

1

Sentences And Phrases

SENTENCE

FEATURES

- A sentence is a group of words that makes complete sense.
- It begins with a capital letter.
- It ends with a full stop **.**, an exclamation mark **!** or a question mark **?**.

PARTS OF SENTENCE

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

- Examples :** (a) John works hard.
(b) I like to read books.

Every sentence has two parts namely a **subject** and a **predicate**.

SUBJECT AND PREDICATE

- (a) **The subject is the part of a sentence that tells what a sentence is about.**
(b) **The predicate is the part of a sentence that says something about the subject.**

Example : Roma reads a book.
 subject predicate

FEATURES

The **subject** is always a noun or a pronoun or a group of words that does the work of a noun.

- Examples :** (a) **The old palace** is considered haunted.
(b) **All the boys** are in the ground.

The **predicate** may consist of one word or several words with the essential word being a verb.

Example : My dress **is beautiful**.

The verb is the essential word in the predicate.

A. Identify the *subject* and the *predicate*.

1. Meena has come first in the race.
2. Lazy boys come last.
3. The sun rises in the east.
4. The foolish crow tried to be the peacock.
5. My parents and my brother have gone to the market.
6. I have met Raman's father.
7. Thousands of trees have been cut to construct the stadium.
8. The teacher gave him a prize.

Hint : Identify the verb and ask **what** or **who** before it. The answer would be the subject.

OBJECT

When the verb in the predicate is a transitive verb, it requires an object to complete its sense. For example, when we say **I throw**, it does not make complete sense. The verb **throw** requires an object such as **a ball** to make complete sense.

Examples : (a) I throw a ball. (makes complete sense) (b) I sing a song
 (c) You should learn **swimming**.

DIRECT AND INDIRECT OBJECT

Example : The teacher gave sweets to the children.
 verb direct object indirect object

Here, the verb **gave** takes two objects – **sweets** and (the) **children**.

- (i) The noun answering **what** after the verb is called the **direct object** of the verb. (sweets)
 (ii) The noun naming the person for **whom** something is done, is the **indirect object** of the verb. [(the) children]

B. Circle the direct objects and underline the indirect objects, if any, in the following sentences.

- I bought a cycle for my brother.
- The teacher told them a story.
- Please buy me a school bag.
- She gave a good advice.
- She gave him a gift.
- Father gave the guard his salary.
- I have a Chinese pencil box.
- The class listened to the story with full attention.
- Please accept my apology.
- He taught Rita History.

Hint : Ask **what** after the verb for the direct object and **for/from/to/whom** after the verb for the indirect object.

THE COMPLEMENT

When the verb in the predicate is an intransitive verb, It requires an additional word or words to complete its meaning. The word or group of words required to complete the predicate is called a complement.

- Examples : (a) The baby was **alert**.
 (b) People are **in the hall**.

Intransitive verbs are those which do not have an object.

C. Circle the complements, if any, in the following sentences.

- Juhi acted well.
- The man seems tired.
- Mrs Sharma is very ill.
- She looks beautiful in her blue dress.
- We will sing a song.
- Ram is a polite child.
- The police caught the thief.
- John bought a wristwatch for himself.



TYPES OF SENTENCES

Sentences can be divided into different types on the basis of their meanings.

DECLARATIVE

Declarative sentences make statements or some kind of observation. They are of two types :

AFFIRMATIVE

These sentences simply say or state something.

Example : I like to eat mangoes.

NEGATIVE

These sentences express a negative meaning.

Example : I do not go to school.

INTERROGATIVE

An interrogative sentence asks a question and is formed by putting an auxiliary verb before the noun or by beginning the sentence with a 'wh' word and ending it with a question mark '?'.
 Example : Don't you like reading?

'wh' words are 'what', 'who', 'whom', 'which'.

IMPERATIVE

Imperative sentences express requests, commands, advices or suggestions.

[In such sentences the subject is invariably the second person pronoun (you), which is generally implied.]

Examples : (a) Go to your room. (command) (b) Please don't call me. (request)

EXCLAMATORY

Such sentences express sudden, strong feelings like surprise, delight, disgust and grief. An exclamatory sentence ends with an exclamation mark.

Example : What a beautiful sight!

D Tick (✓) the correct options to identify the given sentences. Then, add punctuation marks accordingly at the end.

1. How beautiful is the day (imperative, declarative, exclamatory, interrogative)
2. Sachin is a great cricketer (imperative, declarative, exclamatory, interrogative)
3. What on earth are you doing (imperative, declarative, exclamatory, interrogative)
4. I cannot believe him to be the murderer (imperative, declarative, exclamatory, interrogative)
5. Do you want coffee (imperative, declarative, exclamatory, interrogative)
6. Go and do your homework (imperative, declarative, exclamatory, interrogative)
7. Elephants have a good memory (imperative, declarative, exclamatory, interrogative)
8. What a beautiful view of the mountains (imperative, declarative, exclamatory, interrogative)



PHRASE

A phrase is made up of a group of words that makes sense but not complete sense. It does not have a subject and a predicate.

Example : My friend is a good football player.

In the given example, the two groups of words 'My friend' and 'a good football player' are phrases. Though they convey some meaning, they do not make complete sense by themselves.

Here are some more examples of phrases.

- (a) in spite of (b) in a corner (c) pink in colour (d) at the shop

FEATURES

- Phrases do not have a subject or a predicate.
- Phrases do not make complete sense.
- They cannot stand by themselves.

TYPES OF PHRASES

A phrase can act as an adjective, a noun or an adverb. There are commonly three types of phrases.

1. Noun phrase

2. Adjective phrase

3. Adverb phrase

NOUN PHRASE

A noun phrase is one that acts as a noun in a sentence.

Examples : (a) He expected to reach home early.

If we ask: 'what did he expect?', the answer we get is to reach home early. This group of words acts as a noun. It does not have a finite verb. So, it is a noun phrase.

- Here are more examples : (b) He wanted to learn Sanskrit. (c) I like to sing.
(d) His hobby is making sketches. ('making' is not a finite verb here)

- E. Underline the noun phrase.**
1. She hopes to win the first prize.
 3. I saw the big crowd.

2. To confess one's guilt is difficult.
4. Can you read the printed matter?

ADJECTIVE PHRASE

An adjective phrase is a group of words that acts as an adjective in a sentence.

Examples : (a) Flowers, with good fragrance, have been used for decoration.
(adjective phrase describing the flowers)

(b) Rohan, a boy with courage, fought with the thief.



- F. Underline the adjective phrases and circle the nouns they modify. One is done for you.**

1. The girl, in the pink dress, is known to me.
2. The watchman, on duty that day, tried to stop the thief from entering the building.
3. The player from Rajasthan failed to live up to our expectations.
4. The fruits from our garden are fresh and tasty.

ADVERB PHRASE

A group of words that functions as an adverb in a sentence is called an adverb phrase.

Example : Jane walked on the stage very gracefully.
(adverb phrase modifying the verb walked)

There are different types of adverb phrases :

1. **Adverb phrases of manner** tell us how the action is done.
Example : She smiled **in a warm manner**.
2. **Adverb phrases of place** tell us where the action is done.
Example : We were looking for you **in every possible place**.
3. **Adverb phrases of time** tell us when the action is done.
Example : Flowers emit fragrance **during the day**.



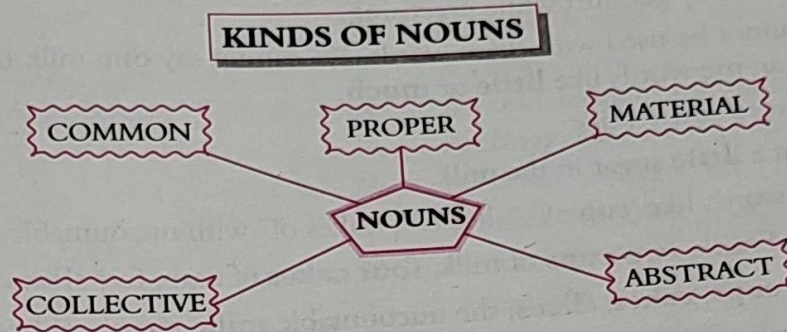
- G. Identify the adverb phrase, its type (manner, time, place) and circle the verb it modifies.**

1. Our team took defeat in a generous manner.
2. I supported the Indian team with all my heart.
3. Children like to play every evening.
4. In those days, my dad used to keep long hair.

