

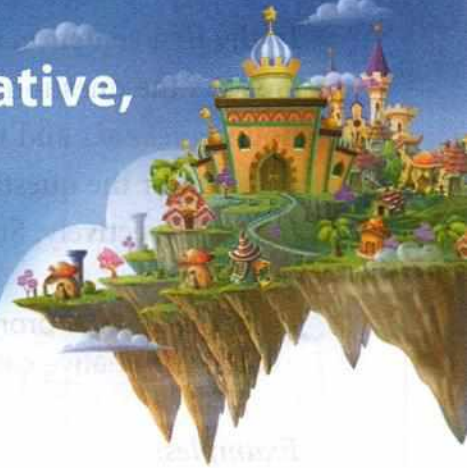
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Cases

Nominative, Accusative, Dative, Possessive



Read the sentence and answer the following questions.

Nimisha brought a book of hers for Suhail.

- Who brought the book for Suhail?
- What did Nimisha bring for Suhail?
- For whom did Nimisha bring her book?
- Whose book did Nimisha bring for Suhail?



The answers to all four questions are either nouns or pronouns. *Nimisha*, *a book* and *Suhail* act as the subject, direct object and indirect object, respectively of the verb *brought* in the sentence. *Hers* shows a relationship of possession or belonging between *Nimisha* and the *book*. According to the function performed by a noun or a pronoun in a sentence, it can be categorised into different **cases**.

The **case** of a noun or a pronoun shows its relation to other words in a sentence – whether it acts as the subject, the direct or indirect object, or shows possession or belonging.

There are four types of cases.

- Nominative or subjective
- Accusative or objective
- Dative
- Possessive or genitive

Let us look at the sentences given below.

Mohit has travelled a lot in the last four years.

The notebooks are made of recycled paper.

I will decorate the room with fairy lights.



In the first sentence, the noun *Mohit* acts as the subject of the main verb *travelled* and answers the question: *who travelled?* Similarly, in the second and third sentences, the noun *notebooks* and the pronoun *I* act as the subjects of the main verbs *are* and *decorate*, and answer the questions, *what are made of recycled paper?* and *who will decorate the room?* respectively. Such nouns or pronouns are said to be in the **nominative case**.

When a noun or pronoun occupies the position of the subject in a sentence, it is said to be in the **nominative case**.

Examples:

The *skunk* crossed the busy street.

The *flight* has been delayed.

Jacil is good at reading maps.

Now, read the sentences given below.

I can meet *them* tomorrow.

The kitten is scratching the *bedpost*.

She caught the *ball*.

In the first sentence, the action of the verb *meet* is received by the pronoun *them* and answers the question: *whom can you meet tomorrow?* Likewise, in the second and third sentences, the verbs *scratching* and *caught* are received by the nouns *bedpost* and *ball*, and answer the questions, *what is the kitten scratching?* and *what did she catch?*, respectively. Hence *them*, *bedpost* and *ball* are direct objects. The **accusative case** shows the relationship between such verbs and direct objects in a sentence.

When a noun or pronoun occupies the position of the direct object in a sentence, it is said to be in the **accusative case**.

Examples:

We cooked the *soup* together.

He made the *kites*.

I take my *pet dog* to the park every morning.

Look at the sentences given below.

I lent *Josie* my suit for the interview.

My dad made *me* a bookshelf.

Kris said he would leave his scooter unlocked for *her*.

In the first sentence, the noun *Josie* indirectly receives the action of the main verb *lent* and answers the question: *to whom did you lend your suit?* Similarly, in the second and third sentences, the pronouns *me* and *her* indirectly receive the action of the verbs *made* and *leave*, where *bookshelf* and *scooter* are the direct objects, respectively. Hence, the noun *Josie* and the pronouns *me* and *her* are indirect objects. Such nouns and pronouns are said to be in the **dativ** case.

When a noun or pronoun occupies the position of the indirect object in a sentence, it is said to be in the **dativ** case.

Examples:

I gave my friend some ice cream.
I got these books as a gift for my mother.
My uncle bought us some pickle.



Note: Nominative case, accusative case and dative case are together called **common case**.

Look at the sentences given below.

This is Ajay's comic book.
Jimin wanted me to bring him a magazine of mine.
The kitten licked its bowl clean.

In the first sentence, the word *Ajay's* shows that the comic book belongs to *Ajay*. Similarly, in the second and third sentences, the phrases *a magazine of mine* and *its bowl* show possession of the magazine and the bowl by the speaker and *the kitten*, respectively. In all three sentences, the words in red answer the question *whose* and hence are in the **possessive case**.

When a noun or pronoun shows ownership or possession in a sentence, it is said to be in the **possessive case**.

Examples:

She said that she was taking her cat to the veterinary hospital.
Rithu and Parvati decided to sell their cupboards on eBay.
Kichu exclaimed that he spilt coffee on some books of his.

Note: In Grade 6 Adjectives chapter, we have studied that words such as *his, her, its, my* etc. are possessive adjectives. However, structurally they are identified as pronouns and hence show the possessive case.

To change the form of nouns, we add '-s' at the end to show possessive case. For example, in the sentence *Sugunan's paintings are extremely beautiful*, the addition of 's to *Sugunan* indicates that the paintings belong to him.

In the case of nouns that end with an -s, only the apostrophe is added. For example, in the sentence *don't forget to wash the students' lab coats*, only an apostrophe is added to the noun *students* instead of 's as it is in the plural form and thus ends with an s. This indicates that the lab coats belong to the students. The same may be observed in the sentence *the child accidentally spilled juice on the air hostess' skirt*, where only an apostrophe is added to the singular noun *air hostess* as it already ends with an -s.

Let us learn about the uses of the possessive case.

- It can be used to show a relationship.

Examples:

My professor's husband is a scientist.

My mother's friend is visiting us in January.

- It can be used to show that something is a part of a whole.

Examples:

The camel's hump stores fat.

The dog's tail is wagging.

- It can be used to provide description. For example, *Enid Blyton has contributed a lot to children's fiction.*
- It can be used to denote ownership or possession. For example, *Kanishk's house is quite near to his office.*
- It can be used to denote a quality. For example, *Saif's courage has earned him much praise.*

Let us learn about how nouns and pronouns change their form according to the case.

- **Nouns:** The form of a noun changes only in the possessive case. It retains its original form in the nominative, accusative and dative cases.

Examples:

Rahul will visit Kashmir next month. (Nominative case)

The professor will guide Rahul in his research. (Accusative case)

I have already sent the mail to Rahul. (Dative case)

Rahul's bookshelf is filled to the brim with books. (Possessive case)

- **Pronouns:** The form of a pronoun changes according to the case it is in.

Examples:

I should go meet my teacher today. (Nominative case)

The teacher will help me finish the procedures. (Accusative case)

He has already prepared breakfast for me. (Dative case)

I recently met a friend of mine in Coorg. (Possessive case)

Now, let us look at the different forms of nouns and pronouns depending on the four cases.

Nominative	Accusative	Dative	Possessive
Nimisha	Nimisha	Nimisha	Nimisha's
I	me	me	mine/my
you	you	you	yours/your
we	us	us	ours/our
he	him	him	his
she	her	her	hers/her
they	them	them	theirs/their
it	it	it	its

1. Identify the case of nouns and pronouns in the following sentences. Some sentences might have more than one case.

- (a) Vani usually brings me my newspaper. _____
- (b) That is Greeshma's laptop. _____
- (c) I usually have my food in the cafeteria. _____
- (d) The cat is mine, but the dog is theirs. _____
- (e) Deepthi asked Sumit to take care of their daughters' dinner. _____
- (f) Jithendra held the celebration in his parents' honour. _____
- (g) Likitha brought her mom's cookies to school for Jayesh. _____
- (h) Sana asked whether anyone had taken the teacher's textbooks. _____

2. Choose the appropriate noun or pronoun from the box and fill in the blanks.

pizza my his I me hers movie your

- (a) Gireesh and _____ brought juice for the party.

- (b) Chandran asked Kishan to do _____ homework for him.
- (c) Govind advised my father to hold on to his old novels for _____.
- (d) Karen wasn't happy with _____ style of working.
- (e) The art teacher told Jaya to complete some drawings of _____.
- (f) Raj prefers _____ for dinner.
- (g) They watched a _____ yesterday.
- (h) I hope you don't miss _____ train tonight.

3. Match the underlined case(s) in column A with the types in column B.

A	B
Isha cooked <u>delicious pasta</u> for her classmates.	possessive, possessive
Sonali built <u>her parents</u> a quaint holiday home.	nominative, accusative
He scored good marks due to <u>his</u> hard work.	possessive
He brought <u>his</u> lunch to school but forgot his <u>sister's</u> .	accusative, possessive
She paid the <u>carpenter</u> the money.	dative
The Guest of Honour felicitated the <u>cricket team</u> on <u>their</u> victory.	nominative, possessive
<u>Giraffes</u> can eat the leaves at the top of tall trees with ease.	nominative, dative
There is a celebration for <u>Women's</u> Day tomorrow.	nominative

4. Fill in the blanks according to the case mentioned in brackets.

- (a) _____ (*nominative*) wanted to finish packing his bags by this evening.
- (b) Thara decided to donate some clothes of _____ (*possessive*) to charity.
- (c) Farsana decided to save some ladoos for _____ (*dative*).
- (d) Gilbert drinks _____ (*accusative*) every day.
- (e) As I was not hungry, I did not have _____ (*possessive*) supper.

- (f) The teacher bought art supplies for _____ (*dative*).
- (g) _____ (*nominative*) said he would cook dinner for me tonight.
- (h) The doctor gave some _____ (*accusative*) to the patient.

5. Read the dialogue below. Fill in the blanks with appropriate words and indicate the case in brackets using *N* for nominative case, *A* for accusative case, *D* for dative case and *P* for possessive case. One has been done for you.

Superhero: I was walking down the street in the afternoon when **my** (*P*) sixth sense started tingling. _____ () knew at once that the safety of my citizens was at stake! There was no one else to save the people, it had to be _____ ()!

Reporter: Who was disturbing the peace of the city?

Superhero: It was none other than the mad scientist Professor X! _____ () conducted a series of experiments, which led to the release of poisonous gases from _____ () lab. I had to teach _____ () a lesson.

Reporter: How did you go about it?

Superhero: I sealed off the source of the gas by pouring a truckload of quick-drying cement over it. However, the professor was the difficult one. _____ () was quick on _____ () feet and his devices kept firing at me. Nonetheless, _____ () caught _____ () while he was distracted.

Reporter: That's amazing! The citizens of your city must be so grateful to you.

Superhero: _____ () am grateful to them for considering me _____ () family. I would not be a superhero without _____ ().

6. Fill in the blanks using the correct noun/pronoun from the options given in brackets.
- (a) Sunanda and _____ (*me/I*) decided to visit the mall to escape from the sweltering heat.
- (b) The two _____ (*actresses'/actress's*) performances received critical acclaim.
- (c) I heard that you lost _____ (*yours/your*) wallet. I hope there wasn't a lot of money in it.
- (d) I will take his hand in _____ (*my/mine*) and ask him to marry me.
- (e) Temperatures are rising, ice caps are melting and forests are being cut down – this earth is _____, (*ours/our*) we must protect it!

- (f) That is Anushka's dog, but I do not know _____ (*its/it's*) name.
- (g) My workplace is on the street beside _____, (*them/theirs/their*) but we rarely see each other.
- (h) Everyone's oratory skills seemed to be so much better than _____ (*her/hers*), so she was extremely tensed.
7. Write sentences containing the cases below. One has been done for you.
- (a) accusative case
Ananya bought classic novels for Emir.
- (b) possessive case
- (c) nominative case
- (d) dative case
- (e) nominative and accusative case
- (f) nominative and possessive case
- (g) nominative and dative case
- (h) possessive and accusative case

Recap

- The **case** of a noun or pronoun shows its relation to other words in a sentence. Depending on their function in a sentence, nouns or pronouns can be categorised into the following four cases:
 - Nouns or pronouns that act as the subject in a sentence are said to be in the **nominative case**. For example, *Gowri wanted to have noodles for breakfast.*
 - Nouns or pronouns that act as the direct object in a sentence are said to be in the **accusative case**. For example, *Achu drew a picture for me.*
 - Nouns or pronouns that act as the indirect object in a sentence are said to be in the **dative case**. For example, *Joshua cooked dinner for Kusum.*
 - Nouns or pronouns that show possession in a sentence are said to be in the **possessive case**. For example, *Hasim's cupboard is extremely dirty.*
- Nouns do not undergo any change in form unless they are in the possessive case. However, pronouns change forms according to the case.

2 The Past



Look at the following sentences.

He **goes** to Mayank's house once a week.

Archana **bought** a new house near her office.

They **will decide** the topic of the debate tomorrow.

In the first sentence, the form of the main verb **goes** shows that the action of going is done in the present. Similarly, in the second and third sentences, the forms of the two main verbs **bought** and **will decide** show that the two actions of buying the house and deciding the topic take place in the past and future, respectively. Such forms of a verb are called **tense**.

The form of a verb that expresses the time of an action, an event or a state is called its **tense**. The three times of an action are past, present and future.

Examples:

She **does not eat** sweetened curd. (Present)

The children **sang** in the assembly. (Past)

Will you go to the market today? (Future)

Note: Tense and time are not the same thing. For example, the sentence, *I am going to meet Dr Chandra tomorrow*, is in the present tense, but expresses a future action.

Let us look at the following sentences.

His father **waited** for me for an hour.

I **ate** my breakfast just a few minutes ago.

He **saw** the parcel in the morning.



In the sentences above, all the three forms of the verbs show that the actions were completed in the past, either at a specific point in time or over a period of time. Such verbs are said to be in the **Simple Past tense**.

The **Simple Past tense** is used to talk about actions that were completed in the past, either at a specific point in time or over a period of time. In the Simple Past tense, we use the **simple past form** of verbs. The auxiliary verb **did** is used along with the main verb (in its base form) in negative and interrogative sentences.

Examples:

She **did not complete** the project yesterday. (*Did not + base form of complete*)

I **read** the entire book series within a month. (*Simple past form of read*)

Did the baby **try** to stand on its own? (*Did + base form of try*)

The Simple Past tense is also used

- to talk about a past state of being, using *was* or *were*. (*I was very happy with the results.*)
- to talk about a past habit or a regular action done in the past. (*During my childhood, I played badminton daily.*)
- while telling stories and narrating incidents. (*The king woke up and saw that his crown was not on the table.*)
- to talk about an imaginary condition for the present and future. (*If I had the money, I would have bought the car.*)
- to convey a wish, a polite request or question. (*I wish I were a cricketer.; I needed to ask her for a favour.; You wanted to meet her?*)

Note: Sometimes, when we want to emphasise an action completed in the past, we use *did* along with the base form of the verb. For example, *she did inform me about the issue yesterday.*

Now, look at the following sentences.

They **were playing** football in the evening.

You **were sleeping** when I left.

He **was making** a cup on an electric pottery wheel.



In the sentences above, all the three forms of the verbs show that the actions were incomplete and continued to take place at some point in the past. Such verbs are said to be in the **Past Continuous tense**.

The **Past Continuous** tense is used to talk about incomplete actions that continued to take place at some point in the past.

It has the following structure:

was/were + present participle form of the verb

Examples:

The artist **was mixing** different colours on the palette. (*was* + present participle form of *mix*)

They **were writing** an essay on the importance of sports. (*were* + present participle form of *write*)

It **was not raining** when I reached home. (*was not* + present participle form of *rain*)

Note: Present participles are forms of verbs that end with **-ing** to indicate continuous tenses or act as adjectives in sentences.

The Past Continuous tense is also used

- to talk about actions that continued for a long time in the past. (*He was suffering from insomnia for a long time.*)
- to talk about two parallel actions that took place together in the past. (*I was revising my lessons while Suhani was making notes.*)
- to talk about an incomplete action that was interrupted by another event. (*The patient was taking his medicine when the doctor entered.*) In such cases, we use the Past Continuous tense to talk about the incomplete action and the Simple Past tense to talk about the other action.
- to set the atmosphere or setting for a story. (*The sun was shining brightly, and the birds were chirping on the trees.*)
- to indicate the repetition of an activity during a period of time in the past. (*The old man was shivering with cold all night.*)

Note: Stative verbs (verbs describing senses, cognition, emotional/mental states, possession) such as *hear, know, respect, love, understand, have* and *want* are not used in continuous tenses. For example, we do not say, *I was wanting the tickets to the final match.* However, we use verbs such as *hope, wonder* and *think* in continuous tense in polite expressions. For example, *I was wondering if you would come to the event.*

1. Choose the appropriate form of the verbs to complete the following dialogue.

Rohan: Hey, I _____ (*was hearing / heard*) that Ishaan had met with an accident.

Ahmed: Yes, it _____ (*happened / was happening*) at Connaught Place yesterday evening at around 9 p.m.

Rohan: What _____ (*was/were*) you doing there that late?

Ahmed: We both _____ (*left / were leaving*) from our music class. I _____ (*was telling / told*) Ishaan to wait for the red light, but you know how careless he is. He _____ (*crossed / was crossing*) the road when a speeding car _____ (*was hitting / hit*) him.

Rohan: I _____ (*thought / was thinking*) that this habit may have changed by now.

Ahmed: When I _____ (*was reaching / reached*) the hospital, the doctors _____ (*were examining / examined*) Ishaan for any internal injuries.

Rohan: _____ (*were/did*) you _____ (*informing/inform*) his parents?

Ahmed: When I _____ (*informed / was informing*) his mother, she _____ (*was breaking / broke*) into tears. I _____ (*was feeling / felt*) so bad for the entire family.

Look at the following sentences.

The gardener **had watered** the plants before he cut the grass.

He **had watched** the movie with his friends.

I **had given** the documents to the manager by 10 a.m.

In the sentences above, all the three forms of the verbs show that the actions ended a long time ago before a given moment in the past. Such verbs are said to be in the **Past Perfect tense**. Sometimes, the action in the more recent past is stated clearly; at other times, it is either implied or not stated (as in the second sentence).

The **Past Perfect tense** is used to talk about actions that began in the past and were completed before a given moment in the more recent past.

It has the following structure:

had + past participle form of the verb

Examples:

The Principal **had announced** my name before I reached the auditorium. (*had* + past participle form of *announce*)

He **had got** the offer letter in February. (*had* + past participle form of *get*)

The ceremony **had** already **begun** when I reached there. (*had* + past participle form of *begin*)

Note: The verb *had*, when used in the Past Perfect tense, becomes an auxiliary verb. But when used in the Simple Past tense, it becomes the main verb. For example, *I had two cats and a dog.*

The Past Perfect tense is used

- to sequence past actions, or, in other words, to talk about an action that took place before another event. The verb that expresses the earlier action is in the Past Perfect tense, and the one stating the more recent action is in the Simple Past tense. (*He had booked the hotel before he told you.*)

However, we can also use the Simple Past tense for two actions occurring in the past, instead of using the Past Perfect tense for one. In such cases, the intention is to list the two events, not to sequence them. (*Before she went out, she prepared pasta for me.*)

- to talk about an unfulfilled condition in the past. (*If I had known about the event, I would have gone there.*)

Now, look at the following sentences.

The chef **had been decorating** the cake for four hours.

The actors **had been rehearsing** the scene since morning.

I **had been singing** for an hour continuously before you came.

In the sentences above, all the three forms of the verbs show that the actions continued for a certain period of time in the past and ended at a point in the past. Such verbs are said to be in the **Past Perfect Continuous tense**.

The **Past Perfect Continuous tense** is used to talk about actions that continued for a period of time in the past and ended at a point in the past.

It has the following structure:

had been + present participle form of the verb

Examples:

Padma had been teaching in the school for ten years. (*had been* + present participle form of *teach*)

The exams had been going on since last Monday. (*had been* + present participle form of *go*)

The car had been running smoothly for four hours when it suddenly stopped. (*had been* + present participle form of *run*)

2. Identify the tense of the underlined verbs in the following sentences. Write *SP* for Simple Past, *PC* for Past Continuous, *PP* for Past Perfect and *PPC* Past Perfect Continuous tense.

(a) Megha had challenged Sulagna to speak the tongue-twister. _____

(b) The team scored five goals in the last match. _____

(c) The scientists had been researching on black holes since 2002. _____

(d) My brother was explaining the concept to her. _____

(e) I went to the bank yesterday and submitted the cheque. _____, _____

(f) Kiara had read the contract before she signed it. _____, _____

(g) I did not go with them as I was feeling feverish. _____, _____

(h) They bought a new refrigerator as the old one had not been working since last week. _____, _____

3. Complete the sentences with the correct form of the verbs given in the box.

resign	interrogate	cook	study	wash	arrive
live	perform	order	learn	move	fall

(a) I was _____ dinner for the guests.

(b) Manohar had _____ from Russia two days back.

(c) Both Shalini and Aastha _____ from their jobs.

(d) The police had been _____ the man for five hours.

(e) Aishwarya was _____ when the chandelier _____ on the stage.

- (f) While the father was _____ the clothes, the mother _____ lunch.
- (g) Radhika had _____ Persian when she was _____ in university.
- (h) Before I _____ to Jaipur, I had been _____ in Surat for two years.

4. Complete the following sentences using appropriate verbs of the tense given in brackets.

- (a) I _____ at his joke. (*Past Continuous*)
- (b) The nurse _____ ointment on my wounds. (*Past Perfect*)
- (c) The girls _____ the trophy with pride in their eyes. (*Simple Past*)
- (d) Manasa _____ the music classes last year. (*Past Perfect*)
- (e) The teacher _____ all the papers throughout the night. (*Past Continuous*)
- (f) The principal _____ the new rules in the beginning of the academic session. (*Past Perfect*)
- (g) The singers _____ for two weeks before they _____ in the competition. (*Past Perfect Continuous, Simple Past*)
- (h) When Vaibhav _____ the restaurant, his friends _____ already _____ for their homes. (*Simple Past, Past Perfect*)

5. Frame sentences on the situations given below using tenses and verbs mentioned in brackets. One has been done for you.

- (a) Manu went to bed at 10 p.m. I woke him up at 4 a.m. (*Past Perfect Continuous, sleep*)
Manu had been sleeping for six hours before I woke him up at 4 a.m.
- (b) She gave the book to Raghu on Monday. The book was still with him on Wednesday. (*Past Perfect Continuous, read*)
- (c) I visited my school last month. I could not recognise it. (*Past Perfect, change*)
- (d) We had to go to Jubilee Hills. We stood at the bus stand. (*Past Continuous, wait*)
- (e) He put the pizza in the oven. After an hour, the kitchen was filled with smoke. (*Past Perfect, forget*)

- (f) The police saw the burglar in the evening. They caught him next morning. (*Past Perfect Continuous, chase*)
- (g) Yasmin suggested another movie. She already knew the story of that movie. (*Past Perfect, watch*)
- (h) As I entered the room, I saw that Rhea had paint brushes and a colour palette in her hands. (*Past Continuous, paint*)
6. Complete the following sentences using the tense given in brackets.
- (a) The child was crying at the toy shop because ... (*Past Perfect*)
- (b) We had been travelling for three days before ... (*Simple Past*)
- (c) The roads in my colony were blocked as ... (*Past Perfect*)
- (d) I wanted to say goodbye to you but ... (*Past Continuous*)
- (e) ... when she reached the hospital. (*Past Perfect Continuous*)
- (f) He had been writing short stories for four years when ... (*Simple Past*)
- (g) I woke up before ten o'clock because ... (*Past Perfect*)
- (h) Athira was so tired because ... (*Past Perfect Continuous*)
7. Identify the errors and rewrite the sentences correctly. One has been done for you.
- (a) She had been talked to her mother for thirty minutes.
She had been talking to her mother for thirty minutes.
- (b) His success was meaning a lot to his family and friends.
- (c) He was entered the building when I see him yesterday.
- (d) When you becamng the principal of the school, I am the first one to congratulate you.
- (e) Sooraj has payed the electricity bill a week before he leaves for Guwahati.
- (f) While the deer were drank water from the pond, the tiger was slowly come towards them.
- (g) You had telling me that Balbir already sent the mail to her.
- (h) Sarika has being waited for him for four hours at the airport before she finally booked a cab.

8. Based on the picture given below, frame two sentences in each tense you learnt in this chapter. One has been done for you.



(a) Rahul went to a nearby park with his mother and his pet dog, Brownie.

Recap

- The form of a verb that expresses the time of an action or an event is called **tense**. The three times of an action are past, present and future.
- The past can be expressed by using verbs in the following tenses:
 - **Simple Past tense:** Reshma **came** out of the exam hall with a smiling face.
 - **Past Continuous tense:** Sita **was watering** the plants in the garden.
 - **Past Perfect tense:** Abdul **had helped** all the students with their doubts.
 - **Past Perfect Continuous tense:** Before I began my work here, I **had been working** as a volunteer in schools.

3 The Present



Look at the following sentences.

They **play** video games in the evening.

India's Statue of Unity **is** the world's tallest statue.

Water **freezes** at zero degrees Celsius.



In the first sentence, the form of the verb expresses a habitual action. Similarly, the second and third sentences express a general fact and a universal truth, respectively using a certain form of the verb. Such verbs are said to be in the **Simple Present tense**.

The **Simple Present tense** is used to talk about habitual actions, general facts and universal truths. In Simple Present tense, we use the verb in its **present form** (either base form or base form + **-s/-es**). The auxiliary verb **do** or **does** is used along with the main verb in negative and interrogative sentences.

Examples:

She **does** not **buy** groceries from that shop. (*does + buy*)

He **teaches** music to students of grade 6. (*teach + -es*)

He **uses** a special ingredient to enhance the taste. (*use + -s*)

The Simple Present tense is also used

- to talk about one's state of being with the help of linking verbs. (*Shaan **is** extremely angry with him.; I **know** both of them very well.*)
- to talk about planned events or actions in the near future. (*The book sale **begins** on 29 May.*)
- while describing incidents in a story. (*The king **goes** to Tenali Rama and **tells** him about the problem. Then, Tenali Rama **suggests** a unique solution.*)
- to talk about a situation in the present, along with its result in the future. (*As soon as I **reach** Hyderabad, I will inform you. Before I **go** to the hotel, I will meet you at the station.*)



- to talk about situations and conditions in the present, along with their results that are always true. (*If you **mix** red with yellow, you **get** orange.*)
- in imperative sentences to express orders, instructions, advice, requests, etc. (***Shut** the window; Please **grant** me leave for two days.*)

Note: Sometimes, when we want to emphasise an action, we use *do* or *does* along with the base form of the verb. For example, *she **does care** about her sister.*

Now, look at the following sentences.

*I **am cleaning** my shoes right now.*

*The cheetah **is slowly moving** towards the deer.*

*They **are giving** finishing touches to the paintings.*

In the sentences above, all the three forms of the verbs show that the actions are happening at the time the sentences are being spoken. Such verbs are said to be in the **Present Continuous tense**.

The **Present Continuous tense** is used to talk about actions happening at the time of speaking.

It has the following structure:

is/am/are + the present participle form of the verb

Examples:

*Emily **is fighting** with her brother. (is + present participle form of fight)*

*I **am packing** food for my friends in the hostel. (am + present participle form of pack)*

*The teachers **are correcting** the answer scripts in the other classroom. (are + present participle form of correct)*

The Present Continuous tense is also used

- to talk about an action that is happening in the present, but has continued to happen for some time and may continue to happen in the near future as well. (*The patient **is getting** better day by day. The doctors **are examining** him very carefully these days.*)
- to talk about temporary situations. (*Kajal **is staying** at my house for a few days.*)
- to talk about a planned action in the future. (*He **is going** to Japan next week.*)
- to describe an action typical of a person, place or thing, with words such as *constantly*, *forever* and *always*. (*Whenever I look around, my cat **is always running** after my younger brother.*)

1. Choose the appropriate form of the verbs to complete the following dialogue. One has been done for you.

Sumit: Rajeev, do you **watch** (*is watching / watch*) football?

Neetu: Of course, Ronaldo has always been my favourite player! Don't tell me you _____ (*like / are liking*) Messi more!

Sumit: Sorry, but I do! He _____ (*plays / is playing*) so well in the league right now. You cannot deny that he _____ (*stands / is standing*) among the best forwards in the history of football. Surely, there must be some reason why people _____ (*call / are calling*) him 'Messiah'!

Neetu: But unlike Messi, Ronaldo _____ (*is being / is*) strong on both his left and right foot. Let's not forget that Messi has not been able to win the World Cup for Argentina!

Sumit: _____ (*Are/Do*) you _____ (*think/thinking*) that _____ (*is making / makes*) him less of a player? After all, it's not an individual sport and the blame should be on the entire team.

Neetu: I _____ (*am agreeing / agree*). Let's not argue further. I _____ (*think / am thinking*) both of them are great players and have contributed a lot to the game.

Look at the following sentences.

Father **has** already **finalised** the venue of the ceremony.

We **have put** the tennis balls back in the cupboard.

I **have sent** all the required documents to him by courier.

In these sentences, the three forms of the verbs show that the actions have been completed recently. Such verbs are said to be in the **Present Perfect tense**.

The **Present Perfect tense** is used to talk about actions that began in the past and just completed.

It has the following structure:

has/have + past participle form of the verb

Examples:

Irfan **has** never **read** this book. (*has* + past participle form of *read*)

Many people **have lodged** a complaint against the new system. (*have* + past participle form of *lodge*)

They **have left** their bags at the counter near the gate. (*have* + past participle form of *leave*)

Note: The verbs *has* and *have*, when used in the Present Perfect tense, act as auxiliary verbs. But when used in the Simple Present tense, they act as main verbs to show possession. For example, *they have a big house.*

The Present Perfect tense is also used

- to talk about actions that were completed in the past but still have a connection with the present. (*Virat has lost the file I gave him yesterday.*) In Simple Past tense, the completed action does not have any impact on the present. (*Karan went to Singapore last year.*)
- to talk about actions that began in the past but continue up to the present, using words such as *since, for, till now, ever and yet.* (*We have been so sick since we reached Delhi.*)
- to express actions that have been repeated several times in the past, but might continue to happen in the future as well. (*The author has written ten books so far.*)

Now, look at the following sentences.

