

English Grammar



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Preface

Grammar is the bedrock of any language. It gives a language its framework and creates meaning. Acquisition of grammar is implicit in the case of the mother tongue, but it is essential that learners of English as a second language familiarise themselves with the grammar of the language in order to achieve communicative competence. A structured approach to learning grammar has been found to be most beneficial in this regard. Teaching grammar as a set of rules and exceptions helps learners become aware of not only what is right or wrong, but also why it is right or wrong. The structural approach to teaching grammar helps students be better aware of the structure of the language as a whole, and be more informed in their use of the language in day-to-day communication.

The *English Grammar* series has been designed keeping in mind this very objective. It seeks to help learners achieve competence in their use of the language through a structured teaching of age-appropriate grammar. However, proper care has been taken to ensure that the teaching–learning process is not reduced to merely a dry recitation of rules and structures. Each grammar teaching point is supported by adequate age-appropriate examples. A number of activities of various kinds are given to ensure that the learning is task-based, and not based on memorisation of rules.

The organisation of each chapter is as follows:

- The learner is introduced to the topic either through examples or an activity based on prior knowledge.
- The main teaching points are covered in lucid language. No explanation is too wordy or complicated.
- Each teaching point is followed by a simple activity to reinforce the learning.
- Activities at the end of each chapter test cumulative learning. A variety of tasks, ranging from crossword puzzles to editing sentences or passages, has been included to ensure optimum learner engagement and to avoid tedium.

The book for each level also includes grade-appropriate composition topics, starting from simple functions like picture composition and framing sentences at the lower levels, to higher order tasks like essay and story writing at the higher levels. Compositions tasks such as writing an email, book review and biographical sketch have also been included in higher grades. A labelled sample is provided at the beginning of each composition chapter, and learners are then expected to apply their learning to various tasks. The ideas or situations in the activities are age-appropriate and interesting so that learners can relate to those and find the tasks engaging.

English Grammar also comes with digital integration which enables learners to go beyond the textbook and learn better. Every chapter has a QR code, by scanning which the learner can access the digital content on the same topics and reap the benefits of blended learning.

It is hoped that in addition to being instructional, the *English Grammar* series will provide adequate practice to learners and make the process of learning grammar enjoyable.



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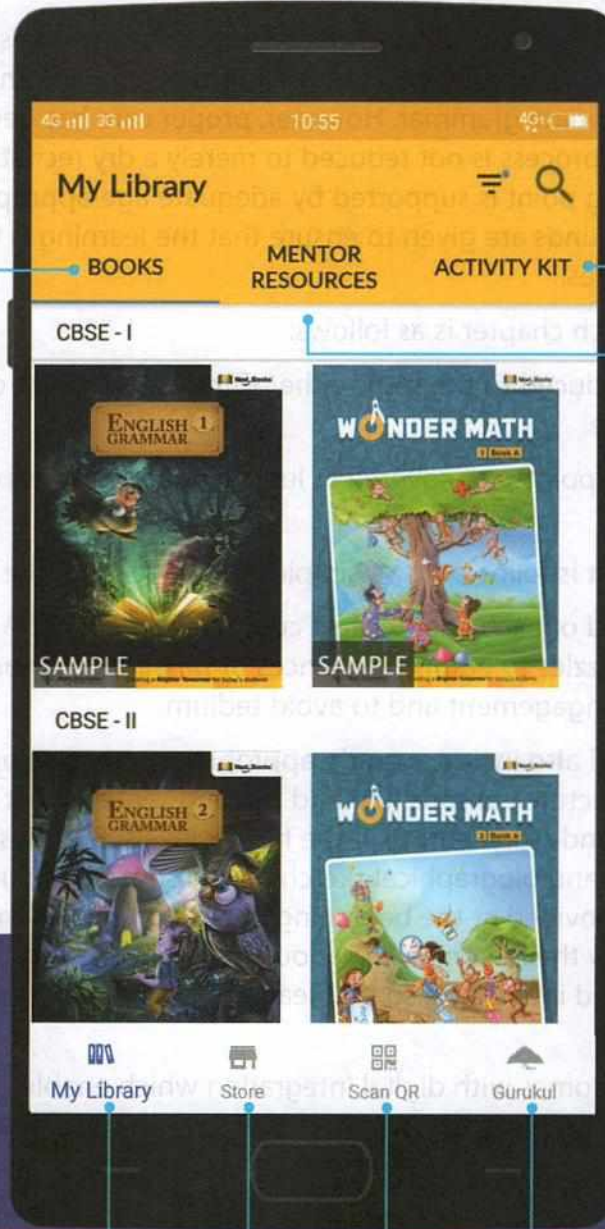
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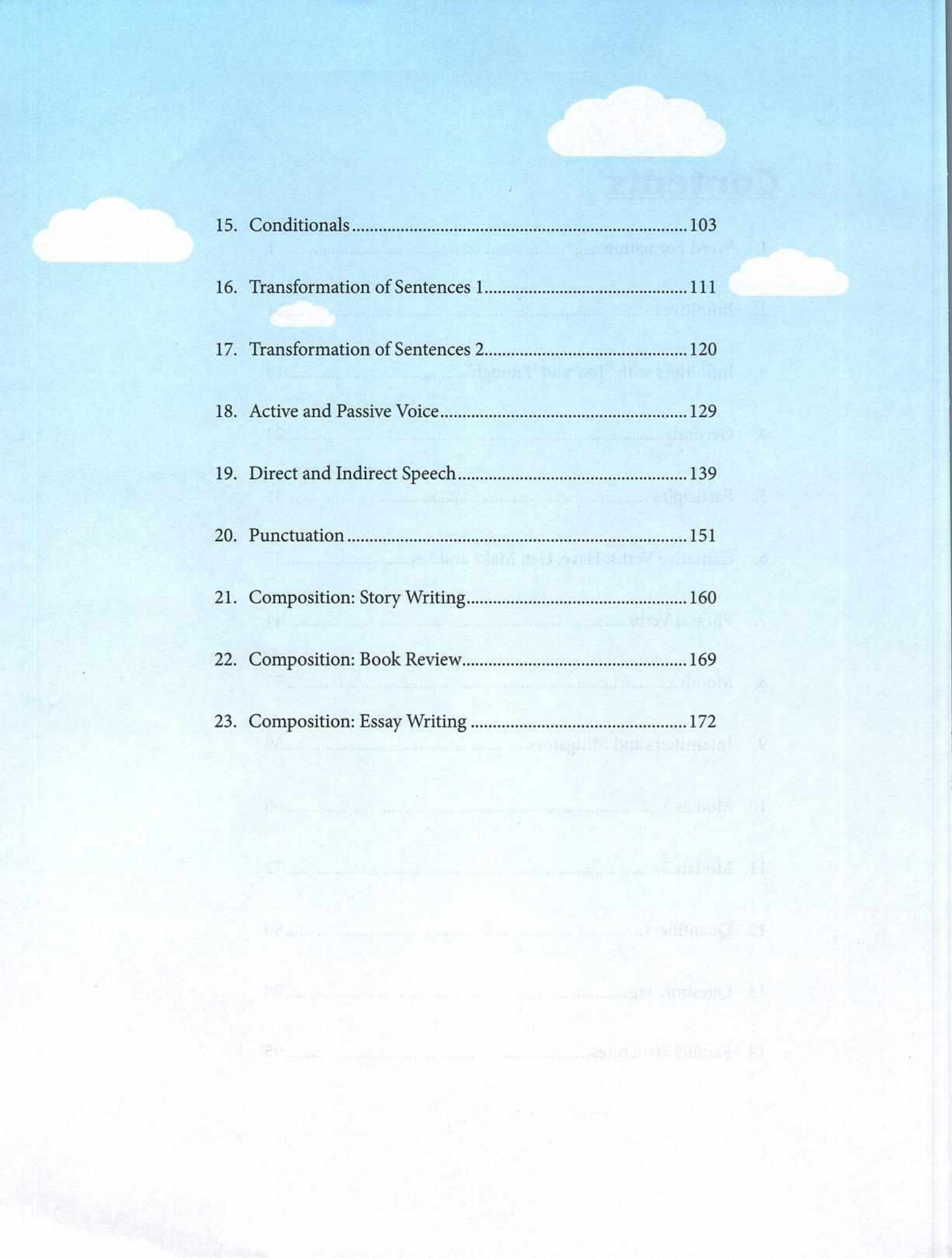
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Look at the sentences given below.

Why did Kiri serve us **uncooked** tuna?

We must be aware of the **long-term** effects of deforestation.

I might ask the landlady to **look after** my plants while I am away.

In the first sentence, the word **uncooked** can be split into **un-** + **cook** + **-ed**. The prefix **un-** and the suffix **-ed** are added to the word *cook* to form a new word. Similarly, in the second and third sentences, the compound words **long-term** and **look after** are formed by adding the words *long* and *after* to the words *term* and *look*, respectively. Thus, in the given sentences, the words **uncooked**, **long-term** and **look after** have been created from the existing words. This process is called **word formation**.

Word formation is the process of creating new words from existing words.

Examples:

Raven is my **half sister**.

Sherin loves playing **football**.

Sadly, Khadeeja had to give some of her books away.

Let us look at the three common ways of word formation in English.

- Affixation
- Conversion
- Compounding



Read the sentences below.

Take care not to *displease* the guests tonight.

My pet dog and cat *coexist* in peace.

I lived in Chennai during my *childhood*.

In the three sentences above, the words highlighted in red have been formed by adding a particular **affix** to an existing word. An affix can either be a prefix or a suffix. For example, the word *displease* has the affix **dis-** joined with the word *please*. Similarly, in the second and third sentences, *coexist* is formed using the word *exist* and the affix **co-**, and *childhood* is formed using the word *child* and the affix **-hood**, respectively. This way of forming new words is called **affixation**.

Affixation is the process of adding suitable affixes (prefixes and/or suffixes) to an existing word to produce a new one.

Examples:

Faizal *received* a letter from his secret *admirer*.

The team *disagreed* with her *proposal*.

The doctor was *arrested* for his *unethical behaviour*.

Affixes perform various functions when added to words. For example, they can create antonyms of words as in the case of *irregular* (formed using the word *regular*) or indicate a direction as in the case of *northward* (formed using the word *north*).

Now, let us look at the different ways in which affixation helps in word formation.

• Nouns:

- Prefixes such as **co-**, **sub-**, **anti-**, **poly-**, **semi-** and **sub-** are added to nouns to create new nouns.

Examples:

I am the *co-owner* of this institution.

The company hired a new *subeditor* yesterday.

- Suffixes can be added to nouns, verbs and adjectives to form nouns as shown in the table below.

Function	Suffix	Example
noun → noun	-er, -ship, -age, -ism	To become a captain, one requires good <i>leadership</i> qualities.
verb → noun	-tion, -sion, -er, -ent, -al, - (e)ry, -ence, -ance, -ant	The <i>assistant</i> was arrested for the <i>robbery</i> .
adjective → noun	-cy, -ness, -ity	She always takes up <i>responsibility</i> when we are in a state of <i>urgency</i> .

• **Verbs:**

- Prefixes such as **re-**, **mis-**, **dis-**, **out-**, **over-** and **under-** are added to nouns, verbs or adjectives to create new verbs.

Examples:

Tarun often *oversleeps* in the weekends.

You should *renew* the library books today.

- Suffixes can be added to nouns, verbs or adjectives to create verbs. The most commonly used suffixes are **-ise**, **-ate** and **-en**.

Examples:

In some cultures, owls *symbolise* wisdom.

I asked the tailor to *shorten* my jeans.

• **Adjectives:**

- Prefixes such as **un-**, **im-**, **ir-**, **dis-** and **non-** can be added to adjectives to form new adjectives.

Examples:

This is quite an *unfortunate* turn of events.

Be wary of *dishonest* vendors when shopping.

- Suffixes can be added to verbs, nouns and adjectives to create new adjectives as shown in the table below.

Function	Suffix	Example
noun → adjective	-al, -ous, -y	That is quite a <i>dangerous</i> path.
verb → adjective	-able, -ful, -ent, -ive	The kitten is very <i>playful</i> .
adjective → adjective	-ly, -ive, -al, -ish	He always looks rather <i>sickly</i> .

• **Adverbs:**

- Suffixes can be added to adjectives and nouns to create adverbs. The most commonly used suffixes are -y, -ly and -ally.

Examples:

She *carefully* cleaned up the mess.

The *monthly* bills have been sent to all the tenants.

1. Underline the words that are formed using affixation in the following sentences. Mention *P* if the word is formed using prefixes and *S* if the word is formed using suffixes. One has been done for you.

- If you are not careful(S), you can easily(S) misinterpret(P) situations(S).
- Many science fiction movies talk about humanoid robots taking over the world.
- Hanish's son is always going on about his imaginary friend.
- Pallavi is currently piloting a transatlantic flight.
- David Levithan has co-authored a book with John Green.
- It was a sorrowful tale of brotherly love.
- Mistreatment of children is a punishable offence.
- His wife is a commendable singer.

Read the sentences below.

Have you ever travelled by *ship*?

I will *ship* the package to you by noon.

The word *ship* is used in both the sentences. In the first sentence, *ship* functions as a noun that refers to a large boat used for water transport, whereas in the second sentence, it functions as a verb that means to transport something. In both the cases, the form of the word *ship* remains the same while its class changes according to its function in the sentence.

The change in the class of a word without any change in its form or spelling is called **conversion**.

Examples:

The school band pulled in a large **crowd**. (Noun)

Don't **crowd** at the door. Stand in a queue. (Verb)

Some words that undergo conversion are given in the table below.

Word	Noun	Verb	Adjective	Adverb	Preposition	Conjunction
still	✓	✓	✓	✓		
down	✓	✓	✓	✓	✓	
but				✓	✓	✓
long		✓	✓	✓		
before				✓	✓	✓
only			✓	✓		✓
shape	✓	✓				
green	✓	✓	✓			

2. Read the pairs of sentences given below. Mention the class of the repeated words in the space provided.

(a) He claims that fishing is best done in still water. _____

Are you still waiting for them to call? _____

(b) Kanishka words her letters really well. _____

This assignment should be at least a thousand words. _____

(c) I am practicing the song to better my final performance. _____

Maria writes better than Sam. _____

(d) Why don't you attend both the concerts? _____

Both Sauron and Gollum wanted the ring for themselves. _____

(e) It took Picasso years to master the art of cubism in painting. _____

Who is the master of this estate? _____

- (f) A good government should always keep the interests of the poor in mind. _____
The poor lad fell down and hurt himself. _____
- (g) Make sure the blades are even when you mow the grass. _____
My mother was so angry that she wouldn't even speak to me. _____
- (h) Practise as much as you can before the competition! _____
There are preserved tomatoes in the can. _____

3. Fill in the blanks using suitable words from the box given below. Mention the class of the words in brackets.

before that some fall seat long but treat

- (a) The village was protected by high walls, _____ () the enemy tribe still invaded it. I was _____ () a child when that happened.
- (b) Thank you for seeing me _____ () the competition. I'm very nervous. I've never participated in a debate _____ ().
- (c) It will be a _____ () drive to the beach, but I _____ () for the feeling of the waves against my feet.
- (d) I can tell _____ () you're in a bad mood. Did _____ () man bother you again?
- (e) This is my _____ (). Why did they _____ () her here?
- (f) This park looks most beautiful in the _____ (). The golden leaves _____ () and cover the ground completely.
- (g) Last time, you had pizzas and burgers for your birthday _____ (). Will you _____ () us to ice cream tonight?
- (h) There are _____ () questions that have no answers. _____ () say they can never be answered.

Look at the sentences given below.

The film had such a *heartbreaking* story!

I forgot to buy *cat food* from the supermarket.

My *mother-in-law* is coming over for dinner tonight.

In the first sentence, the word *heartbreaking* is formed by combining the words *heart* and *breaking*. Similarly, in the second and third sentences, *cat food* and *mother-in-law* are formed by the joining of the words *cat* and *food*; and *mother*, *in* and *law*, respectively. Notice that the meaning of the words formed is different from that of the constituent words. Such words are called compound words and the way of forming them is called **compounding**.

Compounding occurs when two or more words come together to create a new word with a meaning that is different from its constituent words.

Examples:

Jennie Finch is a great *softball* player.

This instruction manual is *up to date* on all the newest models.

You should come up with a *long-term* solution for this problem.

Compound words can be formed in three ways.

- Closed compounds with no space between the words (*heartbreaking*)
- Open compounds written as two words (*cat food*)
- Hyphenated compounds that contain words joined by hyphens (*sister-in-law*)

Compound words can be of four classes.

- **Compound noun:**

When two or more words are combined to form a new word that acts as a noun, it is called a **compound noun**. A few examples of compound nouns are *fish tank*, *haircut*, *passer-by*, *bathroom*, *check-in*, *full moon* and *golden yellow*.

- **Compound verb:**

When two or more words are combined to form a new word that acts as a verb, it is called a **compound verb**. Phrasal verbs (*doze off*), prepositional verbs (*care for*) and compound single-word verbs (*babysit*, *stir-fry*, *double-click*) are some examples of compound verbs.

- **Compound adjective:**

When two or more words are combined to form a new word that acts as an adjective, it is called a **compound adjective**. The constituent words are combined using a hyphen. A few examples of compound adjectives are *record-breaking*, *sun-dried*, *world-famous*, *ready-made*, *high-quality* and *open-minded*.

• **Compound adverb:**

When two or more words are combined to form a new word that acts as an adverb, it is called a **compound adverb**. A few examples of compound adverbs are *sometime*, *inside*, *somewhere*, *self-consciously*, *in-house*, *however* and *thereafter*.

4. Underline the compound words in the following sentences. Mention N for compound nouns, V for compound verbs, A for compound adjectives and AV for compound adverbs. One has been done for you.
- (a) He is a part-time(A) worker at my father's shop.
 - (b) I read two newspapers every day.
 - (c) My brother can make mouthwatering dishes in less than an hour.
 - (d) There are many skyscrapers in my neighbourhood.
 - (e) Zaid bought some good-quality sun-dried tomatoes from the grocery store.
 - (f) Manasa prefers old-fashioned clothing. She likes to put on cloche hats and gloves.
 - (g) My grandmother was the one who told me the story of the grasshopper and the ant.
 - (h) The children came across a twenty-page notebook in the aisle meant for eatables in the supermarket.
5. Look at the underlined words in the sentences given below. Write A if they have undergone affixation and CM if they have undergone compounding.
- (a) Make sure you don't misspell any words. _____
 - (b) The greenhouse has a lot of orchids. _____
 - (c) There are rumours of a man-eating tiger in the nearby village. _____
 - (d) Joseph is well behind the rest of the contestants in the race. _____
 - (e) I was gifted a coffee mug by my uncle. _____
 - (f) I'm sure Karthika didn't mean to discourage you! _____
 - (g) There are only vacancies for short-term employment in this company. _____
 - (h) This is a newly formed organisation that is concerned with the welfare of abandoned pets in the city. _____

6. Fill in the blanks by modifying the words given in brackets. One has been done for you.

- (a) Shredha is extremely smart. She's also bilingual. (*lingual*)
- (b) The court declared Mr Reddy as the _____ (*right*) owner of the house.
- (c) We must _____ (*serve*) water as there will be a shortage of water in summer.
- (d) I bought a novel as her birthday present. I will _____ (*wrap*) it before giving it to her.
- (e) Don't _____ (*wash*) these clothes. You should give them for dry _____ (*clean*).
- (f) The Head of Department had explained the process to us _____ (*brief*).
- (g) The tourist will arrive at the hotel and _____ (*check*) by 10.
- (h) I can't wait to go home and have _____ (*dry*) mangoes!

7. Write sentences using the underlined words in different forms of the words. One has been done for you.

- (a) Wait for me. I need to park my car.
It is the perfect weather to go for a walk in the park.
- (b) Today, I will learn how to bake a cake.
- (c) Prateeksha is wondering how she can cheer her brother up.
- (d) I helped a lost child find his mother yesterday.
- (e) Are you planning to cut your hair today?
- (f) This table looks so clean!
- (g) I admire hard-working people.
- (h) Put the flower pot next to the staircase.

8. The following paragraph has errors in word formation. Identify the errors and rewrite the paragraph correctly.

Shreya was getting extreme unpatient. She could not wait any long to have berryblue cheese cake. Her stomach rumbled in hunger. She glanced at the micro oven. There was still a couple of minutes before that glory food was ready. She decided to get

comfort and sat down on the kitchen floor. Since it was a week end, she had slept and missed her breakfast. So, she decided to have the berryblue cheese cake. Final, the bell rang! She looked forward to watching a movie and having the cake.

Recap

- The process of creating new words from existing words is called **word formation**.
- Of the various ways in which word formation takes place in English, the following three are the most common:
 - **Affixation** is the process of adding suitable affixes (prefixes and/or suffixes) to an existing word to produce a new word.

Examples:

*I am a **postgraduate** student.*

*I wish someone would **simplify** this topic for me!*

- **Conversion** occurs when a word changes from one part of speech to another without undergoing any change in its form.

Examples:

***Shape** the clay carefully.*

*What a strange **shape**!*

- **Compounding** occurs when two or more words come together to create a new word that has a distinct meaning.

Examples:

*This shop sells **high-quality** goods.*

*Why do you like watching **soap operas**?*



Look at the sentences given below.

I will go *to see* my parents this evening.

I went *fishing* with my parents this evening.

Truly *speaking*, I have no problem *going* to the event.

In the first sentence, the word *go* functions as the main verb. It is a finite verb as it undergoes changes according to tense and number depending on its subject. Similarly, in the second and third sentences, the finite verbs *went* and *have* act as the main verbs, respectively. On the other hand, the words *to see*, *fishing*, *speaking* and *going* remain unchanged irrespective of the changes in the subject or the tense of the main verb. Such verbs are called **non-finite verbs**.

Verbs that undergo change in tense and form are called **finite verbs**. They always agree with the subject. Verbs that remain the same irrespective of changes in the subject and the tense of the main verb are called **non-finite verbs**.

Examples:

Rani *thinks* it is dangerous *to drive*.

Pari *dreams* of *climbing* Mt Everest one day.

That woman *standing* over there *is* my mother.

1. Read the following sentences. Write *F* for finite and *N* for non-finite verbs.
 - (a) My parents clean the kitchen every day.
 - (b) Amina is very scared of dogs.
 - (c) She wants to find a solution.
 - (d) My parents clean the kitchen every day.



- (e) I urge you to take better care of your pets.
- (f) My cousin wants to be a doctor in the future.
- (g) Did you think it would be easy to pass this course?
- (h) Rohit has been coughing a lot recently. Is he allergic to something?

Non-finite verbs are of three types.

- Infinitives
- Gerunds
- Participles

In this chapter, we will learn about infinitives.

Read the sentences given below.

Would you *like to watch* the movie with me?

I will *go to see* the exhibition tomorrow.

Ganga *loves to travel*.

In the first sentence, the word *like* acts as the main verb and *watch*, preceded by the preposition *to*, acts as a non-finite verb. Similarly, in the second and third sentences, the words *go* and *loves* act as the main verbs and the verbs *see* and *travel*, preceded by *to*, act as non-finite verbs. Such non-finite verbs are called **infinitives**.

Non-finite verbs that usually consist of the preposition *to* and the base form of a verb are called **infinitives**.

Examples:

My sisters *wish to tour* Japan.

Vikki *wanted to finish* his painting last night.

They are *planning to make* cupcakes for the bake sale.

Note: Infinitives can never function as main verbs in a sentence.

Infinitives are of three types.

- Full infinitive / To-infinitive
- Bare infinitive
- Split infinitive

Let us learn about the different types of infinitives.

- **Full infinitive:** When an infinitive consists of the preposition *to* and the base form of a verb, it is called a **full infinitive** or **to-infinitive**. It functions as a noun, an adjective or an adverb in a sentence. For example, *the driver tried to trick me by asking for a higher fare*. Here, *to trick* acts as the direct object of the verb *tried*.
- **Bare infinitive:** When a non-finite verb is used in its base form without the preposition *to*, it is called a **bare infinitive**. For example, *I made my friends wait for me after school*.
- **Split infinitive:** When a word is placed between the preposition *to* and the base form of the verb, it is called a **split infinitive**. The interrupting word is usually an adverb or an adverb phrase. Split infinitives are mostly used to emphasise an adverb. For example, *she advised me to casually ask my father about the trip*.

Note: Split infinitives should be used as less as possible in formal writing.

2. Look at the sentences given below and underline the infinitives, if any.
 - (a) Will you let us go to the movies today?
 - (b) Do you want me to park the car for you?
 - (c) We don't plan on eating out tonight.
 - (d) I would prefer to have coffee to tea.
 - (e) I made the porter carry the luggage till the entrance of the station.
 - (f) Sooraj decided to get two gifts for Monisha.
 - (g) I wished for us to move to a bigger house.
 - (h) Rohan was planning to peacefully handle the situation.
3. Complete the following sentences by choosing the correct form of the verbs given in brackets.
 - (a) Most dogs love _____ (*go / to go*) on walks.
 - (b) The audience loved Natasha's _____ (*dance / to dance*) performance.
 - (c) Is he still trying _____ (*finish / to finish*) the book?
 - (d) We made him _____ (*design / to design*) the poster.

- (e) Sheetal is waiting for the roses _____ (*bloom / to bloom*).
- (f) They let him _____ (*sit / to sit*) there.
- (g) I am waiting for it _____ (*stop / to stop*) raining before I step out.
- (h) They tried not _____ (*smile / to smile*) while he was taking their photo.
4. Underline the infinitives in the paragraph given below and write whether they are full infinitives (F), bare infinitives (B) or split infinitives (S).

My grandmother has always encouraged me to develop my talents and interests. She taught me how to draw and paint when I reached three years of age. She would make me draw elephants, flowers and giraffes while she watched over me. I loved to feel her warm gaze on me as I produced more and more drawings on paper. She taught me to gently hold the charcoal so that it would not break and to trace the stars from the sky onto my paper. She bought me my first set of watercolours, encouraged me to spend more time on art and appreciated my work no matter how juvenile it was. She dared to stand against the family when my parents asked me to quit drawing classes. She pushed me to participate in as many competitions as possible. I'm so thankful for the trust she had placed in me, as it helped me become the artist I am today.

Now, let us understand the usage of infinitives in the English language.

- Infinitives are used as the subject of a verb. For example, *to cheat is despicable*. In this sentence, the infinitive *to cheat* acts as the subject of the verb *is*. Additionally, the infinitive here acts as a noun.
- Infinitives are used as the object of a verb. For example, *Kareena likes to bake cookies*. Here, the infinitive *to bake* acts as the object of the verb *likes*.
- Infinitives are used after question words to serve as the object of a verb. For example, *I will show you how to complete these puzzles*. Here, the infinitive *to complete* follows the question word *how* and acts as a part of the object of the verb *show*.
- Infinitives are used as adverbs. For example, *my grandmother called to remind me about the party*. In this sentence, the infinitive *to remind* adds meaning to the verb *called*. As the infinitive here modifies the verb, it acts as an adverb. In addition to this, it also expresses the purpose of something. Here, the purpose of the call is to remind the speaker about a particular party.
- Infinitives are used as adjectives. For example, *my parents gave me a novel to read*. The infinitive *to read* provides additional information about the noun *novel*. Hence, it acts as an adjective.

- Infinitives are used after the object of the preposition *for*. For example, *I have been waiting for the bus **to arrive** for quite a while now.*
- Bare infinitives are used after the verbs *let*, *make*, *have* and sometimes *help*. For example, *he let us **use** his kitchen to make pancakes.*
- Bare infinitives are used after certain verbs such as *feel*, *hear*, *see*, etc. For example, *John heard a wolf **howl** in the night.*
- When an adverb splits an infinitive, it is given more emphasis in the sentence. For example, *the company is planning **to quickly employ** more copywriters.*

Note: To-infinitives are used after verbs such as *need* and *dare*. In the case of *need not* and *dare not*, bare infinitives are used instead.

Examples:

*Susheela needs **to finish** her homework by dinner time.*

*Alvin need not **finish** his homework as he is sick.*

5. Match the sentences in column A with the functions of the infinitives in column B.

A	B
My family came to visit me for Christmas.	Infinitive used as an adverb
Devipriya likes to make bracelets.	Infinitive acting as an adjective
I am moving to Delhi to expand the scope of my career.	Infinitive used as the object of the verb
To err is human.	Infinitive used as an adverb
My mother let me host the birthday party at our house.	Infinitive after <i>let</i> , <i>made</i> , etc.
They seem to clearly enjoy each others' company.	Infinitive functioning as a subject
I bought myself a sandwich to eat.	Infinitive used to provide emphasis

6. Complete the following statements using the appropriate bare infinitive from the verbs given in the box. Some words can be used more than once.

finish eat attend wash read work sing have

- (a) Let him _____ on his projects.
(b) The teacher made him _____ his favourite song.
(c) Keerthi would let us _____ two chocolates each.
(d) Lola helped Paramjeet _____ his assignment.
(e) Saritha makes her students _____ a lot of non-fiction.
(f) Can you help me _____ the blankets before you go to sleep?
(g) I will let you _____ dessert only after you finish your vegetables.
(h) Gautam said, 'My family might let me _____ the school function tonight.'
7. Sam runs into his friend, Fazila, when he goes to the school library. Given below is their conversation. Add *to* wherever necessary.

Sam: Hey! Fancy running into you here!

Fazila: Hello, Sam! Have you also come here work on our history assignment?

Sam: You're right! I am yet pick a topic, though. What are you planning write it on?

Fazila: I have decided focus on the Mayan civilisation.

Sam: That sounds exciting! Why did you select this particular topic?

Fazila: My mother gifted me an encyclopaedia of world history for my birthday, and I was able learn a lot about the Mayan civilisation from it. For instance, the Mayans were one of the first people use a symbol for zero. They also had a very complex writing system and loved to write!

Sam: That's fascinating! I'm curious about what they wrote on.

Fazila: Sadly, much of their literature was destroyed during the Spanish conquest. There are very few translated samples available for people read.

Sam: That's disheartening hear. However, I'm still looking forward to reading your assignment once it is complete. I'm sure it will be very interesting.

Fazila: Thank you! I'll remember let you know once I am finished writing.

8. Identify the errors and rewrite the following sentences correctly.

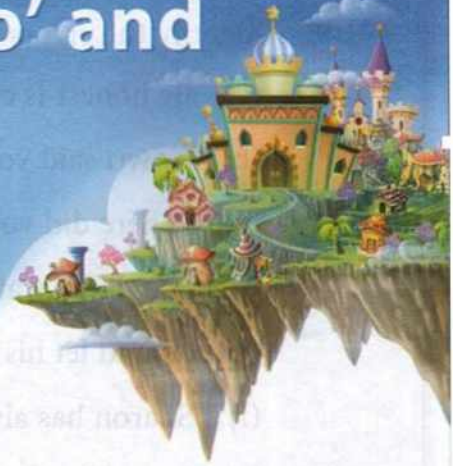
- (a) Be honest is commendable.
- (b) Gowri said you wanted talk to me?
- (c) Where did you learn draw so beautifully?
- (d) She dared watch the movie without calling me!
- (e) Anand let his dogs to play in the park this afternoon.
- (f) Sharon has always wanted grow her own vegetables.
- (g) I would rather to rent an apartment than an entire house.
- (h) He said, 'Hey Abhirami, will you be able drop me at the railway station?'

Recap

- Verbs can be divided into **finite** and **non-finite verbs** depending on whether they agree with the subject and change their form according to the tense.
- Verbs that agree with the subject of the sentence are called finite verbs whereas those that do not depend on the subject are called non-finite verbs.
- Non-finite verbs are of three types.
 - Infinitives
 - Gerunds
 - Participles
- **Infinitives** are non-finite verbs that are usually preceded by the preposition *to*. For example, *I have been meaning to visit the strawberry farms for a while now.*
- Infinitives are of three types.
 - **Full infinitive:** *Dinesh decided to forfeit the competition.*
 - **Bare infinitive:** *They love watching her teach Shakespeare.*
 - **Split infinitive:** *The farmer is expecting to more than double his yield the next year.*

3

Infinitives with 'Too' and 'Enough'



Look at the given sentences.

*I am **too** lazy **to go** out.*

*Kanishk was **too** hungry **to wait** for us.*

*The lion was **too** sleepy **to respond** to the visitors in the zoo.*

In the sentences above, *to go*, *to wait* and *to respond* are the infinitives. In the first sentence, **too** indicates that the speaker feels very lazy, and in the second sentence, **too** shows that Kanishk was very hungry. Similarly, **too** in the third sentence indicates that the lion was so sleepy that it did not respond to the visitors. Thus, in all the three sentences, **too** acts as an adverb that is complemented by the infinitive. It is used to show that something is in excess or is not adequate.

This is the structure of a sentence that contains both **too** and an infinitive:

... **too** + adjective + **to-infinitive** ...

Examples:

*You look **too** scared **to complete** this mission.*

*The tree was **too** old **to flower** during spring.*

*The rain was **too** heavy **to take** cover from.*

Note: Although sentences with **too** + infinitive construction are affirmative in structure, they convey a negative meaning. For example, *I am **too** tired **to sit** straight now.* In this sentence, the speaker expresses their inability to sit straight. However, such sentences convey an affirmative meaning when a negative word is added to them. For example, *he is **too** hungry **to not eat** these cookies.* This sentence affirms that he will eat these cookies.



