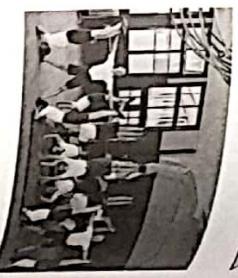


F. Complete these sentences with suitable adverb phrases from the box.

pretty musically	speedily down	indeed deliberately	unusually silently
quite swiftly	rather nastily	however carefully	energetically enough

1. The gymnasts performed \_\_\_\_\_ to amaze everyone.
2. The eagle swooped down \_\_\_\_\_ and lifted the carcass.
3. These singers are still under training, but they played the piano \_\_\_\_\_.
4. The car was rolling \_\_\_\_\_ the incline till it was obstructed by a tree.
5. She spoke \_\_\_\_\_ to those who had not qualified the round.
6. Jatin was sitting alone \_\_\_\_\_ before the exam.
7. \_\_\_\_\_ you may drive, people around you may make mistakes.
8. The dog was \_\_\_\_\_ set free to attack the thieves.



### Summary

In this chapter, we have learnt that

- a noun phrase is a group of words, with a head noun, that functions as the subject of a sentence, or as the object of the verb or the preposition in a sentence;
- an adjective phrase is a group of words, with a head adjective, that functions as an adjective in a sentence;
- a prepositional phrase is a group of words that may be part of the noun phrase, or may function as an adverb phrase; and
- an adverb phrase is a group of words, with a head adverb, that functions as an adverb in a sentence.

## 13 | Pronouns Kinds and Antecedents



Pronouns are words that help us avoid repetition of a noun, but sometimes the pronoun can be confusing in its reference. Can you tell who the highlighted pronouns refer to in these sentences?

1. Nancy told her friend that she had an ulcer.
2. Mum told Dad that Uncle Jacob said he had cheated.
3. Mona saw a fly on her sandwich, so she smashed it and ate it.

So much confusion!  
Let us learn more about pronouns, their kinds and antecedents, so that we can use them effectively.

### Kinds of Pronouns

There are different kinds of pronouns, and each type serves a different purpose in a sentence.

Personal pronouns are used in place of nouns and noun phrases. They refer to persons, places, animals or things already mentioned.

For example:

- Simi too is a gymnast. She is training under a renowned gymnast.  
(The personal pronoun she refers to the noun Simi.)
- Some birdwatchers spotted a strange big bird. They saw it sitting atop the banyan.  
(The personal pronoun they refers to the noun phrase some birdwatchers; the personal pronoun it refers to the noun phrase a strange big bird.)

Personal pronouns have different forms depending on the person, gender and number.

Person	Subject form	Object form
first	I, we	me, us
second	you	you
third	he, she, it; they, one	her, him, it, them

- A. Fill in the blanks with suitable subject or object pronouns.

1. My friends are not coming as \_\_\_\_\_ have exams.
2. Kanika, Bunny and I are dancers, and \_\_\_\_\_ will soon be performing on stage.
3. I helped \_\_\_\_\_ with their project, but they had no courtesy to thank \_\_\_\_\_.
4. When we reached the gates, the security asked \_\_\_\_\_ to show \_\_\_\_\_ our passes.
5. Will \_\_\_\_\_ be moving in with their luggage?
6. She does not resemble \_\_\_\_\_ mother, but \_\_\_\_\_ does.
7. Teachers love to read the work of students like \_\_\_\_\_.
8. We were impressed by Nakul's voice and showed our appreciation by cheering \_\_\_\_\_.
9. \_\_\_\_\_ will soon be sold out if you do not order it now.
10. \_\_\_\_\_ are my classmates, and \_\_\_\_\_ am helping them build the model.

Demonstrative pronouns are used to refer to a noun that has already been mentioned. This, that, these and those are demonstrative pronouns.

For example:

- This is a more interesting movie than that.
- I wanted those but my mother insisted I buy these.

#### Difference between demonstrative pronouns and demonstrative adjectives

Demonstrative pronouns are used in place of nouns.

Demonstrative adjectives are used before nouns to point them out.

For example:

- Bozo likes this more, but Zozo likes that. (demonstrative pronouns)
- Bozo likes this toy better, but Zozo likes that thing more. (demonstrative adjectives; used before nouns)
- These have been bought; those are homemade. (demonstrative pronouns)
- These oranges have been bought, but those bananas are from our orchard. (demonstrative adjectives; used before nouns)

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For example:

- This is a more interesting movie than that.
- I wanted those but my mother insisted I buy these.

#### Difference between possessive pronouns and possessive adjectives

Possessive pronouns are used in place of nouns.

The possessive adjectives my, our, your, his, her, its, their and one's are used before nouns to show possession or belonging.

For example:

- Our pens cannot get mixed up; his is black and mine is blue. (possessive pronouns)
- His pen is black and my pen is blue. (possessive adjectives)
- Ours is bigger; theirs is much smaller. (possessive pronouns)
- Our holidays have started; their school will close next week. (possessive adjectives)

Possessive pronouns are used to refer to a noun that has already been mentioned. This, that, these and those are demonstrative pronouns.

For example:

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- These oranges have been bought, but those bananas are from our orchard. (demonstrative adjectives; used before nouns)

B. Identify the underlined words as demonstrative pronouns (DP) or demonstrative adjectives (DA).

1. We can return these and buy the blue ones.
2. Do not be upset by these remarks.
3. This is for you; that is for Ankur.
4. I can buy these but I cannot afford those.
5. This exhibition keeps coming up in our city.
6. These are that pigeon's eggs.

Possessive pronouns are used to tell who owns something. Mine, ours, yours, his, hers, its, theirs and one's (used with own) are the possessive pronouns.

For example:

- The examiner appreciated yours, but she did not comment on mine.
- Please do not touch the bags which are theirs.

#### Difference between possessive pronouns and possessive adjectives

Possessive pronouns are used in place of nouns.

The possessive adjectives my, our, your, his, her, its, their and one's are used before nouns to show possession or belonging.

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- Our holidays have started; their school will close next week. (possessive adjectives)

Possessive pronouns are used to refer to a noun that has already been mentioned. This, that, these and those are demonstrative pronouns.

For example:

- This is a more interesting movie than that.
- I wanted those but my mother insisted I buy these.

Demonstrative pronouns are used in place of nouns.

Demonstrative adjectives are used before nouns to point them out.

For example:

- Bozo likes this more, but Zozo likes that. (demonstrative pronouns)
- Bozo likes this toy better, but Zozo likes that thing more. (demonstrative adjectives; used before nouns)
- These have been bought; those are homemade. (demonstrative pronouns)
- These oranges have been bought, but those bananas are from our orchard. (demonstrative adjectives; used before nouns)

- C. Identify the underlined words as possessive pronouns (PP) or possessive adjectives (PA).
1. He is never willing to share his, though he is always sharing ours.
  2. They have renovated their house and are now moving into it.
  3. One should never be boastful of one's belongings.

4. This is hers; you had kept yours under the table.
5. Your new dress is similar to mine.
6. Our house is painted yellow, but theirs is white.
- Distributive pronouns** are used to refer to individual nouns. *Either, neither and each* are distributive pronouns and they take a singular noun.
- For example:
- You may use either; both belong to me.
  - There were two who came for the interview; neither qualified.
  - All participants are equally talented; give each a recommendation.
- D. Fill in the blanks with a suitable pronoun from the brackets.**
- I have two bags; I can share \_\_\_\_\_ (either / each) with you.
  - Naman tried two trousers, but \_\_\_\_\_ (each / neither) fitted him well.
  - Tina has a box full of pencils, but they are not \_\_\_\_\_ (mine / hers).
  - The school conducted a survey and \_\_\_\_\_ (that / these) are its findings.
  - Sonam and Varun came by the Metro as they find \_\_\_\_\_ (these / this) mode of travel the quickest.
  - Both the buses that arrived were full; I could board \_\_\_\_\_ (either / neither).
  - We tried both the numbers; his got connected, while \_\_\_\_\_ (yours / either) was switched off.
  - Do not show them the paintings as \_\_\_\_\_ (this / these) are not for sale.
  - Gayatri and Falguni have a beautiful mansion. I like \_\_\_\_\_ (theirs / hers) more than Tina's.
  - Many singers participated, and \_\_\_\_\_ (each / either) was better than the other.
- Indefinite pronouns** are used to refer to persons or things in general. Somebody, someone, something, somewhere, anybody, anyone, anything, anywhere, nobody, no one, nothing, nowhere, everybody, everyone, everything, everywhere, one, many, few and all are all indefinite pronouns. For example:
- Anyone can volunteer to teach those children.
  - There must be somewhere where there is no noise pollution.
- E. Fill in the blanks with a suitable *indefinite pronoun* from the brackets.**
- Is there \_\_\_\_\_ (somewhere / nowhere) where it will be safe?
  - \_\_\_\_\_ (Many / Someone) have already sent in their donation cheques.
  - \_\_\_\_\_ (One / Few) who is always in a hurry messes up things.

4. Can \_\_\_\_\_ (nobody / anyone) walk in through this narrow passage?
5. He had asked all to be present, but \_\_\_\_\_ (someone / no one) turned up.
6. He had \_\_\_\_\_ (nothing / something) much to say to prove his innocence.
- Use either and neither when there are only two.**  
Use each when there are two or more in a group.
- F. Identify the underlined pronouns as reflexive (R) or emphasising (E).**
- The carpenter hurt himself with his saw.
  - I looked into the mirror and was pleased with myself.
  - He himself is responsible for losing all his friends.
  - She lifted herself up and continued to run.
  - You have harmed yourself by lying.
  - I myself saw him crash the car into the gate.
  - They themselves went to the teacher and admitted the crime.
  - They better take care of themselves when they are travelling.

4. Can \_\_\_\_\_ (nobody / anyone) walk in through this narrow passage?
5. He had asked all to be present, but \_\_\_\_\_ (someone / no one) turned up.
6. He had \_\_\_\_\_ (nothing / something) much to say to prove his innocence.
- Reflexive pronouns** show that the action of the subject reflects upon or affects the doer. They are used when the subject and the object (of the verb) refer to the same person or thing. *Myself, ourselves, yourself, yourselves, himself, herself, themselves and itself* are the reflexive pronouns.
- For example:
- Myra hurt herself with the sharp corner of the table. (The reflexive pronoun *herself* refers to the doer of the action *Myra*.)
  - The children looked at themselves in the magic mirrors and rolled in laughter. (The reflexive pronoun *themselves* refers to the doer of the action *the children*.)
- The reflexive form of pronouns may also be used to emphasise the subject of the sentence. They are then referred to as **emphasising pronouns**.
- For example:
- Divya herself shared with me her reports. (The reflexive pronoun *herself* emphasises the subject *Divya*.)
  - The company itself is responsible for its closure because of its bad policies. (The reflexive pronoun *itself* emphasises the subject *the company*.)



**Interrogative pronouns** ask questions. Who, whose, which, what and whom are the interrogative pronouns.

**Reflexive pronouns** are never used alone; they appear after nouns or other pronouns.

Reflexive pronouns used as emphasising pronouns are not essential to the meaning and can be done away with in a sentence.

Relative pronouns connect a previously mentioned noun, pronoun or a noun phrase with the group of words that follows. Who, whose, which and whom are the relative pronouns.

For example:

- Which is the shortest route? (interrogative pronoun)
- I like to watch movies which are based on inventions. (relative pronoun which refers to the noun movies)

- G. Make sentences using each pronoun given below as a relative pronoun and as an interrogative pronoun. The first one has been done for you.
- |     |       |      |       |
|-----|-------|------|-------|
| who | whose | whom | which |
|-----|-------|------|-------|

1. Who called on your mobile? (interrogative pronoun)
2. Can you call a plumber who knows his job well? (relative pronoun)

### Pronoun Antecedent

The noun or noun phrase that the pronoun refers back to is called its antecedent. For example:

- She has an elder brother, and he is an engineer.  
(An elder brother is the antecedent of the pronoun he.)
- My friends are happy as they have won the competition.  
(My friends is the antecedent of the pronoun they.)
- She picked up the key and put it in her pocket.  
(The key is the antecedent of the pronoun it.)
- Observe the lady who has won the crown.  
(The lady is the antecedent of the pronoun who.)



#### H. Circle the antecedents of the underlined pronouns.

1. The team was at its best.
2. I liked the clown who was wearing a blue cap.
3. Jenny was upset as she had lost her driving licence.
4. The journalists said they were not allowed inside.
5. The students are working, so do not disturb them.
6. We have a pet who is called Pluto.
7. I have many books which are gifts to me.
8. You have called the plumber, so attend to him now.



#### I. Fill in the blanks with suitable pronouns.

1. My teacher is tired of reading what \_\_\_\_\_ scribble.
2. I am busy, so do not bother \_\_\_\_\_ and do the work \_\_\_\_\_.
3. My brother always wants to share what is \_\_\_\_\_, but never shares what is \_\_\_\_\_.
4. We \_\_\_\_\_ are to be blamed for our lazy lifestyle.
5. \_\_\_\_\_ house are you looking for?
6. It was \_\_\_\_\_ mistake, and \_\_\_\_\_ have apologised to \_\_\_\_\_ for hurting them.

- J. Complete this interview with suitable interrogative or relative pronouns.
- Mr Pant: \_\_\_\_\_ should one do if there is an earthquake and one is driving?
- Ms Nalini: Pull aside \_\_\_\_\_ you will not block the road if you are driving. Avoid being near bridges and tower blocks \_\_\_\_\_ might collapse. Switch on the lights \_\_\_\_\_ indicate distress.

Mr Pant: And, \_\_\_\_\_ do you suggest to those who are indoors?

Ms Nalini: Immediately take cover under a place \_\_\_\_\_ your head would be safe. Crouch under furniture \_\_\_\_\_ is heavy, such as a table or a bed. Stay away from shelves \_\_\_\_\_ have heavy objects kept on them. Keep away from windows \_\_\_\_\_ glass can shatter and harm you.

Mr Pant: These are indeed tips \_\_\_\_\_ our listeners will find helpful. Thank you so much.

### Summary

In this chapter, we have learnt about the different kinds of pronouns—personal, demonstrative, possessive, distributive, indefinite, reflexive, emphasising, interrogative and relative.

- Reflexive pronouns are used as objects and refer back to the subject;
- the reflexive form of the pronouns is also used for emphasising the subject; and
- the antecedent is the previously mentioned noun or noun phrase that the pronoun refers back to.

# 14 Conjunctions

## Coordinating and Subordinating



For example:

- Mum was angry **for** we had poked the icing on the cake.
- (Sohrab has scored a century. He has taken two wickets as well.)

The coordinating conjunctions are  
for, and, nor, but, or, yet and so.



### Warm-up -

Read these sentences. Rewrite them by replacing the highlighted word with the correct word.

- I am laughing **as** you are funny.
- I won the trophy, **because** I am happy.
- Do not park **after** there is a buffalo.
- He washed the dishes **so** he ate the dinner.



You just replaced the highlighted words with suitable words called conjunctions.

Conjunctions are linking words that may be used to join words, phrases and clauses.

For example:

- You may have it hot **or** cold; I prefer it hot. (conjunction or joins the words hot and cold)
- The mansion was very beautiful **and** quite airy. (conjunction and joins the phrases very beautiful and quite airy)
- She was upset **when** she was spoken to rudely. (conjunction when joins the clauses she was upset and she was spoken to rudely)

Let us read on to learn about the different kinds of conjunctions used to connect different kinds of clauses.

### Coordinating Conjunctions

Coordinating conjunctions join clauses of equal importance. If the coordinating conjunction is removed, the two clauses can stand as complete, independent sentences.

- so...that → connects cause and effect

For example:

- This is so hot **that** it can burn the fingers.
- either...or → connects two choices

For example:

- Nisha will either study Maths **or** take up Geography.

- A. Rewrite each of these sentences as two independent sentences.

- I am getting late **but** will still help you out.
- You can travel **to** the countryside or visit the hills.
- Mohit got stuck in traffic **so** he missed his flight.
- There has been no rain since night, **yet** the roads are flooded.
- Misha was crying, **for** she had misplaced her new phone.
- She was on a diet, **yet** she ate everything served on the table.
- The warden switched off the lights **and** asked the girls to sleep.
- The coach made Abhi the captain, **for** he had good leadership skills.
- The farmer's son does not like farming, **nor** does he look after the cattle.
- The weather forecast showed rain, **so** we cancelled the plan to go rock climbing.

### Correlative Conjunctions

Correlative conjunctions are two-word coordinating conjunctions used to join words, phrases and sentences of equal importance. They are always used in pairs.

- so...that → connects cause and effect

For example:

- Either the cats **or** the dog has

messed this up.

- Neither the captain **nor** the players are happy.

When we use the correlative conjunctions either...or and neither...nor, the verb must agree with the subject closer to it.

For example:

- Either the cats **or** the dog has

messed this up.



3. neither...nor → connects negative alternatives  
 For example:  
 • Neither the wall nor the doors have been painted.

4. both...and → presents related pieces of information  
 For example:

- Both the jam and the sauces have gone bad.

5. not only...but also → connects elements of equal importance  
 For example:

- Not only the curtains but also the carpet needs a wash.

B. Join these sentences using the **correlative conjunctions** given in brackets.

The first one has been done for you.

