*, *coffee* and *sugar* in **general**, and not in any particular quantity. We do not, therefore, use a quantifier. We will have more to say on the quantifier later.

Any good dictionary of English, such as the **Oxford Advanced Learner's Dictionary**, will tell you whether a noun is countable or uncountable. It is important to know this because unless we know whether a noun is countable or uncountable, we may not be able to use it correctly in a sentence.

Activity 1 : Say whether the nouns in the list below are **countable** or **uncountable**. (If you are not sure of an answer, you can consult a dictionary.)

car	bottle	video	girl	traffic
music	chair	pot	water	leather
cloud	advice	fruit	weather	furniture
loaf	hair	taxi	apple	information`

Activity 2 : Choose the correct alternatives, in the sentences below :

1. There is usually a lot of traffic/traffics in the city during working hours.
2. The young man is looking for a work/job at the moment.
3. I want to make a list of candidates attending the meeting. Have you got a paper/some paper?
4. I don't want to have a bread/breads for my breakfast.
5. The girl with blonde hair/hairs lives next door.
6. Good accommodation/accommodations is not available in this city.
7. We need some meat/meats for the dinner tonight.
8. The old man could not carry the luggage/luggages.

Activity 3 : Use *a, an, the, some*, where required, in the blank spaces below. If no word is required, leave the space blank.

1. ----- health is more precious than ----- wealth. To keep healthy, we need ----- good food, ----- sleep, and ----- exercise.
2. ----- travel gives us ----- opportunity of seeing how ----- other people live. When we go on ----- journey, we should take ----- notebook with us to make ----- note of ----- names of ----- people we meet.

Activity 4 : There are three countable nouns in the list below. Can you find them ?

gold	snow	fun	help	cheese	equipment	homework
jam	sand	wood	rubbish	food	happiness	knowledge
match	wind	money	love	bottle	cupboard	progress

SECTION 2

Read the dialogue below :

Wife: What did you buy in the market ?

Husband : I bought a bottle of milk, a packet of washing power and a tube of toothpaste.

Wife: What about the bar of chocolate I asked you to buy ?

Husband: Oh dear, I completely forgot.

Look at the expressions *a bottle of milk, a packet of washing powder and a tube of toothpaste*.

Each contains an uncountable noun (*milk; washing powder; and toothpaste*)

We told you earlier that the indefinite article (*a/an*), or numbers (*one, two, three, etc.*) cannot be used with uncountable nouns. (We cannot say *a milk or two milks*.) Sometimes, however, we may need to talk about an uncountable "thing" (*e.g., milk, water, bread*) as if it could be counted. In English there are certain fixed expressions which are used to refer to 'units' of such uncountable things: for example, *a bottle of milk, a bar of chocolate, a stick of chalk*, etc. It is necessary to know which of these units can be used appropriately with an uncountable noun.

Activity 5 : Match the items in Column A with suitable items in Column B.

A	B
1. a slice of	sugar
2. a loaf of	paper
3. a sheet of	bread
4. a pinch of	soap
5. a jar of	cake
6. a cup of	milk
7. a bottle of	tea
8. a cake of	salt

Activity 6 : Imagine that you went with a friend on a week-long camping trip. You took some supplies (food, matches, candles, etc.) with you, but you find that most of the things have been used up by the third day. Ask your friend to tell you what supplies are left with him/her, and then tell your friend what things are left with you.

The following is the list of supplies which you took on the trip. You will have to decide which of these supplies have been completely used up and which are still left, and the quantities that still remain.

Follow this pattern :

A: Is there any sugar left ?

B: Yes, we still have about a kilogram of sugar.

A: What about soap ?

B: I'm afraid there's no soap left.

or

Yes, we have four cakes of soap left.

List of supplies taken on the camping trip

rice	salt	match box	chewing-gum
bread	sugar	milk	condensed milk
soap	torch	chocolate	toothpaste
tea	bandages	batteries	antiseptic ointment

SECTION 3

Nouns which can be countable as well as uncountable

Look at the sentence below :

- Our science teacher wrote a *paper* on the effects of the cyclone.
 - Books are printed on *paper*.
- Yesterday I bought an *iron*. (for ironing clothes)
 - Iron* is stronger than wood. (metal)

Look at the use of paper and iron in the above examples. They are used both as countable and uncountable nouns, with different meanings. When paper and iron are used as **countable** nouns (as in 1a and 2a), they refer to particular **objects**. But when they are used as **uncountable** nouns (as in 1b and 2b), they refer to some **material** or substance.

Several other nouns can be used in this way. Here are some more examples.

3. a. Could I have *a glass* of water ?
b. *Glass* is brittle.
4. a. Our journey to Badrinath was a wonderful *experience*.
b. He has enough *experience* for the job.
5. a. The boy ate a whole *chicken*!
b. Would you like some more *chicken* ?
6. a. The old man had a boiled *egg* for breakfast.
b. There's *egg* on your face.
7. a. The boy picked up a *stone* and threw it at the leopard.
b. They used *stone* to build their houses.

Some uncountable nouns can be used, in special cases, as countable nouns without any change in meaning.

Look at the following examples :

8. a. Tea is grown in Darjeeling.
b. This shop sells teas from different parts of India.
c. I have just bought a new tea from the Nilgiris.

In Sentence (a), *tea* is used as an uncountable noun, and it refers to a substance. In Sentences (b) and (c), *tea* is used with the same meaning, but now it is used as a countable noun. Here, *teas* means "different *kinds of tea*", and a *tea* means "a certain kind of tea".

Here are some more examples of uncountable nouns becoming countable, with the meaning "different *kinds of a certain substance*".

- a. The best *woods* are produced in Assam.
- b. I have ordered three new *cements* from the factories in Gujarat.

Food and drink as countables

Words which refer to food and drinks (e.g. rice, milk, tea, etc.) are ordinarily treated as uncountable nouns. For example :

1. Could I have some more *bread*?
2. I would like to borrow a handful of *rice*.
3. I drink *milk* in the morning and *tea* in the afternoon.
4. Would you like me to make a cup of *tea* for you ?

However, when ordering food or drink in a restaurant, we often use these nouns as countables. For example :

5. Get us *two teas*, *one coffee* and two ice creams.

Two teas is used here as a kind of 'shorthand' for two cups of tea.

SECTION 4

More on Quantifiers

1. *Much, many, a lot of, (a) little, (a) few*

Look at the sentences below

- a.
 - i. I don't find much time to work in the garden.
 - ii. Is there much water in the river ?
 - iii. Does he have many books in his personal library ?
 - iv. He doesn't have many shirts.
 - v. They've got a lot of money.
 - vi. There's lots of rice left.
 - vii. The mechanic repairs a lot of cars everyday.
 - viii. He has borrowed lots of books from the college library.

The quantifier *much* is normally used with uncountable nouns, while *many* is used with plural countable nouns. The quantifiers *a lot of* and *lots of* can be used with countable as well as uncountable nouns.

Much and *many* are mostly used in questions and in negative sentences, while *a lot of* and *lots of* are used in affirmative sentences.

Activity 7 : Use *much*, *many*, *a lot of*, *lots of* in the blank spaces, where required, in the sentences below. (In some blank spaces, more than one alternative is possible.)

- a. I can't come with you. I've got _____ work to do.
- b. He's not got _____ money, so he can't buy that house.
- c. He is a very quiet person. He doesn't speak _____.
- d. I'm hoping to get a ticket for the match. But there aren't _____ seats left, I hear.
- e. That car is very old. It uses _____ petrol.
- f. I haven't got _____ time for watching sport at the moment.
- g. _____ people come to the public meeting addressed by the Chief Minister.
- h. We didn't visit _____ places when we were on holiday.
- i. We heard the cheapest washing machine costs 10,000 rupees. That's _____, in my opinion.
- j. My father drinks _____ water - ten litres a day.
- k. The players haven't won _____ medals.
- l. I take photographs but not as _____ as I used to.

Activity 8 : Complete these mini-dialogues with *much*, *many*, *a lot of*, and *lots of*.

- a. A: Too _____ students fail in English every year.
B: Yes, and the schools aren't doing _____ about it.
- b. A: We didn't have _____ time to spare at the railway station.
B: We didn't have _____ either.
- c. A: There were _____ people at the annual function, weren't there?
B: Yes, we weren't expecting so _____.
- d. A: We haven't had _____ rain this year, have we?
B: There haven't been _____ rainy days.
- e. A: I don't think my daughter knows _____ about people!
B: I don't think _____ children know _____ about people!

2. *Few, a few, little, a little*

Look at the sentences below.

- a. He isn't very fond of books. He has only *a few* books at home.
- b. This is a difficult book to read. I've had to look up quite *a few* words in the dictionary.
- c. If what you say is true, there is *little* we can do about it.
- d. I can't give you an opinion now. I need *a little* time to think.

Few and *a few* are used with plural count nouns while *little* and *a little* are used with uncountable nouns. *Few* and *little* carry negative meanings: *few* means 'almost none' and *little* means 'almost nothing'. *A few* and *a little*, on the other hand, carry positive meanings: *a few* means 'a small number' and *a little* means 'a small amount'.

Activity 9 : Choose the correct alternative in the sentences below:

- a. They could speak few/a few words of Assamese, but they weren't very fluent.
- b. This is a boring little town; there's little/a little to do here.
- c. A: Would you like some pepper in your soup?
B: Yes, please, little/a little.
- d. The mud was quite deep. They had little/ a little hope of getting out.
- e. Would you like a little/little more tea? There's still a little/little left in the pot.
- f** I don't think Ranjan can become a scientist. He's got little/a little intelligence.
- g. A: Have you ever been to Koraput?
B: Yes, we've been there few/a few times.
- h. Father will be away for few/a few days next week.
- i. My brother has got a few/few friends in Delhi and he is very happy there.
- j. They won't take much time to reach the station. There's a little/little traffic on the road at this time of the day.

Activity 10 : Use *a little, a lot of, few, a few, fewer, many, much* where required, in the sentences below :

I moved to this neighbourhood two years ago. There seemed to be _____ people in this area who were without telephones, so I expected to get a new phone quickly. I applied for one as soon as I moved into the new house. "We aren't supplying _____ new phones in your area," an engineer told me, "_____ people want new phones at present and the company is employing _____ engineers than last year so as to save money. A new phone won't cost _____ money, but it will take _____ time. We can't do anything for you before December. You need _____ patience if you are waiting for a new phone and you should have _____ friends whose phones you can use when necessary". Fortunately, I had both. December came and went, but there was no sign of a phone. I went to the office of the telephone company to protest. "They told me I would have a phone by December," I protested. "Which year?" the clerk asked.

SECTION 5

The articles: *a/an* and *the*

Study the following examples.

- a. I met a beggar and an orphan. I didn't like the beggar much, but the orphan was very nice.
 - b. My brother wrote a novel and a play. I found the novel very interesting, but the play was boring.
- We use *a/an* with a countable noun when the listener or reader does not know exactly which person or thing we are referring to. Such a situation arises when a person or thing is mentioned for the first time in writing or in speech. The use of *a/an* in the above examples illustrates this. We use *the* when the listener or reader knows exactly who or what we are referring to. Such a situation arises when a person or thing which has already been referred to is mentioned again, for a second or third time. The above examples show this.

Activity 11 : Use *a / an* or *the*, where required, in the blank spaces below :

- a. My uncle lives in _____ small house in _____ remote village. There is _____ beautiful garden behind _____ house. _____ garden has many rare plants.

- b. There are two bags on the table; _____ white one and _____ yellow one. _____ white one belongs to my friend but I don't know who _____ owner of _____ yellow one is.
- c. My friend witnessed _____ accident this morning. _____ truck crashed into _____ lamp post. _____ driver of _____ truck wasn't hurt but _____ truck was badly damaged .
- d. _____ taxi drove up to our house. _____ taxi stopped outside our house and _____ woman got out of the taxi. _____ man who was carrying _____ case in his hand also got out. With _____ case in his hand, _____ man looked like _____ salesman.

Activity 12 : Complete the story below by using *a*, *an* or *the* where required :

_____ man walked into _____ bank in America and handed _____ note to one of the cashiers, _____ young woman. _____ woman read _____ note, which told her to give _____ man some money. Afraid that he might have _____ gun, she followed _____ instruction. _____ man then walked out of _____ building , leaving _____ note behind. However, it was not _____ successful crime. _____ man had no time to spend _____ money because he was arrested _____ same day. He had made _____ stupid mistake. He had written _____ note on _____ back of _____ envelope. On _____ other side of _____ envelope was _____ man's name and address. This information was enough for the police to arrest the man.

SECTION 6

More on the indefinite article (*a/an*)

Look at the following sentences:

My friend is a doctor. He was born in America but now he lives in a small village in a tribal district of Orissa. He works in a hospital attached to a Catholic Church.

A/an is used before count nouns such as *doctor*, *village*, *hospital*, etc., as we are referring to people and things that are **indefinite**. We are not talking about any particular doctor, village or hospital.

Activity 13 : Complete the sentences below. (You will have to use *a/an* in the first blank space in each sentence.)

- a. A place where bread is made is called _____ .
- b. A shelter for a horse is called _____ .
- c. The home of a lion is called _____ .
- d. A place where birds are kept is called _____ .
- e. A person who mends water-pipes is called _____ .
- f. A person who tells the future by the stars is called _____ .
- g. A person who treats diseases by performing operations is called _____ .
- h. A book in which the events of the day are recorded is called _____ .
- i. A play with a happy ending is called _____ .
- j. A list of the items to be served at a meal is called _____ .

Activity 14 : Can you expand the newspaper headlines below into sentences? You will have to use *a/an* as well as the other words which are missing. (The first one has been done for you.)

- a. Blast in Bihar town i There was a blast in a town in Bihar.
- b. Bomb scare delays train
- c. Snake found in fruit basket at hotel
- d. Indian ship sinks off Abu Dhabi
- e. Ten injured in clash
- f. Bag snatched

Activity 15 : Who were these people?

1. Kalidas
Kalidas was a great poet.
 2. Newton
-

3. Charlie Chaplin

4. Nargis

5. Tansen

SECTION 7

The definite article: *the*

Study the following sentences.

- a. My uncle bought the house *next to the post office*.
- b. We are not keen on meeting the people *next door*.
- c. He works in the garage *opposite our house*.
- d. The boy *I met at the railway station last night* is going to America on a scholarship.

In each of the sentences above, the words in italics tell us something about the noun that comes just before them. They help us to identify the persons, things or places which are being referred to. For example, in sentence (a), the words 'next to the post office' tell us exactly which house the speaker is talking about. The definite article *the* has, therefore, been used before each of these nouns.

Activity 16 : Rewrite the sentences below, inserting the definite article *the* at the right places.

- a. Cottage by the river has been deserted for many years.

- b. I bought book you referred to yesterday.

- c. They wanted to meet old man living in yellow house.

- d. I like tea grown in gardens of Assam.

- e. This is house that my father built.

SECTION 8**The definite article used for 'unique reference'**

Mark the use of *the* in the following sentences :

- a. *The moon* goes round *the earth* and *the earth* goes round *the sun*.
- b. Which is *the longest bridge* in *the world*?
- c. No one can predict the end of *the universe*.

We use *the* when referring to something which is unique (the only one of its kind) : for example, *the sun, the earth, the longest bridge, the universe, etc.*

Activity 17: Use *the* in the blanks, wherever necessary.

- a. _____ Prime Minister met _____ President yesterday.
- b. _____ sky is blue.
- c. I am studying History at _____ university.
- d. It's difficult to live near _____ North Pole.
- e. _____ manufacturing industry is using _____ computers more and more.
- f. Sailors used to spend weeks crossing _____ Atlantic Sea.
- g. _____ equator runs through Africa.
- h. _____ grass is green but _____ grass in my neighbour's garden is greener.
- i. There are hundreds of small islands in _____ Pacific Ocean.

SECTION 9

Look at the use of *the* in the passage below:

When we got home, everyone seemed to be busy. Brother was working in *the garden*.
Father was reading *the newspaper* in *the living room*. Mother was making tea in *the kitchen*.
Sister was playing with her friend on *the terrace*.

The definite article (*the*) is used here because the context makes it clear that reference is being made to a particular object or place. Usually, a "home" has only one garden, one living room,

one kitchen and one terrace; moreover, the head of a family usually subscribes to a single newspaper which is read everyday. Hence, there can be no doubt about the *garden, living room, kitchen,* etc. being referred to. That is why the definite article *the* is used.

Activity 18: Use *the* where necessary :

- a. _____ teacher entered _____ classroom, went to _____ table, held _____ duster in his left hand and _____ book in his right hand. Then he cleaned _____ blackboard and started writing a passage from _____ book.
- b. Ravi went to the post-office and talked to _____ man at _____ counter. He asked Ravi to meet _____ postmaster. _____ postmaster asked him to sign _____ register. Then he handed _____ parcel over to Ravi.

Activity 19 : Supply *the* where necessary .

- a. A: Who's at _____ door?
B: It is _____ postman.
- b. Will you please go to _____ market and get some butter for _____ cake I am baking?
- c. They prefer to spend their holidays in _____ country, among _____ mountains or by _____ sea.
- d. This is _____ front room. _____ ceiling and _____ walls need repair but _____ floor is _____ in good condition.
- e. A: Where is your sister?
B: She is in _____ kitchen at _____ moment.

SECTION 10

Place names with and without *the*

We normally use *the* with the following :

- a. Seas and oceans : the Pacific, the Mediterranean
- b. Rivers : the Mahanadi, the Brahmani
- c. Canals : the Suez Canal, the Panama Canal
- d. Deserts : the Sahara, the Thar
- e. Island groups : the West Indies, the Canaries
- f. Hotels, Cinemas : the Grand Hotel, the Metro Cinema
- g. Museums, Clubs : the Salarjung Museum, the Saturday Club
- h. Restaurants, pubs : the Sultan Cafe, the Swan (pub)

We do not normally use *the* with the following:

- a. Continents : Europe, Asia, Africa
- b. Countries, States : India, China, Orissa
- c. Cities, towns and villages : Delhi, Bhubaneswar, Astarang
- d. Individual Islands : Long Island
- e. Lakes : Lake Chilika, Lake Ansupa
- f. Individual mountains : Mount Everest
- g. Streets, Roads : College Street, Lewis Road

We use *the* with place - names when they include a count noun e.g. Union, Republic, State, Kingdom, Isle : The Soviet Union, the United States, the United Kingdom.

We also use *the* with plural place - names, e.g., the Netherlands, the West Indies.

We use *the* before place - names containing *of*: The University of Delhi, the Bank of India, the Statue of Liberty.

Activity 20: Fill in the blanks with *the* where necessary :

- a. _____ Mount Everest is the highest peak in _____ Himalayas.
- b. _____ India celebrated the fiftieth anniversary of its independence in _____ year 1997.

- c. _____ United Nations is an international organisation.
- d. _____ United States of America is a republic.
- e. We visited _____ Nehru Park when we were in Hyderabad.
- f. Is _____ Pacific Ocean larger than _____ Indian ocean ?
- g. We read _____ *Statesman* everyday and _____ *India Today* every week.
- h. _____ University of Utkal is older than Berhampur University.
- i. _____ Grand Trunk Road is the oldest road in India.
- j. _____ Oberoi is _____ only 5-star hotel in _____ Bhubaneswar.
- k. _____ Thar is in _____ Rajasthan.
- l. _____ President visits _____ Puri tomorrow.

SECTION 11

Compare the sentences in each of the following pairs :

- 1 a. My sister goes to *school* every morning.
b. Mira's father went to *the school* to meet the headmaster.
- 2 a. He has passed the school final examination and will go to *college* in July.
b. The new cinema hall is very near *the college*.
- 3 a. The injured persons have been sent to *hospital*.
b. *The hospital* was badly damaged by the cyclone.

In sentences 1a, 2a and 3a the countable nouns *school*, *college* and *hospital* have been used without the definite article *the*, whereas in sentences 1b, 2b and 3b the definite article has been used.

In sentences 1a, 2a and 3a, *school*, *college* and *hospital* have the meaning of "a special institution, where one goes for a particular purpose". "Going to school" or "going to college" means "going to an educational institution for the purpose of studying" ; similarly, "going to hospital" means "going to a medical institution for the purpose of treatment."

But in sentences 1b, 2b and 3b, *the school*, *the college* and *the hospital* refer only to the building, or the place where an institution is located. (Any visitor can go to a school building, not necessarily for the purpose of studying.)

Only a few nouns can be used in this way, without *the*. The most common ones are :
school, college, university, hospital, church, market.

(Please note that *office* cannot be used in the same way, without *the* .)

Notice the following examples as well :

5 He goes to work at 10.

6 He will be at home this evening.

Work and *home*, in these examples, have special meanings, somewhat similar to the meanings of *school*, *hospital*, etc. in sentences 1a and 3a above. They are therefore used without *the*.

When we use the nouns *car*, *bus*, *train* as "modes (means) of travel", they are used without *the*.

For example :

7 You can go to Calcutta by car, bus or train.

We do not normally use articles with the names of meals. For example :

8 I usually have breakfast at 8.00.

9 They like to have dinner early.

However, the indefinite article *a/an* is used when there is an adjective before *breakfast*/*lunch*/*dinner*; etc. For example :

10 We had a hearty breakfast yesterday.

The definite article *the* is used when referring to a particular meal. For example :

11 I missed the dinner at the guest house last night.

Activity 21 : Put *the* into the blank, where necessary.

1 They always go to _____ church on Sunday.

2 When do you plan to go to _____ college ?

3 My friend has been taken to _____ hospital.

4 The prisoner was sent to _____ jail.

5 My daughter will go to _____ school next year.

6 When do you usually have _____ lunch ?

- 7 My father goes to _____ work at 9 a.m.
- 8 I'm taking these books back to _____ library.
- 9 The weather is too bad to go out. I'm staying at _____ home today.
- 10 Malati has just had a baby. We are going to _____ hospital to visit her.
- 11 The prisoner's wife drove to _____ prison to meet her husband.
- 12 They like lying on the beach. They always spend their holidays at _____ seaside.
- 13 _____ bed is very expensive.
- 14 He went to Delhi by _____ train.

Activity 22 : Put in *the* where necessary.

Today Alan Broome is a world-famous actor. Forty years ago he was an unhappy child. He didn't do well at _____ school and he never went to _____ university. His greatest enjoyment was going to _____ movies. The family lived in an unattractive industrial town in England. Their home was next to _____ railway station. Alan's father was a sailor, and he spent months at _____ sea. He was seldom at _____ home. When he did come home, he didn't do much. Sometimes he would lie all day in _____ bed. His wife had to get up at 5 o'clock to go to _____ work. Mr. Broome lost his job in _____ navy and then went to _____ prison for stealing.

Activity 23 : Insert *a/an* or *the*, where necessary, in the passage below :

Push metal rod through cork and then put two pins into cork. Take two more corks and push nails into them. Put pins on two glasses and move cork to right place so that it balances properly. Then you need candle and some matches. Make candle stand on saucer under one side of rod and light it. Heat that comes from candle will make metal expand. Extra length will make rod fall. Experiment shows that heat makes metals expand.

CHAPTER II
Tense Patterns
UNIT I

The Present Simple and the Present Progressive

SECTION 1

Look at the following sentences :

- a Satish: What are you doing?
Manish: I am writing a letter to my friend. I write to him every Sunday.
- b I don't understand why my dog is barking at you this morning. He usually keeps quiet.
- c You always behave very gently. Why are you acting in such a violent manner now ?

What do these sentences tell us about the use of the Present Simple and Present Progressive forms of verbs?

The Present Simple is used here to describe persons and things in their normal or usual state, or to talk about some activity that takes place habitually or regularly. The Present Progressive, on the other hand, is used to talk about some activity that is going on **now**, at the moment of speaking.

Activity 1 : Study the sentences below and fill in the gaps, using the Present Simple/ Progressive form of the verb in brackets, as required.

- a. The boy next door _____ (water) the plants now, but he normally _____ (do) it in the evening.
- b. My sister _____ (play) badminton now, but she _____ (not play) here everyday.
- c. My brother _____ (search) for his pen. He often _____ (misplace) it.
- d. We _____ (get) ready to go to school; we _____ (go) to school every morning.
- e. I usually _____ (enjoy) reading books, but I _____ (not enjoy) this one very much.
- f. My grandfather rarely _____ (carry) an umbrella, but he _____ (carry) one now because there are dark clouds in the sky.
- g. I am sorry, but you can't see the Minister. He _____ (sleep) still, although he usually _____ (wake up) very early.

- h. Hari _____ (do) his homework still. His brother, who always _____ (work) very fast, _____ (play) in the garden.

Activity 2 : The time is 8 p.m. Everyone in your family is busy, but each person is doing something which is different from what he/she usually does at this time. The members of your family, including yourself, are listed below. Write what each one of them is doing, and also mention what they usually do at this time. (One example has been given.)

1. **Father**

Ans: Father is having a shave, but he usually goes for a walk at this time.

2. **Mother**

Ans: _____ .

3. **My uncle**

Ans: _____ .

4. **My aunt**

Ans: _____ .

5. **My sister**

Ans: _____ .

6. **My brother**

Ans: _____ .

7. **I**

Ans: _____ .

SECTION 2

Examine the following sentences :

- a. We usually have a football match in our village every Sunday, but this Sunday we aren't having any matches.
- b. He usually avoids going to the library but he is going there regularly this month as he is preparing for an exam.

The use of the Present Progressive in these examples indicates that some activity is going on (is in progress), and that it extends over a period of time, including "now" (the moment of speaking). Expressions such as "now-a-days", "this month", "these days" etc. are used to refer to the period of time during which the activity takes place. It is understood, however, that the activity which is taking place is only temporary - it is not normal or permanent. In this sense the Present Progressive differs from the Present Simple, which refers to a relatively permanent activity or state.

Activity 3 : Fill in the blank spaces below, using the appropriate forms of the verbs in brackets.

- a. Our neighbours _____ (go) to Puri every winter but this winter they _____ (go) to Sambalpur.
- b. My father generally _____ (take) the bus but today he _____ (walk) to work.
- c. They usually _____ (play) football on Sundays but this Sunday they _____ (play) cricket instead.
- d. My brother always _____ (work) on the day shift but this summer he _____ (work) on the night shift.
- e. My teacher _____ (go) abroad every year but she _____ (visit) Kanya Kumari this year.

Activity 4 : Imagine that you have an examination next month. You are working very hard for your examination and have been forced to change your daily routine. Describe seven things that you usually do, and the things you are being required to do now. You can use expressions such as *these days*, *now-a-days*, *this month*, *this summer*, etc. An example is given in (i).

- i. I normally get up at 7 o'clock but I am getting up at 5 a.m. these days.
- ii. _____ .
- iii. _____ .
- iv. _____ .
- v. _____ .