- H. Circle the phrases in the following sentences and tick (✓) whether they are adjective, adverb or noun phrases.**

1. I looked for the pen in every possible place.
(a) adverb phrase (b) noun phrase (c) adjective phrase
2. She is a girl of five years.
(a) noun phrase (b) adverb phrase (c) adjective phrase
3. The carpet is made in India.
(a) noun phrase (b) adverb phrase (c) adjective phrase
4. I love to read comics.
(a) adverb phrase (b) adjective phrase (c) noun phrase
5. The match will be held in this park.
(a) adjective phrase (b) noun phrase (c) adverb phrase

A *noun* is the name of any person, animal, place, thing, material and even emotions or ideas.



Proper Nouns : names of particular places, persons and objects

Examples : John, Delhi, Chennai

Common Nouns : general names of places, persons or objects

Examples : boys, park, chairs

Collective Nouns : names of a collection or groups of persons, animals or things forming a unit

Examples : army, mob, nation

Abstract Nouns : names of qualities, ideas, emotions and such things which we cannot see or touch

Examples : friendship, honesty, beauty

Material Nouns : names of materials or substances used as ingredients for making things

Examples : water, iron, steel

A Identify the different kinds of *nouns* in the following sentences and name them.

1. Dhoni is a good batsman.
2. He has good knowledge of cricket.
3. Ravi is a man of great wisdom.
4. For making the dessert, we need sugar, milk and honey.
5. A herd of cattle greeted the farmer in his backyard.

COUNTABLE AND UNCOUNTABLE NOUNS

- **Countable nouns** or countables are the nouns that can be counted.

Examples : books, pens, pencils

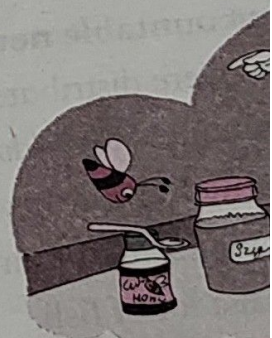
Countable nouns have both plural and singular forms.

- Usually, most of the **common and collective nouns** are countable nouns.

- **Uncountable nouns** are those that cannot be counted. They are also called uncountable nouns.

Examples : milk, sugar, tea, oil, water

Uncountable nouns have singular form only.



DEGREES OF COMPARISON

FLASHBACK

- ◆ Adjectives change in form to show comparison.
- ◆ They have three degrees of comparison namely **positive**, **comparative** and **superlative**.

The positive degree is used when no comparison is made.

Example : He is **young**.

The comparative degree is used when two persons or things are compared.

Example : Suresh is **younger** **than** Ram.

We use **than** with the comparative degree of an adjective.

Example : Hina is more intelligent **than** any **other** girl in the class.

The word **other** is used here to show that Hina in comparison to other girls is more intelligent. The word 'other' shows that she is not included among other girls considered as one group.

But we cannot use **than** when we write : Hina is **more intelligent** of the two girls.

The superlative degree is used when more than two persons or things of the same class are compared.

Example : He is the **youngest** in the family.

(More than two members in the family are being compared.) The superlative degree has been used.

The article **the** is used with the superlative degree.

Examples : the shortest, the highest, the most courageous

◆ We do not use double superlatives.

Examples : 'Most tallest', 'most brightest' are incorrect.

◆ A plain superlative can be made emphatic by using intensifiers such as very, much and by far.

Example : He is the very best of all the dancers in school.

Adverbs such as easily, decidedly, undoubtedly are sometimes used before the superlatives.

Example : This is **undoubtedly the best** hotel in the city.

Examples : (a) There is **little** milk in the pan. She cannot make a cup of tea for you with that.
 (b) She can make a cup of tea for you as there is **a little** milk in the pan.
 (c) She made two cups of tea with **the little** milk in the pan.

Use of Few, A few, The few
Few is used with countable nouns.
A few indicates at least some.

Few indicates not many, may be almost none.
The few shows all of them, though very few.

Examples : (a) **Few** boys attended the martial arts coaching class today.
 (b) **A few** boys attended the coaching class yesterday as it was a holiday in school.
 (c) **The few** boys who attended the martial arts class, practised the kicks and punches sincerely.

J. Fill in the blanks with little, a little, the little, few, a few or the few.

- Rita has used salt for the three scrambled eggs she prepared.
- people who came forward to help the injured man took him to the hospital.
- yogurt that was left, was sufficient for her breakfast.
- I left the room for minutes.
- shops were open in the nearby market as it was quite late at night.
- apple juice was left in the can as he had finished almost all of it.

Use of Later, Latter, Latest, Last

Later and **latest** are used to indicate time whereas **latter** and **last** are used to denote position.

Examples : (a) It is only 8 o'clock. She will leave **later** for office.
 (b) The **latest** news is shocking.
 (c) The boy went and sat in the **last** row.
 (d) Rina and Minal are good friends, the **latter** is a talented dancer.

(Here, latter indicates Minal.)

Use of Older, Oldest, Elder, Eldest

Older and **oldest** are used to denote age and they are used with both persons and things.

Examples : (a) Sumit is **older** than Ravi.
 (b) Sangini is the **oldest** girl in the group.
 (c) These mountains are **older** than the villages that mushroomed later.

Elder and **eldest** are used with close family relations like sons, daughters, brothers, sisters and so on.

Examples : (a) Rohit is **elder** of the two brothers. (b) Sheena is **the eldest** among all the sisters.
 (c) Her **eldest** sister lives in a hostel.

We should **never use than with elder**. We may write :

Example : Surbhi is **older than** Sumati.

We should never write: Surbhi is elder than Sumati. ×

Use of Nearest, Next

Nearest implies distance and **next** denotes position.

Examples : (a) My hostel room is **nearest** to the mess. (b) The museum is **next** to the park.

Use of As...as, So...as

As...as is generally used with positive statements.



Examples : (a) He is **as cool as** a cucumber.

(b) The boy is **as good a swimmer as** we had expected.

We may use both **as...as** and **so...as** in negative sentences.

Examples : (a) He is not **as irresponsible as** you think.

(b) Rohan is not **so lazy as** you think.

Comparative Adjectives Ending in '-or'

Adjectives junior, senior, superior and inferior end in '-or' and are followed by **to** but not **than**.

Examples : (a) She was **junior to** me in college.

(b) Her watch is **superior to** yours.

(c) My bracelet is **inferior to** hers.

Note : Some adjectives cannot be used in the comparative or the superlative degree because they represent the highest degree in themselves. Such adjectives are : *chief, complete, perfect, entire, unique, full, ideal*. We can never use the terms more chief, most chief or more full, most full or more ideal, most ideal.

Examples : (a) The weather was **ideal** for paragliding. ✓

(b) The weather was most ideal for paragliding. ✗

There are no comparative or superlative degrees for adjectives like **ideal, unique, complete, perfect, full, entire and chief**.

K. Fill in the blanks with the correct degree of adjectives given in brackets.

1. Sonu is the member in the family. (old)
2. His brother is studying in Delhi. (young)
3. He is to her in intelligence. (superior)
4. He came than her to Anju's house. (late)
5. What is the update about the match? (late)

L. Fill in the blanks with the correct form of adjectives given in brackets.

1. Who do you think is a singer Sonu Nigam or Shan? (good)
2. Her cat is than yours. (clever)
3. He is the player in our team. (young)
4. Which poem do you like , 'The Road Not Taken,' or 'If'? (much)
5. Iron is than any other metal. (useful)
6. Hari is than any other boy in class. (intelligent)
7. His health has become than it was a week ago. (bad)
8. Sachin scored the runs in the tournament. (many)

M. Correct the following sentences.

Example : She is the most prettiest girl I have ever seen.

