

**STUDY MATERIAL FOR
S.S.L.C STUDENTS
2021**

SECOND LANGUAGE ENGLISH

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Introduction

This book is especially designed for the learners of English, Studying in 10th standard. Due to the pandemic covid 19, for the last 8 months schools have been closed and mostly the students missed their live classes. Though, online classes and E-Samved classes have been held, the students studying in rural areas got less benefit by them. Quality education is the basic right of the students. And it is our duty to ensure the quality education. So in view of the good future of the students and to ensure the quality education to the students, this book is designed. I hope this book encourages the learners for self learning and also it fills confidence in them. I personally feel that, by reading this book, the students can acquire well knowledge about the content of the lessons, can acquire basic skills of language, can acquire the accuracy of the grammar and also develop the expressive skill of the particular language.

This book lays special emphasis on enabling the students to learn easily the various complex grammar points, such as question tag, Active & Passive voices, finite and non finites, if clause, direct and indirect speech, degrees of comparison, transformation of sentences, vocabulary related points etc.

I wish the students will get benefited with this book .

::Note to the learners::

- * This is a self learning material prepared giving more importance to the points, that can be asked in the examination.
- * Read all the important points with their explanation.
- * After reading every lesson, try to answer the textual questions.
- * Read the summary of the poem and practice writing summary once in a week.
- * Concentrate on grammar rules and try to solve grammar related questions by consulting the previous question paper.
- * Refer the good dictionary for unfamiliar words.
- * Try to complete tasks given in the text books after reading this material. If you are not able to do any activity. You can take the help or guidance of your teacher, friends or family members.
- * Pay attention to the improvement of expressive skill of your language.
- * Understand the concepts clearly and try to write the answers in your own language. Do not memorize everything.

Wishing you enjoyable reading, all the best.

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A HERO

--R K NARAYANA.

IMPORTANT CHARACTERS

Swami
Swami's father
Swami's mother
Swami's grandmother
Head master
Police inspector
Burglar
Village boy – indirect reference
Teacher – indirect reference
Chum Mani – indirect reference
Munisami's father _ indirect reference

The most important points of the lesson - A Hero

The news paper report -an unexpected event

The report was about the bravery of a village lad, who while returning home by the jungle path came face to face with a tiger. He fought with the tiger for some time and finally climbed the tree and stayed there half a day, till some people came there and killed the tiger.

Swami's opinion about the news paper report

Swami said that, the boy wasn't at all a boy. He must have been a strong and grown up person. He even asked a question "how could a boy fight with a tiger?"

Swami's father's opinion about the news paper report

Swami's father said that, strength and age are not important, courage is important and it is everything.

A challenge / proposition / suggestion given by Swami's father

To prove whether Swami was courageous boy, his father asked him to sleep alone in his office room that night.

Swami's immediate reaction to the challenge

Swami thought that his father's proposition was frightful, because he had always slept beside his granny in the passage and if any change in it happens, he kept trembling and awake the whole night.

Swami's desperate attempts to escape from his father.

Swami made many attempts to escape from his father. First he tried to change the subject and said that, they were buying brand new balls and bats to their cricket club, but his father cut in the middle. Then he said that, he would sleep after the first of the next month. There also his father didn't agree. Then, slowly he tiptoed to his bed very early, there also his father came and brought him to his office room. In the middle, Swami said that his office room was very dusty and there might be scorpions behind his law books. But his father was very stern and didn't agree. Finally, Swami requested to have a burning lamp in the office room and also to leave the door open. His father agreed to this on a condition that, Swami must not go to granny's side that night.

Dreadful experience of Swami while he was sleeping in the office room.

As the night covered the room, Swami remembered the stories of devils and ghosts, he had heard earlier. He remembered the story of Chum Mani who had seen the devil in the banyan tree. Then, he remembered the story of Muni Swami's father who while returning home one late night, met a devil and it slapped his cheek. Swami faint with fear. Through the stillness, he heard some noises. They were tickling of clock, rustle of trees, snoring sounds and some vague night insects humming. Swami was very much afraid. Suddenly, he got up and spread his bed under the bench and slept there. He thought, that was much safe, compact and reassuring place. Unknowingly he slept there, but nightmares disturbed him. A tiger was chasing him. His feet struck to the ground. He tried to escape from the tiger but his feet couldn't move. The tiger was at his back, he heard it's claws scratch the ground, then he heard a loud thud. He tried to open his eyes but his eyelids couldn't open. Finally, he opened his eyes. He saw something was moving up and down. He thought the devil came there and it would carry him away. In the end, he took courage, slowly came out of the bench and hugged the leg of the burglar. Thus, Swami accidentally became a hero over a single night.

Swami's widespread fame after the burglar's incident

Swami caught the notorious burglar of the district and congratulations showered on him the next day. His classmates looked at him with great respect, the teachers patted his back, the head Master said that, he was the true scout and the police were grateful for him.

Swami's wish revealed at the end

After the burglar's incident, the inspector said. 'why don't you join the police when you are grown up?' For the sake of politeness Swami said yes. But he wanted to become an engine driver, a railway guard or a bus conductor later in his life.

There's a Girl by the Tracks

-Devan Kanai

Important Characters:

Roma Talreja
Baleshwar Mishra
Gujrati Tempo Truck Driver
Dinesh Talreja
Vijay
Dr Anil Agarwal

Roma Talreja:

Roma Talreja was a 21 year old lady. The B.Com graduate from Pune. She was working as a call center executive in Mumbai. She loved her job very much, always connecting and talking with the customers enthusiastically. She was engaged to marry with Vijay.

Baleshwar Mishra:

Baleshwar Mishra was a lanky youngster, just a year younger than Roma Talreja, from Mirzapur, U.P. He was a high school dropout student and unemployed. He came to Mumbai in search of a job. But that was fruitless. He was a very kind hearted person and tried his level best to save Roma Talreja's life. And he was successful.

Gujarati Tempo Truck Driver:

He was a middle aged person. We can judge his native as Gujarat as he spoke Gujarati with Balaeshwar. A man with helping nature, selflessness and a kind heart.

Dinesh Talreja:

He was the brother of Roma Talreja. He was marketing employee in one of the retail outlets in Ulhas Nagar Mumbai.

Vijay: Fiance of Roma Talreja.

Dr: Anil Agarwal: A medical director and a doctor at Devine Multi Specialty Hospital in Ghansoli Mumbai.

The Most important Points of the Lesson: There's a Girl by the Tracks

The regular scene in and around the most popular populated metropolis.

Commuters swarmed into and out of the packed coaches of the train was a regular scene in and around the most populated metropolitan cities.

The unexpected fall of Roma Talreja

Roma Talreja a 21 year old call center executive, entered into a packed coach of the ladies compartment of the train. She tried to settle into a corner near the door. The train hurtled ahead, Roma was jammed between other women. She was trying to find some space to stand safely. At that time, she was suddenly pushed, lost strength in her tenuous foot and suddenly thrown out of the coach. She fell down by the tracks, a meter below.

Baleshwar Mishra jumped in to an action

Roma Talreja fell down from the moving train, at the same time, another train was coming in the opposite direction, Baleshwar Mishra a 20 year old boy, who was standing near the door, saw the girl, fell out of the moving train. Impulsively Baleshwar went and grabbed the red emergency chain and pulled it down frantically. The train slowed down. Baleshwar requested the passengers to help the lady. But no body volunteered. Finally, Baleshwar jumped out of the moving train to save a strangers life.

