

**Module – 10**

**Section – A (Reading)**

**A. Read the passage carefully.**

The discovery of fire brought about many changes in the life of the early man. Today we cannot imagine a world without fire. Yet, when fire gets out of control, it can cause immense damage to human life and property, therefore, it is important to know what causes fires and how to prevent them, specially in the house.

Nylon or synthetic clothes catch fire quickly, so wearing them in the kitchen is unsafe.

Children sometimes try to light a matchstick, and the burning stick may fall on their clothes and burn them. Children lighting fire crackers during Diwali can get burnt or cause accidents.

Sometimes, people throw away a matchstick after lighting a stone or fire. If it falls on a material that burns easily, there can be a fire. Defects in the electrical wiring of a house can also start a fire.

Most fires are caused by carelessness. Following some simple rules can prevent a fire. Children should not touch boiling pans or stoves. Adults should be careful while cooking. One should wear only cotton clothes in the kitchen.

Children should not be allowed to touch matchboxes.

Children should be allowed to light firecrackers when they are alone. Adults too should be careful. Matchsticks should be put out properly before being thrown away. Electrical wiring in the house should be checked regularly.

**A.1. Complete the following sentences.**

- (i) Nylon clothes and match boxes prove to be harmful as \_\_\_\_\_
- (ii) A celebration can lead to an accident when \_\_\_\_\_
- (iii) It is important to check the \_\_\_\_\_.
- (iv) Two of the things that the children should not be allowed to do are \_\_\_\_\_.

**A.2. Find the synonyms of-**

- (i) Unlimited                      (ii) To keep away from happening      (iii) Artificial



### **Section - B (Writing Skills)**

**B.1. Using the information given below write a bio sketch of N.R. Narayan Murthy, the founder of Infosys.**

Full Name	:	N.R. Narayan Murthy
Date of birth	:	20 <sup>th</sup> August, 1946
Place of birth	:	Mysore, Karnataka
Education	:	Bachelor of Engineering 1967 Masters in Engineering from IIT Kanpur in 1969
Achievements	:	Founded Infosys and remained CEO for 22 years
Book Published	:	“A Better India: A Better World”
Awards	:	Padma Shree 2000 Padma Vibhushan 2009

### **Section - D (Literature)**

#### **The Tyger**

#### **NOTES**

#### **“Tyger tiger burning bright... night”**

The tiger burns like fire in the surrounding darkness. Its black and yellow striped body glows in the darkness and its eyes gleam amidst the forest. The poet uses strong imagery to suggest fierceness and strength of the Tyger. He is filled with awe to see the Tyger.

#### **“What immortal hand or eye ... symmetry”**

‘Immortal hand’ refers to the strength and power and honour associated with the creator. ‘Immortal eye’ refers to the vision that conceived or envisioned the powerful and symmetrical frame of the tiger here William Blake questions the power and vision of the creator who created such a fierce yet beautiful animal like the tiger.

#### **In what distant deeps ... he aspire.**

Here ‘distant deeps’ refers to the ocean and ‘skies’ refers to the heaven. ‘Wings’ refer to imagination insight or vision. Blake questions the imagination of the creator who could conceive such an animal. He wonders from where the creator acquired the ingredients to make this fierce form. He wonders what is the source of fire that blazes in tiger’s eyes.

**‘What the hand dare seize the fire’**

The poet questions the hidden strength of the creator.

**‘When the stars threw down their spears’**

Stars are the heavenly bodies that cry for the innocent creatures who will now have to face the fierce tiger.

**‘Did he smile... lamb made thee’.**

The poet wonders if the creator was happy to see his creation he wonders if it is the same benevolent creator who created the docile lamb that created the fierce tiger.

**‘Dare frame thy fearful symmetry’**

The poet realizes that the creator wants to put evil (tiger) against the good (lamb) to prove that innocence and good is superior to evil.

**QUESTION/ ANSWERS**

**Q.1. Explain the phrase ‘fearful symmetry’.**

‘Fearful Symmetry’ refers to the fierceness and strength of the tiger which though has beautiful body and bright eyes is evil and feels no pity for the animals that become its prey. Through this phrase, William Blake not only describes the tiger but also praises the creator’s power and imagination which helped him conceive the powerful, symmetrical frame of the tiger.

**The poet substitutes the word ‘could’ with ‘dare’ what does it convey?**

In the beginning of the poem, the poet by using the word ‘could’ shows his curiosity to know more about the creator. His tone is that of inquisitiveness, wonder and awe. But by the end of the poem the poet realizes that only a very powerful creator can create such a fierce animal like the tiger. Thus he substitutes could with dare in the last stanza answering his own questions.

**Why does the poet refer to the lamb in the line ‘Did he who made lamb made thee’?**

To these lines William Blake praises the creator’s imagination which helped him create the fierce tiger and the docile lamb. The poet wonders why God made evil even when he knows that goodness is matchless. The poet finally realizes that the creator wants to create a balance, for only if evil exists will we realize the importance and true value of goodness.



**D.1. “In what distant deeps and skies  
Burnt the fire of thine eyes?  
On what wings dare he aspire?”**

- (i) Who is ‘thine’ here?
- (ii) What wings is the poet talking about?

**D.2. How has the poet described the Tyger?**

**D.3. “Did he smile his work to see?”**

- (i) Who is ‘He’ in this line?
- (ii) What work is the poet talking about?

