



# A Handbook of Grammar and Composition Writing for Secondary Classes



**English Language Teaching Institute, U.P., Prayagraj**

# grammar

language word text education

understanding book school idiom phrase structure knowledge career speech message professional vocabulary schoolwork idea adverb noun page metaphor idoms teacher spelling homework correct formal tense slang correct grammatical dictionary writing tea master

definition adjective punctuation information mastery english linguistic conceptual pronoun error past elementary period abstract verb communication concept lesson



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# **A Handbook of Grammar and Composition Writing**

**for  
Secondary Classes**



**English Language Teaching Institute, U.P., Prayagraj**

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## **Preface**

The role of grammar is crucial in language learning as it provides a systematic process for learning a language and develops an understanding of how a language works. In secondary classes, students need to build up a command over English language as it helps them to access many academic sources such as books, media or technology, to succeed in their academic career, and to explore opportunities in various professions. To fulfill the need of the students, the teachers teaching English at secondary classes need an authoritative Grammar book to improve their understanding of English, and teaching too. Therefore, the present Grammar Handbook has been developed as per the need and requirements of the teachers at the secondary stage. But the question arises, when many grammar books are available in the market, why this grammar book? The answer is that the available grammar books are not tailor-made for our students. In some such books the basic concepts of English grammar are not clearly explained thus creating hindrance in developing understanding, while some of the authoritative books have their language too difficult to comprehend for many. Keeping this in mind, the present Grammar Handbook has been designed with the following aims-

- to simplify the difficult concepts so that the book may have a practical utility for the teachers.
- to provide basic concept and logic behind the usage of a particular word or structure so that the learner can understand it well and use it appropriately.
- to develop a strong foundation for understanding the concepts of the English language including vocabulary, sentence structures and their rules, and how they are to be used in different contexts or situations.
- to develop proficiency and accuracy in effective communication in an independent learner.
- to provide a guiding tool for composition and translation.

### **Features:**

This Grammar Handbook has been designed in the light of NEP 2020 and NCF (SE) 2023 which advocate developing proficiency and accuracy in English at secondary level. It aligns with the prescribed syllabus of secondary classes (9 to 12) of U.P. Board. The chief features of the handbook are as follows-

- It has been written in simple English using short structures of sentences and words.
- Difficult concepts have been explained by providing examples separately in boxes.
- Each topic has been explained with reasons and examples, so as to develop understanding of the topic and reduce rote learning.
- Rules which have become obsolete have been avoided.
- A practice exercise has been included with every topic so that the teachers may provide

assistance to the students' understanding of the topic.

- Apart from grammar topics, composition writing including *note making, paragraph writing, summarizing, letter/application writing or essay/article writing* have also been included as an essential part of this handbook.
- Translation has also been included in this book. Sentences related to everyday life have been used to explain the various nuances of translation.

It is expected that the present Grammar Handbook will help the teachers in their teaching of English grammar in class and in developing proficiency and accuracy of the students in the English language.

We are highly obliged to Smt. Kanchan Verma; Director General of School Education, U.P. and SPD, SSA, U.P. for providing the vision and direction to develop this handbook. We are thankful to Dr. Mahendra Dev, Director, Secondary Education, U.P., Lucknow for providing guidance in the development of the Grammar Handbook. We express our thanks to Shri Ganesh Kumar, Director, SCERT, U.P., Lucknow, Shri V.K. Pandey, ASPD, RMSA, U.P., Lucknow and Dr. Pawan Kumar, J.D. (SSA), SCERT, U.P., Lucknow for their valuable support and making the publication possible. We are grateful to the resource persons from Universities, U.P. Board, GICs, GGICs and GGHS for their contribution in shaping the handbook. We acknowledge the efforts of all the writers and academic staffs of ELTI, U.P., Prayagraj who have worked meticulously to bring this out. We also appreciate our computer operators for editing and finalizing this handbook.

July, 2025

**(Dr. Skand Shukla)**  
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## Topic 1

# Elements of English Language Script

Script is a visual form of whatever we speak. The symbols used for writing are the letters of a particular language. English language is written in Latin/Roman script. It is characterized by its use of letters derived from the ancient Roman alphabet. There are 26 letters in Latin alphabet which are adopted in English language. These 26 letters are written in two forms- (capital and small letters). These 26 letters denote 44 sounds.

**For example - Capital -** A B C D... **Small -** a b c d...

## Word

A word is a meaningful combination of sounds having at least one vowel sound compulsorily such as met, black, ship, Rajat, sure. It is the basic unit of a language that is spoken. On the basis of its function it is classified into different parts of speech as noun, pronoun, adjective, verb, adverb, preposition, conjunction and interjection.

Words are classified as: content words and structural words.

### Content Words

The content words are those that have independent meaning. Therefore, they are also called meaningful words. *e.g.* nouns, pronouns, verbs, adjectives or adverbs. They refer to concepts like subject, object, action, place, etc.

### Structural Words

Structural words are those that help content words to construct a meaningful sentence. They are not used independently. *e.g.* helping verbs, conjunctions and prepositions.

## Phrase

### Read these sentences-

- a. Siddharth Gautam was kind.      b. Siddharth Gautam was a man **with a kind nature**.

Both the sentences above give us the same meaning but there is a difference in their structures. In sentence 'a', 'Siddharth Gautam' is described by the word 'kind', but in the sentence 'b', Siddharth Gautam is described by a group of words 'with a kind nature'.

In the second sentence, the group of words 'with a kind nature' provides information about the subject being talked about i.e. the person 'Siddharth Gautam'. This group of words does not have any subject or a verb. It makes sense but not a complete sense. Such a group of words is called a phrase.

Thus a phrase is a group of words which does not have a subject or a verb and makes sense but not a complete sense.

## Clause

### Now read this sentence-

Siddharth Gautam was a man **who had a kind nature**.

In the sentence above, the group of words 'who had a kind nature' is a part of the sentence and provides information about the subject 'Siddharth' like the phrase 'with a kind nature'. *But unlike the phrase, it has a subject and a verb*. Such group of words that is used as a part of a sentence and has a subject and a verb is called a clause. Thus we can say-

***A group of words which forms a part of a sentence and includes both a subject and a verb is called a clause.***

**Note:** The above is a brief information about 'clause'. Some more discussion on it has been done further in the book on page 132.



## Topic 2

### Sentence : Kinds and Parts

*Read the following examples-*

- a. going market to is Veena the.
- b. Veena is going to the market.

What is the difference between example 'a' and 'b'?

Example 'a' is a group of words that conveys some sense but not complete meaning whereas example 'b' conveys a definite and complete meaning.

*Let's see some more examples:*

- a. sweet the curd is.
- b. The curd is sweet.

In both the examples 'a' and 'b' above, you can see that all the words are correct but due to the wrong order of words in example 'a' they are not conveying complete meaning whereas in example 'b' the words are arranged in a correct order, which are conveying complete meaning.

*Some more examples:*

- a. Chirag is thirteen years old.
- b. My Baba ji is fond of music.
- c. She is a fruit seller.

*A sentence is a group of words that makes a complete sense.*

- a. A sentence always begins with a capital letter.
- b. Punctuation marks like full stop (.), question mark (?) and exclamation mark (!) are used at the end of a sentence according to its nature.

*Example-*

- a. My father is a farmer. [use of full stop (.)]
- b. Where is your blue bag? [use of question mark (?)]
- c. What a wonderful place! [use of exclamation mark (!)]

*Let's read some more examples of sentences-*

- a. Raj is happy to see his mother.
- b. He has written a letter to his grandmother.
- c. Nitin and Meethi go to the fair with their parents.
- d. The birds are chirping in the morning.
- e. The sun rises in the East.

#### Structure of a sentence in English

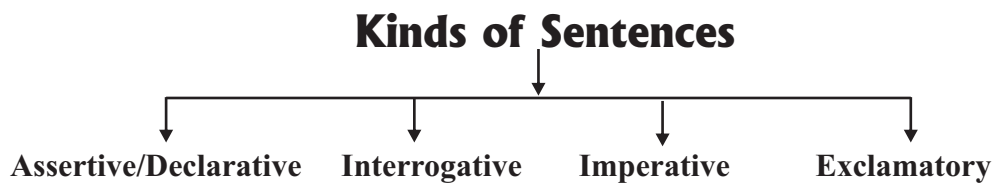
Subject + Verb + Object + Complement to the verb

**Note:-** Keep in mind that this structure is different from the Hindi sentence structure, because the structure of a Hindi sentence is - **Subject + Object + Verb**.

**Example-**

1. Monu sells newspapers.  
↓        ↓        ↓  
Subject   Verb   Object
2. He gave me some books in the school.  
↓        ↓        ↓        ↓        ↓  
Subject   Verb   Object-1   Object-2   Complement to the verb

A sentence can have one or more objects, as in example-1 there is one object while in example-2 there are two objects.



**1. Assertive/Declarative Sentences**

The Assertive sentences make statements and give general information. They describe a person, a place, a thing or an event. They tell something about the subject in a sentence. A statement always begins with a capital letter and ends in full stop (.).

**Example-**

- a. Satish goes to school daily.
- b. They were late.
- c. Manjeet got the second prize in the race.
- d. We should learn from our mistakes.
- e. Graham Bell invented the telephone.

**2. Interrogative Sentences-**

The interrogative sentences are such, in which questions are asked. Question mark (?) is used at the end of these sentences. These sentences are formed in the following ways-

- i. **'Wh' questions** are framed by using the words- *who, what, where, why, which, when, whose, whom, how, etc.* at the beginning. These questions are asked to know information (factual and inferential)

**Example-**

- a. Who was Bholi?
- b. What is Ustad Bismillah Khan famous for?
- c. Why did Valli want to ride the bus?
- d. How many topics do you have to study?

- ii. **Yes/No questions** begin with helping verbs. They are answered with 'yes/no'.

**Example-**

- a. Was Ramlal a good father to his daughters?

- b. Are you going to participate in the annual function?
- c. Are you good at English and Mathematics?

### 3. Imperative Sentences-

The sentences that express **command, order, instruction, advice, request** etc. are called Imperative sentences. These sentences start with a finite verb (main verb). The subject 'you' is hidden.

#### Example-

- a. Do not pluck flowers from the garden. (command)
- b. Open the door. (order)
- c. Always walk on the footpath. (instruction)
- d. Wash your hands properly. (advice)
- e. Please give me a glass of water. (request)
- f. Let me finish my work. (seeking permission)

### 4. Exclamatory Sentences-

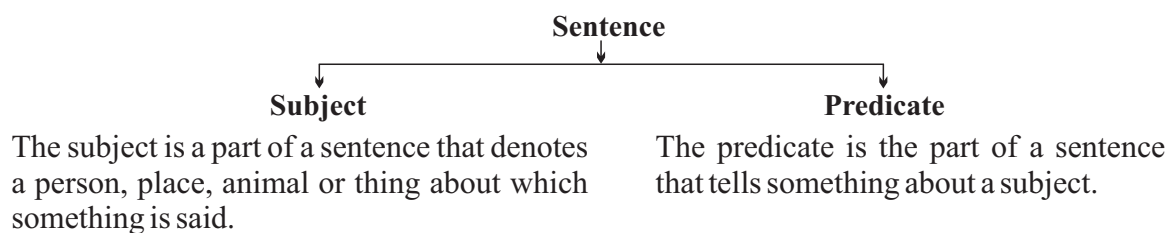
The sentences that express strong feelings, emotions or excitements are called **Exclamatory sentences**. These sentences are formed by using interjection words- *Alas! Oh! Ah! Bravo! Hurrah! Ha! Aha!* etc. as they express sadness, happiness, fear, surprise, excitement etc.

#### Example-

- a. Wow! Such a beautiful garden.
- b. Bravo! We have won the match.
- c. What a misfortune!
- d. How nice of you!
- e. Oh! My bike has fallen down.

## Subject and Predicate

A sentence has two parts : Subject and Predicate



1. Generally the subject comes at the beginning of a sentence.

#### Example &

- |  |  |
|--|--|
| a. <u>Boys</u> <u>are going to market.</u><br>↓                    ↓<br>Subject          Predicate | b. <u>My mother</u> <u>takes care of me.</u><br>↓                    ↓<br>Subject          Predicate |
|--|--|

2. Sometimes the subject comes after the predicate.

#### Example &

- |   |   |
|---|---|
| a. <u>Here comes</u> <u>the Doctor.</u><br>↓                    ↓<br>Predicate          Subject | b. <u>Up went</u> <u>the little kite.</u><br>↓                    ↓<br>Predicate          Subject |
|---|---|

3. In imperative sentences, the Subject (you) is hidden.

#### Example &

- |   |  |
|---|--|
| 1. <u>Sit down.</u> (subject 'you' is hidden)<br>↓<br>Predicate | 2. <u>Respect your elders.</u> (subject 'you' is hidden)<br>↓<br>Predicate |
|---|--|

## Exercise - 1

*Re-write the following sentences in the correct order-*

1. not/Jenifer/does/prefer/tea.
2. the/stood/class/who/year/in/first/last.
3. teacher/the/appointed/captain/Ramesh.
4. has/father/my/asked/to/homework/complete/me/the.
5. is/habit/walking/a/good.
6. fool/great/a/I/am/how!
7. till/I/am/waiting/you/come.
8. he/my/ class/at/in/laughed/was/by/the/children.
9. Sushma/dancing/has/been/two/hours/for.
10. yesterday/rained/it/heavily.

## Exercise - 2

*Underline the subject and the predicate in the following sentences-*

- a. I live in Prayagraj.
- b. My book is on the shelf.
- c. Bihu is a famous Assamese festival.
- d. My best friend is Puja.
- e. You speak too loudly.
- f. It may rain today.
- g. Usha broke this jug.
- h. Many girls are playing in the park.
- i. Arti Saha is a great swimmer.
- j. Bhagat Singh was one of the greatest freedom fighters of India.

## Topic 3

### Parts of Speech

We know that every sentence is a systematic presentation of a group of words which has some meaning.

**Ex.** - Rekha is a very beautiful girl.

In this sentence, all the words are used for different functions or purposes.

Rekha	-	name of a girl (noun, subject)
is	-	main verb
a	-	indicates singular and indefinite noun (article)
very	-	modifying the adjective beautiful (adverb)
beautiful	-	describing the girl's quality (adjective)
girl	-	noun

Here we see that in the sentence above, the words have been used for a particular work or purpose.

Hence on the basis of these purposes, they are given some names which are called **parts of speech**.

***A part of speech is just the name given to a word based on the function that it performs in a sentence.***

Hence, the division of words in a sentence according to their functions is called Parts of Speech. There are mainly eight (8) parts of speech.

- |              |                 |
|--------------|-----------------|
| 1. Noun      | 5. Adverb       |
| 2. Pronoun   | 6. Preposition  |
| 3. Verb      | 7. Conjunction  |
| 4. Adjective | 8. Interjection |

**Note :-** Here it should also be kept in mind that no word is a special part of speech in itself, rather on the basis of usage, the word can be any part of speech.

**Example-**

- The batsman scored only one run in the last over of the match.
- The soldiers run for 10 kilometers every morning.

In the first sentence the word 'run' has been used as a noun and in the second sentence it has been used as a verb. Let us know about the parts of speech in detail.

### The Noun

**Read the following sentences-**

- Toto, the monkey, likes bananas.
- Nitin goes to the fair.
- Going early to bed is a good habit.
- Concentration is the key to success.

In these sentences, the underlined words- *Toto, monkey, banana, Nitin, fair, bed, habit, concentration and success* are the names of an animal, a person, a place or a thing and an emotion. They are called **nouns**.

*All the naming words are nouns. Noun is a word used as the name of a person, animal, place, thing and emotion.*

**Let's see some more examples:-**

- |    |  |                     |
|----|--|---------------------|
| a. | Sachin Tendulkar, Ramesh, Kajal, Mohan | (names of persons)  |
| b. | table, chair, blackboard, biscuit      | (names of things)   |
| c. | Prayagraj, Meerut, Barabanki, Lucknow  | (names of cities)   |
| d. | cow, buffalo, goat, sheep              | (names of animals)  |
| e. | happiness, honesty, bravery            | (names of emotions) |

## Kinds of Noun

**There are five kinds of noun-**

- Proper Noun
- Common Noun
- Collective Noun
- Material Noun
- Abstract Noun

### 1. Proper Noun

**Read the sentences given below-**

- Dr. Abdul Kalam was a great scientist.
- Mysore is a very beautiful city.
- The first month of the year is January.

In the sentences above, the underlined words- *Dr. Abdul Kalam, Mysore, January* indicate the names of a particular person, place, and month.

***A Proper noun is the name of a particular person, place, animal or thing.***

Therefore, the noun by which we get information about a particular person, place, animal or thing is called **Proper noun**. Example - Robert Frost, Google, Wikipedia, India.

**Note:-** A proper noun always begins with a capital letter.

### 2. Common Noun

**Look at these sentences-**

- |    |                              |    |  |
|----|------------------------------|----|--|
| a. | I live in a <u>village</u> . | b. | Here is a <u>picture</u> .                         |
| c. | Open your <u>book</u> .      | d. | Bittu saw <u>birds, animals</u> and <u>trees</u> . |

The underlined words above, '*village*' (all type of villages), '*picture*' (all types of pictures), '*book*' (all types of books), '*bird*' (all types of birds), '*animal*' (all types of animals) give an idea of an entire class on the basis of their common features. They are called **Common Nouns**.

**Common nouns are names common to people, places, animals and things of the same class or kind.**

**Example-** pillow, watch, mobile, utensils, T.V., teacher, ocean, continent, doctor etc.

**Note :-** Common nouns are common names of things, persons, places, etc. i.e. general rather than specific.

**Read the following table to understand the difference between Common noun and Proper noun-**

Proper Noun	Common Noun
Ganga, Yamuna, Narmada	river
Sudha, Manpreet, Ahmad	person
Eden Garden, Naini, Puducherry	place
India, America, Russia	country
Hindi, English, Spanish	language

### 3. Collective Noun

**Read the following sentences-**

- A herd of cattle was grazing.
- Our team won the match.
- An army of soldiers is coming.
- He is a student of class five.
- I lost my bunch of keys.

In the sentences above, the underlined words give the sense of a group e.g. herd (a group of animals), team (a group of players), army (a group of soldiers), class (a group of students) and bunch (a group of keys).

The noun which gives the sense of a group is called **Collective noun**.

**A Collective noun is the name given to a group of people, places, animals and things taken together and spoken as a whole.**

**Examples-**

- A library of books.
- A bundle of sticks.
- An orchard of fruit trees.
- A crowd of people.
- An album of photographs.



- f. A gang of thieves.
- g. An anthology of poems.

#### 4 Material Noun

**Read the following sentences-**

- a. The chair is made of wood.
- b. The ring is made of gold.
- c. The jacket is made of leather.
- d. The window is made of glass.

In the sentences above, the underlined words- *wood, gold, leather* and *glass* are materials. The words which indicate some materials of which things can be made, are called **Material nouns**.

***A Material noun is the name of a material or a substance out of which things are made.***

**Let's look at some more examples-**

- a. chair, table, bed - made of **wood**
- b. ring, bangle, earring - made of **gold**
- c. jacket, purse, bag - made of **leather**
- d. mirror, window - made of **glass**

**Note-** Most material nouns are uncountable.

#### 5. Abstract Noun

**Read the following sentences-**

- a. We must live in harmony.
- b. India got freedom on 15th August, 1947.
- c. True liberty is freedom from poverty and slavery.
- d. Always speak the truth.

In the sentences above, the words- *harmony, freedom, liberty, poverty, slavery* and *truth*, are the feelings which we can neither see nor touch. These words are **Abstract nouns**. They make a sense of quality, action or state.

***Abstract means something which cannot be seen or touched but can be felt or experienced.***

**Let's see some examples of Abstract noun-**

- a. quality                      goodness, kindness, darkness, honesty
- b. action                      laughter, judgement
- c. state                      childhood, youth, boyhood, poverty, slavery, death

**Abstract nouns are formed-**

- I. from adjectives, as kindness (kind), honesty (honest), wisdom (wise), happiness (happy)
- II. from verbs as obedience (obey), growth (grow), appointment (appoint), imagination (imagine)
- III. from common nouns as childhood (child), slavery (slave), friendship (friend), boyhood (boy)

# The Noun: Gender

*Read the following words-*

**boy                  girl                  doctor                  book**

If we consider the words above, the word 'boy' tells us that it is a male and 'girl' tells that it is a female.

Whereas 'doctor' gives a sense of both male and female. The word 'book' does not give any indication of any kind of gender.

So there are four types of **Gender**.

1. **Masculine Gender** : *A noun that denotes male is called masculine gender, as - brother, husband, king, man, tiger, etc.*
2. **Feminine Gender** : *A noun that denotes female is called feminine gender, as - sister, wife, queen, woman, tigress, etc.*
3. **Common Gender** : *A noun that denotes male and female both is called common gender, as - parent, enemy, student, teacher, etc.*
4. **Neuter Gender**: *A noun that denotes the things that are neither male nor female, as - pen, room, tree, chair, etc.*

**Note:-** Neuter Gender generally denotes a non-living thing.

**Examples-**

## **Masculine Gender**

father  
bull  
horse  
sir  
uncle  
grandfather  
milkman  
peacock  
brother-in-law  
stepbrother

## **Feminine Gender**

mother  
cow  
mare  
madam  
aunty  
grandmother  
milkwoman  
peahen  
sister-in-law  
stepsister

*Generally, masculine gender is changed into feminine gender by adding 'ess' or 'ine'*

**Example-**

## **Masculine Gender**

poet  
prince  
actor  
master  
hero

## **Feminine Gender**

poetess  
princess  
actress  
mistress  
heroine

# The Noun: Number

*Read these pair of words carefully and notice the change-*

**boy - boys**

**ox-oxen**

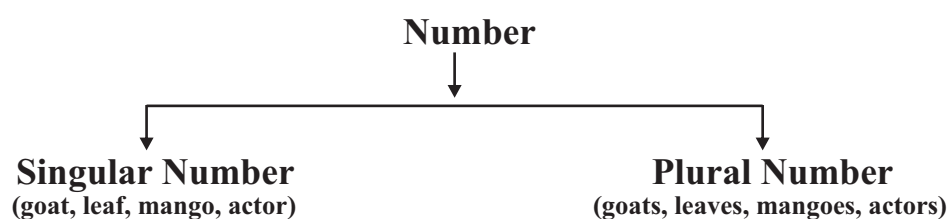
**man - men**

**book - books**

In each pair, the first word indicates one person or thing, and the second word indicates more than one person or thing.

The noun that indicates one person, animal or thing is a Singular noun such as doctor, woman, cow, dog, pen, bag, etc.

The noun which indicates more than one person, animal or thing is a plural noun such as- girls, heroes, buffaloes, chicks, boxes, etc.



Only Countable nouns of singular number can be changed into plural, as follows:

- (i) Generally, the plural of noun is formed by adding 's' to the singular noun-

table - tables

clock - clocks

chair - chairs

plant - plants

finger - fingers

chick - chicks

- (ii) Nouns which end in 's', 'sh', 'ch', 'x', are made plural by adding 'es'-

class - classes

watch - watches

brush - brushes

torch - torches

branch - branches

fox - foxes

match - matches

box - boxes

- (iii) Nouns ending in 'o' are usually pluralized by suffixing 'es'-

buffalo - buffaloes

hero - heroes

potato - potatoes

mango - mangoes

- (iv) The plural of nouns which end in 'y' is formed by replacing 'y' with 'ies'-

baby - babies

city - cities

lady - ladies

army - armies

story - stories

sky - skies

- (v) Nouns which end in 'y' but if there is a vowel just before 'y' they are pluralized by adding 's'-

monkey - monkeys

toy - toys

key - keys

boy - boys

- (vi) Nouns which end in 'f' or 'fe' are pluralized by removing 'f', 'fe' and adding 'ves'-

thief - thieves

knife - knives

half - halves

shelf - shelves

life - lives

calf - calves

- (vii) Some nouns are made plural by changing vowels of the singular form-

foot - feet

woman - women

man - men

mouse - mice

tooth - teeth

goose - geese

- (viii) Plurals of some nouns are also formed by adding 'en' at the end-

ox - oxen

child - children

- (ix) Compound nouns are made plural by changing the nouns of the word-

brother-in-law

brothers-in-law

mother-in-law

mothers-in-law

governor - general

governors-general

commander-in-chief

commanders-in-chief

- (x) In some nouns, singular and plural forms are same-

sheep

sheep

fish

fish (fishes)

fruit

fruit (fruits)

furniture

furniture

luggage

luggage

aircraft

aircraft

deer

deer

hair

hair

- (xi) Some nouns are always used in plural form.

**Example:-** scissors, trousers, tongs, spectacles, jeans, pants etc.

- (xii) Some nouns seem plural but actually they are singular-

**Example:-** mathematics, electronics, news, measles, rickets, billiards, etc.

## Countable Nouns and Uncountable Nouns

**Try to count the things given below-**

knife

house

dress

milk

petrol

dust

When we try to count the things given above, we can easily count the *knife*, *house* and *dress* but we cannot count *milk*, *petrol* and *dust*.

So the nouns that can be counted are called **Countable nouns** and the nouns that cannot be counted, are called **Uncountable nouns**.

**Countable nouns refer to all those things that we can count.**

**Example -** cow, hen, photo, tomato, etc.

**Uncountable nouns are those things that cannot be counted.**

**Example** - silver, gold, water, milk, sugar, ghee, etc.

Uncountable nouns are measured in units. e.g. two litres of milk, Two kg of sugar

***Points to remember -***

**1. Uncountable nouns** do not have plural form as it is obvious that something which cannot be counted, cannot have a plural form yet often 's' is added to them which is not correct.

***Look at some examples-***

- |   |       |
|---|-------|
| a. We will have rices for lunch.        | (x)   |
| We will have rice for lunch             | ( ✓ ) |
| b. I drink plenty of milks.             | (x)   |
| I drink plenty of milk.                 | ( ✓ ) |
| c. Ritu has long hairs.                 | (x)   |
| Ritu has long hair.                     | ( ✓ ) |
| d. There was a lot of dirt in the room. | (x)   |
| There was a lot of dirt in the room.    | ( ✓ ) |

**2. Article 'a' is not used before Uncountable noun-**

- |                                 |       |
|---------------------------------|-------|
| (a) The ring is made of a gold. | (x)   |
| The ring is made of gold.       | ( ✓ ) |
| (b) Give me a tea.              | (x)   |
| Give me some tea.               | ( ✓ ) |

**3. Generally phrases of quantity are used to count Uncountable nouns.**

***Example -***

- a. **Two sacks** of sugar.
- b. **Five litres** of petrol.
- c. **Two jars** of cream.
- d. **Five loaves** of bread.
- e. **Two cups** of tea.

**4. 'Many' is used with Countable nouns and 'much' is used with Uncountable nouns.**

***Example-***

- a. I have **many** books.
- b. I have **many** friends.

- c. Too **much** sugar is bad for health.
- d. Too **much** food will make you fat.
- e. How **many** rupees do you have?

5. 'a few' and 'few' are used with **Countable nouns** while 'little' and 'a little' are used with **Uncountable nouns**.

**Example-**

- a. We stayed in Paris for **a few** days.
- b. He has **few** photos on Facebook.
- c. I can speak **little** English.
- d. There is **a little** milk in the bottle.
- e. Please give **a little** discount.

## The Noun: Case

**Read these sentences-**

- a. Sachin brought a car.
- b. She goes to school.

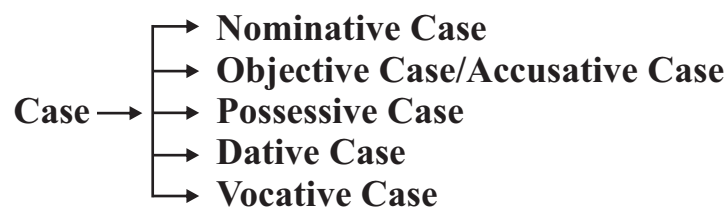
In the first sentence, 'Sachin' and 'car' both are nouns and both are related to the verb (brought).

Similarly, in the second sentence 'she' is a pronoun while 'school' is a noun and both are related to the verb (goes)

So the relation of a noun and pronoun with other words of a sentence is called case.

**Case is that form of a noun or a pronoun which shows its relation to some other word (specially verb) in a sentence.**

According to the relation with a verb, case can be divided into five kinds-



### 1. Nominative Case

**Read these sentences-**

- a. Kiran has a lot of toys.
- b. They are singing.
- c. The shirt is black.

In the underlined words- 'Kiran', 'they' and 'the shirt' are used as subjects of the verbs - *has*, *are*, *is*. These are in **Nominative case**.

***When a noun or pronoun is used as the subject of a verb, it is said to be in the Nominative Case.***

- To find out nominative case, we use **who** and **what** before the verb.

Who has a lot of toys?	Kiran
Who are singing ?	they
What is black?	the shirt

## 2. Objective or Accusative Case

***Read these sentences-***

- a. The girl ate a chocolate.
- b. Sarita has seen the movie.
- c. The President met us.

In the 1st sentence, the object of the verb is chocolate.

In the 2nd sentence, the object of the verb is movie.

In the 3rd sentence, the object of the verb is us.

All these objects are said to be in Objective case.

***When a noun or pronoun is used as an object of a verb, it is said to be in the Objective case.***

- To find objective case we use **what** or **whom** before the verb.

Let us see the **examples** given above-

What did the girl eat?	chocolate
What has Sarita seen?	movie
Whom did the President meet?	us

## 3. Possessive Case

***Read these sentences-***

- a. This is Abdul's pencil.
- b. The teacher's purse is on the table.

In the first sentence, '*Abdul*' has possession over the '*pencil*' and in the second sentence '*teacher*' has possession over '*bag*'. Therefore, when a noun shows possession over another noun, it is said to be in the **Possessive Case**.

***Formation of Possessive Case-***

**1-** When a noun is in singular form, **Possessive case** is formed by adding 's'.

***Example-***

- a. The Queen's crown was made of diamond.
- b. Mala's sister is a teacher./The sister of Mala is a teacher.



2. (a) If a plural noun ends with 's', its **Possessive case** is formed by adding (').

**Example-**

- a. The students' desks are new.
- b. Kartik studies in a boys' school.
- c. Cows' milk makes us healthy and strong.

(b) When a plural noun does not end with 's', its **Possessive case** is formed by using ('s).

**Example-**

- a. Children's park
- b. Women's college
- c. Men's club

3. When a noun tells something about a non-living thing, 'of' is used to show the possession instead of ('s).

**Example-**

- a. The table's legs are old. (x)  
The legs of the table are old. (✓)
- b. The pen's cap is blue. (x)  
The cap of the pen is blue. (✓)

4. (a) To show the possession of two or more nouns, when they are combined by the word 'and', ('s) or (') are used with the last noun.

- a. Mohan and Sohan's bat.
- b. Ali, Salma and Nazma's house.

(b) To show the possession of two or more nouns separately, (') or (s') are used with each one.

- a. Sachin's and Virat's cap.
- b. Teachers' and parents' meeting.

(c) ('s) or (') are used with the last word of a compound noun.

- a. My father's in law house. (x)  
My father-in-law's house. (✓)
- b. The Finance Minister's India's speech. (x)  
The Finance Minister of India's speech. (✓)

5. Possessive case is used with the name of personified objects as-

- a. Everyone must follow the nature's law.
- b. His face is so pale, it seems as if he is at death's door.
- c. All the freedom fighters were India's heroes.

#### 4. Dative Case

**Read the sentences-**

- a. My friend gave Radha an English book.

- b. Kavita writes a letter to her father.

In above sentences, '*Radha*' and '*her father*' are the recipients of the actions. Here they are indirect objects. They are said to be in Dative case.

In the dative case, the noun indicates "**to whom**" or "**for whom**" an action is performed.

***In the dative case, a noun indicates the indirect object of a verb or the recipient of an action.***

## 5. Vocative Case

***Read these sentences-***

- a. "Tommy, where have you got this diary from"?
- b. "Good bye, Kezia".
- c. 'Really, Pranjali, it is not a big deal."

In these lines, *Tommy*, *Kezia*, *Pranjali* are persons being addressed. The vocative case is used for the nouns that identify a person being addressed.

## Exercise

***Find out the nouns, their kinds, gender, number and case-***

- 1. The Prime Minister interacted with the students in '*Pariksha Pe Charcha*' programme.
- 2. My sister gave my mother a bundle of novels.
- 3. Ladies and gentlemen, listen carefully to the President's speech.
- 4. The Government of India appointed a committee for riots.
- 5. Our class consists of 60 students.
- 6. A children's playground is very useful for kids.
- 7. Mother gave her son rice to eat.
- 8. Virat Kohli, the captain, made 50 runs.
- 9. The teacher is teaching grammar to class 10th students.
- 10. My sisters-in-law's behaviour is very co-operative at home.

# The Pronoun

## *Read these sentences-*

**Neha** is my friend. **Neha** is a good girl. **Neha** is going to school.

In these sentences, the word- '*Neha*' is a noun which is used in every sentence but it is not appropriate.

So to avoid the repetition of the same noun in sentences, a pronoun is used in the place of a noun.

## *Now read the sentences-*

**Neha** is my friend. **She** is a good girl. **She** is going to school.

In the above sentences, '**she**' is used for the noun (Neha) which is a pronoun.

*A pronoun is used in place of a noun to avoid repetition.*

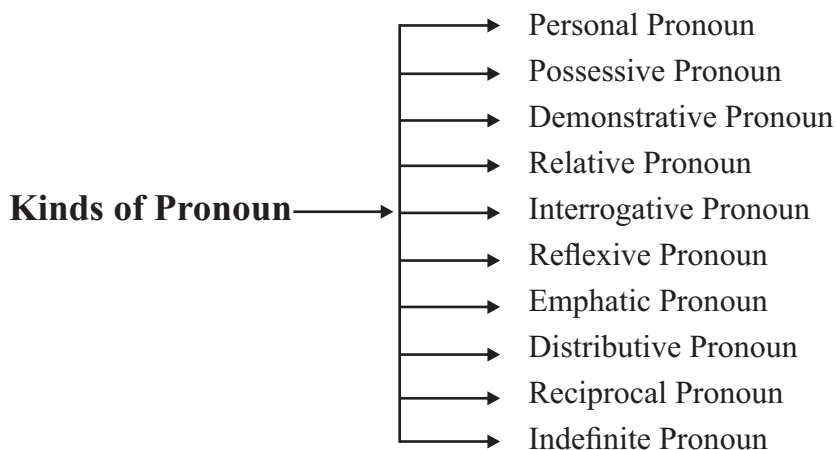
In this way, we can say that words which are used in place of nouns are called **pronouns**, as he, she, it, you, they, etc.

## *Now read some more examples of pronouns-*

- a. Dr. Abdul Kalam was the former President of India. **He** was a genius.
- b. Nikita is my sister. **She** is very naughty but sweet.
- c. Anmol is a ten year old boy. **He** is very good at sports.
- d. Soldiers are very brave. **They** protect our country.
- e. The Ganga is a holy river. **It** originates from Gangotri.
- e. Neelu is a mathematician. **She** is an expert in trigonometry.
- f. The weather is very harsh. **It** can turn worse.

Here, in place of the nouns- *Dr. Abdul Kalam, Nikita, Anmol, Soldiers, Ganga, Neelu* and *weather*; the pronouns- **he, she, it** and **they** are used.

## Kinds of Pronoun



## 1. Personal Pronoun

### *Read the following sentences-*

- a. **I** read this book.
- b. **You** always stand first in the class.

- c. **We** have a new neighbour upstairs.
- d. **They** have written many best selling books.

In these sentences, **I**, **you**, **we** and **they** are personal pronouns.

**Personal pronouns are the pronouns which replace nouns and function as subjects or objects in sentences and are treated as persons.**

Personal pronouns are used in three cases-

- I. Subjective
- ii. Objective
- iii. Possessive

- I, we, you, he, she, it, they are used as subjective case.
- me, us, you, him, her, it, them are used as objective case.
- my, our, your, his, her, its, their are used as Possessive case.

**Personal pronouns have three persons-**

- I. **First person** - (speaker) - (I, we)
  - a. **I** have lost my umbrella.
  - b. **We** love to play with our new classmate.
- II. **Second person** - (listener) - (you)
  - a. **You** are a girl.
  - b. **You** are eating.
- III. **Third person** - (who is being talked about) as - (he, she, it and they)
  - a. **She** went to Delhi by train.
  - b. **He** lives in a village.
  - c. **They** are playing chess.

**Personal pronouns** can also be used as Possessive adjective-

- a. This is **her** frock.
- b. This frock is **hers**.

In the sentence (a), '**her**' is used before noun (frock) which is working as an adjective. It is showing possession. So it is also called a Possessive adjective-

In the sentence (b), '**hers**' is used after the noun (frock) which is working as a pronoun and also showing a possession. It is called possessive pronoun

## 2. Possessive Pronoun

**Read some more examples-**

- a. This is **my** pen. (possessive adjective)
- This pen is **mine**. (possessive pronoun)
- b. This is **your** house. (possessive adjective)
- The house is **yours**. (possessive pronoun)
- c. These are **our** books. (possessive adjective)
- These books are **ours**. (possessive pronoun)

- d. That was **his** purse. (possessive adjective)  
That purse was **his**. (possessive pronoun)

Here **my, your, our, his** are possessive adjectives and **mine, yours, ours, his** are possessive pronouns. Apart from these, *hers, theirs* are also Possessive pronouns.

**Note:-** Apostrophe ('s) is not used in possessive pronouns.

*The pronouns used to show possession/belonging are called possessive pronouns.*

Person	Subject	Object	Possessive
First Person	I, we, you	me, us, you	my, mine, our, ours
Second Person	you	you	your, yours
Third Person	he, she, it, they	him, her, it, them	his, her, its, their/theirs

### 3. Demonstrative Pronoun

*Read the following sentences-*

- This** is my book.
- That** is your cap.
- These** are our neighbours.
- Those** are wild animals and are very dangerous.