1. Read the following sentences and modify them using *too*.
- (a) It is cold for plants to flourish.
 - (b) Sometimes you are hard to please.
 - (c) I am sleepy to keep my eyes open.
 - (d) This camera is big to fit into my bag.
 - (e) They are young to work in the sales team.
 - (f) This sweater is thin to protect me from the cold.
 - (g) The stores in this street are expensive to suit my taste.
 - (h) We should start now, else we will be late to watch the movie.

Read the following sentences.

This money is enough to start a new tea shop.

I am hungry enough to eat a horse.

This pencil is sharp enough to hurt someone.

In the sentences above, *to start*, *to eat* and *to hurt* are infinitives. The word *enough* is used in each of these sentences. In the first sentence, *enough* is used to indicate that a certain amount of money is sufficient to start a tea shop. In the second sentence, the speaker uses *enough* to exaggerate their hunger by claiming it is so bad that they could eat a horse. Likewise, in the third sentence, the speaker claims that the pencil is sufficiently sharp to hurt someone. Thus, in all the three sentences, *enough* indicates that something is of sufficient quantity.

This is the structure of a sentence that contains both *enough* and an infinitive:

...adjective/adverb + *enough* + to-infinitive...

or

...*enough* + noun + to-infinitive...

Examples:

You are tall enough to reach the cabinet.

She ran fast enough to catch up with him.

I bought enough manure to fertilise the whole field.

Note: In some cases, *enough* can be used without a noun. For example, *is this enough to fill your bag?*

2. Rewrite the following sentences using *enough*.
- It is cold for water to freeze.
 - Is the meat cooked well to be eaten?
 - He bought food to feed the crowd.
 - Do you feel well to work today?
 - Let's order this dish. It's large for us to share.
 - I hope Sreeja has bought carrots to make the stew.
 - I was tired to fall asleep the moment I returned home.
 - Kiran told me he had notebooks to last two semesters.
3. Rewrite the sentences given below using *too* or *enough* where necessary.
- You should come close for me to throw you the ball.
 - Do you think we have spices to add to the curry?
 - The auditorium is big to hold five hundred people.
 - Meera felt tired to go for a walk last night.
 - This restaurant smells good to make my mouth water.
 - Tom has money to buy a resort.
 - Usain Bolt was not fast to defeat Christian Coleman in the World Athletics Championships semi-finals.
 - Prajeesh is proud to ask for any help.
4. Given below are a few pairs of sentences. Join them using *too* or *enough*. One has been done for you.
- The jar is placed very high. I can't reach it.
The jar is placed too high for me to reach.
 - It is raining heavily. We can't go out.
 - I took rest. It was sufficient to cure my fever.
 - It is very windy. You can't use your umbrella.
 - I had medicine. It was adequate to cure my cold.
 - I bought ice cream. It was sufficient to share with my whole family.

- (g) This gift is extremely expensive. I can't accept it.
- (h) The tea was hot. It was sufficient to burn my tongue.

5. Read the following paragraph and add *too* or *enough* where necessary.

The story of the cat and the twelve animals of the Chinese Zodiac is sad to make one cry. It was a long time ago; long ago for people to remember when it happened. The Jade Emperor, a God powerful to vanquish the most powerful forces of evil, organised a race for all the animals on Earth. He proclaimed that their spot in the twelve-year cycle would be decided by the order in which they arrive. The cat asked his friend, the rat, to wake him up early to participate in the race. However, the rat was excited to remember this request. The poor cat was fast asleep to wake up on time. During the race, the cunning rat asked the ox to carry him for a little while as he was exhausted to run. The ox was kind to leave a fellow animal asking for help, so he agreed to carry the rat along till the finish line. However, instead of thanking the ox, the rat dashed towards the finish line as soon as it was in sight. The ox was late to notice this, and only came in second. The tiger, the rabbit, the dragon, the snake and the horse soon followed. They were later joined by the sheep, the monkey, the rooster and the dog. The pig, who had made a slight detour to sate its hunger, managed to reach early to secure the last spot in the zodiac. The Jade Emperor honoured his promise and blessed the twelve animals. The poor cat arrived late to join the zodiac, and even now, is not considered a part of it.

6. Roshan has met an old friend of his at the supermarket near his new house. Given below is their conversation. Complete it using *too* or *enough*.

Gokul: Hey, Roshan! Fancy seeing you here. Isn't this market far from your place?

Roshan: Hey, Gokul! Don't worry about that. My new house is near _____ for me to come here whenever I want.

Gokul: Do your parents know that they have made it _____ easy for you to buy chocolates whenever you crave them? Everyone at school has heard _____ stories to know how much you enjoy eating sweets.

Roshan: As if you're one to speak! I remember that you were talented _____ to almost defeat me during the laddoo eating contest last month.

Gokul: That was last month! I've decided to eat consciously. I have cavities. The pain is _____ much to bear. I have gone to my dentist _____ number of times to know the address by heart.

Roshan: Ouch! A cavity! That must be really painful!

Gokul: It's bad _____ to keep me awake at night.

Roshan: Don't worry. I'm sure that with proper care, you will be cured in no time!

Recap

- When **too** is used in a sentence with an infinitive, the sentence takes the form **too + adjective + to-infinitive**. For example, *I am **too** scared **to** sleep.*
- When **enough** is used in a sentence with an infinitive, the sentence takes the form **adjective/adverb + enough + to-infinitive**
or
enough + noun + to-infinitive

Examples:

*It is cold **enough** to give us frostbite.*

*You have had **enough** sweets to eat today.*



Read the following sentences.

Jogging is a good form of exercise.

My sister loves *swimming* with her friends.

She did not give any reason for *missing* the lecture.

In the first sentence, *jogging* is the **-ing** form of the verb *jog*, but it functions as a noun and acts as the subject of the verb *is*. In the second sentence, *swimming*, the **-ing** form of the verb *swim*, functions as a noun and acts as the object of the verb *loves*. Similarly, in the third sentence, *missing* acts as the object of the preposition *for*. Verbs that end with **-ing** and function as nouns in a sentence are called **gerunds**.

Gerund is a type of non-finite verbs. It takes **-ing** as its ending and functions as a noun in a sentence.

Examples:

Feroz likes *drawing* portraits of his friends.

Flying aeroplanes has always been my brother's dream.

Sanjana has always enjoyed *swimming* during summers.

Look at the following sentences.

Maria is singing a beautiful song.

Maria enjoys *singing* to herself.

The main or finite verb in a sentence always agrees with the subject and expresses the tense. In the first sentence the main verb *sing* takes the form *singing* along with the auxiliary *is*. In the second sentence also, the **-ing** form of *sing* is used. But here, *singing* is a non-finite verb. Although gerunds are identified as verbs due to their structure, they



function as nouns in a sentence and do not express tense. Hence, the form of the gerund always remains the same.

Examples:

They love **playing** volleyball on the beach.

M. S. Dhoni started **playing** for the Indian team in 2004.

The children will not like **playing** in the hot sun.

Here are some points to remember about gerunds.

- Since gerunds function as nouns, they can be modified or described using adjectives.

Examples:

Irrfan Khan's wonderful **acting** in the movie left everyone speechless. (wonderful - adjective)

Srimanth's melodious **singing** mesmerised the audience. (melodious - adjective)

- As gerunds take the position usually assigned to a noun or pronoun, they take determiners.

Examples:

A little **travelling** never hurt anyone. (A little - determiner)

The **writing** is exceptionally thought provoking. (The - determiner)

- Both infinitives and gerunds can take the position of a noun in a sentence. However, they are used in a sentence based on the verb preceding them. In the case of verbs such as *love* and *hate*, infinitives and gerunds can be used interchangeably.

Examples:

I hate **changing** plans at the last minute.

I hate to change plans at the last minute.

However, when verbs such as *admit*, *believe* and *despair* are followed by prepositions, they take gerunds, not infinitives.

Examples:

I believe in **fighting** for our rights. (not, believe in to fight for our rights)

They were scolded for **breaking** the window. (not, scolded for to break the window)

Read the following sentences.

Eating ice cream on a hot day is very comforting.

We narrowly avoided driving through the paddy fields.

Renovating this mansion will consume a lot of time.

In the first sentence, the gerund *eating* is followed by the object *ice cream* where the phrase *on a hot day* acts as a modifier of the gerund. Together, these words form the gerund phrase where *eating* is the head word of the phrase. Similarly, in the second and third sentences, the gerunds *driving* and *renovating* are the head words of the phrases. *Through the paddy fields* modifies *driving* while *this mansion* is an object to *renovating*.

Examples:

Wearing a white shirt on a rainy day was a foolish idea.

Chitra's primary interest is working with animals.

Riya really enjoys going for walks with her mother.

Note: Gerunds and gerund phrases can be made negative by adding *not* before them. For example, *she ended up shifting closer to her office* can be made negative as *she ended up not shifting closer to her office*.

1. Underline the gerunds in the following sentences, if any.
 - (a) The nurse is gently rocking the cradle.
 - (b) Knitting woollen clothes requires a lot of skill and expertise.
 - (c) Have you been missing the extra classes?
 - (d) Raising questions is an important part of learning.
 - (e) The principal decided on conducting the Sports Day after the examinations.
 - (f) I regret not submitting the form to participate in the debate competition.
 - (g) I have been anticipating the release of this book for almost a year now.
 - (h) She believed in discussing issues with her team before taking any decisions.
2. Replace the infinitives with gerunds and rewrite the sentences. One has been done for you.
 - (a) He likes to read about Greek mythology.
He likes reading about Greek mythology.
 - (b) Sharmila hates to wake up in the morning.
 - (c) Dhruv continued to practise Bharatnatyam for another year.
 - (d) Madhav loves to read poetry in his free time.
 - (e) I would prefer to eat scrambled eggs and toast for breakfast.

- (f) Pallavi likes to bake birthday cakes for all her friends.
- (g) Our aim is to excel in every task that we undertake.
- (h) They began to perform ballet when they were really young.

Gerunds and gerund phrases have four functions in a sentence.

- Subject of a verb
- Object of a verb
- Object of a preposition
- Subject complement

Let us look at the following sentences.

Standing too long in the sun gives me a headache.

Drinking water at regular intervals is good for our health.

Solving mathematical problems relaxes his mind.



In the first sentence, the gerund phrase *standing too long in the sun* is the source of the action *gives* and *a headache* and thus functions as a subject in the sentence. Similarly, in the second and third sentences, the gerund phrases occupy the position of a subject and answer the questions *what is good for our health* and *what relaxes his mind*, respectively. In a sentence, a gerund or a gerund phrase can occupy the subject position.

Examples:

Reading is extremely therapeutic for Alisha.

Helping his parents has always been Faizal's first priority.

Keeping all the assignments for the last minute will create problems later.

Note: When placed in the subject position, gerunds are always followed by singular verbs. However, if there is more than one gerund acting as the subject, they are linked by *and* while the verb takes its plural form.

Examples:

Bowling has always been Wasim Akram's biggest strength on the field.

Bowling and fielding have always been Wasim Akram's biggest strengths on the field.

Look at the following sentences.

Minhaz practises *speaking Russian* whenever he gets time.

The accused steadfastly denied *stealing the jewellery*.

Suraj enjoys *troubling his younger brother*.

In the first sentence, the gerund phrase emerges as the answer to *what does Minhaz practise?* and thus acts as the direct object to the verb *practises*. Similarly, the gerund phrases *stealing the jewellery* and *troubling his younger brother* are the receivers of the actions *denied* and *enjoys*, respectively, and thus function as the direct objects to the verbs in the sentences.

Examples:

My mother loves *going for walks* early in the morning.

I remember *asking you to buy medicines* on your way home.

Drishti hates *climbing stairs to our apartment*.

3. Underline the gerunds or gerund phrases in the following sentences. Write S if the gerund or gerund phrase act as a subject and O if it acts as an object.
- (a) Do you like watching horror movies?
 - (b) Arranging costumes for the drama required a lot of effort.
 - (c) We narrowly missed hitting the other car on the highway.
 - (d) Hiding the surprise for long was a herculean task for my sister.
 - (e) Aditi detested writing exams right before the holidays.
 - (f) The teacher suggested researching our family heritage as a topic for our project.
 - (g) Using online sources helped students learn more about the subject.
 - (h) Watching A. R. Rahman's live performance was the best part of the evening.
 - (i) The sportsmen refused answering personal questions during the press meet.

Observe the following sentences.

My interest in *gardening* developed over time.

Do not take your medicines before *washing your hands*.

Rishabh's concern about *signing the contract* was quite evident.

In the first sentence, the gerund *gardening* follows the preposition *in* and completes its meaning, thus functioning as the object of the preposition. Similarly, in the second and third sentences, the gerund phrases *washing your hands* and *signing the contract* follow the prepositions *before* and *about*, respectively, and complete their meanings.

Examples:

My brother is really good at *mimicking famous personalities*.

No one is allowed to leave the table without *finishing their meal*.

People should be penalised for *littering the streets*.

Let us observe the following sentences.

The government's main goal for the year is *eliminating poverty*.

The team's only agenda was *winning the world cup for their country*.

My favourite pastime as a child was *gazing at the moon*.

In the first sentence, the gerund phrase *eliminating poverty* provides essential information about the subject *the government's main goal* and thus functions as a subject complement. Similarly, in the second and third sentences, the gerund phrases that act as subject complements, give more information about the subjects *the team's only agenda* and *my favourite pastime*.

Examples:

Gayathri's passion is *swimming*.

The only issue was *reaching the venue on time*.

The one thing Kavita hated as a student was *writing mathematics exams*.

Let us observe the following sentences

We saw Farhan *swimming in the pool*.

The mother heard her son *playing the drum*.

The students found the teacher *correcting answer sheets*.

In the first sentence, the gerund phrase *swimming in the pool* provides essential information about the subject *Farhan* and thus functions as an object complement. Similarly, in the second and third sentences, the gerund phrases that act as object complements given information about the objects *her* and *the teacher*. The phrases act as complements and complete the meaning of the main verbs.

Examples:

They could not watch the actors *rehearsing at the backstage*.

The family had seen Madhu *preparing rigorously for exams*.

Meghana found her sisters *dancing in the garden*.

4. Underline the gerunds or gerund phrases in the following sentences. Write CS for gerunds acting as subject complements, CO for gerunds acting as object complements and OP for gerunds acting as objects of prepositions.
- Michael's least favourite activity is running laps before the practice.
 - Sudhir profusely apologised for interrupting the class.
 - The organisation's target is eradicating illiteracy.
 - Aslam decided on attending all the guest lectures organised by the department.
 - Sebattini heard Reeva practising on her guitar.
 - Sanya won several accolades in the science exhibition for the working model of heart.
 - One of the tasks mentioned in the job description is creating online material for the website.
 - As a new student in the school, her major concern was making new friends there.
 - The proud teacher saw her students performing on stage.
 - Gia's habit of spending money unnecessarily has changed for the better.
5. Fill in the blanks with gerund phrases of your own by using the verbs given in brackets. One has been done for you.
- Will you be interested in organising a surprise party for our friend (*organise*)?
 - The audience was keen on _____ (*see*).
 - My eyes hurt from _____ (*read*).
 - Leah got into trouble for _____ (*miss*).
 - He is adamant about _____ (*prepare*).
 - I keep up with my studies by _____ (*revise*).
 - Garima was capable of _____ (*perform*).
 - In spite of _____ (*start*), Dhanesh was late for class.
6. Identify the errors and rewrite the following sentences correctly. One has been done for you.
- Iqbal denied to skip school yesterday.
Iqbal denied skipping school yesterday.
 - My mother ingrained in us the habit of do our dishes on our own.

- (c) Do you want to risk dance with a sprained ankle?
- (d) She threatened quitting if she weren't included in the national team.
- (e) They were asked to avoid step out in the afternoon sun.
- (f) Shreya mentioned meet her friends when she visited Rome.
- (g) Manasa had inherited her hobby of collect stamps from her grandfather.
- (h) My father could never understand the point to pay bills after the due date has passed.

Recap

- A **gerund** is a form of non-finite verb that takes **-ing** as its ending and functions as a noun in a sentence. For example, *juggling is a popular circus trick.*
- A phrase that has a gerund as its head word is known as a **gerund phrase**. For example, *making greeting cards for her friends always makes Ashwini happy.*
- A gerund or gerund phrase can perform the following functions in a sentence:
 - Subject of a verb: *Lying is a bad habit.*
 - Object of a verb: *Sagar loves dancing with his sisters.*
 - Object of a preposition: *The book is about identifying our strengths.*
 - Subject complement: *Her plan for the weekend was watching all her favourite movies.*
 - Object complement: *We couldn't hear her singing the new song.*

5 Participles



Read the following sentences.

The **talking** doll fascinated the little girl.

The **broken** plates were kept away in a cardboard box.

I am **travelling** to Mumbai for a conference.



In the first sentence, **talking** is the **-ing** form of the verb *talk*, and functions as an adjective by modifying the noun *doll*. In the second sentence, the **-en** form of the verb *break* functions as a modifier by describing the noun *plates*. In the third sentence, **travelling** is preceded by the auxiliary verb *am* and functions as the main verb of the sentence. These forms of verbs are called **participles**.

Participles are non-finite verbs derived from verbs. They either denote an action in a progressive or perfect form, or function as an adjective in a sentence.

Examples:

We will be **learning** about the French Revolution today.

The **stolen** goods were found after three days.

The **forgotten** palace was discovered by the archaeologists.

Note: Participles function as finite verbs only if they are preceded by an appropriate auxiliary verb.

Examples:

They had been **talking** for a very long time.

1. Underline the participles in the following sentences. Mention A if they function as an adjective and V if they function as the main verb.
 - (a) The spoilt milk ruined the pancakes.
 - (b) The detective solved yet another puzzling mystery.



- (c) The mail had been sent to the bank manager a week ago.
- (d) We are reading *The Diary of Anne Frank* for our project.
- (e) Soha bought new running shoes for her mother.
- (f) They will be refurbishing the entire apartment next month.
- (g) The children were very excited to meet the badminton champion.
- (h) The police could not catch up with the speeding vehicle.

There are two types of participles.

- Present participle
- Past participle

Look at the following sentences.

She will be *joining* the new school after a few days.

Samaira would be the *opening* batsman for our team.

The portrait of the *smiling* woman attracted a lot of visitors to the museum.

In the first sentence, *joining* is preceded by the auxiliary verb *will be* and acts as the main verb of the sentence. It denotes the future progressive form of the verb. In the second and third sentences, the verbs *opening* and *smiling* function as adjectives and modify the nouns *batsman* and *woman*, respectively. Verbs ending with **-ing** are known as the present participle form of the verbs.

Present participles are used in a sentence in three ways.

- They express the progressive form of verbs when used with the appropriate form of the auxiliary verb *be*. For example, *I am jotting down the points in my notebook.*
- They function as adjectives and modify nouns, pronouns or noun phrases in a sentence. For example, *travellers were rescued from the sinking ship.*
- They function as adverbs and modify verbs in a sentence. For example, *the child came crying into the room.*

Note: Although both gerunds and participles take **-ing** as their endings, a gerund always functions as a noun in a sentence, whereas a participle functions as a modifier (adjective or adverb) or denotes the progressive form of the verb when used alongside an auxiliary verb.

Examples:

My cousins were *laughing* loudly. (Present participle)

Laughing can help relieve stress. (Gerund)

Let us look at the following sentences.

We have *gone* to the supermarket thrice this week.

The newly *constructed* house belongs to my uncle.

The patient ate only *boiled* vegetables for a week.

In the first sentence, *gone* is preceded by the auxiliary verb *have* and acts as the main verb of the sentence. It denotes the perfect form of the verb. In the second and third sentences, the verbs *constructed* and *boiled* function as adjectives and modify the nouns *house* and *vegetables*, respectively. These verbs are known as **past participles**.

Past participles are used in a sentence in three ways.

- They form the Perfect tense in a sentence when used with appropriate forms of the auxiliary *have*. For example, *we had entered wrong data in the file yesterday*.
- They indicate the passive voice of a sentence when used with a form of the auxiliary verb *be*. For example, *they were asked to go to the principal's office by their teacher*.
- They function as adjectives and modify nouns, pronouns or noun phrases in a sentence. For example, *ragged clothes can be reused to wipe floors or clean other surfaces*.

2. Fill in the blanks with appropriate participle forms of the verbs given in brackets.

- _____ (*howl*) in pain, the dog limped back to its mother.
- My grandfather always told us _____ (*interest*) stories.
- Anish still has pain in his _____ (*break*) leg.
- The issues _____ (*encounter*) seem unfathomable.
- The _____ (*submit*) documents have to be collected by the end of the day.
- My friends and I love to gaze at the _____ (*twinkle*) stars at night.
- Wasim and I were _____ (*look*) after the _____ (*injure*) bird.
- We were _____ (*ask*) to take our seats in the _____ (*wait*) hall.

3. Fill in the blanks with the appropriate participle forms of the verbs given in the box.

carry	wash	recover	burn	walk
tear	present	wait	colour	win

- The team was _____ for the manager's approval.
- Do not write the number on that _____ paper.

- (c) The _____ team would get a chance to meet Sania Mirza.
- (d) We could easily recognise the smell of the _____ cake from afar.
- (e) If _____ in an engaging manner, the presentation would garner more support.
- (f) While _____ from dengue, Joel was advised to include more fruits in his diet.
- (g) _____ fabrics should not be _____ with white clothes.
- (h) _____ the cardboard box, the magician walked towards the stage.

Now, read the following sentences.

Singing a cheerful rhyme, the class ended their day.

Painted in pastel colours, the nursery looked like a dream!

Worried by the delay, we decided to check on him again.

In the first sentence, the participle *singing* is followed by the noun phrase *a cheerful rhyme* that functions as the object of the participle. Together, they form a participle phrase that modifies the subject *the class* in the sentence. Similarly, in the second and third sentences, the participles *painted* and *worried* are the head words of the phrases where the prepositional phrases *in pastel colours* and *by the delay* modify the participles. These participle phrases describe the noun *the nursery* and modify the verb *decided*.

There are three types of participle phrases.

- Present participle phrases have present participles as their head words. For example, *quickly counting all the notes, he handed the money to the shopkeeper.*
- Past participle phrases have past participles as their head words. For example, *stolen ten years ago, the statue suddenly appeared in an abandoned house.*
- Perfect participle phrases are formed with past participles preceded by *having*. For example, *having finished her homework, Sameera went out to play with her friends.*

Note: Participle phrases are formed when we join two sentences where the less important action or the action first completed is turned into a participle.

Examples:

Sonal spent two hours in the reading room. She was writing an essay.

*Sonal spent two hours in the reading room **writing an essay.***

Rajarshi took a bath. He ate breakfast.

***Having taken a bath,** Rajarshi ate breakfast.*

4. Combine the pairs of sentences using participles. One has been done for you.
- (a) Farhan ran to the nearest pharmacy. He bought the medicines.
Running to the nearest pharmacy, Farhan bought the medicines.
 - (b) Siddharth finished reading the book. He wrote a book report on it.
 - (c) The traveller found it difficult to carry the luggage uphill. He walked slowly.
 - (d) Guha thanked her friends profusely. She unwrapped the gift.
 - (e) Jagriti reached the small town. She looked for accommodation.
 - (f) I was flipping through the magazine. I found an old picture of Elvis Presley as a child.
 - (g) Garima threw the clothes aside. She searched for the gold earrings in the cupboard.
 - (h) The principal realised that Saba was telling the truth. The principal did not penalise her.
5. Fill in the blanks with participle phrases of your own, following the instructions given in brackets. One has been done for you.
- (a) **Moving towards the port**, the ship brought the stranded fishermen home.
(Present participle phrase)
 - (b) _____, the monument was renovated by the government.
(Past participle phrase)
 - (c) The palace looked magnificent _____. (Past participle phrase)
 - (d) _____, Sandhya could not enter the classroom.
(Perfect participle phrase)
 - (e) Kanishk looked very smart _____. (Present participle phrase)
 - (f) _____, Gurmeet did not want to be blacklisted as a defaulter.
(Perfect participle phrase)
 - (g) _____, Jeremy ran towards the finishing line.
(Present participle phrase)
 - (h) _____, the coach decided to train Zaheera for the nationals.
(Past participle phrase)

6. Identify the errors and rewrite the following sentences correctly.
- The breaking glass hurt my foot.
 - I wish I had Aladdin's flown carpet.
 - The danced clowns fascinated the young audience.
 - We could not recognise their faces in the fade photograph.
 - Pretended to be disinterested, the child looked at the wrapped boxes.
 - Having smiled sheepishly, the woman avoided the conversation.
 - Exhausting after a long day, Ira crashed in her bed.
 - Having eating the starters, we decided to order the main course in a while.

Recap

- **Participles** are derived from verbs. They either denote an action in a progressive or perfect form, or function as an adjective in a sentence. For example, *opening the window, she looked for her dog.*
- There are two types of participles.
 - Present participle: *The floating tube was deflated by a rock.*
 - Past participle: *The perplexed examiner reread the answer script.*
- A phrase that has a participle as its head word is known as a **participle phrase**. For example, *dancing across the stage, Gabriel impressed the audience.*
- There are three types of participle phrases.
 - Present participle phrase: *Taking long strides, she managed to cover the distance.*
 - Past participle phrase: *Injured during practice, Sheetal could not participate in the final match.*
 - Perfect participle phrase: *Having paid the admission fees, Diya joined the new course with great enthusiasm.*

6

Causative Verbs: Have, Get, Make and Let



Look at the sentences in the following table.

A	B
<i>They planted the rose sapling.</i>	<i>They got the rose sapling planted.</i>
<i>Maya's friends waited for her in the car.</i>	<i>Maya made her friends wait for her in the car.</i>
<i>The students repeated after the teacher.</i>	<i>The teacher had the students repeat after her.</i>
<i>Heather's sister braided her hair.</i>	<i>Heather let her sister braid her hair.</i>

The first sentences of columns A and B, differ from each other in regard to the person executing the action of planting the rose sapling. In the sentence in column A, the subject *they* themselves planted the rose sapling. However, in the sentence in column B, the verb **got** expresses that the subject *they* caused somebody else to plant the rose sapling. Similarly, in the other sentences of column B, the verbs **made**, **had** and **let** establish a causal relationship between the participants in a sentence. Such verbs are called **causative verbs**.

Causative verbs convey that someone causes someone else to perform an action. They help establish a causal relationship between the participants in a sentence.

Examples:

*They **had** the food delivered to them in the office.*

*I will **make** her speak to her mother about the issue.*

*George **gets** his nephew to purchase the latest music albums whenever he goes abroad.*



Note: Causative verbs behave like other main verbs and take helping verbs.

Examples:

We should **have** got the tickets printed beforehand.

The security didn't **let** him take his bag inside the cinema hall.

1. Meera recounts a day in her life in the form of a diary entry. Underline the tasks that she had someone else do for her.

Thursday, 11 September 2019

Dear Diary,

I got up very early today and started my day with a glass of water. I bathed before waking the kids up. I had Ankit prepare breakfast while I helped the kids get ready for school. We usually get my dad to drop them at school; but since he was not feeling well today, I dropped them on my way to work. At work, I had the new interns prepare the presentation for an important meeting. Before the lunch break, I got Srishti to order lunch for the entire team to celebrate her recent promotion. Then, my manager let me take the afternoon off since I had worked overtime last Saturday. I went home and spent the day with my family. We watched a movie and had biryani for dinner.

Meera

2. Underline the causative verbs in the following sentences.
 - (a) My mother made me clean my room.
 - (b) Sunita got her hair cut last Wednesday.
 - (c) Joe always makes me buy him food.
 - (d) Sachin Tendulkar let the fans take pictures with him.
 - (e) Is she getting her parents to dance for the function?
 - (f) Garvita must have had her brother pick her up from college.
 - (g) Our aunt does not let us play in the attic as she says it's too dangerous.
 - (h) The warden let me stay over at my friend's.

Now, look at the following sentences.

I **had** the clients take a look at the new apartment.

They **made** her repeat the course due to attendance shortage.

She doesn't **let** her niece stay up past her bedtime.

In the first sentence above, the causative verb *had* is followed by the agents *the clients* required to perform the action. *The clients* is further followed by the bare infinitive, *take*. The other two sentences also follow the same structure. Thus, when the causative verbs *have*, *make* and *let* are followed by the agents required to perform the action, we use bare infinitives after the agents.

Examples:

They made me prepare the project report yesterday.

The HR team had the newcomers submit their documents.

I let her borrow my video game for a week.

Look at the following sentences.

Raju had the produce sold in the market by other vendors.

Jignesh got the documents signed by a notary.

Thamanna has the food for her events cooked by a professional chef.

In the first sentence above, the causative verb (*had*) is followed by the receiver (*the produce*) of the required action. *The produce* is then followed by the past participle, *sold*. The other two sentences also follow the same structure. Thus, when the causative verbs *have* and *get* are followed by the receivers of the required action, we use past participles after the receivers.

Examples:

She gets her eyes checked every six months.

I have the house repainted at the end of monsoon every year.

Annie got the fish cut and cleaned in the supermarket itself.

Look at the following sentences.

Bittoo got his father to take him to the zoo.

Helena gets her sister to oil her hair.

I was made to take my son to the zoo.

In the first and second sentences, the causative verbs *got* and *gets* are followed by the agents of the required actions, namely *his father* and *her sister*. These agents are further followed by to-infinitives *to take* and *to oil*. The third sentence uses the causative verb *make* in passive voice. Since the agent of the required action becomes the subject of the sentence (*I* in this case), the causative verb is followed by the to-infinitive *to take*. Therefore, we use to-infinitives after the causative verbs *get* (when followed by the agent of the required action) and *make* (in passive voice).

Examples:

The children were **made** to revise the chapter by the tutor.

Ankita was **made** to exercise every morning by her mother.

Vijayan **got** the employees to contribute money for the charity.

3. Fill in the blanks using the appropriate form of the verbs given in brackets.

- (a) She got her cousins _____ (go) on the trip.
- (b) Does the head nurse let you _____ (take) leaves?
- (c) I let him _____ (play) with the newborn puppies.
- (d) We had our mothers _____ (meet) each other.
- (e) I will get my friend _____ (contribute) for the event as well.
- (f) Riya's classmates got her _____ (try out) for the college football team.
- (g) I got my band _____ (perform) in the Christmas programme at the city church.
- (h) The doctor could not make the patient _____ (change) her mind about the operation.

Look at the following sentences.

The teacher **let** the students go home early today.

Do you think they will **let** the issue go unnoticed?

Can you please **let** me work in peace?

In the first sentence, the causative verb **let** indicates that the teacher has permitted the students to leave early. Similarly, in the second and third sentences, **let** conveys the idea of permitting someone to do or not do something.

Examples:

They **let** the children take extra chocolates.

She **lets** her dogs play in the park with other dogs.

Please don't **let** him go too far.

Look at the following sentences.

I **made** her delete all the outdated applications from her phone.

Susan **made** her friend submit the file on her behalf.

My niece **makes** me bake cookies every weekend.

In the first sentence, *made* is used to convey how the subject (*I*) forces or compels another person (*her*) to delete *all the outdated applications*. Similarly, in the second and third sentences, *make* is used in different forms to indicate that the subject leaves no other option or choice for someone but to perform the action.

Examples:

You *made* me climb the stairs for this?

My grandfather *makes* me get up at six in the morning every day.

Can you *make* her correct all the papers today itself?

4. Fill in the blanks using either *let* or *make* in its different forms.

- (a) Fahadh _____ his children watch a video about their native place.
- (b) Will they _____ me accompany you to the programme?
- (c) They _____ her sign a contract before lending the money.
- (d) Does the school _____ students join in the middle of a year?
- (e) I hope they _____ you take part in the play this year.
- (f) Sheila _____ her assistant rewrite the entire programme schedule.
- (g) Will you _____ her understand the gravity of the situation?
- (h) Since I have an appointment at the hospital, can you _____ me leave a bit early today?

Look at the following sentences.

Meera *had* her son book tickets for the entire family.

We *have* our tickets booked by a travel agency.

They *had* the interns arrange the documents chronologically.

In the first sentence, the causative verb *had* shows that *Meera* causes *her son* to book tickets for the entire family. Similarly, the second and third sentence also establish a causal relationship between the participants using the causative verbs *have* and *had*. The causative verbs *make* and *had* convey the same meaning, with the difference that *make* expresses the causal relationship of compulsion, whereas *had* establishes a softer causal relationship between the participants.

Examples:

I *have* my clothes washed at the laundromat every week.

I *had* my neighbour collect my mail while I was away.

The senior editor *had* the trainees copyedit a few documents.

Now, observe the following sentences.

The salesman **got** her to buy a new washing machine.

My mother **gets** me to eat fruits every afternoon.

He **got** his shoes repaired by the cobbler.

In the first sentence, the subject (*the salesman*) persuaded *her* to buy a new washing machine. This relationship is conveyed using the causative verb **got**. Similarly, in the second sentence, **gets** shows that the mother persuaded the speaker to eat fruits every afternoon. In the third sentence, **got** shows that *he* caused the cobbler to repair the shoes.

Examples:

Dheeksha **got** Mithra to watch the movie with her.

She **gets** her nephew to water the plants every day.

Aadhavan **gets** his hair trimmed every month.

5. Fill in the blanks using suitable causative verbs.

- The librarian _____ Ahaana return the book even though it was past 5:30 p.m.
- You can't _____ him change his mind, he is really stubborn.
- Minna _____ her project bound yesterday.
- I _____ Harshit redecorate the entire house before moving in.
- Will they _____ us take the food inside the theatre?
- They _____ me to show them pictures of me in my childhood.
- I _____ the saplings specially delivered from Kerala.
- Her grandmother _____ her pack a lot of sweets for her friends.

