

# 1

## THE BOOK THAT SAVED THE EARTH



### Characters

HISTORIAN

Lieutenant Iota

GREAT AND MIGHTY THINK-TANK

Sergeant Oop

Apprentice Noodle

Offstage Voice

Captain Omega

### SCENE 1

#### READ AND FIND OUT

- Why was the twentieth century called the 'Era of the Book'?
- Who tried to invade the earth in the twenty-first century?

Time : The twenty fifth century

Place : The Museum of Ancient History: Department of the Twentieth  
Century on the Planet Earth

Before Rise : Spotlight shines on Historian, who is sitting at a table down right, on which is a movie projector. A sign on an easel beside her reads - Museum of Ancient History : Department of the Twentieth Century. She stands and bows to audience.

Historian : Good afternoon. Welcome to our Museum- of Ancient History, and to my department - **curiosities** of the good old, far-off twentieth century. The twentieth century was often called the Era of the Book. In those days, there were books about everything, from anteaters to **Zulus**. Books taught people how to, and when to, and where to, and why to. They illustrated, educated, punctuated, and even decorated. But the strangest thing a book ever did was to save the Earth. You haven't heard

about the Martian invasion of 2040? Tsk, tsk. What do they teach children nowadays? Well, you know, the invasion never really happened, because a single book stopped it. What was the book, you ask? A noble **encyclopedia**? A tome about rockets and missiles? A secret file from outer space? No, it was none of those. It was - but here, let me turn on the historiscope and show you what happened many centuries ago, in 2040. (She turns on projector, and points it left. Spotlight on Historian goes out, and comes up down left on Think-Tank, who is seated on a raised box, arms folded. He has a huge, egg-shaped henri, and he wears a long robe decorated with stars and circles. Apprentice Noodle stands beside him at an elaborate switchboard. A sign on an easel reads:

### **MARS SPACE CONTROL**

### **GREAT AND MIGHTY THINK-TANK, COMMANDER-IN-CHIEF**

#### **Bows low before entering**

Noodle : (bowing) O Great and Mighty Think-Tank, most powerful and intelligent creature in the whole universe, what are your orders?

Think-Tank : (**peevishly**) You left out part of my salutation, **Apprentice** Noodle. Go over the whole thing again.

Noodle : It shall be done, sir. (in a singsong) O Great and Mighty Think-Tank, Ruler of Mars and her two moons, most powerful and intelligent creature in the whole universe - (out of breath) what-are-your-orders?

Think-Tank : That's better, Noodle. I wish to be placed in communication with our manned space probe to that **ridiculous** little planet we are going to put under our generous rulership. What do they call it, again?

Noodle : Earth, your Intelligence.

Think-Tank : Earth - of course. You see how **insignificant** the place is? But first, something important. My mirror. I wish to consult my mirror.

Noodle: It shall be done, sir. (He hands Think-Tank a mirror.)

Think-Tank : Mirror, mirror, in my hand. Who is the most fan..astically intellectually gifted being in the land?

Offstage Voice : (after a pause) You, sir.

Think Tank: (smacking mirror) Quicker. Answer quicker next time. I hate a slow mirror. (He admires himself in the mirror.) Ah, there I am. Are we Martians not a handsome race? So much more attractive than those ugly Earthlings with their tiny heads. Noodle, you keep on exercising your mind, and some day you'll have a balloon brain just like mine.

Noodle : Oh, I hope so, Mighty Think-Tank. I hope so.

Think Tank: Now, contact the space probe. I want to invade that primitive ball of mud called Earth before lunch.

Noodle : It shall be done, sir. (He adjusts levers on switchboard. Electronic buzzes and beeps are heard as the curtains open.)

## **SCENE 2**

### **Read and Find Out**

**What guesses are made by Think-Tank about the books found on earth?**

Time : A few seconds later

Place : Mars Space Control and the Centerville Public Library

At Rise: Captain Omega stands at centre, opening and closing card catalogue drawers in a confused fashion. Lieutenant Iota is up left, counting books in a bookcase. Sergeant Oop is at right, opening and closing a book, turning it upside down, shaking it and then riffling the pages and shaking his head.

Noodle: (adjusting knobs) I have a close sighting of the space

crew, sir.