Activity 5 : Imagine that panchayat elections are going to be held in your village and as a result, a lot of development work is taking place. Write five sentences, mentioning in each what the present condition in the village is and what work is going on right now. Look at the example in (i) and use the hints provided in the other bits to write your sentences.

i. Drinking water.

Our village has no water supply but now the government is providing piped water to every home.

ii. Electricity

iii. Roads

iv. Medical facilities

v. Education

SECTION 3

Verbs that do not normally take the Progressive form

Examine the pairs of sentences below:

a. i. I like fish.

ii. I am liking fish.

b. i. He feels very happy.

ii. He is feeling the heat now.

c. i. Sugar tastes sweet.

ii. The sugar in the market is tasting less sweet these days.

One sentence in each pair is very unusual. Can you identify it? Why is it unusual?

There are a number of verbs in English which do not ordinarily take the Progressive form. The following is a list of some such verbs :

like, love, hate, want, need, prefer, know, realise, suppose, mean, understand, believe, remember, belong, contain, consist, depend, seem ...

These are known as **stative** verbs. They refer to some state (condition, quality, etc. of a person or thing) which usually remains "steady" and does not change. Such verbs are mostly used in the Present Simple. However, we can make some of these verbs **dynamic** or action-oriented. In their 'dynamic' use, the verbs refer to some action rather than to a steady state, and now they can take the Progressive form.

Activity 6 : Choose the correct alternative to fill in the blanks :

a. *costs/is costing*

- i. Gold _____ more and more these days.
- ii. Gold _____ a great deal of money.

b. *thinks/is thinking*

- i. He _____. Don't disturb him.
- ii. He _____ very highly of you.

c. *enjoy/am enjoying*

- i. I _____ games.
- ii. I _____ this game very much.

Activity 7 : Re-write the sentences below without changing the meaning. Use the word given in capital letters, which must not be altered in any way.

Example: These shoes are the wrong size for me. FIT

 These shoes do not fit me.

a. There are four gallons of petrol in the tank. CONTAINS

b. I intend to go to Koraput next summer. THINKING OF

c. The life of the Rajput family forms the subject of the story. DESCRIBES

d. The doctor is looking at the X-Ray. HAVING A LOOK

e. When I see this village I remember my childhood. REMINDS ME OF

f. I am fond of sweets. LIKE

g. In my opinion you should meet him again. THINK

Activity 8 : Use the verbs in brackets in the Simple Present or Present Progressive forms, whichever is appropriate.

This year I _____ (study) English at Delhi University. I _____ (work) part time in a public library. I'm lucky to have this job. I _____ (not have to) get up early. The library _____ (open) at 10 and _____ (close) at 7. The work is interesting because people _____ (always come in) and _____ (ask) me to help them, so I _____ (learn) a lot about different subjects. I _____ (enjoy) the job and _____ (find) it very amusing too. People _____ (use) the strangest things as bookmarks. I have found a lock of black hair inside books. Matchsticks _____ (be) common and so _____ (be) bus tickets. My colleagues _____ (always find) things - even a ten rupee note, but I haven't been so lucky! I often _____ (think) of a photograph I once found inside a book. It was the photograph of a beautiful girl, and on the back were the words 'I _____ (love) you, and I _____ (miss) you very much.'

UNIT 2

The Present Perfect

SECTION 1

Examine the use of the Present Perfect in the following sentences.

- a. A. Where's your TV set ? I don't see it.
 B. I have sold it.

- b. A. Why are you looking so happy ?
 B. I have just got a job.

In these examples, the second speaker (B) talks about some event which happened earlier, before the moment of speaking. But B sees the time at which this event took place as a part of the present connected to it, and not as a part of the past.

Activity 9 : Complete the sentences marked B. Use the verbs in brackets, together with "just/already/yet" ..

- a. A: What does your wife think of your plan?
 B: I _____ (not tell) her yet.
- b. A: Would you like something to eat?
 B: No, thanks. I _____ (just/eat) my lunch.
- c. A: Is your brother here yet?
 B: Yes, he _____ (just/arrive).
- d. A: What's on TV today?
 B: I don't know, I _____ (not see) the programme yet.
- e. A: Do you know where Bidhu lives?
 B: Yes, he _____ (just/move) to Satyanagar.
- f. A: Are your friends coming to the circus with us?
 B: No, they _____ (already/see) it.
- g. A: When is Prakash leaving?
 B: He _____ (already/leave).

Activity 10 : Study the situations suggested below and make up sentences with *yet*, *already* or *just*.

- a. You are going to Koraput next Sunday. You phone your travel agent to buy a ticket for you.
 Later your father says, 'Shall I get the ticket for you ?'
 You: No, (buy) _____
- b. Alok goes to the Post Office but returns after a while. His friend asks you if he is still at the Post Office.

You: No, (come back) _____

- c. You know that one of your classmates is looking for a house. When you meet him, you want to know if he has been successful.

You: _____

- d. You visit a friend's house after lunch. He asks if you would like to eat something.

You: _____

- e. You are doing your homework. Your brother thinks that you have finished and turns the light off. What would you tell him?

You: _____

- f. Amar goes out. Ten minutes later his friend comes and asks you if he can meet Amar.

You: _____

Activity II : Below is a list of things that your parents have asked you to do today. You have checked the things you've done so far. Talk about the things you've already done and the things you haven't done yet. (Two have been done for you as examples).

- | | |
|-----------------------------|-------------------------|
| 1. do the washing up | 7. buy some fruit ✓ |
| 2. do your home work ✓ | 8. watch the news on TV |
| 3. wash the scooter | 9. clean the windows ✓ |
| 4. write to brother | 10. water the plants |
| 5. read today's newspaper ✓ | 11. empty the dustbin ✓ |
| 6. de-frost the fridge | 12. phone uncle |

1. I haven't done the washing up yet.

2. I have already done my homework.

3. _____

4. _____

5. _____

6. _____

7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Activity 12 : Anil, Anima, Mohan and Anand are talking about the places which they have visited.

Fill in the blank spaces using the information in the chart below.

	Kolkata	Koraput	Puri	Sambalpur	Shillong
Anil	Yes	No	No	Yes	No
Anima	Yes	No	Yes	Yes	No
Mohan	No	No	Yes	No	No
Anand	Yes	No	Yes	Yes	No

- Anil _____ been to Kolkata, but Mohan _____.
- Three people _____ been to Puri.
- Only one person _____ been to Sambalpur.
- Mohan is the only one who _____ visited only one place.
- No body _____ been to Shillong.
- Two people _____ been to three places.
- Anima and Mohan _____ both been to Puri, but neither _____ been to Koraput.

Note: The present perfect form of 'go' (has/have gone) is not used when the subject of the sentence is "I, We, or You." In these cases, we use 'has/have been'(instead of 'has/have gone'). Look at the following examples.

- a He has gone to Puri.
- b They have gone to Puri.
- c *You/We/I have gone to Puri.

The star mark(*) shows that Sentence (c) is unacceptable.

SECTION 2

Look at the sentences below:

1. Hari didn't have a beard six months ago. He has a beard now. He has grown a beard.
2. Malati was very shy. She is smart now. She has become smart.
3. She was a little baby when I last saw her. She is a young girl now. She has grown up.

Here, the present perfect tells us about some change that has taken place between *now* and *some time before now*.

Activity 13 : Study the situations below and make up appropriate sentences using the verbs suggested.

1. Yesterday my sister bought a pen. She can't find it now. (lose)

_____.

2. The children were playing here sometime ago. Now they are not seen. (leave)

_____.

3. My friend weighed 50 kilograms. Now he weighs 70. (gain weight)

_____.

4. The man met with an accident. Now he is not able to speak. (lose voice)

_____.

5. It was raining in the morning. Now the sky is clear. (stop)

_____.

6. The tiger attacked the man. He is dead now. (kill)

_____.

7. He had some paper with him. Now he does not have any to write on. (run out of)

_____.

8. My teacher got a job in a bank. He is not coming to school any more.(resign)

_____.

SECTION 3

The present perfect is often used with the following time expressions.

lately	until now	ever	for five years
not yet	never	always	over the last eight years
recently	just	so far	in the past two years
in recent years	already	since 1990	

What do you think could be the basis of their use with the present perfect ?

(*Hint* : Time expressions referring to time which is past, such as "last year, two years ago, yesterday" etc. cannot be used with the present perfect.)

Activity 14 : Rewrite the following sentences putting the words in brackets in the right place. The first one has been done for you.

1. My teacher has wanted to be a writer. (never)

My teacher has never wanted to be a writer.

2. I've found him helpful. (always)

_____.

3. People have misunderstood him. (often)

_____.

4. I've had lunch. (just)

_____.

5. Has he been to Puri? (ever)

_____.

6. Don't panic. The police have arrested the culprit. (already)

_____.

Activity 15 : Imagine that you suddenly run into an old friend whom you have not met for the last five years. But he has changed so much that you can hardly recognise him. Describe the changes that have taken place in your friend.

One example has been provided.

	<u>5 years ago</u>	<u>now</u>
1.	a small boy	young man
2.	sickly and weak	strong and healthy
3.	dark and short	fair and tall
4.	shy and nervous	smart and confident
5.	no beard	has thick beard
a)	_____.	
b)	_____.	
c)	_____.	
d)	_____.	
e)	<u>He has grown a thick beard.</u>	

UNIT 3

Past Simple

SECTION 1

Read the passage below carefully.

Ramesh was born in Baleswar in 1960. He was brought up in Cuttack by his uncle because his parents were in Bangalore. Then he went to Hyderabad to complete his studies. He got a first class M.Sc. degree in Physics and became a lecturer in a college in Orissa. In 1985, he joined a university but soon went to the USA on a scholarship. He came back in 1990 and got married. He bought a house in Bhubaneswar in 1993.

Mark the verb forms used in the above passage and also look at the time expressions that go

with them.

Activity 16 : Answer the following questions which relate to the things you do every day. Answer in complete sentences.

1. When do you wake up?

_____.

2. What do you eat before you go to college?

_____.

3. When do you leave home ?

_____.

4. How do you get to college ?

_____.

5. What do you pass on the way ?

_____.

6. How long does it take you ?

_____.

7. When do your classes start ?

_____.

Imagine that a friend of yours wants to know from you what you did last Wednesday, which was a very typical day in your life. What kind of questions would he ask you and what answers would you give him ? Here are a few questions and answers for you to write.

1. When did you wake up last Wednesday ?

Ans. _____.

2. _____ ?

Ans. _____.

3. _____ ?

Ans. _____.

4. _____?

Ans. _____.

5. _____?

Ans. _____.

6. _____?

Ans. _____.

7. _____?

Ans. _____.

Activity 17: The following years were related to important events in Gandhiji's life. Can you write a sentence on each of these years? One has been done for you.

1. (1869) Gandhiji was born.

2. (1888) _____.

3. (1891) _____.

4. (1893) _____.

5. (1906) _____.

6. (1915) _____.

7. (1917) _____.

8. (1931) _____.

9. (1942) _____.

10. (1948) _____.

Activity 18: Imagine that you went on a picnic last Sunday with some friends. Write a letter to

your friend telling him/her about the picnic. You may follow the hints given below.

- | | |
|--------------------------------|--------------------------|
| 1. when and how it was planned | 5. what you did there |
| 2. the place selected | 6. what you enjoyed most |
| 3. how you went there | 7. when you returned |
| 4. what you saw on the way | |

Now begin the letter as follows :

Dear _____,

It was really nice to hear from you again. Thanks for letting me know about your plans for an excursion. I'm afraid I won't be able to make it. I have my exams next month.

Yesterday we went on a picnic , and I feel I must share the excitement of it all with you. _____

Yours truly,

UNIT 4

Present Perfect and Past Simple

Study the dialogue given below:

Susant: Have you ever ridden a horse ?

Subir: Yes, I have.

Susant: When was that?

Subir: I rode one last summer.

Susant: What was it like ?

Subir: Oh, it was awful.

Susant: Why? What happened?

Subir: I fell off and hurt my back.

Identify the Present Perfect and Past Simple verbs in the dialogue above and notice their use carefully. How are they different in meaning?

(Hint : One of them answers the question *When?*, and the other does not.)

Activity 18 : Complete the dialogue, using the hints given.

- i) A: ever/see/a lion _____ ?
 B: Yes, _____ .
 A: Where _____ ?
 B: In the zoo _____ .
 A: How/look _____ ?
 B: terrible _____ .
 A: You/afraid _____ ?
 B: No, _____ .
- ii) A: ever/be to/Dhauligiri ?
 B: Yes, _____ .
 A: What/see/there _____ ?
 B: A temple/top/hill _____ .
 A: See/the inscriptions _____ ?
 B: Yes, _____ .
 A: Able to read/the inscriptions ?
 B: No, _____ .

Activity 19 : Choose the right verb for each blank space and put it in to the correct tense.

(*do, wear, carry, ask, say, think*)

- A: _____ your grandfather _____ something really crazy?
 B: He _____ something really silly last summer. On one of the hottest days he _____ a rain coat and _____ an umbrella. Everyone _____ him why. He _____ he _____ it was going to rain.

Activity 20 : Complete the sentences, using the verbs in brackets either in the past simple or present perfect form.

- a She _____ up her mind (make). She's going to look for another college.
- b Amulya _____ me his pen but I'm afraid I _____ it. (give, lose)
- c. â It's a little noisy in here, isn't it?
 â Pardon? I can't hear. What _____ you _____ ? (say)
- d. Where is my bike? It _____ outside the classroom. It _____ ! (be, disappear)
- e. Did you know that Umesh _____ a new scooter? (buy)
- f. I did Sanskrit at school but I _____ most of it. (forget)
- g. â Sima, this is Rajesh.
 â Hello, Rajesh. Actually, we know each other. We _____ already (meet).

UNIT 5

Past Simple and Past Progressive

SECTION 1

Study the sentences below:

- a. It started to rain while we were walking home.
- b. My sister was tidying my room when I saw your letter.
- c. Anita was walking along the road when suddenly she heard footsteps behind her. Someone was following her. She was frightened and she started to run.

What do you think the use of the ***past simple*** and the ***past progressive*** indicate in these sentences ?

(Hint : Think of a duration of time in the past and a point of time within that duration.)

Activity 21: Put the verbs into the correct form, *Past Progressive* or *Past Simple*.

- a. My friend ___ (meet) Anima and Amiya at the bus stop four days ago. They ___ (go) to Paradeep and my friend _____ (go) to Bolangir. They _____ (have) a chat while they _____ (wait) for their buses.
- b. My brother _____ (cycle) to school last Monday when suddenly an old woman _____ (step) out into the road in front of him. He _____ (go) quite fast but luckily he _____ (manage) to stop in time and _____ (not/hit) her.

Activity 22 : Here is a true story

An old couple ... living in a flat in Bhubaneswar, ... locked up in one room Some unknown people took away everything ... police arrived ... climbed ... rescued ... broke open a door ... one dacoit was killed ... detective was called ... interviewed a witness.

Imagine that you are being questioned by the police as you were a witness to the crime. A police Inspector is recording your statements in a notebook. Think about the situation and write the appropriate answers.

Inspector : Where were you standing at the time ?

Ans : _____ .

Inspector : Why did you come here ?

Ans : _____ .

Inspector : What was the old man doing at the time ?

Ans : _____ .

Inspector : How did you see that ?

Ans : _____ .

Inspector : How long were you standing there ?

Ans : _____ .

UNIT 6

The Past Simple and the Past Perfect

SECTION 1

Look at the sentences below.

- a. I reached the hostel in the morning and found that somebody had broken into my room during the night.
- b. She said that her friend had published a book.
- c. He had left this town when I came to live here.

Can you find the past perfect tense in each sentence ? Note that the sentence in which it occurs refers to two actions - the action expressed by the past perfect and another action expressed by the past simple. Of the two actions, which takes place earlier and which takes place later ? List them below .

- a. (1) _____ .
 (2) _____ .
- b. (1) _____ .
 (2) _____ .
- c. (1) _____ .
 (2) _____ .

Can you answer now : Which action does the past perfect refer to - the earlier one or the later one ? Which action does the past simple refer to ?

Activity 23 : Combine each pair of sentences below into a single sentence, using the *past perfect* to show which action took place earlier. (You may have to use words like *after*, *when*, etc.)

- a. i. I finished my homework.
 ii. Then I went to buy a pen.

- b. i. The doctor gave some medicine to the patient.
 ii. Then the patient regained his senses.

- c. i. I read a few pages from the book.
 ii. After that I returned it to the librarian.

Activity 25 : Use the verb supplied in brackets in the appropriate tense form.

- a. We went to Anil's house and _____ (knock) on the door but there _____ (be) no answer. Either he _____ (go) out or he _____ (not want) to see any one.
- b. Sadhan _____ (go) for a walk yesterday because the doctor _____ (tell) him last week that he _____ (need) exercise.
- c. A: _____ (Seema/arrive) at the party in time last night ?
B: No, she was late. By the time we got there, everyone _____ (leave).

UNIT 7

Future Time Reference

SECTION 1

The Present Progressive used for future reference

Study the dialogue below.

A : What *are you doing* tomorrow evening?

B : *I'm going* to the town hall. My friends *are coming*. We *are putting up* a show for the handicapped. We *are also meeting* the Minister for some funds. *Are you going* somewhere tomorrow evening?

A : Yes, *I'm going* to the library. I thought I could ask you to come along.

Notice the frequent use of the *present progressive* form (with-ing) in the dialogue above.

Here are a few questions for you to answer :

1. Which period of time does the use of the *present progressive* tense refer to : time which is past, time which is present, or future time?
2. Are A and B talking about actions which they have already planned and arranged to do ?
3. Is the arrangement personal (made by either A or B) or is it official (made by someone else, who is in a position of authority) ?

Activity 26 : Surabhi, who is 16, wants to go on an excursion with her friends and teachers. Her mother is worried and has a lot of questions to ask about the arrangements. Look at the hints supplied and complete the dialogue between them, using the appropriate forms of the verbs.

Mother Who/you/go with ?

Surabhi _____
friends and teachers

Mother Where/you/go ?

Surabhi _____
Darjeeling

Mother When/go/there ?

Surabhi _____
next Monday

Mother How/you/get there ?

Surabhi _____
by bus

Mother Where/you/stay ?

Surabhi _____
a hotel

Activity 27 : Bindu maintains a diary in which she writes down a list of the things that she plans to do during the week ahead. Here is an outline of the entries in her diary for the

next week. Write complete sentences for the entries using the hints given below.
Use the present progressive.

- Monday** meet music teacher
_____ .
- Tuesday** go to cinema with cousin
_____ .
- Wednesday** play badminton
_____ .
- Thursday** see off Maya at station
_____ .
- Friday** throw party for friends
_____ .
- Saturday** visit dentist in evening
_____ .
- Sunday** rest
_____ .

Activity 28 : You plan to visit Kolkata after your examination. Mention five things that you have planned to do there.

- a _____ .
- b _____ .
- c _____ .
- d _____ .

SECTION 2

The Present Simple for future time reference

- Minister : Have you drawn up my tour programme for the next week ?
- P.A. : Yes, sir. You leave for Sambalpur at 7.00 a.m. on Monday morning.
- Minister: When do I get there ?

P.A. : You reach Sambalpur at 1.00 p.m. You halt at Angul for a few minutes, on the way. Then, after lunch, you meet the Commissioner at 3.00 for a discussion.

Minister: Where do I stay in Sambalpur ?

P.A. : The Guset House at the Hirakud Dam has been reserved for you, sir. Then, next morning at 8.00, you proceed to Rourkela. The Commissioner accompanies you to Rourkela.

Minister: And when do I return to Bhubaneswar ?

P.A. : On Thursday, sir.

Look at the use of the present simple in the dialogue. What is the time reference here : past time, present time, or future time ?

The Present Simple tense can be used, with future time reference, to talk about *scheduled* activity- i.e., activity which has already been planned and fixed.

Activity 29 : The following is the list of official engagements of the Chief Minister for next Monday. Write one sentence to describe each item. Use the *Present Simple form of the verb given in brackets* :

- 8.30 a.m. Inaugural address, Conference on Preservation of Human Rights (deliver)
- 9.30 a.m. Speech on Syllabus Reform, Utkal University (give)
- 1.00 p.m. Cabinet Committee meeting (preside over)
- 4.30 p.m. National Book Fair (inaugurate)
- 5.50 p.m. Parliamentary delegation from Turkey (welcome)
- 8.00 p.m. Dinner party in honour of the Prime Minister of Bangladesh (host)

Activity 30 : A travel agency offers a number of travel packages for tourists. Here is an outline of one such travel package.

Imagine that you are a salesman in the travel agency and that you are describing the programme to a group of tourists, who want to know the details. Use complete sentences, with the Present Simple, to describe the programme.

Monday, March 2 : Leave Bhubaneswar for Hyderabad by Konark Express

2 days' sight-seeing in Hyderabad

Thursday, March 5 : Board Kaveri Express for Chennai

2 nights in Chennai. Visit to Mahabalipuram

Saturday, March 7 : Board Vrindavan Express for Bangalore

2 nights in Bangalore

Monday, March 9 : By Deluxe bus to Mysore

1 night in Mysore

Tuesday, March 10 : Mysore to Goa by taxi

2 nights in Goa

Thursday, March 12 : Board Flight IC 765 for Bhubaneswar

SECTION 3

Future time reference with *be going to*

- 1 I'm sweating already. I think *it's going to* be a very hot day.
- 2 Be careful of that dog ; *it's going to* bite.
- 3 Mohan is eating too much ; *he's going to* be sick.

In these sentences, ***be going to*** is used to make a prediction about something that is likely to happen in the near future. The prediction is made on the basis of some indication which is available at the time of speaking.

Activity 31 : Complete the sentences using *be going to* and the verbs in brackets.

- Look at those dark clouds. It's _____ (rain).
- The lady is gasping for breath. I think she's _____ (faint).
- My neighbour has packed up all his belongings. I think he _____ (leave) the house.
- Rakesh _____ (fail) the exam. I don't see him studying at all.
- Bijoy Babu _____ (lose) in the election. The voters are very unhappy with him.

Activity 32 : Study the situation and guess what is going to happen. (One example has been given.)

- The old man has been ill for a long time. He stopped taking food 5 days ago.

He is going to die.

- My friend has been reading the "matrimonial" column in the newspaper and collecting photographs of girls.

-
- A man is getting into the house opposite through the window. The people who live there are away on holiday.

-
- Do you see that man trying to walk on the ice? His feet are slipping.

-
- The policeman is running after the thief and pointing his gun at him.

-
- The boy has taken the book out of the shelf and put it down on the table. He is drawing up a chair now.

-
- India meets Pakistan in the final match today. Sachin Tendulkar is injured and will not be able to play.

-
- Water has got into the boat.
-

SECTION 4

Here are some more sentences with *be going to* :

- a A : Why have you bought so many books ?
What are you going to do ?
B : I'm going to read all of them for my project.
- b She has decided not to leave the house this year. She is going to stay on for another year.
- c A : I'm going to buy a scooter.
B : How're you going to pay for it ? You don't have enough money.
A : I'm going to ask my brother to lend me some.

Look at these sentences with *be going to*. How are they different in meaning from the sentences in Section 3 (above) ?

In this case, *be going to* is used to express an *intention* to do something in the future.

Activity 33 : There are a number of things that you haven't done yet but intend to do. Answer the questions below, using *be going to* as well as the words in brackets.

Friend : Have you had lunch ?

You : No, but _____ (after my friend arrives)

Friend : Have you written the letter to your father ?

You : Not yet, _____ (tomorrow)

Friend : Have you read the new novel by Vikram Seth ?

You : No, _____ (next week)

Friend : Have you watered the plants ?

You : Not yet, _____ (this afternoon)

Activity 34 : The members of a Youth Club have taken a vow on Gandhi Jayanti. They have promised that each of them will do at least one good deed in memory of Mahatma Gandhi.

Can you draw up a list of the good things that the boys intend to do? Here is an example :

I'm going to plant 100 trees inside the school compound.

- a _____
- b _____
- c _____
- d _____
- e _____
- f _____
- g _____

CHAPTER III

Modal Verbs

In English language there are a number of auxiliary verbs that help the main verbs to express various language functions. One such group of auxiliary verbs is called modal auxiliaries or modals, in short. They are *shall, should, will, would, may, might, can, could, need, dare, must, ought to, used to*. Besides these, there are some modal-like expressions such as, *have/had to, be able to, be about to*, etc.. Let's see how they are used.

SECTION 1

Making requests (using *can, could; may, will, would*)

Read these dialogues carefully.

- 1 Suresh : Can you lend me your bicycle ?
Mahesh : Of course. I'm not using it today.
- 2 Student : Could I borrow your dictionary, sir ?
Teacher : Certainly. But it's meant only for very advanced learners.
- 3 Shyam : Will you open the door, please ?
Stranger : Sure.
- 4 Jatin : Would you mind repeating the last sentence, sir ?
Speaker : Not at all. I said that ...
- 5 Jina : May I ask a question, please ?
Speaker : By all means.
- 6 Landlady: Will you please clean the kitchen ?
Maid : Yes, ma'am. Right away.

Mark the use of *can, could, may, will, and would* in the sentences above. They are used here to make requests. But each of these words is used in a slightly different way from the others.

1. *Can* is informal, while *could* is more formal and polite.
2. *May* is rather formal.
3. *Will* is used to make requests when we don't need to be particularly formal or polite.

4. *Would you or would you mind* is used when we want to be more polite or formal.

Read the sentences again and check whether the modals have been used as described above.

Activity 1 : Make a request to suit each of the situations mentioned below, using the word supplied in brackets. In case no word has been suggested, you are free to choose your own words to make the request.

a. You need some money. Ask a friend to lend you some. (*can*)

b. You want a speaker in a seminar to explain something. Ask him to do so. (*could/would*)

c. You want your room-key from the receptionist in a hotel. Ask the receptionist to give you the key. (*can/may*)

d. You want a visitor to wait a minute while you get ready. (*would*)

e. You are carrying a heavy bag. Ask someone to open the door for you. (*could*)

f. You are on the phone. You want to speak to the chairman. (*may*)

g. You want someone to tell you how to reach the railway station.

h. You are buying a pair of shoes and want a receipt.

i. You are working and want everybody to be quiet for sometime.

j. You need something to eat. Ask your mother.

- k. You are in a train and you would like to borrow a newspaper from another passenger, who has just finished reading it.

Activity 2 : Monisha is ill and has to request her friend to do things for her. Use *can, will, could* or *would* for the requests that she must make. (More than one answer is possible.)

- a. Monisha wants some books to read. She would like her friend to get her some.

- b. Monisha doesn't want to be disturbed by visitors.

- c. Monisha wants her friend to write a letter for her.

- d. Monisha wants some vegetable soup for lunch.

- e. Monisha wants her friend to fetch the mobile phone, which is in the next room.

