

# 3

# MODALS



## Worksheet 1

Read the following sentences.

1. The team **has to** win this qualifying match to be able to play in the World Cup.
2. They **have to** pass the entrance exam for getting admission in the college.

### Remember

**Has to/Have to** are used to tell that there is no option but to do something.

e.g. The candidate **has to** clear the interview for getting the job. There is no other option.



## Worksheet 2

Discuss with your partner and write a few things that the students have to do in the school.



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## Worksheet 3

Read the following.

**Principal :** Mrs Jain, you **have to** accompany two students of Class-VIII to a quiz competition in XYZ Public School. You **must** reach the Venue at 8:00 a.m. All the participants **have to** wear a white uniform and red badges.

### Remember

**Must/Have to** are used to express **necessity** or **compulsion**. In most of the cases these two can be used interchangeably. There is a slight difference between 'must' and 'have to'.

- In 'must', the authority (insistence) comes from the speaker.
- In 'have to', the authority (insistence) comes from outside the speaker, such as law, rules, etc.

e.g. You **must** reach the airport at 8:00 p.m. (I insist that)

You **have to** reach the airport three hours before your flight time. (That is the rule.)



## Worksheet 4

Fill in the blanks with 'must'/'have to': (In some cases, it is possible to use either of them.)

1. You \_\_\_\_\_ participate in this drawing competition. I am sure you will win.
2. My bus stop is half a kilometre away from my house. So, I \_\_\_\_\_ walk down to the stop daily.
3. You \_\_\_\_\_ get permission letter from your parents if you want to go on the school picnic. That's the Headmaster's order.
4. He \_\_\_\_\_ get his passport made at the earliest if he wants to travel abroad.
5. I can't go out for cycling today. I \_\_\_\_\_ complete my homework.

6. Girls \_\_\_\_\_ not wear fancy pieces of jewellery to my class. I warn you.
7. Sarita sings really well. She \_\_\_\_\_ learn classical music to hone her skill further.
8. All the cadets in the NDA \_\_\_\_\_ undergo a rigorous training. They \_\_\_\_\_ learn horse-riding, swimming, shooting and many more such activities.



## Worksheet 5

Read the following conversation.

**Saloni** : I am confused which stream I **should** opt for—science or humanities.

**Neha** : You **should** opt for the subjects that interest you most.

**Saloni** : I wish to opt for humanities but my parents insist that I **must** opt for science. Do you think I **should** talk to a counsellor about this?

**Neha** : I think you **ought to** talk to your parents first. You **should** explain to them the reason for your choice. I am sure they will understand.

### Remember

**Should** and **Ought to** are used to ask for/give suggestions/advice and to talk about duty/obligation.

Let us study some examples.

1. You **should** go for a walk daily.

You **ought to** be honest while taking an exam.

There is a slight difference between 'should' and 'ought to'.

Both are used to give advice/suggestion and to talk about duty/obligation. However, whenever there is a sense of moral duty or moral obligation, we use 'ought to'.

2. You **should** opt for your favourite subjects.

[a simple suggestion]

You **ought to** talk to your parents before talking to a counsellor.

[It is morally correct to talk to your parents before talking to a counsellor.]



## Worksheet 6

In the Unit 'Changing Times' of *My English Reader*, you have read about the common complaints of the parents against teenagers. Based on your reading, prepare a list of a few things that parents feel teenagers 'should' do.

- They should help around in the house.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## Worksheet 7

Discuss with your partner and list a few things that Pranoy in 'Give Me a Break' in Unit 'Changing Times' of *My English Reader*, 'ought to' do to bridge the communication gap between his father and himself.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## Worksheet 8

Let us revise.

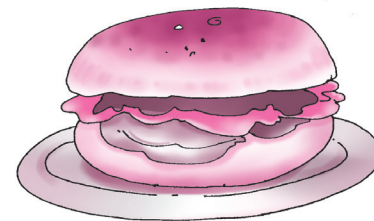
Suggestion/Duty/Obligation		Necessity/Compulsion	
should	ought to	must	have to
to talk about/offer/ ask for suggestion, duty/obligation	to talk about moral duty/moral obligation	to express necessity/ compulsion (from the speaker)	to express necessity/ compulsion (from outside the speaker)
e.g. You <b>should</b> apologise to her. [It is my suggestion, I think it is right.]	e.g. You <b>ought to</b> apologise to her. [It is morally correct for you to apologise.]	e.g. You <b>must</b> apologise to her. [I insist that you apologise to her.]	e.g. You <b>have to</b> apologise to her. [There is no other option.]