(Think-Tank puts on a pair of enormous goggles and turns towards the stage to watch.) They seem to have entered some sort of Earth structure.

Think-Tank : Excellent. Make voice contact.

Noodle: (speaking into a microphone) Mars Space Control calling the crew of Probe One. Mars Space Control calling the crew of Probe One. Come in, Captain Omega, and give us your location.

Omega : (speaking into a disk which is on a chain around her neck) Captain Omega to Mars Space Control. Lieutenant Iota, Sergeant Oop, and I have arrived on Earth without incident. We have taken shelter in this (indicates room) - this square place. Have you any idea where we are, Lieutenant Iota?

Iota : I can't figure it out, Captain. (holding up a book) I've counted two thousand of these peculiar items. This place must be some sort of storage barn. What do you think, Sergeant Oop?

Oop : I haven't a clue. I've been to seven galaxies, but I've never seen anything like this. Maybe they're hats. (He opens a book and puts it on his head.) Say, maybe this is a **haberdashery!**

Omega : (bowing low) Perhaps the Great and Mighty Think-Tank will give us the benefit of his thought on the matter.

Think-Tank : Elementary, my dear Omega. Hold one, of the items up so that I may view it closely. (Omega holds a book on the palm of her hand.) Yes, yes, I understand now. Since Earth creatures are always eating, the place in which you find yourselves is undoubtedly a crude refreshment stand.

:(to Iota and Oop) He says we're in a refreshment stand.

: Well, the Earthlings certainly have a strange diet.



Think-Tank : That item in your hand is called a sandwich.

Omega : (nodding) A sandwich.

Iota : (nodding) A sandwich.

Oop : (taking book from his hand) A sandwich?

Think-Tank : Sandwiches are the main staple of Earth diet. Look at it closely. (Omega squints at book.) There are two slices of what is called bread, and between them is some sort of filling.

Omega : That is correct, sir.

Think-Tank : To confirm my opinion, I order you to eat it.

Omega : (gulping) -Eat it?

Think-Tank : Do you doubt the Mighty Think-Tank?

Omega : Oh, no, no. But poor Lieutenant Iota has not had her breakfast. Lieutenant Iota, I order you to eat this - this sandwich.

Iota : (dubiously) Eat it? Oh, Captain! It's a very great honour to be the first Martian to eat a sandwich, I'm sure, but - but how can I be so impolite as to eat before my Sergeant? (handing Oop the book and saying brightly) Sergeant Oop, I order you to eat the sandwich immediately.

Oop : (making a face) Who, Lieutenant? Me, Lieutenant?

Iota and Omega : (saluting) For the glory of Mars, Oop!

Oop : Yes, of course! (unhappily) Immediately. (He opens his mouth wide. Omega and Iota watch him breathlessly. He bites down on a corner of the book, and pantomimes chewing and swallowing, while making terrible faces.)

Omega : Well, Oop?

Iota : Well, Oop? (Oop coughs. Omega and Iota pound him on the back)

Think-Tank : Was it not delicious, Sergeant Oop?

Oop : (saluting) That is correct, sir. It was not delicious. I don't

know how the Earthlings can get those sandwiches down without water. They're dry as Martian dust.

Noodle: Sir, sir. Great and Mighty Think-Tank. I beg your pardon, but an insignificant bit of data floated into my mind about those sandwiches.

Think Tank: It can't be worth much, but go ahead. Give us you **trifling** bit of data.

Noodle: Well, sir, I have seen surveyor films of those sandwiches. I noticed that the Earthlings did not eat them. They used them as some sort of communication device.

Think-Tank: (haughtily) Naturally. That was my next point. These are actually communication sandwiches. Think-Tank is never wrong. Who is never wrong?

(saluting) Great and Mighty Think-Tank is never wrong.

Think-Tank: Therefore, I order you to listen to them.

Omega : Listen to them?

Iota and Oop : (to each other, puzzled) Listen to them?

Think-Tank: Do you have marbles in your ears? I said, listen to them.  
(Martians bow very low.)

Omega : It shall be done, sir. (They each take two books from the case and hold them to their ears, listening intently.)

Iota : (whispering to Omega) Do you hear anything?

Iota : (whispering back) Nothing. Do you hear anything, Oop?

Oop : (loudly) Not a thing! (Omega and Iota jump in fright.)