She is the prettiest girl I have ever seen.

1. He is the older of all his brothers.
2. My dress is more brighter than yours.
3. He is the wise of all the boys in the class.
4. Ritu is best than Sakshi in Maths.
5. She is senior than me.
6. This lesson is interesting than the previous one.
7. He is more stronger than I imagined.
8. Your handwriting is improving from good to gooder with each passing day.



Pronouns – Number, Gender And Case

Pronouns are words that are used in place of nouns.

Read these sentences.

Example : Saina Nehwal is a sportsperson. Saina plays badminton.
The racquet lying on the table belongs to Saina Nehwal.

Instead of using the nouns again and again, we can replace them with pronouns and write :

Saina Nehwal is a sportsperson. **She** plays badminton.
The racquet lying on the table is **hers**. ('She' and 'hers' are pronouns.)

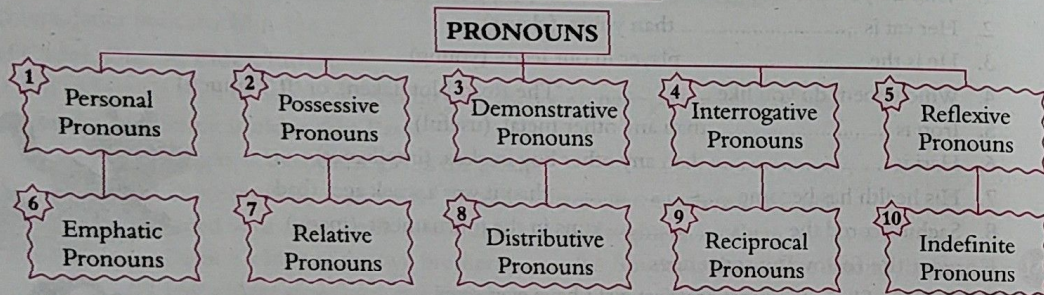
Examples of pronouns : I, we, you, he, she, his, her, their, them, myself, who, these



FEATURES

- A pronoun is used in place of a noun.
- It indicates possession, asks question, points out objects and so on.
- The noun for which a pronoun stands is called its antecedent. The noun Saina Nehwal is the antecedent of the pronouns **she** and **hers**.

TYPES OF PRONOUNS



A. Fill in the blanks with appropriate pronouns.

1. I could do many things even when I was a child.
2. Seema is my classmate, is participating in the music competition.
3. Why don't you go with to the fair?
4. is accompanying you in the evening?
5. Can open the window please?
6. The dog fell from the stairs and hurt
7. I saw the movie and loved
8. is the person driving your bike?



Personal pronouns are those pronouns which replace names of persons or things.
Example : Seema is a new student. Earlier, **she** was studying in Bengaluru.

Uses of Personal Pronouns

They refer to three persons namely first, second and third person, and genders namely female, male and neuter.

- 1st person :** the speaker of the sentence, e.g., **I, we**
- 2nd person :** the person spoken to, e.g., **you**
- 3rd person :** the person that the speaker is talking about, e.g., **he, she, it, they**

There are two types of personal pronouns :

1. **Subjective :** Pronouns that play the role of a subject in a sentence.
Example : I am participating in the competition with him.
Here, **I** is the subjective pronoun.
2. **Objective :** Pronouns that play the role of an object in a sentence.
Example : I am participating in the competition with **him**.
Here, **him** is the objective pronoun.

Personal pronouns are **I, me, we, us, you, he, him, she, her, it, they** and **them**.

The table below depicts the different forms of personal pronouns.

	Singular		Plural		Possessive Form	Reflexive or Emphatic Form
	Subjective	Objective	Subjective	Objective		
First person	I	me	we	us	mine, ours	myself, ourselves
Second person	you	you	you	you	yours	yourself, yourselves
Third person	he (male) she (female) it (neuter)	him her it	} they	them	his hers theirs	himself herself itself themselves

- Note :**
- The pronouns **myself** and **ourselves** are used for both masculine and feminine genders.
 - The pronouns **yourself** and **yourselves** are used for both masculine and feminine genders.
 - The pronouns **he, him, his, himself** are used for masculine gender.
 - The pronouns **she, her, hers, herself** are used for feminine gender.
 - The pronouns **it, itself** are used for neuter gender.
 - The pronouns **they, them, theirs, themselves** are used for all genders.

Students : Good morning Ma'am.

Teacher : Good morning children. Have all brought the report cards after getting them signed by your parents. Aditya, have got? Be careful, while handling

Aditya : Yes Ma'am. I will give to now.

Teacher : Let call out the roll numbers one by one.

Lisa : Ma'am, Aruna is absent but has sent Can I keep here?

Teacher : Is this?

Lisa : Yes.

Sanjay : Ma'am, Suresh is also absent and here is his report card.

Teacher : Is this?

Sanjay : Yes.

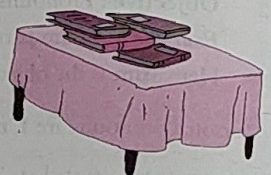
Teacher : must inform the students who are absent that a leave application has to be submitted by each one of The rest of come here as call out your roll numbers.

POSSESSIVE PRONOUNS

Possessive pronouns are those which show possession or ownership.

Example : The book lying there is **mine** and those on the table are **hers**. Here **mine** and **hers** indicate possession, hence, they are possessive pronouns.

Uses : They indicate possession.



FLASHBACK

Possessive pronouns are **mine, ours, yours, his, hers** and **theirs**.

The following table indicates the different forms of possessive pronouns.

Person	Number	
	Singular	Plural
First	mine	ours
Second	yours	yours
Third	his (male) hers (female)	} theirs

- C** Fill in the blanks using appropriate *personal* and *possessive pronouns*.
- am worried about his health.
 - wanted to talk to about
 - That book of has become very popular.
 - I bought my dress from the nearby store and she bought from elsewhere.
 - The house is not but

- My pet dog is very active. can run around for hours.
- got our prizes, for winning the competition, from the Chairman of the organisation.
- Her music performance made forget everything else.

DEMONSTRATIVE PRONOUNS

Demonstrative pronouns are words that indicate nouns in a sentence.

- Examples :** (a) **This** is the pen I was looking for.
 (b) **That** is the watch I bought yesterday.

DEMONSTRATIVE PRONOUNS AND DEMONSTRATIVE ADJECTIVES

Singular	Plural
This	These
That	Those

This, that, those and **these** are also used as demonstrative adjectives when they qualify the nouns in the sentences.

Examples : **this** book, **this** pen, **those** apples, **that** basket

Here **this, that, those** are demonstrative adjectives. They are placed before the nouns and tell us more about the nouns. They are not used in place of nouns.

Uses of Demonstrative Pronouns :

- to point out to people or things they stand for
- to separate a category
- when a statement or solution is referred to

- Example :** **This** is my watch.
Example : **Those** are not mine.
Example : **This** is what I said.



INTERROGATIVE PRONOUNS

Interrogative pronouns are those that ask questions.

- Examples :** (a) **Who** is at the door? (b) **Whom** are you writing to?

The following are the interrogative pronouns : **who, whom, whose, what, which**

Uses of Interrogative Pronouns :

- Who** is used as a subject and the object of a verb or preposition.
Examples : (a) **Who** are you talking to? (subject)
 (b) To **whom** did you give the packet? (object of verb and preposition)
- Whose** is used to indicate possession and used for persons and things.
Example : There's one van missing. **Whose** hasn't arrived?
- Which** is used for both persons or things, when the person who will answer, has to make a choice among different possibilities.
Example : **Which** of these is the road to your house?
- What** is used for a thing.
Example : **What** is it that you have in your hand?