- f. Monisha wants her friend not to go out and leave her alone.

- g. Monisha wants her friend to wash her clothes.

Activity 3 : Seema is staying in Leena's home as a guest, and Leena has to request Seema to do a few things for her, which she is not able to do herself, for some reason or the other. Here is an example :

Seema, could you please clean the dishes after dinner? I've got to go to the market to buy a few things.

Note that the second sentence provides the reason for the request.

Can you make a few more requests to Seema on behalf of Leena, using the clues below ? You also have to provide a reason for each request. (You should be specially polite while making more unusual requests.)

a) switch off the lights

b) make some tea

c) water the plants in the garden

d) feed the dog

e) take the rubbish out of the dustbin

f) take care of the neighbour's children

g) cook dinner

SECTION 2

Asking for and granting permission(using *can, could, may, would*)

Look at the examples below :

- a. Tarun : Can I use your typewriter to type out an application ?
Friend : Yes, of course you can.

- b. Tapas : Could I use the telephone ?
 Receptionist : Yes, sir. But this one is only for local calls.
- c. Journalist : Mr Prime Minister, may I ask what you plan to do for unemployed engineers ?
 Prime Minister : New jobs are being created for them.
- d. Shefali : Would you mind if I sit here?
 Stranger : No, not at all.

Can is used, in questions, to ask for permission, (e.g., *Can I use the phone ?*). It is also used in statement form to grant or give permission to someone(e.g., *Yes, you can.*) *Can* is used in informal situations, in speaking to friends or people one knows well.

Could is used in more formal situations or when the speaker is not sure whether permission will be granted. *Could* is never used to give permission to someone.

May and *would you mind* are used in questions to ask for permission in formal situations, when the speaker is even less sure of getting permission or feels that permission is likely to be refused. The modal *may* is also used in statements to give permission.

Activity 4 : Ask for permission using *can, could or may*. (More than one answer is possible.)

- a. You are at a seminar where someone is speaking. You want to ask the speaker a question. Excuse me, _____
- b. You are late for your English class. You want the teacher's permission to get in.

- c. You are interviewing an actor. You would like to ask him something about his personal life. _____
- d. You want to stay in the hostel. Ask the hostel warden for permission .

- e. You want to join the cricket team of your college. Ask the teacher in charge of games. _____
- f. You have been invited to dinner by someone you do not know very well. You would like to ask for another piece of chicken.

- g. Your friend has a book which you want to read. Ask him/her.
-

Activity 5 : Imagine that you are a guest at the places mentioned below. Use *can* (informal), *could* (semi-formal) or *may* (formal) to ask for permission to do a different thing at each place. (One has been done for you.)

At your grand-parents' home

Can I use the phone, grandfather?

- a. At your teacher's home
-

- b. At your neighbour's home
-

- c. At the house of a favourite uncle
-

- d. At the house of a close friend
-

- e. At the house of someone you are visiting for the first time
-

- f. At the house of a friend of your elder brother
-

- g. At a distant relative's home
-

Activity 6 : Say whether the sentences below are used to ask for permission or to make a request and whether they are used in formal or informal situations.

- a. Mr Mohanty, would you please tell all the teachers to come for a meeting in my office at 3'o clock?

- b. Can you put this parcel on the table, please?
- c. May I ask you a question about this job, sir?
- d. Would you mind sitting on that chair ?
- e. Could you pass the salt, please?
- f. Can my friend stay here too?
- g. May I wait in the corridor outside?

SECTION 3

Making an offer to help (using *will, would, shall, can, could*)

Study the dialogues below.

- a. Rina : I want to take this bag with me.
Chhabi : I will (can) carry it for you.
Rina : Oh, thanks.
- b. Tarak : I must leave now.
Purna : Shall (Can) I get a taxi for you?
Tarak : Yes, please.
- c. Host : Would you like some more chicken?
Guest : Yes, please. Thank you.
- d. Pinaki : (to his friend's friend) Could I buy the tickets for you?
Friend's friend : Thank you very much.

Will, shall and can are used, in informal English, to offer help to someone. *Will* and *shall* are commonly abbreviated to 'll (*I'll, We'll, etc.*). *Will* is used only in statements (e.g. *I'll carry your bag*), but *shall* and *can* are used in questions as well as statements (e.g. *Shall I carry your bag? Can I carry your bag? or I shall carry your bag/I can carry your bag.*)

Could and *would* are used, in questions as well as statements, to offer help, in more formal situations. (e.g., *Could I carry your bag? I could carry your bag./ Would you like me to carry your bag? I would be happy to carry your bag, etc.*)

Activity 7 : Make offers to suit the following situations.

- a. Your friend accidentally drops his pen on the floor.
-

- b. An old man wants you to make room for him to sit down.

- c. A patient is sweating profusely and the windows are closed.

- d. An old man is carrying a heavy suitcase and gasping for breath.

- e. Your principal wants to get some medicines from a pharmacy.

- f. A stranger wants to go to a particular place and you are on a motorbike.

- g. Your friend does not have enough money to buy a book he needs.

- h. Your mother is not able to cook as she is unwell.

- i. Your sister is not able to work out a sum.

- j. Your younger brother is trying to reach a book on the top shelf of a cupboard.

Activity 8 : Study the offers below and say which ones are made in a formal situation.

- a. Shall I call the doctor for you?

- b. Would you like me to call the police?

- /i** Shall I switch off the light?

- d. I can lend you two hundred rupees if you like.

- e. I'll help you make the bed.

- f. Could I wait for you at the gate?

SECTION 4

Making a suggestion (using *shall, can, could*)

- a. Pramod : It's a lovely day. Shall we go for a walk.?
 Prashant : Yes, let's do that.
- b. Nilima : Sisir is becoming more and more difficult to handle.
 Manisha : We can talk to him if you like.
 Nilima : No, I'll manage without him.
- c. Girija : We need Sima's room for the guest. But she has gone home.
 Gauri : We could go to her village tomorrow and collect the key.

In the sentences above, different ways of making suggestions have been shown. The commonly used words are : *Shall we .../ Can we .../ Could we ... (in questions), or You can ..., We can .../ We could ... (in statements), used together with if you like/want.*

Activity 9 : Make suggestions to suit the following situations. (More than one answer is possible.)

- a. You think, your friend and you should go for a walk.

- b. You would like to have dinner at a restaurant with your neighbour.

c. You feel like going to the park with your mother.

d. You would like your father to take you to an uncle's house.

e. You have met somebody for the first time at a friend's house. He is watching a film on television, but you would like to watch a cricket match, on a different channel.

f. You feel like going to the theatre with some friends.

g. It is 11.00 p.m. Your room-mate in the hostel is reading a book, but you would like to sleep.

Activity 10: Your friends and you are putting up a cultural show in your college. Make suggestions about the arrangements for the show, using the hints below. Study the example below and write your sentences.

- i. the place where the show is to be put up
- ii. decorating the stage
- iii. fixing the lights
- iv. getting singers and musicians to perform
- v. setting up the sound system
- vi. the guests to be invited
- vii. the refreshments to be served

Example :

We can invite the Chief Minister to be the Chief Guest.

i. _____

ii. _____

- iii. _____
- iv. _____
- v. _____
- vi. _____
- vii. _____
- viii. _____

Activity 11 : Which of the following are *offers* and which are *suggestions* ? Say whether they are *formal* or *informal*.

- a. I can pay for your ticket, if you like.
- b. What shall I do in case I don't find Ram at home ?
- c. Would you like them to wait for you ?
- d. We could leave it until later.
- e. I can lend you the book.
- f. Could we paint this wall for you ?

SECTION 5

1. Expressing ability to do something (using *can, be able to*)

Study the following dialogues.

- a. Interviewer : Can you type?
 Candidate : Yes sir, I can also take dictation in short hand.
 Interviewer: Will you be able to talk to our foreign clients ?
 Candidate : Yes sir, I can speak German and Italian.
- b. Teacher : Who can solve this problem ?
 Student : I can.

Can is used here to show that someone has the ability to do something. (*Be*) *able to* can also be used for this purpose, but *can* is more usual. *Be able to* is formal.

Activity 12 : Complete the sentences below using *can* or *be able to*. (In some of the sentences, it will not be possible to use *can*.)

- a. Ask Karim about your friend's condition. He might _____ tell you something.
- b. Ravi was born and educated in Hyderabad. He _____ speak Telugu.
- c. My friend can't understand my problem. She's never _____ understand it.
- d. I can't lend you money but I _____ get the book for you.
- e. Meera _____ read Tamil but she doesn't have any Tamil books.
- f. I haven't _____ buy any books lately.
- g. We _____ travel a lot but we can't do it now.
- h. Meet your teacher tomorrow. He _____ explain the question to you.

Activity 13 : List five things which you can do.

1. _____
2. _____
3. _____
4. _____
5. _____

List five things which you can't do.

1. _____
2. _____
- il** _____
- 7** _____
- il** _____

Activity 14 : A new student has joined your class. As the Secretary of the College Union, you would like to know which activities your new classmate would be able to take part in. Frame at least five questions that you might want to ask him and provide the answers that might be given.

- 1 Q. Can you draw and paint?
A. Yes, I can./No, I can't.

- 2 Q. What can you do for ...?
 A. _____
3. Q. _____
 A. _____
4. Q. _____
 A. _____
5. Q. _____
 A. _____

2. **General ability versus the ability to do something in a particular situation**

Look at the following sentences.

- 1 Mohan could speak Assamese when he was a boy.
- 2 When I was in London, I could visit the museum every day.
- 3 I had only a brief meeting with the Principal, but I was able to explain my difficulties to him.

In Sentence 1, *could* is used to refer to the general ability to do something that somebody possessed in the past, while in Sentence 2, *could* indicates that the opportunity to do something was available. In Sentence 3, *was able to* indicates the past ability (or opportunity) to perform an action in a particular situation. *Could* is not used in such a context.

Activity 15: Use *could* or *was/were able to* in the sentences below. Use a negative if necessary.

More than one answer is possible.

- a. The author of this book learnt to write very early in life. He _____ write short stories when he was at school.
- b. My scooter didn't start. Luckily I _____ to borrow a bicycle and got there in time for the interview.
- c. It was dark. We _____ see a thing.
- d. The children were warned that a fire had started, and they _____ move their belongings in time.

- e. I _____ meet my friend as the train had left.
- f. The people in the neighbouring village were having a party last night and you _____ have joined them.
- g. My friend ran after the bus and _____ get on.
- h. The freedom fighters had to live in the jungles for months. They _____ survive without food for several days.

Activity 16 : Saurabh is 40. Sometimes he feels that he has wasted his life. Read about Saurabh and replace some of the words with *could have.....*, as shown in the example below.

When Saurav was 15 he had a chance to go abroad, but he decided not to go.

Answer : When Saurav was 15 he could have gone abroad.

- a. Saurav got a scholarship to study in a reputed public school. But he didn't go.

- b. He was a good speaker, but he decided not to participate in debates.

- c. He had the opportunity to learn music under a famous teacher, but he decided against it.

- d. He was intelligent enough to come out first in the examination, but he did not try.

- e. He had the opportunity to start a business, but he did not want to.

- f. Everyone thought he had the creativity to write novels, but he never tried.

Activity 17 : Use *can, can't, could, couldn't, was/were able to* in the blanks, where required. (Alternative answers are possible.)

- a. She _____ even speak properly when she was a girl, but now she's a famous singer.
- b. Did you see anybody in the park? No, I _____ find anybody.

- c. An eagle _____ fly for hours.
- d. When my sister was just 7, she _____ speak Hindi much more fluently than she _____ now.
- e. On the fifth day the rescuers saw the children and _____ reach them without much trouble.
- f. After weeks of training, I _____ climb the coconut trees.

SECTION 6

Indicating possibility (using *may*, *can*)

- a. This house is too small. We may sell it and buy a bigger one.
- b. That box is too heavy for you ? You may drop it.
- c. Camels can survive without water for weeks in the desert.
- d. Smoking can cause cancer.

May is used to express a specific possibility while *can* is used to express a general possibility.

Activity 18 : Use ***can* or *may***, as required, in the following sentences.

- a. The government _____ hike the bus fares next month.
- b. The villagers _____ convert this building into a hospital if everyone agrees.
- c. This medicine _____ cure any disease.
- d. My friends _____ put on a play here again next year.
- e. We're going to do something different this year. We _____ decide to hire a professional drama group.
- f. Your boss is impressed with your work. You _____ get a promotion soon.
- g. The presence of lead particles in the air _____ cause brain damage in children.
- h. The machine has broken down and _____ take sometime to repair.

Activity 19 : A group of engineers has come up with a number of unusual products for use at home. These products are :

- 1 A battery-operated fan
- 2 A portable water-heater
- 3 Writing-paper that glows in the dark
- 4 Shirts made of edible material
- 5 Shoes with a built-in alarm clock
- 6 A bicycle that can float

Think of some situations in which these products could prove to be very useful and frame sentences suggesting (to prospective customers) some possible uses for the products. One example is given:

1. *You can use the battery-operated fan to cool yourself when you are sitting in your garden.*

2. _____

3. _____

4. _____

5. _____

6. _____

SECTION 7

Indicating present or future possibility (using *may, might, could*)

Look at the following sentences :

- a. Where's Madhuri? She *may/might/ could* be in the garden.
- b. There's someone at the gate. It *may/might/could* be the post man.
- c. They're not cooking dinner. They *may/might/could* be planning to go out tonight.

May, might and *could* are used here to talk about present or future possibility. *Might* is normally a little less sure than *may*, and *could* is less sure than *may* or *might*. Note that we can't use *can* in the above examples. Can you say why? (Hint : Refer to the difference between *can* and *may*).

Activity 20 : Rewrite the following sentences using *may*, *might* or *could*.

a. It is possible that she is cheating you.

b. It is possible that they'll come in the evening.

c. It is possible that he is planning to sell the car.

d. It is possible that she is telling the truth.

e. This statement possibly contradicts his earlier statement.

f. It is possible that one of them is a spy.

Activity 21 : Use *may*, *might* or *could*, together with the appropriate forms of the verbs in brackets.

1 Who is the girl Madhu is talking to? I'm not sure. She _____ (be) her sister.

2 Why are the boys shouting? I don't know. They _____ (play).

3 Where is Manisha? I have no idea. She _____ (study) in the library.

4 Who is that man with Vijay? I'm not sure. It _____ (be) his uncle.

5 Shall I tell the Minister about you? You'd better not. He _____ (think) I want to ask him for a favour.

Activity 22 : You are going for a walk, and you suddenly see a mysterious flying object, high up in the sky. Make five *guesses* about what the object could be.

1. _____
2. _____
3. _____
4. _____
5. _____

SECTION 8

Referring to possibility in the past (using *may*, *might* or *could*)

Look at the examples below :

- a. She was not in the hostel yesterday. She might/could have gone home.
- b. A: Do you think he saw you?
B: No, he was too far away. He couldn't have seen me.
- c. You were stupid to throw stones at the dog. It might have attacked you.

We use *may/might/could*, together with some verb in the present perfect form, to talk about possibility in the past.

Activity 23 : Complete the sentences below, expressing possibility in the past.

- a. The other teams weren't good, so our team _____ (win).
- b. You know where the library is, don't you? You _____ (pass) it on your way here.
- c. Why didn't your friend answer the phone? He _____ (not/hear) it ringing.
- d. The light's on. They _____ (forget) to switch it off.
- e. I did not hear the child's voice, and I thought he _____ (fall asleep).
- f. Our teacher is not at home. He _____ (go) to meet a friend.
- g. How did you get that stain on your saree? I'm not sure. The baby _____
(drop) food on it.
- h. A: I can't find my umbrella. Have you seen it?
B: No. You _____ (leave) it in the restaurant.

SECTION 9

Making a deduction (using *must have/can't have*)

Look at the following example :

The old man has not had anything to eat for the last two days. He *must* be starving.

Must is used here to make a deduction - that is, to come to a logical conclusion on the basis of the evidence which is available. The use of *must* shows that the speaker is quite sure that what he/she says is correct.

Can't is the negative counterpart of *must*. The use of *can't*, in this case, shows that the speaker is very sure about some *negative* conclusion which he/she has reached.

The use of *must have* and *can't have* shows that the speaker has made a deduction about something that happened in the past. For example :

- 1 Ramesh has done very well in the examination. He *must have* worked really hard.
- 2 The library was closed all day yesterday. You *can't have* been there yesterday.

Activity 24 : Answer the questions in Column A, using *must or can't*, and choosing a suitable reason from Column B. (One answer has been provided.)

A	B
1. Is she ill?	1. He has just got a job.
2. Are they awake?	2. He charged more than the price.
3. Is he happy?	3. They play tricks on everyone.
4. Is he a Bengali?	4. She has gone swimming.
5. Is the shop keeper honest?	5. She is too young.
6. Are these boys naughty?	6. Their bedroom lights are off.
7. Is she married?	7. He speaks Telugu.

Example : 1. (She *can't* be ill. She has gone swimming.)

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Activity 25 : Consider the situations below and use the words in brackets to frame sentences with *must have* and *can't have*.

a. Satish got a first division in the exam. (He/work hard)

b. Someone saw Sudha in the college library at 8.00 a.m. yesterday. (She/stay/in bed/all morning)

c. The traffic lights were red and the car stopped. (the driver/see/the red light)

d. He knows a lot about teaching. (He/a teacher when he was young)

e. Girish knew exactly what to do. (He/learn/the skills/very carefully.)

f. My friend knew everything about our plan. (He/listen/to our conversation)

g. Janaki walked past me without speaking. (She/see/me)

h. There are five stitches on her head. (She/have/an accident)

SECTION 10

Offering advice (using *should/ought to/had better/be supposed to*)

- a. If your tooth-ache is not getting better, you should see a dentist.
- b. They really looked after you well. You ought to write a letter of thanks.
- c. Your room-mates are complaining. You had better turn the music down.

Should and *ought to* are used to ask for advice or to give advice. *Ought to* is preferred when the advice is given by someone in authority.

Had better indicates a strong recommendation made for a particular situation.

Should have.... and *ought to have....* are used to show that someone did not do something in the past, which was desirable.

Look at the examples below :

I should have bought that book yesterday, but I didn't have the money.

Haven't you been to see your doctor? You ought to have seen him yesterday.

Activity 26 : Complete the sentences in the "Advice" column, using *should* or *ought to*.

Problem

Advice

- | | |
|---|--|
| <ul style="list-style-type: none"> 1. I lost my pen 2. I'm tired of reading this book. 3. I've got some money to spare. 4. They can't solve the problem. 5. I left my glasses in the shop. 6. I'm bored with my work. | <ul style="list-style-type: none"> i. You/buy a new one? ii. Perhaps you/look for other books. iii. Perhaps you/give it to the poor. iv. I think they/ask their teacher. v. You/go and collect it from the shop. vi. You/take some days off. |
|---|--|

i. _____.

ii. _____.

iii. _____.

iv. _____.

v. _____.

vi. _____.

Activity 27 : Write sentences indicating what the speaker *should (not)/ought to have* done in the given situations.

a. I'm in trouble because I didn't wish my boss 'Good morning !'

_____.

b. The pen he used to write in the examination was not good enough.

_____.

c. Nirmal did not meet Seeta until it was too late.

_____.

d. I'm sorry that he didn't take your advice.

_____.

e. Smita had to go to the bank opposite the college, but she hired a taxi.

_____.

f. I sent a messenger three days ago, but he has not arrived yet.

_____.

g. She left her books in the canteen. She didn't find them when she went back.

_____.

Activity 28 : What advice would you offer someone in a difficult or dangerous situation, such as a fire, flood, cyclone, a roof falling in or a wild animal running loose in the city?

Think of at least 7 such situations and form sentences to offer advice, using either *had better*, or *had better not*.

Example

(a fire) You'd better phone the fire brigade.

1. (a burglary) You'd better not _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.
7. _____.

SECTION 11

Expressing obligation or necessity (using *must*, *have to/had to*, *got to*)

- a. I've got a terrible pain in my back. I must go and see the doctor.
- b. I have got an appointment. I have to go and see the doctor at 9.00 tomorrow morning.
- c. Our teacher had given us fifty problems to work out. So I had to work late yesterday.
- d. My friend must be waiting for me. I've got to hurry.

Must and *have to* are used to express obligation or necessity. We normally use *must* when the authority comes from the speaker. *Have to* is normally used when the authority comes from someone other than the speaker. We use *had to* when talking about a past obligation or necessity. *Have got to* is sometimes used instead of *have to* to talk about obligation or necessity, in informal situations.

Activity 29 : Complete the sentences using *must* or some form of *have to*. (In some cases, more than one answer is possible.)

- a. I really _____ find something cheaper. This is too expensive.
- b. A : _____ you _____ get a visa to go to Nepal?
 B : No, you don't, but you _____ get one for Pakistan.
- c. You _____ fill in this form first. You can't do anything until it is completed.
- d. Sudhir : I'll meet you at the airport at 9 o'clock then.

- Kamal : What ! We _____ check in by 7.30.
- e. Jiban : This medicine tastes horrible. I'm going to take it only once a day.
 Jiten : Now, don't be silly. The doctor says you _____ take it 3 times a day.
 Jiban : All right, I'll take the medicine after meals.
 Jiten : No, you _____ take the medicine before meals.
- f. You _____ remember to brush your teeth. If you don't, you'll have to go to a dentist.
- g. I _____ stay in bed yesterday because I wasn't very well.
- h. I couldn't go to the party last night because I _____ look after my youngest sister, who was ill.

SECTION 12

Expressing prohibition (using *mustn't*, *needn't*, *don't have to*)

- a. You *mustn't* jump over that wall. You'll break your legs.
- b. You *mustn't* drive that car. The brakes don't work.
- c. Tomorrow is a holiday. You *needn't* get up early.
- d. They *needn't* buy the book. They can get it in the library.

We use *mustn't* to prohibit somebody from doing something. We use *needn't*, when it is not necessary to do something. Study the situations above again to see how these meanings have been expressed.

Activity 30 : Choose the correct modal :

- a. They've been late for class three times this week. They *mustn't/needn't* be late again.
- b. He *mustn't/needn't* tell our teacher about the meeting. Sudha has already told him.
- c. You *mustn't/don't have to* make any noise going into the house. It's very late and everybody is asleep.
- d. I *mustn't/don't have to* hurry. I've got plenty of time.
- e. You *mustn't/needn't* open the door before the bus stops. You could fall out.
- f. You *don't have to/mustn't* wash that shirt. It isn't dirty.
- g. Sima *needn't/mustn't* finish her essay today. She's got to hand it in by next Friday.

h. You *needn't/mustn't* wear your college uniform. You can wear what you like.

Activity 31 : List five things which a visitor to a zoo must not do.

1. A visitor to a zoo mustn't ...
2. (S)he ...
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Activity 32 : You went on a picnic to some far-away place with a group of friends. As you did not know what things would be available there, you made elaborate preparations. Now, after your return, you are narrating your experiences to another group of friends, who would also like to go on a picnic to the same spot.

Tell your friends which of the arrangements made by you were necessary, and which of them were either unnecessary or proved to be unnecessary. Use *had to*, *needed to*, *didn't need to*, *didn't have to*, and *need not have to* to talk about the arrangements which were either necessary or unnecessary.

Here are some of the arrangements that were made:

- 1 hiring a bus
- 2 buying fire-wood for cooking
- 3 carrying water for drinking and cooking
- 4 carrying food-materials; rice, daal, vegetables, meat
- 5 finding a place to cook in
- 6 finding a place to serve the food
- 7 going to places of interest nearby
- 8 thinking of ways to keep yourself entertained
- 9 washing utensils after the meal
- 10 making arrangements for the return journey

CHAPTER IV

Prepositions and Phrasal Verbs

A preposition is a small word that is used before a noun or noun phrase to express the relationship between things and events. Words such as *after, at, below, by, for, from, in, of, over, under, to, with*, etc. are called prepositions.

SECTION 1

Time

Activity 1 : Use the prepositions *on, in, at* with the time-expressions given below.

- | | |
|---------------------------|-------------------|
| a. February | h. lunch time |
| b. midnight | i. 1999 |
| c. eight o'clock | j. Wednesday |
| d. the afternoon | k. the morning |
| e. night | l. March 15 |
| f. Christmas day | m. Saturday night |
| g. the eighteenth century | n. Easter |

In each box below, write *on, in, or at*, whichever is appropriate.

a	b	c	d	e	f	g	h	i	j	k	l	m	n

Activity 2 : Fill in the blank spaces with *on, in or at* :

1. _____ the day time the streets are crowded but _____ night they are quite deserted.
2. He's always in a bad temper _____ breakfast time.
3. We couldn't offer him a room in our flat, because _____ that time my uncle was staying with us.

4. Children get presents _____ Christmas and _____ their birthdays.
5. We want three seats for *Bhootnaath* _____ Friday night.
6. I will reach Bhubaneswar _____ 3 o'clock _____ the morning, but the offices start working only _____ 10a.m.
7. Millions of Indian soldiers were killed _____ the Second World War.
8. It was _____ the spring of 1985 that my brother and sister-in-law met for the first time. However, they got married only _____ 1995.
9. _____ 1950 the cost of living was only a fraction of what it was _____ 1990.
10. They got up _____ dawn and reached the summit _____ noon.
11. We didn't want anything to go wrong _____ our sister's wedding day.
12. I'll meet you _____ 2.30 _____ Friday, August 2001.
13. I'll see you _____ six days' time.
14. Birds don't find much to eat _____ winter.
15. What will you be doing _____ the holidays?

Activity 3 : Insert suitable prepositions in the blank spaces from the following list:

(during, since, for, from __ to __.)

1. They've lived in this town _____ five years.
2. The farmers have been working in the field _____ 10 o'clock.
3. The employees stop working _____ the night.
4. The players practised in the field _____ 4 p.m. _____ 6 p.m.
5. He looked as if he hadn't slept _____ weeks.
6. The carpenters worked _____ 9 a.m. _____ 5 p.m, with an hour for lunch.

Can you explain, in your own words, what the rules are for the use of these prepositions ?

Activity 4 : Fill in the blanks using appropriate prepositions.

1. All the students are busy _____ the moment.
2. Sunita and Mahima finished their homework _____ the same time.
3. They are getting married _____ six months' time.
4. Hemanta is in class 8. He'll be leaving school _____ two years' time.
5. It was a very interesting book. I read it _____ a day.

6. Hurry up! We've got to go _____ ten minutes.
7. My sister is a doctor but she is out of work _____ present.
8. He's busy just now but he'll be with you _____ a moment.
9. A: I'll meet you at 10.30.
B: OK, but please be _____ time.
10. A child ran across the road in front of the car, but the driver managed to stop just _____ time.
11. At first I didn't like getting up early, but _____ the end I got used to it.
12. Workers normally get paid _____ the end of the month.