**English is Fun- 8**

**Fill in the blanks with the correct idioms. Make the necessary changes.**

fair-weather friend	rain cats and dogs	under the weather
lovely weather for ducks	as right as rain	rain or shine

- (i) Grandpa is \_\_\_\_\_ after the operation.
- (ii) I have a headache. I am feeling \_\_\_\_\_. I don’t think I’ll go to the office today.
- (iii) All the roads are blocked. It has been \_\_\_\_\_ all night.
- (iv) Don’t worry. I won’t let you down. I will be there, \_\_\_\_\_.
- (v) A \_\_\_\_\_ isn’t much help in times of adversity.
- (vi) I find this weather very depressing, but it’s \_\_\_\_\_.

**Proverb Time**

**P.20.** If you chase two rabbits, you – If you try to do two things at the same will not catch either one. won't succeed in doing either of them.

**P.21.** In the land of the blind, the – A man of even limited ability has an

one-eyed man is king.

advantage over a person who is less able.

**P.22.** It takes all sorts to make a world. – People vary in character and abilities, and this is a good thing.

**P.23.** Learning is a treasure that will follow its owner. – Education is something you keep forever.

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**Module – 11**

**Section – A (Reading)**

**A. Read the passage carefully.**

Della finished her cry and attended to her cheeks with powder rag. She stood at the window and looked out dully at a grey cat walking a grey fence in a grey backyard. Tomorrow would be Christmas day, and she had only 1.87 dollars with which to buy Jim a present. She had been saving every penny she could for months, with this result. Expenses had been greater than she had calculated. There are only 1.87 dollars to buy a present for Jim. Many a happy hour she had spent planning for something nice for me.

Suddenly she whirled from the window and stood before the glass. Her eyes were shining brilliantly, but her face had lost its colour. Rapidly she pulled down her hair and let it fall to its full length.

Now, there were two possessions of the Youngs in which they both took a mighty pride. One was Jim’s gold watch; the other was Della’s hair.

So now Della’s beautiful hair fell about her rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her, and then she did it up again nervously and quickly.

On went her old brown jacket; on went her old brown hat. With a whirl of her skirts and a brilliant sparkle in her eyes, she went out of the door and down the stairs to the street. Where she stopped the sign read:

Mme. Sofronie. Hair Goods of All Kinds
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One flight up Della ran and collected herself panting. Madam, large, too white, chilly, hardly looked the ‘Sofronie.’

‘Will you buy my hair?’ asked Della.

‘I buy hair,’ said Madam. ‘Take your hat off and let’s have a sight at the looks of it.’

Down rippled the brown cascade.

‘Twenty dollars,’ said Madam, lifting the mass with a practiced hand.

‘Give it to me quick,’ said Della.

Oh, and the next two hours went by on rosy wings. She was ransacking the stores for a suitable Christmas present for Jim.

**A.1. Answer the given questions.**

- (i) Why was Della unhappy?
- (ii) Describe the beauty of Della’s hair in a few words.

**A.2. Find the synonyms of :**

- (i) Spending money
- (ii) Move quickly in a round
- (iii) Owning something
- (iv) Waterfall

**Section – B (Writing Skill)**

**B.1. Thoughtless communal violence has left you perturbed. You are pained to see so much suffering. So many innocent lives are lost. One sad evening you make an entry in your diary expressing your feelings on the issue.**

**Section – D (Literature)**

**The Poles in Peril**

- D.1. How is global warming effecting these regions?**
- D.2. What is the significance of the winter of 2005 -2006?**
- D.3. How can disappearing ice effect wild life?**

**English is Fun- 9**

**Make the correct word or phrase from the anagrams given. The meanings of the new word / phrase are given, and also the first letter of each word.**

<b>A</b>	<b>B</b>	<b>C</b>
(i) dream elf	f _____ r _____	a shade of the colour red
(ii) rope dart	p _____	An organism that exists by preying upon other organisms
(iii) dirty room	d _____	Sleeping room with many beds
(iv) shall yet come	H _____ C _____	this celestial wonder appears once in 75 years
(v) grow thunder	u _____	Bushes and scrub in a forest
(vi) chop gain	p _____	trespassing and capturing animals illegally

**Proverb Time**

- P.24.** Loose lips sink ships. – Disclosing important information (to the enemy or a competitor) could result in large losses.
- P.25.** Need teaches a plan. – Necessity will make you find a solution.

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**Module – 12**

**Section – A (Reading)**

**A. Read the passage given below :**

**Fashion Can Save Wild Animals**

Many people love the luxury of a soft fur coat. But they don't always think where the fur comes from. Even today, when it is against the law to kill protected wild animals, some animals are still hunted for their skins. Tigers, leopards, others, young seals and alligators are all killed just to give somebody a coat, a rug, a pair of shoes or a belt. More and more people are becoming concerned about the killing of thousands of animals for their fur. Some people have spoken and written so strongly on this subject that they have influenced fashion a great deal. As a result, these days fewer people care about the status value of fur coats. But there are still some people who will wear only real fur. So instead of hunting wild animals, people very have created special farms where they keep animals such as mink, whose fur is very expensive. They breed and kill them just for their fur. This still seems cruel to many people. When there are so many other ways of keeping warm, why kill animals at all? If well-known people decide to follow a particular fashion, that fashion quickly becomes popular. In 1908 the English Queen announced that she did not want the ladies of the court to decorate their hats with egret feathers. Egrets are tall birds. Each year at nesting time, they grow long feathers on their backs. Because of the Queen's order, the ladies changed their hats! Soon women everywhere stopped wearing hats with egret feathers. So, because no egret feathers were wanted, the hunters stopped killing the birds. Egrets were no longer in danger. We now have shoes and bags in shops made of plastic, canvas and other man-made material instead of leather. We have soft coats which are made from fibres. We could all choose to buy these things. If we did, then many of our wild animals would be in less danger of extinction.