Whose and **which** are also used as interrogative adjectives when they qualify nouns.

Examples: 'whose' book, 'which' pen (interrogative adjectives)

D Complete the conversation using interrogative and demonstrative pronouns.

- Q.1. is that in your hand?
 Ans. is my new watch.
 Q.2. won that match between India and Sri Lanka?
 Ans. was won by India.
 Q.3. are those books lying there?
 Ans. are Rina's books.
 Q.4. is a better book for children among these two?
 Ans. is a good book for children.
 Q.5. is the new bicycle?
 Ans. is Ram's new bicycle.



REFLEXIVE PRONOUNS

Reflexive pronouns are those which reflect upon or go back to the subject.

Examples: (a) He hurt **himself** accidentally. (b) They will inform you **themselves**.

The different reflexive pronouns are as follows:

		Singular	Plural
First person	I, we	myself	ourselves
Second person	you	yourself	yourselves
Third person	he, she it they	himself herself itself	} themselves

Uses of Reflexive Pronouns:

- When the subject or object of the verb is the same person or thing
Example: I hurt **myself**.
- For emphasis
Example: I made the pie **myself**.
- Used after verbs with prepositions to clarify which person or thing we are talking about
Example: She is very happy with **herself**.
- Not used where people normally perform actions on themselves like washing, combing or dressing which is a part of their normal routine. Reflexive pronouns are used when someone does something he or she is not expected to do.
Example: Though she is blind, she cooks food **herself**.

EMPHATIC PRONOUNS

These are reflexive pronouns which are used for emphasis.

Example: I **myself** cooked the meal.

The forms of emphatic pronouns are same as that of reflexive pronouns.

Uses of Emphatic Pronouns

They are used for emphasising the nouns. This means that even if they are left out, the sentence would still make sense.

E Circle the reflexive/emphatic pronouns and identify them.

- Father cut **himself** while shaving.
- I went there **myself**.
- You **yourself** said that we should reach on time.
- Mary saw **herself** in the mirror.
- I made the project **myself**.
- Please help yourselves with the food.
- The children are grown ups now and can look after **themselves**.
- The cat licked **itself** clean.

Reflexive

RELATIVE PRONOUNS

Relative pronouns are pronouns used to join a phrase or a clause with another in a sentence.

Example: The boy **who** won the competition is my best friend.

Who, whom, whose, which and **that** are relative pronouns. Sometimes, **as** is also used as a relative pronoun.

Uses of Relative Pronouns:

- 'Who' and 'whom' are used for persons only.** These have the same form whether they refer to a singular or plural noun or any noun of masculine, feminine or common gender.

- Examples:**
- The man **who** is wearing a pink shirt is my teacher. (singular)
 - The ladies **who** attended the party were happy. (plural)
 - The boy was blessed by the blind man **whom** he had helped cross the road. (masculine gender)
 - The little girl was guided by the teacher **whom** she truly admired. (feminine gender)



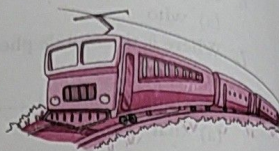
When we use the relative pronoun **whom**, we have to be careful.

- Examples:**
- The girls **who** appreciated the dancers were friendly. (the relative pronoun is used as a subject, hence 'who')
 - The people appreciated the dancers **whom** they had met after the show. (the relative pronoun is used as object, hence 'whom')

- 'Whose' is used for both persons and things.**

- Examples:**
- The chair **whose** colour is blue is mine.
 - The teacher called the students **whose** average marks were low.
 - The pen **whose** nib is broken cannot be used now.

- The train did not stop at the station which was running at full speed.
- The old chair was put away in the attic which had a broken leg.
- Mr Sharma welcomed Mrs Sen who was a very courteous man.
- The thief was caught by the police who robbed the jewellery store.
- The dog who came to rob the house bit the burglar.
- Sachin is famous for his batting skills who is an Indian cricketer.
- We which was full of people got into a bus.
- Red Riding Hood who was bedridden went to visit her grandmother.



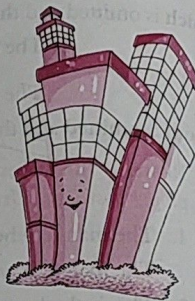
Joining Sentences with Relative Pronouns:

Relative pronouns can be used to join sentences.

- Examples :**
- (a) I have lost my purse. It was a gift from my father.
I have lost my purse **which** was a gift from my father.
- (b) An old lady looked after the baby. I know the lady.
An old lady **whom** I know, looked after the baby.
I know the old lady **who** looked after the baby.

I Join these sentences with the help of relative pronouns.

- This is the building. It was built in a single month.
- I met my uncle. He had arrived from Delhi that day.
- This is the horse. It won the race.
- The boys enjoyed the match. They were watching the cricket match.
- Jia has a friend. He is a renowned artist.
- This is the cat. It killed the rat.
- The captain praised Ashish. His bowling was very good.



DISTRIBUTIVE PRONOUNS

Distributive pronouns denote persons or things taken as single or in groups.

- Examples :**
- (a) **Each** of you must be present on the occasion.
- (b) **All** of you have been called now.
- (c) **Neither** of the pens is writing.

Uses of Distributive Pronouns :

They refer to whole amounts (**both, all**) or to separate items (**every, each, either, neither**).

Either, neither, every, each, both and all are distributive pronouns.

RECIPROCAL PRONOUNS

Reciprocal pronouns refer to pronouns that indicate actions going in one direction and also in the opposite direction.

- Examples :**
- (a) The teacher scolded Rani and Ritu since they were talking to **each other**.
- (b) We should help **one another** in crisis.

Uses of Reciprocal Pronouns :

These are used where a subject, constituting two or more people, beings or things, has been mentioned in the main clause.

- Each other** and **one another** are reciprocal pronouns.
- Each other** is used when two people are involved.
- One another** is used when more than two people are involved.

INDEFINITE PRONOUNS

Indefinite pronouns are the pronouns that refer to one or more unspecified beings, objects or places.

Example : I have bought **everything** you might need for the journey.

Some of the indefinite pronouns are as follows :

all	each	one	someone
any	many	other	something
another	no one	several	everybody
anybody	none	some	everyone
anyone	few	more	everything
anything	little	somebody	nothing

J Choose the correct options from the brackets and fill in the blanks.

- Does have a pencil? (no one, anyone)
- Rima bought she liked at the fair. (everything, nothing)
- of you must bring a bottle of water. (Each, Any)
- I did not see from my school at the Science festival. (everybody, anybody)
- from the management, should give us information about the situation. (Somebody, Anybody)
- of you can come along with me to the Principal's room. (Either, Every)
- Though many movies are running in the theatre, I don't want to see of them. (any, many)

K Fill in the blanks with appropriate pronouns and write their types. The first one has been done for you.

- Seema **who** is my classmate has shifted to our neighbourhood. Relative Pronoun
- Do you want to speak to
- I heard her say that.
- This is the dress was bought by aunt.
- Suman had got gifts for as well as for all of us.
- expressed his ideas clearly and eloquently.
- We often deceive
- was a cold and dark night.

MODALS

Modals or modal auxiliaries are verbs which are used before ordinary verbs to express permission, possibility, ability, obligation, suggestion, request and so on. They indicate the attitude, intention and mood of the speaker.

Words used as modals are shall, should, will, would, can, could, be able to, may, might, ought to and must. Modals are used to express : permission, possibility, ability, obligation, suggestion, promise, wish, desire, prohibition, intention, necessity, request and duty.