Omega & Iota : Sh-h-h! (They listen intently again.)

Think-Tank: Well? Well? Report to me. What do you hear?

Omega : Nothing, sir. Perhaps we are not on the correct frequency.

Iota : Nothing, sir. Perhaps the Earthlings have sharper ears than we do.

Oop : I don't hear a thing. Maybe these sandwiches don't make sounds.

Think-Tank: What? Does somebody suggest the Mighty Think-Tank has made a mistake?

Omega : Oh, no, sir no, sir. We'll keep listening.

Noodle: Please excuse me, your Brilliance, but a cloudy piece of information is twirling around in my head.

Think-Tank: Well, twirl it out, 'Noodle, and I will clarify it for you.

Noodle: I seem to recall that the Earthlings did not listen to the sandwiches; they opened them and watched them.

Think-Tank: Yes, that is quite correct, I will clarify that for you, Captain Omega. Those sandwiches are not for ear communication, they are for eye communication. Now, Captain Omega, take that large, colourful sandwich over there. It appears to be important. Tell me what you observe.

(Omega picks up a very large volume of Mother Goose, holding it so that the audience can see the title. Iota looks over her left shoulder, and Oop peers over her right shoulder.)

Omega : It appears to contain pictures of earthlings.

Iota : There seems to be some sort of code.

Think-Tank: (sharply interested) Code? I told you this was important. Describe the code.

Oop : It's little lines and **squiggles** and dots'-. thousands of them alongside the pictures.

Think-Tank: Perhaps the Earthlings are not as primitive as we have thought. We must break the code.

Noodle: Forgive me, your Cleverness, but did not the chemical department give our space people vitamins to increase their intelligence?

Think-Tank : Stop! A thought of **magnificent** brilliance has come to me. Space people, our chemical department has given you vitamins to increase your intelligence. Take them immediately and then watch the sandwich. The meaning of the code will slowly unfold before you.

Omega : It shall be done, sir. Remove vitamins. (Crew takes vitamins from boxes on their belts.) Present vitamins. (They hold vitamins out in front of them, stiffly.) Swallow vitamins. (They pop the vitamins into their mouths and gulp simultaneously. They open their eyes wide, their heads shake, and they put their hands to their foreheads.)

Think Tank : Excellent. Now, **decipher** that code.

All : It shall be done, sir. (They frown over the book, turning pages.)

Omega : (brightly) Aha!

Iota : (brightly) Oho!

Oop : (bursting into laughter) Ha, ha, ha.

Think-Tank : What does it say? Tell me this instant. Transcribe, Omega.

Omega : Yes, sir. (She reads with great seriousness.)  
Mistress Mary, quite contrary, How does your garden grow?  
With cockle shells and silver bells  
And pretty maids all in a row.

Oop : Ha, ha, ha. Imagine that. Pretty maids growing in a garden.

Think-Tank : (alarmed) Stop! This is no time for **levity**. Don't you realise the seriousness of this discovery? The Earthlings have discovered how to combine agriculture and mining. They can actually grow crops of rare metals such as silver. And cockle shells. They can grow high explosives, too. Noodle, contact our invasion fleet.

Noodle : They are ready to go down and take over Earth, sir.

Think-Tank: Tell them to hold. Tell them new information has come to us about Earth. Iota, **transcribe**.

Iota : Yes, sir. (She reads very gravely.)  
Hey diddle diddle! The cat and the fiddle, The cow jumped over the moon, The little dog laughed to see such sport, And the dish ran away with the spoon.

Oop : (laughing) The dish ran away with the spoon!

Think-Tank : Cease laughter. Desist. This is more and more alarming. The Earthlings have reached a high level of civilisation. Didn't you hear? They have taught their domesticated animals musical culture and space techniques. Even their dogs have a sense of humour. Why, at this very moment, they may be launching an interplanetary attack of millions of cows! Notify the **invasion** fleet. No invasion today Oop, transcribe the next code.