Activity 5 : Match the expressions in A with their meanings in B.

A	B
on time	finally
in time	at the time when something ends
at the end	soon enough
in the end	punctual, not late

SECTION 2

Place

Activity 6 : Complete the sentences using the prepositions *at*, *in* or *on*.

1. There's some sugar _____ the shelf _____ the cupboard.
2. Is Seema _____ the kitchen ?
3. Sambalpur is _____ the west of Orissa _____ the River Mahanadi.
4. There's a grocery shop _____ the corner _____ the end of the street.
5. There are three books _____ the table.
6. He is _____ the roof.
7. The old man is standing _____ the gate.
8. He put the money _____ his pocket.
9. They'll meet the players _____ the dining table.
10. I waited _____ the bus stop for two hours.

Now complete the following activity by matching the prepositions with their respective meanings.

Prepositions	Meanings
at	a surface (two dimensional)
in	a point in space
on	an area

Activity 7 : Complete the sentences using *at, in* or *on*.

1. Our teacher's flat is _____ the second floor.
2. The boy was holding a ball _____ his hand.
3. The children spent an afternoon _____ the zoo.
4. He travelled from Calcutta to Delhi. He is _____ Delhi now.
5. They have gone to a wedding. They are probably _____ the wedding.
6. He was taken to hospital. He is _____ hospital now.
7. The baby was playing _____ the floor.
8. There's ink _____ your shirt.
9. Hari met his friend _____ the crossroads.
10. Gauhati is _____ Assam.

Activity 8 : Complete the sentences using *above, across, along, below, down, over, past, through, under, up*.

1. Jitu ran _____ the road to meet his friend.
2. They took a shorter route _____ the forest to save time.
3. He walked _____ the road slowly, examining the shop windows.
4. They saw the car going _____ the house and shouted to the driver to turn back.
5. The woman climbed _____ the stairs to the first floor.
6. We saw the new bridge which has been built _____ the river.
7. Madhu lives on the third floor. He came _____ the stairs to greet his friends.
8. The temperature is _____ zero at the poles.

9. The plane went up quickly. Soon it was _____ the clouds.
10. We live on the earth, _____ the sky.

Activity 9 : Complete the sentences using the prepositions *at, in* or *on*.

(More than one answer is possible.)

1. There's a chemist's _____ the corner _____ the end of the street.
2. They had breakfast _____ Khan's Cafe _____ the main road _____ their way home.
3. Calcutta is _____ the eastern part of India _____ the River Ganga.
4. They were waiting _____ the station.
5. He'd spend the whole day sitting _____ a desk.
6. If you walk further, you'll see a small shop _____ the corner.
7. Is Mother _____ the kitchen? No, she's _____ the back of the house.

SECTION 3

Study the use of *in, on* and *at* in the following sentences.

1. (a) They are not *in* town. They are *on* holiday *in* Darjiling.
(b) They heard the news *on* the radio.
(c) He has put *on* weight. He'll have to go *on* a diet.

Some useful expressions with *on* are the following :

on business, on a tour, on a cruise, on television, on the phone, on strike, on fire, on the whole, on purpose.

2. (a) The old woman did not like sunlight. She preferred to sit in the shade.
(b) My friend always writes in pencil.

Some more expressions with *in* are given below .

in the rain, in the sun, in the dark, in bad weather, in ink, in words, in figures, in block letters, in cash.

3. He left school at the age of 14.

Some more expressions with *at* are given below.

at a speed of, at a temperature of, at the rate of, at the height of, etc.

Activity 10 : Complete the sentences using *on, in* or *at*.

1. When you write a cheque, you should write the amount _____ words as well as _____ figures.
2. Water boils _____ 100 degree Celsius.
3. He avoided meeting him _____ purpose.
4. My brother is going _____ a tour tomorrow.
5. The old man likes to keep warm, so he doesn't go out _____ cold weather.
6. Look! the train is _____ fire!
7. The workers are _____ strike.
8. He left home _____ the age of 10.
9. We pay for things _____ cash.
10. I watch the morning news _____ television.

Activity 11 : Fill in the blanks using the prepositions *in, on* or *at*.

We live _____ a house _____ Janpath. We live _____ 85, Bapuji Nagar. Our house is _____ a convenient location, just _____ the main road. It is _____ the intersection of Cuttack Road and Lewis Road.

SECTION 4

Study the following sentences.

- a) He called the stranger by mistake.
- b) My father always makes payments by cheque.
- c) My sister goes to college by bus.
- d) My friend didn't use his car. He came in a taxi.

In (a) and (b), *by* is used with *mistake* and *cheque*. The following are some of the expressions that usually go with *by*.

by chance, by design, by accident, by letter, by post, by hand, by cable, by telegram, by heart, by day, by night.

In (c), *by* is used with bus. *By* is generally used to refer to some means of transport. Here are some more examples.

by land, by air, by road, by sea, by coach, by train, etc.

But *by* is replaced by *in, on, etc.* when a noun such as *ship, car, bus, etc.* is used along with a determiner such as *my, a, the*. For example: *in my car, on my bicycle, etc.*

Activity 12 : Complete the sentences using *by, on* or *in*.

1. A bat sleeps _____ day and flies _____ night.
2. The tourists have decided to travel to Australia _____ sea rather than _____ air.
3. Usha usually goes to college _____ her scooter, but sometimes she goes _____ bus.
4. It was only _____ chance that he passed the examination. He hadn't worked at all.
5. The officer did not come to work _____ his car on Monday. His car had broken down and he had to come _____ taxi.
6. We decided not to go _____ bus. We went _____ my bike instead.
7. The journey takes 20 minutes _____ bus and about 50 minutes _____ foot.
8. They went for a ride _____ a motorbike.
9. I travelled to Delhi _____ train.
10. How long does it take to get to Sri Lanka _____ boat?

SECTION 5

(Adjective+Preposition) Combinations

Certain adjectives are always used in combination with particular prepositions. Here are some common examples of these adjective + preposition combinations :

of

1. Children are *afraid of* snakes.
2. We are *proud of* being Indians.
3. Cats are *fond of* milk.

Some more examples :

frightened of	jealous of	conscious of	tolerant of
scared of	envious of	capable of	independent of
full of	suspicious of	short of	typical of
ashamed of	aware of	critical of	aware of

about/with

1. We are *excited about* our sister's wedding tomorrow.
2. My younger sister was *delighted with* the present I gave her.

Some more examples.

Worried about/upset about/nervous about/happy about/annoyed about/furious about, etc.
Pleased with/satisfied with/disappointed with/bored with/angry with, etc.

at/by

1. My friend is very *good at* Mathematics.
2. Everybody was *shocked at/by* what they heard.

Some more examples :

bad at	brilliant at	clever at	surprised at/by
hopeless at	astonished at/by	excellent at	amazed at/by

of/to

1. It is so *nice/kind of* you to visit us.
2. My mother is very *nice/kind to* the poor.

Some more examples :

silly of/stupid of/generous of/good of somebody (to do something).
cruel to/friendly to/polite to/ generous to/good to somebody.

Activity 13 : Fill in the blanks with suitable prepositions.

1. The boy's quite capable _____ solving the problem.
2. Are you worried _____ your examination ?
3. The children were very disappointed _____ the magic show.
4. Minu is still upset _____ what you said to her on last Sunday.
5. One should not be cruel _____ animals.
6. We were amused _____ the way he spoke.
7. My elder brother is not aware _____ his responsibility.
8. The beggar is not ashamed _____ what other people think of him

Activity 14: Write sentences using the adjectives in brackets followed by suitable prepositions.

The first two have been done for you.

1. Can I help you with your luggage?
(kind) It's very kind of you.
2. I went out in the rain without an umbrella.
(silly)It was silly of me to go out in the rain without an umbrella.
3. My friend didn't thank me for the present.
(not polite) _____.
4. The couple had an argument and now they refuse to speak to one another.
(childish) _____.
5. Uma offered to carry the luggage to the station.
(nice) _____.
6. Mohan shouted at his friends in his birthday party.
(not nice) _____.
7. I needed money, and Shyam gave me some.
(generous) _____.

Activity 15 : Put each of these adjectives followed by an appropriate preposition in the right blank. (rude, brilliant, annoyed, typical, bored, furious)

1. Why do you always get so _____ little things.
2. He isn't happy at school. He says- he's _____ the courses he's doing.
3. The teacher was _____ us for making so much noise in the class.
4. Why are you always so _____ your friends? Can't you be _____ them?
5. We're not surprised he changed his mind at the last moment. That's _____ him.
6. He is _____ telling jokes.

SECTION 6

(Verb + Preposition) Combinations

Certain verbs are followed by particular prepositions. Here are some common examples of these verb + preposition combinations.

at

1. a. Don't *point* that knife *at* the child. It's dangerous.
- b. He spoke in such a manner that everyone *laughed at* him.

Some more verbs used with *at*

aim at	jump at	stare at	glance at	look at
wonder at	hint at	peck at	jeer at	smile at

for

2. a. The students are *waiting for* their teacher to come.
- b. One should always *hope for* the best.

Some more verbs used with *for* :

apologize for	cry for	send for
beg for	feel for	strive for
care for	forgive for	sue for
charge for	long for	wish for
compensate for	mourn for	search for

from

3. a. The speaker *digressed from* the topic and spoke a lot of nonsense.
 b. Students will *benefit from* the new book.

Some more verbs used with *from*:

hide from	derive from	escape from	save from
abstain from	desist from	exclude from	separate from
borrow from	differ from	prevent from	subtract from
emerge from	digress from	recover from	refrain from

in

4. a. Most people *believe in* astrology.
 b. My friend did well in English, but *failed in* Mathematics.

Some more verbs with *in*

abound in	excel in	involve in	succeed in
delight in	increase in	persist in	indulge in

of

5. a. The students are *tired of* doing the same task everyday.
 b. Many smokers *die of* lung cancer.

Some more verbs with *of*

accuse of	beware of	complain of	deprive of
admit of	boast of	dispose of	suspect of
approve of	smell of	dream of	think of

on

6. a. Success in life *depends on* hard work.
 b. My brother *spends* a lot *on* books.

Some more verbs with *on*

base on	impose on	reflect on	comment on
insist on	rely on	congratulate on	intrude on
resolve on	decide on	operate on	feast on

to

7. a. None *listened to* the Chief Guest's lecture.

- b. Students *contributed a lot to* the Indian Freedom Struggle.

Some more verbs with *to*

add to	attend to	conform to	submit to
adhere to	belong to	consent to	surrender to
amount to	commit to	introduce to	yield to
aspire to	confine to	object to	speak to

with

8. a. Our neighbour always *quarrels with* children.
b. Gandhi never *compromised with* falsehood.

Some more verbs with *with*

coincide with	fill with	part with	unite with
comply with	grapple with	supply with	deal with
cope with	interfere with	sympathize with	overwhelm with
disagree with	meddle with	threaten with	reconcile with

Activity 16: Complete the sentences using appropriate prepositions.

- The old man accused the boy _____ trying to steal his bag.
- My friend invited me _____ his sister's marriage.
- The local people have warned the tourists _____ swimming in that part of the river.
- Will you please remind us _____ the party next Monday?
- He always borrows money _____ his friends and never cares to return it.
- Our teacher congratulated us _____ our good performance in the examination.
- Pradip blames other people _____ his own mistakes.
- Our Independence day coincides _____ the birthday of Sri Aurobindo.
- The Principal approved _____ the stand taken by the students on the dowry system.
- We are involved _____ a project on the uplift of the poor.

Activity 17: Complete the sentences, using one of the following verbs in the correct form with appropriate prepositions.

write, speak, glance, listen, talk, explain, ask, shout

- Please _____ him. He may have something interesting to tell you.

2. He didn't have his watch. He _____ my watch to see what the time was.
3. I had an argument with Sikha and now we're not _____ each other.
4. Please don't _____ the children. Be nice to them.
5. That old woman's bit lonely. She needs somebody to _____.
6. Can you _____ me how this machine works?
7. Don't forget to _____ me while you're away.
8. His son is always _____ him _____ money.

Activity 18 : Insert the correct prepositions.

1. The parents searched everywhere _____ their baby but couldn't find it.
2. 'Are you going to Calcutta tomorrow?'
'I hope so. It depends _____ the weather.'
3. I don't mind buying this book. But who is going to pay _____ it?
4. These two brothers are suspected _____ stealing a car.
5. You can rely _____ your grandfather, who has never refused you anything.
6. That handbag belongs _____ the old man standing in the corner.
7. Warm clothes protect us _____ cold.
8. Mother asked me to fill the bucket _____ water.

Activity 19 : Look at this paragraph from a letter and put in these verbs with suitable prepositions.

applied, agree, care, ask, caring, decided, concentrate, suffering, pay

I'm working in a private hospital now. I _____ a caterer's job last August and started in November. I don't earn much money, and I even had to _____ my uniform out of my own money. Perhaps I should _____ a pay rise. But I don't really _____ the money. The work is the important thing. Of course it's very hard work _____ the patients, and at the moment I'm _____ backache. But I knew it would be like this even when I _____ a career in a hospital. I just try to forget all the problems and _____ the job. I think it's a worthwhile thing to do; I hope you _____ me.

SECTION 7

Phrasal Verbs

The teacher came in. She is now in the classroom.

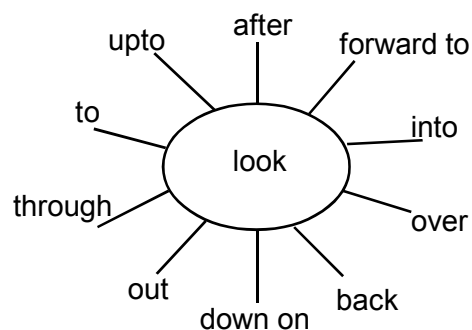
In the second sentence, *in* is a preposition placed before the noun phrase *the classroom*. But in the first sentence, *in* is an adverbial particle. Many such words like *in, on, out, up, down, over*, etc. can function in a sentence either as prepositions or adverbial particles. In the following section we will consider verbs followed by either prepositions or adverbial particles. We call them phrasal verbs.

Look at these sentences :

1. Seema looked up the word in the dictionary.
looked the word up
looked it up
2. Please look me up when you visit here next time.
3. We have good rain this year, the situation is looking up.

These two-word verbs are called phrasal verbs. Sometimes we can have three-word phrasal verbs also: *We look forward to* your next visit.

Look at the sun diagram below and make ten phrasal verbs by combining the verb "look" with the other items.



Now make meaningful sentences, using the ten phrasal verbs.

Activity 20: See how many phrasal verbs you can make in the following grid by joining the verbs in the left column with the prepositions or adverbial particles on the topmost row. If a phrasal verb is possible, mark the square with a number and write an example sentence beneath the grid. (One has been done for you as an example.)

	about	at	by	for	from	in	of	out	to	with
break						1				
bring										
cut										
get										
give										
keep										
let										
put										
set										
take										

- The thieves broke in through the kitchen window.
- _____
- _____ etc.

Activity 21: Choose a verb from box A and a preposition or adverbial particle from box B. Use them in the blank spaces of the sentences given below:

A		B	
brush	brought	away	away
catch	called	down	down
gave	cut	off	off
let	get	on	on
put	gone	up	up

- i) Father _____ our headmaster yesterday.
- ii) This milk has _____,
- iii) Some learners _____ very quickly.
- iv) Our players have _____ us _____.
- v) I have to _____ my English.
- vi) He was _____ in a remote village.
- vii) The match has been _____ till next week.
- viii) His cough _____ his hiding place.
- ix) It has been a busy day; I need to _____ for a while.
- x) I am running short of money; I must _____ my expenses.

Activity 22 : Match the phrasal verbs in column A with their meanings given in column B

The first one has done for you..

A		B	
1) call off	6) hang up	a) become airborne	f) examine carefully
2) carry on	7) show off	b) boastfully display	g) have an argument
3) come across	8) take off	c) cancel	h) meet by chance
4) fall out	9) turn down	d) continue	i) reject
5) go through	10) turn off	e) end a telephone call	j) disconnect a switch

Answer : (7)

1	2	3	4	5	6	7	8	9	10	Phrasal Verbs
C										Put the meaning in this row

Use the above phrasal verbs in meaningful sentences.

CHAPTER V

The Imperative

Look at the sentences below.

1. a. Hurry up!
- b. Stop!
2. a. Be careful.
- b. Mind your language!
3. Borrow the book from your teacher, read the chapter and pick out the main points.

The sentences above are all **imperatives**. Imperative sentences are used for different purposes or functions. In Sentences (1) and (2) above, they are used to give orders, offer advice or issue a warning, while in (3) they are used to give instructions.

Sentences beginning with 'Let' are also imperatives, which are used to offer suggestions, as in (4) below.

4. a. Let's hire a taxi.
- b. Let us go out.

Activity 1 : Match the sentences in Column A with the imperatives in Column B.

- | A | B |
|--|-----------------------------------|
| 1. We're not deaf.
We can hear you. | a. Don't touch it! |
| 2. That was a beautiful dance class.
You must be tired. | b. Put some cold water on it. |
| 3. In Karate we learn to use our hands
in new ways. | c. Put away your books. |
| 4. OK, children.
It's time to go home. | d. Don't shout! |
| 5. I've burnt my arm! | e. Break that brick! |
| 6. Can you see the snake? | f. Sit down on the floor. |

Activity 2 : Here is a recipe for making an omelette. Put the following verbs in the correct spaces.

(break, beat, heat, add, turn, make, put, pour)

1. First, _____ two eggs and _____ them in a bowl.
2. _____ them up and _____ salt and pepper to taste.
3. _____ a little butter or oil in a frying pan.
4. Then _____ the mixture in, and _____ sure that the omelette doesn't burn.
5. _____ it over when the omelette is fried..
6. Serve it hot.

Activity 3 : Match each of the imperatives in column A with its function in column B.

A	B
1. Enjoy yourself!	i. Giving an instruction
2. Come in and make yourself at home	ii. Warning
3. Get a Number 7 bus, that's direct.	iii. Giving direction
4. Turn right at the traffic lights.	iv. Making a friendly remark
5. Open your book at page 20.	v. Inviting
6. Mind the floor - it's slippery.	vi. Making a suggestion

Activity 4 : Write suggestions that will match the statements below. Use clues to form sentences beginning with *Let*.

1. Tomorrow is my sister's birthday. (buy/her/present)
_____.
2. I can't wait for the train. (take/taxi)
_____.
3. I want to see a film. (go/cinema)
_____.
4. It's hard to believe. (forget/it)
_____.
5. It's very cold in here. (light/fire)
_____.

Activity 5 : Fill in each blank, choosing the right verb from the following list:

(turn, ask, go, cross, walk, continue, take)

Stranger : Excuse me, could you tell me how to get to Lewis Road, please?

Young boy : Yes, certainly. _____ along this road till you come to the traffic-lights. Then, _____ over and _____ going till you come to the roundabout. _____ right there, then _____ as far as the next roundabout. _____ the first turning to the left and then the first turning to the right. Lewis Road is the second one on the left. _____ someone if you get lost, but it's really quite easy to find.

Stranger : Thank you very much.

CHAPTER VI

Interrogatives

An interrogative sentence is a type of sentence which is usually used for asking a question. In such a sentence the auxiliary verb is normally placed before the subject. Some question words like *what, when, where*, etc. may also be used in the beginning of such a sentence.

Activity 1 : Divide the following sentences into two broad categories and state why you have done so.

1. Where's my pen ?
2. Isn't that my pen ?
3. Why haven't you done your homework ?
4. How are you ?
5. Would you like something to eat ?
6. What's the time by your watch ?
7. Are you listening ?
8. You have been to Delhi before, haven't you ?

If you have identified the two major types of interrogative sentences, you have done well. But did you have some doubt about the last one ? We can put the question tag in the broad category of yes/no questions.

Let's see how yes/no questions are formed:

<i>Statement</i>	<i>Question</i>
1. It was raining.	Was it raining ?
2. He has seen the film.	Has he seen the film ?
3. You can read my writing.	Can you read my writing ?
4. He has been waiting for a long time.	Has he been waiting for a long time ?
5. The bus stops here.	Does the bus stop here ?
6. They boarded the bus.	Did they board the bus ?

The basic rule for asking most questions is very simple. You are to change the order of the subject and the first auxiliary verb. If there is no auxiliary, a suitable *do* verb can take the place of the auxiliary. Look at the following examples :

It was raining	Was it raining?
The bus stops here	Does the bus stop here?

Now let's see how wh-questions are formed :

Statement	Question
Ramesh told me the secret.	Who told you the secret ?
Ramesh told me the secret	What did Ramesh tell you ?
You can contact me over phone .	How can I contact you ?
I want to go home as mother is ill .	Why do you want to go home ?

We use a wh-word (including *how, which book, whose cycle, etc.*) to ask for specific information about who, what, how, why, when, where, how much, how many, etc. The basic order of words in wh - questions is : A wh - word +verb+object as in

Who told you ?

Sometimes we use another pattern like the following:

Wh-word+Auxiliary+Subject+verb(+others) as in

What did he tell you in the party yesterday ?

Activity 2 : Write yes/no questions or wh-questions, using the following expressions:

1. you / go / to Puri / last year ?
2. where / be/ Seema / today ?
3. you / write / class notes ?
4. what / be / the STD code / for Bhubaneswar ?
5. where / Samar / live / at the moment ?

Activity 3 : Change these statements into wh-questions, using the wh-expressions given in the brackets:

1. Seema put that letter on my desk. (Who)
2. Jatin left his bag on the bus. (Where)
3. That is my friend's bag. (Whose)
4. He means this one. (Which)
5. All the trains were late yesterday because of heavy rain. (Why)
6. They walked two kilometres before they found the shop. (How far)
7. 54,763 eggs were used in the world's biggest omelette. (How many)

Activity 4 : Ask questions to get the following answers.

1. I'm fine, thank you .
2. About 40 kilos.
3. Yesterday evening.
4. The giraffe.
5. Yes, just before my eyes.

Activity 5 : Work in small groups. One member goes out, and in his/her absence other members choose an object in the classroom. When (s)he comes back, (s)he has to guess the article by asking yes/no questions to the other members, asking them serially, for example :

O : Is it the blackboard ?

S₁ : No, it isn't.

O : Is it the teacher's table ?

S₂ : No, it isn't

The student who answers yes, it is has to go out and the game continues till three of the members of the group have become outliers. One who guesses the article with least number of questions is the winner.

Activity 6 : One student stands in front of the class. He thinks of a person or a place. Other students ask him yes/no or wh-questions in order to guess the person or the place. The students ask in turn and twenty questions are allowed. If a student guesses correctly, he replaces the first student.

Example S1 = Have you thought of a person or a place ?

X = Person.

S2 = Is the person dead ?

X = Yes.

S3= Was the person a man ?

X = Yes.

S4= When did he die ?

X = In twentieth Century. (Here X can refuse to answer, because (s)he may give away the secret.)

S5 = Was he a filmstar ?

X = No.

S6 = Was he famous ?

X = Yes.

S7 = In which field was he famous ?

X = Politics.

S8 = Was he a freedom fighter ?

X = Yes.

S9 = Was he a minister ?

X = No

S10 = Is it Mahatma Gandhi ?

X = Yes. [And now S10 becomes X]

Activity 7 : Look at the questions in the left column and the list of functions in the right column.

Decide on a function for each question :

- | | |
|---|------------------------------|
| 1. What time is it ? | a. asking to distinguish |
| 2. Is that poisonous or nonpoisonous ? | b. expressing lack of belief |
| 3. You're back rather early, aren't you ? | c. offering assistance |
| 4. What do you mean by <i>early</i> ? | d. asking for assistance |
| 5. Must you sing at this time of the night ? | e. asking for information |
| 6. Shall I do that for you ? | f. expressing irritation |
| 7. Would you mind holding this for a moment ? | g. asking for an opinion |
| 8. Why are you late ? | h. expressing mild surprise |
| 9. What did he look like ? | i. asking for an explanation |
| 10. What do you think of the new bowler ? | j. asking for a description |

Activity 8 : In the light of your findings from the previous activity, what is the distinction between the terms question and interrogative ?

Activity 9 : How many questions can you frame to get the following sentence or a part of it as the answer ?

When Amar Nath and his partners took over the place, it was in ruins and was inhabited by bats and mice.

CHAPTER VII

Verb Patterns

SECTION 1

What is a *Verb Pattern* ?

Look at the following sentences :

1. My brothers *avoid* **meeting** strangers.
2. My parents *love* **entertaining** friends.
3. The boys *keep* **asking** for sweets.

In each of these sentences, there is a finite verb (*avoid, love, keep*), which is followed immediately by another verb in its *-ing* form (*meeting, entertaining, asking*).

These three sentences have the same **verb-pattern**. The term *verb pattern* is used to describe the part of the sentence which follows the finite verb.

Let us see what happens when we choose a different verb, *hope*. We can say:

4. My brother *hopes* **to meet** the Governor.

But we cannot say :

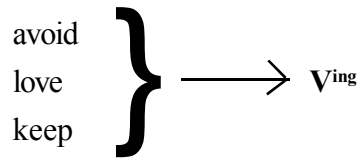
- 5 *My brother hopes meeting the Governor.

(The asterisk symbol* used in front of a sentence indicates that the sentence is not grammatically correct.)

The verb *hope* cannot be followed by another verb in the *-ing* form, but it can be followed by a verb in the *infinitive* form, used with to (e.g., *to meet*) as in Sentence 4. We say, therefore, that the verb *hope* selects a different **verb pattern** from the verbs *avoid, love* and *keep*. As we shall see, different verbs select different patterns.

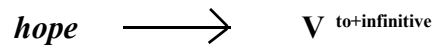
We can use a kind of "short-hand" to show which verb-patterns are possible with a certain verb. For example, the verb-patterns in Sentences 1,2 and 3(above) can be shown as V^{ing} (which means that the finite verb is followed by some other verb in the *-ing* form).

We can show this as :



(This means : the verbs *avoid*, *love*, and *keep* can be followed by another verb in the *-ing* form).

The verb *hope* does not fit into this pattern, but it fits into a different pattern which we can represent as :



(This means : the verb *hope* can be followed by another verb in its *infinitive* form, used with *to*)

Here are a few more sentences, in which different verb-patterns have been used.

6 I find eating ice-cream a great temptation.

7 I find the boys eating ice-cream everyday.

8 I find that the boys are eating ice-cream everyday.

In each of these sentences, the finite verb is *find*. What are the verb-patterns into which this verb can fit?

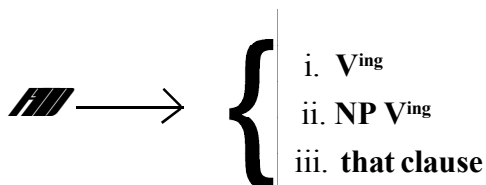
Sentence 6 has the pattern \mathbf{V}^{ing} . In Sentence 7, the verb *find* is followed by a noun phrase(*the boys*), which is then followed by a second verb in the *-ing* form. This pattern can be shown by: $\mathbf{NP+V}^{\text{ing}}$.