FEATURES

- Modals are always followed by main verbs as they cannot stand on their own in a sentence.
Examples : (a) He **should** visit his grandmother regularly. (b) I **may** take leave for a week.
- In question tags modals can be used alone.
Examples : (a) You can make an apple pie, **can't** you? (b) She will come to the park, **won't** she?
(c) The guard will not allow the beggar inside, **will** he?
- Modals are not affected by change in the person (first person, second person, third person) or the number (singular/plural) of the subject.
Examples : (a) He **may** come. (singular) (b) They **may** come. (plural)
(c) I **can** swim. (first person) (d) You **can** swim. (second person)
(e) She **can** swim. (third person)
- It is important that the main verb after a modal must be in the root form. The present participle or past participle form of a verb is never used with a modal. **Example :** Could you come here early?

The following table shows the modals that express *Ability*.

ABILITY

Can

- indicates ability to do something—it means to be able to, be capable of, know how to
Example : Mahesh **can** drive the new racing car. (It also means that he has the opportunity to drive the new racing car.)
Example : He **can** write with both hands. (ability to use both hands for writing)

Could

- suggests ability in the past
Example : He **could** walk for a kilometre without a break. (It is not clear whether he walked for a kilometre without a break or not.)
- suggests general ability
Example : In my childhood I **could** climb trees. (I knew how to climb trees.)

Be able to

- indicates ability to do something which is more possible than 'can'
Example : He **was able to** write with both hands. (It shows that he actually 'wrote with' both hands.)

The following table shows the modals that express obligation, advice and suggestion.

OBLIGATION, ADVICE, SUGGESTION

Should	Must	Ought to
<ul style="list-style-type: none"> used to make a suggestion or to give an advice <p><i>Examples :</i> (a) You should take the medicine twice daily. (advice) (b) Should we call the police as someone is hiding in the garden? (suggestion) (c) We should eat more vegetables and fruits. (suggestion)</p>	<ul style="list-style-type: none"> suggests strong obligation <p><i>Example :</i> You must help your friend in need.</p>	<ul style="list-style-type: none"> conveys a sense of moral duty <p><i>Example :</i> You ought to plant trees to save the environment. (moral duty)</p>
	<ul style="list-style-type: none"> suggests compulsion and the desire of the speaker <p><i>Examples :</i> (a) You must submit your medical report at the head office before joining the company. (b) You must complete your work now.</p>	<ul style="list-style-type: none"> It also suggests that it is the right thing to do. <p><i>Example :</i> You ought to avoid oily food as you have a heart problem. (It is the right thing to do.)</p>
	<ul style="list-style-type: none"> suggests necessity <p><i>Example :</i> The government must ensure that people have access to drinking water.</p>	

PERMISSION

MAY

- suggests permission which is formal in nature and polite
- Examples :* (a) May I drink water?
(b) You may come in.

CAN

- suggests permission which is less formal than 'may', 'can' is informal
- Example :* Can I borrow your pen?

COULD

- suggests permission in the past
 - more polite than 'may'
- Example :* He told me I could leave.
Example : Sir, could you grant me leave on Saturday?

POSSIBILITY

28

10 4 6 7

9 5

13

MAY	MIGHT	CAN	COULD
<ul style="list-style-type: none"> indicates a possibility which is stronger than 'might', in other words a good possibility <i>Example</i> : Father may be attending a meeting in his office today. 	<ul style="list-style-type: none"> indicates a weak possibility <i>Example</i> : Father might be at home this afternoon. 	<ul style="list-style-type: none"> indicates general and occasional possibility <i>Example</i> : I can go with you to see the match. 	<ul style="list-style-type: none"> it is used when there is a very weak possibility <i>Example</i> : The girl is crying, she could be injured.
	<ul style="list-style-type: none"> past tense of 'may' <i>Example</i> : I thought he might come. 		<ul style="list-style-type: none"> past tense of can <i>Example</i> : He said he could join us in the evening.
	<ul style="list-style-type: none"> conditional <i>Example</i> : If you speak to him, he might come. 		<ul style="list-style-type: none"> conditional <i>Example</i> : If you come, we could go to the party.

possibility in the future.

5. Students must not leave the classrooms before the bell rings. (rule)

REQUEST

WOULD	WON'T	CAN	COULD
<ul style="list-style-type: none">used to make a polite request <p>It is more polite than will.</p> <p><i>Example : Would you open the window, please?</i></p>	<ul style="list-style-type: none">used to make a request <p><i>Example : Won't you have something to drink?</i></p>	<ul style="list-style-type: none">used to make an informal request <p><i>Example : Can I have some ice cream?</i></p>	<ul style="list-style-type: none">used to make a polite request but it is uncertain whether it will be accepted <p><i>Example : Mother, could you buy a watch for me, please?</i></p>

Prepositions And Their Correct Use

A preposition is a word placed before a noun or pronoun to show its relation with something else in the sentence.

Prepositions are usually placed before their objects. **Example** : The apple is **in** a basket. (In the given sentence, **in** is the preposition and the object is a basket.)

The term preposition means 'a word that is positioned before' (pre means before). In some cases (such as phrasal verbs) prepositions can be placed after the word. **Example** : in spite **of**, in case **of**, by means **of**

Read the following sentences carefully.

The nightingale sang **to** tired travellers moving **across** Arabian sands. The cuckoo-bird usually sings **in** spring. But the song **of** the solitary reaper was more captivating than these. The words **to**, **across**, **in**, **of** show us the relation between the nouns 'tired travellers', 'Arabian sands', 'spring', the 'solitary reaper' with something else in the sentence.

TYPES OF PREPOSITIONS

PREPOSITIONS OF PLACE AND POSITION

Prepositions of place and position often indicate the position of something with respect to something else or give us information about the place where it is kept or lies.

Read the following sentences.

- (a) The children are **in** the playground. (b) The playground is **beside** the school lawn.
(c) The school is **on** Nehru Road.

In the above sentences, **in**, **beside** and **on** are prepositions. Some other prepositions of place and position are—

above	across	in	at	on the right	between	among	behind	below
beside	beyond	near	on	on the left	under	upon	beneath	next

Examples :

- The building is visible **across** the road.
It implies that from one side of the road to the other side of the road, the building is visible and indicates location.
- The boys are standing **behind** the teacher.
Here, **behind** indicates a position that is partly or fully covered by something in front.
- The window is **beside** the door.
The preposition **beside** indicates next to or at the side of.
- The village is **beyond** the hills.



CORRECT USE OF SOME PREPOSITIONS OF PLACE

Among, Between

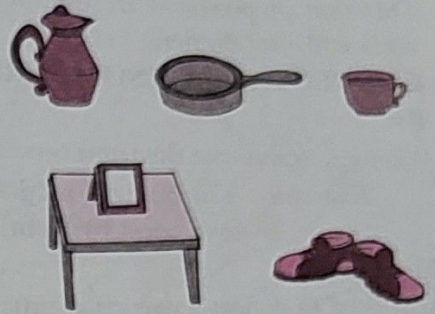
Among is used with more than two persons or things. **Between** is used with two persons or things.

- Examples :** (a) The purse is kept **among** the bags.
(b) The pan is kept **between** the jug and the cup.

On, Upon

Upon is used with things in motion whereas both **on** and **upon** can be used while indicating things at rest.

- Examples :** (a) Her shoes are **on** the floor.
(b) The framed photograph is **on** the table.
(c) The dog jumped **upon** the chair.



In, At

In is used to indicate a large area, region and is used while speaking of bigger towns, nations and states. **At** is used to refer to a specific point.

- Examples :** at Lajpat Nagar in Delhi, at Mathura in UP, at the end, at the corner, in the middle, in a godown, in a shop

In also conveys the idea of something contained. **At** conveys the idea of general neighbouring area.

- Examples :** (a) The pens are **in** the drawer.
(b) I will see you **at** the Prime Mall.

Over, Above

Over and **above** mean higher than something. We can use either of them sometimes.

- Examples :** (a) The eagle flew **over** the tree.
(b) The eagle hovered **above** my head for sometime.

Over can also be used to indicate covering or vertically above.

- (c) The fan is **over** her head.
(d) The fruit vendor spread a plastic sheet **over** his trolley when it started raining.