1. The family will travel to Shillong. It will visit Aizawl too. (not only...but also) *The family will not only travel to Shillong but also visit Aizawl.*
2. Carry enough woollens. You can keep yourself warm at night. (so...that)
3. His jokes were not polite. They were not amusing. (neither...nor)
4. Broccoli can be made into soup. It can be steamed. (either...or)
5. The candidates were not smart. They were not well spoken. (neither...nor)
6. The water in the swimming pool was very cold. It was dirty. (not only...but also)
7. The soup was hot. I burnt my tongue. (so...that)
8. The movie last night was entertaining. It was inspiring too. (both...and)
9. You can enroll in the drama club. You can join the book club. (either...or)
10. The paper was lengthy. I could not finish it in time. (so...that)



C. Fill in the blanks with suitable **subordinating conjunctions**.

1. Switch off the burner \_\_\_\_\_ water starts boiling.
2. The fire alarm went off \_\_\_\_\_ somebody lighted a matchstick.
3. The oranges are so sweet \_\_\_\_\_ they are not fully ripe yet.
4. Rajat spent months training for the marathon \_\_\_\_\_ he won it.
5. \_\_\_\_\_ Asif was injured, he played the series.
6. I had gone for an interview \_\_\_\_\_ I was asked many questions.
7. The subjects were not allowed to talk to each other \_\_\_\_\_ they were being observed.
8. The students are not allowed to leave the dining hall \_\_\_\_\_ they finish their meal.
9. \_\_\_\_\_ it had rained all night, the roads were completely waterlogged.
10. My mother does not allow us ice cream \_\_\_\_\_ we have finished our meal.



## **Subordinating Conjunctions**

Subordinating conjunctions are used to join clauses. The clause introduced by the subordinating conjunction adds extra information to the main clause and does not make complete sense on its own; the subordinate clause conveys its meaning only in relation with the main clause.

For example:

- They are late because there is a traffic jam.  
 (The clause *there is a traffic jam* introduced by the subordinating conjunction *because* does not make complete sense on its own; it is dependent on the main clause *they are late* to make complete sense.)

neither...nor / either...or / not only...but also; the verb agrees with the subject closer to it  
 both...and: uses a plural verb

- Dad thought the hills would be cold during the day, whereas we found them quite warm.  
 (The clause *we found them quite warm* introduced by the subordinating conjunction *whereas* does not make sense on its own; it is dependent on the main clause *Dad thought the hills would be cold during the day* to make complete sense.)

<b>Subordinating conjunctions</b>	<b>Ideas connected</b>
where, wherever	place
after, before, when, whenever, while, until, since, as soon as, once	a point of time
because, since, as	cause or reason
though, although, still, whereas, while if, unless, as long as	contrast
so...that, such...that	result
so that, in order that	purpose
whether, than	choice

D. Your parents gave you some instructions before they went out. Complete them by adding a suitable clause after the subordinating conjunction.

1. Do not forget to turn off the lights after \_\_\_\_\_
2. Check the door lock twice when \_\_\_\_\_
3. The microwave oven is not functioning, therefore \_\_\_\_\_
4. Do not walk the dog where \_\_\_\_\_
5. Do not try to hide your cereal because \_\_\_\_\_
6. Since \_\_\_\_\_  
I am not sharing the wifi password with you.
7. Do not water the potted plant in the room as \_\_\_\_\_
8. The dishes cannot wash themselves, therefore \_\_\_\_\_
9. Before \_\_\_\_\_  
clean up your room.
10. Unless \_\_\_\_\_  
do not leave the house.

### Summary

In this chapter, we have learnt that

- coordinating conjunctions join words, phrases and sentences of equal importance;
- correlative conjunctions are two-word coordinating conjunctions used to join words, phrases and sentences of equal importance; and
- subordinating conjunctions are used to join two clauses; the clause introduced by the subordinating conjunction is the subordinate clause, which makes sense only in relation to the main clause.

## 15 Voice Active and Passive

### Warm-up

Read the dialogue.



Do you recall studying about active and passive voice?

Let us read on to refresh our memory so that we understand what the child in the dialogue you just read means to say.

The voice of the verb indicates whether the subject in the sentence acts or is acted upon.

### Active Voice

A sentence is in the active voice when the subject is also the doer of the action indicated by the verb in the sentence.

In active voice, the focus is on the doer—who or what is doing the action.

For example:

• Brinda has baked a birthday cake.

(The subject of the sentence Brinda is the doer of the action indicated by the verb—*has baked*.)

• The students are preparing a short skit.

(The subject of the sentence *the students* is the doer of the action indicated by the verb—*are preparing*.)

## Passive Voice

A sentence is in the passive voice when the subject is not the doer of the action but the receiver of the action indicated by the verb. The doer is either presented in a prepositional phrase (*by + doer*) or left out if it is unknown. We may also leave out the doer if it is understood. For example:

• Books have been donated by the students.

(The subject of the sentence *books* is the receiver of the action indicated by the verb—*have been donated*. The doer *the students* is introduced after the preposition *by*.)

• New rules were announced in the school yesterday by the Principal.

(The subject of the sentence *new rules* is the receiver of the action indicated by the verb—*were announced*. The doer *the Principal* may be left out.)

## Changing from Active to Passive

A change in voice of a sentence from active to passive requires a change in the subject, personal pronouns and verb form.

### Subject change

When we change from active to passive voice,

1. the object of the verb of the active voice becomes the subject of the passive voice.
  - Keya washed the dishes. (subject / doer—*Keya*; object—the dishes)
2. the subject of the active voice (doer) can often be omitted or be introduced after *by* as a part of the prepositional phrase.
  - The dishes were washed. (doer omitted)
  - The dishes were washed by Keya. (doer part of the prepositional phrase—*by Keya*)

A. Write A for sentences in active voice and P for sentences in passive voice.

1. The package will be delivered by tomorrow.
2. Myra returned the library books yesterday.
3. The surgery has been performed by the best surgeon.
4. I was gifted a piano for my birthday.
5. The clown performed hilarious stunts in the circus.
6. Pramod feeds stray dogs every evening.
7. The cake baked by Shreya's mother was delicious.
8. The handcrafted showpieces were made by Russian artisans.
9. My grandmother made us new sweaters every winter.
10. The carpenter used good quality wood for all the furniture.

### Personal pronouns change

Look at these sentences.

- The teacher called me. (active voice)
- I was called by the teacher. (passive voice)
- They wished us good luck. (active voice)
- We were wished good luck by them. (passive voice)

In these sentences, the object pronouns *me* and *us* in active voice are changed to subject pronouns *I* and *we* in the passive voice.

We change the object pronouns of active voice to subject pronouns in the passive voice.

Active voice	Object pronoun	Subject pronoun	Passive voice
The ball hit me.	me	I	I was hit by the ball.
The ball hit us.	us	we	We were hit by the ball.
The ball hit you.	you	you	You were hit by the ball.
The ball hit her.	her	she	She was hit by the ball.
The ball hit him.	him	he	He was hit by the ball.
The ball hit it.	it	it	It was hit by the ball.
The ball hit them.	them	they	They were hit by the ball.



B. Read the sentences in active voice. Then fill in the blanks in the passive sentences with the correct subject.

- The teacher has selected her.  
\_\_\_\_\_ has been selected by the teacher.
- She gave me a cold look.  
\_\_\_\_\_ was given a cold look by her.
- Dad is teaching him.  
\_\_\_\_\_ is being taught by Dad.
- Simi frightened them.  
\_\_\_\_\_ were frightened by Simi.
- I am warning you.  
\_\_\_\_\_ are being warned.
- I have painted it black.  
\_\_\_\_\_ has been painted black.
- They invited us to dinner.  
\_\_\_\_\_ were invited to dinner.
- Manoshi hugged her.  
\_\_\_\_\_ was hugged by Manoshi.



### Verb forms change

Look at these sentences.

- The train carried the passengers. (active voice)
- The passengers were carried by the train. (passive voice)
- The train puffed out of the station. (no object)

Only verbs with an object (transitive verbs) can be changed into passive form. Verbs without an object (intransitive verbs) cannot be changed into passive form.

The sentence *The train carried the passengers*, has a transitive verb *carried* with its object *passengers*. The sentence can be changed into passive voice with the verb form *were carried*.

The sentence *The train puffed out of the station*, has an intransitive verb *puffed* with no object. The sentence cannot be changed into passive voice.

We change the active forms of verbs to passive forms when we change the voice of a sentence. The verb *carried* in *The train carried the passengers*, changes to *were carried* in the passive form.

The passive is formed by using forms of the verb **be** and the **past participle** form of the main verb.

Tense	Active verb form	Passive verb form
simple present	teach / teaches	am / is / are taught
present continuous	am / is / are teaching	am / is / are being taught
present perfect	has / have taught	has / have been taught
simple past	taught	was / were taught
past continuous	was / were teaching	was / were being taught
past perfect	had taught	had been taught
simple future	will teach	will be taught
future perfect	will have taught	will have been taught
modal simple	can / might / should	can / might / should be
can / might / should modal perfect	could / must have taught	could / must have been taught
could / must		

Verbs in the future continuous and perfect continuous tenses cannot be changed in passive voice.

For example:

- Mr Sharma will be taking my interview. ✓
- The children will have been breathing fresh air for a fortnight now. ✓

Verbs that indicate state also cannot be expressed in passive form.

For example:

- Hema remembers her trip to the factory. ✓
- Her trip to the factory is remembered by Hema. ✗

C. Underline the objects of the verb. Then, rewrite these sentences in passive voice.

- The villagers took the injured to the hospital.
- The Principal called a meeting of all the staff members.
- Her husband sent her a bouquet of a hundred roses.
- Grandpa bakes cakes every Christmas.



5. The gardener will plant new saplings next week.
6. I ordered a pizza for dinner.
7. We are going to watch the new horror movie this week.
8. The safety team of the building will conduct a fire drill tomorrow.
9. Nobody knew the answer to the teacher's question.
10. The travel agent has made all the reservations for our trip.
- D. Rewrite this history of pizza by using the passive form of verbs in brackets.
- The first pizzas \_\_\_\_\_ (baked) by the Babylonians.
  - Flat bread \_\_\_\_\_ (bake) in mud ovens by them.
  - Herbs and other toppings \_\_\_\_\_ (add) to this pizza by the ancient Greeks.
  - It \_\_\_\_\_ (flavour) further by the Romans.
  - Mozzarella cheese \_\_\_\_\_ (introduce) on top of the pizza in the 1700s.
  - The modern type of pizza \_\_\_\_\_ (develop) by peasants in Naples, Italy.
  - Pizzas \_\_\_\_\_ (sell) first by young boys on the streets.
  - Pizzas \_\_\_\_\_ (keep) warm in small tin stoves worn as hats by these young boys.
  - The pizza \_\_\_\_\_ (take) to the United States by Italian immigrants.
  - The first pizzeria \_\_\_\_\_ (set up) in New York City in 1895 by an Italian, Genaro Lombardi.



### Summary

In this chapter, we have learnt that

- the active voice focuses on the doer;
- the passive voice emphasises the receiver of the action or what happened; and
- when we change from active to passive,
  - the object of the active voice becomes the subject of the passive voice.
  - the object pronouns change to subject pronouns.
  - the verb changes to passive form by using a form of the verb be
- and the past participle form of the verb.

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  - Pizzas \_\_\_\_\_ (keep) warm in small tin stoves worn as hats by these young boys.
  - The pizza \_\_\_\_\_ (take) to the United States by Italian immigrants.
  - The first pizzeria \_\_\_\_\_ (set up) in New York City in 1895 by an Italian, Genaro Lombardi.

## Assessment 1 (Chapters 1–15)

- A. Underline the nouns and rewrite these sentences using the plural form of the nouns.  
You may have to make other changes too.

- I have written a biography of a scientist for my school magazine.
- The tourist took a picture of a wolf during the safari.
- The woman runs a centre for training a person in running a business.
- Geena baked a loaf and a stuffed tomato for her child.

- The library in our city has a rare book on the son-in-law of a known ruler.
- Each company should take care of the family of its employee.
- It is important to consume foods from different food groups.
- Food gives us energy to perform our daily activities.
- A well-balanced diet is important for a healthy lifestyle.
- A healthy diet reduces the risk of diseases.
- A healthy diet contains the right amount of nutrients.
- It is never too late to improve your eating habits.

- B. Circle the prepositions and underline the object of the prepositions in these sentences.

- Food is divided into different groups.
- It is important to consume foods from different food groups.
- Food gives us energy to perform our daily activities.

- C. Tick the correct determiners.

Early in (the / a) morning, the mongoose Chikki came to (an / the) early breakfast in (the / a) veranda riding on (his / our) dog Teddy's shoulder. He expected something from (any / every) member of (his / the) family, and they gave him (the / a) banana and (some / a few) boiled egg. He would sit on (all / each) person's lap one after the other. (Every / Either) well-brought-up mongoose always hopes to be (a / the) house mongoose (any / some) day and have (enough / that) room to run about in. Chikki went out into (the / this) garden to see what was to be seen. It was (any / a) large garden, not (much / many) cultivated, with (a little / a few) bushes of roses



and lime, and orange trees, (several / a little) clumps of bamboos, and (many / much) thickets of high grass. Chikki licked (his / these) lips. "This is (a / the) splendid hunting ground," he said.

D. Use the correct form of the adjectives given in brackets.

1. Organic food products are certainly \_\_\_\_\_ (expense) than processed foods.
  2. I prefer \_\_\_\_\_ (adventure) water sports to rock climbing.
  3. Sheba's \_\_\_\_\_ (help) attitude has seen so many people through their troubles.
  4. I find the sea \_\_\_\_\_ (attractive) than the hills.
  5. This state has the \_\_\_\_\_ (large) share of mineral wealth in the country.
  6. You are \_\_\_\_\_ (fortune) if you have sincere friends around you.
  7. Yakub came up with the \_\_\_\_\_ (clever) solution to the water crisis in our colony.
  8. I have a \_\_\_\_\_ (rely) and efficient banker to take care of my accounts.
- E. Use the correct form of the perfect continuous tense to complete the sentences.
1. We \_\_\_\_\_ (wait) for three hours before they announced the boarding for the flight.
  2. Falguni \_\_\_\_\_ (save) her money for a year before she could buy her new laptop.
  3. I \_\_\_\_\_ (study) in this school for five years and still have four more years here.
  4. We \_\_\_\_\_ (live) in this house for 12 years by July this year.
  5. The driver \_\_\_\_\_ (speak) on the mobile when the accident happened.
  6. If I \_\_\_\_\_ (swim) regularly, I would not have lost my position.
  7. You \_\_\_\_\_ (disturb) me for the last one hour, but now you must leave.
  8. They \_\_\_\_\_ (work) on building the underpass for a year by this December.
- F. Write whether the underlined verb in each sentence is transitive or intransitive.
1. Rahul has worked hard and improved his performance.
  2. The sanitation of the city has improved a lot.
  3. The travellers slept peacefully at an inn after the day-long journey.
  4. Ants too have fierce fights among themselves.
  5. The tall flames spread rapidly.
  6. The government is spreading the message of peace and harmony among the citizens.
  7. I usually sit in that corner when I am reading a book.
  8. Sangam arrived just when they were announcing the awards.

G. Circle the finite and underline the non-finite verbs in these sentences.

1. Some rowdy people tried to interrupt the show by raising slogans.
  2. She sat watching the movie in deep silence.
  3. The spider tried climbing up the pipe but kept slipping.
  4. To cross a busy road is not easy.
  5. The teacher asked me to write a speech on time management.
  6. I heard someone shouting in the middle of the night.
  7. Knitting is a fast-disappearing activity.
  8. To err is human, to forgive divine.
- H. Rewrite these sentences using a suitable modal from the brackets.
1. It is impossible that she will be allowed entry without a ticket. (will / may)
  2. It is necessary to do advance booking of your airline tickets. (may / must)
  3. Perhaps she is planning to travel by train to Amritsar. (may / can)
  4. I am thinking about joining guitar classes. (may / will)
  5. It will be right if you apologise for the delay. (should / must)
  6. Perhaps he has misplaced your book. (might / could)
  7. I am sure this is your interpretation of the story. (should / must)
  8. This insect seems to be poisonous, so be careful. (could / must)
- I. In each sentence, identify and underline the kind of phrase mentioned in brackets.
1. The artist drew a sketch of some children at play. (prepositional phrase)
  2. The hurricane swept up the coast pretty destructively. (adverb phrase)
  3. The organisers of the event are raising funds from sponsors. (noun phrase)
  4. The library is stocked with some amazing classical literature. (adjective phrase)
  5. The football players ran about desperately to hit a goal. (adverb phrase)
  6. The students wrote the exam carefully and speedily. (adverb phrase)
  7. The gentleman with a mike on the stage is my uncle. (prepositional phrase)
  8. Almost every ski area in the country is kept clear of any litter. (noun phrase)
- J. Circle the antecedents of the underlined pronouns.
1. Allow the children to play the games they like, provided they are safe.
  2. When the sun is rising, it is the brightest in glory.
  3. The petals have wilted, but they have not fallen.



4. Delays affect the travellers, and they often feel frustrated.
5. Why did the bank not keep its security too under camera?
6. The houses with sloping roofs have their water harvesting channels running all along.
7. Neither the actors nor the director had his mobile phone charged.
8. Many people have their identity cards with them always.

K. Fill in the blanks by choosing suitable words from the box.

whatever	either...or	which	our	us	herself
because	not only...but also	each	that	who	

\_\_\_\_\_ the soup was too cold, I kept it in the microwave oven \_\_\_\_\_. It was installed in the kitchen of the apartment \_\_\_\_\_ had all other gadgets too. There were \_\_\_\_\_ gadgets like the stove and the toaster \_\_\_\_\_. a big refrigerator. We discussed, the owner of the apartment must have been \_\_\_\_\_. a generous lady \_\_\_\_\_. - a good businesswoman \_\_\_\_\_. wanted her guests to visit again and again. She provided us a comfortable stay, \_\_\_\_\_. was her reason. Though she \_\_\_\_\_ never appeared before \_\_\_\_\_, she had an efficient staff to look after us during \_\_\_\_\_. stay. \_\_\_\_\_ of us felt happy during our stay there.