Notice that both Sentences 6 and 7 contain \mathbf{V}^{ing} . The difference is that in Sentence 7, there is a noun-phrase between the two verbs. The presence of a noun-phrase, after the verb *find*, is not "compulsory" - it is *optional* (in other words, a noun phrase may or may not be present in a sentence between the verb *find* and the following verb *eating*).

We show the *optional* elements in a verb-pattern by putting them in brackets. The verb-pattern which is common to Sentences 6 and 7, therefore, can be shown as : $\mathbf{(NP) V}^{\text{ing}}$.

Now look at Sentence 8. Here the verb *find* is followed by a **subordinate noun clause**, beginning with the word *that* (*that the boys are eating ice-cream everyday*). Sentence 8 has a different verb-pattern, which we show simply as *that* clause.

The three different verb-patterns into which the verb *find* can fit may be shown as follows:



(This means : the verb *find* can be followed by a verb in the -ing form, or a noun-phrase followed by a verb in the -ing form; or it can be followed by a *that* clause.)

It is very important to know which *verb patterns* a particular verb can select, as many of the common grammatical errors made by learners of English are caused by the use of wrong verb patterns. A good "Learner's Dictionary" of English, such as the *Oxford Advanced Learner's Dictionary*, will tell you which verb patterns are possible with each verb, and you should learn how to use the dictionary to get this information.

Activity 1 : Look at the verbs listed below. They can all be used in the verb-pattern V^{ing}. Make sentences with any *five* of them, using this pattern. A few of the verbs in this list can also select verb-patterns with a "**that**" clause. Can you identify them ? (Refer to a good dictionary if you are not sure of the answer.)

admit	deny	finish	practise
avoid	dislike	imagine	risk
delay	fancy	miss	suggest

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Activity 2 : Look at the sentences given below.

- a. My parents have decided to spend their holidays in Puri.
- b. Last Sunday my friend invited me to meet his sister.

In Sentence(a) the verb is followed by the infinitive *to spend*, whereas in Sentence (b) the pronoun *me* comes between the verb and the infinitive.

Use the verbs in the list below in sentences with the **V^{to+infinitive}** pattern. Which of these verbs can be followed immediately by a noun phrase?

agree	choose	expect	happen	offer	arrange	tend
ask	decide	fail	prove	manage	prepare	threaten
demand	seek	omit	hope	promise	refuse	wish
beg	claim	neglect	aim	swear	seem	want
attempt	pretend	legislate	learn	plan	appear	hesitate

SECTION 2

Notice the verb-patterns used in the following sentences :

- (a) My brother prefers to write long letters.
- (b) My brother prefers writing long letters.

The verb *prefer* takes both the **V^{ing}** and the **V^{to+infinitive}** pattern, with no difference in meaning. A list of some such verbs is given below.

begin	propose	love
continue	bother	start
intend	like	hate

But with some verbs, the meaning changes when we shift from the V^{ing} to the $V^{to+infinitive}$ pattern.

Look at the following examples.

- (a) He forgot to buy the ticket. (=He didn't buy the ticket.)
 (b) He forgot buying the ticket. (=He bought the ticket and then forgot about it.)

Verbs such as *remember, forget, regret, see, hear* belong to this class.

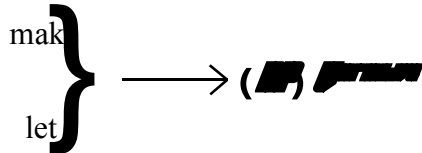
SECTION 3

Look at the following examples.

- a. The old man was funny.
 He made everybody laugh.
- b. The boy is very naughty.
 He won't let his mother work in the kitchen.

The verbs in the second sentence in each pair (*make, let*) are followed by infinitives without *to* (*laugh, work*). Notice that with the verb *let* there is a noun phrase (*his mother*) used before the infinitive (*work*).

The pattern here is :



Other verbs which belong to this class are: *see, hear, feel, had better ('d better), would rather ('d rather)*.

Activity 3: Use the correct form of the verb given in brackets.

1. My father normally tries to avoid(borrow) money.
2. My friend suggested (have) a party in the hostel.
3. I don't feel like (go) out today.
4. Would you mind (pass) the salt?
5. The man admitted (rob) the bank.
6. My sister has put off (write) the letter so many times.
7. Has he finished(do) his home work?
8. Fancy (see) you here! What a surprise!

Activity 4 : Use the appropriate form of the verb given in brackets.

1. They decided(marry).
2. You promised(not tell) anyone.
3. My sister asked me(solve) the problem.
4. There was a lot of traffic but we managed(get) to the railway station in time.
5. She seemed (not notice) me at the bus stop.
6. My father bought me a mouth organ last month. But I haven't learnt(use) it yet.
7. The thieves arranged(meet) in the forest by the river.
8. The stranger refused (tell) us his name.
9. I can't afford(buy) this book. It's expensive.
10. My uncle expects(get) a job soon.

Activity 5 : Use the verbs in brackets in their appropriate forms.

1. Please remember(close) the windows before you go out.
2. We'll never forget(meet) that singer in 1990.
3. When you visit your teacher you must remember(invite) him to our party.
4. I regret(say) that he was an idiot. I really didn't mean it.
5. We regret(say) that we won't be able to work very long.
6. You can borrow my calculator, but please try(be) careful with it.
7. Can you remind my sister(buy) this book when she goes (shop)?
8. I enjoy(walk) after dinner.
9. I prefer (walk) to(run).
10. They would love(visit) the U.S.A. some day.

Activity 6 : Fill in the blank spaces in the sentences below, using appropriate forms of the verbs :

carry, go, see, be, cry, work, look, move, do, go, happen.

1. That T-shirt makes you _____ younger.
2. Let me _____ this bag for you.
3. Can you help me _____ this cot.
4. I'd rather _____ for a walk in the rain than _____ nothing at all.
5. It's late. I think we'd better _____.
6. He had never had anything like that _____ to him before.
7. I hope _____ you soon.
8. He appears _____ an honest person.
9. The sight of the accident made me _____.
10. She needs _____ harder if she wants to make progress.

Activity 7 : Rewrite the sentences in italics, using the clues given :

1. *My friend is always punctual.*
I've never known my friend _____ late.
2. *He was singing the national anthem. I heard him.*
I heard _____.
3. *We have to finish this work soon. Can you help us?*
Can you help us _____.
4. *The old man was crossing the road. I caught sight of him.*
I saw _____.
5. *Mr Mohanty is an honest businessman. Everyone knows this fact.*
Everyone knows _____.

6. *The children were hiding behind the house. They were seen.*

The children were seen _____.

7. *They found the key. The gate keeper helped them.*

The gate keeper _____.

8. *Something's burning. I can smell it.*

I can smell _____.

9. *The blind man crossed the road. I saw it.*

I saw _____.

10. *My neighbours know her to be a very generous woman.*

She _____.

Activity 8 : We are going to give you a 'personality test', to help you find out more about yourself. Complete the questions below and write 'Yes/No' at the end of each question.

1. Do you like _____ expensive clothes?
2. Do you enjoy _____ new friends?
3. Do you like _____ Oriya food ?
4. Do you prefer _____ cricket to _____ TV at home?
5. Do you dislike _____ late for appointments?
6. Do you enjoy _____ unusual things ?

Activity 9 Fill in each blank, using an appropriate preposition from the list below.

Some of the prepositions may be used more than once.

(for/from/about/in/of/up/by/to/at)

1. Are you used _____ working hard?
2. Are you fond _____ solving problems ?
3. Are you good _____ organizing meetings?
4. Are you tired _____ being one in a crowd?

5. Do you take pleasure _____ bringing people together?
6. Can you prevent others _____ cheating your friends?
7. Are you excited _____ going places?
8. Do you feel confident _____ travelling alone?

Activity 10 : Are you ambitious? Make a list of five things that you want to do in life.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

Activity 11 : What are your plans for the future? Make a list of five things that you hope to do after your Higher Secondary examinations.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

Activity 12 : Are you stubborn? Make a list of five things that you always refuse to do.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

Activity 13: Are you careless? Make a list of five things that you generally neglect to do.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

Activity 14: The following are some of Anil's preferences.

Anil prefers a meal in a good hotel to one at home . He likes to sit in the open air and prefers talking to people while eating. He hates being hurried when he is eating and likes sitting at the table for a long time. He also prefers having an ice-cream at the end of his meal.

What are Anil's preferences concerning the following things?

- a. road side hotel/home
- b. fresh air/closed room
- c. talking to people/sitting quietly
- d. ice-cream/sweets

Now look at the chart below. The symbol ✓ indicates a preference. First read out Anil's preferences without looking back to the text. Then describe the other people's eating preferences in a similar way.

	Anil	Susil	Naren
Hotel			
Home		✓	
With friends			✓
Fresh air			
Closed room		✓	
Selected place			✓
Fish		✓	
Crab			✓
Sweets			✓
Custard		✓	

Susil

Naren

Activity 15 : Complete the report by putting the verbs in the correct form, using either the V^{ing} or the $V^{to + infinitive}$ pattern.

Cyclist abandons 24-hours ride

Andrew Spicer, the local cycling star, has decided _____ (abandon) his second attempt at _____ (ride) non-stop for twenty-four hours. His decision _____ (give up) came after poor weather conditions had caused him to delay the start of his ride by several hours. His first attempt had also ended in failure, when he appeared _____ (lose) control of his bicycle after he swerved _____ (avoid) _____ (hit) a small child. He narrowly missed a tree and ended up in a stream. He says that he has not yet decided whether _____ (make) one more attempt, but denies _____ (lose) interest in the project. "My objective is _____ (raise) money for the local hospital," he explains. "They deserve help and I shall try again if I can manage _____ (find) the time".

CHAPTER VIII

The Passive

SECTION 1

You must have learnt from your study of English grammar in high school that sentences can either be in the active voice or in the passive voice. You may also have learnt that a sentence in the active voice can be changed into the passive voice by following certain "rules". For example,

a. A fat boy ate the ice-cream. (*active*)

can be changed to :

b. The ice-cream was eaten by a fat boy. (*passive*)

The rules that are followed in changing an active sentence into its passive form are :

1 The **object** in the active sentence (a) is made the subject in the passive sentence (b). In active voice, the object, as you know, comes after the verb whereas the subject comes before the verb. In Sentence (a), which is active, *ice cream* is the object. So we move it to the front in Sentence (b) and it now becomes the subject.

(If we want to change an active sentence into a passive one, we must first make sure that it has an *object*.)

2 The verb in the active sentence (*ate*) is changed into the passive form (*was eaten*). The passive form contains a **helping verb**, which is some form of the verb *be*. (The forms of *be* are: *is, am, are, was, were, been, being*.) The helping verb is followed by the **participle** form of the verb in the active sentence (*eaten*).

It is the form of the verb which tells us most clearly whether the sentence is active or passive. Any sentence in which you find *be* (in one of its forms) followed by a participle is likely to be a passive sentence, although there can be some exceptions to the rule.

3 The subject of the active sentence (*boy*, in this case) is taken to the end of the passive sentence and the **preposition** *by* is introduced before this word.

Activity 1 : Change the sentences below into their passive forms :

- 1 The Head Master punished the student.
- 2 Foolish men build large houses.
- 3 The umpire declared the batsman out.
- 4 Did Vibhishan betray Ravana ?
- 5 Van Gogh did not paint this picture.

Activity 2 : Change the voice of the sentences below:

- 1 The dates for polling have been announced by the Election Commission.
- 2 Oriyas living in America have sent fifty crores for relief work.
- 3 The party has chosen a new president.
- 4 The plane was hijacked by five terrorists.
- 5 Can this cheque be cashed by my brother?

SECTION 2

When do we use the passive?

The rules for changing an active sentence into the passive voice are reliable upto a point.

However, it is wrong to think that every *active* sentence can be changed into the *passive form*. The passive voice is used in special situations, in which it would not be appropriate to use the active voice. It is important to know what these situations are.

What the "subject" of the sentence does :

We said above that the first rule for changing an active sentence into its passive form is to make the object of the active sentence the **subject** of the passive sentence. But why do we do this ?

Every sentence must have a *subject*, which comes at or near the beginning of the sentence before the verb. The subjects in the following sentences are printed in bold letters.

Each sentence also contains an *object*, which is printed in italics.

- 1 **The boys** fed *the lions* in the zoo.
- 2 **The kind old gentleman** gave *the blind beggar* ten rupees.

3 **Bhima** killed *Dushashana* in a fight.

4 **The cyclone** destroyed *two thousand villages*.

The subject, in each of these sentences, has two functions :

- a. It introduces the topic that the speaker is going to talk about.
(When we hear the opening words of Sentence 1 "The boys...", we know that the speaker is going to tell us something about the boys. The rest of the sentence tells us what the speaker has to say on this *topic*.)
- b. the subject also refers to the person or the thing that performs the action indicated by the verb. In other words, the subject is the "doer" of the action, or the agent that performs the action.

What about the object ?

The *object* refers to the person or thing on which some action is performed by the agent(*subject*).

Notice what happens when we change an active sentence into a passive one.

For example :

- a. The policeman arrested the thief. (*active*)
- b. The thief was arrested by the policeman. (*passive*)

In the active sentence, the subject (*policeman*) represents the agent the action as well as the *topic* of the sentence. Here the speaker seems to be interested mainly in the policeman and what the policeman did.

But in the passive sentence, the agent(*policeman*) is no longer the subject or the topic. Instead, *thief* becomes the topic. The speaker seems to be more interested now in the thief and what happened to him rather than in the policeman, who is pushed to the background.

So, when we turn an active sentence into its passive form, the effect is to turn the spotlight away from the agent. The passive is used when we are more interested in the action that is performed than in the *agent* that performs the action. This can happen in the following situations :

- a. *when the speaker does not know the identity of the agent or is not sure of it:*
My bicycle has been stolen.
- b. *when it is not necessary to mention the agent, because it is obvious who the agent is:*

The accused was tried in court and sentenced to prison.

- c. *when the speaker does not want to mention the agent, for some reason:*

I have been cheated.

- d. *when the speaker does not wish to offer a personal opinion, but wants to sound formal and objective:*

It is believed that no life exists on the planet Mars.

The agent is not mentioned in the majority of passive sentences. However, the agent must be mentioned (together with the preposition *by*) in the following contexts :

- a. *when the agent is an important person- an inventor, an artist, a writer, a famous personality:*

Chandrabhaga was written by Radhanath Ray.

The new bridge will be opened by the Chief Minister.

The radio was invented by Marconi.

- b *when the agent is someone or something that is unexpected:*

All work in this factory is done by robots.

The man was killed by a tiger.

SECTION 3

The uses of the passive

Passive sentences are more commonly used in writing than in speech. The use of the passive is particularly common in scientific and technical writing, e.g. reports on experiments, descriptions of scientific processes, etc. Passives are also frequently used in official documents, where rules and regulations are laid down.

Here are some examples :

- 1 Payment can be made at any bank.
2. The liquid is heated to boiling point.
- 3 All lights are switched off at 11 p.m.
4. Sensitive data should not be fed into this computer.
- 5 Sugar is exported to Japan.

Activity 3 : Use the verbs (given in brackets) in the correct form :

- a. Originally, this novel (write) _____ in Hindi, but it (translate) _____ into Oriya in 1985.
- b. Cheese (make) _____ from milk.
- c. There was an accident this afternoon. Somebody called an ambulance but as nobody (injure) _____ the ambulance (not require) _____.
- d. The office is in a mess. The telephone (never answer) _____, non proper records (keep) _____ and worst of all, no reports(write) _____
- e. A three-year-old girl who hid in a sack while her mother was picking potatoes (run over) _____ by a tractor at a farm in Karnataka.
- f. A tree is lying across the road. It (blow down) _____ in the storm.
- g. The letter (post) _____ a week ago and it arrived yesterday.
- h. Two people (report) _____ injured in a bomb explosion at a factory in Calcutta early this morning.
- i. A new museum (build) _____ in the city. Work started last year and the museum (expect) _____ to open next year.

Activity 4 : Rewrite the following newspaper report using *passive* forms of the verbs :

Thieves held the manager of the Taj Hotel at gun point last night during a daring raid in which they took nearly Rs.500,000 from the hotel safe. They also broke into several of the bedrooms and removed articles of value.

The thieves made their escape through the kitchen, where they damaged several pieces of equipment. They injured the chef when he tried to stop them and left him lying unconscious on the floor. Police arrested the thieves early this morning.

- 1. The manager of the Taj Hotel was held at gun point last night....
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

Activity 5 : The following is a part of a newspaper report. Use the verbs supplied in the blanks in their appropriate forms.

- a. In Bhubaneswar yesterday a shopkeeper (force) _____ to hand over Rs. 10,000 after (threaten) _____ by a man with a knife. The man escaped in a car which (steal) _____ earlier in the day. Later, the car (find) _____ in a garage where it (abandon) _____ by the thief. A man who (suspect) _____ of (involve) _____ in the robbery (arrested) _____ and (question) _____ by the police.
- b. The state library (damage) _____ in a fire last Sunday. The fire, which (discover) _____ at about 11 p.m., spread very quickly. Nobody (injure) _____ but two people had to (rescue) _____ from a room upstairs. A number of valuable books (burn) _____. It (not know) _____ how the fire started.

Activity 6 : Mrs. Mohanty went out for a while. When she came back, she soon realised that someone had been in the room while she was away. Given below is a list of the things that had been disturbed. Write sentences to describe the room, using the following hints:

- | | | |
|-----------------------|-------------------|----------------------|
| book case/move | door/open | wall clock/remove |
| food on the table/eat | candle/light | record player/smash |
| window/close | flower vase/break | television/switch on |

- 1. The book case had been moved.
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

Activity 7 : Do you know how to prepare a cup of tea using a tea bag? If you don't, you can follow the "recipe"(pronounced re-si-pi) below. A recipe is a set of instructions which you follow when you are preparing some food. Usually, recipes are given in the form of *commands*, using sentences in the active form. The following recipe for making tea is an example :

- 1 Use one tea bag to make each cup of tea.
- 2 Place the required number of tea bags in a kettle.
- 3 Add boiling water.
- 4 Stir the water, but make sure that the tea bags do not open up.
- 5 Allow the tea to stand for four minutes.
- 6 Pour the tea into cups.
- 7 Add sugar and milk to taste.

The instructions in the recipe can be re-written, using sentences in the passive form. What you get now is a description of a process.

Write the recipe given above, using sentences in the passive form. The first sentence has been done for you. (Also notice that the title is in the passive.)

How tea is made, using tea-bags

1. One tea-bag is used for making a cup of tea.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Activity 8 : When you become a member of a library, you are supposed to obey certain library rules. Rules are generally stated in sentences using the passive form. Here is a list of "Dos" and Don'ts" for users of a public library. Can you turn them into library rules, using the passive ?

Dos

- 1 You should maintain strict silence inside the library.
- 2 You must bring your membership card with you when you visit the library.
- 3 You must leave your bags, books, note-books, etc. at the checking counter. outside the library.
- 4 you should ask the librarian to help you in case you are unable to find a book.

Don'ts

- 1 You mustn't write anything inside a book which you borrow from the library.
- 2 You shouldn't damage the book in any way.
- 3 You mustn't keep the book longer than the due date.
- 4 You shouldn't lend the book to anyone who is not a member of the library.

Answers:

- 1 Strict silence should be maintained inside the library.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

CHAPTER IX

Conditionals

SECTION 1

A "conditional sentence" is one that lays down a *condition* - that is, it tells you that a certain action will be performed only *if* a certain "condition" is fulfilled, for example :

1 I will pardon you if you admit your mistake.

This sentence contains two clauses: a *main clause* which tells us about the action to be performed and a *subordinate clause*, (joined to the main clause by the conjunction *if*), which tells us about the condition to be fulfilled. (This subordinate clause is also called the *if-clause* or the *conditional clause*.) The conjunction *if* is used in most conditional sentences, and it clearly 'signals' that a condition is being laid down. However, a condition can also be signalled without the use of *if*.

For example:

2 *Admit your mistake* and I will pardon you.

Types of conditionals

A. *Open Condition*

1 If you send the money today, he will get it tomorrow.

The "if-clause" here refers to a possible future action. It leaves *open* the question of whether the action will be carried out or not. Therefore, it is called an "open condition".

Notice that the verb in the "if-clause" is in the **simple present** form (send), while the verb in the main clause contains the **modal verb** *will* indicating future time. But notice the form of the following sentence:

2 If you will look after my luggage, I will go to the booking counter and buy the tickets.

Here, both clauses contain the modal verb *will*, which is unusual. However, this sentence is more a *request* than a *condition*.

Variations

Study the following sentences which are also examples of *open* conditionals, but with a difference:

- 3 If it's a holiday tomorrow, we *may* go for a swim. (*will* is replaced by *may*)
- 4 If I should see him, I will ask him to write. (the modal *should*, used in the *if-clause*, suggests that the condition may not be fulfilled.)
- 5 Stop borrowing money or you will be in trouble. (If you don't stop borrowing money, you will be in trouble.)

When the imperative is used in place of an "if-clause", the "condition" changes into a *threat*, *request*, etc.

Sometimes, the if - clause and the main clause both take present tense to express a truth.

For example,

6. Oil *floats* if you *pour* it on water.
7. *Give* my love to Mr. Das if you *see* him.

B. *Hypothetical or Unreal Condition*

If I became the Chief Minister, I would put things right at once.

Notice that both the clauses contain verbs in the **past tense** form (*became* and *would*, the past tense forms of *become* and *will*). The use of the past tense has the effect of making the condition unlikely. That is why the condition is said to be *hypothetical*, or unreal. (It is understood that the speaker is not very likely to become the Chief Minister.) Compare this with:

If I become the Chief Minister, I will put things right at once.

Here, because of the use of the present tense (*become*), the possibility of the speaker becoming the Chief Minister appears more *open* or likely.

The subjunctive

Hypothetical conditions are sometimes expressed by the use of the **subjunctive mood**.

Compare the two sentences below:

8. If I were you, I would take my work more seriously.
9. If I was you, I would take my work more seriously.

You might think that the first sentence is incorrect since the verb *were*, being in the plural form, does not agree with the singular subject *I*.

However, this particular use of the plural form of the verb, in the past tense, which is known as the *subjunctive*, is "allowed" by the grammar of English, to express unreal or hypothetical conditions.

In modern English, the use of the subjunctive is not used commonly. Most people would prefer now to use :

10. If I was you (instead of *If I were you ...*)

C. *Unfulfilled Condition*

Look at this sentence:

If you had asked me for the money, I would have given it to you.

Notice that the main clause contains *would*, together with *have given* (the **present perfect** form of the verb *give*). The "if-clause" contains *had asked*, which is the **past perfect** form of *ask*.

The use of these verbs tells us that the action (giving of money) was not performed, because the condition was not fulfilled.

The same meaning is expressed in the first clause below without the use of *if*:

Had you asked me for money, I would have given it to you.

The *unfulfilled condition* is often used to comment on, or to express regret for, something that did not happen.

Activity 1 : Complete the sentences below, using appropriate words of your own.

- 1 If we finish early today
- 2 If I lose all my money
- 3 If you go away on a holiday this summer
- 4 If our friend gets into trouble
- 5 Will you help me if?
- 6 I would be rather disappointed if
- 7 This school will have to be closed if
- 8 We will all be very happy if

9 They will not listen to anybody if

Activity 2 : The following are examples of some common superstitions :

1 If you hear an owl hooting at night, a friend will die.

2 If your left hand begins to itch, you will give money away.

Can you think of five other common superstitions?(Use the word *if*, as shown above.)

1 _____

2 _____

3 _____

4 _____

5 _____

Activity 3 : Fill in the blank spaces to make meaningful conditions :

If I work hard, I'll get good marks. If I _____ good marks, I _____ go to a good college and _____ a degree. If I _____ go abroad, I _____ a highly-paid job. If I _____ name, fame and money, I _____ marry a pretty girl. If _____ only one or two children, I _____ educate them properly. If _____ come back to my country, I _____ some useful work.

Activity 4 : How imaginative are you? Complete the following sentences :

a. If I became a cloud, I would _____

b. If I could go back to the past, _____

c. If I were a rat, _____

d. If I were a tiger, _____

e. If I _____, I'd write a great novel.

f. If people _____, they would die of boredom.

g. If the earth _____, no living creature would survive.

h. I would stand on my head if _____.

i. Would you be well prepared if _____ ?

Activity 5 : How would your life be different if you were :

older	more intelligent	stronger
taller	less intelligent	richer
shorter	more patient	poorer

Activity 6 : Write 5 sentences on the things you would do if you won a lottery.

(Use *if + past simple* in the "if -clause" and *would* in the main clause.)

If I won a lottery, I would get a lot of money. If I got a lot of money, _____

Activity 7 : Write a comment on each of the following situations, using the *unfulfilled condition*.

(One example is given.)

a. I didn't study, so I didn't do very well in the examination.

Comment : If you had studied, you would have done better.

b. I didn't like the food because it was too hot.

Comment : If _____

c. They waited at the station for four hours because they did not know that the train was delayed.

Comment : If _____

d. The boy met with an accident because he was careless.

Comment : If _____

e. She heard the news because she turned on the radio this morning.

Comment : If _____

f. They didn't see us, so they could not laugh at us.

Comment : If _____

g. My father earned a lot of money, so life was easy for us.

Comment : If _____

Activity 8 : Read the text below and then complete the sentences that follow.

Namita went to Cuttack yesterday. The sun was shining brightly, so she never thought of taking her umbrella. But what a terrible day she had ! Everything that could possibly go wrong went wrong. The weather changed as the weather report had predicted, and Namita got soaked. She slipped on the stairs of a shop and had a bad fall. Someone stole her purse when she was talking to a friend and had her back turned. The bus broke down on the way back and was delayed. Namita's mother was angry because she returned so late.

- a. If Namita had taken her umbrella, _____
- b. If she had listened to the weather forecast, _____
- c. If she had taken the lift in the store, _____
- d. If she hadn't turned her back, _____
- e. If the bus hadn't broken down, _____
- f. If she'd returned home on time _____

SECTION 2

Other ways of expressing a condition

Look at the following sentences :

- 1 He can't work *unless* he eats something.
- 2 I won't go to the party *unless* they invite me.

These sentences with *unless* could be re-written as :

- 3 He can't work *if* he does not eat something.
- 4 I won't go to the party *if* I am not invited.

Unless has the meaning "if ... not". It is used to express a negative condition.

A negative condition can also be expressed by using *only if*. So the same sentences could be re-written as :

5 He can work only if he eats something.

6 I will go to the party only if he invites me.

Activity 9 : Re-write each of the following sentences using *unless*. (The first sentence has been worked out for you.)

