**UNIT 5**

**Reading:**

**The Sporting Spirit by George Orwell (Excerpt) …**

 I am always amazed when I hear people saying that sport creates goodwill between the nations, and that if only the common peoples of the world could meet one another at football or cricket, they would have no inclination to meet on the battlefield. Even if one didn't know from concrete examples (the 1936 Olympic Games, for instance) that international sporting contests lead to orgies of hatred, one could deduce it from general principles.

Nearly all the sports practised nowadays are competitive. You play to win, and the game has little meaning unless you do your utmost to win. On the village green, where you pick up sides and no feeling of local patriotism is involved. it is possible to play simply for the fun and exercise: but as soon as the question of prestige arises, as soon as you feel that you and some larger unit will be disgraced if you lose, the most savage combative instincts are aroused. Anyone who has played even in a school football match knows this. At the international level sport is frankly mimic warfare. But the significant thing is not the behaviour of the players but the attitude of the spectators: and, behind the spectators, of the nations who work themselves into furies over these absurd contests, and seriously believe — at any rate for short periods — that running, jumping and kicking a ball are tests of national virtue.

Even a leisurely game like cricket, demanding grace rather than strength, can cause much ill-will, as we saw in the controversy over body-line bowling and over the rough tactics of the Australian team that visited England in 1921. Football, a game in which everyone gets hurt and every nation has its own style of play which seems unfair to foreigners, is far worse. Worst of all is boxing. One of the most horrible sights in the world is a fight between white and coloured boxers before a mixed audience. But a boxing audience is always disgusting …

In England, the obsession with sport is bad enough, but even fiercer passions are aroused in young countries where games playing and nationalism are both recent developments. In countries like India or Burma, it is necessary at football matches to have strong cordons of police to keep the crowd from invading the field. In Burma, I have seen the supporters of one side break through the police and disable the goalkeeper of the opposing side at a critical moment. The first big football match that was played in Spain about fifteen years ago led to an uncontrollable riot. As soon as strong feelings of rivalry are aroused, the notion of playing the game according to the rules always vanishes. People want to see one side on top and the other side humiliated, and they forget that victory gained through cheating or through the intervention of the crowd is meaningless. Even when the spectators don't intervene physically, they try to influence the game by cheering their own side and “rattling” opposing players with boos and insults. Serious sport has nothing to do with fair play. It is bound up with hatred, jealousy, boastfulness, disregard of all rules and sadistic pleasure in witnessing violence: in other words, it is war minus the shooting.

Instead of blah-blahing about the clean, healthy rivalry of the football field and the great part played by the Olympic Games in bringing the nations together, it is 7 more useful to inquire how and why this modern cult of sport arose. Most of the games we now play are of ancient origin, but sport does not seem to have been taken very seriously between Roman times and the nineteenth century. Even in the English public schools the games cult did not start till the later part of the last century. Dr Arnold, generally regarded as the founder of the modern public school, looked on games as simply a waste of time. Then, chiefly in England and the United States, games were built up into a heavily-financed activity, capable of attracting vast crowds and rousing savage passions, and the infection spread from country to country. It is the most violently combative sports, football and boxing, that have spread the widest. There cannot be much doubt that the whole thing is bound up with the rise of nationalism — that is, with the lunatic modern habit of identifying oneself with large power units and seeing everything in terms of competitive prestige. Also, organised games are more likely to flourish in urban communities where the average human being lives a sedentary or at least a confined life, and does not get much opportunity for creative labour. In a rustic community a boy or young man works off a good deal of his surplus energy by walking, swimming, snowballing, climbing trees, riding horses, and by various sports involving cruelty to animals, such as fishing, cock-fighting and ferreting for rats. In a big town one must indulge in group activities if one wants an outlet for one's physical strength or for one's sadistic impulses. Games are taken seriously in London and New York, and they were taken seriously in Rome and Byzantium: in the Middle Ages they were played, and probably played with much physical brutality, but they were not mixed up with politics nor a cause of group hatreds. …

I do not, of course, suggest that sport is one of the main causes of international rivalry; big-scale sport is itself, I think, merely another effect of the causes that have produced nationalism. Still, you do make things worse by sending forth a team of eleven men, labelled as national champions, to do battle against some rival team, and allowing it to be felt on all sides that whichever nation is defeated will “lose face”.

**Critical summary of “The Sporting Spirit”**

**Introduction:**

In the extremely competitive atmosphere in which sports is administered today, every player backed by every nation, would obviously have a strong temptation to take advantage of the gaps in the rule book, bending the rules to his favour, and conveniently interpreting the law to his advantage. Against this backdrop, George Orwell, pleads for the need to understand the importance of demonstrating sportsmanship and set a good example on the sporting field for the others to emulate.

**Sports as an Unfailing Cause of ill-will:**

In his remarkable essay “The Sporting Spirit”, Orwell grieves over the fact that sport is an unfailing cause of ill-will, and that the visit of the Russian football team Dynamos, has only worsened the Anglo-Soviet relations instead of strengthening it.

Two of the four matches played led to much bad feeling. At the Arsenal match the referee was booed at. At the match in Glasgow, it was a free-for-all right from the start. According to Orwell, football was capable of provoking the vicious passions of patriotism, resulting in fresh animosity on both sides.

According to Orwell, the dictum that sports creates goodwill between the nations, is a great misnomer because, if the common people of the world could meet one another at football or cricket, they would not have any inclination to meet on the battlefield. Such is the ferocity and the fervour that flares up, leading to orgies of hatred, something similar to what happened in the 1936 Olympic Games, for instance.

**Sports Played for Exercise and Sports played for Prestige:**

On the village green, when you pick up sides, no feeling of local patriotism is involved. The game is played simply for the fun and exercise. But, as soon as the question of prestige arises, and the moment you feel that you will be disgraced if you lose, the most savage combative instincts are aroused. At the international level, sport is mimic warfare. More than the behaviour of the players, it is the attitude of the spectators that aggravates the situation. And that is because of a false notion that running, jumping and kicking a ball are tests of national virtue.