In these sentences, *this, that, these and those* are used to indicate a person, animal, thing or place. All these are **demonstrative pronouns**.

*A demonstrative pronoun is a pronoun that represents a noun and expresses its position as near or as far (from the speaker).*

**Note :-** **This/these** refers to what is close or near to the speaker and **that/those** refers to what is away (far) from the speaker.

*Here these and those are plurals of this and that.*

### 4. Relative Pronoun

*Read the following sentences:*

- I saw a boy who was wearing a funny dress.
- He is a doctor whom all praise.
- You have found the pen which you had lost.
- This is the lady whose husband is an engineer.
- Here is the book that you lent me.
- I say what I mean.

In these sentences, *who, whom, which, whose, that, what* are relative pronouns.

Pronouns which connect two clauses and tell the relation with the noun used before are called **Relative pronoun**.

*A relative pronoun is one which refers or relates to the noun mentioned previously.*

- **Who** is used for people to relate them. It may refer to a singular or a plural noun.
  - The man who is honest is trusted.
  - He who hesitates is lost.
- **Whom** is the objective case form of 'who' and it is used as an object of a verb. It is used for persons, animals, etc.
  - The lady whom I met yesterday was very kind.
- **What** refers to things only. It is used in singular form.
  - What you are saying is worth it.
  - What they do is the reflection of their personality.
- **Which** is used for animals and non living-things. It may refer to something singular or plural.
  - This is the book which will help you.
  - The dog which I recently rescued is a stray dog.
- **Whose** is a possessive form of 'who'. It is used for persons, animals and things.
  - The sun whose rays are a rich source of vitamin D is considered as the best doctor of all.
- **That** is used for persons and things. It may refer to singular or plural. It may refer to a subject or object. We can use 'that' instead of who or which.
  - The watch that he gave me is stolen.
  - Bat is an animal that flies at night and hears very well.

## 5. Interrogative Pronoun

*Read the given sentences-*

- a. **What** is your name?
- b. **Who** is there?
- c. **Whom** did the principal punish?
- d. **Which** is your house?
- e. **Whose** father came to the school yesterday?

In the sentences above, **what, who, whom, which, whose** are interrogative pronouns that are used to ask questions.

**Note :-** Answer of interrogative pronouns is always a noun.

*An interrogative pronoun is a pronoun used to ask a question.*

## 6. Reflexive Pronoun

*Read the given sentences-*

- a. I hurt **myself**.
- b. I cook for **myself**.
- c. The old man crossed the road **himself**.

- d. You are very young to do it **yourself**.
- e. We credited **ourselves** for the success.
- f. The bird built its nest **itself**.

In the sentences above myself, herself, himself, yourself, ourselves and itself are reflexive pronouns because the work done by a subject is affecting the subject.

***A reflexive pronoun is when the action done by the subject turns back (reflects) upon the subject.***

## 7. Emphatic Pronoun

***Read the following sentences-***

- a. The cat itself opened the room.
- b. I myself travelled to Mumbai.
- c. He himself completed his homework.

Here, '*itself*', '*myself*' and '*himself*' are used for the sake of emphasis on the subject so they are called **Emphatic pronouns**. They are used to emphasize that the doer of the action did it alone.

***Note :-*** Reflexive pronoun indicates that the subject and the object of a verb are same and generally comes after a verb. Emphatic pronoun shows that the action is done by doer independently and generally comes after the subject.

***This is a table of personal pronouns and their respective reflexive pronouns.***

<b><i>Personal</i></b>	<b><i>Reflexive</i></b>	<b><i>Personal</i></b>	<b><i>Reflexive</i></b>
I	myself	we	ourselves
you	yourself	you	yourselves
he she it	himself herself itself	they	themselves

## 8. Distributive Pronoun

***Look at the following sentences-***

- a. Each of the boys gets a prize.
- b. Neither of the questions is true.
- c. Either of you can go.

Each, either and neither are called distributive pronouns because they refer to person or thing-one at a time and these are always in singular number.

***Note :-***

- Each denotes everyone of a number.
- Either means the one or the other of two.



- Neither means not the one nor the other of two.

## 9. Reciprocal Pronoun

*Read the following sentences-*

- Arnav and Anshul help each other.
- The members of the team supported one another.

In these sentences, 'each other' and 'one another' indicate a mutual relationship between two or more people. These words are called **Reciprocal Pronouns**.

**Note :-**

- Reciprocal pronouns are always used as objects and never as subjects.
- Each other is used for two nouns and one another is used for three or more nouns.

## 10. Indefinite Pronoun

*Read the following sentences-*

- Anyone can get success.
- Nothing is permanent in the world.
- Most of the people like to listen to old songs.

In these sentences, 'anyone', 'nothing' and 'most' indicate that we are talking about no particular person/thing. These are **Indefinite Pronouns**.

**Indefinite pronouns refer to a person or thing in a general way not particularly. Something, nobody, all, anyone, somebody, nothing, few, most, anyone, little are used as Indefinite Pronouns.**

## Exercise

*In the following sentences, point out the pronoun and its kind-*

- I myself heard that news.
- She cuts her hair herself.
- He who does his best shall be praised.
- Hellen and I were present.
- Each of the boys should get the prize.
- Here is the book that you gave me.
- Some are born with a silver spoon in their mouth.
- Nobody has completed the task.
- Which of you has done this?
- Tell me what do you want.

# The Adjective

**Read the following sentences-**

- a. Vikramaditya was a king.
- b. Vikramaditya was a wise king.

What is the difference between both the sentences? In the first sentence, '*Vikramaditya*' is described as a '*king*' while in the other sentence, as a '*wise king*'. Here, the word '*wise*' is telling the quality of the '*king*', which is an 'adjective'. So we can say-

**An Adjective is a describing word which describes a noun (person or thing).**

**Let's see some more examples of adjectives-**

- a. Rani is an intelligent girl. (girl-noun, intelligent-adjective)
- b. He is a brave soldier. (soldier - noun, brave - adjective)
- c. My mother is a religious lady. (mother - noun, religious - adjective)
- d. Kiran bought a beautiful dress. (dress - noun, beautiful - adjective)
- e. I have two chocolates in my bag. (chocolates - noun, two - adjective)

In the given examples, *intelligent*, *brave*, *religious*, *beautiful* and *two* are adjectives because these words are the qualities of nouns and pronouns.

**Note:-** Adjectives are used as a complement which describe nouns or pronouns. Example-

- a. Raghav is wise.
- b. She is smart.

## Types of Adjectives

- 1. Adjective of Quality
- 2. Adjective of Quantity
- 3. Adjective of Number
- 4. Proper Adjective
- 5. Possessive Adjective
- 6. Demonstrative Adjective
- 7. Interrogative Adjective

### 1. Adjective of Quality

Adjectives which tell the quality of a noun or pronoun like- size, shape, colour, material, nationality, feelings, etc. are called **adjectives of quality**.

***An Adjective of quality gives information about the quality or kind of a noun or pronoun.***

**Examples-**

- a. The cake is **delicious**.
- b. It is a **cold** day.
- c. He is **intelligent**.
- d. The Ganga is a **holy** river.

e. An **old** man is crossing the road.

In the sentences above, the highlighted words are telling the qualities of nouns or pronouns. They answer the question '**of what kind**'. As in example (a), the word **delicious** tells the quality of the cake.

## 2. Adjective of Quantity

Adjectives which tell about the quantity of nouns/pronouns are called **Adjectives of quantity**. e.g., some, much, enough, half, a lot, little, great, sufficient, whole, etc. They answer '**how much**'?

*An Adjective of quantity gives information about the quantity of a noun/pronoun.*

**Example-**

- a. There is **enough** water in the jug.
- b. There is a **little** milk in this jug.
- d. I drank the **whole** water.

## 3. Adjective of Number

Adjectives of number tell the number and order of persons or things. They answer the question '**how many?** or **which one?**' These are of two kinds- Definite Adjectives and Indefinite Adjectives.

- *Definite Adjective tells the exact number or position of a noun or pronoun in a sentence. It has Cardinal numbers and Ordinal numbers.*

Cardinal number tells exact number of a noun or pronoun. (Example- one, two, three, four, five, twelve, seventeen, etc.)

Ordinal number tells position of a noun or pronoun. (Example- first, second, third, fifth, sixth, etc.)

**Example-**

- a. I bought a **dozen** banana.
- b. Give me **five** rupees.
- c. Sunday is the **first** day of the week.
- **Indefinite Adjectives** do not tell the exact number of a noun or a pronoun. (Example: some, all, many, certain, several, most, few, etc.)

**Example-**

- a. A **few** people know Uda Devi, the great freedom fighter.
- b. **Some** milk was spilt.
- c. **Many** people were killed in the Jallianwala Bagh massacre.

*Adjectives of quantity are mostly Indefinite adjectives.*

Note - Most of the adjectives of quantity and indefinite adjectives are the same. Example -

- There is some water in the glass.
- Some students are in the class.

But a few adjectives of quantity and indefinite adjectives are quite different. They are little, few, much, many.

- There are a few boys in the field.
- I like coffee with a little milk.

### 3. Distributive Adjective

*Words like each, every, any, either and neither are distributive adjectives. They refer to members of a group as individuals.*

**Example-**

- a. **Every** man must do his duty.
- b. **Neither** brother came to see the ill sister.
- c. **Each** girl will get a chocolate.
- d. **Any** one of you can participate in the competition.
- e. **Either** candidate is right for the job.

**Each:** **Each** denotes every person in a group individually. ('each' is used when people or things are taken separately, one by one)

**Example-** **Each** man is the architect of his own destiny.

**Every:** **Every** denotes all the persons in a group in singularity. ('every' is used when we refer to all the people or things that are considered as one in a group)

**Example-** **Every** man must do his duty.

### 4. Proper Adjective

Adjectives, that are formed by proper nouns are called proper adjectives. Proper adjectives are used as proper nouns (first letter is written as capital letter). To make proper adjectives names of person, place (country or specific place), religion etc. are used. Example - Indian, American, Kashmiri, Hindu etc.

*A proper adjective is a word that is derived from a proper noun.*

**Example-**

- a. The Mahabharata is a famous **Indian** epic.
- b. This is a **Japanese** doll.
- c. He is a famous **Christian** scholar.
- d. I have a **Kashmiri** dress.
- e. **Chinese** products are exported to the whole world.

### 5. Possessive Adjective

**His, her, my, our, your, its, their,** etc. are **Possessive adjectives** which are used before noun. So adjectives which show possessions/belonging to any kind of noun are called **Possessive adjectives**.

*Possessive adjective shows possession or belonging of the noun in a sentence.*

**Example-**

- a. Radhika is **her** sister.
- b. **Your** bag is on the table.
- c. Rajan and **his** father are working in the field.
- d. **Your** car is faster than my car.

**Note:-** In possessive adjective, a noun always comes after a possessive adjective. Whereas a noun does not come after a Possessive pronoun.

We use possessive pronoun as noun.

Possessive Adjective + Noun	Possessive Pronoun + No Noun
1. This is <u>my</u> (adj.) <u>umbrella</u> (noun).	1. This umbrella is <u>mine</u> (possessive pronoun).
2. That is <u>your</u> (adj.) <u>house</u> (noun).	2. That house is <u>yours</u> (possessive pronoun).
3. <u>Her</u> (adj.) <u>wardrobe</u> (noun) is full of nice clothes.	3. This wardrobe is <u>hers</u> (possessive pronoun).

## 6. Demonstrative Adjective

This, that, these, those are also adjectives and these words refer to some particular nouns so these are called demonstrative adjectives. Demonstrative adjectives come before nouns.

*The words that point out towards a particular noun are called demonstrative adjectives.*

**Example-**

- Those** flowers are beautiful.
- That** girl won the dance competition.
- This** honest farmer has two sons.
- These** shoes fit me well.
- That** garden is very big and beautiful.

In the examples mentioned above, the words in bold are **demonstrative adjectives**.

## 7. Interrogative Adjective

The words like **what**, **which**, **whose** are used to ask a question about a particular noun. These are called **interrogative Adjectives**.

*Interrogative adjectives are used to ask questions about a particular noun.*

**Example-**

- Whose** book is this?
- Which** toy does he want?
- What** time is it?
- Which** dish is your favourite?
- What** movie are you watching now?

In the examples mentioned above, the words in bold are **interrogative adjectives**.

## Degree

### Comparison (Degree) of adjectives-

#### Read the sentences-

- Arpit is a **tall** boy.
- Arpit is **taller** than Shaurya.
- Arpit is the **tallest** boy in his class.

In the sentence (a), the adjective '**tall**' merely tells the quality of '*Arpit*'.

In the sentence (b), the adjective '**taller**' tells us that Arpit's height is compared with that of '*Shaurya*'.

In the sentence (c), the adjective '**tallest**' tells that Arpit's height has the highest degree of tallness among all the boys in his class.

Thus we see that the adjectives- **tall, taller, tallest** are used to show comparison. These are the three degrees of adjectives.

- **Tall** is said to be in positive degree.
  - **Taller** is said to be in comparative degree.
  - **Tallest** is said to be in superlative degree.
- Positive degree is an adjective in its simple form. It denotes the mere existence of a quality.
  - Comparative degree denotes a higher degree of the quality than the Positive degree. It is used when two persons or things or animals are compared.
  - Superlative degree denotes the highest degree of the quality. It is used when more than two persons, things or animals are compared.

#### Example-

- Aman is an intelligent boy. (positive)
- Aman is more intelligent than the other boys in the class. (comparative)
- Aman is the most intelligent boy in the class. (superlative)

## Formation of Comparative Degree

- Most of the adjectives of one syllable form the Comparative by adding **er** and the Superlative by adding **est**.

sweet	sweeter	sweetest
clever	cleverer	cleverest
bold	bolder	boldest

- When the word ends in '**y**', preceded by a consonant, the '**y**' is changed into '**i**' before adding '**er**' and '**est**'.

happy	happier	happiest
heavy	heavier	heaviest
merry	merrier	merriest

- c. When the word ends in **e**, only **r** and **st** are added.

brave	braver	bravest
fine	finer	finest
wise	wiser	wisest

- d. When the word is of one syllable and ends in a single consonant, the consonant is doubled before adding **er** and **est**.

red	redder	reddest
sad	sadder	saddest
hot	hotter	hottest

- e. Adjectives of more than two syllables form the Comparative degree and the Superlative degree by putting *more* and *most* before the positive.

difficult	more difficult	most difficult
courageous	more courageous	most courageous
intelligent	more intelligent	most intelligent

*A Syllable is a part of a word that contains a single vowel sound and that is pronounced as a unit. For example- sad, hot and sweet have single syllable while chapter, flower and duster have two syllables and difficult has three syllables.*

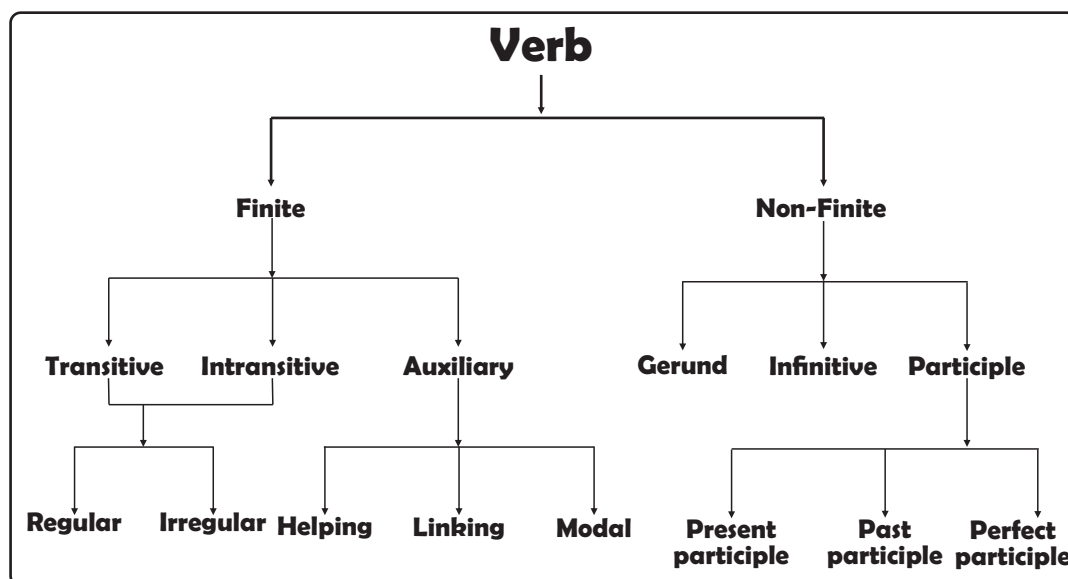
## Exercise

***Read the following sentences and underline the adjectives-***

1. India's population is the largest population in the world.
2. Kishan is an intelligent boy in his class.
3. I think your son makes no progress in his study.
4. This house is mine.
5. Which book is yours?
6. Which Indian freedom fighter is known as Bapu?
7. I need hundred rupees to buy a book.
8. Every girl must be educated to live a dignified life.
9. What colour do you like most?
10. Every child deserves education.
11. These girls are very naughty.



# The Verb



**Read the following sentences:**

- A kabaddi player **chants**, “Kabaddi, kabaddi, kabaddi...”
- My babaji **makes** tasty snacks for us.
- The duck **swims** around in the river.
- The sun **rises** in the east.

In the sentences above, the kabaddi player is continuously saying Kabaddi, baba ji is making snacks, the duck is swimming in the river, the sun is rising in the east. This means that the words chants, makes, swims and rises are describing the action of a person or animal. Therefore, the words which give us meaning of happening or doing an action are called verbs or action verbs.

***A verb is a word that tells the action of a person, animal or thing.***

**Note:** Without a verb, a sentence cannot be formed. Verb is essential to make a sentence.

*A verb is of mainly two kinds- **Finite Verb** and **Infinitive Verb***

## 1. The Finite Verb

**Read these sentences-**

- We **do** exercise daily.
- Geeta **does** exercise daily.
- Rajat **did** exercise yesterday.

In these sentences '*do*', '*does*', '*did*' are finite verbs. In the first sentence '*do*' is used in its base form with '*we*' (first person plural). In the next sentence, '*does*' is used with '*Geeta*' (third person singular) to tell the present action. In the last sentence, '*did*' is used with '*Rajat*' (third person singular) to tell about an action that was done in the past. So we can say that *do*, *does*, *did* have been changed

according to the person, number and tense. These are **Finite verbs**. They give complete meaning to the sentences.

*A finite verb gives complete meaning to the sentence. It shows the main action of a subject that is why it is also called a 'main verb'.*

***A finite verb is that, which changes its form according to the person, number of the subject, tense and voice.***

***Look at these examples:***

- a. I **am** a good teacher.
- b. You **are** the best.
- c. They **were** my classmates.
- d. Ashoka **was** a great king.
- e. She **is** a good girl.
- f. Kavita **sings** a song.
- g. Raju **goes** to market.
- h. I **go** to school everyday.
- i. They **live** in Delhi.
- j. She **lives** in Mumbai.

In these sentences am, are, were, was, is, sings, goes, live, and lives are finite verbs.

***Finite verb is of three kinds- Transitive verb, Intransitive verb and Auxiliary verb.***

## **i. Transitive Verb**

***Read these sentences:***

- a. She **baked** a cake.
- b. I **want** a book.
- c. He **writes** a letter.
- d. The police **arrested** the thief.

In the sentences above, the subjects- *she, I, he, police* need an object to complete the action. Hence we can say, when an object is required to give a complete meaning to a sentence, it is called a **Transitive verb**. So in these sentences, *baked, want, writes* and *arrested* are Transitive verbs as the effect of these verbs is falling on the objects of the sentences.

***The verbs that need an object to complete their meanings are called transitive verbs.***

***Transitive Verbs answer 'what' and 'whom' questions;***

Sentences	Questions	Answers
She baked a cake.	What did she bake?	a cake
I want a book.	What do I want?	a book

He writes a letter.                      What does he write?                      a letter  
 The police arrested the thief.      Whom did the police arrest?      the thief

In the sentences above, baked, want, writes and arrested are transitive verbs.

## ii. Intransitive Verbs

*Now, look at these sentences:*

- a. They **run**.                                      b. Birds **fly**.  
 c. It **rains**.                                        d. The baby **sleeps**.

In the sentences above, the verbs- *run, fly, rain* and *sleep* don't need any object to complete their meaning. Here the meaning of the sentences is clear without any object. The verbs which give information about the state or existence of the subject are called **Intransitive verbs**. (*Intransitive means without object.*)

***The verbs that do not need any object to complete their meanings are called intransitive verbs.***

Transitive and intransitive verbs are of two types- Regular verbs and Irregular verbs

### Regular Verbs

Verbs that change from base verb form to past form and past participle form, following a particular pattern '-d', 'ed', 'ied', etc. are called **Regular verbs**.

*The first form of the verb is called base form, the second form is called past form and the third is called past participle.*

***Let's look at the different forms of verb-***

Base form	Past form	Past participle
arrive	arrived	arrived
walk	walked	walked
carry	carried	carried

### Irregular Verbs

Verbs that do not follow any particular pattern for changing from base form to past form and past participle form are called **Irregular verbs**.

***Let's look at the different forms of verb:-***

Base form	Past form	Past participle
put	put	put
buy	bought	bought
break	broke	broken

***We can divide Irregular verbs into four parts&***

#### Group - 1

Group - 1 includes those verbs that remain the same in all three forms. For example-

Base form	Past form	Past participle
-----------	-----------	-----------------

cut	cut	cut
hurt	hurt	hurt
bet	bet	bet
split	split	split
spread	spread	spread

### Group - 2

Group - 2 includes those verbs that have the same second and third forms. For example:

Base form	Past form	Past participle
feel	felt	felt
win	won	won
weep	wept	wept
teach	taught	taught
stick	stuck	stuck

### Group - 3

Group - 3 includes those verbs that have the same first and third forms. For example:

Base form	Past form	Past participle
come	came	come
become	became	become
run	ran	run

### Group - 4

Group - 4 includes those verbs that have different forms for base, past and participle. For example:

Base form	Past form	Past Participle
break	broke	broken
go	went	gone
swim	swam	swum
awake	awoke	awoken
blow	blew	blown
do	did	done

**Note:-** Past participle form is used both as an adjective and as a main verb.

## iii. Auxiliaries (helping and modal)

### ➤ Helping Verbs

*Now, read these sentences:*

- He **is** writing a letter.

- b. The dog **was** barking.
- c. She **will** come tonight.
- d. We **have** won the match.

In the above sentences, *writing, barking, come and won* are the main verbs, rest of the verbs *is, was, will* and *have* are helping in clarifying the meaning of the main verbs and the time of the action (like 'is' tells that the work is happening in the present time while 'was' tells that the work was done in the past). Hence the verbs that help the main verbs are called helping verbs or auxiliary verbs.

***Helping verb is a verb that helps main verbs to show the tense, state and voice of the action.***

**Helping verbs** are used with finite verbs (main verb) in making questions, negative statements, passive forms and tenses.

***For examples-***

- *Do you like Chinese food?* (question)
- *I do not sing.* (negative statement)
- *The children were taken to the circus.* (passive form)
- *He has opened a salon in Civil Lines.* (present perfect tense)

***The following are helping verbs:***

- *am, is, are*
- *was, were*
- *be, been, being*
- *do, does, did*
- *have, has, had*

**Note :-** Verbs not only describe physical actions, but they also show mental actions/states like in these sentences:

- a. The teacher is **thinking** about the meeting.
- b. The boy **listened** to his teacher.

In the sentences above, the words **thinking** and **listened** tell about a mental action or state.

## ➤ **Modal Auxiliary Verbs**

***Read these sentence-***

- a. He can win.
- b. He might win.
- c. He must win.

In these sentences, **can** expresses ability, **might** expresses possibility and **must** necessity. Here these words express different moods related to the action (win). These verbs are called **Modal verbs**.

***Modal verbs are helping verbs that are used along with main verbs (Finite verbs). They express ability, possibility, advice, request, determination, permission or obligation.***

*will, would, shall, should, can, could, may, might, must, ought, used, need, dare* are the Modal verbs.

☞ **Will**

- a. *Simple future tense.* (with second and third person pronouns)  
They will go there.  
Will you give him this book?
- b. *promise or willingness.* (with first person pronouns)  
I will give him this book.  
We will try to help him.

☞ **Would**

- a. *As the past form of will*  
He said he would bring my books.  
He said that he would join army.
- b. *For polite request*  
Would you help me complete the work?  
Would you close the door as you go?

☞ **Shall**

- a. *Simple future tense with first person pronouns.*  
We shall go to Mumbai.  
I shall tell them everything you want
- b. *For promise, determination, threat and command* (with second and third person pronouns)  
You shall not enter my house again. (command)  
He shall be punished for his mistakes. (threat)

☞ **Should**

- a. *For duty and obligation.*  
You should obey the laws.  
Students should respect their teachers.
- b. *For advice, suggestion.*  
You should work hard.  
They should not go outside in the dark.
- c. *Probability*  
He should be tired.  
He should be in the library.

☞ **Can**

*For capacity, ability, power, permission.*

- a. I can speak English. (ability)
- b. Can I come in? (permission)

☞ **Could**

It is used as the past form of *can*. The first form of a verb is used with *could*. It is used for showing more politeness.

Sorry, I could not be with you (past form of can)  
could I get a pen? (politeness)

☞ **May**

*It is used for possibility, permission, wish.*

- a. May God bless you. (wish)
- b. May I help you? (permission/humble request)
- c. We may be late. (possibility)

☞ **Might**

*As past form of 'may' -*

- a. The mother wished that he might live long.

*It is used for lesser possibility.*

- b. I thought he might be late.

☞ **Must**

*It is used for compulsion or necessity.*

- a. Everyone must obey the law.
- b. You must learn how to talk.

☞ **Need**

*Need is used to express politeness. It often expresses negative mood.*

- a. They need to find a solution to the problem.
- b. You need not say sorry.

*Need is also used as a finite/main verb- Example - You need to consult a doctor.*

☞ **Used to**

*It is used to express a discontinued habit of past.*

- a. I used to read English newspaper before. (it means now I do not do it)
- b. He used to live here when he was young. (it means he does not live here now)

☞ **Dare**

*Dare means to be brave enough.*

It is used in negative statements and questions.

- a. I dare not tell him.
- b. Dare he do this?

It can also be used as a finite verb. Example-

He does not dare to face him.

## 2. Non Finite Verbs

**Read these sentences:**

- a. He loves **walking**.
- b. They love **walking**.
- c. She loved **walking**.

In the sentences above, the words- *loves*, *love* and *loved* are changing according to *person*, *number* and *tense*. These are Finite verbs. But *walking* is not affected by the person, number and time. Its form is same in all the three sentences. Hence it is a **Non-finite verb**.

A **non-finite verb** is that, which does not change its form according to the number, person and tense. In practical terms, it means that it doesn't serve as the action of a sentence. It is used as a gerund, infinitive, participle, etc.

**Look at these examples:**

- a. I do not drink **boiled** water.
- b. I have completed the **given** task.
- c. **Walking** is a habit one should develop from the beginning.
- d. Virat is the most **wanted** player in the team.
- e. It is dangerous **to drive** on this slippery road.

In the sentences above *boiled*, *given*, *walking*, *wanted* and *to drive* are **Non-Finite** verbs because they do not work as main verbs. They are used in different forms. They work as nouns or adjectives in the sentence.

There are three types of non-finite verbs- **infinitives**, **gerunds** and **participles**.

### **i. Infinitive (To + first form of the verb)**

Infinitive is formed by adding 'To' before the first form of the verb. It has the features of both noun and verb, hence it is also called 'noun-verb'.

Infinitive is used in a sentence in the following ways&

- a. As a subject like noun&
  - **To err** is human.
  - **To exercise** is good for health.
- b. As an object like noun&
  - Birds like **to sing** in the morning.
  - Dipali wanted **to read** story books.
- c. As a complement (adjective)&
  - The aim of Alexander was **to rule** over the world.
  - The goal of my life is **to become** a doctor.
- d. To show the purpose&
  - We eat **to live**.
  - I have a book **to read**. (object of a noun)
  - She is good **to help** everyone. (object of adjective)

**Note -** After the following words- bid, make, let, see, hear, need and dare, we don't use 'to', so they are called **bare infinitives**.



## ii. Gerund (first form of the verb + ing)

**Gerund** is formed by adding 'ing' to first form of the verb. Like infinitive, it has the properties of both noun and verb so it is also called '**verbal noun**'. It is used in following ways-

- a. **Noun as a subject of the verb-**
  - **Reading** is a good habit.
  - **Walking** is good for health.
- b. **Noun as an object of the verb-**
  - I enjoy **shopping** with friends.
  - Arun likes **swimming**.
- c. **As a complement of a verb-**
  - My hobby is **painting**.
  - Her hobby is **dancing**.
- d. **As an object of a possessive adjective-**
  - I like her **dancing**.
  - The teacher does not like anyone's **talking** much.

Both the Infinitive and the Gerund can be used as nouns.

- It is easier **to read** French than **to speak** it. (Infinitive)
- **Reading** French is easier than **speaking** it. (Gerund)

***Note-** Infinitive is used to show purpose, aim, determination and planning while Gerund is used to show cause and reason.*

***For example-***

- It was impossible **to refuse** his proposal.
- It was difficult **to express** my feelings.
- He was punished for **telling** a lie.

***Note-** The Gerund has exactly the same form as the present participle but has different functions.*

## iii. Participle

A **Participle** is that form of the verb which functions both as a verb and as an adjective. It is also called a '**verbal adjective**'.

***Example-***

**Barking** dogs seldom bite.

In this sentence, the word 'barking' is describing *dogs* (noun). Here it is an adjective.

**Let's see some more examples-**

- a. Suraya is a **shining** star of my school.
- b. I found my **lost** pen.
- c. A **burnt** child dreads fire.
- d. **Seeing** a policeman, the thief ran away.

In the sentences above **shining, lost, burnt and seeing** are participles which are used as adjectives. There are three types of Participle-

1. Present participle
2. Past participle
3. Perfect participle

**1. Present Participle-** Present participle is formed by adding 'ing' to the end of a verb. (e.g., 'jump' becomes 'jumping')

Present participle can be used as adjectives, as a part of participle phrase, and to form continuous verb tenses.

- a. Bholi chases the running bus. (adjective)
- b. Addressing the students, the teacher spoke about English literature. (participle phrase)
- c. The seagull is flying high. (present continuous)

***Present participle represents an action as going on or incomplete or imperfect. The action of the present participle happens at the same time as the main verb.***

**2. Past Participle -** Past participle is the third form of a verb and it works as an adjective. It presents complete action or state of things spoken of.

- a. Maxwell saw an injured player.
- b. Being disappointed, Lencho wrote a letter to God.

**3. Perfect Participle**

Perfect participle is a verb form that tells an action or state that happened before the main verb's action or state. It is formed by combining the word '*having*' with third form of the verb.

- a. Having become the president, Mandela addressed his country.
- b. Having done my work, I went to my friend's house.

### **Agreement of the Verb with the Subject**

***Read the sentences carefully:***

- a. **Tarun** is a good boy.
  - b. **Tarun and Akshay** are good boys.
- In sentence 'a', 'Tarun' is the subject. 'Tarun' is singular noun. In sentence 'a', 'is' is used as a singular verb.
  - In sentence 'b', Tarun and Akshay both are the subjects. Tarun and Akshay together make a plural. In this sentence 'are' is used. 'are' is a plural verb.
  - Hence it is clear that in any sentence, the verb must agree with the subject (number) i.e., if the

noun/pronoun is singular, the verb will be singular, and if the noun/pronoun is plural, the verb will be plural.

- But in some situations the verb is used as follows-

1. If two or more singular subjects are joined by 'and', the verb will be plural.
  - a. Mayank and Shraddha are cousins.
  - b. She and her mother are going to the market.
  - c. The teacher and his pupil are responsible.
2. If two singular nouns are used to refer to the same person or things, verb will be singular.
  - a. Slow and steady wins the race.
  - b. My friend and saviour has come.
  - c. The guardian and angel is welcome.
  - d. By the death of Ashoka, a great king and warrior was lost.

**Note :-** i. In sentence 'd', the article 'a' has been used only once. that means both the nouns (king and warrior) have been used for the same noun.

ii. If articles are used before each noun, the verb will be plural. Example-

The singer and the musician are late for the show.

3. If 'each' or 'every' is used before singular subjects, the verb will be singular.
  - a. Every boy and girl in the class is participating.
  - b. Each of us is equally responsible.
  - c. Every man, woman and child was lost.
4. If two or more singular subjects are connected with or, nor, either...or, neither...nor, the verb will be singular.
  - a. Either he or she is mistaken.
  - b. Neither Shikha nor Dev is in the garden.
  - c. No nook or corner was left unchecked.
5. If the subjects joined by **or**, **nor** are of different numbers, the plural verb will be used and the plural subject will be placed near the verb.
  - a. Neither the principal nor the teachers were present.
  - b. Either the coach or the players have filled up the forms.
6. When the subjects differ either in number or person, or both and are added with *and*, the verb is always plural.
  - a. He and I are well.

- b. You and *he* are birds of the same feather.

**7. Collective noun-**

- When the subject is a collective noun and refers to a group as a whole, its verb is singular.
    - a. The council has chosen its President.
    - b. The committee was informed about the main question.
    - c. The mob has dispersed.
  - When Collective noun refers to a group of people having difference of opinion, the verb is plural.
    - a. The Jury were divided on this point.
9. Some nouns are in plural forms, but their meaning is singular, so singular verb is used.
- a. Mathematics is a branch of study.
10. Some nouns are in singular form but their meaning is plural, so plural verb is used.
- a. Two dozen cost fifty rupees.
  - b. Two score make forty.
  - c. The police have come.

## Exercise - 1

*Read the following sentences carefully and write whether the verb is transitive or intransitive in the brackets given-*

- |   |     |
|---|-----|
| i. I am doing physical exercise.                          | ( ) |
| ii. He does his homework regularly.                       | ( ) |
| iii. Mother caught me stealing chocolate from the fridge. | ( ) |
| iv. She has given enormous pleasure to her audience.      | ( ) |
| v. The children were playing football in the ground.      | ( ) |
| vi. That boy easily lifted the heavy weight.              | ( ) |
| vii. My dog sleeps on the rug.                            | ( ) |
| viii. To respect our elders is our duty.                  | ( ) |
| ix. I saw a broken chair in the classroom.                | ( ) |

## Exercise - 2

*Fill in the blanks with suitable auxiliary verbs-*

- i. I \_\_\_\_\_ believe how fast time flies.
- ii. \_\_\_\_\_ I carry the box into the house for you?
- iii. Everyone \_\_\_\_\_ be punctual.
- iv. How \_\_\_\_\_ you say like this?
- v. He \_\_\_\_\_ to read newspaper daily before.
- vi. The family of Kishan \_\_\_\_\_ be your neighbour.

# The Adverb

*Read the following sentences carefully-*

- a. Veer Abdul Hamid fought **bravely**.
- b. Maria's dress is **extremely** beautiful.
- c. We will work **very** carefully.
- d. Kabir was **badly** injured.

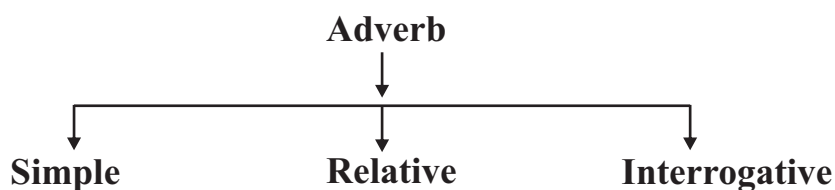
In the sentences above, *bravely* is modifying *fought* (verb), *extremely* is modifying *beautiful* (adjective), *very* is modifying *carefully* (another adverb), *badly* is modifying *injured* (adjective) which means these words are indicating their qualities. Hence the words- *bravely*, *extremely*, *very*, *carefully*, *badly*, are adverbs.

So we can say that the words that modify a verb, adjective, adverb or indicate their qualities or make them more effective are called **adverbs**.

*A word that modifies a verb, an adjective or another adverb is called adverb.*

## Kinds of Adverbs

There are mainly three types of Adverbs-



### Simple Adverb

Simple adverbs are the most commonly used adverbs. **Simple adverbs** only function as adverbs. Relative adverbs, in addition to functioning as adverbs, also connect two clauses. Interrogative adverbs, in addition to functioning as adverbs, also ask questions.

There are mainly five types of Simple Adverbs that show the following-

1	Adverb of manner	how an action takes place.
2	Adverb of time	when an action takes place.
3	Adverb of place	at what place an action takes place.
4	Adverb of frequency	how many times an action takes place.
5	Adverb of degree	to what extent or degree an action takes place.

#### 1. Adverb of Manner

The word which shows the way or manner of action is called adverb of manner.

**Note:-** An adverb of manner answers the question- '**how?**' -

**Example-**

- a. The child is sleeping **soundly**. (how? - sound sleep)
- b. Kavya started crying **loudly**. (how? - a loud voice)
- c. Kapil plays **fearlessly**. (how? - without fear)
- d. She performed **well** in the competition. (how? - in a good way)

Hence, in the sentences above, the words soundly, loudly, fearlessly and well are adverbs of manner which are describing the manner of action (how an action takes place).

**Let's see some more commonly used adverbs of manner-**

fast, bravely, well, beautifully, seriously, slowly, easily, carelessly, hardly, carefully, etc.

An adverb is generally formed by using 'ly' with an adjective.

## 2. Adverb of Time

The word which indicates the time of doing something is called an Adverb of time.

**Note:-** An adverb of time answers the question- '**when?**' -

**Example-**

- a. Sarita hurt her knee **yesterday**. (when? & yesterday)
- b. Gulliver **soon** became friendly with Lilliputians. (when? & soon)
- c. **Every night** lions and tigers used to sleep under the tree. (when? & every night)
- d. Pragya **always** follows the rules of the road. (when? & always)

In the sentences above, the words 'yesterday', 'soon', 'every night' and 'always' are the adverbs of time which show the time when an action takes place.