1 We must leave now or we'll miss the start of the film.

Unless we leave now, we'll miss the start of the film.

2 You should wear your coat or you'll be cold.

3 You must give me your address or I can't write to you.

4 You have to speak very loudly or we won't be able to hear you.

5 You must stop smoking or your cough won't get better.

6 You must say you're sorry or he won't forgive you.

CHAPTER X

Direct and Reported Speech

SECTION 1

Revision

When we want to report what someone says, we can use either **direct speech**, repeating the exact words that the speaker used, or **reported(indirect) speech**. For example:

Somesh : I get bored very easily.

In *direct speech* we repeat the exact words that Somesh uses. We put them within quotation marks (inverted commas) when we write those words.

Somesh said, "I get bored very easily."

In *reported speech* we do not repeat the exact words of the speaker. We change some of the words, giving only the meaning of what was said. Quotation marks are not used now.

Somesh said that he got bored very easily.

Notice that here we have changed *I* to *he*. We have also changed the tense of the verb used by the speaker (from *get* to *got*). We also add *that* after *said*.

SECTION 2

Changes in the form of reported speech.

Reported statements

A. Change in tense

When the **reporting** verb (*said, replied, answered, asked, etc.*) is in the past tense, the tense of the verbs that follow (in the sentence being reported) is normally 'pushed back'.

Present tense becomes past tense:

"I meet my teacher everyday" becomes *He said (that) he met his teacher everyday.*

Present progressive becomes past progressive:

"He is going home" becomes He said (that) he was going home.

Present perfect becomes past perfect:

"Roma has finished her work" becomes *She said(that) Roma had finished her work.*

Past tense becomes past perfect, but may remain in the past tense:

"*She stole my book*" becomes *He said (that) she had stolen his book.* But the following is also possible: *He said that she stole his book*

Past perfect remains unchanged:

"The President had read the report already." is reported also as *He said (that) the President had read the report already.*

Present relevance

Usually, a speaker's words are reported some time *after* they have been spoken. The *gap* between the speaking and the reporting may be short(only a few minutes) or long (several months).

If the words spoken by the speaker remain valid(true) at the time of reporting, it is possible to leave the tense of the verbs unchanged. For example: "*Sheela is coming this evening*" may be reported as *He said(that) Sheela is coming this evening* in case the reporting is done the same day, after a very short gap. However, it is also possible to change the tense, following the usual rules of reported speech, to *He said that Sheela was coming this evening.*

But if the reporting is done a day later, the words will have to be changed to : *He said that Sheela was coming that evening.*

The following sentence: "*I like fish*" may be reported either as *Ramesh said that he likes fish* (because the words are still true at the time of reporting), or as *Ramesh said that he liked fish.*

B. Change in *adverbials of time and place*

Time expressions, such as *today, yesterday, tomorrow, this morning*, etc. and place expressions such as *here, there*, etc. may require to be changed in reported speech, depending on the context.

Look at the following example :

"I have asked Ramesh to come here today" changes to *He said that he had asked Ramesh to come there that day.* (Here changes to *there* and *today* to *that day*.)

But if the reporting takes place the same day, at the same place, the sentence can be reported as *He said that he has asked Ramesh to come here today.*

Usually, however, the following changes would take place in reported speech :

<u>Speaker's words</u>	<u>Reported speech</u>
here	there
this	that/the
now	then
today	that day
tonight	that night
tomorrow	the next day/the following day
yesterday	the day before/the previous day
next Monday	the following Monday
last Monday	the previous Monday

Examples:

"He will see you tomorrow" becomes *He said (that) he would see you the next day.*

"They are here on an official visit." becomes *He said (that) they were there on an official visit.*

Reported questions

When reporting a question, we use verbs such as *asked, inquired, wanted to know*, etc.

a. *Reporting Wh-questions*

- 1 Teacher (to Bimal): "When did you meet Shobha?" becomes
The teacher asked Bimal when he had met Shobha.
- 2 Prem (to Sudhir): "Where can I get the book?" becomes
Prem asked Sudhir where he could get the book.
- 3 Smita : "How can I leave the place?" becomes
Smita inquired how she could leave the place.

b. *Reporting Yes/no questions*

1 Bhupen : " May I go out, Teacher?" becomes
Bhupen asked the teacher if/whether he could go out.

2 Mother : "Has Ramesh arrived yet?" becomes
Mother wanted to know if/whether Ramesh had arrived.

c. *Reporting requests, offers, etc.*

1 Sita (to Mina) : "Please move the table."
Sita requested Mina to move the table.

2 Uma : " Could you please write the report for me, Sudha?"
Uma requested Sudha to write the report for her.

3 The old man to the children : "Stay away from me !".
The old man warned the children to stay away from him.

4 "We will pay for the book", we said.
We offered to pay for the book.

5 Ramesh : "Would you like to have lunch with me?"
Ramesh invited me to have lunch with him.

6 Mohan : "I will hit you."
Mohan threatened to hit me.

Activity 1 : Change the statements below into reported speech.

1 "We are visiting Konark on Sunday," Harihar said.

2 "I will see you later," Suresh told Sobha.

3 "Mr Mohanty has written the report," the Chairman told me.

4 "I can't speak Assamese," I told her.

5 " We will have dinner at the Oberoi," Umesh said.

6 "I don't want to go shopping,"said Rabi.

7 " I lived in Cuttack when I was a boy," he said.

8 "I don't like black coffee," she said.

9 "We are going to be late," Varsha said.

Activity 2 : Complete the sentences in reported speech, making the necessary changes in person, place and time.

1 Nisha (to Seema) : " Nina never speaks to me !"

Seema (to Nina) : Nisha said that _____

2 Suresh : " The match was played last week."

You (a week later) : Suresh said that _____

3 Ram : " I arrived in Delhi only yesterday."

You (two days later): Ram said that _____

4 Renu (to Lipi) : " I don't have any money for the ticket."

Lipi (to Pushpa) : Renu told me that _____

5 Amiya (yesterday) : Tina and I are going on a picnic tomorrow."

You (today) : Amiya said that _____

6 Jina (in the library) : "I'll meet you and Mohan in the canteen."

You (to Mohan, in the canteen) : Jina told me that _____

Activity 3 : Respond to the statements in quotation marks. The speakers are all saying something different from what they had told you before. The first one has been done for you.

1 "I prefer chicken to mutton."

But you had told me you prefer mutton.

2 "I like sweets more than I like fish."

But you had said _____

3 "I love classical music."

But I remember you saying _____

4 "I haven't finished my homework."
But I thought you said _____

5 "I don't have a computer at home."
But _____

Activity 4: Kavita has been teaching in a school for five years. She can still remember the interview she had to face and the questions that she was asked. This is what she tells her friend Roma about the interview.

1 "Where are you from?"
They asked me where I was from.

2 "Have you taught anywhere before?"
They asked me _____

3 "Why are you interested in this job?"

4 "Will you be able to come to the school at 7.00 every morning?"

5 "Can you teach English in the higher classes?"

6. "How much do you expect to be paid?"

Activity 5: A famous magician has arrived in your city and just presented his first performance. The show has proved to be very popular. This is what the different newspapers had to say about it:

- "The show is brilliant". (*the Samaj*).
- "It made me laugh and cry". (*the Sambad*)
- "We can't remember a better show". (*the Dharitri*)
- "You'll love it". (*the Prajatantra*)
- "You shouldn't miss it". (*the Dinalipi*)

Put their comments in reported speech :

- a. _____
 b. _____
 c. _____
 d. _____
 e. _____

Activity 6 : Change the sentences below into the reported speech. Replace the word *said*, used in the sentences, by one of the verbs given below. Use each verb only once.

protested warned suggested admitted shouted insisted
 boasted exclaimed muttered claimed agreed objected

1 "You can't threaten me like that. I know my rights," the old man said.

2 "This man doesn't know what he's talking about," said someone in the audience.

3 "No, let's finish this work first," she said. "We can go to movies some other day."

4 "I can write a novel in a month," said the man.

5 "Stand up now or I'll beat you," said the teacher.

6 "The book you are reading is my property," the man said.

7 "If they can't hand in the assignment today, they simply must hand it in tomorrow," said the Principal.

8. "Well, the car has broken down and we can't repair it now," said the driver.

9. "Yes, I hit the boy with the school-bag," the girl said.

10. "We shall always be loyal to our country," said the children.

11. "What a surprise to find him here today!" they said.

12. "I don't have enough resources to build the house," said the man.

Activity 7: Choose suitable adverbs from the list below and use them while reporting the following statements. The first one has been done for you.

passionately defiantly agreeably sharply

accusingly patiently sarcastically angrily

1 "I shall always love you," the young boy said.

The young boy passionately said that he would always love her.

2 "I thought you said you were ill yesterday," she said.

3 "You can go to the devil!" the boy said.

4 "I think we were having a wonderful party," he said.

5 "You think you're god, don't you?" she said.

6 "Let's try again, shall we? It is rather difficult," the teacher said.

7 "Don't keep asking such silly questions," the husband said.

8. "Mind your own business," the stranger said.

Activity 8: Last Sunday you met your cousin Harish. Here are some of the things Harish said to you :

1 "I'd like to go to a good college but my parents can't afford the fees."

2 "I'm living with a friend now and working part-time."

3 "I'm enjoying my work."

4 "My bicycle was stolen a few days ago."

5 "My friend has got a scholarship to study abroad."

6 "I'll tell my Mother that I met you."

You want to tell your mother the same day what Harish said to you. (Use reported speech.)

1 Harish said _____.

2 He said _____.

3 He also said _____.

4 _____

5 _____

6 _____

Activity 9 : Imagine that you are a journalist and that you have to report a school debate.

The topic for the debate was "Children should be encouraged to watch television." Some speakers supported the topic while others opposed it. The main arguments are summarised below :

Topic : Children should be encouraged to watch television

For

Against

Television stimulates thinking.

It kills the art of conversation.

It keeps the family together.

It ruins family interaction.

It keeps one well-informed.

It makes people uncritical.

It brings the outside world into your home.

It shuts out the real world.

It provides a lot of information.

It ruins the reading habit.

It is a good baby-sitter.

It makes children passive.

Begin as follows :

Some speakers said that _____ but some other speakers were of the opinion that (continue) _____

Activity 10: Rewrite the following paragraph using the sentences below the paragraph to fill in the gaps in the paragraph. The sentences have to be changed into the reported speech.

Sometime ago Manoj applied for the post of clerk in a bank. Last Friday he was called for an interview. When he went into the Manager's office, the Manager told him 1 _____ and asked him 2 _____
 _____ . Manoj told him 3 _____
 _____ . Then the Manager asked him 4 _____
 _____ and Manoj told him 5 _____
 He added 6 _____ . The Manager
 wanted to know 7 _____ and
 Manoj replied 8 _____ . Then the Manager asked
 him 9 _____ and Manoj replied 10 _____
 _____ . The Manager gave him a test and then said
 11 _____ . Manoj thanked him and
 asked 12 _____ . The Manager replied
 13 _____ and Manoj promised
 14 _____ .

- | | |
|---|--|
| 1. "Please sit down." | 10. "Yes sir, I can." |
| 2. "What is your name?" | 11. "I can appoint you on probation
for a month." |
| 3. "My name is Manoj Kumar." | 12. "When can I start work?" |
| 4. "Do you smoke?" | 13. "Tomorrow, if you wish." |
| 5. "I don't usually smoke." | 14. "I will be here on Monday." |
| 6. "I never smoke in the office." | |
| 7. "Where have you worked before?" | |
| 8. "I worked for two years in a private company." | |
| 9. "Can you take shorthand?" | |

Activity 11 : Look at the following "tips" given to candidates preparing for an interview :

- 1 Be sure to reach the place where the interview is to take place a few minutes before the time given to you.
- 2 Look relaxed when you are sitting, but sit erect. Don't lounge.
- 3 Anticipate questions and be ready with your facts.
- 4 Do not talk more than is necessary.
- 5 Look into the interviewer's eyes when you answer.
- 6 Be confident and do not become nervous.

Now tell a friend about these "tips" using the reported speech. Begin :

I have been advised to _____ . I have also been asked to(continue)

Activity 12 : Rewrite the passage below using the reported speech :

"Have you been here long?" the newcomer asked another person in the hotel lounge.

"No, just over a week; that's all."

"You don't know the place very well, then?"

"I'm a stranger in these parts. But of course even a stranger learns a few things in a week."

"Would you mind telling me if somebody called Sujit has been here?"

"Sujit?" said the middle-aged man. "It's odd you should mention that name. I remember the man; well, a big tall fellow with a dark moustache. He left this morning."

"Do you know where he went?" asked the new comer.

"Well, he said he was going to Delhi."

CHAPTER XI

Translation

Translation is a higher order language skill. A student can translate a passage from one language to another only after (s)he has gained some mastery over both the languages. Moreover, (s)he must avoid translating a passage word by word. Hence, multiple translations of a passage are possible.

Translation can also be a tool to learn a new language. It helps the learner perceive and comprehend the intrinsic systems of the language to be learnt. In spite of the inherent defects in the method of learning a language through another language, translation can be used as a suitable technique for learning a language, at least for some students.

Hence, in this chapter, some passages have been suggested for translation from Oriya to English. Students who are not proficient in Oriya can always go for the alternative question on story-completion in the Higher Secondary Exam. Practice materials for story completion have been provided in the last unit of book 3. Students are advised to take up individual passages for translation only after completing the activities given in the relevant chapters of this book.

You can always take the help of your teacher in translating these passages. (S)he may also design parallel passages for your practice.

In chapter 1 of this book, in the context of a camping trip, you talked about *a kilo of rice, a loaf of bread, a cake of soap*, etc. In another context, you talked about *a car, a taxi*, and also about *music* and *advice* without any article.

Similarly, you learnt where *the* is used before names, and where it is not used, e.g., *the Himalayas, Mount Everest, The Times of India, India Today, The United States of America, America*. You have also read about *a few books, a little time, some paper, many shirts* and *much water*.

Now, on the basis of your study of Chapter-I of this book, translate the following passages into English.

Passage-1:

ସୀତା : ତୁମେ ବଜାରରୁ (in the market) କ'ଣ ସବୁ କିଣିଲ ?

ରାମ : ମୁଁ ଗୋଟିଏ ବୋତଲ କ୍ଷୀର, ଏକ ପୁଡ଼ିଆ (packet) ଲୁଗାସଫା (washing) ପାଉଡ଼ର ଓ ଗୋଟିଏ ଦାନ୍ତଘଷା ପେଷ୍ଟ (tooth paste) କିଣିଲି ।

ସାତା : ଆଉ ମୁଁ ଯେଉଁ ଚକୋଲେଟ (chocolate) କିଣିବା ପାଇଁ କହିଥିଲି ?

ରାମ : ମୁଁ ଦୁଃଖିତ । ପୁରାପୁରି ଭୁଲିଗଲି ।

Passage-2:

ମୋର ବନ୍ଧୁ ଗୋଟିଏ ଦୂର (distant) ଗାଁର ଶେଷ ମୁଣ୍ଡରେ ଏକ ଛୋଟ ଘରେ ବାସ କରନ୍ତି । ସେ ଘରର ପଛପଟେ ଗୋଟିଏ ସୁନ୍ଦର ବଗିଚା ଅଛି । ସେ ବଗିଚାରେ ଅନେକ ଦୁର୍ଲଭ ଔଷଧି ଗଛ (rare medicinal plants) ଅଛି । ତାଙ୍କ ଘର ସାମନାରେ ଜଣେ ବୈଦ୍ୟ (doctor) ରହନ୍ତି । ସେ ଏହି ଔଷଧି ଗଛରୁ ଔଷଧ ପ୍ରସ୍ତୁତ କରନ୍ତି ।

Passage-3:

ଆଜି ସକାଳେ ମୋର ବନ୍ଧୁ ଏକ ଦୁର୍ଘଟଣା ଦେଖିଲେ (witnessed) । ଗୋଟିଏ ଆଲୋକ ସ୍ତମ୍ଭ (lamp post)ରେ ଗୋଟିଏ ଟ୍ରକ ବାଡ଼େଇ ହୋଇଗଲା (crashed against) । ଟ୍ରକ ଚାଳକ ଆହତ (injured) ହୋଇ ନଥିଲେ । କିନ୍ତୁ ଟ୍ରକଟି ବହୁତ କ୍ଷତିଗ୍ରସ୍ତ ହୋଇଥିଲା (badly damaged) । ସେ ଜାଗାରେ ବହୁତ ଲୋକ ଜମା ହୋଇଥିଲେ (gathered) । ପୋଲିସ ଆସିବା ଦେଖି ସମସ୍ତେ ପଳାଇଗଲେ ।

Passage-4:

ଶିକ୍ଷକ ଶ୍ରେଣୀଗୁହରେ ପ୍ରବେଶ କଲେ ଓ ତାଙ୍କ ଟେବୁଲ ପାଖକୁ ଗଲେ । ତାଙ୍କ ବାମ ହାତରେ ଗୋଟିଏ ଡକ୍ଟର ଓ ଡାହାଣ ହାତରେ ଗୋଟିଏ ବହି ଥିଲା । ତା'ପରେ ସେ କଳାପତ୍ରକୁ ସଫା କଲେ ଓ ସେ ବହିରୁ ଗୋଟିଏ ଅନୁଚ୍ଛେଦ (paragraph) ଲେଖିଲେ । ଆମକୁ ସେ ଅନୁଚ୍ଛେଦକୁ ଇଂରାଜୀରେ ଭାଷାନ୍ତର (translate) କରିବାକୁ କହିଲେ । ସେ ଅନୁଚ୍ଛେଦଟି ଭାଷାନ୍ତର କରିବା ସହଜ ନଥିଲା ।

Passage-5:

ଚା ଡିଆରି କରିବା ପାଇଁ ଗୋଟିଏ ସସ୍‌ପ୍ୟାନ (saucepan)ରେ କିଛି ପାଣି, କିଛି କ୍ଷୀର ଓ ଅଳ୍ପକିଛି (a little)ଚା ନେବା ଆବଶ୍ୟକ । ସେ ସବୁକୁ ଭଲରୂପେ ଫୁଟାଇବା (boil)ଦରକାର । ଗୋଟିଏ ଚା' ଛଣା ଦ୍ୱାରା (with a strainer)ଚା'କୁ ଛାଣିବା ଦରକାର । ସେଥିରେ ସ୍ୱାଦ ମୁତାବକ (to taste) ଚିନି ମିଶାଇବା ଆବଶ୍ୟକ । ଗୋଟିଏ କପରେ କିଛି ଚା ଓ ଗୋଟିଏ ପିଆଲାରେ କିଛି (a few)ବିସ୍କୁଟ ନେଇ ଅତିଥି (guest)ଙ୍କୁ ଦିଅନ୍ତୁ । ସେ ଖୁସି ହେବେ ।

Passage-6:

ଗୋଟିଏ ସୋଲଠିପି (cork)ଭିତରେ ଗୋଟିଏ ଲୁହା ଛଡ଼ (rod)ଉଠି କର (push ... through) । ସେଇ ସୋଲଠିପିରେ ଦୁଇଟି ପିନ୍ କର । ମଧ୍ୟ ଭିତ କର । ଦୁଇଟି ଗିଲାସକୁ ଓଲଟାଇ (upside down)ରଖ । ତା' ଉପରେ ଆଉ ଗୋଟିଏ ଲୁହାଛଡ଼ ରଖ । ସୋଲଠିପିକୁ ଦ୍ୱିତୀୟ ଛଡ଼ ଉପରେ ସତର୍କତାର ସହ (carefully) ରଖ । ପ୍ରଥମ ଲୁହାଛଡ଼ଟି ଠିପିର ଉଭୟ ପାର୍ଶ୍ୱରେ ସମତୁଲ (balanced) ରହିବା ଦରକାର । ଗୋଟିଏ ମହମବତୀ ଜାଳ । ତା' ଦ୍ୱାରା ପ୍ରଥମ ଲୁହାଛଡ଼ର ଗୋଟିଏ ପାର୍ଶ୍ୱକୁ ଗରମ (heat) କର । ମହମବତୀର ଉପ ଯୋଗୁଁ ଲୁହାଛଡ଼ର ସଂପ୍ରସାରଣ (expand) ହେବ । ସୋଲଠିପିଟି ଗୋଟିଏ ପାର୍ଶ୍ୱକୁ ଢଳିପଡ଼ିବ (lean) । ଏଥିରୁ ଆମେ ଜାଣିପାରୁଛୁ ଯେ ଧାତବ ପଦାର୍ଥ (metal) ଉପ ଯୋଗୁଁ ସଂପ୍ରସାରିତ ହୁଏ ।

Compare your translations with those of your friend's. If you do not agree on a point, you can always ask your teacher to clear your doubts. However, activities in Chapter-I will help you in translating passages 1-6.

In Chapter-II you studied different tense forms of verbs. You learnt that the present simple tense is used to describe persons or things in their usual state or to talk about some activity that takes place habitually or regularly. The present progressive tense, on the other hand, is used to talk about an activity that is going on at the moment.

Passage-7:

ଆମେ ଶୁକ୍ରଗ୍ରହ (the planet Venus)କୁ ସନ୍ଧ୍ୟାତାରା (evening star) ବା କୁଆଁତାରା (morning star) ରୂପେ ଜାଣୁ । କିନ୍ତୁ ଏହା ଏକ ତାରା ନୁହେଁ । ଏହା ସୌରମଣ୍ଡଳ (solar system)ର ଏକ ଗ୍ରହ । ପୃଥିବୀ ଅପେକ୍ଷା ଶୁକ୍ରଗ୍ରହ ସୂର୍ଯ୍ୟର ନିକଟତର (nearer) । କେତେକ ବୈଜ୍ଞାନିକ ବିଶ୍ୱାସ କରନ୍ତି ଯେ ଶୁକ୍ରଗ୍ରହ ଏକ ପ୍ରକାଶ ମରୁଭୂମି (desert) । କିନ୍ତୁ ଅନ୍ୟମାନେ ଭାବନ୍ତି ଯେ ଏହା ପାଣି ଓ ଜଳାୟବାଷ୍ପ (water vapour)ରେ ପୂର୍ଣ୍ଣ ।

Passage-8:

ମୁଁ ସବୁଦିନ ସକାଳ ୫ଟାରେ ଶଯ୍ୟା ତ୍ୟାଗ କରେ (get up) । ସକାଳେ ଡିନିଘ । ପଢ଼େ । ୧୦ଟା ବେଳେ କଲେଜକୁ ଯାଏ । କଲେଜରୁ ଫେରି ଜଳଖିଆ ଖାଏ ଓ ଫୁଟ୍‌ବଲ୍ ଖେଳିବାକୁ ଯାଏ । ସଂଧ୍ୟାବେଳେ ଚାରିଘ । ପଢ଼େ । ଆଜିକାଲି (now-a-days) ମୋର ସାଙ୍ଗମାନେ ଫୁଟ୍‌ବଲ୍ ଖେଳୁ ନାହାନ୍ତି । ତେଣୁ ମୁଁ କ୍ରିକେଟ୍ ଖେଳୁଛି । ଆପଣମାନେ ଜାଣିଥିବେ, କ୍ରିକେଟ୍ ଭାରତର ସବୁଠାରୁ ଲୋକପ୍ରିୟ ଖେଳ ।

Passage-9:

ଏ ବର୍ଷ ମୁଁ ଦିଲ୍ଲୀ ବିଶ୍ୱବିଦ୍ୟାଳୟରେ ଇଂରାଜୀ ପଢ଼ୁଛି । ଗୋଟିଏ ଘରୋଇ ଗ୍ରନ୍ଥାଗାରରେ ମୁଁ ସାମୟିକ ଭାବରେ (part time)କାମ କରୁଛି । ଭାଗ୍ୟବଶତଃ ମୁଁ ଏହି ଚାକିରାଟି ପାଇଛି । ମୋତେ ସକାଳୁ ଉଠିବାକୁ ପଡ଼ୁଛି । ଗ୍ରନ୍ଥାଗାର ୧୦ଟାବେଳେ ଖୋଲେ ଓ ୭ଟା ବେଳେ ବନ୍ଦ ହୁଏ । କିନ୍ତୁ ମୁଁ ୩ଟାରୁ ୭ଟା ପର୍ଯ୍ୟନ୍ତ କାମ କରେ । କାମଟି ଆମୋଦଦାୟକ, କାରଣ ଲୋକମାନେ ମୋ ପାଖକୁ ଆସନ୍ତି ଓ ମୋର ସାହାଯ୍ୟ ମାଗନ୍ତି । ତେଣୁ ମୁଁ ବିଭିନ୍ନ ବିଷୟରେ ବହୁତ କଥା ଶିଖୁଛି । ବହିରେ ଚିହ୍ନ ଦେବା ପାଇଁ (as book marks) ଲୋକମାନେ ଅତ୍ୟନ୍ତ ଜିନିଷସବୁ ବ୍ୟବହାର କରନ୍ତି । ଥରେ ମୁଁ ଗୋଟିଏ ଫଟୋ ପାଇଥିଲି । ତା ପଛରେ ଲେଖାଥିଲା, ‘ମୁଁ ତୁମକୁ ଭଲପାଏ ।’

The present perfect is used for actions that are complete and have present relevance. If they have no relevance to the present we should use the past tense. Complete the activities in units 3-6 of Chapter II and then translate the following passages.

Passage-10:

ବହୁତ କାମ କରିବାକୁ ବାପା ମୋତେ କହିଥିଲେ । ମୁଁ ମୋର ଘରପାଠ୍ୟ (home work)ସାରିଦେଇଛି । ବଜାରରୁ ପରିବା କିଣି ଆଣିଛି । ଆଜିକାର ଖବର କାଗଜ ପଢ଼ିସାରିଛି । କିନ୍ତୁ ସ୍କୁଟରକୁ ଏ ପର୍ଯ୍ୟନ୍ତ ଧୋଇନାହିଁ । ଆଉ ବଗିଚାର ଗଛଗୁଡ଼ିକରେ ପାଣି ଦେଇନାହିଁ ।

Passage-11:

ମଧୁ ମୋର ପୁରାତନ ବନ୍ଧୁ । କାଲି ରେଳଷ୍ଟେସନରେ ହଠାତ୍ ତା ସହ ଦେଖା ହେଲା (ran into) । ଗତ ପା ବର୍ଷ ଧରି ମୁଁ ତାକୁ ଦେଖି ନଥିଲି । ତାର ବହୁତ ପରିବର୍ତ୍ତନ ହୋଇଯାଇଛି । ସେ ବହୁତ ଡେଜା ହୋଇଯାଇଛି । ତାର ସ୍ୱର ଗମ୍ଭୀର (grave)ହୋଇଯାଇଛି । ସେ ଆଜିକାଲି ପ୍ରାଞ୍ଜଳ ଭାବରେ ଇଂରାଜୀ କହୁଛି (speaks English fluently) । ତାର ବ୍ୟକ୍ତିତ୍ୱ (personality)ଉନ୍ନତ ହୋଇଯାଇଛି । ଏବେ ସେ ପାଖ ସହରରେ ପାଠ ପଢ଼ୁଛି ।

Passage-12:

ତୁମେ : ହଇରେ, ତୁ କେବେ ଘୋଡ଼ା ଚଢ଼ିଛୁ ?