6. Rewrite the following sentences using different forms of *have*, *make*, *get* and *let*. One has been done for you.

- The dean allowed my parents to stay with me in the hostel for a night.
The dean let my parents stay with me in the hostel for a night.
- Jaya arranged for a tutor to teach her kids every day.
- Raqib compelled me to take the bus back home.
- Shlok was left with no choice but to wait for an hour for Alida.
- The faucet in the bathroom was broken. The manager called a plumber to fix it.
- Hemalatha did not want to go to the convocation ceremony. Her sister convinced her to go.

- (g) The matron gave my friends permission to hold the birthday celebration in the recreation hall.
- (h) He did not know how to use the new software. His friend taught him how to use it on his request.
7. Identify the errors and rewrite the following sentences correctly. One has been done for you.
- (a) Make her say what she wants.
Let her say what she wants.
- (b) They are making their fence painted white.
- (c) He gets the children play in the courtyard for some time.
- (d) I make the dogs taken out for a walk twice every day.
- (e) She got me finish reading the entire chapter in two hours.
- (f) The management allowed a banner printed for the event.
- (g) The teacher got him read out the essay in front of the class.
- (h) She let her photograph taken by an award-winning cinematographer.

Recap

- **Causative verbs** are used to establish a causal relationship between the participants in a sentence, i.e. they convey that someone/something causes someone/something to perform an action.
- **Have, make, get** and **let** are the most common causative verbs. Although they are used to express causal relationships between participants in a sentence, they differ from each other in certain respects. For example, *get* indicates persuasion, while *make* indicates force or compulsion.



Read the sentences given below.

Look at that cat!

I climbed up the stairs.

Things are starting to look up at school.



In the first sentence, the word *look* refers to directing one's eyes towards something so as to see it. In the second sentence, the word *up* refers to a direction. However, the phrase *look up* in the third sentence means to become better. Such multi-word verbs are called **phrasal verbs**. A phrasal verb consists of a verb and a particle. The particle can either be a preposition or an adverb.

A **phrasal verb** consists of a verb and one or more particles that combine to create a meaning distinct from that of its individual constituents.

Examples:

Would you like to come out for dinner tonight?

You must abide by the rules of this institution.

Can you please go over my assignment once before I submit it to the teacher?

Based on their structure, phrasal verbs can be classified into two types.

- Phrasal verbs that consist of a verb and an adverb; for example, *Thomas tends to run away from his responsibilities.*
- Phrasal verbs that consist of a verb and a preposition; for example, *the detective requested some more time to look into the matter.*

Note: A prepositional verb is the combination of a verb and a preposition. Unlike a phrasal verb, the meaning of a prepositional verb remains more or less discernible from its constituent words.



Examples:

The man stared at the kitten with curiosity. (Prepositional verb)

*You should stop **staring** people **down**.* (Phrasal verb)

1. Underline the phrasal verbs in the following sentences.

- (a) Anna always dozes off in history class.
- (b) Thasneem comes across as a very ambitious girl.
- (c) I ran into Trisha at the supermarket yesterday.
- (d) Why don't you cheer up and just enjoy the moment?
- (e) Passengers ought to check in at least two hours before their flight departs.
- (f) I wonder when he will finally grow up and begin to take responsibility for his actions.
- (g) Danny is looking for his puppy. He has been asking around about it.
- (h) My interest in stamp collection has died down. I guess I should gear up to find another hobby.

Now, look at the sentences given below.

*The villagers **called** the celebration **off** when the chief fell sick.*

*I decided to **call** **off** the meeting as I was not completely prepared.*

*Shameela realised she was allergic to lychee as her skin **broke** **out** in a rash after she ate some.*

In the first and second sentences, the phrasal verb **call off** means to cancel something. The meaning remains the same even when the verb and the particle are separated in the first sentence. Phrasal verbs that can be broken apart whilst still keeping the meaning intact are called **separable phrasal verbs**. In the third sentence, the phrasal verb **broke out** is used to indicate that something unpleasant has suddenly started. If the verb and the particle are separated in this case, the meaning will be affected. Such phrasal verbs are called **inseparable phrasal verbs**.

Examples:

*I **get** **up** at six in the morning.*

(Inseparable)

*Don't forget to **turn** **off** the television!*

(Separable)

***Turn** the radio **off** before you go to sleep.*

(Separable)

Given below is a table with common separable and inseparable phrasal verbs.

Separable Phrasal Verb		Inseparable Phrasal Verb	
clean up	make up	carry on	look after
fill out	throw away	get along	throw up
calm down	get across	come over	show up
turn off	pick up	go back	pass out

Here are two things to keep in mind while using phrasal verbs in sentences.

- The verb undergoes change according to the tense and the number of the subject. The particles do not undergo any modifications.

Examples:

You should not **make up** excuses to fool people.

Why would you believe the story she **made up**?

When the phrasal verb *make up* changes its tense, it becomes **made up** and not *made upped*.

- Substitution of a particle by another in a phrasal verb completely changes its original meaning. For example, consider the verb **pull**.

Pull	through	to survive or recover
	down	to demolish something, usually a building
	off	to achieve something
	up	to stop a vehicle

2. Fill in the blanks using an appropriate particle from the given brackets. One has been done for you.

- Let's put **aside** (out/aside) our disagreement for now.
- Priya asked _____ (around/out), but nobody had seen her wallet.
- My mobile data has run _____ (out/off). I should recharge it soon.
- The students looked _____ (through/over) their notes before the exam.
- Why don't you join _____ (up/in) on the fun? The more the merrier!

- (f) Human beings can't do _____ (*without/over*) food and water.
- (g) The keynote speaker dragged his speech _____ (*on/over*) till lunch break.
- (h) Karishma bounced _____ (*away/back*) to health faster than anyone expected.

Read the sentences below.

They are planning to *pull down* the old hospital tomorrow.

There are still some tags attached to the bags. Would you like me to *take them off*?

Our pet dog *has grown up*.



In the sentences above, the words in red are phrasal verbs. Only in the first and second sentences, the verbs require an object. A phrasal verb that requires an object to make complete sense is called a **transitive phrasal verb**. If the object is not a personal pronoun, the particle can come before or after it. In the first sentence, the particle *down* comes before the object *the old hospital*. However, if the object is a personal pronoun, the particle will only occur after it. This can be observed in the second sentence, where the particle *off* is placed after the object *them*. In the third sentence, the object is absent, yet the sentence remains meaningful. A phrasal verb that does not require an object to complete its meaning is called an **intransitive phrasal verb**.

Examples:

He *stepped aside*. (intransitive)

They accidentally *threw the copies out*. (transitive)

Please *try the dress on* before buying it. (transitive)

Given below is a table with some common transitive and intransitive phrasal verbs.

Transitive Phrasal Verb		Intransitive Phrasal Verb	
bring about	turn down	get up	run away
burn down	look after	pass out	go back
call off	give up	grow up	break down
fill out	set up	run out	show up

Notes:

- Some phrasal verbs can be both transitive and intransitive depending on their usage. For example, consider the phrasal verb **look up** in the two sentences given below.

*Since Eva started exercising, her health is starting to **look up**.*

*Why don't you **look the word up** in the dictionary?*

In the first sentence, **look up** acts as an intransitive phrasal verb and has the meaning to get better. In the second sentence, **look up** acts as a transitive phrasal verb with *the word* as the object and takes on the meaning to check a fact.

- Some phrasal verbs may have more than one particle. Such verbs are usually transitive and inseparable in nature. For example, *how did you **get away with** not doing your homework?*

3. Underline the phrasal verbs in the following sentences. Write *TP* for transitive and *IP* for intransitive phrasal verbs.
- (a) Our bus broke down on the way to the museum.
 - (b) Malavika filled out the application for her admission.
 - (c) The news turned out to be a hoax.
 - (d) Shaurya is looking over our test results.
 - (e) I can get off by five in the evening.
 - (f) Atharv threw away the pencil shavings in the dustbin.
 - (g) My cousins are going back to the Netherlands next week.
 - (h) Ayushi came across as a very hardworking person in her interview.

Observe the sentences below.

Bhavana arrived late for the movie.

*Bhavana **showed up** late for the movie.*

Both the sentences given above convey the same meaning. However, in the second sentence, the word *arrive* is substituted by the phrasal verb **show up**. There are many phrasal verbs that can be used to substitute single words and vice versa in a sentence. Some common examples are given in the table below.

Phrasal Verb	Single Word
point out (something)	show
call off (something)	cancel
find out (something)	discover
give up	surrender
come forward	volunteer
pass on (something)	transmit
fall apart	disintegrate
get away	escape

4. Match the phrasal verbs in column A to their meanings in column B. Create a sentence with each phrasal verb.

A	B
set aside	to reduce
cut down	to reserve for a purpose
figure out (something)	to prepare
gear up	to solve
dress up	to examine something quickly
put down (something)	to have nothing left
run out	to put on clothes for an occasion
run through	to write

5. Rewrite the following sentences using appropriate phrasal verbs given in the box. One has been done for you.

hand out	give in	pass up	putting up with
used up	call off	takes after	touch upon

- (a) Can you please help me distribute pamphlets after the discussion is over?
Can you please help me hand out pamphlets after the discussion is over?
- (b) I hope they don't cancel the book signing.
- (c) Heera shouldn't forgo the opportunity to study abroad.
- (d) The children exhausted the paint in two days.
- (e) You should not yield to others' demands so easily.
- (f) She did not mention any of the pressing issues in her speech.
- (g) Saraswathi resembles her grandmother in appearance.
- (h) Seema has been tolerating Karin's bad attitude for a while now.

6. Read the sentences below and fill in the blanks using the right particle from the box.

into	back	over	around	off	up	after	down
------	------	------	--------	-----	----	-------	------

- (a) We accidentally ran _____ a rat on our way to the beach.
- (b) I have taken _____ everything that was discussed in class.
- (c) The driver pulled _____ the bus station and waited for the passengers to board.
- (d) When will Aravind stop playing _____ and start paying attention in school?
- (e) The thief made _____ with all of their savings.
- (f) His story doesn't add _____. I think he is lying to us!
- (g) Keep _____ from the snake! It's dangerous!
- (h) Look at the baby! I think she takes _____ her father.

7. Underline the errors and rewrite the given sentences. One has been done for you.

- (a) My computer is acting off. I think it's time to get a new one.

My computer is acting up. I think it's time to get a new one.

- (b) Our neighbours asked us inside for dinner today evening.
- (c) The celebration went out till 10 p.m.
- (d) Please bear out the cold for now. They will fix the heater soon.
- (e) Have we run under of sugar already?
- (f) Why don't you just call out and ask your school if it's a holiday?
- (g) Garima waited till the hype died up before she went for the movie. She did not give up to our persistent invitations.
- (h) Perhaps we should run thorough the plan one more time to cut apart on careless mistakes.

Recap

- A **phrasal verb** consists of a verb and one or more particles that combine to create a meaning distinct from that of its individual constituents.
- The particle in a phrasal verb can be either a preposition or an adverb.
- Phrasal verbs can be classified into **separable** and **inseparable** phrasal verbs.

Examples:

*They decided to **call off** the meeting because of the rain.*

*Do you think it is too late to **call** the meeting **off**? (separable)*

*I will **look after** your garden when you are on vacation. (inseparable)*

- A phrasal verb can be classified into **transitive** and **intransitive** phrasal verbs depending on whether or not an object is required for it to make sense.

Examples:

*I wonder if Tom **checked out** of the hotel before I reached. (transitive)*

*They're **going back**. (intransitive)*

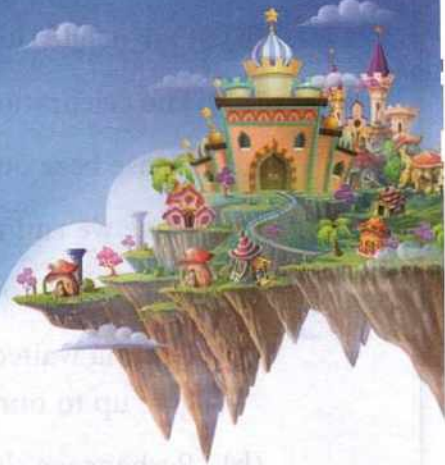
- In a phrasal verb, changes occur in the verb according to the tense and the number of the subject. The particle will remain unchanged.

Examples:

*I will **look into** this matter.*

*I have **looked into** this matter.*

- The meaning of the phrasal verb changes according to the particle used. For example, **run after** means to pursue whereas **run into** means to meet unexpectedly.



Look at the sentences given below.

Sonu wants to grow watermelons.

Be quiet!

The teacher suggested Komal apply for an internship that summer.



In each of these sentences, the speaker intends to convey different things. The first sentence states that Sonu wants to grow watermelons. The second is an imperative sentence that expresses an order for the implied subject to be quiet. The third sentence is a suggestion made by the teacher that Komal should apply for an internship that summer. The speaker's intention in each sentence is conveyed by the particular form of the verb, which is called **mood**.

Mood refers to the form of a verb that indicates whether the speaker is expressing a statement, question, command, request or wish.

Examples:

Tarun said that he was hungry. (Statement)

I wish I had a dog. (Wish)

Did you wipe the plates after washing them? (Question)

1. Read the sentences below. Write S if the sentence expresses a statement, C for command, Q for question, R for request and W for wish.

(a) Watch where you are going. _____

(b) This is the best chocolate cake I have ever tasted. _____

(c) Can you please help me carry the books to the library? _____

(d) I hope everyone in my class passes the exam with flying colours. _____



- (e) Look out! _____
- (f) Elephant is the only animal that can't jump. _____
- (g) Are you going to attend the wedding this Sunday? _____
- (h) Shredha wants to have chicken for lunch. _____

There are three kinds of moods in English grammar.

- Indicative
- Imperative
- Subjunctive

Read the sentences below.

*The Neelakurinji flowers **bloom** only once every twelve years.*

*I **think** it **is** high time human beings took some measures to protect the environment.*

***Did** you **enjoy** reading that novel?*

The first sentence states that the Neelakurinji flowers bloom once in twelve years, whereas the second sentence states the speaker's opinion that it is time for human beings to start protecting the environment. The third sentence poses the question whether the listener enjoyed reading a particular novel. The verbs in these sentences are used to make a statement or ask a question. Such forms of verbs are called **indicative mood**.

Indicative mood expresses statements and questions.

Examples:

*Rakesh **climbed** the mango tree deftly.*

*What **do** you **think** about my new car?*

*Mount Olympus Mons on Mars **is** the highest mountain in the solar system.*

Look at the sentences below.

***Serve** them tea immediately!*

*Please **come** here for a moment.*

***Sit** here quietly.*

The sentences given above are imperative sentences that are addressed to an implied subject. The first sentence expresses a command to serve tea immediately. Similarly, the second sentence shows a request made to go to a particular place, and the third sentence

expresses an instruction to sit quietly. These verbs are in their bare infinitive forms and express a command, request and an instruction, respectively. Such forms of verbs are called **imperative mood**.

Imperative mood expresses commands, instructions, requests and advice.

Examples:

Pay the dues on the first of every month.

Please *take* care of your health.

Wait here for the bus.

2. Read the sentences below. Write *IN* for indicative mood and *IM* for imperative mood.

(a) Reach the place in time for the event. _____

(b) Tell your teacher the truth. _____

(c) Rajesh likes to think of himself as the king of the world. _____

(d) Please lend me that book once you're done reading it. _____

(e) I think the best part of this trip was meeting Ruskin Bond. _____

(f) Could you drop Neeraj off at the supermarket today? _____

(g) The principal wants to talk to them in his office. _____

(h) Is Vivaan the fastest bowler in the team? _____

3. Write sentences in the imperative mood based on the following situations. One has been done for you.

(a) The garbage can is full.

Take out the garbage!

(b) Someone interrupts you while you are talking.

(c) The students have to submit the worksheet the next day.

(d) The wilting plants need to be watered.

(e) You need some change for the bus.

(f) You want to ask someone to join you for lunch.

(g) It is difficult to carry the box by yourself.

(h) The children are eating dessert before finishing their dinner.

Look at the sentences below.

I wish you **were** more attentive in class.

He suggested that I **visit** a doctor immediately.

If I **were** Kareena, I **would stop** spending so much time playing video games.

The first sentence expresses the speaker's wish that the listener paid more attention in class. The second sentence shows the speaker's suggestion that the listener should visit the doctor immediately. The third sentence shows a hypothetical situation, where the speaker describes what they would have done differently if they were Kareena. The verbs in these sentences are used to express a wish, a suggestion and a hypothetical condition, respectively. Such forms of verbs are called **subjunctive mood**.

Subjunctive mood conveys wishes, suggestions, demands and hypothetical situations.

Examples:

I wish I **were** alive when Michael Jackson came to India.

Kiran demanded that the menu **be changed**.

If Rohan **could become** any animal, he **would choose** to be a rhinoceros.

- A verb in the subjunctive mood is usually in its bare infinitive form. For example, *the teacher demanded they **submit** their assignments before lunch.*
- The verb *be* in subjunctive mood can either be in its bare infinitive form *be*, or *were* when used with *if* to express a condition.

Examples:

It is crucial that the vase **be placed** at a place where the kids can't reach it.

If the library **were** open, we **could return** the books.

He wished he **were** able to fly a plane.

- We also use words such as *suggest*, *demand*, *recommend*, *ask* and *command* in sentences with verbs in the subjunctive mood. For example, *the officer commanded the soldiers **to stand** in line.*
- Adjectives such as *crucial*, *imperative*, *necessary* and *important* are often used with verbs in the subjunctive mood. For example, *it is necessary that you **reserve** a table in advance at the restaurant.*
- The subjunctive mood can be observed in the case of common expressions such as *God **bless** you*, *God **save** the Queen* and *may the force **be** with you*. It is also conveyed in case of certain fixed expressions such as ***be** that as it may*, ***come** what may* and *so **be** it*.

4. Write whether the sentences given below express a wish, demand, suggestion or hypothetical situation. One has been done for you.
- (a) I hope you liked the gift we got you. wish
- (b) If Gabby were the teacher, she would let her students leave early every evening. _____
- (c) The watchman suggested that I change my lock. _____
- (d) Julie demanded three marshmallows be put in her coffee. _____
- (e) The children wished for their exams to be cancelled. _____
- (f) If Kuldeep were my neighbour, I would walk to school with him every day. _____
- (g) If I were Devika, I would buy an alarm clock. _____
- (h) I wish we could have noodles for breakfast every day. _____
5. Look at the underlined verbs and identify their moods. Write *IN* for indicative, *IM* for imperative and *S* for subjunctive.
- (a) Iron your uniform every morning. _____
- (b) Fareeda hates eating leafy vegetables. _____
- (c) Did Sophie start practising for the singing contest? _____
- (d) Could you please speak a little louder? _____
- (e) Are you coming to the school play with me? _____
- (f) Jini demanded that the kitchen be cleaned by the time she returns home. _____
- (g) If there were two Sundays in a week, everyone would get enough time to play. _____
- (h) Come what may, your friends will be by your side. _____
6. Rewrite the following sentences according to the mood given in brackets. One has been done for you.
- (a) Fill the bucket! (*Indicative*)
He ordered me to fill the bucket.
- (b) Pass me the salt! (*Indicative*) _____

- (c) Let's go for a picnic tomorrow and have fun. (*Subjunctive*)
- (d) Dhruva wants to become a great singer. (*Subjunctive*)
- (e) Will you stop the car over there? (*Imperative*)
- (f) I requested them to pick her up from the airport. (*Imperative*)

7. Match the sentence fragments in columns A and B to form meaningful sentences. Then, match them to the appropriate mood in column C. One has been done for you.

A	B	C
If my cat could talk,	located in its head.	Subjunctive
A shrimp's heart is	to folk music.	Subjunctive
Nisha loves listening	she would tell me so many interesting stories.	Indicative
Keep	they would come to visit us.	Indicative
If aliens existed,	to the supermarket last night?	Imperative
Did you go	that book away!	Indicative
Don't feed	the first one to reach the hilltop.	Imperative
Nila wished she were	the animals in the zoo.	Subjunctive

8. Complete the following conversation using appropriate verbs from the box given below. Write the mood in brackets. Some of the verbs can be repeated.

lend	were	do	taking	hope
are	return	be	finish	speak

Kiran: Hey! _____ careful! () Those books _____ heavier than they look. ()

Bose: Oh! Could you _____ me a hand? ()

Kiran: Sure. Where are you _____ them? ()

Bose: I'm _____ them to the library. () Miss Pooja demanded I _____ them before the holidays. ()

Kiran: Did you _____ reading all of these? ()

Bose: No. If only I _____ allowed to keep them a little longer! ()
I'm only half done with Marquez's *Chronicle of a Death Foretold*.

Kiran: That's too bad. Is there anything I can _____ to help? ()

Bose: That's alright. I _____ to issue it again after school reopens. ()

Recap

- **Mood** refers to the form of a verb that indicates whether the speaker is expressing a statement, question, command, request or wish.
- There are three kinds of moods in English grammar.
 - The **indicative mood** expresses statements and questions. For example, *my uncle thinks that cricket is a waste of time.*
 - The **imperative mood** expresses commands, instructions, requests and advice. For example, *open the windows!*
 - The **subjunctive mood** expresses wishes, suggestions and hypothetical situations. For example, *Preeti wished she could dance well.*



Read the sentences below.

I am **too** hungry to think straight.

I am feeling **extremely** sleepy tonight.

My sister was **completely** disappointed when she couldn't pass the exam.

In the first sentence, the word **too** is used to emphasise the adjective *hungry*. Similarly, in the second and third sentences, the words **extremely** and **completely** are used to emphasise the adjectives *sleepy* and *disappointed*, respectively. Such words are called **intensifiers**. An intensifier has no meaning by itself.

Intensifiers are adverbs or adverbial phrases that reinforce the meaning of verbs, adjectives or adverbs.

Examples:

This jam is **really** tasty.

Romal was being **so** sweet today.

Sheetal **utterly** embarrassed me at the convention.



Note: Very is the most frequently used **intensifier** in English.

1. Identify the intensifiers in the sentences below.
 - (a) Are you absolutely sure that this is the answer?
 - (b) Why does Kaamesh seem so sad today?
 - (c) I felt extremely happy when I was gifted a puppy.
 - (d) Zara is really meticulous in her studies.
 - (e) Kamakshi is very rude to the customers.



- (f) I am utterly baffled by his actions.
- (g) I felt so happy to see my family again.
- (h) I expect you to be completely done with your project by tonight.

Look at the sentences below.

Ray is an **insanely** clever boy.

Emma is **insanely** talented at sports.

These toys are **insanely** fun to play with.

The word **insanely** usually has a negative connotation. However, when used as an intensifier in the sentences above, it serves the purpose of strengthening the words *clever*, *talented* and *fun*. Words such as *awfully*, *terribly*, *dreadfully*, etc. serve the same purpose.

Examples:

Wow! This chocolate pudding is **awfully** tasty!

Aadiv is **terribly** sorry for the trouble his friends have caused.

Hema is still **dreadfully** afraid of the dark.

Now, read the sentences below.

I don't think I have **ever** had figs.

It doesn't **ever** rain nowadays.

Why **on earth** are you working when you are sick?

In the first sentence, the word **ever** is used to emphasise the verb *had*. Similarly, in the second and third sentences, the words **ever** and **on earth** put emphasis on the verbs *rain* and *working*, respectively. Such words are mostly used in interrogative or negative sentences.

Examples:

How did you **ever** drive back in this weather?

Why **on earth** did Rebecca mix ammonia and bleach?

What **on earth** are you reading?

Observe the sentences below.

Do you not cook **at all**?

Bhuv is not **at all** concerned about his friend's antics.

This plant does not look healthy **at all**.

In the above sentences, **at all** is used as an intensifier. It means *in any way* or *to any extent*. In the first sentence, the speaker asks the listener whether they cook to any extent. The presence of the word *not* implies that the speaker does not expect a positive answer. Similarly, in the second and third sentences, the use of **at all** substitutes *in any way*. **At all** is used only in questions and negative sentences.

Examples:

*Have you finished any work **at all**?*

*My classmates weren't interested **at all**.*

*The teacher was not **at all** happy with the students' performance.*

2. Read the sentences below. Fill in the blanks with appropriate intensifiers given in brackets.

(a) Kabir is not _____ (*at all / completely*) concerned about the results.

(b) Yuck! This shawarma is _____ (*utterly/too*) salty!

(c) Shrishti has caught a _____ (*really/dreadfully*) bad cold.

(d) This map is _____ (*extremely/thoroughly*) confusing.

(e) What an _____ (*excellently/absolutely*) dreadful day!

(f) You must _____ (*absolutely/thoroughly*) wash fruits before eating them.

(g) Where _____ (*at all / on earth*) did you find that old map?

(h) Saisha was being _____ (*terribly/utterly*) nice to everyone today.

Now, look at the sentences below.

*I am **a little** offended by your behaviour.*

*Ayaan was **a bit** late to class today.*

*The weather reports predict **fairly** heavy rain for tomorrow.*

In the first sentence, the words **a little** decrease the intensity of the adjective *offended*. Similarly, in the second and third sentences, the words **a bit** and **fairly** bring down the intensity of *late* and *heavy*, respectively. Such words are called **mitigators**. A mitigator has no meaning by itself.

Mitigators are words that modify the meaning of verbs, adjectives or adverbs to make them weaker by reducing their effect.

Examples:

I am *somewhat* in the dark about this project.

Anant was *a little* tired after his daily exercise.

Ishank *barely* managed to score well in the preliminary exam.

Notes:

- **Mitigators** can be used in front of comparative adjectives in a sentence. For example, *this box is **a bit** bigger than the first one.*

Slightly and *rather* are used with comparative adjectives and placed before a noun. For example, *my uncle caught a **rather** bigger fish than I did.*

- *Fairly* and *rather* are the most commonly used **mitigators** in the English language.

3. Read the sentences below. Fill in the blanks using the appropriate mitigators from the box.

slightly	hardly	barely	rather
somewhat	less	more or less	a bit

- (a) I am _____ displeased by your behaviour tonight.
- (b) The clock seems _____ tilted to the right.
- (c) The heat makes me feel _____ exhausted.
- (d) Our stick _____ grazed the mango before it fell down.
- (e) Everyone in the class was _____ on board with the plan.
- (f) The children can _____ wait for school to let out.
- (g) Can you lend me some money? I'm _____ short on cash.
- (h) Ira felt _____ enthusiastic about dinner after learning there was no dessert.

Now, read the sentences below.

This is *quite* an incredible painting.

Don't worry, you're doing *quite* good.

I'm *rather* busy with my work this evening.

I was *rather* hoping to go grocery shopping today.

In the first sentence, *quite* acts as an intensifier and takes a meaning similar to *completely*. In the second sentence, the word *quite* performs the function of a mitigator and takes a meaning similar to *fairly*. Similarly, in the third sentence *rather* takes a meaning similar to *very*, while in the fourth sentence, *rather* is similar to the word *slightly*. When used with non-gradable adjectives or adverbs, *quite* acts as an intensifier and when used with gradable adjectives and adverbs, *quite* functions as a mitigator. In the same fashion, *rather* acts as a mitigator when used before verbs. Otherwise, *rather* has the capacity to function as an intensifier in front of an adjective or an adverb. Thus, *quite* and *rather* can function as both an intensifier and a mitigator.

Note: Try to avoid overusing intensifiers and mitigators as they do not serve any other purpose than strengthening or weakening the succeeding word. Given below is a table with a few words that can be substituted for some intensifiers and mitigators.

very happy	ecstatic, overjoyed, euphoric
very sad	miserable, depressed
fairly good	decent, reasonable
very tasty	delicious, delectable
slightly offended	miffed, peeved
very big	enormous, huge

4. Read the following sentences. Underline the intensifiers and circle the mitigators, if any.
- Remedial classes are extremely helpful for new students.
 - Don't worry. Yours is a fairly good drawing.
 - I feel terribly hungry. I might ask for a very large portion tonight.
 - Meenu is very short. She can barely reach the top of the cupboard.
 - I loved *The Hunger Games* movies so much! They were awfully interesting!
 - My uncle makes very delicious gulab jamuns. He is an extremely talented cook!
 - It is rather chilly outside. I might have to start wearing a slightly thicker coat.
 - What on earth are you thinking? It's too early in the morning for your band practice!

5. Underline the wrongly used intensifiers and mitigators and rewrite the following sentences correctly.
- (a) I barely want to go to Mexico this year! I've heard that it's a very beautiful place.
 - (b) Viti is extremely excited for the sports day. She hates running.
 - (c) I'm somewhat sorry for forgetting your birthday. I promise I will make up for it.
 - (d) Hak looks less tired today. We should let him rest.
 - (e) Are you sure that you want to go to work? You still look less sick.
 - (f) Once you hardly read the text, you will be able to answer every question.
 - (g) I feel more or less full after the three course meal you had prepared for us.
 - (h) Why are you so angry? I completely touched your food!
6. Read the sentences below. Rewrite them by adding intensifiers or mitigators according to the meaning. One has been done for you.
- (a) This tree is old. It is perhaps the oldest tree in the park.
This tree is very old. It is perhaps the oldest tree in the park.
 - (b) Roma doesn't care about her grades. She spends most of her time playing.
 - (c) The tomato garden is far from our school. We might have to travel by train.
 - (d) What were you thinking? You have spoiled the dish!
 - (e) Idhant is enthusiastic about coming to work today because he stayed up all night yesterday.
 - (f) How could you forget your identity card? You know how important it is!
 - (g) I am sorry! I didn't mean to ruin your beautiful suit.
 - (h) This brand is cheaper than the one we normally use. Just two rupees might not make a lot of difference to our budget.
7. Read the situations below and make appropriate sentences using suitable intensifiers and mitigators.
- (a) Suraj is jumping with joy.
Suraj is feeling extremely joyous.
 - (b) Vihaan's favourite team lost the game.
 - (c) The route is difficult to understand. Megha is confused.
 - (d) The host is drinking tea without offering any to the guest.

- (e) The children are crying in fear. They are watching a horror movie.
 - (f) Hami is going to a party. It was over by the time he arrived.
 - (g) There is a factory on the banks of the river polluting the river water. It has turned black.
 - (h) Ramesh and Suman reached the zoo. The zoo isn't open when they arrive.
8. Read the story below. Add or replace intensifiers and mitigators where required to enhance the effect of the story.

The Greatest Gift

A long time ago in ancient Greece, King Cecrops decided that he wanted a patron deity for his city. As the city was already thriving, both Athena and Poseidon coveted that position. The King and the citizens were distressed by this, as they did not wish to displease either of the gods. Fearing that a rivalry would grow between them, King Cecrops figured out a method to determine a winner. He suggested that a contest be held, and that the deity who presents the city with the best gift would become the patron. On hearing this, Poseidon struck the earth hard with his trident and created a deep well. Water shot out of it, and the townsfolk were amazed by the god's prowess. However, King Cecrops tasted the water and exclaimed with disgust, 'It's salty!'

On the other hand, Athena, who was the goddess of wisdom, gifted the citizens an olive tree. The tree provided them fruit, oil, timber and shade. The King marvelled at how Athena's gift was useful, and declared her the rightful winner. Athena accepted her victory graciously. The city was named Athens in her honour. Poseidon, on the other hand, was enraged at the King's decision. He cursed the city in his anger, and even now, the city gets enough water.

Recap

- **Intensifiers** reinforce the meaning of words. Examples of intensifiers are *very, thoroughly, utterly*, etc. The words *on earth, at all* and *ever* also function as intensifiers. For example, *Rajesh is **completely** engrossed in the new game.*
- **Mitigators** reduce the effect of words. Examples of mitigators are *fairly, hardly, slightly, less, somewhat, a little*, etc. For example, *we got **slightly** drenched by the sudden rain.*
- Intensifiers and mitigators have no meaning by themselves.
- The words *quite* and *rather* can be used as both intensifiers and mitigators.

10 Modals 1



Look at the following sentences.

Kiran **could** help Kriti with her homework.

Ashwin **should** take his medicines on time.

The Mehtas **may** visit us once they are done renovating their house.

In the first sentence, the word **could** is used to convey the possibility of Kiran helping Kriti with her homework. It is followed by the main verb **help**. In the second sentence, **should** is used to express the necessity of Ashwin having his medicines on time. It is followed by the main verb **take**. In the third sentence, **may** is used to express the possibility of the Mehtas visiting the speaker(s). It is followed by the main verb **visit**. **Could, should** and **may** are **modals** in these sentences. A modal is a type of auxiliary verb that is always followed by a main verb to make a meaningful sentence.

Verbs that express a certain mood or attitude of the speaker are called **modals**. **Can, may, must, ought to, will**, etc. are **modals**.

Examples:

I **may** go to Kolkata next week.

I **ought to** stay home in the evening.

Kavita **must** go to the police station to report the crime.

1. Read the dialogue given below. Underline the modals and circle the main verbs following the modals.

Richa: Hey, Titli! Over here!

Titli: Hi! How have you been? Could you help me with my luggage?

Richa: I am good. Let me take the bag.



Titli: Can I ask you something? You know this is my first visit to Hyderabad, don't you? Please recommend a good hotel where I can stay. It should not be very expensive, but all the basic amenities should be available. Also, it must have air-conditioned rooms. Hyderabad is so hot in April!

Richa: Why would you stay in a hotel? You ought to stay with us. Remember, the two of us had so much fun together!

Titli: No, I would not want to impose—

Richa: Don't be silly! It will be no trouble at all.

Titli: Okay, if you insist. We must catch up.