L. Write these as newspaper headlines using the passive voice. Avoid the helping verbs.

1. PQR Company employed 1000 workers last month.
2. Monkeys attack a dog in Civil Lines.
3. Banks have hiked their interest rates.
4. The President hosted a dinner for the cabinet ministers.
5. Thieves take away Amir's two paintings.
6. Companies hike salaries of airlines staff.

## Warm-up

Read the dialogue to enjoy the joke.



Quotation marks are punctuation marks with a special function.  
Let us read on to revise the punctuation marks and learn about quotation marks.

## Punctuation Marks

When we speak, we use pauses, stress and a different tone to make a statement, ask a question or express surprise, and to make sense. When we write, punctuation marks help us to clarify our meaning and purpose, and to make sense.

The commonly used punctuation marks are discussed below.

Capital letters are used to mark the beginning of a sentence. But they have other uses too.

# 16 Punctuation



For example:

- Raman lives in Delhi, the capital of India, and teaches in Homer Public School.

• The Children's Welfare Society screened a show of the film *Heidi* for children.  
They are used at the beginning of all proper nouns—personal names or names of books, films, cities, countries, institutions, organisations.

The full stop (.) indicates a long pause at the end of a sentence.

For example:

- Let us go for a walk.

It is also used in abbreviations.

• I am seeing Dr. Hassan tomorrow.

The comma (,) indicates a short pause in a sentence.

For example:

- There is a blue scarf, a green shirt and a red jacket in the bag.
- (to separate three or more items in a list)

- Mr Dixit, who is my Arts teacher, is very gentle.

(to separate extra information at the beginning, at the middle or at the end of a sentence)

• Fortunately, we had a spare in the car.

(to separate introductory words or phrases)

• I prefer sweets, but she dislikes them.

(before a coordinating conjunction when a new subject is introduced)

• If Gina has left, let Sahil complete the job.

(to separate clauses)

• Welcome, Vinit. Joan, you may take him in.

(after a greeting and an address)

• The banks are closed today, aren't they?

(to separate tag questions)

The exclamation mark (!) is used after interjections and at the end of exclamatory sentences.

For example:

- Hurrah! We won the debate!
- The question mark (?) is used at the end of questions.
- For example:
- How was your weekend?

The apostrophe ('') is used with nouns to show possession.

#### Forming the possessive case

#### Possessive form

add 's to singular noun not ending in -s

Radha's watch is golden.

add ' or 's to singular noun ending in -s

Paras / Paras's house is close to a sanctuary.

add 's to plural nouns not ending in -s

The women's team is much ahead of us.

add ' to plural noun ending in -s

Our teachers' desks have been replaced.

add 's to nouns denoting time, distance

a day's salary; an inch's difference

add 's to the last word in compound nouns

mother-in-law's house; city state's staff

The full stop is also used in initials for personal names.

For example:

- S. P. Manchanda

It is also used to form contractions (shorten the words). We use it where we have left out one or more letters.

For example:

- do not → don't
- cannot → can't
- will not → won't
- here is → here's
- it is / it has → it's
- you have → you've
- we are → we're
- what is → what's
- he would → he'd

The semicolon (;) indicates a pause longer than that indicated by a comma but shorter than that indicated by a full stop.

For example:

- The winners are Joe from Canada; Gita from Kerala; and Nalin from Imphal.

(to separate items in a list that already use commas or have been described)

- I wanted a burger; Sona wanted a pizza.

(to join two main clauses that are closely related)

The hyphen (-) is a small dash used to spell out compound numbers; it is also used to form compound nouns and compound adjectives.

For example:

- These are thirty-three in all.

(to spell out compound numbers)

- The army recruits only able-bodied men.

(to form compound adjectives appearing before a noun)

- Lucy's brother-in-law is a surgeon.

(to form compound nouns to convey relationships)

- Her thirteen-year-old brother plays the guitar for the band Rockstar.

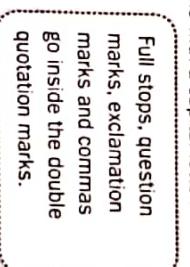
(to form compound adjectives describing age and lengths of time, before a noun)



- A.** Punctuate this dialogue using capital letters, commas, full stops, question marks or exclamatory marks.
- Pulkit: wow I am enjoying the match
- Vani: truly How interesting it is getting now
- Pulkit: who do you think will be the Man of the Match
- Vani: let us hope that Ravi is declared the Man of the Match
- Pulkit: he is both batting and bowling brilliantly this time
- Vani: bravo Here goes the ball for another four
- Pulkit: what is the score now
- Vani: are you asking about Ravi's individual score
- Pulkit: yes I just lost track
- Vani: you better watch the match in silence now
- B.** Punctuate these sentences using commas and semicolons.
1. Harry had to leave in a hurry he remembered some urgent work.
  2. The principal the staff the parents and the students participated in the Peace March.
  3. Mom packed us some sandwiches wafers fruits and bottles of lemonades for the journey.
  4. Some people are good at fine arts others are good at sports.
  5. Fanny has always been a good speaker perfect at dance winner in sports and a topper in academics.
  6. Macaws parakeets lovebirds and conures are birds of the parrot family.
  7. We had a great time on the swings my parents enjoyed their walk.
  8. The plane travelled over highlands lowlands deserts and oceans.
  9. Every morning I water the plants in the balcony walk my pet in the garden help mother pack sandwiches pack my school bag and help my sister with her shoes.
  10. Mathematics interests me while History fascinates my sister.
- C.** Rewrite these phrases using apostrophes at the correct places. The first one has been done for you.
1. bags belonging to the children
  2. the cap belonging to the player
  3. rules of the class
  4. the weather of Delhi



- D.** Use a hyphen between the correct words in these sentences.
1. We looked for a pet friendly hotel.
  2. Metro tracks rest on load bearing pillars.
  3. There were forty two guests in all.
  4. This is clearly a made up story.
  5. Your father in law called just now.
  6. The party venue was heavily decorated.
  7. These are factory made carpets.
  8. This story is by a ten year old boy.
  9. Sara gave me three quarters of her share.
  10. These are low flying aircrafts.
- E.** Punctuate these sentences using capital letters, commas, full stops, question marks and double quotation marks.
5. the population of India
6. the key of the house
7. house of Ms Kanwar
8. books belonging to Paras
9. dress belonging to her sister-in-law
10. gun belonging to the soldier
- The double quotation marks are used to mark out the actual words spoken by someone from the reporting words. These quotation marks are used largely in direct speech in our writing. The first word of a complete sentence within the quotation marks begins with a capital letter. For example:
- The judge said, "You are not guilty."
  - The judge said, "Where were you that night?"
  - "Phew! The bad part of the drive is at last over!" said Ninjaan.
  - "I love my new car," said Danny.
- Full stops, question marks, exclamation marks and commas go inside the double quotation marks.
- F.** Punctuate these sentences using capital letters, commas, full stops, exclamation marks and double quotation marks.
1. the kids said let us have soup and bread for dinner
  2. the detective said I have picked up the fingerprints
  3. i hope they will serve fresh food aboard the flight said Jeet.
  4. the teacher asked me do you regularly go to the library



- sure there will be a reward hamper for the best singer said the man
- i do not paint anymore I play the guitar these days said the artist
- no it will take more than an hour to reach the airport said the taxi driver
- dad said do not disturb Mom while she is resting
- India has launched 104 satellites on one rocket said the proud Indian
- yay India has launched 104 satellites on one rocket said the class happily
- what a perfect day it has been said the class happily

### Single quotation marks

The single quotation marks are used to

- mark out a quote within a quote in direct speech.

For example:

- The teacher said, "Who said 'Do the right thing even when no one is looking'?"
- Navin said, "I like the quote 'Mistakes are proof that you are trying'."

- draw attention to a word, or a title of a song, book, newspaper, magazine, poem or short story.
- For example:

- I am reading the book 'Famous Scientists and What They Did'.
- My mother loves humming the song 'Those were the days...' by Mary Hopkin.

- mark out a quote from some book, in our writing.

- For example:
- J M Barrie writes 'The moment you doubt whether you can fly, you cease for ever to be able to do it.'

### F. Punctuate these sentences by using **single quotation marks**. The first one has been done for you.

- Do you agree with the saying 'Better late than never'?  
*Do you agree with the saying 'Better late than never'?*
- The essay India in the Twenty-first Century has been written by me.
- I cried out Stop, but the lady drove away.
- One of the rules of our family is all should dine together.
- My brother enjoys reading The Tale of Peter Rabbit.
- My mother said Don't ever say I can't.
- The teacher asked us to read the article All about Planets.
- The instruction in the manual read Do not touch when the plug is connected to the socket.



- My favourite quote from the movie Frozen is Ice is my life!
- Megha said I do not care for the warning Do not dare.

### G. Punctuate this passage with **capital letters, commas and quotation marks**.

a rainbow is a curved band of seven colours seen in the sky when the sun shines through rain the seven colours that make up the rainbow are violet indigo blue green yellow orange and red the acronym VIBGYOR makes it easy to remember the colours of the rainbow whenever I see a rainbow in the sky I remember William Wordsworth's words My heart leaps up when I behold a rainbow in the sky I actually feel lucky when I get to see one also I wish I could climb up this bridge from heaven and reach the other side of it a rainbow is indeed a miracle that makes me feel happy and peaceful.

### Summary

In this chapter, we have learnt that

- punctuation marks are used to divide phrases and sentences for clarity, stress and sense;
- double quotation marks separate the actual words spoken from the reporting words; and
- single quotation marks mark out a quote in direct speech; draw attention to a word; and, highlight a quote, or the title of a song, book, newspaper, magazine, short story or poem, in our writing.

# 17 Sentences

## Kinds of Sentences



### Warm-up - - -

Read aloud these sentences in different tones.

1. You are sitting on my chair.
2. Are you sitting on my chair?
3. Sit on my chair.
4. You dare sit on my chair!

You just read out these sentences in different tones. Your clue was their structure and the punctuation mark at the end of each.

Let us read more about the structure of these different kinds of sentences.

### Kinds of Sentences

Sentences may differ in their structure depending on the purpose, emotion and tone they convey. They may make a statement, ask a question, express a strong emotion, make a request or give a command.

For example:

- ♦ I have seen the dolphins play. (shares information)
  - ♦ Have you seen the dolphins play? (asks a question)
  - ♦ How playful are the dolphins! (expresses joy and surprise)
  - ♦ Watch carefully as the dolphins play. (gives an instruction)
- These four different kinds of sentences are discussed below in detail.



### Interrogative sentence

The interrogative form of a sentence is used to ask questions. Interrogative sentences are of two kinds:

1. yes / no questions that need a yes or a no answer, formed using a form of the verbs be, have or do, or a modal as a helping verb.

For example:

- ♦ Are you feeling cold?
- ♦ Have you read my essay?
- ♦ Do you have some rice to share?
- ♦ Could you explain this to me?

### Assertive sentence

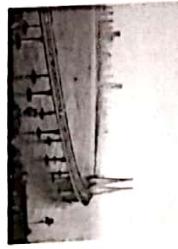
An assertive sentence states something. Such sentences end with a full stop (.).

- ♦ The grass is always greener on the other side.

An assertive sentence may be a positive or a negative statement.  
For example:

- ♦ Our forests are the habitat of several animals. (positive)
- ♦ These are the recent pictures. (positive)
- ♦ I do not find this difficult to recite. (negative statement)
- ♦ The cops did not find an eyewitness. (negative statement)
- ♦ We have never travelled abroad. (negative statement)

- A. Rewrite these statements as negative statements.
1. I live in a joint family.
  2. You have travelled by air.
  3. My mother met her friend after years.
  4. He has apologised for hurting me.
  5. The bridge has been designed well.
  6. Rhea wants to leave early today.
  7. Everybody enjoys driving these days.
  8. Something is wrong with my phone.



The negative of the simple present and the simple past is formed using do / does / did + not, before the base form of the verb.

For example:  
do not go  
did not walk  
does not write

For example:  
do not go  
did not walk  
does not write

### Structure of yes / no questions:

1. a form of be / Have / do + subject + main verb
2. modal verb + subject + main verb

2. questions that begin with wh- words—**who**, **whose**, **whom**, **what**, **which**, **when**, **where**, **why** and **how**—ask for information, and cannot be answered with a yes or a no.

For example:

- What is the answer to this question?
- Where did you hide all this while?
- How have you been?
- Who could you think of?
- Why did you not ask me this? (negative interrogative)

When what, who, which or whose form the subject or a part of the subject, we can form questions without a helping verb.

For example:

- What made that noise?
- (What is the subject and *that noise* is the object of the sentence. The answer to **what** makes up the subject of the sentence: *The wind made that noise.*)
- What is Mom cooking?

(**What** is the object, and **mother** is the subject of the sentence. The answer to this question makes up the subject of the sentence: *Mother is cooking pasta.*)

Let us consider a few more examples of wh- questions with wh- words as subjects.

- Who said this? (**Smitha** said this.)
- Which glass broke? (**That glass** broke.)
- Whose foot got wounded? (**His foot** got wounded.)

The negative of interrogative sentences is usually formed by placing the negative word after the subject.

For example:

- Where have you not travelled?
- How have you never been able to solve this?
- Which one did you not like?
- B. Write suitable questions to these answers.**
- 1. This is my sister's umbrella.
- 2. I come from the beautiful northeast.
- 3. Fazal will prefer the dark blue one.
- 4. I usually read about sea voyages.

#### Structure of wh- questions with helping verb:

1. wh-word + a form of be / have / do + subject + main verb
2. wh-word + modal verb + subject + main verb

- C. Write five questions you would like to ask your partner, beginning with the words given below.
1. What...
  2. Which...
  3. Who...
  4. Where...
  5. When...

#### Imperative sentence

An imperative sentence expresses an instruction, a command, a request or an advice.

For example:

- Cut open the seal with scissors. (instruction)
- Leave the room now. (command)
- Please shut the door behind you. (request)
- Do not share your credit card password. (advice)

The negative of imperative sentences is usually formed by using—

1. do + not + the base form of the verb
2. let + subject + not + the base form of the verb

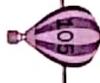
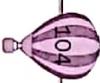
For example:

- Do not waste food.
- Let the crowd not wait here.
- Do not touch with wet hands.
- Let us not forget the promise.

D. Write imperative sentences using the words given below and the instruction after each. The first one has been done for you.

*Do not swim in the lake.*

1. not swim / lake
2. go / bed on time (rule)
3. not pluck / flowers (instruction)
4. switch off / mobiles (request)
5. not feed or tease / animals (request)
6. remove / shoes outside (request)
7. not park / in front of the gate (instruction)
8. read / manual before use (instruction)



### Exclamatory sentence

An exclamatory sentence expresses a sudden surprise, a shock, a strong opinion or emotion. This type of sentence mostly begins the words **what** or **how** at the beginning and ends with an exclamation mark.

For example:

- Drat! This is certainly not right! (expresses a strong opinion)
- You lied to me! (expresses anger)
- Alas! I lost my favourite watch! (expresses sorrow)
- Wow, it works! (expresses surprise)
- What a sad sight!
- How amazing the sunset looks!

E. Write these statements as exclamatory sentences. Begin with **What** or **How**.

1. Delhi is so polluted.
2. The nightingale is a melodious bird.
3. Uncle Podger gave a pleasant surprise.
4. The plane flew very high.
5. You are lucky.
6. These oranges are very juicy.
7. It was a beautiful ceremony.
8. The Qutb Minar is very tall.
9. The movie had amazing shots.
10. The rainbow is soothing.



#### Structure of an Exclamatory Sentence:

What is usually followed by a noun phrase.

- **What a bad day** the children had!
- How is usually followed by an adjective.
- **How beautiful** the sky looks!

F. Complete these exclamatory sentences. Express the emotion mentioned in brackets.

1. Ouch, \_\_\_\_\_ ! (pain)
2. Hooray, \_\_\_\_\_ ! (joy)
3. Wow, \_\_\_\_\_ ! (surprise)
4. What \_\_\_\_\_ ! (horror)
5. How \_\_\_\_\_ ! (pain)
6. Gosh, \_\_\_\_\_ ! (shock)
7. Yuck, \_\_\_\_\_ ! (disgust)
8. Phew, \_\_\_\_\_ ! (relief)

An exclamatory sentence may also begin with

1. an interjection such as **ouch**, **hooray** and **alas**.
2. **what** or **how**.

G. Now, write the exclamatory sentences you just wrote for Exercise F, as statements.

9. Ugh, \_\_\_\_\_
10. Eh, \_\_\_\_\_ ! (disgust)

### Summary

In this chapter, we have learnt that

- assertive sentences make a statement;
- interrogative sentences ask questions;
- exclamatory sentences express a strong emotion; and
- imperative sentences express an instruction, a command, a request or an advice.



## 18 Sentence Phrases and Clauses



### Warm-up

Read these groups of words and rearrange them to make meaningful sentences.

1. full of food / when I walk up to the fridge / I look only for chocolates.
2. the English homework / I pretended to look for / which I knew I had not done.
3. in my bath / when shampoo got into my mouth / I was singing.

A sentence is made up of groups of words, which may be phrases or clauses. You just put together phrases and clauses to make complete sentences.

Let us learn how phrases and clauses make up a sentence.

### Phrase

A phrase is a group of words that does not have a finite verb (a verb that changes form to show tense). It makes up a part of a sentence and cannot convey any meaning on its own.

For example:

- the big blue balloon
- interesting and fun-filled
- really very fast
- in great hurry

### Kinds of phrases

A phrase may function as a noun, an adjective, an adverb or a preposition in a sentence.

For example:

- That green building with a sloping roof has been built quite recently for sheltering the poor. In this sentence, that green building is the noun phrase functioning as the subject of the sentence (answers what has been built?); with a sloping roof is the adjective phrase modifying the noun phrase (answers what kind?); quite recently is the adverb phrase modifying the verb has been built (answers when?); and for sheltering the poor is the prepositional phrase (begins with the preposition for).