**Let's see some more commonly used words of adverb of time-**

today, daily, later, early, since, tomorrow, after, yet, now, before etc.

## 3. Adverb of Place

The word which indicates the place of action is called an **Adverb of place**.

**Note:-** An adverb of place answers the questions- '**where?**' or '**at what place?**' an action takes place.

**Example-**

- a. The little lamb followed Mary **everywhere**. (where? & every where)
- b. My grandfather's house is **nearby**. (where? & nearby)
- c. Go and sit **there**. (where? & there)
- d. As it was a hot day the boys played **outside**. (where? & outside)

In the sentences above, **everywhere**, **nearby**, **there** and **outside** are **adverbs of place**.

**Let's see some more commonly used adverbs of place-**

here, outside, around, everywhere, there, nearby, backward, inside, etc.

#### 4. Adverb of Frequency

A word that indicates how many times, a task is performed is called an **Adverb of frequency**.

**Note:-** An adverb of frequency answers the questions - 'how many times or how often?'

**Example-**

- a.. Mukesh visited his sister's house **twice**. (how many times? & twice)
- b. Saniya was **usually** satisfied with my work. (how often? & usually)
- c. We must **always** follow the traffic rules. (how often? & always)
- d. Sudha **often** makes mistakes. (how often? & often)
- e. I have not tasted strawberry **once**. (how often? & once)

In the sentences above, 'twice', 'usually', 'always', 'often', 'once', 'never' and 'ever' are **adverbs of frequency**.

**Let's see some more commonly used adverbs of frequency -**

*daily, once, secondly, seldom, frequently, thrice, twice, again, usually, etc.*

#### 5. Adverb of Degree

The word which indicates to what extent an action is performed, is called an **Adverb of degree**.

**Note:-** An adverb of degree answers the question - 'how much or to what extent?' Adverb of degree may qualify an adjective as well.

**Example-**

- a. Shantanu was **totally** puzzled that day. (to what extent? - totally)
- b. We **thoroughly** enjoyed the picnic. (to what extent? - thoroughly)
- c. Rana has **almost** finished his dinner. (how much? - almost)
- d. Due to the floods, **hardly** any train is on time. (to what extent? - hardly)
- e. I am **fully** prepared for the examination. (how much? - fully)
- f. She is **very** beautiful. (how much? - to a great extent)

In the sentences above **totally, thoroughly, almost, hardly, fully** and **very** are **adverbs of degree**.

**Let's see some more commonly used adverbs of degree-**

*totally, thoroughly, extremely, absolutely, very, quite, slightly, almost, hardly, fully, etc.*

### Relative Adverb

**Read the following sentences-**

- a. This is the field **where** I play.
- b. I do not know **when** he will return.
- c. We do not know **why** he left?

In the sentences above, the word 'where' is modifying *play* (verb), 'when' is modifying *return*

(verb) and 'why' is modifying *left* (verb) and also joining the two clauses. So *where*, *when*, *why* are **Relative adverbs**.

**Relative adverbs modify the verbs that follow them and at the same time join two clauses.**

**Note:-** When, where, why, how are the most commonly used relative adverbs.

**Relative adverbs**  
(when, where, why)

Adverb	Refers to
when	time (when it happens)
where	place (where it happens)
why	reason (why it happens)
how	manner (how it happens)

**Interrogative Adverb**

**Read the following sentences-**

- a. **Why** are you **painting** this wall?
- b. **How** is your mother **feeling** now?
- c. **Where** do you **sleep** at night?

In the sentences above, the words **why**, **how** and **where** are modifying the verbs- *painting*, *feeling* and *sleep* respectively, and also asking questions. Therefore, they are **Interrogative adverbs**.

**Interrogative adverb is a question word (wh-word) that is used to ask a question, and it modifies a verb. It is used in the beginning of a sentence.**

**Exercise**

**Pick out the adverbs and classify them-**

1. God is everywhere.
2. I told him this already.
3. The children read the lesson silently.
4. Traffic is usually heavy during Kumbh in Prayagraj.
5. Why is Dr. Kalam known as the 'Missile Man of India'?
6. Santosh Yadav scaled the mount Everest twice.
7. This is the reason why I never talk to him.
8. It has been raining since morning.
9. How did she pay her school fee?
10. He was very happy on the day when his daughter got first prize.



# The Preposition

**Look at these sentences carefully-**

- a. The tiger is coming **down** the rock.
- b. The Yamuna meets the Ganga **at** Prayagraj.
- c. Veer Abdul Hamid fought **in** the war of 1965.
- d. Swami has slept **beside** his granny.
- e. Kavita plays **with** me.

In the sentences above, the words used before the nouns (the rock, Prayagraj, the war of 1965) and the pronouns (his, me) are the **Prepositions** which tell the relation between persons, places or things. They also indicate position. In the sentence (a), the word '*down*' gives the sense of direction of movement of the tiger. In the sentence (b), the word '*at*' tells the location of the meeting points of the rivers Yamuna and Ganga. In sentence (c) the word '*in*' tells the time of the war of 1965. In the sentence (d), the word '*beside*' gives the sense of Swami's position that is beside *the granny* and in the sentence (e), the word '*with*' gives the sense of relation of being with Kavita while playing.

The words which are used before nouns or pronouns and show the relation between persons, animals and things (location, direction, time) are called **Prepositions**.

***A preposition is a word that is used before a noun or pronoun. It shows relation between persons or things and indicates their position.***

**Note:-** Prepositions are post positions in Hindi. These are used after a noun or pronoun. For example- *fd r k e\$ # j g* The book is on the table.

## Kinds of Prepositions

Preposition can be arranged in the following classes-

### 1. Simple Prepositions

These are short words that connect nouns, pronouns or parts of sentences.

at, by, for, from, in, of, on, over, under, with, off, out, through, till, to and up.

### 2. Compound Prepositions

These are formed by prefixing a preposition to a noun, an adjective or an adverb and a preposition also. For example- about, above, across, along, between, amidst, among, around, before, behind, below, beneath, beside, between, beyond, inside, outside, within, without.

### 3. Phrase Prepositions

A group of words used with the force of a single preposition is called phrase preposition, such as- according to, in spite of, instead of, because of, for the sake of, in favour of, on behalf of, in accordance with, in order to, in front of, etc.

## Usage of Prepositions

1. **In** is used for showing a *period of time* and *places*. It is also used in the sense of *inside* (someone is inside of something)-

- a. Neil Armstrong landed on the moon **in** 1969.
- b. Sunil shifted to Lucknow **in** March.

- c. Maria lives **in** London.
- d. There are fruits and vegetables **in** the basket.
- e. I am interested **in** phonetics.

2. **Into** is used to show *movement of something inside something*. For example-

- a. Mother walked **into** the kitchen.
- b. Shubhi opened the door and went **into** the showroom.
- c. The dove dropped a big leaf **into** the water.

**Note:-** Both the prepositions 'into' and 'in' are used in the sense of '*inside*'. Where the movement is taking place, we use 'into' and where the movement is not taking place, we use 'in'.

3. **On** is used to *show the time (day and date), position and place*. For example-

- a. The train will reach Mumbai **on** Friday morning. (day)
- b. The books are lying **on** the shelf. (position)
- c. The notice is pasted **on** the wall. (place)

**Note:-** **On** is used for *stability*. It indicates *close contact* with persons or things (surface in touch)

4. **Upon** is used to show the *speed over an object*. It shows movement. For example &

- a. The lion jumped **upon** the lamb.
- b. He carefully placed the painting **upon** the wall.

5. **At** is used to show the *definite time and place* (small city and town) &

- a. Tina wakes up **at** 6 O'clock. (definite time)
- b. The restaurant closed **at** midnight. (definite time)
- c. Mini knocked **at** the door. (definite place)
- d. Mahatma Gandhi was born **at** Porbandar.

**Note:-** Common mistake-      Open your book **on** page 19. (incorrect)  
    Open your book **at** page 19. (correct)

6. **To** is used to show *relation, direction and movement*. Example-

- a. I wrote a letter **to** my father. (relation)
- b. Manjeet and Sahil went **to** the theatre. (direction)
- c. Bangladesh is **to** the east of India. (direction)
- d. Everyone should be kind **to** animals. (relation)

7. **From** is used to show the *reason, time and place*. It is also used in the sense of *separation*. For example-

- a. Sunita was suffering **from** fever.
- b. My cousin is coming **from** Noida.
- c. Our exams are starting **from** 20<sup>th</sup> January.
- d. The North Indian culture is different **from** the South Indian culture.

8. **Of** is used to show *relation and reason*. Example-

- a. The cap **of** my pen is lost.

- b. Kapil has a very good sense **of** humour.
  - c. This is a beautiful work **of** art.
  - d. He died **of** Malaria.
9. **By** is used to show *time, medium and means of transport*. Example-
- a. Gitanjali is written **by** Gurudev Rabindra Nath Tagore.
  - b. The rice crop was damaged **by** the flood.
  - c. It is 5:30 **by** my watch.
  - d. Please finish the work **by** 10 O' clock.
  - e. The farmer had not returned **by** sunset.
10. **With** is used in the sense of *togetherness and having something*. It is also used for *instruments*. Example-
- a. Neetu was living **with** her parents.
  - b. The magician came to the stage **with** a smile.
  - c. We cut vegetables **with** a knife.
  - d. Always wash your hands **with** soap.
  - e. The teacher was angry **with** Chetan.
11. **Over** is used in the sense of *movement above and to show the access and importance of something*. Example-
- a. The cat jumped **over** the fence.
  - b. A bird flew **over** the river.
  - c. Swami's father has **over** 100 books in his collection.
  - d. A.P.J. Abdul Kalam always valued time **over** anything else.
12. **Above** is used for the things which are in a higher position. For example-
- a. The flood water rose **above** the danger point.
  - b. The painting is placed **above** the window.
  - c. The sun rose **above** the horizon.
13. **Under** is used in the sense of *below* when an object is vertically below another object. For example-
- a. I was sitting just **under** the fan.
  - b. A few people are relaxing **under** the tree.
  - c. The keys slipped **under** the door mat.
14. **Below** is used to show *rank, direction and lower level*. For example-
- a. The temperature has fallen **below** the freezing point of water.
  - b. The lake is almost 900 feet **below** the sea level.
  - c. Manish's performance is **below** the average of the class.
  - d. You should go **below** the stairs to reach the coffee shop.

**15. Up** is used for movement in the sense of *upwards*. Example-

- a. Monkeys climbed **up** the mango tree.
- b. Sheeba climbed **up** the stairs.
- c. Vineet walked **up** the hill.
- d. The ant crawled **up** the hunter's foot.

**16. Down** is used for movement in the sense of *downwards*. For example-

- a. The old man carefully walked **down** the hill.
- b. Sheela fell **down** the stairs.
- c. The tiger is coming **down** the rock.
- d. Tears rolled **down** her face.

**17. Since** is used to tell a *definite time* (fixed time that has passed). For example-

- a. Vihaan and Rashmi know each other **since** childhood.
- b. I have not seen my pet **since** last night.

**18. For** is used to tell an *indefinite time, purpose and price*. For example-

- a. Gita and Razia went to Simla **for** three weeks.
- b. Sujata has been teaching **for** a long time.
- c. I bought a beautiful gift **for** my friend.
- d. Akhil bought this pen **for** five rupees.

**19. Between** is used in the sense of *something being placed in the middle of two persons, animals or things*. For example-

- a. Babita sat **between** Sara and Anu.
- b. There is a huge playground **between** the school building and the hostel.
- c. Distribute these sweets **between** Rajat and Roli.

**20. Among** is used for more than two people or things. For example-

- a. Distribute these apples among the students.
- b. Rashid is popular among his classmates.

**21. Before** is used to show previous position of *persons, things and actions*. It is also used in the sense of - in presence of. For example-

- a. Nidhi must be back **before** 10 O'clock.
- b. Amita takes a bath **before** going to bed.
- c. The accused was presented **before** the judge.

**22. After** is used in the sense of post position of *persons, things and actions*. It is also used in the sense of *pursuit*. For example-

- a. The teacher will declare the result **after** the lunch break.
- b. Mr. Das started the lecture **after** 2 O'clock.
- c. The policeman ran **after** the thief.

23. **Beside** is used in the sense of *next to*. For example-

- a. Rahul sat **beside** the manager.
- b. A chair is lying **beside** the window.
- c. The temple is **beside** the school.

24. **Besides** is used in the sense of *in addition to*. For example-

- a. Salads are delicious **besides** being healthy.
- b. There is no one in the study room **besides** Swami and his father.

25. **About** is used in the sense of *concern for persons or things* and *nearness of time, place and state*. For example-

- a. Fiza's mother was worried **about** her sickness.
- b. It was **about** 10 O'clock when he came to my house.

26. **Around** is used in the sense of *near* and *in the sense of all the directions*. For example-

- a. Tina came **around** 10 O'clock.
- b. We sat **around** the table.
- c. The earth moves **around** the sun.

27. **Along** is used in the sense of *togetherness*. It is also used to show *movement in the same direction*. For example-

- a. The leaf was flowing **along** the river.
- b. Walking **along** the road, we reached the station.
- c. Peter walked **along** the railway track.

28. **Across** is used in the sense of *from one end to another* or *from one side to the other side*. For example-

- a. John walked **across** the field to the church.
- b. The artist has drawn a line **across** the page.
- c. Children should not run **across** the road.
- d. The soldiers swam **across** the river.
- e. The pandemic spread **across** the world.

29. **Through** is used in the sense of *from the beginning to the end*. For example-

- a. The burglar entered the house **through** the window.
- b. The train went **through** the tunnel.
- c. Savita has gone **through** the whole syllabus.

30. **Towards** is used in the sense of *direction*. For example-

- a. Pankaj threw the ball **towards** Anuj.
- b. Alok has gone **towards** the station.
- c. Kajal stood up and moved **towards** the door.
- d. The oil pollution is now moving **towards** the shore.

**31. Till** is used in the sense of *specific point of time*. For example-

- a. Tom postponed his departure **till** Sunday.
- b. Stay here **till** 5 pm.
- c. Wait here **till** the rain stops.

**32. Off** means *away from*. It is used to show separation. For example-

- a. The wind blew the vase **off** the table.
- b. She got **off** the train at Kanpur junction.
- c. The mango fell **off** the tree.

**33. Against** is used in the sense of *opposite* of a thing, person or place. It is also used in the sense of next to and touching or being supported by something. For example-

- a. They rowed the boat **against** the current.
- b. Public opinion was **against** the bill.
- c. The ladder was placed **against** the tree.
- d. Place the piano **against** the wall.

**34. In front of** is used to show the *position of a thing*. For example-

- a. The hermit was digging the ground **in front of** his hut.
- b. Anu planted Ashoka tree **in front of** her house.

**35. Beyond** is used in the sense of *out of limit*. For example-

- a. Don't go **beyond** the town boundary.
- b. Your work is **beyond** all praise.
- c. Don't stay out **beyond** 10 O' clock.
- d. He lives **beyond** his income.

## Exercise

**Fill in the blanks with correct preposition-**

- 1. Birds are flying \_\_\_\_\_ the tree.
- 2. The next meeting will be held \_\_\_\_\_ Friday, 2<sup>nd</sup> May.
- 3. Priya has been studying \_\_\_\_\_ two hours.
- 4. Sonalika was sitting \_\_\_\_\_ her parents.
- 5. Divide the cake \_\_\_\_\_ children.
- 6. There was a long bridge \_\_\_\_\_ the river.
- 7. Mr. Sharma is kind \_\_\_\_\_ the poor.
- 8. Surbhi walked \_\_\_\_\_ the garden.
- 9. Tanu was worried \_\_\_\_\_ her brother.
- 10. Savita came \_\_\_\_\_ 10 O' clock.

# The Conjunction

*Read the following sentences-*

- **Ranjana** is a doctor.
- **Pramod** is a doctor.
- a. **Ranjana and Pramod** are doctors.
  - Rajeev likes **bread**.
  - Rajeev likes **jam**.
- b. Rajeev likes **bread and jam**.
  - **Vegetables are cheap**.
  - **Fruits are expensive**.
- c. **Vegetables are cheap but fruits are expensive**.
  - **Breakfast is free**.
  - **Lunch has to be bought**.
- d. **Breakfast is free but lunch has to be bought**.
  - My pencil is **in the cupboard**.
  - My pencil is **on the shelf**.
- e. My pencil is **in the cupboard or on the shelf**.

In the sentences above-

- sentence A joins two subjects with **and**.
- sentence B joins two objects with **and**.
- sentence C joins two sentences with **but**.
- sentence D joins two clauses with **but**.
- sentence E joins two phrases with **or**.

The words that join two or more words, phrases, clauses and sentences together are called **conjunctions**.

## Types of Conjunctions

There are two main types of conjunctions:

- 1. Co-ordinating conjunction :** A co-ordinating conjunction joins clauses of equal rank together.

*Example-*

and, but, for, or, nor, also, neither...nor, either...or, still, only, not only...but also, as well as, hence, so, therefore, whereas, while, yet

and	-	Tommy is a boy and Margie is a girl.
but	-	Kezia's father was a good man, but she was afraid of him.
nor	-	He did not come nor he sent anyone.
neither... nor	-	We should neither borrow nor lend.
or	-	Take biscuit or cake.

either... or	-	A solitary person is either a god or a beast.
as well as	-	The teacher as well as the students was absent today.
not only... but also	-	I am not only a teacher but also a preacher.

2. **Subordinating Conjunction** : A subordinating conjunction joins a clause to another clause on which it depends for its full meaning. Example - after, because, if, that, though, although, till, then, whereas, before, unless, as, when, where, while, even though

while	-	The price of gold is rising while the price of silver is static.
after	-	I reached the station after the train had left.
because	-	I could not come because I was out of station.
if	-	If you are not vaccinated, you might get affected.
although	-	Although we met everyday, we didn't know each other.
even though	-	Even though she was ill, she completed her work.
that	-	He told that he was busy.
before	-	The train had left before we reached the station.
unless	-	I will not allow it unless you tell the truth.
as	-	I met him as I crossed the road.
when	-	They called me when I was busy.
where	-	We don't know where we should go.
while	-	While I was making lunch, my mother came.
as long as	-	The car will keep running as long as I maintain it.
since	-	Th students of class 10th could not solve the whole paper since it was lengthy.

## Exercise

*Fill in the blanks with the correct conjunction-*

- Girish went to market \_\_\_\_\_ Harish went to cricket ground.
- \_\_\_\_\_ I worked hard \_\_\_\_\_ I got good marks.
- \_\_\_\_\_ she \_\_\_\_\_ you came to my marriage ceremony.
- My elder sister is very wise \_\_\_\_\_ the younger one is poor.
- The black colour absorbs \_\_\_\_\_ white reflects.
- \_\_\_\_\_ Harish made hurry, he was late for movie.
- Zoya went home \_\_\_\_\_ she had finished her work.
- I have bought a dictionary \_\_\_\_\_ I may learn more spellings.
- \_\_\_\_\_ it rains, the picnic will be cancelled.
- I like her \_\_\_\_\_ she is hard working.



# The Interjection

*Look at these sentences-*

- a. **Bravo!** You have won the match.
- b. **Alas!** The thief took all our money.
- c. **Hurrah!** Our school has won the trophy.
- d. **Wow!** What a beautiful flower.

In the sentences above, 'Bravo' conveys praise, 'Alas' conveys sadness, 'Hurrah' conveys happiness and 'Wow' conveys surprise or joy. Hence all these words are interjections.

Words that are used to express emotions like surprise, grief, hatred, happiness, praise, etc. are called **Interjections**.

*Words like Bravo! Alas!, Hurrah!, Wow!, etc. express a sudden feeling, or emotion. They are called interjection or feeling words. An exclamation mark (!) is put after such words.*

The words with the nature of interjection are used to express different emotions. Like-

## 1. To express sorrow or grief-

(Alas!, Oh!, Aah!, etc.)

*Example-*

- a. **Alas!** The great leader is no more.
- b. **Oh!** I have burnt my fingers.
- c. **Ah!** I lost my purse.

## 2- To express joy and zeal-

(Hurrah!, Hurray!, Yippee!, Wow!, Bravo!, Great!, Awesome!, Well done!, etc.)

- a. **Wow!** It is so beautiful.
- b. **Hurray!** We won the match.
- c. **Yippee!** We all are going for a picnic.
- d. **Great!** This is really good news.

## 3. To express mistake-

(Oops!, Extremely sorry! etc.)

- a. **Oops!** I dropped the glass.
- b. **Extremely sorry!** I spilt all the gravy on the new sofa.

## 4. To attract attention-

(Hey!, Hello!, Hi!, Excuse me!, etc.)

- a. **Hello!** What are you doing?
- b. **Hi!** How are you? Hope everything is fine.
- c. **Hey Amit!** Which is your favourite game?

**Note:-** There are some sentences beginning with 'how' or 'what'. They are not used for questioning. They are used for exclamation. Example-

- a. How beautiful the Taj is!
- b. What a fool I am!

**Example-** In Hindi too we use similar sentences:

- $\text{fd r uk?uk t ay gS}$

## 5. Some other examples of Interjection-

Quiet please!/ Please keep quiet!

Thank you!

Hurray!

For your good health!

Same to you!

How disgusting!

What a shame!

What a pleasant surprise!

What a nonsense!

What an idea!

What the hell!

## Exercise

### A. Fill in the blanks with suitable interjections-

- a. \_\_\_\_\_ Our Holi vacation will start from today. (Hurray!/Alas!)
- b. \_\_\_\_\_ It was really a bad day. (Oh!/Bravo!)
- c. \_\_\_\_\_ The president is no more. (Alas!/Wow!)
- d. \_\_\_\_\_ What a pretty picture. (Wow!/Hello!)
- e. \_\_\_\_\_ May I know who is talking. (Ouch!/Hello!)

### B. Read the following sentences carefully and write the feeling words-

- a. Alas! The poor old lady died of hunger. (sorrow/joy) \_\_\_\_\_
- b. Ouch! The shoe pinches a lot. (pain/fun) \_\_\_\_\_
- c. Bravo! You have made us proud. (applause/grief) \_\_\_\_\_
- d. Hello! How do you do? (enquiry/greeting) \_\_\_\_\_
- e. Wow! What a pretty dress. (wonder/greeting) \_\_\_\_\_
- f. Oh! That is a pleasant surprise. (surprise/shame) \_\_\_\_\_
- g. Hurrah! Our team has won the match. (joy/grief) \_\_\_\_\_

## Topic 4

# Articles

*Look at these sentences carefully-*

This is **a** chair.

Sita sings **a** song.

This is **an** umbrella.

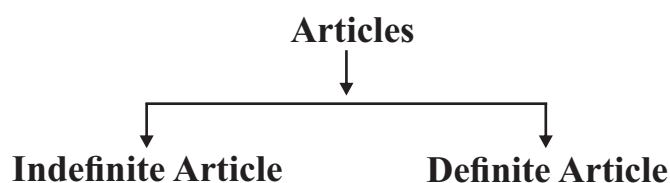
This is **an** apple.

**The** sun is shining.

In these sentences, 'a', 'an', 'the' are called articles. Articles are determiners which tell what is being talked about and in what context it is being talked about.

*An article is a word that comes before a noun.*

## Types of Articles



### Indefinite Articles

'A' and 'an' are called Indefinite articles. They are used according to the sound.

*Indefinite Articles 'a', and 'an' are used with singular countable nouns.*

*Example-*

- a. This is **a** car. (any car)
- b. That is **a** bird. (any bird)
- c. She is **a** brave girl. (any girl)
- d. It is **an** umbrella. (any umbrella)
- e. He is **an** honest boy. (any boy)

In these sentences, article 'a' is used before those words which start with **consonant sounds**, and 'an' is used with those words which start with **vowel sounds**.

Use of 'a'	Use of 'an'
<b>a</b> boy	<b>an</b> umbrella
<b>a</b> man	<b>an</b> orange
<b>a</b> car	<b>an</b> elephant
<b>a</b> yearly report	<b>an</b> apple
<b>a</b> forest officer	<b>an</b> inkpot

*Let's know the difference between 'vowel sounds' and 'consonant sounds' -*

The difference in pronunciation of vowels and consonants in English language is exactly the

same as in Hindi.

In the pronunciation of vowels, the sound starts with the vowel and ends with the vowel, whereas in the pronunciation of consonants, the sound starts with a consonant and ends with a vowel.

***Though we have 26 letters in English alphabet they produce more than 26 sounds. There are 44 sounds in standard English (Received Pronunciation).***

***Let's see-*** With the words that start with consonant letters but they produce a vowel sound, we use article 'an'.

***Example-***

- a. He is an honest person. (honest)
- b. He is an M.L.A. (M.L.A.)
- c. Rohit is an S.D.O. in Patna. (S.D.O.)
- d. I have an X-ray machine. (X-ray)
- e. Govind is an L.L.B. student. (L.L.B.)

***Note :-*** Contrary to it, some words start with vowel letters but they produce a consonant sound, so before those words 'a' is used.

Vowel Letters but Consonant Sounds		Consonant Letters but Vowel Sounds	
a <u>E</u> uropean	(; )	an <u>h</u> onest man	(v kV)
a <u>u</u> nity	(; )	an <u>h</u> our	(v k)
a <u>u</u> seful book	(; )	an <u>S</u> .D.M.	(, l )
a <u>u</u> niversity	(; )	an <u>x</u> -ray machine	(, D )
a <u>o</u> ne rupee	(o)	an <u>M</u> .L.A.	(, e)

**Rule 1** & If there is an adjective or adverb before a noun, an/a used before it.

***Example&***

- a. Ramaiya is **a smart** boy. (adjective)
- b. Kavita is **an extremely** dynamic lady. (adverb)
- c. Rachana is **an intelligent** girl. (adjective)

**Rule 2** & When referring to a member of a particular group, a/an is used before singular countable nouns.

**Countable noun-** Anything that can be counted such as pen, book, chair, etc.

***Example-***

- a. A dog is **an animal**
- b. A peacock is **a bird**.
- c. An elephant is **a big** animal.
- d. **An ant** is a very hardworking insect.

**Rule 3** & When verb is used as a noun in a sentence, a/an is used.

**Example&**

- a. He goes for **a walk** daily.
- b. He has gone for **a ride**.
- c. Last Monday I had **a long** talk with him.
- d. I want to have **a rest**.

In these sentences **walk, ride, talk, and rest**, all these words are used as **nouns**.

**Note:-** A word is not always a specific part of speech but based on its usage in a sentence, it can be a noun, a pronoun, an adjective, a verb, an adverb.

**Rule 4&** If a **singular noun** comes after **many/rather/quite/such**, **a/an** is used before them.

**Example&**

- a. He is **such a dedicated teacher**.
- b. It is **rather a pity**, I say.
- c. It was **quite an impossible task**.

**Rule 5&** If in a sentence, **so/as/too/how** are used before adjectives, **a/an** is used after adjectives.

**Example&**

- a. It is **too heavy** a parcel for me.
- b. She is **as beautiful** a girl as you are.
- c. Ram is not **so big** a fool as you think.
- d. How foolish **a man** is!

**Rule 6&** Proper noun used as a common noun.

If a special quality of any specific person is compared with another person, **a/an** is used before proper noun.

**Examples-**

- (1) He thinks he is **a Shakespeare**.

*Here, Shakespeare' does not refer to the actual person, but someone like him.*

- (2) He thinks, he is **an Abraham Lincoln**.

*Here, Abraham Lincoln does not refer to the actual person but someone like him.*

**(A)** A proper noun generally does not take any article but when a proper noun is used as a common noun - you must bring 'a' or 'an' before it. It means a person possesses some common qualities of the person (proper noun) being mentioned in the sentence.

***Some more examples-***

- a. Riya is **an Indian**.  
(Here, Indian is a proper noun but used as a common noun.)
- b. He seems to be **an Australian**.  
(Here, Australian is a proper noun but used as a common noun.)

**(B)** But sometimes we use the definite article '**the**' when a person possesses the same qualities as the person referred to.

***Example-***

- a. Aniket is **the Gandhi** of our class.  
(Here, Gandhiji does not mean Mahatma Gandhi. 'The' stands for the qualities that Gandhiji is known for.

***Some more examples-***

- a. Kalidas is **the Shakespeare** of India.
- b. Milton is **the Surdas** of England.
- c. Jaipur is **the Paris** of India.

## **The Definite Article**

***'The' is called the 'definite article' as it points out to a particular person or thing, or the one already referred to.***

***Example&***

- a. One day we went for **a picnic**.
- b. We enjoyed **the picnic** very much.

In the first sentence above, indefinite article 'a' is used before the word *picnic* while in the second sentence, discussion about picnic has already been done so definite article 'the' is used before the word 'picnic'.

We use the '**a**' or '**an**' when we refer to a noun for the first time, but when we refer to the same noun the second time or subsequent times, we use definite article 'the'.

***Let's see some more examples-***

- Yesterday we went for **a** movie. We enjoyed **the** movie very much.
- This is **a** fort. **The** fort belongs to Raja Jai Singh.
- Rajan saw **a** peacock in the park. **The** peacock was dancing.
- This is **a** doll. **The** doll is so beautiful.

**Rule 1** & We use the article '**the**' for such things which are **unique**, like - the sun, the moon, the earth, the sky, etc.

**Example-**

- a. **The sun** rises in the east.
- b. **The earth** moves around the sun.
- c. There are no stars in **the sky**.

**Rule 2** & 'The' is used before **superlative degree** of an adjective.

**Example-**

- a. Reema is **the best** student in her class.
- b. He is **the most** intelligent boy.
- c. Kalidas was **the greatest** Sanskrit poet.

**Rule 3** & An article is generally not used before proper nouns but in case of some definite proper nouns as **historical events, religious community, dynasty, political parties, trains, ships, rivers, oceans and mountains**, etc. 'the' is used before them.

**Example-**

- a. the Ganga, the Yamuna, the Nile (rivers)
- b. the Hindus, the Sikhs, the Jews (religions)
- c. the Tajmahal, the Red Fort, the White House (monuments)
- d. the Hindu, the Hindustan Times, the Indian Express (newspapers)
- e. the Samrat, the Vikrant (ships)
- f. the Arabic Ocean, the Indian Ocean (oceans)
- g. the Rajdhani Express, the Shatabdi Express (trains)
- h. the Indian Revolution, the French Revolution (historical events)
- i. the Mughals, the Afghans, the Guptas (dynasties)

**Rule 4** & 'The' is used before a **post or portfolio**.

**Example-**

- a. **The Chairperson** of Prayagraj is a lady.
- b. The decision is taken by **the Principal**.

**Rule 5** & 'The' is used before the names of **religious epics, books, newspapers and magazines** such as the Ramayana, the Bible, the Quran, the Guru Granth Sahib, The India Today, The Times of India, The Story of my Experiments with Truth.

**Rule 6** & 'The' is used before **ordinal numbers** as the first, the second, the third.

- a. I have secured **the first** rank in the examination.

- b. Read **the second** chapter of your book.
- c. He got **the third** prize in the competition.

**Look at these sentences-**

<b>The /n/</b>	<b>The /fɪn/</b>
This is the /n/ boy.	This is the /fɪn/ elephant.
That is the /n/ tree.	That is the /fɪn/ inkpot.
It is the /n/ ring.	That is the /fɪn/ ox.

**Note 1** - If '**the**' comes before a word starting with a consonant, it is read 'n' (the), but when '*the*' comes before a word starting with a vowel sound, it is read 'fɪn' (the).

**Note 2**- If we want emphasis on the word that comes after 'the', the pronunciation of 'the' is fɪn] no matter it starts with a consonant sound.

**Example-**

- a. This is **the boy** who stole my purse.
- b. The most important social and religious event of the year 1893 was **the Chicago Conference**.

**Rule 7** - '**The**' is used before the names of musical instruments as,

- a. He can play the guitar.
- b. I can play the flute very well.

**Rule 8** & When speaking about members of the same family collectively, the is used before the surname.

- a. The Chandras are coming for dinner today.
- b. Have you invited the Guptas?

**Rule 9** & '*The*' is not used with the words breakfast, lunch, dinner unless these words are particularized.

- a. I didn't like the dinner yesterday. (particular dinner)
- b. He never takes breakfast. (any breakfast)

*Determiners are the words that are used to describe a noun. They are placed before a noun in a sentence. Determiners include the articles- a, an, the; demonstrative pronouns- this/that/these/those; possessive pronouns- my, your, his, her, their, its or ours; Quantifiers- some, any, many etc.*



## Exercise

**(A)** *In each pair put a tick mark (✓) against the sentences which are correct-*

1. (a) Mount Everest is the highest peak in the world. (      )  
(b) The Mount Everest is the highest peak in the world. (      )
2. (a) Mexico city is the most densely populated city in the world. (      )  
(b) Mexico city is most densely populated city in the world. (      )
3. (a) The sun has set early today. (      )  
(b) Sun has set early today. (      )
4. (a) Have you lost book? (      )  
(b) Have you lost the book? (      )
5. (a) He studies in a university. (      )  
(b) He studies in an university. (      )
6. (a) Ravi is a honest man. (      )  
(b) Ravi is an honest man. (      )
7. (a) She is a intelligent student. (      )  
(b) She is an intelligent student. (      )

**(B)** *Tick the correct articles in these sentences-*

- a. The workers of our factory have formed a/an union.
- b. Bhavesh is a/the most intelligent boy in the class.
- c. A/The Red Fort attracts many tourists to Delhi.
- d. Which is the/a longest river in India?
- e. The/An earth revolves around the/a sun.
- f. Can you guide me to a/the college library?

## Topic 5

### Punctuation Marks

The presence, absence or wrong usage of punctuation marks completely changes the meaning of the whole sentence. For example, read these sentence carefully-

- (a) Its time to eat Radha. [x]  
(b) Its time to eat, Radha. [✓]

In the first sentence, the meaning of the sentence has changed due to the absence of punctuation mark which is not correct. It is clear that to understand the written language and proper meaning of the sentence, use of punctuation mark is very important.

***Punctuation is the correct use of the various stops and marks in writing so as to make the meaning of the sentence clear.***

(These are called *Viraam Chinha* in Hindi language.)

The principal marks of punctuation are -

- Capitals
- Full stop (.)
- Interrogation mark (?)
- Comma (,)
- Inverted commas ( “ ” )
- Apostrophe (’)
- Exclamatory mark (!)

### Capital Letters

1. The first letter of the first word in a sentence is capital. As-

- (a) ***We*** go to school by public transport.  
(b) ***Did*** you learn music earlier?

2. **Proper nouns** start with capital letters.

- Names of persons, books/scriptures- Sadaf, Ramayana, etc.
- Names of continents, countries, cities, states and villages- Asia, India, Punjab, etc.
- Names of historical buildings and newspapers- the Taj Mahal, The Hindu, etc.
- Names of rivers, mountains, peaks, oceans- the Ganga, the Himalaya, the Mount Everest, the Indian Ocean, etc.
- Names of days, months and weathers- Tuesday, March, Spring, etc.
- Names of languages, religions, subjects- Sanskrit, Hindu, History, etc.
- Short forms of academic qualifications and titles- B.A., M.Sc., M.L.A., etc.

3. If the title and designation are used for any specific person, its first letter starts with capital.

- a. Our Prime Minister met the President of the United States.

- b. M.C. Mary Kom was honoured with the Padam Vibhushan in the sports field.
- 4. The first letter of a pronoun used for God is always a capital letter. (no article is used before God if it is used in the sense of almighty) For example-  
**God** is kind to **His** children.
- 5. Pronoun 'I' and interjection 'O' are always written in capital letters. As-
  - a. Ravi and I are good chess players.
  - b. O'Lord have mercy upon us.
- 6. The sentence of reported speech starts with capital letter in direct speech. (" ").  
He asked me, "What is your name?"

## Full Stop [.]

Full stop (.) is used at the end of the sentence.

*The full stop represents the longest pause.*

**Look at these sentences-**

- At the end of statements, commands and questions in indirect speech, full stop (.) is used.
  - a. He is a good boy. [statement]
  - b. Always follow the traffic rules. [command]
  - c. Ravi asked Pooja when she returned from the party the previous day. [Indirect speech]
- Full stop is used in abbreviations of some words and initials of names. For example-
  - a. Mr. V.P. Pandey studied B.A. at the University of Allahabad.
  - b. The Battle of Plassey was fought in 1757 A.D.
  - c. Mrs. Batra is an engineer in the P.W.D.

## Interrogation Mark (?)

**Interrogation mark/question mark (?)** is used at the end of those sentences in which questions are asked.

**Example-**

- a. Do you like to play tennis?
- b. Will you join the Indian Army?
- c. Where were you yesterday evening, Ganpat?

**Note:** When there are two interrogative sentences one after another, question mark (?) is placed at the end of the second sentence. **Example-**

- a. Do you know, where he went?

- b. Can you tell me, where she lives nowadays?

**Note:** Question mark is used at the end of the question tag.

**Example-**

- a. Suresh is an obedient boy. Isn't he?
- b. Sohini exercises daily. Doesn't she?

## Comma (,)

In a sentence, comma is used for pause.

***The comma represents the shortest pause.***

Use of comma in different situations is shown below-

1. To separate more than two words of the same parts of speech, comma is used. For example-
  - a. I want a pen, a notebook and a bag.
  - b. Rice, wheat, sugarcane and tea are grown in our country.
2. A comma is used to separate apposition in a sentence. For example-
  - a. Sita, *the wife of Lord Rama*, was kidnapped by Ravana.
  - b. Gandhiji, *the father of our nation*, lived a simple life.
3. We use comma to address someone. For example-
  - a. Anoop, come here soon.
  - b. What are you doing, Anju?
4. To separate the reporting verb from the reported speech, a comma is used. For example-
  - a. He said, "Vartika is a good girl."
  - b. "Dinner is ready", said Veena.
5. We use comma after 'Yes' or 'No' in a sentence. For example-
  - a. Yes, I can do it.
  - b. No, I have not got my book.
6. To separate the day and month from the year, we use comma. For example-
  - a. Subhash Chandra Bose was born on 23rd January, 1897.
  - b. Mahatma Gandhi was assassinated on 30th January, 1948

## Inverted Commas/Quotation Marks (" ")

**Inverted commas** are used to indicate the actual words (direct speech) of the speaker.

**Example-**

- a. Radheyshyam said to Priya, "I get up early in the morning."
- b. "Practice makes a person perfect", said my teacher.
- c. Ashish said, "It may rain in the evening."