Modals are used to express the following:

- Ability
- Possibility
- Permission
- Request
- Suggestion
- Necessity, compulsion and obligation
- Prohibition and absence of necessity
- Wish

Look at the following sentences.

Rohit *can* score very well in examinations.

Ritu *could* paint for hours without a break.

Alekhya *can* climb the mango tree in the backyard.

In the first sentence, the modal *can* is used to express Rohit's ability to score well in examinations. Similarly, in the second and third sentences, the modals *could* and *can* are used to express Ritu's and Alekhya's ability of painting for hours and climbing the mango tree, respectively. *Can* and *could* are used to show ability.

Examples:

The car *can* break down anytime.

I *could* recite poems very well.

Jasmine *can* speak five languages.

2. Fill in the blanks with *can* or *could*.

- (a) _____ Rahul read four books a week?
- (b) This class _____ complete every assignment given to it.
- (c) Grade 8 _____ win the award for the best science project.
- (d) Riddhi _____ bake a cake for her sister's birthday.
- (e) I _____ dance for hours a few years ago.
- (f) Arundhati _____ publish a new book any time.
- (g) Mahati _____ write poetry very well.

Look at the following sentences.

Karan *may* miss your dance recital.

Mahi *might* help Saketh get through his exams.

If Anika is saying we do not have a class, it *could* be the truth.

In the first sentence, the modal *may* shows the possibility of Karan missing the dance recital. Similarly, in the second and third sentences, the modals *might* and *could* show the possibility of Mahi helping Saketh with his exams and Anika telling the truth, respectively. *May*, *might* and *could* are used to show possibility.

Examples:

Anmol *could* visit us this week.

We *might* allow you to play cricket in this stadium.

Srilekha *may* join the classes this month.

3. Fill in the blanks with the correct modal given in brackets based on true statements.

- (a) I _____ (*may/might*) win the singing competition at my school.
- (b) My teacher _____ (*could/may*) assign us homework today.
- (c) I _____ (*might/may*) help my classmates with their homework.
- (d) I _____ (*might/could*) visit a new city this year.
- (e) Our class _____ (*may/might*) win the football match this year.
- (f) It is only 10 p.m., so we _____ (*could/may*) drive uphill.

Look at the following sentences.

Can I use your laptop for a day?

May I borrow this book for a week?

Could I say something?

In the first sentence, the modal *can* is used to seek permission for Savitri to use the listener's laptop for a day. Similarly, in the second and third sentences, *may* and *could* are used to ask for permission to borrow a book and say something, respectively. *May* and *could* are used in a formal context when asking for permission, whereas *can* is used in an informal context. *Can*, *could* and *may* are modals used to seek or give permission.

Examples:

Yes, you *can* use my laptop for a day.

Yes, you *may*.

You *may* leave before lunch.

Note: Negative forms of these modals take *not* such as *may not*, *could not* and *cannot*. The negative forms of *can* and *could* are normally contracted to *can't* and *couldn't*. However, *may not* is usually preferred over *mayn't*.

Example:

We *could not* wake up early yesterday.

I am sorry, you *may not* copy my assignment.

4. Frame a sentence to seek permission for each of the actions given below and a sentence to give or deny permission with proper justification. Use appropriate modals in your sentences. One has been done for you.

(a) to bake a cake: **A. Can I bake a cake in this oven?**

B. I'm afraid you can't. The oven needs repair.

(b) to dance on the table

(c) to help you with homework

(d) to buy a painting

(e) to go to the supermarket

(f) to take you for a movie

(g) to prepare dinner

(h) to go to a party

Look at the following sentences.

Anita, *could* you please drop me at office?

Hari, *will* you please teach me mathematics this Sunday?

Would you accompany me to the doctor?

In the first sentence, the modal **could** is used to request Anita to drop the speaker at office. Similarly **will** and **would** are used to request Hari to teach mathematics to the speaker, and the listener to accompany the speaker to the doctor, respectively. **Can, could, will** and **would** are used to make requests.

Examples:

Can you please help me with my project?

Could Prakhar leave early today?

Will you take care of my cat when I am away?

5. Underline the modals in the following sentences and write what they express.

- (a) Can you help me lift this sofa? _____
- (b) I can cartwheel for more than three minutes. _____
- (c) Jayanth, will you complete this work when I am away? _____
- (d) It is not snowing, you may drive now. _____
- (e) Could you please move your car from my parking space? _____
- (f) Ron may miss the flight if he does not reach here in 10 minutes. _____

6. Fill in the blanks with appropriate modals.

- (a) I _____ buy all the groceries on my way home.
- (b) If you find yourself stranded, you _____ call on this number.
- (c) Rama asked me if I _____ assist her in filling the report cards.
- (d) You _____ feed the animals in the zoo.
- (e) Shantanu tried opening the jammed door but he _____.
- (f) You _____ disclose the minutes of the meeting.

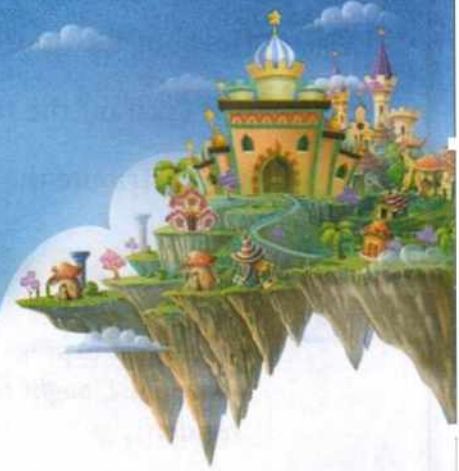
7. Change the following commands to requests using appropriate modals.

- (a) Clean the cupboard.
- (b) Stop talking in the class, Maya.
- (c) Throw the garbage in the dustbin, Anish.
- (d) Switch on the lights.
- (e) Submit the assignments by tomorrow.

- (f) Shut the door when you go out.
- (g) Turn off the television.
- (h) Distribute the papers.

Recap

- Verbs that express certain moods or attitudes of the speaker are called **modals**. *Can, may, must, ought to, will*, etc. are **modals**. For example, *we must have our medicines regularly*.
- Modals are used to express the following:
 - Ability
 - Possibility
 - Permission
 - Request
 - Suggestion
 - Wish
 - Necessity, compulsion and obligation
 - Prohibition and absence of necessity



In the previous chapter, we learnt about modals that express ability, possibility, permission and request. In this chapter, we are going to learn about modals that express suggestions, necessity, compulsion, obligation, prohibition, absence of necessity, wish and past possibilities.

Look at the following sentences.

We **could** contact the librarian to borrow extra books.

You **should** search for a new accommodation.

If Raghav is unwell, he **might** want to visit a doctor.

In the first sentence, **could** expresses a suggestion of contacting the librarian to borrow extra books. Similarly, in the second and third sentences, **should** and **might** are used to make suggestions about searching for accommodation and visiting a doctor, respectively. **Could** and **might** are mostly used to make polite suggestions whereas **might** is always followed by verbs such as *want* and *prefer*. The modal **should** is used to make strong suggestions which can also be perceived as advice.

Examples:

You **should** wear a seat belt while driving.

If Malathi has a headache, she **might** prefer avoiding coffee.

Karthik **could** approach the administration for clarification.

Note: The negative form of **could**, **should** and **might** is **couldn't**, **shouldn't** and **might not**, respectively. The contracted form of **might not** (**mightn't**) is usually not used.

Read the following sentences.

A psychiatrist **must** keep their patients' secrets.

Rama **needs to** pay the fees at once.

Gautami **has to** take the medicines regularly.



In the first sentence, **must** is used to convey the obligation of a psychiatrist to not reveal their patients' secrets. In the second and third sentences, **needs to** and **has to** convey the necessity for Rama to pay the fees and Gautami to take the medicines, respectively. Modals such as **must**, **ought to**, **have to** and **need to** are used to convey obligations, necessities or compulsions.

Examples:

We **ought to** maintain silence in hospitals. (Obligation)

You **have to** pay taxes on time to avoid being penalised. (Compulsion)

Fardeen **needs to** start preparing for his entrance exams. (Necessity)

Let's read the following sentences.

You **must not** spit on streets. It is a punishable offence.

We **ought not to** spread rumours on social media.

Suresh **doesn't have to** carry the papers. He can leave them on the desk.

In the first sentence, **must not** conveys a strong prohibition against spitting on the streets as it is a punishable offence. Similarly, **ought not to** expresses the need to refrain from spreading rumours on social media. While **must not** is used to convey rules, **ought not to** is used when something is expected as a courtesy. In the third sentence, **doesn't have to** suggests that it is not necessary for Suresh to carry the papers, but it does not prohibit him from doing so. Modals such as **doesn't have to** and **need not** express the absence of necessity, suggesting that the action can be performed, if desired.

Examples:

Rohita **need not** stay back to complete her work. We can assist her.

Vehicles **must not** be parked beside the gate.

You **ought not to** sleep when they are performing on stage.

Note: Modals **should** and **ought to** are often used interchangeably. However, they convey different meanings. **Should** is used to convey an opinion or advice, while **ought to** is used to convey a truth, a law or an obligation.

Examples:

Drishti **ought to** finish her application process before next week.

You **should** respect your peers in school and at work.

1. Fill in the blanks with appropriate modals from the brackets.
 - (a) Rita _____ (*should/must*) put her clothes out to dry before it starts raining again.
 - (b) You have been sick since yesterday. You _____ (*could / ought to*) consult a doctor.
 - (c) Sameera _____ (*doesn't have to / must not*) come to the amusement park if she is scared of roller coasters.
 - (d) Priya _____ (*might/should*) prefer talking to a close friend about her first day at the new school.
 - (e) In our school, we _____ (*could / have to*) wear white sneakers as a part of our uniform every Wednesday.
 - (f) The exams are going to start in a week. We _____ (*might / need to*) start revising the difficult chapters.
 - (g) Nethra was told that she _____ (*might not / must not*) play football until the sprain in her leg is completely healed.
2. Identify the intended meaning of the modals in the given sentences. Write *N* for necessity, *O* for obligation, *C* for compulsion and *S* for suggestion.
 - (a) You must finish the work before the deadline.
 - (b) You need to drink a cup of coffee to stay awake.
 - (c) Children as well as adults have to eat leafy vegetables to stay healthy.
 - (d) You ought to be in touch with your old classmates.
 - (e) The doctor should inquire about the patient's allergies before prescribing a medicine.
 - (f) The visitors must update their personal details in the visitor's register.
 - (g) Nevin should reschedule his meetings to meet his cousin in the morning.

Observe the following sentences.

May you meet your friends more often!

May Rama live in the same city after her graduation!

May Suhani and Aquib have a prosperous life ahead!

In the first sentence, the speaker is expressing a wish for the subject to meet their friends frequently. Similarly, in the second and third sentences, *may* is placed before the subject to express a wish for Rama to live in the same city, and for Suhani and Aquib to have a

prosperous life, respectively. We use **may** in optative sentences to express a wish or desire.

Examples:

May Aditi get admission in her desired college!

May you relocate to your hometown this year!

May her soul rest in peace!

Read the following sentences.

Shall we visit my grandmother over the weekend?

Must we pay in cash for these items?

Should we turn off the air conditioner?

In the first sentence, **shall** is used to suggest visiting the speaker's grandmother using an interrogative sentence. Similarly, in the second and third sentences, **must** and **should** are used to question the necessity of paying in cash for the items and to suggest turning off the air conditioner, respectively. When modals are used in interrogative sentences, they are placed before the subject.

Examples:

Should we conduct the examination after the holidays?

Need they file a complaint against the store?

Should we postpone the meeting to Saturday?

We have learnt about modals expressing possibilities in the previous chapter. Let's observe the following sentences.

*My mother **would have** got angry if I had lied to her.*

*The weather was lovely yesterday, they **should have** gone for a run.*

*It was my fault, I **shouldn't have** washed all my clothes at once.*

In the first sentence, **would have** expresses the past possibility of the speaker's mother getting angry for being told lies. In the second sentence, **should have** indicates an action in the past that did not take place. In the third sentence, **shouldn't have** is used to express regret for an action in the past that cannot be undone. Modals such as **could**, **would** and **should** when followed by **have** and the past participle form of a verb are used to express a possibility in the past.

Examples:

*Aman **could have** joined the chess team if he had submitted his application earlier.*

*You **should have** read the instructions before switching on the induction stove.*

*Samaira **couldn't have** broken the vase as she was talking to me when it happened.*

3. Fill in the blanks with appropriate modals that express past possibilities. Use the verbs given in brackets. One has been done for you.

- (a) Gokul shouldn't have joined (*join*) us for the film if he already knew the climax.
- (b) She _____ (*ask*) for my stapler rather than using it without my permission.
- (c) Mr Pereira _____ (*spend*) more time with his friends if he knew that they were leaving for France soon.
- (d) The teacher _____ (*explain*) the concept again if you had asked her.
- (e) The volunteers _____ (*stop*) the audience from using their mobile phones.
- (f) Shalini _____ (*avoid*) eating ice cream when she was sick.
- (g) You _____ (*forget*) to submit the application, else you _____ (*receive*) a notification from the office.

4. Complete the following dialogue by choosing appropriate modal verbs from brackets.

Ahona: Hi, Shreya! I heard you stayed up all night preparing for an interview today. You _____ (*need not / ought not to*) compromise on your sleep.

Shreya: Yes, I understand. Thankfully, I answered all the questions correctly. Although I _____ (*shouldn't have / wouldn't have*) stayed up all night, I am glad the interview went well.

Ahona: That's amazing! I am so happy for you! You _____ (*may/should*) start preparing yourself mentally for the job. It is very different from school and college.

Shreya: That's true. I am very nervous.

Ahona: You _____ (*cannot / must not*) go in with a negative attitude! I am sure you will enjoy it.

Shreya: I guess you are right. I have to complete some formalities tomorrow. The company has specified that I _____ (*must / should have*) carry my original documents.

Ahona: You _____ (*needn't/wouldn't*) submit your original documents. A photocopy of the same will be enough. You _____ (*shall/must*) be very careful with your original documents.

Shreya: Is that so? I _____ (*could / need to*) communicate this to the organisation before I join.

Ahona: Yes, please do. All the best, and I hope we meet soon.

Shreya: Thank you! Yes, we _____ (*could/would*) meet for coffee sometime this week.

Ahona: I would love that.

5. Rewrite the following sentences using modals.

- (a) Citizens below the age of 18 are not allowed to drive motor vehicles.
Citizens below the age of 18 must not drive motor vehicles.
- (b) Don't worry. We have plenty of time before the train reaches the station.
- (c) Perhaps the organiser was waiting to surprise the guests.
- (d) The principal informed all the teachers to report at the venue on time.
- (e) Take a walk in the park and get a breath of fresh air to reduce your headache.
- (f) You have sensitive skin, so please consider taking Ayurvedic medicines.
- (g) The weather is unpleasant. Avoid venturing outside without an umbrella.

6. Write a sentence using modals in response to each of these instructions.

- (a) Prohibit a child from littering the road.
- (b) Suggest a good restaurant to your friend who is new to the city.
- (c) Suggest your dance trainer to extend the practice.
- (d) Convey the absence of necessity to attend a family function.
- (e) Convey the necessity of consulting a doctor to a sick friend.
- (f) Make a strong suggestion regarding the unhealthy eating habits of your sister.
- (g) Convey to your friends their obligation of participating in the cultural event of the school.

7. Write three answers for each of the given questions using the modal verbs provided in brackets. One has been done for you.

(a) Why do you think the baby is crying? (*ought to, should, need to*)

He seems to be missing his mother. We ought to call her.

The baby should not be wearing such thick clothes in this hot weather.

I think his diaper needs to be changed.

(b) How can you save water? (*must not, could, should*)

(c) What would you do if you were invisible for a day? (*need not, might, should*)

(d) How would you prepare for the final examinations? (*need to, ought not to, should*)

(e) If you were responsible for planning a class excursion, what are the steps you will follow? (*ought not to, need to, have to*)

(f) How would you help your friend with the subject that he finds difficult? (*ought to, must not, need to*)

(g) What would you do if you see somebody littering the road? (*have to, should, might*)

(h) What methods will you suggest to your friends to reduce the use of plastic? (*must not, need to, should*)

8. Underline the incorrect modal verbs and rewrite the following sentences correctly.

(a) Must we start revising what we learnt yesterday?

(b) You might not drive home so late at night; it isn't safe.

(c) Janice should have pay more attention in the mathematics lectures.

(d) Shall you wake up so early in the morning and disturb everyone?

(e) Shall all the students perform extremely well in their board examinations.

(f) If you are feeling very tired, you would dip your legs in warm water to relax.

(g) Ramesh would have taken the opportunity of studying abroad when he had the chance.

- (h) My classmates informed me that they had plenty of help with the event, so I must not come.

Recap

- Modals such as *could*, *should* and *might* are used to make suggestions and give advice. For example, *she should park her car in the garage.*
- Modals such as *must*, *ought to*, *need to* and *have to* are used to convey necessity, obligation and compulsion. For example, *you must switch off your phone while travelling in airplanes.*
- Modals such as *must not* and *ought not to* convey prohibition, while *need not* and *don't have to* convey the absence of necessity. For example, *Olana need not travel all the way here, we can meet her halfway.*
- *May* is used to express wishes or desires in optative sentences. For example, *may you have a wonderful stay in Gangtok!*
- Modal verbs followed by *have* and the past participle form of verbs are used to convey past possibilities. For example, *we should have gone for a movie yesterday when tickets were available.*
- Modal verbs are used before subjects in interrogative sentences. For example, *can we travel by train to Kanyakumari?*

12 Quantifiers



Look at the sentences below.

I have **little** love for bitter gourd.

He called me **several** times this evening.

My neighbour's tree bore **many** fruits.

You have learnt about determiners in the previous grades. In the sentences above, **little**, **several** and **many** are determiners and they answer the questions *how much love*, *how many times* and *how many fruits*, respectively. In other words, they specify the quantity or number of the nouns in the sentences. Such determiners are called **quantifiers**.

Determiners that show the quantity (*how much*) or the number (*how many*) of a noun are called **quantifiers**.

Examples:

I really enjoyed **all** the books you lent me.

Most candidates failed the interview.

I was provided with very **little** information about the project.

Note: Quantifiers are also adjectives of quantity and number. For example, *this is the **third** book I have finished this week.*

A phrase that functions as a single quantifier is called a **complex quantifier**. For example, *I found **a lot of** snails in the garden.*

Quantifiers can be divided into two kinds depending on whether they show number or quantity.



Read the sentences below.

A few of the seeds we sow fail to germinate.

Keerthi has several friends in the department.

I bought my first car by saving up for a year.

In the first and second sentences, the quantifiers *a few* and *several* answer the questions *how many seeds* and *how many friends*, respectively. In the third sentence, the quantifier *first* indicates that the speaker is talking about a car that comes before others in a particular order. The nouns associated with these quantifiers, namely *seeds*, *friends* and *car* are countable. Hence, they are quantifiers that express number.

Examples:

Sheetal got her mother twelve roses.

Few people would turn down an offer for free coffee.

This is the third file I have reviewed today.

Look at the sentences below.

Gopan ate little breakfast today morning.

How much money would it take to reach the station from here?

This refrigerator consumes less power than the others available in the market.

In the sentences above, the quantifiers *little*, *much* and *less* answer the questions *how much breakfast*, *how much money* and *how much power*, respectively. The nouns associated with these quantifiers, namely *breakfast*, *money* and *power* are uncountable. Hence, they are quantifiers that express quantity.

Examples:

The girl saved up a little money to buy an umbrella.

There is still some water on the stairs.

Most of the information he gave was irrelevant.

1. Underline the quantifiers in the following sentences. Write Q for quantifiers expressing quantity and N for quantifiers expressing number.
 - (a) How much patience do you expect me to have? _____
 - (b) Can you wait for the delivery for a few days? _____
 - (c) Joseph had more time to work on his presentation than Tom did. _____
 - (d) Several people congratulated him for winning the scholarship. _____

- (e) There is a little dust remaining under the bedpost. _____
- (f) I have nine projects to complete by Wednesday. _____
- (g) Fill one third of the bottle with yogurt. _____
- (h) You have less chance of finishing the work if you don't start now. _____

Read the sentences below.

Can you spare me *some* tissues?

I wish they would show me *some* kindness.

Meena has *many* pet dogs in her house.

There is *much* unemployment in this area.

In the first sentence, the determiner *some* is used to indicate the number of tissues, which is a countable noun. In the second sentence, *some* indicates the quantity of kindness, which is an uncountable noun. Hence, certain quantifiers can be used with both countable and uncountable nouns. On the other hand, *many* in the third sentence and *much* in the fourth sentence can only be used with countable and uncountable nouns, respectively.

The following table shows the usage and meanings of different quantifiers along with their examples.

Quantifier	Number/Quantity	Meaning
<i>all</i>	both	refers to everyone (<i>all my friends</i>) or everything (<i>all hope</i>)
<i>most</i>	both	indicates majority (<i>most parents, most purposes</i>)
<i>many</i>	number	indicates a large number of animate (<i>many people</i>) or inanimate (<i>many apples</i>) objects
<i>much</i>	quantity	indicates a large amount (<i>much concerned</i>)
<i>plenty of</i>	both	shows the presence of more than enough of something (<i>plenty of snacks, plenty of love</i>)
<i>lots / a lot of</i>	both	indicates a large amount of something (<i>a lot of chocolate, lots of snow</i>)
<i>more</i>	both	indicates an extra amount of something (<i>more flowers, more information</i>)

Quantifier	Number/Quantity	Meaning
<i>any</i>	both	indicates indefinite or unknown quantities (<i>any</i> question, <i>any</i> news)
<i>some</i>	both	refers to something that is of an indefinite but limited quantity (<i>some</i> eggs, <i>some</i> rain)
<i>enough</i>	both	expresses the presence of someone or something as much as required (<i>enough</i> clothes, <i>enough</i> heat)
<i>little</i>	quantity	indicates something as being of a very small quantity (<i>little</i> patience)
<i>few</i>	number	indicates something as being of a very small number (<i>few</i> mistakes)
<i>either</i>	number	expresses two possibilities (<i>either</i> way) or the meaning <i>both</i> (<i>either</i> of your parents)
<i>neither</i>	number	makes a negative statement about two things (<i>neither</i> dish)
<i>no</i>	both	indicates that someone or something is not there at all (<i>no</i> chairs, <i>no</i> time)

Now, let us learn about a few quantifiers in detail.

- We use *most* + noun when talking about the majority of something in general, and *most of the* + noun when talking about the majority of something in particular.

Examples:

Most plants in my garden bear flowers.

I finished *most of the* questions the teacher assigned us.

- Little*, *a little* and *the little* are used with uncountable nouns only. *Little* conveys a negative meaning akin to 'lesser than expected', whereas *a little* conveys a positive meaning that just means 'a small amount'. Similarly, *the little* expresses the meaning 'not much but all that there is'.

Examples:

We have **little** time to waste.

Her grandparents gave her **a little** pocket money.

Likitha shared with me **the little** flour she had.

- **Few, a few** and **the few** are used with countable nouns. **Few** conveys a negative meaning akin to 'little' whereas **a few** conveys a positive meaning like 'a little'. **The few** conveys the same meaning as 'the little'.

Examples:

There are **few** mangoes left on the tree.

She sold me this scarf for **a few** rupees.

The few friends I had from school moved to other cities.

2. Underline the determiners in the following sentences and bracket the nouns or noun phrases they specify. Write Q for quantifiers that express quantity and N for quantifiers that express number.
- (a) I can't get any reception here. _____
 - (b) You should look after your children with a lot of care. _____
 - (c) Most of my classmates attend tuition classes. _____
 - (d) Choose any plant you like. I will buy it for you. _____
 - (e) Is there any milk left in the refrigerator? _____
 - (f) Most illnesses occur due to bad hygiene. _____
 - (g) You have a lot of Jane Austen novels! _____
 - (h) Are there any free rooms in this hostel? _____
3. Fill in the blanks using suitable quantifiers.
- (a) My mother helped me with _____ my homework.
 - (b) The city has gone through quite _____ changes.
 - (c) _____ the money they had saved up had to be used for the hospital fee.
 - (d) I have _____ faith in their promises.
 - (e) She bought _____ cake to share with the entire class.
 - (f) Aman is carrying _____ fliers. I wonder what's going on.
 - (g) _____ the questions were from outside the syllabus.
 - (h) My father asked me to buy _____ books for him.

4. Read the following sentences. Underline the quantifiers that express number and circle the quantifiers that express quantity.

- (a) I am a little nervous about the presentation this weekend.
- (b) A few books were arranged very messily in the library.
- (c) I don't agree with some of his ideas.
- (d) Chandana doesn't have enough patience to deal with long queues.
- (e) Rayana would be happy with any gift her parents get her.
- (f) All the libraries are closed because it's a Sunday.
- (g) Can you spare me some change? I'm short of a few rupees.
- (h) I'm very hungry. I might go out to get some food a few minutes later.

5. Fill in the blanks with suitable quantifiers from the box. Some options can be used in more than one sentences.

a lot of	any	a few	many
enough	some	plenty	much

- (a) I have _____ chapters left to finish before the test.
- (b) There are _____ apples in the fridge. You can have them.
- (c) My new school is _____ nicer than my old one.
- (d) There are so _____ interesting places to visit in the world!
- (e) There was _____ gold inside the pirate's treasure chest.
- (f) The spy refused to answer _____ questions.
- (g) There is _____ ice cream in the box for both the children.
- (h) Manasa spends _____ of time with her grandparents.

6. Complete the following dialogue using the correct quantifier given in brackets.

Archana: Hey, Saurav! What are you going to do with so _____ (*much/many*) boxes?

Saurav: Hey! I'm moving to a new apartment soon, so I was thinking of packing _____ (*some/all*) my stuff in them.

Archana: That's a good idea. But why are you moving?

Saurav: I recently adopted _____ (two/some) dogs. My current apartment was _____ (a little / little) too small for _____ (either/all) three of us, so I decided to look for a place with _____ (less/more) space.

Archana: Oh! Where is your new apartment?

Saurav: It's just _____ (few / a few) kilometres away from the office. I will have _____ (enough/little) time to relax in the mornings before work.

Archana: It's nice to know that you found a good place. _____ (most/few) people find it very difficult to get good accommodation.

7. Identify the errors and rewrite the following sentences correctly.

- (a) I have plenty faith in my best friend.
- (b) Toby lent me less money he had for the train journey.
- (c) Enough houses in my neighbourhood do not have electricity.
- (d) Shalu had much questions to ask the professor.
- (e) Delhi is the two city I moved to.
- (f) I couldn't answer much questions in the assignment.
- (g) I still have few matters to attend to. Will you wait a little minutes for me?
- (h) That's lot of manure you have there! Can you spare some?

8. Rewrite the given sentences using an appropriate quantifier from the box below. Quantifiers may be repeated if necessary. One has been done for you.

many all little most more a lot of no

- (a) There are dogs in the park today.
There are a lot of dogs in the park today.
- (b) Practise caution while driving.
- (c) Every participant should bring their registration certificate with them.
- (d) Please add only a small amount of sugar in the tea.
- (e) The farmers require rain for a good harvest.

- (f) A significant number of rivers flow into the sea.
- (g) You will win the contest if you put in an additional amount of effort.
- (h) Devi does not pay any attention to her surroundings while crossing the road.

Recap

- Determiners that show the number or quantity of a noun in a sentence are called **quantifiers**.
- Quantifiers are of two types.
 - **Quantifiers that express number** answer the question *how many* and are used with countable nouns.

Examples:

I have **several** questions to ask you.

This is my **fourth** visit to Kanyakumari.

- **Quantifiers that express quantity** answer the question *how much* and are used with uncountable nouns.

Examples:

I have **little** love for those who procrastinate.

Can you do me **a little** favour?

- Some quantifiers can be used with both countable and uncountable nouns.

Examples:

Do you have **any** clothes you can donate?

Don't you have **any** fear?



Look at the following sentences.

We are leaving for Delhi tomorrow.

Are we leaving for Delhi tomorrow?

*We are leaving for Delhi tomorrow, **aren't we?***

The first sentence is a declarative sentence stating a fact while the second sentence is a yes/no question. The third sentence begins with a declarative sentence, but with the addition of **aren't we?**, it turns into a question. Such groups of words are known as **question tags**. They are separated from the main sentence using a comma. Question tags are used in sentences to engage listeners, verify if something has been understood or confirm if an action has occurred. In the third sentence, **aren't we?** is used to seek confirmation about *leaving for Delhi* the next day.

A **question tag** is a group of words that appears at the end of a declarative or imperative sentence and changes it to a question.

Examples:

*Pranayeta is not leaving for excavation, **is she?***

*They are waiting at the station, **aren't they?***

*The Egyptian civilisation was scientifically advanced, **wasn't it?***

Now, look at the following sentences.

*Sumedha has applied for a scholarship, **hasn't she?***

*Dinesh will not attend the seminar, **will he?***

In the first sentence, the declarative sentence is a positive statement while the question tag is negative. In the second sentence, the declarative sentence is a negative statement while the question tag is positive.



We use negative question tags with positive statements and positive question tags with negative statements.

Examples:

*They are not presenting the treaty today, **are they?***

*They will complete the draft today, **won't they?***

In spoken English, the tone in which a question is spoken highlights the purpose of the question. Any change in the tone of the question can change the purpose of the question. This tonal change is known as intonation.

*We aren't expected to submit the assignment by tomorrow, **are we?***

*Alisha does speak French, **doesn't she?***

In the sentences above, the question tags are used for queries that do not have a definite yes/no answer. In such cases, rising intonation is used for the question tag.

*You aren't moving to Manipur, **are you?***

*The exam was very easy, **wasn't it?***

In the sentences above, there is a fall in intonation when the question tags are spoken. The first question is asked to seek confirmation, whereas the second question is asked to make a point as the answer is known. In such cases, falling intonation is used for the question tag.

1. Underline the question tags in the following sentences. Write *P* for positive question tags and *N* for negative ones.

- (a) The book isn't on the shelf, is it? _____
- (b) Professor Jane has been to Ambedkar University, hasn't she? _____
- (c) Vandana doesn't like spicy food, does she? _____
- (d) Gokul and Kevin don't take the elevator, do they? _____
- (e) We should conduct the exam next time, shouldn't we? _____
- (f) The books are not available in this store, are they? _____
- (g) Navya is the best among all the players, isn't she? _____
- (h) She could have helped him, couldn't she? _____

Here are some rules which need to be followed while making question tags.

- Question tags are mainly used in spoken English. Hence, contraction is used while framing negative question tags. Therefore, instead of *is she not?*, we use *isn't she?*. Without contractions, the question tag sounds more formal and awkward.

Examples:

The Wars of the Roses started in 1455, didn't it?

He is working as a lecturer in the university, isn't he?

- If the subject of the main statement is a noun, a corresponding pronoun is used while framing the question tag. If the subject in the main statement is a pronoun, the same pronoun is used in the question tag. However, if pronouns such as *somebody*, *everybody*, *anybody*, *everyone* and *someone* are used in the main statement, we use *they* in the question tag. In case there is no subject in the main statement, *it* is used in the question tag.

Examples:

Greta Thunberg is a teenage climate activist, isn't she?

Everybody will be participating in the marathon, won't they?

Something happened at the party, didn't it?

- The auxiliary verbs in the main statement are retained when forming a question tag. For instance, if the auxiliary verb is in past tense singular form, the same is used in the question tag. However, in positive sentences with verbs in the first person singular form, the present form of *be* is replaced with *aren't* in the question tag.

Examples:

You haven't watched the movie yet, have you?

I am invited to the party, aren't I?

I am not invited to the party, am I?

- If auxiliary verbs are not used in the main statement, *do/does/did* are used in the question tag based on the tense of the verb in the main statement.

Examples:

You wake up quite early in the morning, don't you?

They did not qualify for the semi-finals, did they?

- If the main statement has a modal verb, the same modal verb is used in the question tag.

Examples:

Yashasvi should apply for an internship, shouldn't she?

Manas can drop us at the airport, can't he?

2. Choose the appropriate question tags from the box and complete the following sentences.

hasn't she	will he	can they	shouldn't you
won't they	does she	aren't I	are they

- (a) My father will not agree to take this risk, _____?
- (b) Ms Ashima's brothers are not Karate champions, _____?
- (c) She has been sick, _____?
- (d) Shobika doesn't live here anymore, _____?
- (e) I am trying to provide enough help, _____?
- (f) The children can never lie to others, _____?
- (g) They will provide accommodation to the new employees, _____?
- (h) You should be working at this time, _____?

3. Match each statement to the correct question tag.

Main Statement	Question Tag
We must follow the director's instructions,	have they?
Her English accent is beautiful,	aren't there?
My friends can never hide anything from me,	are they?
There are many species of birds in this forest,	would I?
Nitha's mother loves digital art,	mustn't we?
My parents have never seen a Korean movie,	can they?
I would never prefer coffee over fresh juice,	isn't it?
The caterers are not very good at cooking,	doesn't she?

Here are some more points to remember when using question tags.

- When question tags are used in imperative sentences, they do not require a response and the sentences remain imperative. Words such as *can*, *could*, *will* and *would* are used to convey orders while *won't* is used to convey invitations. For sentences that begin with *let's*, *shall we* is used in the question tag.

Examples:

Join us for dinner, *won't you?*

Close the windows, *will you?*

Let's try to finish the work faster, *shall we?*

- When question tags are used to express interest in or disagreement with something, they do not form interrogative sentences. In such cases, a positive statement is followed by a positive question tag.