Under, Below

Both **under** and **below** are used to indicate lower than something. We can use either of them.

Below is also used to suggest being lower in measurement.

- Examples :** (a) The humidity was **below** average yesterday.

Under also indicates vertically below. It also suggests idea of contact.

- (b) The villager slept off **under** a tree.
(c) She kept the receipt **under** the tablecloth and forgot.

C Fill in the blanks with among, between, on, upon, in, at, over, above, under or below.

1. She lived Nariman Point Mumbai for two years.
2. While I was sitting the chair, the mouse jumped the table.
3. The little girl stood her father and mother but felt lost so many people at the fair.
4. The plane flew the building while the sun shone the sky.
5. The painting was the wall clock but the sculpture looked beautiful the focus light.

PREPOSITIONS OF TIME

Prepositions of time are used to indicate time (when something happens) or the duration of something.

- Examples :** He lived in Lucknow **for** ten years.
The flight will arrive **at** midnight.

The preposition **for** indicates the duration of stay whereas **at** indicates the exact time of arrival of the flight.
Some more prepositions of time are —

after before during for around between for on at by from till since

Different prepositions are used to denote time, e.g., on Sunday, before evening, during the night, till next week and after dinner.

CORRECT USE OF SOME PREPOSITIONS OF TIME

By

It is used to indicate the latest time at which an action will be over.

Example : The cultural programme will be over **by** 8 pm. (It may be over before 8 pm but it will be over latest **by** 8 pm).

At, In, On

At is used to denote a particular time but can also be used to refer to indefinite periods.

at 4 o'clock, at noon

at the beginning of the assembly (indicates a particular time)

at the end of the conference

at night, at dusk

at Dussehra, at Eid (indicate indefinite periods of time)

On is used with dates and days.

Examples : on Friday, on 27 December
on Christmas Eve, on New Year's Eve
on the morning of 5 June

In is used with parts of the day, month, year and season.

Examples : in the afternoon, in the evening, in winter, in autumn, in 2011

In is also used to indicate the period in which an action will take place in future.

Examples : in a week, in a month, in a few hours

We have to be careful while using **in** and **within**.

The preposition **in** indicates at the end of, **within** indicates before the end of.

(a) He will reach Mount Everest **in** a week. (when a week is over)

(b) He will complete his project **within** a week. (before a week)

For, Since

Since indicates the point of time when an action started and **for** indicates the period time for which an action has been going on.

Examples : (a) They have been travelling **since** Monday. (b) She has been sick **for** a week.

From

It indicates the starting point of an action. It is generally used with **to** or **till/until**.

Examples : (a) The exhibition will be held **from** 5 November to 10 November, 20...

(b) He was the secretary of the club **from** 2001 **till** 2011.

D. Fill in the blanks with **from, for, since, at, in, till, for or in**.

1. He lived in this house ten years 2001.
2. The match was played 9 am to 12 noon.
3. She worked hard the break of day but could not complete her assignment.
4. The programme had started 6 pm.
5. I will go for a stroll the evening and I will do so regularly a month.
6. The building will be constructed two years.

E.

Read the following sentences and fill in the blanks with prepositions given in the box.

after before during for between for on at by from until since

- Rita had reached the airport the flight departed.
- She came three days.
- She slept 8 pm and 9 pm.
- I will see you 6 pm.
- The function will be over 9 pm.
- We went on an adventure trip the weekend.
- Naman will reach there Tuesday.
- They have been praying morning.
- We went to Nainital three days.
- The concert is 6 pm to 9 pm.
- You will not play you finish your assignment.
- He played an hour.



PREPOSITIONS OF DIRECTION

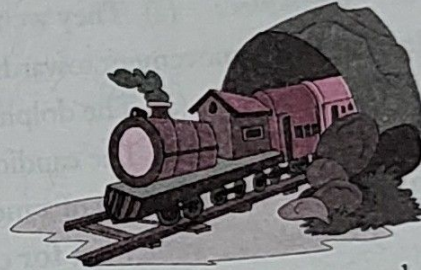
Prepositions of direction denote the direction or movement of persons or things with respect to something else.

Examples : He jogged **around** the pond five times.
 He swam **across** the British Channel.

In the above examples, **around** indicates movement in a circular motion all around the pond. The preposition **across** indicates movement from one side to the other of the British Channel. Here are some examples of prepositions of direction.



The train went **into** the tunnel.



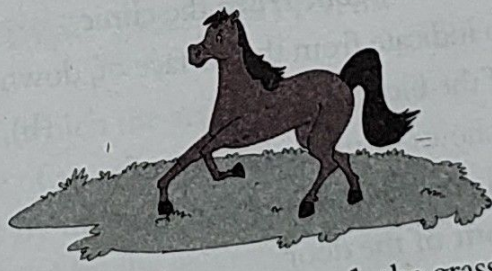
The train came **out** of the tunnel.



She went **towards** the toy shop.



He went **to** the library.



The horse galloped **through** the grassland.



The boy climbed **up** the stairs.



The squirrel ran **around** the tree.



The fisherman rowed the boat **across** the lake.



The lady walked **along** the bushes.



The boy fell **off** the chair.

SOME IMPORTANT PREPOSITIONS OF DIRECTION

To, Towards, Into, At, For, Against

Towards shows direction and **to** indicates the sense of direction.

Examples : (a) They went **to** the hospital.

(b) The car went **towards** the gate.

Into indicates movement towards the interior of something.

Examples : (a) The dolphin jumped **into** the water.

(b) The candidate walked **into** the room for the interview.

For suggests the beginning of a movement.

Example : Father left **for** office just now.

At conveys the idea of hitting in the given example.

Example : He threw the ball **at** me.

Against shows contact or pressure.

Example : He threw the stone **against** the wall.

From, Off, Out of

From is used to indicate the point of departure.

Example : The doctor has already gone **from** the clinic.

Off shows separation. It is used to indicate from the surface of, down from.

Examples : (a) She fell **off** the bicycle.

(b) The ball rolled **off** the road.

Out of is the opposite of 'into'. It shows from the interior of.

Examples : (a) The butterfly flew **out of** the window.

(b) He walked **out of** the door

Other prepositions which show movement are : **over, through, along, across, up, down, round and into.**

no less than

He is **no less** bright **than** his sister.

(His sister is bright. He is equally bright.)

She is **no less** attached to her grandmother **than** to her aunt.

(She is attached to her aunt. She is equally attached to her grandmother.)

as well as

Ramesh **as well as** Sohan is hardworking.

(Ramesh is hardworking. Sohan is hardworking.)

Sarita **as well as** Gita has left for school.

(Sarita has left for school. Gita has left for school.)

not only... but also

He **not only** brought toys **but also** balloons.

(He brought toys. He brought balloons.)

The car **not only** had a flat tyre **but also** ran out of fuel.

(The car had a flat tyre. The car ran out of fuel.)

Coordinating Conjunctions of Contrast

The power cut lasted two hours **but** we could study in candle light.

(The power cut lasted two hours. We could study in candle light.)

but

We reached the ground on time **but** the match started late.

(We reached the ground on time. The match started late.)

still, yet

Ria has all kinds of dolls available in the market, **still/yet** she wants more.

(Ria has all kinds of dolls available in the market. She wants more.)

nevertheless

We knew our team would lose, **nevertheless** we continued to cheer the team members.

(We knew our team would lose. We continued to cheer the team members.)

whereas

Mona prefers coffee **whereas** her sister prefers tea.

(Mona prefers coffee. Her sister prefers tea.)

only

I am fine, **only** a little tense.

(I am fine. I am a little tense.)

Coordinating Conjunctions of Choice

(They express a choice between two options.)

or

You must tell the truth **or** you will be in great trouble.

(You must tell the truth. You will be in great trouble.)

You must concentrate on the lesson **or** you will not be able to understand it.

either... or

Mother will **either** prepare noodles **or** pasta.