**A.1. On the basis of your reading of the passage complete the following passage by writing suitable words / phrases. Write your answer in the answer sheet against the correct blank numbers.**

Many people like to wear fur coats. The fur for these coats comes from (i) \_\_\_\_\_ Some people have shown great concern for the killing of animals for their fur and (ii) \_\_\_\_\_ against the killing of animals, which has influenced fashion a great deal. Other, who continue to wear fur have stopped hunting wild animals and instead they have (iii) \_\_\_\_\_ for animals. A fashion becomes popular when (iv) \_\_\_\_\_ decides to follow it. The example of this is when (v) \_\_\_\_\_ that the ladies of her court should not (vi) \_\_\_\_\_. As a result hunters stopped killing egrets.

**A.2. On the basis of your understanding of the passage, complete the following sentences as briefly as possible. Write your answer in the answer sheet against the correct blank numbers.**

Wild animals and birds are often killed for their (i) \_\_\_\_\_ and \_\_\_\_\_ (Mention any two things.) Some people still insist on wearing real fur because of its (ii) \_\_\_\_\_ we can reduce the danger of extinction of wild animals by (iii) \_\_\_\_\_ instead of leather and fur products. One animal hunted for its fur is (iv) \_\_\_\_\_. Two animals hunted for their skin are (v) \_\_\_\_\_ and \_\_\_\_\_ (Mention any two). When hunters stopped hunting egrets, the bird (vi) \_\_\_\_\_.

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### ACTIVE AND PASSIVE VOICE

**Take a look at these sentences. How are these sentences different?**

- He wrote a letter.
- A letter was written by him.

In most sentences, the **subject** of the sentence is the **doer** of an action and the **object** of the sentence is the **receiver** of the action.

For example,

- Cats eat fish. (**Cat –subject; fish-object**)
- Rohan posted the letter. (**Rohan-subject; letter-object**)

The verb that expresses that the action is carried out by the subject is said to be in the **active voice**. The active voice is used when the agent or the doer is to be made prominent.

However, in some sentences, the subject receives the action of the verb, for example,

- Fish are eaten by cats. (**fish-subject; cats-object**)
  
- The letter was posted by Rohan. (**letter-subject; Rohan-object**)

The verb that expresses what is done to the subject is said to be in the **passive voice**.

**Voice** is that form of the verb which indicates whether the subject is the doer of the action or something is being done to it.

See the following sentences in the active voice have been changed into passive voice without changing their meanings.

- The captain called the players. (**active**)

The players were called by the captain. (**passive**)

- He is painting a portrait. (**active**)

A portrait is being painted by him. (**passive**)

A transitive verb has two forms: **Active voice and passive voice**.

**Eg:** Rajan posted the letter. ( a.v)

The letter was posted by Rajan. (p.v)

**Active voice:** when an action is done by the subject or when the subject is the doer of the action, the verb is said to be in active voice.

**Passive voice:** when an action is being done upon the subject, the verb is said to be in the passive voice.

Read these rules to be kept in mind when changing the voice of the verb from active to passive.

- ❖ The positions of the subject and the object of the verb are interchanged. The subject of the verb in the active voice is made the object of the verb in the passive voice.
  
- ❖ In the passive voice, the preposition **by** is added before the object.
  
- ❖ The number of the verb is changed according to the number and person of the subject.

### **NOTE 1**

- If the active verb has two objects- one direct and the other indirect- either of them becomes the subject of the passive verb, and the other remains as an object of the

verb in the passive voice. The object that comes after the passive verb is called the **retained object** , for example,

- My father gave me a cycle. (**active voice**)
- I was given a **cycle** by my father. (**passive voice**)
- A cycle was given to **me** by my father. (**passive voice**)
- Active verbs followed by a preposition retain the preposition.
  - The students laughed **at** the clown.
  - The clown was laughed **at** by the students.

### **NOTE 2**

We use the passive voice when –

- ❖ The person or thing acted upon is to be made prominent. The passive voice is thus preferred when the active form would involve the use of a vague pronoun or noun such as **somebody, they, people, anybody**, as the subject. For example,
  - My book **has been stolen**. (Someone has stolen my book.)
  - I **was asked** my identity. (They asked me my identity.)
  - I **have been invited** to the conference. (Someone has invited me to the conference.)
- ❖ The doer is not known or when it is not intended to name him. For example,
  - The victim **was carried** out.
- ❖ We wish to focus on the person or the thing acted upon rather than the doer or the agent. For example,
  - The building **was destroyed** by lightning.
- ❖ When the subject in the active voice is implied from the context.
  - He **was fired** from his job (by his employer).

- The city **has been captured** (by the enemy).