**Note:-** Whenever we talk separately about a particular person, thing, place, article, essay, newspaper, religious text, epic, etc; and want to give it a prominent place in our sentence, we put single inverted comma ( ' ' ) there.

**Example-**

- a. The teacher asked the class to write an essay on 'The man who gave India wings'.
- b. Abhishek went through the article 'The glorious sports women of India' from his magazine.
- c. Leela's father likes to read 'The Times of India' newspaper.

## Apostrophe Mark ( ' )

**Apostrophe -** Apostrophe is used in the following contexts-

- Apostrophe is used to omit one or more letters. This makes language concise and impressive.

**Example-**

*don't (do not), isn't (is not), haven't (have not), I'll (I will), hon'ble (honourable).... etc.*

***Apostrophe ( ' ) is used to indicate the omission of one or more letters from a word.***

- We use 's' with an apostrophe ( ' ) to show the relation.

**Example-**

Ambika's father, Priya's doll, Mona's frock, Anshuman's book, etc.

If the noun is plural, we use 's' with an apostrophe ( ' ). Like men's

But if the plural noun ends in 's/es', only an apostrophe ( ' ) is used. We don't use 's'.

**Example-**

Teachers' diary, Girls' hostel, boys' school, etc.

## Exclamation Mark ( ! )

**Exclamation mark ( ! )** is used in exclamatory sentences. Such sentences which express feelings of joy, hope - despair, sorrow - happiness, grief - surprise, etc. In these sentences, exclamation mark ( ! ) is used for interjection words, phrases and sentences. For example-

- a. Well! I have an idea.
- b. Alas! The little puppy passed away yesterday.

- c. How sad! We lost everything.
- Exclamatory sentences end with exclamation marks (!).
- a. May success make you shine!                      b. How lovely you look!
- c. May you live long!                                      d. What a piece of work is a man!
- Sometimes an exclamation mark (!) is given after a short order. We can understand this from the following examples-
- a. Attack! Shoot at once!                                      b. Fantastic! Let's go!

## Colon ( : )

### Colon ( : )

- It is used before a series of items.  
Only four students got first division: Arpit, Ayesha, Nikhil, Megha.
- To introduce a quote-  
Once he said: "To be or not to be, that is the question."

## Semicolon ( ; )

### Semicolon ( ; )

- It is longer punctuation mark than comma. Conjunctions 'and', 'but', 'or' are used after the semicolon.
- It is used to separate the clause of a compound sentence when there is a comma inside them.
    - Our teacher is a simple, modest and an assuming person; and we respect him.
  - It is used to divide a sentence which has similar lines of thoughts.
    - Today we love what tomorrow we hate; today we seek what tomorrow we shun; today we desire what tomorrow we fear.

## Hyphen ( - )

### Hyphen ( - )

*To make compound words (to join words)*

- mother-in-law, one-by-one, check-in, eye-opener, well-being

*To add a word starting with the same letter after the last letter of a prefix.*

- co-operative, anti-indian

*In words from twenty one to ninety nine; like:*

- eighty-six, eighty-five, ninety-six.

**Note :-** While writing if a word cannot be written completely till the end of the line, then after writing a syllable (part), a hyphen is used to take the remaining part of the word to the next line; for example

beauti-ful.

## Dash (—)

### Dash (-)

While writing a statement, it is used to reveal an after thought, comment and extra information.

1. The first impression - or so we have to believe - is the best impression.
2. A lot of things - more than you can ever imagine - have changed in the last two years.

**Note:-** A dash is sometimes used instead of a comma, a colon, or a semicolon. Dash is longer in length than a hyphen.

## Parentheses ([()])

### Parantheses ([()])

*It is used for extra information.* For example -

1. Gandhi ji (1869-1948) was called the father of the nation.
2. Mount Bastien (12972 ft.) is the highest mountain in Canadian rockies.

*It is used to indicate a note of reference.* For example -

1. The poem 'Fire and Ice' is composed by Robert Frost. (see the index)

## Exercise

### *Punctuate the following sentences-*

1. caesar having defeated his enemies returned to home.
2. children today you have to write an essay on global warming said the teacher.
3. alas i have lost my loving kitty.
4. may god bless you live long.
5. who was the author of the book two states.
6. let us plant trees to protect the environment.
7. don't smoke as it is injurious to health.
8. kavita and seema are my best friends ever.
9. crores of people have taken a holy dip in triveni sangam in prayagraj.
10. oh i would meet my mother again.

## Topic 6

# The Tense

*Read these sentences carefully-*

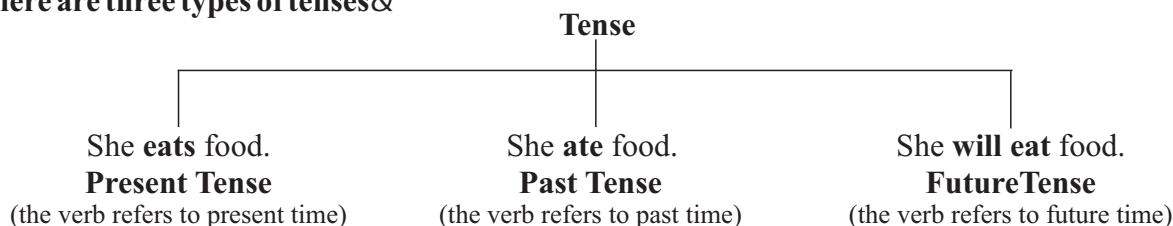
- Rama respects her elders.
- Shreya and Kartik **are going** to Prayagraj.
- Sanjay **lived** in Shantipur village.
- Rubina **was studying** in class 6.
- We **will go** to market tomorrow.

In the first and second sentences above, the work is being done in **present**, in third and fourth sentences in **past** and in the last sentence in **future**.

Hence, **tense** defines completion or incompleteness of a work and its **time**.

*The tense of a verb shows the time of an action or event. a*

There are three types of tenses &



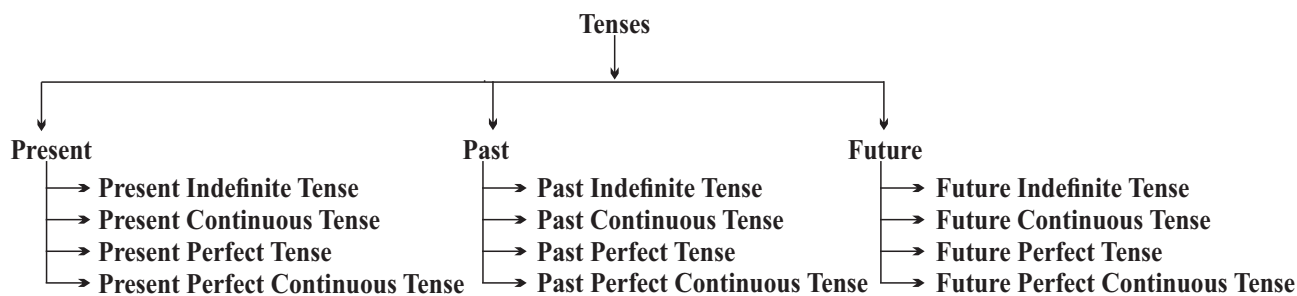
In these sentences, we found that the work is being completed in different situations and times. In the first sentence, the work happens regularly, in the second sentence work is complete and in the third sentence the work is yet to be done.

Time : It is measured in minutes, hours and years.

Duration : The length of time that shows something lasts or continues.

To show the completion, incompleteness and state of work, each tense is divided into four parts.

## Tenses and their forms



It is evident from the diagram above that each tense has four types, thus the total number of tenses is 12.



## Simple Present/Present Indefinite Tense

*Read the sentences carefully-*

- a. The sun **rises** in the east.
  - b. I go for a **walk** regularly.
  - c. Alok **does** not tell a lie.
  - d. Do you **like** the rainy season ?
  - e. What do the children **do** in the library?
1. After reading the sentences above, it appears that the action mentioned generally happens in the present. No definite time or duration is given. These sentences are said to be in **Present Indefinite tense**.
  2. Therefore, in the sentences where it is understood that a work generally happens in the present, the present indefinite tense is used. This is also called the **habitual Present**.
  3. The Present indefinite tense is also used to indicate habitual actions, scientific facts and universal truths.

**Rule - 1:** In the Affirmative sentences of the Present Indefinite tense, if the subject is in third person (he, she, it) and singular in number, 's/es' is added to the base form of the verb.

*Example-*

- a. Sarita **goes** to her Nani's place every year.
- b. She **helps** needy persons.

**Rule -2:** If the subject is plural in number (I, we, you, they), only the base form of the verb is used.

*Example-*

- a. I **work** hard to take the first position in the class.
- b. They play on the ground every Sunday.

*Note :- If a finite verb ends in a consonant, it takes 's' (plays, works, sits) and if the verb ends in vowel or 'ss', 'ch', 'sh', etc. it takes 'es' (does, goes, catches, passes, finishes).*

**Rule -3 :** In negative sentences, helping verbs **do** and **does** are used with the present form of the main verb. 'Do' is used with the pronouns I, we, you, they and plural number and 'does' is used with he, she, it and singular number.

*Example-*

- a. Harsh does not disobey his parents and teachers.
- b. They do not fight in the class.

**Rule - 4 :** When answer is required in **Yes/No**, the question starts with auxiliary verbs.

*Example-*

- a. Do you wash your hands before lunch?
- b. Does she celebrate every moment with her friends?

**Rule - 5 :** When questions are asked to know the reason/cause, process of doing a work, time of a work, number of actions, things or persons, quantity of a thing, etc., questions are framed by using ‘**wh**’ words (why, when, where, what, how much, how many) at the beginning of the sentence.

**Example-**

- a. Why does she not want to attend my birthday party?
- b. How do you prepare Upma?

## Present Continuous Tense

**Read these sentences-**

- a. Rachel is **throwing** waste in the dustbin.
- b. I am not **reading** a storybook.
- c. You are **assembling** a new robot.
- d. Are the students **working** on new project?
- e. Why are the children **quarrelling**?

After reading the sentences above, we realize that the work is in progress in the present. Therefore, when a work is incomplete or continued in the present such sentences are said to be in the **Present Continuous Tense**.

**Rule :**

- In the Present Continuous Tense, the **ing form** (participle form) of the **main verb** is always used.
- (i) The helping verb ‘is’ is used with singular noun and the third person pronouns (he, she, it).
  - (ii) ‘am’ is used with the subject ‘I’.
  - (iii) ‘are’ is used with we, they, you and plural number.

**Example-**

- a. The birds are flying in the sky. (affirmative sentence)
- b. I am not going to watch a movie in a cinema hall. (negative sentence)
- c. Is she baking a delicious cake for my birthday? (interrogative sentence)
- d. Why is he choosing acting as a profession? (interrogative sentence)

**Note:-** Generally, the ‘ing’ form is not used with stative verbs like- see, hear, taste, want, forgive, hate, hope, know, own, belong, etc. because these verbs indicate a state rather than an action.

## Present Perfect Tense

**Read these sentences-**

- a. The woodcutter’s axe **has fallen** into the river.
- b. He **has not sown** seeds in fields.
- c. Deepak and Kajal **have done** their homework.

After reading these sentences it becomes clear that the work (action) is completed in the past but the effect of the action is seen in the present.

Hence, these sentences are said to be in 'Present Perfect Tense' as they tell about a perfect action done in the present.

**Rules :** In this tense, **third form** of the verb is always used.

- (i) Helping verb '*has*' is used with singular number and third person (he, she, it)
- (ii) Helping verb '*have*' is used with plural number and I, you, they and we.

**Example-**

- a. I have lived here for ten years.
- b. He has not completed his work yet.
- c. Have you ever heard about the great scientist Albert Einstein?
- d. When have you completed your Post Graduation?

## Present Perfect Continuous Tense

- a. The peacock **has been dancing** since morning.
- b. Rahul **has not been coming** to school for two weeks.
- c. They **have been living** in this building since 2021.

After reading these sentences it is clear that the action is done (or started) sometime back but it is still continued. For example- in the first sentence, the peacock starts dancing in the morning and is still dancing.

The sentence from which we get the information that the work started in the past and is still going on, is said to be in **Present Perfect Continuous Tense**.

➤ In this tense, 'ing' form of the main verb is always used.

- (i) '**Has been**' is used with singular noun and third person (he, she, it).
- (ii) '**Have been**' is used with plural noun, I, you, we and they.
- (iii) **since** is used with a specific time.
  - since Sunday, since 5 p.m., since 1950, etc.
- (iv) **for** is used with indefinite time.
  - for an hour, for two weeks, for a long time, etc.

**Example-**

- a. I have been teaching in this school **since** 2018.
- b. Palak has not been playing cricket **for** an hour.
- c. Have you been suffering from Thalassemia?
- d. What have they been preparing for an hour?

## Simple Past/Past Indefinite Tense

- a. They **saw** many beautiful flies and insects in the garden.
- b. We **went** to the hotel for dinner yesterday.

- c. **Did** you enjoy your dinner?
- d. **Did** the river Goddess give all the axes to the woodcutter?

In these sentences, it is clear that all the actions have been done in the past time.

Hence, in these sentences where the completion of an action is done in the past, the **Past Indefinite Tense** is said to be used.

➤ The second form of the verb is used in affirmative sentences of the past indefinite tense.

**Example-**

- India won the 20-20 world cup in 2007 and 2024.
- In the negative sentences of this tense '**did not**' is used with the base form of the main verb.

**Example-**

- a. I did not attend the conference on 'Water Conservation' last year.
- b. Did she get the first prize in the race?
- c. When did Neeraj Chopra win the gold medal in the Olympic games?

## Past Continuous Tense

**Read these sentences-**

- a. Stephen Hawking **was delivering** a lecture on astrophysics.
- b. Rakesh **was not doing** his homework.
- c. Rakhi and Ruby **were washing** their clothes.
- d. **Were** they **discussing** sports day in the class?

Reading these sentences, it is understood that the action was continuing in the past. Therefore, the sentences that give information about an action continuing in the past are said to be in the **Past Continuous Tense**.

- In this tense, the '*ing*' form of the main verb is always used.
- (i) The helping verb '*was*' is used with singular nouns and first and third persons (I, he, she, it)
- (ii) The helping verb '*were*' is used with plural nouns and 'you', 'we', 'they'.

**Example-**

- a. Hari Kishan was playing a role in the drama- Abhigyan Shakuntalam.
- b. You were not listening to the lecture in the class last day.
- c. Was it raining last night?
- d. Why was she getting married so early?

## Past Perfect Tense

**Read the sentences carefully-**

- a. Kaki **had transferred** all her property to Buddhiram.
- b. They **had not set up** a new restaurant in the market yet.
- c. **Had** Swami **caught** the thief?
- d. Who **had gone** for the movie?

After reading the sentences above, we come to know that when any work/action is completed

before a certain time in the past, the **Past Perfect Tense** is used.

- In this tense, the **third form** of the **main verb** is used with the **helping verb 'had'**.
- If there are two actions in a sentence and both are completed in the past, the Past Perfect Tense is used with the action that was completed first, and the past indefinite tense is used with the action that was completed later.

**Example-**

- a. They had gone to Delhi before I came.
- b. Rashid took medicine after his mother had come from market.
- c. Had my uncle been married when I was born?
- d. Why had your father not returned from office before the shops closed?

## Past Perfect Continuous Tense

**Read these sentences-**

- a. Zafar **had been living** in this cottage since 1997.
- b. Kunal **had not been watching** T.V. for 2 weeks.
- c. She **had been crying** for an hour.

The sentences above indicate that the action was ongoing in a past time before a specific point in time and was completed within that period. For example, in the first sentence, Zafar had been living in the cottage since 1997, "the implication is that Zafar started living there in 1997 but is no longer living there now.

Thus in the sentences, where it is understood that an action started at some point of time in the past but has no effect in the present, the **Past Perfect Continuous Tense** is used.

**Rules-** In this tense, the helping verb '*had been*' is always used with the verb in the 'ing' form (present participle form).

**Example-**

- a. Prachi had been accepting the application from the candidates for an hour.
- b. The delivery boy had not been delivering the parcel on time for a week.
- c. Had you been waiting for me at the station since 2 O'clock?
- d. What had she been doing with her friends in the park since morning?

## Future Indefinite Tense

**Read these sentences-**

- a. I **shall go** to Delhi next month.
- b. Rakhi **will not attend** the meeting.
- c. **Will** she **give** her toys to her friends?
- d. When **will** you **visit** my school?
- e. We **shall play** a new game tomorrow.

The sentences above indicate that the action will be done in the coming time or in the future. These sentences are in the Future Indefinite Tense as the action is not done in a certain or definite time in the future.

**Rules-** In this tense 'shall' is used with 'I' and 'we' and 'will' is used with other subjects followed by the **first form** (simple present) of the **main verb**.

**Example-**

- a. I shall appear for the IAS examination for the first time this year.
- b. You will not go for lunch during the meeting.
- c. Will you help me in my project tomorrow?
- d. When will you come to my home next time?

## Future Continuous Tense

**Read these sentences-**

- a. Antima **will be going** to market in the afternoon.
- b. The teacher **will not be teaching** grammar today.
- c. **Will Rani be celebrating** her birthday in Delhi this time?
- d. Who **will be attending** the meeting next week?

Reading the sentences above, it appears that all the actions will be in progress at a time in the future.

Hence, in those sentences where the continuation of a work is in the future, the **Future Continuous Tense** is used.

**Rules-** In this tense, the helping verb '**will be**' and '**shall be**' are used with the '**ing**' form of the verb.

**Example-**

- a. Kriti **will be watching** her favourite serial on TV.
- b. Pushpa **will not be planning** for a trip next month.
- c. **Shall we be celebrating** our marriage anniversary in the same way next year?
- d. Who **will be attending** as a chief guest in the annual function tomorrow?

## Future Perfect Tense

**Read these sentences-**

- a. Nazma **will have returned** home by next month.
- b. I **shall not have finished** my work before the teacher comes.
- c. When **will you have completed** your autobiography?
- d. **Will the children have eaten** all the cookies?

The sentences above indicate that all the works will definitely be completed at some point of time in the future.

Thus, in the sentences, where the work will definitely be completed by a certain point of time in the future, the **Future Perfect Tense** is used.

#### **Rules-**

- In this tense, the helping verb '**shall have**' or '**will have**' is used with the third form of the main verb.
  - a. Ankur **will have reached** school by 8:00 am.
  - b. I **shall not have completed** my computer course by the end of this month.
  - c. Will the kids **have slept** by 8 O'clock in the evening?
  - d. How many children will have performed well in the examination?
- If, in a sentence, two actions are to be completed in the future, the sentence in which the action completed first is framed in the Future Perfect Tense, and the action completed later is framed in the Present Indefinite Tense.
  - a. Sahil **will have** left the class before the teacher comes.

## **Future Perfect Continuous Tense**

#### **Read these sentences-**

- a. Anjali **will have been working** in this office for four years.
- b. Shantanu **will have not been drawing** a picture for an hour.
- c. They **will have been learning** English since 2021.
- d. You **will have been starting** your new business since last year.

Reading the sentences above, it is understood that all the tasks will definitely continue until a certain time in the future.

Hence, in sentences where it is indicated that a task will continue for a specific time in the future the **Future Perfect Continuous Tense** is used.

**Rule-** In this tense, the helping verb- '**will have been/shall have been**' is used with the 'ing' form of the main verb.

**Rule - 'Since'** is used for a definite time (since morning, since 2 O'clock, since 1925). '**For**' is used for an indefinite time (for a moment, for a long time, for 2 hours, for two weeks, etc.)

#### **Example-**

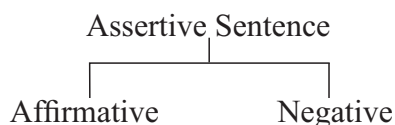
- a. Sarla will have been teaching in the class for an hour.
- b. Sujoy will not have been giving time for dance rehearsal for two weeks.
- c. Will you have been repenting for your doings for a long time?
- d. What will he have been planning for his future for last two years?

## Topic 7

### Change of Sentences

In the previous chapter, we have already discussed sentences and its kinds, now we will learn how to change sentences into various forms-

**As we know** - An assertive sentence is a statement that expresses a fact, opinion, or belief in a direct manner. Assertive sentence is also known as declarative sentence. It gives a positive or negative meaning. That is why it has two kinds.



**Affirmative Sentence** makes positive statements.

**Example-**

- Evelyn Glennie is a famous percussionist .
- She is a deaf girl.

These sentences are making positive statements.

**Negative Sentence** makes negative statements.

**Example-**

Einstein's mother did not like Meleva.

Subhash does not disturb anyone.

These sentences are making negative statements. Generally, 'not' is used in negative sentences.

*An affirmative sentence expresses facts or positive assertions. A negative sentence expresses a negation or disagreement about the statement.*

### Change of Affirmative sentences into Negative sentences

When an affirmative sentence is changed into a negative sentence **both the structure and meaning are changed**. Let us know how an affirmative sentence is changed into a negative sentence-

➤ **We use 'not' just after the helping verb while changing Affirmative into Negative.**

- Maria Sharapova is a tennis player. (affirmative)

Maria Sharapova is not a tennis player. (negative)



- India is an abode of cultures. (affirmative)  
India is not an abode of cultures. (negative)
  - Shreya gives her maiden speech before one thousand people. (affirmative)  
Shreya does not give her maiden speech before one thousand people. (negative)
  - Rahul visited many historical places in his last tour. (affirmative)  
Rahul did not visit many historical places in his last tour. (negative)
- In these sentences, 'not' is used with helping verbs (is not, does not, did not) in negative sentences.

- **If affirmative sentence is in Present or Past Indefinite tense, while changing affirmative into negative sentence, we use 'do/does not' or 'did not' according to the tense.**

***Example-***

- Everyone loves his country. (affirmative)  
Everyone does not love his country. (negative)
  - Lencho wrote a letter to God. (affirmative)  
Lencho did not write a letter to God. (negative)
- Here, the first and second sentences are in Present and Past Indefinite tense. So in negative sentences, helping verbs 'does and did' are used with 'not' respectively.

- **Sometimes negative sentences are formed by using antonyms/negative prefixes-**
- They like you. (affirmative)  
They dislike you. (negative)
- There is something in the basket. (affirmative)  
There is nothing in the basket. (negative)
- There is some water in the jug. (affirmative)  
There is no water in the jug. (negative)

## Change of Assertive(affirmative and negative) Sentences into Interrogative Sentences-

An interrogative sentence is used to ask a question to know something. It ends with a question mark (?). Interrogative sentences are formed in two ways.

1. Interrogative sentences start with helping verb (is, am, are, was, were, etc.).
2. Interrogative sentences start with 'wh' words (who, whom, what, where, etc.).

Now let us know how to change an **Assertive sentence** into an **Interrogative sentence**.

➤ **Generally we make interrogative sentence by using helping verb of the respective tense.**

**Example-**

- The Taj Mahal is one of the best examples of art and culture in India. (affirmative)  
Is the Taj Mahal one of the best examples of art and culture in India? (interrogative)
- India has not reached its peak in the field of education. (affirmative)  
Has India not reached its peak in the field of education? (interrogative)
- Ustad Bismillah Khan was one of the greatest Shahnai players. (affirmative)  
Was Ustad Bismillah Khan one of the greatest Shahnai players? (interrogative)
- Ramlal was worried about Bholi. (affirmative)  
Was Ramlal worried about Bholi? (interrogative)
- The writer was not afraid of snakes. (affirmative)  
Was the writer not afraid of snakes? (interrogative)

Here, interrogative sentences are formed by using helping verbs of their respective tenses- is, has, was.

➤ **If affirmative sentence is in Present/Past indefinite tense, we use their helping verbs do/does/did while changing it into interrogative sentence. We also change the main verb to its base form.**

**Example-**

- The McMohan line divides India and China.  
Does the McMohan line divide India and China?
- India won the 2025 Women under-19 World Cup.  
Did India win the 2025 Women under-19 World Cup? (Interrogative)

Here, affirmative sentences are in Present/Past indefinite tense, so interrogative sentences are formed by using helping verbs does and did, along with the base form of the main verb.

➤ **We also use 'wh' words (how, who, what, where, why) to form interrogative sentences while changing assertive into interrogative.**

- Students are playing different roles in the drama - Hamlet.  
Who are playing different roles in the drama - Hamlet?
- Amit became successful in his life through his hard work.  
How did Amit become successful in his life?
- Everyone knows the great legend Bhagat Singh.  
Who knows the great legend Bhagat Singh?

## **Exercise**

***Change the following sentences as directed-***

- I am a teacher. (interrogative)
- We lost the match. (negative)
- Kabir plays badminton. (interrogative)
- I always go for a walk in the morning. (negative)
- The tournament will end today. (interrogative)
- He has made a mistake. (interrogative)
- You come by train. (interrogative)
- The dog chased the cat. (negative)
- They will not sell their home. (affirmative)
- She does not write a letter. (affirmative)

## Topic 8

# Transformation of Affirmative Sentences into Negative Sentences

The transformation of affirmative sentences into negative sentences involves converting an affirmative sentence into a negative sentence without changing the affirmative or positive sense. It means this process implies change only in the form but not in the meaning.

In other words, *the meaning of a sentence must remain unchanged while transforming an affirmative sentence into a negative sentence.*

### 1. By using 'not' or 'never' and antonym of the given adjective/adverb:

While transforming an affirmative sentence into a negative sentence, we use antonym/opposite of the given word i.e, adjective or adverb and place 'not' or 'never' before it. ('Always' is replaced by 'never')

#### Example-

**Affirmative:** He is a *brave* student.

**Negative:** He is *not* a *timid* student.

**Affirmative:** I will always *remember* you.

**Negative:** I will *never* *forget* you.

**Affirmative:** Tina always *attends* the class.

**Negative:** Tina never *misses* the class.

### 2. By using the expression 'fail to' before verbs if there is no opposite to it:

An affirmative sentence can also be transformed into a negative sentence by using the expression '*not fail to*' before a verb.

#### Example-

**Affirmative:** I saw the Taj Mahal during my summer vacations.

**Negative:** I *did not fail to* see the Taj Mahal during my summer vacations.

**Affirmative:** My friend *always helps* me in my studies.

**Negative:** My friend *never fails to help* me in my studies.

**Note:** Always remember to use a negative structure before the expression 'fail to' viz., **do not fail to, does not fail to, did not fail to or never failed /fails to** as per the required tense.

### 3. By using 'None but/Nothing but' in place of 'only', 'alone' or 'merely': While transforming an affirmative sentence into a negative sentence, we use '**none but**' or '**nothing but**' in place of

**'only', 'alone' or 'merely'.**

**Example-**

**Affirmative:** *Only* God can save you.

**Negative:** *None but* God can save you.

**Affirmative:** Rajiv *alone* was alive in this house.

**Negative:** *None but* Rajiv was alive in this house.

*None but* is used for the living beings and **Nothing but** for non-living beings.

**Affirmative:** Margie has *only* a computer.

**Negative:** Margie has *nothing but* a computer.

4. **By using 'Not more than' or 'Not less than':** If an affirmative sentence expresses any number and is preceded by **only** or **alone**, we transform it into negative by using **'not more than'** or **'not less than'**.

**Example-**

**Affirmative:** I am *only* twenty years old.

**Negative:** I am *not more than* twenty years.

**Negative:** I am *not less than* twenty years.

5. **By using the expression 'cannot but' or 'cannot help':** If **must** is used in an affirmative sentence, we transform it into negative by using **cannot but** or **cannot help** expression.

**Example-**

**Affirmative:** He *must* obey his teachers.

**Negative:** He *cannot but* obey his teachers

**Negative:** He *cannot help* obeying his teachers.

6. **By using 'not'..... without:** While transforming an affirmative sentence into a negative sentence, we use 'not' before the word 'without' if the sentence expresses possession.

**Example-**

**Affirmative:** You *have* a book.

**Negative:** You are *not without* a book.

**Affirmative:** He *has* a blue shirt.

**Negative:** He is *not without* a blue shirt.

7. **By using 'not less than':** We use **'not less than'** in place of **'as ... as'** while transforming an affirmative sentence into a negative sentence.

**Example-**

**Affirmative:** Uzma is **as** wise **as** Jayati.

**Negative:** Uzma is **not less** wise **than** Jayati. (Negative)

8. **By using 'no sooner did... than' in place of 'as soon as':** We use **'No sooner did...than'** in

place of **as soon as** while changing affirmative into negative.

**Example –**

**Affirmative:** As soon as I saw a snake, I ran away.

**Negative:** No sooner did I see a snake than I ran away.

Here, the affirmative sentence has a positive degree (soon). While changing it into negative sentence it will be changed into comparative degree (sooner).

- 9. By using 'so... that':** If an affirmative sentence has an adverb that shows extremity of something. We use **so** in place of adverb **too** and change infinitive into negative sentence. (can/could not should be used in second clause).

**Example-**

**Affirmative:** I am too old to walk fast.

**Negative:** I am so old that I cannot walk fast.

Here, in this affirmative sentence, old age has reached to its extreme that is why the subject is unable to walk fast. So we change infinitive into negative.

- 10. By using 'there... but':** When the things are generally accepted by all, we use the structure having dummy subject '*there... but*' while changing affirmative into negative sentence.

**Example-**

**Affirmative:** Every brother loves his sister.

**Negative:** There is no brother but loves his sister.

## Exercise

***Transform the following sentences into negative form:***

1. I am always on time.
2. The homework is incomplete.
3. All the girls like the cultural activities.
4. Everyone found the play interesting.
5. I will always remember this.

***Transform the following sentences into affirmative form:***

1. None but he can write fast.
2. I never tell a lie.
3. You are not as good as he said.
4. Ram is not an honest boy.
5. No sooner did the thief see the police than he ran away.

## Transformation of Assertive sentences into Interrogative sentences

The transformation of **assertive sentences into interrogative sentences** implies the process of converting an assertive sentence into an interrogative sentence without changing the original sense. *It means, this process implies change only in the form but not in the meaning. In other words, 'the meaning of a sentence must remain unchanged while transforming an assertive into an interrogative one'.* We always use the '**question mark (?)**' at the end of an interrogative sentence.

### 1. By using auxiliary verbs - **do, does, did, is, am, are, was, were, etc. ...not** :

While transforming an assertive sentence into an interrogative sentence, we start the sentence with an auxiliary verb. Auxiliary verb should be used according to the tense.

If affirmative sentence is in present/past indefinite tense, we use auxiliary verbs **do, does, did** while changing Affirmative into Interrogative,.

#### **Example-**

- a. Soldiers serve our country selflessly. (Assertive)  
Do soldiers not serve our country selflessly? (Interrogative)
- b. He plays hockey. (Assertive)  
Does he not play hockey? (Interrogative)
- c. You wrote a letter yesterday. (Assertive)  
Did you not write a letter yesterday? (Interrogative)
- d. Savita is writing an essay on the topic- My Best Teacher. (Assertive)  
Is Savita not writing an essay on the topic- My Best Teacher? (Interrogative)

**Note:** Generally, if assertive sentence is affirmative, it is changed into negative Interrogative. Vice versa, if assertive sentence is negative, it is changed into interrogative affirmative.

### 2. By using **ever**: in place of **never**:

**An assertive sentence can also be transformed into an interrogative sentence by replacing 'never' with 'ever'.**

#### **Example-**

<b>Assertive</b>	:	I never use an abusive word.
<b>Interrogative</b>	:	Do I ever use an abusive word?
<b>Assertive</b>	:	You never come here.
<b>Interrogative</b>	:	Do you ever come here?

### 3. By using **who** in place of **everyone/ everybody/all**

When general statements are given by using *everyone/everybody/all* as subjects, we use '*who*' in place of them while changing Assertive into Interrogative.

#### *Example-*

<b>Assertive</b>	:	Everyone likes to read books.
<b>Interrogative</b>	:	Who does not like to read books?
<b>Assertive</b>	:	Everyman wishes to be rich.
<b>Interrogative</b>	:	Who does not wish to be rich? Or
<b>Interrogative</b>	:	Is there any man who does not wish to be rich?

### 4. By using '**Who**' or **any** in place of **nobody/no one/none**

When any statement is made by using *nobody/no one/none*, we use who or any in place of them.

#### *Example-*

<b>Assertive</b>	:	Nobody can understand my writing.
<b>Interrogative</b>	:	Who can understand my writing? or
<b>Interrogative</b>	:	Can anybody understand my writing?
<b>Assertive</b>	:	No man can fly in the sky.
<b>Interrogative</b>	:	Can any man fly in the sky? or
<b>Interrogative</b>	:	Who can fly in the sky?

#### *Let us see some more examples-*

#### *Example-*

<b>Assertive</b>	:	There is no use of this formula.
<b>Interrogative</b>	:	What is the use of this formula? Or
<b>Interrogative</b>	:	Is there any use of this formula?
<b>Assertive</b>	:	There is no man happier than Ram.
<b>Interrogative</b>	:	Who is happier than Ram? Or
<b>Interrogative</b>	:	Is there any man who is happier than Ram? Or
<b>Interrogative</b>	:	Which man is happier than Ram?
<b>Assertive</b>	:	It does not matter if you fail in the test.
<b>Interrogative</b>	:	Does it matter if you fail in the test? Or
<b>Interrogative</b>	:	What though if you fail in the test?



## Exercise

**Change the following sentences into Interrogative without changing the meaning -**

1. It is useless to cry over spilt milk.
2. Everybody has heard of Lord Rama.
3. He is a great man.
4. I advised him to write three pages regularly.
5. No one can like this.
6. Everyone wants to be rich and prosperous.
7. I saw him stealing jam from refrigerator.
8. The first war of Panipat was fought in 1526.
9. I celebrated my 20th birthday in Manali.
10. I have completed my graduation from the University of Allahabad.

***Change the following sentences into Assertive without changing the meaning:***

1. Did he finish the homework?
2. Is she wise?
3. Did he upset you?
4. Do I not study here?
5. Can you speak English?
6. Who do not want to live happily?
7. Did it not rain yesterday?
8. Have you gone to visit the Kumbh Mela in Prayagraj?
9. Who does not love his country?
10. Did you get the first prize in G.K. quiz competition?

## Transformation of Exclamatory sentences into Assertive Sentences

Exclamatory sentences are the sentences that express strong feelings or emotions. Exclamation mark (!) is used at the end of the sentence or after interjection words, as- hurrah! ahha!, oh!, ahh!, alas!, bravo!, well-done! (these words refer to sudden emotions or feelings of happiness, sorrow, surprise and praise).

We transform Exclamatory sentences into Assertive sentences without changing the exclamatory sense or meaning.

1. **By using very or great:** If an exclamatory sentence begins with **How/What** and followed by an **adjective**, we use the word '**very**' or '**great**' in place of them.

If a noun is used as an adjective in the sentence, we use **great, big, nice, grand, glorious** before the noun. And if there is an adjective in exclamatory sentence, we use '**very**' before the adjective.

### ***Know this too-***

*How and what express feeling of surprise. 'Very' and 'great' also express feeling of surprise. So we use them in place of **how** and **what**.*

### ***Example-***

<b>Exclamatory</b>	:	<u>What</u> an idiot you are!
<b>Assertive</b>	:	You are a <u>great</u> idiot. Or, You are a big idiot.
<b>Exclamatory</b>	:	How lucky he is!
<b>Assertive</b>	:	He is <u>very</u> lucky.

In the first example, 'idiot' is a noun and it is used as an adjective so in assertive sentence 'great or big' is used before it. In the second example 'lucky' is an adjective not a noun so 'very' is used before it in assertive sentences.

2. If interjection words- 'Hurrah', 'Alas', 'Bravo' are used in exclamatory sentences. We use the following expressions in place of them-

- **Hurrah/Aha** is changed into '**it is a matter of joy or I/we rejoice**'.
- **Alas/aah/oh** is changed into '**it is a matter of sorrow or I/we mourn**'.
- **Bravo/well done-** is changed into '**it is a matter of praise or it is praiseworthy**'.

### ***Example-***

<b>Exclamatory</b>	:	Hurrah! We have won the match.
<b>Assertive</b>	:	It is a matter of joy that we have won the match. Or
<b>Assertive</b>	:	We rejoice that we have won the match.

<b>Exclamatory</b>	:	Alas! He has failed.
<b>Assertive</b>	:	It is a matter of sorrow that he has failed.
<b>Exclamatory</b>	:	Oh! He has lost his only child forever.
<b>Assertive</b>	:	We mourn that he has lost his only child forever.
<b>Exclamatory</b>	:	Bravo! You have won the match.
<b>Assertive</b>	:	It is praiseworthy that you have won the match.

**Note:-** In exclamatory sentences, interjection words- hurrah, alas, aha, oh, bravo, etc. express feelings of joy, sorrow, surprise, praise, etc. So we use expressions like, it is a matter of joy/sorrow/praise and we rejoice/mourn/praise according to the sense while changing them into assertive sentence.

### 3. By using 'I wish' in place of **Had/Were/If/Would that**

If an exclamatory sentence begins with **Had/Were/If/Would that**, while transforming the sentence into an assertive sentence, we use **I wish**.

#### **Example-**

<b>Exclamatory</b>	:	Had I the wings of a bird!
<b>Assertive</b>	:	I wish I had the wings of a bird.
<b>Exclamatory</b>	:	Were I a child again!
<b>Assertive</b>	:	I wish I were a child again.
<b>Exclamatory</b>	:	Would that I see you again!
<b>Assertive</b>	:	I wish that I see you again.

## **Exercise**

### **A. Change the following Assertive sentences into Exclamatory sentences.**

1. It was a very cold day.
2. I am very lucky.
3. He is very handsome.
4. She is very intelligent.
5. It was a very pleasant sight.