Leena has been handling the marketing department since 2017.

The architects have been discussing the new design for several days.

You have been swimming for exactly an hour now.

In these sentences, the three forms of the verbs show that the actions started at some time in the past but are still continuing in the present. Such verbs are said to be in the **Present Perfect Continuous tense**

The **Present Perfect Continuous** tense is used to talk about actions that started in the past and continue to happen in the present.

It has the following structure:

has/have + been + present participle form of the verb

Examples:

Parvati has been writing stories since her childhood. (*has + been + present participle form of write*)

They have been living in Mangalore for eight years now. (*have + been + present participle form of live*)

I have been trying to contact you since afternoon. (*have + been + present participle form of try*)

Note: While the Present Continuous tense emphasises the continuity of an action at the present moment, the Present Perfect Continuous tense emphasises the duration for which the action has been taking place. For example,

I am still writing the conclusion of the report. (Present Continuous)

I have been writing the conclusion since yesterday. (Present Perfect Continuous)

2. Identify the tense of the underlined verbs in the following sentences. Write *SP* for Simple Present, *PC* for Present Continuous, *PP* for Present Perfect and *PPC* for Present Perfect Continuous tense, respectively.

- (a) Reena has been studying literature for past three years. _____
- (b) Sushant studies five hours a day. _____
- (c) She is singing an Assamese song that she composed. _____
- (d) I have left my number with your sister. _____
- (e) I go to the gym every day and exercise for an hour. _____, _____
- (f) I am reading a book that has been on the New York Best Seller list. _____, _____
- (g) John goes home every Sunday as his mother has not been keeping well since last year. _____, _____
- (h) As soon as he reaches the airport, inform him that Sara has misplaced her passport. _____, _____

3. Complete the sentences with the correct present tense forms of the verbs from the box.

arrive	pick	forget	be	prepare	act	apply
plan	tell	work	advise	break	drive	try

- (a) He _____ in Chennai these days.
- (b) Priyanka Chopra _____ in more than fifty movies so far.
- (c) My younger brother _____ in a hospital as he _____ his arm.
- (d) The guests _____ tomorrow and I _____ their itinerary since yesterday.
- (e) _____ him that I _____ right now and will call him later.

- (f) My father _____ me to always carry my licence with me, but I always _____ it at home.
- (g) The company _____ to hire four new people only, though a lot of people _____ for the job.
- (h) We _____ to contact Dr Khan for the past four hours, but he _____ up his calls.

4. Complete the following sentences with appropriate verbs in a suitable present tense form.

- (a) Ridesh _____ to make handmade dolls since last year.
- (b) Lisa _____ your drafts to the editor for feedback.
- (c) Simran _____ in this school for the last five years.
- (d) Kriya's brother _____ for his office at 9 a.m.
- (e) Jai _____ as the team lead only for a week.
- (f) I _____ to attend the meeting, but it _____ raining continuously since morning.
- (g) Tara _____ still _____ on the project, while her friends _____ already _____ their final reports.
- (h) My aunt _____ for me near the main gate. Do you _____ the way to it?

5. Read the following sentences and change their tenses according to the instructions given in brackets.

- (a) I have been playing tennis with my brother. (*Simple Present*)
- (b) Swati buys fruits from the supermarket. (*Present Perfect Continuous*)
- (c) I have been listening to a new album. (*Present Continuous*)
- (d) He will give up his job for higher education. (*Present Perfect*)
- (e) Has Ms Kulkarni taught you sketching? (*Present Perfect Continuous*)
- (f) Radha has been going to church every day. (*Simple Present*)
- (g) A. R. Rahman composed a new song for this film. (*Present Perfect*)
- (h) Midhun and I have been working together on this project. (*Present Continuous*)

6. Look at the situations given below. Frame sentences based on them using the tenses and verbs mentioned in brackets. One has been done for you.
- She has a new blue dress. She wore it to the wedding and the reception. (*Present Perfect, wear*)
She has worn the blue dress twice so far.
 - The mother scolded the children for breaking the vase and puncturing the tyre of the car. (*Simple Present, be*)
 - We ordered food. It will come soon. (*Present Continuous, wait*)
 - It was raining at ten o'clock. It is still raining at twelve in the afternoon. (*Present Perfect Continuous, rain*)
 - Sneha met James last month. They are acquaintances. (*Present Perfect, know*)
 - They prepared a dance routine for the competition. It is tomorrow. (*Present Continuous, practice*)
 - I went to the store. It was closed. (*Simple Present, open*)
 - I studied maths for three hours. Then I studied physics for two hours. (*Present Perfect Continuous, study*)
7. Identify the errors and rewrite the sentences correctly. One has been done for you.
- Is she wanting to go to Kerala or Kashmir?
Does she want to go to Kerala or Kashmir?
 - She has been releasing a new book next year.
 - The teacher is completing three chapters so far.
 - She is dreaming of joining the army since her childhood.
 - My son has always playing video games in his spare time.
 - I take your laptop for a few days as I had to complete my assignment.
 - He completes the experiment as per the instructions given in the lab manual.
 - Though they are new to this locality, they live in the city for five years now.

Recap

- The present can be expressed by using verbs in the following tenses:
 - Simple Present tense:** My friend's brother *studies* psychology.
 - Present Continuous tense:** The tailor *is stitching* a shirt for my brother.
 - Present Perfect tense:** Kabir *has received* a letter from his school.
 - Present Perfect Continuous tense:** You *have been swimming* for an hour now.

4 The Future



Look at the following sentences.

Manav **will help** me with my homework.

We **shall reach** their house at around 6 p.m.

I **will leave** for Delhi tomorrow morning by 10.

You have already learnt about the past and present tenses in the previous chapters. In the sentences given above, the verbs *help*, *reach* and *leave* are used with the modals *will* and *shall* to express a prediction or a plan in the future. Such verbs are said to be in the **future tense**.

Verbs are used in the **future tense** to express intentions, predictions or plans for an action in the future.

Examples:

The umpire **will toss** the coin in a few minutes.

They **will sell** the fruits in the local market.

I **will plant** mango and guava trees in my farm.

Note: There are three times: past, present and future. However, verbs have only two tenses: past and present. Actions in the future are expressed using the present and the past forms of the verb in different ways. Moreover, the future is just a perception based on past and present experiences. Thus, there is no future tense of a verb as such. However, the term is still used for easy reference.

Depending on what we want to talk about, we express the future

- most commonly by using modals such as *will* and *shall*. Other modal verbs that we use are *could*, *may*, *might*, *should* and *would* (like to).

Examples:

Prateek **will move** to Udaipur next year.



Manav *might apply* for this course in your college.

I *would like to watch* a movie or go for a walk.

- using present tense.

Examples:

They *are going to meet* the principal after lunch.

We *are leaving* for the airport at 4 o'clock.

Rakshanda *is about to board* the train to Nagpur.

He *is to report* to the officer latest by tomorrow.

- using verbs such as *plan, want, mean, hope* and *expect* in present tense, followed by the preposition *to*.

Examples:

The band *plans to go* on a world tour.

She *means to join* yoga classes in her neighbourhood only.

We *expect you to do* your job with sincerity and honesty.

1. Identify the tense of the underlined verbs in the following sentences. Write PA, PR and F for past, present and future tenses, respectively.

(a) Radha had visited the bank to enquire about the draft transfer. _____

(b) Shanaya will suggest the team to make the required changes. _____

(c) Katherine Bouman has provided the world with the first picture of the black hole. _____

(d) During our next journey, we are to research on the traditional culture of Manipur. _____

(e) Asha has gone to the nearby laboratory to get her blood tests done. _____

(f) Sameer and Meera did not fly to New York as they forgot to carry their passports. _____, _____

(g) Gulzar has been writing amazing lyrics and stories since the beginning of his career. _____

(h) If the applications for PhD are open, Manav might apply this year. _____

Look at the following sentences.

The CEO *will arrive* very soon.

He *will play* computer games with Arnab.

My roommates *will leave* for the party in the evening.

In the sentences above, the three forms of the verbs express that the actions are yet to take place. The main verbs in base forms are preceded by the modal *will*. Such verbs are said to be in the **Simple Future tense**.

The **Simple Future tense** is used to talk about actions or events that are yet to take place.

It has the following structure:

will/shall + base form of the verb

Examples:

Sakshi **will water** the plants in the morning. (*will* + base form of *water*)

I **shall listen** to Arijit Singh and Shreya Ghoshal live. (*shall* + base form of *listen*)

The children **will sleep** early tonight as they have an exam tomorrow. (*will* + base form of *sleep*)

The Simple Future tense is also used

- to make predictions. (*The temperature will rise once the summer arrives.*)
- to express offers, requests, promises, orders, suggestions and invitations.

Examples:

Shall I help you in arranging the furniture? (Offer)

Will you please reserve a seat for me? (Request)

We will surely help you with the admission process. (Promise)

You will go downstairs and collect the parcel now. (Order)

Shall we go to see the new house at 7 p.m.? (Suggestion)

Will you come over for tea sometime? (Invitation)

- to talk about actions that we decide to perform at the moment. (*I will call my mother right now.*)
- to express an imagined condition in the future that is likely to happen or be fulfilled. (*If I go to Manali, I will visit your cafe.*)

Now, look at the following sentences.

My mother will be teaching in school this time tomorrow.

The minister will be discussing the new development goals at 4 p.m.

They will be singing a song by The Beatles for the event.

In these sentences, the three forms of the verbs (in red) show that the actions will take place in the future and continue to happen for a specific time in the future. Such verbs are said to be in the **Future Continuous tense**.

The **Future Continuous tense** is used to talk about actions that will occur in the future and will be in progress till a certain point of time in future.

It has the following structure:

will/shall + be + present participle form of the verb

Examples:

Sohail **will be dancing** on this song with his sister tomorrow. (will + be + present participle form of dance)

Major Singh **will be leading** us in the parade next month. (will + be + present participle form of lead)

He **will be wearing** his blue shirt for the interview. (will + be + present participle form of wear)

The Future Continuous tense is also used

- to talk about a planned event or action that will take place at a particular time in the future. (Kareena **will be participating** in the drawing competition on Tuesday.)
- to make predictions about the present, i.e. actions that might be happening at the moment. (She **will be sleeping** right now. Don't call her.)
- in interrogative form to politely ask for information. (**Will you be staying** with them when you come here?)
- with 'still', to refer to events that are happening at present and are expected to continue for some time in the future. (He **will still be preparing** for his exams next month.)

2. Complete the dialogue with appropriate forms of verbs given in brackets. One has been done for you.

Alisha: Hey, I heard you **will be leaving** (will leave / will be leaving) for the Netherlands in September.

Sana: Yes. Actually, I _____ (might need / might needing) your help to plan my accommodation.

Alisha: Of course, but I thought the university _____ (will provide / shall be providing) accommodation for the international students.

Sana: The university _____ (will allocate / will be allocating) the rooms only after the first month of the course.

Alisha: Oh dear. _____ (Shall / Shall be) I _____ (speak / speaking) to my aunt? She _____ (will / shall be) surely _____ (accommodate/accommodating) you.

Sana: Yes, please. I _____ (will reach / will be reaching) Amsterdam on 5th August. I _____ (will work / will be working) as an intern for a sustainable development project by an NGO.

Alisha: I _____ (will inform / will be informing) her about it. The internship sounds fascinating! It _____ (will be / will) definitely _____ (equipping/equip) you for your research.

Sana: I _____ (will hope / hope) to acquire knowledge that _____ (will help / will be helping) me find better solutions for resource conservation.

Look at the following sentences.

He **will have approved** the proposal before 5 p.m.

They **will have distributed** the certificates by the end of this week.

Shubhi **will have cooked** dinner before we reach her house.

In these sentences, the three forms of the verbs (in red) show that the actions will be completed by or before a certain time in the future. In the first sentence, the action of approving the proposal will be completed before another point of time in the future, i.e. 5 p.m. In the second sentence, the action of distributing the certificates will be completed before the end of the week. In the third sentence, the action of preparing dinner will be completed before another action in the future, that of the speaker reaching Shubhi's house. Such verbs are said to be in the **Future Perfect tense**.

The Future Perfect tense is used to talk about actions that will be completed by or before a certain time (or another action) in the future. It is commonly used with a time expression.

It has the following structure:

will/shall + have + past participle form of the verb

Examples:

The company **will have launched** the new product by Wednesday. (will + have + past participle form of launch)

Paul **will have worked** here for ten years next month. (will + have + past participle form of work)

My sister **will have completed** her graduation by the time I turn fifteen. (will + have + past participle form of complete)

Now, look at the following sentences.

Leena *will have been handling* the marketing department for two years in 2021.

The architects *will have been discussing* the new design for several days.

You *will have been participating* in the competition for three years in 2020.

In the sentences above, the three forms of the verbs denote actions that started before and will continue through a longer period of time in the future. Such verbs are said to be in the **Future Perfect Continuous tense**.

The **Future Perfect Continuous tense** is used to talk about actions which started before and will continue through a longer period of time in the future. It is often used with a time expression.

It has the following structure:

will/shall + have been + present participle form of the verb

Examples:

The athletes *will have been running* for an hour by the time they reach here. (will + have been + present participle form of run)

The coach *will have been training* the team for several months. (will + have been + present participle form of train)

By the time you reach, he *will have been waiting* for you at the airport for four hours. (will + have been + present participle form of wait)

3. Identify the tense of the underlined verbs in the following sentences. Write *SF* for Simple Future, *FC* for Future Continuous tense, *FP* for Future Perfect and *FPC* for Future Perfect Continuous tense.

- (a) Manasi will draft the invitations for the workshop. _____
- (b) The organisation will be working on equal food distribution. _____
- (c) The farmers will have protested for a year by January 2020. _____
- (d) We will have been debating on pay parity for an hour by the time the principal arrives. _____
- (e) I will not require the detailed documentation as I will be transferring the resources only in the next month. _____, _____
- (f) Hetal will have been supplying the raw materials since 2004 but we will need another partner to meet the demands of the market. _____, _____

(g) Bhaskar will purchase a new television only if the store offers a heavy discount for Diwali. _____

(h) Samuel and his family will reach Srinagar tomorrow and will be staying in a houseboat. _____, _____

4. Choose the correct verbs from the box and complete the following sentences with their suitable future tense forms.

practise	sign	address	conduct
meet	receive	agree	visit

(a) Gyanvi _____ for the discussion only if all the team members are present.

(b) By next week, Dhani _____ all the offer letters.

(c) Pragati _____ the gathering during the seminar tomorrow.

(d) The production team _____ at 11 o'clock tomorrow.

(e) Antara _____ all the regional offices next week.

(f) All the schools _____ the exams by the time elections begin in Hyderabad.

(g) By this time next year, Pankaj _____ law with this firm for five years.

(h) The businessman _____ the deal only if he is offered a ten percent discount.

5. Complete the following sentences using appropriate verbs in the tense given in brackets.

(a) Srija _____ in the school choir for five years next month. (*Future Perfect Continuous*)

(b) _____ we _____ the museums before lunch? (*Simple Future*)

(c) Anish _____ to all his new colleagues by now. (*Future Perfect*)

(d) Deekshita _____ to Assam next month for vacations. (*Simple Future*)

(e) Apoorva _____ for her hometown sometime next week if she receives the confirmation. (*Future Continuous*)

(f) When I graduate next year, my sister _____ in this school for nine years. (*Future Perfect Continuous*)

- (g) The dancers _____ at Ravindra Bharathi in the afternoon. They _____ at the guest house provided by the tourism ministry. (*Simple Future, Future Continuous*)
- (h) The conference _____ elsewhere as the university _____ for the examinations. (*Simple Future, Future Continuous*)
6. Identify the errors and rewrite the sentences correctly. One has been done for you.
- (a) Amina will be brought souvenirs for her friends from Sikkim.
Amina will be bringing souvenirs for her friends from Sikkim.
- (b) The mails have been sending by the end of next week.
- (c) Tomorrow, Roshan and I could be baked a cake for our parents' anniversary.
- (d) Varsha shall been reading the book for hours now.
- (e) Please move back, they would opened the cage.
- (f) By next December, she will be lived in Dehradun for five years.
- (g) I was gone to show you only once how to access the online portal.
- (h) Will the manager be inform them about the new deadline after the lunch break?
7. Look at the following situations. Frame predictions based on them as per the instructions given in brackets. One has been done for you.
- (a) The temperatures have already fallen to zero degrees in November. (*Future Continuous, relocate*)
The family will be relocating to a warmer region next week.
- (b) The batter for the cake is spoiled. (*Future Continuous, prepare*)
We will _____.
- (c) Jessy is studying the chapter on tenses. (*Future Perfect, complete*)
_____ by the end of the day.
- (d) Rajan's stock of eggs is finished. (*Simple Future, buy*)
Mohan, _____ market?
- (e) Reshma is on the last page of the book. (*Future Perfect Continuous, read*)
_____ for three years.
- (f) Nikita's ballet shoes and dress have been kept on the bed. (*Future Continuous, perform*)
_____ at the programme tonight.

- (g) Sameera has recently opened a cafe in Banjara Hills. (*Simple Future, visit*)
Jyotsana _____.
- (h) The company opened the career portal last month. (*Future Perfect Continuous, hire*)
_____ for five weeks next month.

Recap

- Verbs are used in the future tense to express intention, predictions or plans for an action in the future. Depending on what we want to talk about, we can express the future in several ways.

Examples:

I will write about my college life in the book.

He is about to withdraw the money from the bank.

The administration might address the problem soon.

Akansha is going to marry Kunal this Friday.

- Verbs are used in the following tenses to express the future:
 - Simple Future tense:** *She will deliver a lecture in the college hall.*
 - Future Continuous tense:** *I will be travelling to my uncle's this time next week.*
 - Future Perfect tense:** *Nishita will have uploaded the song by now.*
 - Future Perfect Continuous tense:** *You will have been talking to her for an hour by the time dinner is served.*

5

Finite and Non-finite Verbs



Look at the following sentences.

Anita **reads** a book every month.

Mathew **has** a mango farm.

Zainab **is** happy today.

In the above sentences, **reads**, **has** and **is** tell us that Anita does something every month, Mathew possesses something and Zainab's state of being that day, respectively. Such words are called **verbs**.

Words that show an action, a possession or a state of being are called **verbs**. A sentence cannot be formed without a verb.

Examples:

These children **are** very talented.

I **go** to the library in the evenings.

Akhil **cooks** delicious dinner for his family.

Look at the following sentences.

I **teach** English to the students of grade 8.

Latha **teaches** English to the students of grade 8.

We **are teaching** English to the students of grade 8 today.

In these sentences, the verb, **teach** and its forms, **teaches** and **are teaching**, show tense and agree with the subjects of the sentences, **I**, **Latha** and **we**, respectively. These verbs are called finite verbs.

A **finite verb** functions as the main verb in a sentence and shows action, possession, etc. It shows tense and agrees with the subject of the sentence.



Examples:

I spend a lot of time at home.

I am going to Singapore in August.

Don't lie when someone asks you a serious question.

1. Underline the finite verbs in the following sentences.
 - (a) I offered him some water when he came home.
 - (b) I have learnt to play guitar this summer.
 - (c) My mother did not show me my gift till Christmas morning.
 - (d) I woke up in the morning and got ready for class.
 - (e) My aunt taught us the concept of factorisation.
 - (f) Rohit goes to play tennis every evening.
 - (g) We will assist you in Singapore for sure.
 - (h) I must sleep early tonight.

Look at the following sentences.

Aniketh wants to paint natural landscapes.

These people like painting.

The painted pots were sent for delivery.

The verbs, *wants*, *like* and *were sent* in these sentences are finite verbs. It is used with the preposition *to* in the first sentence, in its **-ing** form in the second sentence, and with the suffix **-ed** in the third sentence. These forms of the word don't act as verbs. They do not show tense or subject-verb agreement. For example, if we change the subject and the tense of the first sentence and rewrite it as *they wanted to paint natural landscapes*, *to paint* remains the same. Such verb forms are known as **non-finite verbs**.

A **non-finite verb** does not show tense, nor does it change its form to agree with the subject.

Examples:

I wanted to read every morning.

Cooking is my father's hobby.

The sparkling diamonds caught everyone's eye.

There are three types of non-finite verbs.

- Infinitives
- Gerunds
- Participles

Look at the following sentences.

*I have decided **to wear** a new suit for the wedding.*

*They organised a camp **to spread** awareness about pollution.*

*Mahima did not ask me **to drop** her at the airport.*

In these sentences, the base forms of the verbs *wear*, *spread* and *drop* are used along with the preposition *to*. **To wear**, **to spread** and **to drop** do not act as verbs in the sentences. In the above sentences, *decided*, *organised* and *did not ask* are the finite verbs and change according to the number of subject and tense while **to wear**, **to spread** and **to drop** remain the same. Such forms of verbs are called **infinitives**.

An **infinitive** is the base form of a verb that is preceded by the preposition *to*.

Examples:

*She is the first person **to complete** her work.*

*I wish **to meet** him for a movie.*

*His ambition is **to become** an author.*

Look at the following sentences.

***Reading** is a good habit.*

***Singing** is my mother's hobby.*

*I tried **telling** my mother the truth.*

In the first sentence, **reading** is the **-ing** form of the verb *read*. However, it functions as a noun rather than a verb. Similarly, in the second and third sentences, **singing** and **telling** are the **-ing** forms of the verbs *sing* and *tell*. They also function as nouns rather than verbs. Such verbs are known as **gerunds**.

A **gerund** is an **-ing** form of a verb that functions as a noun in a sentence.

Examples:

*My mother spends her time **listening** to music.*

*He is thinking of **taking** dance classes.*

*Niharika does not feel like **leaving** her job.*

2. Underline the non-finite verb in each of the following sentences and write if it is a gerund or an infinitive.
- (a) He tried to start the fire by himself.
 - (b) Ravi will respond to the mail after finishing his lunch.
 - (c) It is frustrating to work on Saturdays.
 - (d) Madhu wants to cook breakfast for her parents.
 - (e) I am planning to buy a saree soon.
 - (f) Mohan is enjoying dancing with his friends.
 - (g) Watching television is my favourite pastime.
 - (h) I decided to go to the dance school.

Look at the following sentences.

People were rescued from the *burning* building.

The *broken* window was repaired yesterday.

Having fixed the camera, they were ready to take the photograph.

In these sentences, *burning*, *broken* and *having fixed* act as adjectives that describe *the building*, *window* and *they*, respectively. *Burning* ends with **-ing**, and *broken* and *fixed* end with **-en** and **-ed**, respectively. Such forms of verbs are called **participles**. *Burning* is a **present participle** as it takes the **-ing** ending and *broken* takes the **-en** ending, making it a **past participle**. In the third sentence, *having fixed* is a perfect participle as it takes a present participle *having* before the past participle *fixed*.

A **participle** is a form of a verb that acts as an adjective. Verbs that take the **-ing** ending are called **present participles**. Verbs that take the **-ed**, **-d**, **-t** or **-en** endings are called **past participles**. Verbs that use the present participle *having* before the past participle form of the verbs are called **perfect participles**.

Examples:

The *opening* batsman for Royal Challengers Bengaluru is Virat Kohli.

We serve *roasted* potato salad only on Wednesdays.

Having prepared dinner, she sat down to watch the television.

3. Fill in the blanks with the present or past participle forms of the verbs given in brackets. Write *F* if they are finite verbs and *NF* if they function as non-finite verbs.
- (a) I like my new chair. It's quite _____ (*relax*). _____

- (b) Manu ran behind the _____ (*speed*) train. ____
- (c) Roop _____ (*practise*) her routine again. ____
- (d) Do you have access to the files of the _____ (*solve*) cases? ____
- (e) Nobody wanted to eat the _____ (*burn*) pizza. ____
- (f) Our company is not making money. It is _____ (*worry*) the employees. ____
- (g) The scary house in the mall is _____ (*horrify*). ____
- (h) The _____ (*end*) of the famous TV show disappointed the audience.
4. Select the correct form of the verb given in brackets to complete the sentences.
- (a) Do not get off a _____ (*running/run*) bus.
- (b) Meena would like _____ (*see / to see*) Loukya again this weekend.
- (c) He does not want _____ (*watch / to watch*) the football match.
- (d) She likes _____ (*dancing / to dancing*).
- (e) Sita went out _____ (*to play / playing*) after completing her homework.
- (f) _____ (*learning / to learning*) guitar is not that difficult.
- (g) _____ (*to sleeping / sleeping*) on the floor is very uncomfortable.
5. Identify the finite and non-finite verbs in the following sentences.
- (a) It motivates me to be the best at my work.
- (b) The magician is trying to pull a rabbit out of the hat.
- (c) They suggested making an automatic vacuum cleaner.
- (d) Meena and Kumari are going to the mall to shop.
- (e) Pallavi goes to meet her friends every weekend.
- (f) I like to go swimming on sunny days.
- (g) The falling rock made a loud noise.
6. Use the correct non-finite form of the verbs given in brackets to complete the sentences.
- (a) I like _____ (*leave*) early in the morning to avoid traffic.
- (b) While _____ (*go*) to college, I listen to my favourite songs.

- (c) Monica forgot _____ (*finish*) her homework today.
- (d) They were happy _____ (*host*) Piyush.
- (e) My grandfather sings _____ (*soothe*) songs for us.
- (f) Can you manage with your _____ (*injure*) hand?
- (g) All _____ (*glitter*) things are not gold.

Recap

- A **finite verb** functions as the main verb in a sentence and shows an action, possession, etc. It shows tense and agrees with the subject of the sentence. For example, *pigeons eat grains*.
- A **non-finite verb** does not show tense or subject-verb agreement. For example, *we saw them jumping on the trampoline*.
- There are three types of non-finite verbs.
 - Infinitives
 - Gerunds
 - Participles
- An **infinitive** is the base form of a verb that is preceded by the preposition *to*. For example, *Harry swore never to reveal the secret*.
- A **gerund** is an **-ing** form of a verb that functions as a noun in a sentence. For example, *Megha is good at writing plays*.
- A **participle** is a form of a verb that acts as an adjective.

Examples:

I love listening to fascinating stories. (Present participle)

We could not identify our parents in the faded photograph. (Past participle)

Having washed the dishes, he was ready to sleep. (Perfect participle)



Look at the following sentences.

The wicketkeeper caught the ball.

Shwetha brought flowers for her mother.

The children screamed.

She is the daughter of our principal.

In the first and second sentences, the verbs *caught* and *brought* directly affect the noun phrase *the ball* and the noun *flowers*, respectively. Both the noun and the noun phrase function as direct objects of the verbs. Hence, *caught* and *brought* are **transitive verbs**. In the third sentence, the verb *screamed* does not require an object to convey its meaning. Likewise, in the fourth sentence, the linking verb *is* connects the subject to the rest of the sentence. Hence, *screamed* and *is* are **intransitive verbs**.

Examples:

Madhura wrote a poem for the school magazine. (Transitive verb)

All the guests have arrived. (Intransitive verb)

Intransitive verbs such as *become*, *seem* and the forms of *be* do not express an action. They connect the subject to the rest of the sentence and are known as linking verbs. On the other hand, some intransitive verbs such as *look*, *appear*, *feel* and *turn* express an action and also function as linking verbs. Linking verbs are also categorised as intransitive verbs based on their function.

Examples:

Gauri is my neighbour. (Linking verb)

Gunjan looked confused during the lecture. (Linking verb)

Gautami looked quizzically at Martha. (Intransitive verb of action)



1. Underline the transitive and intransitive verbs in the following sentences. Write *TV* for transitive and *IV* for intransitive verbs.
- (a) My sister is an aspiring economist. _____
 - (b) The puppy lost its way in the storm. _____
 - (c) My mother sent me a letter from the UAE. _____
 - (d) The Sabari Express arrived an hour late today. _____
 - (e) The children are reading their favourite short stories. _____
 - (f) The president of our club seemed unhappy about the meeting today. _____
 - (g) Rama submitted her assignment before everyone else in the class. _____
 - (h) We discussed several tourist destinations for our upcoming vacation. _____

Now, read the following sentences.

Sowjanya's gift *made* Hitanshi extremely happy.

The weather *has turned* cold.

The princess later *became* the queen of the state.

In the first sentence, the transitive verb *made* has the direct object *Hitanshi*. But the verb does not convey a complete meaning and needs the phrase *extremely happy* to make sense. Similarly, in the second and third sentences, the intransitive verbs *has turned* and *became* cannot convey complete meaning on their own. The adjective *cold* and the noun phrase *the queen of the state* complete the meaning of the verbs *has turned* and *became*, respectively. Although most intransitive verbs are complete in themselves and do not need an object to convey their meaning, some intransitive verbs cannot stand on their own, as seen in the above sentences. Verbs that cannot convey a complete meaning on their own are known as verbs of incomplete predication.

Verbs (transitive and intransitive) that need a word or a group of words to complete their meaning are known as verbs of incomplete predication.

Examples:

They called Mother Teresa a saint.

The principal is furious with the students for missing the assembly.

Arijit Singh was considered the most talented singer of the year.

2. Underline the verbs in the following sentences and identify them as intransitive (IVP) or transitive (TVP) verbs of incomplete predication.
- (a) Studying all night left me exhausted. _____
 - (b) The jury found them guilty of the crime. _____
 - (c) Aslam knocked softly on the classroom door. _____
 - (d) My grandfather resembles Mahatma Gandhi. _____
 - (e) Kamakshi was considered overqualified for the post. _____
 - (f) There were at least five thousand people in the stadium. _____
 - (g) Nandini's plants grew really fast during the rainy season. _____
 - (h) The news of Kaaynat's accident made us terribly anxious. _____

Look at the following sentences.

Keshav is a liar.

He seemed upset over the concert being cancelled.

They elected Jaya president of the drama club.

In the first sentence, the intransitive verb *is* is followed by the phrase *a liar*, which completes the meaning of the sentence by describing the subject *Keshav*. In the second sentence, the adjective *upset* completes the meaning of the verb where the phrase *over the concert being cancelled* provides additional information. In the third sentence, the verb *elected* has a direct object *Jaya*, which is modified by the phrase *president of the drama club*. Such words and phrases that follow verbs of incomplete predication are known as **complements**.