Plight of RomaTalreja /Baleshwar Mishsra's helping:

Baleshwar Mishra after jumped from the moving train, found Roma sprawled by the tracks.

“ Behanji App Theek hai” ? He asked, but there was no response, because Roma lost her sense and she was completely unconscious. Baleshwar saw that, blood was coming out of her head. Then saying silent prayer, he lifted her into his arms. reached the road there and requested the motorists to help him to take Roma to the hospital. But nobody helped him.

Gujarati Tempo Truck driver - a man with kind heart.

Baleshwar was struggling to hold the blood covered woman in his arms. When he began to loose hope, a Gujarati truck driver stopped his truck and came there. Baleshwar told what had happened. He helped Baleshwar to take Roma into back of his truck. They both took Roma to a small hospital. But the on duty physician in the hospital gave only the first aid treatment, because the hospital lacked the personnel and equipment. Then they both took Roma to the Divine Multispecialty Hospital where Roma was admitted. In the meanwhile, Gujarati man helped Baleshwar by giving him his cell phone to call Dinesh Talreja.

Cop's suggestion and Baleshwar's rejection:

In the middle, the cop suggested Baleshwar to take Roma to Airolli. But Baleshwar disagreed the cop's suggestion, because Airolli was at least 10 K.Ms away and Baleshwar knew a very closer place. Moreover Roma needed a quick treatment.

Baleshwar a man with good memory :

Though, Baleshwar was a high school dropout student, he had a good memory. When Roma told Dinesh Talreja's cell phone number, he kept it in his memory and called Dinesh to inform about the accident.

Dr Anil Agarwal a man with quick action:

When Baleshwar took Roma to the Devine Multispecialty Hospital, Dr Anil Agarawal , a medial director there admitted Roma to the I.C.U without any paper work, because Roma was deeply injured, blood was coming out of her head and she needed quick treatment, her life was in great danger.

Amazing experience of Roma Talreja :

Roma felt astonishing and amazing by the way, she was rescued by a strange person. She even could not imagine about the strange person, who jumped out of the moving train, risked his own life and saved Roma's life. She was greatly thankful to Baleshwar Mishra.

Gentleman of Rio en Medio

-Juan A.A.Sedillo

Important Characters:

Don Anselmo

Juan A.A. Sedillo

Americans

Children of Rio en Medio

Charlie Chaplin – indirect reference

The Most Important Points of the Lesson: Gentleman of Rio en Medio

Description of the land of Don Anselmo :

Don Anselmo, the most respected person in the village of Rio en Medio, possessed a beautiful land. It was inherited by his ancestors. There was a small house which was wretched but quaint. The little creek ran through his land. His orchard was gnarled and beautiful.

Agreement with the Americans:

Don Anselmo after having a month of negotiation with the Americans, finally agreed to sell his land for 1200 Dollars in cash.

Uncommon appearance (behavior) of Don Anselmo.

On the day of the sale, Don Anselmo came to the lawyer's office. He had worn an old double coat, green in colour but faded. It was a Prince Albert. He had worn hand gloves. They were also old and torn and fingers tips showed through them. He carried a cane with him. It was just like a skeleton of worn out umbrella. He removed his hand gloves slowly and carefully. It was like an imitation of Charlie Chaplin.

Generosity of Americans:

When Don Anselmo came to the lawyer's office, Juan A. A. Sedillo informed Don Anselmo that American people had sent the surveyors and the engineers to survey his land. And further he told that Americans discovered that the land was not eight acres, it was almost double and the land extended across the river. So they were willing to give extra amount for the additional land. That is almost 2400 Dollars, the double amount of already agreed amount.

Don Anselmo a man of principles:

When Americans offered him an extra amount, Don Anselmo felt insulted. He refused to take excess amount offered by the Americans. He took only 1200 Dollars, the amount which was agreed earlier.

Complaint of Americans Against the Children:

A month later Americans came to Rio en Medio. They had re plastered the old house, pruned the trees, and patched the fence. They wanted to spend their summer days peacefully there. But every day the children of Rio en Medio came there, they were overrunning their property. They played under the trees, built play fences around them and took blossoms. It disturbed the Americans a lot, so they gave complaint against the children.

Uncommon behavior of Don Anselmo:

After a week, Don Anselmo came to the lawyer's office. There, the lawyer informed him about the complaint and requested him to stop the children from coming to the orchard. There, Don Anselmo told that he had sold the property but he did not sell the trees in the orchard.

Generosity of Don Anselmo revealed:

Don Anselmo told that whenever a child had been born in the village of Rio en Medio, he had planted the trees in the name of the children. So the trees did not belong to him. They belonged to the children of Rio en Medio.

Dr. B.R Ambedkar

-Sri R. Venkataraman

The most important points of the lesson

Ambedkar as a voracious reader:

We can consider Dr. Ambedkar as a voracious reader. Because, he had an insatiable thirst for books. He bought many books by curtailing his daily needs. He got about 2000 old books when he was in Newyork. When he went to London to attend the second round table conference, he bought so many books, that they were carried to India in 32 boxes.

Major influences on Dr B R Ambedkar :

Ambedkar had some influences on him. One of them was the 14th amendment of the constitution of the USA, which gave freedom to the Black Americans. The other influence on him was the work of Mahatma Phule, whom we consider as the votary of a classless society and women's upliftment.

Initial efforts of Dr. Ambedkar for uplifting depressed class people.

After having a great influence by the 14th amendment of the constitution of the USA and the work of Mahatma Phule, Ambedkar decided to devote all his time and talents for the upliftment of the depressed class people. First, he started the news papers such as: Mook Nayaka, Bahiskrit Bharat and Samata. They became the authentic voices of the depressed class people. Then, He setup some institutions like the Hitakarini Sabha and the Independent Labor Party of India. They became vehicles of change.

Selection of Ambedkar as the chairman for Drafting Committee of the Constitution.

Ambedkar was not in congress, but he was selected as the chairman for drafting committee of the constitution, because it was the farsighted and the objective leadership of the Indian National Congress. Moreover, it was the opportunity given to Dr. Ambedkar to give the most notable and the permanent shape to his social philosophy and to his undying faith in the dignity of the human beings.

Ambdekar as the Pilot of the Indian Constitution:

As a chairman of the drafting committee, Dr.Ambedkar anticipated every conceivable requirement of the new policy. Drawing from the examples and experience of the other nations. He raised the constitution brick by brick.

Notable Members of the Constitution:

Along with Dr.Ambedkar there were other members who worked for the drafting committee. They were Alladi Krishnna Swami Ayyar, K. M. Munshi, and N. Gopalswami Ayyangar. B .N. Rao had also his notable advice with the committee.

Ambedkar's rare gifts :

Ambedkar had some rare gifts with him. His tact and frankness, utmost patience and his flair for legislative assembly are some among them. He had a rare gift of unraveling the most complicated legal concepts in a language which common man could understand.

Constitution as a fundamental document :

The constitution is a fundamental document. It is the document which defines the power and positions of the three organs of the state-the legislature , the executive and the judiciary. It also defines the power of the executive and the power of the legislature against the citizens. The purpose of the constitution is not only to create the organs of the state, but also to limit their authority, because if no limitation was imposed there will be complete tyranny and oppression.