## Worksheet 9

Read the following sentences.

1. You **should not** eat junk food.
2. You **must not** eat that burger. It's stale.

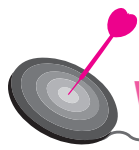


### Remember

- **Should not** is used to suggest that it is not correct to do something.
- **Must not** suggests a compulsion/obligation not to do something. It is simply a prohibition to do something.

Let us study some examples.

1. You **should not** tease animals.  
(It is not correct to tease animals.)
2. You **must not** tease that snake. It is poisonous.  
(I prohibit that.)
3. You **should not** drink water from handpumps. It's not hygienic.  
You **must not** drink this water. It's contaminated.



## Worksheet 10

Write a few things that one 'shouldn't'/'mustn't' do at the following places.

1. At a hospital

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. At an airport

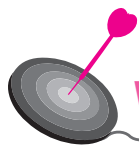
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. While driving on a road

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4. In a public library

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## Worksheet 11

Your friend is going on a trekking and camping trip. Prepare a list of things that you think he 'should do'/'must do' and 'shouldn't do'/'mustn't do'.

1. **should do/must do**

- He must carry a first-aid box.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. **shouldn't do/mustn't do**

- He shouldn't touch wild plants.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### DO IT YOURSELF

1. **Tick (✓) the correct option.**

- (a) The food tastes stale. I think we **should/ought to** send it back. The manager **must/ought to** send us a fresh dish instead, without billing us for it.
- (b) I have been too busy with my work. I **ought to/should** spend more time with my family.

- (c) It is raining heavily outside. You **should/ought to** postpone your programme. But if it is too urgent, you **should/must** take an umbrella along.
- (d) We **must/should** keep medicines away from small children.
- (e) The mobile manual says that it **ought to/should** be switched off for two minutes fortnightly.
- (f) Five o'clock in the morning is too early to reach the station. You **must/should** have booked your seat on some other train.
- (g) Since there were no vegetables in the fridge, she **ought to/had to** eat biscuits for dinner.
- (h) Do you think I **should/ought to** apply for this job?
- (i) I am feeling sick. I **mustn't/shouldn't** have eaten all those chocolates.
- (j) If you want to buy cheap clothes, you **have to/must** wait for the annual sale.
- (k) 'Can we go to watch a movie on Saturday morning?' 'I am afraid we can't. I **should/have to** go to the dentist.'
- (l) You **must/ought to** inform your parents about your decision to work abroad.



# 4

## SUBJECT - VERB AGREEMENT



### Worksheet 1

#### A. Read the following.

Amit, Bobby, Charu and Divya **have** formed a book reading club. Amit, an architect and avid reader, **is** the founder of the club. Every Saturday, **all of them meet** at his house and read for hours. **Each member brings** one book and circulates it among the others. **None of them skips** this special Saturday meet. Amit **likes** to read books by Vikram Seth. But **neither** Charu **nor** Divya **has** read any of his books yet. This Saturday **either** Charu **or** the two boys **are** going to bring *The Unequal Music* by Vikram Seth.

Amit **as well as** his three friends **thinks** that reading is a very rewarding habit. He says, 'My three friends and I **keep** collecting different books. **The majority of these books are** by Indian authors.'

**Note:** A finite verb always agrees with its subject in number and person.

#### B. Read the sentences given below.

1. Air **and** water are necessary for survival.
2. **Manu** **and** **I** **were** the hosts of the party.  

noun

pronoun

plural verb

#### Remember

When the subject consists of two or more nouns or pronouns joined by 'and', a plural verb is used (as explained in the examples above). However, if the nouns/pronouns refer to the same person or thing, a singular verb is used.

Let us study some examples.

1. **Author and publisher**, Mr Sahni, is in town to inaugurate the Book Fair.  
[the two nouns refer to one person]

But,

2. **The author and the publisher** were called for a meeting.  
[the two nouns refer to two different people]



**A. Read the following.**

1. The **comfort and luxury** provided by the machines **has** made people lazy.
2. Her **hardwork and dedication** **has** paid off.
3. **Going to a beach and making sand castles** **is** my idea of a perfect holiday.

In the above examples, the two nouns either convey the same meaning (as in Sentences 1 and 2) or express one single idea (as in Sentence 3). Therefore, in such sentences, we use a singular verb.