Complements are words or groups of words that complete the predicate of a sentence, thereby completing the meaning of the verb of incomplete predication.

Examples:

Irrfan Khan is a brilliant actor.

They chose Pushkar head of the student council.

Rajiv Gandhi became the Prime Minister of India in 1984.

Note: A **complement** is necessary to complete the meaning of a sentence, whereas an adjunct provides additional information, which is not essential to the meaning of the sentence.

Examples:

*The jury pronounced him **guilty for theft**.* (Complement)

Sangeetha helped Sakina on Sunday. (*On Sunday* functions as an adjunct.)

Complements are of two kinds.

- Subject complement
- Object complement

Read the following sentences.

*M S Dhoni is **an intelligent sportsman**.*

*Pushkar sounds **totally confused**.*

*This is **my cousin from Germany**.*

In the first sentence, the intransitive verb *is* is followed by a complement that describes the subject *M S Dhoni*. Similarly, in the second sentence, the intransitive verb *sounds* is followed by *totally confused* which describes the subject *Pushkar*. In the third sentence, the complement *my cousin from Germany* renames the subject *this*. Such complements are known as **subject complements**.

Complements that identify, rename or describe subjects are known as **subject complements**. They always follow an intransitive verb.

Examples:

*Nandini is **the winner of the competition**.*

*The children appear **excited for the picnic**.*

*My neighbour's new dog has become **really weak**.*

The following parts of speech can function as subject complements.

- Noun or noun phrase; for example, *Atreyi is **my niece***.
- Pronoun; for example, *the actor in the movie is **him***.
- Adjective or adjective phrase; for example, *the girl on the bench seems **quite familiar***.
- Adverb or adverb phrase; for example, *Usain Bolt runs **very fast***.
- Clause; for example, *it seems **that hardly anyone consulted the reference books for their projects***.

Note: A subject complement may seem similar to an object of a verb. However, the object in a sentence follows transitive verbs whereas subject complements follow intransitive verbs of action or being. We can differentiate between a subject complement and an object of verb by trying to change the sentence to passive voice.

Examples:

I bought a new bag. (Active voice; *a new bag* is the direct object of the verb.)

A new bag was bought by me. (Passive voice)

My new bag is blue in colour. (Active voice; the subject complement *blue in colour* describes the subject.)

We cannot convert this sentence to passive voice as the complement cannot function as a subject.

3. Underline the subject complements in the given sentences and identify their types. One has been done for you.

(a) The boy in the blue striped shirt is my brother. Noun phrase

(b) The pudding tastes quite bland. _____

(c) The renovation of the house cost a fortune. _____

(d) My brother seemed very tired after the long journey. _____

(e) She is the player from China. _____

(f) Rohan's excuse for being late was that he got stuck in traffic. _____

(g) The situation looks as if we're not going to meet our deadlines. _____

(h) His story about the aliens landing on his terrace was simply unbelievable. _____

Look at the following sentences.

Akanksha wished Parwaaz good luck for his job interview.

The doctors pronounced Shikhar Dhawan unfit for the World Cup.

They have put Manasi in charge of the new project.

In the first sentence, the transitive verb *wished* takes *Parwaaz* as its direct object. The phrase *good luck for his job interview* tells us what wish was made for *Parwaaz*. Similarly, in the second and third sentences, the transitive verbs *pronounced* and *put* take *Shikhar Dhawan* and *Manasi* as their objects, respectively, while the words in red add information about the objects. The words in red in these sentences are called **object complements**.

If we remove the object complement from a sentence, it either affects the meaning of the sentence or makes it grammatically incorrect.

Complements that identify, describe, locate or express the state of an object are called **object complements**. They always follow a transitive verb.

Examples:

*The noise was driving us **mad**.*

*Shenoy proved himself **worthy of their trust**.*

*The organisation considered Bhavya **an excellent addition to their team**.*

The following parts of speech can function as object complements.

- Noun or noun phrase; for example, *I named my dog **Hippie**.*
 - Adjective or adjective phrase; for example, *the teacher considered the students **exceptionally bright**.*
 - Prepositional phrase; for example, *we took fruits **for our grandparents**.*
 - Clause; for example, *she needs people **who can accompany her to the concert**.*
4. In the given sentences, circle the objects and underline the object complements.
- (a) I consider my family the best support system.
 - (b) Falgun deemed them worthy of her respect.
 - (c) Diya found the movie highly thrilling and engaging.
 - (d) They put Rhea in charge of the upcoming sports event.
 - (e) The queen named her youngest daughter her successor.
 - (f) Her sister's manners made Suhani extremely proud.
 - (g) Rashmi's friends wished her good luck for the tournament.
 - (h) Do you know someone who can repair the coffee machine?
5. The following jumbled words contain a subject or an object complement. Rearrange the words to form sentences and identify the complements.
- (a) results worried she her felt exam about
 - (b) basket the in the fresh are fruits very
 - (c) responsible experiences his him citizen a made

- (d) Priyanka questions panel the asked many
- (e) girl of the the winner singing sixth from competition grade is the
- (f) debate students the club Waheeda elected president the of the
- (g) teacher best Professor everyone department Sinha the considers in the
- (h) praised embarrassed the felt principal him the in Furkaan when assembly
6. Complete the following sentences using complements of your own. Write CS for subject complement and CO for object complement.
- (a) A girl in my class resembles _____.
- (b) The company gave the employees _____.
- (c) The girl next door became _____.
- (d) The new moon seemed _____.
- (e) My classmates find superhero movies _____.
- (f) The band's music sounds _____.
- (g) The congressmen elected her _____.
- (h) The actor's performance made the audience _____.

Recap

- Verbs (transitive and intransitive) that need words or a group of words to complete their meaning are known as **verbs of incomplete predication**. For example, *the kind words of the teacher **made** my sister very happy.*
- **Complements** are words or a group of words that complete the meaning of verbs of incomplete predication.
- Complements are of two kinds.
 - **Subject complement:** Complements that identify, rename or describe a subject are called subject complements. They always follow an intransitive verb. For example, *Mithali Raj is **the captain of the Indian cricket team.***
 - **Object complement:** Complements that identify, describe, locate or express the state of an object are called object complements. They always follow transitive verbs. For example, *they consider Balraj **the leader of the group.***



Read the following sentences.

My younger sister is an accomplished economist.

You must wear your gorgeous red saree to the party.

Once upon a time there lived a crooked merchant in this town.

In the above sentences, *my younger sister*, *gorgeous red saree* and *once upon a time* are groups of words that do not contain a subject and predicate together. *My younger sister* has a subject but conveys only a partial meaning on its own. Similarly, *gorgeous red saree* and *once upon a time* are part of larger sentences and cannot make complete sense by themselves. Such groups of words are known as **phrases**.

A **phrase** is a group of words that does not comprise a subject and a predicate. It conveys only partial meaning and forms a part of sentence.

Examples:

A bunch of red lilies are on the table.

Ramya went to the library early in the morning.

We were not seated in the hall when the programme began.

The key word in a phrase determines the function it plays in a sentence and is called the head word of the phrase. A phrase might have multiple words belonging to the same category, but only one of them is the head word. The head word cannot be omitted from the phrase. For example, *the principal of your school* has two nouns, namely *principal* and *school*. If one omits *principal*, the phrase becomes incomplete and thus, it is the head word of the phrase.

Depending on the head word, phrases can be classified into five types.

- Noun phrase
- Adjective phrase
- Verb phrase
- Prepositional phrase
- Adverb phrase



In this chapter, we will learn about noun phrases.

Let us observe the following sentences.

The girl with the umbrella is my friend.

The pastry on the table is mine.

I met the new employee who joined our team recently.

In the first sentence, the phrase acts as a noun where the head word is *girl*. The phrase is in the subject position of the sentence. The phrase answers the question, *who is my friend?* and can be replaced with a noun or pronoun. Similarly, in the second and third sentences, the phrases act as nouns and are placed in the subject and object positions, respectively. Their head words are *pastry* and *employee* and they answer the questions: *what is yours?* and *who did you meet?* Such phrases that act as a noun in a sentence are called **noun phrases**.

A phrase that functions as a noun in a sentence is called a **noun phrase**. The head word of a noun phrase is a noun with other modifiers before or after it.

Examples:

That is a picture of my mother.

I want to avoid rush hour traffic.

The boy with the guitar is my brother who has been part of a lot of concerts.

1. Underline the noun phrases in the following sentences and circle the head word in each.
 - (a) The elderly man in white shirt will play the piano.
 - (b) Ms Sangeeta is a successful entrepreneur.
 - (c) Have you ever tried to learn a new language?
 - (d) The class teacher was very upset with his class.
 - (e) Did someone log into my computer?
 - (f) The extra class held yesterday was really boring.
 - (g) The arrested attacker refused to answer the question.
 - (h) The woman standing next to the counter is an actress.

A noun phrase can contain the following:

- **Adjectives:** They modify or describe the head word in the noun phrase.

Examples:

Will you have fresh lemon juice?

Please pick up *the empty plates*.

The cat sat on *the wooden chair*.

Note: If there are multiple adjectives in a sentence, one must follow the order of adjectives.

Number	Opinion	Size	Age	Shape	Colour	Origin	Material
1	2	3	4	5	6	7	8

- **Determiners:** They show the type of reference the noun phrase is making, such as indefinite (*a, an*), definite (*the*), demonstrative (*this, that, these, those*) and possessive (*my, our, their*).

Examples:

The man with the black suitcase is having lunch.

The teacher has corrected these notebooks.

Their car got punctured on the highway.

Note: A noun phrase can also contain words such as prepositions, adverbs or verbs. However, the noun is the head word of the phrase.

2. Write the structure of the italicised noun phrases in the following sentences. One has been done for you.
 - (a) The living room had *a huge teak table* in the centre.
(determiner + adjective + adjective + noun)
 - (b) Arushi is *a gifted singer*.
 - (c) I need *two empty cartons*.
 - (d) She made *a large fruit pie* for dessert.
 - (e) *Our new mathematics teacher* is from Nagaland.
 - (f) The vivacious princess was famous for *her skills in archery*.
 - (g) We came up with *some interesting ideas* for our book stall.
 - (h) *The first six people* to complete the race will win tickets to the match.
3. Replace the underlined nouns with noun phrases and rewrite the sentences.
 - (a) Shyam is an adventurous boy.
 - (b) We found dogs in our backyard.
 - (c) Dhruv offered juice to them.

- (d) Ramesh drives to office every day.
- (e) I am moving to Delhi next month.
- (f) Mother advised Rita to study hard for the exams.
- (g) They decorated the school beautifully for the gala.
- (h) When she is in a bad mood, she doesn't like being around people.

In a sentence, a noun phrase can act as the following:

- Subject
- Subject complement
- Object of a preposition
- Object of a verb (Direct and Indirect)
- Object complement

Read the following sentences.

Most young people read the newspaper daily.

The kind girl shared her food with the puppy.

The holiday homework has to be submitted within three days.

In the first and second sentences, the noun phrases answer the question *who* and are in the subject position of the sentences. In the third sentence, *the holiday homework* answers the question *what* and occupies the subject position of the sentence. Therefore, the noun phrases function as the subject of the sentences.

Examples:

My brother's friend is a politician.

Those little kittens are looking for their mother.

A shining red car passed through the empty road.

Let us read the following sentences.

I don't like *spicy food*.

My sister is wearing *a thick woollen sweater*.

The waiter brought *two plates of noodles*.

In the first sentence, the noun phrase *spicy food* answers the question *what* and the action *like* is performed on the noun phrase. Similarly, in the second and third sentences, the noun phrases in red receive their respective actions. Thus, the noun phrases in the sentences above act as the direct objects of the verbs.

Examples:

The team received *a bronze trophy* for their performance.

The children intently watched *the fascinating movie*.

The organisers announced *a special ceremony* in honour of the chief guests.

Now, read the following sentences.

I lent *her friend* my car.

He brought *his sister* some chocolates.

I gave *my brother* all the toys that my grandparents had gifted me.

In the first sentence, *my car* is directly affected by the verb *lent* while *her friend* is the recipient of the direct object. Similarly, in the second and third sentences, *his sister* and *my brother* are the recipients of the direct objects *some chocolates* and *all the toys*, respectively. These noun phrases answer the question *to/for whom* and thus function as indirect objects in the sentences.

Examples:

My father gave *all the children* a watch.

Amol showed *his friend* the new house.

I asked *the new teacher* a lot of questions.

4. Underline the noun phrases in the sentences given below. Write S if the noun phrase functions as a subject, DO if it functions as a direct object and INO if it functions as an indirect object.
- (a) The flower vase was made of shells. _____
 - (b) She read the little girl a story. _____
 - (c) Each student received a copy of the map. _____
 - (d) He served milkshake and cookies to his young cousins. _____
 - (e) The entire garden was filled with the smell of roses. _____
 - (f) He bought a digital watch for his father. _____
 - (g) The selfish boy refused to share his bicycle with anyone. _____
 - (h) Gyanvi's mother cooked delicious pudding for all of us. _____

Observe the following sentences.

My father is *an athlete*.

The village seemed *a desolate place*.

Marie Curie is *the name of a famous scientist*.

In the first sentence, the noun phrase *an athlete* describes the subject and follows the linking verb *is*. Likewise, in the second and third sentences, the noun phrases in red follow the linking verbs and provide essential information about the subjects. In this case, the noun phrases perform the function of a subject complement by completing the meaning suggested by the verbs.

Examples:

My teacher was *a retired engineer*.

Our football team is *the new world champion*.

These are *the notorious monkeys* from the nearby forest.

Now, observe the following sentences.

The teacher considers Zubeen *a very good student*.

They recently elected him *the club's vice president*.

These days, the youth consider their friends *their second family*.

In the first sentence, the noun phrase *a very good student* directly follows the object *Zubeen* and gives information about it. Similarly, in the second and third sentences, the noun phrases refer to the objects and function as object complements.

Examples:

I consider Severus Snape *my favourite character*.

They made Sushmita *the chairman of the company*.

The President appointed Kiran *the governor*.

5. Underline the noun phrases that function as subject complement or object complement. Write CS for subject complement and CO for object complement.

- (a) The new Audi car was an anniversary present. _____
- (b) The dean named Dr Gill the new head of the department. _____
- (c) This red velvet cake is the best dessert in this bakery. _____
- (d) The students perceived the character of Ms Trunchbull a dictator. _____
- (e) My parents considered me an absolute genius with computers. _____
- (f) Her desire to be the best actress on stage seemed a plausible goal. _____
- (g) Manasa's room was the room next to mine. _____
- (h) Have they elected Ms Desai the temporary chairperson? _____

Let us read the following sentences.

The tigers were driven out of *the city*.

The sailors were caught unaware by *the albatross*.

The man was released from *the central prison*.

In the first sentence, the noun phrase *the city* follows the preposition *out of* and helps complete the meaning of the preposition. Likewise, in the second and third sentences, the noun phrases support the position of the prepositions. If we use these prepositions to ask *out of what, by what, from what*, we get these noun phrases as the answers. Thus, these noun phrases function as the object of a preposition in the sentences.

Examples:

The bookstore is across the ancient cathedral.

The movie, The Imitation Game, is based on a true story.

Anacondas are found in the Amazon rainforest.

6. Underline the noun phrases in the following sentences and write the function they perform. There may be more than one noun phrase in a sentence.

- (a) I consider her my best friend. _____
- (b) The book is very interesting. _____
- (c) She gifted her father a hat. _____
- (d) Kiran had lunch with his friends. _____
- (e) Smita's sister is the school librarian. _____
- (f) My neighbour found a little puppy behind her car. _____
- (g) The Petronas Twin Towers were inaugurated in 1999. _____
- (h) Chandni's amiable personality has won her a lot of friends. _____

7. Complete the sentences given below with appropriate noun phrases.

- (a) They're in _____.
- (b) She came with _____.
- (c) _____ ran outside to play.
- (d) I would like to buy _____.
- (e) I want to become _____.
- (f) The haunted forest was _____.
- (g) My school friends appreciated _____.
- (h) We have bought _____.

8. Frame sentences using the given noun phrases as per the functions mentioned in brackets.

- (a) the end of the street (*Object of a preposition*)
- (b) vast beautiful garden (*Direct object*)
- (c) her mother (*Indirect object*)
- (d) twenty eggs (*Subject complement*)
- (e) the Maldives islands (*Object of a preposition*)
- (f) Naveen's best friend (*Indirect object*)
- (g) the boy with the blue ball (*Subject*)
- (h) a football player (*Subject complement*)



Recap

- A phrase is a group of words that does not comprise a subject and a predicate. It conveys only partial meaning and forms a part of a sentence. For example, *Sanheeta bought a carton of milk from the supermarket.*
- A group of words that functions as a noun in a sentence is called a **noun phrase**. The phrase consists of a head word and other modifiers such as adjectives or determiners before or after it. For example, *the yellow house was built five years ago.*
- A noun phrase can perform five functions in a sentence.
 - **Subject:** *My school friends are organising a reunion.*
 - **Object of a verb (Direct and Indirect):**
I sent my brother a box of chocolates. (Direct object – *my brother*;
Indirect object – *a box of chocolates*)
 - **Subject complement:** *Mithali Raj is the captain of the Indian women's cricket team.*
 - **Object complement:** *Steve Rogers named Falcon the next Captain America.*
 - **Object of a preposition:** *Swapna issued books from the central library.*



Read the following sentences.

Srinidhi **can sing** beautifully.

Rohan's eyes **were covered** with a bandage.

I **have been looking** for the book everywhere.

In the above sentences, the words marked in red are phrases. In the first sentence, the phrase **can sing** suggests an action that can be performed by the subject *Srinidhi*. In the second sentence, **were covered** tells us about the action performed on *Rohan's eyes*. Likewise, in the third sentence, the phrase **have been looking** expresses the action performed by the subject *I*. The verbs *sing*, *covered* and *looking* are the head words in the three phrases. Such phrases are known as **verb phrases**.

Phrases that consist of a main verb and perform the role of the verb in a sentence are called **verb phrases**. They may also consist of auxiliary verbs. A sentence can have more than one verb phrase in it.

Examples:

Which students **were not eating** their meals?

The students **are creating** a school newspaper.

He **must have written** at least a hundred letters.

The word order in a verb phrase is as follows:

- Auxiliary verbs always come before the main verb.
- If a sentence has both modal and primary auxiliary verbs, the modals are always placed before the primary auxiliary verbs.

Examples:

Roshan **might require** help with his car.

The unemployment rate **must have been rising** in the state.



In some cases, a verb phrase may also consist of an adverb or a preposition and its object that functions as a complement.

Examples:

Niket has never broken traffic rules.

Moushmi has always followed the teacher's instructions.

Note: If a verb phrase has an intransitive verb as its head word, it does not take an object. However, if the head word is a verb of incomplete predication, the verb phrase is followed by a complement.

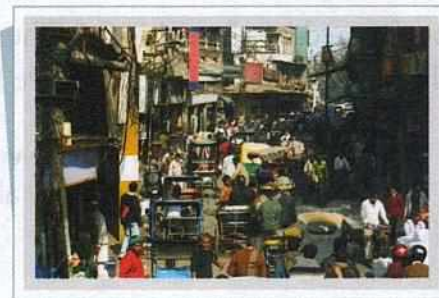
Examples:

My sister and I had grown up on a farm.

They had elected Soundarya the captain of the basketball team.

1. Underline the verb phrases in the following sentences.

- (a) She will graduate next year.
- (b) The food must have been served in the dining hall.
- (c) The library has replaced all the old books with new ones.
- (d) Sahil is planning a world tour with his cousins.
- (e) The girls are rehearsing for their finale performance.
- (f) Waseem's family has been living in this area for three generations.
- (g) They had tried to contact the fire department.
- (h) We would have been here sooner if the traffic had not been so bad.



Verb phrases are of two kinds.

- Finite verb phrase
- Non-finite verb phrase
 - Infinitive phrase
 - Gerund phrase
 - Participle phrase

Note: Non-finite verb phrases are called so as their head words are structurally identified as forms of verbs (infinitives, gerunds and participles). However, a non-finite verb phrase does not function as a verb. Therefore, it does not show the tense and need not agree with the subject.

Let's read the following sentences.

Sudha *has never claimed* that she worked in Google.

The police *have been informed* about the theft.

We *are allowing* the children to research on the topic of their choice.

In the first sentence, *claimed* is the head word of the verb phrase that follows the auxiliary *has* and the adverb *never*. The verb phrase shows that the sentence is in the Present Perfect tense. Similarly, in the second and third sentences, the verb phrases with main verbs *inform* and *allow* as their head words, express tense, subject-verb agreement and the voice of the sentence. In other words, the head words in these phrases are finite verbs. Such verb phrases are known as **finite verb phrases**.

A **finite verb phrase** has a finite verb that expresses tense, subject-verb agreement and the voice of the sentence as its head word. It may also consist of adverbs.

Examples:

Saroj *will submit* the documents in the bank.

Manasi *had been thinking* of applying for the scholarship.

The trees *had been planted* by us five years back.

Observe the following sentences.

It took all her courage *to open the door of the dungeon*.

To climb Mt Everest was Poorna's greatest ambition.

He was unwilling *to understand the trouble* that we were facing.

In the first sentence, *to open* is an infinitive verb at the beginning of the phrase and is followed by *the door* as the object of infinitive. The preposition *of* and its object *the dungeon* modify this phrase. Similarly, in the second and third sentences, the infinitive verbs *to climb* and *to understand* begin the phrase and are followed by *Mt Everest* and *the trouble* as the object of infinitives, respectively. These infinitives are the head words which, along with the object of the infinitive, form the **infinitive phrase**. The verbs *took* and *was* in the above sentences are the main verbs which would change if the subject or the tense of the sentence changes.

An **infinitive phrase** has an infinitive as its head word which is followed by the object to the infinitive. Infinitive phrases can function as a noun, an adjective or a complement in a sentence.

Examples:

Ravi wants *to take dance lessons*.

Tasmay decided *to inaugurate his bakery* next month.

Vaishnavi wished *to travel the northeast region of India*.

Let's observe the following sentences.

Sana enjoys *playing badminton in the evening*.

Riding a roller coaster petrifies Shubham.

Vaibhav always loves *ordering a variety of dishes* from the menu.

In the first sentence, *playing* is a gerund followed by its object *badminton*. The preposition *in* and its object *the evening* modify the gerund. Similarly, in the second and third sentences, the gerunds *riding* and *ordering* are followed by *roller coaster* and *dish* as the objects of gerunds, respectively. In these sentences, the main verbs are *enjoy*, *petrify* and *love* which get modified according to the subject and the tense. In the phrases highlighted in red, the head word is a gerund. The phrases in the above sentences function as nouns. These phrases are **gerund phrases**.

A **gerund phrase** has a gerund as its head word followed by its object. Gerund phrases can function as nouns in a sentence.

Examples:

Jared loves *shopping with his sister*.

Shagufta likes *photographing children*.

Filing papers is the most redundant part of my job.

Read the following sentences.

Yash, *searching through the cabinet*, looked for his sunglasses.

Frightened by the lizard, Nandini hid under the blankets.

Having received the parcel, Nikhil thanked his friend profusely.

In the first sentence, *searching* is the present participle form of the verb *search* and *the cabinet* is the object of the participle. The phrase *searching through the cabinet* provides information about the subject *Yash*. In the second sentence, *frightened* is the past participle form of the verb *frighten* where the preposition *by* followed by the noun phrase *the lizard* acts as the object of the participle. Likewise, in the third sentence, *having received* is the perfect participle form of the verb *receive* and *the parcel* is its object. A verb phrase with a participle as its head word is known as a **participle phrase**.

A **participle phrase** has a participle (present, past or perfect) as its head word which is followed by an object to the participle. In some cases, the participle is followed by a preposition and noun phrase that complement the participle.

Examples:

The article *published in the newspaper* was written by my friend.

Sweeping across the sky, the eagle hunted for its prey.

Having finished his dinner, Varun went to the garden.

Note: Finite verb phrases do not contain their objects whereas non-finite verb phrases usually need an object to complete their meaning. A non-finite verb phrase, in some cases, may also contain a preposition and an object of preposition.

Within a sentence, verb phrases have two main functions.

- As part of the predicate
- As noun phrase modifier

Read the following sentences.

The vase *was broken* by the puppy.

The cat *had spilled* all the milk.

Madhavi *is writing* a new book.

In the sentences above, the verb phrases give meaning to the sentences by being a part of the predicate.

Examples:

You *should write* a letter to your mother.

The teacher *has filled* all the report cards.

My father *is preparing* breakfast for us.

Now, read the following sentences.

The boy *wearing the red cardigan* is my brother.

The news *reported by the channel* was false.

My mother is the woman *reading the book*.

In the first sentence, *wearing the red cardigan* describes the subject *the boy*. Similarly, in the second and third sentences, the verb phrases in red provide more information about or describe the subjects *the news* and *the woman*. The verbs in the phrase are followed by their objects. Such verb phrases function as noun phrase modifiers.

Examples:

The dog *running in the park* is mine.

The electric poles *destroyed in the storm* are being replaced.

The girl *singing on the stage* is my niece.

2. Underline the verb phrase and mention its function as predicate (P) or noun phrase modifier (NPM).

- (a) The dog has eaten all the biscuits. _____
- (b) The building has been rebuilt as a library. _____
- (c) The boy jumping on the sofa is my younger nephew. _____
- (d) That man standing near the pillar is a famous author. _____
- (e) The girls have ordered five cups of coffee and three pancakes. _____
- (f) The woman wearing the blue blazer is my favourite lecturer. _____
- (g) The four people arrested for theft were chased by the police for hours. _____
- (h) The organisation started by these two young girls has won many accolades. _____

3. Underline the non-finite verb phrases and mention their types in the blanks.

- (a) Sunil's primary interest is working with children. _____
- (b) I usually use GPS to navigate around the city. _____
- (c) I decided to bring my niece along with me for the picnic. _____
- (d) Falling sick changed Divya's outlook towards studying throughout the night. _____
- (e) Having broken the window, the ball fell inside the library. _____
- (f) Remember to leave for the airport on time as we have a flight at 8 p.m. _____
- (g) We planned to perform a play for the annual function. _____
- (h) Injured during the practice match, the captain couldn't participate in the finals. _____

4. Complete the sentences given below with appropriate verb phrases from the box.

had eaten	is waiting	will have received	will depart
had been closed	was feeling	had woken up	were donated

- (a) He _____ the letter by the time he reaches home.
- (b) The library _____ for several months.

- (c) Sahil felt sick because he _____ too much.
- (d) We must hurry because everyone _____ for us.
- (e) Preeti _____ hot, so she opened the window.
- (f) The train _____ in an hour.
- (g) The dogs _____ the entire neighbourhood.
- (h) These antique artefacts _____ to the museum by an archaeologist.

5. Frame a verb phrase by adding an auxiliary verb to the following main verbs. Then, make a sentence using the verb phrase. One has been done for you.

(a) make

They could make ten cupcakes in less than thirty minutes.

(b) write

(c) listen

(d) watch

(e) pick

(f) break

(g) assemble

(h) swim

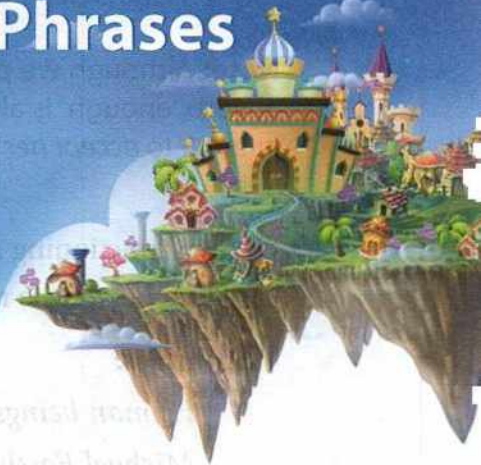
6. Identify the errors in the given sentences and rewrite them correctly.

(a) We gotten not have a lot of rainfall lately.

- (b) Krish need might some help with his homework.
- (c) They waiting have been for you for over an hour.
- (d) We go will to the library again tomorrow.
- (e) She has making been snacks for everyone all day.
- (f) I write to them will tomorrow.
- (g) I been had thinking about her when she called.
- (h) By next year, we have will been working here for five years.

Recap

- Phrases that consist of a main verb and perform the role of the verb in sentences are called **verb phrases**. They may also consist of auxiliary verbs. For example, *we **have been waiting** for the results for two days.*
- A verb phrase can perform two functions in a sentence.
 - As part of the predicate: *We **have been talking** for hours.*
 - As noun phrase modifier: *The girl **waiting at the station** is my friend.*
- Verb phrases are of two kinds.
 - **Finite verb phrase:** *The guests **will be seated** in the auditorium.*
 - **Non-finite verb phrase** are of three types.
 - Infinitive phrase: *Kiara stayed awake **to complete her assignment.***
 - Gerund phrase: ***Taking walks in the garden** has become my favourite activity.*
 - Participle phrase: ***Clogged with waste,** the drain started to overflow.*



Look at the sentences given below.

The poem Ayushi wrote was **very beautiful**.

The biryani was **absolutely delicious**.

It was an **extremely bleak** weather.

In the sentences above, the groups of words in red are phrases. In the first sentence, the phrase **very beautiful** describes the noun phrase *the poem Ayushi wrote*. In the second sentence, the phrase **absolutely delicious** tells us about *the biryani*. In the third sentence, the phrase **extremely bleak** tells us about the noun *weather*. These phrases act as adjectives and modify nouns or noun phrases. The head words in these phrases are the adjectives *beautiful*, *delicious* and *bleak*. Such phrases are called **adjective phrases**.

An **adjective phrase** is a phrase that has an adjective as its head word and thus functions as an adjective in a sentence.

Examples:

The children look **quite cheerful**.

The emperor is a **kind-hearted** but foolish man.

I often purchase the **crunchy handmade** cookies made by the local bakers.

- An adjective phrase usually includes adverbs (adverbs of degree) that modify the adjective. The adverbs mostly appear before the adjectives they modify.

Examples:

I was **absolutely sure** about the train schedule.

He gave **completely wrong** answers in the quiz.

His mother was **extremely happy** to see him graduate.