(Mother will prepare noodles. Mother will prepare pasta.)

We can **either** go for a swim **or** play basketball.

(We can go for a swim. We can play basketball.)

neither... nor

He is **neither** alert **nor** careful.

(He is not alert. He is not careful.)

Neelam is **neither** a good dancer **nor** a good singer.

(Neelam is not a good dancer. Neelam is not a good singer.)

otherwise, else

Get up, **otherwise** you will be late for college.

(Get up. You will be late for college.)

Run fast, **else** you will not catch the bus.

(Run fast. You will not catch the bus.)



Conjunctions

Conjunctions are joining words. They are used to join words, groups of words, phrases and sentences.

- Examples :
- (a) Ridhima bought a dress **and** a pair of shoes.
 - (b) Would you like to carry an umbrella **or** would you carry a raincoat?
 - (c) Dhruva cannot go out **because** the gate is locked.

Here, **and, or, because** are conjunctions.

KINDS OF CONJUNCTIONS

Coordinating Conjunctions

Examples : **for, and, nor, but, or, yet** and **so**

Correlative Conjunctions

Examples : **as...as, both...and, either...or, neither...nor, not only...but also, such...that, such...as, so...that, so...as** and **whether...or**

Subordinating Conjunctions

Examples : **after, although, because, before, how, if, once, since, than, that, though, till, until, when, where** and **whether**

COORDINATING CONJUNCTIONS

Coordinating Conjunctions : Coordinating conjunctions join together sentences or clauses (words or group of words) that are equally important.

- Examples :
- (a) You can go there by bus **or** take the flight.
 - (b) Megha is not available on Friday, **nor** will she be in town during the weekend.

Coordinating Conjunctions include **and, but, or, nor, neither, for, yet still, so** and so on. They are used to add one statement or fact to another.

Coordinating Conjunctions of Addition

And, both ... and, as well as, no less than, not only ... but also are used as coordinating conjunctions of addition.

and
The bus arrived **and** the students got into it.
(The bus arrived. The students got into it.)

It was cloudy **and** it started to rain.
(It was cloudy. It started to rain.)

both... and
He is both fit **and** active.
(He is fit. He is active.)

Nidhi gave me both the bangles **and** hair clips.
(Nidhi gave me bangles. Nidhi gave me hair clips.)

no less than

He is **no less** bright **than** his sister.
(His sister is bright. He is equally bright.)
She is **no less** attached to her grandmother **than** to her aunt.
(She is attached to her aunt. She is equally attached to her grandmother.)

as well as

Ramesh **as well as** Sohan is hardworking.
(Ramesh is hardworking. Sohan is hardworking.)
Sarita **as well as** Gita has left for school.
(Sarita has left for school. Gita has left for school.)

not only... but also

He **not only** brought toys **but also** balloons.
(He brought toys. He brought balloons.)
The car **not only** had a flat tyre **but also** ran out of fuel.
(The car had a flat tyre. The car ran out of fuel.)

Coordinating Conjunctions of Contrast

The power cut lasted two hours **but** we could study in candle light.
(The power cut lasted two hours. We could study in candle light.)

but

We reached the ground on time **but** the match started late.
(We reached the ground on time. The match started late.)

still, yet

Ria has all kinds of dolls available in the market, **still/yet** she wants more.
(Ria has all kinds of dolls available in the market. She wants more.)

nevertheless

We knew our team would lose, **nevertheless** we continued to cheer the team members.
(We knew our team would lose. We continued to cheer the team members.)

whereas

Mona prefers coffee **whereas** her sister prefers tea.
(Mona prefers coffee. Her sister prefers tea.)

only

I am fine, **only** a little tense.
(I am fine. I am a little tense.)

Coordinating Conjunctions of Choice

(They express a choice between two options.)

or

You must tell the truth **or** you will be in great trouble.
(You must tell the truth. You will be in great trouble.)
You must concentrate on the lesson **or** you will not be able to understand it.

either... or

Mother will **either** prepare noodles **or** pasta.
(Mother will prepare noodles. Mother will prepare pasta.)
We can **either** go for a swim **or** play basketball.
(We can go for a swim. We can play basketball.)

neither... nor

He is **neither** alert **nor** careful.
(He is not alert. He is not careful.)
Neelam is **neither** a good dancer **nor** a good singer.
(Neelam is not a good dancer. Neelam is not a good singer.)

otherwise, else

Get up, **otherwise** you will be late for college.
(Get up. You will be late for college.)
Run fast, **else** you will not catch the bus.
(Run fast. You will not catch the bus.)



10. It was raining. We did not go for our swimming classes.

CORRELATIVE CONJUNCTIONS

Correlative Conjunctions : Conjunctions used in pairs are called *correlative conjunctions*. Correlative conjunctions are used for joining either words or sentences. They appear as pairs and are used to link equivalent sentences.

Examples : so ... that

The Tsunami was **so** powerful **that** it destroyed the entire city.

either ... or

Either you complete the project by tomorrow **or** you leave the job.

no sooner...than

No sooner did the bell ring **than** the teacher came to the class.

although (though)...yet

No sooner did I open my umbrella **than** it started raining.

Although she is very famous, **yet** she is humble.

Although she is not well-off, **yet** she helps the needy.

Correlative conjunctions include **as...as**, **both...and**, **either...or**, **neither...nor**, **not only...but also**, **such...that**, **such...as**, **so...that**, **whether...or** and **so...as**.

Examples of Correlative Conjunctions

both...and

Divya is **both** a dancer **and** a singer.

(Divya is a dancer. She is a singer.)

not only...but also

He was given **not only** a trophy **but also** a cash prize.

(He was given a trophy. He was given a cash prize.)

either...or

Either listen to my lectures **or** leave the class.

(Listen to my lectures. Leave the class.)

neither...nor

Neither John **nor** Jane attended the party.

(John did not attend the party. Jane did not attend the party.)

such...that

Such was the condition of the house **that** rain water was dripping from the roof.

Tense	Rule	Example
Simple Present	V1	I watch movies.
Present Continuous	is/am/are + V1 + ing	I am watching a movie.
Present Perfect	has/have + V3	I have watched a movie.
Present Perfect Continuous	has/have been + V1 + ing	I have been watching a movie.
Simple Past	V2	I watched a movie.
Past Continuous	was/were + V1 + ing	I was watching a movie.
Past Perfect	had + V3	I had watched a movie.
Past Perfect Continuous	had been + V1 + ing	I had been watching a movie.
Simple Future	will/shall + V1	I will watch a movie.
Future Continuous	will/shall be + V1 + ing	I will be watching a movie.
Future Perfect	will/shall have + V3	I will have watched a movie.
Future Perfect Continuous	will/shall have been + V1 + ing	I will have been watching a movie.

Active and Passive Voice: Rules and Examples

1,734 Views • 11 min read

111 EXAMPLES OF ACTIVE AND PASSIVE VOICES

Tense	Active	Passive
Present Simple	S + V1+ s/es+ O The watchman opens the door.	O+ is/am/are+ V3+ by+ S The door is opened by the watchman
Present Continuous	S + is/am/are+ v1+ ing+ O Bob is drawing a diagram	O+ is/am/are+ being+ V3+ by+ S A diagram is being drawn by Bob
Present Perfect	S + has/have+ v3+ O Has he done the work?	O + has/have+ been+ V3+ by+ S Has the work been done by him?
Past Simple	S + V2+ O Reema cleaned the floor.	O + was/were V3+ by+ S The floor was cleaned by Reema.
Past Continuous	S + was/were + v1+ing+ O They were waiting for him	O + was/were +being+V3+ by+ S He was being waited for by them
Past Perfect	S + had + v3+ O I had finished her work	O + had been +V3+ by+ S Her work had been finished by me
Future Simple	S + will+ v1+ O Will you mop the floor?	O+ will+ be +V3+ by+ S Will the floor be mopped by you?
Future Perfect	S + will+ have +v3+ O They will have won the match	O + will+ have+ been +V3+ by+ S The match will have been won by them
Infinitive	She has to deliver the letters.	The letters have to be delivered by her.
Modals	She must deliver the letters.	The letters must be delivered.