Examples:

So, you are moving to Canada, *are you?* It's wonderful!

Oh, I'm a liar, *am I?*

- When adverbs such as *rarely*, *never*, *seldom*, *hardly*, *barely* and *scarcely* are used in positive statements, the meaning conveyed by the sentence is negative. Since the statement has negative connotations, positive question tags are used.

Examples:

You *hardly* come late, *do you?*

Sarbik *never* finishes his work on time, *does he?*

4. Complete the following sentences with appropriate question tags.

- Let's go to Ooty this weekend, _____?
- Come for the party, _____?
- Pushpa seldom indulges in arguments, _____?
- Hari will click photographs for the class, _____?
- So the scientists are not sure about the phenomenon, _____?
- The delivery guy never fails to bring us the food, _____?

(g) You are having a baby, _____? Congratulations!

(h) Tell me how to get to the gas station, _____?

5. Frame statements with question tags based on the responses provided. One has been done for you.

(a) Yes, it does.

Coffee makes you active and energetic, doesn't it?

(b) No, he's not.

(c) No, it doesn't.

(d) Yes, they can.

(e) No, I wouldn't.

(f) Yes, we did.

(g) Yes, they had.

(h) No, she wasn't.

6. Identify the errors and rewrite the sentences correctly. One has been done for you.

(a) Our science teacher always arrives early at school, isn't she?

Our science teacher always arrives early at school, doesn't she?

(b) You should have your breakfast every day, haven't you?

(c) The old couple is not moving to the new building, won't they?

(d) She must not complete the circle to win, musn't she?

(e) The students are not allowed to waste their food, have they?

(f) They love reading science fiction and thrillers, aren't they?

(g) The tiger cub was born in the jungle, isn't it? It's so cute!

(h) You rarely bring your homework book, did you?

Recap

- A **question tag** is a group of words that appears at the end of a declarative or imperative sentence, and changes it to a question. It is separated from the main sentence using a comma. For example, *Dhruv is going to meet his grandfather, isn't he?*
- We use negative question tags with positive statements and positive question tags with negative statements.
- When a question is asked for clarification or to check information, rising intonation is used. When a question is asked to seek confirmation or when the answer is known, falling intonation is used.
- Given below are rules to be followed while forming question tags.
 - Use appropriate pronouns in question tags. If pronouns such as *everybody* and *anybody* are used in main statements, we use *they* in the question tag.
 - Use the same auxiliary or modal verb in the question tag as in the main statement. In the case of *I* in the main statement, we use *aren't I* in the question tag.
 - We use *do/does/did* in the question tags when there is no auxiliary verb in the main statement.
- When question tags are used in imperative sentences, they do not require a response and the sentences remain imperative. For example, *open the door, would you?*
- When question tags are used to express interest in or disagreement with something, they do not form interrogative sentences. In such cases, a positive statement is followed by positive question tag. For example, *so you are joining college, are you?*
- We use positive question tags in sentences with negative adverbs. For example, *you never finish your food, do you?*

14 Parallel Structures



Look at the sentences in the table below.

A	B
He dreams of buying a new car and to travel to faraway places.	He dreams of buying a new car and travelling to faraway places.
I would rather stay home on a weekend than going to a mall.	I would rather stay home on a weekend than go to a mall.
You can neither reissue the books nor can the books be returned after 5 p.m.	You can neither reissue the books nor return them after 5 p.m.

In the first sentence of column A, the two objects of the verb *dreams* are listed using a gerund *buying* and an infinitive *to travel*. On the other hand, the same sentence in column B uses gerunds to list both the objects: **buying** a new car and **travelling** to faraway places. Similarly, the other sentences in column A have dissimilarities in the words with the same importance or function. However, the sentences in column B are coherent and easy to understand as the words with the same importance or function have the same structure or form. Such sentences are said to have a **parallel structure** or **parallelism**.

A sentence is said to have a **parallel structure** or **parallelism** if the words, phrases and clauses with the same importance or function have same grammatical structure.

Examples:

Do you want to go to **the beach** or **the zoo**?

Not only **does Selena Gomez sing** but **she also dances**.

I would rather spend my money on **food** than on **expensive clothes**.



1. Tick (✓) the sentences that have parallel structure.

- (a) No pain, no gain. ()
- (b) She sings in a deep-throated voice and passionately. ()
- (c) I look forward to meeting your siblings and get to know them better. ()
- (d) You can neither play loud music nor bring eatables inside the auditorium. ()
- (e) He not only helped the team win but also won the man of the match trophy. ()
- (f) They had not only met the President but also had dinner with him. ()
- (g) The trainer asked the players to start their day early, go for a jog and have a healthy breakfast. ()
- (h) I hope my brother clears the exam, performs well in the interview and gets his dream job. ()

Parallel structure can be reflected in a sentence at the following levels.

- Single words
- Phrases
- Clauses

Look at the following sentences.

He *woke up*, *brushed* his teeth and *took* a bath.

Sheena is *smart*, *confident* and *ambitious*.

The teacher taught the lesson *quickly* but *thoroughly*.

In the first sentence, the verbs *woke*, *brushed* and *took* have been used in the Simple Past form. Similarly, in the second and third sentences, Sheena and the manner in which the teacher taught the lessons are described using a list of adjectives and adverbs, respectively. Thus, the sentences have parallelism at the level of single words. If the string of adjectives/adverbs is broken by a word that is not an adjective/adverb, the sentence would not have a parallel structure. For instance, the sentence *Sheena is smart, speaks confidently and has high ambition* does not have a parallel structure.

Examples:

Cooking, singing and travelling are some of my hobbies.

The design created by the architect was *simple* yet *elegant*.

My trip to Lakshadweep was *serene*, *memorable* and *adventurous*.

2. Fill in the blanks using the appropriate form of the words given in brackets to achieve parallel structures in the sentences.

- (a) I like how she speaks – softly and _____. (*polite*)
- (b) Can you help us pack our bags and _____ (*load*) them in the truck?
- (c) You should answer the questions _____ (*accurate*) and quickly.
- (d) I enjoyed _____ (*stay*) at my friend's house and exploring the locality.
- (e) The children usually _____ (*cycle*) or take the bus to school.
- (f) She was extremely _____ (*help*) and cooperative.
- (g) I hope that the service is _____ (*efficient*) and fast.
- (h) I locked the door and _____ (*leave*) the key with the neighbour.

Look at the following sentences.

To accept his proposal is to cut all the existing business ties.

We should look for the watch in the closet or under the bed.

He misses hanging out with his friends as well as making fun of them.

In the first sentence, the two infinitive phrases in red have the same structure: an infinitive + its object. In the second sentence, both the prepositional phrases in red have the same structure. Likewise, the third sentence has two gerund phrases with the same structure. Thus, these sentences can be said to have a parallel structure at the level of phrases. If the first sentence had the gerund phrase *accepting his proposal* instead of the infinitive phrase, or the third sentence the infinitive phrase *to make fun of them*, the sentences would not have had parallel structures.

Examples:

Being healthy is more important than being wealthy.

I asked Armaan to collect all the books and keep them back on the shelves.

Reading the guide books and walking on the streets, Kasthuri learnt a lot about Hyderabad.

Note: Verb phrases in parallelism share the same auxiliary verb. Thus, it is added only in the first part of the sentence. For example, *he had printed the letter, signed it and sent it to the manager yesterday*. Similarly, infinitive phrases in parallelism share the same preposition *to*, which is omitted in the latter phrases. For example, *the manager asked Nimish to fill the form, attach the documents and submit it in the next counter*.

3. Fill in the blanks using the appropriate options given in brackets. One has been done for you.

- (a) I think she would rather enjoy directing a play than acting (*to act / acting*) in one.
- (b) Since Tirumal woke up late and _____ (*missed/missing*) the bus, he couldn't make it to class that day.
- (c) The apprentice watched his master and _____ (*mastered/mastering*) the techniques.
- (d) She should either write a letter to him or _____ (*to meet / meet*) him.
- (e) _____ (*exercising/exercise*) too much can adversely affect your body as much as not exercising at all.
- (f) She worked very hard to get herself through college and _____ (*support/supporting*) her family financially.
- (g) On seeing his daughter deliver the valedictorian's speech, Mohammed wanted to stand up, run to the stage and _____ (*embraced/embrace*) her.
- (h) Meeting all the new kids in her class and _____ (*to interact / interacting*) with them, Mithila realised that moving to a new place wasn't a bad thing after all.

4. Complete the following sentences so that they have parallel structures. One has been done for you.

- (a) I prefer climbing the stairs to taking the elevator.
- (b) You can either sit on the bench or _____.
- (c) Do you mind taking the kids out for breakfast and _____?
- (d) I can't wait to go to the beach, _____ and _____.
- (e) He dreamt of boarding a flight and _____.
- (f) Going out without an umbrella and _____, Riddhima caught a cold.
- (g) The teacher reminded the students to complete their homework and _____.
- (h) Before putting the lights out in the hallway, I check if the doors are locked and _____.

Look at the following sentences.

I didn't know that my brother had planned to gift me a mouth organ on my birthday and that he had also asked mom to keep it a secret until he handed it to me.

It is an interesting software that was developed to add numbers, but that got modified to solve equations.

Not only did his sister take the bike, but she also asked him to stay at home.

In the first sentence, the two noun clauses in red have been combined using the coordinating conjunction *and*. Likewise, the two adjective (or relative) clauses in the second sentence are combined using the coordinating conjunction *but*. In the third sentence, two clauses have been combined using the correlative conjunction *not only ... but also*. The two clauses in each of the three sentences belong to the same category and have the same grammatical structure. Thus, all the sentences given above have parallelism at the level of clauses.

Examples:

Meghna and her friends have told the teacher that they want to create an environment club in the school and that they plan to plant a thousand saplings every month as the first project of the club.

You can either buy the phone that has a better camera or the one that has a bigger screen.

This book was applauded by critics for its style and was on the best-selling list for five months.

Look at the following list.

Switching to solar energy can help

- *reduce water wastage.*
- *keep air pollution under control.*
- *slow down climate change.*
- *reduce our reliance on fossil fuels.*

All the items in the list given above begin with a verb that agrees with the introductory phrase. Thus, the above list has parallelism. Had the first item been the prepositional phrase *in reducing water wastage*, the list would not have had parallelism. When enlisting items parallel structure is maintained at the level of words, phrases or clauses.

Example:

Following are some of the reasons why one should read more books:

- It introduces one to new perspectives and ideas.
- It helps in improving memory.
- It enriches one with the knowledge of different cultures.
- It helps in reducing stress and anxiety.

5. Rewrite the following paragraph in the form of a list using parallelism.

Jogging helps keep both the body and the mind of a person healthy. Since it strengthens the muscles of the body, jogging is recommended by health professionals for a healthy lifestyle. While jogging, the heart is pushed to pump more blood to supply oxygen to the limbs and therefore, it helps keep a check on the cardiovascular fitness of a person. It also maintains the body weight of a person and ensures that it doesn't exceed a certain limit. In addition to the obvious physical benefits, jogging also contributes significantly to the mental health of a person. Starting the day with a run in the park or in the neighbourhood can lift up a person's mood and prepare them for the rest of the day.

Look at the following sentences.

The new students paint more pictures in a day than the experienced ones.

Those who submitted their projects earlier have better prospects of being selected than those who submitted their projects late.

My grandmother prefers making pickles at home to buying them from a store.

In the first sentence, a comparison is made between the number of pictures painted by the new students and the experienced ones. The parallelism is maintained in the sentence by using two similar noun phrases. Had the first phrase been *the students who are new* or the second one *the students who are more experienced*, the sentence would not have had a parallel structure. The second sentence has a parallel structure as the two noun clauses being compared have the same grammatical structure. Similarly, the third sentence compares two gerund phrases with the same structure. Parallel structure is often used while making comparisons using *rather ... than*, *prefer ... to*, *as ... as*, *more than*, *less than*, *like*, *as*, etc.

Examples:

I would rather wait in the lobby than in the dingy room.

I would prefer driving to walking to reach your house.

How you treat yourself is as important as how you treat others in your life.

6. Underline the errors and rewrite the following sentences correctly. One has been done for you.

(a) She enjoys painting more than to draw.

She enjoys painting more than to draw.

She enjoys painting more than drawing.

(b) Walking home takes less time than to take the bus.

(c) I sleep better when the lights are off compared to it being on.

(d) The dress you wore yesterday is similar to my birthday dress.

(e) Learning from your mistakes is better than to make no mistakes at all.

(f) Natasha's ability to draw caricatures of people far exceeded her drawing landscapes.

(g) The young volunteers collected more money in a day than were collected by the elders in two days.

(h) Those who take breaks in between their work can focus more than taking no breaks at all.

7. Write sentences that have parallel structures using the words and phrases given below. One has been done for you.

(a) prepare – execute – well

To prepare well is to execute well.

(b) suggest – trekking – kayaking – swimming

(c) shoes – comfortable – cheap – sturdy

(d) because – no air conditioner – hot – rented cooler

(e) Not only ... but also – log out – shut down

(f) either ... or – repair stereo system – borrow – neighbour

(g) look – scrapbook – read – diary – Nisha – nostalgic

(h) Maya – get signature – certificates – mail – head office

Recap

- **Parallel structure** or **parallelism** can be observed in sentences where words, phrases and clauses with the same importance or function have the same grammatical structure. For example, we *went to the ground*, *played cricket* and *came back home*.
- Parallel structure can be observed in sentences at the level of words, phrases or clauses.

Examples:

I am surprised how *driven*, *dedicated* and *ambitious* he is at this age.

My dog likes *lounging in the sun*, *running after the cat* and *playing with the tennis ball*.

The chief guest told the audience *that he had an urgent meeting to attend* and *that he was sorry for not being able to stay longer to watch the programme*.

- Parallel structure can also be seen in lists and sentences drawing comparisons.

Examples:

There are three things we must do to be healthy: *eat well*, *exercise regularly*, and *maintain a good sleep schedule*.

The homemade juice was tastier than *the packaged one*.

15 Conditionals



Read the sentences given below.

If I were able to fly, I would go to Japan.

If tomorrow is a holiday, I will visit my grandparents.

If it were snowing, we could make a snowman.

In the complex sentences given above, the clauses in red provide conditions while the clauses in green are their probable results. In the first sentence, the condition is of the speaker flying, and its result is that the speaker would go to Japan. Such sentences are called **conditional sentences**.

A sentence that contains a condition and an action that occurs as a result of the condition is called a **conditional sentence** or a **conditional**.

Examples:

If mermaids existed, I could have one as a friend.

If my mother prepares biryani, it tastes delicious.

If my dog were able to speak, I would talk to him every day.

As shown in the examples, conditional sentences can be divided into two clauses.

The clause that begins with a subordinating conjunction and expresses the condition is called the **conditional clause**.

Usually, the subordinating conjunction *if* is used in such sentences. Hence, such conditional clauses are called if-clauses, and such conditionals, if-conditionals. The clause that specifies the possible result of the given condition is called the **main clause**. The if-clause is usually placed before the main clause, and is separated by a comma. For example, *if I had a bike, I would go on*

bike trips every month.



Note: The meaning of a conditional sentence does not change even if the main clause is placed before the conditional clause. However, in that case, a comma is not used to separate the two clauses.

Examples:

If the teacher is late, the students may make too much noise.

The students may make too much noise if the teacher is late.

1. Underline the conditional clause and bracket the main clause in the following sentences. One has been done for you.
 - (a) If I were able to go to Narnia, [I would become friends with the magical creatures].
 - (b) If you go to Kerala, you can try a variety of seafood.
 - (c) If it rains, we will have a bountiful harvest.
 - (d) If Josh wakes up early, he goes for a run.
 - (e) Hari bathes three times a day if the weather is hot.
 - (f) If Rakesh meets him in Mumbai, he will give him the parcel.
 - (g) The show will end if Tom catches Jerry.
 - (h) I would buy more comics if I had money.

Conditional sentences are of four types.

- Zero conditionals
- First conditionals
- Second conditionals
- Third conditionals

Let us look at the sentences given below.

If you mix red and yellow, you get orange.

If water reaches one hundred degrees Celsius, it begins to boil.

If Sireesha wakes up before five in the morning, she makes herself some coffee.

The first sentence mentions the general truth that the colour orange is obtained by mixing the colours red and yellow. The second sentence also deals with a general truth of water boiling at one hundred degrees Celsius. The third sentence uses an if-clause to express a habit of Sireesha's. Thus, all the three sentences show a real condition in the

if-clause, and a situation if the condition is fulfilled. Such conditionals are called **zero conditionals**.

When conditional sentences contain situations that always remain true if the condition is fulfilled, it is called a **zero conditional**. It expresses habits, general truths, rules and laws.

Examples:

If you break the vase, you pay the fine.

If I forget my lunchbox, I eat from the cafeteria.

The teacher gets angry if we are late for his class.

In the case of zero conditionals, both clauses are usually in the Simple Present tense. For example, in the sentence, *he gets a headache if he sleeps in the afternoon*, the verbs *sleeps* and *gets* are in the Simple Present tense. However, we can also use other tenses to form zero conditionals.

Examples:

If frogs are croaking, it is raining. (Present Continuous tense showing a generally accepted belief)

If she woke up early, she went for a run. (Simple Past tense showing a past habit)

Read the sentences given below.

If I get selected for the job, I will treat everyone to ice cream.

If Malu finishes all her homework, her mother will gift her chocolates.

If Athul learns how to drive, he will take his little brother to school.

In the sentences given above, the if-clauses mention a possible condition while the main clauses provide a possible result that may occur in the future if the condition is fulfilled. For example, the first sentence states that the speaker would treat everyone to ice cream provided that they get selected for a particular job. Such conditionals are called **first conditionals**.

Conditionals in which the if-clause expresses a possible situation and the main clause its possible result in the future are called **first conditionals**.

Examples:

If Shalini goes to Vietnam, she will get us Vietnamese tea.

If Femi bakes a cake, she will share it with everyone.

If James buys the house, he will throw us a party.



- In the case of first conditionals, the if-clause is in the Simple Present tense and the main clause consists of the modal will and the base form of the verb, thus expressing a future action. For example, *if Sophie finishes the sculpture, she will give it to you on your birthday.*
- The if-clause can also be written in the Present Perfect tense in some cases. For example, *if he has issued the book, we will borrow it from him.*
- First conditionals can also be written using modals such as can, could, would, shall, should, may and might. For example, *if Karen finishes the book, she would lend it to you.*

Note: An imperative sentence can also be used in the main clause of first conditionals. For example, *if you feel sick, go to the doctor.*

2. Read the sentences below. Write Z for zero conditionals and F for first conditionals.

- (a) If it rains, the ground gets wet. _____
- (b) If you call mom, tell her to come home early. _____
- (c) We will stay home if the weather is bad. _____
- (d) If your pet dog whines, take it for a walk. _____
- (e) I may go out to eat if I finish my work on time. _____
- (f) If you are on your way out, will you give me a lift? _____
- (g) If the plant bears fruit, I will share it with you. _____

Observe the sentences below.

If I were a ghost, I would frighten people.

If Earth were closer to Sun, there would be no life.

If Preeti were any taller, she would be able to touch the ceiling.

In the conditionals above, the if-clause expresses an imaginary or unreal condition, and the main clause, its result, which is unlikely to occur. Such conditionals are called **second conditionals**.

Conditionals in which the if-clause expresses an imaginary or unreal condition and the main clause expresses its result are called **second conditionals**.

Examples:

If my house were closer to the beach, I would go there for a walk every evening.

If Shekaran were my brother, I would play video games with him every day.

If you were more dedicated, you would improve your performance immensely.

- In the case of second conditionals, the if-clause is written in the Simple Past tense. The verb *were* is used in the if-clause irrespective of the noun or pronoun, and its presence denotes an imaginary situation (not past time). For example, *if Sanusha were older, she would enter the competition.*
- The main clause usually includes the modal *would* along with the base form of the verb. For example, *if they were here, they wouldn't miss the function.*
- Second conditionals can also be written using modals such as *should*, *could* or *might*. For example, *if I were not busy with my assignments, I could read all day.*

Look at the sentences given below.

If Alex hadn't been sick, she would have gone to the amusement park.

If it hadn't rained yesterday night, our clothes would have been dry by now.

If we hadn't been stuck in traffic, we wouldn't have missed the play.

In the sentences given above, the conditions given in the if-clauses are unreal and set in the past. The main clauses, in turn, express how the result would have been different had the condition been met in the past. For example, in the first sentence, the past event of Alex falling sick cannot be changed, and thus, the result of going to the amusement park cannot occur. Such conditionals are called **third conditionals**.

Conditionals in which the if-clause expresses an unreal condition set in the past and the main clause, its possible past result, are called **third conditionals**.

Examples:

If you had come a little early, you would not have missed the train.

If Varun had started learning karate earlier, he would have been a black belt by now.

If Ishanee had not been so hardworking, she would not have been so successful.

- In the case of third conditionals, the if-clause is written in the Past Perfect tense and the main clause usually consists of the modal *would*, the auxiliary verb *have* and the past participle form of the verb.
- Third conditionals can also be written using modals such as *should*, *could* and *might*. For example, *if Gowri hadn't prepared lunch, we might have gone hungry today.*

Note: Conditions in sentences can be expressed in various other ways, for example, by using expressions such as *in case of*, *as long as*, *unless*, *provided that*, etc.

Examples:

Unless you finish reading, you won't be able to ace the test.

The crops will flourish, provided that it rains.

3. Read the following sentences. Write the type of conditional in the blank.
- (a) If Akshay were to come to office on time, pigs would fly. _____
- (b) If you go to the market, will you please get me some mangoes? _____
- (c) If I tell a lie, my mother scolds me. _____
- (d) The plants would have died by now if Soumya had not watered them. _____
- (e) If you leave the room, close the door. _____
- (f) If my father were here, I would ask him to come along with us. _____
- (g) I would have never spoken to Varun if he had not been my cousin. _____

4. Match the conditional clauses in column A with the main clauses in column B to make meaningful conditional sentences.

A	B
If you multiply zero with any number,	it will be closed.
If Pooja had studied regularly,	I would play basketball.
If you reach the park after five,	get me a cup of coffee.
If I were taller,	the students stop talking.
If you send the letter today,	the product is always zero.
If you go to the canteen,	it will reach Chennai by next week.
If we had lots of money,	she could have passed her exams.
When the teacher arrives,	we could go to Singapore.

5. Fill in the blanks using the appropriate option given in brackets.
- (a) If the eggs hatch today, we _____ (*can play/will be playing*) with the chicks.
- (b) If Ramani had taken a library card, she _____ (*would be issuing/could have issued*) the books today.
- (c) If you put potassium in water, it _____. (*burns/is burning*)
- (d) If Kabir had more money, he _____ (*could/can*) start a business.

- (e) If the tree _____ (*were/will be*) bigger, it would need more space in the garden.
- (f) If you are ordering something online, please let me _____. (*knowing/know*)
- (g) If you want to have breakfast, _____ (*brush/have brushed*) your teeth first.

6. Complete the following sentences. One has been done for you.

- (a) If I were president, I would make education free for all.
- (b) If Sanusha had tried harder, _____.
- (c) If Aisha woke up on time, _____.
- (d) If you melt ice, _____.
- (e) If it had rained last week, _____.
- (f) If I learn to play the guitar, _____.
- (g) If we had bought a pet cat, _____.

7. Rewrite the following sentences using *if*. One has been done for you.

- (a) Alisha could have reached on time had she left her house earlier.
If Alisha had left her house earlier, she could have reached on time.
- (b) The bus would arrive on time provided that the traffic was less.
- (c) Unless you finish your dinner, you cannot have cake.
- (d) Had I woken up earlier, I could have made my lunch.
- (e) Steel melts provided that you heat it to 1510 degrees Celsius.
- (f) Unless Hiya goes to the doctor, she would not be cured.
- (g) Larisa would have won the race had she not sprained her ankle.

8. Identify the errors and rewrite the following sentences correctly. One has been done for you.

- (a) If he were kind, he would be giving some money to charity.
If he were kind, he would give some money to charity.
- (b) If the king was just, the people should not have revolted.
- (c) If you wanted mangoes, go to a supermarket.
- (d) If you don't wear sunscreen, you would be getting severe sunburn.

- (e) If Parv was more responsible, he would not forget to do his homework.
- (f) If the dog has been trained properly, it would not have chewed up the carpet.
- (g) If you had been in any danger, call the police.

Recap

- A conditional sentence consists of a **conditional clause** or **if-clause** that contains the condition, and a **main clause** that contains its result. For example, *if it snows, the family makes hot tea*.
- There are four types of conditionals.
 - Zero conditionals: *If a cat falls, it lands on its feet*.
 - First conditionals: *If I have time, I'll finish this novel*.
 - Second conditionals: *If she knew where I worked, she would visit me*.
 - Third conditionals: *If Tarun hadn't lied to me before, I would have believed him*.

16 Transformation of Sentences 1



Read the following sentences.

Nimit made a beautiful paper lantern for the competition.

What did Nimit make for the competition?

Let's make a paper lantern for the competition.

What a beautiful paper lantern Nimit made for the competition!

All the sentences above perform specific functions. The first sentence makes a statement. Similarly, the other three sentences have different functions. The second sentence asks a question, the third makes a suggestion and the fourth is an exclamation. The first, second, third and fourth examples are declarative, interrogative, imperative and exclamatory sentences, respectively.

Examples:

Each participant will be given an hour to complete the task. (Declarative)

How much time will be given to complete this task? (Interrogative)

Complete the given task within an hour. (Imperative)

Dear me! We are given only an hour to complete the task. (Exclamatory)

1. Write *D* for declarative, *IN* for interrogative, *IM* for imperative and *E* for exclamatory sentences.

(a) Fetch me a glass of water. _____

(b) How beautiful she is! _____

(c) The flowers in the vase are not real. _____

(d) Can't he finish the work on time? _____

(e) Please pass me the salt. _____

(f) Her new bag is made of synthetic leather. _____



(g) Don't let the muddy dog inside the house. _____

(h) I am really going to miss my hometown! _____

Observe the sentences in the following table.

A	B
<i>The king rejected the proposal.</i>	<i>The king did not accept the proposal.</i>
<i>Why did the policeman doubt him?</i>	<i>Why did the policeman not trust him?</i>
<i>The report he wrote was completely useless.</i>	<i>The report he wrote was not at all useful.</i>

The sentences in column A are positive declarative and interrogative sentences. When we replace the words *rejected*, *doubt* and *useless* in these sentences with their antonyms and use them along with a negative adverb such as *not*, we transform them into negative sentences, as given in column B. For instance, in the first sentence in column A, the word *rejected* is replaced with *did not accept* (helping verb + *not* + antonym of the verb *reject*). The respective sentences in both the columns have the same meanings, although the structure of the sentences in column B has been changed. In other words, the sentences have been **transformed**.

When a sentence is expressed in a different grammatical structure or form without changing its meaning, it is called the **transformation** of the sentence.

Examples:

She is the best player in the entire team. (Positive sentence)

No other player in the entire team is as good as her. (Negative sentence)

Given below are some of the ways to transform positive sentences into negative sentences.

- Negative words such as *not*, *nobody*, *never* and *nowhere* can also be used along with modals or antonyms of verbs, adjectives or adverbs to transform positive sentences into negative ones.

Examples:

Sam is always courteous towards other people.

Sam is never rude/discourteous towards other people.

Everyone at the dinner party was happy about the arrangement.

Nobody at the dinner party was unhappy about the arrangement.

We should leave the classroom with the teacher's permission.

We shouldn't leave the classroom without the teacher's permission.

- We can replace the structure *too ... to* in positive sentences with *so ... that* + negative word to form negative sentences. Similarly, we can transform positive into negative sentences by replacing *so ... that* with *too* + negative word.

Examples:

This juice is too cold to drink.

This juice is so cold that you cannot drink it.

Amit is so kind that he would always help the needy.

Amit is too kind to not help the needy.

- A positive sentence with adjectives or adverbs in a certain degree of comparison can be transformed into a negative sentence with a different degree of comparison.

Examples:

This dish is as delicious as that one. (Positive degree)

This dish is not less delicious than that one. (Comparative degree)

He likes reading books more than watching TV. (Comparative degree)

He doesn't like watching TV as much as he likes reading books. (Positive degree)

This is the most interesting story I have read. (Superlative degree)

No other story I have read is as interesting as this one. (Positive degree)

- We can replace *as soon as* and *only* in positive sentences with *no sooner ... than* and *none but* to make negative sentences.

Examples:

As soon as she left, it started raining.

No sooner had she left than it started raining.

Only Dr Ghosh can handle this situation now.

None but Dr Ghosh can handle this situation now.

Note: While transforming negative into positive sentences, the process of transforming positive into negative sentences is reversed.

Examples:

This box is so heavy that we cannot lift it on our own.

This box is too heavy for us to lift on our own. (The 'so ... that + negative word' structure is replaced with 'too ... to' structure.)

2. Transform the following sentences into positives or negatives by using the antonym of the underlined word(s). Make other required changes as well.
 - (a) Shyam is a junior player in the team.
 - (b) He was sure about her sincerity.
 - (c) These two colours are in no way different.
 - (d) The Charminar is shorter than the Qutub Minar.
 - (e) Nobody was paying attention to the lecture.
 - (f) Nainika is an extraordinary girl.
 - (g) She did not win the award.
 - (h) The information was unclear to comprehend.

3. Transform the following sentences into positives or negatives.
 - (a) The class monitor is polite to everyone.
 - (b) The company outlet only sells cheap clothes.
 - (c) Not many employees attended the meeting.
 - (d) My class teacher never disagrees to clear my doubts.
 - (e) These clothes are so expensive that I cannot afford them.
 - (f) No other movie in the series is as amazing as *Toy Story 3*.
 - (g) I always prefer fruit salad to ice cream.
 - (h) The boy never keeps his shelf clean.

Now, look at the following sentences.

A	B
<i>Do you think money grows on trees?</i>	<i>Money doesn't grow on trees.</i>
<i>Doesn't Manish practise yoga every day?</i>	<i>Manish practises yoga every day.</i>
<i>Could you come with me to the bus stand?</i>	<i>Please come with me to the bus stand.</i>

The first two questions in column A are not real questions. We do not expect the listener to answer them. They are asked in order to emphasise the respective statements in column B. The third question is not a real question either. It is a request by the speaker to the listener to accompany them to the bus stand. Thus, while all the three sentences in column A are interrogative in form, they are declarative (statements) or imperative (requests) in function. They can be transformed into declaratives or imperatives.

Examples:

Rhetorical Question	Declarative/Imperative Sentence
<i>Did someone tell him that life is a bed of roses? (Positive interrogative)</i>	<i>Life is not a bed of roses. (Negative declarative)</i>
<i>Isn't pushing someone to get into a bus bad manners? (Negative interrogative)</i>	<i>Pushing someone to get into a bus is bad manners. (Positive declarative)</i>
<i>Grandmother, will you tell us a story tonight?</i>	<i>Grandmother, please tell us a story tonight.</i>

Note: As shown in the examples above, the positive questions (except for the requests in interrogative form) are transformed into negative declarative sentences, whereas the negative questions are transformed into positive declarative sentences.

Certain statements and requests can also be transformed into questions by reversing the process of transforming questions into statements and requests.

Examples:

It was unfair of them to reject the proposal without even reading it.

Wasn't it unfair of them to reject the proposal without even reading it?

Please mail the papers by today evening.

Could you mail the papers by today evening?

The positive statement changes into a negative question. The sentence structure also changes as the dummy subject *it* comes after *wasn't* and a question mark is added at the end. Similarly, to transform the request, *please* is removed and a suitable modal *could* is used to convey the same meaning. The structure of the sentence changes, along with a question mark at the end.

4. Transform the questions below into statements or requests.

- (a) Who wants to live in this dirty room?
- (b) Haven't we heard enough about plastic pollution?
- (c) Didn't the minister promise abundant water supply here?
- (d) Will you take the students to the principal, Mr Tribbiani?
- (e) Is leaving the lights and fans on after use a good practice?
- (f) Who would not want to work with a successful director?
- (g) Can you explain the thesis to the students again?
- (h) Isn't it hard for a person to live on 200 rupees a day?

Look at the sentences below.

Exclamatory Sentence	Declarative Sentence
<i>How gracefully she danced on stage!</i>	<i>She danced so gracefully on stage.</i>
<i>What an excellent singer Shravan is!</i>	<i>Shravan is such an excellent singer.</i>
<i>Alas! The man died trying to save the child.</i>	<i>It is very sad that the man died trying to save the child.</i>

The first two exclamatory sentences convey the emotion of admiration, whereas the last sentence expresses grief or sorrow (with the help of the interjection *alas!*). We can express the same feelings when we transform these sentences into declarative sentences, as given in the second column of the table. For the first two exclamatory sentences, the relative adverb *how* and the relative pronoun *what* are removed to transform the sentences into declaratives. The adverb *gracefully* and the adjective *excellent* are retained while adding *so* and *such* before them, respectively. In the third exclamatory sentence, the interjection *alas!* is replaced by the phrase *it is very sad that*.

Examples:

Exclamatory Sentence	Declarative Sentence
<i>What a wonderful place Ooty is for a vacation!</i>	<i>Ooty is such a wonderful place for a vacation.</i>
<i>How different this story is from the previous one!</i>	<i>This story is very different from the previous one.</i>
<i>If only I could go to Bali with you!</i>	<i>I wish that I could go to Bali with you.</i>

Certain declarative sentences can be transformed into exclamatory sentences by following the reverse of the changes mentioned for the transformation of exclamatory to declarative sentences.