A prepositional phrase usually begins with a preposition and is followed by a noun phrase, an adjective, an adjective phrase, an adverb or an adverb phrase.  
For example:

- Dev sings in the school choir. (preposition in + noun phrase the school choir)
- The man with a long ponytail took pictures of the troupe. (preposition with + adjective phrase a long ponytail)
- The cyclists rode through very safely. (preposition through + adverb phrase very safely)

- A prepositional phrase may also be made up of:
1. a preposition + the -ing form of the verb (gerund).

For example:

- I bought a grinder for grinding spices.

For example:

- Everyone was shocked by what they saw.

- A. Identify the kinds of the underlined phrases.

1. The noisy backbenchers were punished.
2. Siya read extremely slowly in the class.
3. The soldiers on the horses have been decorated with medals.
4. It started to rain quite suddenly.
5. The band played my all-time favourite song.
6. The terrified shopkeepers pulled down their shutters.
7. The players warmed themselves up before the race.
8. The sunbeams came in through the tall glazed window.



### Clause

A clause is a group of words that has a subject and a finite verb.

Look at these examples. Can you contrast the two?

- in the rain
- It was raining.

The group of words in the rain has no finite verb and is a phrase. The group of words It was raining, is a clause that has a subject it and a finite verb was raining.

1. A clause can stand alone as a complete sentence, or it may be a part of a longer sentence.

For example:

- The organisers have made arrangements for parking. (This group of words is a clause that has a finite verb *have made*; a subject *the organisers*; and a predicate *have made arrangements for parking*.)

- The teacher announced that she was going on leave for two days. (The group of words that *she was going on leave for two days* is also a clause with a finite verb—*was going*, but it is a part of a longer sentence that begins with the clause *The teacher announced* and makes sense only in relation with the clause preceding it.)

2. Every sentence must contain at least one clause. Some sentences may contain more than one clause.

For example:

- The children jumped with joy.

(one clause: *The children jumped with joy*.)

- He reached late, so he missed the flight.

(two clauses: *He reached late* + *he missed the flight* joined by the conjunction *so*)

- My mother had very long hair when she was young.

(two clauses: *My mother had very long hair* + *she was young* joined by the conjunction *when*)

- She told me that she had baked the cake when I was sleeping.

(three clauses: *She told me*, *she had baked* and *I was sleeping* joined by the conjunctions *that* and *when*.)

#### B. Identify if the underlined s of words are phrases or clauses.

- Let us go to the hills when summer sets in.
- It was a holiday for teachers and students of primary classes.
- It has rained heavily, so all the drains are overflowing.
- I could not drink my tomato soup as a fly had landed in it.
- I have learnt a new way of baking vegetables.
- The gymnasts performed in front of cheering spectators.
- I informed you about the breakdown, still you did not arrange for the pickup.
- The onlookers would get excited when someone from their country performed.



- Wear your jacket. It is cold outside. (for)
- I was tired. I was sleepy. (and)
- Shravan cannot read. He cannot write. (nor)
- I like to drink juices. My sister likes milkshake. (but)
- Their grandfather is seventy. He likes to cook for the family. (yet)
- Divya does not drink milk. She does not drink tea. (nor)
- You can buy a new book. You may borrow it from the library. (or)
- The crow was thirsty. It flew to a pot of water in my balcony. (so)



#### Joining clauses

Two clauses may be joined by a coordinating or subordinating conjunction to form a longer sentence.

Coordinating conjunctions *for*, *and*, *nor*, *but*, *or*, *yet* and *so* join clauses expressing related ideas, often sharing equal importance and the same grammatical structure.

For example:

- Kelan is learning the guitar, and his brother is teaching him.
- We flew to Mumbai but (we) returned by car.
- You are tired, yet you have agreed to drive me.

When two negative clauses are joined using *nor*, the subject and verb change places.

For example:

- I cannot run. I cannot walk fast.
- Jaya does not sing. She does not dance.

**Subordinating conjunctions** are used to join two or more clauses. The clause introduced by the subordinating conjunction adds extra information to the main clause and makes sense only in relation to the main clause; it does not make complete sense on its own. *When*, *after*, *before*, *whenever*, *while*, *until*, *if*, *unless*, *although*, *though*, *still*, *because*, *since*, *as*, *where* and *whenever* are some commonly used subordinating conjunctions.

For example:

- The firefighters were soon there because somebody had informed them.
- The children will not be allowed unless accompanied by an adult.

#### C. Join the two clauses by using the coordinating conjunction given in brackets.

- Wear your jacket. It is cold outside. (for)

- I was tired. I was sleepy. (and)

- Shravan cannot read. He cannot write. (nor)

- I like to drink juices. My sister likes milkshake. (but)

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(two clauses: *He reached late* + *he missed the flight* joined by the conjunction *so*)

- My mother had very long hair when she was young.

(two clauses: *My mother had very long hair* + *she was young* joined by the conjunction *when*)

- She told me that she had baked the cake when I was sleeping.

(three clauses: *She told me*, *she had baked* and *I was sleeping* joined by the conjunctions *that* and *when*.)

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- It was a holiday for teachers and students of primary classes.
- It has rained heavily, so all the drains are overflowing.
- I could not drink my tomato soup as a fly had landed in it.
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For example:

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- We flew to Mumbai **but** (we) returned by car.

- You are tired, **yet** you have agreed to drive me.

When two negative clauses are joined using *nor*, the subject and verb change places.

For example:

- I cannot run. *I* cannot walk fast.

- Jaya does not sing. *She* does not dance.

*I* cannot run **nor** can *I* walk fast.

*Jaya* does not sing **nor** does *she* dance.

Subordinating conjunctions are used to join two or more clauses. The clause introduced by the subordinating conjunction adds extra information to the main clause and makes sense only in relation to the main clause; it does not make complete sense on its own. *When*, *after*, *before*, *whenever*, *while*, *until*, *if*, *unless*, *although*, *though*, *still*, *because*, *since*, *as*, *where* and *whatever* are some commonly used subordinating conjunctions.

For example:

- The firefighters were soon there **because** somebody had informed them.
- The children will not be allowed **unless** accompanied by an adult.

### C. Join the two clauses by using the **coordinating conjunction** given in brackets.

- Wear your jacket. It is cold outside. (*for*)
- I was tired. I was sleepy. (*and*)
- Shravan cannot read. He cannot write. (*nor*)
- I like to drink juices. My sister likes milkshake. (*but*)
- Their grandfather is seventy. He likes to cook for the family. (*yet*)
- Divya does not drink milk. She does not drink tea. (*nor*)
- You can buy a new book. You may borrow it from the library. (*or*)
- The crow was thirsty. It flew to a pot of water in my balcony. (*so*)



D. Join the clauses in the two columns using the **subordinating conjunctions** given in between.  
Then rewrite the tips on preparing for exams, as complete sentences.

1. Do not let yourself be disturbed	till after	a. you can revise quickly before the exam.
2. Prepare a time table	if	b. you feel bored and tired.
3. Make notes of important points	before	c. you are studying.
4. Take as many tests	whenever	d. you have prepared a topic.
5. Take a brief break	because	e. you need to prepare for different subjects.
6. It is important to sleep well	because	f. you have any fears.
7. Talk to your parents	because	g. you appear for an exam.
8. Take deep breaths and stretch yourself	when	h. you can complete them within the time limit.

E. Complete each sentence following the instructions in brackets.

- I will not step out —  
(add a prepositional phrase)
- The — tree was planted by Grandpa.  
(add an adjective phrase)
- My dog lapped up the milk —  
(add when + clause)
- Sahil refused to speak —  
(add through + clause)
- The pilots spotted an alien —  
(add while + clause)
- Please pass me the books —  
(add a prepositional phrase)

7. She wanted to learn dance \_\_\_\_\_.  
(add after + clause)

8. The participants swam \_\_\_\_\_.  
(add an adverb phrase)

9. Please pack your bag \_\_\_\_\_.  
(add before + clause)

10. \_\_\_\_\_ drive late at night.  
(add a noun phrase)

### Summary

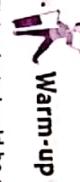
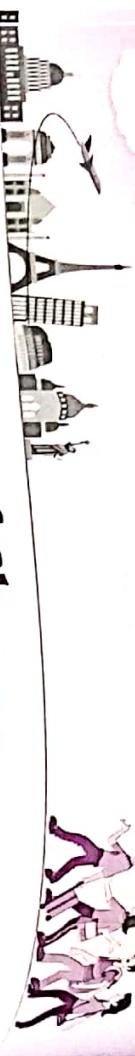
In this chapter, we have learnt that

- a phrase has no finite verb, while a clause must have a finite verb;
- a phrase makes up a part of a sentence, while a clause may stand alone as a sentence; and
- every sentence must be a clause or it may be made up of two or more clauses, joined by coordinating or subordinating conjunctions.



# 19 Kinds of Clauses

## Main and Subordinate



### Warm-up

Tick what should be added so that the clause given below makes sense.

...because the door was open.

1. After leaving the house...
2. The monkeys trooped in...
3. It started raining...
4. Joan painted the house...

You just set a clause, which made no sense on its own, in relationship with another clause so that it makes sense.

Let us read on to understand why the clause ... because the door was open depended on another clause to convey its meaning though it has a finite verb was open (a verb that indicates tense).

We know a clause is a group of words with a subject and a finite verb, and every sentence must contain at least one clause (and any other words). Also, a sentence may be made up of more than one clause connected by a coordinating or subordinating conjunction.

**Coordinating conjunctions** join clauses of equal rank and same grammatical structure. The two clauses connected by them are main clauses that can convey complete meaning independently.

The coordinating conjunctions are for, and, nor, but, or, yet and so.

clause 1      clause 2

**Subordinating conjunctions** introduce a dependent clause that makes sense only when required to an independent or the main clause. Some subordinating conjunctions are when, after, before, whenever, while, until, if, unless, although, though, still, because, since, as, where and wherever.

clause 1

clause 2

- For example:-
- There were tremors felt in our city but, fortunately, there was no damage caused. The two main clauses (underlined) are connected by the coordinating conjunction but. Both the clauses can stand independently as complete sentences.
- The firefighters arrived before it was too late. The subordinating conjunction before introduces the dependent clause it was too late, joining it with the main clause the firefighters arrived. The dependent clause makes sense only in relation to the main clause; it makes no sense on its own.
- The main clause of a sentence is always an **independent clause** that makes complete sense and can stand alone as a sentence. It must have a finite verb.
- For example:
- All the children laughed. (subject—all the children; finite verb—laughed)
  - His friends were painting the fence. (subject—his friends; finite verb—were painting)
- In an imperative sentence, the subject is understood and the base form of the verb is used.
- For example:
- (You) Sit here. (verb—sit)
  - (You) Let the phone ring. (verb—let)
- Subordinate / Dependent Clause**
- The main clause may be linked with one or more clauses by using a subordinating conjunction. The clause introduced by a subordinating conjunction is a **dependent clause**. It depends on the main or independent clause to convey its meaning. A dependent clause cannot form a complete sentence on its own.
- For example:
- The harvest this year was better **because the farmers had used organic fertilisers.** (The sentence is made up of two clauses: the main clause The harvest this year was better and the subordinate clause because the farmers had used organic fertilisers.)
  - The spectators cheered Gaurav **when he hit a century.** (The sentence is made up of two clauses: the main clause The spectators cheered Gaurav and the subordinate clause when he hit a century.)
  - She lost the race **because she tripped when she was very close to the finishing line.** (The sentence is made up of three clauses: the main clause She lost the race; and two subordinate clauses because she tripped and when she was very close to the finishing line.)
- The subordinate clauses in all the examples given above depend on their respective main clauses to convey meaning.

Some subordinate clauses can be placed before the main clause.

For example:

- I went into my study after the guests left.
- After the guests left, I went into my study.
- He will not spend a penny although he has earned enough.
- Although he has earned enough, he will not spend a penny.

- A. Read these sentences about Grandma's visit to a park. Identify if the underlined clause in each sentence is a **main clause** or **subordinate clause**.

1. Grandma sat on a bench where she would be fairly undisturbed.
2. Grandma watched the sun playing hide-and-seek behind the tree as the leaves swayed in the breeze.
3. She observed the playful squirrel as it scrambled up and down a tree.
4. She witnessed a chameleon wait patiently before it struck its prey.
5. Although Grandma could not see the lark, she heard it sing high up in a tree.
6. While Grandma was sitting there, she noticed a pigeon bob its head and waddle on the grass.
7. As she walked around barefoot, she felt the dew under her feet.
8. She saw a red spotted ladybird crawling up a rose bush where she was sitting.



- B. Complete the sentences by adding **main clauses** to each.

1. \_\_\_\_\_ after the game was over.
2. \_\_\_\_\_ till you have completed it.
3. Before I had tried it, \_\_\_\_\_.
4. \_\_\_\_\_ because we all are friends.
5. \_\_\_\_\_ whenever you can.
6. Although it may be difficult, \_\_\_\_\_.
7. \_\_\_\_\_ still we will allow you.
8. Unless you solve it, \_\_\_\_\_.
9. Although Hira's grades at school were very good, \_\_\_\_\_.
10. Since it was already the middle of July, \_\_\_\_\_.

Only when the dependent clause is placed before the independent clause, we use a comma to separate it from the main clause.

- C. Rewrite these sentences about living in a big city, by forming **subordinate clauses**. Use a suitable conjunction from the brackets. Begin at least five sentences with a **subordinate clause** each.

1. I love living in a big city. It is a modern city. (because / though)
2. I can view the whole city. I stand in the balcony of my apartment. (when / where)
3. There are tall skyscrapers. You may look in any direction. (whichever / as)
4. The city has wide busy roads. It also has a good network of the Metro. (unless / although)
5. You will love the city for its restaurants with food from just about every country. You are a foodie. (if / when)
6. The city offers every type of entertainment. Some options are quite expensive for the common man. (though / because)
7. There are big, sprawling malls. You cannot resist shopping. (until / where)
8. You cannot get bored in a big city. You are a real loner. (unless / although)
9. Also, it is easy to fall sick in a big city. The best medical care is available there. (since / when)
10. So friends, join me in the city. It gets too full. (after / before)



## Summary

In this chapter, we have learnt that

- a **main / independent clause** makes complete sense and can stand on its own.
- Every sentence must have one main clause with its finite verb; and
- a **subordinate / dependent clause** is a part of a longer sentence and depends on the main clause to convey its meaning.

Let us compare these two sentences.

- Look at that man in the red shirt. (adjective phrase)
- Look at that man who is wearing a red shirt. (adjective clause)

In both the sentences, the group of words in bold modify the noun phrase that man and so they function as an adjective.

## 20 Subordinate Clauses

Kinds

In the first sentence, the group of words in the red shirt is an adjective phrase as it does not have a subject or a finite verb.

For example:

- You can drink the milk that is kept in the pot.

- Do not call the boys whom you have already interviewed.

- The kite which has a long tail is flying the highest.

- The cat whose engine had heated has been rescued.

In the examples given above, the adjective clauses in bold modify the italicised nouns.

Sometimes we can omit the relative pronoun from the sentence without affecting the meaning.

For example:

- The train that you usually travel by has been cancelled.

- The play which I am acting in is a Shakespearean comedy.

A Underline the **adjective clauses** in these sentences. Also, circle the nouns they modify.

1. The call which I received just now was from an unknown number.
2. My father looked for the old man who had given him the gold coin.
3. Take the road which runs along the park.
4. Nadia scored a perfect ten which is very difficult to score.
5. The thieves took away the box which had the jewels of the king.
6. Five boys who had designed the car were awarded merit certificates.
7. I wanted a room that presented a view of the snowcapped mountains.

A subordinate clause is a part of a longer sentence. It adds more information to a sentence by functioning like an adjective, an adverb or a noun. On the basis of its function, the subordinate clause may be classified as an adjective clause, an adverb clause or a noun clause.

### Adjective clause

A subordinate clause that functions as an adjective, modifying a noun, a pronoun or a noun phrase is called an adjective clause.



Warm-up

Read the dialogue.



The adjective clause is placed close to the noun it describes. For example:

- The dog chased the boy that was chewing the bone.
- The dog that was chewing the bone chased the boy.

For example:

- Look at that man in the red shirt. (adjective phrase)
- Look at that man who is wearing a red shirt. (adjective clause)

In both the sentences, the group of words in bold modify the noun phrase that man and so they function as an adjective.

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- The train that you usually travel by has been cancelled.

For example:

- The play which I am acting in is a Shakespearean comedy.

For example:

- The dog chased the boy that was chewing the bone.

For example:

- The dog that was chewing the bone chased the boy.

For example:

- Look at that man in the red shirt. (adjective phrase)

For example:

- Look at that man who is wearing a red shirt. (adjective clause)

In both the sentences, the group of words in bold modify the noun phrase that man and so they function as an adjective.

For example:

- You can drink the milk that is kept in the pot.

For example:

- Do not call the boys whom you have already interviewed.

For example:

- The kite which has a long tail is flying the highest.

For example:

- The cat whose engine had heated has been rescued.

For example:

- The train that you usually travel by has been cancelled.

For example:

- The play which I am acting in is a Shakespearean comedy.

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For example:

- Look at that man who is wearing a red shirt. (adjective clause)

In both the sentences, the group of words in bold modify the noun phrase that man and so they function as an adjective.

For example:

- You can drink the milk that is kept in the pot.

For example:

- Do not call the boys whom you have already

8. The bird that sings every day on my window ledge has not shown up today.
9. My friend whose company I always kept has moved to another school.
10. Today, the team will play the final match which will decide the winner.

### Adverb clause

A subordinate clause that functions as an adverb, modifying a verb, is called an adverb clause.

Let us compare these two sentences.

- This parrot speaks at sunrise. (adverb phrase)
- This parrot speaks when the sun rises. (adverb clause)

In both the sentences, the groups of words in bold modify the verb speaks, so they function as an adverb.