Dr.Ambedkar as the first law minister of independent India:

Jawaharala Nehru chose Dr. Ambedkar as the first law minister of the independent India. This was the recognition of Dr. Ambedkar's skills in the field of law and legislation. It was also a tribute given to his social justice, but above all, it was a tribute given to the success of Ambedkar's own campaigns against social injustice.

Doors of opportunity opened for backward class people:

After having our constitution, much progress has been achieved in providing equality of opportunities for the backward class people. The doors of opportunity are opened today for the depressed classes people. No legal bars exist today for self expression and self advancement. They are enrolling themselves in higher learning institutions. They are entering to public services. They have occupied the high officers of both the states and central. They have become judges, ambassadors and the governors.

Grammar of Anarchy _ a special term :

Ambedkar described the methods of civil disobedience, non co operation and satyagraha as the grammar of anarchy. According to Dr. Ambedkar, these methods must not be used in the democratic country. They can be used against the alien power or against the government without people's consent. According to him, public agitations are mostly misdirected and volatile . Such agitations leads to loss of lives and the public property.

Opinion of Buddha and Avvai on caste and Divisions:

According to **Buddha** there were only two divisions. They were divisions between those who are able and wholesome. And those who are ignoble and unwholesome.

According to **Tamil poetess Avvai** , there are only two classes in the world. They are the charitable who give and superior and the misers, who do not give and inferior.

Mahatma Gandhi and Dr. Ambedkar two different faces with one objective:

Mahatma Gandhi and Dr. Ambedkar tried very hard to eliminate caste system from the Indian society. Gandhiji did so, by reminding the higher classes of their duty towards the depressed class people. Ambedkar did the same by reminding the depressed class people of their inherent rights. One stressed the duty and the other rights to achieve the common objective.

Ambedkar as the symbol of revolt :

Jawaharala Nehru described Ambedkar as the symbol of revolt that was a worth description.

The Concert

–Shanta Rameshwar Rao

Important Characters-

Anant

Smita

Smita's mother

Pandit Ravishankar

Ustad Allha Rakha

Mustachoed Man

Aunt Sushila

Smita's Father _ indirect reference.

The News Paper Announcement :

One morning Smita , a girl of about 16, was reading the news paper. She got the attention of the news paper announcement, that Pandit Ravishankar was playing the Sitar in Shanmukhanand Auditorium, the next day.

Anant's Last Wish reveled:

On hearing the news paper's announcement both Anant and Smita were very much excited. Anant was so excited that, he again and again expressed his last wish that he must hear Pandit Ravishankar's concert and must see him, because he had not many days to live in . It was the chance of his life time

Ananta's Pathetic Condition :

Actually Anant was suffering from cancer. He was going to die soon. Even though, his family members came to Mumbai for the treatment, their hopes had not been fulfilled. His condition grew worse with each passing day and the doctors felt helpless. They said, “ take him home, give him the things he likes, indulge him”. Then only all the family members knew that Anant had not many days to live in.

The High Hopes of Family Members :

The family members came to Mumbai with high hopes. They believed in the miracles of modern science. They believed that Anant could be cured at the hospital. And they believed that he would again walk, run and even he would take part in forthcoming table tennis tournament. They greatly believed that he would play the sitar again and would become a great sitarist one day.

Anant as a Talented Boy :

Anant was a talented boy. He was the best table tennis player, the fastest runner. He was learning to play the sitar and was better than his sister. He had already composed his own tunes to the astonishment of his Guru.

Smita, a girl with Mother Heart:

Smita knew the frightening truth that, Anant was going to die. But she did not reveal the truth to her family members in the beginning. She encouraged all the family members by saying everything will be alright a

Anant would be cured in the hospital . She hid all her feelings in her heart. Now she was deeply thinking about the wish of Anant. The last wish of him was to see and hear Pandit Ravishankar.

A Dream Came True for Smita:

With the suggestion of aunt Sushila, Smita decided to go to the concert alone without Anant. The next day Smita went to the Concert with her father. She sat beside her father in the gallery. She heard the thundering welcome which the audience gave the master. She felt as if everything was going in her dream. She listened to the unfolding ragas, the slow plaintive notes, the fast twinkling notes and different kinds of ragas came over the air and reached her ears. She felt as if the gates of enchantment and wonder were opening. But, She was not enjoying the concert completely. She was deeply thinking about the plan she had made to fulfill Anant's last wish. In every beat of the Tabala, She heard Ananta's voice it is the chance of life time.

Smita's plan got successful with her sincere efforts :

After the end of the concert, Smita decided to meet Pandit Ravishankar. Though she felt very nervous, her heart was beating loudly, her knees felt weak, her tongue dry, She took courage and stood in front of the great masters. She told the story of her brother and requested them to come to her home and play the sitar for Anant. Thus she proved she was the real sister of Anant.

The great Masters, Simple in their Attitude, Kind by Heart.

After listening to the story of Anant, both Ravishankar and Ustad Allha Rakha agreed to perform for the boy. Though they were foremost artist with busy schedule, they agreed to come to the ordinary people's house and responded positively to the request of the little girl. It shows that both the artists were simple in their attitude and kind by heart.

Ananta's last wish fulfilled :

The next morning the great masters came to aunt Shushila's apartment. The neighbors could not believe their eyes. Pandit Ravi Shankar and Ustad Alla Rakha performed the concert for Anant. Anant listened to the ragas happily with a sense of satisfaction and he lost his life.

Colours of Silence

--National Trust Book of India

Important Characters;

Satish Gujral

Satisha's father-Avatar Narayan

Satisha's brother – Inder

Satisha's friend- Surender

Satisha's mother

The Head Master of the School

The most important points of the lesson:

Satish Gujral was a person with ill luck , getting accident.

On one of the holidays, Satish went to Kashmir with his father and brother Inder. There, they were crossing rickety bridge over some rapids. The boys stood there , and looked down at the swirling water. Satish was little amazed and he asked his brother to look down. At once, Satisha's foot slipped, he lost his balance and fell in to the rapids.

Suffering of Satish.

After the accident Satish got several operations on his leg. Though his legs healed, they remained weak. Satish got terrible headaches and some times he felt as if everything was going dark and silent. He felt as if,

some huge wait was pressing upon his head. He suffered frequently from bouts of fever. He felt helpless and upset, being confined to the bed. For the eight years old boy, this was terrible .

Information from the School.

Due to his frequency absence and his health problem, the school Satish was attending till then informed his father, Mr. Avatar Narayan, that they could not keep Satish in their school.

Unsuccessful expedition to the new schools.

After a lot of persuasion, Satish agreed to go to new school. But, these schools also rejected admission for the same reason. Satisha's father felt helpless, but did not give up his hope.

Father and brother – helping hands for Satish

After rejecting from schools, Satish became moody. He could not talk freely with anyone, because he was unable to hear a single word. His brother Inder sat for hours with him, talked to him , teaching words and pronunciation . His father gave him an armful of books, the life of Garibaldi, the works of Munshi Premchand and Sharad Chandra and several others. Satish read them all.

Impact of Books on Satish

Books had a great impact on Satish. He became a voracious reader. Through the books he came to know of the outside world, The world with suffering and anguish . In comparison, he felt that his life was comfortable.

