

Grammar and Composition for standard X: textual activities made easy with adequate explanations

The Scholarship Jacket

(Activity 4, textbook page 122)

- After receiving the scholarship jacket, Martha delivers a speech.

In order to prepare a good and effective speech:

- Identify the topic and understand the context.
- Have a good beginning with an apt salutation.
- Introduce the topic well in simple sentences.
- Divide the topic logically and appropriately.
- Develop the topic with supporting ideas.
- Use famous quotes appropriately and relevantly.
- Use words appropriate to the topic and tone of the speech.
- Avoid abrupt ending and conclude the speech with suitable sentences summing up the topic.
- Express thanks or wishes using suitable phrases.

Speech

Honourable principal, respected teachers and my dear friends; first of all, I would like to wish a very good morning to all of you.

“Where there is a will, there is a way”, as the proverb says, today it has happened to me and that’s why I am standing in front of you now. It has been my dream to win the scholarship jacket ever since my sister won it, and the dream has now come true. My sister Rosie really inspired me from beginning and I should thank her first.

I am a member of a poor Mexican farmer's family having great difficulties to bear the expenses of my studies. When I was told to pay for the scholarship jacket which I deserve to win by my merit, I was really disappointed. My grandfather, with whom I am staying, was not ready to pay for the jacket. He told and taught me that honours are not to be bought by money. It should come our way by our efforts and achievements. Yes, finally it came in my way as he said. Also, many of our teachers have supported me greatly, especially the history teacher Mr.Schmidt. I should thankfully remember them all on this occasion.

I believe that honours like this scholarship jacket are to inspire students in their studies. Merits should be the only consideration while bestowing such honours beyond any sort of discrimination. Let me conclude my words expressing my sincere gratitude to all you for supporting me to win this prestigious award. Thank you very much and wish you a good day!

➤ **(Activity 5, textbook page 122),** The principal's letter to the management.

The Principal
Texas School
Texas, USA.
10 March 2018

The Manager
Texas School
Texas, USA.

Subject: Change of policy regarding the Scholarship Jacket.

Dear Sir,

I would like to bring to your attention that the new decision taken by the management regarding the Scholarship Jacket is unfavorable. This decision puts me in a dilemma. The scholarship has so far been a prestigious award presented every year to the valedictorian student of our school free of cost. Now, to pay 15 dollars for it is unjustifiable.

I believe that honours should be bestowed to students based on their merit not money. I hereby express my strong disagreement with the decision of the management for receiving money for honouring the award.

I would like to request you to rethink about the new decision and consider poor and deserving students like Martha.

Thanking you,

Yours faithfully,

Sd/
Principal.

➤ **(Activity 6, textbook page 122)**

Narrative

Narrative, as the word itself means, is a story that is told or written. It can be about real or imaginary incidents. In an examination, it can be about a story or event from the textbook to rewrite it changing the view point using different persons of subjects such as from first person to third person and vice versa.

A good narrative should contain:

- An apt heading.
- Development of events in a sequential order.
- Description of backgrounds and settings – when and where the story happens.
- Comprehensive character description.
- Figurative language and variety of sentences.
- Good beginning and effective ending of the story

- Martha's story is written in first person. Imagine that you are a friend of Martha and narrate the story from your perspective. The first person will change into third person.

Award is for merit not for money

Martha was 14 years old when she was an eighth grade student at Texas school. The school had a tradition of awarding every year during the eighth grade graduation, a beautiful gold and green jacket to the class valedictorian. That year Martha was expected to win the jacket as she had been a straight 'A' student since the first grade. Her sister Rosie had also won the jacket a few years back.

One day at school, she happened to hear a heated conversation between her history teacher, Mr.Schmidt and Mathematics teacher, Mr.Boone. From their talk

she understood that there was a conspiracy taking place against her regarding the award. Mr. Boone was of the opinion that they should falsify the record in favour of Joann, another student and daughter of the school Board member. But Mr.Schmidt was against it. Then the school management changed the policy and decided to charge 15 dollars for the scholarship jacket. They thought Martha could not afford to pay the sum as she was the daughter of a poor Mexican farmer. When the principal told her about this decision, she became very much shocked and disappointed.