Even a leisurely game like cricket, demanding grace rather than strength, has caused a lot of ill-will, as seen in the controversy over body-line bowling in the 1921 match between Australia and England. Football, a game in which everyone gets hurt and every nation has its own style of play, is far worse. Worst of all is boxing. One of the most horrible sights in the world is a fight between white and coloured boxers before a mixed audience.

**Modern Sport and its Ancient Origin:**

Orwell then proceeds to inquire into how this modern cult of sport arose. Most of the games we play now are of ancient origin, but sport was not taken very seriously between Roman times and the nineteenth century. Even in the English public schools the games did not start till the later part of the twentieth century. So much that, Dr.Arnold, generally regarded as the founder of the modern public school, looked on games as simply a waste of time.

**Sports today: Heavily financed Activities:**

But later on, chiefly in England and in the United States, games were built up into a heavily-financed activity, capable of attracting vast crowds and rousing savage passions, and the infection gradually spread from country to country. It is the most violently combative sports like football and boxing, that have spread the widest. And the whole thing is bound up with the rise of nationalism. Even in the Middle Ages, games were played with much physical brutality but they were not mixed up with politics nor were they a cause of group hatreds.

Organised games like these are most likely to flourish in urban communities where the average human being lives a sedentary or confined life and does not get much opportunity for creative labour. For these urbanites, Orwell advocates that, when it is not possible to work off surplus energy by walking, swimming, climbing trees, riding horses, one must indulge in group activities if one wants an outlet for one’s physical strength or for one’s sadistic impulses.

**Conclusion:**

Orwell winds up his essay with a fervent plea for good sportsmanship, which, according to him, is one of the most desirable qualities in any great player. As the Olympic oath majestically declares, “in the true spirit of sportsmanship, for the glory of sport and the honour of our teams," every player should imbibe these qualities of sportsmanship which would go a long way in promoting the sporting spirit between nations.

**Probable questions:**

**What is ‘Sporting Spirit’ about?**

**What does the author mean by the phrase ‘it is war minus shooting’?**

**What according to Orwell is sportsmanship?**

**Themes of “The Sporting Spirit”**

In The Sporting Spirit by George Orwell we have the theme of pride, nationalism, jealousy, hatred and passion. Taken from his ‘Shooting an Elephant’ collection the reader realises after reading the essay that Orwell may be exploring the theme of pride and nationalism. Orwell argues that the sport played by either side may not necessarily be of the utmost importance. Be it football, boxing or cricket. The driving factor is not to be beaten by another nationality as by doing so one may lose face. It is also possible that Orwell is suggesting that sport is taken far too seriously, particularly, in urban areas, where individuals may not have an outlet for their energies. The fact that the Arsenal team is mentioned by the Russians as being an all-England team is also interesting as it highlights for the reader the fact that Arsenal do not wish to be beaten by a foreign team. Hence using the best players’ available to them from other teams. Likewise it is as though the element of fun has been taken out of playing sport with those who attend sporting events trying their best to disrupt the opposition.

Orwell also argues that there is an element of savagery among those who attend sporting events. Something which some critics might suggest is an example of excessive pride for one’s own team. The Olympic Games held in Germany in 1936 are also placed under a spotlight by Orwell, with many historians looking upon the Games as being a propaganda event for Hitler and Nazism in general. Again the fun that one may have playing football or any other sport on the local green is no longer. Orwell also suggests that sport has become a big business and as such the owners of teams dictate what happens. Again no longer is sport seen as being a fun thing to participate in. Those who play football for example are mere pawns of the owners of the football club. As too are the fans that pay the ticket price to watch the game. Orwell’s introduction of boxing as an example to back up his point is also significant as he views those who box against someone of a different colour as being purveyors of white supremacy when a white boxer wins. It proves in their eyes that the white race is far superior to the black race. Boxing in particular appears to bring out jealousy and hatred among those who watch it.

Orwell also disagrees with women attending boxing matches on the grounds that they get too emotional. Though some readers might suggest that this is true it is more likely that a female spectator is allowing herself to be passionate about the sport she is viewing. Orwell’s theory that women are too emotional doesn’t really have any logic behind it and in today’s terms may be viewed upon as sexist. Though this may not have been Orwell’s intention and he was only drawing from personal experience during his time in the army. Overall Orwell does not shine a flattering light on the spirit of sport. He sees no positives for it once it becomes a divide between different towns, cities or countries. If anything Orwell compares the participation in sport as being similar to war without the weapons. Such is the actions of both the participants and those who attend the sporting events. In Orwell’s eyes there is no such thing as friendly rivalry. The business of sport is far more serious and dangerous.

It may also be a case that Orwell is suggesting that individuals have misplaced loyalty or pride to their teams or favourite sportsmen. They are after all only playing a game, even if that game is taken very seriously by all concerned. In Orwell’s world it is better to put the fun back in sport and not have the emotional involvement that comes at sporting events. To not be concerned about who should win or who should lose or what the meaning of winning might be for those at the event. However it is human nature to idolize a football team, a boxer or a cricket team. One wants their team or sporting hero to win at all costs. Which may be the problem. By having Arsenal play an all-England team they are in many ways cheating in order to prove themselves better than they really are. The motivation being to not lose face to a foreign team as there is a matter of national pride at stake. In some people’s eyes it is better to cheat and win than lose with dignity. People don’t remember who came second or who lost. In life it is only the winners who are remembered and who have bragging rights for the time being.

## Vocabulary: Euphemism

## Euphemism

The term euphemism refers to polite, indirect expressions that replace words and phrases considered harsh and impolite, or which suggest something unpleasant.

For example, “kick the bucket” is a euphemism that describes the death of a person. In addition, many organizations use the term “downsizing” for the distressing act of “firing” its employees.

**Euphemism Examples in Everyday Life**

Euphemism is frequently used in everyday life. Let us look at some common euphemism examples:

* You are becoming a little *thin on top* (bald).
* Our teacher is *in the family way* (pregnant).
* He is *a little tipsy* (drunk).
* We do not hire *mentally challenged* (stupid) people.
* He is a *special child* (disabled or learning challenged).