The turning point in Satish life

One day Satish was looking gloomily into the far corner of the garden. At once, he saw a bird that was unlike any he had ever seen before. It had a longish tail and a black crest. The most interesting thing about the bird was its restless energy. Its eyes kept darting here and there. The bird was ready to fly at any moment. For a long time, Satish stared at the beautiful bird. And it flew away. Satish jumped from his bed, took out his notebook and pencil and sketched the bird from his memory with a few deft strokes .

Satish in his new passion.

After the bird's incident, Satish found out another pass time activity. He spent most of his time in painting, drawing and sketching. But his father was not amused with Satish's attitude. His father wanted him to read the books . Despite the father's opposition, Satish continued his efforts in painting.

Unexpected support from father

Seeing the passion of Satish towards the painting, Satish's father encouraged finally by giving him an armful of paints, brushes of all shapes and sizes and several rolls of drawing sheets. He filled confident in Satish by saying that he would find out the new school of art for Satish.

Satish Gujral – A foremost artist of India.

Now, Satish Gujral is among the foremost artist of India. He is one of the few artists who accomplished in several art forms like painting, sculpture and architecture. Satish Gujral is also a writer. He had published four books of his works, in various arts. Exhibitions of his works have been held all over the world and displayed in prestigious museums like the museum of modern art, New York, the Hiroshima collection, Washington and the National gallery of Modern Art , New Delhi. Satis Gujral is honored with Padmavibhushana.

His life of achievement is ample proof that physical disability is no barrier to success.

Poetry Section

Grandma Climbs a Tree

by –Ruskin Bond

Grandma climbs a tree is a beautiful poem written by Ruskin Bond. In this poem, the poet himself is the writer and the speaker. The poet calls his grandmother as genius , because she could climb the trees whether it is spreading or high up in the air, very quickly. When she climbed the tree lastly, her age was 62. She got this gift from her childhood days. She learnt climbing tree from her brother at the age of six. She felt very happy in tree than in a lift .

Many years passed away. Granny's well wishers and the family members suggested her to stop climbing trees because, she had grown old. They told her that growing person should lead a respectful life. But granny did not agree, she said that she would lead the disgraceful life. Finally the family members kept quite. But they were all afraid of granny because they thought granny would fall from the tree one day. But that did not happen, One day all the family members went to the town, granny climbed up the tree , but could not come down.

Finally, all the family members saved her. They sent for the doctor, the doctor took her temperature and strongly recommended a week bed rest. The family members felt relief, but granny was not happy. She felt like a brief season in the hell.

After a week granny felt little stronger, then she called her son and told him that, she wanted a tree house. Her son understood the desire of his mother and agreed to build the tree house. Soon, Ruskin Bond and his father built a tree house for granny. Finally, granny moved up the tree house, spent her days there, drinking sherry, with her grandson. Thus, she upheld her right.

The Song of India

By- V K Gokak

The song India is a poem written by V.K. Gokak. In this poem we have two speakers. One is the poet himself and the other is the mother India. The poem goes on with the conversation between the poet and the mother India. In their conversation, the poet wants to glorify India by singing the song of mother India with its glory. In contrast, mother India wants to purify herself by telling the poet to sing a song with the sense of purification. The conversation goes on like this.

The poet wants to sing a song of the Himalayas with their snow- born peaks, the song of the three seas, which wash the palm of mother India, and the song of the clear dawn with its pure gold –streaks. But mother India very calmly told the poet to sing a song of the beggars and leapers who rush into her streets and told him to sing the song of filth and dirt that disturb the peaceful atmosphere .

Then, the poet expressed his desire to sing a song of rock cut temples, which are epics in stone, the song of freedom fighters who gave their lives for mother India and song of the seers and prophets, who showed the path of eternity. In reaction, the mother India with little anger told the poet to sing a song of million people who work very hard everyday to earn their bread and then told the poet to sing a song of the people who have wrinkled face. She further moves on to tell him to sing the song of the helpless child who born in a dark and black home.

The poet was very nervous at this moment, but he continued and said that he would sing the song of Dams and lakes, of the steel mills , the ship building yard, of the men who work very hard to make India technologically sound . But mother India told him to sing the song of strikes, of iron men and class war.

Thus mother India every time rejected the wish of the poet to glorify India. The poet with the sense of dissatisfaction became querulous and asked the mother Is there any song for him, to sing of mother India that will not be useless ?

There, mother India rose up, dressed in blue sari. As a result of divinity, the milk white oceans surrounded her. The waves of the oceans spreads the light everywhere. The mother India sat on the waves and wrote the book of future India. She opened her forehead , though which the poet saw the earth's destiny. He understood that there would be bright future for India.

Jazz Poem II

By- Carl Wendall Hines

Jazz poem II is one of the beautiful poems written by Carl Wendall Hines. This poem gives us the description of the Jazz player who was pathetic . Jazz is a kind of music played in the African countries.

In the beginning the poet compares the Jazz player to a black Ancient Mariner. With the physical appearance of Jazz player, we can easily understand that, he lost interest in his life and he had lot of sorrows in his life. His face was very old, wrinkled, rough and unshaven . He turned his head downwards, in fact he did not want to see the world. His eyes were also closed. He had worn an old blue shirt which turned dark with its sweat , the collar of the shirt was also frayed . His neck tie dropped loosely down. His jacket was also old and torn which was used only to hold his sagging stomach. His run-down shoes were filled with paper in them. He stood alone with the head downwards and eyes closed.

He had a musical instrument, saxophone across his chest, supported from neck with a wire coat hunger. Slowly he lifts the saxophone and started to play the music. Through his music he told the whole world that he is a black man . He was sent there by god to preach the black gospel of the Jazz. He told everything its screaming notes.

To the surprise we can notice that whenever the Jazz player plays the music , he feels enthusiastic, he says that he is no longer a man , not -even a black man, but he feels that he is a bird, that flies freely higher and higher.

But, when he stops the music, he is again a black man with lots of agony in his heart. Thus we can see dual personality in the jazz player in this poem .

Ballad of Tempest

By- James T. Fields

The ballad of Tempest is a poem written by James T. Field. By reading this poem we experience that fortune always favors the braves. If we believe in God, then there will always be a helping hand of him, whenever we are in trouble.

The poem gives the description of the horrible experience of the sailors on one of their voyages. That was a winter season. Generally big storms generate deep in to the sea in winter. They can cause a great loss for the sailors. Some times their life will be in great danger.

It was in such a situation. All the sailors crowded in the cabin. Nobody wanted to sleep even that was midnight. Everyone held their life, because there was a big storm formed into the deep sea. It shattered their boat also. Every time they heard the voice of the captain, 'cut away the mast' As the sea was roaring the waves crushed their boat. The sailors shuddered in silence, They prayed for the god to save their life. Suddenly they heard the voice of the captain "we are lost", then they began to lose their hopes.

God moves in a mysterious way. At that moment the daughter of the captain, a little girl, filled the confidence in all the sailors. She said that "God is everywhere he will surely save their lives" her words "isn't god upon the Ocean just the same as on the land had a great impact on the sailors. They became very cheerful and talked enthusiastically themselves. When the morning spreads the sun-rays they found that they were all safe in the harbor.