### **B. Change the following Exclamatory sentences into Assertive sentences.**

1. How beautiful the night is!
2. What a piece of art man is!
3. What a beautiful flower lotus is!
4. What a melodious song, you were singing!
5. Would that I could be a child!

## Transformation of Imperative sentences into Assertive sentences

An Imperative sentence is a sentence that tells a direct command, request, invitation, warning, or instruction. Imperative sentences do not have a subject. They are written in the present tense and second person (you) is understood as a subject there.

Imperative sentences can be affirmative or negative and may be used to convey a sense of urgency or importance.

The transformation of imperative sentences into assertive sentences implies the process of converting an imperative sentence into an assertive sentence without changing the original sense. It means this process implies change only in the form but not in the meaning. In other words, **'the meaning of a sentence must remain unchanged while transforming an imperative sentence into an assertive sentence'**.

1. **By using Subject(You)+should':** While transforming an imperative sentence into an assertive sentence, **Subject(You)+should** is used.

*Example-*

<b>Imperative</b>	:	Finish your task.
<b>Assertive</b>	:	You should finish your task. Or
<b>Assertive</b>	:	You are ordered to finish your task.

<b>Imperative</b>	:	Walk carefully.
<b>Assertive</b>	:	You should walk carefully. Or
<b>Assertive</b>	:	You are advised to walk carefully.

2. **By using you are requested to:** While transforming an imperative sentence into an assertive sentence, **Please/ Kindly** is replaced with **You are requested to**.

*Example-*

<b>Imperative</b>	:	Please, come here.
<b>Assertive</b>	:	You are requested to come here.

3. **By using 'You should not':** While transforming an imperative sentence into an assertive sentence, **Do not** is replaced with **You should not**.

*Example-*

<b>Imperative</b>	:	Do not sit with bad people.
<b>Assertive</b>	:	You should not sit with bad people.

4. **By using 'You should never':** While transforming an imperative sentence into an assertive sentence, **never** is replaced with **You should never**.

**Example-**

**Imperative** : Never tell a lie.  
**Assertive** : You should never tell a lie.

- 5. By using 'We should':** While transforming an imperative sentence into an assertive sentence, **Let us** is replaced with **We should**.

**Example-**

**Imperative** : Let us go to cinema.  
**Assertive** : We should go to cinema.

- 6. By using 'Might':** If **Let** is followed by a **noun/pronoun** (**boy, girl, him, her, them**), while transforming this Imperative sentence into an assertive sentence, **noun/pronoun** will be written as subject and is followed by **might**.

**Example-**

**Imperative** : Let him write.  
**Assertive** : He might write.

## **Exercise**

**A. Change the following Imperative sentences into Assertive sentences.**

1. Complete your homework.
2. Kindly, listen to me.
3. Go there.
4. Let us go out for a walk.
5. Let her sing.

**B. Change the following Assertive sentences into Imperative sentences.**

1. She might go there.
2. You should not meet him.
3. You are requested to help me.
4. You should walk carefully.
5. You should never tell a lie.

## Active and Passive Voice

**Read the following sentences carefully-**

1. Neha writes a letter.
2. A letter is written by Neha.

Do you notice that in the above set of sentences, both the sentences have the same meanings but their structures are different.

*In the first sentence, the subject (Neha) is performing the action (writes a letter). Here the subject is prominent.*

*In the second sentence the object (a letter) becomes the subject and it is prominent.*

**Let's take some more examples-**

### List - A

1. Rekha sings a song.
2. Ronaldo kicked the ball.
3. Maria wins the prize.
4. Priya repaired the car.

### List - B

- A song is sung by Rekha.  
The ball was kicked by Ronaldo.  
The prize is won by Maria.  
The car was repaired by Priya.

Rekha, Ronaldo, Maria and Priya in list A are the doers, they are directly acting on the object. These sentences are in Active Voice.

A sentence is in active voice when its subject is the doer of the action.

In list B the words *song, ball, prize, car* are the objects but they are placed in the position of subjects in the sentences. these objects become prominent and they are receiver of the actions.

***A sentence is in passive voice, when the subject (that is object) is the receiver of the action.***

**Note:- Why do we learn passive voice?**

Passive voice is used for defining something, telling the process, scientific writing and explaining literature.

**Example-**

- The milk is boiled. (process)
- A word used to describe an action is called an adverb. (definition)
- The Electric bulb was invented by Thomas Alva Edison. (Invention and discovery)

**Rules for changing active voice into passive voice-**

- The subject of a sentence in the active voice becomes its object in the passive voice.
- The object in the active voice becomes the subject in the passive voice.
- Helping verb is used according to the number, person of the subject and tense of the sentence.
- Third form or past participle form of the verb is used.
- Generally preposition 'by' is used before the object (i.e, subject of active voice) in passive voice.
- *The structure or sequence of the subject, verb and object expressed in the active voice sentence gets reversed in the passive voice of the same sentence.*

	Subject	Verb	Object
Active Voice	Mr. Pathak	teaches	mathematics
Passive Voice	Mathematics	is taught	by Mr. Pathak

Here, the object of active voice (Mathematics) is replaced by the subject (Mr. Pathak) of passive voice. The subject of active voice (Mr. Pathak) is used in the place of the object of passive voice.

- Helping verb (is) is changed according to the subject (Mathematics) and the main verb (teach) is changed into past participle or the third form of the verb (taught).
- Preposition 'by' is used before the object in passive voice.

➤ **Helping verbs are changed according to the tense of the active voice.**

- If active voice is in Present/Past/Future Indefinite tense, helping verbs- is, am, are / was, were and will / shall be are used respectively in passive voice.

**Example-**

- Kavita **sells** books. (Present Indefinite)  
Books **are** sold by Kavita. (Passive)
- Radhika **opened** the box. (Past Indefinite)  
The box **was** opened by Radhika. (Passive)
- C.K. Das **will** coach the hockey team. (Future Indefinite)  
The hockey team **will be** coached by C.K. Das. (Passive)

- If active voice is in Present and Past Continuous tense, '**being**' is used with their respective helping verbs, as- is/are/am being and was/were being.

**Example-**

- Swara is presenting a paper in the conference. (Present Cont.)  
A paper **is being** presented in the conference by Swara.
- Iswaran was telling an interesting story to children. (Past Cont.)  
An interesting story **was being** told to children by Iswaran. Or  
Children **were being** told an interesting story by Iswaran.

- If active voice is in Present/Past/Future Perfect tense, the helping verbs- has/have been, had been, will/shall have been are used in passive voice.

**Example-**

- Karuna has completed PHD in Mathematics. (Present Perfect)  
PHD in Mathematics **has been** completed by Karuna.
- Rashid had already read the book - The Story of My Experiments With Truth. (Past Perfect)  
The book - The Story of My Experiments With Truth **had** already **been** read by Rashid.

- Ghanshyam will have submitted his examination sheet to the examiner. (Future Perfect)  
The examination sheet **will have been** submitted to the examiner by Ghanshyam.

*Future continuous tense and perfect continuous tenses are changed into passive voice as - (will be, being + 3<sup>rd</sup> form of the verb and has/have been + 3<sup>rd</sup> form of the verb), but they are unusual.*

- If modal auxiliaries (can, could, may, might, should, would, must, has/have/had to, is/am/are to) are used in active voice, '**be**' is used with the modal auxiliaries in passive voice.

**Example-**

- I **can** lift this heavy box. (active)  
This heavy box **can be** lifted by me. (passive)
- We **should** respect our mother land. (active)  
Our mother land **should be** respected by us. (passive)
- Today I **have to** finish all my work. (active)  
Today, all my work **has to be** finished by me. (passive)

- If active voice is an interrogative sentence, passive voice will always be in interrogative sentence.

**Example-**

- Did Harilal grow paddy crop in his fields? (active)  
Was paddy crop grown by Harilal in his fields? (passive)
- Why is Sushmita betraying you? (active)  
Why are you being betrayed by Sushmita? (passive)
- Who climbed the Everest first? (active)  
By whom was the Everest climbed first? (passive)

(Here in the last sentence 'who' is the subject in active voice, so in passive voice, it is changed into the object 'whom' and 'by' is used before the object)

- If a verb is followed by a preposition in the active voice, the preposition is retained in the passive voice.

**Example-**

- My grandmother looks after the children.
- The children are looked after by my grandmother.

- Generally we use the preposition 'by' before the object but we use different prepositions instead of '**by**' according to the sense of the verbs as follows-

- '**At**' is used with **surprise, astonish, disappoint, shock, amaze, distress, displease, alarm and vex.**



**Example-**

1. Your behaviour surprised me. (Active)  
I was surprised at your behaviour. (Passive)
2. Your achievement astonished your parents. (Active)  
Your parents were astonished at your achievement. (passive)
3. Your reply disappointed me. (Active)  
I was disappointed at your reply. (Passive)
4. Her condition distressed me. (Active)  
I was distressed at her condition. (Passive)
5. Your strange reaction displeased the manager. (Active)  
The manager was displeased at your strange reaction. (Passive)

- **'To'** is used with the verbs- **known and obliged**

**Example-**

1. She knows the secret. (Active)  
The secret is known to her. (Passive)
2. She will oblige me. (Active)  
I shall be obliged to her. (Passive)

- **'With'** is used with the verbs- **pleased, satisfied, disgusted, charmed, thronged and tined.**
- My response pleased the interviewer. (Active)  
The interviewer was pleased with my response. (Passive)
- Your dedication satisfied the officers. (Active)  
The officers were satisfied with your dedication. (Passive)

- **'In'** is used with the verbs- **'contained and interested'**-
- This painting contains many deep thoughts.  
Many deep thoughts are contained in this painting.
- This lecture interests the listeners.  
The listeners are interested in this lecture.

➤ *If active voice sentences have words like- somebody, someone, one, people, as a subject, these words are omitted while changing into passive voice.*

- Somebody has stolen my pen. (pen)  
My pen has been stolen. (passive)
- One should respect one's parents. (active)  
Parents should be respected. (passive)
- People warned us about the changing climate of the city. (active)

We were warned about the changing climate of the city. (passive)

- People say that the doctors are second to God. (active)  
It is said that the doctors are second to God. (passive)

When the subject is well known or it is not known at all, the subject is omitted in passive voice.

### **Change of Imperative Sentences into passive voice**

Generally Imperative sentence starts from a main verb as subject (you) is hidden. It expresses command/order, request, advice and suggestion.

***To change Imperative sentence into passive voice, we use the structure- let+object+be+third form of the main verb (past participle form)+etc.***

#### ***Example-***

- Write a story. (Active)  
Let a story be written. (Passive)
- Open the door. (Active)  
Let the door be opened. (Passive)
- Do it at once. (Active)  
Let it be done at once. (Passive)
- Catch the ball. (Active)  
Let the ball be caught. (Passive)
- Do not make a noise. (Active)  
Let a noise not be made. (Passive)

'Let' means to allow for doing something. To retain the imperative mode in passive voice, 'Let' is used as it expresses command/order, request, advice.

- *If there is a sense of order, advice, request, suggestion in imperative sentences, the expressions- 'you are ordered to/requested to/advised to' may also be used according to the sense, and rest of the sentence remains the same.*

#### ***Example-***

- Take the medicine on time. (advice) (active)  
You are advised to take the medicine on time. (passive)
- Kindly, give me some money. (request) (active)  
You are requested to give me some money. (passive)
- Please, bring a chair for me. (request) (active)  
You are requested to bring a chair. (passive)
- Leave the room. (active)  
You are ordered to leave the room. (passive)
- Help the poor. (active)  
You are advised to help the poor. (passive)

***Let us see some more examples-***

- Let your son manage the home. (active)  
Let the home be managed by your son. (passive)
- Let us play football. (active)  
You are proposed to play football. (passive)
- Don't pluck the flowers, please. (active)  
You are requested not to pluck the flowers. (passive) Or  
Let the flowers not be plucked. (Passive)
- Don't drag the shoes. (active)  
You are ordered not to drag the shoes. (passive) Or  
Let the shoes not be dragged. (passive) Or  
The shoes should not be dragged. (passive)

**Change of Infinitive (to) in passive voice**

If Infinitive verb is used to refer a particular purpose or action in active voice, infinitive is changed into passive voice by using '**to be**' that is followed by **third form of the infinitive verb**.

***Example-***

- I am going **to decorate** drawing room. (action) (active)  
Drawing room is going **to be decorated** by me. (passive)
- It is time **to shut** the shop. (action) (active)  
It is time for the shop **to be shut**. (passive)

## **Exercise**

***Change the following active sentences into passive sentence-***

1. Lalit brings a cup of tea.
2. I bought many historical books from a book fair.
3. She is singing a beautiful song.
4. They laughed at me.
5. Are you preparing a speech for the Republic Day?
6. Who wrote Macbeth?
7. How do you help the mankind?
8. Do it yourself.
9. Don't spoil the documents.
10. It is time to take dinner.
11. They say that God is almighty.
12. Somebody helped me in the bus.
13. One should respect one's teacher.

## Removal of Adverb - Too

The transformation of sentences by removing adverbs involves rephrasing or restructuring the sentence to make it more concise and impactful, while retaining its original meaning. It is usually done by removing adverbs from the sentence and placing other words in place of adverbs and restructuring the sentence without changing its original meaning.

### 1. By Changing Structure

- (a) The sentences containing the adverb 'too' along with an adjective or the structure (too+adjective) can be transformed by replacing the adverb 'too' with another suitable adverb to express the same meaning.

**Example:**

Original: The weather is too hot today.

Transformed: The weather is very hot today.

Original: The concert was too noisy.

Transformed: The concert was extremely noisy.

- (b) The sentences containing the adverb 'too' along with an infinitive or the structure (too+adjective+to+verb) can be transformed by using a complex sentence or the structure (so+adjective+that.....can/could not+verb).

'Too' means - something is more than it should be. It expresses extremity of an adjective that shows negation to do an action. That is why while transforming the sentence having adverb 'too' we use 'so' in place of 'too' to show extremity and 'cannot' or 'could not' are used to show negation.

**Example:**

Original: The old man is too weak to walk a mile.

Transformed: The old man is so weak that he cannot walk a mile.

Original: The driver was too arrogant to accept his mistake.

Transformed: The driver was so arrogant that he could not accept his mistake.

**Note:-** If the given sentence is in passive voice, the transformed sentence must retain the passive voice structure.

**Example:**

Original: The car is too costly to be purchased.

Transformed: The car is so costly that it cannot be purchased.

- (c) The sentences containing the adverb 'too' and 'for' along with an infinitive or the structure (too+adjective+for....to+verb) can also be transformed by using a complex sentence or the structure (so+adjective+that.....can/could not+verb).

*(For me/him/her/them are changed into subjects in the next clause as- I, he, her, they)*

**Example:**

Original: The wall is too high **for me** to climb.

Transformed: The wall is so high that **I** cannot climb.

Original: The weather was too hot **for them** to go out.

Transformed: The weather was so hot that **they** could not go out.

- (d) The sentences having the adverb 'too' and 'for' along with a 'noun', are changed as following-

- i. I am too sad for words.  
I am so sad that I cannot express it in words.
- ii. He is too lazy for a player.  
He is so lazy that he cannot be a player.

## Exercise

**Transform the following sentences by removing or replacing the adverbs:**

1. He is too greedy.
2. She sings too melodiously.
3. The athlete ran too fast to be defeated by anyone.
4. They were too slow to complete the project on time.
5. The boy walked too slowly to catch the train.
6. The poor man was too hungry to stand on his own.
7. The water is too hot to be touched.
8. My friend is too eager for praise.
9. The teacher is too strict to accept any excuse.
10. The lost child was too frightened to walk alone.

# Degrees of Comparison

**Adjectives**, as a part of speech, qualify or describe **nouns** and **pronouns** and likewise **adverbs** qualify or describe **verbs**, **adjectives** and **adverbs**. In this way, both adjectives and adverbs are qualifiers or describing words.

Many **Adjectives of Quality** express the degree of intensity of a quality. In the same way, **some Adverbs of Manner** or **Time** also express the degree of intensity of an action. To express this intensity, these adjectives and adverbs have different forms which are called **Degrees of Comparison**. Degrees of Comparison are three in number:

1. Positive Degree
2. Comparative Degree
3. Superlative Degree

**1. Positive Degree:** It shows a simple quality or degree of an adjective or adverb.

*Example-*

My brother is a **tall** boy. (degree of adjective)

**He is not so rich** as my neighbour. (degree of adjective)

**My friend works hard**. (degree of adverb)

**2. Comparative Degree:** It expresses comparison between two things or entities.

*Example-*

My brother is **taller** than my father.

**He is not richer** than my neighbour.

**My sister works harder** than my brother.

**3. Superlative Degree:** It shows the highest degree of a quality among three or more things.

*Example-*

My brother is the **tallest** member of the family.

**He is the richest** man in the locality.

**My father works hardest** of all the members of the family.

## Transformation of Degrees of Comparison

Transformation of degrees of comparison refers to the process of changing a sentence from one degree of comparison (positive, comparative, or superlative) into another *without changing its meaning*. It means that *the meaning of a sentence must remain unchanged while transforming the degrees of comparison*.

**In the course of transformation of degrees of comparison, a comparative adjective can be used only if two things or entities are compared. If we compare or choose from amongst more than two, we must use a superlative degree.**

### Example-

1. French language is not **as interesting as** English language. (Positive Degree)
2. No other boy in the class is **as tall as** Rahul. (Positive Degree)
3. She walks **swiftly**. (Positive Degree)
4. English language is **more interesting than** French language. (Comparative Degree)
5. Rahul is **taller than** any other boy in the class. (Comparative Degree)
6. She walks **more swiftly than** her sister. (Comparative Degree)
7. English is **the most interesting** language in the world. (Superlative Degree)
8. Rahul is **the tallest** boy in the class. (Superlative Degree)
9. She walks most **swiftly** of all the girls in the class. (Superlative Degree)

Look at the sentence number 4, 5 and 6, we have used the comparative degree in these sentences because there is a comparison between two things or entities. Similarly, we have used the superlative degree in the sentence number 7, 8 and 9 because we have compared more than two things or entities in these sentences.

### 1. Transformation of Positive Degree and Comparative Degree

- (a) **From Positive Degree to Comparative Degree:** When we convert a sentence of positive degree into a sentence of comparative degree, we use the comparative degree (**-er** or **more**) and add **than** after it.

#### Example-

**Positive:** My father is **not so tall as** my brother.

**Comparative:** My brother is **taller than** my father.

- To make comparative degree, we add 'er' with an adjective or an adverb- eg. larger, faster.
- If the degree has two or more syllables, **more** is used before the degree. eg. more intelligent, more popular.

**Positive:** My sister does not **work so hard as** my mother.

**Comparative:** My mother **works harder** than my sister.

- (b) **From Comparative Degree to Positive Degree:** While transforming a sentence of comparative degree into a sentence of positive degree, we use the positive degree and use '**as.....as**' or '**not**

so.....as' for the positive degree.

**Example-**

**Comparative:** This story is **more interesting than** the last one.

**Positive:** The last story is **not so interesting as** this one.

**Comparative:** Richa does not **walk more swiftly than** Sudha.

**Positive:** Sudha does not **walk as swiftly as** Richa.

## 2. Transformation of Comparative Degree and Superlative Degree

(a) **From Comparative Degree to Superlative Degree:** While transforming a sentence of comparative degree into a sentence of superlative degree, we use the superlative degree of the given adjective (**-est** or **most**) and use **the** before it. (*To make superlative degree, **est** is added with an adjective/an adverb. If the degree has two or more syllable, **most** is used before it.*)

**Example-**

**Comparative:** My brother is **taller than** any other member of the family.

**Superlative:** My brother is **the tallest** member of the family.

**Comparative:** My friend comes **earlier than** any other boy in the class.

**Superlative:** My friend **comes earliest** of all the boys in the class.

(b) **From Superlative Degree to Comparative Degree:** When we convert a sentence of superlative degree into a sentence of comparative degree, we use the comparative degree (**-er** or **more**) and add **than** after it.

**Example-**

**Superlative:** 'The Happy Prince' is **the most interesting** story of the book.

**Comparative:** 'The Happy Prince' is **more interesting than** any other story of the book.

**Superlative:** My father **works hardest** of all the members of the family.

**Comparative:** My father **works harder than** any other member of the family.

## 3. Transformation of Superlative Degree and Positive Degree:

(a) **From Superlative Degree to Positive Degree:** In the process of transformation of a sentence of superlative degree into a sentence of positive degree, we use the positive degree and use '**No other**' or '**Very few**' and '**as....as**' for equivalent meaning.

**Example-**

**Superlative:** My brother is **the tallest** member of the family.



**Positive:** No other member of the family is **as tall as** my brother.

**Superlative:** Richa walks **most swiftly** of all the girls in the class.

**Positive:** No other girl in the class walks **so swiftly as** Richa.

**Superlative:** Bismillah Khan is **one of the greatest** musicians of India.

**Positive:** Very few musicians of India are **as great as** Bismillah Khan.

(a) **From Positive Degree to Superlative Degree:** While transforming a sentence of positive degree into a sentence of superlative degree, we use the superlative degree (**-est** or **most**) and use **the** before it.

*Example-*

**Positive:** No other story of the book is **so interesting as** 'The Happy Prince'.

**Superlative:** 'The Happy Prince' is **the most interesting** story of the book.

**Positive:** Very few leaders of India are **as great as** Mahatma Gandhi.

**Superlative:** Mahatma Gandhi is **one of the greatest** leaders of India.

**Positive:** No other train is **so fast as** the Vande Bharat train.

**Superlative:** The Vande Bharat train is **the fastest** of all trains.

#### 4. Some special cases of Transformation of Degrees of Comparison

(a) **Transformation of Degrees of Comparison of sentences containing phrases like 'very few', 'one of the most', 'than most other':** When we transform degrees of comparison of sentences containing phrases like **very few**, **one of the most**, **than most other**, we use **very few** in the positive degree, (**-er** or **more**) **than most other** in the comparative degree and **one of the (most/-est)** in the superlative degree.

*Example-*

**Positive:** Very few rivers in the world are **as long as** the Nile.

**Comparative:** The Nile is **longer than most other** rivers in the world.

**Superlative:** The Nile is **one of the longest** rivers in the world.

(b) **Transformation of Degrees of Comparison of sentences containing conjunctions like 'No sooner.....than ', and 'As soon as':** When we transform degrees of comparison of sentences containing conjunctions like '**No sooner.....than** ' and '**As soon as**', we use '**As soon as**' in the positive degree and '**No sooner.....than**' in the comparative degree.

**Note:** When we use '**No sooner....than**', we place '**did**' before the subject in the past tense and '**does**' before the subject in the present tense. Further, we use the base form of the main verb.

**Example-**

**Positive:** As soon as he saw the tiger, he fled away.

**Comparative:** No sooner **did** he see the tiger **than** he fled away.

**Positive:** As soon as he comes here, I will inform you.

**Comparative:** No sooner **does** he come here **than** I will inform you.

**Key Tips for Transformation of Degrees of Comparison**

1. Identify the degree of the given sentence (positive, comparative, or superlative).
2. Understand the meaning of the sentence to ensure it remains unchanged.
3. Use article '**the**' before the superlative degree of adjectives.
4. Follow the appropriate rules for transformation of degrees of comparison.
5. Pay attention to grammatical correctness, especially the use of '**than**', '**as..... as**', '**so... as**', '**the most**', '**very few**', '**one of the most**', '**than most other**' and '**than any other**'.

**Exercise**

**Identify the degree of comparison and rewrite the sentences as directed:**

1. No other city in India is as populous as Mumbai. (**Comparative and Superlative Degree**)
2. He is more hardworking than any other student in the class. (**Positive and Superlative Degree**)
3. This is the best restaurant in the town. (**Positive and Comparative Degree**)
4. Very few rivers in the world are as long as the Nile. (**Comparative and Superlative Degree**)
5. The Mount Everest is higher than any other peak in the world. (**Positive and Superlative Degree**)
6. He is as clever as his brother. (**Comparative and Superlative**)
7. Gold is the most precious metal. (**Positive and Comparative**)
8. She runs faster than her sister. (**Positive and Superlative**)
9. This is the darkest night of the year. (**Positive and Comparative**)
10. Few books are as interesting as this one. (**Comparative and Superlative**)

# Transformation of Sentences by Changing One Part of Speech with Another

Transformation of sentences by changing one part of speech with another refers to the process of restructuring the given sentence by changing one part of speech with another *without altering its meaning*. It means that *the meaning of a sentence must remain intact while transforming a sentence by changing one part of speech with another*. Hence, transforming sentences by changing one part of speech with another requires maintaining the original meaning while ensuring grammatical accuracy.

Transforming sentences by changing one part of speech with another involves altering nouns, verbs, adjectives, or adverbs while keeping the meaning intact. Here are the key rules:

## 1. Noun $\rightleftharpoons$ Verb

Convert the noun into its verb form or vice versa, ensuring subject-verb agreement.

**Example-**

### (a) Noun to Verb

She gave me an advice. (Noun)

She advised me. (Verb)

They made a decision about the final selection. (Noun)

They decided on the final selection. (Verb)

### (b) Verb to Noun

He failed in the exam. (Verb)

He met with failure in the exam. (Noun)

They arrived late. (Verb)

Their arrival was delayed. (Noun)

## 2. Adjective $\rightleftharpoons$ Noun

Convert the adjective into its noun form or vice versa while restructuring the sentence.

**Example-**

### (a) Adjective to Noun

He is very honest. (Adjective)

His honesty is well known. (Noun)

She is very intelligent. (Adjective)

Her intelligence is remarkable. (Noun)

**(b) Noun to Adjective**

She has great beauty. (Noun)

She is a very beautiful girl. (Adjective)

He showed great bravery. (Noun)

He is a very brave soldier. (Adjective)

**3. Verb  $\rightleftharpoons$  Adjective**

Change the verb into its adjective form and modify the sentence accordingly.

*Example-*

**(a) Verb to Adjective**

The story interests me. (Verb)

The story is interesting. (Adjective)

His remarks annoyed me. (Verb)

His remarks were annoying. (Adjective)

**(b) Adjective to Verb**

The book is interesting. (Adjective)

The book interests me. (Verb)

He is hopeful about success. (Adjective)

He hopes to succeed. (Verb)

**4. Adjective  $\rightleftharpoons$  Adverb**

Change the adjective into its adverb form by adding -ly (in most cases) and modify the sentence structure.

*Example-*

**(a) Adjective  $\rightarrow$  Adverb**

He is a quick runner. (Adjective)

He runs quickly. (Adverb)

She is happy. (Adjective)

She lives happily. (Adverb)

**(b) Adverb to Adjective**

She speaks softly. (Adverb)

She has a soft voice. (Adjective)

He works carefully. (Adverb)

He is a careful worker. (Adjective)

## 5. Noun $\rightleftharpoons$ Adverb

Some nouns can be transformed into adverbs by adding -ly and restructuring the sentence.

**Example-**

### (a) Noun to Adverb

She spoke with courage. (Noun)

She spoke courageously. (Adverb)

He works with care. (Noun)

He works carefully. (Adverb)

**Note:** We must ensure that the transformation does not change the meaning of the sentence. We may need to adjust word order or use additional words for clarity.

### (b) Adverb to Noun

He answered wisely. (Adverb)

His wisdom was evident in his answer. (Noun)

She acted bravely to save their lives. (Adverb)

Her bravery was evident in her action to save their lives.

## Key Tips for Transforming Sentences by Changing One Part of Speech with Another

1. Identify the Part of Speech to be changed: Identify noun, verb, adjective, or adverb that needs transformation.

**Example-**

**Noun:** His decision was wise.

**Verb:** He decided wisely.

2. Choose the Correct Form: Use the correct suffixes and prefixes for transformation.

**Noun to Verb:** -ate, -ify, -en (e.g., beauty → beautify, strength → strengthen)

**Verb to Noun:** -ion, -ment, -ance (e.g., decide → decision, achieve → achievement)

**Adjective to Noun:** -ness, -ity, -cy (e.g., kind → kindness, pure → purity)

**Adjective to Adverb:** -ly (e.g., happy → happily, slow → slowly)

3. Maintain the meaning of the Sentence: The transformed sentence should have the same meaning as the original.

**Example-**

He acted with bravery. (Noun)

He acted bravely. (Adverb)

4. Adjust the sentence structure if needed: Some transformations require reordering of words to

keep the sentence grammatically correct.

**Example-**

She gave an explanation. (Noun)

She explained it. (Verb)

5. Use synonyms or phrases if necessary: If a direct transformation makes the sentence awkward, use a synonymous phrase.

**Example-**

The decision was difficult. (Noun)

Deciding on the matter was difficult. (Verb)

## Exercise

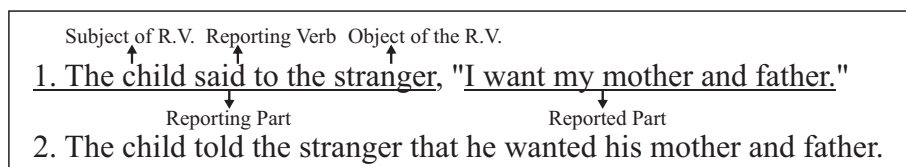
**Rewrite the following sentences by replacing the italicized word as directed-**

1. He could not attend the seminar because he was *ill*. (Noun)
2. Our culture *differs* from the western culture. (Adjective)
3. It was *fortunate* that my friend was not injured. (Adverb)
4. We should give *help* to the needy. (Verb)
5. Sharp objects must be handled with *care*. (Adverb)
6. He *believed* that he would come first. (Noun)
7. She spoke with *courage*. (Adverb)
8. His failure in the exam was *disappointing* for me. (Verb)
9. He is a *careful* worker. (Adverb)
10. He showed great *bravery* in the battle. (Adjective)

## Topic 9

### Direct and Indirect Speech (Narration)

*Read these two sentences in the box-*



**Narration is the process of retelling or reporting about something, somebody, or some events.**

There are two methods of narration-

- I. *To retell or report the speaker's words as they were said exactly which may be put within single or double inverted commas ('...'), ("...") is called **Direct Speech**.*

**Example-**

- Margie said, "Today, Tommy found a book".

**Explanation:** In the sentence above 'Margie' was the speaker of the statement which is put within inverted comma. It means it is said to be in Direct speech.

In Direct Speech, the main verb which is used by the speaker to say or express something to the listener is called the **Reporting verb**. Sometimes the listener is reported and sometimes the listener is not mentioned. In the sentence above the reporting verb is 'said' and the listener is not mentioned.

**Example-**

**Direct Speech :** The inspector said to Mrs. Jones, "Her progress is quite satisfactory." (here the listener is 'Mrs. Jones' and reporting verb is 'said')

- II. *The second method of narration is **Indirect Speech** in which the content remains the same but the whole statement is not reproduced exactly as it was narrated by the speaker.*

**Example-**

- |                 |   |   |
|-----------------|---|---|
| Direct speech   | - | Margie said, "She wouldn't throw it away."                      |
| Indirect speech | - | Margie said that she would not throw it away.                   |
| Direct speech   | - | Margie said to Tommy, "All the kids learned the same thing.     |
| Indirect speech | - | Margie told Tommy that all the kids had learned the same thing. |

**Explanation**

While changing a direct speech into indirect speech there may be the following changes-

- 1 Comma (,) and inverted comma (" ") are removed and a conjunction is used to connect reporting part and reported part.
- 2 Reporting verb may be changed.
- 3 Personal and Demonstrative pronouns of the Reported speech may be changed according to the

subject and object of the Reporting verb.

- 4 Reporting verb is changed according to the sentences of the Reported speech.
- 5 Tense of the Reported speech is changed if the Reporting verb is in the past tense and *if the Reported speech is a fact, universal truth, mathematical fact, a habit or historical fact, the tense of Reported speech will not be changed.*

**Let us discuss the various steps for changing a Direct speech into an Indirect speech-**

## 1. Change in Reporting Verb

- a. Generally 'say' or 'said' is used as reporting verb in a direct speech, when there is no listener or object of the reporting verb.

**Example-**

Direct : Harris said, "George goes to buy strawberries."  
Indirect : Harris **said** that George went to buy strawberries. (here, the Reporting verb is without an object)

- b. If the object (listener) of reporting verb is present, while changing direct speech into indirect speech, '**says to**' and '**said to**' are changed into '**tells**' and '**told**'. This is done because it indicates the person who receives the information.

**N.B.-** 'Say' is used to express the exact words of the speaker. 'Tell' is used to report a speech.

**Example-**

Direct : The kangaroo said to the duck, "It might bring luck to all."  
Indirect : The kangaroo told the duck that it might bring luck to all. (the object of the reporting verb 'the duck' is present.)

- c. In most of the sentences a variety of reporting verbs are used according to the context and type of sentences. Some commonly used reporting verbs are given here-

- |   |  |
|---|--|
| • said, told, informed  | - general statements and information<br>(Assertive sentence)                                 |
| • asked, inquired, interrogated, questioned   | - some inquiry or questioning<br>(Interrogative sentence)                                    |
| • commanded, ordered, demanded, suggested, advised, prescribed, pleaded, implored, requested, forbade, denied, rejected | - order, some idea, recommendation, medication, permission, request<br>(Imperative sentence) |
| • blessed, cursed, bade, chided, hoped, prayed  | - wishing good or bad, to greet somebody, to pray (optative sentence)                        |
| • abhorred, applauded, wondered, screamed, cried, shouted, exclaimed with sorrow / happiness / wonder / joy, etc.       | - conveys excitement or emotion.<br>(Exclamatory sentence)                                   |



## 2. Use of Conjunctions

When we change a direct speech into an indirect speech, comma (,) and inverted commas (" ") are removed and a conjunction is used to connect reporting verb and reported speech.

- a. Generally conjunction '**that**' is used to connect Assertive, Imperative (when Reported speech makes a sense of proposal or suggestion except order/command and request), Optative and Exclamatory sentences.

### *Example-*

Direct : Prashant said, "I have to seek out my family." (**assertive**)

Indirect : Prashant said **that** he had to seek out his family.

Direct : His uncle said, "I am not alright." (**assertive**)

Indirect : His uncle said **that** he was not alright.

Direct : The mother said to me, "Let us work together." (**Imperative**)

Indirect : The mother suggested me **that** we should work together .

Direct : The old lady said to Buddha, "May God bless you." (**optative**)

Indirect : The old lady prayed **that** God might bless Buddha. or  
The old lady prayed **that** Buddha might be blessed by God.

Direct : The witch said, "The king will lose his kingdom." (**optative**)

Indirect : The witch cursed **that** the king would lose his kingdom.

Direct : Santosh said, "Yes! I climbed up the Mount Everest." (**exclamatory**)

Indirect : Santosh exclaimed with joy **that** she had climbed up the Mount Everest.

- b. In interrogative sentences conjunctions, **if/whether** is used when reported speech starts with auxiliaries or helping verbs (yes/no type questions).

### *Example-*

Direct : The Prince said, "Will you not stay with me?"

Indirect : The Prince asked **whether** he would not stay with him.

Direct : The daughter said to her mother, "Can I take oranges?"

Indirect : The daughter asked her mother **whether** she could take oranges.

Direct : Bismillah Khan said, "I will go to America if you can send the Ganga river to America."

Indirect : Bismillah Khan said that he would go to America if he could send the Ganga River to America.

- c. The question words like who, when, where, what, which, whom, whose, how, etc. become conjunctions in **Indirect speech**.

**Example-**

Direct : Amitabh said to the woman, "What would you do if you were a billionaire?"

Indirect : Amitabh asked the woman what she would do if she were a billionaire.

Direct : A swallow said to the Prince, "Why are you weeping?"

Indirect : A swallow asked the Prince **why** he was weeping.

Direct : The greengrocer said, "How many bundles of spinach will you buy?"

Indirect : The greengrocer asked **how** many bundles of spinach I would buy.

### **3. Change in Personal and Demonstrative Pronouns**

Personal pronouns of reported speech are changed according to the subject and object of the Reporting verb.

To change the pronoun in reported speech we keep in mind some points. Let us make them clear through some **examples-**

- a. While changing Direct speech into Indirect speech the first person pronouns of reported speech (I, we,) are changed according to the speaker (subject) of the Reporting verb.

**Example-**

Direct : **They** said to me, "**We** are jumping and laughing in the bus."

Indirect : They told me that **they** were jumping and laughing in the bus.

Direct : **Valli** exclaimed, "**I** am excited to see the natural surrounding of **my** house."

Indirect : Valli exclaimed that **she** was excited to see the natural surrounding of **her** house.

- b. If the subject of Direct speech is in the second person pronouns, it changes according to the object of the Reporting verb.

**Example-**

Direct : **Valli** said to **him**, "**You** do not understand, **I** am not a kid."

Indirect : Valli told him that **he** did not understand that **she** was not a kid.

When the object of the Reporting verb is not given and the subject of the Reported speech is in second person pronoun it may be changed into third person. (sometimes second person pronoun is changed into first person pronoun according to necessity)

**Example-**

Direct : The doctor asked, "Did **you** see the snake the next day?"

Indirect : The doctor asked whether **she** saw the snake the next day.

c. The third person pronouns are not changed in Reported speech.

**Example-**

Direct : Griffin said to me, "**He** is going to invent a new medicine."

Indirect : Griffin informed me that **he** was going to invent a new medicine.

**N.B.** - *If the Reporting verb consists of any pronoun in objective case, it will also be changed accordingly. (the same rule will be followed as in subjective case)*

**Example-**

Direct : Maria said to the reporter, "I missed **my** mother terribly."

Indirect : Maria told the reporter that she had missed **her** mother terribly.

Direct : The tennis players said to me, "You need to tidy up your room."

Indirect : The tennis players told me that I needed to tidy up my room.

A table consisting of all the three kinds of persons and their cases as subjective, objective and possessive. It will help the students to use pronouns correctly.