**B. Tick (✓) the correct option in the following sentences.**

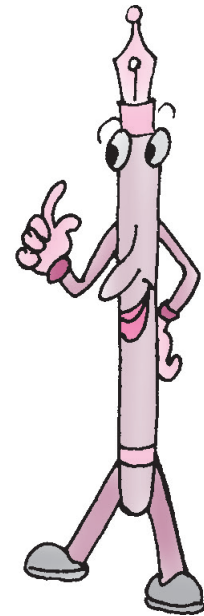
1. Simple living and high thinking **were/was** Gandhiji's philosophy.
2. It is said that beauty and brains **do/does** not go together.
3. Dev and Anuj **is/are** going to Goa this weekend.
4. The singer and actor, Sonu, **were/was** awarded the trophy.
5. The singer and the actor **were/was** wearing similar jackets.
6. The logic and reasoning of the theory **is/are** given below.
7. Milk and cereals **are/is** the best breakfast for kids.
8. His honesty and integrity **are/is** unquestionable.
9. Watching T.V. and playing video games **does/do** not interest me.
10. You and she **has/have** been selected for the extempore competition.



## Worksheet 3

### A. Read the following.

1. **Neither** of the two brothers **was** selected for the team.
2. 'Should I fill the form in black or blue ink?'  
'**Either** of the two **is** acceptable.'
3. I've seen all your paintings. **Each** one **is** fantastic.
4. **Everyone**, whom we invited, **has** turned up.
5. Only **one of the** five contestants **is** going to win the prize.
6. **Much** of my homework **is** already done.
7. Thanks to metro rail, **less** of my time **is** wasted in commuting now.



### Remember

Words, such as **neither, either, each, everyone, one of the, much, little, less** generally take singular verbs.

### B. Now look at the following.

1. **None of the** **work** **was** completed.

amount      singular verb

**None of the** **strategies** **have** worked.

number      plural verb

2. **A lot of** **energy** **was** wasted on finding the treasure.  
**A lot of** **books** **have** been written on home remedies.
3. **A variety of** **music** **is** available here.  
**A variety of** **music albums** **are** available here.



4. **Plenty of** **help** **has** been offered to the poor family.

quantity/amount      singular verb

- Plenty of** **trees** **were** uprooted in the storm last night.

number      plural verb



### Remember

Some words can refer to amount/quantity as well as number. When these words refer to amount/quantity, they take a singular verb. When these words refer to number, they take a plural verb.

**None, a lot of, a great deal of, plenty of, most of, etc.,** are some such words.

### C. Fill in the blanks with the correct words.

1. Have you seen the sculptures made by him?  
Each one \_\_\_\_\_ (are/is) a masterpiece.
2. Neither of the two teams \_\_\_\_\_ (was/were) able to score a goal.
3. Much of the hardwork of the farmers \_\_\_\_\_ (has/have) been wasted because of the drought.
4. A great deal of literature on the art of cooking \_\_\_\_\_ (are/is) available in the market.
5. A lot of appreciation \_\_\_\_\_ (was/were) showered on the singer.
6. A lot of people \_\_\_\_\_ (is/are) allergic to dairy products.
7. Very little \_\_\_\_\_ (is/are) known of the Harappan Civilisation.
8. None of the residents \_\_\_\_\_ (was/were) in the house when the roof collapsed.
9. Less of paper \_\_\_\_\_ (is/are) consumed these days because of the growing trend of working on computers.
10. Everyone in the society \_\_\_\_\_ (have/has) now joined hands against corruption.



## Worksheet 4

### A. Read the following.

1. The engineer **as well as** his two subordinates was present at the site.
2. Anshu **as well as** the other members of her family is shifting to Mumbai.
3. I **as well as** Swati am going for a picnic.
4. The doctor **with** his interns has reached the operation theatre.
5. The child **with** his parents is waiting outside the Principal's office.

#### Remember




When the subject of a sentence consists of two nouns or pronouns that are joined by **as well as** or **with**, the verb agrees with the first noun.

Let us study some examples.

1. The teacher **as well as** her students **is** sitting in the class.  
noun 1                      noun 2                      verb agrees with noun 1
2. Richa **with** her friends **wants** to participate in the quiz.  
noun 1                      noun 2                      verb agrees with noun 1

### B. Now look at the following examples.

1. **Not only** Ravi **but** his friends **also** are coming to the party.