### Death and Dying

Does anyone really deal with death well? It's such a delicate - and final - state that many of us like to dance around the truth. Here are some delicate ways to discuss death and dying.

* **Passed away** instead of **died**
* **Dearly departed** instead of **died**
* **Ethnic cleansing** instead of **genocide**
* **Negative patient outcome** instead of **died**
* **Collateral damage** instead of **accidental deaths**
* **Put to sleep** instead of **euthanize**
* **Pregnancy termination** instead of **abortion**
* **Bite the big one** instead of **die**
* **Bought the farm** instead of **died**
* **Wearing cement shoes** instead of **killed**
* **Bit the dust** instead of **died**
* **Croaked** instead of **died**
* **Kick the bucket** instead of **die**
* **Whacked** instead of **killed**

### Various States of Employment

**Although it's far less delicate than death, being unemployed is also difficult to discuss. It's a direct blow to the ego, so many people like to approach this subject with a gentle touch, too.**

* **Letting someone go** instead of **firing someone**
* **On the streets** instead of **homeless**
* **Correctional facility** instead of **jail**
* **Between jobs** instead of **unemployed**
* **Relocation center** instead of **prison camp**
* **Economical** instead of **cheap**
* **Negative cash flow** instead of **broke**
* **Taking an early retirement** instead of **got fired**
* **Urban outdoorsman** instead of **homeless**
* **Embarking on a journey of self-discovery** instead of **jobless**

### Bodily Functions and Getting Old

* **Powder your nose** instead of **go to the toilet**
* **Break wind** instead of **pass gas or fart**
* **Blow chunks** instead of **vomit**
* **Making a deposit in the porcelain bank** instead of **going to the bathroom**
* **Fired a shot** instead of **flatulence**
* **Backed up worse than the Hoover Dam** instead of **constipated**
* **Over the hill and picking up speed** instead of **really old**

### Physical and Mental Attributes

* **Big-boned** instead of **fat or overweight**
* **Portly** instead of **heavy or overweight**
* **Vertically-challenged** instead of **short**
* **Moon landing** instead of **bald**
* **Differently-abled** instead of **handicapped or disabled**
* **Bad rug** instead of **toupee**
* **One sandwich short of a picnic** instead of **not smart**
* **Not the sharpest pencil in the box** instead of **not smart**
* **His elevator doesn't reach the top floor** instead of **not smart**
* **Chronologically-challenged** instead of **late**
* **Economical with the truth** instead of **liar**

[**https://youtu.be/MJRcANHEys4**](https://youtu.be/MJRcANHEys4)[**https://youtu.be/rsVbHJNZ8E0**](https://youtu.be/rsVbHJNZ8E0)

**These are the links to the lesson Euphemism explained very well**

**Inclusive language**

Inclusive language is language that is free from words, phrases or tones that reflect prejudiced, stereotyped or discriminatory views of particular people or groups. It is also language that doesn't deliberately or inadvertently exclude people from being seen as part of a group.

The language that we use in everyday communication conveys who we are and how we view other people. Components of an inclusive language definition include showing respect for all people and gaining an awareness of the broader society. Using inclusive language demonstrates cultural competency.

Inclusive language involves the use of terms that are culturally aware, that center on a person and that respect individual identity.

Gendered language is commonplace in today’s society. In some cases, gendered language establishes role expectations or even sends a message that men are the superior gender. Here are a few examples:

* **Salesperson** instead of **salesman**
* **Firefighter** instead of **fireman**
* **Police officer** instead of **policeman**
* **Foreperson** instead of **foreman**
* **Camera operator** instead of **camera man**
* **Spokesperson** instead of **spokesman**
* **Staff the desk** instead of **man the desk**

[**https://youtu.be/xrzl4Bmf1fs**](https://youtu.be/xrzl4Bmf1fs)

**This is the link for Inclusive Language lesson which is explained in detail.**

**Grammar: TENSES**

# Introduction to Tenses

When we are reading anything, how do we know if the events are happening in the past, present or the possible future? In grammar, we indicate time by modifying the verbs accordingly. In English grammar, verbs are often used in a way that it indicates or denotes the time when an event occurred. These verbs that take up different forms to indicate the time of an action, event or condition by changing its form are called as tenses. Tenses can be broadly classified into three broad categories:

1. Past Tense
2. Present Tense
3. Future Tense

With each of these tenses, there are four aspects associated with it. An aspect here refers to the nature of action performed by the verb.

* Perfect or complete
* Perfect continuous
* Progressive or Continuous
* Simple or indefinite.

This way, we get total possibilities of 12 tenses in English grammar. Let us understand more about each of these groups of tenses.

## Past, Present & Future

### *****Past Tense*****

This tense is used to refer to something that happened in the past. Sometimes, past tense is also called as ‘simple past tense’.

Example: We stayed in a hotel.

* **Past continuous tense:** This type of past tense is used to describe an event or occurrence that is ongoing or continuing in the past.

Example: We were playing tennis at the club.

* **Past Perfect Tense**: This type of tense is used to describe an event in the past that has been completed.

Example: We had completed our match before she had come.

* **Past Perfect Continuous:** This type of past tense verb is used to indicate an event, action or occurrence that started before another event, action or occurrence in the past. We can say that one action or event interrupted another.

Example: I had been playing the drums since school time.

### *****Present Tense*****

This tense is used to refer or indicate to something that occurs in the present. The simple present or indefinite present tense is used to describe an action, event, or condition that is occurring in the present while being spoken about or written. Example: The dogs’ bark.

* **Present Continuous Tense:** This tense indicates the continuous nature of an act or event in the present and has not been completed. The activity has begun in the past and will be completed in the future.

Example***:*** She is preparing chicken sandwiches for breakfast.

* **Present Perfect Tense:** This tense is used to describe an action that had begun in the past, continues into the present and has just been completed. The time of occurrence of the action is generally not mentioned. This tense is also used to describe an action happened in the past before another action took place**.**

 Example: I have just completed my dinner.

* **Present Perfect Continuous Tense:**This tense is used to describe an action, event or occurrence that has begun in the past and continues into the present. It is also used for an action that began and just finished in the past or in cases where there is no mention of time.