➤ **Change of tenses:**

**1. Simple present : V1 (s/es) – is / am /are + V3**

Eg: He posts the letter. (a.v)  
The letter is posted by him. (p.v)

**2. Simple past : V2 – was/ were + V3**

Eg: He posted the letter. (a.v)  
The letter was posted by him. (p.v)

**3. Simple future : will / shall + V1 – will /shall + be +V3**

Eg: He will post the letter. (a.v)  
The letter will be posted by him. (p.v)

**4. Present continuous : is / am / are +V1 ing – is / am / are +being +V3**

Eg: He is posting the letter. (a.v)  
The letter is being posted by him. (p.v)

**5. Past continuous : was / were +V1 ing – was/ were +being +V3**

Eg: He was posting the letter. (a.v)  
The letter was being posted by him. (p.v)

**6. Future continuous : will / shall + V1 ing + be – no passive.**

Eg: He will be posting the letter.

**7. Present Perfect : has / have + V3 – has / have + been +V3**

Eg: He has posted the letter. (a.v)  
The letter has been posted by him. (p.v)

**8. Past Perfect : had +V3 – had + been + V3**

Eg : He had posted the letter. (a.v)  
The letter had been posted by him. (p.v)

**9. Future Perfect : will / shall +have +V3 – will / shall +have +been +V3**

Eg: He will have posted the letter. (a.v)  
The letter will have been posted by him. (p.v)

**10. Present perfect continuous : has / have + been + V1 ing – no passive.**

Eg: He has been posting the letter. (a.v)

**11. Past perfect continuous : had + been + V1 ing – no passive.**

Eg: He had been posting the letter. (a.v)

**12. Future perfect continuous : will / shall + have + been + V1 ing – no passive.**

Eg: He will have been posting the letter. (a.v)

- **IMPERATIVE SENTENCES:** In imperative sentence, the verb in the active voice is changed into passive voice by beginning the sentence with a word ‘**let**’ and by adding ‘**be**’ with the past participle.

Example:

- Help the poor. (a.v)

Let the poor be helped. (p.v)

- Do this work. (a.v)

Let this work be done. (p.v)

When the imperative sentence is a request, we use, ‘**you are requested**’ instead of please or kindly.

- Run home, please. (a.v)

You are requested to run home. (p.v)

- **INTERROGATIVE SENTENCES :** The character of the question sentences are retained in the passive voice.

Example :

- Are you doing your work? (a.v)

Is your work being done by you? (p.v)

- In interrogative sentences beginning with Who, What, Why:

Who – whom, but what + why are retained.

Examples:

- Who has broken the jug? (a.v)

By whom has the jug been broken? (p.v)

- Why are you wasting the time? (a.v)  
Why is your time being wasted by you? (p.v)
- What are you doing here? (a.v)

What is being done by you here? (p.v)

**NOTE:**

Sometimes the subject in the active voice is vague or unknown, it remains unexpressed in the passive if ‘with’, ‘by’ is not needed:

Example:

- People speak English all over the world. (a.v)  
English is spoken all over the world. (p.v)
- Someone has broken two of my dinner plates. (a.v)

Two of my dinner plates have been broken. (p.v)

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**Section – C (Grammar)**

**Active & Passive Voice**

**C.1. Change the following sentences into Passive Voice.**

- (i) Manners reveal character.
- (ii) She dresses her children well.
- (iii) Somebody stole my pen yesterday.
- (iv) They made him captain.
- (v) My uncle gave me a story book.

**C.2. Convert the following sentences into Active Voice.**

- (i) He will be conquered by me.
- (ii) The painter should be examined by a specialist.
- (iii) He should not be suspected by them.
- (iv) You may be cheated by him.
- (v) The laws of the land must be obeyed by us.

**English is Fun- 10**

**In the sentences below, special names given to people have been mixed up. Write the correct names in the blanks. You may consult a dictionary.**

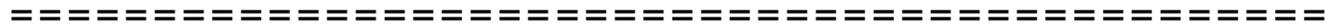
- (i) A sentinel carries golf clubs while providing advice to the golfer.

\_\_\_\_\_

- (ii) A swindler makes, trims and sells women’s hats. \_\_\_\_\_
- (iii) An arbitrator supervises a groups of workers. \_\_\_\_\_
- (iv) A connoisseur keeps watch and gives warning of danger. \_\_\_\_\_
- (v) A plaintiff is a person who has good taste and judgment. \_\_\_\_\_
- (vi) A caddie makes money by cheating others. \_\_\_\_\_
- (vii) An overseer is qualified to prescribe and sell glasses and contact lenses. \_\_\_\_\_
  
- (viii) A milliner brings a legal case another in a court of law. \_\_\_\_\_
- (ix) An optician is appointed to settle disputes. \_\_\_\_\_

**Proverb Time**

- P.26.** One man’s meat is another man’s poison. – People don’t always like the same things.
- P.27.** One swallow doesn’t make a summer. – A single satisfactory event does not mean that all the others will be as good.



**Module – 13**

**Section – A (Reading)**

**A. Read the given passage:-**

**SEVEN STEPS TO MAKE WORK FUN**

Success is never constant. We believe that success once earned should be permanent-but success should be constantly reviewed. Experts say there are seven ways to make hard work hard but enjoyable.

Firstly, one should think of work as a challenge and not a burden. W. Gardner states-doing something really well, however humble the task, is of greater value than undertaking a grandiose project and doing a mediocre job of it.

The second trait required to make work enjoyable is to approach whatever one is doing as if he is tackling it for the first time.

Thirdly, one should follow the ‘as if’ principle. If work is converted into a game, it becomes enjoyable. Fourthly, one should keep track of progress towards present goals and take pride in accomplishments. To succeed in the long run, you need to give yourself a regular feed back and positive reinforcement.