In great despair and disappointment she went home and asked her grandfather to pay for the award. Though he was an illiterate old farmer, he was determined not to pay and buy the award. He said that if paid for it, it wouldn't be a scholarship.

The next day desperate Martha met the principal and informed him that her grandfather was not going to pay. She was about to leave the principal's office totally depressed, when she heard that she would get the scholarship jacket. The principal said that they had decided to make an exception in Martha's case and award her it free of cost.

Upon hearing that, she couldn't control herself. She wanted to yell, jump, run the mile and do something. Mr.Shmidt was also very much happy. She ran back home crying - but that time, it was a cry of joy. She explained everything to her grandfather; but he was apparently motionless. Perhaps he was also having a cry of joy in his mind.

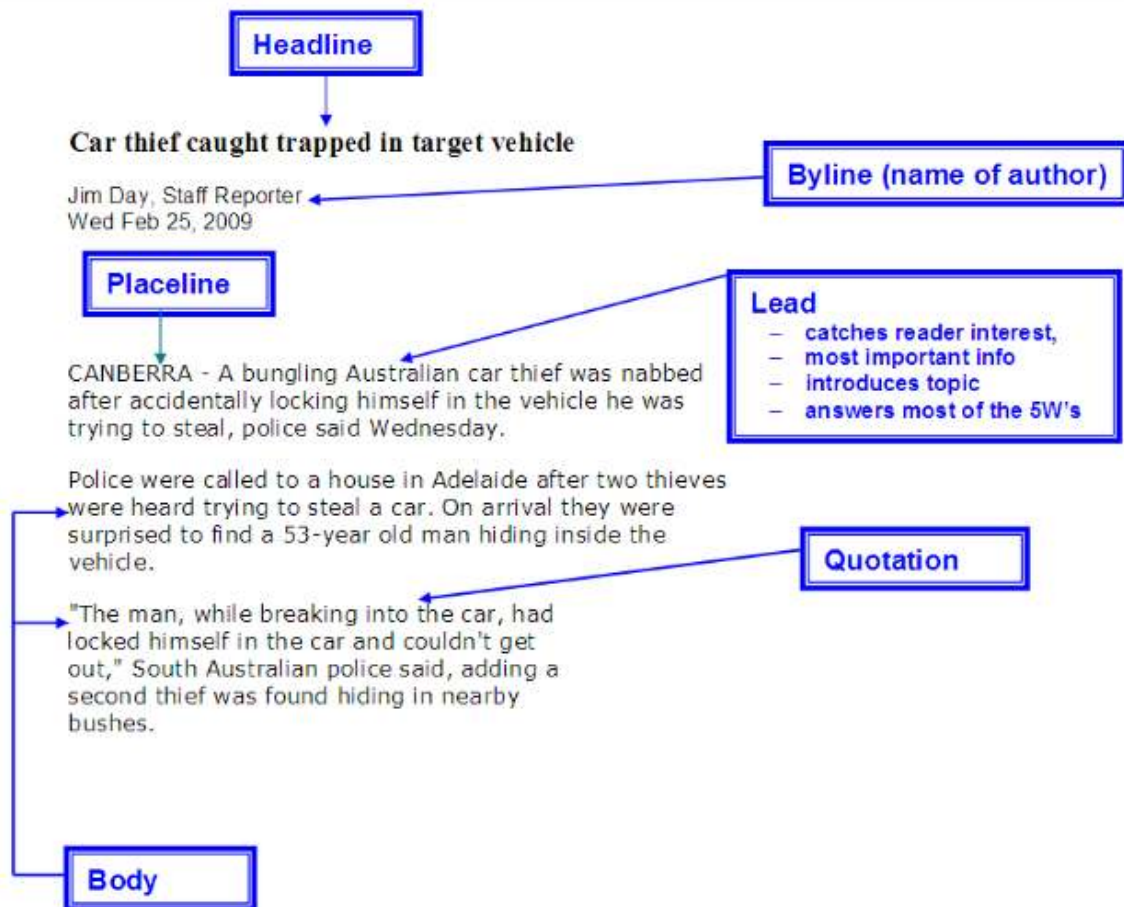
➤ (Activity 7, textbook page 122)