Oop : Yes, sir. (reading)  
Humpty Dumpty sat on the wall,  
Humpty Dumpty had a great fall;  
All the King's horses and all the King's men,  
Cannot put Humpty Dumpty together again.  
Oh, look, sir. Here's a picture of Humpty Dumpty. Why, sir, he looks like - he looks like - (turns large picture of Humpty Dumpty towards Think-Tank and the audience)

Think-Tank: (screaming and holding his head) It's me! It's my Great and Mighty Balloon Brain. The Earthlings have seen me, and they're after me. "Had a great fall!" - That means they plan to capture Mars Central Control and me! It's an invasion of Mars! Noodle, prepare a space capsule for me. I must escape without delay. Space people, you must leave Earth at once, but be sure to remove all traces of your visit. The Earthlings must not know

that I know. (Omega, Iota, and Oop rush about, putting books back on shelves.)

Noodle : Where shall we go, sir?

Think-Tank: A hundred million miles away from Mars. Order the invasion fleet to evacuate the entire planet of Mars. We are heading for Alpha Centauri, a hundred million miles away. (Omega, Iota, and Oop run off right as Noodle helps Think-Tank off left and the curtain closes. Spotlight shines on Historian down right.)

Historian: (chuckling) And that's how one dusty old book of nursery rhymes saved the world from a Martian invasion. As you all know, in the twenty-fifth century, five hundred years after all this happened, we Earthlings resumed contact with Mars, and we even became very friendly with the Martians. By that time, Great and Mighty Think-Tank had been replaced by a very clever Martian - the wise and wonderful Noodle! Oh, yes, we taught the Martians the difference between sandwiches and books. We taught them how to read, too, and we established a model library in their capital city of Marsopolis. But as you might expect, there is still one book that the Martians can never bring themselves to read. You've guessed it - Mother Goose! (She bows and exits right.)

**CURTAIN**

**Claire Boiko**

## **GLOSSARY**

curiosities (n)	:	strange or rare objects
Zulus (n)	:	a South African racial group
encyclopedia (n)	:	a book, giving information about every branch of knowledge, or on one subject
peevisly (adv)	:	irritably

apprentice (n)	:	a new learner, a person newly entered in a trade to learn about it
ridiculous (adj)	:	absurd; deserving to be laughed at
insignificant (adj)	:	unimportant
haberdashery (n)	:	shop which sells clothing, small articles of dress
trifling (adj)	:	petty, trivial, having no value
squiggles (n)	:	drafts of illegible writing
magnificent (adj)	:	remarkable, splendid
decipher (v)	:	discover the meaning of something which is puzzling and mysterious
levity (n)	:	non-serious discussion
transcribe (v)	:	to write in full form from short-hand
invasion (n)	:	attack

### About the Author

Clare Boiko is a famous author of children's books. His plays are full of fantasy and amusement. His famous plays are *The Book that Saved the Earth*, *Belinda and the Beast*, *Al Adams and the Wonderful Lump*, *Baby Princess*, *Lady Moon and the Thief* and numerous others.

### About the Text

*The Book that Saved the Earth* is a short play meant to entertain and educate people with the world of fantasy. It dramatizes the imaginary event of the mid twenty first century supposed to be seen in twenty fifth century. The 'historiscope' shows that a crew from the planet Mars is on the expedition to attack the Earth. The crew members of the spacecraft happen to enter a library which they take to be a 'storage barn' and mistake books for 'sandwiches'. They read out poems from a book of nursery rhymes and misinterpret their meanings. Confused by the far-fetched images of the funny poems, they begin to think that the people of the Earth are far more advanced and intelligent, capable to defeat the Martians. They drop the mission of attacking the

earth and withdraw in fear. Think-Tank, the master-mind of the attack, is himself so much frightened that he is ready to run away from the Mars to a safer place in the universe.

### **ACTIVITY 1 : COMPREHENSION**

#### **A. Tick the correct alternative:**

1. Who wrote the play 'The Book that Saved the Earth'?  
(a) Claire Boiko  
(b) William Shakespeare  
(c) Oliver Goldsmith  
(d) Anton Chekov [       ]
2. Which century was called the era of the Book?  
(a) Twenty first  
(b) Twenty fifth  
(c) Twentieth  
(d) Ninetieth [       ]
3. What stopped the Martian invasion of 2040?  
(a) a noble encyclopedia  
(b) a tome about rockets  
(c) Mother Goose  
(d) a secret file [       ]