Note: Although we place adverbs such as 'extremely' and 'very' before adjectives, the adverb 'enough' is always placed after the adjective it modifies. For example, *she was bold enough to accept her fault.*

- When functioning as a modifier, an adjective phrase can be of either attributive nature (placed before the noun it modifies) or predicative nature (placed after the linking verb).

Examples:

Human beings can be ridiculously selfish creatures. (Attributive)

Michael Fassbender is extremely charming. (Predicative)

1. Underline the adjective phrases in the following sentences and circle their head words.
 - (a) I was really surprised by his behaviour.
 - (b) The trees look extremely beautiful when covered with snow.
 - (c) Lata thought that the joke was terribly funny.
 - (d) We were extremely disappointed with the service.
 - (e) His parents were very proud of his achievements.
 - (f) The doctor said that exercising will be very good for you.
 - (g) Anoop was uncharacteristically horrible to his friends after losing the match.
 - (h) The tickets for the concert were unbelievably expensive.

Now, read the sentences given below.

The syrup tastes sickeningly sweet.

My pet dog is white and brown.

This mixture of chemicals smells unusually pungent.

In the first sentence, the adjective phrase follows the linking verb *tastes* and describes the subject *syrup*. Similarly, in the second and third sentences, the adjective phrases follow the linking verbs *is* and *smells*, respectively, and describe the noun phrases. They provide complete meaning to the sentences by functioning as subject complements.

Examples:

Sana's grandfather is seriously ill.

The song sounds rather riotous.

Garima's hair has grown really long.

Let us read the following sentences.

The boy painted the barn **bluish green**.

Rahul's reply made his father **extremely angry**.

The girls found the film **very interesting**.

In the first sentence, the adjective phrase follows the object *the barn* and describes its colour. Similarly, in the second and third sentences, the adjective phrases describe the objects *his father* and *the film*, respectively and provide information about them. In these cases, the adjective phrases function as object complements.

Examples:

She keeps her room **clean and tidy**.

Everyone considers her **extremely intelligent**.

I find sci-fi movies **quite interesting**.

2. Underline the adjective phrases in the following sentences. Mention their as subject complement (CS) or object complement (CO).

(a) The sequel of the book was very boring. _____

(b) The cheesecake was completely dry. _____

(c) We consider it fairly valuable to us. _____

(d) The football team made their coach quite proud. _____

(e) The little girl proved to be exceptionally clever. _____

(f) The volunteers painted the school walls green and orange. _____

(g) My younger cousins find horror stories extremely fascinating. _____

(h) Why did you colour your hair purple and pink? _____

Here are some other phrases that can function as an adjective in a sentence.

- **Participle phrases:** A participle phrase provides information about or modifies a noun or noun phrase and thus functions as an adjective within a sentence.

Examples:

Bitten by mosquitoes, they regretted camping near the forest.

The singer, **disappointed by people's response**, decided to quit stage performances.

- **Prepositional phrases:** A prepositional phrase often provides more information about or describes a noun in a sentence. It has adjectival qualities and thus functions as an adjective.

Examples:

The puppy *in the middle* belongs to my sister.

The food truck *across the street* sells tacos.

My mother has always wanted to live in a house *by the mountains*.

3. Fill in the blanks with appropriate phrases from the given box. Mention the type of phrase.

far too serious	unbelievably difficult	covered in sweat	incredibly mesmerising
highly emotive	demanding their rights	very healthy	extremely tired

- (a) Her dance was _____.
- (b) The worker, _____, made his way back home.
- (c) Eating frequently at McDonalds is not _____.
- (d) The principal was _____ in her welcome address.
- (e) The _____ baby fell asleep after crying for an hour.
- (f) Women, _____, held silent protests at the Town Hall.
- (g) Despite studying hard, I found the examination _____.
- (h) Irrfan Khan delivered a _____ performance in his latest film.

Read the following sentences.

Swati sings *very sweetly*.

The boy put the clothes *extremely clumsily*.

My father watered the plants *early in the morning*.

In the first sentence, the phrase *very sweetly* modifies the verb by expressing the manner in which Swati sings. In the second sentence, the phrase *extremely clumsily* describes the manner of the verb *put*. In the third sentence, the phrase *early in the morning* expresses the time of the action *watered*. These phrases have the adverbs *sweetly*, *clumsily* and *early* as their head words. Such phrases are known as **adverb phrases**.

An **adverb phrase** is a phrase that has an adverb as its head word and thus functions as an adverb in a sentence.

Examples:

The cars collided *right there* beside the lamp post. (Place)

The ministers *almost always* prefer travelling by air. (Frequency)

My flight stopped over at Singapore very briefly. (Duration)

An adverb phrase can occur in different positions in a sentence.

- It can immediately follow the verb it modifies. For example, *the horror novels were kept rather shoddily on the bottom shelf.*
- It can be separated from the verb it modifies. For example, *the pilot flew the plane through the fog skillfully and calmly.*
- It can be rooted within another phrase. For example, *Yusuf was very clearly not listening to a word being spoken by the chief guest.* (The adverb phrase is rooted in the verb phrase *was not listening.*)

Here are some other phrases that can function as an adverb in a sentence.

- **Infinitive phrase:** An infinitive phrase modifies the verb in a sentence by providing the purpose or reason of the main verb and thus functions as an adverb.

Examples:

Peter collected a lot of information to write his next novel.

Aisha practises three hours a day to participate in the tournament.

- **Prepositional phrase:** A prepositional phrase can modify a verb by describing the manner. It has adverbial qualities and thus functions as an adverb in a sentence.

Examples:

The old man shouted at the boy in a fit of anger.

My father switched off the television at that moment.

4. Underline the adverb phrases in the following sentences.

- Ritu cut the vegetables without care.
- Unnati can speak French very fluently.
- I left my notebook right here under the sofa.
- Riteish slammed his bedroom door in a huff.
- The little children ate the muffins with delight.
- Riya needs to ride her new bike much more carefully.
- My brother lived in Dubai once upon a time.
- The garbage was strewn beside the garden.

5. Underline the phrases in the following sentences. State if the phrase expresses manner (M), time (T), duration (D), place (P) or frequency (F).

- I visit my grandparents quite occasionally. _____
- The accident occurred on this very spot. _____

- (c) Ranvir usually gets up late on weekends. _____
- (d) The white shark swims with great speed. _____
- (e) The snake is hiding underneath the velvet couch. _____
- (f) My family almost always prefer travelling by road. _____
- (g) The manager introduced the new project very briefly. _____
- (h) Listening to music too loudly can damage your hearing. _____

6. Fill in the blanks with appropriate adverb phrases from the given box.

almost immediately speedily down very slowly rather awfully
 surprisingly well energetically enough quite swiftly indeed deliberately

- (a) The medicine eases the stomach ache _____.
- (b) My pet performed for his game _____.
- (c) _____, she moved towards the post.
- (d) The vulture dived _____ and caught the chickens.
- (e) The trainer spoke _____ to those who lost the game.
- (f) The lead guitarist was sitting alone _____ before the concert.
- (g) The music was _____ set in high volume to disturb everyone's sleep.
- (h) Leenu drove the car _____ before being obstructed by an electric post.

7. Complete the sentences as directed using phrases of your own.

- (a) He drove the bus _____. (*Adverb phrase*)
- (b) My mom sang _____. (*Adverb phrase*)
- (c) I feel pity for the people _____. (*Adjective phrase*)
- (d) The new Spiderman movie is _____. (*Adjective phrase*)
- (e) The carpet _____ is worth the price. (*Adjective phrase*)
- (f) The firefighters reached the place _____. (*Adverb phrase*)
- (g) The scientists discovered microbes living _____. (*Adverb phrase*)
- (h) The policeman was _____ about the investigation. (*Adjective phrase*)

8. Replace the underlined adjective or adverb in each of the following sentences with their corresponding phrases. One has been done for you.

(a) My sister has blonde hair.

My sister has hair of blonde colour.

(b) Prakriti lives in a brick house.

(c) You will receive the mail soon.

(d) The beautiful poem is written by Rohini.

(e) The blind man crossed the street slowly.

(f) The angry woman scolds the boys all day long.

(g) The victim was taken to the hospital immediately.

(h) He cleaned the delicate glass lamp carelessly.

Recap

- An **adjective phrase** is a phrase that has an adjective as its head word and thus functions as an adjective in a sentence. For example, *Delhi is extremely cold during the winters.*
- An adjective phrase performs two functions in a sentence.
 - **Subject complement:** *The spider was dangerously poisonous.*
 - **Object complement:** *The announcement got the children overly excited.*
- An **adverb phrase** is a phrase that has an adverb as its head word and thus functions as an adverb in a sentence. For example, *Furkaan arrived unusually late today.*



Look at the sentences given below.

The muffin *with colourful sprinkles* is hers.

They climbed *up the flight of stairs* quickly.

The panther crept *over the grass*.

In the first sentence, *with colourful sprinkles* is a phrase, where the preposition *with* is followed by the noun phrase *colourful sprinkles*. The preposition *with* acts as the head word of the phrase and the noun phrase acts as the object of the preposition. Similarly, in the second and third sentences, the phrases in red have the prepositions *up* and *over* as their head words, respectively. The noun phrases *the flight of stairs* and *the grass* act as their objects. Such phrases are known as **prepositional phrases**.

A **prepositional phrase** is a phrase that has a preposition as its head word followed by a noun, a noun phrase or a pronoun acting as the object of the preposition.

Examples:

Sanjana is meeting me *after school*.

Tell me the story *about the warrior princess*.

The shoes *in the storefront* are the ones she wants.

Note: A phrase can be a part of another larger phrase within a sentence. For example, in the sentence *the extremely lazy boy submitted the paper at the last moment*, the adjective phrase *extremely lazy* is part of the noun phrase *the boy*. Similarly, the noun phrase *the last moment* is part of the prepositional phrase *at the last moment*.

- Underline the prepositional phrases in the following sentences and circle their head words.
 - The three dogs are resting under the tree.



- (b) After a successful operation, Rita's dog is much better.
- (c) For fifty years, these books sat mouldering in the basement.
- (d) After a tiring day, the children decided not to play football at the park.
- (e) If you wish to spot elephants, you will have to go deep into the woods.
- (f) On account of Foundation Day, the school will remain closed.
- (g) I asked my mother in a whisper if I could be excused from the boring family function.
- (h) As an experienced mountaineer, Rakesh thought that he could trek that steep mountain by himself.

A prepositional phrase can function as the following in a sentence.

- Adjective
- Adverb
- Subject complement
- Object complement

Read the following sentences.

The child *on the bicycle* is my student.

The bike *beside the white car* is the one I want to buy.

The book *with the glossy cover* was just bought from the store.

In the first sentence, the prepositional phrase *on the bicycle* specifies *the child* being spoken about. Similarly, *beside the white car* modifies the noun phrase *the bike* while *with the glossy cover* describes the noun phrase *the book*. The prepositional phrases in these cases function as adjectives by describing or modifying nouns.

Examples:

We stayed in the cottage *beside the beach*.

The area *outside the building* is being turned into a footpath.

The broom *behind the door* is used to clean the verandah.

Now, read the following sentences.

Please do not talk *during the movie*.

The child cried *throughout the night*.

Kanika searched *under the bed* for her earrings.

In the first and second sentences, the prepositional phrases in red specify the time of the action by answering the question *when*. Similarly, in the third sentence, the phrase *under the bed* answers the question *where* in relation to the verb *searched*. In all the three sentences, the phrases are adding information or modifying the verbs and thus function as adverbs.

Examples:

Raima put all the biographies *on the top shelf*.

The rabbits hopped *through the dense forest*.

Sheela ran *towards the gate* as the bus started honking.

2. Underline the prepositional phrases in the following sentences and mention their functions.

- The ice cream on the table will melt soon.
- She sat down beside me in the lobby and cried.
- The bungalow across the street is mine.
- Anamika is very ill and must stay in bed for a week.
- The schedule for next week has been mailed to everyone.
- The counsellors are in a meeting at the moment.
- The farmers in ancient Egypt dug canals to harness the Nile River.
- All the papers were scattered on the marble floor.

3. Replace the underlined adjectives or adverbs with prepositional phrases and rewrite the sentences. One has been done for you.

- The queue was moving forward slowly.
The queue was moving forward in slow motion.
- The designer briefly explained the process to them.
- The yellow-striped bag belongs to me.
- The teacher has kept all the exams papers there.
- My friend and I visited the restaurant in Chennai recently.
- The three-legged dog wagged his tail in joy when he saw her.
- Anna sighed uneasily, thinking about her driving test tomorrow.
- A good-hearted woman took the injured puppy to the hospital.

Look at the following sentences.

The patient is *out of danger*.

The recently released music album is *out of this world*.

Kaushik's favourite part of a workday is *during the morning*.

In the first sentence, the prepositional phrase *out of danger* gives meaning to the verb *is* and adds information about the subject *the patient*. Similarly, in the second and third sentences, the prepositional phrases in red provide meaning to the verb *is* and add information about the subjects. Thus, they function as subject complements in the sentences.

Examples:

My brother acted *as the joker*.

The furniture was *in a very bad condition*.

The negotiations have sadly come *to a standstill*.

Now, look at the following sentences.

She put the cake *in the oven*.

He sold his car *to my father*.

They conducted the tournament *during the winter vacations*.

In the first sentence, the prepositional phrase adds information about the object *the cake*. Similarly, in the second and third sentences, the prepositional phrases in red provide information about the objects *his car* and *the tournament*, respectively. Hence, these prepositional phrases function as object complements in the sentences.

Examples:

The news plunged Suman *in despair*.

I saw the Northern Lights *with my family*.

The council appointed Dr Usha *as the new principal*.

4. Mention the function of prepositional phrases in the following sentences as subject complement (CS) or object complement (CO).

(a) Pragya is in a state of shock. _____

(b) The crew accepted the news with great sorrow. _____

(c) Janaki and her sister wore suits at the wedding. _____

(d) Deva hated his school during that time. _____

(e) Ranjini gifted a pair of earrings to my mother. _____

- (f) The most wonderful time of the night is after midnight. _____
- (g) I mentioned the Ajanta and Ellora caves in my essay. _____
- (h) Sudha kept all her books in a carton. _____

5. Complete the following sentences with appropriate prepositional phrases from the given box.

by nine o'clock	around the city	through the yard	beneath the shelter
behind the curtain	at the weekend	behind the tree	for her friend
amidst all the threatening		between the officials	

- (a) The police jeep patrolled every night _____.
 - (b) The old woman was sleeping _____.
 - (c) We crept _____ and bounced into our spot.
 - (d) _____, the students gathered in the assembly hall.
 - (e) The confidential information is shared strictly _____.
 - (f) We will go for a movie _____.
 - (g) Radhika uses the shelves _____.
 - (h) _____, the minister was hopeful.
 - (i) The child searched _____ who was hiding _____.
6. Given below are some interesting facts with incorrect prepositional phrases. Identify the errors and rewrite the sentences correctly. One has been done for you.
- (a) Violin bows are commonly made on horsehair.
Violin bows are commonly made of horsehair.
 - (b) The electric chair was invented from a dentist.
 - (c) In birth, a baby panda is smaller than a mouse.
 - (d) The only letters that don't appear by the periodic table are J and Q.
 - (e) A cockroach will live from weeks without its head before it starves in death.
 - (f) Donald Duck comics was banned on Finland in 1977 due to a cost-cutting proposal.
 - (g) An 11-year-old girl proposed the name Pluto behind the the planet, inspired with the name for Roman god of the underworld.

7. Complete the following sentences as directed.

- (a) My wife drives the car _____. (*Adverb phrase*)
- (b) My younger sister is _____. (*Adjective phrase*)
- (c) Arundhati made _____ for starters. (*Noun phrase*)
- (d) The autorickshaw fell _____. (*Prepositional phrase*)
- (e) _____ is healthier than the frozen ones. (*Noun phrase*)
- (f) The assignment _____ by tomorrow. (*Verb phrase*)
- (g) Eating fast food is _____. (*Adjective phrase*)
- (h) The woman picked up the snake _____. (*Adverb phrase*)
- (i) _____, Niha slipped and cramped her ankles. (*Gerund phrase*)
- (j) Speaking _____ can be a frightening experience.
(*Prepositional phrase*)

Recap

A **prepositional phrase** is a phrase that has a preposition as its head word followed by a noun, noun phrase or pronoun acting as the object of the preposition. In a sentence, it can function as follows:

- **Adjective:** *The store **across the street** sells delicious buns.*
- **Adverb:** *The sun was shining **over the hills**.*
- **Subject complement:** *The new flyover is **under construction**.*
- **Object complement:** *Mahendra described the accident **in detail**.*

Conjunction

Coordinating, Correlative, Subordinating



Look at the following sentences.

Be quick **and** finish your work.

This is good **but** you can do better.

He left his home early **so that** he does not miss his flight.

In the first sentence, the word **and** is used to join the sentences *be quick* and *finish your work*. In the second sentence, the word **but** is used to join the sentences *this is good* and *you can do better*. In the third sentence, the phrase **so that** is used to join the sentences *he left his home early* and *he does not miss his flight*. These words are called **conjunctions**.

Conjunctions are words that are used to join words, phrases or clauses to form meaningful sentences.

Examples:

Kavya was angry, **still** she kept quiet.

Aniruddh loves cats **while** Riya prefers dogs.

It was very cold, **yet** they continued to swim.

Based on their function, conjunctions are divided into three types.

- Coordinating conjunctions
- Subordinating conjunctions
- Correlative conjunctions

Look at the following sentences.

You can stay here **or** go to the museum with them.

She is a good player, **for** she practises a lot.

We played very well, **but** we didn't win the match.



In these sentences, the words *or*, *for* and *but* are conjunctions. In the first sentence, *or* is used to join the two independent clauses: *you can stay here* and *you can go to the museum with them*. They both are of equal importance. Similarly, in the second and third sentences, *for* and *but* are used to join two independent clauses of equal importance. Such conjunctions are called **coordinating conjunctions**.

Coordinating conjunctions are used to join words, phrases or independent clauses of equal importance. *For, and, nor, but, or, yet* and *so* are **coordinating conjunctions**.

Examples:

Hari spoke in Telugu and Keerthi spoke in Tamil.

Ali did not do his housework nor did he cook.

It started raining, so the performance got cancelled.

Coordinating conjunctions are always placed between two words, phrases or clauses. They are never placed at the beginning of a sentence.

Note: In order to remember, you could learn the acronym FANBOYS, which has the first letter of all the seven coordinating conjunctions.

Look at the following table with the coordinating conjunctions, their meanings and functions.

Coordinating Conjunction	Meaning	Function
for	as a result / reason	to show cause
and	in addition to	to link two or more things
nor	negative	to show a negative option
but	however	to show contrast between two or more things
or	choice	to show different possibilities
yet	however	to show contrast or difference
so	therefore	to show the result of something

Coordinating conjunctions perform four functions.

- Coordinating conjunctions of addition
- Coordinating conjunctions of contrast

- Coordinating conjunctions of choice
- Coordinating conjunctions of inference

Let us understand each function in detail. Look at the given sentence.

*I like to read **and** write.*

Here, the conjunction **and** is used to join the sentences *I like to read* and *I like to write*.

Coordinating conjunctions of addition are used to combine two statements.

Examples:

*Amisha went to Munnar **and** Kovalam recently.*

*He bought a chocolate cake **and** a blueberry muffin for me.*

Look at the given sentence.

*The directions were not clear, **yet** we managed to find our way.*

In the second part of the sentence, the conjunction **yet** is used to show contrast or opposition between the two sentences *the directions were not clear* and *we managed to find our way*. Conjunctions that show contrast or opposition are called **coordinating conjunctions of contrast**. **Yet, whereas, but** and **still** are a few commonly used coordinating conjunctions of contrast.

Examples:

*I love pasta, **whereas** my sister hates it.*

*The milkshake looked amazing, **but** I just had lunch.*

Now, look at the given sentence.

*The purse must be in the room **or** in the car.*

Here, the conjunction **or** is used to show two alternatives – *room* and *car*. Conjunctions that join two sentences representing choices are called **coordinating conjunctions of alternative**. **Or** and **otherwise** are commonly used coordinating conjunctions of alternative.

Examples:

*Give the correct measurements, **otherwise** the dress will not be perfect.*

*Ramesh would go to the class **or** the gym.*

Look at the given sentence.

*I will carry an umbrella, **as** it looks like it will rain.*

In the second part of the sentence, the conjunction **as** is used to show the cause *it looks like it will rain* and its effect *I will carry an umbrella*. Conjunctions that combine

two sentences where one is the cause or reason of the other are called **coordinating conjunctions of reason**. *As* and *for* are the commonly used coordinating conjunctions of reason.

Examples:

I may take a cab, for the resort is very far.

Kala could not buy the saree as it was very expensive.

1. Fill in the blanks with correct coordinating conjunctions from the given box.

and nor but yet or so

- (a) It rained heavily, _____ the match was cancelled.
- (b) Mary's birthday is in May _____ mine is in November.
- (c) I asked Sima if I could borrow her book, _____ she did not share it with me.
- (d) The teacher explained the lesson twice, _____ we didn't understand the main concept.
- (e) Do you like french fries _____ potato wedges?
- (f) I was hungry, _____ I made some sandwiches.
- (g) I like to sing _____ paint.
- (h) I am not a good athlete _____ a good singer.

Look at the following sentences.

After the basement flooded, they ended up cleaning the whole day.

We stayed home until the rain stopped.

Because it snowed all night, my school was closed the next day.

In the first sentence, *after* is the conjunction that introduces the clause *the basement flooded* and establishes its relation with the independent clause *they ended up cleaning the whole day*. Similarly, *until* and *because* introduce the clauses *the rain stopped* and *it snowed all night*, respectively. These conjunctions establish their relationship with the independent clauses *we stayed home* and *my school was closed the next day*. Such conjunctions are called **subordinating conjunctions**.

Subordinating conjunctions introduce a dependent clause and establish its relation with the independent clause. Dependent clauses are also called subordinate clauses as they begin with a subordinating conjunction.

Examples:

Although I wanted to go for the movie, I stayed back to help my brother with his homework.

While the guard was asleep, the thief entered the building.

As shown in these examples, subordinating conjunctions can begin a sentence. However, if the dependent clause comes before the independent clause, they are separated by a comma.

Subordinating conjunctions perform five functions.

- Subordinating conjunctions of contrast
- Subordinating conjunctions of reason
- Subordinating conjunctions of condition
- Subordinating conjunctions of time
- Subordinating conjunctions of place

Look at the given sentence.

*The phone woke me up, **even though** it was not very loud.*

In this sentence, the dependent clause *even though it was not very loud* shows a contrast to the independent clause *the phone woke me up*. This relationship of contrast is established by the conjunction *even though*. Conjunctions that show a contrast between a dependent clause and an independent clause are called **subordinating conjunctions of contrast**. *Though, even though, although* are a few commonly used subordinating conjunctions of contrast.

Examples:

Although we belong to the same grade, we were never in the same team.

Though the actors were renowned, I did not like the movie.

Look at the given sentence.

Since it was too sunny, Sania carried her sunglasses.

In this sentence, the dependent clause *since it was too sunny* shows the reason for the independent clause *Sania carried her sunglasses*. This cause-and-effect relation is established by the conjunction *since*. Conjunctions that establish the dependent clause as the reason for the independent clause are called **subordinating conjunctions of reason**.

Since and *because* are the most commonly used subordinating conjunctions of reason.

Examples:

Because she was ill, she could not attend her friend's wedding.
He went to the bank since he had to withdraw money.

Look at the given sentence.

Unless Harry gets his form signed, he cannot go out of Hogwarts.

In this sentence, the dependent clause *unless Harry gets his form signed* acts as a condition to the independent clause *he cannot go out of Hogwarts*. This relation of condition is established by the conjunction *unless*. The conjunctions that present the dependent clause as a condition of the independent clause are called **subordinating conjunctions of condition**. *Unless* and *if* are two commonly used subordinating conjunctions of condition.

Examples:

If you cannot find the way, please use Google Maps.
Unless you clean your room, you are not allowed to play.

Look at the given sentence.

He kept practising until he learnt all the rules of cricket.

In this sentence, the dependent clause *until he learnt all the rules of cricket* represents a specific time in respect to the independent clause *he kept practising*. Conjunctions that establish a relation of time between a dependent and an independent clause are called **subordinating conjunctions of time**. *While, when, until, as soon as, till, before* are a few commonly used subordinating conjunctions of time.

Examples:

Madhu was sleeping while I was completing her homework.
She started eating as soon as the waiter brought the food.

Look at the given sentence.

There is a market where they sell the most exotic fruits.

In this sentence, the dependent clause *where they sell the most exotic fruits* stands for a place in relation to the independent clause *there is a market*. This relationship of place is established by the conjunction *where*. Such conjunctions are known as **subordinating conjunctions of place**. *Where* and *wherever* are a few commonly used subordinating conjunctions of place.

Examples:

I'll go wherever you want me to go.
Do you remember the place where we first met?

Let us look at a list of all types of subordinating conjunctions.

Subordinating Conjunction	Relationship
as, because, since	cause, reason
whether, rather than, than	choice
even if, if, unless, provided that	condition
though, even though, although	contrast
so, so that, in order to, that	effect, result
wherever, where	location
since, until, when, while, after, before, once, whenever	time

2. Complete the following sentences with appropriate subordinating conjunctions from the given box. Some conjunctions can be used more than once.

although	while	after	until
because	since	before	where

- (a) _____ Rehman is only ten years old, he can play the guitar very well.
 (b) _____ returning from school, we went to the basketball court.
 (c) We continued to play _____ we were all very tired.
 (d) The players were sad _____ the team lost the match.
 (e) I fell asleep _____ doing my homework.
 (f) Check your luggage _____ you start for the airport.
 (g) No one left the room _____ the discussion ended.
 (h) Rohan has improved _____ he started studying in the morning.

Look at the following sentences.

Neither David nor Zara is coming for the camp.

I can't decide whether I should take a bus or a train.

Both Prashanth and Jeet are football players.

In the first sentence, the words **neither ... nor** are used to join the sentences and show the correlation between *David is coming for the camp* and *Zara is coming for the camp*. In the second sentence, the words **whether ... or** are used to join the sentences and show the correlation between *I can't decide to take a bus* and *I can't decide to take a train*. In

the third sentence, the words **both ... and** are used to join the sentences and show the correlation between *Prashanth is a football player* and *Jeet is a football player*. Note that in the sentences given above, the conjunctions are paired and are always used together. Such words are called **correlative conjunctions**.

Correlative conjunctions are paired conjunctions that are always used together and show the correlation between the words, phrases or sentences they join.

Let us look at a list of correlative conjunctions.

- either ... or
- not ... but
- whether ... or
- neither ... nor
- not only ... but also
- both ... and

Examples:

*The result depends on **whether or** not she has prepared well.*

***Not only** did she pass the test at her first attempt, **but she also** scored the highest marks.*

*He will **either** have tea **or** coffee with his breakfast.*

Correlative conjunctions perform two functions.

- Correlative conjunctions of addition
- Correlative conjunctions of choice

Let us understand each function in detail. Look at the given sentence.

*She is **not only** intelligent **but also** confident.*

In this sentence, the conjunction **not only ... but also** is used to join the sentences *she is intelligent* and *she is confident*. They are called **correlative conjunctions of addition**. **As well as, not only ... but also, no less ... than, both ... and** are a few commonly used correlative conjunctions of addition.

Examples:

***Both you and** your brother should learn to play the piano.*

*Poonam **as well as** her sister may go to Paris this year.*

Look at the given sentence.

*Have you made a decision **whether or** not to go to the party?*

In this sentence, the conjunction **whether or** is used to show the choice between the two alternatives *to go to the party* and *to not go to the party*. When correlative conjunctions join two sentences that show choice, they are called **correlative conjunctions of choice**. **Neither ... nor, either ... or** are a few commonly used correlative conjunctions of choice.

Examples:

Either loud music or barking dogs disturbed Kalyan every night.

Neither Meher nor Navya reached the restaurant on time.

Note: When the subject has two or more nouns or pronouns connected by correlative conjunctions such as *either ... or*, *neither ... nor* and *not only ... but also*, the verb agrees with the noun or pronoun that is closest to it.

Examples:

Neither Ravi nor his friends like to go to bed early.

Not only the walls but also the door smells damp.

3. Complete the following sentences with appropriate correlative conjunction pairs from the given box.

whether ... or

neither ... nor

not only ... but also

either ... or

both ... and

no sooner ... than

- (a) We will _____ go to Ooty _____ Pondicherry for our holiday.
- (b) _____ football _____ cricket are popular among the youth.
- (c) _____ is she a professional swimmer _____ a pilot.
- (d) I don't know _____ I should go to the playground _____ stay back.
- (e) The biscuits are _____ tasty _____ healthy.
- (f) _____ had I started from office _____ the rain started.
- (g) Kanth is _____ hardworking _____ motivated.
- (h) _____ Ravi _____ Kiran have qualified the entrance examinations conducted this year.
4. Identify the types of the underlined conjunctions. Write S for subordinating conjunction, CR for correlative conjunction and CC for coordinating conjunction.
- (a) John was very tired, yet he agreed to help us lift the heavy boxes. _____
- (b) This is the place where he lost his wallet. _____
- (c) I like both pizza and burger. _____
- (d) Afzal discontinued the course, for he did not find it interesting. _____
- (e) You won't be allowed inside the hall unless you carry your badge. _____

- (f) Harsha wished to buy either sports shoes or canvas shoes. _____
- (g) Spandana was speaking on the phone while Selah played with her toys.

- (h) The teacher scolded the class because they did not submit their assignments.

5. Fill in the blanks with appropriate coordinating, subordinating and correlative conjunctions.

- (a) All the books are organised alphabetically, _____ the students can find what they need with ease.
- (b) _____ Rakesh _____ Sapna are ill.
- (c) Smriti _____ I were late to class today.
- (d) I like to go _____ camping _____ trekking with my friends.
- (e) You can have _____ apples _____ oranges.
- (f) All the trains were delayed _____ the city was covered with heavy fog.
- (g) Anwasha couldn't decide _____ she should buy a saree _____ a necklace for her grandmother.
- (h) Sudipta rechecked her assignment five times _____ she submitted it to the teacher.