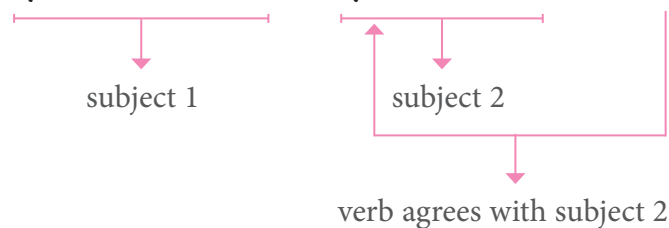
2. **Not only** the Arora family **but I also** am coming to the party.  

3. **Either** you **or** Seema is going to clean the room.  

4. **Neither** Seema **nor** you are going out tonight.  


### Remember

When the two subjects of a sentence are joined by **not only...but also...**, **either...or...**, or **neither... nor...**, the verb agrees with the latter subject.

Let us study some examples.

1. **Not only** your certificate **but** your marks **also** are important.



2. **Either** my friend **or** I am going to buy this book.



3. **Neither** Ritu **nor** her friends are willing to participate.



C. Tick (✓) the correct option in the following sentences.

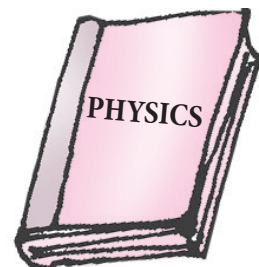
1. Mr Chopra as well as his subordinates **have/has** been working for more than ten hours a day.
2. Not only his parents but his aunt also **support/supports** his decision.

3. Either Rohan or I **is/am** making the cake.
4. Neither Mudit nor his friends **are/is** going on the school trip.
5. The President with his ministers **have/has** reached the venue.
6. Not only the fruit but the leaves of the banana tree **is/are** also immensely useful.
7. Either the professor or his students **is/are** going to present the thesis.
8. Madhu as well as I **am/is** anchoring the show.
9. Neither Indu nor her parents **has/have** met Tisha.
10. The contestants as well as the host **were/was** nervous before the final result.

## Worksheet 5

### A. Read the following examples.

1. **Physics** **is** considered to be a tough subject.
2. **Billiards** **is** fast becoming popular amongst youngsters.
3. The **people** of the locality **are** protesting against frequent power-cuts.
4. The **cattle** **were** driven to the farm.



#### Remember

- Some nouns are plural in form but singular in meaning. We use singular verbs with such nouns.  
e.g. Mathematics, statistics, measles, Physics, billiards, etc.
- Some nouns are singular in form but plural in meaning (see Sentences 3 and 4 above). We use plural verbs with such nouns.

**B. A few nouns that take a singular verb are explained below.**

Nouns that generally take a singular verb			
class nouns	a pair of	weight, measure, amount, time/ distance	collective nouns
cutlery, stationery, food, furniture	a pair of socks, a pair of jeans, a pair of scissors		school of fish, swarm of bees, bunch of keys, crowd
(a) The <b>stationery</b> <b>was</b> available at a cheap price at the store.  (b) The new <b>furniture</b> <b>is</b> pretty expensive.	(a) My new pair <b>of socks</b> <b>is</b> very tight.  (b) Be careful. <b>This</b> pair <b>of scissors</b> <b>is</b> very sharp.	(a) <b>Five years</b> <b>is</b> a pretty long time. (b) <b>Ten kilos</b> <b>of</b> milk <b>was</b> consumed in just one day. (c) A <b>hundred rupees</b> <b>is</b> not a big amount for him. (d) Only <b>one-fourth</b> of the total police force <b>was</b> deployed in the area.	(a) The <b>crowd</b> <b>looks</b> quite pleased with the magician's performance.

**However, read the following sentences.**

1. My new **pair of socks** **is** very tight.
2. My **socks** **are** very tight.



If we delete 'a pair of', the word 'socks' is seen as a simple plural and, thus, it takes a plural verb.

**Read the following examples.**

1. **The team** **has** chalked out a strategy to defeat the opponent.
2. **The team** **were** divided on the playing strategy.

**Remember**

We use a singular verb when we think of the collective noun as a whole. When we think about the members of the collective noun individually, we use a plural verb.