#### **B. Say whether the following statements are True or False. Write T for true and F for false in brackets:**

1. 'The Book that Saved the Earth' is a drama. [       ]
2. The people of the Mars plan an attack on the earth. [       ]
3. The Martians do not leave the earth in fear. [       ]
4. The twentieth century was often called the Era of the Books. [       ]
5. Humpty Dumpty did not sit on the wall. [       ]

#### **C. Answer the following questions in about 30-40 words each:**



1. Why did Think-Tank express his peevishness with Noodle?
2. How does Think-Tank describe the earth?
3. Who eats the sandwich ultimately?
4. How does Think-Tank wish to be saluted?
5. What does Oop think about the library?
6. How does the picture of Humpty Dumpty look like?
7. What question does Think-Tank ask the mirror?
8. What did the books teach in twentieth century?
9. Who tried to invade the earth in the twenty first century?
10. Why are books referred as man's best friend?
11. What has Think-Tank thought about magnificent brilliance?
12. What is Think-Tank's planning about the earth?

**D. Answer the following questions in about 60 words each:**

1. Why did Think-Tank's plan fail to invade the earth?
2. Why is Think-Tank's space crew puzzled on the earth?
3. How does Noodle suggest to Think-Tank about the books?
4. Give the character - Sketch of Noodle?
5. What do you know about Think-Tank after reading the play?
6. How were friendly relations established between people of Mars and People of Earth?
7. "Perhaps the Earthlings have sharper ears than we do". Why does Iota say so?

**ACTIVITY 2 : VOCABULARY**

Word formation: often new words are formed from the existing ones by adding a small unit either at the beginning or at the end ; the particles used at the beginning are known as 'prefixes' and those used at the end are known as 'suffixes'.

**Prefixes :** in-, on-, im-, il-, non-, ab-, dis-, mis-, etc

Examples : insane, unfair, impossible, illegal, non- violence, abnormal, dislike, misbehave

**Suffixes :** Suffixes often change the word-class, for example, the adjective 'mad', by the addition of the suffix '-ness', is changed into an abstract noun 'madness'.

Popular suffixes are -ion, -cation, -ment, -ious, -al, -ous, -ness, -ity, -ful.

educate - education,  
agree - agreement,  
multiply - multiplication,  
courage - courageous,  
mystery - mysterious,  
accident - accidental,  
cheer - cheerful.

By using prefixes and suffixes a verb can be converted into a noun, a noun into an adjective and adjective into an adverb.

**A. Fill in the blanks with *adjectives* derived from nouns given in brackets.**

1. Noodle flatters Think-Tank by calling him the most creature in the universe. (power)
2. The Martians call the Earth a \_\_\_\_\_ ball. (mud)
3. The Earthlings have taught their animals \_\_\_\_\_ culture. (music)
4. A \_\_\_\_\_ old book of nursery rhymes saved the Earth from a Martian invasion. (dust)
5. The wise and \_\_\_\_\_ Noodle became a successor of great and mighty Think-Tank. (wonder)

**B. Fill in the blanks with synonyms of the words given in brackets. Initial letters have been provided as hints:**

1. Think-Tank considers the earth as a **r** \_\_\_\_\_ planet. (laughable)
2. The members of the crew believe that the Earthlings are not as **a** \_\_\_\_\_ as the Martians. (charming)
3. Noodle tells Think-Tank that a new idea is **t** \_\_\_\_\_ in his mind. (moving)
4. The commander-in-chief suddenly leaves the idea of **i** \_\_\_\_\_ on the earth. (attack)
5. The space people are asked to **d** \_\_\_\_\_ the code. (find)

**C. Fill in the blanks with one word substitutes of the expressions given in**

**brackets. Initial letters have been provided as hints:**

1. Think-Tank poses to be a wiseman as if he possesses knowledge of an **e** \_\_\_\_\_.  
(a book giving a complete information about a branch of knowledge).
2. The historian turned on the **h** \_\_\_\_\_ and showed the picture of many centuries ago. (an apparatus showing slides of history)
3. The space-crew mistakes the library for a **b** \_\_\_\_\_. (a place where hay and corn are stored)
4. Sergeant Oop is unable to understand the language of *Mother Goose* and calls it a collection of **s** \_\_\_\_\_. (illegible writings)
5. The historian welcomed the audience to **m** \_\_\_\_\_ of ancient history. (the place where objects of old civilisations are stored)