Next, it is necessary to keep the end result in sight. During World War II, parachutes were being produced on a mass scale by women tailors who were spending hours over sewing machines doing the same dull, boring and tiring work; every day the chief

incharge used to say, “Remember that your parachutes may be used by your husband, brother or son. Every stitch is a life saving operation.” The tailors understood and did their best.

Moreover, one should have a dynamic daily routine and should try to order and organise the day.

Order means setting up of an effective agenda.

Last but not the least, one should keep time for relaxation and exercise. The secret of success is to remember the victories and to forget the defeats. Remember, a unique achievement of the past rather than a whole panorama of failures.

**A.1. Answer the following questions.**

- (i) Find out from the passage what is the most essential thing to be successful?
- (ii) Why did the tailors do their best in stitching the parachutes during World War II?

**A.2. Complete the following**

- (i) We can set up an organised life if \_\_\_\_\_.
- (ii) A regular feed back is essential \_\_\_\_\_.

**A.3. Find the synonym for ‘huge’ \_\_\_\_\_**

**A.4. Find the antonym for ‘always’ \_\_\_\_\_**

**Section – D (Literature)**

**After Twenty Years**

**D.1. Who is ‘Jimmy’ and who is ‘Bob’?**

**D.2. Who was better of the two and how?**

**D.3. “Bob loved to live on a razor – edge, while Jimmy was a kind of plodder.”  
Prove the statement with instances from the story.**

**D.4. Why didn’t Jimmy arrest Bob himself?**

**English is Fun- 11**

**Give one word for the following phrases. Choose your answers from the box.**

panacea	verbose	fatal	hypocrite	extempore
philology	notorious	fastidious	bombastic	audience

- (i) an assembly of listeners \_\_\_\_\_.
- (ii) hard to please \_\_\_\_\_.
- (iii) a speech without preparation \_\_\_\_\_.
- (iv) a man of evil reputation \_\_\_\_\_.
- (v) that which ends in death \_\_\_\_\_.
- (vi) a remedy for all diseases \_\_\_\_\_.
- (vii) a style full of difficult words \_\_\_\_\_.
- (viii) using or containing more words than required \_\_\_\_\_.
- (ix) the science of words and language \_\_\_\_\_.
- (x) a person who pretends to be what he is not \_\_\_\_\_.

**Proverb Time**

**P.28.** Procrastination is the thief of time. – Delaying an action for too long is a waste of time.

**P.29.** Snug as a bug in a rug. – Feeling very comfortable.

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**Module – 14**

**Section – A (Reading)**

**A. Read the passage carefully**

Many, many years ago in North Africa there lived a Chief .He was very rich and had many wives and children, but he was not happy. He thought, “I have everything, but that does not make me happy. What must I do to be happy? I don’t know.”  
Once he said angrily to his servants, “Why can’t I be happy? What must I do to be happy?”  
One of his servants said, “Oh, my Chief! Look at the sky! How beautiful the moon and the stars are! Look at them, and you will see how good life is. That will make you happier.”  
“Oh no, no, no!” the chief answered angrily.  
“When I look at the moon and the stars I become angry, because I know I cannot get them.”  
Then another servant said, “Oh my Chief! What about music? Music makes a man happy. We shall play to you from morning till night, and music will make you happy.”  
The Chief’s face became red with anger.  
‘Oh, no, no, no!’ He cried, “What a silly idea. Music is fine, but to listen to music from morning till night, day after day? Never! No, never!”



The verb introducing the actual words of the speaker is called the **Reporting Verb**. In the above example, the verb ‘said’ is called the **Reporting Verb**. Indirect Speech or Reported Speech reports what the speaker said without quoting his or her exact words.

**e.g.--** She said that she was going to Paris.-----Here the words of the speaker are reproduced in the past tense and are not within inverted commas.

## GENERAL RULES FOR CHANGING DIRECT SPEECH (DS) INTO INDIRECT SPEECH (IS)

### 1. Change in PRONOUNS

- a. The pronouns of the **First Person** in the direct speech change into the person and gender of the subject of the Reporting Verb in the indirect speech.  
**e.g.—** He said, "I am not guilty." (DS)  
He said that he was not guilty. (IS)
- b. The pronouns of the **Second Person** change into the person and gender of the Reporting Verb.  
**e.g.–** He said to me, "You are right" (DS)  
He told me that I was right. (IS)
- c. The pronouns of the **Third Person** suffer no change.  
**e.g.–** He said to her, "He is writing."  
He told her that he was writing.

### 2. Change in words and expressions of TIME and PLACE

The words and expressions showing **nearness** in time and place in the direct speech are changed into words and expressions showing **distance**.