Example: They have been trying to contact her.

### *****Future Tense*****

This tense is used to refer to or indicate something that hasn’t happened at the time of speaking or writing. ‘Simple Future Tense’ commonly formed with the use of words ‘will’ and ‘shall’.

Example: We shall be there by noon.

* **Future Continuous Tense:** This tense is used to describe actions that are ongoing or continuing in the future. It is commonly used in sentences by using the simple future tense of the verb with the present participle i.e ‘-ing’.

Example: His parents will be attending the convocation.

* **Future Perfect Tense:** Is used to refer or describe an event that will be completed sometime in the future before another action takes place. It is written by using the past participle of the verb with the simple future tense of the verb.

Example: I will have completed 10 years of work in August this year.

* **Future Perfect Continuous Tense:** This tense is used to describe an action that is continuing into the future and will be completed at a specified time in the future. This tense is written using the future perfect tense of the verb with the present participle.
* Example: I shall have been living in Mumbai for five years by May 2019.

## Solved Example:

Q.  She \_\_\_\_\_\_\_\_\_ food when the guests arrived yesterday.

a.) preparing                   b.) was preparing

c.) is preparing              d.) has been preparing

Sol. (b) was preparing. The sentence is in past tense which is indicated by the word ‘yesterday’. It is also indicated in the sentence that it is in past continuous tense due to the words ‘when the guests arrived’.

So, the option which is indicative of past continuous tense is option b) was preparing. The completed sentence is: She was preparing food when the guests arrived yesterday.

**Simple Present Tense Uses:**

1: We use the present simple when something is generally or always true.

• People need food.

• It snows in winter here.

• Two and two make four.

2: Similarly, we need to use this tense for a situation that we think is more or less permanent. (See the present continuous for temporary situations.)

• Where do you live?

• She works in a bank.

• I don't like mushrooms.

3: The next use is for habits or things that we do regularly. We often use adverbs of frequency (such as ‘often’, ‘always’ and ‘sometimes’) in this case, as well as expressions like ‘every Sunday’ or ‘twice a month’. (See the present continuous for new, temporary or annoying habits).

• Do you smoke?

• I play tennis every Tuesday.

• I don't travel very often.

4: We can also use the present simple for short actions that are happening now. The actions are so short that they are finished almost as soon as you’ve said the sentence. This is often used with sports commentary.

• He takes the ball, he runs down the wing, and he scores!

5: We use the present simple to talk about the future when we are discussing a timetable or a fixed plan. Usually, the timetable is fixed by an organisation, not by us.

• School begins at nine tomorrow.

• What time does the film start?

• The plane doesn't arrive at seven, it arrives at seven thirty.

6: We also use the present simple to talk about the future after words like ' 'when', 'until', 'after', 'before' and 'as soon as'. These are sometimes called subordinate clauses of time.

• I will call you when I have time. (Not 'will have'.)

• I won't go out until it stops raining.

• I'm going to make dinner after I watch the news. Conditional Uses

7: We use the present simple in the first and the zero conditionals.

• If it rains, we won’t come.

• If you heat water to 100 degrees, it boils.

**Present Continuous Tense Uses:**

 1: First, we use the present continuous for things that are happening at the moment of speaking. These things usually last for quite a short time and they are not finished when we are talking about them.

• I'm working at the moment.

• Please call back as we are eating dinner now.

• Julie is sleeping.

2: We can also use this tense for other kinds of temporary situations, even if the action isn’t happening at this moment.

• John's working in a bar until he finds a job in his field. (He might not be working now.)

• I'm reading a really great book.

• She’s staying with her friend for a week.

• I work in a school. (I think this is a permanent situation.)

• I’m working in a school. (I think this is a temporary situation.)

3: We can use the present continuous for temporary or new habits (for normal habits that continue for a long time, we use the present simple). We often use this with expressions like ‘these days’ or ‘at the moment’.

• He's eating a lot these days.

• She's swimming every morning (she didn't use to do this).

• You're smoking too much.

4: Another present continuous use is for habits that are not regular, but that happen very often. In this case we usually use an adverb like 'always', 'forever' or 'constantly'. Often, we use the present continuous in this way to talk about an annoying habit.

• You're forever losing your keys!

• She's constantly missing the train.

• Lucy’s always smiling!

5: The next use is for definite future arrangements (with a future time word). In this case we have already made a plan and we are pretty sure that the event will happen in the future.

• I'm meeting my father tomorrow.

• We're going to the beach at the weekend.

• I'm leaving at three. We can't use this tense (or any other continuous tense) with stative verbs.

**Present Perfect Tense Uses:**

 Unfinished Actions

1: We use this tense when we want to talk about unfinished actions or states or habits that started in the past and continue to the present. Usually we use it to say 'how long' and we need 'since' or 'for'. We often use stative verbs.

• I've known Karen since 1994.

• She's lived in London for three years.

• I’ve worked here for six months. 'Since' and 'For' We use 'since' with a fixed time in the past (2004, April 23rd, last year, two hours ago). The fixed time can be another action, which is in the past simple (since I was at school, since I arrived).

• I've known Sam since 1992.

• I've liked chocolate since I was a child.

• She's been here since 2pm. We use 'for' with a period of time (2 hours, three years, six months).

• I've known Julie for ten years.

• I've been hungry for hours.

 • She's had a cold for a week.

Finished Actions 2: Life experience. These are actions or events that happened sometime during a person’s life. We don't say when the experience happened, and the person needs to be alive now. We often use the words ‘ever’ and ‘never’ here.

• I have been to Tokyo.

• They have visited Paris three times.

• We have never seen that film.

3: With an unfinished time word (this month, this week, today). The period of time is still continuing. • I haven't seen her this month.

• She's drunk three cups of coffee today.

• I’ve already moved house twice this year! We CAN’T use the present perfect with a finished time word.

• I’ve seen him yesterday.

4: A finished action with a result in the present (focus on result). We often use the present perfect to talk about something that happened in the recent past, but that is still true or important now. Sometimes we can use the past simple here, especially in US English.

• I've lost my keys (so I can't get into my house).