Person	Subject	Object	Possessive
First	I	me	my, mine
(according to subject)	we	us	our, ours
second	you	you	your, yours
(according to object)	he	him	his
third	she	her	her, hers
(no change)	it	it	its
	they	them	their, theirs

**Change in verbs and adverbs of time and place**

Adverbs expressing time and place in present and nearness are changed into past and showing distance respectively. *If things are reported at once there is no need to change the adverbs of time and place.*

**Example-**

here	-	there
this	-	that
these	-	those
now	-	then
today	-	that day
yesterday	-	the previous day
tomorrow	-	the next day

next week/month/year	-	the following week/month/year
ago	-	before
tonight	-	that night
last night	-	the previous night
last week/month/year	-	the previous week/month/year
come	-	go (verb)

**Example-**

Direct : Murad said to Aram, "We will meet **here** tomorrow with the white horse."

Indirect : Murad promised Aram that they would meet **there** the next day with the white horse.

Direct : Rajvir said to Pranjal, "This cup of tea is mine and I am going to drink it.

Indirect - Rajvir told Pranjal that this cup of tea was his and he was going to drink it.

(In the second example the cup of tea is in Rajvir's hand that is why adverb of place/position 'this' is not changed into 'that'.)

## 4. Change in the Tense of Reported Speech

There are three conditions to change the tense of reported speech-

**I<sup>st</sup> Condition** : If the reporting verb is in present tense or in future tense, the tense of the Reported speech need not to be changed, as in the given examples . the Reporting verb '**say to**' or '**will say to**' will be changed to '**tell**' and '**will tell**'.

*(Except the tense of the Reported speech, conjunctions and pronouns are changed according to the previous discussion.)*

Direct : The doctor says to his wife, "He was looking into the mirror."

Indirect : The doctor tells his wife that he was looking into the mirror.

Direct : The parents will say to me, "Who has come from the fair?"

Indirect : The parents will ask me who has come from the fair.

**II<sup>nd</sup> Condition** : If there is a universal truth, a historical/mathematical/scientific fact, habit or a proverb is reported, there is no change in the tense of the Reported Speech.

Direct : Kisa Gautami said to herself, "Death comes to all."

Indirect : Kisa Gautami told herself that Death comes to all.

Direct : My mother explained, "An apple a day, keeps the doctor away."  
(A proverb)

Indirect : My mother explained that an apple a day keeps the doctor away.

Direct : The astronaut asserted, "The Earth has only one natural satellite."

Indirect : The astronaut asserted that the Earth has only one natural satellite.

Direct : Einstein said, "Energy is equal to multiplication of mass and square of speed of light ( $E=mc^2$ )."

Indirect : Einstein said that energy is equal to multiplication of mass and square of speed of light ( $E=mc^2$ ).

**III<sup>rd</sup> Conditon :** If the reporting verb is in past tense, only we change the tense of the Reported Speech. The tense of the reported speech is changed because it is reported by somebody after something has been said or done. The verb of the reported speech is changed into its corresponding past tense. A chart is given to make it clear-

Direct Speech	Indirect Speech
1. Present Indefinite tense verb present form, <i>do, does</i> , main verb+s/es	Past Indefinite tense verb past form, <i>did</i> , main verb past tense
2. Present Continuous tense <i>is, am, are</i>	Past continuous tense <i>was, were</i>
3. Present Perfect tense <i>has, have</i>	Past perfect tense <i>had</i>
4. Present Perfect Continuous tense <i>has/have been</i>	Past perfect continuous tense <i>had been</i>
5. Past Indefinite tense verb past form, <i>did</i>	Past perfect tense <i>had</i> , verb perfect participle
6. Past Continuous tense verb ing, <i>is, am, are, was, were</i>	Past perfect continuous tense <i>had been</i> , verb ing
7. Past Perfect tense	as it is
8. Past Perfect Continuous tense	as it is
9. All the types of future tense will be changed into past tense by changing 'will' into 'would' and 'shall' into 'should'.	

**Example-**

Direct : His friend said, "Did you see the snake the next day, doctor?"

Indirect : His friend asked the doctor whether she saw the snake the next following day.

Direct : Kezia's mother said, "You are coming straight down to the dining room."

Indirect : Kezia's mother said that she was going straight down to the dining-room.

Direct : Kezia smiled, "I have made the pincushion."  
 Indirect : Kezia smiled that she had made the pincushion.  
 Direct : Einstein said to Mileva, "I have been finishing the written work."  
 Indirect : Einstein told Mileva that he had been finishing the written work.  
 Direct : The baker said, "I baked this little cake."  
 Indirect : The baker informed that he had baked that little cake.  
 Direct : The saint said to the baker, "You were provoking me."  
 Indirect : The saint told the baker that she had been provoking him.  
 Direct : Abdul Kalam said, "My father had arranged a boat for Shri Sita Rama Kalyanam ceremony."  
 Indirect : Abdul Kalam said that his father had arranged a boat for Shri Sita Rama Kalyanam ceremony. (no change in the tense)  
 Direct : Lakshmana Sastry said, "We had been spreading the message of social equality."  
 Indirect : Lakshmana Sastry said that they had been spreading the message of social equality. (no tense change)  
 Direct : Gandhiji declared, "Indians will build their own India."  
 Indirect : Gandhiji declared that Indians would build their own India.  
 Direct : We said to Kalam, "We shall go inside the kitchen and serve food."  
 Indirect : We proposed Kalam that we should go inside the kitchen and serve food.

## 5. Change in Modal Verbs

- If the reporting verb of the direct speech is in past tense, the modal auxiliaries are also changed into past form and there is no change in main verb.

### **Example-**

Direct : The mother said, "You can do what you want, Rahul."  
 Indirect : The mother told Rahul that he could do what he wanted.  
 Direct : The weather cast declared, "It may rain cats and dogs tomorrow."  
 Indirect : The weather cast declared that it might rain cats and dogs the next day.

## 6. To understand the discussion above in another way let's see the narration of sentences according to the kinds of sentences

- Assertive sentences
- Interrogative sentences
- Imperative sentences
- Exclamatory sentences
- Optative sentences

*Here the main point is that while changing Direct Speech into Indirect Speech it does not retain questions or exclamations. These are converted to statements. (assertive sentences)*

## I. Assertive sentences

It is a statement that declares or asserts a fact or opinion. It can be affirmative or negative.

### **Example-**

- My grandmother and I are good friends. (affirmative)
- He did not go to the station. (negative)

If the Reported Speech is assertive the following changes are made-

- 'said to' is changed into 'told' and conjunction 'that' is used to connect both the parts.
- all common changes will remain the same.

Direct : Ravi said to me, "I was going to visit a tiger reserve."

Indirect : Ravi told me that he had been going to visit a tiger reserve.

Direct : Sudha said to Murthi, "Narayan runs his business perfectly."

Indirect : Sudha told Murthi that Narayan ran his business perfectly.

Direct : You said to him, "I cannot swim in deep water." (negative)

Indirect : You told him that you could not swim in deep water.

## ii. Interrogative sentences

It is a sentence that asks question. It ends with the question mark (?).

It is of two types-

- a. yes/no type question (starts with helping verbs)

### **Example-**

- Are you going abroad to meet your grandson?
- b. Questions starting with '**Wh**' type words. (what, which, how, whose, whom, where, when, why, who, etc.)

### **Example-**

When will she visit sea beach?

- If the Reported Speech is interrogative and starts with a helping verb, the following changes are made in the Indirect speech.
  - 'said to' is changed into 'asked' or 'inquired' and conjunction 'if' or 'whether' is used.
  - if in the Reported Speech, the interrogative sentence starts with a question word, the question word is used as a conjunction and the interrogative sentence will be converted into a statement.

Direct : She said to her grandson, "Will you learn music in your school?"

Indirect : She asked her grandson whether he would learn music in his school.

Direct : My parents said to me, "When does your grandmother spin wheel?"

Indirect : My parents asked me when my grandmother spun wheel.

### iii. Imperative sentences

These sentences express commands, requests, orders, advice, etc. These sentences often lack a subject.

- If an Imperative sentence is used in Reported Speech, the Reporting verb 'said' is changed into requested, advised or ordered according to the sense of Reported Speech.
- The infinitive 'to' is used to connect both the parts.

#### *Example-*

Direct : The yoga trainer said, "Stop slouching!"

Indirect : The yoga trainer advised to stop slouching. or  
The yoga trainer advised not to slouch.

Direct : He said, "Please help me."

Indirect : He requested to help him. Or  
He requested for help.

*(Note : 'Please', 'kindly', 'sir' and such other words are removed and the reporting verb is changed accordingly)*

- If Imperative sentence is negative, the following changes are made.
  - 'said' is changed according to the sense of the Imperative sentence and 'not to' is used to connect both the parts in Indirect Speech.

Direct : Amanda's mother said, "Don't bite your nails."

Indirect : Amanda's mother advised her **not to** bite her nails.

Direct : My father said, "Never lose your hope."

Indirect : My father advised **never to** lose my hope.

**Note :** 'forbade' can also be used in place of 'said' to change Negative Imperative Sentence in Indirect speech. 'don't/do not' is removed.

Direct : The gardener said, "**Don't** pluck the flowers, children."

Indirect : The gardener **forbade** children to pluck the flowers. or  
The gardener ordered children not to pluck the flowers.

- Some Interrogative sentences having modal verbs express request or advice. In Indirect Speech they are treated as Imperative sentences.

Direct : Ramesh said, "Could you please accept my apologies?"

Indirect : Ramesh requested me to accept his apologies.



Direct : The lawyer said, "Will you please look at me when I am speaking to you."

Indirect : The lawyer requested to look at him when he was speaking to him/her.

### Imperative sentences starting with 'Let' or 'Don't let'-

If the Imperative sentence starts with the word 'let', the Reporting verb is changed as following-

#### If Reported speech starts with- ('said' is changed into-)

- |                         |                                 |
|-------------------------|---------------------------------|
| - 'Let me/him'          | - advised, requested or ordered |
| - 'Let us/let's'        | - proposed or suggested         |
| - 'Let + noun or there' | - advised, requested or ordered |

- The conjunction '**that**' or infinitive '**to**' can be used to connect both the parts.

#### Example-

Direct : "**Let me** finish my work.", said he.

Indirect : He requested to **let him** finish his work.

Direct : The captain said, "**Let us** take off together."

Indirect : The captain suggested that **they should** take off together.

*The given example may be changed with infinitive 'to'. Let us see-*

*The captain suggested **them** to take off together.*

If subject and object of Reporting verb are nouns or pronouns of third person, 'let us' is changed into 'they should' and if either subject or object is first person pronoun, 'let us' is changed into 'we should'.

Direct : **Savita** said to **me**, "**Let us** play cricket."

Indirect : **Savita** proposed **me** that **we should** play cricket.

Direct : The father said to the mother, "Don't let the child roam freely."

Indirect : The father advised the mother not to let the child roam freely.

Direct : "Let there be no mistake in the whole assignment.", said the teacher.

Indirect : The teacher advised that there should be no mistake in the whole assignment.

#### Explanation-

If we use the main verb as an infinitive, there is no need to use 'should'.

If 'do not' is used before let, 'do' is removed and 'not to' is used.

## iv. Exclamatory Sentences

The Exclamatory sentences express feelings and emotions of happiness, pride, hope, despair, grief, wonder, regret, etc. The sentences start with the interjection words- Alas!, Oh!, Hurrah!, Bravo!, What and How.

While changing exclamatory sentences into the indirect speech the following points are kept in mind-

i. Reporting verbs are changed according to the expression or emotion as follows-

(If the Reported Speech starts with interjection words) - 'said' is change into

- |                       |                         |
|-----------------------|-------------------------|
| - Alas, oh, ahh       | - exclaimed with sorrow |
| - Hurrah, ahha, yeppi | - exclaimed with joy    |
| - Bravo, well-done    | - praised, applauded    |

ii. Conjunction that is used.

iii. Reported speech will remain as a statement.

iv. Interjection words are removed.

### **Example-**

Direct : Cinderella wept, "Alas! I lost my shoes."

Indirect : Cinderella exclaimed with sorrow that she had lost her shoes.

Direct : The Indian team said, "Hurrah! We have won the Champions Trophy 2025."

Indirect : The Indian team exclaimed with joy that they had won the Champions Trophy 2025.

Direct : Shivaji said to his friends, "Bravo! you chased the enemy well."

Indirect : Shivaji applauded his friends that they had chased the enemy well.

### **If exclamatory sentences start with what and how they are changed as following-**

I. If an adjective is used with 'how' or 'what', 'very' is used in Indirect speech and if a noun is used with 'how' or 'what', 'great' is used.

ii. Reporting verb is changed into 'exclaimed with surprise'.

Direct : He said, "How **beautiful** the picture is!" (adjective)

Indirect : He exclaimed with surprise that the picture was very beautiful.

Direct : He said, "What a **fool** you are!" (noun)

Indirect : He exclaimed with surprise that I was a **great** fool.

Direct : The pilot said, "What a chance it is!"

Indirect : The pilot exclaimed with surprise that it was a great chance.

## **v. Optative Sentences (wishes)**

These sentences express wishes, blessings, curses, etc. Generally they start with 'May'.

• If Optative sentence is used in Direct Speech, the following changes are made in Indirect Speech.

i. The conjunction 'that' is used.

ii. The Reporting verb is changed according to the wish of the speaker into, prayed, cursed, wished or bade.

iii. The Reporting verb is changed according to Modal verb, 'may' is changed into 'might'.

**Example-**

Direct : The old lady said, "May God bless you."

Indirect : The old lady wished that God might bless me.

Direct : The seagull said, "I wish I could fly."

Indirect : The seagull wished that it could fly.

Direct : The pilot said to the receptionist, "Good morning."

Indirect : The pilot bade good morning to the receptionist.

(while using the reporting verb 'bade' the conjunction 'that' is not used.)

Direct : The hermit said, "May you go to hell."

Indirect : The hermit cursed that I might go to hell.

## **Exercise**

***Change the following sentences into Indirect Speech -***

1. Mrs. Jones said, "I am working on a new project."
2. Einstein said to his teacher, "There is no need to mug up the information."
3. Director of the movie said, "I will see the movie tomorrow."
4. The science teacher said, "The Earth is like an orange."
5. They said to me, "You were leaving the city."
6. Raja Ravi Verma explained, "This painting has been done with the brush made of squirrel's hair."
7. He said to her, "Will you go to the Peshawar Radio Station?"
8. He said, "They won't sleep."
9. "Don't eat too fast", The nutritionist said to me.
10. My mother said to me, "May you succeed in the test!"

## Synthesis

*Read the following sentence-*

I saw Reena. She was eating an apple.

The sentence above can be re-written in three ways-

- i. I saw Reena eating an apple.
- ii. I saw Reena who was eating an apple.
- iii. I saw Reena and she was eating an apple.

These three sentences are the result of combination of two sentences. They are Simple, Complex and Compound respectively. **Thus we can say that synthesis means combining two or more sentences into one Simple sentence, Compound sentence or Complex sentence.**

*Synthesis avoids repetition and it improves fluency.*

Let's talk about three types of synthesis mentioned above in detail through examples-

### The Simple Sentence

*Read the following sentences-*

*Example-*

- I read a story. It excited me.

I read an *exciting* story. (simple sentence)

Here, the word 'exciting' modifies the word 'story'. The combined sentence is a Simple sentence because it has one finite verb or main verb.

*A simple sentence has one finite verb or main verb.*

There are many ways of combining two or more simple sentences into one Simple sentence, which are as follows-

#### **1. By using Participles (Present Participle, Past Participle and Perfect Participle)**

A Participle is that form of the verb which partakes of the nature both of a verb and of an adjective. There are three kinds of participles- **Present Participle, Past Participle and Perfect Participle,**

### Present Participle

*Read the following examples-*

- I saw Reena. She was eating an apple.  
I saw Reena eating an apple.

- He was hungry. He ate his lunch.  
Being hungry, he ate his lunch.
- The thief saw the police. He ran away.  
Seeing the police, the thief ran away.

In the examples above, the sentences are combined into one simple sentence as they have one finite verb.

The phrases- **eating an apple**, **being hungry**, **seeing the police** describe the nouns or pronoun- **Reena**, **he** and **thief**. These are **adjective phrases** and they describe that the action is going on or is not yet complete.

Here, these sentences are combined by the use of *Present Participle* as a **Present Participle ends with 'ing' and describes a noun or a pronoun in the sentence. It is used to show simultaneous actions or cause and effect in a sentence.**

*A participle is partly verb and partly adjective. This is verbal-adjective. A present participle ends in 'ing' and represents an action as going on or incomplete or imperfect.*

*Let us see some more examples-*

- The child saw right and left. She crossed the road.  
Seeing right and left the child crossed the road.
- I met a man. He was old. He was carrying a heavy bag.  
I met an old man carrying a heavy bag.
- I read a book. It was interesting.  
I read an interesting book.

## Past Participle

*Read the following examples-*

- This is a cup. It is broken.  
This is a *broken* cup.
- I found my purse. It was lost.  
I found my *lost* purse.

Here, the words 'broken' and 'lost' qualify the nouns 'cup' and 'purse'. These are the examples of past participle. **A past participle is the third form of the verb and is used as a simple qualifying adjective.**

A past participle is passive in meaning while a present participle is active in meaning.

*Example-*

- I have a coat. It is tattered.  
I have a tattered coat.
- I saw a boy. He was burnt.

I saw a burnt boy.

In the two examples above, 'tattered' and 'brunt' are not in action so they are passive. They are past participle.

A Present participle also describes a noun like past participle but it is active in meaning. Ex.-

- A door was creaking. It awakened the dog.

The creaking door awakened the dog.

- The sun is rising. I welcome it everyday.

I welcome the rising sun everyday.

Here in the examples above 'creaking' and 'rising' are in action and they are describing the word door and sun respectively.

## Perfect Participle

*Read the following examples-*

- Sergei completed the work. He took a well-deserved break.

*Having completed the work*, Sergei took a well-deserved break.

- We won the match. We celebrated with great enthusiasm.

*Having won the match*, we celebrated with great enthusiasm.

The sentences above are the examples of *Perfect Participle*. Here, the first action is completely done then second took place. **To show the completion of the action, the third form of the verb is used. It is preceded by 'having'.**

*The Perfect Participle is used to show an action that was completed before another.*

If the first action is in passive voice, we use '*having been*' (followed by third form of the verb)

*Example-*

- Pradeep was scolded. He felt ashamed.

*Having been scolded* Pradeep felt ashamed.

- My book was published. It came in the list of the top selling books of the year.

*Having been published*, my book came in the list of the top selling books of the year.

## 2. By using Infinitive (to)

*Read the following sentences-*

- Vinod went to market. He wanted to buy vegetables.

Vinod went to market *to buy* vegetables.

- I have a book. I have to read.

I have a book *to read*.

- The sentences above are combined into one simple sentence by the use of an '*Infinitive*'. Here, 'to buy' and 'to read' are the infinitives that show the purpose of the main verb (action).

*Infinitives do not change according to the subject or tense. It is the base form of the verb, often preceded by the word 'to'.*

Let us see some more examples-

- He is very tired. He cannot work.  
He is too tired to work.
- He is very weak. He cannot walk.  
He is too weak to walk.
- He is very intelligent. He can solve the problem.  
He is intelligent enough to solve the problem.

In the sentences above, '**to work**' and '**to walk**' are the infinitives. '**Too**' and '**enough**' are adverbs which modify '**tired**', '**weak**' and '**intelligent**'. These are used in the place of '**very**'. It shows the extremity.

### 3. By using Prepositional Phrase having Gerund and Noun-

*Read the following sentences-*

- He was ill. He could not come.  
*On account of illness*, he could not come.
- The plan fell through. There was no money.  
The plan fell through *for want of money*.
- He jumped into the river. He saved my mother's life.  
He saved my mother's life *by jumping into the river*.

The sentences above are combined by the use of 'prepositional phrase'. We see that prepositions are used to match the intended meaning. So, it is necessary to ensure that the subject and the verb of the main clause remain clear and unambiguous.

*A Prepositional Phrase is a group of words that begins with a preposition and ends with its object (a noun, pronoun) including any modifier of the object.*

*Let us see some more examples-*

- He entered the party in a casual dress. His behaviour surprised me.  
I was surprised *at his entering the party in a casual dress*. Or  
*To my surprise*, he entered the party in a casual dress.
- She waited for hours. She did not become disappointed.  
She waited for hours *without being disappointed*.
- I worked hard. I could not pass in the examination.  
*In spite of working hard*, I could not pass in the examination.

### 4. By using a Noun group that describes the subject/object-

*Read the following sentences-*

- My father is a doctor. He is an expert in cardiology.  
My father, a doctor, is an expert in cardiology.
- Albert Einstein developed the theory of Relativity. He was a brilliant physicist.

Albert Einstein, a brilliant physicist, developed the theory of Relativity.

In these sentences '*an expert in cardiology*' and '*a brilliant physicist*' gives extra information about the subject 'my father' and 'Einstein'. So they are used beside the subjects.

*When you want to give further information about someone or something by using **a noun group** which describes them or identifies them, you can put this **noun group** after the headword. You have to put commas before and after the **noun group**. This is technically known as '**Case in Apposition**'.*

## 5. By using Nominative Absolute-

**Read the following sentences-**

- The weather was fine. We went for a walk.  
*The weather being fine*, we went for a walk.
- The house caught fire. All the articles of furniture were burnt to ashes.  
*The house having caught fire*, all the articles of furniture were burnt to ashes.
- The thief was caught. The inspector was rewarded.  
*The thief having been caught*, the inspector was rewarded.

In the sentences above, '*The weather being fine*', '*the house having caught fire*' and *The thief having been caught*, are nominative absolute. They are providing additional context, information about the main action.

Thus we see a '**Nominative Absolute**' can be used to combine two simple sentences, where first sentence provides background information and a condition related to the action in the other sentence. This is done by turning the first sentence into a Nominative Absolute construction.

*The Nominative Absolute is grammatically independent of the main sentence. It does not function as subject, object or complement. It often provides background information or sets the scene for the main action of the sentence.*

Some key points to make simple sentence by using Nominative Absolute are as follows-

- **If the first sentence is in simple present or past, we use 'being' in place of 'is', 'am', 'are', 'was', 'were', etc.**

**Example-**

- The class was over. The students made a noise. (to be verb)  
The class being over, the students made a noise.



- **If the first sentence is an active voice, 'having' is used followed by the past form.**
  - The teacher entered the class. The students became silent. (active voice)  
The teacher having entered the class, the students became silent.
- **If the first sentence is in a passive voice, 'having been' is used followed by the past form.**
  - The captain was shot dead. The army fled away. (passive voice)  
The captain having been shot dead, the army fled away.

## 6. By using Adverb or Adverbial Phrase-

### *Example-*

- Arti studied in her room. She was silent.  
Arti studied in her room *silently*.
- She ran to the store. She was in a hurry.  
She ran to the store *in a hurry*.
- Shyam ate his lunch. He ate in the kitchen.  
Shyam ate his lunch *in the kitchen*.

In the first sentence '*silently*' tells how Arti studied. In the second sentence, the group of words '*in a hurry*' modifies the verb '*ran*'. It explains why she ran to the store. In the third sentence the group of words, '*in the kitchen*' gives the information about the location of the subject.

Here, the group of words mentioned in italics are called **Adverbial Phrases**.

*An 'Adverbial Phrase' is a group of words that works together to modify a verb, adjective, or another adverb in a sentence. An adverb is made by using 'ly' with an adjective. eg.- perfectly, silently, continuously.*

## 7. By using Adjective and Adjectival phrase-

### *Read the following sentences-*

- The house is big. It is made of stone.  
The house made of stone is big.
- I saw a cow. The cow was black.  
I saw a black cow.

Here, in the first sentence the group of words '**made of stone**'; modifies the noun '**house**'. Its work is equivalent to that of an adjective.

In the second sentence the adjective '**black**' has been used to combine two simple sentences into one.

So, we can say that an '*Adjective*' and '*an Adjectival Phrase*' are used to combine two or more simple sentences into one simple sentence.

## 8. By using the conjunction 'and'-

*Read the following sentences-*

- He took tea. He took biscuits also.  
He took tea and biscuits.
- He bought a book. He bought a purse also.  
He bought a book and a purse.

In the sentences, the conjunction '**and**' has been used to connect two simple sentences into a new simple sentence.

## The Complex Sentence

As we have already learnt that a simple sentence has only one finite verb. It is also called single clause sentence. Now look at the following sentences that have two or more clauses.

1. I met a girl whose eyes were blue.  
Principal Clause      Dependent Clause
2. I make friends wherever I go.  
Principal Clause      Dependent Clause
3. You may do as you please.  
Principal Clause      Dependent Clause
4. He said that he had heard about the man who was brought up in the jungle.  
Principal Clause      Dependent Clause      Dependent Clause

- *A Principal Clause gives a complete meaning independently.*
- *A Dependent Clause does not exist without Principal Clause as it does not give a complete meaning.*

In each of the first three sentences above, there are two subjects and two predicates and in the fourth sentence we have three subjects and three predicates, hence they all are complex sentences. In a Complex sentence we have atleast two or more clauses, one is called 'Principal Clause', another is 'Dependent Clause'. *A Dependent clause has no separate meaning and existence without the principal clause.*

*A clause is a group of words with a subject and a predicate, which makes some sense.*

### Example-

I met an old man who helped me in lifting my bag.

In this sentence, '*I met an old man*' is a Principal Clause and '*who helped me in lifting my bag*' is a Dependent Clause which is dependent on the Principal clause, '*I met an old man*' for its complete sense. A Dependent Clause is also called a *Subordinate clause*.

## How to construct a complex sentence-

### Look at the following sentences-

As they came late, I said that the Principal would not allow them to attend the class.

This sentence consist of three clauses:-

- i. I said. (main/principal clause)
- ii. As they came late. (dependent clause)
- iii. The principal would not allow them to attend the class. (dependent clause)

All the three clauses are constructed with the help of the following connectives. (*also called relative pronouns/relative adverbs*)

**who, which, whose, whom, why, when, where, that, what, as, after, before, whether, if, unless, until, lest-should, as - as, so - as, as soon as, no sooner - than, though/although, because, since, as if, as though, than, what, so + adjective + that, etc.**

Here are some examples of combining some simple sentences into complex sentences with the help of apt connectives given in the brackets. *The more one learns and reads, the more he/she will be able to use the correct connectives automatically.*

### ☞ 'Who' is used for persons only. It is not used for animals or things

#### Example-

- i. I am familiar with Krishna. He helps one and all.

Complex - I am familiar with Krishna who helps one and all.

- ii. Let us listen to Meera. She sings melodiously.

Complex - Let us listen to Meera who sings melodiously.

- iii. Some people help themselves. God helps them.

Complex - God helps those who help themselves.

- iv. He hesitates. He is lost.

Complex - He who hesitates is lost.

- v. Some people die for a good cause. They are immortal.

Complex - Some people who die for a good cause are immortal.

### ☞ 'Which' is used for non-living things and animals also in the selective sense.

#### Example-

- i. A moment is lost. It is lost forever.

Complex - The moment which is lost is lost forever.

- ii. Mahesh has a black dog. It barks at night.

Complex - Mahesh has a black dog which barks at night.

- iii. He bought a book. It is costly.

Complex - He bought a book which is costly. or  
The book which he bought is costly.

☞ ***'Whose' is used for persons, things and animals also.***

**Example-**

- i. I know Raman. His father is a doctor.

Complex - I know Raman whose father is a doctor.

- ii. She bought a new book. Its cover page is torn.

Complex - She bought a new book whose cover page is torn.

☞ ***When, whenever, before, after, as soon as, no sooner - than, while, until - these connectives are used to denote time.***

**Example-**

- i. Someone knocked at the door. The dog barked.

Complex - The dog barked whenever someone knocked at the door.

- ii. The doctor had already gone. The patient died thereafter.

Complex - The patient died after the doctor had gone.

- iii. There is life. There is hope.

Complex - While there is life, there is hope.

- iv. I will return very soon. Don't go till I return.

Complex - Don't go until I return.

- v. The bell rang. The students ran at once.

Complex - No sooner did the bell ring than the students ran. or  
As soon as the bell rang, the students ran.

☞ ***Lest - should, unless, if, though, although - these connectives are used to show condition.***

**Example-**

- i. You don't work hard. You cannot secure better marks.

**Complex -** Unless you work hard, you cannot secure better marks. or  
You cannot secure better marks unless you work hard. or  
If you don't work hard, you can't secure better marks.

- ii. Please make haste. You may miss the train.

**Complex -** Please make haste lest you should miss the train.

**Note : Remember that 'lest' is always followed by 'should'.**

☞ ***So... as, as... as, than - these connectives are used for comparison.***

**Example-**

- i. Raman is intelligent. Rekha is also intelligent.

**Complex -** Raman is as intelligent as Rekha.

- ii. He runs fast. She does not run so fast.

**Complex** - She does not run so fast as he.

☞ **'Why' is used to know cause or reason.**

**Example-**

- i. She is angry with me. I don't know the reason.

**Complex** - I don't know the reason why she is angry with me.

- ii. Everything falls downwards to the earth. Do you know the cause?

**Complex** - Do you know the cause why everything falls downwards to the earth?

☞ **'Where' and 'wherever' are used for place.**

**Example-**

- i. We live in Prayag. There is a confluence of three rivers here.

**Complex** - We live in Prayag where there is a confluence of three rivers.

☞ **'That' is used for persons, things and after superlative adjective and words like all, some, any, nothing, everything, etc.**

**Example-**

- i. I can do something for you. This is the best.

**Complex** - This is the best that I can do for you.

- ii. He is an honest man. It is true.

**Complex** - It is true that he is an honest man.

☞ **'As' is used to denote reason, time and also after the words such and same.**

**Example-**

- i. John can never tell a lie. He is such a boy.

**Complex** - John is such a boy as can never tell a lie.

- ii. I expected for a book. This is not such a book.

**Complex** - This is not such a book as I expected.

☞ **The connective "what" has the meaning of (that + which).**

**Example-**

- i. You say something. It is true.

**Complex** - What you say is true.

- ii. Leaders say anything. Don't believe in it.

**Complex** - Don't believe in what the leaders say.

- iii. Something is lotted. It cannot be blotted.

**Complex** - What is lotted cannot be blotted.

- iv. The teacher says something. Please listen to it.

**Complex -** Please listen to what the teacher says.

- v. You think right. You may do it.

**Complex -** You may do whatever you think right.

☞ ***Though, although, even if, even though- these connectives are used to show contrast.***

**Example-**

- i. He does not earn much money. He spends lavishly.

**Complex -** Although/though he does not earn much money, he spends lavishly. or  
He spends lavishly although/though he does not earn much money.

- ii. Radha is very tired. She finished her work.

**Complex-** Even though Radha is very tired, she finished her work.

## Exercise

***Combine the following sets of simple sentences into the complex sentences-***

1. This is Hari. I teach him grammar.
2. The house has fallen down. My father built it.
3. You sent me a message. I duly received.
4. Milton wrote 'The Paradise Lost'. He was blind.
5. She keeps her ornaments in a safe.
6. A cottager had a hen. The hen laid an egg daily. The egg was golden.
7. He was sick. He stayed at home.
8. You've tears. Be prepared to shed them now.
9. He ran so quickly. He soon overtook me.
10. Please make haste. You might miss the train.
11. Arjun is clever. His cleverness equals Raman's.
12. I will get ready. Don't go.
13. She is not careful. She can't achieve success.
14. He saw the principal coming. He ran away very fast.
15. He is very old. He enjoys good health.

## The Compound Sentence

It has already been pointed out in the previous unit that a complex sentence is made up of at least two clauses- The Principal/Main Clause and Dependent Clause. Now let us study the following sentences, which have two or more Principal/Main Clauses-

- i. I sat and watched her.
- ii. God made the country and man made the town.
- iii. She must weep, or she will die.
- iv. I got up and looked everywhere, but I could not see my companions.
- v. He is a benign student, so teachers like him but he could not secure good marks.

In the sentences (i) and (ii) above, there are two subjects and two predicates and in the sentences (iv) and (v) we have more than two subjects and predicates. Each subject with a predicate forms a clause. *So we can say that a compound sentence is made up of two or more clauses. But both of the clauses remain principal/main clauses because they don't depend on one another. If they are separated, they carry complete sense independently. Hence a compound sentence is made up of two or more independent sentences or principal/main clauses. They also have at least two finite verbs and carry independent meaning.* In a compound sentence, the clauses have been termed as co-ordinate clauses; as 'co' means equal and 'ordinate' means order. Therefore, *all the clauses in a compound sentence are of equal rank and order* (i.e. they carry a sense independently).

*In a compound sentence, each main clause may be a simple sentence or a complex sentence.*

### **Look at the following sentences-**

- i. They were fond of music, played on various kinds of instruments and indulged in much singing.  
(Here, we see that each co-ordinate/main/principal clause is a simple sentence)
- ii. He says what he means, and means what he says.

Here we see that each main/principal/co-ordinate clause is a complex sentence.

### **How to construct a compound sentence-**

The compound sentences are framed with the help of the following 'connectives' that have been termed as co-ordinating conjunctions.

**and, both- and, as well as, not only.... but also, but, yet, nevertheless, however, or, nor, either.... or, neither.... nor, so, therefore, hence etc.**

Let us study the following examples and see the use of the above boxed connective co-ordinating conjunctions in an easy way, but the fact is that the more a learner reads, the more he/she will be able to make use of apt connectives/co-relatives.

☞ ***The connectives - and, both... and, as well as, not only... but also are used to connect two or more different things of same nature or taste.***

**Example-**

1. He played badminton. She played badminton.  
**Compound** - He and she played badminton. (simple sentence)

2. He bought a car. He bought a bike.  
**Compound** - He bought a car and a bike.

3. The sun rose. The fog disappeared.  
**Compound** - The sun rose and the fog disappeared.

4. He played well. He earned a lot of money.  
**Compound** - He played well and earned a lot of money.

5. He is just. He is also merciful.  
**Compound** - He is both just and merciful. or

He is merciful as well as just. or

He is not only just but also merciful.

6. Ram secured the first division. Shyam secured the first division.

**Compound** - Both Ram and Shyam secured the first division. or  
Ram as well as Shyam secured the first division.

7. He came to me. I explained the question to him.

**Compound** - He came to me and I explained to him the question.

8. The wind blew. The rain fell. The lightning flashed.

**Compound** - The wind blew, the rain fell, and the lightning flashed.

9. The naughty boy was insulted. He was also beaten.

**Compound** - The naughty boy was not only insulted but also beaten.

**Note:** We should bear in the mind that same part of speech must be placed after “both” and “and”, and “not only ... but also”.

The connectives '*and, both... and, as well as, not only... but also*' are also used to combine two or more sentences into one Simple sentence.

☞ **Connectives - or, nor, either... or, neither... nor, express a choice between two alternatives.**

**Example-**

1. Make haste. You will be late.

**Compound** - Make haste or you will be late. or  
Make haste, otherwise you'll be late.

2. Come in. Go out.

Come in or go out. or

Either come in or go out.

3. Do not borrow. Do not lend.

Neither borrow nor lend.

4. A solitary person may be a deity. He may also be a wild animal.

**Compound** - A solitary person may be either a deity or a wild animal.



☞ **Connectives - but, yet, still, while, however, nevertheless express a contrast between one sentence and the other.**

**Example-**

1. He is slow. He is sure.

**Compound -** He is slow, but he is sure.

2. I was annoyed. I kept quiet.

**Compound -** I was annoyed, still/yet I kept quiet.

3. Some people don't like to work. They want money.

**Compound -** Some people don't like to work, still they want money.

4. Ram is grave. Shyam is playful.

**Compound -** Ram is grave, while Shyam is playful.

5. I am tired. I continue to work.

**Compound -** I am tired, nevertheless I continue to work.

☞ **Connectives - 'so', 'therefore', 'for' join sentences in which one statement is inferred from the other.**

**Example -**

1. He worked hard. He was awarded.

**Compound -** He worked hard, therefore, he was awarded.

2. I can't see. It is very dark outside.

**Compound -** I can't see, for it is very dark outside.

3. It is raining heavily. You must take an umbrella.

**Compound -** It is raining heavily, so you must take an umbrella.

**Compound Complex Sentences** have elements of both compound and complex sentences. These sentences have at least two independent clauses and one dependent clause.

**Example-**

- The meeting is very important for me so I can't miss it unless I will miss the contract.
- If you do not obey me, I will complain to your teacher and you will be punished.

## **Interchange of Simple, Complex and Compound Sentences**

### **1. Changing a Simple Sentence into a Complex-**

By using 'so... that' in place of adverb 'too'-

**Example-**

i. He is too dull for a sportsman. (simple)

He is **so** dull **that** he cannot be a sportsman. (complex)

ii. He is so proud that he cannot beg pardon. (complex)

He is too proud to beg pardon. (simple)

*By using a preposition along with an adjective, an adverb, an infinitive, a participle and a gerund-*

**Example-**

- i. As she heard the news of her son's death, she fainted. (complex)  
On hearing the news of her son's death, she fainted. (simple - Use of preposition)
- ii. Pupils who work hard get success. (complex)  
Hardworking pupils get success. (simple - use of adjective)
- iii. Students should believe in what the teacher suggests. (complex)  
Students should believe in the teacher's suggestions. (simple - use of noun)
- iv. As soon as I saw my father coming, I started reading. (complex)  
Seeing my father coming, I started reading. (simple - use of participle)
- v. I was surprised when I heard him confess. (complex)  
I was surprised to hear him confess. (simple - use of infinitive)

*By using 'in spite of' (along with gerund) in place of the connectives - although or though-*

**Example-**

- i. **Although** he made his best efforts, he did not get success. (complex)  
**In spite of making** his best efforts, he did not get success. (simple) Or

## 2. Changing Compound Sentence into Simple-

*By using infinitive or gerund-*

**Example-**

- i. He is very poor so he cannot afford a car. (compound)  
He is too poor to afford a car. (simple)
- ii. Rajesh finished his work and he went to market. (compound)  
After finishing his work, Rajesh went to market. (simple)
- iii. I went to school and I met my old friends. (compound)  
Besides going to school, I met my old friends. (simple)

## 3. Changing Complex Sentence into Compound-

*By using and, or, either in place of 'when', 'if', 'unless' -*

**Example-**

- i. When the sun set, we returned. (complex)  
The sun set and we returned. (compound)
- ii. If you do not hurry, you will miss the train. (complex)  
You must hurry or you will miss the train. (compound)

- By using 'but' in place of '*although*'/'*though*'/'*even*'-

**Example-**

- Although some people try hard, they are seldom successful. (complex)  
Some people try hard but they are seldom successful. (compound)
- Though Priyanka is very talkative but her sister is very shy. (complex)  
Priyanka is very talkative while her sister is very shy. (compound)

## **Miscellaneous**

**Example-**

- She went to market **to** buy books. (simple - purpose)  
She went to market **so that** she can buy books. (complex)  
She wanted to buy books **so** she went to market. (compound)
- She was punished **for** telling a lie. (simple - reason)  
She was punished **because** she was telling a lie. (complex)  
She was telling a lie **so** she was punished. (compound)
- Arjun was inspired by Lord Krishna's sayings. (simple)  
Arjun was inspired by what Lord Krishna said. (complex)  
Arjun was inspired by Lord Krishna as well as his sayings. (compound)

## Topic 11

### Syntax

Syntax in English grammar is the arrangement of words and phrases, and clauses in specific order. This order of words make the meaning of the entire sentence quite clear and correct. Hence, syntax refers to the formation of sentences and the associated grammatical rules, meanings behind the word order, structure and punctuation.