6. Underline the conjunctions in the sentences below and write their type in the spaces provided.

- (a) After waiting for an hour in the queue, I finally got the tickets. _____
- (b) If you want to go with us, you must be ready by six o'clock. _____
- (c) Both Harry and Kavita are excellent tennis players. _____
- (d) We went to the class, but no one was there. _____
- (e) Kavya cannot go to the school trip unless her parents sign the form. _____
- (f) Not only did Bhavya win the competition but also a scholarship to study abroad.

- (g) Since the governments couldn't agree on a definite solution, the issue of climate change got sidelined. _____

(h) If you are travelling to Maharashtra, you must visit the Konkan Ghats.

7. Identify the errors in the conjunctions used in the sentences given below and correct them.

- (a) Karan is very intelligent and he isn't confident.
- (b) We should stay home unless it is so cold outside.
- (c) She began to cry where she lost her pet.
- (d) Than the guests left, I did all the washing up.
- (e) I had fever otherwise I could not come to school yesterday.
- (f) Vinay sang on Republic Day while became instantly famous.

Recap

- **Conjunctions** are words that join words, phrases or clauses to form meaningful sentences. For example, *I have to find a new job, for I am unemployed.*
- Conjunctions are of three types, and each type is further categorised depending on their function.
 - Coordinating conjunctions perform four functions. They show addition, contrast, alternatives and reason.
 - Subordinating conjunctions perform five functions. They show contrast, reason, condition, time and place.
 - Correlative conjunctions perform two functions. They show addition and choice.

12 Noun Clause



Read the following sentences.

Mahima is travelling to Coorg with her parents.

Aslam read a novel written by Haruki Murakami.

The situation in Nigeria was terrible after the Biafran Civil War came to an end.

In the first and second sentences, *Mahima is travelling to Coorg* and *Aslam read a novel* are groups of words that contain a subject (*Mahima, Aslam*) and a finite verb (*travelling, read*). The words together convey a coherent, complete meaning. In the first sentence, it is clear that *Mahima* is a person who is performing the action of travelling. Similarly, in the second sentence, the group of words in red expresses a complete meaning. However, in the third sentence, the words highlighted in red contain a finite verb (*came*) but provide a partial meaning. They derive a coherent meaning only by being part of the larger sentence. Such groups of words are called **clauses**.

A **clause** is a group of words that consists of a subject and a finite verb that forms part of the predicate. It communicates a complete meaning or idea. It can either stand on its own or be part of a larger sentence.

Examples:

Pushpa cannot go out to play as it is raining outside.

Sanjana booked a suite for her mother.

I am watching a movie directed by Satyajit Ray.

1. Look at the underlined groups of words. Write *P* for phrases and *C* for clauses.

(a) The hungry sparrow was looking for food. _____

(b) The villagers went to the district office
early in the morning. _____



- (c) There is always a shortage of water during the summers. _____
- (d) Once you reach the airport, give me a call. _____
- (e) Sanskriti is moving to Bangalore for her new job. _____
- (f) Devipriya is researching about the Croatian War for her history assignment. _____
- (g) Surya completed the shoot yesterday evening. _____
- (h) Londoners always carry an umbrella because of the unpredictable weather there. _____

There are two types of clauses.

- Main or independent clause
- Subordinate or dependent clause

Let us observe the following sentences.

Karan wrote a letter.

Mahima was reading a book, and her sister was sleeping.

She belongs to Odisha, but she grew up in Delhi.

In the sentences above, the clauses in green express a complete thought. While the clause in the first example constitutes the entire sentence, the clauses in the second and third examples are parts of a sentence. In the second and third sentences, two equal clauses are joined by the coordinating conjunctions *and* and *but*, respectively. Both parts of each sentence can function as independent sentences as they convey a complete meaning. Such clauses are called **main or independent clauses**.

A clause that conveys a complete meaning and can exist as a sentence on its own is known as a **main or independent clause**.

Examples:

As her sister was travelling to China, Khanuum packed all the luggage.

Prashant found a new job in Jaipur, but he is not moving out of Delhi.

As the band started playing, the audience applauded enthusiastically.

Look at the following sentences.

*I often ponder over people **who always run after money**.*

*My mother was born in Andhra Pradesh **when it was not divided**.*

*Deepak could not enter the room **even though the snake was caught**.*

In the sentences above, the clauses in black are independent clauses. In the first two sentences, the pronouns *who* and *it* in the clauses in red refer to the nouns (*people* and *Andhra Pradesh*) in the independent clauses. In the third sentence, the clause in red expresses a contrasting reason to the independent clause. The clauses in red cannot convey a coherent meaning on their own and depend on the respective independent clauses. Such clauses are called **subordinate** or **dependent clauses**.

A clause that depends on the main clause to convey its meaning is called a **subordinate** or **dependent clause**.

Examples:

You can borrow my jacket if you want to.

As the professor was not there, I could not speak to him.

Sandhya will buy a new laptop only if the store offers a grand discount.

Subordinating conjunctions or relative pronouns are used to join a dependent clause with an independent clause. They are usually placed at the beginning of a dependent clause. Some subordinating conjunctions are *when, if, for, since, after, while, so that, though, until, before, even if, because, although, as, etc.* *Who, which, whoever, that, whichever, whomever, etc.* are relative pronouns.

We use commas to separate the main clauses when they are joined by coordinating conjunctions such as *and, but* and *so*. However, we do not use a comma when a main clause is followed by a subordinate clause.

Examples:

Diya explained the question, yet the teacher couldn't understand it.

The plants dried up because she didn't water them.

2. Underline the main clause and bracket the subordinate clause in each of the following sentences.
 - (a) Chetan asked me why Mohan looked so troubled.
 - (b) Juhi lost the bag which her father had gifted on her birthday.
 - (c) Since Rohan is deeply interested in theatre, Suzanne invited him for the play.
 - (d) You can interact with P Sainath after the conference is over.
 - (e) Radha visited her grandfather when she realised he is ill.
 - (f) I will be very disappointed if Dhoni is not a part of the World Cup line-up.
 - (g) Mithali needs to stop delaying her submissions unless she wants to repeat the semester.
 - (h) As he believed that Pettigrew would not deceive them, James Potter made him their secret keeper.

Subordinate clauses are further classified into four kinds.

- Noun clause
- Adjective clause
- Adverb clause
- Relative and non-relative clauses

In this chapter, we will discuss the noun clause.

Read the following sentences.

*The general informed the citizens **that the country has won the war.***

***Whatever you read** will add to your knowledge.*

*Bhanu told us the story of **what his childhood was like.***

In the sentences above, the subordinate clauses in red function as nouns. In the first sentence, *that the country has won the war* works as an object to the verb *informed*. In the second sentence, *whatever you read* takes the position of the subject. In the third sentence, *what his childhood was like* acts as the object of preposition. When a subordinate clause performs a function similar to that of a noun in a sentence, it is called a **noun clause**.

A **subordinate clause** that acts as a noun in a sentence is called a noun clause. A noun clause usually begins with words such as *that, how, if, whether, whatever, who, where* and *what*.

Examples:

***Whatever questions you have**, please get them clarified.*

***That a tortoise usually lives a hundred years** is a known fact.*

*He forgot **what medicines the doctor had prescribed for his allergies.***

Notes:

- The subordinating conjunction *that* can be omitted from a subordinate clause. However, words such as *whether* cannot be omitted as they convey important information.
- The noun clauses in sentences can be replaced with an appropriate noun or pronoun. For example, the noun clause *whoever you ask* in the sentence *whoever you ask will help you* can be replaced with the pronoun *they*.

A noun clause can perform six functions in a sentence.

- Subject of a verb
- Object of a verb
- Object of an infinitive
- Object of a preposition
- Apposition (addition) to a noun
- Complement of a verb of incomplete predication

Read the following sentences.

That people suffer from vitamin B deficiency is common knowledge.

Whatever you might do now will not change the past.

Who will get elected as the next prime minister is still very unclear.

In the sentences above, *is* and *change* are the main verbs. If we ask the question *what* to these verbs, we get the noun clauses *that one suffers from vitamin B deficiency* (what is common knowledge?), *whatever you might do now* (what will not change the past?) and *who will get elected as the next prime minister* (what is still very unclear?) as the answers. Thus, it can be observed that the noun clauses in the above sentences function as the subjects of the main verbs.

Examples:

What Rohan said made everyone in the room laugh.

Who plotted the robbery is still an unsolved mystery.

How the usually gentle boy behaved shocked everyone at the party.

Now, let us read the following sentences.

I forgot what you had asked me to bring.

Mohan realised that the instructions given were wrong.

They sent whoever attended the workshop a thank-you note.

In the sentences above, *forgot*, *realised* and *sent* are the main verbs. The subjects *I*, *Mohan* and *they* perform the actions on the noun clauses directly or indirectly. In the first sentence, the question *forgot what?* will be answered by the noun clause in red. Similarly, in the second and third sentences, when the main verbs are questioned *realised what?* and *sent to whom?* the noun clauses *that the given instructions were wrong* and *whoever attended the workshop* emerge as the answers, respectively. Thus, the noun clauses in the first and second sentences function as the direct objects of the verbs, while in the third sentence the noun clause is the indirect object of the verb.

Examples:

Can you tell me where the office is located?

Soham asked why Seema was not a part of the football team.

Give the children whatever is healthy for them to eat.

3. Underline the noun clauses in the following sentences. Write S if it acts as the subject and O if it acts as the object of the verb.
- Please don't serve whatever food was left uncovered.
 - All of us know what my mother likes to eat.

- (c) Whoever finished the sandwiches will face Joel's anger.
- (d) That the sisters started their own company is a brave move.
- (e) How you made the decision to change your field baffles me.
- (f) Please tell Muriel what was explained in the presentation.
- (g) Why the writers decided to rush the ending of the series is not our concern.
- (h) Whatever has been mentioned in this document comprises the values of the organisation.



Let us observe the following sentences.

*He asked me to decide **what I wanted to buy for my birthday.***

*Mandira came to inform **that the venue had been changed.***

*The team ventured to do **what no one had dared to do before.***

In the above sentences, the infinitive verbs *to decide*, *to inform* and *to do* are followed by noun clauses that act as the object of these verbs. If we ask the question *what* to these verbs, we get the noun clauses in red as answers. For example, in the first sentence, when the infinitive verb is questioned *to decide what?* we get the clause ***what I wanted to buy for my birthday*** as the answer.

Examples:

*The students decided to post **what they had discussed the previous day.***

*They rushed home to tell **what they had heard on the radio.***

*Mitali wanted to explain **why she had been absent.***

Read the following sentences.

*Yogita made a presentation on **what was taught in the previous class.***

*The manager is responsible for **what happened during the meeting.***

*The dog's health depends on **how you take care of it.***

In the above sentences, the red words mark the noun clauses following the prepositions, *on* and *for*. These noun clauses function as objects of prepositions. If we ask the question *on what?* in the first sentence, the noun clause emerges as the answer. Similarly, in the second and third sentences, the noun clauses answer the questions *for what?* and *on what?* respectively.

Examples:

Pakhi saw a fault in *how the management approached the complaints*.

The committee made a call to *whoever had applied for the role of editor*.

Everyone will agree with *what the experienced coach suggests*.

4. Underline the noun clauses in the following sentences. Write *OI* if the noun clause acts as the object of an infinitive and *OP* if it acts as the object of a preposition.

- (a) Nobody will agree with what the leader is suggesting.
- (b) Surbhi wanted to know why Piyali was angry with her.
- (c) The family had no information about where Gautam might be.
- (d) Sam climbed the mountain to see how the sun shone on the snow.
- (e) Listen carefully to what the instructor has to say.
- (f) Manju offered to help whoever was struggling with the machine.
- (g) The case completely depends on what proofs are presented in the court.
- (h) Gayatri came to tell that the store was offering a heavy discount on books.



Let us read the following sentences.

His statement *that the burglars stole all the gold* could not be believed.

The news *that the cyclone displaced thousands of people* affected the state badly.

The proposal *that the earth is round* was first made by ancient Greeks.

In the sentences above, the noun clauses refer to the noun phrases that they follow. For example, in the first sentence, the main clause is *his statement could not be believed*. Here, the noun clause *that the burglars stole all the gold* refers to the noun phrase *his statement*. Similarly, in the second and third sentences, the main clauses are *the news affected the state badly* and *the proposal was first made by ancient Greeks*. The noun clauses refer to the noun phrases *the news* and *the proposal*. When we ask the question *what* to these phrases, *what was his statement?* *what was the news?* and *what was the proposal?* we get the noun clauses as the answers. Such noun clauses function as appositions or in addition to nouns or noun phrases.

Examples:

Pankaj's first thought *that the noise came from the balcony* was wrong.

The belief *that the world would end in 2012* was proven false.

Magneto's realisation *that his powers are not gone* is shown at the end of the movie.

Now, observe the following sentences.

Radha's problem was *that she did not have enough practice*.

It seems *that she will be the captain this team needs for the World Cup*.

Life is *what one makes of it*.

In the sentences above, the noun clauses complete what the verbs want to say about the subjects. In the first sentence, *that she did not have enough practice* completes the verb *was* by supporting what it wants to convey about the subject *Radha's problem*. Such noun clauses function as complements to the verbs in the sentences. In the second and third sentences, the noun clauses are complements of the verbs *seem* and *is*. They complete or modify the subjects by answering *what seems to be the situation?* and *what is life?* respectively. These clauses function as the complements of the verbs of incomplete predication.

Examples:

I like doing *whatever keeps me active*.

Sumit's excuse for being absent was *that he had a stomach ache*.

The question is *whether or not the witnesses should be trusted*.

Note: Verbs that require a word or a group of words to complete the predicate or form a complete meaning are called verbs of incomplete predication. The common verbs of incomplete predication are forms of *be* (*is, am, are, was, were*), *appear, grow, become, feel*, etc. For example, *the dog was in the house*.

5. Underline the noun clauses in the following sentences. Mention their function as well.

- (a) What you believe is not always right.
- (b) Whoever broke the statue will be arrested by the police.
- (c) Firoza did not know whether the courier was delivered at home or her office.
- (d) The weather report that it would rain in the evening was wrong.
- (e) That poets keenly observe their surroundings is mostly known by the readers.
- (f) How the girls escaped the haunted house makes for an interesting story.
- (g) We should inform the students that the holidays have been extended.
- (h) Anoushka's intuition is that her paper will get selected for the international conference.

6. Rearrange the following words to form meaningful sentences. Underline the noun clauses in the sentences so formed. One has been done for you.

- (a) Banjara up Hills radio was the would near set made be on camp the announcement the donation

The announcement that the donation camp would be set up near Banjara Hills was made on the radio.

- (b) writer by is one a that all Premchand accepted and great was
(c) example how the managed is time an they teams for their other effectively
(d) to president treaty seems the sign the everyone believe should
(e) wins chief be this going tournament by is minister the whoever year the awarded
(f) flying was graduated her teacher's the with students that memory all colours proudest
(g) fishing never fun so thought be that I could much
(h) some ghosts are in there say that people fort the

7. Frame suitable noun clauses as per the functions given in brackets. Complete the following sentences with appropriate noun clauses. One has been done for you.

- (a) Sunitha's opinion is that the proposal should be signed by the entire team. (*Complement of a verb of incomplete predication*)

- (b) The meeting _____ has been cancelled.
(*Apposition to a noun or pronoun*)

- (c) She found great joy in _____. (*Object of a preposition*)

- (d) _____ is frowned upon by the elders.
(*Subject of a verb*)

- (e) Dalia wondered _____. (*Object of a verb*)

- (f) The officer came to inform _____. (*Object of an infinitive*)

- (g) Harry's trouble was _____.
(*Complement of a verb of incomplete predication*)

- (h) Pay close attention to _____. (*Object of a preposition*)

Recap

- A **clause** is a group of words that consists of a subject and a finite verb. It communicates a complete meaning or idea. It can either form a complete sentence by itself or can be part of a larger sentence.
- There are two types of clauses.
 - Main clause
 - Subordinate clause
- Subordinate clauses are of four types.
 - Noun clause
 - Adjective clause
 - Adverb clause
 - Relative and non-relative clauses
- A subordinate clause that acts as a noun in a sentence is called a **noun clause**. A noun clause can function in six ways in a sentence.
 - **Subject of a verb:** *What Farhan told shocked the group.*
 - **Object of a verb:** *Mahima queried why the practice was cancelled.*
 - **Object of an infinitive:** *Samar came to tell that the movie tickets were sold.*
 - **Object of a preposition:** *Listen carefully to what the air hostess is saying.*
 - **Apposition (addition) to a noun:** *The book that topped the bestseller list was quite disappointing.*
 - **Complement of a verb of incomplete predication:** *Her belief is that all criminals deserve a second chance.*



Read the following sentences.

Srimanth lost the book *which his grandmother had given him*.

The players *who won the tournament last year* are not participating this time.

The place *which was once known for its aesthetic beauty* is now in ruins.

In the first sentence, the subordinate clause *which his grandmother had given him* qualifies the noun *the book*. Similarly, in the second and third sentences, *who won the tournament last year* describes the noun phrase *the players*, and *which was once known for its aesthetic beauty* qualifies the noun phrase *the place*, respectively. In the three sentences, the main clauses are *Srimanth lost the book*, *the players are not participating this time* and *the place is now in ruins*. The subordinate clauses begin with the relative pronouns *which* and *who*, and describe the noun phrases. Such clauses are known as **adjective** or **relative clauses**.

A subordinate clause that performs the function of an adjective in a sentence by describing or qualifying a noun or pronoun is called an **adjective clause** or a **relative clause**.

Examples:

The professor *who taught me chemistry* won the Nobel Prize in 2012.

Ankur's dog *which has a yellow collar* is missing.

I met the journalist *whose report was published in The Times*.

Similar to an adjective, if an adjective clause is removed from a sentence, the grammatical structure of the sentence doesn't get affected. However, it may affect the information conveyed through the sentence. For example, in the sentence *the woman who donated the books to the library is my neighbour*, if we remove the adjective clause, the structure of the sentence remains intact, however, the information conveyed through the sentence gets affected.



Notes:

- Relative pronouns (*who, whom, whose, that and which*) used in an adjective clause can be omitted if they are not followed by a verb. For example, *I loved the saree **you bought me for my birthday**.*
- Relative adverbs (*when, where and why*) can also be used in an adjective clause. For example, *the place **where I saw the unidentified object** has been cordoned off now.* In this sentence, the adjective clause modifies the noun phrase *the place*.

1. Underline the adjective clause in each of the following sentences.

- We have rented out the apartment which we bought last month.
- The drink that Jasmine prepared was too sweet.
- People who are concerned about the environment have started using jute bags.
- The outfit which seems centuries old belongs to Mayank.
- Alexander Fleming, who discovered antibiotics, was a professor.
- Meenakshi pays extra money to the driver who is studying in an evening college.
- Diary of a Wimpy Kid*, which is a famous book series, is written by Jeff Kinney.
- My father introduced me to a woman who was a freedom fighter.



An adjective clause can have five functions in a sentence.

- Modifier of the subject
- Modifier of the complement
- Modifier of the direct object
- Modifier of the indirect object
- Modifier of the object of a preposition

Read the following sentences.

The shop **which sells gold jewellery** was robbed last night.

The craftsmen **who constructed the pyramids** were gifted people.

The flowers **which Sarojini bought** are kept in the vase.

In the first sentence, the adjective clause **which sells gold jewellery** describes the noun *the shop*, which is the subject of the sentence. Similarly, in the second and third sentences, the

subjects *the craftsmen* and *the flowers* are qualified or described by the adjective clauses *who constructed the pyramids* and *which Sarojini bought*, respectively. The adjective clauses thus function as modifiers of the subject.

Examples:

The young woman *who is wearing a blue saree* has come for an interview.

The kitten *that has squint eyes* is being taken to a veterinary hospital.

The cookies *that Pradeep baked* were quickly finished by the children.

Now, let us read the following sentences.

She is the artist *who performed at the concert last month*.

Dushyant is the king *who marries Shakuntala in the play*.

Diana is Wonder Woman *who is a warrior princess from Amazon*.

In the first sentence, the adjective clause describes *the artist* which is the complement of the subject *she*. of the main clause, *she is the artist*. Here, the complement is described by the adjective clause *who performed at the concert last month*. Similarly, in the second and third sentences, *the king* and *Wonder Woman* are complements of their respective subjects. They are described by the adjective clauses that function as modifiers of the complements.

Examples:

Nandkishore was my uncle *who passed away several years ago*.

Garfield is the cat *that loves eating and lazing around the house*.

He is the doctor *who has saved hundreds of lives*.

2. Underline the adjective clauses in the following sentences. Identify their function as modifier of the subject (MS) or modifier of the complement (MC).

(a) The house which faces the beach belongs to my aunt. _____

(b) Amita is my cousin who is pursuing a career in journalism. _____

(c) The book that he was searching was kept on the last shelf. _____

(d) Scooby Doo is the dog who solves mystery cases with his friends. _____

(e) Vegetables that are grown organically are very expensive. _____

(f) *Godfather* is the movie which is appreciated universally for its plot. _____

(g) The cafe which we often visited during our college has been renovated. _____

(h) Alan Turing is the scientist who is credited with the invention of artificial intelligence. _____

Look at the following sentences.

Shabana wore the dress *which had silk embroidery on it*.

I helped the girl *who sits in the cabin next to the window*.

The students met the writer *who recently won the Pulitzer Prize*.

In the first sentence, *the dress* is the direct object of the verb *wore*. The adjective clause *which had silk embroidery on it* describes the direct object. In the second sentence, *the girl* is the direct object of the verb phrase *was helped*. The adjective clause in the second sentence describes the direct object *the girl*. Similarly, in the third sentence, the adjective clause describes *the writer*. Thus, the adjective clauses in the above sentences function as modifiers of the direct object.

Examples:

I love cats *that have ginger fur*.

The writer thanked everyone *who supported him in his hardships*.

Ramya loved the movie *which focussed on women empowerment*.

Let us read the following sentences.

We sent gratitude letters to our teacher *who retired earlier this year*.

Anuj passed the ball to Manasi *who kicked it out of the stadium*.

Ritvik cooked biryani for his cousins *who were visiting him after a long time*.



In the first sentence, the verb *sent* has *gratitude letters* as the direct object and *our teacher* as the indirect object. The adjective clause *who retired earlier this year* describes the indirect object. Likewise, in the second and third sentences, the verbs *passed* and *cooked* have two objects each, where *Manasi* and *his cousins* are the indirect objects, respectively. These indirect objects are described by the adjective clauses. Thus the adjective clauses in the above sentences function as modifiers of the indirect object.

Examples:

Christine built a house for her mother *who was celebrating her fiftieth birthday*.

They delivered the cupboards to Arnav *who had just moved to a new house*.

Sameera told funny stories to the children *who were afraid of sleeping in the dark*.

Note: Adjective clauses should be placed near nouns or noun phrases that they modify to convey the correct meaning of the sentence. Placing them incorrectly may change or distort the meaning of the sentence.

Examples:

The man *who applied for the job* contacted the manager.

The man contacted the manager *who applied for the job*. (Meaning not intended)

3. Underline the adjective clauses in the following sentences. Write *MDO* if the adjective clause modifies the direct object and *MIO* if it modifies the indirect object.

- (a) I am reading the book that my lecturer gifted me after exams. _____
- (b) Oshaini gave a hard stare to her sister who was plucking flowers. _____
- (c) Jamaal gifted his parents a beautiful painting that that he made with oil paints. _____
- (d) Nidhi made coffee for her friend who was extremely nervous for her exams. _____
- (e) People congratulated Mithali who published her first book recently. _____
- (f) Kaushik accidentally tripped Shruthi who was already running late. _____
- (g) Shivangi offered the seat to the lady who was carrying a baby with her. _____
- (h) The office procured new chairs which provided a sturdier backrest. _____

Now, observe the following sentences.

She sat among the students *who were writing the entrance exam*.

My hostel was beside the river *where children love to swim*.

The dog hid behind the tree *which was laden with flowers*.

In the first sentence, the noun phrase *the students* follows the preposition *among* as its object. The adjective clause *who were writing the entrance exam* describes *the students* in the sentence. Likewise, in the second and third sentences, the noun phrases *the river* and *the tree* follow the prepositions *beside* and *behind* as their objects, respectively. The adjective clauses in the above sentences describe the objects and thus, function as modifiers of the object of a preposition.

Examples:

The house is near the park *which is famous for its Gulmohar trees*.

Ben is hiding under the table *that is covered with a cloth*.

The books you need are on the shelf *that has all the classics*.

4. Fill in the blanks with appropriate adjective clauses from the box. Multiple options may be possible in some sentences.

which was filled with people	which is famous for its bookshops	who were struggling with it for days
which sells historical artifacts	which is five years old	who is a famous children's author
who starred in the movie <i>The Shining</i>	who took us around the museum	

(a) The guide _____ has been working there since twenty years.

(b) My brother's car _____ has stopped working.

(c) These girls are the twins _____.

(d) We drove across the street _____.

(e) The lecturer explained the topic to the students _____.

(f) The store _____ is opening another branch in Banjara Hills.

(g) I love telling people about Roald Dahl _____.

(h) We walked along the seashore _____.



5. Combine the following sentences using adjective clauses. One has been done for you.

(a) The athlete has been honoured with a prestigious award. He won ten gold medals for the country.

The athlete who won ten gold medals for the country has been honoured with a prestigious award.

(b) We went cycling over the bridge. It was constructed in the nineteenth century.

(c) We are sending flowers to Zohra. She is unwell.

(d) The tsunami caused a lot of damage. It hit the city in the evening.

(e) You need to visit the dentist. She can help you with the toothache.



- (f) My sister returned the dress. It was too big for me.
- (g) Mrs Mehta is my neighbour. She works as a cashier in the bank.
- (h) The cat jumped up on the tree. It was too tall for the dog to climb.

6. Frame adjective clauses using the words and phrases given below. Then, use the clauses in sentences of your own. One has been done for you.

- (a) brother – older than me (*Modifier of the subject*)
My brother who is older than me is a lawyer.
- (b) dogs – live on the streets (*Modifier of the direct object*)
- (c) tourists – the ancient fort (*Modifier of the object of a preposition*)
- (d) woman – waiting for the train (*Modifier of the indirect object*)
- (e) dictionary – on that table (*Modifier of the object of preposition*)
- (f) uncle – elected president (*Modifier of the complement*)
- (g) rally – underprivileged children (*Modifier of the subject*)
- (h) box – antique artifacts (*Modifier of the direct object*)

Recap

- A subordinate clause that performs the function of an adjective in a sentence by describing or qualifying a noun or a pronoun is called an **adjective** or **relative clause**. Relative pronouns such as *who*, *which*, *that*, *whom* and *whose* are used to connect the adjective clause to the main clause.
- An adjective clause can perform five functions in a sentence.
 - **Modifier of the subject:** *The saree which my aunt bought is made of pure silk.*
 - **Modifier of the complement:** *He is my uncle who has travelled across Europe.*
 - **Modifier of the direct object:** *The cat drank the milk which the little girl kept near the door.*
 - **Modifier of the indirect object:** *Aishwarya sent the gift to her brother who is graduating from college.*
 - **Modifier of the object of preposition:** *We walked down the road that is famous for street food.*

14 Adverb Clause



Read the following sentences.

*They left for the railway station **as soon as the cab arrived**.*

Since the students are so eager, we'll organise a drama competition.

If you are hungry, you can cook something for yourself.

In the first sentence, the subordinate clause describes or modifies the action performed by telling the time when *they left for the railway station*. Similarly, in the second and third sentences, *since the students are so eager* and *if you are hungry* describe the reason for organising a drama competition and a condition that requires cooking food, respectively. Such subordinate clauses are called **adverb clauses**.

A subordinate clause that functions as an adverb in a sentence adding information about the time, place, condition, manner, etc. of an action or state of being is called an **adverb clause**.

Examples:

Although rhinoceroses are large, they are not predators.

It is colder today than it was yesterday.

I would love to travel where hills are covered with snow.

Note: When an adverb clause is positioned in the middle of a sentence, it is separated from the main sentence using commas. The placement of the clause is indicative of an interruption in the main sentence.

Examples:

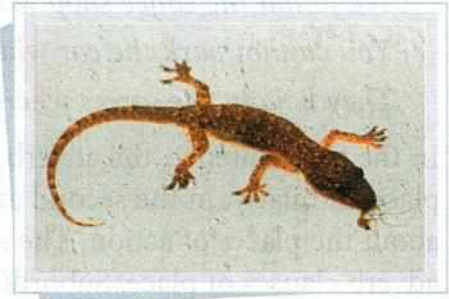
My brother, when he is angry, turns red and purple in the face.

She remembered, after she left the house, that she needed to mail the invitation cards.



1. Underline the adverb clauses in the following sentences.

- (a) Don't disturb her while she is reading.
- (b) You can stay wherever you feel like.
- (c) After the party had ended, we cleaned the house.
- (d) The boy cried in fear as he saw a lizard.
- (e) Since she is an amiable child, she quickly made friends in the new school.
- (f) The conditions in Europe were dreadful after World War II came to an end.
- (g) Indu is very happy because her grandparents are coming from Delhi to stay with her.
- (h) I am not applying for a replacement unless they assure me that I will not be charged extra.



There are seven kinds of adverb clauses.

- Adverb clause of time
- Adverb clause of place
- Adverb clause of reason
- Adverb clause of contrast
- Adverb clause of manner
- Adverb clause of purpose or result
- Adverb clause of condition

Read the following sentences.

Before we could finish the conversation, the professor entered the class.

Please call me when you reach home.

Sowjanya will not be leaving for her hometown until she completes her fieldwork.

In the first sentence, the adverb clause indicates when the event of the professor's entering the class took place. Similarly, in the second and third sentences, the adverb clauses add information about the time when the action takes place. The adverb clauses that indicate the time of an action are adverb clauses of time. Subordinating conjunctions such as *when*, *until*, *before* and *after* are used to connect an adverb clause of time with the main clause.

Examples:

She worked on her assignment while I was cooking dinner.

Rohan's friends waited until he finished his homework.

Juhi was watering the plants when we visited her yesterday.

Now, let us read the following sentences.