<u>DIRECT SPEECH</u>	<u>INDIRECT SPEECH</u>
<b>Ago</b>	<b>before</b>
<b>Just</b>	<b>then</b>
<b>Now</b>	<b>then</b>
<b>Here</b>	<b>there</b>
<b>This</b>	<b>that</b>
<b>These</b>	<b>those</b>
<b>Today</b>	<b>that day</b>
<b>Tonight</b>	<b>that night</b>
<b>Yesterday</b>	<b>the previous day/ the day before</b>
<b>Tomorrow</b>	<b>the next day/ the</b>

	<b>following day</b>
<b>Last night</b>	<b>the previous night/the night before</b>
<b>The next day</b>	<b>the following day</b>
<b>The last night</b>	<b>the previous night</b>
<b>Next week</b>	<b>the following week</b>

**A. Rules for changing of STATEMENTS into Indirect Speech**

1. The conjunction THAT is generally used before the reported speech in the form of a statement.
2. If the reporting verb is in the present tense or future tense, the tense of the verb in the reported

**Speech is not changed at all.**

**e.g.**----The lady says, "I am a good cook." (DS)

The lady says that she is a good cook. (IS)

The trainer will say, "The children are ready for the tournament." (DS)

The trainer will say that the children are ready for the tournament. (IS)

3. If the reporting verb is in the past tense, the verb in the direct speech is hanged into the corresponding past form in the reported speech.

**a.** Simple present in the direct speech changes -----TO-----  
Simple past in the indirect .

The boy said. "I am ill"

The boy said that he was ill.

**b.** Present continuous in the direct speech changes -----TO-----Past continuous in the indirect.

He said, " My mother is cooking food."

He said that his mother was cooking food.

**c.** Present perfect in the direct speech changes-----TO-----Past perfect in the indirect.

They said, "We have finished our homework."

They said that they had finished their homework.

**d.** **Present perfect continuous in the direct speech changes ----- TO-----Past perfect continuous in the indirect.**

He said, "I have been waiting here for a long time"

He said that he had been waiting there for a long time.

**e.** The Simple Past in the direct speech changes-----To----- Past Perfect in the indirect.

- He said, "I bought a house in New Delhi."  
He said that he had bought a house in New Delhi.
- f. The Past Perfect in the direct speech does not undergo any change in the indirect speech  
He said, "I had a wonderful dream last night"  
He said that he had a wonderful dream the previous night.
- g. The Past continuous in the direct speech changes -----TO----- Past perfect continuous in the indirect.  
He said, "Ashok was swimming in the pool."  
He said that Ashok had been swimming in the pool.

### B. Rules for changing QUESTIONS into Indirect

1. The Reporting Verb is changed into **asked, inquired, demanded, wondered, etc.**
2. The word THAT is NEVER USED before a question in the indirect form.
3. When an interrogative sentence is introduced by an **Auxiliary verb [have, has, may, do, did, are, were, will, etc.]** in the direct speech and the answer to these questions is either YES or NO, **then if or whether** is used after such reporting verb in the indirect speech.
4. All the questions beginning with interrogative words like-----**how, why, where, who, which, when, etc .do not take the word if or whether.**
5. The question mark is **dropped in the indirect speech.**  
**e.g.-----**I said to him, "Is your brother at home?"  
I asked him if his brother was at home.  
  
The teacher asked me, "What is your name?"  
The teacher asked me what my name was.  
She asked me, "Why did you insult me in the presence of my husband?"  
She demanded of me why I had insulted her in the presence of her husband.

### C. Rules for changing IMPERATIVE SENTENCES(commands, requests and suggestions) into indirect.

1. The reporting verb is changed into ----- **request, command, beg, entreat, order, advise, threaten, etc.**
2. The verb in the reported speech is put into **the infinitive .**  
**e.g.---**He said to the students, "Do not make noise"  
He forbade the students not to make noise.

“Shoot the prisoner,” said the tyrant.  
The tyrant commanded them to shoot the prisoner.  
He said, “Please give me another chance”  
He begged them to give him another chance.

3. When LET in the direct speech expresses a proposal or suggestion, we use **should for let** and change the reporting verb **into propose or suggest**. **But when LET does not express proposal it should be changed into might or might be allowed or into some other form according to the sense.**
- He said to me,” Let us go home.”**  
**He proposed or suggested to me that we should go home.**  
**He said, “Let me come in.”**  
**He requested that he might be allowed to come in.**  
**He said,” Let me have some milk.”**  
**He wished that he might have some milk.**

#### D. Rules for changing EXCLAMATIONS into indirect

1. The reporting verb is changed **into exclaimed with joy/sorrow/ regret/ delight, etc** or any other verb that properly conveys the tone of the exclamation.
2. The exclamatory sentence is changed into an assertive one in the indirect speech.

He said,” What a fine bird it is!”

He exclaimed that it was a fine bird.

Alas! -----exclaimed with sorrow

Hurrah!-----exclaimed with joy/ happiness

Ah!-----exclaimed with delight

Oh!-----exclaimed with regret

Ouch!-----exclaimedwith pain

- e.g.** She said,” Hurrah! We have won the match.”  
She exclaimed with joy that they had won the match  
The captain said to the goalkeeper,”Bravo! Well done!”  
The captain applauded the goalkeeper .

#### E. EXCEPTIONS

1. If the direct speech consists of any **universal truth or an established /habitual fact**, its tenses remain unchanged in the indirect speech.

e.g.---The teacher told the class, "The sun is a star."  
The teacher told the class that the sun is a star.

### Section – C (Grammar)

#### **C.1. Convert the given sentences into Indirect Speech.**

- (i) "Bring me a glass of water", said the headman to worker.
- (ii) "Sit down, boys" said the teacher.
- (iii) My mother said to me, "Do not gobble the food."
- (iv) Alice said, "What a beautiful sight it is!"
- (v) "You have all done well", remarked the officer.
- (vi) He asked Rama to go with him.
- (vii) Rama replied that he could not do so.
- (viii) I told him that we needed to meet soon.
- (ix) An old mouse asked who can bell the cat.
- (x) John said he wanted to be a commercial pilot.