## Worksheet 6

**Fill in the blanks with the correct words.**

1. People in the carnival \_\_\_\_\_ (was/were) wearing all kinds of fancy dresses.
2. Statistics \_\_\_\_\_ (is/are) Mohit's favourite subject.
3. This cutlery set \_\_\_\_\_ (give/gives) a very antique look.
4. Her furniture \_\_\_\_\_ (shows/show) her elegant taste.
5. This pair of trousers \_\_\_\_\_ (don't/doesn't) fit me anymore.
6. These trousers \_\_\_\_\_ (is/are) old now.
7. 250 gm of flour \_\_\_\_\_ (are/is) needed for this recipe.
8. The jury \_\_\_\_\_ (was/were) divided in their verdict.
9. The jury \_\_\_\_\_ (were/was) prompt in acquitting the innocent person.
10. 200 kilometres \_\_\_\_\_ (is/are) a long distance to drive at a stretch.
11. Fried food \_\_\_\_\_ (is/are) harmful for health.
12. This crockery \_\_\_\_\_ (is/are) very delicate. Hold it carefully.
13. The police \_\_\_\_\_ (were/was) scattered in the whole city for security.
14. Statistics \_\_\_\_\_ (is/are) always important for a player.

[Hint : Here the word 'statistics' has been used to suggest the idea of figures.]

### DO IT YOURSELF

**1. Fill in the blanks with 'is', 'are', 'am', 'has' or 'have'.**

- (a) My mother and I \_\_\_\_\_ delighted to see the pictures.
- (b) Neena, my classmate and friend, \_\_\_\_\_ going abroad.

- (c) Physics as well as Maths \_\_\_\_\_ an interesting subject.
- (d) A swarm of bees \_\_\_\_\_ attacked the farmer.
- (e) One way to avoid your mistakes \_\_\_\_\_ to re-read your work.
- (f) Law and order \_\_\_\_\_ important for a nation's development.
- (g) Either the students or the teacher \_\_\_\_\_ made the project.
- (h) A committee \_\_\_\_\_ been set up to review the matter.
- (i) None of the boys \_\_\_\_\_ secured 100% marks.
- (j) A majority of the team members \_\_\_\_\_ not willing to participate in this tournament.
- (k) People \_\_\_\_\_ pleased with the government's new tax policy.
- (l) This pair of sunglasses \_\_\_\_\_ scratches on it.
- (m) These sunglasses \_\_\_\_\_ scratches on them.
- (n) This pack of cards \_\_\_\_\_ very old.
- (o) He and I \_\_\_\_\_ been made the class monitors.
- (p) Mita with her friends \_\_\_\_\_ playing football.
- (q) Chatting over phone and gossiping for long \_\_\_\_\_ something I do not like.
- (r) I with Mohit \_\_\_\_\_ responsible for checking the uniforms of our classmates.
- (s) A great deal of fuss \_\_\_\_\_ been created over the issue.
- (t) A number of food courts \_\_\_\_\_ cropped up in the area.

# 5

## CLAUSES AND COMPLEX SENTENCES

### Worksheet 1

A. Look at the following sentence.

The girl who is wearing a black dress is my neighbour.

This sentence can be divided into two groups of words—

- the girl is my neighbour
- who is wearing a black dress

Both these groups of words are 'clauses'.

#### Remember

A **clause** is a group of words that has one subject and one finite verb of its own.

Let us examine the above example again.

- **the girl** **is** my neighbour  
 subject    finite verb
- **who** **is wearing** a black dress  
 subject    finite verb

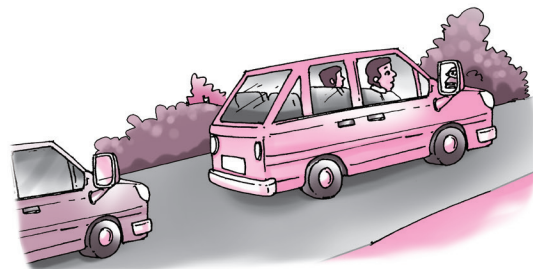


Let us take another example.

As I was driving, I saw a car following me.

This sentence can be divided into two groups of words in the following way.

- as **I** **was driving**  
 subject    finite verb
- **I** **saw** a car following me  
 subject    finite verb



Therefore, the sentence has two clauses. However, it can be noted that one clause makes a complete sense by itself whereas the second clause adds more meaning to the first clause. It does not make complete sense by itself.

I saw a car following me → makes complete sense

As I was driving → adds more meaning/depends on the other clause for meaning.