• She's hurt her leg (so she can't play tennis today).

• They've missed the bus (so they will be late).

5: We can also use the present perfect to talk about something that happened recently, even if there isn’t a clear result in the present. This is common when we want to introduce news and we often use the words ‘just / yet / already / recently’. However, the past simple is also correct in these cases, especially in US English.

• The Queen has given a speech.

• I’ve just seen Lucy.

• The Mayor has announced a new plan for the railways.

Been and Gone

In this tense, we use both 'been' and 'gone' as the past participle of 'go', but in slightly different circumstances. We use 'been' (often when we talk about life experience) to mean that the person we’re talking about visited the place and came back.

• I've been to Paris (in my life, but now I'm in London, where I live).

• She has been to school today (but now she's back at home).

• They have never been to California.

We use 'gone' (often when we are talking about an action with a result in the present) to mean that the person went to the place and is at the place now.

• 'Where's John?' 'He's gone to the shops' (he's at the shops now).

• Julie has gone to Mexico (now she's in Mexico).

• They've gone to Japan for three weeks (now they're in Japan).

**Present Perfect Continuous Tense:**

Unfinished actions

1: To say how long for unfinished actions which started in the past and continue to the present. We often use this with ‘for’ and ‘since’.

• I've been living in London for two years.

• She's been working here since 2004.

• We've been waiting for the bus for hours.

This use is very similar to how we use the present perfect simple, and often it’s possible to use either tense.

 Of course, with stative verbs, we can’t use the present perfect continuous.

• I’ve been here for hours. • NOT: I’ve been being here for hours.

2: For temporary habits or situations. The action started in the past and continues to the present in the same way as with use number 1, but we don’t answer the questions about ‘how long’ so clearly. Instead, we use a word like ‘recently’.

• I’ve been going to the gym a lot recently.

• They’ve been living with his mother while they look for a house.

• I’ve been reading a lot recently.

This is very similar to the use of the present continuous for temporary habits and often either tense is possible.

3: Actions which have recently stopped (though the whole action can be unfinished) and have a result, which we can often see, hear, or feel, in the present. We don’t use a time word here.

• I'm so tired, I've been studying.

• I've been running, so I'm really hot.

• It's been raining so the pavement is wet.

The present perfect simple has a very similar use, which focuses on the result of the action, whereas the present perfect continuous focuses on the action itself.

 **Simple Past Tense Uses:**

This is the basic past tense. We use it whenever we want to talk about the past and we don't have any special situation that means we should use the past perfect, present perfect, past continuous, etc. Finished actions, states or habits in the past.

1: We use it with finished actions, states or habits in the past when we have a finished time word (yesterday, last week, at 2 o'clock, in 2003).

• I went to the cinema yesterday.

• We spent a lot of time Japan in 2007.

2: We use it with finished actions, states or habits in the past when we know from general knowledge that the time period has finished. This includes when the person we are talking about is dead.

• Leonardo painted the Mona Lisa.

• The Vikings invaded Britain.

3: We use it with finished actions, states or habits in the past that we have introduced with the present perfect or another tense. This is sometimes called ‘details of news’.

• I've hurt my leg. I fell off a ladder when I was painting my bedroom.

• I've been on holiday. I went to Spain and Portugal.

4: For stories or lists of events, we often use the past simple for the actions in the story and the past continuous for the background.

• He went to a café. People were chatting and music was playing. He sat down and ordered a coffee. Unreal or imaginary things in the present or future.

5: We use the past simple to talk about things that are not real in the present or future. So we use it with the second conditional and after words like ‘wish’.

• If I won the lottery, I would buy a house.

• I wish I had more time!

**Past Continuous Tense Uses (also called the Past Progressive):**

1: An action in the past which overlaps another action or a time. The action in the past continuous starts before and often continues after the other shorter action or time.

• I was walking to the station when I met John. (I started walking before I met John, and maybe I continued afterwards.)

• At three o'clock, I was working. (I started before three o’clock and finished after three o’clock.)

 2: In the same way, we can use the present continuous for the background of a story. (We often use the past simple for the actions.) This is really a specific example of Use 1.

• The birds were singing, the sun was shining and in the cafés people were laughing and chatting. Amy sat down and took out her phone.

 3: Temporary habits or habits that happen more often than we expect in the past. We often use ‘always, constantly’ or ‘forever’ here. This is the same as the way we use the present continuous for habits, but the habit started and finished in the past. This thing doesn’t happen now.

• He was always leaving the tap running.

• She was constantly singing.

4: To emphasise that something lasted for a while. This use is often optional and we usually use it with time expressions like ‘all day’ or ‘all evening’ or ‘for hours’.

• I was working in the garden all day.

• He was reading all evening.

Remember you can't use this tense or any continuous tense with stative verbs.

**Past Perfect Tense Uses:**

1: A finished action before a second point in the past.

• When we arrived, the film had started (= first the film started, then we arrived). We usually use the past perfect to make it clear which action happened first. Maybe we are already talking about something in the past and we want to mention something else that is further back in time. This is often used to explain or give a reason for something in the past.

 • I'd eaten dinner so I wasn't hungry.

 • It had snowed in the night, so the bus didn't arrive. If it’s clear which action happened first (if we use the words ‘before’ or ‘after’, for example), the past perfect is optional.

• The film started before we arrived / the film had started before we arrived.

2: Something that started in the past and continued up to another action or time in the past. The past perfect tells us 'how long', just like the present perfect, but this time the action continues up to a point in the past rather than the present. Usually we use ‘for + time’. We can also use the past perfect continuous here, so we most often use the past perfect simple with stative verbs.

• When he graduated, he had been in London for six years. (= He arrived in London six years before he graduated and lived there until he graduated, or even longer.)

• On the 20th of July, I’d worked here for three months.

3: To talk about unreal or imaginary things in the past. In the same way that we use the past simple to talk about unreal or imaginary things in the present, we use the past perfect (one step back in time) to talk about unreal things in the past. This is common in the third conditional and after ‘wish’.

• If I had known you were ill, I would have visited you.

• She would have passed the exam if she had studied harder.