**D. Fill in the blanks with antonyms of the words given in brackets.**

1. The Martians take the Earth as \_\_\_\_\_ place. (significant)
2. They consume vitamins to \_\_\_\_\_ their intelligence. (decrease)
3. Lieutenant Iota cannot be \_\_\_\_\_ to his Sergeant. (polite)
4. The Martians \_\_\_\_\_ the language of the poems. (understand)
5. The terrified invaders leave the earth in \_\_\_\_\_. (boldness)

**ACTIVITY 3 : GRAMMAR**

**TENSES**

The word tense and time do not mean the same thing in English Language. Tense indicates to the form of the verbs, e.g. **Speak** (Present simple), **Spoke** (Past simple), **has Spoken** (Present Perfect) etc. Time, on the other hand, stands for a general concept divided into Past, Present and Future. Look at the following examples that tense and time do not always correspond with each other:

1. I want a glass of water.
2. He leaves for Delhi next week.
3. She goes to school everyday.
4. Water boils at 100-centigrade.

In sentence (i) the verb **want** shows immediate present; in (ii) the verb **leaves** refers to a future activity; in (iii) the verb **goes** indicates activity that has occurred from the past time up to the present and that will probably continue to occur at intervals in future also; and in (iv) the verb **boils** indicates something that belongs to all time : present, past and future. Let's go with tenses in details:

### 1. Simple Present Tense:

This tense is used to express permanent truths, habitual actions, states and feelings. It expresses actions and situations in 'general time' – things that have existed before and probably continue to exist after the moment of speaking. We use 's' or 'es' with the verb when the subject is 'he', 'she', 'it', and 'third person singular'. In questions and negative sentences we use do/does + verb (without 's'):

Examples:

1. The sun rises in the East. (universal)
2. He smokes cigars. (habit)
3. She goes to school every day. (regularity)
4. Ram teaches English. (profession)
5. Does he smoke? (interrogative)
6. She does not go to school every day. (negative)

This tense is generally not used with the adverbs of present time, such as: at the moment, at present.

The present simple tense is also used to express perceptions, feelings, conditions etc. that occur or exist **at the moment of speaking**.

e.g. I **smell** something burning.

I **want** a cup of coffee.

Your answer **seems** correct.

### EXERCISE

**Write correct form of the verb given in brackets:**

1. The last train \_\_\_\_\_ (leave) at midnight.
2. The earth \_\_\_\_\_ (move) round the sun.

3. I come from Jodhpur. Where \_\_\_\_\_ you \_\_\_\_\_ (come) from?
4. We \_\_\_\_\_ (not work) on Saturdays.
5. John \_\_\_\_\_ (seem) rather tiring today.
6. How often \_\_\_\_\_ you \_\_\_\_\_ (go) to the dentist?
7. I rarely \_\_\_\_\_ (carry) an umbrella in summer.
8. A musician \_\_\_\_\_ (practise) everyday.
9. He always \_\_\_\_\_ (work) very hard.
10. Family planning really \_\_\_\_\_ (mean) family welfare.

## **2. Present Progressive/ Continuous Tense:**

This tense is formed by the present participle of a verb preceded by the present tense of the verb 'to be' (is, am, are) as an auxiliary. This tense is most often used to express the action which is still continuing at the moment of speaking or writing.

e.g. The boys are playing football in the park.

She is doing her assignment.

The Present Progressive tense is also used for an action that began a relatively long time before and that will probably end a relatively long time after the moment of speaking.

e.g. We are writing a book these days.

The country is facing a financial crisis these days.

**Note:** There are certain verbs which are not normally used in the continuous tenses.

This happens when actions are not deliberate or intentional:

feel, hear, see, smell, notice, appear, look, seem, sound, taste, care, dislike, hate, fear, love, mind, wish, agree, believe, know, think, remember, belong, own, owe, possess etc.

## **EXERCISE**

**Write the correct form of the verbs given in brackets:**

1. Where is Ram? He \_\_\_\_\_ (lie) under the car.
2. It is a lovely day. The birds \_\_\_\_\_ (sing).

3. Let's go out. It \_\_\_\_\_ (not rain) now.
4. I \_\_\_\_\_ (read) an interesting novel these days.
5. At present my mother \_\_\_\_\_ (cook) in the kitchen.
6. That child \_\_\_\_\_ (cry) because her mother is not there.
7. Her aunt \_\_\_\_\_ (stay) with us for a week.
8. How do you know that I \_\_\_\_\_ (not tell) the truth?
9. The children are very quiet. Go and see what they \_\_\_\_\_ (do).
10. I can't hear what you \_\_\_\_\_ (say).