### Section – D (Literature)

#### Imagination

##### **D.1. "I had a vivid imagination"**

- (i) Who is 'I' here?
- (ii) What all did he imagine?

##### **D.2. "Then I grew up my childish world at an end."**

- (i) Who is 'I' here? Name the person.
- (ii) His 'childish world' consisted of what?

##### **D.3. What do you think the poem is about?**

#### English is Fun- 12

**Here is a game based on anagrams. Some variation have been introduced to make it more interesting and sharpen your word-building skills.**

First study the examples.

- \* only rearrange letters  
editing = set fire (past tense)

Answer : ignited

\* add a letter  
overeat + n = to make new

Answer : renovate

\* subtract a letter  
caper – r = step

Answer : pace

Now solve the following carefully. You may refer to a thesaurus or a dictionary for help.

(i)	voter – v	=	memorise	r _____ t _____
(ii)	refining	=	violate	i _____ f _____ ng _____
(iii)	counters	=	interpret	c _____ n _____ t _____ e
(iv)	drive + t	=	to redirect	d _____ v _____ t _____
(v)	dieter + u	=	learned	e _____ d _____ e
(vi)	lines + a	=	salty	s _____ l _____
(vii)	scale + o	=	consolation	s _____ a _____ e
(viii)	bromide – e	=	gloomy	m _____ b _____
(ix)	entrails – r	=	most important	s _____ l _____ t _____
(x)	mailing – i	=	to insult	m _____ l _____ n _____

### **Proverb Time**

**P.30.** Stolen fruit is the sweetest. – What is forbidden is the most tempting.

**P.31.** The darkest hour is just before dawn. – There is hope even in the worst of times.

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### **Module – 15**

#### **Section – A (Reading)**

**A. Read the passage carefully.**

#### **THOSE WHO PROVIDE US COMFORTS**

People are seldom aware that their comfortable living depends upon the work of several thousands of persons. Consider the number of things we require to prepare a cup of tea such as clean drinking water, tea, sugar, milk, gas, burner, pot, crockery, strainer, spoon and so on.

Consider first the supply of clean drinking water. In large cities this is rendered possible because of the construction of huge reservoirs at great cost and regular maintenance of the water supply system by hundreds of workers.

Tea is grown in distant plantation and made available to the consumers through a vast network employing hundreds of workers. Consider further the machinery required for sugar mills. The production of this machinery involves a long chain of processes and operations-mining of coal and iron, ore, manufacture of steel and machine tools, in which thousands of workers are employed. The same arguments holds good with regard to the supply of milk. The production of other items such as gas, burner, crockery, spoons, requires the service of hundreds of workers. And recall how agitated we are if the milk van is late in the morning may be because its tire has burst on the way. This may be due to its poor maintenance or bad conditions of the roads.

A good cup of tea indeed thus represents the work several thousands of persons do.

**A.1. On the basis of your reading of the above passage complete the following paragraph.**

Our life style is comfortable not just because of our hard work but \_\_\_\_\_. Clean drinking water is available because of \_\_\_\_\_ and because many workers \_\_\_\_\_. Sugar mills are dependent on \_\_\_\_\_ which in turn dependent on \_\_\_\_\_ of steel and machines tools which are run by \_\_\_\_\_. The cause of the delay of the milk van be \_\_\_\_\_.

**A.2. Find the antonyms for:-**

- (i) Often
- (ii) Near by

**A.3. Hunt for the synonyms of :-**

- (i) Manufacturing
- (ii) Many

**Section – B (Writing)**

**B.1. Write a letter to the Editor of a newspaper drawing attention to the insanitary condition of the City Bazaar.**

**English is Fun- 13**

**Figure out the relation suggested and fill in the blanks with appropriate words.**

- (i) An artist is to drawing as a sculptor is to a s \_\_\_\_\_.
- (ii) Hope is to optimism as d \_\_\_\_\_ is to pessimism.
- (iii) Copper is to metal as teak is to w \_\_\_\_\_.

- (iv) Carpenter is to workshop as blacksmith is to f \_\_\_\_\_.
- (v) Impenetrable is to forest as navigable is to r \_\_\_\_\_.
- (vi) Hunger is to food as thirst is to w \_\_\_\_\_.
- (vii) Lawyer is to law as sailor is to s \_\_\_\_\_.
- (viii) P \_\_\_\_\_ is to writer as sword is to soldier.
- (ix) C \_\_\_\_\_ is to horse as cub is to lion.
- (x) Goose is to geese as passerby is to p \_\_\_\_\_.

**Proverb Time**

**P.33.** The die is cast. – A decision has been made and it's impossible to change it.

**P.34.** The tongue wounds more than a lance. – Insults can be more hurtful than physical injuries.

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**Module – 16**

**Section – A (Reading)**

**A. Read the following passage carefully:**

Thomas Alva Edison, the generator of electricity was born in Milan, Ohio (America) on Feb 11 1847. Though he had become the greatest inventor of the world, he had received little or no formal education. His mother, a teacher, herself started educating him. The result was astonishing. He began to learn many subjects with unusual eagerness.

When 12, he began to look for a job. He became a member of the public library of Detroit. He began reading books on various subjects. The most interesting subject for him was Chemistry. He made up his mind to be a chemist. He also got interested in telegraphy.