Newspaper reports

- A newspaper report should answer all or some of the *5 W's and how?* - *Who? What? Where? When? Why? How?*
- Key features of a news report are: **1. Headline**. **2. Byline** (Reporter's name, Date and Time) **3. Place line** (Where the story occurs). **4. Lead** (The opening section that gives most important information). **5. Body** (Details of the story-most important comes first; simple and straight

statements) **6. Quotations:** in direct speech what actually someone or witnesses said etc.

Here is the specimen of a news report.



Important: The newspaper headlines should be very catchy, concise and self-explanatory summing up the story.

- Newspaper headlines have a special rule of grammar and written in a special style which are different from the ordinary English.

- They are often not complete sentences – consist only noun phrases without any verbs. Normally no full-stop mark is used. (E.g. *More price hikes again*)
- They often leave out articles *the, a/an* and verb *be* forms. (E.g. *Woman walks on moon*)
- The simple present tense is used for both present and past events. (E.g. *Mother abandons girl child at hospital*)
- To infinitive forms are used to refer to future. (E.g. *Industrialists to hold global summit*)

Martha wins Texas school Scholarship Jacket

J.Peter, Staff reporter

10 March 2018, 10:30AM

TEXAS: Martha, a 14 year old and eighth grade student of Texas school has won the scholarship jacket of the school this year.

The scholarship jacket is a prestigious award every year the school awards to the winner as a tradition, during the eighth grade graduation. It is a very beautiful green and gold jacket awarded to the class valedictorian, the student who has maintained the highest grades for eight years.

The jacket was awarded to Martha by the Vice Chancellor of the Texas University in the presence of the school principal, teachers and students. “It is like my dream has come true which, I thought, once slipped between the cup and the lip”, jubilant Martha said.

- Auxiliary verbs are omitted from passive constructions leaving only past participles. (E.g. *Man stabbed to death by friend*)
 - Martha is awarded the scholarship jacket by the Vice Chancellor of the university. Prepare a news report that may appear in the newspaper, next day.
 - **(Activity 4, textbook page 125)**

Idiomatic Expressions

Idiomatic expressions are informal English phrases that have a meaning different from the meanings of their individual words.

Here are some common idiomatic expressions and their meanings. The first six are from the textbook.

<i>Idiomatic expressions in sentences</i>	<i>Meaning</i>
1. We can argue on the issue <i>till the cows come home</i> .	For a very long time.
2. Oh! It is <i>raining cats and dogs</i> .	Raining very heavily.
3. Radhika was <i>tickled pink</i> by the good news.	Made very happy.
4. This dress costs <i>an arm and a leg</i> .	Extremely expensive.
5. We all are <i>in the same boat</i> .	In the same position.
6. I'll clean the toilet <i>when pigs fly</i> .	Never.
7. I have been feeling pretty <i>down in the dumps</i> lately.	Sad or depressed.
8. I am feeling <i>sick as a dog</i> .	Very sick.
9. This assignment is <i>a piece of cake</i> .	Very easy.
10. He's a bit of a <i>loose cannon</i> .	Unpredictable.
<i>Idioms</i>	<i>Meaning/situation</i>
A hot potato	An issue widely discussed and usually disputed.
Actions speak louder than words	Actions show the intentions clearer than words
Add insult to injury	Worsen an unfavorable situation.
Ball is in your court	It is up to you to make the next decision.
Barking up the wrong tree	Looking in the wrong place. Accusing the wrong person.
Beat around the bush	Not speaking directly about the issue.
Blessing in disguise	Something good that isn't recognized at first.
Burn the midnight oil	Work late into the night
Can't judge a book by its cover	Can't judge anything on appearance.
Cry over spilt milk	to <u>waste</u> time feeling <u>sorry</u> about an <u>earlier mistake</u> or problem that cannot be changed.
Don't count your chickens (before the eggs have hatched)	you should not make plans that <u>depend</u> on something good happening, because it might not
Every cloud has a silver lining	There is something good even in a <u>situation</u> that seems very <u>sad</u> or <u>difficult</u> .