The clause that makes complete sense by itself is called **main clause**. The clause that depends on it for its meaning is called **subordinate clause**.

### Remember

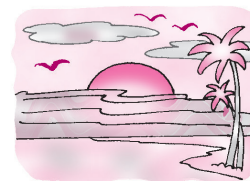
A **complex sentence** is always made up of one main clause and one or more subordinate clauses.

**B. Read the sentences given below and write the clauses. Also, mark the subject and the finite verb in each clause.**

1. They stopped when the sun set.

Independent (I) : they stopped.

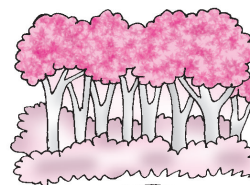
Dependent (D) : when the sun set.



2. There was a king who chose to live in a forest.

I : \_\_\_\_\_

D : \_\_\_\_\_



3. Tell me how you completed the work.

I : \_\_\_\_\_

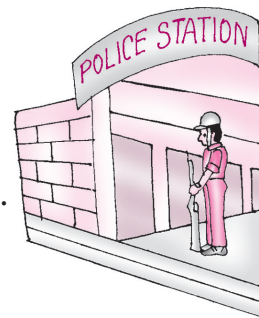
D : \_\_\_\_\_



4. The girl who was from Delhi won the crown.

I : \_\_\_\_\_

D : \_\_\_\_\_



5. The man whose car was stolen had to stay in the police station.

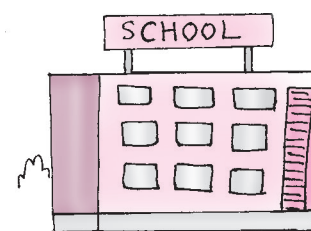
I : \_\_\_\_\_

D : \_\_\_\_\_

6. The movie that we saw was boring.

I : \_\_\_\_\_

D : \_\_\_\_\_



7. You won't reach the school on time unless you hurry.

I : \_\_\_\_\_

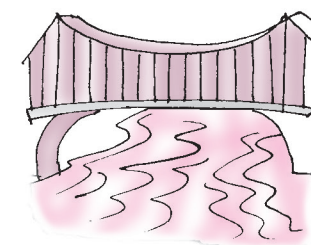
D : \_\_\_\_\_



8. The lady whom we saw yesterday is my neighbour.

I : \_\_\_\_\_

D : \_\_\_\_\_



9. The bridge which was built a year back has collapsed.

I : \_\_\_\_\_

D : \_\_\_\_\_

10. If the guests are coming, the flat should be properly cleaned.

I : \_\_\_\_\_

D : \_\_\_\_\_

### Remember

A complex sentence is made up of a **main clause** (that is complete in meaning by itself) and **one or more subordinate clauses** (that do not make complete sense by themselves but provide extra information about another clause).

e.g. **They stopped** **when the sun set.**

conveys  
complete  
meaning  
by itself

does not make  
sense on its own  
but tells more about  
the bold words

Also remember, the main clause does not always come in the beginning of a sentence. It can be either in the beginning (as in Sentence 1) or towards the end (as in Sentence 10) of a sentence. It can also be split into parts (as in Sentences 4, 5, 6, 8 and 9). So be careful while locating the main clause.

## **Worksheet 2**

### A. Read the following.

- Dr Bernard is a man.  
He performed the first heart transplant surgery.
- Dr Bernard is the man **who performed the first heart transplant surgery.**



- 'The Best Host' is a hotel.  
It serves Italian food.
- 'The Best Host' is the hotel **which serves Italian food.**



### B. Combine the following sentences using 'who'/'that'. One example has been done for you.

- A man has been given death sentence.  
He had assassinated a minister.  
The man who had assassinated a minister has  
been given death sentence.

- A cricketer has been banned from playing.  
He had fixed a match.

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- A social activist has got an award.  
He works for spreading literacy.

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4. An actor won the best actor award.  
He played the role of Sardar Patel.

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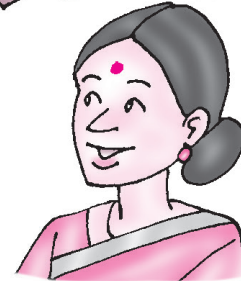
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5. A woman is our immediate neighbour.  
She writes poetry.

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6. Anti-thief car alarms are a nuisance.  
They start ringing just with a touch.

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7. A man always thinks positively.  
He is sure to succeed in life.