Supplementary Reading

Narayanpur Incident

-Shashi Deshpande

Important Points:

The reason for the student's march

At the time of 'Quit India' Movement a teacher in a small town Narayanpur, a follower of Gandhiji, had been arrested by the British police. So, the students decided to march up and to give the notice to the British officer.

The way of Marching

The student's march was very unusual. They marched as if the police didn't exist. They walked in complete silence. There were no slogans, no shouts, just the shuffle of feet, the dip of rain and low murmur from the watching crowd.

The reason for the unusual march

The students leaders decided to march up silently because they did not want the police to arrest them. In contrast to that, the police thought that, the march would be violent and the students would protest. So that, they could beat the students easily and arrest them. But, that didn't happen.

Babu and Manju's disappointment

Babu and Manju were bit disappointed by the way the students marched up. They thought that there must be slogans and shouts and they must protest against the police. But the march went up in complete silence without any slogans and protest.

The suspicion of the police

The police suspected that there might be Cyclostyling machine in Mohan's house and they are all making copies of mahatma's speech.

Reason, for Mr. Patil, the sub inspector come to Mohan's House

Mr. Patil, the police sub inspector , though he was serving for the British's, he was the well wisher of Mohan's family. Actually, he was the friend of Mohan's father. To inform about the forthcoming search of cyclostyle machine and to help Mohan's family he came to his house.

About the mysterious parcel.

The mysterious parcel was brought to Mohan's house by Suman and another boy. In this parcel there was cyclostyle machine, through which they wanted to make copies of Mahatma's speech.

A Great Martyr Ever Cherished

Edited –Meha Mother and Tessy koshy

Important Points

Life of Haneef in his childhood

Life for Haneef in the beginning was never a smooth sail. When he was just eight year old , he lost his father. Haneef's mother was a vocal artist . She had to move from place to place for performance , and Haneef and his brothers were left into home.

Absence of Mother and Haneef's experience

Absence of mother from home, taught some lessons for Haneef and his brothers. They became responsible boys and independent. They would get up themselves and they would get ready themselves to go to school. They learnt an important lesson that one's duty is the most important thing in life.

Haneef's mission

Haneef wanted to join the army even though he came from the family of musicians, because he wanted to give something to the nation, and he knew that he would be able to serve the nation if he joined the army.

Haneef an introvert person

Haneef-Uddin was an introvert person. He was always wanted to be alone. He began to make friends only by the time, he was fourteen years of age. He would often go and help the poor because that makes him very happy.

Talents and Interests of Haneef

Haneef was a man with varied talents and interests. He was always 'ekdam bindas'. He dabbled in art, sketched very well, made beautiful cards out of waste materials, read lots of books and loved playing drums.

Honour given to Haneef and his family by the Government

For the immortal sacrifice of Haneef Uddin, the government honoured him by giving his name to the Tartuck Sector of Kargil. It was renamed as Sub-Sector Haneef, in memory of Haneef Uddin's bravery. And also a scholarship now exists in his name and his family started a school in Kullu under the Haneef foundation.

Grammar Point

Question Tags

Question tags are short questions generally asked for confirmation of something.

Ex; He drives a car – doesn't he?
She cooked food – didn't she ?
They are not playing game --Are they?

Rules for question tag:

General rules

- @ Positive statements get negative tag.
- @ Negative statements get positive tag.
- @ The words no, not, nothing, barely, scarcely, hardly, never, seldom, give negative meaning.
So the statements with these words get positive tag.
- @ In question tag we use only the respective pronouns of the subject ie; he, she, it, we, you, they, etc
- @ Short forms (contractions) must be used in the question tag .

Rules for verb change

The verb/helping verbs of the statements get changed as follows in the question tags.

SNo	Verb in the statement	Change in the tag
1	V1+s/es	Does
2	V1	Does
3	V2	Did
4	Helping verbs/modal verbs	Just exchange with the subject

Question tag with the first person singular pronoun 'I'

I am reading a book- aren't I?
I am not reading a book- am I?

In this case , the question tag amn't I? becomes aren't I? but Am I? remains same.

Question Tag for imperative sentences

Ex:1) Bring me a glass of water – will you ?
2) Lift that box. – can you ?

Rules for imperative sentences

Generally for imperative sentences we use will you ? or can you? as question tags.

If the statement expresses willingness of the statement/person, we use will you?

If the statement expresses ability of the statement/person , we use can you?

Question tags with Indefinite pronouns

Examples for indefinite pronouns : everybody, every one, nobody, no one, each one, each of the, somebody, someone etc.

Ex: 1) Everybody is waiting there –aren't they?
2) Nobody answered – did they ?

Rules for indefinite pronouns

Indefinite pronouns of the statement changes to third person plural pronoun 'they' in their question tag.

The singular helping verb with the indefinite pronoun of the statement changes to the respective plural helping verb in the question tag.

Question Tag with Let us

The question tag with 'let us' is always shall we?

Ex; Let us complete this – shall we?

Let us start now- shall we ?

Question tag with – Let me, Let him, Let her, Let you

The question tag with Let me, Let him, Let her, Let you is always – will you?

Ex; Let me have a book- will you ?

Let her go there – will you ?

Let him sing a song –will you?

Let you do this – will you ?

Active voice and Passive voices

Active Voice: If the doer of the action is the subject of the verb , then the sentence is said to be in active vice.

Ex: He eats banana everyday.

They wrote many stories.

Passive voice: If the doer of the action is the object of the sentence, then the sentence is said to be in the passive voice.

Ex: An apple is eaten by me .

The patient had been treated by the doctor.

Interchange of Active voice into passive voice

General Rules:

Identify the subject of the sentence.

Identify the verb form of the tense.

Identify the object of the tense.

Object of the active voice sentence must be used as the subject in the passive voice.

Verb form must be changed according to the tense.

Past participle form of the main verb must be used.

Preposition 'by' must be used.

Subject of the active voice sentence must be used with appropriate changes.

Rules for verb change

S No	Tense	Verb in Active Voice	Verb in Passive voice with change
	Simple present	V1 or V1+s/es	Am/is /are
	Simple past	V2	Was/were
	Present continuous	Am/is/are	Am being/are being/is being
	Past continuous	Was/were	Was being/were being
	Present perfect	Has/have	Has been/have been
	Past perfect	Had	Had been
	Simple future	Will/shall	Will be/shall be
	Future perfect	Will have/shall have	Will have been/shall have been

Note: After the change of the verb in passive voice, past participle of the main verb must be used.

The change of the verb in passive voice must agree with the object of the passive voice.

Changes in Pronoun

SNo	Active voice	Passive Voice
1	I	Me
2	We	Us
3	You	You
4	He	Him
5	She	Her
6	It	It
7	They	Them

Changes in Modals

SNo	Active Voice	Passive voice
1	Can	Can be
2	Could	Could be
3	Should	Should be
4	Would	Would be
5	Must	Must be
6	May	May be
7	Might	Might be
8	Need to	Ought to be
9	Ought to	Must be

Interchange of passive voice for imperative sentence

While interchanging the imperative sentences into passive voice , we use 'Let'.

- 1) Give me your pen-Active voice
Let your pen be given- passive voice
- 2) Play the game- Active voice
Let the game be played- passive voice
- 3) Watch the movie- Active voice
Let the movie be watched- passive voice

Interchange of passive voice for interrogative sentence

While changing the interrogative sentences into passive voice, the basic rules must be followed. And, structure of the interrogative must be followed.