Under the weather	Slightly ill.
Hit the nail on the head	Do or say something exactly right.
Kill two birds with one stone	Accomplish two different things at the same time.
Let sleeping dogs lie	To deliberately <u>avoid mentioning</u> a <u>subject</u> , so that you do not cause any <u>trouble</u> or <u>argument</u> .
Let the cat out of the bag	To reveal the secret that was once concealed.
Once in a blue moon	Happens very rarely.
Sit on the fence	to <u>avoid</u> saying which side of an <u>argument</u> you support or what your <u>opinion</u> is about a particular <u>subject</u>
take something with a pinch/grain of salt	not completely <u>believe</u> what someone tells you, because you know that they do not always tell the <u>truth</u>

➤ (Activity 1, textbook page 126)

Enough

➤ The word 'enough' can act as an adverb, determiner or pronoun in a sentence. As an adverb, it should come after a verb, adjective or adverb.

As an adverb: Verb/Adjective/Adverb + enough	
1. He didn't jump high enough to win the prize.	Adverb + enough
2. She is old enough to travel by herself.	Adjective + enough
3. The ice was thick enough to walk on.	Adjective + enough
4. She spoke loud enough to be heard.	Adverb + enough
5. She didn't run fast enough to win the race.	Adverb + enough
6. He hadn't thought enough about the possible consequences.	Verb + enough.

➤ As a determiner or pronoun 'enough' means **as many as/as much as required**. As a determiner, it is used with uncountable or plural nouns and is placed before the nouns.

As a determiner: enough + noun	
1. He had enough courage to admit his mistakes.	Enough + noun
2. There isn't enough sugar at home to make a cake.	Enough + noun
3. There is enough food for everyone.	Enough + noun

- When *enough* stands on its own, it functions as an indefinite pronoun. It means **enough things** or **enough people**.

1. They haven't enough to eat.
2. Not enough is known about the incident.
3. Enough is enough .
4. Enough were against the project for it to be rejected.

- (Activity 2, textbook page 126)

Relative clauses: defining and non-defining

Defining relative clauses

We use defining relative clauses to give **essential information** about someone or something – **information without which the meaning of the sentence is not clear or complete**. A defining relative clause usually comes immediately after the noun it describes and written without any separation by a comma.

We usually use a **relative pronoun** (e.g. *who, that, which, whose* and *whom*) to introduce a relative clause.

<i>Relative pronoun</i>	<i>Referring to</i>	<i>Type of relative clause</i>
Who (subject)*	People and sometimes pet animals	Defining and non-defining
Which (subject)	Animals and things	Defining and non-defining; clause referring to a whole sentence
That (subject/object)	People, animal and things Informal usage	Defining only
Which (possessive)	People and animals; sometimes for things in formal usage	Defining and non-defining
Whom (object)	People in formal and written English; often with a preposition; rarely in conversation; in informal style 'who' is used instead of 'whom' even in object	Defining and non-defining

	position	
No relative pronoun (omitted)	When the relative pronoun defines the object of the clause	Defining only
Where	Places	
When	Time	
Why	reason	

****Who* can act as the subject or object of the relative clause in informal style. We can use 'who' as the complement of a preposition.**

E.g. The man *who* I saw told me to come back today. ('Who' refers to the man and is the object of 'saw' in the relative clause)

The friend *who* I was talking to gave me this idea. ('Who' refers to the friend and is the complement of preposition 'to')