Subject + verb + object/complement

**Note:** Students are advised to go through the entire parts of speech discussed before in the previous chapters to have a comprehensive understanding of syntax.

*Let us begin with the following sentences-*

- i. Ram was a heir to the throne of Ayodhya.
- ii. He is an European.
- iii. I speak the French fluently.

In the first sentence, there is an error in the usage of 'a', in the second sentence, there is an error in the word 'an' and in the third sentence there is an error in the underlined part 'the'.

**Let us see the correct usage of articles, 'a', 'an' and 'the'-**

- ☞ "A" is used before a consonant sound, e.g. - a kite; a cart; a bottle; a useful thing, a unit, a uniform, a university, a union, a unicorn, a unity, a unit, a eucalyptus tree, a one-eyed man, a European nation, a one-rupee note, such a one, a useful book, a ewe, a yard, a woman, etc.
- ☞ 'An' is used before vowel sounds- e.g. an heir, an honest man, an hour, an M.P., an S.D.O., an S.I., an MBA, an innings etc.
- ☞ Hence, in the first sentence, an heir is correct and in the second sentence, a European is correct and the third sentence "I speak French fluently" is correct.
- ☞ If a person or an object or an animal is particularised, we use the definite article "the"-

**Example-**

- i. Man is mortal. (generalised)
- ii. I know the man who helped you. (particularised)
- iii. She bought a new pen. (generalised)
- iv. The pen she bought is costly. (particularised)

☞ **Indefinite articles a/an are used to denote rate/weight/measures/speed etc.**

**Example-**

- i. Wheat sells two rupees kilo. (incorrect)  
Wheat sells two rupees a kilo. (correct)

☞ **If we wish to generalise the noun, we use the Indefinite articles a/an-**

**Example-**

- i. Tiger is fierce animal. (incorrect)  
A tiger is a fierce animal. (correct)
- ii. Cat is not so faithful as dog. (incorrect)  
A cat is not so faithful as a dog. (correct)

☞ **The Definite Article "The"-**

- 1. The definite article "the" is used when we speak about a particular person or thing, or one already referred to.

**Example-**

- I. Book I need is out of print. (incorrect)  
The book I need is out of print. (correct)
- 2. The definite article "the" is used when a singular noun is meant to represent a whole class.

**Example-**

- i. Cow is useful animal. (incorrect)  
The cow is a useful animal. (correct) Or  
Cows are useful animals. (correct)
- 3. "The" is not used before the words like man, woman, God, heaven and hell unless these are particularised.

**Example-**

- i. The man is mortal. (incorrect)  
Man is mortal. (correct)
- ii. The God is one and we must love the God. (incorrect)  
God is one and we must love God. (correct)

☞ **We don't use "the" before the comparative degree-**

**Example-**

- I. He runs the faster than you. (incorrect)  
He runs faster than you. (correct)

☞ **But we use 'the' to show the gradual rise or fall in some idiomatic expressions-**

**Example-**

- I. Faster you drive, sooner, you'll reach. (incorrect)  
The faster you drive, the sooner, you'll reach. (correct)

- ii. More one has, more one wants. (incorrect)  
The more one has, the more one wants. (correct)

☞ **"The" is used before a proper adjective when it refers to people of a nation but 'the' is omitted when it refers to a language.**

**Example-**

- i. The English often fought the French.  
Here the English means the people of England and the French means the people of France.
- ii. French is more difficult to learn than English.  
Here "French" and "English" refer to languages.

☞ **As a general rule, a proper noun should not have "the" placed before it.**

**Example-**

- i. The Shakespeare is the greatest dramatist. (incorrect)  
Shakespeare is the greatest dramatist. (correct)
- ii. Everyone wants to live in the Switzerland. (incorrect)  
Everyone wants to live in Switzerland. (correct)

☞ but in particular cases, we use "the"-

**Example-**

Sumitranandan Pant is considered the Wordsworth of India.

☞ **We use 'the' before superlative adjectives and before the names of important books, but if there is a possessive case (his, her, my, our, yours, 's, etc.), we don't use 'the' before them-**

**Example-**

- i. This is her the finest lesson. (incorrect)  
This is her finest lesson. (correct)
- ii. Homer's the Iliad is difficult to read. (incorrect)  
Homer's Iliad is difficult to read. (correct)
- ii. Kashmir is Switzerland of India (incorrect)  
Kashmir is the Switzerland of India. (correct)

☞ **We use "the" before few names of countries like-**

The United Kingdom, The United States of America, the Netherlands, the Irish Republic etc.

**Note :** See the chapter on 'Article' on page no. (61) for detailed study.

## The Correct Usage of Nouns

Generally, we find it difficult to trace and use the countable and the uncountable nouns in a sentence-

- ☞ Words like book, table, flower and apple are countable nouns. Such nouns can have plural forms and are used with a/an.
- ☞ Words like, milk, gold and wisdom are uncountable nouns. These don't have plural forms and can't be used with a/an.
- ☞ Some nouns like sheep, deer, swine, fish are used both in singular and plural forms.

### **Example-**

- i. A sheep is grazing in the field.
- ii. There are many sheep (not sheeps) in the field.
- iii. The deer was running in the field.
- iv. So many deer were sitting there in the field.

- ☞ **Some nouns appear to be singular but they are considered plural, so we use them with the plural verbs without adding 's' or 'es', we use them as plurals- People, clergy, nobility, cattle, poultry, gentry, police, public, military, infantry, children, cavalry, etc.**

- i. Cattle is grazing in the field. (incorrect)  
Cattle are grazing in the field. (correct)
- iii. The police has arrested the thief. (incorrect)  
The police have arrested the thief. (correct)
- iv. The people of India is poor. (incorrect)  
The people of India are poor. (correct)

**Note :-** People means many persons but peoples means nations.

### **Example-**

There are so many peoples (nations) in Europe.

- ☞ The following nouns are used in singular forms-  
Scenery, furniture, advice, information, luggage, mischief, poetry, machinery, hair, bread, news, alphabet, etc.

### **Example-**

- i. The sceneries of Kashmir are beautiful. (incorrect)  
The scenery of Kashmir is beautiful. (correct)
- ii. Shelley's poetries are very charming. (incorrect)  
Shelley's poetry is very charming. (correct)

However, if we want to use these words in the plural form, we have to use them in the following

ways-

furniture	articles of furniture
advice	pieces of advice
mischief	acts of mischief
information	items of information
bread	loaves of bread
luggage	articles of luggage
scenery	sights of scenery
alphabet	letters of alphabet
poetry	poems
hair	locks of hair

**Example-**

- i. He gave me many advices. (incorrect)  
He gave me many pieces of advice. (correct)
- ii. The old furniture were disposed of. (incorrect)  
The old pieces of furniture were disposed of. (correct)
- iii. He made many mischiefs. (incorrect)  
He did many acts of mischief. (correct) or  
He did many mischievous act. (correct)

☞ **If the collective nouns like - committee, government, jury, class, crowd, assembly, parliament etc. are to denote the group as a whole, we use singular verbs and if these words refer to different units, we use plural verbs.**

**Example-**

- i. The committee were one on this point. (incorrect)  
The committee was one on this point. (correct)
- ii. The jury (a group of judges) was divided on one point. (incorrect)  
The jury were divided on one point. (correct)

☞ **Some nouns appear to be plural but they are used in singular numbers-**

Civics, Economics, Physics, Mathematics, innings, gymnastics, billiards, droughts, mumps, measles, etc.

**Example-**

- i. Billiards are not popular in India. (incorrect)  
Billiards is not popular in India. (correct)
- ii. Measles (a disease) have broken out in the city. (incorrect)  
Measles has broken out in the city. (correct)



☞ **Some nouns are always used in plural-**

Spectacles, earnings, scissors, tongs, alms, riches, trousers, pants, spirits, thanks, tidings, annals, ashes, arrears, valuables, bowels, aborigines, particulars, outskirts, etc.

**Example-**

- i. His earnings is small. (incorrect)  
His earnings are small. (correct)
- ii. Riches has wings. (incorrect)  
Riches have wings. (correct)

☞ **A compound noun generally forms its plural by adding 's' to the principal word-**

Singular	Plural
commander-in-chief	commanders-in-chief
son-in-law	sons-in-law
passer-by	passers-by
looker-on	lookers-on
daughter-in-law	daughters-in-law
man-of-war	men-of-war

**Example-**

- i. His son-in-laws are coming. (incorrect)  
His sons-in-law are coming (correct)

☞ **Some numeral adjectives like - (pair, dozen, hundred, thousand, million, billion, score, etc.) remain singular if they have definite numbers placed before them- e.g. five dozen pens, three hundred rupees, four thousand rupees, two pair of shoes.**

**Example-**

- i. He bought five dozens pens. (incorrect)  
He bought five dozen pens. (correct)
- ii. She spent four thousands rupees. (incorrect)  
She spent four thousand rupees. (correct)

☞ **If the definite numerals are not placed before them, they must be in plural forms- e.g. dozens of pens, hundreds of boys, thousands of books, several pairs of shoes, millions of men, etc.**

☞ **Some Latin words ending with "um" are made plural by removing "um" and adding "a"**  
**For example-**

Agendum - agenda, datum - data, dictum - dicta, erratum - errata, memorandum - memoranda, medium - media, stratum - strata etc.

- ☞ **If a definite numeral adjective and a noun are added together with hyphen (-) to make a compound word, it always remains singular.**

**Example-**

- I. I have a ten rupees note. (incorrect)  
I've a ten-rupee note. (correct)
- ii. She got two five-rupees notes. (incorrect)  
She got two five-rupee notes. (correct)
- iii. He saw a fifty-years old man. (incorrect)  
He saw a fifty-year old man. (correct)

- ☞ **Apostrophe ('s) can be used with animate nouns in persons and animals and not with lifeless things-**

**Example-** Ram's house, Mohan's book etc. We don't use like the house's doors, the book's cover and the tree's leaves, etc. Instead, we can say, the doors of the house, the cover of the book and the leaves of the tree, etc.

- The plural nouns ending with "(s)" or "es" have only apostrophe (')

**Example-** Boys' school, Girls' hostel, ladies' ward but the plural nouns not ending with 's' or 'es', must have ('s) e.g. women's hostel, children's toy, men's wear, etc.

- Don't use double apostrophe ('s)

**Example -**

Incorrect - I met Raman's Father's sister.

correct - I met the sister of Raman's father.

- ☞ **If some nouns make sense of time, distance, place and weight, we can use apostrophe ('s) with them.**

**Example-**

One day's leave, a week's holiday, a stone's throw, razor's edge, Nature's law, fortune's favourite, etc.

## **The Correct Usage of Pronouns**

**Correct and justify the following sentences-**

- i. The two boys are beating one another.
- ii. You, he and I tried my very best.

iii. It is I who has done the task.

iv. We enjoyed yesterday.

All the four sentences above have errors in the underlined parts, let us discuss-

☞ The first sentence has an error in the underlined part one another.

As a rule "one another" is used when more than two persons or things are concerned and 'each other' is used when only two persons or things are concerned.

Hence-

"The two boys are beating each other." (correct)

☞ In the second sentence, there is an error in the part "my"

As a rule, if all the three personal pronouns (2<sup>nd</sup>+3<sup>rd</sup>+1<sup>st</sup>) come together and we need to put a possessive pronoun for all the three, it will be the first person plural (we).

Hence-

You, he and I tried our very best. (correct)

☞ It is to be noted that according to the position of pronouns, we use second person+third person+first person (2+3+1).

I, you and she work together. (incorrect)

You, she and I work together. (correct)

☞ In the third sentence, there is an error in the underlined part has.

It is to be noticed that 'has' comes after "who" and 'who' is a relative pronoun. Generally, the verb after relative pronoun must be in accordance with the previous word.

So, the correct sentence will be- 'It is I who have done the task.'

**Note :-** It is noteworthy that relative pronouns (who, which, why, when, who, whom, what, that, as) function as connectives and form a clause but we must try to put the words that the relative pronouns qualify, as near to them as possible.

**Example-**

i. I have read Shakespeare's plays who is a great playwright. (incorrect)

I have read the plays of Shakespeare who is a great playwright. (correct)

ii. She reads the poems of Wordsworth which are heart-rending. (incorrect)

She reads Wordsworth's poems which are heart-rending. (correct)

☞ when there is a superlative degree or the words like- much, little, all, everything, nothing, one, none, nobody, etc. we use 'that' in place of who, which, 'whom'.

**Example-**

i. All which glitters is not gold. (incorrect)

All that glitters is not gold. (correct)

ii. This is the best which I can do for you. (incorrect)

This is the best that I can do for you. (correct)

☞ We use 'as' after such and same in place of 'who' and 'which'

**Example-**

i. Raman is such a boy who can never tell a lie. (incorrect)

Raman is such a boy as can never tell a lie. (correct)

ii. This is the same book which she gifted. (incorrect)

This is the same book as she gifted. (correct)

In the sentences above, there is a similarity, if there is a complete identity of the object, we use 'that' in place of 'as'.

**Example-**

This is the same book that she gifted. (correct)

(one and the same book)

In the fourth sentence, there is an error in the verb enjoy.

Generally, if some transitive verbs don't have objects with them, the reflexive pronouns must be used with them. These verbs are- enjoy, avail, resign, drink, betake, plum, absent, pride, acquit, revenge, apply, exert.

So the fourth sentence should be "We enjoyed ourselves yesterday". (correct)

**More examples-**

I. I must avail of this opportunity. (incorrect)

I must avail myself of this opportunity. (correct)

ii. She prides on her curly hair. (incorrect)

She prides herself on her curly hair. (correct)

☞ Self pronoun as an emphatic pronoun is used to emphasize the doer and should be carefully placed in the sentence.

**Example-**

i. She cooked herself for the guest. (incorrect)

She herself cooked for the guest. (correct)

'Either of' and 'neither of' are used for two persons or things but 'one of' and 'none of' are used for more than two.

**Example-**

I. Either of the five teachers will turn up. (incorrect)

One of the five teachers will turn up. (correct)

ii. Neither of the eleven players served the purpose. (incorrect)

None of the eleven players served the purpose. (correct)

☞ 'One' is a singular indefinite pronoun and is to be used with 'one's' or 'oneself'.

**Example-**

- i. One must do his duty. (incorrect)  
One must do one's duty. (correct)
- ii. One should not love himself only but others also. (incorrect)  
One should not love oneself only but others also. (correct)

☞ After 'let' and 'prepositions' the pronoun is in objective case.

**Example-**

- i. Let she and I do it. (incorrect)  
Let her and me do it. (correct)
- ii. It is between she and I. (incorrect)  
It is between her and me. (correct)

## **The Correct Usage of Adjectives**

**Read the following sentences and spot out the errors if any-**

- 1. Many a soldier have attended the parade.
- 2. He has little money to help you.
- 3. Neither books are helpful.
- 4. Tell me if you have some doubt.
- 5. She is beautifuller than her sister.

In all of the above five sentences above, the underlined parts hint at errors, let us study one by one and find out-

☞ Many/a good many/a great many always take plural verbs but 'many a/'an' take singular verbs.

**Example-**

- i. Many a soldier have attended the parade. (incorrect)  
Many a soldier has attended the parade. (correct)
- ii. Many an hours have passed away. (incorrect)  
Many an hour has passed away. (correct)
- iii. A great many/a good many flowers was offered to the leader. (incorrect)  
A great many/a good many flowers were offered to the leader. (correct)

☞ Little means nothing or almost zero.

A little means not much.

The little means - all that is.

**Example-**

- i. He has little money to help you. (incorrect)  
He has a little money to help you. (correct)
- ii. He lost a little money he had. (incorrect)  
He lost the little money he had. (correct)

☞ Little shows 'quantity' and few shows 'number'.

few = almost zero number

a few = not many

the few = all that are

**Example-**

- I. Few books are very useful. (incorrect)  
A few books are very useful. (correct)
- ii. He has read a few books he had. (incorrect)  
He has read the few books he had. (correct)

☞ In the third sentence, 'Neither books are helpful.', there is an error of adjective+number. As a rule, adjectives like, "each, every, either and neither" are always used with singular nouns and verbs. So the correct sentence is - "Neither book is helpful."

**More examples-**

- i. Every boys have their own mobile sets. (incorrect)  
Every boy has his own mobile set. (correct)

**Note :-** If a plural numeral adjective comes with every, we use plural noun, not singular.  
(every + plural number + plural noun)

- i. She takes medicine every two hour. (incorrect)  
She takes medicine every two hours. (correct)
- ii. I visit a temple every five day. (incorrect)  
I visit a temple every five days. (correct)

☞ In the fourth sentence, 'Tell me if you have some doubts', there is an error in the part some. As a rule, adjective "some" is used in affirmative sentences and "any" is used in negative/interrogative sentences and with the words like hardly/scarcely/barely etc.

**Example-**

- i. There are scarcely some good books here. (incorrect)  
There are scarcely any good books here. (correct)
- ii. Have you some money on you? (incorrect)  
Have you any money on you ? (correct)

- ☞ In the fifth sentence, 'She is beautifuller than her sister'. there is an error in the word "beautifuller".

Most of the adjectives ending with ful, ious, ous, ing, ied, ed, able, ent and past participle forms have 'more' in 'comparative' and most in the 'superlative' degree.

So the correct sentence will be- "She is more beautiful than her sister."

- ☞ John is more brave than prudent. (correct)

This sentence is correct because if the two qualities of a person or thing are compared, we don't use 'er' and 'est' form of adjective.

**Example-**

This book is cheaper than good. (incorrect)

This book is more cheap than good. (correct)

- ☞ Later, latter, latest, last

Later and latest refer to time but latter and last refer to position.

**Example-**

- i. He is latter than I expected. (incorrect)  
He is later than I expected. (correct)
- ii. This is the last edition of the book. (incorrect)  
This is the latest edition of the book. (correct)

- ☞ Farther, further, nearest and next

Farther and nearest denote distance but further and next refer to position.

**Example-**

- i. Sangam is further than we expected. (incorrect)  
Sangam is farther than we expected. (correct)
- ii. He said nothing farther. (incorrect)  
He said nothing further. (correct)
- iii. Mumbai is the sea port next to Europe. (incorrect)  
Mumbai is the sea port nearest to Europe. (correct)
- iv. He is my nearest door neighbour. (incorrect)  
He is my next door neighbour. (correct)

- ☞ We must not use double comparatives or superlatives.

**Example-**

- i. This is the most fastest train of all. (incorrect)  
This is the fastest train of all. (correct)
- ii. He is more wiser than his brother. (incorrect)

He is wiser than his brother. (correct)

- ☞ Some comparative adjectives ending with 'or' e.g., junior, senior, prior, superior, interior, posterior, etc. are followed by preposition 'to' and not by 'than'.

**Example-**

- i. She is junior than all her colleagues. (incorrect)  
She is junior to all her colleagues. (correct)
- ii. Bheem was superior than his brothers in physical strength. (incorrect)  
Bheem was superior to his brothers in physical strength. (correct)

- ☞ Some adjectives have the nature of superlative in themselves, so we cannot use 'more' or 'most' with them.

(absolute, perfect, unique, entire, complete, extreme, excellent, universal, matchless, chief, round, square, etc.)

**Example-**

This is the most perfect book of all. (incorrect)  
This is a perfect book. (correct)

## **The Correct Usage of Verbs**

**Look at the following sentences-**

1. Curry and rice are my favourite food.
2. You need not to go there.
3. He worked hard so that he may pass
4. Make haste lest, you'll miss the train.
5. He has returned from Delhi yesterday.

- ☞ All the four sentences above are incorrect with an error in the use of the verbs. Let us discuss-

In the first sentence, rice and curry refer to one thing (food), so we must use singular verb; and the correct sentence will be-

- i. Curry and rice is my favourite food. (correct)

**More examples-**

- ii. The cart and horse are ready. (incorrect)  
The cart and horse is ready. (correct)
- iii. Slow and steady win the race. (incorrect)  
Slow and steady wins the race. (correct)



- ☞ In the second sentence there is an error of infinitive because the words like need, dare, make, let, behold, etc. don't take (to+v1), so the correct sentence should be-  
"You need not go there."
- ☞ 'Lest' is followed by 'should' so the fourth sentence will be-  
"Make haste lest you should miss the train."
- ☞ After the following words we use only gerund (ing form) and not infinitive (to+v1).

***Example-***

avoid, consider, enjoy, excuse, feel, finish, mind, miss, can't help, go on, keep on, give up, no use/good, with a view to.

- i. It is no use to cry now. (incorrect)  
It is no use crying now. (correct)
- ii. He came to me with a view to learn something. (incorrect)  
He came to me with a view to learning something. (correct)

- ☞ Participle must be related to a noun or a pronoun, otherwise, there will be an error of unattached participle.

***Example-***

- i. Walking in the garden, a snake bit me. (incorrect)  
(Here, it is not clear as to who is walking, so use a clause.)  
While I was walking in the garden, a snake bit me. (correct)
- ii. While going to school, a dog jumped at Raman. (incorrect)  
While Raman was going to school, a dog jumped at him. (correct)

## **The Correct Usage of Adverbs**

***Look at the following sentences-***

- i. This flower smells sweetly.
- ii. Never I can like such a bad man.
- iii. I am too happy to see you.
- iv. Mohan is very better than you.

All the four sentences above have errors in the underlined parts. These errors are related to adverbs.

***Let us discuss-***

- ☞ As a general rule, some verbs with the nature of quasi-passive that tell the quality of a subject,

take adjectives placed after them. e.g. feed, taste, sound, smell, look, read, let, sell etc.

**Example-**

- I. This flower smells sweetly. (incorrect)

This flower smells sweet. (correct)

☞ As a general rule, if a sentence begins with a negative adverb/conjunction, we put the verb before the subject.

- i. No sooner he had reached the station than the train left. (incorrect)

No sooner had he reached the station than the train left. (correct)

☞ 'Very' is used with positive adjectives and present participle adjectives, 'much' is used with comparative and past participle adjectives.

**Example-**

- i. He was very delighted to see me. (incorrect)

He was much delighted to see me. (correct)

- ii. This novel is very more important than that one. (incorrect)

This novel is much more important than that one. (correct)

☞ But there are exceptions to the rule and 'very' is used with the following past participle adjectives. e.g. (very pleased, very tired, very dejected, very contended)

☞ 'Very much' is used in the affirmative sentence, but in the negative sentence only 'much' is used.

**Example-**

- i. I don't like her very much. (incorrect)

I don't like her much. (correct)

- ii. I am very much interested in scriptures. (correct) (to stress on 'very')

☞ An adverb should be placed properly in the sentence to make the meaning clear and correct.

**Example-**

- i. He only married her for money. (incorrect)

He married her only for money. (correct)

- ii. I advised him to carefully read. (incorrect)

I advised him to read carefully. (correct)

## The Correct Usage of Conjunctions

☞ Scarcely and hardly are always followed by 'when' or 'before', and not by 'than' or 'then'.

### **Example-**

He had hardly/scarcely heard the news than he wept aloud. (incorrect)

He had hardly/scarcely heard the news when he wept aloud. (correct)

☞ Though and although are followed by 'yet' or 'comma'.

### **Example-**

Although he worked hard but he remained poor. (incorrect)

Although he worked hard yet he remained poor. (correct)

Although he worked hard, he remained poor. (correct)

☞ If two subjects are connected by as well as, the verb should be in accordance with the first subject.

### **Example-**

The class teacher *as well as* the students are coming. (incorrect)

The class teacher 'as well as' the students is coming. (correct)

(Here the subject is the class teacher)

☞ 'No other' and 'no sooner' are followed by than-

### **Example-**

i. No other but she could have done it. (incorrect)

No other than she could have done it. (correct)

ii. No sooner had he reached the station when the train left. (incorrect)

No sooner had he reached the station than the train left. (correct)

☞ 'Neither' is followed by 'nor'-

### **Example-**

I have neither written to her or spoken to her. (incorrect)

I have neither written to her nor spoken to her. (correct)

☞ 'Either' is followed by 'or'-

### **Example-**

He is either a fool nor a knave. (incorrect)

He is either a fool or a knave. (correct)

☞ 'That' shows clarity of purpose and 'whether' shows doubt/hesitation-

**Example-**

I want to know that she will turn up or not. (incorrect)

I want to know whether she will turn up or not. (correct)

☞ We use 'because' to show 'cause' or 'reason' but we use so that/in order to express 'purpose' -

**Example-**

We work because we may earn a living. (incorrect)

We work so that we may earn a living. (correct)

## **The Correct Usage of Prepositions**

☞ If there are two verbs which should be followed by different prepositions, both of the prepositions must be put in.

**Example-**

i. I have been thinking and looking for you all day. (incorrect)

I have been thinking about and looking for you all day. (correct)

ii. He was neither ashamed nor sorry for his deeds. (incorrect)

He was neither ashamed of nor sorry for his deeds. (correct)

☞ It is wrong to place any preposition after the following verbs when these verbs are used in the active voice- "order, reach, attack, resist, pick, pervade, request, precede, obey, inform, resemble, assist, violate, combat, benefit, afford, accompany etc."

**Example-**

i. He has ordered for two books. (incorrect)

He has ordered two books. (correct)

ii. She reached in Bombay yesterday. (incorrect)

She reached Bombay yesterday. (correct)

iii. India will not attack on Nepal. (incorrect)

India will not attack Nepal. (correct)

iv. Your face resembles with your sister. (incorrect)

Your face resembles your sister. (correct)

☞ 'Between' is used for two persons/things and 'among' is used for more than two-

i. The two men divided the money among them. (incorrect)

The two men divided the money between them. (correct)

ii. Distribute sweets between the ten boys. (incorrect)

Distribute sweets among the ten boys. (correct)

☞ Care of, care for-

**Example-**

- i. Please take care for your luggage. (incorrect)  
Please take care of your luggage. (correct)
- ii. He does not care of money. (incorrect)  
He does not care for money. (correct)

☞ Generally, we don't use prepositions after "enter" in the meaning of going inside, but we use "into" and "upon" for abstractions/going into ideas-

**Example-**

- i. The students became silent when the teacher entered in the class. (incorrect)  
The students became silent when the teacher entered the class. (correct)
- ii. I don't want to enter a discussion. (incorrect)  
I don't want to enter into a discussion. (correct)

☞ Grateful to person/for a thing.

**Example-**

- i. I am grateful for you. (incorrect)  
I am grateful to you. (correct)
- ii. I am grateful to your help. (incorrect)  
I am grateful for your help. (correct)

☞ Beside and besides-

"Beside" means by the side of and "besides" means in addition to-

**Example-**

- i. She came and sat besides me. (incorrect)  
She came and sat beside me. (correct)
- ii. Beside teaching, a teacher also inspires. (incorrect)  
Besides teaching, a teacher also inspires. (correct)

**Note :-** For a detailed study see chapter 'The Preposition' on page no. (57).

**Correct the following sentences-**

- I. He asked me that why the had gone there.
- ii. Unless you do not work hard, you do not pass.
- iii. My friend came after I left.
- iv. Walk slowly lest you fall.
- v. Neither, he nor his friend were present in the class yesterday.

## Topic 12

### Vocabulary

Language is the medium of our communication in speech and writing, To speak and to write we use a set of words of a particular language.

All the words of a language that somebody knows is called a vocabulary. It includes a vast range of terms.

#### Need of Vocabulary

- **Effective communication** - A rich vocabulary enables you to express yourself more clearly and facilitates better interaction with others.
- **Enhanced Comprehension** - A strong vocabulary improves your ability to understand spoken and written language.
- **Critical thinking** - Having a varied vocabulary allows for more thinking which can enhance analytical and critical thinking skill.

#### How to expand vocabulary

- Read regularly and explore a variety of materials such as books, articles and essays.
- Practice including new words into your writing.
- Discuss some topics with others to learn and use new words.
- Try to understand how words are used in sentences, which helps retain their meanings.
- At secondary level following types of vocabulary is taken into account-
  - ◆ spelling
  - ◆ meaning with reference of uses in words
  - ◆ synonyms
  - ◆ antonyms
  - ◆ homophones
  - ◆ one word substitution
  - ◆ idiom and phrases

### Spelling

- A. Words of more than one syllable ending in a single vowel with a single consonant, double the final consonant if the last syllable is stressed.  
put - putting, control - controlled, permit - permitted
- B. Words ending in 'll' to which the suffix 'ful' is added, the second 'l' is dropped.  
will+ful = willful                      skill+ful = skillful
- C. Words ending in silent 'e' drop the 'e' before a suffix which begins with vowel.

live+ing = living  
move+ed = moved

hope+ing = hoping  
drive+er = driver

- D. Words ending with 'll' to which a suffix is added, the second 'l' is dropped.

all+most = almost                      well+fare = welfare  
full+fil = fulfil

- E. Words ending with 'y' following a consonant change to 'i' before a suffix except 'ing'.

beauty+full = beautiful                      happy+ness = happiness  
rely+able = reliable

- F. If the verb to which 'ing' is added ends in 'e', 'e' is dropped.

rise+ing = rising                      make+ing = making  
write+ing = writing

- G. Verb ending with a consonant following a vowel, doubles the consonant before the suffix 'ing'.

beg+ing = begging                      run+ing = running  
fit+ing = fitting

- H. When 'ie' or 'ei' is pronounced like 'ee', 'i' comes before 'e' except after 'c'.

believe, relieve, achieve, grieve, deceive, receive, conceive

- I. Words ending with 'y' or 'll' do not drop 'y' or 'll' before the suffix 'ing'.

try+ing = trying                      play+ing = playing  
kill+ing = killing                      tell+ing = telling

## Meaning with reference to usage of words

Sometimes words/phrases used in a text change their meaning according to their context. Words often give variation to meanings depending on the context.

### **Example-**

- i. Ratan Tata was a brilliant businessman.
- ii. My daughter's painting is full of brilliant colours.

In the first sentence 'brilliant' means intelligent and in the second sentence it means 'very bright'. This shows that the meaning of the word 'brilliant' changes according to the context.

Let's see some other examples-

S. No.	Word	Example	Contextual Meaning	Dictionary Meaning
1.	poured	Bismillah Khan <u>poured</u> his heart out into Raag Kafi.	dedication	to make a liquid flow steadily out of or into a container
2.	chapter	Einstein's new personal <u>chapter</u> coincided with his rise.	new part of life	one of the part into which a book is divided
3.	drawing	There is a large <u>drawing</u> room with a fireplace in her house.	living room	the art of of making pictures
4.	equipped	Eveleyn Glenie was <u>equipped</u> with iron will.	full of	furnished

## Antonyms

The word antonym refers to the opposite meaning of a word. For example- the antonym of open is close.

It has meaning that completely cancels out the meaning of another word.

**Read the following examples-**

apathetic	-	enthusiastic, passionate
huge	-	miniature, tiny
excitement	-	boredom
tiny	-	enormous
approached	-	departed, left
abundant	-	lacking, meager, scarce
borrow	-	lend
captivity	-	freedom, liberty
conceal	-	reveal
frequent	-	seldom, rare
immense	-	tiny, minute, limited
interior	-	outside, exterior
pick up	-	put down, drop
dress up	-	dress down
check out	-	come back, check in
join	-	split

## Synonyms

A synonym is a word/phrase which means the same or nearly meaning as another word/phrase. It may be called a similar word.

**Read the following example-**

confuse	-	baffle, puzzle, perplex
---------	---	-------------------------



ability	-	skill, capability
funny	-	hilarious, comical, humorous
hardworking	-	industrious, enterprising
however	-	nevertheless, nonetheless
lethargic	-	lazy, indolent, idle
pessimistic	-	fatalistic, hopeless
quarantine	-	separation, seclusion, isolation
break down	-	malfunction
take off	-	remove
figure out	-	understand
get away	-	leave
think over	-	consider
go over	-	check, examine
doze off	-	to sleep
hang out	-	relax
let down	-	disappoint
all in one	-	master, expert
at random	-	by chance
bear with	-	patience, tolerate
bring out	-	publish, to light
turn down	-	reserve, separate
set aside	-	reject
set in	-	start, begin
stand by	-	support

## Homophones

The words, which are similar in sound but different in meaning and spelling, are called homophones. For example- principal (head of the school), principle (ideology).

***Read the following homophones-***

- |        |   |   |
|--------|---|---|
| knight | - | The brave knight protected the fort with all his might. |
| night  | - | The night was deep and dark.                            |
|        |   |   |
| bored  | - | The bored children stopped paying attention.            |
| board  | - | The passengers were asked to board the train.           |
|        |   |   |
| lesson | - | There are 14 lessons in this book.                      |
| lessen | - | To save money, we should lessen our expenses.           |

scene	-	The people quickly disappeared from the scene.
seen	-	We have seen many ups and downs in life.
feet	-	A dog has four feet.
feat	-	Atal tunnel is the feat of engineering.
dual	-	I don't like men with dual personality.
duel	-	They engaged in a duel.
die	-	Everyone must die.
dye	-	He dyed his shirt black.
flee	-	Courageous people never flee from the battle field.
flea	-	A flea gives trouble to the dogs.
hole	-	I saw, there is a hole in the wall.
whole	-	He had done the whole work.

## Homonyms

The words which are similar in spelling but different in meaning are called homonyms. For example- match (an organized game) and match (an exact counter part). Both words are spelt and pronounced in same way but have different meanings.

***Read the following examples-***

can	-	I can speak in English.
can	-	He bought a can of cold drink.
bank	-	Prayagraj is situated on the bank of the Ganga and Yamuna.
bank	-	My father deposits his money in the bank.
fly	-	He likes to fly kite.
fly	-	The buzzing sound of fly irritates me.
right	-	I am sure, he is right
right	-	Take a right turn to reach Civil Lines.
sign	-	A pale face is a sign of illness.
sign	-	I forgot to sign in the attendance register.

watch	-	I like to watch movies.
watch	-	Look at your watch and tell the time.
bear	-	He can't bear the pain.
bear	-	We saw a bear in the national park.

## One Word Substitution

One word substitution means use of a single word to replace a sentence, phrase or clause. For example- Bibliophile (a person who loves books).

***Read the following sentences-***

etymology	-	a study of origin and history of words
fanatic	-	a man who has too much enthusiasm for his own religion
insomnia	-	loss of sleep
juvenile	-	young people who are not yet adult
opaque	-	that cannot be seen through
veteran	-	a person who has long experience
theist	-	one who believes in God
pacifist	-	one who believes in abolition of war
polyglot	-	one who knows many languages
notorious	-	a person with bad reputation
panacea	-	a remedy for all kinds of diseases
insolvent	-	a person unable to pay debts
pedestrian	-	one who goes on foot

## Idioms and Phrases

An idiom is an expression, which has a special meaning. We can say that an idiom is a set of words, which means something different from the individual words of the idiom when they stand alone. For example-

Blow out the candle.

Here, 'blow out' means 'extinguish'. But if we see separately, 'blow' means- 'hit' and 'out' means withdraw which is totally different.

***Read some idioms and phrases-***

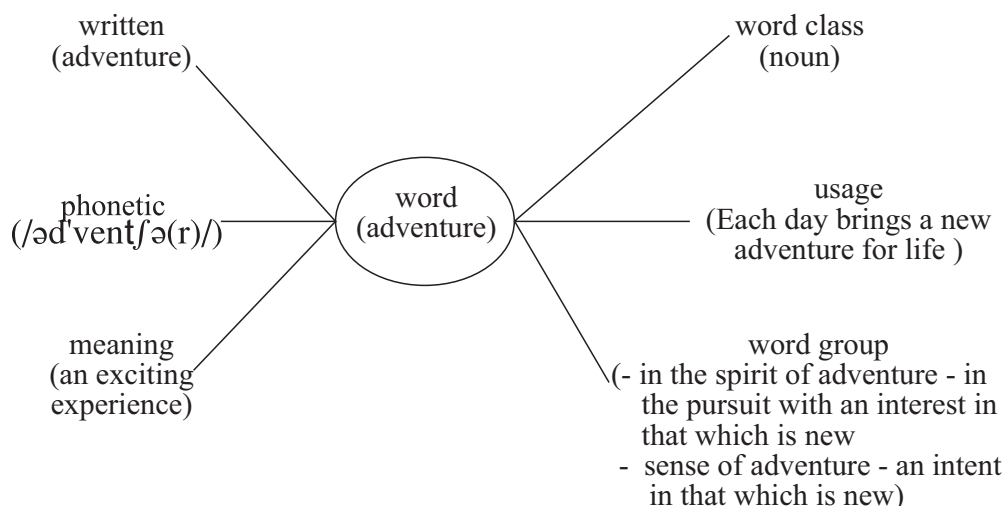
all in all	-	on the whole
break out	-	spread
bring to light	-	to discover
chicken hearted	-	a coward
stand up for	-	to support
fall out	-	quarrel

get off	-	escape
look after	-	take care of
keep back	-	conceal
bag and baggage	-	with all goods
smell a rat	-	suspect something
man of letters	-	famous writer
far and wide	-	everywhere
call off	-	end
over the moon	-	very happy
costs an arm and leg	-	very expensive
piece of cake	-	easy
move up in the world	-	become more successful
hit the book	-	to study
barking up the wrong tree	-	looking in the wrong place
loose one's head	-	panic

### Method to use vocabulary in the class while teaching text

To develop vocabulary intentionally, students should be explicitly taught words. Teacher should elaborate the words according to the following mind map so that they can understand the word properly.