In the first sentence, the words at sunrise have no subject or finite verb and make up an adverb phrase (tell the time of the action).

In the second sentence, the group of words when the sun rises makes up an adverb clause (tell when something will happen) as it has a subject (the sun) and a finite verb (will rise).

An adverb clause is introduced by subordinating conjunctions such as after, though, although, as, before, if, since, that, until, when, whereas, while, once, as and so.

For example:

- We have been learning the guitar since we were ten. (time)
- Mum could find only ten beads as the beads had spilled all over. (reason)
- Do not drive if you are sleepy. (condition)

- Although Megha was slow to begin the race, she caught up later. (contrast)

In the examples given above, the adverb clauses in bold modify the underlined verbs.

### B. Underline the adverb clauses in these sentences. Also, circle the verbs they modify.

1. The dish will be baked when the timer rings.
2. Do not leave before I return.
3. She was crying as she was in real pain.
4. The train will wait till all the passengers have boarded.
5. The film has not been a success because it has violent scenes.
6. We have booked the hotel although we are not sure of our plans.
7. The police were called when the two men refused to stop quarrelling.
8. Though I am carrying an umbrella, I want to get drenched in the rain.



An adverb clause may tell the time, place, manner, purpose, cause or effect of the action; or, it may present a condition, contrast or comparison.

9. I showed Hema my collection of stamps since she is a philatelist.

10. I was asked to show my entry pass whereas my friends just walked in.

### Noun clause

A subordinate clause that functions as a noun in a sentence is called a noun clause.

Let us compare these two sentences.

- The teacher's explanation has been very helpful. (noun phrase)
- Whatever the teacher explained has been very helpful. (noun clause)

In both the sentences, the words in bold are the subject of the verb form has been, so they function as nouns.

In the first sentence, the words the teacher's explanation have no subject or finite verb and make up a noun phrase (answer the question what?).

In the second sentence, the words whatever the teacher explained make up a noun clause (answering what?) with a subject (the teacher) and a finite verb (explained).

1. A noun clause may be introduced by a relative pronoun like that, what, whatever, who, whom, whoever, whencever; or by a subordinating conjunction like where, how, why and where.
2. The noun clause may be the subject of the verb, the object of the verb, the infinitive or the preposition in a sentence.

For example:

- Whoever wants to come should pay the charges. (subject of the verb should pay)
- That you are always on time is an absolute lie. (subject of the verb is)

- Let us find out where we can stay at night. (object of the verb phrase find out)

- I want to learn how one can make a kite at home. (object of the infinitive to learn)

- The chef took a session on how to make caramel custard. (object of the preposition on)

### C. Underline the noun clauses in these sentences.

1. I wonder why there is a delay in the show.
2. Whoever was invited had to show a pass at the entry.
3. How to reduce stress is the concern of many these days.
4. Soon he realised what he had done was wrong.
5. The audience wanted to know when the stars would come on stage.
6. Wherever you decide to go on vacation is fine with me.
7. I am carrying a raincoat for whenever it rains.
8. What I told you has proved to be true.



9. Give this blanket to whoever you think is needy.  
 10. Please tell me why you did not attend my party.

**D. Underline the subordinate clause in each sentence and identify it as a noun, an adjective or an adverb clause.**

- We go to the skating rink which is located at the centre of the town.
- Since it is harvest time, the farmers are busy in their fields.
- What they told us was not the real story.
- The children can play outdoors until the sun sets.
- The injured camel that we saw has been taken to an animal shelter.
- Whatever you teach us is very useful knowledge for us.
- My grandparents are in good health because they follow a dietary regime.
- We never could imagine that they will betray us.
- Although the ostrich is a bird, it cannot fly.
- He is the minister whose contribution in building the city has been appreciated.



**E. Identify the misplaced subordinate clause in each sentence and rewrite it with the clause at the correct place.**

- The flamingos that we saw looked majestic while flying over Africa.
- I wrote a poem while I was flying from Europe on the back of a paper plate.
- Do not tease the sick animal that is painted black in the cage.
- The boys who were mewing ran away from the cats.
- He showed the elephant to his son that had a long trunk.
- The patient went to the doctor who had a severe headache.
- My friend which were hanging from the tree wanted the apples.
- I shared the pizza with my friend that was lying in my plate.
- The apiarist harvested the honey when the hive was full.
- I gave some fruit to my puppy that I had finely chopped.

**F. Answer these questions in complete sentences by using the kind of clause mentioned in brackets. The first one has been done for you.**

- Why are you so upset? (adverb clause)  
*I am upset because I have not been selected for the school play.*
- What did the teacher announce? (noun clause)
- Which friends are you going to invite? (adjective clause)
- Till when are you not allowed to drive? (adverb clause)
- Whom would you like to share your prize money with? (noun clause)
- What are you trying to understand? (noun clause)
- Since when have you been in this city? (adverb clause)
- Which classmate have you helped? (adjective clause)
- Which car would you like your father to buy? (adjective clause)
- Why do you want to grow up fast? (adverb clause)

## Summary

In this chapter, we have learnt that

- an adjective clause functions as an adjective and modifies the noun or pronoun in a sentence;
- an adverb clause functions as an adverb and modifies the verb in a sentence; and
- a noun clause functions as the subject of the verb, the object of the verb, the infinitive or the preposition in a sentence.



## 21

# Relative Pronouns and Relative Clauses



### Warm-up

Read the sentence.

An earth crusader whose mission is to save the planet which is highly polluted with waste that is not biodegradable is looking for people who can join him in the crusade.



You just read a long sentence that used relative pronouns to link extra information about the noun preceding each relative pronoun. The group of words that follows each relative pronoun makes up a relative clause.

Let us read on to learn more about relative pronouns and relative clauses.

A relative pronoun is a pronoun that introduces a relative clause, which functions as an adjective clause.

A relative clause adds extra information about the noun that comes before it in the main part of the sentence.

We use the relative pronouns who, whom, which, whose or that to introduce relative clauses.

### Kinds of Relative Clauses

Relative clauses are of two kinds—defining and non-defining—depending on the kind of information they add.

#### Defining relative clauses

Defining relative clauses add important or essential information about the subject or object of the verb. These clauses are placed immediately after the noun they refer to or add information about. Defining relative clauses cannot be left out of the sentence as they add necessary information.



For example:

- Students who are regular to school keep up with their studies.
- The family that lives on the top floor has been asked to vacate the house.
- I have lost the bat which the captain had autographed for me.
- I will share with you the presentation that I prepared for the school function.

We do not mark out a defining clause using commas.

In the first two examples, the defining relative clauses—*who* are regular to school and *that* lives on the top floor—add essential information about the subjects (students and the family), of their respective sentences.

In the third and the fourth examples, the defining relative clauses—which the captain had autographed for me and that I prepared for the school function—add essential information about the objects of the verb (the bat and the presentation) in their respective sentences.

The relative pronoun may sometimes be omitted when it refers back to the object of the verb.

For example:

- Show the shirt that you bought.  
Show the shirt you bought.
- That is the bouquet which she sent.  
That is the bouquet she sent.
- He is the man whom everyone cheered.  
He is the man everyone cheered.

A. Fill in the blanks with a suitable relative pronoun—who, whom, which, whose or that.

1. He is the man \_\_\_\_\_ daughter is a classical dancer.
2. Is that the shop \_\_\_\_\_ repairs mobile phones?
3. Please remove your car \_\_\_\_\_ is blocking the traffic on the road.
4. I have received the gift \_\_\_\_\_ you sent by courier.
5. A counsellor is a person \_\_\_\_\_ job is to advise people with problems.
6. I have adopted the puppy \_\_\_\_\_ leg was fractured.
7. He is the doctor \_\_\_\_\_ I consulted for my stomach ache.
8. Can you give me the name of the person \_\_\_\_\_ I should meet there?
9. Please contact the gentleman \_\_\_\_\_ is at the reception, for guidance.
10. The hot-water tank \_\_\_\_\_ has been installed in my washroom is not functioning properly.



#### Non-defining relative clauses

Non-defining relative clauses add extra information about the person or thing in a sentence. These clauses are not essential to the understanding of the reference and can be left out of the sentence. Non-defining relative clauses are also introduced by the relative pronouns who, whom, whose and which.



For example:

- My presentation, which is about the evolution of man, was much appreciated.
- The green house, whose owner is known to you, has been demolished.
- Three men cheated the traveller, who later reported it to the police.
- Say took me to the hospital immediately, which was very helpful on her part.

In these examples, the non-defining relative clauses—which is about the evolution of man, whose owner is known to you, who later reported it to the police and which was very helpful on her part—add extra information that is not necessary to the meaning of the sentence. These clauses can be left out of the sentence without affecting the meaning.

**B. Use commas to separate the non-defining relative clauses in these sentences.**

1. Delhi which is the capital of India has lot of traffic problems.
2. My grandfather who is 80 is very good at chess.
3. The grocer's shop which was shut down last year has reopened all renovated.
4. Janak who has acted in many school plays is now the School Head Boy.
5. The woman whose bag was snatched called the police.
6. My father who has travelled a lot is now planning to set up a resort.
7. That dog which is limping painfully was run over by a careless driver.
8. The officer who has been awarded for his honesty is our family friend.
9. The villages on the highway which were immersed in darkness have no electricity supply.
10. Jason who is a well-known singer will be singing at the club tonight.



Non-defining clauses are marked out from the defining clause in a sentence by the use of commas.

**D. Join the sentences using non-defining relative clauses.**

1. A robot can make jobs easier for humans. It is a gift of technology.
2. Animals can be kept at home as companions. They can reduce our stress.
3. We bought a refrigerator last month. It does not cool properly.
4. My tennis coach is Nikhil's father. He plays at the national level.
5. The car has been found parked off the road. It has a broken windscreen.
6. Shikha's parents are engaged in organic farming. They live in the countryside.
7. My mother is looking for a secretary. My mother is stressed out.
8. The little boy has lost his favourite toy. It was a gift from his uncle.
9. My school bag has got torn. I have used it for two years.
10. The shopkeeper called out to the child. The child looked surprised.



## Summary

In this chapter, we have learnt that defining and ND for non-defining relative clauses.

1. A digital camera is a gadget which allows you to upload photos onto your computer.
2. An iPod is a gadget that gives you quick access to music.
3. We should be grateful to scientists who have given us gadgets to make our life easy.

4. Smartphones come with functions that one finds on one's computer.

5. A webcam, which you find on all latest laptops, too allows you video calling.

6. Skype is a computer software that allows video and voice calls.

7. GPS, which is a navigating software, has rendered maps useless.

8. A touchscreen tablet is a small computer which is easy to carry.

9. A smart TV, which combines the features of a TV and the Internet, offers one-stop entertainment.

10. Bluetooth is a technology that allows wireless connection with other gadgets like TV and phones.



## 22 Conditionals

### Type 0 and Type I



#### Warm-up - - -

What usually happens in these situations? Complete the results in a funny way.

1. If I am sleepy in class, ...
2. If I have nothing to do, ...
3. If I am talkative in class, ...
4. If I have to eat something, I like...
5. If I am hungry during the class, ...
6. If my mother gets angry with me, ...

You just completed some conditional sentences.

Let us read on to learn about conditional sentences.

### Conditional Sentences

A conditional sentence describes a situation that must happen or a condition that must fulfil for another thing to happen or be true. It is made up of two parts—

1. the conditional clause that begins with the subordinating conjunction *if* and lays down a situation or condition that must happen for another thing to happen.
2. the main clause that talks of the possible result if the condition laid out in the *if*-clause is fulfilled.

For example:

- If water boils, it evaporates.  
(The *if*-clause describes a situation and the main clause describes a result that will be true at all times.)
- If it rains enough this year, we will have a good harvest.  
(The *if*-clause describes an imagined situation that is possible and the main clause describes a result that is likely.)



Conditional sentences describe real, possible, likely, unlikely or impossible conditions. Let us read on to learn about Type 0 (real) and Type I (likely or possible) conditionals.

### Type 0 (Real) Conditionals

The Type 0 conditional sentences express situations that are always true if or when some action takes place. They are used to express habits, scientific facts, general truths, instructions and rules. For example:

- If I am getting late, I pack myself a sandwich. (habit)
- If you put ice into water, it melts. (scientific fact)
- If you change lanes while driving, you are risking accidents. (general truth)
- If you want to call housekeeping, dial 2. (instruction)
- If you return the book late, you pay the fine. (rule)



#### Structure of Type 0 conditionals

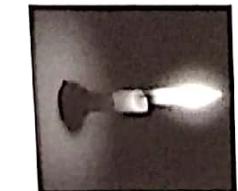
The Type 0 conditional sentences may use the following combinations of present forms of the verb to express situations that are always true when something happens.

Type 0 verb form combinations	Example
If-clause	Main clause
simple present	simple present
present continuous	simple present
present continuous	present continuous
present perfect	simple present

The Type 0 conditional can also be formed by using *when* in place of *if*.

For example:

- If you light a candle, the wax melts.  
When you light a candle, the wax melts.
- If you are gluten intolerant, you do not eat wheat.  
You do not eat wheat when you are gluten intolerant.



- A. Fill in the blanks with the correct form of the verbs in brackets.

1. If the cylinder \_\_\_\_\_ (leak), do not light the stove burner.
2. If I am not working, I \_\_\_\_\_ (always travel).
3. If Dad is not watching TV, he \_\_\_\_\_ (write) his autobiography.
4. Nobody disturbs me when I \_\_\_\_\_ (study).

When the *if* clause is placed before the main clause, we separate it by using a comma.

5. When Mum \_\_\_\_\_ (cook), she softly hums a tune.
6. If I \_\_\_\_\_ (relax), I listen to music.
7. If you \_\_\_\_\_ (feel) lazy, hop up and go swimming.
8. If you have spoken rudely to someone, it \_\_\_\_\_ (be verb) better to apologise.
9. If people \_\_\_\_\_ (vote), they are being responsible citizens.
10. If I \_\_\_\_\_ (get) late at school, I call up my mother.

B. Add a suitable clause to complete these Type 0 conditional sentences. Use the clues in brackets.

1. If you press this button, \_\_\_\_\_ (water become) (begin moving).
2. \_\_\_\_\_ (do not heal). (Divya cry)
3. If you scratch a wound, \_\_\_\_\_ (use calculator) if you cannot solve it.
4. \_\_\_\_\_ (teacher ask), tell her I am not well.
5. \_\_\_\_\_ (call mobile).
6. If we lose each other in the crowd, \_\_\_\_\_ (get green).
7. If you mix yellow and blue colours, \_\_\_\_\_ (metro run).
8. People are punctual \_\_\_\_\_ (it spill).
9. If you squeeze the toothpaste too hard, \_\_\_\_\_
10. If you squeeze the toothpaste too hard, \_\_\_\_\_



## Type I Conditionals

The **Type I conditional sentences** are used to talk about an imagined situation in the future that is likely to happen or be fulfilled.

### Structure of Type 1 conditionals

Look at the structure of the type 1 conditional sentences.

Conditional clause <b>if + simple present</b>	Main clause <b>will + the base form of the verb</b>	Explanation
If I win a prize,	I will treat you to your favourite ice cream.	I do not win. → I do not treat you.
If the rain stops,	We will play.	Rain does not stop. → We will not play.
If your ear hurts again,	Your ear does not hurt. → We need not go to the doctor.	

We can use the future modals shall, should, could, would, may, might and can in the main clause.

For example:

- If you have the money, you should help the needy.
- If he does not reach on time, he might miss the flight.

The conditional clause is usually placed before the main clause, but it can be placed after the main clause; it does not affect the meaning of the sentence.

For example:

- If the plumber cannot fix the leak, he might change the tap.
- The plumber might change the tap if he cannot fix the leak.
- If he is found guilty, the police should counsel him.
- The police should counsel him if he is found guilty.



C. Match the parts in the two columns to make meaningful Type I conditional sentences.

- |  |  |
|--|--|
| 1. If the team wins the match,                 | a. we all can enjoy it.                        |
| 2. If you read the newspaper regularly,        | b. we might get them cheaper.                  |
| 3. If you play the music softly,               | c. you would be safer.                         |
| 4. If we book our tickets now,                 | d. it will play the final against New Zealand. |
| 5. If you switch on the air conditioner,       | e. you will know latest news of the world.     |
| 6. If the window is left open,                 | f. your muscles will stiffen up.               |
| 7. If you wear your helmet when riding a bike, | g. the room would not feel so stuffy.          |
| 8. If you do not exercise regularly,           | h. mosquitoes will fly in.                     |

D. Express these as Type I conditional sentences. The first one has been done for you.

1. Brush your teeth every night so that you do not get cavities.  
*If you brush your teeth every night, you do not get cavities.*

2. Revise your class notes regularly and you will fare well.

3. Grandpa takes medicine and he feels better.

4. Children are overfed on junk food, so they are obese.

5. Ketan goes to the gym every day and he keeps fit.

6. Drive carefully to avoid accidents.

7. Perform the experiments to understand better.

8. I am honest in my dealings to make friends.

9. I go to the market and I always buy cookies.

10. There are dark clouds and people at once expect rain.



**E.** Use the correct form of the verbs in brackets to complete these Type I conditional sentences.

1. If I \_\_\_\_\_ (have) a doubt, I \_\_\_\_\_ (ask) you for help.
2. We \_\_\_\_\_ (miss) the morning assembly if the bus \_\_\_\_\_ (do not) come on time.
3. If you \_\_\_\_\_ (not pay) the bill, your phone service will be disconnected.
4. Everyone \_\_\_\_\_ (come) forth to help Gina if she \_\_\_\_\_ (ask) for it politely.
5. If there \_\_\_\_\_ (be) a drought, the crops and animals \_\_\_\_\_ (suffer).
6. If the horse \_\_\_\_\_ (get) treatment, it \_\_\_\_\_ (walk) again.
7. If we all \_\_\_\_\_ (be) more careful, we \_\_\_\_\_ (realise) our dream of a clean India.
8. The government \_\_\_\_\_ (use) public transport.
9. You \_\_\_\_\_ (catch) a chill if you \_\_\_\_\_ (not wear) thermals.
10. If any stranger \_\_\_\_\_ (try) to befriend you, you \_\_\_\_\_ (not share) any personal information.