Ex: Have you done the home work?

Has the home work been done by you?

Do you eat mangoes?
Are mangoes eaten by you?

Are they playing game?
Is the game being played by them?

Who gave the money?
Who was the money given by?

Completing 'If clause' sentences

While completing if clause sentences , we must observe the verb given in the dependent clause. Then, appropriate change of the verb in independent clause must be made as follows;

SNo	Verb used in dependent clause	Appropriate change in independent clause
1	V1	Will + V1
2	V2	Would +V1
3	had+V3	Would have +V3 Could have +V3

Ex: Read the conversation and fill in the blanks with correct 'if clause' choosing from given alternatives.

Vandana: You are still here? Did you miss the bus?

Aishwary: Yes, by the time I reached the bus stop, It was already 7-40.

Vandana: Oh! if you had started early, you-----missed the bus.

Ans: wouldn't have

Note: While filling the blank with appropriate change, we must consider appropriate meaning.

Finite and Non-finite

Finite verbs are the verbs which have their own tense and number. These verbs help us to identify the tense of the sentence.

Non-finite verbs don't have their own tense. They are not bounded with number.

Note: Number here means singular & plural

Ex: 1) He wrote a book.

In the above sentence the verb wrote help us to identify the tense of the sentence. That is simple past. So it is finite verb. There is no other verb given there , so there are no non finite verbs. So wrote is finite verb here.

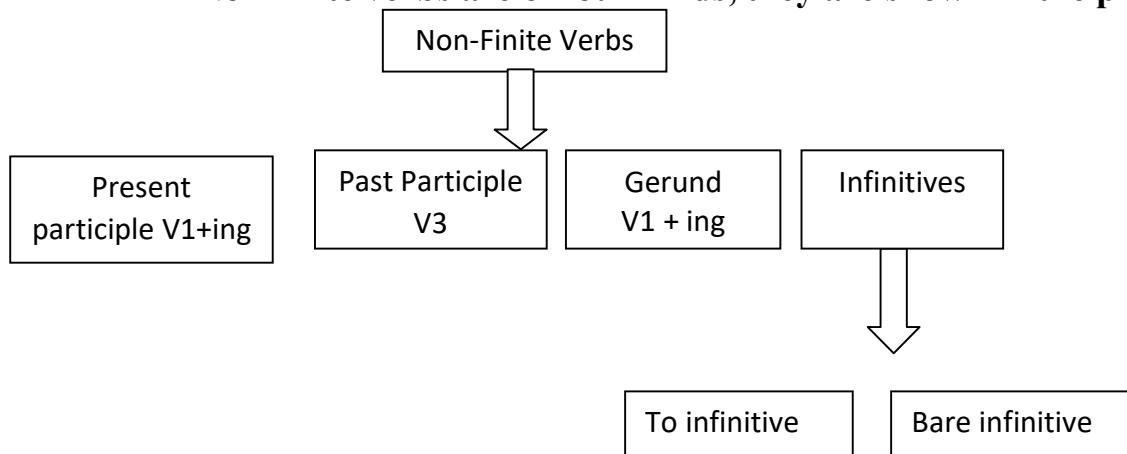
2) He is going to market to buy vegetables .

In the above sentence the helping verb helps us to decide that the sentence belongs to present tense. So that is finite verb, Then this sentence has two more verbs with it . going and to buy. As they can't decide the tense. So they are non-finite verbs.

Is –finite

going- non-finite verb

Non finite verbs are of four kinds, they are shown in the picture,



- 1) **Present participle**: V1 + ing form of the verb
- 2) **Past participle** : V3 form of the verb
- 3) **Gerund**: Gerund is verbal noun, it is also V1 + ing form like present participle but it functions as a noun in the sentence. Ex; Smoking is injurious to health.
- 4) **Infinitives** : Infinitives are the V1 form of the verb . The infinitives with 'to' are called to-infinitive. The infinitives without 'to' are called bare infinitive.

TRANSFORMATION OF SENTENCES

Generally, we transform the sentences in many ways. The following discussed ways have some importance.

Method-1

Combining the sentences using too.....to

We have two sentences here. The task given for us is to combine the sentences using too.....to

General Rules

1. Identify the sentence which has an adjective.
2. Add too.....to on either side of the adjective
3. After adding too.....to remove the negative element along with its pronoun of the second sentence.

Ex – Combine the sentences using too.....to

1. The box is heavy. I can't lift it.
The box is too heavy to lift it.

In the above example, we have two sentences. The box is heavy and I can't lift it. The sentence, the box is heavy has an adjective heavy, so too.....to is added on either side of it. Then, the negative element along with it's pronoun I is removed.

2. He is very weak. He can't walk.
He is too weak to walk.
3. They are very lazy. They can't complete the task.
They are too lazy to complete the task.

Method 2

Combining the sentences Using so.....thatnot

General Rules

1. Identify the sentence which has an adjective.
2. Add so.....that on either side of the adjective.
3. Don't remove the negative element, add it along with it's pronoun.

Ex. Combine the following sentences using so.....that

1. It is very cold. I can't come out.
It is so cold that I can't come out.

In the above example, we have two sentences. It is very cold and I can't come out. The sentence, it is very cold has an adjective cold, sothat is added on either side of it. Then, the negative element along with it's pronoun is also added along with the sentence.

2. He speaks very fast. We can't understand.
He speaks so fast that we can't understand.

Method -3

Remove too.....to and add so.....that.

General rule

1. Observe whether too.....to is added on either side of the adjective.
2. Remove too.....to, in place of it add so.....that.
3. Add the negative element along with appropriate pronoun.
4. Negative element may be either can't or couldn't.
5. If the sentence is in present tense, it is can't.
6. If the sentence is in past tense it is couldn't.

Ex.

1. He is too foolish to understand the concept.
He is so foolish that he can't understand the concept.
2. They are too poor to buy that vehicle.
They are so poor that they can't buy that vehicle.
3. He was too late to catch the train.
He was so late that he couldn't catch the train.

In all the above sentences, too.....to is removed and in place of that so.....that is added with appropriate negative element and a pronoun.

Method -4

Remove so.....that and add too.....to

General rules.

1. Observe whether so that is added on either side of the adjective.
2. Remove so.....that and add too.....to in place of it.
3. Remove negative element and complete the sentence.

Ex.

1. It is so annoying that nobody accept it.
It is too annoying to accept it.
2. The weather is so hot that we can't tolerate it.
The weather is too hot to tolerate.
3. It is so frightening that we can't imagine it.
It is too frightening to imagine.

In all the above sentences. So.....that is removed and in place of it too.....to is added.

DEGREES OF COMPARISON

Positive degree _ wise, big, small ,good, and beautiful etc.

Comparative degree – wiser, bigger, smaller, better and more beautiful etc.

Superlative degree – the wisest, the biggest, the smallest, the best and the most beautiful etc.

Rules for adjectives

1. The adjectives with monosyllable take the suffix '**er**' in comparative degree and the suffix '**est**' in the superlative degree.
2. We must use article '**the**' with the adjectives in superlative degree.
3. The adjectives other than the monosyllable take the word '**more**' along with them in comparative degree and the word '**the most**' in the superlative degree.