When 22, he went to New York where he reached Gold Reporting Telegraph Company in search of a job. Work there had been disrupted because the telegraph equipment had broken down. Edison volunteered to set it right and did so in a few minutes only. His salary was fixed at \$ 300 per month.

Soon he was recognised not only as the greatest inventor of telegraphy but also as a great scientist in electrical science. Later he left his job and set up a laboratory and workshop at New Jersey, New York. Then he shifted to Menlo Park to pursue his scientific pursuits regarding electric bulb. There he announced that he was celebrating New Year's Eve with a festival of lights .About 3000 people assembled

and what did they witness? Dazzling lights turned the dark night into a luminous day just at the touch of a switch.

**A.1. Answer the following questions.**

- (i) What helped Edison earn a pay cheque of \$300 per month?
- (ii) How was it a special New Year eve for everyone?

**A.2. Complete the following**

- (i) Edison can be called the \_\_\_\_\_ of electricity.
- (ii) His mother was a \_\_\_\_\_ by profession.

- A.3.** (i) Find a synonym for 'different'.  
(ii) Find an antonym for 'dull'.

**Section – D (Literature)**

**The last stonemason**

**D.1. Salim wanted to learn the art of the stone mason because**

- (i) He has practice the art for 2 years and wanted to be a stone mason.
- (ii) He wanted to help the old man.
- (iii) He wanted to teach Gopal a lesson.
- (iv) He wanted to earn money.

**D.2. “Times have changed. The stone masons work has changed too.”**

- (i) Who is the speaker and whom is the talking to?
- (ii) How has the stone mason’s work changed?
- (iii) What according to the speaker is a better job option than that of a stone mason?

**D.3. Why was Gopal not happy being a stone mason?**

**D.4. What reason did his father give in order to convince him to continue the work of a stone mason?\**

**Proverb Time**

- P.35.** Time is money. – Time is valuable and should not be wasted.
- P.36.** Unwillingness easily finds an excuse. – A person who doesn't want to do something always finds a reason to avoid it.
- P.37.** Worry often gives a small thing – Worrying over small details can make them

a big shadow.

seem worse.

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**Module – 17**

**Section - A (Reading)**

**A. Read the following passage carefully and the questions.**

Our opportunities are great but let me warn you that power outstrips ability, we'll fall on evil days. We should develop competence and ability, which would help us to utilize the opportunities which are now open to us. From tomorrow morning-from midnight today-we can't throw the blame on the British. We have to assume the responsibility for ourselves for what we do. A free India will be judged by the way in which it will serve the interests of the common man in the matter of food, clothing, shelter and social activities. Unless we destroy corruption in high places and root out every trace of nepotism, love of power, profiteering and black marketing which have spoiled the good name of this country in recent times, we will not be able to raise the standards of efficiency in administration as well as in the production and distribution of the necessary goods of life.

**A.1. Given below is the summary of the passage above. Based on your reading of the passage fill in the blanks appropriately using the information given.**

Dr. Radhakrishnan said that Independence would give (i) \_\_\_\_\_ to make great progress. In order to (ii) \_\_\_\_\_ we must develop our abilities and skill and assume responsibility (iii) \_\_\_\_\_. We (iv) \_\_\_\_\_ Corruption, nepotism and black marketing. Only then (v) \_\_\_\_\_ the standard of our people. (vi) \_\_\_\_\_ is greater than our ability to handle it, we will face great trouble. The world (vii) \_\_\_\_\_ free India (viii) \_\_\_\_\_ take care of its common people.

**Section – B (Writing)**

**B.1. Write a E-mail to your friend in about 75-80 words on 'Importance of English language in today's world'.**

**Section – C (Grammar)**

**C.1. State which of the following sentences is Compound and which is Complex.**

- (i) I went because I was invited.
- (ii) Man proposes but God disposes.

- (iii) He rushed into the field.
- (iv) Listen carefully and take notes.
- (v) They serve God well who serve His creatures.

**C.2. Rewrite the following sentences by changing their Voice.**

- (i) He was praised by his father.
- (ii) I have sold my bicycle.
- (iii) The town was destroyed by an earthquake.
- (iv) He kept me waiting.
- (v) Those cans were built by robots.

**C.3. Rewrite the following sentences by changing their Speech.**

- (i) The teacher said to him, “Do not read so fast.”
- (ii) “Call the first witness”, said the judge.
- (iii) He said to me, “Wait until I come.”
- (iv) She said to me, “What are you doing?”

**C.4. In the following passage has not been edited. There is one error in each line. Underline the error and write your correction in the space provided.**

Sakhlani made the idea of planting trees in 1948, after he lost his  
(i) \_\_\_\_\_  
brother, who had began planting trees just before he passed away.  
(ii) \_\_\_\_\_  
Beginning by planting across on a barren path near to his home in  
(iii) \_\_\_\_\_  
a remote Garhwal village, Sakhlani gradually moves further afield  
(iv) \_\_\_\_\_  
and over the last 48 years Sakhlani, now 74 have covered over (v) \_\_\_\_\_  
100 hectares of land full with trees-chiefly oak, cedar and walnut. (vi) \_\_\_\_\_  
Sakhlani’s labour of love has not only made him a more happier  
(vii) \_\_\_\_\_  
man, he’s brought back life for the Himalayan hillside, once (viii) \_\_\_\_\_  
denuded to indiscriminate felling of trees and quarrying.