**F.** Add a suitable clause to complete each conditional sentence. The first one has been done for you.

1. If you come with me, we can have a lot of fun together.
2. If I have time, I can email you the flight details.

3. Dad might take us on a holiday \_\_\_\_\_.

4. We shall not move into the new house \_\_\_\_\_.

5. If you practice English every day, you can improve your English.

6. If you may feel scared at night,

7. You can join us on the bicycle trip \_\_\_\_\_.

8. If the children should eat enough fruit,

9. Mom and I might go shopping \_\_\_\_\_.

10. My cousins might stay with us one night \_\_\_\_\_.

**G.** Use these phrases to form conditional sentences. The first one has been done for you.

1. donate a clothing item you have outgrown → used by a person in need  
*If you donate a clothing item you have outgrown, it may be used by a person in need.*
2. adopt a stray → help an animal in need
3. donate blood → save a life

4. spread kindness → make the world a better place
5. change your diet → live healthily

6. share your things → win friends
7. avoid the use of plastic → save the environment
8. plant a tree → make your surroundings green
9. use less paper → save trees
10. take shorter showers → help to conserve water



## Summary

In this chapter, we have learnt that

- a conditional sentence has two parts: the *If-clause* and the *main clause*;
- the type 0 conditional expresses situations that are always true if something happens; and
- the type I conditional is used to talk about an imagined situation in the future that is likely or possible.



## 23 Sentences

### Simple, Compound and Complex



#### Warm-up

Circle the subordinate clause(s) and underline the main clause(s) in this sentence.

Because of the popularity of rock music, which has been in our country for ages, the organisers have organised a concert and invited all rock artists who hail from different parts of the world to perform in the city before the winter sets in.

You just read a sentence with many clauses, both main and subordinate.

We may classify sentences under three kinds—simple, compound and complex—depending on the type and the number of clauses that make them up.

#### Simple Sentences

A simple sentence has only one clause. It has only one finite verb.

For example:

- The teacher has started teaching. (one finite verb → one clause)
- We went on a long journey by car. (one finite verb → one clause)



A simple sentence may have a compound subject, that is, more than one noun.

For example:

- The old man and his son sat on the camel.
- The teachers and the students have assembled in the hall.

These sentences qualify as simple sentences because each has only one finite verb.

A. Underline the verbs in these sentences. Then, tick only the simple sentences.

1. The children laughed and played merrily on the swings.
2. My mother baked a cake and served it hot.
3. The company will launch its new car soon.
4. My father and mother encourage me to do my work independently.
5. Our images looked funny in the magic mirrors.
6. The clouds thundered all night.
7. I have stopped believing in her since that experience.
8. I can play the piano and sing classical songs.
9. The glasses and the plates have been washed clean.
10. The juggler juggled three balls at the same time and amazed everyone.



#### Compound Sentences

A compound sentence has two or more main clauses, closely related in idea and of equal importance. The main clauses may be joined by a coordinating conjunction for, and, nor, but, or, yet or so, or by correlative (paired) conjunctions such as either...or, neither...nor, whether...or, rather...than, not only...but also and both...and.

For example:

- The girls chopped the vegetables and the boys cooked them. (compound sentence with two clauses joined by the conjunction and, each with its respective subject—the girls and the boys, and finite verb—chopped and cooked)
  - Every day, I am woken up either by my alarm clock or by my pet Bosco. (compound sentence with two prepositional phrases joined by the correlative conjunctions either...or)
  - The mangoes were not fully ripe yet Dad bought them and Mom ate them. (compound sentence with three clauses joined by the conjunctions yet and and, each with its respective subject—the mangoes, Dad and Mom, and finite verb—were, bought and ate)
- The clauses in a compound sentence can be separated and stand alone as complete sentences as each clause has its subject and a finite verb. We can split the compound sentences given above into simple sentences.
- The girls chopped the vegetables. The boys cooked them.
  - Every day, I am woken up by my alarm clock. Every day, I am woken up by my pet Bosco.
  - The mangoes were not fully ripe. Dad bought them. Mom ate them.

Two clauses in a compound sentence may share a common subject. In that case, the subject is not repeated after the conjunction.

For example:

- The jockey mounted the horse. The jockey rode away.
- The jockey mounted the horse and rode away.



In the examples you just read, the main clauses can stand alone as they make complete sense on their own. On the other hand, the subordinate clauses, though they have a subject and a finite verb, depend on their respective main clauses to convey complete meaning; hence, they cannot stand alone as independent sentences.

A subordinate clause may sometimes be placed before the main clause. In that case, the subordinate clause is separated from the main clause by a comma.

For example:

- Because you are under **18**, you cannot vote.

• Whenever Mom bakes a cake, the house is full of a delicious aroma.

In the examples given above, the highlighted clauses are subordinate clauses that have been placed before the main clauses and been separated by a comma.

#### D. Underline the subordinate clauses in these sentences.

1. I jog everyday, but I am not up to any outdoor activity today.
2. I lost my wallet, so I borrowed money from my sister.
3. I do not know whether they will prefer to fly to Gangtok or go by train.
4. I left their company, for they were not very honest boys.
5. We reached quite early for the show, yet we did not get good seats.
6. She neither lies nor does she have any other bad habits.
7. You should not only eat a balanced diet, but also exercise regularly.
8. The movie did not have any songs, nor did it have any violence.
9. The residents joined hands, and together they cleaned up the neighbourhood park.
10. The hall was so crowded that people were feeling suffocated.

After the conjunction nor, we use the verb before the subject.

For example:

- I did not cry nor did I complain.

- + It was not rainy nor was it cold.

- C. Rewrite the clauses you underlined in Exercise B as two simple sentences. The first one has been done for you.
1. *I jog every day. I am not up to any outdoor activity today.*

## Complex Sentences

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

The subordinate clause is linked with the main clause by a subordinating conjunction.

For example:

Main clause	Subordinate clause
We had reached	before the plane landed.
The bus is late	because it had a flat tyre.
I will not call you	unless it is urgent.

The subordinating conjunctions are when, after, before, whenever, while, if, until, unless, still, although, though, because, since, as, where and wherever.



- E. Underline the main (independent) clauses in these sentences and circle the subordinate (dependent) clauses.

1. You can play a board game when you are bored.
2. Whenever you find time, please read my essay.
3. My painting, which you framed for me, has been appreciated by everyone.
4. The members of the board, whom you have already met once, will be present at the ceremony.
5. The teacher checked our understanding of the previous lesson before she started the new lesson.
6. My personality has changed completely after I attended Sonia's summer camp.

7. We never complain about delays in home delivery of food because we understand the traffic conditions.
8. She is an experienced surgeon who is renowned all over the world.
9. There were gold coins found where the excavation was going on.
10. My mother was in a hurry, so she forgot to switch on the oven to bake the cake.
11. You can visit the bank before you go to office.
12. The mountaineers did not leave the base camp as they had information about a blizzard.
13. Mr Jha has set up a recycling unit because he wants to do something for the environment.
14. Before you leave for school, make sure you have tidied up your room and polished your shoes.
15. I want to know whatever you do during your free hours in the hostel.

**F. Combine as instructed in brackets.**

1. She came along. She had lot of work to do. (complex sentence)
2. My dog was hungry. It was whimpering. (compound sentence)
3. I will not give up. I will find a solution. (complex sentence)
4. The car had no fuel. We travelled by the Metro. (complex sentence)
5. I will not believe you. You have lied before. (complex sentence)
6. The girls may choose to join the navy. They may choose a career in the army. (compound sentence)
7. He eats a big meal. He eats only one meal. (compound sentence)
8. We are great friends. We think differently. (compound sentence)

**G. Add clauses, and change each simple sentence into both a compound and a complex sentence. The first one has been done for you.**

1. I did not do my homework.  
*I did not do my homework and forgot to prepare for the test. (compound sentence)*  
*I did not do my homework because I was not well. (complex sentence)*
2. My mother dropped my sister at school.
3. Hemant ate up the big burger.
4. Meenal requested her father for a new laptop.



5. The divers went deep into the sea.
6. The tourists stood on the beach.
7. We are planning a trip to Nepal.
8. The teacher sent an email to my parents.
9. I took deep breaths.
10. The sheep climbed up the hill.



**Summary**

In this chapter, we have learnt that

- a simple sentence is made up of one clause;
- a compound sentence is made up of main clause + coordinating conjunction + main clause; and
- a complex sentence is made up of main clause + subordinating conjunction + one or more subordinate clauses.

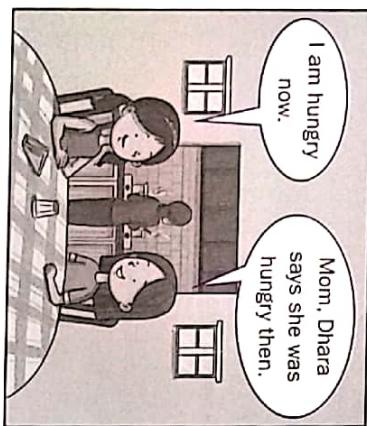


24

## Direct and Indirect Speech



**Warm-up**  
Read this dialogue.



In the dialogue you just read, Dhara is angry because what she is saying is reported incorrectly. Let us read on to understand direct and indirect speech, and how direct speech should be reported.

### Direct Speech

We sometimes communicate by repeating the actual words of the speaker. This way of communicating is called **direct speech**.

To show direct speech in writing,

- do not change the actual words spoken by the speaker.
- separate the actual words spoken from the rest of the sentence by using a comma.

- place the actual words of the speaker within double quotation marks (inverted commas).
- begin the first word inside the quotation marks with a capital letter.
- mention the speaker before or after the words set inside the quotation marks.

For example:

- Anu said to her son, "Do you want some bread?"
- "We will not wait for you," said Nalin.
- "Aren't the days getting shorter?" said Ajay.

When we mention the speaker after closing the quotation marks, the verb comes before the subject.

For example:

- The judge said, "All evidence proves you are guilty," said the judge.
- "All evidence proves you are guilty," said the judge.

A. Punctuate these quirky sentences.

- The letter said to the stamp stick to me and we will go places.
- The earth said to other planets you have no life.
- Zero said to eight I think your belt is too tight at the waist.
- Let us go for a dip said one crisp to another.
- The hat said I want a head to rest on.
- Will you meet me at the corner said the wall to the door.
- The cricket players said we never sweat because we have huge fans.
- The window said to the door why are you squeaking I am the one with pane.



The words outside the quotation marks make up a reporting clause.

### Indirect Speech

We often report what someone has said with a few changes to their actual words. This way of communicating is called **indirect speech**.

Let us examine the essential changes required when we use reported or indirect speech.

#### Changes to punctuation

We do not use any quotation marks in indirect speech.

For example:

- The coach said, "Everyone should carry their sports kit." (direct speech)
- The coach said that everyone should carry their sports kit. (indirect speech)

### Changes to reporting verbs

The reporting verb used to introduce indirect speech depends on the type of sentence—statement, question or command—being reported. The most commonly used reporting verb is said. Some other reporting verbs used in indirect speech are: tell, cry, shout, ask, explain, advise, request, offer, order, remind, warn, promise and complain.

For example:

- The driver said, "The bus will come on time from Monday."
- The driver said that the bus would come on time from Monday.
- Amrita said to me, "Do not share my secret with anyone."
- Amrita told me not to share her secret with anyone.
- "You should not sleep late at night," said the doctor.
- The doctor advised me not to sleep late at night.
- "Should I carry the bag for you?" said the young boy to the old man.
- The young boy offered to carry the bag for the old man.



### B. Rewrite these sentences in indirect speech using a suitable reporting verb from the brackets.

1. The receptionist said, "I will be on leave on Monday." (informed / requested)
2. The child said, "I cannot walk any farther." (cried / explained)
3. The old woman said, "Nobody cares for the elderly." (warned / complained)
4. Raghav's aunt said, "One should avoid junk food and eat a balanced diet." (reminded / advised)
5. "You should speak only the truth if you want to spare yourself the trouble," said the policemen to the man. (warned / told)
6. "My birthday party is on Sunday and you must come," said Nihal. (ordered / reminded)



### Changes to tenses

We usually shift the tense of direct speech one tense back in time when we report in indirect speech. The tense shift indicates that the words are being reported after they were spoken.

For example:

- My mother said, "I like my coffee with a lot of sugar." (simple present)
- My mother said she liked her coffee with a lot of sugar. (simple past)
- Ketan said, "We are excited about hosting the party." (simple present)
- Ketan said they were excited about hosting the party. (simple past)

### Tense in direct speech

Tense in direct speech	Tense in indirect speech
speak (simple present)	Spoke (simple past)
am / is / are speaking (present continuous)	was speaking (present continuous)
have spoken (present perfect)	had spoken (past perfect)
have been speaking (present perfect continuous)	had been speaking (past perfect continuous)
spoke (simple past)	had spoken (past perfect)
was speaking (past continuous)	had been speaking (past perfect continuous)
had spoken (past perfect)	had spoken (no change) (past perfect)
will / shall / can / may speak (modals)	would / should / could / might speak (modals)

We do not change the tense if the reporting verb in direct speech is in the simple present and if the spoken words, still hold true.

For example:

- The scientists say, "We are still 1500 years away from alien contact."
- The teacher says, "Bad handwriting puts me off."
- The teacher says bad handwriting puts her off.

### C. Report in indirect speech.

1. Mrs Raman said, "The children have been playing all day."
2. The police report says, "The boy who stole the bag is an orphan."
3. "I am speaking on behalf of all the residents," said Pratap.
4. The Prime Minister says, "India is a powerful democracy and will remain so."
5. "Dr Suri has addressed a large gathering of students on teenage issues," the teacher said.
6. Grandpa said, "The weather may turn stormy according to the newspaper reports."



### Changes to pronouns and possessive adjectives

Pronouns I, we, you, me, us, mine, and ours, and possessive adjectives my, your and our change depending on who is the speaker or the subject of the reporting verb. If the person reporting the speech and the speaker of the original words are the same, the pronouns do not change.

For example:

- I said to my friends, "I am donating my old books."
- I told my friends I was donating my old books.
- (The person reporting and the actual speaker of the words are same; so, pronouns do not change.)

- Sameer said, "I am going to play with my friends."

Sameer said he was going to play cricket with his friends.

(The person reporting and the actual speaker of the words are different; so personal pronouns change.)

- The students said, "Please take us for a picnic, Ma'am."

The students requested the teacher to take them for a picnic.

(The person reporting and the actual speaker of the words are different; so personal pronouns change.)

The table below shows how some personal pronouns change depending on the reporter and the actual speaker.

Pronoun in direct speech	Pronoun in indirect speech
I said, "I owe you some money."	I said I owed him / her / them some money.
We said, "You should help us."	We said he / she / they should help us.
I said, "You can help me look after my pet."	I said he / she / they could help me look after my pet.
<u>She</u> said to <u>me</u> , "My bag is with you."	<u>She</u> said to <u>me</u> that her bag is with me.
<u>He</u> said to <u>me</u> , "They are my friends."	<u>He</u> said to <u>me</u> that they were his friends.
<u>Parth</u> said, "Our house is leased to them."	<u>Parth</u> said their house was leased to them.
Jiya said to <u>me</u> , "You take yours and I will take mine."	Jiya said that I should take mine and she would take hers.

#### D. Write these sentences in indirect speech.

1. The examiner said, "I will collect your answer sheets in 15 minutes."
2. "These are our forms that you asked us to fill up," said Heera to the receptionist.
3. He said to me, "I will borrow your shirt and his shoes."
4. The old man said to his grandchildren, "Come to me, and I will share some interesting pictures of my childhood."
5. The little girl said to her brother, "This is mine and that is yours."
6. "We have checked in our luggage," said Rama.



- #### E. Write in indirect speech.
1. The class said to me, "Please give us a test tomorrow."
  2. Rahul said, "I will be travelling next week."
  3. "We should leave now," said Mom.
  4. The flautist said, "I played at a concert last night."
  5. "We will watch a movie tonight," said Milan.
  6. The reporter said, "There are not many people here."



#### Reporting questions

Questions in direct speech are reported as statements in indirect speech, and we do not use a question mark.

Yes / No questions (beginning with have, be verb, do or will) are reported by using if or whether and changed into a statement by changing the subject verb order.

For example:

- The girl said, "Will you read this to me?" The girl asked if I would read that to her.
- The poet said, "Do you like my poem?" The poet asked whether I liked her poem.

We change words showing closeness in terms of position and time in direct speech to show distance when we use indirect speech.

For example:

- The delivery boy said to me, "I am at your doorstep now." The delivery boy said he was at my doorstep then.
- The convict said, "These are the jewels I stole yesterday." The convict admitted those were the jewels he had stolen the day before.

This is how some other references change:

this	that
these	those
here	there
now	then
today	that day

We do not shift tense or time references sometimes when what the speaker said still holds true or is relevant, or has not happened yet.

For example:

- Saba said, "I am studying French this year." Saba said that she is studying French this year.
- Mom said before leaving, "You must complete this today." Mom said before leaving that I must complete this today.

#### F. Write in indirect speech.

1. The class said to me, "Please give us a test tomorrow."
2. Rahul said, "I will be travelling next week."
3. "We should leave now," said Mom.
4. The flautist said, "I played at a concert last night."
5. "We will watch a movie tonight," said Milan.
6. The reporter said, "There are not many people here."