We found the coffee shop *where they had asked us to wait*.

You cannot park the car *wherever you find space*.

They bought the sarees *whence they are woven using handlooms*.

In the first sentence, the adverb clause indicates the place where the action *found* has taken place. Similarly, in the second and third sentences, the adverb clauses give information about the places of action. The adverb clauses that indicate the place of an action are called adverb clauses of place. Subordinating conjunctions such as *where*, *wherever* and *whence* are used to connect an adverb clause of place with the main clause.

Examples:

The children have put the poster *where it can be easily seen*.

Wherever the officer is posted, she takes her family along with her.

The mother took the puppies *whence the children had brought them*.

2. Underline the adverb clauses in the following sentences. Write *AT* if a sentence has an adverb clause of time and *AP* if it has an adverb clause of place.

(a) The children rushed to the ground when it stopped raining.

(b) We will go wherever the bus takes us.

(c) After you have had your lunch, please meet me in the cabin.

(d) We shall go to the hill station where you had travelled last year.

(e) Please call Arif before you book the cab.

(f) Until Pooja finishes the glass of milk, she will not get to play.

(g) My mother was cooking dinner while I was completing my homework.

(h) Rahul moved to Spain where he began looking for job opportunities.



Observe the following sentences.

Since her mother is being posted in Ranchi, they will be moving there by the end of next month.

Because you are busy with something else, I will help you in this project.

You need to act more responsibly *as you are the head of the project*.

In the first sentence, the adverb clause indicates the reason for the action of moving to Ranchi. Likewise, in the second and third sentences, the adverb clauses give reason for the respective actions and answer the question *why*. Adverb clauses that provide reasons for an action and thus answer the question *why* are adverb clauses of reason. Subordinating conjunctions such as *because*, *since*, *as* and *that* are used to connect adverb clauses of reason with main clauses.

Examples:

Bhavya is excited *that she has been selected as the school captain*.

Saurabh thinks, *because he is a senior*, he can help the new joinees better.

Since Navya is so kind, many people admire her.

Let us read the following sentences.

Though they had left early, they missed the train.

Ms Fernandes plays tennis regularly *even though she is in her sixties now*.

Even if he has fever, Tanmay will not miss a single lecture.

In the first sentence, the adverb clause provides a contrast to the main clause. In the second sentence, Ms Fernandes' regularity in playing tennis is contrasted with her age in the adverb clause. Likewise, in the third sentence, Tanmay's enthusiasm for attending lectures is contrasted with his ill health in the adverb clause. Adverb clauses that provide a contrasting information to the information provided in the main clause are adverb clauses of contrast. Subordinating conjunctions such as *though*, *although* and *even if* are used to connect adverb clauses of contrast with main clauses.

Examples:

Although Ayush was doing the work, he was not enjoying it at all.

While Firoza works extremely hard to save money, her sister spends a lot on clothes.

Even though the month of November has started, the weather is still quite hot.

3. Combine each pair of sentences using an adverb clause of reason or contrast. Mention the type of clause as well. One has been done for you.
- (a) You can answer this question. You have learnt this before.
Since you have learnt this before, you can answer this question.
(reason)
 - (b) Dona and Dora are twins. Their interests are different.
 - (c) Rhea likes to have coffee. It keeps her awake.
 - (d) She had invited me to the wedding. I am very glad.
 - (e) We performed well on the stage. We lost the debate.
 - (f) Sheetal will not attend the class. She is out of station.
 - (g) I got admission in the best college. My dad is very proud.
 - (h) I do not like superhero movies. I liked *Avengers: Endgame*.
 - (i) The builders had offered me a good price. I would not sell my property.
 - (j) Shane was sick throughout this week. He had attended the seminar.

Now, observe the following sentences.

Abhishek talked *like he always does in such situations*.

Giselle cooked chicken exactly *as my father did*.

She spoke *as if she has been a minister all her life*.

In the first sentence, the adverb clause attributes a quality to the action by defining how Abhishek talked. In the second and third sentences, the clauses in red describe the manner in which the two respective actions of cooking and speaking took place. Adverb clauses that attribute qualities to an action by answering the question *how* are adverb clauses of manner. Subordinating conjunctions such as *as*, *as if*, *like* and *as though* are used to connect adverb clauses of manner with main clauses.

Examples:

Try to wrap the notebook exactly *as I am doing here*.

Suman dressed *as if she was going to a party*.

He remarked with contempt *as any mature person would do*.

Read the following sentences.

He packed carefully *lest he forget something important for his journey*.

Please wear a cardigan *so that you don't catch a cold*.

The child kept crying, *so his father had to be called*.

In the first sentence, the adverb clause highlights the intended purpose of the action *packed carefully*. In the second sentence, the adverb clause expresses the purpose of wearing a cardigan. In the third sentence, the adverb clause shows the result of the main clause. Adverb clauses that show the intended result or purpose of the action in the main clause are called adverb clauses of purpose or result. Subordinating conjunctions such as *lest*, *so*, *so that* and *in order to* are used to connect adverb clauses of purpose or result with main clauses.

Examples:

She sang in a low voice *in order to not disturb the sleeping baby*.

Drive carefully *lest you hit someone*.

I am leaving early *so that I reach office on time*.

4. Combine the following pairs of sentences using the given adverb clauses of purpose and appropriate conjunctions – *so that*, *lest*, *that*, *in order to*, *so*.
- The cake looked so delicious. I wanted to eat all of it.
 - I was extremely hungry. I had more food than I usually do.
 - The Yamuna Expressway was covered with thick fog in the morning. We could barely see ahead.

- (d) The clever dog learnt complicated tricks. It would get more treats.
- (e) It is advisable to keep an eye on your valuables while travelling in trains. They often get stolen.
- (f) We have to reduce wastage of water. We have to ensure that there is water left for the future generations.
- (g) You have to complete this assignment by tonight. You can enjoy during your vacation.
- (h) My parents had to work overtime. My parents earn enough to support our large family.

5. Match the columns using adverb clauses to make meaningful sentences. Use subordinating conjunctions from the given box.

like so lest so that as though that in order to as							
A				B			
He attended the seminar				He had visited the place			
They were scared to report the matter to the teacher				Qualify for the job			
After working for two hours I felt				I can avoid the rush hour traffic			
My mother saw how tired I was after school				The principal had requested			
You have to perform extremely well in the interview				She owned it			
I will take the metro to work				All my strength had drained away			
Ritvik described Kashmir				She escalate the issue to the principal			
Monica walked into the hall				She let me rest for some time			

Let us read the following sentences.

We will add Ravi's name for the next workshop *provided he doesn't skip this one*.

Prakash will be pardoned *on the condition that he does not repeat the offence*.

Gaurav will not attend the party *unless you invite him personally*.

In all the sentences above, the adverb clauses express conditions for the events or actions in the main clauses to take place. For instance, in the first sentence, the adverb clause *provided he doesn't skip this one* conveys the circumstance necessary for Ravi to attend the next workshop. Adverb clauses that provides condition(s) for events in the main clause to take place are adverb clauses of condition. Subordinating conjunctions such as *unless, if, on the condition, whether* and *provided* are used to connect adverb clauses of condition with main clauses.

Examples:

Bharati will lend you the book *on the condition that you take care of it.*

If you had asked politely, I would have happily helped you.

In the event of you getting late, the programme will continue as planned.

The most common conditional used in English is *if*. It is used to convey possibilities in the present, improbable events or past events which did not occur. Let's take a look at a few uses of *if-conditionals* with examples.

- **Events which are always possible or real:** *If you freeze water, it becomes ice.*
- **Events possible in the present or future:** *If we don't hurry, we will miss our bus.*
- **Events which are improbable or not real:** *If I had a million dollars, I would travel around the world.*
- **Events of the past which did not occur:** *You could have borrowed my bike if you had told me earlier.*

Note: In some cases, subordinating conjunctions are omitted from adverb clauses of conditions.

Examples:

If Rashmi had reached the airport on time, she would not have missed the flight.

Had Rashmi reached the airport on time, she would not have missed the flight.

6. Rewrite the following sentences using *unless*.

- You aren't going to feel better if you don't eat your meals on time.
- If Pushkar is informed earlier, he will arrange food for all the guests.
- You need not reserve a table at this restaurant if you are not visiting on weekends.
- I will not pay for the groceries if the shop doesn't deliver those within a few hours.
- I will not be attending the seminar if my favourite teacher isn't delivering the main lecture.
- Call me during important meetings only if it is an emergency.
- If you don't study mathematics with concentration, you will never understand it properly.
- If the thief knows his way well around this complex maze of a town, he will be able to get away.

7. Combine the following sentences so that one becomes an adverb clause. Also, mention its type.

(a) I was immersed in my novel. I heard a loud crash outside.

(b) The government has made plans to resolve environmental issues. The change has to occur at individual level as well.

(c) We watched three movies the night before the exam. We were well prepared for it.

(d) Hussain walks home. He wants to get some good exercise.

(e) All my friends opted to study biology. I chose literature.

(f) She left the windows open. The room is full of mosquitoes.

(g) Rahul played a tiring game of football. He desperately required a jug of water.

(h) I walked on my tiptoes around the sleeping dog. He may wake up and create a ruckus.

8. Complete the following conversation with appropriate adverb clauses.

Ashi: Hey! It has been so long _____.

Ananya: Hello! I was extremely busy _____.

Ashi: I heard from an old friend that you decided to settle down _____.

Ananya: Yes, I loved the people and the weather of Bengaluru, _____.

Ashi: You look much healthier than before, I am glad you took this decision.

Ananya: What about you? You disappeared _____.

Ashi: Yes, I got a job _____.

Ananya: That's great!

Ashi: Yes, I enjoy the work. I work overtime many days of the week _____.

Ananya: We should catch up for coffee _____.

Ashi: Definitely!

Recap

A subordinate clause that functions as an adverb in a sentence and adds information about the time, place, condition, manner, etc. of an action or state of being is called an **adverb clause**.

Adverb Clause	Subordinating Conjunctions	Example
Adverb clause of time	when, while, before, after, as soon as, until	<i>When I reached the airport, the flight had already landed.</i>
Adverb clause of place	where, wherever, whence	<i>She will find you wherever you hide.</i>
Adverb clause of reason	because, since, as, that	<i>Manju felt very bad because you did not ask her to play with your friends.</i>
Adverb clause of contrast	even if, though, although, whereas, even though	<i>Though they worked very hard, they did not win the tournament.</i>
Adverb clause of manner	as if, as though, as, just as, however	<i>She was puzzled by the situation as one would be in her place.</i>
Adverb clause of purpose or result	so, so that, lest, in order to	<i>Walk carefully lest you step on the flowers.</i>
Adverb clause of condition	unless, as long as, if, whether, provided	<i>You can bring the dog along if pets are allowed in the restaurant.</i>

15 Relative Clauses



Read the following sentences.

The woman **who regularly feeds the dogs** has been a vocal animal activist.

Mahesh is travelling to Gujarat, **which is situated in the west of India**.

The boy **who ran across the road** was chasing a ball.

You have learnt about adjective clauses in Chapter 13. In the above sentences, the clauses in red are adjective clauses. They describe nouns or noun phrases and begin with the relative pronouns *who* and *which*. The sentences make complete sense even without these adjective clauses. However, the adjective clauses help describe, identify or give extra information about the nouns or noun phrases in these sentences. Such adjective clauses are also known as **relative clauses**.

A subordinate clause that functions as an adjective by identifying or describing a noun, a pronoun or a noun phrase is known as a **relative clause**. It is introduced with the help of a relative pronoun or relative adverb.

Examples:

The little girl **who mimicked Rajnikanth** is in the third grade.

The tigers **that we saw in the zoo** are five years old.

The teacher shared the name of the girl **whom most students have nominated as Head Girl**.

Let us look at the ways in which relative pronouns and relative adverbs are used in a relative clause.

- The relative pronoun *who* is used to refer to people and replaces nouns or pronouns such as *he*, *she* or *they*. For example, *the man **who was arrested yesterday** is a banker*.
- The relative pronoun *whom* is used to refer to people and replaces nouns or pronouns in the object position. For example, *the teacher called Rohan **whom she had given the attendance register***.



- The relative pronoun *whose* is used to indicate possession by people and animals, and in some cases, things. For example, *I am attempting to fix the laptop whose wires have become loose.*
- The relative pronouns *which* and *that* are used to refer to animals and inanimate objects. The relative pronoun *which* is sometimes used to refer to an entire sentence.

Examples:

The clock that we have at home was gifted by my grandfather.

The coffee from Kerala remains fresh for months, which amazes me.

- The relative adverb *when* is used to refer to a noun that is indicative of time. For example, *I can't forget the days when I visited Kolkata.*
- The relative adverb *where* is used to refer to a noun that is indicative of place. For example, *Leeds, where the Cricket World Cup 2019 was organised, is a city in England.*

1. Fill in the blanks with appropriate relative pronouns or relative adverbs.

- The saree, _____ I wore for the function, has been handed down to me by my grandmother.
- The woman _____ is in charge of the project is fluent in four languages.
- The old man, _____ nap had been disturbed, scolded the other travellers on the bus.
- I heard the news that climate change is causing a rise in sea levels, _____ terrified me.
- The cafe, _____ had such great reviews, was quite disappointing.
- The villa near the seashore, _____ owner is out of town, was burgled last night.
- These roads, _____ were recently fixed by the authorities, are already showing signs of damage.
- Do you remember the hot summer days of April _____ we went swimming in the lake every afternoon?

The following are the two types of relative clauses.

- Defining relative clause
- Non-defining relative clause

Read the following sentences.

I am looking for someone *who can direct me to the theatre*.

We visited the forest *that is said to have the world's most poisonous snakes*.

This is the beach *that attracts a large number of tourists*.

In the first sentence, the relative clause placed immediately after *someone* provides essential information about the person being referred to. In the second sentence, the relative clause adds more information about *the forest*, which is essential to understand the reference. Similarly, in the third sentence, if we remove the relative clause, the reference to *the beach* becomes unclear. In other words, some relative clauses specify the noun or pronoun being referred to. Such relative clauses are called **defining relative clauses**.

A **defining relative clause** provides essential information required to understand the reference to the noun or pronoun it modifies. It is not separated from the main clause by commas or pauses.

Examples:

They live in a house *that has a wooden roof*.

These are the books *which I bought from the second-hand bookstore*.

The man *who lives next door* is an Indonesian.

Now, read the following sentences.

My sister, *who is an archaeologist*, loves playing cricket.

Mr Reddy, *who is a famous basketball player*, lives around the corner.

All the five dogs, *two of which were found infected*, were taken to a clinic.

In the first sentence, the relative clause after *sister* adds information about *my sister*. However, this information is not necessary to understand who is being referred to in the sentence. Similarly, in the second and third sentences, the relative clauses provide additional information about *Mr Reddy* and *the five dogs*. If these clauses are omitted, the sentences will still make complete sense. Such relative clauses are known as **non-defining relative clauses**.

A **non-defining relative clause** provides additional information which, if omitted, does not affect the meaning of the sentence. It is separated from the main clause using commas.

Examples:

The neem trees, *which were planted by my grandmother*, stand tall in the garden even today.

The red car, *whose rearview mirror is broken*, has been towed by the police.

Chile, *which was once a Spanish colony*, is the birthplace of Pablo Neruda.

Note: Non-defining relative clauses cannot use *that* as it can be omitted from a sentence. However, they can use most relative pronouns (*which, whose, etc.*). A relative pronoun cannot be omitted from a sentence containing a non-defining relative clause.

2. Underline the relative clauses in the following sentences. Write *DC* for defining relative clauses and *NC* for non-defining relative clauses.
- (a) The second row is reserved for people who are aged or handicapped. _____
 - (b) This is the place where Navanita lived as a young girl. _____
 - (c) Marie, whose film was nominated for the prestigious award, is my sister. _____
 - (d) Professor Bose, who teaches literature at the college, has won six awards. _____
 - (e) The summer camp, which I thought was very useful, has been a great success. _____
 - (f) The offer which the firm had made to us is not acceptable. _____
 - (g) The answer sheets that are kept on the shelf have been corrected. _____
 - (h) The private bus, which had a broken indicator, was fined for traffic rule violation. _____
3. Combine the following pairs of sentences using defining or non-defining relative clauses. One has been done for you.
- (a) The man has moved out. He lived on the second floor.
The man who lived on the second floor has moved out.
 - (b) My dad bought a new car. It is fully automatic.
 - (c) Manasa is the best player in the hockey club. She is an architect.
 - (d) She went to consult a doctor. He advised her to take proper rest.
 - (e) I met Karthik last month. I had not seen in a long time.
 - (f) Sonali performed really well in her exams. It is quite a surprise.
 - (g) Ahana's mobile phone has stopped working. She bought it three years ago.
 - (h) We will go to our ancestral village this year. The place is four hours away from Jaipur.
4. Fill in the blanks with appropriate relative pronouns. One has been done for you.
- The museum with ancient artefacts was held up by a group of miscreants, of **whom** three were armed. It was Shyla's first time at a museum. She was a girl from a small town _____ had never even heard of fossils or ancient paintings. She knew that the miscreants were there for the valuable vase _____ was placed on the

first floor of the museum. She had a nose for mystery and owned almost twenty detective novels, most of _____ she had read. She looked around. When one of the miscreants was not paying attention, a dog was let loose to guard the doors. Shyla knew what she had to do. She opened the pack of biscuits in her bag _____ immediately got the dog's attention. The miscreants did not notice the dog running towards Shyla. She gestured to another man _____ ran over to the door and let himself out to call the police. The police arrived soon, broke down the door, and arrested all the miscreants. Shyla looked gleefully at the vase _____ she had helped save. She now had a story to tell all those friends _____ had told her that the city was a boring place.

5. Rewrite the following sentences using relative clauses. One has been done for you.
- (a) The house in Ahmedabad belongs to Anvita.
The house that is in Ahmedabad belongs to Anvita.
 - (b) I bought a fast, new car.
 - (c) I study in this city. My parents live in the same city.
 - (d) The teacher in the blue saree was very friendly.
 - (e) The children are training for the game under a reputed coach.
 - (f) The hospital with advanced facilities will be opened in Jaipur.
 - (g) The case with the new currency has been handed over to the officials.
 - (h) The national park with some endangered wildcats has been closed off for public visits.
6. In the following sentences, commas and relative pronouns have been wrongly used. Underline the errors and rewrite the sentences correctly. One has been done for you.
- (a) The car, who we have at home, is almost ten years old.
The car which we have at home is almost ten years old.
 - (b) The biryani where was served at her wedding was prepared by expert chefs.
 - (c) The door of the terrace, whose was broken last Monday, has been repaired.
 - (d) Nevin lives in an apartment in Bengaluru, who is in Karnataka.
 - (e) My friend spoke with Geet which gave some good instructions.
 - (f) The event was organised by the teacher that was very interactive.
 - (g) Those flowers, when were imported from foreign countries, have been sold out.
 - (h) The play whom we saw last night has been performed across India.

7. Complete the following sentences with relative pronouns, relative adverbs and clauses. Remember to use commas correctly.

- (a) The refrigerator _____ was bought _____.
- (b) My brother _____ lives _____.
- (c) The woman _____ baby _____.
- (d) Last Saturday was _____ I _____.
- (e) The mansion _____ walls _____.
- (f) An astronaut is a person _____.
- (g) The city _____ you _____.
- (h) My computer _____ does not _____.

8. Rewrite the following sentences with a relative clause using the words given in brackets. State whether the clause is a defining or non-defining relative clause.

- (a) The woman was a spirited leader. (*Retired but enthusiastic*)
- (b) The students ran towards the canteen when the bell rang. (*Tired and hungry*)
- (c) This is Ms Wadhwa. (*Poet and activist*)
- (d) Gabriel Garcia Marquez died in 2014. (*Nobel Laureate and an exemplary writer*)
- (e) The children broke the statue. (*Made of marble*)
- (f) Suraj trains the kids very well. (*An experienced artist*)
- (g) The woman is my aunt. (*Won the 100-metre marathon*)
- (h) The road is a shortcut to the valley. (*Through the forest*)

Recap

- A subordinate clause that functions as an adjective by identifying or describing a noun, a pronoun or a noun phrase is known as a **relative clause**. It is introduced with the help of a relative pronoun or a relative adverb.
- The following are the two types of relative clauses.
 - **Defining relative clause:** *A cobbler is one who repairs shoes.*
 - **Non-defining relative clause:** *His mother, who is a teacher, lives in Darjeeling.*

16 Interjections



Look at the following sentences.

Help! Lekha fell down the stairs.

Ah! I remembered all the major points during the speech.

Ron exclaimed loudly, '*Alas!* We have to clean the house by 2 p.m.'

In the first sentence, the word *Help!* is used to express fear or horror about Lekha falling down the stairs. In the second sentence, *Ah!* is used to express relief on remembering all the major points during the speech. In the third sentence, *Alas!* is used to express disappointment for having to clean the house by 2 p.m. These words are **interjections**. They can appear anywhere in a sentence, even though they are mostly placed at the beginning. They have no connection with the rest of the sentence.

An **interjection** is a word or a group of words that mainly expresses a feeling or an emotion. They are commonly used to express happiness, grief, pain, wonder, surprise, shock, fear, etc.

Examples:

Hooray! Kolkata Knight Riders won the IPL tournament.

Jay screamed, '*Hurry!* The movie is about to begin.'

Hey, are you going home this Diwali?

Interjections can be followed by a comma (,) or an exclamation mark (!). A comma is used for a mild interjection while an exclamation mark is used to indicate a strong emotion.

There are three forms of interjections.

- A sound or a noise
- Actual words
- A group of words



Look at the following sentences.

Oops! I spilled water on these paintings.

Phew! Your bag is really heavy.

My mother said, '*Hush!* Don't cry, you will get well soon.'

In the sentences above, the interjections *Oops!*, *Phew!* and *Hush!* are sounds that a person makes to express that they are sorry, relieved and concerned, respectively.

Note: When a heavy load is put down after carrying it for a long time, the sound of releasing breath is *phew*.

Examples:

Hey! You are Radhika!, I have heard a lot about you.

Tanu said, '*Ugh!* This curry has an insect in it!'

Wow! Your writing blew my mind.

Look at the following sentences.

Look! Anil is standing at the farthest corner.

Bravo! India won the World Cup.

Martha said, '*Really!* You learnt all of this in a fortnight!'

In these sentences, the interjections *Look!*, *Bravo!* and *Really!* are being used to attract someone's attention, express pleasure or interest and convey a sense of surprise, respectively. These words carry a meaning and are not just sounds.

Examples:

What! Are you really planning to go cliff diving this summer?

Hello! Welcome to Taj! Please make yourselves comfortable while we complete your check-in.

Sure! I will accompany you to the hospital.

Note: Interjections are only used in quotations, dialogues or informal writing. They are rarely used in formal writing.

Look at the following sentences.

What a shame! Rohan won't be able to attend the wedding.

Good Lord! We are running late and might miss the plane.

How disgusting! People continue to ask for dowry.

In the sentences above, the interjections *What a shame!*, *Good Lord!* and *How disgusting!* are made up of more than one word or sound. They express disappointment, disbelief and disgust, respectively.

Examples:

Oh no, I lost my notebook again.

Well, well! Look who finally decided to show up.

Well done! Your performance left the audience mesmerised.

Note: Interjections can be used to express multiple feelings. The table given below provides a vague idea about the various emotions expressed using different interjections.

Let us look at a few interjections and the emotions they express.

Interjection	Emotion
Hi!, Hey!, Hello!	greeting
Help!	fear or horror
Ah!, Phew!	relief
Quick!, Hurry!	urgency
Hush!, Quiet!	concern
Whoops!, Oh bother!, What a shame!, Uh oh!, Oh!	regret, disappointment or grief
Hooray!, Well done!, Bravo!, Ha, ha!, Ho, ho!	encouragement, excitement or joy
You're joking!, Good Lord!, Wow!, Really!, Goodness gracious!, Gosh!, Well!	wonder, surprise or disbelief
Bah!, Pooh!, Tut-tut!, How disgusting!	disgust or contempt

1. Underline the interjections in the following sentences.

- (a) Oops! I spilled juice on my desk.
- (b) Yuck! There are cockroaches in your kitchen.
- (c) Hello! I am Vinitha from St. Ann's Girls High School.
- (d) Phew! This sofa is too heavy!
- (e) Woah! Ravi has grown so tall.

- (f) Hush! Lower your tone. The children are sleeping.
- (g) Well, alright then. Goodbye!
- (h) Goodness gracious! You startled me! What are you doing in the hall at night?

2. Fill in the blanks with appropriate interjections from the box.

Tut-tut Phew Help Ha, ha Well Ah Bah Yikes

- (a) _____, this bag is very expensive. There is no chance that I can afford it.
 - (b) _____! Someone set the park on fire.
 - (c) _____! I cannot walk another kilometre. Let's rest for a while.
 - (d) _____! This castle is magnificent. When was this built?
 - (e) _____, I will never agree with you on this.
 - (f) _____, you just sat on a cake. I can't stop laughing.
 - (g) _____! Get away from me before I start arguing with you.
 - (h) _____, that is not how you fold the sheet.
3. Complete the following sentences using appropriate interjections. Use a comma or an exclamation mark, as required.
- (a) _____ I knew you were hiding behind the tree.
 - (b) _____ We sat behind Virat Kohli in the flight this morning.
 - (c) _____ I fell down the stairs and hurt my knee.
 - (d) _____ This is the most beautiful painting in this museum.
 - (e) _____ Are you coming to the study meet tonight?
 - (f) _____ Now we have everything we need for the birthday party.
 - (g) _____ There is a snake behind that well.
 - (h) _____ Don't travel now. A couple of trees fell on the road due to the storm.
4. Rewrite the following sentences using correct interjections.
- (a) Oh no! I have reached the finish line.
 - (b) Whoa! Our team has reached the semifinals. I am so proud of them.

- (c) Bingo! The breeze is so soothing.
- (d) Yuck! I have found the toy I was looking for.
- (e) Oops! You have fifteen minutes to go.
- (f) Maha cheered, 'Hurray! We lost the match.'
- (g) Help! You will miss the plane if you don't get in now.
- (h) Ouch! How are you? I haven't heard from you in a while.

Recap

- An **interjection** is a word or a group of words that expresses a feeling or an emotion. They are commonly used to express happiness, grief, pain, wonder, surprise, shock, fear, etc.
- The following are the three forms of interjections.
 - A sound or a noise: *Oops!*, *Hush!*
 - Actual words: *Hurry!*, *Really!*
 - A group of words: *Good Lord!*, *You're joking!*



Look at the following sentences.

I bought a pen.

The nurse gave me a lollipop.

I was playing in the street with my friends.

Each of the sentences given above is an independent clause consisting of only one finite verb. They can stand on their own as they convey a complete thought. Such sentences are called **simple sentences**.

A sentence consisting of an independent clause that can express a complete and coherent thought is called a **simple sentence**.

Examples:

She swam across the river.

Rashid ironed all his white clothes.

The firemen doused the forest fire.

Now, look at the following sentences.

Lalitha kept talking on the phone until we interrupted her.

If the earth had stopped revolving around the sun, there wouldn't have been any change in seasons.

Rasika, who I met on the bus yesterday, lives in the same colony as me.

In the first sentence, the clause *Latika kept talking on the phone* is an independent clause. It can stand on its own and convey a complete meaning. The clause *until we interrupted her* needs the independent clause to make sense. Therefore, it is a dependent clause. In the second sentence, *there wouldn't have been any change in seasons* is the independent clause while *if the earth stopped revolving around the sun* is the dependent clause. In the third sentence, *Rasika lives in the same colony as me* is the independent clause while *who*



I met on the bus yesterday is the dependent clause. Thus, each of these sentences has two clauses – independent and dependent. The subordinating conjunctions *until* and *if*, and the relative pronoun *who* link the independent and dependent clauses in the respective sentences. Such sentences are called **complex sentences**.

A **complex sentence** has one independent clause and one or more dependent clause(s), linked by a subordinating conjunction or a relative pronoun.

Examples:

Sheetal adjusted her seat so that Salim could see the screen properly.

The jalebis, which she got from home, were delicious.

The camp leader asked them to put up the tents, although it was only 12 in the afternoon, for it looked like it was going to rain.

Note: In a complex sentence, if the dependent clause appears first, a comma should follow it. But if the dependent clause comes after the independent clause, no comma is required. However, in case of non-defining relative clauses, we use commas to separate them from the independent clause.

1. Identify the sentences given below as simple or complex. Write S for simple sentences and C for complex sentences.
 - (a) Mahesh enjoyed playing with his kids. _____
 - (b) My school has a basketball court where I play every evening. _____
 - (c) Shahid copied the notes diligently. _____
 - (d) He can join the group, provided he attends all the meetings. _____
 - (e) Madhuri gifted her mother a book on her birthday. _____
 - (f) The old lady, who bought me chocolates, is my grandmother's friend. _____
 - (g) The welcome speech was delivered by the principal. _____
 - (h) Zaira renewed the library book since she couldn't finish reading it. _____

2. Identify the errors and rewrite the following sentences correctly.
 - (a) Leah, which was my senior in college, has been appointed as the librarian of the college.
 - (b) The flowers in the vase dried up and they were not watered properly.
 - (c) So the sentences are punctuated, they convey the intended meaning.

- (d) Tom's house reminded Nikhil of the house where he used to live in before.
 - (e) Since I frequently eat outside, I enjoy cooking in my spare time.
 - (f) Garima went for a walk where the guests left.
 - (g) Still Tony went, he took his dog along.
 - (h) While it was her first birthday away from home, her parents went to meet her at the hostel.
3. Combine the following simple sentences to form a complex sentence. One has been done for you.
- (a) This is the church. My sister got married here.
This is the church where my sister got married.
 - (b) The museum was closed. It was a Sunday.
 - (c) I wore the new red dress. I got it for my birthday.
 - (d) The office was open. The employees were not there.
 - (e) The puppy was wounded. Layla took it to the vet.
 - (f) She was watching cartoons. Her mother braided her hair.
 - (g) I didn't answer the question. I was confused between all the options.
 - (h) My favourite teacher is Miss Neena. She teaches English.

Look at the following sentences.