Method -1

Comparison between two persons, two places and two things etc.

Comparison between two persons, places and things are made using comparative and positive degree only. Superlative degree is not used here.

Positive degree - so.....adjective.....as

Comparative degree - adjective+ than

Examples

1. Raju is taller than Ravi – comparative degree.
Ravi is not so tall as Raju – positive degree.
2. Bangalore is bigger than Vijayapur.- comparative degree.
Vijayapur is not so big as Bangalore.- – positive degree.
3. Cauveri is so long as Krishna.- – positive degree.
Krishna is not longer than Cauveri. - comparative degree.
4. Kohli is so popular as Tendulkar.- – positive degree.
Tendulkar is not more popular than Kohli.- comparative degree.

Method -2

Comparison between more than two persons, two places and two things etc. (the most)

Comparison between more than two persons, places and things are made using comparative, positive and superlative degrees.

Superlative degree – proper noun + is + the + adjective + common noun.

Positive degree - no other + common noun + is + so + adjective + as + proper noun.

Comparative degree – proper noun + is + adjective + than any other + common noun.

Note – helping verbs change according to the tense and number.

Examples

1. Mumbai is the biggest city in India. – superlative degree.
No other city is so big as Mumbai in India. – positive degree.
Mumbai is bigger than any other city in India – comparative degree.
2. Satish Gujaral is the most popular artist in India. – superlative degree.
No other artist is so popular as Satish Gujaral in India. – positive degree.
Satish Gujaral is more popular than any other artist in India.- comparative degree.
3. Rahul Dravid was the best batsman in the world. – superlative degree.
No other batsman was so good as Rahul Dravid in the world. – positive degree.
Rahul Dravid was better than any other batsman in the world. – comparative degree.

Method -3

Comparison between more than two persons, two places and two things etc. (using one of the most)

We can compare more than two persons, places and things in superlative, positive and comparative degree in a different way. Some of the examples are given below.

Superlative degree – proper noun + is + one of the + adjective + common noun.

Positive degree – very few + common noun + are + so + adjective + as + proper noun.

Comparative degree – proper noun + is + adjective + than most other + common noun.

Examples

1. Kanchan Ganga is one of the biggest peaks in the world. - **Superlative degree**
Very few peaks are so big as Kanchan Ganga in the world. - **Positive degree**
Kanchan Ganga is bigger than most other peaks in the world. - **Comparative degree**
2. Rose is one of the loveliest flowers in the garden. - **Superlative degree**
Very flowers are so lovely as rose in the garden. - **Positive degree**
Rose is lovelier than most other flowers in the garden. - **Comparative degree**
3. Honey is one of the best foods. - **Superlative degree**
Very few foods are so good as honey. - **Positive degree**
Honey is better than most other foods. - **Comparative degree**
4. Punit is one of the best actors in Kannada film industry. - **Superlative degree**
Very few actors are so good as Punit in Kannada industry. - **Positive degree**
Punit is better than most other actors in Kannada industry. - **Comparative degree.**

REPORTED SPEECH

DIRECT AND INDIRECT SPEECH

There are two ways by which the words spoken by a person can be reported to another person. They are called

1. Direct speech.
2. Indirect speech.

When we use Direct Speech, it means we quote the actual words spoken by the person concerned.

When we use Indirect speech, the actual words of the speaker is not quoted, but we convey his words to our listener in our own way, with some modification of the words, without changing the sense.

About reporting verb and reported speech.

When we use Direct speech, the speech includes two parts, that is **reporting verb** and **reported speech**. It is shown below.

Raju said, " I am writing a story."

In the above sentence, the part of a sentence up to the comma is called reporting verb. It means, **Raju said**, is reporting verb.

In the same sentence, the part of a sentence within the inverted comma is **reported speech**. It means, "**I am writing a story.**" is reported speech.

In order to report the words of the original speaker in our own language, we have to make several changes in his words. Some of them are discussed below.

Rules for verb changes./ Tense changes.

Tense of direct speech	Tense in indirect speech	Verb of direct speech	Verb in indirect speech
Simple present	Simple past	V1 or V1 + s/es (infinitives do not take change)	V2
Present continuous	Past continuous	Am / are/ is	Was / were
Present perfect	Past perfect	Has /have + V3	Had + V3
Present perfect continuous	Past perfect continuous	Has been / have been	Had been
Simple past	Past perfect	V2	Had + V3
Past continuous	Past perfect continuous	Was / were	Had been
Past perfect	Past perfect	Had + V3	Had + V3
Past perfect continuous	Past perfect continuous	Had been	Had been

Rules for modal verb changes.

Direct speech	Indirect speech
Will / shall	Would
Can	Could
Could	Could
May	Might
Might	Might
Must	Must / ought to
Should	Should
Would	Would

Rules for pronoun changes.

Subjective case		Objective case		Possessive adjectives		Reflexive case		Possessive case	
Singular	plural	Singular	plural	Singular	plural	Singular	Plural	Singular	Plural
I	We	Me	Us	My	Our	Myself	Ourselves	Mine	Ours
You	you	You	you	Your	Your	Yourself	yourselves	Yours	yours
He		Him		His		Himself		His	
She	They	Her	Them	Her	Their	Herself	Themselves	Hers	Theirs
It		It		-		Itself		its	

1. All first person pronouns of direct speech change to their respective third person pronoun in indirect speech.
2. 2nd person pronoun change depends on the speaker who he is talking to. Either it may change to 1st person or 2nd person.

Adverbial changes.

Direct speech	Indirect speech
Today	That day
Now	Then
Tomorrow	The next day / the following day / the day before
Yesterday	The previous day / the day before
This	That
These	Those
The next year /day /month	The following year /day /month
Come	Go
Here	There
Ago	Before
Last night	The night before / the previous night
Tonight	That night
Just	Then
Thus	So
The day before yesterday	Two days before
The day after tomorrow	The day after the next day /in two days

General Rules.

1. If the reporting verb is in present tense, there must be no change in the verb of the reported speech. Just make the pronoun changes there.
2. If the reported speech is universal truth, then there is no change in it.

Method -1.

Direct to Indirect Speech For simple sentences.

- Add conjunction **that** after reporting verb.
- Remove comma and speech mark.
- Follow up the above changes mentioned.

Examples.

1. She said, "I have passed the examination".
She said that she had passed the examination.

2. The teacher said the students, "I gave you home work".
The teacher said the students that she had given them home work.
3. Ravi said Raju, "I took your notebook".
Ravi told Raju that he had taken his note book.
4. The students said the teacher, "we had completed our work".
The students told the teacher that they had completed their work.
5. Manoj said, "I am working hard to prepare for the examination".
Manoj said that he was working hard to prepare for the examination.
6. He said, "the horse died yesterday".
He said that the horse had died the previous day.
7. They said, "we have been playing".
They said that they had been playing.
8. Gopal said to me, " I was drinking coffee".
Gopal told me that he had been drinking coffee.
9. Sheela said, "I will meet you tomorrow".
Sheela said that she would meet me the next day.
10. My teacher said, "the sun rises in the east".
My teacher said that the sun rises in the east.

Method - 2

Direct to indirect speech for questions.

Yes / no type questions.