ମଧୁ : ହଁ ଚଢ଼ିଛି ।

ତୁମେ : ତୁ କେବେ ଚଢ଼ିଲୁ ?

ମଧୁ : ଗତ ଖରା ଛୁଟିରେ ।

ତୁମେ : କେମିତି ଲାଗିଲା ?

ମଧୁ : ଭୟଙ୍କର (terrible) ଲାଗିଲା ।

ତୁମେ : କାହିଁକି ? କଣ ହେଲା କି ?

ମଧୁ : ମଂ ଘୋଡ଼ା ଉପରୁ ଖସି ପଡ଼ିଲି ।

Remember that the past perfect tense is used when we want to talk about a more remote action compared to another action which is also past, but comparatively recent. Now, translate the following two passages, using appropriate past tense forms.

Passage-13:

ଆମେ କାଲି ଅନୀଲର ଘରକୁ ଯାଇଥିଲୁ । ତା ଦ୍ୱାରରେ ଠକ୍ ଠକ୍ (knock at)କଲୁ କିନ୍ତୁ କୌଣସି ଉତ୍ତର ପାଇଲୁ ନାହିଁ । କେହି ଦ୍ୱାର ଖୋଲିଲେ ନାହିଁ କି କାହାର ସ୍ୱର ଶୁଭୁ ନଥିଲା । ବୋଧହୁଏ ସେ ବାହାରକୁ ଯାଇଥିଲା କିମ୍ବା ଆମକୁ ସାକ୍ଷାତ କରିବାକୁ (to meet)ଚାହୁଁ ନଥିଲା । ଆଗରୁ ସେ ବହୁତ ମେଳାପୀ (sociable)ଥିଲା । ତା'ର କ'ଣ ହୋଇଛି କି ?

Passage-14:

ଆମ ଗାଁରେ ଅବୋଲକରା ନାମରେ ଗୋଟିଏ ଭିକାରୀ ଅଛି । ଗତକାଲି ସେ ଆମ ଦୁଆର ବାଡ଼େଇଲା । ବକଡ଼େ (a meal) ଖାଇବାକୁ ମାଗିଲା । ତା ବଦଳରେ (in return for this)ସେ ନାଚିଲା ଓ ଗାତଟିଏ ଗାଇଲା । ମୁଁ ତାକୁ ବକଡ଼େ ଖାଇବାକୁ ଦେଲି । ଖାଇବା ଶେଷରେ ସେ ଗୋଟିଏ ରସଗୋଲା ମାଗିଲା । ସେ କହିଲା ଯେ ସେ ଦିନ ତାର ଜନ୍ମଦିନ । ସେ ମାସକୁ ଥରେ ପ୍ରତ୍ୟେକ ଘରକୁ ବୁଲି ଆସେ (call at every house) । ସବୁଦିନ ତା'ର ଜନ୍ମଦିନ ଥାଏ ।

English verbs do not have any particular tense form to refer to future time. Therefore the English people use modal auxiliaries such as *will, shall*, and other forms such as *be going to, be+v-ing*, to talk about the future. Translate the following passage into English, using these forms.

Passage-15:

- ମା : ତୁମେ ଆର ମାସରେ ଷ୍ଟିଡିଂ ଯାଉଛ କି ?
 ସୁରଭି : ହଁ ମା, ଆମେ ଦାର୍ଜିଲିଂ ଯାଉଛୁ ।
 ମା : ତୁମ ସାଥରେ ଆଉ କିଏ ଯାଉଛନ୍ତି ?
 ସୁରଭି : ମୋ ସାଥରେ ସାଙ୍ଗମାନେ ଓ ଶିକ୍ଷକମାନେ ଯାଉଛନ୍ତି ।
 ମା : ତୁମେ ଦାର୍ଜିଲିଂକୁ କିପରି ଯିବ ?
 ସୁରଭି : ଆମେ ବସରେ ଯିବୁ ।
 ମା : ତୁମେ ସେଠାରେ କେଉଁଠି ରହିବ ?
 ସୁରଭି : ହୋଟେଲରେ ।

We use the simple present to talk about the future when the future action is fixed and unalterable. Make use of this hint while translating the passage below.

Passage-16:

- ମନ୍ତ୍ରୀ : ଆଗାମୀ ସପ୍ତାହରେ ମୋ ଗସ୍ତର କାର୍ଯ୍ୟସୂଚୀ (tour programme) ଠିକ୍ କରନ୍ତୁ (fix) ?
 ବ୍ୟକ୍ତିଗତ ସଚିବ (Personal Secretary): ହଁ ଆଜ୍ଞା, ସୋମବାର ସକାଳ ୭ଟାବେଳେ ଆପଣ ସମ୍ବଲପୁର ଯିବା ପାଇଁ ବାହାରିବେ । (leave for Sambalpur) ।
 ମନ୍ତ୍ରୀ : ସମ୍ବଲପୁରରେ କେତେବେଳେ ପହଞ୍ଚିବି ?
 ସଚିବ : ଆପଣ ୧୧ଟା ବେଳେ ପହଞ୍ଚିବେ । ବାଟରେ ଅନୁଗୁଳଠାରେ କିଛି ସମୟ ପାଇଁ ଅଟକିବେ (halt) । ସମ୍ବଲପୁରରେ ମଧ୍ୟାହ୍ନ ଭୋଜନ ସରିଲାପରେ ଆପଣଙ୍କ ସହ କମିଶନର ଦେଖା କରିବେ ଓ କେତେକ ସମସ୍ୟା ବିଷୟରେ ଆଲୋଚନା (discuss) କରିବେ ।
 ମନ୍ତ୍ରୀ : ମୁଁ ସମ୍ବଲପୁରରେ କେଉଁଠି ରହିବି ?
 ସଚିବ : ହାରାକୁଦ ବନ୍ଧ ପାଖରେ ଥିବା ଅତିଥି ଭବନ ଆପଣଙ୍କ ପାଇଁ ସଂରକ୍ଷିତ (reserved) ହୋଇଛି । ତା' ପରଦିନ ସକାଳ ୮ଟାରେ ଆପଣ ରାଉରକେଲା ଅଭିମୁଖେ ଯାତ୍ରା ଆରମ୍ଭ କରିବେ । କମିଶନର ଆପଣଙ୍କ ସାଥରେ ଯିବେ ।

English language has 13 modal auxiliary verbs. They express different language functions like *making requests, offering advice or suggestions, asking for or granting permission, and expressing ability, possibility, probability, necessity, obligation, prohibition, etc.* Study the use of modal verbs in Chapter-III and then translate the following passages.

Passage-17:

ମା ଚଢ଼େଇ: ତୁ କିଛି ଚାଉଳ ଆଣିପାରିବୁ କି ?

ଛୁଆ ଚଢ଼େଇ (birdie): ନାଁ ମା, ମୁଁ ପାରିବି ନାହିଁ ।

ମା : ଯେତିକି ଚାଉଳ ଅଛି ତାକୁ କୁଟି (pound)ପାରିବୁ କି ?

ଛୁଆ : ନାଁ, ମୋ ହାତ ଦରଜ (pain) ହୋଇଛି ।

ମା : ତୁ ଚୁଲି ଲଗାଇ ପାରିବୁ କି (light the hearth) ?

ଛୁଆ : ନାଁ, ମୋ ଆଖିରୁ ଲୁହ ଗଢ଼ିବ (tears will roll down) ।

ମା : ତା' ହେଲେ ପିଠା (cake) କେମିତି ଖାଇବୁ ?

ଛୁଆ : ହଁ ତାକୁ ମୁଁ ଖାଇପାରିବି ।

Passage-18:

ସ୍କୁଲରେ ପଢ଼ିବାବେଳେ ଏ ଝିଅଟି ବହୁତ ପରିଶ୍ରମ କରୁଥିଲା । ସେ ସକାଳ ୫ଟାରେ ଉଠୁଥିଲା । ଘ ୧୪ ଗାତ ଶିଖୁଥିଲା । ଦୁଇ ଘ ୧ ପଢ଼ୁଥିଲା । ଦିନ ୧୦ଟାରେ ସ୍କୁଲ ଯାଉଥିଲା । ତା ପରେ ଗୋଟିଏ ଦୋକାନରେ ଘ ୧୪ କାମ କରୁଥିଲା । ସନ୍ଧ୍ୟାରେ ସାନଭାଇକୁ ପାଠ ପଢ଼ାଉଥିଲା । ତା ପରେ ରୋଷେଇ କରୁଥିଲା । ଡେରିରେ ଶୋଇବାକୁ ଯାଉଥିଲା । ଏବେ ସେ ଜଣେ ପ୍ରସିଦ୍ଧ ବୈଜ୍ଞାନିକ ।

Passage-19:

ଆଲେକ୍ଜାଣ୍ଡାର: ମୁଁ ଆପଣଙ୍କ ସହ କିପରି ବ୍ୟବହାର କରିବା ଉଚିତ ?

ପୁରୁ : ଯେପରି (as) ଗୋଟିଏ ରାଜା ଅନ୍ୟ ଜଣେ ରାଜାଙ୍କ ସହ ବ୍ୟବହାର କରିବା କଥା ।

ଆଲେକ୍ଜାଣ୍ଡାର: ଆପଣ ଜଣେ ସାହସୀ ଲୋକ । ଆପଣ ମୋର ବନ୍ଧୁ ହେବେ କି ?

ପୁରୁ : ଗୋଟିଏ ସର୍ତ୍ତରେ (on one condition) ।

ଆଲେକ୍ଜାଣ୍ଡାର: ଆପଣଙ୍କ ସର୍ତ୍ତ କଣ ?

ପୁରୁ : ମୋ ରାଜ୍ୟ ସ୍ୱାଧୀନ ରହିବା ଉଚିତ । ଆପଣ ମୋତେ ଜଣେ ସମାପ୍ତ ଭଳି (as an equal) ବ୍ୟବହାର କରିବା ଉଚିତ ।

Passage-20:

ଅଶୋକ : ବାହାରେ ଏ ବହି ପ୍ୟାକେଟ୍ କିଏ ରଖିଛି ?

ଅଲକା : ତାକବାଲା ନିଶ୍ଚୟ ଏଇଟାକୁ ଛାଡ଼ି ଯାଇଥିବ (must have left) ।

ଅଶୋକ : ସେ କାହିଁକି ଘି ବଜାଇଲା ନାହିଁ ?

ଅଲକା : ସେ ନିଶ୍ଚୟ ବଜାଇଥିବ । ବୋଧହୁଏ ମୁଁ ଶୁଣିପାରିଲି ନାହିଁ ।

ଅଶୋକ : ତୁମେ ଅଧିକ ମନୋଯୋଗୀ (attentive) ହେବା ଉଚିତ । ବହି ପୁଡ଼ିଆଟି ହଜିଯାଇଥାନ୍ତା ।

In Chapter-IV you learnt about prepositions of time, prepositions of place, other prepositions and phrasal verbs. Now, use some of them in these translations.

Passage-21:

ମୁଁ ଭୁବନେଶ୍ୱର ଭୋର ୩ଟା ବେଳେ ପହଞ୍ଚି । କିନ୍ତୁ କାର୍ଯ୍ୟାଳୟସବୁ ୧୦ଟା ବେଳକୁ କାମ ଆରମ୍ଭ କରନ୍ତି । ମୁଁ ରାତିସାରା ନିଶ୍ଚୟ ଅନିଦ୍ରା (sleepless) ହୋଇଥିବି । ତେଣୁ କିଛି ଘି । ବିଶ୍ରାମ ନେବା ଦରକାର । ଦିନକ ଭିତରେ କାମ ସରିବନି । ତେଣୁ ଦୁଇ ଦିନ ପାଇଁ ଗୋଟିଏ ହୋଟେଲରେ ରହିଯିବା ଉଚିତ ହେବ ।

Passage-22:

ଆମ ଗାଁ ପାଖରେ ଗୋଟିଏ ନଈ ବହିଯାଇଛି । ତା କୂଳରେ ଅନେକ ବଡ଼ ବଡ଼ ଗଛ ଅଛି । ଆମେ ସେ ନଈ କୂଳରେ ଖେଳୁ । ଗଛମୂଳେ ବସି ଗପସପ କରୁ । ମୁଁ ସେଇ ନଈରେ ପହଁରା ଶିଖିଛି । ସେଇ ନଈ ପାର ହୋଇ ମୁଁ ସ୍କୁଲ ଯାଉଥିଲି । ଏବେ ସେଇ ନଈ ଉପରେ ଗୋଟିଏ ନୂଆ ପୋଲ ତିଆରି ହୋଇଛି । ମୋ ସାନଭାଇ ଏବେ ସାଇକେଲରେ ସ୍କୁଲକୁ ଯାଉଛି ।

Passage-23:

ମୁଁ ଆଗାମୀ ସପ୍ତାହରେ ଆପଣଙ୍କୁ ଦେଖା କରିବି (call on) । ଦୟାକରି ସେ ପର୍ଯ୍ୟନ୍ତ ମୋ କୁକୁରର ଯତ୍ନ ନେଉଥିବେ (look after) । ତାକୁ ବାହାରକୁ ଛାଡ଼ିବେ ନାହିଁ । ଅନ୍ୟ କୁକୁରମାନେ ତାକୁ ଦେଖିଲେ ଭୁକିବେ । ତାକୁ କାମୁଡ଼ିଦେଇ ପାରନ୍ତି । ସେ ଏତେ ଭୟାନୁ (timid) ଯେ ଭୟରେ ଅଶାନ୍ତ (uncontrollable) ହୋଇଯାଇପାରେ । ତା ପରେ ତାକୁ ସମ୍ଭାଳିବା କଷ୍ଟ ହୋଇପଡ଼ିବ ।

Passage-24:

ଆଜିକାଲି ମୁଁ ଗୋଟିଏ ଘରୋଇ କାରଖାନାରେ କାମ କରୁଛି । ଗତ ଅଗଷ୍ଟ ମାସରେ ମୁଁ ସେ କାମ ପାଇଁ ଦରଖାସ୍ତ କରିଥିଲି ଓ ନଭେମ୍ବରରେ କାମ ଆରମ୍ଭ କଲି । ମୁଁ ବିଶେଷ ରୋଜଗାର କରେ ନାହିଁ; ଏପରିକି ମୋ ଅର୍ପିସ ପୋଷାକ (uniform) ମୁଁ ନିଜେ କିଣିଛି । ବୋଧହୁଏ ମୁଁ ଏବେ ଦରମା ବଢ଼ାଇବା ପାଇଁ ଅନୁରୋଧ କରିବା ଉଚିତ୍ । କିନ୍ତୁ ପ୍ରକୃତରେ ମୁଁ ପଇସା ପାଇଁ ଏତେ ବ୍ୟସ୍ତ ନୁହେଁ । କାମ ମୋ ପାଇଁ ଅଧିକ ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ (important) । ଆଶା, ଆପଣ ମୋ ସହିତ ଏକମତ (agree with) ହେବେ ।

In Chapters V and VI, you learnt about imperative and interrogative sentences. You also learnt how to write such sentences. Now, practise them further.

Passage-25:

ଅଜଣାବ୍ୟକ୍ତି: ଆଜ୍ଞା, ଟିକିଏ ଶୁଣିବେ? (excuse me.) ଲୁଇସ୍ ରୋଡ଼କୁ କିପରି ଯିବାକୁ ହୁଏ ମୋତେ ବତାଇପାରିବେ କି ?

ଯଦୁ : ହଁ ନିଶ୍ଚୟ । ଏଇ ରାସ୍ତାରେ ଆଗଛକ ପର୍ଯ୍ୟନ୍ତ ଯାଆନ୍ତୁ । ସେ ଛକଟି ଡେଇଁ ଯାଆନ୍ତୁ ଏବଂ ଆଗେଇ ଚାଲନ୍ତୁ । ତା ପର ଛକ ପାଖରେ ଡାହାଣକୁ ବୁଲି ଯାଆନ୍ତୁ । ପ୍ରଥମ ବାମପଟ ରାସ୍ତା ନିଅନ୍ତୁ । ଅଳ୍ପ କିଛି ବାଟ ପରେ ଲୁଇସ୍ ରୋଡ଼ରେ ପହଂ ଯିବେ । ବାଟ ଭୁଲିଗଲେ କାହାକୁ ପଚାରନ୍ତୁ । କିନ୍ତୁ ଏ ରାସ୍ତା ପାଇବା ଖୁବ୍ ସହଜ ।

ଅଜଣାବ୍ୟକ୍ତି : ଧନ୍ୟବାଦ ।

Passage-26:

ଗୋଟିଏ ଅଣ୍ଡା ଭାଙ୍ଗି ଏବଂ ତାକୁ ଗୋଟିଏ ତଟିଆ (bowl)ରେ ରଖ । ତାକୁ ଫେଟି ଫେଟି (beat)ମିଶାଅ । ସୁଆଦ ମୁତାବକ ଲୁଣ ଓ ଗୋଲମରିଚ (pepper) ମିଶାଅ । ପିଆଜକୁ ଛୋଟ ଛୋଟ କରି କାଟି (chop) ମିଶାଅ । ଅଳ୍ପ ଟିକିଏ (a little) ଲହୁଣୀ ବା ତେଲ ନେଇ ତାଡ଼ିଆ (frying pan)କୁ ଗରମ କର । ସେଥିରେ ଅଣ୍ଡାକୁ ଢାଳ । ଆମଲେଟ୍ ଯେପରି ଜଳି ନଯାଏ (burn) ସେଥିପ୍ରତି ଲକ୍ଷ୍ୟ ରଖ (make sure that ...) । ଗୋଟିଏ ପାଖ ଭାଜିହେବା ସଙ୍ଗେ ସଙ୍ଗେ (as soon as the bottom is fried) ଡାହାକୁ ଓଲଟାଇ ଦିଅ । ଦୁଇ ମିନିଟ୍ ପରେ ଓମଲେଟ୍ ପ୍ରସ୍ତୁତ ହୋଇଯିବ ।

Passage-27:

A : ଆପଣ ଯାହା ଭାବିଛନ୍ତି ତାହା କ'ଣ ଏହି ପ୍ରକୋଷ୍ଠରେ ଅଛି ?

X : ହଁ ନିଶ୍ଚୟ ।

B : ତାହାର ଆକାର, ଆୟତନ ଓ ରଙ୍ଗ କ'ଣ ?

X : ସେ ପଦାର୍ଥର ଆକାର, ଆୟତନ ଓ ରଙ୍ଗ ନଥାଏ ।

C : ତାହା କ'ଣ ଆମର ଭାରି ଦରକାରୀ ?

X : ତାହା ବିନା ଆମେ ବଂ ପାରିବାନି ।

D : ଆପଣ କ'ଣ ପବନ ବିଷୟରେ ଭାବିଛନ୍ତି ?

X : ଆପଣ ପୁରା ଠିକ୍ । ଏଥରକ ଆପଣଙ୍କ ପାଳି (turn) ।

Passage-28:

ବିନି : ତୁମେ କ'ଣ ଭାବୁଛ ?

ବିକାଶ : ମୁଁ ଭାବୁଛି ଏଥର ପରୀକ୍ଷା ଦେବି ନାହିଁ (take the test) ।

ବିନି : କାହିଁକି ? କଣ ହୋଇଛି କି ?

ବିକାଶ : ମୁଁ ପରୀକ୍ଷା ପାଇଁ ପ୍ରସ୍ତୁତ ହୋଇନାହିଁ (prepare for) । ଘରେ ବହୁତ ଅସୁବିଧା ।

ବିନି : ସେଥିପାଇଁ ପରୀକ୍ଷା ନଦେବା ଠିକ୍ ହେବନାହିଁ । ତୁମେ ତ ଶ୍ରେଣୀରେ ନିୟମିତ ଭାବେ ଉପସ୍ଥିତ ଥିଲ । ଯାହା ମନେରଖିଛ (whatever you can remember), ତାହା ପରୀକ୍ଷାରେ ଲେଖିବ । ଏଇଟାଟ ଗୋଟିଏ ଶ୍ରେଣୀ ପରୀକ୍ଷା ।

ବିକାଶ : ସବୁ ପରୀକ୍ଷାର ପ୍ରାଧାନ୍ୟ (importance) ଅଛି । ମୁଁ କଣ ସେହି ପରୀକ୍ଷାକୁ ବୋର୍ଡ଼ ପରୀକ୍ଷାଠାରୁ ଛୋଟ ଭାବିପାରିବି ?

ବିନି : ତା ସତ । କିନ୍ତୁ ପରୀକ୍ଷା ନଦେଲେ ତୁମର କିଛି ଲାଭ ହେବ କି ?

In Chapter VII you learnt about different verb patterns after finite verbs. Verbs like *avoid, love and keep* are followed by other verbs in *-ing* form. Similarly, verbs like *hope, agree and choose* are followed by *to+infinitive*. Verbs like *begin and like* can be followed by either verb patterns. Now have more practice in using these verb patterns.

Passage-29:

ଅନୀଲ ହୋଟେଲରେ ଖାଇବାକୁ ଭଲପାଏ । ଏଇ ସହରରେ ତାର ଏକ ପ୍ରିୟ ହୋଟେଲ ଅଛି । ବର୍ଷା ହେଉ ନ ଥିଲେ ସେ ହୋଟେଲର ବଗିଚା ଭିତରେ ବସିବାକୁ ଭଲ ପାଏ । ହୋଟେଲର ପରିବେଷକମାନେ (waiters) ତାକୁ ଜାଣନ୍ତି । ସେଠାରେ ତାର ବରାଦ ମୁତାବକ ଖାଦ୍ୟ ବାଡ଼ନ୍ତି (serve) । ଖାଇଲାବେଳେ ଅନ୍ୟମାନଙ୍କ ସହିତ କଥାବାର୍ତ୍ତା କରିବାକୁ ଅନୀଲ ଭଲପାଏ । ତେଣୁ ସେ ଅନ୍ୟ ଗ୍ରାହକମାନଙ୍କୁ (customers) ତା ଟେବୁଲରେ ବସିବାକୁ ଦିଏ (allows) । ଖାଇଲାବେଳେ ଅନ୍ୟମାନେ ତାକୁ ଚରବର କରିବା (hurry) ଅନୀଲ ଚାହେଁ ନାହିଁ ଏବଂ ବହୁତ ସମୟ ଧରି ସେ ଟେବୁଲ ପାଖରେ ବସିବାକୁ ଭଲପାଏ । ଖାଇବା ଶେଷରେ ସେ ଆଇସ୍କ୍ରିମ୍ ଖାଇବାକୁ ପସନ୍ଦ କରେ ।

Passage-30:

ସ୍ଥାନୀୟ ସାଇକେଲ ତାରକା ଆଣ୍ଟୁ ସ୍ଥାଇସର ତାଙ୍କର ୨୪ ଘିଆ ସାଇକେଲ ଚଳାଇବା ପ୍ରଚେଷ୍ଟାରୁ ଦ୍ଵିତୀୟବାର ପାଇଁ ବିରତ ହୋଇଛନ୍ତି । ପ୍ରଥମେ ଖରାପ ପାଗ ଯୋଗୁଁ ସେ ଏହି ପ୍ରଚେଷ୍ଟା ଆରମ୍ଭ କରିବାକୁ କେତେ ଘ । ପାଇଁ ବିଳମ୍ବ କରିଥିଲେ । ତାଙ୍କର ପ୍ରଥମ ଚେଷ୍ଟା ମଧ୍ୟ ବିଫଳ ହୋଇଥିଲା । ଗୋଟିଏ ଛୋଟ ପିଲା ସହ ବାଜିଯିବା ଭୟରେ ସେ ନଇଁ ପଡ଼ିଥିଲେ (bent down) ଏବଂ ତାଙ୍କର ସାଇକେଲ ନିୟନ୍ତ୍ରଣ କରିବାରେ ବିଫଳ ହୋଇଥିଲେ । ଗୋଟିଏ ଗଛରେ ପିଟି ହୋଇଯିବା (crash into) ଅବସ୍ଥାରୁ ସେ ଅଳ୍ପକେ ରକ୍ଷା (narrowly missed) ପାଇଗଲେ ଓ ଗୋଟିଏ ଝରଣାରେ ପଡ଼ିଗଲେ । ଆଉଥରେ ଚେଷ୍ଟା କରିବେ କି ନାହିଁ ସେ ବିଷୟରେ ସେ ଏ ପର୍ଯ୍ୟନ୍ତ ନିଷ୍ପତ୍ତି ନେଇ ନାହାନ୍ତି । କିନ୍ତୁ ସେ ଏହି ପ୍ରଚେଷ୍ଟାରୁ ଆଗ୍ରହ ହରାଇ ନାହାନ୍ତି ବୋଲି କହୁଛନ୍ତି । ସ୍ଥାନୀୟ ଡାକ୍ତରଖାନା ପାଇଁ ଟଙ୍କା ଯୋଗାଡ଼ କରିବା ତାଙ୍କର ଲକ୍ଷ୍ୟ । ତାଙ୍କର ଏଇ ମହତ୍ଵ କାର୍ଯ୍ୟରେ ସମସ୍ତେ ସହଯୋଗ କରିବା ଉଚିତ ।

We use the passive voice of verbs when the doer / agent of the action is unknown, insignificant, superfluous, or obvious. You have studied the passive in Chapter-VIII. Now, have some more practice in using the passive voice.