**Example-**



In the diagram above we have taken a word adventure as an example and defined it by its written form, phonetic form, meaning, its category, different examples of this category and the uses of the word with group.

## Topic 13

### Translation

Translation bridges gaps between languages, cultures and people fostering understanding and cooperating at a global scale. It also helps in translating books which are available in different languages. Therefore, translation from Hindi to English and English to Hindi is prescribed in our syllabus to give learners practice in translation.

*Translation means to convert a text from one language to another without changing the original meaning and intent.*

While translating, it is important to keep the following points in mind-

- Read the paragraph carefully.
- Have a good understanding of Grammar syntax.
- Avoid literal translation and translate the passage according to the sense and meaning.
- Use punctuation marks correctly.
- Use simple vocabulary to make the translation comprehensible.

Let us discuss the structure of both the languages which we are going to deal with Hindi and English.

This is important because most of the students are confused while translating Hindi into English or vice versa, and they do so by literally translating every single word in the sentence of one language into the other language.

**The structure of a Hindi sentence and an English sentence differ in several ways as-**

- English follows a subject - verb - object (SVO) structure.

**Example-**

The tiger is a wild animal.  
subject + verb + object

- Hindi follows a subject - object - verb (SOV) structure.

**Example-**

ckk, d t æyht kuoj gA  
subject + object + verb

- Some items are placed differently in English and Hindi - like prepositions are used before noun in English and after noun in Hindi (post-position).

**Example-**

Mandela studied at the University of Fort Hare.

æv kʊs Qkʌz sʃ fo' ofo| ky; eæ /; ; u fd; kA

**Example-**

Don't make a noise.

'kʃ er dʒ kA

Let us see some examples of translation. These examples move from simple to complex by

adding modifier objects and other sentence extensions-

- , d l e; d hckr FkA  
Once upon a time.
- , d j kuhFkA  
There was a queen.
- , d l e; d hckr FkA, d j kuhFkA  
Once upon a time, there was a queen.
- , d l e; d hckr FkA, d cgknj kuhFkA  
Once upon a time there was a brave queen.
- , d l e; d hckr FkA > k hea d cgknj kuhFkA  
Once upon a time, there was a brave queen in Jhansi.

**Now let us address some general difficulties we observe while teaching translation.**

- Difficulties are generally seen in-

### **1. Use of 'there' and 'it' as a dummy subjects in English sentences**

Sometimes, we need to use a 'dummy subject' when there is no subject at the beginning of the sentence to give it a sense of completeness. This is not the case in Hindi. 'It and there' are two introductory or dummy subjects.

**Example-**

- v kt B. MgA  
Today is cold today. (incorrect)  
It is cold today. (correct)
  - v kt j foolj gA  
Today is Sunday today. (incorrect)  
It's Sunday today. (correct)
- 'There' is often employed to indicate the existence of something or to introduce a subject.

- To refer to a point in a conversation.

**Example-**

ApkZd j usd sfy, cgq l hckr agA  
Many things are discussed. (incorrect)  
There are many things to discuss. (correct)

### **2. Using Auxiliary verbs**

In translation, auxiliary verbs play a crucial role in conveying the correct tense, aspect, mood or voice of sentence. Auxiliary verbs are also known as helping verbs.

Let us understand better how these auxiliary verbs work with different tenses-

Tense	Indefinite	Continuous	Perfect	Perfect Continuous
<b>Present</b>	do/does (base verb+s/es or base verb)	is/am/are (ing form)	has/have (III <sup>rd</sup> form of the verb)	has /have been (ing form)
<b>Past</b>	did (II <sup>nd</sup> form of the verb or base verb)	was/were (ing form)	had (III <sup>rd</sup> form of the verb)	had been (ing form)
<b>Future</b>	will/shall (base verb)	will/shall be (ing form)	will/shall have (III <sup>rd</sup> form of the verb)	will/shall have been (ing form)

**Let's discuss some examples-**

- I. **do, does, did, will-** used for showing habitual actions or indefinite works (work may be completed or incompleted) in present, past and future indefinite tenses.

**Example-**

- d f o r k v i u k d e l e ; l s d j r h g s  
Kavita does her work on time. (present tense)
- m u k h s d y c g q v f n k d e f d ; k A  
They did a good job yesterday. (past tense)
- d y f o l k y ; d s H n N k f o k k u i n ' k z h n s k u s t k a A  
All the students of the school will visit science exhibition tomorrow. (future tense)

- ii. **is, am, are, was, were, will/shall be-** used for showing incomplete work or progress in work in present, past and future continuous tenses respectively. It is followed by 'ing' form of the main verb.

**Example-**

- y p k s d f d l k u g s  
Lencho is a farmer. (present tense)
- i z k u e a h t h d y f n Y y h e s f k A  
The Prime Minister was in Delhi yesterday. (past tense)
- c k k e s Q y w f l k y j g s g s  
Flowers are blooming in the garden. (present continuous tense)
- i n ' k z d k j h d y / k j u k n s j g s f k A  
The protesters were holding a sit-in yesterday. (past continuous tense)
- Q g f k e y k i g p j g h g k a h A  
She will be arriving Shimla. (future continuous tense)

- iii. **has, have, had, will/shall have-** Used for showing completion of work in present, past and future perfect tenses respectively and followed by the third form of the verb.

**Example-**

- e s f d r k d s y x H k l H n v / ; k i < f y , g s  
He has finished his work. (present perfect tense)

I have read almost all the chapters of the book. (present perfect tense)

- The train had departed before I reached the station. (past perfect tense)

The train had departed before I reached the station. (past perfect tense)

- Your friend will have cut the cake before you reach. (future perfect tense)

Your friend will have cut the cake before you reach. (future perfect tense)

iv. **has/have/had been and will/shall have been-** used for showing incompleteness of work that starts in the past but still continues in present, past and future continuous tenses respectively.

- 'ing' form is used.
- 'for' is used for uncertain time (for a moment, for two days) and 'since' is used for a certain time. (since 2' O clock, since 2025)

#### Example-

- I. It is raining for two days. (present perfect continuous tense)

It is raining for two days. (present perfect continuous tense)

- ii. He had been studying in Allahabad University for two years. (past perfect continuous tense)

He had been studying in Allahabad University for two years. (past perfect continuous tense)

- iii. He will have been working on his project since 1998. (future perfect continuous tense)

He will have been working on his project since 1998. (future perfect continuous tense)

- Some verbs which are used as linking verbs need to be explained here as they are used differently.

- i. **Appear** can be used as a linking verb when it means 'seem'.

Rakhi appears very happy.

Rakhi appears very happy.

- ii. **Taste, feel and smell** are sensory verbs that can be used as linking verbs.

You feel happy.

You feel happy.

- iii. **Be, Become and seem** are always used as linking verbs.

Raj has become a good doctor.

Raj has become a good doctor.

He seems very intelligent.

He seems very intelligent.

### 3. Use of Modal Auxiliaries

While translating from Hindi to English, the use of modal auxiliaries like 'can', 'could', 'may', 'might', 'should', 'must', 'would', 'ought to', 'use to', 'dare' and 'need' are used to express mood of a main verb.



### Example-

1. **Can** (ability or permission)  
vek Mk; g dj l dr hgA  
Amanda can do this.
2. **Could** (past ability or polite requests)  
bZoj u dy ; gkvkl dr kFkA  
Ishwaran could have come here yesterday.
3. **May** (permission or possibility)  
D, keS kl dr kgw  
May I go?
4. **Might** (possibility/uncertainty)  
fxZw 'k n vkt Ld yw ugha k A  
Griffin might not come to the school today.
5. **Should** (advice or recommendation)  
fvhdksMwj d s k t kukpkfg; A  
Tricki should go to the doctor.
6. **Must** (necessity or strong obligation)  
epk d ksM okj hdj uhpkg; A  
Murad should do horse riding.
7. **Would** (polite requests hypothetical situation)  
vxj eS fjk ht xg gkskr kes g dj r kA  
If I were in your place, I would do this.
8. **Ought to** (duty or obligation)  
odhy dks PpkZcr kuhpkfg; A  
The lawyer ought to tell the truth.
9. **Need** (necessity, obligation or requirement)  
r fgs j hkd hfpakdj usd ht : j r ughA  
You need not worry about the exam.
10. **Dare** (courage, bravery)  
Dare they go into the haunted house?

**Note :-** Dare and need can be used as main verbs or semi modal verbs.

### v. Use of *has to/have to*

If a task means 'must do'; 'have to' or 'has to' is used according to the subject. But if the work is done in past tense, we will use 'had to'.

Here are some examples-

- m sj k nl ct s d vi usek k&fi r kd kd kyWdj ukghgA  
She has to call her parents by 10 O'clock pm.

- geʃo| ky; | e; | s | gʊkɡʌ  
We have to reach the school on time.
- m | s | k | k | d | ky | d | s | k | . kt | Ynht | kuki | M | A  
She had to leave early because of an emergency.

#### vi. Use of *is to/am to/are to*

These are used to express an action that will happen in the future, or to indicate an imposed action or instruction. Here's how they can be used in translating-

**Am to** - For the first person singular expressing obligation, plan or expectation.

- e | q | s | kt | n | k | s | gj | Dy | k | b | / | s | fey | uk | g | ʌ  
I am to meet the client this afternoon.

**Is to** - For singular subjects or 'you', expressing obligation, plan, or expectation.

- e | s | d | d | k | s | k | d | ht | x | g | l | E | s | y | u | e | s | k | k | y | s | k | g | ʌ  
Max is to attend the conference in Bruno's place.

**Are to** - For plural subjects or 'you', expressing obligation, plan, or expectation.

- m | l | g | d | y | rd | vl | k | u | e | s | / | i | j | k | d | j | uk | g | ʌ  
They are to finish the assignment by tomorrow.

#### vii. Use of *Imperative Sentences*

Imperative sentences are used to give command, to make a request or to give order or instruction. They often begin with the main verb of the sentence. (the subject 'you' is hidden)

- n | j | o | kt | k | c | a | dj | n | k | A Shut the door.
- d | i | ; | k | e | s | h | e | nn | dj | k | A Please help me.
- ' | k | s | er | dj | k | A Don't make a noise.

**Note:** 'Let' is used to give suggestions or to propose an action. Sometimes it can also be used to express permission.

#### **Example-**

- e | q | s | k | d | k | e | dj | u | s | n | k | A Let me do my work.
- v | k | k | s | / | s | y | x | k | A Let us plant the trees.
- p | y | k | i | k | d | z | e | s | k | y | u | s | p | y | A Let us go to the park to play.

#### viii. Use of *Exclamatory or Optative Sentences*

Exclamatory sentences are used to express strong feelings or emotions or surprise. To show strong feelings, interjection words as hurrah!, alas!, aha!, etc. are used. Exclamation mark (!) is used after interjection words or at the end of the sentence.

- g | p | k | e | s | / | n | s | u | e | j | k | s | i | k | g | k | s | ; | k | A Hurrah! I have passed with good marks.

- ii. v kŋ! e s v s N k A n h A Oh! I missed the train.
- iii. ' k c k k r e u s c g q v P N k d k e f d ; k A Bravo! You have done well.
- iv. f d r u k v P N k n ' ; g S What a beautiful scene it is!
- v. f d r u h e t a k j f d r k c g S How interesting this book is!

Optative sentences are used to express a wish or pray. Optative sentences generally start with modal verb 'may'.

- i. H k o k u r e g j k H y k d j s May God bless you!
- ii. r e g a n h k v k q k r g k S May you live long!

### viii. Use of Conditional Sentences

Conditional sentences play an important role in translation because they express relationships between conditions and consequences, often requiring careful attention to both the meaning and grammatical structure in the target language.

There are three conditions which arise while dealing with a situation- (1) Probable or first condition (2) Improbable second condition (3) Condition in past or third condition

1. Probable sentences express situations that are possible or likely to occur in the future depending on a condition.

#### Example-

v x j r e q v P N s v a y k v k s r k r e g b u k e f e y s k A

If you get good marks, you will get a reward.

Condition - You get good marks.

Result - You will get a reward.

2. Improbable or second condition - It refers to situations that are unlikely or impossible, but still imagined.

#### Example-

v x j V k s j k s v g k s k r k s o g n f u ; k d k s c p k r k A

If Toto were a robot, he would save the world.

Condition - If Toto were a robot.

Result - He would save the world.

3. These conditional sentences are used to talk about hypothetical situations in the past that did not happen. It expresses regret, missed opportunities or alternative possibilities in the past.

#### Example-

v x j g e i g y s f u d y r s k s e k j h v s u u g h A N r h A

If we had left earlier, we would not have missed our train.

- Some commonly occurring situations which are to be kept in mind while translating from Hindi to English.

#### About to -

ge I kashhoky sKsf d d v fr fFkv kx; A

We were about to sleep when a few guests arrived.

**Note:-** 'About to' indicates something that will happen very soon.

#### viii. Use of Infinitive, Gerund and Participle

I p cky ukgek kd r Ø gA

To speak the truth is our duty. (infinitive)

**Note:-** The infinitive either functions as a noun or a verb depending on its use.

r suk v FNk Ø k le gA

Swimming is a good exercise. (gerund)

**Note:-** Gerund is used as noun, It is formed by adding - ing to verb.

lys ØSkd h[ kcj I qdj eSsv i uhfv fuj Lr dj nhA

Hearing the news of the plane crash, I cancelled my trip.

#### ix. Use of Causative Verbs - make and have/get

cPkd kfcBkv kA

Make the children sit.

vi ust vkd hej Eer dj okv kA

Have (get) your shoes mended.

#### x. Use of Passive Voice in sentences-

##### Present/Past/Future Indefinite Tense

i. Nk=kad ki fr fnu x f. kr lk=kbt kr hgA

Students are taught Maths daily.

ii. dy eljkd km dhxyr hdsy, ?kj i j M/kx; kFkA

Yesterday, Meera was scolded for her mistake.

iii. vxy so "kZjsnkt hd ki NR j olat Ufnol eu k kt k xkA

Next year my dadaji's seventyfifth birthday will be celebrated.

##### Present/Past Continuous Tense

i. ?kMkd k[ kukf[ ky k kt kj gkgA

The horses are being fed.

ii. fi Ny so "kZ5 t wd ksq sv Li r ky e h hZj k kt kj gkFkA

Last year I was being admitted in a hospital on 25<sup>th</sup> June.

##### Present/Past/Future Perfect Tense

- i. ~~I HhVkfQ;+k cPkeacj kj ckV nhxbZgA~~  
All the toffees have been distributed among the children equally.
- ii. ~~ejs hi a/a 'ke r d i jngkspq hFkA~~  
My painting had been completed by the evening.
- iii. ~~ejs?j d kfuelZkvxy so"kr d i jkglst k xkA~~  
My house will have been constructed by next year. Or  
The construction of my house will have been completed by next year.

**Note:** There are some rules for making sentences in passive voice. Read the topic **Transformation from active voice to passive voice** at pg. no. (96) where rules for passive voice have been given in detail.

- Here are some important contemporary sentences in Hindi along with their English translations, which are useful for students.
1. ~~eq sol vI kues d hMMy kou ; kn ughgA~~  
I don't remember the deadline for this assignment.
  2. ~~D kvki usvi uhv kMy kou Dy kl vVAd h~~  
Did you attend your online class?
  3. ~~ejs k LeVZka ughgA~~  
I don't have a smartphone.
  4. ~~D kvki eq sol fo"k i j , d ohM ksfy d Hs I dr sgA~~  
Can you send me a video link on this topic?
  5. ~~D kj lgu usvi ukl ksky ehM kv d mV ps fd ; kgS~~  
Has Rohan checked his social media account.
  6. ~~Nk= 'kQld Hk. ki j t k aA~~  
The students will go on an educational trip.
  7. ~~nAud t hou ea -v kbZd kegRo c<#kt kj gkgA~~  
AI (Artificial Intelligence) is taking an important lead in daily life.
  8. ~~LdyweaubZr duhd d kblR sky cgq c<j gkgA~~  
The use of new technology in schools is increasing a lot.
  9. ~~i ; kZj . kd hj {kd sfy ; sgesy kLVd d kblR sky de dj ukpkfg; A~~  
To protect the environment, we should reduce the use of plastic.
  10. ~~Nk=kad kvi uhekufi d v kS' k j hfj d l gr d k/; ku j [ kukpkfg; A~~  
The students should take care of their mental and physical health.

**Translate the following into English-**

COVID-19, d o'od eglej hgSt k2019dsva ea kq goA; g ok jI eq; : i l s'ol u  
i zky hd ki zikfor djrkgsV kI ofer OfDr ds adZ sQsrkgA

COVID-19 d sy {k kaeacqkj [ka h] l k y ssead fBukZv k\$ 'kjh eannZ' kfe y gA bl  
eglej hdsnkSk u l j d j kausy kMMmu ] l ksky fMLV a] ekLd i guusv k\$ gkFk /kust Ss  
mi k kad sy kxvd; kA bl d kmmas; ok jI dsiz k j d ksfu; a-r djukv k\$ y k ad hl j k k  
l quf pr djukFkA

**Translation**

Covid-19 is a pandemic that began at the end of 2019. This virus primarily affects the respiratory system and spreads through contact with an infected person. The symptoms include fever, cough, difficulty in breathing and body aches. During this pandemic the government imposed lockdown, social distancing, wearing masks and hand washing. The goal was to control the spread of the virus and ensure the safety of people.

## Topic 14

### Unseen Passage

**Read the following passage carefully and answer the questions given below:**

Vitamins were discovered by Lunin in 1881. They may be defined as organic substances which are essential for the growth of the body; they are required in small amounts. If a man does not take food containing vitamins, he can suffer from various diseases. So far, about twenty vitamins have been discovered. They have been named as A, B, C, D, E, K, P, etc. Each of them performs a definite function.

The most important vitamins are A, B and C. Vitamin A is present in cod liver oil, milk, butter, eggs and green vegetables. It is very necessary for the growth of the body and for the protection of the skin and other delicate parts of the body. It checks infection and keeps the eyes healthy. Vitamin B is found mainly in cereals, yeast, green vegetables and eggs. Its shortage leads to a disease called bere-beri. Vitamin C is present in large amounts in oranges, lemons and fresh fruits. Its deficiency causes diseases like scurvy. Milk is also a good source of vitamins.

**1. Which vitamin is responsible for dermatitis?**

- a. Vitamin 'K'
- b. Vitamin 'B'
- c. Vitamin 'C'
- d. Vitamin 'A'

**2. Deficiency of vitamin 'B' causes-**

- a. Beriberi
- b. Infections
- c. Scurvy
- d. All of them

**3. The fruits that contain large amount of Vitamin 'C' are -**

- a. Oranges, Apple, Lemon
- b. Guava, Apple, Grapes
- c. Oranges, Lemons, Fresh fruits
- d. Banana, Apple, Pineapple

**Answers:** 1. (d) 2. (a) 3. c

### Points to remember

The teacher will guide the students to follow some important points so that the students can comprehend the text better and answer the question correctly.

- read the passage carefully to know a basic idea of comprehension.
- underline the important words or lines that make out the theme or general idea of the passage.
- comprehend the meaning of the text line to line.
- read the questions carefully and answer briefly.
- answer in complete sentence.
- answer to the questions according to their nature - either they are inferential or factual.

***Read the following passages and answer the questions that follow:***

It is better to give hope, strength and courage than money. The best help is not to wear the burdens of others for them but to inspire them, with courage and energy to bear their burdens for themselves, and meet the difficulties of life with bravery. To help others is no easy matter, but requires a clear head, a wise judgment as well as a warm heart. We must be careful not to undermine independence to relieve distress. It is important, therefore, as far as possible, not so much as to give a man bread, as to put him in the way of earning it. We must try to help our neighbours as much as we can, but every man must stand on his own feet.

**Questions:**

- |   |   |
|---|---|
| a. What is the best help to a person?     | 3 |
| b. Who should stand on his own feet?      | 3 |
| c. Give a suitable title to the passage.  | 3 |
| d. Explain the underlined portion.        | 3 |
| e. What does the word 'warm heart' mean?  | 1 |
| f. Give a synonym of the word 'distress'. | 1 |
| g. Give a antonym of the word 'undermine' | 1 |



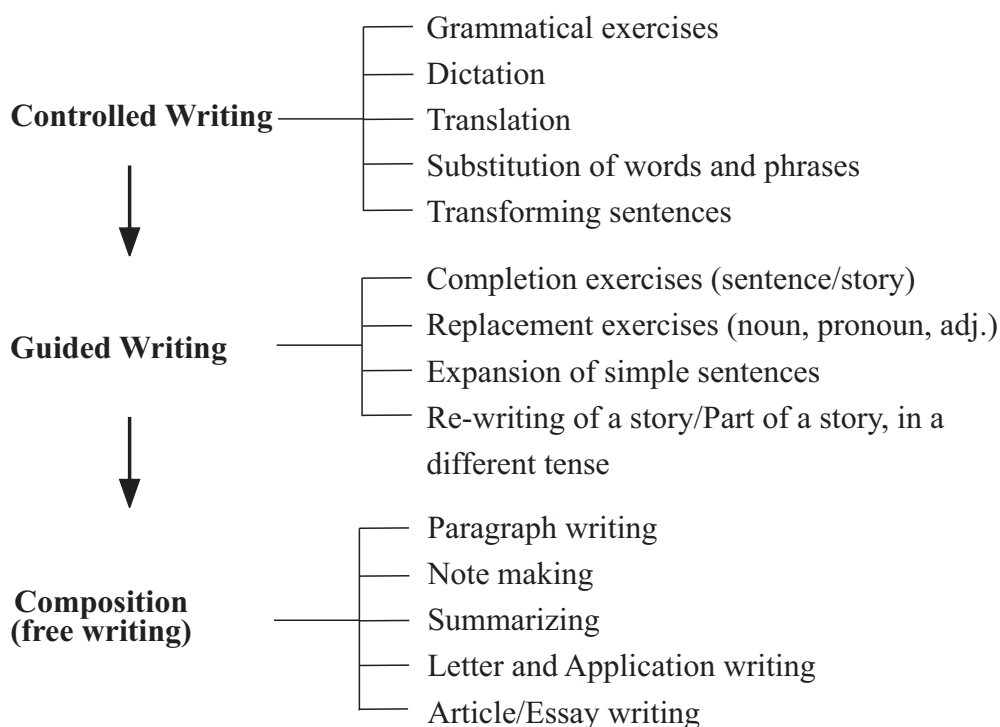
## Teaching of Composition

*Writing practice, in its most highly developed form refers to the expression of ideas in a consecutive way which requires the utilization of a special vocabulary and certain refinements of structure. This we shall call Composition. (Wilga M. Rivers)* Composition means expressing or communicating one's ideas, thoughts, feelings, emotions, views clearly, accurately and precisely in oral or written form through well framed/composed sentences.

### Objectives of Teaching Composition are-

- to develop all the four skills of language - LSRW.
- to present one's ideas, thoughts, views logically, briefly, effectively in a reasonable order.
- correct usage of words/spellings, punctuation marks.
- to frame grammatically correct and meaningful sentences.
- organization of matter i.e, sequencing of sentences and paragraph.

### Development of Composition Writing Skills



### Composition can be divided into two categories-

1. Oral Composition
2. Written Composition

## 1.Oral Composition

Oral composition lays the foundation of written composition. Ample practice of words, sentence patterns, phrases will be helpful in developing oral composition. This can be developed with the help of the following activities too-

- conversation on a particular topic.
- summarizing a story.
- looking at a picture and developing the story.
- speaking a few sentences upon a given topic.
- describing a person, place or incident
- having a debate/discussion on the topic given in NCERT textbook under the section speaking (Beehive page no. 14)

**Example-**

### **Beehive Page no. 14 - Speaking**

In groups of four discuss the following topic.

"The schools of the Future Will Have No Books and No Teachers!"

Your group can decide to speak *for* or *against* the motion. After this, each group will select a speaker to present its views to the entire class.

You may find the following phrases useful to present your argument in the debate.

- In my opinion ...
- I/we fail to understand why ...
- I wholeheartedly support/oppose the view that ...
- At the outset let me say ...
- I'd/we'd like to raise the issue of/argue against ...
- I should like to draw attention to ...
- My/our worthy opponent has submitted that ...
- On the contrary ...
- I firmly reject ...

## 2.Written Composition

### **Controlled Writing**

At this stage the students attempt to write what they have learnt orally and read textbooks, the learning situation must be continually structured so that the students write correctly. The students will be asked to write down the sentences they have memorized and taken as dictation. It may be based on the lessons of the textbook.

**Example-**

### **Page 26, First Flight; Writing**

### **Looking at Contrasts**

Nelson Mandela's writing is marked by balance: many sentences have two parts in balance. Use the following phrases to complete the sentences given below.

- |                                    |   |
|------------------------------------|---|
| i. they can be taught to love.     | iv. but he who conquers that fear.      |
| ii. I was born free.               | v. to create such heights of character. |
| iii. but he that triumphs over it. |   |

1. It requires such depths of oppression \_\_\_\_\_
2. Courage was not the absence of fear \_\_\_\_\_
3. The brave man is not he who does not feel afraid \_\_\_\_\_
4. If people can learn to hate \_\_\_\_\_
5. I was not born with a hunger to be free. \_\_\_\_\_

## Guided Writing

Writing at this stage is still under supervision. The students will be given some freedom in the selection of words and structural pattern for their written exercises, but within a frame work. The framework will now come from stories and articles they have been reading. They will begin with clues that they have already read or heard. As students' control of writing techniques increases, they will be ready to move to the stage of free composition. This can be developed with the help of the following activities-

- rewrite a story or part of a story from a different angle or a different tense.
- the setting of the main character or dialogue may be changed to require certain changes in the description.
- the skeleton of the story or dialogue may be supplied.

### *Example-*

#### **First Flight; page no. 9**

**Join the sentence given below using who, whom, whose, which, as suggested**

1. I often go to Mumbai. Mumbai is the commercial capital of India. (which)
2. My mother is going to host a TV show on cooking. She cooks very well. (who)
3. These sportspersons are going to meet the President. Their performance has been excellent. (whose)
4. Lencho prayed to God. His eyes see into our minds. (whose)
5. This man cheated me. I trusted him. (whom)

## Composition (free writing)

This stage involves individual selection of vocabulary and structure for the expression of personal thoughts, ideas and views. Writing in simple, lucid language, which is well within

command is required. The students will be trying to express themselves more concisely, descriptively and less casually. This will help their precise understanding of words and control over structure. The students will be asked to describe, narrate and explain or to summarize.

At this stage, students will be able to write different kinds of writings as paragraph, note making, summarizing, letter writing, essay writing etc.

### ***Example-***

Anger Management: As adults, one important thing to learn is how to manage our temper. Some of us tend to get angry quickly, while others remain calm.

Can you think of three ill effects that result from anger? Note them down. Suggest ways to avoid losing your temper in such situations. Are there any benefits from anger? (*First Flight page no. 137 - Speaking and Writing*)

## **Anger Management**

Anger is a natural human emotion that can arise from various situations. Unmanaged anger can lead to harmful consequences, affecting not only ourselves but also those around us. Effective anger management is important for maintaining healthy relationships and leading a peaceful life.

### **III Effects of Anger**

Anger can affect not only our mental and emotional well-being but also our physical health, relationships, and overall quality of life. Several techniques can help manage anger effectively:

1. **Deep Breathing Exercises:** Deep breathing can calm the mind and body, reducing the intensity of anger.
2. **Physical Activity:** Engaging in physical activity, such as walking or jogging, can help release tension and reduce anger. Exercise can also improve mood and reduce stress.
3. **Meditation:** This technique can help in reducing anger by increasing self-awareness and promoting relaxation.

## **Paragraph Writing**

A paragraph is a number of sentences grouped together related to one topic/idea in a single paragraph. The sentences in a paragraph should be arranged in correct order.

*A paragraph can be written by following the three types of sentences-*

- I. Introductory sentence** - It states the main idea of the topic for the paragraph.
- ii. Main body** - It develops the idea with a few sentences arranged accordingly.
- iii. Concluding sentence** - It sums up the whole paragraph and concludes it.

### **Example-**

## **The impact of social media on our lives**

Social media has changed the way we communicate, interact, and share our experiences. Social

media platforms have made it easier to connect with people from all over the world, global communities and networks. They have also provided a powerful tool for self-expression, allowing us to share our thoughts, feelings, and creativity with others. Excessive social media use has also increased stress, anxiety, and depression, as well as decreased attention span and face-to-face communication skills. Therefore, it is essential to maintain a healthy balance between our online and offline lives, using social media responsibly and mindfully to maximize its benefits while minimizing its negative impacts.

## **Note Making**

Note making helps us to draw the main points of the material we read as it is difficult to remember large chunks of information. Note-making is the process of recording and organizing information in a concise and structured manner, typically for future reference or study. It involves capturing the essential ideas, concepts, and details from a text.

### **Benefits of Note Making**

1. improves retention
2. enhances understanding
3. saves time
4. develops critical thinking

### **Important points to remember for Note Making**

- Note should be short and in simple English.
- Note should be written only in phrases not in complete sentences.
- Information is logically divided or sub divided by the use of figures or letters.
- Articles, prepositions and conjunctions should be ignored.
- Notes should be meaningful.

### **Important Steps for Note Making**

- Study the given passage carefully.
- Underline important information.
- Read the passage again and ask some questions to yourself, ponder over it and answer them.
- With the help of the answers, point out the main idea in the passage and write them.
- Now go over the facts and number them.
- Finally go over the facts and number them again.

## **Summarizing**

Summarizing follows note making. The purpose of note making is usually for one's own

personal reference. If the main points are to be reported we present a summary. It is not as severely shortened as note making.

Summarizing is the selection of all important information of the original source. This is done by analyzing the paragraphs/passage.

The process of summarizing would involve the steps followed in note making-

1. underlining important ideas, writing them down.
2. avoiding examples, explanations, repetition.
3. the underlined important ideas will be expanded into full sentences.
4. the suitable connectors should be used to link the sentences.
5. summarizing will contain all the main ideas of the original.

**Example-**

***First Flight, Class 10, lesson 7 - Madam Rides the Bus, page no. 94***

Madam Rides the Bus is the story of an eight year old girl's first bus journey into the world outside her village. The girl, named Valliammai had no other past time than standing at the door way of her house and watching the street. The bus used to travel between her village and the nearest town every hour. She too wanted to ride the bus. She had also heard about conversations from the neighbours who regularly used the bus and hence she had gathered small details about the bus journey. She planned the time and money to be used for the ticket many times.

One fine day in the afternoon she decided to ride the bus. She confidently stopped the bus and asked the conductor that she had to go to the town. Valli, avoiding everyone's eye sat quickly on an empty seat. Valli experienced everything on the way, the canal, palm trees, grassland, distant mountains and the blue sky and on the other side acres and acres of green field. Valli at times was also annoyed by the remarks of the passengers and conductor as they asked her not to stand on the seat.

Valli now started collecting money and planning to go to the bus journey again. She managed this everyday after lunch when her mother would nap from about one to four. Valli used to enjoy the ride as multiple things came her way. One day she saw a dead cow struck by some fast moving vehicle. As the bus moved on, the memory of the dead cow frightened her, losing enthusiasm in her journey any more, she bade the conductor good bye and reached home.

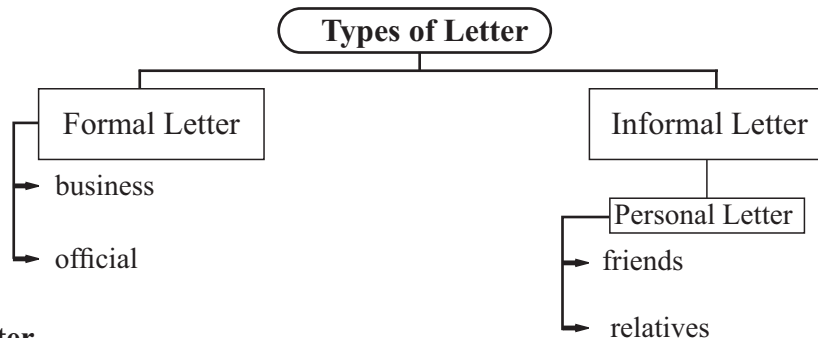
## **Letter Writing**

A letter is a form of written communication between two people or two parties on a particular topic, matter or incidents etc.

### **Important points to remember while writing a letter**

- purpose
- person to whom it is addressed
- tone you should adopt
- completeness of the message

- action required
- conciseness of expression
- ***There are broadly two types of a letter-***



### 1. Formal Letter-

The **formal letters** are written for **business** or **official** purposes.

### 2. Informal Letter-

Letter to **friends** and **relatives** are called **informal letters**.

## Format of a Letter

A letter generally has six parts. These parts should be placed in various positions on the page.

1. **The Address-** The position of the writer's address in a letter is the top left hand corner of the page.
2. **The Date-** The date is put on the left hand side under the writer's address. The date may be written in any one of the following ways-
 

<i>As -</i>	10 May 2020	May 10, 2020
	10th May 2020	May 10th, 2020
3. **The Salutation-** The salutation is written under the date on the left hand side of the page. The form of salutation varies from person to person.
  - a. **To members of the family-** My dear father, Dear father etc.
  - b. **To friends-** Dear Sanju, My dear Maria etc.
  - c. **To businessman-** Dear Sir, Dear Sirs etc.
  - d. **To officials-** Sir/Madam.
4. **The Body-** This is the main part of the letter. It should be divided into paragraph and should be written in simple and clear language. ***It includes an introduction, the main information and conclusion.***
5. **Complimentary closure** - Letters usually end politely with the following phrases: Thank you, With regards, With best wishes, Hope to see you soon, Hope to receive an early reply, etc.
6. **The Subscription-** The subscription is written at the end of the letter under the body on the left hand side. It must correspond to the salutation.
  - a. **relatives-** Yours affectionately or Your affectionate son/brother
  - b. **friends-** Yours sincerely or Your sincere friend
  - c. **businessmen/officials-** Yours faithfully

7. **The Signature-** The writer should put his/her name or signature (with designation in business and official letters) below the subscription.

### Informal Letter

Raman Sagar 2, Stanley road Prayagraj - 211001	✍ _____	1. The Address
January 15, 2022	✍ _____	2. The Date
Dear Ridhima	✍ _____	3. The Salutation
It is long since you called on me..... ..... .....	✍ _____	4. The Body
Yours sincerely	✍ _____	5. The Subscription
Signature	✍ _____	6. The Signature of the writer

### Formal Letter

Ritu Patel Manager, Customer Services Vijayanagar Gas Company 121, Ameerpet Hyderabad 500 016 12 November 2005	
Mr Shagun Thomas 801, Vijay Apartments Begumpet Hyderabad 500 016	
Sub: Your application No. F323 for a new gas connection	
Dear Mr Thomas,	
_____	
_____	
_____	
_____	
With regards, Yours sincerely, Ritu Patel	



## Essay Writing

A composition on a particular subject consisting of more than one paragraph is an essay.

The characteristics of a good essay are-

- An essay should deal with the main subject and all parts of it should be clearly linked with that subject.
- There should be a logical sequence of thoughts. This requires a logical relationship between ideas, sentences and paragraphs.
- Only relevant information should be included.

The parts of an essay are as follows-

1. **Introduction:** Introduces the topic, provides background information.
2. **Body Paragraphs:** Supports the introductory paragraph with evidence, examples, and analysis.
3. **Conclusion:** Summarizes the main points and provides a final thought.

*Example-*

### The Importance of Games

"Sound mind in a sound body" the saying clearly emphasizes the importance of games in life. If a person is to have a sound mind, it is important for him to keep it healthy. He may be very intelligent, but has little meaning if he cannot use it and is always suffering from bad health. People who are not fit, grow weak and are more prone to diseases. Any form of game is useful, provided it gives the body an opportunity to take regular physical exercise.

Games teach the truth in the Olympic motto; "the important thing in playing is not the winning or the losing but the participation" and therefore experiencing winning and losing encourages the spirit of sportsmanship, thus enabling one to deal with life's problem in wise and natural manner.

Games have been an integral part of human culture for centuries, serving as a form of entertainment, socialization, and skill-building. In today's fast-paced, technology-driven world, games continue to play a vital role in our lives, offering numerous benefits for individuals of all ages.

Games are more than just entertainment; they offer a wide range of cognitive, social, emotional, and educational benefits. By incorporating games into our lives, we can improve our mental and emotional well-being, develop valuable skills, and enhance our overall quality of life.

## Article Writing

Article writing means to write a topic expressively and meaningfully. An article is generally about issues or subjects of day to day life that is published in a magazine, newspaper, annual bulletin, etc. In an article the writer describes the facts of information briefly.

Articles are generally written-

- to express thoughts about a subject or an issue.
- to discuss the reasons for opposing or supporting an event.
- to describe a person, his life and works.
- to describe a place.

## Steps for writing an Article

- give a title to the topic.
- begin the paragraph with an **introduction** about the subject that will help the readers to have a general idea about the subject.
- describe your ideas by giving authentic information.
- use major points with evidence.
- make a link between sentences and paragraphs to convey the meaning easily.
- as per the need of the topic, give examples supporting your thoughts.
- the length of the content must be determined.
- conclude the topic with your suggestions , recommendations or opinions.

## Format

**Heading-** Writer's name is added under the heading.

**Introduction -** In introduction, the subject is introduced clearly.

**Body -** After introducing the subject, supportive content should be written. The length of the content must be determined. Paragraphs should be short and in simple language.

### Conclusion

A conclusion must be included in an article that should have suggestions, recommendations or opinions.