They knew the odds were against them, but they tried their best to win.

The food was cold, yet we relished it.

There was a discount on the books, so I bought an entire collection of the Harry Potter series.

The independent clauses in the above three sentences have been linked using the coordinating conjunctions *but*, *yet* and *so*. The coordinating conjunctions give equal importance to the clauses. Such sentences are called **compound sentences**.

A **compound sentence** has two or more independent clauses or simple sentences, joined by coordinating conjunctions.

Examples:

Should I finish my homework or study for the test?

It was a Sunday and all the shops were closed.

He revised the lesson again, so he wouldn't forget it.

Notes:

- In addition to coordinating conjunctions, other conjunctions such as *only*, *otherwise*, *therefore*, *still*, etc. can be used to join independent clauses in a compound sentence. For example, *we should stand in the queue, otherwise we won't get good seats for the programme.*
- In compound sentences, the subject of the second independent clause is omitted when the two clauses share the same subject. For example, when the two simple sentences, *I will finish my homework* and *I will go out to play* are combined to form a compound sentence, it becomes *I will finish my homework and go out to play.*

4. Form one compound and one complex sentence each from the following simple sentences. One has been done for you.

(a) I am not feeling well.

I am not feeling well, so I cannot come for the rehearsal today.

(Compound sentence)

I am not feeling well because I played in the rain yesterday. (Complex sentence)

(b) The main course was not that great.

(c) Please remove your shoes.

(d) She is an ambitious girl.

(e) My parents watched the sunset at the beach.

(f) The flowers were put in a glass vase on the table.

(g) My uncle quit his job at the bank.

(h) I memorised the lines of the poem in half an hour.

Take a look at the following sentences.

Although it was summer vacation, Milind did not want to sit idle, so he enrolled for a computer crash course.

Before she could finish the topic, the bell rang and the students rushed outside the classroom for lunch.

After travelling the entire day, I was extremely tired and decided to take a nap.

Each of the sentences above has two independent clauses and one dependent clause. For instance, in the first sentence, *Milind did not want to sit idle* and *he enrolled for a*

computer crash course are the independent clauses while *although it was summer vacation* is the dependent clause. In the second sentence, the dependent clause *before she could finish the topic* is followed by the two independent clauses *the bell rang* and *the students rushed outside the classroom for lunch*. Finally, the third sentence is also made up of the dependent clause *after travelling the entire day* and two independent clauses *I was extremely tired* and *decided to take a nap*. Such sentences are called **compound-complex sentences**.

A **compound-complex sentence** consists of two independent clauses and at least one dependent clause.

Examples:

Though she had only one more question to answer, the time was up and the instructor took her paper away.

As soon as it started raining, the dog ran to the living room and hid under the couch.

The Nile is the longest river in the world and the Egyptian civilisation, which is one of the oldest in the world, developed on its banks.

5. Combine the simple sentences to form compound sentences using the given conjunctions. Some conjunctions can be used more than once. One has been done for you.

but only for so yet or and

- (a) It is healthy. It is delicious.
It is healthy and delicious.
- (b) All my friends like cricket. I like football.
- (c) She was running out of time. She didn't panic.
- (d) Tara woke up at 5 a.m. in the morning. She took a bath.
- (e) The water tank was overflowing. He switched the motor off.
- (f) Nimrat is attending the remedial class. She failed to meet the attendance requirement.
- (g) I would have helped you with the cleaning. I have to study for tomorrow's test.
- (h) You should bring your hall ticket. You will not be allowed to sit for the exam.
6. Write S for simple, C for complex, CD for compound and CDC for compound-complex sentences.
- (a) Mary Kom has won the World Amateur Boxing Championship six times. _____

- (b) Since his son had graduated recently, Keshav decided to throw a surprise party; but he was confused about the venue. _____
- (c) She wanted to buy an armchair, but she didn't have enough money. _____
- (d) Arifa's papers were not evaluated by the teacher. _____
- (e) Since there were very few people in the restaurant, they let us choose our seats. _____
- (f) Dr B.R. Ambedkar was instrumental in creating the Constitution of India. _____
- (g) Tanya made chocolate ice cream while her brother watched TV. _____
- (h) It looked like it was going to rain, so she took the bus. _____

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

- (a) Shobhana is a famous actress or she is also a classical dancer.
Shobhana is a famous actress and a classical dancer.
- (b) We can both dispose of all the plastic cups and reuse them.
- (c) It was France whom won the last FIFA World Cup.
- (d) He had injured his hands so he continued to play.
- (e) During the inaugural ceremony, who went on for about an hour, the team captains came on the stage or spoke to the audience.
- (f) The electricity went out since Rahul was on the terrace.
- (g) Though the CPU is not connected to the monitor, the computer will not work.
- (h) After you are a certified pilot or cabin crew, you cannot enter the cockpit of the aeroplane.

8. Rewrite the following sentences as directed. One has been done for you.

- (a) I have to start for home in half an hour. It is five in the evening. (*Simple sentence*)
I have to start for home at five thirty.
- (b) Manjari was climbing a steep hill. She couldn't breathe properly. (*Complex sentence*)
- (c) The waiter served lobster soup. We also had crab for starters. (*Compound sentence*)
- (d) I bought an album by The Beatles, which is my favourite band, on my birthday. (*Two simple sentences*)

- (e) The sundae was not cold. It did not have enough sprinkles on it. (*Compound sentence*)
- (f) Should I bring balloons? Will you bring them? (*Compound sentence*)
- (g) The flowers were supposed to be delivered in the evening. They were not delivered on time. We bought new ones from the local florist. (*Compound-complex sentence*)
- (h) We decided to eat out. My brother had finished all the snacks. My mother had prepared snacks for us. (*Complex sentence*)

Recap

Based on their structure, sentences are classified into the following four kinds.

- **Simple sentences** consist of only one independent clause and can express a complete and coherent thought. For example, *the biscuits served with tea were too salty*.
- **Complex sentences** have one independent clause and one or more dependent clause(s), linked by a subordinating conjunction or a relative pronoun. For example, *before I could reach the bus stop, the bus had already left*.
- **Compound sentences** have two or more independent clauses or simple sentences, joined by a coordinating conjunction. For example, *the bus arrived at the stop at 11 o' clock and all the passengers boarded it*.
- **Compound-complex sentences** consist of two independent clauses and at least one dependent clause. For example, *though Shikha was a DC fan, she watched the new Avengers movie and enjoyed it very much*.

18 Active and Passive Voice



Look at the sentences below.

Jatin *played* the piano.

I *climbed* the mountain.

The piano *was played* by Jatin.

The mountain *was climbed* by me.

In the first two sentences, the subjects or the doers (*Jatin* and *I*) actively perform the actions while the objects (*the piano* and *the mountain*) are the receivers of the actions. In the third and fourth sentences, the subjects (*the piano* and *the mountain*) are the receivers of the actions and are emphasised upon. In other words, they are passive subjects.

In the English language, there are two voices – **active** and passive.

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**.

Examples:

Aldish *admires* Karl Marx.

– Karl Marx *is admired* by Aldish.

Rajesh *will maintain* the store.

– The store *will be maintained* by Rajesh.

We *were using* the library books.

– The library books *were being used* by us.

The following changes occur when we change the voice of a sentence from active to passive:

- The subject and object interchange their positions. In the first sentence above, *Aldish* is the subject while *Karl Marx* is in the object position. Similarly, *Rajesh* and *we* are the subjects in the second and third sentences, respectively. When changed to passive voice, their positions are interchanged, making *Karl Marx*, *the store* and *the library books* the subjects in the corresponding sentences.



- Subject pronouns (*I, he, she, we, they*, etc. in the subject position) in a sentence in active voice change to object pronouns (*me, him, her, us, them*, etc. in the object position) in the sentence in passive voice. Thus, in the passive form of the third sentence, *we* becomes *us* as it takes the object position.
- When we convert a sentence from active to passive voice, the tense of the verb remains the same. The main verb changes to its past participle form, and a suitable form of the *be* verb is added depending on the subject and the tense of the main verb. In the first sentence, *admires* (Simple Present) changes to its past participle form *admired*, and the *be* verb form (*is*) is used as a helping verb. Similarly, *will maintain* changes to *will be maintained* in the second sentence, and *were using* changes to *were being used* in the third.

The basic structure of a sentence in the **active voice** is

Subject (doer) + Main verb + Object (receiver)

The basic structure of a sentence in the **passive voice** is

Subject (receiver) + a form of the *be* verb + Past participle form of the main verb + by + Object (doer)

Note: Only sentences with transitive verbs can be in both **active** and **passive** voice. Sentences with intransitive verbs cannot be in the passive voice as they do not have an object or receiver of the action. For example, *we laughed for hours*.

- Underline the verbs or verb phrases in the following sentences and identify the voice. Write *A* for active voice and *P* for passive voice.
 - Sikander was taught horse riding by his mother.
 - Rehan bought a solar cooker to save energy.
 - The dogs are chasing the cat through the park.
 - The schools will be informed about the schedule by the coordinator.
 - The forests are being wiped out by humans to fulfil their greed.
 - The dinner had been prepared by my cousins.
 - We will have referred thousands of books by the end of this project.



(h) Shruti has applied for a loan to buy a house.

Look at the following sentences.

Madhura **sold** the bike to Shantanu.

The scientist **had shown** his invention to his children.

Iron Man **will return** the shield to Captain America.

The given sentences have two objects each. Verbs with two objects are called ditransitive verbs. In the first sentence, the verb **sold** has two objects – *the bike* and *Shantanu*, where *the bike* is the direct object and *Shantanu*, the indirect object. In the second sentence, *his invention* (direct) and *his children* (indirect) are the two objects of the verb **had shown**. Similarly, in the third sentence, *the shield* and *Captain America* are the direct and indirect objects of the verb **will return**, respectively. In all these sentences, the direct objects are most affected by the actions expressed by the main verbs. The indirect objects are the recipients of the direct objects. There are two methods in which sentences with ditransitive verbs can be changed from active to passive voice.

- Use indirect object as the new subject.

Iron Man **will return** *the shield* *to* *Captain America.*
(subject) (verb) (direct object) (indirect object)

Captain America **will be returned** *the shield* *by Iron Man.*
(indirect object – new subject)

- Use direct object as the new subject.

Iron Man **will return** *the shield* *to* *Captain America.*
(subject) (verb) (direct object) (indirect object)

The shield **will be returned** *to Captain America* *by Iron Man.*
(direct object – new subject)

2. Underline the two objects in the given sentences. Label direct object as *DO* and indirect object as *IO*. Convert them into passive voice.

- (a) We will gift paintings to Sathvika.
- (b) Fathima lent the bicycle to her little sister.
- (c) The Sports Foundation has sent the notice to all the schools.
- (d) The grandmother tells stories to the children.
- (e) The headmistress was showing the new playground to the parents.



- (f) Haider promised his brother a new laptop.
- (g) Suraj is introducing his parents to his teacher.
- (h) The store had offered a heavy discount on the new collection of clothes.

Passive voice is often used when the doer of the action is unknown or is not mentioned intentionally.

My house has been painted.

The door was closed.

Thousands of civilians got killed during the war.

In the sentences above, passive voice is used to emphasise the passive subjects (*my house, the door* and *thousands of civilians*) or the receivers of the actions (*has been painted, was closed* and *got killed*). However, the doers of the actions are not mentioned, because either the doer is unknown to the speaker, or is not important to the intended meaning of the statement.

Examples:

My bag was stolen in the park. (The doer is unknown.)

The children will be introduced to tenses. (The doer is not mentioned intentionally.)

Over fifty books have been added to the library. (The name of the doer is not required to convey the intended meaning.)

Let's look at the following sentences.

You *should watch* *The Flintstones*.

The Flintstones should be watched by you.

Tripti *can fix* the electric fuse box.

The electric fuse box *can be fixed* by Tripti.

My father *would cook* my favourite dish every Sunday.

My favourite dish *would be cooked* by my father every Sunday.

In the first sentence, the modal *should* remains the same when the sentence is changed to passive voice. The verb *be* in its base form is added between the modal and the main verb in past participle form. Similarly, in the second and third sentences, the modals *can* and *would* do not change their form. When sentences with modals are converted to passive voice, the modals do not change their forms. Since the modals themselves express time, we use the verb *be* in its base form in passive voice. It is added between the modal and the

main verb. Thus, the passive sentence is structured as follows:

Subject (receiver) + Modal + *be* + Past participle of the verb + *by* + Object (doer)

Examples:

We **must respect** our peers. – Our peers **must be respected** by us.

Rohan **could explain** the story. – The story **could be explained** by Rohan.

They **might close** the store soon. – The store **might be closed** by them soon.

3. Change the following sentences to passive voice.

- (a) Suresh might clean the windows tomorrow.
- (b) You can address the letter to the chief editor.
- (c) We ought to offer tea to the guests.
- (d) Seema should lend her books to her younger siblings.
- (e) Rahul could not drive the car after the sunset.
- (f) The court will have heard the appeal.
- (g) She may own a house in Hyderabad.
- (h) The website would provide the information to track the parcel.

Let's observe the changes in different types of sentences when we convert them into passive voice.

- Changing negative sentences to passive voice

Manju **had not invited** Suresh to the party. – Suresh **had not been invited** to the party by Manju.

He **did not attend** the meeting. – The meeting **was not attended** by him.

Sudha **does not like** caramelised pineapples. – Caramelised pineapples **are not liked** by Sudha.

When negative sentences in active voice are changed to passive voice, they follow the same structure as positive sentences. In the sentences above, the receivers of the action in active voice (*Suresh, the meeting and caramelised pineapples*) take the position of the subject in the passive voice while the main verbs are changed to their past participle forms (*had not been invited, was not attended and are not liked*).

Examples:

We **did not see** dolphins. – Dolphins **were not seen** by us.

The guard **has not taken** the parcel. – The parcel **has not been taken** by the guard.

The children **will not break** the window. – The window **will not be broken** by the children.

Note: The primary auxiliary verb *do* is not used in any of its forms in **passive** voice. It is replaced with *be* verb forms based on the tense and the subject of the sentence.

- Changing interrogative sentences to passive voice

When **will they announce** the election results? – When **will the election results be announced**?

What **is Nisha drawing**? – What **is being drawn** by Nisha?

We can change interrogative sentences to passive voice in three steps.

Step 1: Change the interrogative sentence to declarative sentence.

When **will they announce** the election results? – They **will announce** the election results in **sometime**.

Step 2: Change the active declarative to passive declarative.

They **will announce** the election results in **sometime**. – The election results **will be announced** by them in **sometime**.

Step 3: Change the passive declarative to passive interrogative.

The question words (*what, when, why, where, how, which*) in an interrogative sentence are retained in their position in the passive sentence.

The election results **will be announced** by them in **sometime**. – When **will the election results be announced**?

However, *who* is replaced with *by whom* in the passive sentence. For example,

Step 1: Who **broke** the glass? – Someone **broke** the glass.

Step 2: Someone **broke** the glass. – The glass **was broken** by someone.

Step 3: The glass **was broken** by someone. – By whom **was the glass broken**?

Helping verbs in the beginning of an interrogative sentence, such as *was, did, have*, etc. are replaced with helping verbs in accordance with the tense and the new subject in the passive form of the sentence.

Are you assisting me in planning the event?

Am I being assisted by you in planning the event?

The structure of interrogative sentences beginning with helping verbs in the passive voice is:

Helping verb + Receiver + Past participle form of the main verb + Doer

Examples:

Will you accompany me to the hospital? – Will I be accompanied by you to the hospital?

Doesn't she teach English at Miranda College? – Is English not taught by her at Miranda College?

Did you write this poem? – Was this poem written by you?

• Changing imperative sentences to passive voice

Serve dessert to all the children.

Let the children be served dessert.

Write the email.

Let the email be written.

These are examples of imperative sentences. They convey a message to the listener who is assumed to be the subject while the verb remains in its base form. When there is no agent or doer specified in the active sentences, the passive form begins with *let*. The base form of *be* is used before the main verb to maintain the tense of the sentence. In the above examples, *serve* and *write* are converted to *be served* and *be written*, respectively. The structure of the imperative sentence in passive form is:

Let + Receiver + be + Past participle form of the verb

Examples:

Close the gates of the tower. – Let the gates of the tower be closed.

Distribute the grains among the poor. – Let the grains be distributed among the poor.

Do this immediately. – Let this be done immediately.



There are a few exceptions that need to be remembered.

- When imperative sentences in active voice begin with the supporting verb *let*, the position of the subject and the object is interchanged in the passive form of the sentence.

Examples:

Let Aditi **host** the event today. – Let the event **be hosted** by Aditi today.

Let Meera **arrange** the programme. – Let the programme **be arranged** by Meera.

- When imperative sentences in active voice have *please* followed by the base form of a verb to convey a request, it is replaced with *you are requested* in the passive sentence. The same structure is also followed in commands, orders and advice when we want to specify the doer of the action. This structure is also used when there is no object.

Examples:

Please offer tea to the guests. – **You are requested** to offer tea to the guests.

Watch your steps. – **You are advised** to watch your steps.

Put the box in the place! – **You are ordered** to put the box in the place.

- When imperative sentences in active voice begin with *do not*, it cannot be changed to the past participle form. *Do* is then replaced with *you are ordered* in the case of commands and orders, and *you are advised* in the case of advice.

Examples:

Do not forget to turn off the gas. – **You are advised** not to forget to turn off the gas.

Do not pluck the flowers. – **You are ordered** not to pluck the flowers.

4. Change the following questions from active to passive voice.

- (a) Did you send the invitations to all the dignitaries?
- (b) Have you bought all the ingredients?
- (c) What did Gayatri buy for her nieces?
- (d) When will we reach the railway station?
- (e) How did Swara contact Dhvani?
- (f) Why is Sandeep carrying all the books?
- (g) Should we show the presentation to the manager?
- (h) Will the company improve their customer service?

5. Change the sentences from active voice to passive voice and vice versa.

- (a) The company laid off 2000 workers last month.
- (b) Imran Khan was elected the Prime Minister of Pakistan.
- (c) A dead tiger was found in the lake by forest officials.
- (d) The school teachers discussed the plans for Republic Day.

- (e) The art gallery bought Raja Ravi Varma's masterpiece.
- (f) Yuvraj Singh won the Man of the Series award in ICC Cricket World Cup 2011.
- (g) World's biggest toy store chain, Hamleys, has been bought by Mukesh Ambani.
- (h) A key role will be played by the chief minister in the government formation.

6. Choose the correct option from brackets to complete the following sentences.

- (a) Have the windows _____ (*cleaned / been cleaned*) by Simran?
- (b) Let all of us _____ (*forget / be forgotten*) the problems for sometime.
- (c) Puneet _____ (*will submit / will be submitted*) his assignments in an hour.
- (d) UNICEF _____ (*found / was founded*) in 1946.
- (e) The roads in Kashmir _____ (*cover / were covered*) with a thick layer of snow in February.
- (f) The hostel warden _____ (*had been surprised / had surprised*) the students with a grand meal on Sunday.
- (g) We _____ (*need / be needed*) people with integrity in this organisation.
- (h) All the transactions _____ (*are discontinuing / are being discontinued*) by the technical team.

7. Frame questions in passive voice based on the given sentences. One has been done for you.

- (a) The coach has trained the students in Kabaddi.
By whom have the students been trained in Kabaddi?
- (b) The officer will sign all the documents.
Will _____
- (c) The committee cancelled the tournament.
Why _____
- (d) The students will depict the story of Cleopatra on stage.
By whom _____
- (e) Faiz Ahmad Faiz has received the Lenin Peace Prize for his poetry.
What _____
- (f) Employees use the gaming room for recreation.
Which _____

- (g) Edward Jenner introduced the smallpox vaccine in 1796.
When _____
- (h) All the teams were provided nutritious food before the game.
Was _____
8. Some of the following sentences have errors. Identify the errors and rewrite the incorrect sentences correctly.
- A film was been directed by her.
 - The delivery guy stopped by the security at the gate.
 - Has the homework being done by you?
 - The travellers have been caught the train.
 - Nedin sang a beautiful song for us.
 - The policeman had been arrested the robbers who attacked the lady.
 - Prakriti's lunch is being preparing by Saman.
 - America was discovering by Columbus in 1492.
9. Read the recipe for fruit custard and rewrite it in passive voice in your notebook.

Ingredients:

- chopped fruits – 2 cups
- 2 cups of milk
- 2.5 tablespoons of custard powder
- 3 tablespoons of sugar



Process:

- Step 1: Heat the milk in a wide pot.
- Step 2: Add sugar and stir till it dissolves completely.
- Step 3: Take custard powder in a small cup. Pour 3 spoons of milk in it and stir well.
- Step 4: When the milk in the pot is hot, add the mix in the cup to the milk and stir well.
- Step 5: Make sure there are no lumps.
- Step 6: Keep stirring until the custard is thick in consistency.
- Step 7: Switch off the stove, cover the custard and chill it in the refrigerator.
- Step 8: Add the chopped fruits and serve immediately.

10. Change the voice of sentences in the following paragraph from active to passive and vice versa and rewrite it.

My father told me a fascinating Greek story. The famous craftsman of Athens, Daedalus, and his son Icarus, were imprisoned by King Minos in a tower. A clever plan to escape was designed by Daedalus. He made two pairs of wings with feathers and wax. He warned Icarus not to fly near the sun or the wax would melt. Icarus was told by Daedalus to follow his path. Icarus was charmed by the joy of flying. He disobeyed Daedalus. The wings were melted by the heat of the sun. In the end, Daedalus saw Icarus falling into the sea.

Recap

- A sentence in **active voice** has the doer of the action as subject, whereas in **passive voice**, the sentence has the receiver of the action as subject. For example,

*Nikhil **sold** the computer – The computer **was sold** by Nikhil.*

- Sentences with ditransitive verbs can be changed from active to passive voice in two ways.

*Reshma **bought** a saree for Fathima.*

*Fathima **was bought** a saree by Reshma.*

*A saree **was bought** for Fathima by Reshma.*

- Passive voice is also used when the doer is intentionally omitted or unknown in the context of the sentence. For example,

*Someone **stole** Humayun's book. – Humayun's book **was stolen**.*

- Modals in active voice remain the same when changed to passive voice. For example,

*Radha **should play** the flute. – The flute **should be played** by Radha.*

- The question words in interrogative sentences retain their position when converted to passive voice. For example,

*Who **trained** the children for the game? – By whom **were the children trained** for the game?*

- Imperative sentences are changed to passive voice depending on the nature of the sentence, whether it is an order, an advice, a request or a command. For example,

***Switch off** the light. – **Let the light be switched off**.*



Look at the sentences given below.

Hari said, 'I think Jemi is a very smart girl.'

Hari said that he thought Jemi was a very smart girl.

In the first sentence, Hari's words are directly quoted without any change. This is called **direct speech**. In the second sentence, Hari's statement is reported in the speaker's words, without changing the meaning. This is called **indirect speech**.

A sentence is said to be in **direct speech** when it quotes someone's exact words. The quoted words are placed within inverted commas. When someone's words are reported without using their exact words, the sentence is said to be in **indirect speech** or **reported speech**.

Examples:

Swathi said, 'I am going home tomorrow.' (Direct speech)

Swathi said that she was going home the next day. (Indirect speech)

The ballerina said, 'I will be performing with my friends tonight.' (Direct speech)

The ballerina said that she would be performing with her friends that night. (Indirect speech)

Now, read these sentences.

'If you don't take your umbrella,' Rateesh told Nimmi, 'you'll get drenched.'

Rateesh warned Nimmi that she would get drenched if she didn't take her umbrella.

In the first sentence, the direct speech is divided by information about the speaker. This is called a **divided quotation**.



A **divided quotation** is a direct speech interrupted by information about the speaker. Quotation marks in a divided quotation enclose only the exact words that are being quoted.

Examples:

'If you misbehave,' my mother said, 'you will not get a slice of this cake.'

'I don't like coffee,' Monica said. 'I prefer tea.'

'She is always late,' Ramana said, 'although she lives close by.'

Let us learn about the structure of divided quotations.

- In divided quotations, the first part ends with a comma, a question mark or an exclamation mark.
- If the second part is a continuation of the first, the reporting verb ends with a comma, and the second part begins with a small letter. For example, *'If it doesn't rain,' Myra said, 'we can go on a picnic.'*
- If the second part is a separate sentence, the reporting verb ends with a full stop, and the second part begins with a capital letter. For example, *'This food is delicious!' Hamish said. 'You are an amazing cook.'*

1. Punctuate the following sentences correctly.

- If you don't dry your hair properly Gautam said to us you will catch cold
- Soubhagya said this is a beautiful painting who made it
- If you don't submit your work on time Rahim said to Roshan you will be scolded
- You are my master the genie told Aladdin I will grant you three wishes
- The policeman said to the robbers keep your hands up or I will shoot
- The enemy's army is approaching fast the princess said to everyone but I promise you that I will defeat them
- I can hear the ice cream truck the boy told his mother may I please buy one
- Karishma said to her friends I don't feel like going out today

Now, let us see how to convert direct speech to indirect speech.

When we convert sentences in direct speech to indirect speech, certain changes occur.

- Interrogative and imperative sentences change to declarative sentences and end with a full stop.

Examples:

Jeethu asked me, 'Would you like to make lemon rice today?'

Jeethu asked me if I would like to make lemon rice that day.

- The comma that separates a reporting verb from a quoted speech is replaced with words such as *that*, *if*, *whether* or question words such as *why* and *where*.

Examples:

Timmy said, 'Do you want to have momos for dinner?'

Timmy asked whether I wanted to have momos for dinner.

- Sentences undergo a change in tense as they are converted from direct speech into indirect speech. These changes are as shown in the table given below.

Direct Speech → Indirect Speech
Simple Present → Simple Past <i>Gowri said, 'The keys are in my room.'</i> → <i>Gowri said that the keys were in her room.</i>
Present Continuous → Past Continuous <i>Pavithra said, 'I am reading.'</i> → <i>Pavithra said that she was reading.</i>
Present Perfect → Past Perfect <i>Tarun said, 'I have already watched this series.'</i> → <i>Tarun said that he had already watched that series.</i>
Present Perfect Continuous → Past Perfect Continuous <i>She said, 'It has been snowing since morning.'</i> → <i>She said that it had been snowing since morning.</i>
Simple Past → Past Perfect <i>Gopan said, 'I took the dog for a walk.'</i> → <i>Gopan said that he had taken the dog for a walk.</i>
Past Continuous → Past Perfect Continuous <i>Hari said, 'She was painting a portrait.'</i> → <i>Hari said that she had been painting a portrait.</i>

However, when reporting universal truths, the tense remains unchanged.

Examples:

My teacher said, 'Four and four make eight.'

My teacher said that four and four make eight.

- Though the reporting verb *said* is most commonly used in direct and indirect speech, in case of interrogative and imperative sentences, reporting verbs such as *asked*, *requested* and *ordered* are used in indirect speech, according to the tone of the sentence.

Examples:

Gowri said to me, 'Please get me some onions from the market.'

Gowri requested me to get her some onions from the market.

- Words that express time, place and position undergo changes when they are reported. Consider the sentences given below.

Rashi said, 'This book should be submitted here right now.'

Rashi said that that book should be submitted there right then.

This, which indicates place, changes to *that*. The position word *here* changes to *there*, and the time word *now* changes to *then*.

- Modals undergo change during conversion from direct to indirect speech as shown in the table below.

Direct Speech	Indirect Speech
will	would
shall	should
can	could
may	might (to show possibility) could (to show permission)

Examples:

Cinderella said, 'I will go to the ball tomorrow.'

Cinderella said that she would go to the ball the next day.

Note: The modals *would*, *should*, *could* and *might* do not undergo any change when converted from direct to indirect speech.

2. Convert the following sentences from direct to indirect speech.
- Gireesh asked Hari, 'Why are you upset?'
 - Anna said to Amina, 'Good evening!'
 - My mother said, 'Let's play badminton tomorrow.'
 - Rahul asked me, 'Can you lend me some money?'
 - 'When I grow up,' Sireesha said, 'I want to be a pilot.'
 - He said, 'Shut the door!'
 - 'If you're free,' Jahnavi said to Aruna, 'can you please accompany me to the bus stop?'
 - 'I have been reading continuously since morning,' Kavya said.

Now, let's read the following sentences.

Sona said that she had been waiting for her classmates the previous day.

Sona said, 'I was waiting for my classmates yesterday.'

When converting indirect speech to direct speech, the process is the reverse of converting direct speech to indirect speech. Consider the pair of sentences given above. The following are the changes that occur during this conversion:

- The word *that* is replaced by a comma.
- Inverted commas are added to enclose the quoted speech.
- The tense of the sentence changes from the Past Perfect Continuous to the Past Continuous.
- The pronoun *she* becomes *I*, and *her* becomes *my*.
- The time phrase *the previous day* is replaced by *yesterday*.

Examples:

Heera said that she had gone to watch the movie the previous day.

Heera said, 'I went to watch the movie yesterday.'

3. Change the following sentences from indirect to direct speech.
- Kritika said that her leg was paining.
 - Gargi said that Mary was reading a book.
 - Norman said that he had been planning to visit his grandmother.
 - Manisha asked me to go there.
 - My teacher told me to complete my homework the next day.

- (f) His mother asked him to finish his chores right then.
- (g) Hana said that she had been working on her project since the previous night.
- (h) Rajesh said that he had given his notes to Debashish.

Look at the following sentences.

Anargha asked me how aeroplanes flew.

Anargha asked, 'How do aeroplanes fly?'

The first sentence contains the question word *how*. When reported speech is converted to direct speech, it becomes an interrogative sentence beginning with *how*.



Here are a few rules for changing interrogative sentences from indirect into direct speech.

- The quoted speech becomes an interrogative sentence in direct speech. The interrogative sentence is enclosed within quotation marks, and a question mark is added at the end. A comma is added after the reporting verb to separate it from the quotation.

Examples:

Amina asked Kiran how she managed to do so well in the test.

Amina asked Kiran, 'How do you manage to do so well in the test?'

Notice that the question word *how* remains unchanged. Other question words that may be found in such sentences are *what, when, why, where*, etc.

- The reporting verb *asked* or *inquired* may either be retained or replaced by the verb *said*.