Passage-31:

ଗତ ରବିବାର ଦିନ ରାଜ୍ୟ ଗ୍ରନ୍ଥାଗାରରେ (Library) ନିଆଁ ଲାଗିଗଲା । ରାତି ୧୧ଟା ବେଳେ ନିଆଁ ଦେଖାଗଲା ଏବଂ ଖୁବ୍‌ଶୀଘ୍ର ଏହା ଚାରିପଟେ ଖେଳିଗଲା । କୌଣସି ବ୍ୟକ୍ତି କ୍ଷତାକ୍ତ (injured) ହୋଇନଥିଲେ । କିନ୍ତୁ ଦୁଇଜଣଙ୍କୁ ଉପର ମହଲାରେ ଏକ କକ୍ଷରୁ ଉଦ୍ଧାର କରାଗଲା । ବିଶ୍ୱାସ କରାଯାଏ ଯେ କେତେଗୁଡ଼ିଏ ଉପାଦେୟ ବହି ଏ ନିଆଁରେ ନଷ୍ଟ ହୋଇଗଲା । ନିଆଁ କିପରି ଲାଗିଲା, ଏହା କାହାକୁ ଜଣା ନାହିଁ ।

Passage-32:

ଗୋଟିଏ କପ୍ ତା ପାଇଁ ଗୋଟିଏ ତା ପୁଡ଼ିଆ (tea bag) ବ୍ୟବହାର କରାଯାଏ । ଦରକାର ସଂଖ୍ୟକ ତା ପୁଡ଼ିଆ ଗୋଟିଏ କେଚଲିରେ ରଖାଯାଏ । ସେଥିରେ ଫୁଟନ୍ତା ପାଣି ମିଶାଯାଏ । ତା ପରେ ପାଣିକୁ ଗୋଳାଇ ଦିଆଯାଏ (stirred) ତା'କୁ ୪ ମିନିଟ୍ ଫୁଟନ୍ତା ପାଣିରେ ରଖାଯାଏ । ତା'ପରେ ତା'କୁ କପ୍‌ରେ ଢଳାଯାଏ । ସ୍ୱାଦ ମୁତାବକ ଚିନି ଓ ଗରମ ଦୁଧ ମିଶାଯାଏ । ଏହିପରି ତା' ତିଆରି କରାଯାଏ ।

Passage-33:

ଆମ ଗ୍ରନ୍ଥାଗାରରେ ନିମ୍ନଲିଖିତ ନିୟମ ସବୁ ପ୍ରଣୟନ (introduce) କରାଯାଉ । ଗ୍ରନ୍ଥାଗାର ମଧ୍ୟରେ ସମ୍ପୂର୍ଣ୍ଣ ନୀରବତା ରକ୍ଷା କରାଯାଉ । ଗ୍ରନ୍ଥାଗାରକୁ ଆସିଲେ ସଭ୍ୟମାନଙ୍କୁ ନିଜର ପରିଚୟ ପତ୍ର (Identity Card) ସାଥରେ ଆଣିବାକୁ ବାଧ୍ୟ କରାଯାଉ । ପ୍ରବେଶ ଦ୍ୱାର ପାଖରେ ସଭ୍ୟମାନଙ୍କର ବ୍ୟାଗ, ବହି, ଖାତା, ଛତା ଇତ୍ୟାଦି ରଖାଯାଉ । କୌଣସି ବହି ନ ମିଳିଲେ ଲାଇବ୍ରେରୀଆନଙ୍କ ସାହାଯ୍ୟ ନିଆଯାଇପାରେ । ଗ୍ରନ୍ଥାଗାରରୁ ନେଇଥିବା ବହିରେ କିଛି ଲେଖାଯିବା ଉଚିତ ନୁହେଁ । ସେ ବହିର କୌଣସି ପ୍ରକାର କ୍ଷତି ହେବା ଉଚିତ ନୁହେଁ ।

We use conditional sentences when a certain action is performed only if a certain 'condition' is fulfilled. In Chapter-IX you have studied open conditions, hypothetical conditions, and unfulfilled conditions. Now practise them further.

Passage-34:

କାଲି ଯଦି ଛୁଟି ହୁଏ, ମୁଁ କଲେଜ ଯିବି ନାହିଁ । ଯଦି ମୁଁ କଲେଜ ନଯାଏ, ଇଂରାଜୀ ଶିକ୍ଷକଙ୍କ ସହ ମୋର ଦେଖା ହେବ ନାହିଁ । ତାଙ୍କ ସହ ଦେଖା ନହେଲେ ସେ ମୋତେ ପ୍ରଶ୍ନ ପଚାରି ପାରିବେ ନାହିଁ । ସେ ମୋତେ ପ୍ରଶ୍ନ ନପଚାରିଲେ ଇଂରାଜୀ ବ୍ୟାକରଣରେ ମୋର ଦୁର୍ବଳତା ସେ ଜାଣି ପାରିବେ ନାହିଁ । ତା ହେଲେ ଏତେ କଷ୍ଟ କରି ଇଂରାଜୀ ବ୍ୟାକରଣ ପଢ଼ିବି କାହିଁକି ?

Passage-35:

ମୁଁ ଯଦି ପ୍ରଧାନମନ୍ତ୍ରୀ ହୁଅନ୍ତି, ଦେଶର ବହୁତ ପରିବର୍ତ୍ତନ (bring about) ଆଣନ୍ତି । ଶିକ୍ଷା ପାଇଁ ଅଧିକ ସମ୍ବଳ (funds) ବନ୍ଦୋବସ୍ତ କରନ୍ତି । ଗରିବ ପିଲାଙ୍କ ପାଇଁ ବୃତ୍ତି ବନ୍ଦୋବସ୍ତ କରନ୍ତି । ଇଂରାଜୀ ଶିକ୍ଷା ଉପରେ ଅଧିକ ଗୁରୁତ୍ୱ

ଦିଅନ୍ତି । ବିଜ୍ଞାନ ଓ ବୈଷୟିକ ଶିକ୍ଷା (technical education)ର ଉନ୍ନତି କରନ୍ତି । ଆମ ଦେଶକୁ ଏକ ପ୍ରଗତିଶୀଳ (advanced) ଦେଶରେ ପରିଣତ କରନ୍ତି ।

Passage-36:

କାଲି ନମିତା ଛତା ନେଇଥିଲେ ଓଦା ହୋଇନଥାନ୍ତା (got soaked) । ସେ ଯଦି ରେଡ଼ିଓରୁ ପାଣିପାଗ ପୂର୍ବାନୁମାନ (weather forecast) ଶୁଣିଥାଆନ୍ତା, ତାହେଲେ ଛତା ନେଇଥାଆନ୍ତା । ଯଦି ସେ ସିଡ଼ି ଚଢ଼ି ନଥାଆନ୍ତା, ତା ଗୋଡ଼ ଖସି ନଥାଆନ୍ତା । ଯେ ଯଦି ବୁଲିକରି ତା ସାଙ୍ଗ ସହ କଥାବା । କରି ନଥାଆନ୍ତା ସେ ତାର ହାତ ବ୍ୟାଗ ହରାଇ ନଥାଆନ୍ତା । ଯଦି ରାସ୍ତାରେ ତା ବସ ଖରାପ ହୋଇ ନଥାନ୍ତା (broken down)ସେ ଘରେ ଠିକ୍ ସମୟରେ ପହଞ୍ଚି ଥାଆନ୍ତା । ଯଦି ସେ ଘରକୁ ଠିକ୍ ସମୟରେ ଆସିଥାଆନ୍ତା, ତା'ର ମା ତା' ଉପରେ ରାଗି ନଥାନ୍ତେ ।

When we want to report what some one says, we can use either direct speech or indirect speech. You have learnt about these two forms of speech in chapter-X. On the basis of that study, translate the following passage into English.

Passage-37:

କିଛିଦିନ ପୂର୍ବେ ମନୋଜ ଏକ ବ୍ୟାଙ୍କରେ କିରାଣୀ ପଦ ପାଇଁ ଆବେଦନ କରିଥିଲା (applied for) । ଗତ ଶୁକ୍ରବାର ଦିନ ଏକ ସାକ୍ଷାତକାର ପାଇଁ ତାକୁ ଡକାଯାଇଥିଲା । ଯେତେବେଳେ ସେ ମ୍ୟାନେଜରଙ୍କ ପ୍ରକୋଷ୍ଠରେ ପ୍ରବେଶ କଲା, ସେ ତାକୁ ଚୌକିରେ ବସିବା ପାଇଁ କହିଲେ । ତାର ନାମ, ଠିକଣା, ଶିକ୍ଷାଗତ ଯୋଗ୍ୟତା (educational qualification) ଓ ଚାକିରୀ ଅନୁଭୂତି (work experience)ବିଷୟରେ ପଚାରିଲେ । ସେ କ୍ଷୀପ୍ରଲିଖନ (short hand), ଟାଇପିଂ ଓ କମ୍ପ୍ୟୁଟର ବ୍ୟବହାର କରିପାରେ କି ନାହିଁ ସେ ବିଷୟରେ ପଚାରିଲେ । ସେ ଅସ୍ତ୍ରୀପୂତକ ଉ ର ଦେବାରୁ ମ୍ୟାନେଜର ତାକୁ ଏକମାସ ପାଇଁ ଶିକ୍ଷାନବିଶ (apprentice) ଭାବେ ଚାକିରୀ ଦେବାକୁ (to appoint) ରାଜି ହେଲେ ।

You must have observed that your translation activities are really similar to the grammar activities in the other chapters of this book. If you perform both – translation and grammar activities – you can write any type of extended writing. Therefore we wish you all success in your effort to be proficient in English.



**Sample Question Paper
Paper II**

Time : 3 hours

Full Marks : 100

Answer all questions. All the bits under a question must be answered at one place.

Answer the questions, using your own words as far as practicable.

1. Read the passage given below and answer the questions that follow. [2 x 5

A number of things need to be done - but the most important step is to ensure that the farmer's profit is not eaten away by middlemen. Of course, there will always be some middlemen, as we cannot expect farmers to come directly to our homes with their tomatoes. But if we can cut down the number of middlemen involved, the farmer may be able to earn a better profit.

Then we have to provide the infrastructure which is required to send the farmer's produce to the market. There must be more trucks to transport the produce and better roads on which the trucks can run without breaking down.

Another urgent need is to provide a 'cold chain' which will ensure that the farmer's produce remains in good condition. We need cold storages in which we can store vegetables, fruit, milk, meat etc. at low temperature; we also need refrigerated trucks in which the produce can be carried to markets.

All this is expensive and requires huge investment. Farmers do not have enough money for such things and while the government has the money there are many other demands on it, such as providing schools and hospitals.

- (a) How do middlemen harm farmers?
- (b) Why should the infrastructure be developed?
- (c) What is a 'cold chain'?
- (d) Why is it called a 'cold chain'?
- (e) What steps have been suggested to help farmers?

2. Read the extract of the poem given below and answer the questions that follow, each in about 30 words. [10

I hope I do not sound boasting
but I've gone like a bullet
through the ten years
of my slavery

And if we discount these liver pains,
my heart hasn't changed, nor my head.

Send me books with happy endings.

The aeroplane with broken wings

should touch down safely;

the doctor leave the operating theatre

with smiles;

the blind boy see the light again;

and just before a partisan is shot

by a firing squad,

he should be rescued and set free;

- (a) Why has the poet compared his life in captivity to a bullet?
- (b) What does he mean when he says- "my heart hasn't changed, nor my head"?
- (c) What happy ending does he expect for a damaged aeroplane?
- (d) What does a smiling doctor leaving the operating theatre suggest?
- (e) What does the poet hope for the partisan?

3. Read the passage given below and answer the questions that follow, each in about 50 words. [5 x 2

The war was over and a lot of surplus military planes, which were lying in the huge American air-base at Panagarh near Calcutta, were being sold off at throwaway prices. Biju Patnaik decided to buy a Dakota aircraft for the Bhubaneswar Flying Club. Dakotas had been used during the war as transport aircraft, to carry materials. It was decided that the aircraft would be repaired in Panagarh and then flown back to Bhubaneswar. Tanna and Penquine, another colleague of Biju's, and some young cadets from the Flying Club, were to go to Panagarh. The cadets would take the train while Biju and Tanna would fly.

As Biju's plane was about to take off, some of his friends rushed onto the runway to stop him, as a storm was gathering. But Biju ignored their advice, saying "This is Biju's plane, which will fly only during a storm." The plane took off and reached Panagarh safely and a scared Tanna heaved a sigh of relief.

There is yet another chapter to the Dakota story. When Biju and Tanna reached Panagarh, they were shocked to learn that Penquine had run away with the money that was meant for the repairs of the Dakota. But Biju remained calm. He walked up to Bhanot, the store-keeper, and requested him to arrange for the spare parts. Fifty

thousand rupees were needed for the spares and Biju had not even a fraction of that amount. But he was able to impress upon Bhanot that the Dakota was needed for a greater mission ; Bhanot would be serving the country if he allowed Biju to lift the spares, which were lying unused anyway.

- (a) Why did Biju go to Panagarh?
- (b) What problems did Biju face in buying the aircraft?

4. Read the passage given below and answer the questions that follow. [10

A superstition is a belief people hold which is not based on reason. There is no logic to superstitions. These beliefs often go against the laws of nature as we know them. People who have superstitions, or who are superstitious, believe that they can either bring themselves good luck or avoid bad luck or disasters by acting in certain ways. An example of this involves salt. When some people spill salt, they immediately take some of it and throw it over their left shoulder. In this way, they feel they will avoid bad luck.

In ancient times, people believed that gods controlled their lives and all of nature. They tried to keep their gods happy by giving them gifts. When there were natural disasters, people thought that the gods were angry with them, so they tried to make the gods happy. This is how we got the idea that we could affect our fate by certain actions.

Many superstitions have been held by people for centuries. Yet there is little need for them today, since people in many parts of the world don't believe that there are a lot of gods. We no longer try to make the gods happy with gifts or to keep them from anger with certain actions. Somehow, though, many of the actions continue in modern times. We still have our superstitions.

There were many beliefs about how to treat birds. Some people even believed that killing a bird was an act against the gods and would bring bad luck. In some parts of the United States, people still believe that if they hear an owl in the early evening, it means death. Another link with these past beliefs is in an English expression. People no longer believe that birds are messengers of the gods, but when someone knows a secret about another person, he or she might say, "A little bird told me about it."

Many sailors believe that if they see an albatross, it will bring bad luck to their ship. People all over the world use the dove as a symbol of peace and feel good when they see one. North Americans think of the eagle as a symbol of freedom, and some people still hold that dreaming of a bird means that they are seeing the loss of a soul.

Another belief of ancient people that is still with us involves cats. In ancient Egypt, people worshipped cats. The Egyptians thought that they were intelligent and had special powers. Today, some people think that cats are evil or untrustworthy. They believe that cats can think like humans, and they don't like that. As we know, cats are often very independent, and this makes people dislike them even more.

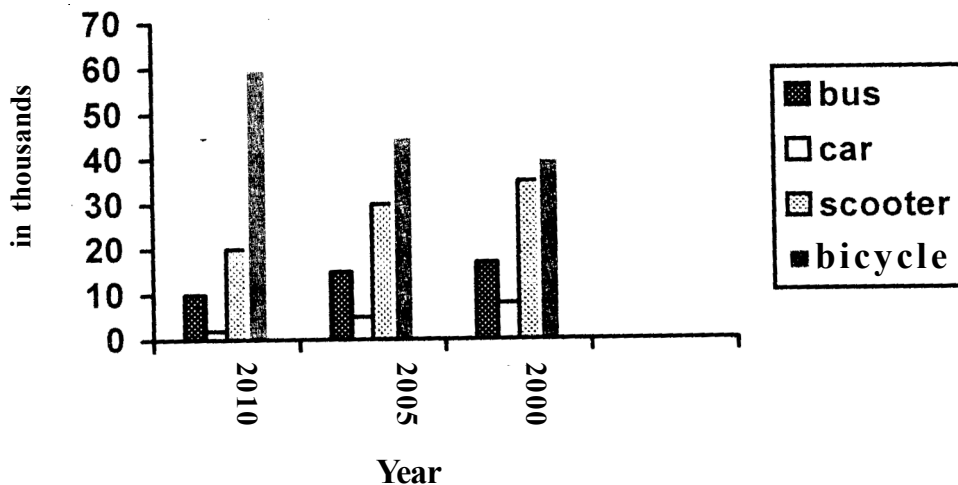
- (a) Why do people believe in superstitions?
- (b) Why don't we have any need for such superstitions?
- (c) Why do many people dislike cats?
- (d) Fill in each blank with a word related to the italicised expression:
 - (i) He had the *superstition* that darkness brings evil.
He was a _____ man with an unnatural fear of the dark.
 - (ii) He *believes* in the goodness of human nature.
He has a strong _____ in the goodness of human nature.
- (e) Fill in the blanks with words chosen from the text:
 - (i) Don't rely on him. He has proved himself completely _____.
 - (ii) She had a silver peace _____ hanging on a chain around her neck.

5. Fill in the numbered blanks by choosing the correct alternatives given below the passage: [5]

Colours play a large part in many of our superstitions. People who (i) in witches and wizards wear blue to protect (ii) A witch is a person (iii) uses magic, often to harm others. In many cultures, people also believe that blue (iv) the power to make wishes come true. Some people (v) that red protects against sickness and bad luck.

- (i) trust / faith / belief / believe
- (ii) them / themselves / us / ourselves
- (iii) which / how / when / who
- (iv) have / does / is / has
- (v) agree / wish / want / think

6. The graph below shows the different modes of transport used in Bhubaneswar between 2000 and 2010. Write a passage in about 70 words, interpreting the information given in the graph. [5]



7. **A popular dictionary provides the following information on 'link'. Which meanings have been exemplified in the sentences given beneath the entry on 'link'. [5**

LINK : n_c. 1. an emotional or logical connection between two things
 2. an organisation or relationship that connects two things
 3. a relationship between two things or situations in which one causes the other to exist or happen
 4. a thing that forms a connection between two things or places
 5. one of the rings in a chain

V_t. 1. to establish a relationship between two things
 2. to connect two things physically

- (a) A telephone *link* has been established between Washington and New Delhi.
 (b) We now have closer *links* with the U.S.A.
 (c) Some kinds of cancer are *linked* with smoking.
 (d) He talked about new technology and its *link* with the unemployment problem.
 (e) They are digging a canal *linking* the Bay of Bengal with the Arabian Sea.

8. **As a member of a youth club, you made a survey of three villages affected by the recent flood. Prepare a report on your survey to be submitted to the Collector of your district. [10**

9. **Read the following passage carefully and supply the missing parts to complete the notes on the passage. [7**

There is a deadly enemy beneath our feet, which spares no one and recognises no national boundaries. This enemy is the earth itself, which occasionally grows tired of being trampled by our feet and wakes up and shakes itself !

Geologists tell us that the different continents and oceans which make up our globe are mounted on huge plates, called tectonic plates, which are made up of molten rock, thousands

of miles deep. These tectonic plates are not stationary ; they are in constant motion, although they move only at the rate of a few centimetres in about a hundred years. But even this slow motion is enough to shake the earth and everything on it. It is the movement of the tectonic plates, which brings about earthquakes.

An earthquake strikes without warning. When it does, its power is immense. If it strikes a modern city, the damage is unimaginable. Gas mains burst, explosions are caused and fires are started. Underground railways are wrecked. Whole buildings collapse, bridges fall, dams burst. Gaping crevices appear in busy streets. If the quake strikes at sea, huge tidal waves sweep inland. If it strikes in mountain regions, avalanches roar down into the valley.

In 1755, an earthquake wiped out Lisbon, the capital of Portugal, entirely. However, only 450 people were killed as Lisbon's population was quite small then. But imagine what would happen if an earthquake of the same magnitude were to hit Lisbon today! In 1968, an earthquake struck Alaska. As this is a relatively unpopulated part of the world, only a few people were killed. But it is likely that this was one of the most powerful quakes ever to have hit the world. Geologists estimated that during the tremors, the whole of the state moved over 80 ft. farther west into the Pacific Ocean. Imagine the power of something that can move an entire subcontinent !

This is the problem that scientists face. They are dealing with forces so powerful that man cannot hope to resist them. To a limited extent, buildings can be made 'earthquake proof' so that they escape being knocked down by minor earthquakes . But against the big ones, we are powerless . All that can be done is to try to predict where an earthquake will strike, and evacuate people from the danger zone.

Notes

- 1 The great enemy : _____
- 2 What causes _____
movement of _____

- 3 Example of the _____ that an _____ can cause
- a. in a modern city
 - i.
 - ii.
 - iii.
 - iv.
 - v.
 - vi.
 - vii.
 - viii.
 - b. at sea
 - c. Lisbon, 1755
(what happened)
 - d. _____, 19____
(what happened)
- 4 What can be done to deal with _____
- a.
 - b.
- 10. Write a summary of the passage given in Q-9. [8**
- 11. Write an essay of about 250 words on any ONE of the following topics. Your essay must follow the suggested outlines. [10**
- (a) GLOBAL WARMING
What it means - its causes - its effects - steps to be taken to reduce it.
 - (b) MY FAVOURITE GAME
What it is - how it is played - rules of the game - why you like it.
- 12. There are 5 errors in the following paragraph. Rewrite the paragraph after correcting the errors. [5**

For people who are superstitious about numbers, odd numbers are luckier than even numbers. The numbers three, seven and nine have special power for good luck, but thirteen is much unlucky. In many places, tall buildings don't have a floor numbering thirteen.

13. Insert a/an/the where required in the following paragraph. Then rewrite the paragraph. [5]

A woman waited at bus stop. After few minutes, bus came but driver did not stop. The woman ran after bus shouting, "Stop, stop, your tyre has burst."



**Syllabus for Higher Secondary Education in
ENGLISH for +2 Arts, Science and Commerce Stream.
(2016 Admission Batch)**

+2 Ist year (Detailed Syllabus)

UNIT-I : PROSE

- | | |
|--|------------------------|
| i. Standing Up for Yourself | Yevgeny Yevtushenko |
| ii. The Legend behind a Legend | Hariharan Balakrishnan |
| iii. The Golden Touch | Nathaniel Hawthorne |
| iv. In London In Minus Fours | Louis Fischer |
| v. The Cancer Fight, from Hiroshima to Houston | Ritsuko Komaki |

UNIT-II : POETRY

- | | |
|---|--------------------|
| i. Stopping by Woods on a Snowy Evening | Robert Frost |
| ii. Oft. in the Stilly Night | Thomas Moore |
| iii. The Inchcape Rock | Robert Southey |
| iv. To My True Friend | Elizabeth Pinard |
| v. Fishing | Gopa Ranjan Mishra |

Unit-III : NON DETAILED STUDY

- | | |
|------------------------|-------------|
| i. Three Questions | Leo Tolstoy |
| ii. After Twenty Years | O. Henry |

iii. The Open Window	Saki
iv. The Open and only Houdini	Robert Lado
v. Childhood	Jawaharlal Nehru
vi Marriage	Dr. Rajendra Prasad

UNIT-IV : WRITING SKILLS

- ii. Writing a Paragraph
- iii. Developing Ideas into Paragraphs
- iiii. Writing Personal Letters and Notes
- iv. Writing Applications, Official Letters and Business letters
- v. Writing Telegrams, E-mails, Personal Advertisements, and Short Notices
- vi. Using Graphics

UNIT-V : GRAMMER

- ii. Countable and Uncountable Nouns
- iii. Tense Patterns
- iiii. Modal Verbs
- iv. Prepositions
- v. The Imperatives

Book Prescribed : Invitation to English - 1,2,3 & 4, Published by Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar.

A. QUESTION PATTERN AND DISTRIBUTION OF MARKS

English +2, 1st years (For College Level Examination)

Full Mark : 100

Time : 3 Hrs.

1. Reading Comprehension

(a) Prescribed Prose Pieces.

(5 questions to be answered, each carrying 2 marks) 10 marks

(b) Prescribed Poems

(5 questions to be answered each carrying 2 marks) 10 marks

(c) Prescribed Extensive Reading Texts

(2 questions to be answered carrying 5 marks each; only global inferential and evaluative questions to be set) 10 marks

2. Reading - related skills

(a) Vocabulary skills 5 marks

(b) Information Transfer 5 marks

(Converting Verbal information to non-verbal forms, such as diagrams, charts and tables)

(c) Reordering/sequencing sentences 5 marks

(d) Dictionary/Reference skills

(2 marks on using a dictionary, and 3 marks meanings of a word) 5 marks

(e) Cohesive Devices 5 marks

3. Writing skills

(a) Letter Writing (personal/official/commercial : Word limit : 150) 10 marks

(b) Description of object/event/process (Word limit : 150) 10 marks

(c) Slogan/telegram/caption writing (Word limit : 10) 5 marks

4. Grammar in context 10 marks

5. Translation/story-developing 10 marks

ENGLISH

2nd Year No of Period : Yearly 80

UNIT-I : PROSE

- | | |
|----------------------------------|--|
| i. My Greatest Olympic Prize | Jesse Owens |
| ii. On Examinations | Winston S. Churchill |
| iii. The Portait of a Lady | Khushwant Singh |
| iv. The Magic of Teamwork | Sam Pitroda |
| v. Development of Polio Vaccines | Bonnie A.M. Okonek and Linda Morganstein |

Unit -II : POETRY

- | | |
|-----------------------------------|----------------------|
| i. Daffodils | William Wordsworth |
| ii. The Ballad of Father Gilligan | William Butler Yeats |
| iii. A Psalm of Life | Henry W. Longfellow |
| iv. Television | Roald Dahl |
| v. Money Madness | D.H. Lawrence |

Unit -III : NON DETAILED STUDY

- | | |
|----------------------------------|-----------------|
| i. The Doctor's Word | R.K. Narayan |
| ii. The Nightingale and the Rose | Oscar Wilde |
| iii. Mystery of the Missing Cap | Manoj Das |
| iv. The Monkey's Paw | W.W. Jacobs |
| v. My Mother | Charlie Chaplin |
| vi. Stay Hungry. Stay Foolish | Steve Jobs |

Unit -IV : WRITING SKILLS

- i. Interpreting Graph, Charts, Tables and diagrams etc
- ii. Reporting Events and Business Matters
- iii. Note-making and summarizing
- iv. Extended Writing

Unit -V : GRAMMAR

- i. Revision of 'Tense Pattern's and 'Modal Verbs'
- ii. Conditionals
- iii. The Passive
- iv. Direct and Reported Speech
- v. Interrogatives
- vi. Phrasal Verbs

Book Prescribed : *Invitation to English - 1,2,3 & 4* , Published by Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar.

QUESTION PATTERN AND DISTRIBUTION OF MARKS

English +2, 2nd year

Full Mark : 100

Time : 3 Hrs.

1. Reading Comprehension

- (a) Prescribed Prose Pieces.
(5 questions to be answered, each carrying 2 marks) 10 marks
- (b) Prescribed Peoms
(5 questions to be answered each carrying 2 marks) 10 marks
- (c) Prescribed Extensive Reading Texts 10 marks
(2 questions to be answered carrying 5 marks each; only global inferential and evaluative questions to be set on a passage of about 250 words)

(d) Unseen Prose passage

(5 questions including inferential ones, carrying 2 marks each) 10 marks

2. Reading - related skills

(a) Vocabulary skills (to be tested on the unseen passage) 5 marks

(b) Information Transfer (70 words) 5 marks

(Converting non-Verbal information into verbal form)

(c) Dictionary/Reference skills 5 marks

3. Writing Skills

(a) Report Writing (200 words) 10 marks

(b) Guided Note making on a given passage 7 marks

(c) Summarizing on the same passage 8 marks

(d) Essay writing (250 words - on given outlines) 10 marks

4. Grammar in Context 10 marks