Direct And Indirect Speech

DIRECT AND INDIRECT SPEECH

we report the exact words of the speaker and write them within inverted commas, it is said in direct speech.

Example : Neha said, "Roger Federer has won the match against Rafael Nadal."

Reported or indirect speech, we do not report the exact words of the speaker but convey the sense or meaning of a person's speech.

We make some changes when we refer to time, place, personal pronouns and possessive adjectives. The inverted commas are not used in indirect speech.

Example : Gargi said that she enjoyed watching the movie Avatar.

CHANGES IN TENSES

We change tenses when reporting in indirect speech.

(a) **When the reporting verb is in the simple present or simple future tense, the verb in reported speech does not change.**

Examples : (i) Shiva says, "I am eating apple pie." | Shiva says that he is eating apple pie.
reporting verb in simple present tense

(ii) Brijesh will say, "I am not well and cannot exert myself."
reporting verb in simple future tense

Brijesh will say that he is not well and cannot exert himself.

(b) **When the reporting verb is in the past tense, the verb in reported speech is changed into the corresponding past tense.**

Example : The girl said, "I **am** scared of monsters." | The girl said that she **was** scared of monsters.
reporting verb in the past tense

The reporting verb **said** is in the past tense. So, the verb **am** changes to **was** (past tense), corresponding to the tense of the reporting verb.

(c) **The reporting verb is in the past tense (said, told)**

Verbs change in indirect speech as follows :

is/are/am	→	was/were
was/were	→	had been
had been	→	(no change)
has/have	→	had
had	→	(no change)
do	→	did
did	→	had done
had done	→	(no change)
will/shall	→	would (in some cases shall changes to should)
must	→	had to
would/should/might/could/ought to	→	do not change

(d) Now, note the changes in tenses in reported speech.

Direct Speech	Indirect Speech
1. simple present tense	changes to simple past tense
2. present continuous	changes to past continuous
3. present perfect	changes to past perfect
4. present perfect continuous	changes to past perfect continuous
5. simple past	changes to past perfect
6. past continuous	changes to past perfect continuous
7. past perfect	does not change
8. past perfect continuous	does not change
9. 'will'	changes to 'would'
10. 'shall'	changes to 'should'
11. 'can'	changes to 'could'
12. 'may'	changes to 'might'
13. when we refer to universal truths or habitual action	the tense does not change

CHANGES IN WORDS REFERRING TO TIME, PLACE OR POSITION
Words indicating time, place and position change as follows :

Direct Speech

1. here
2. this
3. these
4. tomorrow
5. today
6. yesterday
7. tonight
8. two days ago
9. last week
10. last month
11. ago
12. now

Indirect Speech

there
that
those
the day after/the following day
that day
the day before/the previous day
that night
two days before
the previous week
the previous month
before
then

CONVERSION OF INTERROGATIVE SENTENCES INTO INDIRECT SPEECH

- (a) The reporting verb is usually changed into verbs like 'ask', 'enquire' and 'demand'.
- (b) The inverted commas and the mark of interrogation are omitted.
- (c) The structure of the reported speech is changed from interrogative form to assertive form.
- (d) When we have '-wh' interrogative words like 'who', 'what', 'whose', 'whom', 'where', 'when', 'why', 'which' or 'how' at the beginning of a question, no conjunction is used after the reporting verb.
- (e) We use conjunctions 'whether' or 'if' to introduce the reported speech if the question begins with auxiliary verbs such as 'are', 'is', 'am', 'was', 'were', 'do', 'does', 'did', 'have', 'had', 'will', 'can' or 'may'.

Here, are a few examples to show the application of the rules mentioned above.

Examples : (i) Sana said, "Mother, **where** have you kept my new pair of jeans?"

Sana asked her mother where she had kept her new pair of jeans. (direct)

(ii) Mridula asked Manisha, "**Did** you buy the magic show tickets?"

Mridula asked Manisha if she had bought the magic show tickets. (indirect)

(f) Questions beginning with **will/shall** are changed into indirect speech by using **whether/if** and **will/shall** are changed into **would/should**. (direct)

Example : Sita said to him, "**Will** you play today?"

Sita asked him **whether** he **would** play that day. (indirect)

Questions beginning with **can/may** are changed similarly to indirect speech by using **whether/if** and **can/may** are rewritten as **could/might**. (direct)

Example : He said to his sister, "**Can** you sing like a professional singer?"

He asked his sister whether she **could** sing like a professional singer. (indirect)

8. The health insurance scheme will be effective from tomorrow.”

CONVERSION OF IMPERATIVE SENTENCES INTO INDIRECT SPEECH

- (a) An imperative sentence conveys a command, request, suggestion, advice or instruction. So, reporting verbs like 'order', 'tell', 'instruct', 'command' are used for commands in reported speech. For requests we use reporting verbs like 'request', 'ask', 'plead' and 'beg'. For advice, we use reporting verbs like 'suggest', 'advise', 'warn', 'forbid' in indirect speech.
- (b) The verb of the reported speech is changed into an infinitive.

Examples : He said to her, "Go there." He ordered her **to go** there.

- (c) We don't use a conjunction (eg. that) to introduce the reported speech.
- Here are examples for different type of imperative sentences.

- Examples :** (i) **Command :** The chef said to the helper, "Chop the vegetables quickly." (direct)
The chef **ordered** the helper **to chop** the vegetables quickly. (indirect)
- (ii) **Request :** The student said to the teacher, "Please allow me to go to the library." (direct)
The student **requested** the teacher **to allow** him to go to the library. (indirect)
- (iii) **Advise :** Grandma said to Kishu, "Avoid drinking chilled water as it will further harm your sore throat." (direct)
Grandma **advised** Kishu **to avoid** drinking chilled water as it would further harm his sore throat. (indirect)

When imperatives 'let's', 'let us', 'let him' are changed into indirect speech we use reporting verbs like 'suggest', 'proposed', 'should', 'to let' and 'might.'

- Examples :** (a) He said, "Let's go to the market." (direct)
He suggested that they should go to the market. (indirect)

- (b) The chairman of the water board said, "Let us adopt the method of water harvesting and try to solve the water crisis."
The chairman of the water board proposed to adopt the method of water harvesting and try to solve the water crisis.

Verbs like 'advised', 'commanded', 'requested', 'cried out', 'exclaimed', 'offered' convey the mood, purpose and intention of the speaker.

CONVERSION OF EXCLAMATORY SENTENCES INTO INDIRECT SPEECH

- (a) The exclamatory sentences are changed into assertive sentences.
- (b) The reporting verb is changed to 'exclaimed with joy/sorrow/delight/surprise/anger/fear'.
- (c) The conjunction 'that' is used to introduce the reported speech.
- (d) All exclamations and interjections are left out. Their sense is conveyed by means of adverbs or adverbial clauses.
- (e) The sentences which are incomplete or express sudden feelings are changed into full sentences.

Here are some interjections with their meanings.

- (i) 'Hurrah', 'Good', 'Splendid', 'Ha', 'Bravo' express joy, pleasure or admiration.
- (ii) The word 'Alas' expresses grief or pain.
- (iii) 'What' and 'Oh' express surprise.
- (iv) 'Ugh' expresses disgust.
- (v) 'Well done' and 'Thank goodness' are interjection phrases. Read the sentences given below and note how they are rewritten in reported speech.

- Examples :
- She said, "Oh! What a lovely dress." (direct)
She **exclaimed with admiration** that it was a lovely dress. (indirect)
 - They said, "Alas! We have lost our way in the forest!"
They **exclaimed with regret** that they had lost their way in the forest.
 - He said, "Oh! I have met you after a long time."
He **exclaimed with surprise** that he had met her after a long time.