• I wish I hadn’t gone to bed so late!

**Past Perfect Continuous Tense Uses:**

1: Something that started in the past and continued up to another action or time in the past. The past perfect continuous tells us 'how long', just like the present perfect continuous, but this time the action continues up to a point in the past rather than the present. Usually we use ‘for + time’. (We can also use the past perfect simple here, often with stative verbs.)

• She had been working at that company for a year when she met James.

• I’d been walking for hours when I finally found the house.

• We’d been living in Berlin for three months when we had to leave.

2: Something that finished just before another event in the past. This is usually used to show a result at a time in the past. It’s very similar to the present perfect continuous, but the action finishes before another time in the past, rather than finishing before the present.

• The pavement was wet, it had been raining. (The rain had finished before the time I'm describing in the past. We could see the result of the rain.)

• The children had been playing and so the room was a mess!

• I’d been working before I saw you and that’s why I was really tired.

**Simple Future Tense Uses**

 Will

1: We use the future simple with ‘will’ to predict the future. It is the basic way we talk about the future in English, and we often use it if there is no reason to use another future tense. We can use it for future facts and for things that are less certain.

• The sun will rise at 7am.

• I think the Conservatives will win the next election.

2: Promises / requests / refusals / offers. This is sometimes called ‘volitional’ will. It’s about wanting to do something or not wanting to do something in the future.

• I'll help you with your homework.

• Will you give me a hand?

• I won’t go!

In a similar way, we often use ‘will’ when we’re talking about a decision at the moment of speaking. We are usually making an offer or promise or talking about something that we want to do.

• A: I'm cold. B: I'll close the window.

3: We use the simple future with ‘will’ in the first conditional, and in other sentences that have a conditional feeling.

• If it doesn’t rain, we’ll go to the park.

• Let’s arrive early. That will give us time to relax.

Shall 'Shall' is used mainly in the forms 'shall I?' and 'shall we?' in British English. These forms are used when you want to get someone's opinion, especially for offers and suggestions.

 • Shall I open the window? (= Do you want me to open the window?)

• Where shall we go tonight? (= What's your opinion?)

Be going to

1: We often use ‘be going to’ to talk about our future intentions and plans. We have usually made our plans before the moment of speaking.

• A: We've run out of milk. B: I know, I'm going to buy some.

2: We can also use ‘be going to’ to make a prediction about the future. Often it’s possible to use both ‘be going to’ and ‘will’ but it’s more common to use ‘be going to’ if we can see evidence in the present.

• Look at those boys playing football! They're going to break the window.

• The sky is getting darker and darker. It’s going to rain.

**Future Continuous Tense Uses:**

1: We use the future continuous to talk about an action in the future that overlaps another, shorter action or a time. The action in the future continuous usually starts before and might continue after the second action or time. This is very similar to how we use the past continuous in the past. The verb after ‘when’ is usually in the present simple.

• I'll be waiting when you arrive.

• At eight o'clock, I'll be eating dinner.

2: We can use the future continuous to talk about something that will happen if everything happens as we expect. This is sometimes called ‘future as a matter of course’. It’s usually possible to choose the future simple as well, but we often choose the future continuous because then it’s clear that we are not making a request or offer.

• The Government will be making a statement later.

• When will you be leaving? (This is more polite than ‘when will you leave?’ because it’s definitely not a request for you to leave.)

Remember, we can’t use the future continuous with stative verbs, so if we want to use a stative verb in one of the situations where we need to the future continuous, then we use the future simple with ‘will’.

**Future Perfect Tense Uses:**

1: We use the future perfect to say ‘how long’ for an action that starts before and continues up to another action or time in the future. Usually we need ‘for’. We can also use the future perfect continuous here so we often use the future perfect simple with stative verbs. If we use ‘when’, we usually need the present simple.

• When we get married, I’ll have known Robert for four years.

• At 4 o’clock, I’ll have been in this office for 24 hours.

Sometimes we could also use the present perfect in the same situation. But we like to use the future perfect to make the time an easy number.

• I’ve lived here for 11 months and three weeks. (This is correct, but the time is not an easy number.)

• On Tuesday, I will have lived here for one year. (A much easier number.)

2: We use the future perfect with a future time word, (and often with 'by') to talk about an action that will finish before a certain time in the future, but we don't know exactly when.

• By 10 o'clock, I will have finished my homework. (= I will finish my homework some time before 10, but we don't know exactly when.)

• By the time I'm sixty, I will have retired. (= I will retire sometime before I'm sixty. Maybe when I’m fifty-nine, maybe when I’m fifty-two.)

**Future Perfect Continuous Tense Uses:**

 1: Just like with the other perfect continuous tenses, we can use the future perfect continuous to say ‘how long’ for an action that continues up to another point in the future. The second point can be a time or another action. Generally, we need ‘for + length of time’ and if we use ‘when’ or ‘by the time’, we usually use the present simple.

• In April, she will have been teaching for twelve years.

• By the time you arrive, I’ll have been cooking for hours!

 In the same way as with the future perfect , we often use the future perfect continuous because we like easy numbers. It’s also possible to use the present perfect continuous, but then we get a more complicated number.

• I’ve been working here for 11 months and three weeks. (This is correct, but the time is not an easy number.)

• On Tuesday, I will have been working here for one year. (A much easier number.)

2: We can use the future perfect continuous, like the other perfect continuous tenses, to talk about something that finishes just before another time or action (in this case, in the future). It’s often used because there will be a result at the second point in the future. (Again, if we use ‘when’ we usually need the present simple.)

• When I see you, I’ll have been studying, so I’ll be tired.