<i>Whole sentence</i>	<i>Relative Pronoun</i>	<i>Defining relative clause</i>
The man who told me this refused to give me his name.	Who	Who told me this
Do you know the man who climbed the mountain yesterday?	Who	Who climbed the mountain yesterday.
Can I have the pencil which I gave you today morning?	which	Which I gave you today morning.
A notebook is a computer that can be carried around.	That	That can be carried around.
I won't eat in a restaurant which is not clean.	Which	Which is not clean.
I want to live in a place where there are lots of shops.	Where	Where there are lots of shops.
Yesterday was a day when everything went wrong.	When	When everything went wrong.
He is a teacher who we all respect.	Who	Who we all respect.
He is a teacher whom we all respect.	Whom (formal)	Whom we all respect.
He who never climbs never falls	Who	Who never climbs.

Non-defining relative clauses

We use non-defining relative clauses to give **extra information** about the person or thing. It is not necessary information. We don't need it to understand who or what is being referred to.

We always use a relative pronoun (*who, which, whose* or *whom*) to introduce a non-defining relative clause. We don't use *that* to introduce a non-defining relative clause. In writing, we use commas to separate the non-defining clause from the rest of the sentence.

Note: *The information in a defining relative clause is essential, so we can't leave out the relative clause. The information in a non-defining relative clause is extra information which isn't essential, so we can leave out the relative clause.*

E.g. Allen, **who scored three goals in the first game**, was the only player to perform well.

Her car, **which was very old**, broke down after just five miles.

The clauses in the bold letters and separated by commas are non-defining clauses which give extra information about the subjects. Even without these information, the person or thing referred to is understood and clear. So, the non-defining clause is not an essential part of a sentence and can be omitted.

➤ (Activity 3, textbook page 128)

Tag Questions

A tag or tail question, as the name shows, is a tag or tail attached to a sentence. A positive sentence will take a negative tag question and a negative sentence will take a positive tag question.

Rules:

A tag question contains an **auxiliary verb** and the contracted form **n't**, if it is a negative tag and a subject pronoun followed by the question mark. If there is no auxiliary verb in the sentence, appropriate form of 'do' (do, does, did) is used in the tag question.

- “**aren’t**” is used in tag question to mean “**am not**”. So, “*I am on time, aren’t I?*” is the correct usage.
 - Statements containing words like **rarely, seldom, barely, hardly, never, scarcely** are considered as negative and take a positive tag question.
You scarcely ever came late, did you?
 - If the subject of the statement is **anyone, anybody, no one, nobody, none, neither, everyone, somebody, someone, everybody** etc., **they** is used as the subject of the tag question.
Somebody helped you, didn’t they?
 - **Will you?** or **won’t you?** can be used as the tag question of command sentences. **Will you** is used for negative commands.
Close the door, won’t you?
Don’t open the door, will you?
 - **Shall we?** is the tag question for sentences beginning with **Let’s**.
Let’s go for a walk now, **shall we?**
Examples from the textbook:
 1. He sometimes reads the newspaper, **doesn’t he?**
 2. I think he is from Maldives, **isn’t he?***
 3. Don’t talk while I am teaching, **will you?**
 4. Let’s go swimming, **shall we?**
 5. Pass me the salt, **won’t you?**
 6. He could have bought a new car, **couldn’t he?**
 7. The girl won’t sing in the party, **will she?**
 8. He went for a tour, **didn’t he?**
-
1. You are an Indian, **aren’t you?**
 2. I’m late, **aren’t I?** (I am not late, **am I?**)
 3. The boy is from Kottayam, **isn’t he?**
 4. He’ll never know, **will he?**
 5. Ann has cleaned the plate, **hasn’t she?**
 6. Anu and Manu will arrive tomorrow, **won’t they?**
 7. Vivek played football yesterday, **didn’t he?**
 8. Dogs like meat, **don’t they?**

- **1. He seldom comes here, does he?** (Words like ‘seldom’ make the sentence negative, so that a positive tag is required)
 - 2. I’m a student, aren’t I?** (Positive sentences beginning with ‘I am’ take ