

**ABILITY ENHANCEMENT COURSE- B.A.SEM-I
SYLLABUS (TOTAL 100 MARKS)
(2 CREDITS-30 HOURS)**

Total workload= 30 hours in a semester.

(1 THEORY PERIODS/WEEK)

**Prescribed Text: ENHANCING ABILITY: DISPOSITION AND
TEMPERAMENT (MACMILAN EDUCATION EDITED BY KAPIL
SINGHEL, RENUKA ROY AND LEENA PHATE)**

1. Adaptability skills(adjusting to situations, places and people)
Chapter-1. On the conduct of life by William Hazlitt.
2. Leadership skills: (Positivity, confidence building, taking initiative
and non-verbal communication skills)
Chapter-2. Between the Mosque and temple by Boman Desai.
3. Passages for comprehension.

Workload:

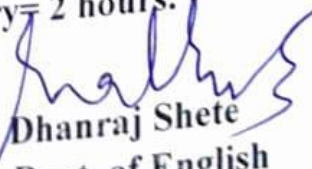
Theory:- 15 hours.

For each semester 4 hours x 2= 8 hours.

Transformation of tenses= 3 hours.

Parts of Speech= 2 hour.

Vocabulary= 2 hours.


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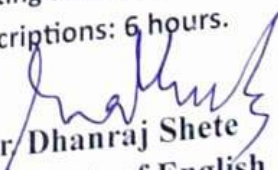

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**CONTINUOUS INTERNAL EVALUATION:
WORKBOOK 2 CREDIT (30 HOURS).**

1. Remedial Grammar. (8 hours).
 - Use of Primary and Modal Auxiliary verbs.
 - Preposition: The expression of Time: The expression of Place.
 - Degree of Comparison.
 - Indirect Speech.
2. Developing Speaking Skills. (4 hours).
 - Greetings.
 - Introducing self/other person.
 - Making requests.
 - Making suggestions.
 - Asking and giving directions.
 - Making an apology.
 - Expressing wish and pleasure.
3. Developing writing skills. (12 Hours).
 - Personal letters.
 - Family letters.
 - Social letters.
 - Letter of congratulations.
 - Letter of thanks.
 - Application for job.
4. Describing. (6 Hours).
 - At home (Indoors and Outdoors).
 - In Public.
 - My life.
 - My Looks.
 - In my spare time.
 - In my neighborhood.

Workload: 30 hours.

- Grammar skills 8 hours.
- Speaking skills 4 hours.
- Writing skills. 12 hours.
- Descriptions: 6 hours.


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ABILITY ENHANCEMENT COURSE- B.A.SEM-I SYLLABUS (TOTAL 100 MARKS) (2 CREDITS-30 HOURS)

Total workload= 30 hours in a semester.

(1 THEORY PERIODS/WEEK)

Pattern of Question Paper: for THEORY EXAM (50 MARKS)

Q.1 A. Attempt the following questions in short. (3x4=12 marks)

- (i) question from the first chapter or the question from the second chapter.
- (ii) question from the first chapter or the question from the second chapter.
- (iii) question from the first chapter or the question from the second chapter.

B. Eight out of ten questions (5 from each chapter) to be attempted in one or two sentences each. (8x1=8)

Q.2 (A) transformation of tenses. (any five out of eight). (5x1=5)

B. Parts of speech. (fill in the blanks with appropriate words from those given in the brackets) (5x1=5)

C. Vocabulary (Homophones, Homonyms) (fill in the blanks with appropriate names from those given in the brackets) (5x1=5)

Q.3. (A) Two skill-based personal response questions from each chapter. Anyone to be attempted in about 100 words. (10x 1=10)

(B) An unseen passage for comprehension. Five questions to be attempted. (5x1=5)

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ABILITY ENHANCEMENT COURSE (COMPULSORY ENGLISH)

Lesson -1

ON THE CONDUCT OF LIFE

William Hazlitt

Very short answer questions

Q. 1 B. Eight out of ten questions (5 from each chapter) to be attempted in one or two sentences each. (8x1=8)

1. Why did Hazlitt wish to leave some advice for his son?
Ans: Hazlitt leave some advice to his son so that it would be useful to his son and the son would remember his father in the form of his advice.
2. What advice does the essay contain?
Ans: The advice in the essay is on the conduct of life especially how we should behave in the outside world.
3. Where was Hazlitt's son taking his first entrance into the world?
Ans: Hazlitt's son was going to school which was his first entrance into the world.
4. Who were the 'stupid and disagreeable' people according to Hazlitt's son?
Ans: According to Hazlitt's son, the stupid and disagreeable people were the 'people at school'.
5. What according to Hazlitt was a good old rule?
Ans: 'Hope for the best' is a good old rule. We should believe things to be right till we find them contrary.
6. Who were strangers to Hazlitt's son?
Ans: School fellows were strangers to Hazlitt's son.
7. Why did Hazlitt call his son a spoilt child?
Ans: Hazlitt's son makes complaints of his friends and other people from the outside world. He criticizes them for no reason. So, Hazlitt call his son a spoilt child.
8. Why did Hazlitt say that it was a bad habit to speak disrespectfully of others?
Ans: Hazlitt says that his son should not keep hatred about others only because he did not know anything about them.
9. How according to Hazlitt should one behave to the presence of competitors at every turn of life?
Ans: He should share with others and settle the differences amicably with the competitors in the outside world.
10. What did Hazlitt expect from his son since he was not born a king's son?

Ans: Hazlitt expects that his son should reconcile to every situation to remain happy in life.

11. What is the difference between Indian and Western attitudes towards public good, according to the lesson?

Ans: Our attitude towards the community is very different from our attitude towards the family. We keep our home clean and the streets full of litter.

12. The author uses the example of water grids and power plants. What point are they trying to make?

Ans: From the example of water grids and power plants, the writer is trying to say that even our decision makers look to someone else to take decisions.

13. How does the story of Al Barouni highlight a specific Indian attitude the author criticizes?

Ans: We Indians are contemptuous of the progressed and better societies than ours. We never acknowledge the accomplishments of others.

14. What is the example used to show how some Indian students don't fulfill their scholarship obligations?

Ans: Some students did not return to India after completing their degree in foreign country and fulfilled scholarship obligations of spending five years.

15. What is the impact of the Indian approach to punctuality on professional interactions?

Ans: The Indians do not respect the other people's time and the deadlines are not met.

16. How does the upbringing of children in Western cultures differ from India, according to the text?

Ans: The western parents teach their children to think for themselves. Our bright people wait for the orders from their bosses to do anything.

17. The author uses the example of scholarship obligations. What point are they trying to make about honouring contracts?

Ans: After getting scholarship to complete degree in foreign country, the students have obligation to serve at least for five years in India after the degree. But most of the students do not fulfill this condition.

18. How does the passage connect the concept of rights and duties of citizens?

Ans: We are all aware of our rights but we often forget our duty and responsibility that accompanies every right.

19. What quote does the author use to emphasize the importance of principles over privileges?

Ans: The quote of former US president, "A people that values its privileges above its principles soon loses both."

20. What does Golden Rule have to do with the author's vision for a better Indian society?

Ans: Let us work towards a society where “ we would do unto others what we would have them do unto us” and make our country great.

short answer questions

Q.1 A. Attempt the following questions in short. (3x4=12 marks)

- (i) question from the first chapter or the question from the second chapter.**
- (ii) question from the first chapter or the question from the second chapter.**
- (iii) question from the first chapter or the question from the second chapter.**

- 1. Why did Hazlitt write a letter to his son?**
- 2. What did Hazlitt’s son mean by not liking the school?**
- 3. What advice did Hazlitt give his son when he complained against the boys at school?**
- 4. What advice did Hazlitt give his son when his son said he did not like the school?**
- 5. Why did Hazlitt’s son complain against his school fellows?**
- 6. What advice did Hazlitt give when his son complained against his school fellows?**
- 7. What could disarm the hostile attitude of his school fellows?**

Ans: Hazlitt writes a letter to his son so that so that his advice would be useful to his son and the son would remember his father in the form of his advice. When his son said that he did not like the school, it meant he does not want to leave his home. He should keep positive attitude and adjust himself with the situation when he can not change it. His son said that his school fellows are disagreeable people. He should not declare things right or wrong until he gives it a trial.

- 8. What advice did Hazlitt give his son when his son criticized the dress of his peers?**
- 9. Why did Hazlitt advice his son not to ‘despise anyone at all’?**
- 10. What did Hazlitt mean by saying ‘there are other people in the world besides yourself’?**

Ans: Hazlitt advises that it is bad to despise any one for anything that he can not help just as poverty. It is also wrong to become glad at the failings of other people. In addition, we should not despise anyone at all. Father also advises his son that other boys at school are his equals. He will find competitors at every turn in the outside world. He is not born to be a king’s son to destroy or dictate others. Therefore, he should settle his differences with others amicably.

11. How does the author's experience working in a global company influence their perspective on Western values?

12. Does the author believe India's colonial past affects its approach to public problems? Why or why not?

Ans: Indians have deep rooted family values but our attitude towards the society is very different. We keep our houses spotless but we do not think before littering outside. When we see some serious problems outside, we consider it someone else's responsibility. This tendency perhaps got created in us as we were ruled by foreigners for a long period. We think that solving our problems is a responsibility of the foreign rulers, not ours.

13. How does the passage define professionalism and how does it differ between Western and Indian cultures?

14. What is the concept of accountability like in Western societies compared to India, according to the passage?

Ans: In the west people do not let personal relations interfere with their professional dealings. The Indians do not respect the other people's time and the deadlines are not met. The Indian tendency of accountability is that if we are in a big position, we should be more responsible person. But in India the more important you are, the less responsible you become. We have no action taken system for bad performance of the top position people or officers.

15. The passage talks about a senior politician not filling taxes for a decade. What was the consequences (or lack thereof) for this action?

16. Why does the author believe India needs to adopt a more respectful view of manual labour?

17. Should Indian families maintain strong bonds while also fostering a sense of community responsibility?

Ans: The author talks about the top politicians not filling their taxes for years. This provides a lot of loss to the public sector. But in India there is no system to take action against the top politicians. We do not follow the dignity labour and do not complete our duties in a responsible manner. We need mindset of working honestly. The Indians do not respect the other people's time and the deadlines are not met. We Indians are contemptuous of the progressed and better societies than ours. We never acknowledge the accomplishments of others.

18. How can education system In India encourage critical thinking and intellectual independence?

19. What steps can be taken to improve India's contract enforcement and uphold ethical business practices?

20. How can Indian citizens be encouraged to fulfil their civic duties alongside demanding their rights?

Ans:

Ans: The western parents teach their children to think for themselves. Our bright people wait for the orders from their bosses to do anything. After getting scholarship to complete degree in foreign country, the Indian students have obligation to serve at least for five years in India after the degree. But most of the students do not fulfill this condition. We are all aware of our rights but we often forget our citizen duty and responsibility that accompanies every right. Let us work towards a society where “we would do unto others what we would have them do unto us” and make our country great.

Parts of Speech:

Que: 2 B :- Parts of speech . (5 Marks)

What is Parts of Speech?

The number of words is countless. These words are classified in eight categories or classes. They are called word classes or parts of speech.

1. **Nouns:** is the name of a person, place, animal, things, thought or feeling as
Examples: boy, mother, Akash, bag, mountain, river, India, Mohan, table, Delhi, love, beautiful, science, arts, etc.

2. **Pronouns:** Words that replace a noun or are used in place of a noun.

Read the sentences given below:

Mohan came to me.

I offered Mohan a chair.

Mohan sat in the chair.

Mohan told me that Mohan was going to Mohan's uncle's house.

(In all the above sentences the Noun Mohan has occurred repeatedly.

Now read the sentences given below:

Mohan came to me.

I offered him a chair.

He sat in the chair.

He told me that he was going to his uncle's house.

In the above sentences, the noun (Mohan has been used only once) it was replaced by the words -he, him, his. We call these words as pronouns.

Therefore, pronoun is a word used for a Noun.

Examples: I, you, she, him, me, he, this, that, they, which.

3. **Verbs:** If we have only nouns, we cannot say anything about them. The word which says something about a Noun or Nouns is called the Verb.
Therefore, verb is the word which tells us what the Subject does.
In short, verbs are words that convey actions, a state of being, or existence.
Examples: walk, go, sing, are, am, is, was, were, seem, sleep.
4. **Adjectives:** Words that adds to the meaning or a noun or a pronoun or describe nouns and pronouns or modifies qualities of it are called adjectives.
1. Mohan is a good boy.
 2. Karan is a fat man.
 3. Kavita is a beautiful girl.
- Examples:** pretty, beautiful, pink, sad, angry, heavy, some, seven,
5. **Adverbs:** Words that modify a verb, adjective or another adverb or the words that answer questions such as ‘when’, where, why, how, how much, and in what way’ are called adverbs.
Mohan plays cricket daily.
Sohan lives there.
He accepted it gladly.
The words like hard fast can be used as adjectives as well as adverbs.
Examples: very, too, quickly, slowly, rarely, outside, tomorrow.
6. **Prepositions:** Words that describe the position of something, the time when something happens or how something is done. Words that link nouns or pronouns to other words within a sentence.
He is standing on the roof. (Shows relation between he and roof)
I will meet you in the evening.
I shall meet you at 6.30 a.m.
Example: at, to, on, in, of, for, over, under, within, upon, with.
7. **Conjunctions:** Words that are used for joining other words, phrases or sentences.
Ram and Shyam are my friends. (connects the nouns Ram and Shyam)
You can stay here or go to some other hotel. (or connects two clauses)
He took best medicine but he died. (but joins two clauses)
Examples: for, and, nor, but, or, yet, so, although, because, whether.
(These words joins two nouns or two clauses (sentences)).
8. **Interjection:** Words or phrases that are used to express sudden feelings such as surprise, pain, pleasure, etc.
Example: Wow! Hey! Oh! Hurray!
Whew! That was a good run.
Ugh! What a smelly drain!
Wow! A mermaid!

That's disgusting. Yuck!
Alas! We have lost the battle.
Hurrah! We have won the match.
What! You ate the whole cake?
Shh! This is a library.

Questions based on parts of speech:

Identify the part of speech of the underlined words:-

1. He often plays the drum.
Ans: He= Pronoun.
2. Do you like pets?
Ans: Like= verb.
3. Maya Listens to the ragas every morning.
Ans: Listens= verb.
4. My neighbour is an old lady of British origin.
Ans: Old= adjective.
5. The group decided to go for trekking.
Ans: Group= noun.
6. This is Rahul's favourite car.
Ans: favourite= adjective.
7. He did well in the board examination.
Ans: well = adverb.
8. You must drive carefully in hilly areas.
Ans: Carefully= adverb.
9. Has your brother ever been to Italy?
Ans: Brother= noun.
10. The play is one of the best I have seen in recent times.
Ans: play= noun.
11. He was released on bail.
Ans: bail= noun.
12. It was not clear yesterday. (noun)
13. Clear the way, please. (Verb)
14. I like the things of Indian make. (adjective).
15. Please make room for me. (verb).
16. The sun gives us light. (noun)
17. light the lamp. (verb)
18. The program is well timed. (adjective)
19. What is the time by your watch? (noun).
20. Strike the iron while it is hot. (noun)
21. I am ironing the clothes. (verb)

22. I shall buy two iron chairs. (adjective)
23. still waters run deep. (adjective.)
24. still the child, please. (verb)
25. he is poor, still he is honest. (conjunction).
26. she is absent because she is ill. (conjunction)
27. He finished his work quickly. (adverb).

Que: 2- A- TRANSFORMATION OF TENSES (5 MARKS)

Que-2. A. Transformation of Tenses. (Any five to solve out of eight) 5 Marks.

Tenses:- A tense is a form of the verb that allows you to express time. It is used to show the past, present or future time of the action or state it denotes. A tense gives us information and helps us to express actions that have happened in the past, are happening in the present or will happen in the future. To frame a correct sentence and convey information correctly, we need to learn the correct use of tenses in a sentence.

There are three primary tenses in English Grammar:

- a. Present tense
- b. Past Tense
- c. Future Tense.

(Each tense is further divided into simple, continuous, perfect and perfect continuous tenses.

Simple Tense: -

- a. Simple Present Tense (Subject+ V1+ Object)
 1. Ravi plays football.
- b. Simple Past Tense (Subject+ V2+ Object)
 1. Ravi played football.
- c. Simple future tense. (Subject+ will/shall V1+ Object)
 1. Ravi will play football.

Continuous tense: -

- a. Present Continuous Tense.
 1. Ravi is playing football.
(Subject + am/is/are+ V+ing + object.)
- b. Past Continuous Tense.
 1. Ravi was playing football.
(Subject + was/were+ V+ing + object.)

c. Future Continuous Tense.

- 1. Ravi will be playing football.**

(Subject + Will be/Shall be+ V+ing + object.)

Perfect Tense:-

a. Present Perfect Tense.

- 1. Ravi has played football.**

(Subject + have/has + V3 + object.)

b. Past Perfect Tense.

- 1. Ravi had played football.**

(Subject + had + V3 + object.)

c. Future Perfect Tense.

- 1. Ravi will have played football.**

(Subject + will have + V3 + object.)

Perfect Continuous Tense:-

a. Present perfect continuous Tense

- 1. Ravi has been playing football.**

(Subject + have/has+ been + V+ ing + object.)

b. Past Perfect Continuous Tense.

- 1. Ravi had been playing football.**

(Subject + had+ been + V+ ing + object.)

c. Future perfect Continuous Tense.

- 1. Ravi will have been playing football.**

(Subject + will have+ been + V+ ing + object.)

Exercise for practice for the preparation for Examination: -

- 1. I will be writing my exam this time tomorrow. (Change into past continuous tense)**

Ans: I was writing my exam this time yesterday. (was/were+v ing)

- 2. He will be waiting for us. (Change into Present continuous tense)**

Ans: He is waiting for us. (am/is/are + V ing)

- 3. I know this. (Change into simple past)**

Ans: I knew this. (subject + v2+ object)

- 4. He will have thought about this. (Change into present perfect tense)**

Ans: He has thought about this. (have/has + v3)

- 5. He wanted to know more about the job. (change into simple present tense)**

Ans: He wants to know more about the job.

6. **I am leaving** for England tomorrow. (Change into future continuous tense).
Ans: I will be leaving for England tomorrow.
7. I already know this. (Change into simple past)
Ans: I knew this.
8. I am leaving for Boston tomorrow. (Change into future continuous tense)
Ans: I will be leaving for Boston tomorrow.
9. My brother will be waiting for us at the station. (change into present continuous tense)
Ans: My brother is waiting for us at the station.
10. Akash will be writing his exam this time tomorrow. (Change into past continuous tense)
Ans: Akash was writing his exam this time yesterday.
10. Neel always wanted to be a pilot. (Change into present perfect tense)
Ans: Neel has always wanted to be a pilot.
11. The villagers will not tolerate this injustice. (Change into simple past)
Ans: The villagers did not tolerate this injustice.
12. Seema wanted to know more about the new job. (Change into Simple present)
Ans: Seema wants to know more about the new job.
13. My sister will have thought about this. (Change into present perfect tense)
Ans: My sister has thought about this.
14. The opposition will not accept this proposal. (Change into simple past)
Ans: The opposition did not accept this proposal.
15. That girl will clear the test. (Change into future continuous tense)
Ans: That girl will be clearing the test.

1. Read the following sentences carefully :

- (i) Birds **fly** in the air.
- (ii) My brother **flew** to England last week.
- (iii) I **shall fly** a kite on Sunday.

In the first sentence the Verb '**fly**' refers to the *Present* time, in the second sentence the Verb '**flew**' refers to the action in the *Past*, while the Verb in the third sentence '**shall fly**' refers to the *Future*.

2. The **Tense of a Verb** shows the time when an action takes place.

There are three Tenses :

I. Present Tense

II. Past Tense

III. Future Tense

3. In order to show at what stage an action is, each of the three tenses has been sub-divided into four heads. These sub-divisions are—

<i>Tense</i>	<i>Indefinite</i>	<i>Continuous or Progressive</i>	<i>Perfect</i>	<i>Perfect Continuous</i>
Present	I play	I am playing	I have played	I have been playing
Past	I played	I was playing	I had played	I had been playing
Future	I shall play	I shall be playing	I shall have played	I shall have been playing

Thus, the *tense* of a *verb* does not show the time of an *action* or *event* alone. Rather it shows the *state* of that action also.

I. THE PRESENT TENSE

(With Extension)

A. THE PRESENT INDEFINITE TENSE

(First form of the Verb)

4. (a) In the **Present Indefinite (Simple Present) Tense** the *first form of the verb* is used ; as—

I **learn** my lesson.
We **pray** to God daily.
You **fly** kites.
They **reach** the school in time.

(b) If the **Subject** is of the **third person** and **singular in number**, we add 's' or 'es' to the first form of the verb ; as—

Ram **tells** a lie.
Manu **goes** to school.

She **speaks** the truth.
Mrs. Sharma **teaches** us English.

Note : (i) we add 'es' to the verbs which end in 'o', 's', 'ss', 'sh', 'ch' or 'x'.

(ii) If some verb has 'y' after a consonant, change 'y' into 'i' and add 'es' to it ; as—'carry—carries' However, this rule does not imply in the condition if 'y' follows a vowel in the verb 'destroy—destroys' 'pray-prays' etc.

(c) '**Do**' or '**does**' is used in **Interrogative, Negative and Emphatic sentences.**

(i) **Interrogative Sentences.**

['Do, does' is placed before the subject and the first form of the verb is placed after the subject, e.g.]

(Do/does + Subject + 1st form of the verb + ?)

Do you like your new school ?

Does he know you well ?

When **does** he get up ?

(ii) **Negative Sentences.**

If the subject of a sentence happens to be 'I', 'we', 'you', 'they' or plural nouns, put *do not* with them.

Similarly, if the subject is anyone of 'he', 'she', 'it' or any other III Person Singular Noun, *does not* will be used with them. Begin the sentence with '*Do not*' in Imperative sentences ; as—

(Subject + do/does + not + 1st form of the Verb)

I do not tell a lie.

Do not sit here.

Rakesh **does not learn** his lesson.

Exception—He never takes tea.

(Here the sentence means—He does not ever take tea.)

(iii) **Emphatic Sentences.**

You **do smoke** but do not confess.

He **does go** to the movie ; but on Sundays.

Note. Only the *first form of the Verb* is used with '*do*' and '*does*'.

Uses of the Simple Present Tense

5. The Simple Present Tense is used with the words—*always, every day, every week, every month, once a week, twice a week, frequently, generally, sometimes, usually, quite often* etc. and in the following cases—

(a) to express some **habitual action, daily routine or custom** ; as—

I *go* out for a walk daily.
My father *always reaches* the office in time.
He *takes* exercise in the morning daily.

(b) to express certain **General/Universal, Permanent truth** ; as—

Ice *melts* at 0° centigrade.
The earth *moves* round the sun.
The rose *smells* sweet.
Honesty *pays* in the long run.

(c) (i) to express certain **fact** that is true at the time of speaking.

Our school *opens* at 10 A.M. these days.
An inland letter *costs* seventy-five paise.
I *live* in Delhi.
Here *comes* my uncle.

(ii) In exclamatory sentences beginning with *here* and *there* to express what is actually taking place at the time of speaking.

Here *comes* the gardener !
There she *hides* !

(d) to express a **situation** or a **fact** that is permanent.

Our school *faces* the North.
Agra *stands* on the bank of the Yamuna.
This road *leads* to Gurgaon.

(e) (i) to narrate different **actions** taking place at the time of speaking.

Ashok *carries* the ball.
He *hits* it hard and *scores* a goal.

(ii) to describe activities in progress when there is stress on the succession of happenings, e.g., in broadcasting commentaries or sporting events.

Nikunj *carries* the ball. He *hits* it hard and *scores* a goal.

(f) to narrate a **past event** through a dramatic narrative for the sake of vividness.

Shivaji now *draws* his sword and *attacks* the enemy.
When the curtain *rises*, Ravana is *seen* sitting on his throne.
Sohrab now *rushes* forward and *deals* a heavy blow to Rustam.
Immediately, the police *hurries* to the place of accident.

(g) to express a **planned Future action**.

His marriage *comes off* next week.
The train *steams off* at 11 O'clock.
The ship *sails* for England next week.
I *leave* for Kolkata tomorrow.
Our annual examination *begins* on 10th March.

(h) to express a **Subordinate Clause of time and condition** introduced by *if*, *till* or *when* in a conditional sentence.

If you *run* fast, you will catch the train.
When you *reach* there, send me a telegram.

She will come out if you *call* her.
 I shall wake up when the cock *crows*.
 I shall stay here till you *get* ready.

(i) to begin **Imperative Sentences.**

Obey your teachers.
 Always *speak* the truth.

(j) to **quote someone ; as,**

Kalidas says, "Beauty needs no ornaments".
 Shelley says, "If winter comes, can spring be far behind" ?
 Browning says, "Who knows the world may end tonight".

Note. (i) The **Present Indefinite Tense** generally contains such Adverbs and Adverb Phrases ;
 as—

Always, frequently, daily, generally, often, sometimes, usually etc.

Every day, every week, every now and then, every month, once a week, thrice a week etc.

(ii) Such phrases as '*at the moment*,' '*at present*' etc. are not used in this tense.

(iii) This tense can be used in place of **Present Continuous Tense** with the (those) verbs which cannot be used in *Continuous form*. For example—

1. Verbs of appearing, *e.g.* appear, look, seem.
2. Verbs of thinking, *e.g.* agree, believe, consider, deem, forget, know, imagine, mean, mind, remember, think, suppose, understand.
3. Verbs of emotion, *e.g.* desire, feel, hate, hope, likes prefer, love, refuse, want, wish.
4. Verbs of perception, *e.g.* hear, notice, recognize, see, smell.
5. Verbs of possession, *e.g.* belong, contain, consist of, own, possess.

Wrong

He **is loving** me.
 I **am thinking** you are in the wrong.
 She **is looking** sad.
 He **is having** a Maruti Car.
 These grapes **are tasting** sour.

Right

He **loves** me.
 I **think** you are in the wrong.
 She **looks** sad.
 He **has** a Maruti Car.
 These grapes **taste** sour.

Exceptions : The verbs listed above convey a changed meaning if they are used in the present continuous tense, *e.g.*

She **is thinking** of going abroad. (has the idea of)
 They **are having** lunch. (busy in taking)
 She **is feeling** better now. (has become)

EXERCISE 1

Fill in the following blanks with correct tense of the verbs given in brackets :

1. I in Model Town and my friend, Sham also there. (live)
2. My mother water and I rice every morning. (boil)
3. My father to his office and we to our schools at 8 A.M. (go)
4. I what my sister (eat)
5. you in the same school in which Radha ? (read)
6. The sun in the day and the stars at night. (shine)
7. Beauty no ornaments as you them. (need)
8. Sohan his fields in the same manner as other farmers their fields. (plough)
9. Rajni on the bed but her sisters on the floor. (sleep)
10. Sarla as sweet as Sharda and Sushma (sing).

B. PRESENT CONTINUOUS TENSE

(Is/am/are + Verb + ing)

6 (i) In order to form the **Present Continuous Tense**, we add **Present Participle** to **is, am or are**. The **Present Participle** is formed by adding 'ing' to the *first form* of the verb. 'Is' is used with *he, she, it* or Third Person Singular Noun, 'am' is used with 'I' and 'are' is used with *we, you, they* and plural Nouns.

Examples : She *is singing* a song.
Birds *are flying* in the sky.
I *am writing* a story.

(ii) In **Interrogative form**, the **helping verb** is used before the subject.

[Is/am/are + Subject + (Verb + ing)..... ?]

Examples : Are you *going* home ?
Is it *hailing* ?
Am I *telling* a lie ?

(iii) In **Negative form**, we add 'not' between the **Principal Verb** and the **operative helping verb**.

[Subject + is/am/are + not + (Verb + ing) ...]

Examples : She *is not weeping*.
I *am not appearing* in the test.
Farmers *are not ploughing* their fields.

Uses of the Present Continuous Tense

7. The Present Continuous Tense is used with the words—at this time, at present, at the moment, now, nowadays, still etc. and in the following cases :

(a) To describe **an action in progress and/or the continuity of the action**.

The girls *are singing* a chorus.
The well *is working*.
The ducks *are swimming* in the pond.

(b) To describe **an action in progress, but not necessarily at the time of speaking**.

India *is exporting* onions to the Middle East.
What *are you writing* these days ?
I *am writing* a book on Mathematics.
She *is revising* her course now.
We *are waiting* for the guests at the moment.

(c) To express **an action definitely planned for the near Future**.

I *am not going* to Amritsar tomorrow.
Is she *inviting* you to the feast ?
The schools *are closing* this Saturday.
We *are holding* a seminar next month.

(d) To express **an action that has become a habit for doing it over and over again**.

Manu *is always asking* questions.
You *are always running* me down.
She *is always borrowing* money.

Note. The following words are seldom used in the Present Continuous Tense.

(a) Hear, notice, see, smell.

- (b) Admire, adore, care, desire, forgive, hate, like, refuse, want, wish, know and forget etc.
 (c) Own, owe, belong, possess.

The above words can however be used in the Continuous Tenses. In that case, they convey a changed meaning, e.g.,

Sarla *is tasting* the soup to confirm if it needs more salt.

(She is tasting the flavour of the soup.)

She *is thinking* of visiting my house.

(thinking of means planning.)

They are *having* rest.

(Having means taking.)

EXERCISE 2

Fill in the following blanks with correct tense of the verbs given in brackets :

1. Look ! the sun (rise)
2. Why you so fast ? (run)
3. The children in the park. (play)
4. Mohini a novel now. (read)
5. Water from the running tap. (flow)
6. it outside now ? (rain)
7. What your sister these days ? (do)
8. I tonight. (return)
9. They for Kanpur tomorrow. (leave)
10. Why you a noise ? (make)

C. PRESENT PERFECT TENSE

(Subject + Has/have + III form of the verb)

8. (i) In the **Present Perfect Tense** the past participle (III) form of the verb is used with *has* or *have*. '**Has**' is added with third person singular subjects, as—'*he*', '*she*', '*it*' and '**Have**' is added with '*I*', '*we*', '*you*', '*they*' and plural nouns.

He *has won* a prize.

You *have insulted* me.

I *have taken* the dose of medicine.

(ii) In **Interrogative form** [**Has, have** are placed before the subject.]

(*Has/have* + Subject + III form of the Verb...?)

Have they *crossed* the river ?

Where *have* you *seen* my brother ?

(iii) In **Negative form** ['**not**' is used between the main verb and the helping verb.]

(Subject + *has/have* + *not* + III form of the Verb...)

She *has not come* yet.

I *have not received* any information.

Uses of the Present Perfect Tense

9. The Present Perfect Tense is used with the words : *yet, as yet, already, just, just now, so far, since, ever since, presently, once, twice, thrice* etc. and in the following cases :

(a) To express **an action that has been recently completed.**

I *have just received* the letter.

We *have won* the match.

He *has chalked* out a programme.

(b) This tense is also used to express an action in a sentence which begins with 'For how long' or 'Since when', as in—

For how long have you been sitting here ?

Since when has he been living in this house ?

(c) This tense is also used to express an action which began in the past and has been just completed. However, its result is visible in the present, as in—

I have been studying **since** morning and I am much tired now.

She has been washing the dishes **for** an hour and her clothes are dirty now.

Note : Since is used for a point of time.

For is used for a period of time.

Remember that if time (of the beginning of an action) is given in **Present Continuous Tense** it would automatically become **Present Perfect Continuous Tense**.

Mohan is weeping. (Simple Present Continuous)

But

Mohan has been weeping **for** an hour. (Present Perfect Continuous)

Because Mohan has been weeping for an hour means he has completed (perfected) some portion of the action of weeping, the action (of weeping) is still continuing. Therefore, it is the sentence of **Present Perfect Continuous Tense**.

We say

Point of time

Since morning

Since Monday

Since June

Since 1979

Period of time

For two hours

For a week

For a long time

For five years

EXERCISE 4

Fill in the following blanks with correct tense (present) of the verbs given in brackets :

1. It outside for half an hour. (hail)
2. The storm since 4 O'clock. (howl)
3. I for the bus since morning. (wait)
4. Since when you in this school ? (read)
5. It not since midnight. (rain)
6. She midnight oil for five years. (burn)
7. I for the examination for one year. (prepare)
8. Malaria in this city since July. (rage)
9. How long you for me ? (wait)
10. The washerman our clothes since 1985. (wash)

EXERCISE 5

(Miscellaneous)

I. Fill in the blanks with correct present tense form of the verbs given in brackets :

1. Water at 100°C.
2. We a hockey match tomorrow.
3. your brother his account ?
4. The cattle in the field.
5. She meat several times.
6. You a losing game.
7. Everybody with the rising sun.
8. They football for two hours.

(boil)
(play)
(clear)
(grow)
(bark)
(play)
(rise)
(play)

(b) To describe **an action the time of which is not given.**

The train *has steamed* in.
They *have left* for Australia.
I *have seen* a snake in the garden.

(c) To describe **a past experience.**

I *have seen* this picture several times.
Have you *been* to Kashmir ?
He *has failed* in the Secondary School Examination thrice.

(d) To express **an action that began in the Past and still continues.**

He *has worked* in this school **for** five years. (is still working)
I *have not seen* him **since** Monday last.
She *has lived* in Delhi **for** fifteen years.

Remember that we do not use *Adverbs of Time* denoting the past tense in **Present Perfect Tense.**

Father *has returned* from Mumbai yesterday. (This sentence is wrong)
Father *has returned* from Mumbai.
Father *has just returned* from Mumbai.

If we aspire to use an **Adverb of Time** showing *Past Tense*, we should better frame the sentence in **Past Indefinite.**

Father *returned* from Mumbai yesterday.
I *passed* my IX class in the year 1991.

EXERCISE 3

Fill in the following blanks with correct tense (present) of the verbs given in brackets :

- Where you your purse ? (lose)
- she not yet her work ? (finish)
- How many sums she ? (solve)
- My sister from Meerut presently. (return)
- Raju Saroj since 1980. (know)
- Asha never the Red Fort. (see)
- you not your bath as yet ? (take)
- I not my lesson. (revise)
- We not from Rajni for the last four months. (hear)
- She in Delhi for eight years. (live)

D. PRESENT PERFECT CONTINUOUS TENSE

(Subject + has/have + been + I form of the Verb + ing...)

10. In order to form the **Present Perfect Continuous Tense**, we put **has been** or **have been** before the **Present Participle Form** of the Verb ; as—

It *has been raining* **for** two hours.
I *have been flying* a kite **since** 2 O'clock.
Has the gardener *been watering* the plants **since** morning ? (Interrogative)
She *has not been dancing* **for** an hour. (Negative)

11. (a) **The Present Perfect Continuous Tense** is **used** to describe an action that began in the Past, is still continuing and may extend into the Future ; as—

She *has been waiting* for you **for** three hours.
They *have been playing* cards **since** 10 A.M.

(Wrong)

Or

(Correct)

(Correct)

Or

(Wrong)

(Wrong)

 O_r

(Correct)

(Wrong)

 Q_r

(Correct)

(Wrong)

 Q_r

(Correct)

(Wrong)

 Q_r

(Correct)

II. THE PAST TENSE

A. THE PAST INDEFINITE TENSE

(Subject + II form of the Verb...)

12. In the **Simple Past (Past Indefinite) Tense** the **second form of the Verb** is used ; as—

He **came** here yesterday.

They **killed** a lion.

You **wrote** a letter.

13. 'Did' is used in the **Interrogative** and **Negative** sentences. 'Did' is also used to **emphasise**. Only the **first form** of the **Verb** is used with 'did'.

(i) **In Interrogative Sentences** [*did*] is placed before the subject and verb in first form after it ; as—]

(Did + Subject + I form of the Verb...?)

Did you *show* me your homework ?

Did she give you the message ?

(ii) **In Negative Sentences** [*did not*] is put after the subject and first form of the verb is used thereafter : as—]

(Subject + did + not + I form of the Verb...)

I **did** not *apply* for leave.

You **did** not *attend* the class.

Exception—I *never* told a lie.

(This sentence means—I did not ever tell a lie)

(iii) **To lay emphasis**

I **did** *try* to solve the question but was not able to solve it.

She **did** *sing*, but not with a will.

Uses of the Past Indefinite Tense

14. The **Past Indefinite (Simple Past)** Tense is used :

(a) To express **an action completed in the past with reference to the time of speaking.**

I saw many birds in the zoo.
You reached the school late (on) that day.
 An accident *took place* in front of our house.

(b) To express **habitual or regular action in the Past.**

Gandhiji always *spoke* the truth.
I went out for a walk daily in the morning last year.
 In those days my mother *gave* me some pocket money everyday.

The habitual past can also be expressed by using '**used to**'

When I was a student I *used to* keep late hours.
 He *used to* read a few chapters of the Gita everyday.

But '**used to**' means that it happened in the past, now it does not happen.

He *used to* smoke a lot.

(c) To express **an event which occurred at a particular point in the Past.**

She *walked* very slowly.
 My father *came back* home yesterday.

(d) To express **an action which occupied a period of time in the Past, which is now ended.**

We *lived* in this house for ten years. (Do not live now)
 I *stayed* at the Green Hotel for two months. (Not staying now)

(e) To express **an action where some word, showing past action (yesterday, ago, last, etc.) is given in the sentence, as,**

He *received* your message yesterday.
 I *passed* the S.S.C. Examination last year.
 India *got* freedom over five decades ago.

(f) To express **two actions taking place simultaneously (at the same time), as—**

While I *sipped* coffee, I *revised* my lesson.
 While Sushma *sang*, Radha *danced*.
 She *watched* the T.V. as well as *knitted* the sweater.

(g) To express **two actions, where the first action leads instantly to the second action, as—**

When he *called* her a flirt, she *hit* him.
 When the circus show *ended*, the spectators *stepped* out.
 When I *opened* the window, the bird *flew* out.

(h) When '**when**' or '**while**' is used in simple past tense, it indicates that both the actions took place in the same duration of time, as—

I played chess while he *slept*.
 When we *lived* in Delhi, we often *travelled* by bus.
 When I *went* to bed, the light *went* out.

(i) When '**till**', '**until**', '**as soon as**', '**before**' are used in simple past tense, they indicate that one action follows the other, as—

She *waited* for her mother till/until it *got* dark.
 As soon as we *bolted* the door, some guests *arrived*.

(v) Verbs of 'Knowing', 'Understanding' etc. are generally used in Simple Past Tense in time clauses, as—

As soon as he *understood* his mistake he *begged* for excuse.
When he *perceived* his brother's indifference, he *left* his house.

15. Mark the correct use of the Past Indefinite Tense in the following sentences.

Incorrect	Correct
1 He <i>has passed</i> the Secondary School Examination in 1978.	He <i>passed</i> the Secondary School Examination in 1978.
2 They <i>have left</i> for Agra yesterday.	They <i>left</i> for Agra yesterday.
3 She <i>has written</i> a letter to her father last evening.	She <i>wrote</i> a letter to her father last evening.
4 Babar <i>has founded</i> the Mughal Empire.	Babar <i>founded</i> the Mughal Empire.

Note : The difference in the meaning of the following sentences :

- (i) He *has worked* in this office for five years. (He is still working here)
(ii) He *worked* in this office for five years. (He is no longer working here)

EXERCISE 6

Fill in the following blanks with correct tense of the verbs given in brackets :

- I your letter this morning. (receive)
- How many deer you in the zoo ? (see)
- My father a new house last month. (buy)
- Prices by forty percent last year. (rise)
- Columbus America. (discover)
- Thousands of people their lives in the earthquake. (lose)
- Gangu ten rupees from me. (borrow)
- When you from Allahabad ? (return)
- I to her house on foot. (go)
- A thief into our garage last night. (break)

B. THE PAST CONTINUOUS TENSE

(Subject + was/were + I form of the Verb + ing...)

16. (i) The **Past Continuous Tense** denotes an action going on in the past. In order to form **Past Continuous Tense** we add **Present Participle** to *was* or *were* ; as—

The train *was running* at full speed.
The boys *were taking* a test in English.

(ii) **In Negative form** ['not' is placed between the helping verb and the principal verb ; as—]

(Subject + was/were + not + Verb + ing...)
She *was not weeping*.
You *were not solving* the sums.

(iii) **In Interrogative form** [the helping verb is placed before the subject ; as—]
(Was/were + Subject + Verb + ing + ... ?)

Were the sheep *grazing* in the field ?
Was the gardener *plucking* flowers ?

(v) Verbs of 'Knowing', 'Understanding' etc. are generally used in Simple Past Tense in time clauses, as—

As soon as he *understood* his mistake he *begged* for excuse.
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Note : The difference in the meaning of the following sentences :

- (i) He *has worked* in this office for five years. (He is still working here)
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B. THE PAST CONTINUOUS TENSE

(Subject + was/were + I form of the Verb + ing...)

16. (i) The **Past Continuous Tense** denotes an action going on in the past. In order to form **Past Continuous Tense** we add **Present Participle** to *was* or *were* ; as—

The train *was running* at full speed.
The boys *were taking* a test in English.

(ii) **In Negative form** ['not' is placed between the helping verb and the principal verb ; as—]

(Subject + was/were + not + Verb + ing...)
She *was not weeping*.
You *were not solving* the sums.

(iii) **In Interrogative form** [the helping verb is placed before the subject ; as—]
(Was/were + Subject + Verb + ing + ... ?)

Were the sheep *grazing* in the field ?
Was the gardener *plucking* flowers ?

Uses of the Past Continuous Tense

17. (i) The **Past Continuous Tense** is used to *express an action that was happening in the Past at the time of speaking*. The time of the action may or may not be mentioned.

Examples : The old lady *was crying* at the top of her voice.
They *were not making* a noise.
Were the milkmen *milking* the cows ?

(ii) The use of this tense with **Simple Past Tense** denotes that the previous action *was* going on when the latter action took place ; as—

My mother *was cooking* the food when I **reached** home.
I *was ironing* my clothes when my friend **telephoned** to me.
Rohit *was taking* tea when I **visited** his house.

EXERCISE 7

Fill in the following blanks with correct tense of the verbs given in brackets :

1. The baby in the room. (weep)
2. Children a noise in the class. (make)
3. Why you at her ? (look)
4. We saw the aeroplane while it (take off)
5. The students their morning prayer when I reached their school. (say)
6. I my beard when the telephone bell rang. (shave)
7. My mother when I returned home. (sleep)
8. The old lady the Gita when the guests arrived. (read)
9. Mother tea for us when the school bus horned. (Prepare)
10. She found that the baby bitterly. (cry)

C. THE PAST PERFECT TENSE

(Subject + had + III form of the Verb)

We often make mistakes while using the **Past Perfect Tense**. We use 'had' at random wherever we view 'था' in a sentence in our mother tongue.

I *had gone* to Delhi yesterday.

This sentence should be formed in *Simple past*.

I *went* to Delhi yesterday.

Past Perfect Tense is in reality, the *past* of the *past*. It is used when we say that an action was completed before another action took place. Both the actions are related to each other in some way. Of the two actions the one that took place first is given by Past Perfect Tense. The action which takes place later is expressed by *Simple Past* or *Past Indefinite Tense* as—

The train had left before I reached the station.

The structure of Past Perfect is—

18. In order to form the **Past Perfect Tense** we use 'had' before the **Past Participle (III) form of the Verb**.

(i) **In Interrogative form** ['Had' is used before the subject]

(Had + Subject + not + III form of the Verb + ?)

Had he **left** when you *came* ?

Had the doctor **arrived** before the patient *died* ?

- (ii) **In Negative form** ['not' is used after 'had']
(Subject + had + not + III form of the Verb +)

I **had not seen** you before.
The doctor **had not reached** before the patient *breathed* his last.

Uses of the Past Perfect Tense

19. (a) The **Past Perfect Tense** is used to express an action completed before another action took place ; as—

When he *came* to me, I **had posted** the letter.
The match **had begun** before I *reached* the playground.
The rain **had stopped**, when we *entered* the cinema hall.

(b) In a **Simple Sentence** we never use the **Past Perfect Tense** unless it has in it some such words ; as—*still, before, never, already, till, since* etc. ; as—

The Mother **had already cooked** the food.
She **had never seen** such a terrible sight before.
She **had not travelled** by a train *till* then.
I **had not written** to her *since* my going abroad.

(c) (i) It is also used to express an unfulfilled action in the past ; as—

If she **had worked** hard she would have passed.
If you **had come** in time we would have taken you with us.

(ii) It is also used to express an unfulfilled wish in the past ; as—

I wish I **had won** the election.
I wish I **had accepted** the job.
I wish I **had appeared** at the test.

(d) To denote the action or event which has been completed before some point of time.

By afternoon he **had completed** much work.
At 9 P.M. all the members **had come**.
By sunset, we **had watered** the plants.

Use of Past Indefinite and Past Perfect Tenses in Time Clauses.

We can express time by using some 'time-denoting'. Adverbs or through Adverbial clauses of Time. The combination of two past actions depends upon their mutual relevance.

Examples :

I **had waited** for my friend until he arrived.
After he **had sailed** many days the mariner reached the coast.
She **had not been** well since she returned from Mumbai.
I **had taken** a bath when the telephone rang.

EXERCISE 8

Fill in the following blanks with correct tense of the verbs given in brackets.

- Mohan already his breakfast. (take)
- If she for the examination she would not have failed. (prepare)
- The bell before I reached the school. (go)
- The patient before the doctor arrived. (die)
- She not the place before her husband permitted her. (leave)
- the child before his mother returned from office ? (sleep)
- The rain when we stepped out of our house. (stop)
- If you her, she would have got first division. (help)

9. The cinema show when I reached the hall. (start)
10. If she a bus, she would have caught the train. (board)

D. THE PAST PERFECT CONTINUOUS TENSE

(Subject + *had + been + Present Participle...*)

20. (a) The **Past Perfect Continuous Tense** expresses an action that had been going on for some time in the past. In order to use this tense we use **had been** with **Present Participle (ing) form** of the verb.

Examples :

Children **had been playing** since morning.
 It **had not been drizzling** since last night. (Negative)
 Had you **been waiting** for me for two hours? (Interrogative)

(b) The **Past Perfect Continuous Tense** is also used to express an action that had been going on for some time before another action took place in the past ; as—

Examples :

They **had been playing** chess for two hours when I joined them.
 The Chinese **had been preparing** for war for many years before they attacked India.
 We **had been standing** in a queue for half an hour before the bus arrived.

(i) In Interrogative form, '*had*' precedes the subject and '*been*' comes after the subject as—

Had he *been quarrelling* with you for some time ?
Hadn't they *been preparing* hard for the examination ?

(ii) In negative form, '*not*' is placed after '*had*' and before '*been*' ; as—

They **had not been** *working* on this project for many years.
 He **had not been** *thinking* to go abroad.

EXERCISE 9

Fill in the following blanks with correct tense of the verbs given in brackets use the Past Tense.

1. She hard since December. (study)
2. Sarla her lover for many years. (be fool)
3. How long the two neighbours when a third one joined them ? (quarrel)
4. I for four hours when you knocked at my door. (sleep)
5. Tenzing to climb Everest for many years before he succeeded in his mission. (try)
6. Sheela preparations for four years before she appeared at the IAS examination. (make)
7. They the sums for four hours when I joined them. (solve)
8. The Americans for war for many years. (prepare)

EXERCISE 10

(Miscellaneous)

I. Rewrite the following sentences changing the Verbs into the Past Tense :

1. Our hen lays one egg daily.
2. Whenever my mother comes, she brings toys for me.
3. She knows that your brother turns with a tide.
4. Anyone who travels by railway through India can see that the country is well supplied with natural wealth.
5. He behaves nicely at tables, talks gently, remains cheerful, thinks of others, keeps an eye on the company and tries to be pleasant and polite in every way.

II. Rewrite the following sentences changing the Verbs into the Present Tense :

1. No one knew what was in store for him.
2. Work, not worth, shall rule mankind.
3. Why did he abuse you ?
4. Fortunately the fighting was over soon.
5. Meanwhile President Kennedy's father fell ill.
6. A school bus accident killed scores of children.

III. In the following sentences supply the tense of the Verbs as directed :

1. My brother (*carry*) the day in the races today. (Past Indefinite)
2. I (*lose*) my two ten-rupee notes. (Present Perfect)
3. The train (*leave*) (Present Perfect) and the platform (Present) a deserted look. (Present Indefinite)
4. He (*hang*) his coat on the peg. (Past Indefinite)
5. Why do you always (*run*) him down ? (Present Continuous)
6. He never (*see*) a lion before. (Past Perfect)

III. THE FUTURE TENSE

A. THE SIMPLE FUTURE/FUTURE INDEFINITE TENSE

(*Shall/will* + Verb)

21. The **Future Indefinite Tense** is used to express the *action* or *event* which is likely to happen in **Future**. In this tense we use *shall/will* between the subject and the first form of the verb. Normally we use '*shall*' with pronouns of first person (I, We). In the same way, we use '*will*' with the pronouns of second person (you) and third person (he, she, it they).

(i) In **Negative** sentences '*not*' is added after '*shall/will*' as the case may be ; as—

We *shall* not see the picture today.
They *will* not come here soon.

(ii) In **Interrogative** sentences '*will/shall*' is placed before the subject and first form of the verb after it ; as—

Will you go to college today ?
Shall we play now ?

Uses of the Simple Future/Future Indefinite Tense

22. There are several ways of expressing **Future Time** in English. We can express future actions/events in the following ways.

In these sentences the Present Indefinite Tense expresses the work planned for the near future.

(a) by using **Present Indefinite Tense**

Our party *leaves* for Agra tomorrow morning.
We *stay* there for two days.
We *enjoy* the beauty of the Taj on the full moonlit night and *return* the next day.

In the sentences given above, planned activities for the near future have been expressed by Present Indefinite Tense.

(b) by using Present Continuous Tense

I am leaving for Amritsar next week.
Are you coming on Monday?
She is not inviting you to her marriage.

(c) by using 'going to'

I am going to buy a new pen.
 If you don't admit your mistake, *I am not going to* pardon you.

On using 'Going to' the structure of the sentence will be—

Form. (Subject + *is/am/are* + *going to* + Verb)

In both the sentences given above the speaker is certain about the occurrence of the action. But mostly we use 'going to' when we know that the decision of getting an action done has been taken. Probably some steps have been taken towards it and the action is certain to be completed as—

My uncle has bought a plot of land in Delhi, *he is going to build* a house next year.
 I have drawn 16,000 rupees from the bank, *I am going to buy* a scooter tomorrow.
 The sky is overcast with dark clouds. *It is going to* rain.
 Sham has broken the window pane. *He is going to* be fined.

(d) by using 'be + to + Verb' ; as—

I am to reach school at 7 A.M.
 The Prime Minister *is to broadcast* his speech today.

(e) by denoting the Principal Clause of a conditional sentence ; as—

If she works hard, *she will get* a scholarship.
 If we hire a taxi, *we shall catch* the train.
 If you run fast, *you will win* the race.

EXERCISE 11

Fill in the following blanks with correct tense of the verbs given in brackets :

1. We not to the market, in case it rains. (go)
2. She here till I do not return. (stay)
3. She me next week. (see)
4. If I work hard, I the examination. (pass)
5. If she hires a scooter, she the train. (catch)
6. She hopes you her. (help)
7. If Nitin works hard, he the class. (top)
8. She my house next Monday if she comes to Delhi. (visit)
9. Now that her husband is here, she indoors. (keep)
10. No one my room. (enter)

B. THE FUTURE CONTINUOUS TENSE

(Will/shall + be + Verb + ing)

23. The Future Continuous Tense is used to express an event that is expected to take place in the normal course or at some time in the future ; as—

We shall be playing a football match on Sunday.
The new edition of this book will be coming out shortly.
 When I reach Calcutta, *it will be raining* heavily there.
Will you be taking part in the debate? (Interrogative)
The farmers will not be watering the plants at this time. (Negative)

EXERCISE 12

Fill in the following blanks with correct tense of the verbs given in the brackets (Future Tense):

- 1 Dinesh for us at the appointed time. (wait)
- 2 When Sarla calls on me, I my clothes. (iron)
- 3 The gardener the plants next month. (water)
- 4 Sonu his lesson tomorrow at this time. (revise)
- 5 Mohini tea when you enter her room. (make)
- 6 The patient rest when the doctor arrives. (take)
- 7 The peon the bell by the time I reach the school. (ring)
- 8 Sharda for Madras by this time tomorrow. (leave)
- 9 We our courses by the end of January. (complete)

C. THE FUTURE PERFECT TENSE

(Shall/will + have + III form of the Verb)

24. (i) The **Future Perfect Tense** expresses an action which is expected to be completed by a certain time in the Future ; as—

She **will have covered** half of her journey by Monday next.

I **shall have revised** my lesson by 9 P.M. tomorrow.

The plane **will have landed** by the time you reach the airport.

(ii) The **Future Perfect Tense** sometimes expresses the speaker's belief that something has taken place. In such sentences it does not express the Future ; as—

"In the newspaper you **will have read** about the railway accident that took place today", said my father.

"You **will have discussed** the plans how to celebrate the function", said my mother.

(iii) It is also used for an action which at a given future time will be in the past ; as—

In two years' time (i.e., two years from now) I **shall have** taken my degree.

When we reach Bangalore, we **shall have** completed the major part of our round tour to South India.

Note : In a complete sentence we use 'shall/will' only in the Principal Clause.

I will go to play when I finish my work.

Or

I will go to play when I have finished my work.

EXERCISE 13

Fill in the following blanks with correct tense of the verbs given in brackets.

1. The picture by the time we reach the hall. (start)
2. you your studies by 2007 ? (finish)
3. The farmers not the harvest before September. (reap)
4. I exercise before the sun rises. (take)
5. He his lesson by next week. (learn)

D. THE FUTURE PERFECT CONTINUOUS TENSE

(Shall/will + have been + Verb + ing)

25. The **Future Perfect Continuous Tense** is used to express an action that will have been going on at or before some point of time in the Future ; as—

We **shall have been waiting** for you for a long time.

She **will have been weeping** since 3 P.M.

Que: 2 (C) Vocabulary (Homophones/ Homonyms) (Fill in the blanks with appropriate words given in the brackets. (5 Marks) (1 x 5)

Homophones: Homophones are the words that sound the same but have different meaning and spellings.

1. Right (Correct)
2. Rite (a ceremonial act for dead body)
3. Write (put in writing)
 - A. You were when you said this. (Write/rite/right)
 - B. After his sudden death the family performed last
(rite/write/right)
 - C. I must a letter to my friend. (write/rite/right)
 - D. Your answer is, you solved the math problem. (right/rite)
4. Made (Past tense of make)
5. Maid (a domestic help)
 - A. This product is in India. (maid/made)
 - B. The did not attend the work as she is ill. (maid/made)
6. Peace (an undisturbed state)
7. Piece (a portion of something)
 - A. In life of mind is necessary. (Peace/piece)
 - B. Give me a of cake. (peace/ piece)
 - C. The quite garden provide a lot of (peace/piece)
8. Principal (First in order of importance)
9. Principle (a fundamental truth or proposition)
 - A. He is a man of different (Principle/ Principal)
 - B. The Is the head of the college. (Principle/ principal)
10. Meet (come in the company of someone)
11. Meat (flesh of an animal)
 - A. The restaurant serves delicious (Meet/ meat).
 - B. my friend Ganesh. (Meet/meat)
12. They're (short form of 'they are')
13. There (to that place or position)
 - A. going to the concert tonight. (there/they're)
 - B. is a beautiful tree. (there/ they're)
 - C. The keys are, on the kitchen counter. (there/ they're)
14. Their (belonging or connected to them)
 - A. The birds are happy in their nests.
15. Whole (Complete)

16. Hole (a long circular gap)
A. There is a in my pocket. (whole/hole)
B. Please, give me a xerox of the document. (whole/hole)
17. Passed (clear/ promoted)
18. Past (old/ of previous time)
A. We will have dinner at half- seven. (past/passed)
B. He the elementary examination. (Passed/ past)
19. Dear (Close to someone)
20. Deer (a wild animal with fur)
A. The price of petrol is very (dear/deer).
B. I wrote a letter to my cousin. (dear/deer).
C. I saw a herd of in the forest. (dear/deer)
21. Hanger (a bracket/ support for hanging)
22. Hangar (A garage for aircraft)
A. In every airport there is a (Hanger/.hangar)
23. Weak (loose/ powerless)
24. Week (seven days)
A. Last....., Rekha looked tired. (Week/weak)
B. The old man was, he could not walk properly. (Week/weak)
25. Here (refer to nearest place)
26. Hear (listen to)
A. Look, it is. (Hear/here)
B. He wanted to his sweet voice. (hear/here)
27. Were (plural of was)
28. Where (interrogative pronoun for place)
A. Yesterday, they sitting in the waiting room. (were/where).
B. is your school? Send me the location on mobile.
(were/where)
29. Idle (workless/ spending time just to pass it)
30. Ideal (To set an example for others)
A. My English teacher is an person for me. (ideal/idle)
B. He is workless and (ideal/idle)
31. Rode (past tense of ride)
32. Road (way).
A. My friend on his horse and reached the town. (road/rode)
B. This is the only going to the river. (road/rode)
33. Nun (a lady in church/ hospital in devoted service)
34. None (no one)
A. She is a and serve the patients. (nun/none)

- B. was absent at the meeting. (nun/None)
35. Heel (lower part of the leg)
36. Heal (to cure/ to get well)
- A. There is pain in my right (Heel/heal)
- B. I applied an ointment so that the wound could (heal/heel)
37. The king awarded the for his bravery (night/Knight).
38. She walked On the grass. (bare footed/ barefooted)
39. It is such a beautiful to view the snow-capped mountain from here.
(site/sight)
40. Let us For coffee tomorrow. (meat/meet)

Homonyms are words that have same spelling and pronunciation but are different in meaning.

1. **Project:** a noun for a collaborative plan of work undertaken.
Project: a verb to estimate or forecast something.
A. My friend completed his project in three years.
B. What is the projected score of the cricket match.
2. **Company:** a commercial or industrial organization.
Company: to accompany something or someone.
A. She works in a company and earns Rs. 40 000/- per month.
B. We should always keep the company of good people.
3. **Plain:** simple , undecorated.
A. He likes to wear plain dress.
Plain : flatland, grassland.
A. We can construct our building on
Plain: obvious, clear.
A. It is a plain truth.
4. **Ring:** a jewelry
A. She wore a beautiful set of ring.
Ring: making a sound
A. Did you listen to the ringing of the mobile phone.
5. **Age:** number of years.
Age: era, period, epoch.
What is your age?
We are not living in stone age now. We are well cultured.
6. **Suit:** A set of clothes, outfit.

My brother purchased a suit from the shop.

Suit: legal action, lawsuit.

The lawyer filed a suit against the criminal.

Suit: be convenient or acceptable

Our behaviour should suit our profession.

Que. 3 A Answer the following question in 100 words . (10 Marks) (10 x 1)

1. Thriving in an ever-changing world. OR

2. Life is all about adapting to change.

Ans: Consider a situation where you are working on a project with a team. Each team member has their own unique ideas and approaches. Without flexibility and adaptability conflicts may arise and progress may stop. On the other hand, by adopting attitude of change, you can appreciate the different ideas. It is better that we should find a common ground to achieve project's objectives.

Adaptability is a vital skill that empowers us to thrive in a constantly changing world. It allows us to navigate challenges, grab opportunities and do innovations. This is the best way for personal and professional development. Therefore we should embrace adaptability and unlock our full potential. If we put our step forward, the world will come closer to you. It is the only way for thriving in an ever-changing world.

Que: 3 B. An unseen passage for comprehension. (Five questions) 5 x 1= 5 Marks.

- At first, you must identify the central theme or the subject of the passage.
- Read the passage once more, and write the key points of the text separately.
- Do not be disheartened if you find some unfamiliar words in the passage. Instead, try to understand their meaning from the context in which they have been used.
- Read the passage again and try to find the answers to the questions given at the end of the passage.
- Always write your answer in the same tense as that of the question.
- Never reproduce the entire sentence from the passage – write the answers in your own words.
- Do not add any additional information, details or your views.
- Lastly, try to improve and modify your answers.

By implementing these guidelines and approaching reading with an active and purposeful mindset, you can enhance your ability to comprehend and retain information effectively. Let us try and comprehend the following passage.

Read the following passage and answer the questions that follow:

An excerpt from "The Kite" by William Somerset Maugham

I know this is an odd story. I don't understand it myself and if I set it down in black and white it is only with a faint hope that when I have written it, I may get a clearer view of it, or rather with the hope that some reader, better acquainted with the complications of human nature than I am, may offer me an explanation that will make it comprehensible to me.

First of all, I must make it plain that it is not my story and that I knew none of the persons with whom it is concerned. It was told me one evening by my friend Ned Preston, and he told it me because he didn't know how to deal with the circumstances and he thought, quite wrongly as it happened, that I might be able to give him some advice that would help him. In a previous story I have related what I thought the reader should know about Ned Preston, and so now I need only remind him that my friend was a prison visitor at Wormwood Scrubs. He took his duties very seriously and made the prisoners' troubles his own. We had been dining together at the Café Royal in that long, low room with its absurd and charming decoration which is all that remains of the old Café Royal that painters have loved to paint; and we were sitting over our coffee and liqueurs and, so far as Ned was concerned against his doctor's orders, smoking very long and very good Havanas.

'I've got a funny chap to deal with at the Scrubs just now,' he said, after a pause, 'and I'm blowed if I know how to deal with him.'

'What's he in for?' I asked.

'He left his wife and the court ordered him to pay so much a week in alimony and he's absolutely refused to pay it. I've argued with him till I was blue in the face. I've told him he's only cutting off his nose to spite his face. He says he'll stay in jail all his life rather

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than pay her a penny. I tell him he can't let her starve, and all he says is: "Why not?" He's perfectly well behaved, he's no trouble, he works well, he seems quite happy, he's just getting a lot of fun out of thinking what a devil of a time his wife is having.'

'What's he got against her?'

'She smashed his kite.'

'She did what?' I cried.

'Exactly that. She smashed his kite. He says he'll never forgive her for that till his dying day.'

'He must be crazy.'

'No, he isn't, he's a perfectly reasonable, quite intelligent, decent fellow' Herbert Sunbury was his name, and his mother, who was very refined, never allowed him to be called Herb or Bertie, but always Herbert, just as she never called her husband Sam but only Samuel. Mrs Sunbury's first name was Beatrice, and when she got engaged to Mr Sunbury and he ventured to call her Bea she put her foot down firmly.

COMPREHENSION

- 1) Who was Ned Preston and what did he do?
- 2) Why did Ned narrate the story to the author?
- 3) Why was the 'funny chap' imprisoned?
- 4) Why did he refuse to pay a penny to his wife?
- 5) What is Ned Preston's opinion of Herbert Sunbury?
- 6) Give synonyms of the following words from the passage:
 - a) Circumstances
 - b) Comprehensible
 - c) Havanas
 - d) Chap
 - e) Alimony
- 7) Find out the antonyms of the following words from the passage:
 - a) Charming
 - b) Wrongly
 - c) Decent
 - d) Allow
- 8) Fill in the blanks with the correct option of the words (homophones) given in brackets:
 - a) The attendant wore a _____ white shirt. (plane/plain)
 - b) Could you please _____ the video? (paws/pause)
 - c) Neha felt _____ after a long illness. (weak/week)
 - d) Rohan's family is from a noble _____. (decent /descent)

Answers:

- 1) Ned Preston was the author's friend and a prison visitor at the Wormwood Scrubs prison. He sincerely performed his duties at work and was empathetic towards prisoners whose troubles he thought to be his own.
- 2) Ned Preston narrated the story to the author because he did not know how best to handle a peculiar case of a man in jail custody. He thought that the author might give him some suggestions that would be of help to him.
- 3) The 'funny chap' was the prisoner named Herbert Sunbury. He was imprisoned because he had left his wife and though the court had ordered him to pay an alimony to his wife, he refused to do so. In fact, he told Preston that he would rather stay in jail all his life than pay his wife a penny.
- 4) Herbert refused to pay alimony to his wife as she had smashed his favourite kite and he decided never to forgive her.
- 5) According to Ned Preston, Herbert Sunbury was a decent, intelligent and reasonable fellow. He was well-mannered, not at all troublesome and even worked well. But he would not compromise a penny for his wife.
- 6) **circumstances** – situations
comprehensible – understandable
Havanas – cigar
chap – guy
alimony – allowance
- 7) **charming** – repulsive
wrongly – rightly, correctly
decent – improper
allow – forbid
- 8) a) plain
b) pause
c) weak
d) descent

EXERCISES

Read the following passages/poems and answer the questions that follow.

I. An excerpt from "Joy" by Anton Chekhov

It was twelve o'clock at night.

Mitya Kuldarov, with excited face and ruffled hair, flew into his parents' flat, and hurriedly ran through all the rooms. His parents had already gone to bed. His sister was in bed, finishing the last page of a novel. His schoolboy brothers were asleep.

"Where have you come from?" cried his parents in amazement. "What is the matter with you?"

"Oh, don't ask! I never expected it; no, I never expected it! It's . . . it's positively incredible!"

Mitya laughed and sank into an armchair, so overcome by happiness that he could not stand on his legs.

"It's incredible! You can't imagine! Look!"

His sister jumped out of bed and, throwing a quilt round her, went in to her brother. The schoolboys woke up.

"What's the matter? You don't look like yourself!"

"It's because I am so delighted, Mamma! Do you know, now all Russia knows of me! All Russia! Till now only you knew that there was a registration clerk called Dmitry Kuldarov, and now all Russia knows it! Mamma! Oh, Lord!"

Mitya jumped up, ran up and down all the rooms, and then sat down again.

"Why, what has happened? Tell us sensibly!"

"You live like wild beasts, you don't read the newspapers and take no notice of what's published, and there's so much that is interesting in the papers. If anything happens it's all known at once, nothing is hidden! How happy I am! Oh, Lord! You know it's only celebrated people whose names are published in the papers, and now they have gone and published mine!"

"What do you mean? Where?"

The papa turned pale. The mamma glanced at the holy image and crossed herself. The schoolboys jumped out of bed and, just as they were, in short nightshirts, went up to their brother.

"Yes! My name has been published! Now all Russia knows of me! Keep the paper, mamma, in memory of it! We will read it sometimes! Look!"

Mitya pulled out of his pocket a copy of the paper, gave it to his father, and pointed with his finger to a passage marked with blue pencil.

"Read it!"

The father put on his spectacles.

"Do read it!"

The mamma glanced at the holy image and crossed herself. The papa cleared his throat and began to read: "At eleven o'clock on the evening of the 29th of December, a registration clerk of the name of Dmitry Kuldarov . . ."

"You see, you see! Go on!"

". . . a registration clerk of the name of Dmitry Kuldarov, coming from the beershop in Kozihin's buildings in Little Bronnaia in an intoxicated condition. . ."

"That's me and Semyon Petrovitch. . . It's all described exactly! Go on! Listen!"

"... intoxicated condition, slipped and fell under a horse belonging to a sledge-driver, a peasant of the village of Durikino in the Yuhnovsky district, called Ivan Drotov. The frightened horse, stepping over Kuldarov and drawing the sledge over him, together with a Moscow merchant of the second guild called Stepan Lukov, who was in it, dashed along the street and was caught by some house-porters. Kuldarov, at first in an unconscious condition, was taken to the police station and there examined by the doctor. The blow he had received on the back of his head. . . ."

"It was from the shaft, papa. Go on! Read the rest!"

"... he had received on the back of his head turned out not to be serious. The incident was duly reported. Medical aid was given to the injured man. . . ."

"They told me to foment the back of my head with cold water. You have read it now? Ah! So you see. Now it's all over Russia! Give it here!"

Mitya seized the paper, folded it up and put it into his pocket.

"I'll run round to the Makarovs and show it to them. . . . I must show it to the Ivanitskys too, Natasya Ivanovna, and Anisim Vassilyitch. . . . I'll run! Good-bye!"

Mitya put on his cap with its cockade and, joyful and triumphant, ran into the street.

Questions

- 1) Who was Mitya?
- 2) What made him happy and excited?
- 3) When did Mitya arrive at his parents' flat? What were the family members doing then?
- 4) Write in your own words what was written in the paper.
- 5) At the end of the story, why did Mitya run into the street?
- 6) Give synonyms of words from the passage:
 - a) Ruffled
 - b) Incredible
 - c) Celebrated
 - d) Intoxicated
 - e) Shaft
 - f) Foment
- 7) Find out antonyms of the following words from the passage:
 - a) excited
 - b) delighted
 - c) holy
 - d) serious
 - e) triumphant

- 8) Choose the correct option from the homophones given in brackets:
- The young woman was as mad as a March _____. (**hair / hare**)
 - Nina is suffering from _____ for the last one week. (**flew / flu**)
 - I have _____ news of Rakesh. (**know / no**)
 - The man carried a _____ of drinking water from the well. (**pail / pale**)
 - The Guptas built a house by the _____. (**see / sea**)

II. "Freedom" by Rabindranath Tagore

Freedom from fear is the freedom
 I claim for you my motherland!
 Freedom from the burden of the ages, bending your head,
 breaking your back, blinding your eyes to the beckoning
 call of the future;
 Freedom from the shackles of slumber wherewith
 you fasten yourself in night's stillness,
 mistrusting the star that speaks of truth's adventurous paths;
 freedom from the anarchy of destiny
 whole sails are weakly yielded to the blind uncertain winds,
 and the helm to a hand ever rigid and cold as death.
 Freedom from the insult of dwelling in a puppet's world,
 where movements are started through brainless wires,
 repeated through mindless habits,
 where figures wait with patience and obedience for the
 master of show,
 to be stirred into a mimicry of life.

Questions

- What kind of freedom does the poem claim for his motherland?
- What is the tone of the poem?
- What are the things the poet wants freedom from?
- What does the poet mean by 'burden of the ages'?
- What kind of freedom does Tagore want for his fellow citizens?
- What is meant by the phrase 'puppet's world'?
- Find out words in the passage which mean the same as:
 - Liberation
 - Chain
 - Sleep

- d. Lawlessness
 - e. Fate
8. Give synonyms and antonyms of the following words:
- a. Rigid
 - b. Insult
 - c. Uncertain
 - d. Patience
 - e. Mimicry

III. The Songbird

It was early in the morning when the sound came to my ears. I was in the kitchen preparing my usual cup of coffee, when I heard it. It was unlike anything I have ever heard before; beautiful, poignant and more melodious than even that of the nightingale. I listened in awe and admiration to the beauty of the sound that filled my ears and immediately rushed outdoors to find the source of such beauty. The bleakness of the morning stood out in stark contrast to the sound; a song of a creature that was nowhere to be seen.

I thought it was a passing musician at first, playing an instrument that I had never heard before. And then, almost immediately I knew it wasn't. No musician would be out in a weather like that. It was the middle of winter and the snow piled up on the ground. The cold had been so severe that year that not a soul ventured out unless they had to and even the tiny creatures that lived in the woods nearby had abandoned our snow-covered garden for their usual fun and games. It seemed forgotten and covered in a rather sad white.

I went back in and put a few logs in the grate and got the fire going. Soon the children and their father would be down and the house needed to be warm for them. The logs crackled to life and the fire was ablaze. I warmed my hands and sipped on my coffee. By the time I had finished the pancakes, everybody was down and each did their part to help me get the food to the table, laid out the plates and cutlery and then we heard it again. The children stopped midway and rushed out into the garden to see what it was.

Breakfast was forgotten and we hunted for the singer. The boys ran to the edge of the garden that bordered the woods and searched frantically. The song seemed even sadder this time; almost like a lament but even more enchanting. By this time, it began to snow. I called to the children to come indoors but they seemed not to hear me. Then suddenly it stopped again and the sound of Ivanka's voice reached my ears, 'Mama, mama, come quickly!' Ivanka was in the corner of the garden near the little stone bench that her great grandfather had supposedly installed by the thorny tree that grew in the corner behind it.

At first, we didn't see anything. 'Look,' she pointed, indicating with her tiny finger something in the upper bare branches of the tree. And then we saw it, sad and impaled upon the thorn, the last of its song being almost done. The tiny little bird opened its

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beak to sing once again but this time the sound was weak and the notes didn't carry far. Helpless we watched in horror as the life slid out of that tiny body until the silence reigned once more.

Questions

1. What did the lady hear from the kitchen?
2. Why did the lady rule out the possibility of a passing musician?
3. What did the speaker do before other family members came down?
4. Who was the singer and where did Ivanka find the singer?
5. What was tragic and horrifying for the onlookers?
6. Find synonyms of the following:
 - a. Poignant
 - b. Bleakness
 - c. Stark
 - d. Abandoned
 - e. Frantically
 - f. Impaled
 - g. slid
7. Find antonyms of the words:
 - a. Early
 - b. Awe
 - c. Severe
 - d. Forgotten
 - e. Indoors
 - f. Life
 - g. Silence
8. Choose the correct option from the homophones given in brackets:
 - a. The _____ passed by as Navin got more and more engrossed in his work. (ears/years)
 - b. The young lad took the _____ of cattle in the field. (heard/herd)
 - c. You need to decide _____ you can join. (weather/whether)
 - d. Nalini was the _____ owner of this property. (sole/soul)
 - e. 'Come and sit _____,' the teacher told the boy. (here/hear)
 - f. I will visit my aunt next _____. (weak/week)

IV. Etiquette

Etiquette may be defined as a system of rules and conventions that govern social behaviour. Every society has its own rules of etiquette and often these are based on religious beliefs, superstitions or cultural norms. The word etiquette has its origins in the French language and contrary to popular belief, has no plural form in French. Therefore, it is incorrect to say 'etiquettes'. In English, however, people have been known to use the plural form when referring to various sets of etiquette but it is not necessary to do so.