# Tenses Exercise:

**Fill in the blanks with an appropriate tense form.**

#### 1. When I opened my eyes, I ………………. a strange sight.

saw

was seeing

have seen

#### 2. Every morning she …………….. up early and gets ready for work.

is waking

wakes

has woken

#### 3. If I knew what he wanted, I ………………. this.

will not permit

would not permit

would not have permitted

#### 4. I ………………….. anything from her in a long time.

didn't hear

haven't heard

am not hearing

#### 5. The headmaster ……………… to talk to you.

want

wants

is wanting

#### 6. Jane ………………. with her parents.

is living

lives

has lived

#### 7. We ..................... Greece next month.

visit

will visit

would visit

are visiting

#### 8. The moon …………….. around the earth.

is revolving

has revolved

revolves

#### 9. She ………………… a novel.

wrote

writes

has written

#### 10. All students ………………. in their work.

handed

have handed

hand

#### 11. I …………………. English for twelve years.

am teaching

have been teaching

will be teaching

#### 12. The students ............................. their dialogues.

rehearse

are rehearsing

Either could be used here

### Answers

1. When I opened my eyes, I **saw** a strange sight.
2. Every morning she**wakes** up early and gets ready for work.
3. If I knew what he wanted, I **would not permit** this.
4. I **haven’t heard** anything from her in a long time.
5. The headmaster **wants** to talk to you.
6. Jane **lives** with her parents.
7. We **are visiting** Greece next month.
8. The moon **revolves** around the earth.
9. She **has written** a novel.
10. All students**have handed** in their work.
11. I**have been teaching** English for twelve years.
12. The students **are rehearsing** their dialogues.

[**https://youtu.be/3lI3R9\_Z1HY**](https://youtu.be/3lI3R9_Z1HY)

This is the link to Tenses which are explained very well.

**Writing: Statement of Purpose (SOP)**

## What is SOP?

An SOP is a long essay required by universities abroad and nowadays some of the Indian universities during the application process. As the full form of SOP reveals, a Statement of Purpose is an essay stating the purpose of applying to a particular course in a particular university. This essay consists of a gist of who the applicant, what he /she wants to become and how ready the applicant is to pursue a certain course in an institution. The essay seeks to understand the candidate’s life, the motivations for the chosen career path and his/her goals. Hence, one should discuss the past incidents that have influenced his/her’s career path in a specific domain wherein they aspire to grow by joining a course/college.

## Why is SOP important?

A well-written SOP is extremely critical to admission. Needless to say, there are many aspects of a candidate’s application that are inspected before finalising a decision. While the academic record and other exam scorecards/academic transcripts and backlog certificate are essentially objective in nature, an SOP is the only truly subjective aspect of the application. It is the only document in an application that gives an opportunity to prove that the applicant has something unique that makes him/her stand out from the crowd. As such, it is the document of an application docket that can hugely determine the admission.

## ****What is the General Statement of Purpose Format?****

Most universities across the globe have a standard format/template that is acceptable. However, the content in SOP varies with different kinds of courses like MBA,MS,UG and PhD Courses. Every course has a different way of writing its SOP application.

### ****Should the name be put on the Statement of Purpose?****

In a traditional SOP, one need not write the name or course details anywhere in the document. The SOP is a part of the application/student profile, thus, it will have the applicant’s name and course details by default. However, there might be some universities or schools that specify whether they require name and course details in the SOP. These universities will provide with specific instructions on how and where to write personal details in a document. Thus, their instruction should be followed thoroughly. There is no fixed format to be followed in an SOP for a country. However, a university may provide with a set of guidelines based on which one may meed to write the SOP.

## ****What do colleges look for in an SOP?****

While drafting an SOP, one need to keep in mind that the admission committee will be reviewing thousands of applications for the same course. Thus, not only SOP needs to be crisp and precise, but it should also highlight the uniqueness in the applicant’s profile. Here are few things that the college review committee generally look for in a student’s SOP:

* Writing capability is reflected in the SOP. It should be free from grammatical errors. The language should be lucid enough for them to comprehend yet should have a good vocabulary. Make sure not to use too many heavy words as sometimes too much of rich vocabulary makes the sentence redundant and it fails to communicate the meaning.
* What makes one’s SOP stand out from the rest of the crowd? Highlight unique side/unique personality. The Adcom should be able to recognize the applicant as an individual through the SOP. One’s interests and goals will help them know him/her on a personal basis.
* With the talent, previous experiences and interest, how and what can the applicant contribute to the department and college/university, as a whole? It should be thought as a two-way process. If one receives an admit, his/her career will get a kick-start and through their efforts and participation, the department/college can receive benefits. One need to mention how he/she will be able to contribute towards their community, be it through sports, community services, societies or clubs, and so on.
* Being familiar with the university facilities and curriculum will help a great deal. One need to be aware of the student programmes, faculty, internship opportunities, student facilities and societies, traditions etc that sets the university apart from others. The Adcom should be convinced that the applicant know about the department and college/university thoroughly and thus, he/she is applying in it and not applying randomly.
* One’s motivation or inspiration to study a selected course should be clear, evident and justified. Adcom does not approve of bragging sentences in the SOP. So keep it original, real, and free from any overbearing or arrogant statements.

## ****How to make SOP unique and stand out from the Crowd?****

Now that we have assessed how important SOP is, we come to the important part – how to write an SOP that stands out amongst 1000s of applicants every year. There are obviously some basics about SOP writing, which clear what all we need to keep in mind like general word limit, format, etc.

What is important to note, is that we must, at all times, remember which course we are writing the SOP for. For example, if we are talking about studying Computer Science in a country, we must discuss about all our encounters, experiences, and learning of Computer Science. We should not miss out on anything important and do not talk about the rest of the things too much.

Specifically speaking, the SOP for an MBA application would be rather different from the SOP for a Masters course like an MS or an MSc. Similarly, the SOP for a Bachelors course would be widely different from any of the two. Here is a look at how to write a winning SOP.

## ****How long should a statement of purpose be?****

Statement of Purpose should be 1-2 pages long, ideally wrapped in 800-1000 words. However, the length of this document may vary as per university-specific requirements. Some universities have a fixed length and pattern of SOPs required, which is fixed to 500 words only, even 200 words in some cases. Most of the universities accept generic length, which is 800-1000 words, which may go beyond 1000, but not exceeding 1200 words, in some cases.

It is generally easy to write a story of our life explaining the importance of each incident in shaping or moulding the character. However, when it comes to defining the SOP within the communicated word limit by some university, the challenge is to portray the best within limited words. In such cases, it is better to mention the major achievements from every place we been to such as school, college, office, etc.