- Add if / whether after reporting verb.
- Exchange the helping verb in reported speech with it's pronoun.
- Follow up the changes suggested above.
- Said is to be changed to asked, enquired, questioned etc.
- Consider the followings
- Do + V1 = V1
- Does + V1 = V1
- Did + V1 = V2

Examples.

1. Rajesh said to Ravi, "are you going to Bangalore?"
Rajesh asked Ravi if he was going to Bangalore.
2. Savita said to her mother, "have you cooked food?"
Savita enquired her mother if she had cooked food.
3. Sarita said to her sister, "do you know English?"
Sarita enquired her sister if she knew English.
4. Granny said to Swami, "are you already sleepy?"
Granny asked Swami if he was already sleepy.
5. My father said, "did you know the report?"
My father asked if I had known the report.
6. The doctor said to the patient, "did you visit any hospital earlier?"
The doctor enquired the patient if he had visited any hospital earlier.
7. The teacher said to his students, "can you read English?"
The teacher asked his students if they could read English.
8. The conductor said to the passengers, "have you taken your tickets?"
The conductor enquired the passengers if they had taken their tickets.
9. Mahesh said Ramesh, "do you like banana?"
Mahesh asked Ramesh if he liked banana.
10. The mother said her daughter, " did you buy vegetables?"
The mother asked her daughter if she had bought vegetables.

Wh questions.

- no need of adding the conjunction 'that' or if / whether.
- Instead of them use 'wh' word of the reported speech.
- Exchange the helping verb in reported speech with it's pronoun.
- Follow up the changes suggested above.
- Said is to be changed to asked, enquired, questioned etc.
- Consider the followings
- Do + V1 = V1
- Does + V1 = V1
- Did + V1 = V2

Examples.

1. Kanta said to her younger sister, "why are you disturbing me?"
Kanta asked her younger sister why she was disturbing her.
2. The teacher said to John, " what are you doing now?"
The teacher asked John what he was doing then.
3. My friend said to me, "where are you going?"
My friend asked me where I was going.
4. The old man said to himself, "what did I expect?"
The old man asked himself what he had expected.
5. The book seller said to me, "which book do you want?"
The book seller asked me which book I wanted.
6. My mother said to me, "why do you waste your time?"
My mother questioned me why I wasted my time.

Method – 3

Direct to indirect speech for imperative sentences.

Generally, imperative sentences do not begin with any subject. They begin with the verb in the first form. That is V1 form. These sentences denote advice, order or command, request, suggestion and instruction etc.

- The reporting verb is usually changed into commanded, ordered, instructed, requested etc.
- The verb into the reported speech is changed into to – infinitive.

Examples.

1. He said to me, "post this letter at once".
He ordered me to post that letter at once.
2. The teacher said to the students, "work hard"
The teacher advised the students to work hard.
3. I said to my friend, "give up smoking".
I advised my friend to give up smoking.
4. My mother said to me, "don't go outside".
My mother warned me not to go outside.
5. The doctor said to the patient, "don't forget to take medicines".
The doctor suggested the patient not to forget to take the medicines.

Direct to indirect speech for exclamatory sentences.

These sentences express sudden outburst of some emotion such as joy, sorrow, regret, surprise etc.

- The reporting verb is usually changed to exclaimed with joy / sorrow / fear / anger / wonder / surprise / pain and regret etc.
- The exclamatory sentence of the reported speech is changed into simple sentence.
- Conjunction 'that' is to be added.

Examples.

1. Mohan said, "how clever he is!"
Mohan exclaimed he was very clever.
2. The old man said, "Alas! I am undone."
The old man exclaimed with sorrow that he was undone.
3. The candidate said, "how difficult the question paper is!"
The candidate exclaimed that the question paper was very difficult.
4. The girl said, "how beautiful the rainbow is!"
The girl exclaimed with delight that the rainbow was very beautiful.

Optative sentences.

These sentences denote a wish or prayer as well as a boon or curse.

- They are to be converted into their indirect form by changing the optative mood into the assertive one.
- The reporting verb is replaced by wished, prayed, booned and cursed etc.
- The connector 'that' is to be added to the reporting speech.

Examples.

1. She said to me. "May you live long!"
She wished that I might live long.
2. The priest said to him, "May God bless you!"
The priest prayed that God might bless him.
3. I said, "Good morning, my friend!"
I wished my friends good morning.
4. He said, "May God reward him!"
He wished that God might reward him.

LANGUAGE FUNCTIONS

An expression of a language is called a language function. Generally, language functions are used to express the ideas, to communicate with the others and to maintain a good rapport with others. Some of the language functions are listed below.

- Giving advice
- Order / command
- Request
- Seeking information
- Seeking permission
- Granting permission
- Giving direction
- Offering help
- Taking help
- Instruction
- Apologizing
- Giving invitation
- Expressing sympathy
- Expressing gratitude

- Expressing condolence
- Wish
- Enquiry..... and so many.

The students after reading a particular line should think upon themselves about the specific purpose of the language through which a person is going to achieve. Some of the examples given below help you to understand the meaning of language functions better.

Read the conversation and decide the language function of each sentence.

Student : good morning sir.

Incharge officer : good morning, what can I do for you?

Student : I am Geeta a student of class 10th. I am interested to join the the summer camp.
Could I have the details, please?

In the above conversation, the sentence **good morning** has a specific purpose. That is to greet. So, the language function of that sentence is **greeting**.

The sentence '**What can I do for you?**' has it's own purpose and that is offering help. So the language function of that sentence is **offering help**.

'**I am Geeta, a student of class 10th**' fulfills the purpose of giving information. So, the language function of the sentence is **giving information**.

'**I am interested to join the the summer camp**' expresse the willingness of the person. So, the language function of that sentence is **expressing willingness**.

'**Could I have the details, please?**' helps to make a request. So, the language function of the sentence is **request**.

Like this, students go on thinking about the specific purpose of the language through which a person is achieving, and judge the language function of the particular statement.

More examples on language function.

Read the conversation and choose the language function of the underlined sentence.

1. **Patient :** good morning sir.

Doctor : very good morning. Please take your seat.

Patient : Sir, I am suffering of a severe chest pain.

Doctor : Do you have the habit of smoking?

Patient : Yes, I do sir.

Doctor : **You will have to give up smoking now onwards.**

The language function of the underlined sentence is **giving advice**.

2. **Principal :** Sir, we are planning to organize a workshop for the teachers of English.

Resource person : That's a good idea. What can I do for you?

Principal : **we would be delighted if you could come and spare some time with our teachers.**

The language function of the underlined sentence is **Invitation**.

3. **Smita** : Please come to my house and play for Anant.

PRS : Yes. We will come tomorrow morning.

The language function here is **accepting invitation**.

4. **Kavita** : Why were you absent Yesterday?

Rashmi : My brother met with an accident.

Kavita : Oh! I am really sorry. Don't be upset he shall be alright soon.

The language function of the underlined sentence is **expressing sympathy**.

5. **Students** : Good morning Teacher.

Teacher : Good morning my dear students, Did you finish your assignments?

Students : Yes. Teacher.

Teacher : Good. Keep all your assignments in the rack and come back soon.

Here, the language function is **giving instruction**.

6. **Rajesh** : Harish, can you run 100 meters in 9 second.

Harish : NO, I really can't.

The underlined sentence expresses the disability of the speaker. So, the language function here is **expressing disability**.