Wh- questions (beginning with what, who, which, when, why and how) are changed into statements and the helping verb is dropped.

For example:

- Papa said, "What have you written here?" Papa asked what I had written there.
- Lalita said, "Which book are you reading?" Lalita asked which book I was reading.

F. Report these questions by using Indirect speech.

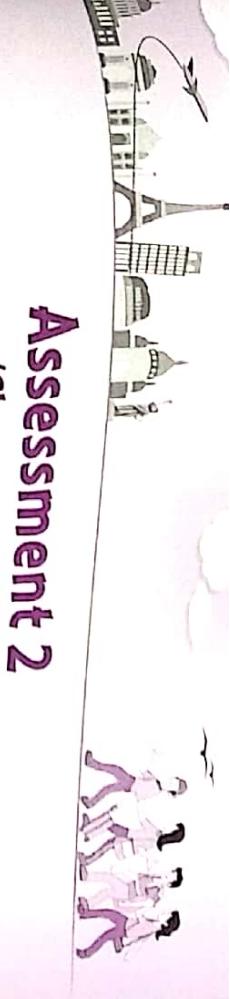
1. Sheena said, "Do you want to come for a drive?"
2. Uncle Raj said to Papa, "Where have you built your new house?"
3. The baker said, "How many muffins do you want?"
4. I said, "Is this the right time to visit someone?"
5. The florist said, "Are you looking for some ferns too?"
6. The guard said to the man, "Why are you loitering around here?"

G. Read the newspaper reports and write how you will report the news to your friend. Some news may still be true. Begin with: *The newspaper reported...*  
The first one has been done for you.

1. Captain Varun Das injured his shoulder in Pune.

*The newspaper reported that Captain Varun Das had injured his shoulder in Pune.*

2. Modern lifestyle and stress may cause cancer.
3. An earth-sized telescope will study the black hole at the heart of the Milky Way.
4. Observations will require crystal clear skies.
5. Locals oppose the plan to build a road through the sanctuary.
6. Government promises skill-based training in schools in backward areas.
7. Residents have pledged to clean their neighbourhood.
8. The Airport Authority is carrying out its rigid security checks that it announced in May last year.
9. The Medical Research Association has declared that its new drug to treat malaria is a success.
10. A clay bullock cart has been excavated at the Mohenjo-daro site in Pakistan.



## Assessment 2 (Chapters 16–24)

A. Write these statements as negative sentences using never, neither, nobody, none, nothing, nowhere or not.

1. This is my reason for not spending the money.
2. Everyone has the right to use this gate for entry.
3. Everything was in place, and everybody was awake.
4. There were two stoves; both were working.
5. Elephants always move in herds.
6. I looked for it and found it was available everywhere in the market.

7. There were several people aboard the train; each carried their food.
8. I find tables difficult to memorise.



B. Underline as directed in the brackets.

1. Let us set out on our journey before the rain starts. (two clauses)
2. They are relocating some residents so that they can make the metro track. (two clauses)

3. I was not complaining although I was bedridden for a month. (two clauses)

4. The water running downhill causes soil erosion too. (adjective phrase)

5. The variety of products available at the store amazed me. (noun phrase)

6. I took a quick shower and helped my grandfather pack our lunch. (two clauses)

7. Students here have been practicing yoga regularly under guidance. (adverb phrase)

8. There were footprints throughout the sandy path. (prepositional phrase)

C. Complete each sentence by following the instruction in brackets.

1. The children sailed paper boats \_\_\_\_\_.  
(add prepositional phrase)

2. \_\_\_\_\_ habits may harm your health.

(add adjective phrase)



3. Mothers call the children inside \_\_\_\_\_  
 (add when + clause)
4. Sheerar was included in the team \_\_\_\_\_  
 (add although + clause)
5. She fell \_\_\_\_\_ and injured her knee.  
 (add while + clause)
6. You may find some sudoku puzzles \_\_\_\_\_  
 (add prepositional phrase)
7. Maria wants to study medicine \_\_\_\_\_  
 (add after + clause)
8. The speakers spoke \_\_\_\_\_  
 (add adverb phrase)
9. You may donate to charity \_\_\_\_\_  
 (add whenever + clause)
10. \_\_\_\_\_ has left me completely exhausted.  
 (add noun phrase)
- D. Identify the underlined clauses in each sentence as a noun, an adjective or an adverb clause.
1. What he said was absolutely wrong.
  2. We bought one of the houses which is at the end of the road.
  3. We never thought anyone would like these things so small and yellow.
  4. I am sure that the Meeting will help you.
  5. Whatever first speaks only the local language.
  6. The judges who passed the judgement are held in high regard.
  7. Shut the window that opens on to the main road.
  8. Nobody believed that he was speaking the truth.
- E. Underline the subordinate clauses in these sentences.
1. Whichever you trust, give their address to the counter agent.
  2. The move will start after they have screened the promotion films.
  3. Nobody knows how he has got elected to this seat.
  4. Because we were talking in the class, the teacher marked us absent.
  5. Whenever there is a debate competition, my teacher recommends my name.
  6. Do not try to go rock climbing unless you have an instructor with you.
  7. If the furniture is on sale, I can afford to buy it.
  8. The moon will be visible as the sun sets.
- F. Add suitable relative clauses using the relative pronoun who, whom, whose, which or that.
1. Can you tell me the person \_\_\_\_\_?
  2. This is the book \_\_\_\_\_?
  3. I want to watch the movie \_\_\_\_\_?
  4. The people \_\_\_\_\_ have been seated.
  5. We contacted the police officer \_\_\_\_\_?
  6. Have you been able to decide \_\_\_\_\_?
  7. Can you tell the others no \_\_\_\_\_?
  8. Astrid may say \_\_\_\_\_?  
 she is lying.  
 but we all know
- G. Complete these Type 0 conditional sentences by adding the main clause.
1. If I pay the bill today, \_\_\_\_\_.
  2. If my brother is driving, \_\_\_\_\_.
  3. If my brother is watching his favourite TV programme, \_\_\_\_\_.
  4. When we have completed our preparation for the next day, \_\_\_\_\_.
  5. If you ever require any information, \_\_\_\_\_.
  6. We do not worry \_\_\_\_\_.
  7. \_\_\_\_\_ if the baby has been fed well.
  8. If they are cooking, \_\_\_\_\_.
- H. Add a suitable conditional clause to complete these conditional sentences.
1. \_\_\_\_\_ my father says he may support me.
  2. \_\_\_\_\_ they will drive you crazy.
  3. \_\_\_\_\_ the tigers will attack you.
  4. \_\_\_\_\_ the teacher would understand your problem.
  5. \_\_\_\_\_ I will be disappointed again.
  6. \_\_\_\_\_ you will be well informed.
  7. \_\_\_\_\_ the class would enjoy the lessons more.
  8. \_\_\_\_\_ the traffic situation might improve.

- I. Use coordinating conjunctions to combine two simple sentences into a compound sentence each.

1. The teacher walked up to me. She spoke to me about my work.
2. I requested for some water. My father wanted coffee.
3. The photographer went behind the lens. We all posed.
4. This housing complex has no gym. It does not have a swimming pool.
5. Dad has bought a printer. I can now take printouts for my project at home.
6. His earnings are limited. He is always giving away in charity.
7. The team was not motivated. Their captain was not encouraging.
8. The nights are very cold in the hills. The days are comfortably warm.

- J. Combine the two sentences to form complex sentences using a conjunction from the box.

because	still	although	since
therefore	unless	until	when

1. The human brain never stops working. You stand up to speak in public.
2. You are sure to miss your school bus. It is the day of your class picnic.
3. My mother was surprised. I had independently baked a cake.
4. The car had a flat tyre. She kept driving on the lonely road.
5. The boy said he would not drive. He would get his licence first.
6. She had been terribly sick. She was unable to stand on her feet.
7. They all stood in silence, hanging their head in shame. They were at fault.
8. Everyone tried to dissuade him from venturing out in the storm. He drove off.

- K. Punctuate this dialogue.

mira asked where have you been travelling hazel

hazel said i was travelling for a month and just returned from bhubaneswar

mira asked did you enjoy yourself

hazel said i loved the scenic splendour of bhubaneswar i also visited its tribal arts and crafts museum it is fascinating

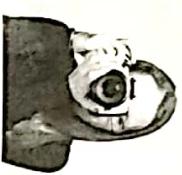
mira asked did you interact with the tribal groups

hazel said the tribal groups remain largely hidden in their villages though i did go to one of their weekly markets

mira asked which other places did you visit?

hazel said i visited puri where the sea mixes with the chilika lake to create the largest water lake in asia konark where the famous sun temple is situated and rourkela which has three major steel plants

mira said you are lucky to have seen them all while i have only been planning to visit each year



- L. Now, write the dialogue you just punctuated, in reported speech. Use reporting verbs such as ask, tell, explain, enquire and share.

M. Punctuate these sentences to mark out direct speech. Then, rewrite the sentences in indirect speech.

1. The team said alas we did not win the trophy
2. Their coach said to the team if you do not play matches you will suffer no defeats also you will achieve no victories

# 25 Vocabulary



## Binomials

Binomials are pairs of words separated by a conjunction that always appear in the same order. Most commonly, they are joined by using the conjunction *and*, though another conjunction such as *or* or a preposition may also be used.

For example:

- ♦ fish and chips
- ♦ sooner or later
- ♦ prim and proper
- ♦ step by step

### A. Choose words from the box to complete the binomials.

lows	forth	times	bustle	vinegar	fork
butts	ends	butter	pains	order	cons

### B. Rewrite the sentences by replacing the highlighted words with a suitable binomial from the box.

more or less	loud and clear	wear and tear	skin and bones
sink or swim	short and sweet	peace and quiet	pick and choose

1. The **peace** and **calm** of the colony is disturbed by the blaring loudspeakers.
2. The tourists have the option to **select** their destinations under the package.
3. Your efforts will decide whether you **succeed** or fail in life.
4. The horse is **extremely** thin either because it is starving or is ailing.
5. Though Jaya made a **pleasant** but not long presentation, it covered every important point.
6. The rough roads are mainly responsible for the damage of my car tyres.
7. We are **almost** through with the project.
8. The Prime Minister's warning to tax evaders was easy to understand.



## Proverbs

A proverb is a short sentence that gives advice or says something that is generally true.

For example:

- ♦ Haste makes waste. (*If you do something in a hurry, you may need to redo it.*)

### C. Match these proverbs with their meanings.

1. Birds of a feather flock together.	a. A quiet person may have great knowledge and wisdom.
2. Better safe than sorry.	b. Those who take the earliest opportunity stand to gain.
3. Still waters run deep.	c. Achieve two things with one action.
4. Eat to live, not live to eat.	d. Harm somebody who has helped or supported you.
5. The early bird catches the worm.	e. Extra caution is always good.
6. Every cloud has a silver lining.	f. People with similar interests, attitudes or goals find themselves together.
7. Kill two birds with one stone.	g. There is a positive side to every sad or difficult situation.
8. Bite the hand that feeds you.	h. Do not eat more than you need.

### D. Write a sentence using each of the proverbs in Exercise A.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

5. \_\_\_\_\_  
 6. \_\_\_\_\_  
 7. \_\_\_\_\_  
 8. \_\_\_\_\_

**E. Match the beginnings of the proverbs with their second half.**

- 1. Two is company      a. is devil's workshop.
- 2. If at first you don't succeed,      b. gathers no moss.
- 3. An idle mind      c. out of a molehill.
- 4. A rolling stone      d. from little acorns grow.
- 5. A stitch in time      e. by its cover.
- 6. Make a mountain      f. three is a crowd.
- 7. Great oaks      g. saves nine.
- 8. Don't judge a book      h. try, try again.

**Compound Adjectives**

A compound adjective is made up of two words that combine to modify a noun.

The words are often separated using a hyphen, and placed before the noun.

For example:

- a high-speed missile
- well-known fact

Compound adjectives may end in an *-ed* or *-ing* adjective form.

For example:

- well-rested baby
- groundbreaking research

Compound adjectives formed using an *-ly* adverb are not hyphenated, while others may be.

For example:

- highly educated minister
- rapidly changing decisions

F. Match the sentence beginnings with the phrases using compound adjectives to make complete sentences.

- 1. The engineer visited our home to      a. a tight-fisted woman.
- 2. We all were bored by the end of the      b. three-hour movie.
- 3. Monkey's leap around with ease as      c. sure-footed animals.
- 4. Aunt Smriti never buys us presents as she is      d. broken-down machine.

- 5. And, then the guide led us into
- 6. The new receptionist of our school is
- 7. The movie had many
- 8. Nisha is often scolded for her
- e. emotionally moving scenes.
- f. loud-mouthed behaviour.
- g. a brightly lit room.
- h. a good-natured lady.



**Portmanteau Words**

Portmanteau words are formed by combining two words—the beginning of one word and the end of another, and keeping the meaning of each.

For example:

- breakfast + lunch → brunch
- motor + hotel → motel
- guess + care → medicare
- education + entertainment → edutainment
- jeans + jeggings → jeggings
- pedal + moped → moped
- confound + dumbfound → dumfound
- netiquette + etiquette → emoticon
- cast + podcast → podcast
- motorised + motorcycle → motorcycle
- fabuluous + fantabulous → fantabulous
- icon + emoticon → icon
- cast + podcast → podcast
- guess + estimate → guessimate
- education + entertainment → edutainment

**Onomatopoeia**

Onomatopoeia is a word that, when pronounced, sounds similar to the sound of the object or the action it refers to.

For example:

- a snake's hiss
- the swoosh of the golf club

H. Fill in the blanks with the correct words from the box.

bang	woof	chime	clip-clop	purr
croak	chirp	roar	rattle	thunder

- 1. Early morning, the bells \_\_\_\_\_ and the birds \_\_\_\_\_ to enliven the atmosphere.
- 2. The frogs \_\_\_\_\_ in the swamp as the horse's hooves \_\_\_\_\_ past them.
- 3. The \_\_\_\_\_ of the dog and the \_\_\_\_\_ of the cat broke the silence of the night.



4. \_\_\_\_\_ went the pistols in the war, and the \_\_\_\_\_ of the jets ripped the air.
5. On that stormy night, the clouds \_\_\_\_\_ and the hailstones \_\_\_\_\_ on the roof.

**1. Match the objects you would associate the sound with.**

1. whir of	flag	2. squeak of	fingers
3. whoosh of	cell phone	4. pitter patter	leaves
5. crunch of	dishes	6. thumping	camera
7. flapping of	engine	8. click of	clock
9. beep of	air	10. snapping of	door
11. puff of	machine	12. ticktock	rain
13. clatter of	chips	14. rustle of	heart

**Useful Phrases and Expressions on the Internet**

Here are some expressions commonly used on the Internet.

**chat:** to exchange messages with people on the Internet

**spam:** to send a message, usually an advertisement, to a large number of people who have not requested for that information

**troll:** a message post on a discussion group to annoy someone

**netiquette:** rules for correct behaviour on the Internet

**social networking:** communicating with people using the Internet services

**message board:** a place on a website where the user can read or post messages

**hashtag:** a word or phrase with the symbol # before it to search the Internet for all the messages with the same subject

**follow:** to choose to regularly receive messages from a person, social group or a company using the Internet

**weblog:** a website where people regularly write about events or topics that interest them, usually with photos and website links

**surfer:** a person who spends lot of time using the Internet

There are some commonly accepted and used abbreviations active on the Internet.

1. FYI: for your information
2. DIY: do-it-yourself
3. FAQ: frequently asked questions
4. BTW: by the way
5. PFA: please find attached
6. N/A: not applicable
7. ASAP: as soon as possible
8. NNR: no need to reply
9. MSG: message
10. TBA: to be announced

## 26 Composition

**Diary Writing**  
A diary entry is a personal record of events and experiences in one's life. The essential features of a diary entry are—

1. date, day and time of writing;
2. first person narrative; use I, we, us;
3. discussion of significant event(s) in the order in which it progressed;
4. focus on real thoughts and feelings;
5. simple informal style; and
6. writer's name at the end.

**Read this diary entry expressing how someone felt on the day of school results.**

9 April, 20XX, Tuesday

Today morning, I woke up humming a tune. As I was walking out of my room, I heard Dad asking my sister to wake me up as it was result day. The tune I was humming almost choked me. I froze at the door. All through the year, I had not done well. Till recently, I have always been a good student and had been awarded scholarship too. But, ever since I had been selected to play for the school cricket team, I had lost my concentration. My studies had been affected, and my teachers had often pointed it out to me. My parents too had not been very happy with my scores in the unit tests. Then, one day, I was hit hard when the teacher told me that I might lose my scholarship. That day onwards, I had put my best effort into academics, though this and the cricket training sessions left me exhausted on some days. I did not want to; nay, I shall not lose my scholarship of years!

It had been tough, but my resolve was strong. There were two students in close competition with me.

I was not sure whether my efforts towards the end would reward me, or I would be taught a harsh lesson instead. Fortunately, we reached school, and there on the board was my picture among the scholarship awardees. Phew! What a relief!

**A. Write diary entries for the following using the given format.**

1. You were followed by a stranger on your way home, but you managed to dodge him.
2. It was an exciting day when you found a box of jewels while you were digging your garden to plant a sapling. Share your feelings and thoughts on holding that box.
3. You joined a new school in Class 7. Write about your fears and doubts on the first day of school and how the day ended.
4. You visited a friend who lives with his grandparents and parents. Share what you miss by not living with grandparents.

## Autobiography

An autobiography is the story of a person's life, written by that person himself or herself. It is written in the first person to share the important and life-changing events of one's life.

It may also be a creative piece, written from the point of view of a living or non-living thing.

Before you write an autobiographical account, create a timeline of the major events you would like to share and write about each, highlighting why it is important. End your autobiographical account with an inspirational message.