Examples:

The last match was so exciting.

How exciting the last match was!

It is a matter of joy that our team won the first prize.

Hurray! Our team won the first prize!

To transform the first declarative into an exclamatory sentence, the relative adverb *how* is added at the beginning and the adverb *so* is removed. The structure of the sentence also changes as the subject is in the middle of the sentence, followed by the linking verb *was*. The full stop is replaced with an exclamation mark. In case of subject complements, the relative pronoun *what* is used in the beginning.

For the second exclamatory sentence, the interjection *hurray!* is used to replace the phrase *it is a matter of joy* to convey the same emotion. The rest of the sentence is the same, except for the full stop and the conjunction *that*.

5. Transform the declarative sentences into exclamatory sentences and vice versa.

- How peaceful it feels to sit near the lake and watch the sunset!
- You are extremely blessed to be here.
- It was a mesmerising creation of art.
- What a horrible incident you've gone through!
- How beautiful the blooming lilacs are this season!
- What an exceptional person the young man is!
- Ouch! I stubbed my toe.

- (h) The script of the new movie is interesting.
6. Complete the second sentence in each pair as per the instructions in brackets. One has been done for you.
- (a) It is easy for children to be misled by enticement.
How easy it is for children to be misled by enticement! (*Exclamatory*)
- (b) It was nice of the minister to spend time with the victims.
 _____ to spend time with the victims? (*Interrogative*)
- (c) Students can use mobile phones with the teacher's permission.
 Students _____ mobile phones _____ the teacher's permission. (*Negative*)
- (d) Is there some greenery left in the exclusion area?
 _____ in the exclusion area. (*Declarative*)
- (e) What a great pleasure it is!
 _____ a great pleasure. (*Declarative*)
- (f) As soon as the hunter saw the animal, he ran away.
 _____ he ran away. (*Negative*)
- (g) Madame, could you return the books by this weekend?
 _____ return the books by this weekend. (*Imperative*)
- (h) None but that computer works well in the entire lab.
 _____ that computer works well in the entire lab. (*Positive*)
7. Transform the following sentences as directed in brackets.
- (a) June is one of the hottest months in the entire year here. (*Rhetorical question*)
- (b) What an amazing concert it was! (*Declarative*)
- (c) Nobody will consider this a serious issue. (*Interrogative*)
- (d) Our science teacher is an energetic person. (*Negative*)
- (e) What a brilliant musician she has turned into! (*Declarative*)
- (f) Inspector, please help me recover my money from the pickpocket. (*Interrogative*)
- (g) Wolverine in the *X-Men* series is an amazing character. (*Exclamatory*)
- (h) Will you lend me your blue backpack? (*Imperative*)

8. The first sentence in each pair has been incorrectly transformed into the second sentence. Rewrite the second sentences correctly. One has been done for you.

(a) This exercise is very simple.

This exercise is not very simple.

This exercise is not at all difficult.

(b) Please enter the hall after the bell rings.

No one is allowed to enter the hall after the bell rings.

(c) If only I had the ability to fly high!

I hope I had the ability to fly high!

(d) Isn't it very kind of the Simpson family to invite us?

How kind it is for the Simpson family to invite us!

(e) Some places are as hot as India.

Some places are hotter than India.

(f) It was careless of the house owner to leave the gate unlocked.

The house owner was too careful to not leave the gate unlocked.

(g) As soon as the examinations got over, we ran to the playground.

Sooner after the examinations, we ran to the playground.

(h) I am not satisfied with the performances of the selected dancers.

Am I never dissatisfied with the performances of the selected dancers?

Recap

When a sentence is expressed in a different grammatical structure or form without changing its meaning, it is called the **transformation** of the sentence.

Examples:

She is always careful when she drives. (Positive)

She is never careless when she drives. (Negative)

It was so hot that I could not go out. (Negative)

It was too hot to go out. (Positive)

Don't you think Karuna sings really well? (Question)

Karuna sings really well. (Declarative)

Stop making noise. (Imperative)

Will you stop making noise? (Question)

The baby has a lovely smile. (Declarative)

What a lovely smile the baby has! (Exclamation)



Read the following sentences.

Parul was too tired to cook dinner.

Manish was not getting any better, so we took him to the doctor again.

I borrowed some money from him because I had to pay my admission fee.

The first sentence above has only one independent clause, and thus, it is a simple sentence. The second sentence has two independent clauses joined by the coordinating conjunction *so*, and thus, it is a compound sentence. The third sentence has an independent clause and a dependent clause joined by the subordinating conjunction *because*, and thus, it is a complex sentence.

Examples:

The club organised a blood donation camp last month. (Simple)

I wanted to meet her, but she could not come for the event. (Compound)

Though it was raining heavily, we went for a drive. (Complex).

1. Read the following sentences. Write *S*, *CO* and *CL* for simple, compound and complex sentences, respectively.
 - (a) The situation is crucial, but you can handle it.
 - (b) I looked for a grammar book at the bookstore.
 - (c) As Anita likes painting, she asked me to get her some new colour boxes.
 - (d) Although my sister begged me, I did not join her at the reception party.
 - (e) Anamika had bought three pens for the test, but lost them on her way home.
 - (f) If you do not feed the cat, it will steal the food.
 - (g) CCTV cameras have come a long way since they first arrived in the market.
 - (h) Durga passed her driving test, so she received her driver's license.



Look at the sentences in the table below.

Simple Sentence	Compound Sentence
<i>In spite of the turbulence, our flight landed on time.</i>	<i>There was a lot of turbulence, but our flight landed on time.</i>
<i>Climbing up the hill, she took some photographs of the beautiful sunrise.</i>	<i>She climbed up the hill and took some photographs of the beautiful sunrise.</i>
<i>They wake up early to practise singing.</i>	<i>They wake up early and practise singing.</i>

When transforming a simple sentence into a compound sentence, a phrase (usually infinitive, participle or prepositional) in the simple sentence is changed into an independent clause, so that the compound sentence has two independent clauses joined by a coordinating conjunction. For instance, the prepositional phrase *in spite of the turbulence* in the first simple sentence can be changed into the independent clause *there was a lot of turbulence*. When this independent clause is combined with the existing independent clause *our flight landed on time* using the coordinating conjunction *but*, the simple sentence gets transformed into a compound sentence.

Examples:

Simple Sentence	Compound Sentence
<i>The old man behaved like a child.</i>	<i>He was an old man, yet he behaved like a child.</i>
<i>He is too young to walk on his own.</i>	<i>He is very young, so he cannot walk on his own.</i>
<i>I must work hard to clear the exam this year.</i>	<i>I must work hard and clear the exam this year.</i>

When we transform compound sentences into simple sentences, we replace an independent clause with a phrase and drop the conjunction.

Examples:

Compound Sentence	Simple Sentence
<i>Robert is honest, so he is admired.</i>	<i>Robert is admired for his honesty.</i>
<i>I was very nervous, but I managed to pass the test.</i>	<i>Despite being very nervous, I managed to pass the test.</i>
<i>Everyone was surprised for Manu left the party quite early.</i>	<i>To everyone's surprise, Manu left the party quite early.</i>

2. Complete the second sentence in the following pairs so that both the sentences in each pair convey the same meaning. One has been done for you.

(a) Hannah was extremely busy, but she found time to help her friend.

Despite being extremely busy, Hannah found time to help her friend.

(b) Betrayed by his best friend, he finds it difficult to make new friends.

_____ he was betrayed by his best friend.

(c) The baby heard the noise and woke up.

_____, the baby woke up.

(d) The teacher appreciated the captain for her sincerity and hard work.

_____, so the teacher appreciated her.

(e) You should reserve a table, or we will have to stand in a long queue.

_____, you should reserve a table.

(f) Sachin has not been trained professionally, yet he dances really well.

Sachin dances really well _____.

(g) The student goes to the park every morning to practise yoga.

The student goes to the park every morning _____.

(h) Sheetal was very tired and could not go to her office yesterday.

_____ to go to her office yesterday.

(i) In spite of planning the project well, we could not execute it properly.

We planned the project well, _____.

3. Transform the following simple sentences into compound sentences.

(a) Being thirsty, the crew drank about a gallon of water.

(b) In spite of their poverty, the family lives happily.

(c) Being sick, he did not attend the seminar.

(d) The audience applauded the team for their captivating performance.

(e) We should leave early to catch the bus.

(f) Having finished their work, the employees left the office.

(g) Despite having a poor script, the movie did reasonably well at the box office.

(h) Besides being heavily fined, the attacker was subjected to life imprisonment.

Now, observe the sentences in the table below.

Simple Sentence	Complex Sentence
<i>He uses Vivek's laptop for his work.</i>	<i>He uses the laptop that belongs to Vivek for his work.</i>
<i>We can learn a lot by reading books.</i>	<i>We can learn a lot if we read books.</i>
<i>Minisha came back from school complaining of severe headache.</i>	<i>Minisha came back from school because she had a severe headache.</i>

When transforming a simple sentence into a complex sentence, a phrase in the simple sentence is changed into a dependent clause, so that the complex sentence has one independent and one dependent clause. For instance, *Vivek's* in the first simple sentence can be changed into the dependent clause *that belongs to Vivek* using the relative pronoun *that*. When this dependent clause is combined with the independent clause *he uses the laptop for his work*, the simple sentence gets transformed into a complex sentence. Similarly, the prepositional phrase *by reading books* in the second simple sentence can be changed into a dependent clause *if we read books* using the subordinating conjunction *if*. When this dependent clause is combined with the independent clause *we can learn a lot*, the simple sentence gets transformed into a complex sentence.

Examples:

Simple Sentence	Complex Sentence
<i>The documents were verified in his presence.</i>	<i>The documents were verified when he was present there.</i>
<i>Having submitted his report, Gaurav went home.</i>	<i>After Gaurav submitted his report, he went home.</i>
<i>She had no money to lend me.</i>	<i>She had no money that she could lend me.</i>

Complex sentences can be transformed into simple sentences by replacing the dependent clause with a suitable phrase, and by dropping the conjunction.

Examples:

Complex Sentence	Simple Sentence
<i>This is not the way in which an essay should be written.</i>	<i>This is not the way to write an essay.</i>
<i>The paper that he published last month is very interesting.</i>	<i>The paper published by him last month is very interesting.</i>

Complex Sentence	Simple Sentence
<i>She was so happy when she became the school captain.</i>	<i>She was so happy on becoming the school captain.</i>

4. Transform the following simple sentences into complex sentences and vice versa.

- Walking through the streets, he saw an injured puppy.
- He sold the car that belonged to his grandfather.
- When they saw the principal in the corridor, they stopped talking.
- Having finished her dinner, Ramya went to her room.
- Although he was rich, he was still unsatisfied.
- This television show is so violent that I cannot watch it.
- The student had no extra sheet that he could write on.
- I heated the cold food in the microwave.

Look at the table below.

Compound Sentence	Complex Sentence
<i>You must leave soon or you will miss the flight.</i>	<i>If you don't leave soon, you will miss the flight.</i>
<i>He was looking for his wristwatch and found it.</i>	<i>He found the wristwatch that he was looking for.</i>
<i>I was very happy, but I felt nervous at the same time.</i>	<i>Although I was very happy, I felt nervous at the same time.</i>

When transforming a compound sentence into a complex sentence, the independent clause of the compound sentence (usually the second independent clause) is changed into the independent clause of the complex sentence. The other independent clause is changed into a dependent clause, so that the complex sentence so obtained has one independent and one dependent clause. For instance, the second independent clause of the first compound sentence *you will miss the flight* remains the independent clause in the complex sentence. The other clause in the compound sentence *you must leave soon* is changed into a dependent clause *if you don't leave soon* using the subordinating conjunction *if*. When this dependent clause is combined with the independent clause, the compound sentence gets transformed into a complex sentence. Similarly, the first clause of the second simple sentence is transformed into a relative clause *that he was looking for*.

This relative clause is then combined with the independent clause *he found the wristwatch* to make the complex sentence.

Examples:

Compound Sentence	Complex Sentence
<i>He is a corrupt person and I can prove it.</i>	<i>I can prove that he is a corrupt person.</i>
<i>This house is perfect for us for it is close to both our offices.</i>	<i>Since this house is close to both our offices, it is perfect for us.</i>
<i>Athira is only six years old, yet she can play the piano.</i>	<i>Even though Athira is only six years old, she can play the piano.</i>

When transforming complex sentences into compound sentences, we reverse the process explained above.

Examples:

Complex Sentence	Compound Sentence
<i>Though she worked very hard, she did not win the contest.</i>	<i>She worked very hard, yet she did not win the contest.</i>
<i>If you don't tell us the truth, you will have to suffer the consequences.</i>	<i>Tell us the truth or you will have to suffer the consequences.</i>
<i>Chetan has a beautiful bungalow that faces the ocean.</i>	<i>Chetan has a beautiful bungalow and it faces the ocean.</i>

Note: Sometimes, a sentence with a particular structure (simple, compound or complex) can be transformed into sentences with the other two structures.

Example:

Simple Sentence	Compound/Complex Sentence
<i>It was too late for a walk.</i>	<i>It was too late, so we could not go for a walk. (Compound)</i> <i>We could not go for a walk because it was too late. (Complex)</i>

5. Transform the following sentences from complex to compound and vice versa.
- When he fell down in front of the audience, everyone laughed.
 - Everyone was busy, so I went to the doctor alone.
 - They reached the auditorium early and got the best seats.
 - Although the play was long, it was enjoyable.
 - Everyone started panicking because the driver could not control the car.
 - If Rahul has his medicines regularly, he will recover very soon.
 - Ram didn't want to go to the family function, but he went anyway.
 - After the tsunami hit, there was not much left standing.
6. Match the sentences in the left column to the respective transformed sentences in the right column. Write S for simple sentences, CO for compound and CL for complex ones. One has been done for you.

A	B
Unless you are truthful to the police, they cannot help you. (CL)	We had informed the consequences to the patients, yet some of them are too stubborn to listen.
As soon as the chief guest arrived at the venue, the audience cheered.	You have to be truthful to the police or they cannot help you. (CO)
Though we had informed the consequences to the patients, some of them are too stubborn to listen.	Besides ironing my uniform, I never forget to polish my shoes before any interview.
The child does not eat fruits, but likes fresh fruit juice.	The chief guest arrived at the venue and the audience started cheering.
The lecture was lengthy, but it was entertaining.	Unless you run fast, you will lose the race.
I never forget to iron my uniform and polish my shoes before any interview.	Though the child does not eat fruits, she likes fresh fruit juice.
Run fast, or you will lose the race.	Though the lecture was lengthy, it was entertaining.

7. Transform the following sentences as directed in brackets.
- (a) I cannot carry this backpack because it is too heavy. (*Simple*)
 - (b) Soorya worked very hard this year, so she will definitely succeed. (*Complex*)
 - (c) Though I have baked the cake, I have not decorated it yet. (*Compound*)
 - (d) We won the competition because we were united. (*Simple*)
 - (e) In spite of the reminders, he did not reply to the mail. (*Compound*)
 - (f) My mother is a trained martial artist and a classical singer. (*Simple*)
 - (g) Having prepared dinner, they started decorating the hall. (*Compound*)
 - (h) You have to show your ID proof or you cannot enter the building. (*Complex*)
8. The first sentence in each pair has been incorrectly transformed into the second sentence. Rewrite the transformed sentences correctly. One has been done for you.
- (a) Pallavi quit her job and joined art classes in Hyderabad.
For quitting her job, Pallavi joined art classes in Hyderabad.
Having quit her job, Pallavi joined art classes in Hyderabad.
 - (b) My mathematics teacher, Mr Kunal, has won an international olympiad.
Mr Kunal has won an international olympiad that teaches me mathematics.
 - (c) Buy three shirts and get a pair of trousers free.
Though you get a pair of trousers, you still buy three shirts.
 - (d) Although she had a broken arm, she went to meet her grandmother.
She had a broken arm in spite of meeting her grandmother.
 - (e) Driven by external pressure, Mr Iyer accepted the cheap offer.
Because Mr Iyer was driven by external pressure, so he accepted the offer.
 - (f) The protesters marched towards the gate and challenged the ruling party.
Marched towards the gate, and the protesters challenged the ruling party.
 - (g) The judges got too emotional to say anything.
The judges could say anything for they got emotional.
 - (h) Kasturi would have come for the wedding if she had not been injured.
Kasturi's wedding prevented her from getting an injury.

Recap

The **transformation** of a sentence happens when it is expressed in a different grammatical structure or form without changing the meaning. Simple, compound and complex sentences can be transformed from one to another.

Examples:

She was appreciated by the supervisor for her hard work. (Simple)

She worked hard and was appreciated by the supervisor. (Compound)

You must have the ticket or you would not be allowed inside. (Compound)

Without the ticket, you would not be allowed inside. (Simple)

John bought a phone with a 35 MP camera. (Simple)

John bought a phone that has a 35 MP camera. (Complex)

We could not understand why he was angry. (Complex)

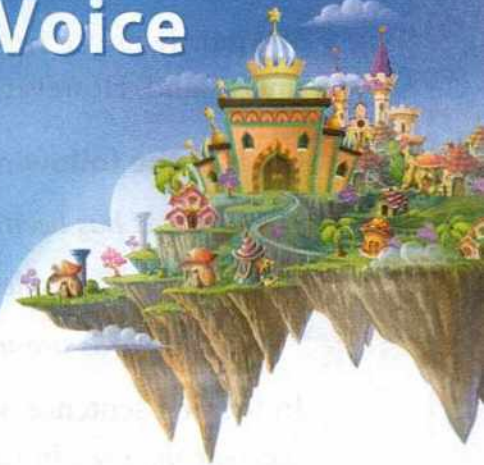
We could not understand the cause of his anger. (Simple)

He was very nervous and kept walking. (Compound)

He was so nervous that he kept walking. (Complex)

Raveena cancelled her flight because she fell sick. (Complex)

Raveena fell sick, so she cancelled her flight. (Compound)



Look at the following sentences.

Active Voice	Passive Voice
The little kitten broke the violet vase.	The violet vase was broken by the little kitten.
Who teaches you mathematics?	By whom is mathematics taught to you?
Put all the fruits in the basket.	Let all the fruits be put in the basket.

We have studied active and passive voice in the previous grades. The sentences in the first row are declarative sentences. When the sentence is changed to passive voice, the receiver of the action (*the violet vase*) occupies the subject position. The sentences in the second row are interrogative sentences. When interrogative sentences are changed to passive voice, the question words retain their position in the passive form of the sentence. In this case, *who* is replaced with *by whom*. The sentences in the third row are imperative sentences. When imperative sentences are changed to passive voice, they begin with *let* as the agent because the doer of the action is not specified in the active form of the sentence. The verbs in all the sentences undergo a change wherein they take their past participle forms (*broken, taught* and *put*) and follow appropriate auxiliary verbs. As the subjects of sentences in the right column are passive receivers of the action, the verbs are said to be in passive voice.

If the subject in a sentence is an active performer of the action, the verb is said to be in the **active voice**. If the subject is a passive receiver of the action, the verb is in the **passive voice**.

Examples:

We **will penalise** the intruders. – The intruders **will be penalised**.

Did Gaurav **sing** this song? – **Was** this song **sung** by Gaurav?

Do not throw garbage on the road. – **You are ordered** to not throw garbage on the road.



We mostly use active voice while speaking or writing as it is straightforward and easier to understand. However, we prefer passive voice in certain situations.

Look at the following sentences.

The war has been condemned all over the world.

The parcel was delivered.

Credit cards are not accepted here.

In the first sentence, the obvious doer, *the people*, is omitted to draw attention to the receiver *the war*. In the second sentence, the doer is an unknown entity while the receiver *the parcel* is more important and hence, emphasised upon through passive voice. Similarly, the third sentence is a public notice where the focus is on the receiver *credit cards* and the action of them not being accepted. This omission of doer is also generally followed in journalistic writings, such as news articles and political speeches.

Examples:

The mistakes will be rectified during the next financial year.

The entire farm was trampled by a herd of elephants.

The gates protecting the ancient city were demolished.

1. Read the sentences below. Write A for active voice and P for passive voice.
 - (a) A beautiful song was sung by the school choir.
 - (b) *The Book Thief* was written by Markus Zusak.
 - (c) I gifted her a fountain pen on her birthday.
 - (d) This magazine is being read by millions of people.
 - (e) The students are decorating clay pots for their project.
 - (f) He was looked after by his grandmother when he was sick.
 - (g) Anjan was called by his boss for an update on his work.
 - (h) A stamp was released by India Post in honour of Savitribai Phule.

Let's look at a few important points to remember when changing the voice from active to passive.

- To change the voice from active to passive, the verb needs an object. As intransitive verbs do not take an object, they cannot be changed to passive voice.

Examples:

She laughed.

The child swims.

- Sentences with transitive verbs have an object and thus, can be converted to passive voice.

Examples:

I had eaten all the nuts. – All the nuts had been eaten by me.

Hitanshi decorated the hall. – The hall was decorated by Hitanshi.



- Any of the objects of a ditransitive verb (verb with two objects) can be made the subject of the sentence in passive voice. However, an inanimate object is usually preferred to a living being as the subject .

Examples:

We gave a birthday present to Bhushan.

A birthday present was given to Bhushan by us. (Direct object as subject)

Bhushan was given a birthday present by us. (Indirect object as subject)

- Subject pronouns such as *I, we, he, she* and *they* are replaced with object pronouns such as *me, us, him, her* and *them*, respectively in passive sentences.

Examples:

We sent a notice to all the residents in the locality.

All the residents in the locality were sent a notice by us.

- Modals do not change their form in passive sentences.

Examples:

Sadhna can recite the poem. – The poem can be recited by Sadhna.

We should invite Rajat's friends to the party. – Rajat's friends should be invited by us to the party.

2. Change the voice of the following sentences from active to passive.

- (a) Apply the ointment on the wound.
- (b) My father made caramel custard for the party.
- (c) My cousin has invited all of us for the ceremony.
- (d) Sunita's mother asked her to fill the pail with water.

- (e) The audience criticised Salman Khan's latest movie.
 - (f) The firefighters successfully rescued the people from the theatre.
 - (g) They will renovate the school auditorium during summer break.
 - (h) We must discuss all the terms and conditions before signing the document.
3. Change the voice of the following sentences from passive to active.
- (a) You are ordered to get off your phone.
 - (b) The assignment is being completed by the boy.
 - (c) Rajesh was being taught French by his mother.
 - (d) Dinner is cooked by my father every other day.
 - (e) By whom were you asked to keep the vegetables in the freezer?
 - (f) The vase was broken by the kids in our neighbourhood.
 - (g) You are requested to move out of the apartment.
 - (h) Many lives have been saved by the cardiologist during the short span of her working in the hospital.
4. Change the voice of the following sentences.
- (a) You are requested to be seated in the front row.
 - (b) Were you inspired by Malala Yousafzai's autobiography?
 - (c) She sent the reports to the higher authorities at the end of the day.
 - (d) When will the winners be announced by them?
 - (e) The judges will require a few minutes to shortlist the names.
 - (f) Is the same anchor hosting the event?
 - (g) Do not touch the electric wires with wet hands.
 - (h) Did Saurav bring any present for me?

Read the following sentences.

The paintings were made by my mother.

The furniture is being bought by the customers.

The movie will have been seen by the students by next week.

The sentences above are in the passive voice where the main verbs *make*, *buy* and *see* are in their past participle forms. In passive voice, the auxiliary verbs are indicative of the tense of the verb. In the first sentence, *were* indicates that the tense of the verb is

the Simple Past. Likewise, in the second and third sentences, *is being* and *will have been* indicate that the tenses of the verbs are the Present Continuous and the Future Perfect, respectively.

- In the case of Simple tenses, the past participle form of the main verb is preceded by *be* or the forms of *be* (*is, are, was, were*) verb that indicates the tense of the sentence in passive voice.

Examples:

The vintage car is driven by Sanjana. (Simple Present tense)

The vintage car was driven by Sanjana. (Simple Past tense)

The vintage car will be driven by Sanjana. (Simple Future tense)

- In the case of Continuous tenses, *being* is added before the past participle form of the main verb. The form of *be* verb indicates the tense of the sentence in passive voice.

Examples:

The pipes are being repaired by the plumber. (Present Continuous tense)

The pipes were being repaired by the plumber. (Past Continuous tense)

- In the case of Perfect tenses, *been* is added before the past participle form of the main verb. *Have* or *has* is used to indicate the Present Perfect and *had* is used to indicate Past Perfect tenses in the passive voice. In case of the Future Perfect tense, *will/shall* is added before *have been* to create the passive form of the verb.

Examples:

The dishes have been cleaned by my brother. (Present Perfect tense)

The dishes had been cleaned by my brother. (Past Perfect tense)

The dishes will have been cleaned by my brother by 1 p.m. (Future Perfect tense)

Note: Sentences with the verb in the Perfect Continuous and Future Continuous tense cannot be changed into passive voice.

5. Use the passive forms of the verb given in brackets according to the instructions. One has been done for you.
- (a) Chandrayaan 2 was launched on 22 July 2019. (*launch*, Simple Past tense)
 - (b) The old water filter _____ by the plumber. (*change*, Present Perfect tense)
 - (c) The fence _____ by Tom Sawyer. (*whitewash*, Past Continuous tense)

- (d) Many humorous tales _____ by the members of Laughter Club. (*share*, Past Continuous tense)
- (e) Many dishes _____ with raw bananas by the people in Kerala. (*cook*, Simple Present tense)
- (f) The opportunity to study in the United Kingdom _____ by Aashna. (*reject*, Present Perfect tense)
- (g) Polar bears _____ by the melting of the ice caps. (*threaten*, Present Continuous tense)
- (h) Freshly baked cakes _____ from the fair by my mother. (*bring*, Simple Past tense)

Let's read the following sentences.

Shama *requires* internet connection *to pay* the bills.

Internet connection *is required* for the bills *to be paid* by Sharma.

Dheeraj *wanted* *to wash* the clothes on Sunday.

Dheeraj *wanted* the clothes *to be washed* on Sunday.

Sentences with infinitives can be changed into passive voice in various ways. In the first sentence, *requires* is the main verb followed by the infinitive *to pay*. The subject and the object interchange their positions where *internet connection* becomes the subject of the sentence. The verb following *to* takes its past participle form *paid* and is accompanied by the base form of *be*. In the third sentence, *wanted* is the main verb followed by the infinitive *to wash*. In this case, the subject and the main verb remain the same. The verb following *to* takes its past participle form *washed* and is accompanied by the base form of *be*.

Examples:

I want you *to send* a courier. – I want a courier *to be sent* by you.

She *asked* me *to finish* the work immediately. – I was *asked* *to finish* the work immediately by her.

Here are a few more ways in which sentences with infinitives can be changed into passive voice.

Active Voice	Passive Voice
She made me <i>complete</i> all the assignments.	I was made <i>to complete</i> all the assignments by her.

Active Voice	Passive Voice
<i>She needs refined butter to bake this cake.</i>	<i>Refined butter is needed for this cake to be baked by her.</i>

6. Change the following sentences with infinitives to passive voice.

- (a) The nurse asked the parents to care for the sick children.
- (b) You reminded me to lock the main door at night.
- (c) Saumya wanted to make mashed potatoes for dinner.
- (d) Brinda made a plan to complete the project by the end of this week.
- (e) Jasmine made Shreya throw the waste in the bin.
- (f) Vaishnavi needs a few hours to plan the birthday party.

Read the following sentences.

Sandhya looks up to her father.

Her father is looked up to by Sandhya.

Mayank has turned down all the offers.

All the offers have been turned down by Mayank.

We called off the felicitation ceremony.

The felicitation ceremony was called off by us.

In the first sentence, the main verb *looks up* is a phrasal verb made of the verb *looks* and the particle *up*. When the sentence is changed into passive voice, the verb element *looks* takes its past participle form *looked* whereas the particle remains the same. An appropriate auxiliary verb is used before the phrasal verb in passive voice. Similarly, for the second and third pair of sentences, the verb elements take their past participle forms in passive voice. They are preceded by an appropriate auxiliary verb and followed by the respective prepositions.

Examples:

The construction company cut down all the trees. – All the trees were cut down by the construction company.

Pankaj's grandmother looked after him. – Pankaj was looked after by his grandmother.

Sumit will fill out the forms for visa. – The forms for visa will be filled out by Sumit.

Observe the following sentences.

Kanika's efforts **pleased** her mother.

Kanika's mother **was pleased** with her efforts.

The committee **does not know** all the facts.

All the facts **are not known** to the committee.

Mahima's behaviour **annoyed** me.

I **was annoyed** at Mahima's behaviour.

The sentences in passive voice use the prepositions *with*, *to* and *at* in place of *by* based on the verbs used in the sentences. The preposition *with* is used with verbs such as *pleased*, *charmed* and *disgusted*; *to* is used with verbs such as *known* and *married*; and *at* is used with verbs such as *annoyed*, *surprised* and *shocked*.

Examples:

The news of the blasts **alarmed** everyone. – Everyone **was alarmed** at the news of the blasts.

Dhruv's performance **impressed** the audience. – The audience **was impressed** with Dhruv's performance.

Marie Curie **married** Pierre Curie. – Pierre Curie **got married** to Marie Curie.

7. Rewrite the following sentences with the phrasal verbs in passive voice.

- I filled out all the applications before 7 o'clock.
- He accidentally gave away the surprise to Rakhi.
- The manager figured out the problem with no difficulty.
- The principal let off the naughty children with a strict warning.
- Debahuti turned off the television.
- We threw away the stale food.
- They called off the function due to heavy rains.

8. Identify the errors and rewrite the following sentences correctly.

- The delivery guy was telling with the angry woman to arrive fast.
- The thief saw a shadow approaching him from behind.
- All the computer systems are use by us to educational purposes.
- Can the sick student being accompanied by her friend home?
- Were all the snacks eaten by the boy?

- (f) We will be built an international stadium within the time limit.
- (g) You should not be operated electronic devices in aeroplanes.
- (h) The hospitality team being welcomed the respected leader and the honourable guests warmly.

9. The instructions to make a stuffed toy cat are given below. Rewrite them in passive voice.

Things required:

a pair of socks a pair of scissors a marker some pompoms
 hot glue felt fabric stuffing

- (a) Fill a sock with some stuffing, leaving the cuff area empty.
- (b) Fold over the cuff and tie a ribbon to secure the stuffing.
- (c) To make the eyes and the nose, use hot glue to stick the pompoms onto the sock.
- (d) Using a marker, draw the mouth and whiskers.
- (e) Cut ears out of the felt fabric and use hot glue to stick them onto the head.
- (f) Cut out arms and legs from the fabric for the cat in the same way. Stick them in place.
- (g) Finally, cut out a tail and glue it to the back of the toy.

10. Rewrite the following news report in passive voice. The first sentence has been done for you.

Cyclone Vayu changes course, Gujarat still on red alert

Gujarat: The Indian Meteorological Department has kept the state of Gujarat on high alert. They have assured the people that cyclone Vayu's course will not affect the state coast.

Gujarat: The state of Gujarat has been kept on high alert by the Indian Meteorological Department. The people have been assured that the state coast will not be affected by cyclone Vayu's course.

A weather report indicated that the cyclone may only affect a few areas near the Gujarat coast. The cyclone would not cause any severe damage. Even though the cyclone would not hit Gujarat completely, it will still experience strong winds and heavy rains.

The Government of Gujarat acted quickly and carried out a mass evacuation in the low-lying areas. Around three lakh people have already occupied the temporary shelters. The Indian Air Force, Coast Guard and Navy will be carrying out rescue operations across the coast. The local news and radio channels will provide real-time information 24x7 for the entire next week.

Recap

- If the subject in a sentence is the active performer of the action, the verb is said to be in the **active voice**. If the subject is the passive receiver of the action, the verb is in the **passive voice**.
- The following points should be kept in mind while changing the voice of a sentence from active to passive:
 - Subject pronouns (*I, we, they*, etc.) are changed to object pronouns (*me, us, them*).
 - The main verb takes its past participle form in the sentence while the auxiliary verbs (forms of *be* and forms of *have*) indicate the tense of the sentence.
 - Modals do not change their form in passive sentences.
- Sentences with infinitive verbs can be changed into passive voice in many ways. The verb following *to* takes its past participle form and the base form of the verb *be* is added in the passive form of the sentence. For example, *you need to assist elders*. – *Elders need to be assisted by you*.
- While changing sentences with phrasal verbs to passive voice, the verb element in phrasal verbs is changed to its past participle form and a form of *be* is added to the sentence. For example, *Mayank looked after the plants*. – *The plants were looked after by Mayank*. The particle remains the same.
- The sentences in passive voice use the prepositions *with*, *to* and *at* in place of *by* based on the verbs used in the sentence. For example, *Rahul knows the dignitaries*. – *The dignitaries are known to Rahul*.



Look at the following sentences.

Priyanshi said to him, 'I sold my car last week.'

Priyanshi told him that she had sold her car the previous week.

Both the sentences above show that someone is quoting Priyanshi's words. In the first sentence, the exact words spoken by Priyanshi are quoted. In the second sentence, the same meaning is conveyed while reporting what Priyanshi had said, but not in her exact words. The first sentence is in **direct speech** and the second sentence in **indirect or reported speech**.

When someone quotes the exact words of a person, the sentence is said to be in **direct speech**. However, when they use their own words instead of quoting the original speaker, the sentence is said to be in **indirect or reported speech**.