## What to Include in an SOP?

There are many elements to an SOP. Universities could ask question-based essays or simply a general statement of purpose. Until and unless categorically asked, an SOP must include your goals and the career path you have taken up so far as well as your academic progress. Other elements that are further important to the SOP are also the personal motivations that lead you to choose the university/course you have applied to as well as how you intend to use that experience to achieve that goal.

While understanding how to write an SOP, we come across various questions. To sum up your entire life and career in 100 words can be a tiresome exercise. With the word constraint, it is rather important, to know what is essential to include in the SOP. As there is no exhaustive list of what all to include in an SOP, it becomes equally important to understand what all not be included in the SOP.

## ****Statement of Purpose Format and Template****

To begin with, there are a few simple points to remember.

* Ideally, a Statement of Purpose should have about 5-7 paragraphs of about 150 to 250 words each.
* Statement of Purpose runs in paragraph format and follows the general rules that are associated with essay writing.
* While using bullets is accepted, they are to be avoided and kept only to the bare minimum.
* Unless otherwise specified, a standard statement of purpose is ideally two pages long, uses a maximum of 12 point font and is double spaced in normal margins. Hence, depending on the font type, a standard SOP would be about 800 to 1000 words.
* There should be no use of colourful text or images anywhere. The text should be plain black (not even grey).

### ****Simple SOP Template****

A simple SOP template would help you draft your SOP consisting of different pieces of information attached in a flow. An SOP comprises of paragraphs that can be divided into headings for our understanding. These headings would help you identify what comes in which paragraph. Once your SOP is complete you just need to make sure that all the paragraphs are going in a flow covering all the essential information. A simple SOP template would go like this:



## ****Check out the Paragraph-wise Structure for SOP****

**Para 1: INTRODUCTION AND STATEMENT OF GOALS**

Use this space to talk about your goal in life. You can be creative here and use analogy or quotes to make it more interesting. But, don’t waste a lot of space in introducing your goal. The sooner you lay it out, the better it is. Remember, it is an essay about your goals in life…so starting with it is always a good idea.

 **Para 2 & 3: CAREER PROGRESSION**

This is the para that you usually use to talk about yourself. You can start with a brief history about yourself and career progression starting from your school to your college. This is the paragraph that is usually dedicated to your academic pursuits. If you have work experience, you can limit your school life and talk more about your college in para 2 and move to work experience in para 3. If not and you are applying directly after your graduation or school, then you can divide para 2 for academic and para 3 for co-curricular.

**Para 4: WHY?**

This is the most important part of your Statement of Purpose for this is the place where you provide the reason as to why you wish to do what you wish to do. You can make it more interesting by narrating an incident that leads you to the decision or a turning point in your life. The more emphatic and passionate you are in this paragraph, the better your essay.

**Para 5: HOW YOU PLAN TO ACHIEVE YOUR GOAL**

You are finally ending your essay. So far you have talked about what you want to do, what lead you to that decision and why you are moving towards this course. Now, lay down how you plan to achieve your goals. If you wish to get into research, write it. If you plan to work for a certain organization, write it. This goes on to show how well you have thought your life over. Also, give it time periods…for instance, I intend to work in the industry for 2 years before I start my research program.

### SOP Format for MS, MBA, UG, and PhD

Understanding what to include and what not to include is all very well. What is of most importance is getting the format right. Like all professional documents, SOP also has a standard format that is followed by general universities. It is important to note that irrespective of whether you are writing the statement of purpose for an MBA program, or an MS program or even for any of the UG Courses, the format essentially would remain the same.

## Sample (SOP) Statement of Purpose for MS in Civil Engineering

 After three and half years of undergraduate study in Civil Engineering, I feel completely satisfied with my decision to choose engineering as my career option as it has revealed the most pragmatic and down-to-earth approach to tackling human problems to me. My enthusiasm coupled with scope for innovations and opportunities available in the field of Civil Engineering has motivated me to opt for higher studies and contribute to the field through meaningful research. I sincerely believe that pursuing graduation at XXX University at this juncture of my career will be an ideal step in this direction.

My decision to major in Civil Engineering is a direct result of my desire to contribute to the development of state-of-the-art infrastructure in my country, aiming towards improving its global standing. Foundation of this lies in my childhood admiration of my father, a civil engineer who I frequently accompanied for his site visits. Each time I visited the site and witnessed the machines and related processes, my excitement and inquisitiveness knew no bounds. My desire to pursue my MS in Civil Engineering stems from the gradual accumulation of theories and naïve practical applications of the observed concepts during the site visits.

During my under graduation in Civil Engineering at GLA Institute of Technology, Mathura, I gained my initial formal exposure to Construction Management through courses like “Building and Construction Material” and “Design of Buildings”, which opened my eyes to the latest construction technology and management methods. The course in “Construction Management” highlighted the importance of effective team coordination for project execution in quality construction practice and exposed me to plethora of applications of Operations Research in Project Management.

In the third year of my under graduation, I received in-depth practical knowledge during the six-month industrial training during which, I was a part of a commercial building project for DLF. Here, I took upon the task of performing a study of testing of materials procured for mix design and design of reinforced concrete structures. Also I had the opportunity to visit and learn about surveying. In addition, I was exposed to the various aspects of Construction Engineering and Management and interacted with the engineers involved with futuristic activities that thoroughly inspired me and reinforced my decision to pursue my graduate study in this field.

At this point of my academic career, I realize that my undergraduate education has provided me with what is only a glimpse of this field and there is so much more waiting to be explored and created in this industry. Thus, armed with the much-valued consent of my professors, guidance of my seniors and careful perusal of the web pages of your University, I am convinced that my academic career will receive the much-required exposure and enhancement enabling me to pursue extensive research and excel at it. Not only does the University’s distinguished faculty, excellent laboratory facilities and high reputation attract me but also does the on-going researches by eminent faculty. My choice of this specialization is motivated by its multidisciplinary nature, which will broaden my horizons and give me flexibility in professional practice.

<https://youtu.be/qhBgvVMvPH8>

This is the link which explains what a SOP is and how to write it.