### 3. **Present Perfect Tense:**

Study the following sentences:

1. Ram has broken his leg.
2. Her voice has turned rough.
3. Have you finished your dinner?
4. He has not returned from Europe.

All the above sentences are in Present Perfect tense. The actions in this tense began in past or further back in past, but a strong connection with the present is always maintained. This tense is used to say something in the past, the result of which we can feel or observe in the present.

It is used with such adverbs as these:

Now, just (= this minute), today, this morning (week, month), still, ever, never, not yet, already, recently, lately- and adverbial clauses and phrases beginning with **for** and **since**.

To form this tense the past participle form of the verb is preceded by 'has' and 'have' auxiliary verbs.

### **EXERCISE**

**Insert in the blank spaces of the sentences below the Present Perfect Tense of the verbs given in brackets :**

1. I \_\_\_\_\_ that fellow somewhere before. (meet)

2. \_\_\_\_\_ the postman not \_\_\_\_\_ yet? (come)
3. They \_\_\_\_\_ a television set. (buy)
4. Radhika cannot walk. She \_\_\_\_\_ her leg. (hurt)
5. My car looks lovely. I \_\_\_\_\_ it. (wash)
6. \_\_\_\_\_ you ever \_\_\_\_\_ a camel? (ride)
7. He \_\_\_\_\_ just \_\_\_\_\_ out. (go)
8. Why \_\_\_\_\_ you \_\_\_\_\_ the fuse? (not mend)
9. How many bottles the milkman \_\_\_\_\_ ? (leave)
10. I \_\_\_\_\_ often \_\_\_\_\_ him (see) but I \_\_\_\_\_ never \_\_\_\_\_ to him. (speak)

#### 4. **Present Perfect Progressive / Continuous Tense:**

Look at the following sentences:

The man **has been standing** in the corner all day.

He **has not been working** very well recently.

The above sentences are examples of the Present Perfect Progressive tense. We use this tense to talk about the actions and situations which started in the past and which are continuing. It is more often used with verbs which have the meaning of prolonged action, such as:

Live, wait, stay, work, read, sleep, study and with many other verbs when they mean repeated action. We prefer the Present Perfect Simple when we talk about more permanent or long lasting situations. Compare:

I **have lived** here for three years.

I **have been living** here for three years.

Both the sentences have the same meaning. The only difference is that Present Perfect Continuous puts more emphasis on continuity.

In the Present Perfect Continuous we use **since** to indicate the point of the time of action and **for** to indicate the period of time.

#### **EXERCISE**

**Put the verbs in brackets into the Present Perfect or the Present Perfect Continuous Tense:**

1. They \_\_\_\_\_ (live) here since 1954.
2. I \_\_\_\_\_ (wait) for you all the morning.

3. Have you seen my bag anywhere? I \_\_\_\_\_ (look) for it for ages.
4. It \_\_\_\_\_ (rain) for two days now. There will be a flood soon.
5. He \_\_\_\_\_ (not stop) eating since he arrived.
6. I \_\_\_\_\_ (teach) hundreds of students but I never \_\_\_\_\_ (meet) such a hopeless class as this.
7. I \_\_\_\_\_ (pump) up three tyres. Would you like to do the fourth?
8. He \_\_\_\_\_ (be) very ill since the last month.
9. The strike \_\_\_\_\_ (last) for six months.
10. The police \_\_\_\_\_ (look) for me for the last four days.

#### **ACTIVITY 4: SPEECH ACTIVITY**

1. Organize a debate in the class on the topic “The people of Earth are wiser than the people of Mars.”

#### **ACTIVITY 5: COMPOSITION**

1. Write a paragraph in about 100 words describing the latest facts about the Mars. You may consult a science teacher or view a web page on Internet.
2. Write a paragraph in about 100 words comparing the Martian spacecraft described in the lesson with the *Pushpak Viman* in which Lord Rama, Sita and Laxman travelled to Ayodhya after having won Lanka .