We often hear people complaining about the lack of etiquette. Have you ever wondered what this means? It is often pointed out when someone does not follow these societal conventions and is thereby, considered to be rude in behaviour or manner. For example, when calling someone or while answering a call in a professional setting, one should announce their name without waiting for the other person to ask. Another good practise at the workplace is to avoid interrupting others during a conversation. Waiting for the other person to finish speaking and listening attentively while they do so, is a sign of good etiquette.

Similarly, in a personal setting, building positive interactions relies on respecting others' time and boundaries – punctuality demonstrates this respect. If one is running late, a brief phone call or a text message to apologise and give an estimated time shows that one values the other person's time. During conversations, maintaining eye contact conveys that one is present and interested in what they are saying. For example, instead of glancing at your watch or phone during a meeting, focus your gaze on the speaker. Another example of good etiquette would be to promptly respond to invitations, especially if one is unable to attend. Letting the host know early allows them to adjust plans accordingly. While socialising, putting away one's phone is regarded as a gesture of politeness and respect. A very important aspect of etiquette relies on respecting others' personal space. This would include maintaining a comfortable distance and not enquiring about things that the speakers is not okay in sharing. By incorporating these simple etiquette, one can create a more positive and respectful experience for everyone involved.

Likewise, in today's classrooms, creating a positive learning environment relies on mutual respect between students and teachers. Arriving on time for class shows both respect and preparedness to learn. Actively listening to the teacher and classmates involves putting away distractions like phones or avoiding talking with one another. When one has a question or comment, raising one's hand allows everyone a chance to participate. Working collaboratively with other means respecting their ideas and contributions during group activities. Additionally, following the teacher's instructions and completing assignments on time demonstrates responsibility and helps create a smooth learning experience for everyone.

Bearing in mind the rules of etiquette is a mammoth task but with a little research and mindfulness, one can avoid placing oneself in awkward situations and ensure that one is above board when it comes to exhibiting good etiquette.

Questions

1. Where did the word 'etiquette' originate and what does it define?
2. What is meant by 'lack of etiquette'?
3. What example of conversational etiquette is mentioned here?
4. How is one expected to behave in a personal setting?
5. What kind of classroom etiquette must students maintain?
6. Find synonyms of the following from the passage:
 - a. Conventions
 - b. Superstitions
 - c. Demonstrates
 - d. Looking
 - e. Mammoth
 - f. Incorporating
7. Find antonyms of the following words from the passage:
 - a. Popular
 - b. Incorrect
 - c. Interested
 - d. Respect
 - e. Arriving
 - f. Mammoth
 - g. Mindfulness
8. Choose the correct option from the homophones given in brackets.
 - a. After retirement, Mr Sinha _____ to different places. (wandered/wondered)
 - b. We were asked to _____ down. (seat /sit)
 - c. Our college team _____ the football match. (one / won)
 - d. Avik belongs to a _____ family. (rich / reach)

V. An excerpt from Chapter 1: A Voyage to Lilliput, Gulliver's Travels by Jonathan Swift

My father had a small estate in Nottinghamshire: I was the third of five sons. He sent me to Emanuel College in Cambridge at fourteen years old, where I resided three years, and applied myself close to my studies; but the charge of maintaining me, although I had a very scanty allowance, being *too* great for a narrow fortune, I was bound apprentice to Mr. James Bates, an eminent *surgeon* in London, with whom I continued *four* years. My father now and then sending me small sums of money, I laid them out in learning navigation, and other parts of the mathematics, useful to those who intend to travel, as I always believed it would be, some time or other, my fortune to do. When I left Mr. Bates, I went down to my father: where, by the assistance of him and my uncle John, and some

other relations, I got forty pounds, and a promise of thirty pounds a year to maintain me at Leyden: there I studied physic two years and seven months, knowing it would be useful in long voyages.

Soon after my return from Leyden, I was recommended by my good master, Mr. Bates, to be surgeon to the *Swallow*, Captain Abraham Pannel, commander; with whom I continued three years and a half, making a voyage or two into the Levant, and some other parts. When I came back I resolved to settle in London; to which Mr. Bates, my master, encouraged me, and by him I was recommended to several patients. I took part of a small house in the Old Jewry; and being advised to *alter* my condition, I married Mrs. Mary Burton, second daughter to Mr. Edmund Burton, hosier, in Newgate-street, with whom I received four hundred pounds for a portion. But my good master Bates dying in two years after, and I having few friends, my business began to fail; for my conscience would not suffer me to imitate the bad practice of too many among my brethren. Having therefore consulted with my wife, and some of my acquaintance, I determined to go again to sea. I was surgeon successively in two *ships*, and made several voyages, for six years, to the East and West Indies, by which I got some addition to my fortune. My hours of leisure I spent in reading the best authors, ancient and modern, being always provided with a good number of books; and when I was ashore, in observing the manners and dispositions of the people, as well as learning their language; wherein I had a great facility, by the strength of my memory.

The last of these voyages not proving very fortunate, I grew weary of the sea, and intended to stay at home with my wife and family. I removed from the Old Jewry to Fetter Lane, and from thence to Wapping, hoping to get business among the sailors; but it would not turn to account. After three years, expectation that things would mend, I accepted an advantageous offer from Captain William Prichard, master of the *Antelope*, who was making a voyage to the South Sea. We set sail from Bristol, May 4, 1699, and our voyage was at first very prosperous.

Questions

1. Where did Gulliver's father have a small estate?
2. Who was Mr James Bates?
3. How much was required to maintain Gulliver at London?
4. Why did Gulliver decide once again to go to the seas?
5. How did he spend his six-year voyage?
6. Why did Gulliver want to return home?
7. Find synonyms of the following from the passage:
 - a. Scanty
 - b. Apprentice
 - c. Navigation
 - d. Voyage

- e. Disposition
- 8. Find antonyms of the following words from the passage:
 - a. Eminent
 - b. Encouraged
 - c. Fortunate
 - d. Strength
 - e. Prosperous
- 9. Choose the correct option from the homophones given in brackets:
 - a. I hope to meet the _____ of you after class. (to/two/too)
 - b. Ritam was stopped by a _____ as he broke the traffic rules. (surgeon/sergeant)
 - c. The problem has come to the _____ in recent months. (fore/four)
 - d. The worshipper stood before the church _____ to offer is prayers. (altar/alter)
 - e. The coat is made of _____ wool. (sheep/ship)

VI. "Composed upon Westminster Bridge, September 3, 1802" by William Wordsworth

Earth has not any thing to show more *fair*:
 Dull would he be of soul who could pass by
 A *sight* so touching in its majesty:
 This City now doth, like a garment, wear
 The beauty of the morning; silent, *bare*,
 Ships, towers, domes, theatres, and temples lie
 Open unto the fields, and to the sky;
 All bright and glittering in the smokeless air.
 Never did sun more beautifully steep
 In his first splendour, valley, rock, or hill;
 Ne'er saw I, never felt, a calm so deep!
 The river glideth at his own sweet will:
 Dear God! the very houses seem asleep;
 And all that mighty *heart* is lying still!

Questions

1. Which city is referred to in the poem? What does the city look like in the early morning hours?
2. What 'all' are bright and glittering?
3. How does the sun 'steep' through Westminster Bridge?
4. How does the river flow?
5. How do the houses appear to be?

6. Describe after Wordsworth, the city of London as given in the poem?
7. Find synonyms of the following from the poem:
 - a. Majesty
 - b. Garment
 - c. Dome
 - d. Splendour
 - e. Glideth
8. Find antonyms of the following words from the poem:
 - a. Fair
 - b. Silent
 - c. Bare
 - d. Calm
 - e. Deep
 - f. Mighty
9. Choose the correct option from the homophones given in brackets.
 - a. Laila paid the _____ as soon as she boarded the bus. (**fair/fare**)
 - b. The policemen reached the _____ of the accident. (**sight/site**)
 - c. Rohan could hardly _____ the pain of losing his mother. (**bare/bear**)
 - d. I fell and got badly _____. (**heart/hurt**)

Exercise from Chapter One

Exercise-1

Write the antonyms of the bold words and fill in the blanks.

1. Do not talk so **loudly**, talk silently. (Loudly x silently)
2. This is my **new** mobile. The **old** phone got damaged. (New x old)
3. Akash is a **rich** businessman; his brother is however **poor** and works in a local shop. (Rich x Poor).
4. The clothes in the garden got **wet** due to the rains, they were given out to **dry**. (**wet x dry**)
5. Your answer is **incorrect**, what is the **correct** answer? (incorrect x correct)
6. This is the **best** tea, I have tasted. I have also tasted the **worst**. (Best x worst)
7. Dipak **loves** his younger brother but **hates** his tantrums. (Love x hate)
8. The housekeeping staff replaced the **dirty** linen with the **clean** ones. (dirty x clean).
9. Rajan watched the **sunset** from the window. He decided to go to the beach the next morning to see the **sunrise**. (**sunrise x sunset**).
10. Early in the morning, the street below looks **idle**. A few hours later. It will become **active**. (**idle x active**).

Exercise- 2

Choose the correct synonyms of the following words from the options given.

1. Amiable.

- a. Hostile b. friendly c. aloof d. enemy.

2. Benevolent

- a. Cruel b. malevolent c. kind d. hostile.

3. Concur

- a. Disagree b. dispute c. agree d. conflict.
- 4. Eloquent
 - a. Silent b. fluent c. incoherent d. dumb.
- 5. Lament
 - a. Celebrate b. mourn c. rejoice d. applaud
- 6. Meticulous
 - a. Careless b. precise c. negligent d. hasty.
- 7. Verbose
 - a. Concise b. wordy c. brief d. terse.
- 8. Wane
 - a. Increase b. decline c. grow d. rise.
- 9. Yield
 - a. Surrender b. resist c. conquer d. prevail.
- 10. Complacent
 - a. Content b. satisfied c. dissatisfied d. unhappy.

Exercise- 3

Choose the correct Antonyms of the following words from the options given.

- 1. Timid
 - a. Shy b. fearful c. brave d. scared
- 2. Innocent
 - a. Pure b. virtuous c. righteous d. guilty.
- 3. Ample
 - a. Adequate b. scant c. plenty d. sufficient
- 4. Diligent
 - a. Tireless b. idle c. industrious d. hardworking
- 5. Humble
 - a. Meek b. polite c. arrogant d. courteous.
- 6. Intricate
 - a. Simple b. complicated c. tangled d. twisted
- 7. Enormous
 - a. Huge b. tiny c. limitless d. gigantic

8. Generous

a. Liberal b. magnanimous c. selfish d. charitable

9. Loyal

a. Reliable b. committed c. trustworthy d. faithless

10. Patient

a. Tolerant b. Impatient c. calm d. enduring

Que: 2 B :- Parts of speech . (5 Marks)