Examples:

Direct Speech	Indirect Speech
<i>She said to him, 'I am going to Mumbai, Pune and Chennai in July.'</i>	<i>She told him that she was going to Mumbai, Pune and Chennai in July.</i>
<i>He said, 'I paid the fees using internet banking.'</i>	<i>He said that he had paid the fees using internet banking.</i>
<i>Swathi said, 'The exhibition will be held here tomorrow.'</i>	<i>Swathi said that the exhibition would be held there the next day.</i>

- In direct speech, quoted speech refers to the exact words of the original speaker, which are placed within inverted commas. A comma, along with the inverted commas,



separate the quoted speech from the rest of the sentence. For example, in the sentence *Priyanshi said to him, 'I sold my car last week,'* *I sold my car last week* is the quoted speech.

- Verbs such as *say, tell, ask, command, request* and *wish* that are used to introduce quoted speech are called reporting verbs.
- Mostly, the person the quoted speech is addressed to is mentioned outside the quote, as in the sentence *I said to Reena, 'Please give me your laptop for an hour.'* However, sometimes it can be inside the quote too. For example, *I said, 'Reena, please give me your laptop for an hour.'*
- The quoted speech can be placed before or after the reporting verb.

Examples:

The mechanic said, 'It will take me three days to repair the car.'

'My grandfather took voluntary retirement from his job,' said he.

- Sometimes, the quoted speech can be divided by placing the reporting verb between the two parts of the quoted speech. In such cases, it is called a divided quotation.

Examples:

'If you leave early,' said Ali, 'you will reach there in an hour.'

'It's beautiful!' she said, 'I have never seen such a big park.'

Let's look at the changes that occur while converting declarative sentences in direct speech to indirect speech.

- **Punctuation:**
 - The quotation marks in the quoted speech are removed.
 - Indirect speech always ends with a full stop.
 - The comma separating the reporting verb from the quoted speech is replaced with *that*.

Example:

Abdul said, 'I left the company in June.'

Abdul said that he had left the company in June.

- **Reporting verbs:**

Padma said to him, 'I will participate in the debate.'

Padma told him that she would participate in the debate.

- **Personal pronouns:**

- First person pronouns in the quoted speech change according to the speaker.
- Second person pronouns change according to the listener.
- Third person pronouns do not change.

Example:

Rashmi said to me, 'I will ask him to help you.'

Rashmi told me that she would ask him to help me.

- **Words expressing nearness of time, place and position:** *Now, last night, today, next year* and *these* change to *then, the previous night, that day, the following year* and *those*, respectively.
- **Modals:** *Will, shall, can* and *may* change to *would, should, could* and *might*, respectively.
- **Tense of the quoted speech:**

Direct → Indirect	Direct → Indirect
Simple Present → Simple Past	Simple Past → Past Perfect
Present Continuous → Past Continuous	Past Continuous → Past Perfect Continuous
Present Perfect → Past Perfect	Past Perfect: no change
Present Perfect Continuous → Past Perfect Continuous	Past Perfect Continuous: no change
Universal truths and habitual actions: no change	Reported verbs in present or future tense: no change

Note: When we convert indirect speech to direct speech, we reverse the changes that we make while converting direct speech to indirect speech.

1. Convert the sentences in direct speech to indirect speech and vice versa.
 - (a) Ruhi said, 'Your essay was really thought-provoking.'
 - (b) Amala told us that the new teacher was arriving the next day.

- (c) 'My great-grandfather had served in World War II,' said Rajbir.
- (d) Yasmin said, 'My relatives from Surat came to our house last week.'
- (e) The teacher told me that the books were on her desk in the staffroom.
- (f) Shama told Sikander that she had composed a new song for the band.
- (g) Varun said, 'You can park your car in my backyard.'
- (h) Urvashi told her boss, 'I will not be coming to office next week as I have been advised bed rest by my doctor.'

Here are a few more points to remember while changing direct speech to indirect speech.

- We can omit *that* in indirect speech, especially after the reporting verbs *say*, *thought* and *suggest*.

Examples:

Mr Iyer said, 'I talked to the coordinator about the issue.'

Mr Iyer said he had talked to the coordinator about the issue.

He said, 'I think Ameena has already collected her certificates.'

He thought Ameena had already collected her certificates.

- Possessive pronouns and possessive adjectives change in the same manner as personal pronouns.

Example:

She said to me, 'A friend of yours took my bike with him.'

She told me that a friend of mine had taken her bike with him.

- If we report something before the time mentioned in the quoted speech, the words indicating the time remain the same.

Example:

Omar said, 'I will not be coming to office tomorrow.' (Said on 13 August)

Omar said that he will not be coming to office tomorrow. (Said on 13 August)

Omar said that he would not be coming to office the next day. (Said on 16 August)

- The modal verb *may* changes to *might* to show possibility, and to *could* to show permission.

Examples:

He said, 'I may order a new pair of shoes online.'

He said that he might order a new pair of shoes online.

I asked him, 'May I order a new pair of shoes online?'

I asked him if I could order a new pair of shoes online.

- The tense of the quoted speech does not change if it mentions someone's belief, a moral principle or a statement that is true at the time of reporting.

Examples:

They said, 'There is goodness in all of us.' (Belief)

They said that there is goodness in all of us.

He said, 'I love to have fruits with vanilla ice cream.' (The statement is true at the time of reporting.)

He said that he loves to have fruits with vanilla ice cream.

2. Look at the first sentence in each pair and fill in the blanks with the correct option from brackets.

- (a) Samyukhta said to Tejasri, 'These books were gifted by my parents.'
Samyukhta told Tejasri that _____ (*these/those*) books had been gifted by her parents.
- (b) I said to Shivangi, 'My grandparents settled in Kolkata in 1979.' I told Shivangi that _____ (*my/mine*) grandparents had settled in Kolkata in 1979.
- (c) Afreen said, 'Kshitij, our friends will meet us in Kanyakumari.'
Afreen told Kshitij that _____ (*our/their*) friends would meet _____ (*us/them*) in Kanyakumari.
- (d) My aunt said, 'I may leave for our ancestral village day after tomorrow.'
My aunt said she _____ (*may/might*) leave for _____ (*our/your*) ancestral village _____ (*day after tomorrow / two days later*).
- (e) Tariq said to us, 'We are planning to move to Australia next year.'
Tariq told us that _____ (*we/they*) are planning to move to Australia _____ (*the following year / next year*). (The reporting is done on the same day.)
- (f) Mayuri said to me, 'My notebook is with you and yours is with me.'
Mayuri told me that _____ (*you/her*) notebook was with me and _____ (*my/mine*) was with _____ (*you/her*).

- (g) Vihaan asked my father, 'May I borrow your car tonight?'
Vihaan asked my father if he _____ (might/could) borrow _____
(my/his) car _____ (tonight / that night).
- (h) Mr Khurana said, 'My family moved here in the month of June.'
Mr Khurana informed us that _____ (his/your) family had moved
_____ (here/there) in the month of June.

3. Change the following sentences to indirect speech.

- (a) Furqaan said to me, 'Ruhaan, Suhana and I are going to watch a movie tomorrow.'
- (b) They said, 'We may have to stay after college to revise the complete syllabus.'
- (c) Sanjana said, 'Bad times often bring out the best in people.'
- (d) 'Shall I order tea and biscuits for everyone attending the seminar?' said Kaushik.
- (e) My father said, 'A cousin of yours is visiting us next week, I expect you to make her feel comfortable.'
- (f) 'I think Deepak should participate in the dance competition,' said Divyansh, 'he is a fabulous dancer.'
- (g) Ms Sethi said, 'I will bring up the water problem in the upcoming board meeting.'
- (h) Preeti said, 'Their behaviour was highly inappropriate.'

Observe the sentences in the following table.

Direct Speech	Indirect Speech
'Where will you go for the winter vacation?' said Priya to Nimita.	Priya asked Nimita where she would go for the winter vacation.
I asked her, 'Do you know how far the bank is from here?'	I asked her if she knew how far the bank was from there.
He said to Mahima, 'Beat the eggs for three minutes.'	He instructed Mahima to beat the eggs for three minutes.
She said, 'Let's make a presentation on Earth Hour.'	She suggested making a presentation on Earth Hour.

The first two sentences in the left column have questions as their quoted speech, whereas the last two sentences are imperatives (instruction and suggestion, respectively).

When we convert interrogative and imperative sentences to indirect speech, the following changes take place:

- Reporting verbs are used based on the meaning of the interrogative or imperative sentence. For interrogative sentences, we use verbs such as *ask*, *enquire* (of someone) and *demand* (of someone) as reporting verbs. For imperatives, verbs such as *request*, *suggest*, *order* (someone), *instruct* (someone), *advise* (someone), *command* and *recommend* are used.
- In case of wh-questions, we use the same question word from the direct speech instead of *that*. For yes/no questions, we use *if* or *whether*.
- As shown in the table, both questions and imperatives change to the declarative form without any change in their meanings.
- Verbs in imperatives are used in their infinitive or gerund form in indirect speech, as shown in the table. Thus, *that* is not used to join the quoted speech to the rest of the sentence.
- In the case of questions that do not require an answer, we change the question to a declarative or imperative sentence.

Example:

The doctor asked him, 'Do you think you can run with a broken leg?'

The doctor told him that he could not run with a broken leg.

- While converting requests in indirect speech into direct speech, we frame the quoted speech in imperative form using *please* or in interrogative form.

Example:

Julia requested Pranay to share his notes with her.

Julia said to Pranay, 'Please share your notes with me.'

Julia said to Pranay, 'Will you share your notes with me?'

- While converting suggestions in indirect speech, we begin the quoted speech with *let's* or *why don't / doesn't*.

Example:

He suggested walking instead of waiting for the next bus.

He said, 'Why don't we/you walk instead of waiting for the next bus?'

4. Look at the first sentence in each pair. Fill in the blanks in the second sentence with appropriate reporting verbs from the given box.

enquired	suggested	advised	instructed
recommended	warned	promised	requested

- (a) Seema said, 'Shall we go for a long drive after dinner?'
Seema _____ going for a long drive after dinner.
- (b) Nitisha said to her little sister, 'Don't touch the wire with wet hands.'
Nitisha _____ her little sister against touching the wire with wet hands.
- (c) Shruti said to Shirin, 'I will surely help you.'
Shruti _____ to help Shirin.
- (d) Onir said to the receptionist, 'Is Ms Majumdar here?'
Onir _____ if Ms Majumdar was there.
- (e) She said to Hussain, 'Use indicators while taking a turn.'
She _____ Hussain to use indicators while taking a turn.
- (f) Poonam said to Rohan, 'Please help me find my spectacles.'
Poonam _____ Rohan to help her find her spectacles.
- (g) Keerthan said to Farzana, 'You should consult a dentist for your toothache.'
Keerthan _____ Farzana to consult a dentist for her toothache.
- (h) Muskaan said to me, 'You must read the new book by Anuja Chauhan, it's very entertaining.'
Muskaan _____ that I must read the new book by Anuja Chauhan as it was very entertaining.
5. Change the following sentences from direct to indirect speech and vice versa.
- (a) The teacher said to the students, 'Maintain silence in the classroom.'
- (b) Yashasvi urged her sister to not do anything hastily.

- (c) 'Do you know where the library is?' Ishaan asked Prateeksha.
- (d) Sheetal enquired whether Humeira wanted to eat some muffins.
- (e) The doctor said to Dhruv, 'You should include more vegetables in your diet.'
- (f) Saroj requested his mother to allow him to bake cookies the next day.
- (g) The shopkeeper asked, 'What kind of shampoo are you looking for?'
- (h) My father reminded me to turn off the gas stove before leaving the house.

Look at the sentences in the following table.

Direct Speech	Indirect Speech
<i>I said to Mahi, 'What a tragic incident!'</i>	<i>I told Mahi that it was an extremely tragic incident.</i>
<i>The captain said, 'Hurray! We have won the tournament.'</i>	<i>The captain exclaimed with joy that they had won the tournament.</i>
<i>She said, 'Good luck for your interview, Manya.'</i>	<i>She wished Manya good luck for her interview.</i>
<i>The mother said, 'May my child recover quickly!'</i>	<i>The mother prayed that her child recover quickly.</i>

In the first two sentences of the left column, the quoted speech is an exclamatory sentence, whereas in the last two sentences, the quoted speech is an optative sentence. Given below are some points to remember while converting direct speech with exclamatory and optative sentences to indirect speech.

- If the listener of the quote is not mentioned, we use the phrase *exclaim with*, followed by the emotion conveyed by the exclamatory sentence such as *joy, grief, wonder and relief*. Thus, the interjections and exclamation marks are not used. For example, when the direct speech *the captain said, 'Hurray! We have won the tournament'* is changed to indirect speech, the interjection *hurray* is deleted and the reporting verb *said* is replaced with *exclaimed with joy*.
- For optative sentences such as the last two sentences in the left column, we use reporting verbs such as *bless, pray and wish*.
- Exclamatory and optative sentences can be changed to declarative form in different ways. The first sentence in the table can be rewritten as *I told Mahi how tragic the*

incident was. Similarly, the fourth sentence can be rewritten as *the mother prayed for her child to recover quickly*.

- For optative sentences such as the fourth sentence in the table, we drop the modal *may*. Also, we use the main verb in its bare infinitive form.

6. Change the following sentences to indirect speech.

- The players said, 'That was a foul! How unfair!'
- The workers said, 'Long live the revolution!'
- Suman said, 'How fluently Piyali speaks German!'
- Monish said, 'Wish you a very safe and happy journey.'
- Diya said, 'Alas! I couldn't reach on time for the inauguration.'
- The old woman said, 'May the almighty reward you with great happiness!'
- Alekhya said, 'Oh no! I forgot my spectacles at home!'
- The teacher said, 'What exceptional students I have in my class!'

7. Convert the following sentences from direct to indirect speech and vice versa.

- Mr Nayar insisted that I must join his discussion group.
- Raghav said, 'Shall we play badminton in the evening?'
- The teacher congratulated the students for winning the debate competition.
- Sujatha said, 'I want to be a mathematician.'
- The mother said to her children, 'Remember that when you are united, you are strongest.'
- The supervisor ordered the team to submit the project report.
- 'Doctor,' said Nisha, 'I have a severe headache and have lost my appetite.'
- Aslam reminded us to buy a present for Mrs Kurien's farewell celebrations.

Look at the following conversation.

Kasturi: Will you come for dinner tonight?

Suhail: No, I won't be able to.

Kasturi: Why? What happened?

Suhail: Not well. Nothing serious though. Caught a fever yesterday. So sorry I can't join you guys.

Kasturi: Don't worry about it. You must see a doctor if need be. May you get well soon! I will tell Manav as well.

So far, we have looked at instances of direct and indirect speech that are complete sentences. However, in day-to-day speech, we often use incomplete sentences, phrases, or sometimes, simply a word. We can still infer the complete meaning from the context of the conversation. The conversation given above can be reported as follows.

Kasturi asked Suhail if he would come for dinner that night. He informed her that he would not be able to come and apologised for it. When she asked him the reason, he told her that he had caught a fever the previous day. She suggested that he see a doctor if need be and also prayed for his quick recovery. She added that she would tell Manav about it.

The following changes can take place when we report conversations:

- We can rearrange information, and add or delete some words used in the direct speech to make the context clear.
- Instead of repeating the verbs *say* and *tell*, we can use other verbs such as *affirm*, *urge*, *promise*, *explain*, *add*, *inform*, *want*, *comment* and *refuse*.
- We do not always need to repeat the names of the people in each sentence. We can replace them with pronouns.
- We can use gerunds after certain reporting verbs such as *admit*, *deny*, *boast* (about/of), *prohibit* and *insist* (on).

Example:

Javed said, 'I did not break the windowpane.'

Javed denied breaking the windowpane.

8. Read the following conversation between Raveena and Pooja. Convert it to indirect speech.

Raveena: Hi, Pooja. What a pleasant surprise to hear your voice!

Pooja: Yeah, two years! Do you remember when we last met each other?

Raveena: Wasn't it at your brother's wedding? What a day it was!

Pooja: We had so much fun. By the way, I am coming to Delhi tomorrow.

Raveena: That's great! Let's meet! Do come to my house. I will tell Mohan and Amjad as well to come.

Pooja: Sure! See you tomorrow.

Recap

- When we convert sentences from direct into indirect speech, there can be changes in punctuation, reporting verbs, pronouns, adjectives, modals, tense of the quoted speech, and words expressing nearness of time, place and position.
- When we convert indirect speech into direct speech, we reverse the changes that we make while reporting direct speech.
- The following table shows the changes in different types of sentences when they are converted into indirect speech.

Direct Speech	Indirect Speech
<i>She said to him, 'I will send the letter tomorrow.'</i> (Declarative)	<i>She told him that she would send the letter the next day.</i>
<i>He said to us, 'Where do you want to go for lunch?'</i> (Interrogative)	<i>He asked them where they wanted to go for lunch.</i>
<i>I said to him, 'Put the bag inside the cupboard.'</i> (Imperative)	<i>I asked him to put the bag inside the cupboard.</i>
<i>She said to him, 'What a lovely painting you made!'</i> (Exclamatory)	<i>She exclaimed with admiration that he made a lovely painting.</i>
<i>My mother said to her, 'May God bless you!'</i> (Optative)	<i>My mother prayed that God bless her.</i>

- While reporting conversations, we paraphrase the direct speech and make other changes so that the context of the conversation becomes clear.

20 Punctuation



Read the sentences below.

My friend—who is from Kerala—is joining me on a ski trip.

Buns, vegetables, cheese, sauce—we require all of these to make a burger.

Frida Kahlo said, ‘I don’t paint dreams or nightmares, I paint my own reality’—that was spoken like a true artist.

In the first sentence, the speaker is saying that their friend is going to accompany them on a ski trip. The additional information that the friend is from Kerala is placed in between two horizontal lines, separating it from the rest of the sentence. These lines are called **dashes**. Even if the sentence is read without considering the words within the dashes, it makes sense. In the second sentence, the dash is placed after a list of ingredients required to prepare a burger. In the third sentence, the dash is used to suggest where a thought ends and where a subsequent thought drawn from the first begins, which is of the speaker recounting Frida Kahlo’s words and complimenting them.

A **dash** is a horizontal line that can be used to separate additional information, introduce a list or show a break in a sentence.

Examples:

I told them that I didn’t believe in magic—I lied.

My pet dog—which is a dachshund—has a stumpy tail.

Biryani, pasta, dosa—we have so many dishes to choose from.

Note: **Dashes** can also be used to indicate a span of time and ranges of numbers. For example, *she has to work 9—5.*



1. Read the sentences below. Put a dash wherever necessary.
 - (a) Curry, fry, stew there are so many ways to prepare eggs.
 - (b) Green tea, black coffee, espresso my family adores these beverages.
 - (c) I have read three horror books *The Shining, It, The Amityville Horror*.
 - (d) After a gruelling session, the judge finally came to a conclusion guilty.
 - (e) The Burj Khalifa which is the tallest building in the world is situated in Dubai.
 - (f) My father always used to get up early to tidy the whole house I really admired that.
 - (g) I travelled to Tokyo which is the capital of Japan and had green tea flavoured KitKat.
 - (h) Scarlet Benoit who is one of the protagonists of *The Lunar Chronicles* series is one of my most favourite female characters in fiction.

Now, look at the sentences below.

This villa is fifty-three years old.

Santosh and his mother-in-law get along extremely well.

The children love riding the merry-go-round in the park.

In the first sentence, short horizontal lines are used between the words *fifty* and *three*. Similarly, there are horizontal lines between the words *mother*, *in* and *law* in the second sentence, and the words *merry*, *go* and *round* in the third sentence. These lines are called **hyphens**.

A **hyphen** is a horizontal line that is shorter than a dash and is used to link words.

Examples:

The company is co-owned by two sisters.

My grandmother turned eighty-six this year.

Arjun attended the wedding with his ex-wife.

A hyphen is used to connect words for the following purposes:

- To form compound word:
Such words can be of two types.
 - Compound nouns; for example, *Naru is the runner-up of the marathon*.
 - Compound adjectives; for example, *the new exhibition showcased state-of-the-art designs*.

- To write the numbers between twenty-one and ninety-nine in words; for example, *I have ordered one hundred and thirty-three caramel puddings for the function.*
- To show relationships; for example, *Arjun's father-in-law takes care of the garden.*
- To add prefixes to some words; for example, *we have quite a pre-eminent speaker gracing our stage tonight.*

2. Punctuate the sentences below using a dash or a hyphen wherever necessary.

- Surabhi read thirty one novels last year.
- Do you prefer twice baked pizzas or regular pizzas?
- My sister is a well respected college principal and her partner is a diligent doctor.
- Why do you insist on getting an auto? A pre paid taxi is more comfortable.
- Gokul insisted on getting a chocolate cake for his grandfather's seventy ninth birthday.
- Helen Keller said, 'Your success and happiness lies in you' remember these words.
- Sugar free syrup, honey, fresh avocados I have a lot of things in my shopping list.
- The frightened child ran here and there her mother was nowhere to be found.

Now, let us revise a few punctuation marks you have already learnt.

- **Exclamation marks (!)** are placed at the end of a word or a sentence to indicate strong feelings.

Examples:

Wow! What a beautiful voice you have!

I can't believe you broke my favourite mug!

- **Question marks (?)** are used to ask questions.

Examples:

Would you like me to pick you up from the airport?

Do you want to stop by the park after school?

- **Commas (,)** are used for the following purposes:

- To separate individual words and phrases in a list; for example, *my parents gifted me a playstation, a few games and new headphones for my birthday.*
- To indicate pauses, especially in the case of poems and rhymes;

Examples:

When the blazing sun is gone,

When he nothing shines upon,

Then you show your little light,

Twinkle, twinkle, all the night.

–Excerpt from ‘Twinkle, Twinkle, Little Star’ by Jane Taylor

- To separate adjectives of the same type in a sentence; for example, *such a happy, cute and playful puppy she has!*
 - After words such as *yes, no, why* and *oh*, when used to introduce a sentence; for example, *no, I don’t open the boutique on Sundays.*
 - Before a question tag; for example, *you didn’t start watching the series without me, did you?*
 - To separate the day and month from the year when writing a date in the month-day-year format; for example, *we signed the lease on May 31, 2019.*
 - Between the name of a city and the state it belongs to and the name of a state and the country it is a part of; for example, *her native place is Itanagar, Arunachal Pradesh.*
 - Between an independent clause and a dependent clause; for example, *when the cat’s away, the mice will play.*
 - Between two independent clauses that are joined by a coordinating conjunction; for example, *Kaveri didn’t have breakfast, but she ate a heavy lunch.*
 - Before a dialogue and to mark the beginning of direct speech; for example, *Doris said, ‘Prepare the cake at once!’*
3. Identify the errors in punctuation and rewrite the following sentences correctly.
- (a) Watch out. The bridge is collapsing!
 - (b) Yes. I would love to taste your culinary experiments?
 - (c) Sonu has completed revising chemistry biology and, mathematics.
 - (d) The company was inaugurated on September 10 1984. Amazing isn’t it.
 - (e) Did you hear what Deepthi said! There is a new bakery in town, I heard it’s very expensive,
 - (f) Farhana said ‘I didn’t get to see any lions in the Gir forest. But I saw deer a leopard porcupines and a wild boar.’

- (g) This package is to be sent to Coorg! Karnataka. It contains small glass sculptures porcelain dolls and clay pottery so please be cautious with it.
- (h) Have you ever seen such an adorable kitten! We call her Tabby and she is the most sweet well behaved pet in the world. Don't you agree.

Let us revise some other punctuation marks.

- **Colons (:)** are used for three purposes.
 - To introduce an individual item or a list of items; for example, *Akhila brought a lot of games to the party: Monopoly, Scrabble and Jenga.*
 - Between two independent clauses when the second clause provides an explanation or a summary of the first; for example, *I can't eat a lot of ice cream: I'm lactose intolerant.*
 - To separate the hour and minute when writing time in numbers; for example, *the class will let out by 5:45 p.m.*
- **Semicolons (;)** serve two purposes.
 - To separate words or phrases in a sentence that already contain commas; for example, *our store has branches in Sonitpur, Assam; Aizawl, Mizoram; and Kohima, Nagaland.*
 - To separate clauses where conjunctions are absent; for example, *we saw the neighbour's cat sitting on a windowsill; it was eating a mouse.*

4. Read the sentences below and fill in the blanks using colons or semicolons as required.

- (a) I went to the supermarket nearby ___ I was craving mangoes.
- (b) Vincent van Gogh has gifted the world many masterpieces ___ 'The Starry Night', 'Sunflowers', 'The Red Vineyard', etc.
- (c) I love *The Hunger Games* books ___ Johanna is my favourite character in it.
- (d) Madhu listens to music whenever he feels sad ___ it helps him calm down.
- (e) My dog hates these food items the most ___ noodles, broccoli and cabbage.
- (f) Irfan had fried rice for lunch and dinner ___ his family had accidentally made too much of it.
- (g) There are so many beautiful places for us to visit in this world ___ Paris, France ___ Machu Picchu, Peru ___ and Venice, Italy.

- (h) Juhi is doing her project on four fictional female characters __ Elizabeth, *Pride and Prejudice* __ Catherine, *Wuthering Heights* __ Heidi, *Heidi* __ and Nancy Drew, *Nancy Drew Mystery Stories*.

Let us revise some more punctuation marks.

- **Apostrophes** (') serve three purposes.
 - To indicate possession; for example, *Sheetal's mother drops her at school every morning.*
 - In place of missing letters in contractions; for example, *I don't think I'll eat out today.*
 - To write the plural forms of lowercase letters; for example, *Aakash spells his name with two a's in the beginning.*
- **Brackets** (...) are used to enclose additional information, the removal of which would not impact the original meaning conveyed by a sentence; for example, *the clownfish (which are often seen with sea anemones) are capable of changing from male to female.*
- **Quotation marks** (" / ") can be used for two purposes.
 - To enclose direct speech; for example, *Amritha said, "I feel like having chocolates right now."*
 - To enclose names of poems, short stories and plays; for example, *Devi's favourite short story is 'The Tell-Tale Heart' by Edgar Allan Poe.*

5. Identify the errors in punctuation and rewrite the following sentences correctly.

- (a) Why is Llama spelled with two ls?
- (b) The Taj (Mahal) is situated in Agra.
- (c) You have forgotten to spell Aardvark with two as.
- (d) Pareekshas family frequently goes on vacations.
- (e) Manorama (my cousin always bakes) me cakes for my birthday.
- (f) The teacher said to the class, You do not have to submit the assignment tomorrow.
- (g) Every time I read the story The Gift of the Magi, I get a happy feeling.
- (h) Tejas said, I just finished reading the play *Ghashiram Kotwal*. It is such a compelling narrative!

6. Fill in the blanks with appropriate punctuation marks from the box given below. Some punctuation marks can be used more than once.

() ' : , ; " ? ! "" -

- (a) I can ___ t handle spicy food ___ it always upsets my stomach.
- (b) Our team wasn ___ t up to the mark ___ we failed spectacularly.
- (c) It ___ s only 8 ___ 30. Why are you up so early in the morning ___
- (d) Sulochana said ___ ___ Myrly is moving to Dublin ___ Ireland tomorrow ___ she told me that she prefers it to all the other cities she has been to. ___
- (e) The blue whale ___ which is a mammal ___ is the largest living creature on earth ___ it is many times larger than an elephant.
- (f) Help me ___ I was asked to finish seventy ___ two questions by noon ___ but I can ___ t seem to concentrate ___
- (g) Can anyone understand Japanese here ___ We will have a few people visiting from our branch in Tokyo ___ Japan today at 6 ___ 30 ___ we have to make them feel at home.
- (h) Have you read *Good Night Stories for Rebel Girls* ___ It is a collection of stories based on extraordinary women such as Amelia Earheart ___ Margaret Hamilton ___ Ada Lovelace and Amna Al Haddad.
7. Rearrange the words below to form meaningful sentences. Punctuate them appropriately.
- (a) coffee / do you / or tea / prefer
- (b) when life / make lemonade / the teacher advised / lemons / gives you
- (c) shreyas favourite / aarav said / raspberry / these are / chocolate vanilla / flavours
- (d) it was a disaster / we had planned / but ami's car / to meet at 6 30 / broke down
- (e) macarons / wow / let us take some / these / are delicious / home as well
- (f) when shravan / apologise / forgot / he realised there was / he could do / only one thing / Aravinds birthday
- (g) the play death of a salesman / i have not seen / and i remember / but i read it during college / being moved to tears
- (h) by Willem de Kooning / the most expensive painting / the painting / is / titled Interchange / ever sold

8. Read the story below. Identify the errors in punctuation and rewrite it correctly.
Answers may vary.

Princess Kaguya and the Bamboo Cutter

One day an old bamboo cutter was walking around a dense forest in Japan when he came across a mysterious luminescent bamboo shoot. When he cut it open he found a little girl inside who was just the size of his thumb. Overjoyed he held the child whom he named Kaguya in his arms and took her to his humble home. Under the care of the bamboo cutter and his kind hearted wife Kaguya grew to become a talented attractive woman. Tales of her beauty and accomplishments spread far and wide many suitors came to ask for her hand. But Kaguya gave them impossible tasks to complete before she would consider them she was not interested in marriage.

To the first suitor she said bring me Buddhas bowl from India. To the second she said bring me a jewelled branch from the island of Horai a mythical island. From the third and the fourth she asked for a fire rat from China and a colourful scale from a dragons neck. Finally from the fifth she asked for a swallows shell. The suitors who had been given impossible tasks either fled or failed. Even the Emperor of Japan was rejected by her but they continued to share a well natured friendship.

One day the bamboo cutter and his wife saw Kaguya gazing at the moon with tear stained cheeks. The bamboo cutter said dear daughter why are you crying please tell us if there is something we can do.

Kaguya looked at her parents with grief. Father mother I am not a being of this world. I was born in the kingdom of the moon and sent to Earth to be protected from a celestial war. Now that the war has ended my people are coming to take me back she said.

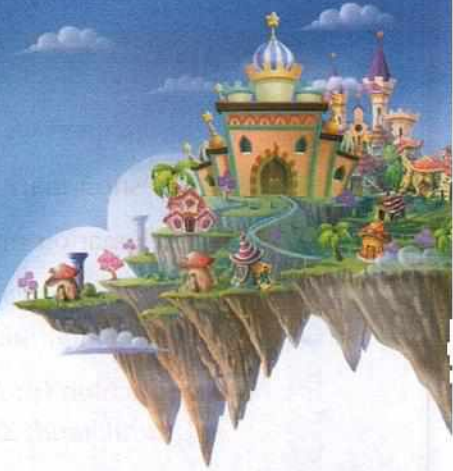
The parents immediately informed the Emperor of this news and he in turn sent many guards to protect her. However when the moon people arrived that night they were able to reach Kaguya with ease as their radiance blinded the guards. Before leaving Kaguya turned to her parents and said I love you and all my friends here on Earth but I have a duty to my true kingdom and my people. I have no choice but to go back.

The moon people placed a feather robe on her shoulders which made her lose all her memories of Earth. Kaguya returned to the moon and the people on Earth forgot about her existence.

Recap

- In this chapter, we have learnt about the following punctuation marks:
 - **Question mark (?)**: *Why are you so late today?*
 - **Exclamation mark (!)**: *How beautiful this sculpture is!*
 - **Comma (,)**: *Noah packed himself a sandwich, two apples, a slice of chocolate cake and some lemon juice for lunch.*
 - **Semicolon (;)**: *My friend Ramesh is an adventurer. He has been to Rishikesh, Uttarakhand; Zanskar, Ladakh; and Ananthagiri hills, Telangana.*
 - **Colon (:)**: *Girija had just reached the office: she had overslept the previous night.*
 - **Apostrophe (')**: *Bhavya said that it was Karen's turn to collect the homework.*
 - **Brackets (...)**: *The banyan tree (which was the oldest tree in the park) was struck by lightning last night.*
 - **Quotation marks ('/ "')**: *Kavya said, 'Let's go watch the play tomorrow!'*
 - **Dash (—)**: *Khadeeja—who has been my best friend for several years—is moving to Paris soon.*
 - **Hyphen (-)**: *Be careful! This is an accident-prone zone.*

21 Story Writing



A descriptive narrative of a connected series of events, either true or fictitious, designed to interest, amuse or instruct the reader is known as a **story**.

Let us take a look at the different genres of stories.

- **Fantasy:** Fantasy stories have mythical creatures, magic, and are often derived from myths. For example, *The Lord of the Rings* series and *The Chronicles of Narnia* series.
- **Adventure:** An adventure story often has fast-paced action where the protagonist overcomes physical dangers. For example, *Life of Pi* and *Around the World in Eighty Days*.
- **Horror:** Stories that belong to the horror genre comprise supernatural or paranormal events and demonic creatures. For example, *Frankenstein*, *Dracula* and *The Fifth Child*.
- **Mystery/Thriller:** The primary feature of a mystery or thriller story is the central question seeking the identity of the person who committed the crime. Such stories are also popularly known as 'Whodunits'. For example, *The Hound of the Baskervilles* and *Murder on the Orient Express*.
- **Science fiction:** This genre features advanced technological concepts and scientific ideas and the stories are often based in the future. For example, *The Time Machine* and *Brave New World*.
- **Young adult:** Stories of this genre portray the life of young protagonists who overcome challenges and grow as characters. Such stories are also called coming-of-age stories. For example, *The Book Thief* and *The Perks of Being a Wallflower*.

Note: The main character of a story is known as the **protagonist** while the villain is known as the **antagonist**. For example, in the *Harry Potter* series, Harry Potter is the protagonist while Lord Voldemort is the antagonist.