### Read this autobiography of a tree.

I am an old banyan tree, standing tall with my branches spread out, in one corner of a school playground.

I was brought as a sapling by an old man and planted in an open ground overlooking his house. He looked after me with great love and care for almost seven years. It was not easy for the old man to guard me from the girls and boys who used to come to play cricket on the ground every evening. The old man stood daily, with a helmet on his head, to protect it from the flying ball of the children and to make sure that the bored fielders did not swing from my tender branches. There was relief for him from this duty only when the children had their exams.

One day, there were some men who started taking measurements of the land around me. The old man saw them from the window and enquired what they were up to. I too overheard the conversation and came to know that the land had been allotted for a school, and soon they were going to set up the boundary wall. The man seemed very upset at the thought of a wall between him and me. I heard him pleading to the men to not include the tree into the school, but all his pleas fell on deaf ears. I was seven and sturdy by then.

Soon, I was enclosed within the school boundary. However, the man could still visit me and watered me every day. But, once the construction work got over and school became functional, the old man was not allowed entry in the area protected for children. I miss his closeness and I am sure he does too. But, having grown taller than the school wall, I manage to catch a glimpse of my old man and smile.

**B. Write an autobiography of**

1. your life so far.
2. a book right from the day of its publishing.
3. a river right from its place of origin till its life in the city.
4. a lampost. Share its feelings during the day and at night.

## Story Writing

A story is a piece of imaginative writing. It is a description of events and characters that a writer creates to entertain people.

Plan your story before you write it.

1. Think of some characters and the setting for the main events that will form your story.
2. Plot out the beginning, the middle and the end of the story, and the series of events.
3. Use words and expressions to describe ideas beautifully. For example, instead of saying the boy was scared as he walked up..., say with a lump in his throat and hesitant steps, the boy walked up to the man—his father.
4. Revise and edit the story to see if you can add more details, and to ensure it ends logically.
5. Give your story a suitable title.

### Read this short story 'The Scar'.

A scar is a mark left on the skin after the wound has healed, and that is how Lubhna had the scar on her chin. However, though the wound had caused her so much pain that night, its scar only filled her with gratitude now.

Lubhna often recalls that night when she was with her parents and they had met with an accident. She was all of eight, when her small world had ended that day. She was the only one in the family to have survived the crash with just a deep wound on her chin. They were in a foreign land and Lubhna had not yet learnt to be in touch with her family back home. They probably would not even know what had happened. Recovering on the hospital bed, Lubhna often exchanged smiles with the woman on the opposite bed in her ward. Probably, the woman felt her loneliness and her pain. Then, one day, Lubhna learnt that the lady was going to be discharged. That day, Lubhna's wound hurt the most. But a surprise awaited Lubhna. The lady walked up to her with some papers and the doctor, and held her by the hand. She told Lubhna that she had adopted her and Lubhna would be her daughter beginning that day. That was a new dawn for Lubhna and her scar never ever hurt her again.

**C. Write a story based on the following.**

1. A tourist, a camera and a forest guard
2. An ancient inhabited city discovered by a shipwrecked sailor—He is shocked to see the city and its inhabitants so different from the present world. Also narrate how the sailor decides to stay on and update them, with scientific and technological developments.

## Book Review

A book review is a short report in which writers share their opinion of a book in a newspaper or a magazine.

A well-written book review

- begins with the title of the book and the name of the author;
- covers the basic elements of the book—a summary or the story outline;
- comments on the plot, the strengths and weaknesses of the main characters, and the most impactful part of the story; and
- ends with what one likes or dislikes about the book.

**Read this review of the book *The Diary of a Young Girl* by Anne Frank.**

The book is the original diary of a young girl, who lived in the Netherlands, starting from her 13th birthday in June 1942. The journal records the events of her life after her family is forced to leave their house and go into hiding during World War II. The diary abruptly ends in August 1944. The story records the trauma of the people who had to lose their freedom. The overpowering message of the book is that, in any country, everyone should have the right to live in freedom.

Anne Frank comes forth as a pleasant and cheerful girl even in the middle of all the hardships she and her family had to go through. She is a typical teenager, who likes to comment on people around her, in her hideout. She, at times, does not understand her parents' problems, but that makes her character real and interesting. The book gives a historical account of wartimes and a young girl's growing-up years in forced hiding. It is highly recommended for teenagers and young adults.

**D. Write a review of these books using the outlines given for each.**

Book	<i>Uncle Tom's Cabin</i> by H B Stowe	<i>Amazing Rescues</i> by George Shea
plot	about Uncle Tom's life; casts light on the lives of others	tales of three adventures: an unconscious skydiver's rescue in midair; rescue of a girl from the jaws of an alligator; a toddler saved from a fall into an abandoned well
message	Uncle Tom's unshaken faith despite his hardships	heroes are born out of situations
character	Uncle Tom stands out in contrast with the others who lose hope and trust	the people who rescue are amazing yet realistic
strength	sensitises one to the fundamental rights for all humans	realistic detail and suspense till the end of each rescue operation

## Travelogue

A travelogue is a piece of writing about travel to a particular place. One shares one's experiences of travel to a place to convince others to undertake similar trips.

**Read this travelogue of Munnar and notice the essential details that one must include in a travelogue.**

**Munnar** is a hill station located in a district in the state of Kerala. It is due to the scenic beauty of places like Munnar that Kerala is known as 'God's own country'.

**Location:** Munnar is about 5400 metres above sea level, on the Western Ghats.



**Natural terrain:** It is essentially a tea town with vast tea plantations that spread like an ocean of green in its landscape.

Driving through the state highway, one encounters sprawling tea estates. Another natural resource of Munnar is its spice gardens. Spices like cardamom, cinnamon, nutmeg, ginger and turmeric are found in abundance here, and promise a flourishing spice industry.

**Climate:** Munnar has cold winters and warm summers. The monsoons only enhance the beauty of the place as the streams become active and gurgling. May to September are ideal months to explore the place.

**Places of interest:** Matupetty lake and dam is a lush green picnic spot and the favourite among tourists. Echo Point has a beautiful small lake set amid the hills. It is fun to hear echoes of one's loud calls standing there. Attukal Waterfalls present a picturesque and refreshing view as they fall from great heights. A walk in the tea plantations and the spice gardens is a must for all tourists visiting Munnar. Besides, there are boating facilities available at the lakes.

Trekking is another favourite activity of tourists in Munnar.

**Culture and cuisine:** Rice and fish cooked in coconut is the staple diet of the people of Kerala. Tourists savour the traditional food and the south Indian dishes easily available there. For fussy eaters, other cuisines too are available in hotels.

**How to reach:** Munnar is easily connected by rail, road and air. One should reach Kochi, from where it is a 130-km drive which usually takes around two hours.

**E. Write a travelogue of some places that you have visited. Provide information under the various sub-heads mentioned in the sample above.**

### Informal Letters

Informal letters are written to people we know fairly well—family, friends and relatives—to thank, share news or thoughts and feelings, or to just stay in touch. They are written in an informal style and with a personal touch. However, one must use grammatically correct sentences only and avoid any slangs.

A well-written informal letter will use either of the given formats\* that will include the given points.

(personal / sender's address)  
(date)  
(greeting: Dear \_\_\_\_\_,)  
(body of the letter:  
para 1: enquiry about the person's well-being  
para 2: friendly expression of feelings and thoughts)

(closing: Yours affectionately for family and relatives and Yours sincerely or Yours truly  
for friends)  
(sender's name)

(greeting: Dear \_\_\_\_\_,)  
(body of the letter:  
para 1: enquiry about the person's well-being  
para 2: friendly expression of feelings and thoughts)

(closing: Yours lovingly)  
(sender's name)

(personal / sender's address)  
(date)  
(address)  
(date)  
(greeting: Dear \_\_\_\_\_,)  
(body of the letter:  
para 1: enquiry about the person's well-being  
para 2: friendly expression of feelings and thoughts)

(address of the receiver)  
Subject: (line stating the purpose)  
Dear Madam / Sir, (greeting)  
(body of the letter  
para 1: direct approach to purpose  
para 2: positively summing up with suggestions, action sought, or a commitment)  
(positive closing note)  
Yours sincerely,  
(sender's name)

**F. Write informal letters using either of the given formats.**

1. You just returned to your house in the hills after a trip to a big city. Write a letter to your friend sharing where you would prefer to live—a big city or a hill station. Write the reasons for your preference.
2. Your classmate met with a serious accident and has just been discharged from the hospital. Enquire about the friend's well-being and share what happened at school in his / her absence too.
3. You have been selected to represent your school in the Spell Bee competition. Write a letter to your uncle, who knows orthography—the rules of spelling words correctly. Seek his guidance on how to prepare for the competition.
4. Thank your teacher whose encouragement, understanding and support has helped you enhance your personality.

## Formal Letters

Formal letters are official letters written in formal language. They may be written to people holding positions in an institution or an organisation, or to make a request, a complaint or an enquiry. Formal letters use polite and formal language, and are precise.

A well-written formal letter will use either of the following formats\* and style.

\*Both formats provided for the writing task are acceptable.

\*Both formats provided for the writing task are acceptable.

(personal / sender's address),

(date)

(designation / name),  
(name of organisation),

(address)

Dear Madam / Sir, (greeting)

Subject: (line stating the purpose)

(body of the letter)

para 1: direct approach to purpose

para 2: positively summing up with suggestions, action sought, or a commitment

para 3: positive closing note

(closing) Thanking you,

Yours faithfully,

(signature)

(full name)

**G. Write formal letters using either of the given formats.**

1. There are too many stray animals in your colony. Draw attention of the Residents' Welfare Association to take up the issue with the municipality.
2. Your class would like to put up a special assembly on Teacher's Day. Brief the Principal with the programme / plan and seek permission.
3. Your rent lease has expired and your landlord wants you to vacate the house. Ask for an extension of two months as your exams are approaching.
4. Draw attention of the Minister for Sports requesting for more sports facilities in your city.

1. Read the passage and answer the questions that follow.

### Rainwater Harvesting

Safe potable water has been difficult to procure in a country like India as far as history goes. Even today, India has the highest number of people who do not have easy access to safe drinking water. Filling up buckets and pots of water and carrying them from long distances, to one's kitchen is a daily chore for many households, even in the big cities.

However today, people are actually seeking to be self-reliant for their personal water needs as much as possible. To some extent, it is the awareness of the growing pressure of rapidly increasing population on this limited resource. Also, we all know the quantity of water on earth is limited, only its form changes, so there can be no new source of water. Therefore, we must not only learn to use water more wisely but also recycle and reuse it.

One effective and fast catching up practice is to collect rainwater. This is just a revival of the age-old practice of digging wells or collecting water from streams. People also used to create large basins and tanks, or use barrels to store rainwater. This is called harvesting rainwater, the best solution that makes water available next to one's house.

Now, what is rainwater harvesting? It is the process of collection and storage of rainwater sweeping down our roofs. It requires a building design that transports rainwater falling on surfaces through drains or pipes for filtration and then into storage tanks. Collected and stored rainwater has multiple uses. It can be used to keep our landscapes green as it is proven to be better for plants than the chemically treated water. This also falls in place with the hydrological cycle. Harvested rainwater can also be used for washing clothes and cars, cleaning floors, watering the plants and flushing toilets.

The rainwater harvesting system comprises preparing a catchment area, which could be a paved, cemented area, such as a terrace, or a lawn or open ground. A lining along the lower edge of a sloping roof can also be installed to channelise water that runs off during rain through multiple downspouts into sedimentation tanks. Such a lining, called gutter, can be made of an iron sheet folded into a semi-circular shape, PVC material, or

## 27 Reading Comprehension



bamboo or betel trunks cut vertically into half. These gutters need to be well supported so that they do not fall off due to the load of water. The water from these gutters flows into pipes called conduits, which carry water to the harvesting system. A mesh is used for the first flushing of the pollutants from air and the catchment area before the rainwater reaches the filter chamber. Layers of coarse sand, gravel and charcoal filter the debris and dirt from the water before it reaches the storage tank. These tanks could be constructed above ground, partly underground or fully underground. The storage tank is fitted with water systems for the collected water to be available through faucets for various household jobs.

So, installing a rainwater harvesting tank is not expensive. Post installation, its maintenance requires just cleaning and disinfecting the tank from time to time. Many countries of the world have developed rainwater harvesting systems that take care of agricultural needs. In India too, it is mandatory for large housing societies to install a rainwater harvesting system before registration.

**A. Answer these questions.**

1. What is the greatest challenge with respect to safe drinking water for Indian households?
2. Why is water such a precious resource?
3. What was the method of water collection in olden days?
4. What are the various uses that harvested rainwater can be put to?
5. What are gutters or linings in the system of rainwater harvesting?
6. What are the two stages in which the pollutants are removed from the rainwater before it gets stored?
7. What makes harvesting rainwater the best solution for water management?
8. How is India trying to ensure rainwater harvesting?

**B. Find one word from the passage for these meanings.**

1. To convert something into reusable material \_\_\_\_\_
2. The process of collecting a natural resource to use it effectively \_\_\_\_\_
3. To clean something using chemicals that kill bacteria and other very small living things that cause disease or infection \_\_\_\_\_
4. Costing a lot of money \_\_\_\_\_

**II. Read the extract and answer the questions that follow.**

There was a boy at our school, we used to call him Sandford and Merton. His real name was Stivvings. He was the most extraordinary lad I ever came across. I believe he really liked study. He used to get into awful rows for sitting up in bed and reading Greek; and as for French irregular verbs there was simply no keeping him away from them. He was full of weird and unnatural notions about being a credit to his parents and an honour to the school; and he

yearned to win prizes, and grow up and be a clever man, and had all those sorts of weak-minded ideas. I never knew such a strange creature, yet harmless, mind you, as the babe unborn.

Well, that boy used to get ill about twice a week, so that he couldn't go to school. There never was such a boy to get ill as Sandford and Merton. If there was any known disease going within ten miles of him, he had it, and had it badly. He would take bronchitis in the dog-days, and have hayfever at Christmas.



After a six weeks' period of drought, he would be stricken down with rheumatic fever; and he would go out in a November fog and come home with a sunstroke. They put him under laughing gas one year, poor lad, and drew all his teeth, and gave him a false set, because he suffered so terribly with toothache; and then it turned to neuralgia and ear-ache. He was never without a cold, except once for nine weeks while he had scarlet fever; and he always had chilblains. During the great cholera scare of 1871, our neighbourhood was

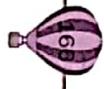
singularly free from it. There was only one reputed case in the whole parish: that case was young Stivvings. He had to stop in bed when he was ill, and eat chicken and custards and hot-house grapes; and he would lie there and sob, because they wouldn't let him do Latin exercises, and took his German grammar away from him.

And we other boys, who would have sacrificed ten terms of our school-life for the sake of being ill for a day, and had no desire whatever to give our parents any excuse for being stuck up about us, couldn't catch so much as a stiff neck. We fooled about in draughts, and it did us good, and refreshed us up; and we took things to make us sick, and they made us fat, and gave us an appetite. Nothing we could think of seemed to make us ill until the holidays began. Then, on the breaking-up day, we caught colds, and whooping cough, and all kinds of disorders, which lasted till the term recommenced; when, in spite of everything we could manoeuvre to the contrary, we would get suddenly well again, and be better than ever.

Extract from *Three Men in a Boat* by Jerome K Jerome

**A. Answer these questions.**

1. What weird unnatural notions did Stivvings have about himself?
2. What kept Stivvings away from school most of the time?
3. What was strange about Stivvings' diseases or ailments? Mention a few ailments that he suffered from.
4. Why was Stivvings put under laughing gas?
5. What did the other boys yearn for? What did they do to be able to miss school?
6. What was the irony of other boys who wanted to fall sick? (Irony: a situation that is different from what one expects)
7. Write two differences between Stivvings and other boys at school.



B. Choose the antonyms of these words, from the passage.

1. foolish \_\_\_\_\_
2. dishonour \_\_\_\_\_
3. usual, conventional \_\_\_\_\_
4. flexible, limp \_\_\_\_\_
5. laugh, giggle \_\_\_\_\_

III. Read the poem and answer the questions that follow.

Abandoned Farmhouse

by Ted Kooser

He was a big man, says the size of his shoes  
on a pile of broken dishes by the house;  
a tall man too, says the length of the bed  
in an upstairs room; and a good, God-fearing man,  
says the Bible with a broken back  
on the floor below the window, dusty with sun;  
but not a man for farming, say the fields  
cluttered with boulders and the leaky barn.

A woman lived with him, says the bedroom wall  
papered with lilacs and the kitchen shelves  
covered with oilcloth, and they had a child,  
says the sandbox made from a tractor tire.  
Money was scarce, say the jars of plum preserves  
and canned tomatoes sealed in the cellar hole.  
And the winters cold, say the rags in the window frames.  
It was lonely here, says the narrow country road.

Something went wrong, says the empty house  
in the weed-choked yard. Stones in the fields  
say he was not a farmer; the still-sealed jars  
in the cellar say she left in a nervous haste.



And the child? Its toys are strewn in the yard  
like branches after a storm—a rubber cow,  
a rusty tractor with a broken plow,  
a doll in overalls. Something went wrong, they say.

"Abandoned Farmhouse" from *Sure Sign: New and Selected Poems*,  
by Ted Kooser, © 1980. Reprinted by permission of the  
University of Pittsburgh Press.

A. Answer these questions.

1. Write the evidence for the following from the poem:

- a. the man was big
- b. the man was tall
- c. the man was God-fearing
- d. the man was not a farmer

2. According to the poet, how many people lived in the farmhouse?

3. Why is the poet sure that there was a woman in the house?

4. Why does the poet assume that the people who lived in the house left in a nervous haste?

5. Were the inhabitants of the house rich or poor? Give reasons for your answer.

B. Write one example of each from the poem.

1. simile
2. alliteration
3. personification