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8. The new flyover has been thrown open to the public.  
It had been under construction for three years.

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9. A girl has won the silver medal in the Olympics.  
She is our country's best weight-lifter.

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### Remember

Connectors—**who**, **which** and **that** are used in different ways.

'Who' is used for talking about human beings, 'which' is used for talking about non-living things and 'that' can be used for both.



### Worksheet 3

**Complete the following passage by filling the blanks with 'which', 'who', 'whom', 'whose' or 'that'.**

Delhi, \_\_\_\_\_ is called the heart of India, is considered to be an amazing tourist spot. The city has many monuments, some amazing shopping complexes and a few botanical gardens. It is also famous for some luxury hotels \_\_\_\_\_ are known for their hospitality. The Delhi Palace, \_\_\_\_\_ is situated on the right bank of the Yamuna river, is one such hotel. Mr Mehta, \_\_\_\_\_ built this hotel forty years back, attributes its success to his staff \_\_\_\_\_ is highly dedicated and efficient and to his son, \_\_\_\_\_ is an epitome of professionalism. His son, \_\_\_\_\_ reputation for being an excellent manager is widespread, looks after the hotel arrangements himself now. The guests \_\_\_\_\_ he treats like his family members, speak volumes for his hospitality. Amit Ghosh, \_\_\_\_\_ once stayed in this hotel, calls it the next best place to home. The River \_\_\_\_\_ flows by the hotel carries in itself numerous flowers \_\_\_\_\_ fragrance floats in the air the whole day.



### Worksheet 4

**A. Read the following sentences and identify the main clause (MC) and the subordinate clause (SC) in each of the sentences.**

1. She thought that she was safe there.

MC : \_\_\_\_\_

SC : \_\_\_\_\_

2. The CCTV footage proved that the man had stolen the cash.

MC : \_\_\_\_\_

SC : \_\_\_\_\_



3. I think that you need to meditate.

MC : \_\_\_\_\_

SC : \_\_\_\_\_

4. Tell me how you solved this problem.

MC : \_\_\_\_\_

SC : \_\_\_\_\_

5. Can you tell who wrote the *Geetanjali*?

MC : \_\_\_\_\_

SC : \_\_\_\_\_

6. She was very hopeful that she would win.

MC : \_\_\_\_\_

SC : \_\_\_\_\_

7. I believe that he is a good person.

MC : \_\_\_\_\_

SC : \_\_\_\_\_

8. They felt that they should have won the tournament.

MC : \_\_\_\_\_

SC : \_\_\_\_\_

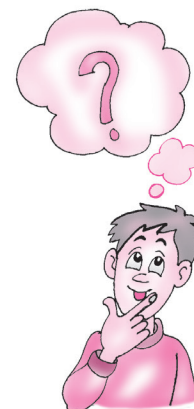
**B. Rewrite the following clues and complete the sentences using the words given in the brackets. One example has been done.**

1. I/believe/you/should/succeed. (that)

I believe that you should succeed.

2. he/will lose the college election/is certain. (that)

\_\_\_\_\_



3. she/says/her/uncle/is unwell. (that)

\_\_\_\_\_

4. law/should/punish/is guilty. (whosoever)

\_\_\_\_\_

5. I/don't know/I shall return. (when)

\_\_\_\_\_

6. he/left/the office/is a mystery. (why)

\_\_\_\_\_

7. we/can/reach on time/is uncertain. (whether)

\_\_\_\_\_

8. tell/me/you/hurt/others. (why)

\_\_\_\_\_

9. owns/this house/must be rich. (whoever)