Examples:

Rani asked Joseph where he bought his shirts from.

Rani said to Joseph, 'Where do you buy your shirts from?'

Rani asked Joseph, 'Where do you buy your shirts from?'

- When converting yes/no questions, the quoted interrogative sentence in direct speech begins with auxiliary verbs such as *do, does, has, have, is, are, am, will* and *must*, depending on the tense and the subject of the main verb.

Examples:

Sheetal asked me if I spoke English.

Sheetal asked me, 'Do you speak English?'

4. Rewrite the following sentences in direct speech. One has been done for you.

(a) Veronica asked Betty if she had been to Bali.

Veronica asked Betty, 'Have you been to Bali?'

(b) Abdullah asked me what time the train left for Patna.

(c) Rue asked Akshay if he had a spare pencil.

(d) My mother asked me whether she was supposed to pick me after school.

(e) Prateeksha asked me how she could open a new bank account.

(f) Maria asked Megha where they were going to meet for coffee.

(g) Durga asked me if she should water the plants every morning.

(h) Kaveri asked Akhil if he would do the project with her.

Now, read the sentences given below.

My father ordered me to go home immediately.

My father said to me, 'Go home at once!'

In the first sentence, the reporting verb *ordered* implies that it is an imperative sentence. When imperative sentences are converted to direct speech, the reporting word may be retained or replaced by *said*.

Here are some points to remember while changing imperative sentences from indirect into direct speech.

- When written in indirect speech, imperative sentences may be recognised by the presence of reporting verbs such as *ordered*, *forbade*, *warned*, *commanded*, *requested*, *advised* and *suggested*. Depending on whether the sentence is a request or an order, we may choose to retain the reporting verb or change it to *asked* or *said*.

Examples:

Kanaka requested me to bring her a cup of tea.

Kanaka asked me, 'Will you please bring me a cup of tea?'

Kanaka said to me, 'Please bring me a cup of tea.'

In the first sentence, the reporting verb *requested* indicates that it is a request. When converted to direct speech, requests may be written either in the form of interrogative sentences along with the reporting verb *asked* or as imperative sentences along with the reporting verb *said* or *told*. The word *please* is added to specify that it is a request. However, orders can only be written as imperative sentences.

Examples:

The robber ordered us to hand over our gold.

The robber said, 'Hand over your gold!'

- The use of words such as *suggested, advised, insisted, recommended* and *proposed* indicates that the statement is a suggestion.

Examples:

She suggested that I get my eyes checked.

She said, 'Why don't you get your eyes checked?'

She said, 'You should get your eyes checked!'

When converted to direct speech, suggestions may be written in the form of interrogative or imperative sentences, as shown in the examples given above. Suggestions in indirect speech, when converted to direct speech, can also begin with the word *let's*. This usually happens when the suggestion is a call for action that requires persuasion.

Examples:

Sudhanand suggested that we go out for a walk.

Sudhanand said, 'Let's go out for a walk!'

5. Change the following sentences to direct speech. One has been done for you.
- (a) He commanded me to stand in the queue.
He said to me, 'Stand in the queue!'
 - (b) My father advised me to drink eight glasses of water every day.
 - (c) Suresh requested me to lend him my bicycle.
 - (d) She ordered me to bring the package on time.
 - (e) The students requested the teacher to give them some extra time.
 - (f) Pari suggested I have some food.
 - (g) I proposed that we have noodles for lunch the following day.
 - (h) Caroline suggested watching a horror movie.

Look at the sentences given below.

Arjun said, 'Wow! What an intricate statue!'

Arjun exclaimed with wonder that it was an intricate statue.

The first sentence quotes an exclamatory sentence, and the second one is its reported form. In the second sentence, the reporting verb *said* is replaced by the phrase *exclaimed with*. The exclamation *wow* is replaced by the word *wonder* as it conveys the same emotion.



Examples:

Kannan said, 'Alas! I spilled water on my painting!'

Kannan exclaimed with grief that he had spilled water on his painting.

Interjections can be of various kinds.

- *Ha!, Hurrah!, Splendid!, Bravo!*, etc. show excitement or joy.
- *Wow!* expresses surprise, wonder or joy.
- *Alas!* expresses grief.
- *Well done!* expresses appreciation.
- *Ugh!* shows disgust.
- *Thank goodness!* expresses relief.
- *Oh no!* shows disappointment.

When converting exclamatory sentences from direct to indirect speech, add the emotion expressed by the interjection to the phrase *exclaimed with*.

Examples:

Kimi said, 'Thank goodness! We managed to board the train!'

Kimi exclaimed with relief that they had managed to board the train.

If a strong emotion is not expressed in the exclamatory sentence, we can use an appropriate interjection depending on the mood and tone of the speaker.

Examples:

He said, 'How cute the baby is!'

He exclaimed with delight that the baby was very cute.

Now, read the sentences given below.

Fazil said to me, 'Happy birthday!'

Fazil wished me a happy birthday.

The first sentence quotes an optative sentence as it expresses a wish. In the second sentence, the reporting verb *said* is replaced by the word *wished* as the quoted speech conveys Fazil's wish that the listener would have a happy birthday. The exclamation mark is also removed in indirect speech.

Examples:

Manav said, 'May God help me win the competition!'

Manav prayed that God help him win the competition.

Note: A sentence that conveys a wish, prayer, hope or curse is called an optative sentence.

If the quoted speech in a sentence begins with the word *may*, the reporting verb *said* is replaced with *prayed* in the reported speech, and *may* is changed to *might*. If the quoted speech begins with a noun or a pronoun + wish, the reporting verb is replaced with *wished* in indirect speech. Additionally, when the word *congratulations* is used in quoted speech, the reporting verb *congratulated* can be used in indirect speech.

Examples:

Akira said, 'May it be sunny today!'

Akira prayed that it be sunny that day.

Sarah said, 'I wish I had listened to my teachers!'

Sarah wished that she had listened to her teachers.

Susan said to Lanny, 'Congratulations on winning the baseball tournament!'

Susan congratulated Lanny for winning the baseball tournament.

Here are some points to remember while changing exclamatory sentences and optative sentences from indirect speech into direct speech.

- When written in indirect speech, exclamatory sentences may be recognised by the presence of the phrase *exclaimed with*. In direct speech, we can choose to retain *exclaimed* as the reporting verb or replace it with *said*.

Examples:

Dinesh exclaimed with grief that he had not won the contest.

Dinesh said, 'Alas! I didn't win the contest!'

Dinesh exclaimed, 'Alas! I didn't win the contest!'

- A suitable interjection is added to the phrase *exclaimed with* in indirect speech according to the emotion or tone of the sentence.

Examples:

Pavi exclaimed with wonder that the tree was laden with mangoes.

Pavi said, 'Wow! The tree is laden with mangoes!'

Note: If an adverb of degree such as *very* or an adjective such as *great* is used in indirect speech, the quoted exclamatory sentence in direct speech should begin with *how* or *what*.

Examples:

Harsha told his father that the scones were very tasty.

Harsha said to his father, 'What tasty scones!'

- In indirect speech, optative sentences may be recognised by the presence of reporting verbs such as *wished* and *prayed*. When converted to direct speech, the reporting verbs are usually replaced by *said*.

Examples:

Rasheed wished his mother a good morning.

Rasheed said to his mother, 'Good morning!'

- If the reporting verb is *wished*, the quoted speech should begin with the noun or a suitable pronoun + *wish*.

Examples:

Zainab wished to meet Emma Watson.

Zainab said, 'I wish I could meet Emma Watson!'

- If the reporting verb is *prayed*, the quoted speech should begin with *may*.

Examples:

Thomas prayed that I be successful in my endeavours.

Thomas said to me, 'May you be successful in your endeavours.'

6. Look at the following sentences. Convert the sentences in direct speech to indirect speech and vice versa. One has been done for you.

- (a) Devi said, 'What a cute dog Danish has!'

Devi exclaimed that Danish has a very cute dog.

- (b) Radhalakshmi wished me a happy journey.

- (c) Sunita prayed for it to rain that day.

- (d) Shiva said to Zainab, 'Congratulations on your first job!'

- (e) Praveen said to me, 'May you pass all your exams!'

- (f) Malu congratulated us on our new house.

- (g) Gargi exclaimed with pleasure that Soundarya's new haircut suited her.

- (h) They said, 'We wish we were rich!'

7. Convert the following sentences from indirect speech to direct speech.

- (a) Yug requested Deva to move his car.

- (b) Rudra congratulated Lakshmi on passing the entrance exam.

- (c) Nehrika ordered me to carry her bags.

- (d) My mother told me that she would be going to meet my teacher.

- (e) Sanjay said that the flight had landed twenty minutes early.
- (f) Rohini exclaimed with grief that she had broken her music CDs.
- (g) Ira asked me what I was doing.
- (h) Anvi told Mohammad that she would be going to Paris during her vacations.
8. Convert the sentences given below to direct speech if they are in indirect speech and vice versa.
- (a) Pallavi said, 'Alas! My plant has wilted!'
- (b) Ganga said, 'I hope I ace my exams.'
- (c) Rohan suggested that we get a dog.
- (d) 'Actions speak louder than words,' Nia said.
- (e) Raj requested Sanya to save him a seat in the canteen.
- (f) Rose apologised to Lisa for spilling the milk.
- (g) Suresh exclaimed with disappointment that he had lost his keys.
- (h) The driver asked, 'Where is your drop location?'
9. Read the following pairs of sentences. Identify the errors and correct them. One has been done for you.
- (a) Keya said to me, 'Happy holidays!'
Keya told me happy holidays.
Keya wished me happy holidays.
- (b) Mehar asked, 'Where is the nearest adventure park?'
Mehar exclaimed with wonder where the nearest adventure park was.
- (c) Sai said, 'Wow! What a wonderful party!'
Sai exclaimed with regret that the party was wonderful.
- (d) Tarun said, 'I wish it would rain today!'
Tarun requested that it would rain today.
- (e) Aarav said to me, 'Rectify your mistakes right now!'
Aarav requested me to rectify my mistakes right then.
- (f) Ranbir said, 'Let's meet at the park!'
Ranbir said let we meet at the park.
- (g) Rohan said to me, 'Take care of my bills!'
Rohan requested me to take care of his bills.

- (h) Yash said, 'How cold it is!'
Yash said that it was cold!

10. Identify the errors and rewrite the following sentences correctly in direct speech.

- (a) Saumya said that she has been doing the dishes since morning.
(b) Jacob said that he had completed his assignment next week.
(c) Shreya said that she would fall asleep here.
(d) The principal told the students if they have studied for the exams.
(e) She suggested that her friend was cutting mangoes.
(f) She requested me if I would visit her during the vacation.
(g) The teacher exclaimed with joy that some students had failed the exam.
(h) The mother exclaimed to her children that honesty is the best policy.

11. Read the conversation given below and complete it using the clues given in brackets.
Rewrite it in indirect speech.

Reporter: Hello! How are you today?

Actor: _____ (*good, just woke up, no breakfast*)

Reporter: Are you nervous or excited for your latest release?

Actor: _____ (*haven't slept in a week, nervous, hope, success*)

Reporter: This role seems to be the most challenging role you've taken up so far. Do you agree?

Actor: _____ (*yes, mentally straining, worth it, hope, audience, love*)

Reporter: I'm sure they will! Thank you for your time.

Recap

- There are various rules to keep in mind while changing **direct speech** to **indirect speech**.
 - Change the tense, personal pronouns, modals and possessive adjectives.
 - Change the words expressing time, position and place.
 - When converting an interrogative sentence, change its form from interrogative to declarative.

- When a direct speech is interrupted by information about the speaker, it is called a **divided quotation**. For example, 'Did you forget your scarf?' Luka asked. 'It's very cold outside.'
- The process of converting indirect speech to direct speech is the reverse of that for converting direct speech to indirect speech.
- When we convert an **interrogative sentence** in indirect speech to direct speech, the quoted speech is presented as a question. When converting a question with yes/no answers to direct speech, begin the quoted question with an auxiliary verb.

Examples:

She asked me why my socks were so dirty.

She asked, 'Why are your socks so dirty?'

- When we convert an **imperative sentence** in indirect speech to direct speech, we use the reporting verbs in indirect speech to identify whether the statement is an order, a request or a suggestion.

Examples:

Soumya suggested that we wake up early the next day.

Soumya said, 'Let's wake up early tomorrow!'

- When we convert an **exclamatory sentence** from direct speech to indirect speech, we can use the reporting phrase *exclaimed with*.

Examples:

Inu said, 'Ugh! There is a slug on the plant!'

Inu exclaimed with disgust that there was a slug on the plant.

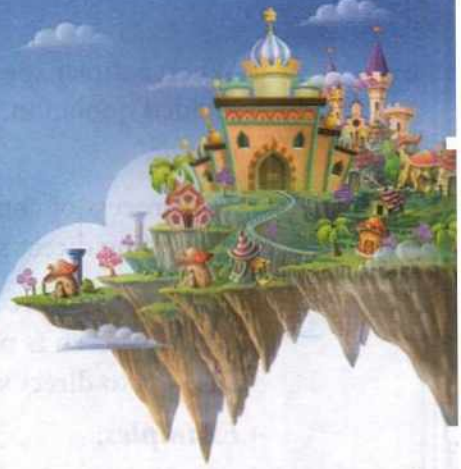
- When we convert an **optative sentence** from direct speech to indirect speech, we use reporting verbs such as *wished* and *prayed*, according to the intention and meaning of the statement.

Examples:

The child said, 'May the rains stop soon.'

The child prayed that the rains stop soon.

20 Punctuation



1. Punctuate the following paragraph.

enid blyton is a british author known for her major contribution towards children's literature she authored over six hundred childrens books her famous works include series *the famous five the secret seven noddy and malory towers* her works have been translated into ninety languages she deals with various genres adventure mystery fantasy natural history and education prior to becoming a writer blyton worked as a teacher and a governess

Look at the following sentences.

Shila's bag was found in the park yesterday.

My name has three a's.

She's an intelligent and ambitious girl.

In the first sentence, the punctuation mark in red is used to indicate that the bag *found in the park yesterday* belongs to Shila. In the second sentence, the punctuation mark in red indicates the number of times the letter *a* appears in the speaker's name. In the third sentence, the phrase *she is* is contracted to *she's*. This is usually done in informal sentences. The punctuation mark that has been used in the above sentences is called **apostrophe**.

An **apostrophe** is used to indicate possession, contraction and the plural form of lowercase letters.

Examples:

I borrowed Nikita's book.

We could've had an ice cream after dinner.

Do you spell your name with two e's?

Note: Contractions are shortened forms of words or phrases, formed by removing one or more letters. Usually, an apostrophe takes the place of the missing letters.



2. Use apostrophe in the following sentences and identify their function. Write *P* for possession, *C* for contraction and *PL* for plural.

- (a) Did you know that there are four ss in the word 'possession'? _____
- (b) Todays cricket match was a disappointment. _____
- (c) My brothers ambition is to be a chef. _____
- (d) Dishas mother has joined karate classes. _____
- (e) We have been driving for two hours now. _____
- (f) We should have gone out before it started raining. _____
- (g) My neighbours fathers brother won the election. _____

Look at the following sentences.

The Challenger Deep (located in the Mariana Trench) is the deepest point on earth.

Please refer to the index for more information (see page 564).

Google (founded by Sergey Brin and Larry Page) is the most used search engine in the world.

In the above sentences, the punctuation marks in red have been used to provide additional information, separating it from the main sentence. The sentences are complete and meaningful even without this information. These punctuation marks are called **brackets** (parentheses).

Brackets are punctuation marks used to enclose additional information that does not impact the meaning of the sentence.

Examples:

Burj Khalifa (the tallest building in the world) is located in Dubai.

J. K. Rowling (author of the Harry Potter series) uses the pseudonym Robert Galbraith.

Kapil Dev (former Indian cricket team captain) retired in 1994.

3. Identify the additional information in each of the following sentences and put it in brackets.

- (a) Cassowary one of the most dangerous birds is found in Australia and parts of New Guinea.
- (b) The Mona Lisa painted by Leonardo da Vinci is located in the Louvre.
- (c) Facebook created in 2004 was the brainchild of Mark Zuckerberg.
- (d) Hyderabad capital of Telangana is one of the safest cities in India.

- (e) Marie Curie born in Poland was the first woman to win a Nobel Prize both in physics and chemistry.
- (f) Please refer to the periodic table to solve the following questions turn to page 250.
- (g) Indra Nooyi former chairperson of PepsiCo was ranked the second most powerful woman on the Fortune list in 2015.
- (h) Baahubali 2 originally made in Telugu is one the highest grossing Indian movies.

Look at the following sentences.

My favorite short story of all time is 'David Swan' written by Nathaniel Hawthorne.

Yasmeen said, "This video game is not age appropriate."

Diana exclaimed, "Oh, I love reading the poem 'If' by Rudyard Kipling."

In the first sentence, punctuation marks in red are used to specify the title of the short story 'David Swan'. These punctuation marks are called **single quotes**. In the second sentence, the punctuation marks used to quote Yasmeen's exact words are called **double quotes**. In the third sentence, double quotes are used to quote Diana whereas single quotes are used to specify the title of the poem 'If'.

Quotation marks are punctuation marks (' ' / " ") that are used to quote the exact words spoken by people (double quotes) or to specify titles of poems, short stories and plays (single quotes).

Examples:

Did you read the poem 'Palanquin Bearers'?

Aparna said, "Bring your water bottle to the picnic."

The school group performed a play titled 'Shakespeare in India'.

Notes:

- Single quotes are used to denote the names of poems, short stories and plays. Titles of published books and movies are italicised.
- Nowadays, single quotes and double quotes are used interchangeably to denote direct speech.

4. Read the following sentences and add quotation marks wherever necessary.

- (a) Maya said, Hey, let's go and play on the terrace today!

- (b) Arthur recommended me Katherine Mansfield's short story *The Little Girl*.
- (c) They said, Wow! What a neat room!
- (d) My mother asked me to book tickets for the play *The Truffle Tower*.
- (e) I preferred the poem *The Rime of the Ancient Mariner* to *The Solitary Reaper*.
- (f) My friends warned, Be careful of wild animals when you go trekking.
- (g) Radhika asked, Why is nobody going to watch *Avengers: Endgame* tonight?
- (h) Girideep said, You should finish reading the poem *Lucy* before writing its short-story adaptation.

5. Punctuate the following sentences.

- (a) ganga said i need to sleep for eight hours
- (b) my mother asked me to read the necklace by guy de maupassant
- (c) raghavs father will drive us to school
- (d) shes going to take a bath before going to bed
- (e) the teacher said start reading the chapter
- (f) shakespeare born in england is one of the most translated writers in the world
- (g) keep the dead spiders away from me exclaimed ron

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

- (a) I, think that, white nights is one of fyodor dostoyevskys best stories
- (b) My Father and i decided to (go to the new park) tonight.
- (c) Parv doesnt look like He slept well last night?
- (d) My pet Puppy which my uncle gifted me is very obedient.
- (e) Dark coloured Suits suit him very well?
- (f) Do you want to share a bowl of noodles with me.
- (g) Tariq isnt a big fan of Pop Music he prefers classic Rock.

7. Read the story given below and rewrite it by punctuating it.

the witty professor

one day four friends decided to have a party they accidentally overslept the next day and missed an important test they decided to lie to the professor and say that they had missed the test because their cars tyre had burst on the way the professor

agreed to give them a retest on the day of the test he told them i will make you sit in different classrooms you will have to answer only two questions the students agreed happily when they received the question paper they were shocked the first question was what is your name and the second question was which tyre of your car burst the other day the professor was able to see through their lie

Recap

- An **apostrophe** is used to indicate possession, contraction and the plural form of lowercase letters.

Examples:

Oliver's father can fly a plane. (Possession)

He's going for a swim this evening. (Contraction)

The word quinquennium, which means a specific period of five years, has three n's and two q's. (Plural of lowercase letters)

- **Brackets** are punctuation marks used to enclose additional information that does not impact the meaning of the sentence. For example, *Pompeii (located in Italy) was destroyed by a volcanic eruption.*
- **Quotation marks** are punctuation marks (' ' / " ") that are used to quote the exact words spoken by people or to specify the titles of poems, short stories and plays. For example, *Athira exclaimed, "Don't reveal any spoilers about the short story 'The Gift of the Magi'."*

21 Biographical Sketch



A **biographical sketch** is a short account of a person's life.

Let us look at a few reasons for writing a biographical sketch.

- It gives a quick glimpse into a person's life.
- It provides a little more information than just stating facts.
- One can write a biosketch of oneself for professional purposes.

Here are a few things to be included in a biographical sketch.

- Date and place of birth
- Major achievements
- Educational qualifications
- Professional experience
- Major contributions
- Awards and recognition

Now, let us look at a sample biosketch of Mahendra Singh Dhoni.

Mahendra Singh Dhoni, born on 7 July 1981 in Ranchi, Jharkhand, is an Indian international cricketer and a former captain of the Indian cricket team. Popularly known as M S Dhoni, he holds a bachelor's degree in Commerce and has led the Indian Cricket Team from 2007 to 2017. He is widely regarded as one of the greatest finishers in the world for cricket with limited overs. His journey from being a ticket collector in the Indian Railways to becoming one of the best wicket keepers and the finest captain in the Indian Cricket Team is lauded as a story of extraordinary merit and perseverance.



Under his captaincy, Team India won the World Cup trophy in 2011. Dhoni has been awarded the Padma Bhushan, the Padma Shri and the Rajiv Gandhi Khel Ratna for his contribution towards the Indian cricket team.

1. Write a biographical sketch on the following people.
 - (a) Stan Lee, creator of the Marvel universe
 - (b) Your favourite actor or actress
 - (c) Any person of your choice who has contributed to the society





A **book review** is a piece of writing in which a book is analysed with regard to its content and style. It explores the strengths and weaknesses of a book. It is an opinionated form of writing.

Let us look at a few points to be remembered while writing a book review.

- It is important to note that it is not a book report. Therefore, one should not simply summarise the book.
- Write down the essential information such as the title, author's name, year of publication, name of the publisher, genre and price.

Note: A genre is a category of art, music or literature. For example, a short story, horror, mystery, etc.

- Figure out what the author is trying to accomplish.
- Understand who the book is written for, i.e. the intended audience.
- State the main topic of the book and how it is treated by the author, using quotes from the book.
- State whether the book is interesting and if you would recommend it.
- Voice your disagreement, if any, with the book or any of its aspects, and contest it using quotes from the book.
- Divide the review into three sections, namely, introduction, synopsis and your personal view.



Now, read the following book review written by Parul of Grade 7.

Book: *Harry Potter and the Philosopher's Stone*

Author: J. K. Rowling

Year of Publication: 1997

Publisher: Bloomsbury

Genre: Novel, Fantasy Fiction

Price: 399

Harry Potter and the Philosopher's Stone is J. K. Rowling's first book in the seven-book series. The story is about Harry, a seemingly ordinary boy from London. He is an orphan who lives with the Dursleys (his aunt, uncle and cousin) who mistreat him every day.

As a letter from a strange place called Hogwarts finds its way to Harry on his eleventh birthday, his life turns upside down. Harry soon finds himself on his way to a magical world which non-magical people, or 'muggles', neither know about nor understand. There he joins a school of magic and makes new friends. As Harry starts learning about the world of wizardry and the truth behind how his parents died, he comes to know about the evil wizard, Lord Voldemort, who posed the biggest threat to the wizarding world. Harry also discovers a dangerous secret hidden within the castle which, if Lord Voldemort finds, would be detrimental for the wizarding world. The adventures that Harry and his friends embark on to save the magical world from the rise of evil, form the rest of the story.

Even though it is a children's book, it can be enjoyed by people of all ages. From fire-breathing dragons to invisibility cloaks, Harry's story is filled with mystery, wonder, varied characters and enthralling adventures. It is a delightful read with author J. K. Rowling's intricate and gripping storytelling. The relationships the characters share teaches the readers about kindness, acceptance and compassion. I would highly recommend this book.

1. Write a book review on a book suggested by your teacher.
2. Write a book review on any book written by
(a) Ruskin Bond (b) Enid Blyton (c) R. K. Narayan
3. Make groups and select one book. Write a book review on the selected book and compare it with your friends' reviews.



An **essay** is a short composition on a particular topic that is used to express opinions or feelings on a subject or describe an experience, idea or a person.

Let us take a look at the structure of an essay.

- **Introduction:** It consists of a single paragraph that introduces the topic. The important points or ideas that are to be discussed in the essay and its purpose are mentioned in the introduction.
- **Body:** It consists of three or four paragraphs. Each paragraph discusses one idea that has been mentioned in the introduction.
- **Conclusion:** It summarises all the ideas given in the essay. It can also include the writer's feelings or opinions.

The following are the four major 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 reasons to support the author's claim on a topic
- **Descriptive essay:** uses extremely vivid descriptions to illustrate an image for the readers

Let us take a look at a few guidelines to be followed while writing an essay.

- Decide on the type of essay that can be written on a given topic.
- Prepare an outline of the essay before you begin to write. For this, create a mind map to organise your thoughts. First, write your topic in the middle of the page. Draw a few lines branching out from the topic and write down the main ideas you would like to cover in your essay. Doing this will help you develop connections within the essay and also ensures that the essay is organised and coherent.



- Arrange all the ideas to make sure they flow logically from one point to the next.
- Start the introduction with an interesting statement about the topic.
- Do not use the same expressions in the introduction as well as the conclusion.

Now, let us learn about narrative essays.

A **narrative essay** is a text written about events, interactions and experiences of the narrator. It always contains a vivid plot and can be easily confused with a descriptive essay. Generally, any form of narrative text is written in the first person point of view. However, the third person point of view can also be used.

Let us read a narrative essay about this year's summer vacation.

A Refreshing Summer

Summer vacations have always been fun and energising. From as early as I could remember, our family has always insisted on travelling to a new state or city every summer. Like every year, this year too, we wanted to visit a new destination with several attractions. After much contemplation, we chose Bengaluru. Before the trip, I raided the internet sources to learn about popular tourist attractions and spots to visit in Bengaluru; the results were many and I was excited to explore.

Not long after the examinations got over, we began our journey. My father had informed us about the beautiful weather in Bengaluru that intermingled with the chaotic traffic in the city. We boarded the train to Bengaluru from Kachiguda, Hyderabad in the evening. We stayed with my uncle and aunt who never failed to bring us sweets and chocolates every time they visited us back in our hometown. We decided to visit the famous Cubbon Park which lies in the heart of the city. It encloses several governmental properties, endowment centres and historical monuments. It is one of the only parks to have a bustling road cutting through it. The habitat and the environment is a jogger's paradise and a traveller's attraction. It took us nearly a day to see in and around Cubbon Park.

Cubbon Park is officially known as Sri Chamarajendra Park and was originally built in 1870 by Major General Richard Sankey. The park was named after Sir Mark Cubbon, who served as the commissioner of

Mysore state from 1834 to 1859, for an extended time. It was renamed as Chamaraġendra Park years later as a tribute to the ruler Sri Chamaraġendra Wodeyar. There are four ways to access the park, namely M.G. Road, Ambedkar Beedhi, Hudson Circle and Kasturba Road.

We first explored the floral resources of the park. It welcomed us with lush flora that blended with the historical buildings and took me back to the early 1980s. The place looked really familiar to me as several films had been shot there. The panorama of the park astonished me as it had a distinctive outlook with groves of various trees, flowers, bamboo and some statues of significance. Although Cubbon Park is positioned in the middle of the city, the landscape and the flowering plants are preserved well and cover a major area in the park. It is evident that the park is a depository of 6,000 plant species and trees. Someone spotted a rare silver oak, also known as Australian *Grevillea robusta*, on the roadside of Cubbon Park. I had previously seen silver oak trees in bloom only in wallpapers and various advertisements. Besides this, there were a variety of ornamental gulmohars and other flowering trees. The locals whom I met in the park were regular visitors who came for meditation or a morning walk. While wandering through the park, we ate corn from one of the vendors who had set up stalls inside. It tasted very different as they had poured some *chutney* over it. By early afternoon, music concerts were being organised on the bandstand. Various captivating activities such as painting sessions, poetry workshops and music classes were taking place in the surrounding area. The photographs the guides had put on sale showed that the bandstand had witnessed performances by my favourite musicians.

While roaming around the park, I came across statues of Queen Victoria, Sir Mark Cubbon, Raġya Dhurandhara, Sir K. Sheshadri Iyer and Chamaraġendra Wodeyar, all of them were significant people who had been involved in the foundation of Cubbon Park. We visited the High Court of Karnataka which was adjacent to the park. I was very enthusiastic about visiting the old buildings as most of these had a Gothic style architecture and some paintings which are worth observing.

My dad recollected his time in Bengaluru and summarised the history of the buildings to us. Attara Kacheri, the housing of the high court, is situated opposite to the Vidhan Soudha. Although the name initially sounded really strange to me, I later learnt that the Vidhan Soudha is actually the seat of Karnataka's State Legislature. These establishments were built in 1864 by the British. As we had gone to those places on a public holiday, it was not opened for tourists. Later, we visited the Sheshadri Iyer Memorial Hall which has presently been transformed into a library and was just a short walk away from Cubbon Park. The hall, with its elegant European style, looked like a scene right out of an English movie. The vegetation in Cubbon Park gave the building a classy look.

Since we were running out of time, we quickly visited the Musical Fountain and Jawahar Bal Bhavan and departed from Bengaluru. Given a chance to visit Bengaluru a second time, I would definitely head back to Cubbon Park to experience the familiar feeling of peace and comfort.

1. Write a narrative essay on each of the following topics in about 500 words.
 - (a) Your favourite childhood memory
 - (b) Your favourite festival
 - (c) A social issue you feel deeply about

Now, let us learn about expository essays.

An **expository essay** is a text which explains a topic in a logical manner. The writer's emotions are not included in this form of essay.

Given below are a few things to keep in mind while writing an expository essay.

- Brainstorm the topic, collect information and organise them in a logical manner.
- Before you begin writing the essay, formulate a thesis statement which expresses the main idea of your essay.
- Do not present your own arguments. Include facts and be as objective as possible.
- The writing should be clear and concise.