You have already learnt about the different elements of a story such as theme, characters, plot and setting. In this chapter, we will further understand the aspects of a plot that are to be followed while writing a story.

Let us learn about a narrative structure commonly followed in story writing.

Freytag's Pyramid is a narrative structure that traces the plot development of a story, novel or drama. Most writers follow this structure to develop their stories as it assists in organising ideas and describing the main conflict in the narrative. It constitutes five elements.

- **Exposition:** Exposition is the opening of a drama or a story that establishes the setting, theme, characters and mood of the story. It provides the background information required to understand the story and can also provide hints about the conflict. It allows the reader to understand relationships between the characters and the circumstances governing the narrative.
- **Rising action:** The rising action suggests an increase in tension as the main conflict arises. The protagonist faces numerous obstacles in the pursuit of achieving their goal. It creates anticipation in the reader's mind for the approaching events.
- **Climax:** The climax is the greatest moment of tension and the turning point of the story. It brings forth changes in the protagonist's situation for better or worse. The climax usually does not follow the expectations of the reader and thus works as a plot twist.
- **Falling action:** The falling action marks a reversal of fortune for the protagonist. This reversal gives way to resolution of the conflict. Based on the genre, the protagonist either wins or loses against the antagonist. It also highlights the end of the climax and the movement towards the end of the story.
- **Resolution:** The resolution marks the end of the falling action and the actual ending of the story. The conflicts are resolved and a sense of normalcy is restored as the characters go back to their normal lives. For the readers, it creates a sense of liberation from tension and helps achieve moral or spiritual upliftment. This state of emotional release is also known as 'catharsis'.

Note: Freytag's Pyramid is named after Gustav Freytag, a German scholar. It defines the narrative theory for dramas, stories or novels. This theory is based on Aristotle's dramatic structure for dramatic tragedies.

This narrative structure can be traced in many popular novels and movies such as 'The Little Mermaid' by Hans Christian Andersen, 'Pinocchio' by Carlo Collodi, 'The Overcoat' by Nikolai Gogol, *Oliver Twist* by Charles Dickens, *Adventures of Huckleberry Finn* by Mark Twain, the *Harry Potter* series by J. K. Rowling and *The Hunger Games* series by Suzanne Collins.

Now, let us read a story that highlights the five elements of a plot.

Aladdin and the Magic Lamp

On a dark, cold night in the desert surrounding the mystical city of Agrabah, Jafar, the Royal Vizier to the Sultan, stood impatiently in front of a monstrous cave. He wondered if he'd finally get his hands on the treasure that lay within its depths. There was only one way to find out. He shoved a man in front of the cave. It lit up ominously.

'Only one can enter here, someone who is a diamond in the rough!' a terrifying voice from the cave said.

Jafar nudged the poor man, whom he had picked up from the streets of Agrabah, towards the cave. When the man refused to move, Jafar forcibly pushed him inside. A brief moment later, the lights vanished and the mouth of the cave clamped down on the man. Jafar sighed in despair. Another day, another failure.

In another part of the city, a young man named Aladdin lay down looking up at the stars from his shabby house. He was particularly unlucky that day as he couldn't steal a single fruit from the stalls to satisfy his hunger. He glanced over at his monkey friend Abu, who was tossing and turning while trying to sleep. The next day would be better, Aladdin hoped, as he fell into an uneasy sleep.

The following morning, the sun rose magnificently over the city of Agrabah. Aladdin ventured out to find something to steal. At the corner of the street, he spied a woman whose hair and mouth were covered with a shawl. She peeked out curiously at everything around her with intelligent, black, almond-shaped eyes. Aladdin stood mesmerised by her eyes, as his heart let out an involuntary flutter. She was stunning!

The woman picked up two pieces of bread from a stall and handed it to two poor children who were eyeing the food hungrily. The shopkeeper noticed this and began yelling at the woman for stealing from his stall. Aladdin decided to intervene. He slipped through the crowd and asked Abu to distract the shopkeeper. Abu set himself to the task, launched himself on the shopkeeper's back and began chattering loudly in his ear. Utilising this distraction, Aladdin grabbed the woman by her hand and led her away from the crowd.

This woman was none other than Princess Jasmine, the daughter of the Sultan of Agrabah. She would occasionally disguise herself in regular clothes to explore the city through the eyes of a commoner. She was charmed by this man who had saved her from getting caught. However, she decided to keep her identity a secret. The two spoke at length about everything under the sun. When it was finally time for Jasmine to leave, she realised that the short amount of time she had spent with Aladdin meant more to her than the dozens of meetings she had previously had with princes from various countries. Promising to meet again, they parted ways.

Unfortunately for Aladdin, Jafar had been observing Princess Jasmine's whereabouts and when he saw Aladdin, he realised with glee that he had finally found his 'diamond in the rough'. Jafar sent his guards to capture Aladdin and bring him to the cave. He commanded Aladdin, 'In this cave, you will find treasures beyond your wildest imagination. However, it is crucial that you touch nothing except the golden lamp at the edge of the cave. Bring it to me, and I will make you rich enough to impress the princess.'

Aladdin had no interest in wooing the princess. His mind was consumed by the thoughts of the girl he had met at the market. He refused Jafar's order defiantly. Jafar laughed like a maniac at Aladdin's response and said, 'You fool! That was the princess you met today! She was simply in disguise so that she wouldn't be recognised. Be aware that there is no way she can marry you as long as you're a poor street urchin. I have the power to turn the tables in your favour. Go, fetch that lamp.'

Aladdin didn't need to be convinced any further. He walked bravely into the cave and was immediately sucked into a glorious new world. Gold, gems and diamonds of all kinds and shapes glittered around him in that humongous cave. He couldn't get tempted; he had to focus on obtaining the lamp. He searched for the lamp that Jafar spoke of and eventually found it gleaming in a corner.

Although Aladdin retrieved the lamp, Jafar attempted to trick him by snatching it and pushing Aladdin into the depths of the cave. Aladdin was saved from imminent death by a magic carpet that flew to his rescue and caught him. His trustful friend Abu had sneakily stolen the

lamp back from Jafar when he was distracted. Trapped inside the cave with nowhere to go, Aladdin accidentally rubbed against the lamp.

Out of the lamp emerged a blue genie who proclaimed that Aladdin was now his master and that he had three wishes. Aladdin tricked Genie into getting them all out of the cave without using any of his wishes. Then, he used his first wish and commanded Genie to turn him into a prince so that he could woo Princess Jasmine. When Aladdin found out how much Genie hated being trapped in a lamp with no freedom to do what he wishes, he promised to use his third wish to set Genie free. While Aladdin was assuming the identity of Prince Ali of Ababwa, and preparing an entourage for a dramatic entry to the palace, Jafar was plotting to marry the princess in order to become the Sultan.

Aladdin impressed Jasmine by taking her on a magic carpet ride. She was spellbound by the sights that he showed her. Despite Genie's magic, Jasmine figured out that Prince Ali and Aladdin were the same person. However, he convinced her that he had only dressed as a common thief to avoid being recognised, just as she had. After this revelation, Aladdin took Jasmine to her palace. On his way back, he was captured by Jafar's minions and thrown into the sea.

Genie saved him from drowning to death by using Aladdin's second wish. Once he was safe, Aladdin confided to Jasmine about Jafar's evil intentions while Jafar fled the palace. By now Aladdin was consumed by the idea that Jasmine could love him only if he was rich and he were hesitant to use his last wish to free Genie. In the argument that ensued where Genie tried to make Aladdin understand that Jasmine loved him for who he was and not who he pretended to be, Aladdin left in a huff with the lamp.

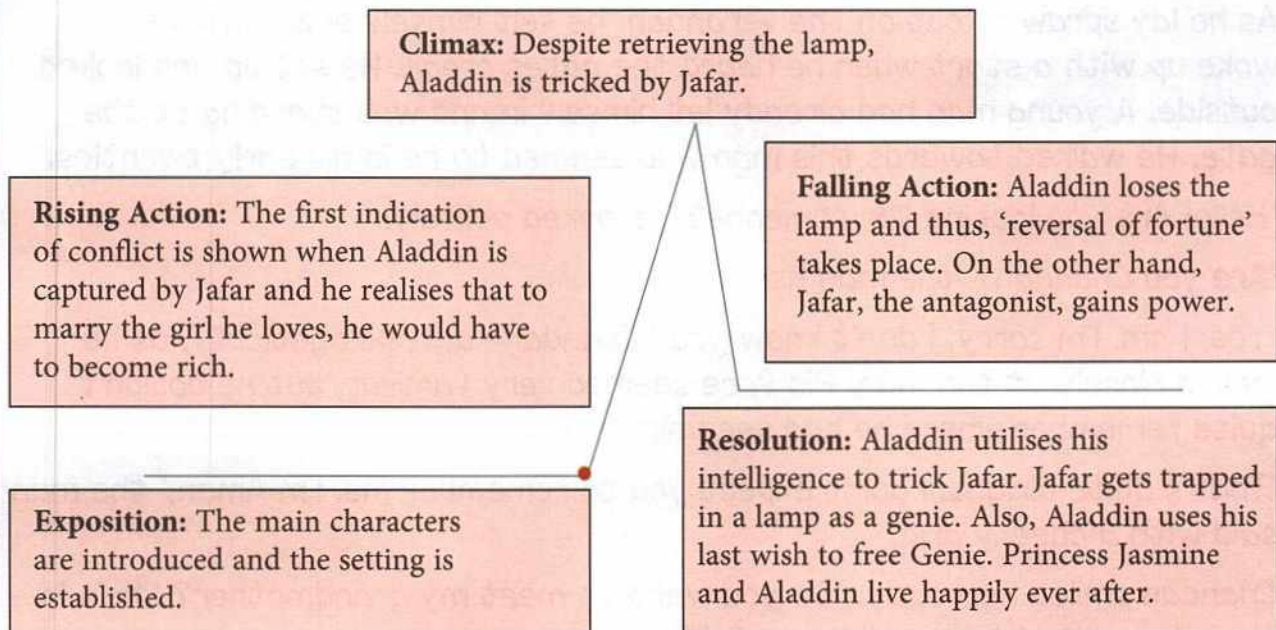
Jafar stole the lamp from Aladdin and used the first wish to become the Sultan. He was still dissatisfied by the amount of power he possessed and used his second wish to become the most powerful sorcerer in the entire world. Using his newly gained power, he banished Aladdin and Abu to a frozen corner of the Earth. Genie, who considered Aladdin more of a friend than a master, sent the magic carpet to rescue Aladdin and Abu.

Aladdin then taunted Jafar by saying that despite being the most powerful sorcerer in the world, he was still less powerful than Genie. Jafar's never-ending thirst for power blinded his reasoning skills and he hastily made his last wish, which was to become the most powerful being in the entire universe. Genie joyfully fulfilled this wish, Jafar became a genie as well – the most powerful being, but was completely powerless without a master. Jafar ended up being trapped in a lamp of his own.

Genie banished Jafar's lamp to the Cave of Wonders and asked Aladdin to use his last wish to become a prince so that he could marry the princess. Aladdin, however, realised that no amount of money or power could ever satisfy a person completely. Keeping his promise, Aladdin used his last wish to free Genie. Genie decided to celebrate his new life by travelling the world.

When the Sultan saw Aladdin and Jasmine's true love for each other, he decided that the law that allowed a princess to marry only a prince had to be changed. Now free to marry each other, Aladdin and Jasmine began a new life as a couple and ruled the city of Agrabah together.

Let us take a look at how Aladdin's story follows Freytag's Pyramid.



Some writers aim to capture certain moods and ephemeral moments where often the conflict is within a character rather than it being an external force. This helps the writer explore relationships between different characters and varied emotions. The action in

these stories may not follow a sequential order of events. The ending does not resolve the conflicts and is left open for the readers to perceive their own conclusion, as seen in O Henry's 'Hearts and Hands' and Edgar Allen Poe's 'The Fall of the House of Usher'. Some writers do not follow a linear timeline of events in their narratives such as Virginia Woolf's *Mrs Dalloway* and Doris Lessing's *The Golden Notebook*, where the narrative keeps moving back and forth in time.

Let us look at one such story that does not follow Freytag's Pyramid.

The Taste of Summer

There are a few places where the passing of time is so seamless, so fluid that one doesn't realise when one moment has blended into another. These are the places where time appears to stand still.

'Aaradhana' – this could be just another name of just another house in the corner of a winding road. But for Chandan, the name always brought back a flood of memories: of lazy summer afternoons, sweet, fragrant mangoes; the vast, dense garden that he was never tired of exploring, and the warmth of his grandmother's smile. Throughout the school year, he would count the days before he would be at Aaradhana. At Aaradhana, time passed, but he never realised it. Before he knew it, another school year would begin, and he would start counting days yet again.

As he lay sprawled out on the verandah, he felt himself doze away. He woke up with a start when he heard the gates creak. He sat up and looked outside. A young man had already let himself in and was standing at the gate. He walked towards this man who seemed to be in his early twenties.

'Hello! Are you looking for someone?' he asked politely.

'Are you Chandan?' the man asked.

'Yes, I am. I'm sorry, I don't know you,' Chandan said apologetically, as he looked closely at the man. His face seemed very familiar, but he couldn't quite remember where he had seen him.

'That's quite alright. I don't expect you to remember me. I'm Aman,' the man said with a cheeky grin.

Chandan smiled nervously. 'Do you want to meet my grandmother? She's in the kitchen, but I can call her outside.'

'Young man, I'm here to meet you. Your grandmother told me that you've been struggling every day to climb the mango trees and reach the mangoes.'

Chandan's cheeks reddened. Why did his grandmother complain about his lack of tree-climbing skills to this random man?

'I'm getting better at it, actually. Yesterday, I almost made it to the first branch,' Chandan said, slightly irritated.

'I can help you, if you let me,' Aman said, with that cheeky grin again.

Chandan wanted to stay irritated, but Aman seemed to be such a happy and genuine person that he found himself smiling slightly. 'Alright then. Let's go.' Aman walked towards the garden with the air of someone who knew these vast gardens extremely well. He headed straight for the tallest mango tree and gazed proudly at it. 'You should ask your grandmother about the story behind this tree.' He paused, as if holding back tears, and then continued, 'The trick is to get familiar with the trunk of the tree. Come on, close your eyes and feel the trunk. Get familiar with the roughness of it – soon your bare feet and hands are going to be holding onto it for dear life.' Chandan did as Aman instructed. With eyes closed, he touched the tree and felt its ridges. At one moment, he almost felt as if the tree was whispering something to him, when Aman interrupted and said, 'Alright, now place one foot on this crevice and hoist yourself up with your arms.'

'If I could hoist myself up, I would have been scaling all these trees like a pro by now!' Chandan said, laughing. Aman sighed in mock exasperation. 'I will hoist you up but only for the first few times. Alright?' He held Chandan around the waist and raised him up. Chandan made use of this push, quickly reached for the branch above him, and balanced himself into a stable position. He couldn't believe it. He had actually climbed the tree! He clapped his hands in joy as Aman looked up at him fondly. Chandan reached for a mango and plucked it. The feeling was indescribable. He felt like he could do anything now. He could take on the world!

Aman said, 'Now, keeping the same crevices of the tree in mind, try coming down on your own.'

Ever so carefully, Chandan scaled down, bit by bit, and when he was at a safe height, he jumped down.

'Thank you so much! I have to tell grandmother right now! Come with me!' Chandan exclaimed as he ran towards the house.

His grandmother was at the kitchen window and when she saw Chandan with

the mango in his hand, her face broke out into a radiant smile.

'Grandma! I did it! I climbed the tree! And he helped me do it.'

Grandmother looked at him, confused. 'Who helped you?'

Chandan looked behind him. There was no one there. 'Aman?' he called out. There was no response. He looked outside. Aman seemed to have vanished without a trace!

Suddenly, he remembered what Aman had asked him to do. 'Grandma, what is the story behind our biggest mango tree?'

Grandmother smiled softly; she seemed to have travelled back in time. 'Ah! That was the sapling that your grandfather gifted me on our wedding day. That is the first sapling we planted together in these gardens. Alas, he passed away before the tree even began to produce fruit.'

Chandan stood frozen in his spot. He remembered where he had seen Aman before. He rushed to his grandmother's room and picked out the photo album kept on the top shelf. He opened it and sure enough, a young, newly-wed grandmother stood shyly next to his grandfather – the man who had passed away in an accident shortly after his mother was born. Aman smiled at him cheekily through the photo. His heart was beating wildly against his chest. How was this possible? He had to try one more thing, just to be sure. He walked back to the mango tree and placed one foot on the trunk. He waited. Just as Aman had promised, an invisible force hoisted him up, and Chandan climbed the tree.

He sat on the branch, smiling. 'Thank you, Grandpa.' It felt nice, calling him 'Grandpa' out loud. In response, a breeze ruffled his hair.

1. Write a short story about a character discovering their strengths through the various conflicts they encounter.
2. A child from the year 1920 has travelled forward in time to 2019. Write a short story following Freytag's Pyramid and provide a suitable title.
3. Pick a famous antagonist from a story or a movie. Rewrite their story by portraying them as the protagonist of the story.
4. Choose any genre and write a story about a protagonist of your age. The story need not follow Freytag's Pyramid.

22 Book Review



A **book review** is a piece of literary criticism in which the reviewer expresses their opinions about the book, considering its style and content.

There are two kinds of book reviews.

- A **scholarly book review** is one where the book being reviewed is academic. For example, a book on a newly discovered illness would be reviewed using language that is rich in scientific and medical terminology.
- A **reader review** is one where the reviewer writes an opinion piece about a book they have read.

In this chapter you will learn how to write a reader review that contains either all or a combination of the following points about a book:

- (a) A brief summary
- (b) Style of writing and content
- (c) Themes and symbols
- (d) Development of the characters
- (e) Reviewer's opinion
- (f) Reviewer's final stance – would they recommend the book to others?

Here are a few points to keep in mind while writing a reader review.

- The first step is to closely read the preface, introduction, chapter list and the body of the book. One cannot attempt a review by only reading the **blurb** of the book.

Note: A blurb is a short description of a book written on its rear jacket. It provides a brief idea about the book and is usually a promotional piece to market it. It may be written by the author or the publisher, or could simply include one-line reviews by other renowned authors/celebrities.



- Write down essential information about the book such as the title of the book, name of the author, year of publication, publisher, genre and price before starting the review.

Note: A book can belong to multiple genres. For instance, *The Famous Five* series written by Enid Blyton belongs to the genres of children's fiction, mystery and adventure.

- Include a short description of the plot in the review, but do not give away the entire story.
- Structure your review into an introductory paragraph, a synopsis and your recommendation/opinions. You can also highlight instances from the book with quotes.
- Write about the author's style of writing and its effectiveness in developing the plot.
- If you like or dislike certain parts of the book, substantiate your opinion with reference from the book.
- Do not recommend an alternate way in which something could have been written – you are reviewing the book you have read, not the book that you wish it was.
- Be objective by not letting your personal views about the author influence your review.
- Your conclusion should merely summarise your stance on the book. Do not introduce new ideas in it.

Let us now read a review of *The Jungle Book* written by Aashna of grade 8.

Book: *The Jungle Book*

Author: Rudyard Kipling

Year of publication: 1894

Publisher: Macmillan

Genre: Children's Literature

Price: 150 INR

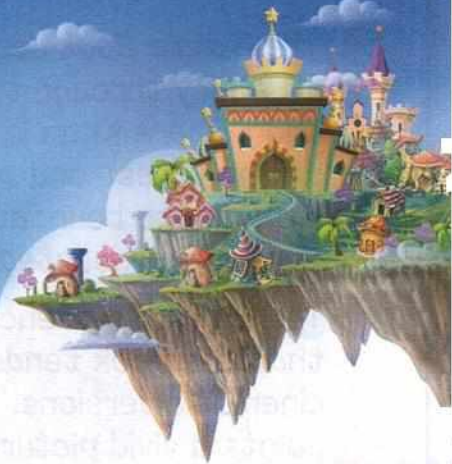
The Jungle Book is a collection of short stories written by Rudyard Kipling. It tells the story of a young boy named Mowgli, who is raised by a pack of wolves. The stories portray Mowgli's interactions with various animals of the jungle. Baloo the bear, and Bagheera the panther, are two important characters who mould Mowgli and teach him the 'Law of the Jungle'. These characters realise that Mowgli needs to learn to defend himself in order to roam the jungles freely. Mowgli is taught the same through the use of physical violence, which might be disturbing for some readers.

The Jungle Book deals with the notions of good and evil and the significance of family through the most popular story in the collection - that of Shere Khan. Shere Khan is a Bengal tiger who believes that he is the rightful king of the forest and breaks the 'Law of the Jungle' by attempting to hunt outside the boundaries of the jungle. Shere Khan wants to kill Mowgli, but Mowgli is protected by his wolf pack, Baloo and Bagheera.

The stark difference between the book and its cinematic adaptations is that the book tends to be darker and morose as compared to the jolly cinematic versions. Despite being dark, the book is intense, realistic and paints a vivid picture of the jungles of India. The tales are descriptive, detailed and often as bewitching as the character of Kaa, the snake who uses her hypnotic skills to trap her prey.

All the tales in *The Jungle Book* are very well written. It depicts the complex and dangerous world of the wild where different kinds of creatures co-exist. Through this depiction of the jungle, Kipling also makes the reader aware of the differences between the ways of life of animals and humans. For instance, it accurately captures the nature of animals in which creatures are killed only for survival and not for pleasure. For more than 100 years, *The Jungle Book* has been read voraciously by readers of all ages. The mesmerising writing style of Rudyard Kipling makes it an unforgettable book, even for adults, while the vibrant wild animals along with Mowgli's childlike innocence ensures that *The Jungle Book* is an especially entertaining read for young readers.

1. After reading the review, discuss it, and answer the following questions:
 - (a) Identify some of the characters from the story mentioned in the review. Did you get an idea of their role in the plot?
 - (b) What details of the book does the reviewer focus on?
 - (c) Did this review give you an idea of what to expect from *The Jungle Book*?
2. Read a novel of your choice and write a review keeping the guidelines mentioned in mind. Share your review with your friends and observe if it convinces them to read the book.
3. Read at least five reviews of *The Book Thief* by Markus Zusak, and identify the differences and/or similarities in these reviews. Discuss the same with your friends.
4. Divide yourselves into groups and select a book each. After reading it, write a review on the book and compare it amongst yourselves.



We have learnt in the previous grade that an essay is a short piece of writing on a particular topic that is formal in nature. Essays can be classified into four types depending on their content.

- A **narrative essay** is one that describes an experience and is therefore told from a specific point of view that is usually the author's. These essays can be personal or subjective.
- An **expository essay** is one that uses facts and logic to explain a topic. It could explore, argue or define the topic.
- A **persuasive essay**, also known as an **argumentative essay**, is a piece of writing in which facts and reasoning are used to support the author's claims on a particular topic. Although such essays are written on topics that emerge from the author's personal beliefs or experiences, the language used is objective.
- A **descriptive essay** is one in which the author uses vivid descriptions. The author utilises language that appeals to the reader's senses of sight, sound, touch, smell and taste.

Let us look at a few guidelines to keep in mind before writing an essay.

- **Pick a topic:** Choose a topic for your essay. It is imperative to choose a topic that you find interesting. If you want to provide the reader an informed perspective on any topic, you will need to focus on getting your facts straight. However, if you want to persuade the reader into agreeing with your stance on an issue, you will need to balance your argument and the facts perfectly. Either way, it is always recommended to choose a topic that interests you, because this ensures that you enjoy writing the essay.
- **Prepare an outline or a mind map of the ideas:** A mind map is created to organise one's thoughts. First, write the topic in the middle of the page. Draw a few lines branching out from the topic and note down the main ideas you would like to cover in your essay. This will help you develop connections within the essay and thereby, ensure that its structure is organised and coherent.



- **Write your thesis statement:** A thesis statement is a sentence that states the topic of the essay along with your perspective on the same. Describe in a sentence the main idea that you are trying to convey, and place it as the introductory line of your essay.
- **Write the introduction:** Your introductory passage can contain an attention-grabbing fact, statement or anecdote to intrigue the reader. Briefly introduce the ideas you intend to cover in the body of the essay in concise and crisp sentences.
- **Organise the content of the essay:** The body of your essay is where the arguments and the main content are presented to the reader. Your ideas need to flow in a coherent manner. The transition from one paragraph to another has to be smooth and logical. It is important to limit yourself to one idea or point in a paragraph. Ideally, your essay should have one introductory paragraph, a couple of paragraphs in the body of the essay and one concluding paragraph.
- **Conclude the essay:** Collate all the ideas discussed in the essay and write a concluding statement. Do not repeat yourself, but make the overall idea clear to the reader.
- **Go through your essay:** Read your essay a couple of times from the reader's perspective and check for coherence, grammatical errors and clarity.

Previously, we learnt the characteristics of narrative and expository essays. In this chapter, we will read about the other two types of essays. Let us first examine persuasive essays.

A **persuasive essay** is written using logic and reason to convince readers into understanding and accepting the author's point of view. The author gathers effective and strong facts with authentic examples and incidents to support their stance. Such essays are used to educate and provide evidence that supports the author's opinions.

Here are some points to keep in mind while writing a persuasive essay.

- Choose your stance on the topic while writing the thesis statement. You can agree/disagree with the topic, but never change your stance midway through the essay.
- You should be clear about your opinion and explain your arguments without contradicting yourself.
- As a persuasive essay requires facts to support an argument, you need to collect resources that are specific, such as relevant-statistical data, surveys, scholarly articles, governmental websites or newspaper articles.

Given below is a sample of a persuasive essay. The topic chosen is '*The Disadvantages of Social Media and Technology*'. As mentioned in the guidelines, the creation of a mind map or an outline can prove to be helpful before one begins to write the essay. Take a look at the mind map designed for this particular essay.

Authenticity of information available on the Internet

Anonymity on the Internet

Overuse of technology; man becoming asocial

The Disadvantages of Social Media and Technology

Example – Whatsapp forwards and viral videos

Example – cyberbullying

Example – children prefer virtual games to playing outside

The Disadvantages of Social Media and Technology

We live in a world where information and entertainment are available at our fingertips. From keeping up with current affairs to catching up with long lost friends, watching one's favourite movie, and carrying out important transactions, the world has definitely become more accessible. Although technology has succeeded in reducing distance, it has come at a great price. It appears that technology has disabled us more than it has enabled us. Firstly, information which is easily available carries with it the risk of being less authentic and unreliable. Secondly, the assurance of anonymity on the internet ensures that there are millions of unwarranted and ill-informed opinions on a single issue. The problem, however, is not the number of opinions that are present but the power that people obtain from being anonymous and hiding behind their screens. Finally, the overindulgence in social media has turned humans into increasingly asocial beings.

Spreading of false information is inevitable in all forms of communication, but with the advent of social media, this has accelerated to alarming proportions. The trend of making something go 'viral' has led people to invest time in spreading false news that appeals to others because of the shock value associated with it. For instance, a video was widely circulated across India through WhatsApp that depicted unsupervised children being kidnapped while they were playing in front of their homes. The message

of this video was to warn parents to be more cautious about leaving their children unattended. This video, which originated in Karachi, was an educational video created to warn both children and parents to be more aware of their surroundings. This single message fuelled rumours that children were being kidnapped in India, and led to violence against at least twenty-five innocent people who were suspected to be kidnappers. The chaos that emerged due to a single false message leads to the next issue with social media.

The anonymity on social media gives people an immense sense of power that could lead to cyberbullying. A recent incident in Florida involved two twelve-year-olds bullying a classmate by spreading rumours about her. The bullying got out of hand and went beyond the Internet, leading to public defamation of the young girl. This is just one amongst thousands of instances of such cyberbullying. The wide reach that social media provides in a short span of time incites people to indulge in cyberbullying.

Another problem with the overuse of social media is how humans are becoming increasingly dependent on it. Children as young as two or three years old are given smartphones so that they're kept busy. Older children prefer playing virtual games to going out. Adults also carry out most of their work with the help of some form of technology since information on everything under the sun is available online. People now rely on technology for every aspect of their lives – this has even extended to personal relationships. Nowadays, a person has a large number of friends online, but only a few they would interact with in person. The lack of interaction with people and the fixation with screens and social media is doing more harm than good. Experts say that if people become highly dependent on social media, they will end up deskilling themselves, thereby becoming unprepared to handle real-life social situations.

Thus, we can see how the overuse and overdependence on technology and social media have put us in a situation where our phones, laptops and other devices have become extensions of our limbs. Everything is good in moderation, but in the present time, we have exceeded the moderate amount of use of social media and technology. It is time we attain a balance before we are consumed by technology.

1. Write a persuasive essay on any of the following topics in about 500 words. Create a mind map before you begin writing the essay. Take a stance on the topic and write the essay accordingly.
 - (a) Are exams a determiner of a student's knowledge and ability?
 - (b) Is fast food unhealthy and detrimental to one's body?
 - (c) Should education be free of cost for all?

Let us now look at descriptive essays.

A **descriptive essay** is written in vivid language that caters to the reader's senses.

Here are some points to keep in mind while writing a descriptive essay.

- Appeal to the senses – sight, smell, sound, touch and taste.
- Be clear, precise and concise.
- The reader should be able to visualise what is written.
- The essay can be objective or subjective.

Now, we will look at a sample of a descriptive essay. The topic chosen is 'A Life-changing Experience'. It talks about the author's concerns about plastic and its negative effects on the environment.

Note: The topics for descriptive essays are general and while writing the essay, you have to elaborate on the chosen topic based on your experiences. Hence, the title of your essay cannot remain the same as the topic. For instance, the essay below describes a life-changing experience, however, its title is 'The Terror of Plastic'.

The Terror of Plastic

Of late, I have begun to consider going out an extremely tedious task. This has become tiresome for me in a manner that is more emotional than physical. As someone who always looks forward to exploring tourist attractions or spots of scenic beauty everywhere I go, this newfound reluctance to do the same had left me slightly baffled. All I required was a bit of introspection and a glance outside to understand the reason for this change in my behaviour.

A memory that strikes me from time to time with vivid clarity is that of a lake I visited in Udaipur. Ironically, the grotesqueness of the place that was

meant to be one of the most beautiful spots in Udaipur is what stands out in my memory. As I approached this lake from a distance, I observed the sun setting on the horizon, painting the sky in gorgeous hues of red, orange and yellow. I began to feel a deep sense of calm while looking at the still lake water that was reflecting these colours. A closer look would only increase this beauty multifold, right? I was wrong. The sight that greeted my eyes as I peered over the railing was shocking, to say the least. Plastic of so many colours, shapes and varieties gently floated along the mild ripples of the water. As I watched, a young child threw another plastic bottle across the railing and into the water as his parents watched in mild amusement. The familiar feeling of utter helplessness came over me as I remembered similar instances from the past – on the beach, where a plastic rope had entangled itself around my legs as the waves gently caressed my feet; on the riverbank, where the plastic bottles outnumbered the rocks and covered the sand; and then at the Udaipur lake, where the stagnant water ensured that the plastic floated around like an eyesore.

Single-use plastic has become such a dominant factor in our lives, simply because of how easily it is available to us. When we feel thirsty, a range of industries provide us with drinking water in flimsy plastic bottles. To aid the drinking process, we have plastic straws. To carry all our load, we have plastic bags provided at a nominal price. To minimise the stress of washing cutlery, restaurants provide us with disposable spoons, forks, plates and glasses. It seems truly amazing how much plastic has simplified our lives. Unfortunately, what appears to have made our lives simpler, has, in fact, complicated it. As the demand for single-use plastic keeps increasing, the earth is slowly choking.

Visualise a large area of land that is reserved solely for dumping garbage. This piece of land is located far away from human settlements in a desolate area, so the dumping of waste doesn't really affect anyone. Or so it seems. It appears to be the ideal solution for managing the immense amount of waste that is generated every day as it is away from everybody's sight. However, over the years this garbage dump grows from a mound to a heap, then to a hill and eventually it becomes a mountain. We keep dumping waste and this mountain keeps growing. Walking past an empty garbage truck causes us to crinkle our noses in disgust. So, you can imagine the stench in the air surrounding this garbage dump – a single whiff could possibly suffocate us and leave our nostrils burning.

The picture painted above isn't merely a figment of my imagination; it is about a real place that exists in India. The Ghazipur landfill in New Delhi now stands at a majestic height of 65 metres and is composed solely of the garbage that one city has generated over the course of a mere 35 years. The garbage dump is filled with plastic waste that will remain there for generations to come, as a reminder of the irreversible damage we have caused due to the overuse of plastic.

Imagine walking around with a plastic bag tied around your face. It would be difficult to breathe, wouldn't it? This is exactly what we have done to our Earth. We have wrapped her in a sheet of plastic and now she is struggling to breathe. Mother Earth is calling out for help and it is time we started taking responsibility for our actions.

2. Write a descriptive essay on any one of the topics given below in about 500 words. Create a mind map before you write the essay.
 - (a) Your first time performing in front of a crowd
 - (b) An important achievement in your life
 - (c) A fond memory from your childhood
 - (d) Your favourite vacation

Recap

- An **essay** is a short piece of formal writing on a particular topic.
- There are four types of essays.
 - **Narrative essay** describes an experience, and is usually told from the point of view of the author.
 - **Expository essay** uses facts and logic to give information about a topic.
 - **Persuasive essay** uses facts and reasoning to support the author's claim on a topic.
 - **Descriptive essay** uses extremely vivid descriptions to elaborate on a topic.