\_\_\_\_\_

10. I/surprised/to hear/their team had won the tournament/was. (that)

\_\_\_\_\_

\_\_\_\_\_

that



Why



## Worksheet 5

A. Identify the main clause (MC) and the subordinate clause (SC) in the sentences given below.

1. Sumit makes friends wherever he goes.

MC : \_\_\_\_\_

SC : \_\_\_\_\_

2. He slept early so that he could wake up early the next morning.

MC : \_\_\_\_\_

SC : \_\_\_\_\_

3. If it rains, we shall go out to enjoy ourselves.

MC : \_\_\_\_\_

SC : \_\_\_\_\_

4. Talk to him whenever it is convenient to you.

MC : \_\_\_\_\_

SC : \_\_\_\_\_

5. Clean your room before you go to sleep.

MC : \_\_\_\_\_

SC : \_\_\_\_\_

6. Wait till the light turns green.

MC : \_\_\_\_\_

SC : \_\_\_\_\_

7. He will surely help me because he is my friend.

MC : \_\_\_\_\_

SC : \_\_\_\_\_

8. Unless you work hard, you won't fare well.

MC : \_\_\_\_\_

SC : \_\_\_\_\_

9. I would not buy it even if it were for free.

MC : \_\_\_\_\_

SC : \_\_\_\_\_

10. He visited the house while I was away.

MC : \_\_\_\_\_

SC : \_\_\_\_\_

**B. Complete the following sentences by adding suitable subordinate clauses.**

1. Put this table \_\_\_\_\_

2. I shall meet you \_\_\_\_\_

3. It was dark \_\_\_\_\_

4. Think \_\_\_\_\_ speak.

5. They arrived \_\_\_\_\_

\_\_\_\_\_

6. I will take the message \_\_\_\_\_

7. \_\_\_\_\_, I gave the letter to his mother.

8. She walked into the room quietly \_\_\_\_\_.



**Read the following sentences about Kalpana Chawla, the girl who lost her life while returning to the earth after her journey into the space. Identify the main clause and the subordinate clause(s). Remember that one complex sentence may contain more than one subordinate clause. One example has been given to help you.**

1. It was characteristic of her that she chose the latter.

MC : *It was characteristic of her* \_\_\_\_\_

SC : *that she chose the latter* \_\_\_\_\_



2. As she reached her eighth grade, Kalpana first gave vent to her resolve when she proclaimed that engineering was going to be her vocation.

MC : \_\_\_\_\_

SC : \_\_\_\_\_

SC : \_\_\_\_\_

SC : \_\_\_\_\_



3. Kalpana believed that her vocation would be flight engineering.

MC : \_\_\_\_\_

SC : \_\_\_\_\_



4. After she started topping her class, her batch-mates noticed that she had started getting very organised.

MC : \_\_\_\_\_

SC : \_\_\_\_\_

SC : \_\_\_\_\_



5. While she was heading towards the conclusion of her graduation degree, Kalpana had already begun to trawl American Universities.

MC : \_\_\_\_\_

SC : \_\_\_\_\_

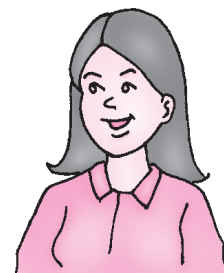


6. Kalpana zeroed in on UTA because she was convinced that it offered good research opportunities.

MC : \_\_\_\_\_

SC : \_\_\_\_\_

SC : \_\_\_\_\_



7. Though she has angry at the initial rejection, she kept up her entreaties to the family as time started closing in on her admission date.

MC : \_\_\_\_\_

SC : \_\_\_\_\_

SC : \_\_\_\_\_

8. It is something that you would want to do.

MC : \_\_\_\_\_

SC : \_\_\_\_\_



## DO IT YOURSELF

1. Identify and underline the main clauses in the sentences given below.

If you are patient, you may be able to watch a cricket chirping. If it is dark outside, carry a torch. Listen carefully so that you know where to look. While the cricket is chirping, walk slowly towards him. It will be a male because only a full grown male cricket can chirp. Stop when he stops chirping. Move closer when he begins again. After several stops, you may be able to get close enough to see him.



2. Combine the following sentences using the conjunctions given in the brackets.

- (a) The monsoons failed miserably. Most of the states were hit by a severe drought.

\_\_\_\_\_  
\_\_\_\_\_ (because)

- (b) I went to a Gujarati restaurant. My friend had suggested it.

\_\_\_\_\_  
\_\_\_\_\_ (which)

(c) He read my letter. He called me up.

\_\_\_\_\_ (after)

(d) I liked the book much. I bought a personal copy.

\_\_\_\_\_ (so.....that)

(e) Ritika is intelligent. We know.

\_\_\_\_\_ (that)

(f) Where do you live? Tell me.

\_\_\_\_\_.

**3. Supply a suitable main clause for the following subordinate clauses.**

(a) \_\_\_\_\_ while it is sunny.

(b) \_\_\_\_\_ who live in glass houses \_\_\_\_\_.

(c) \_\_\_\_\_ where she had kept her purse.

(d) \_\_\_\_\_ that I certainly needed.

(e) \_\_\_\_\_ why he left that job.

(f) \_\_\_\_\_ how it happened.

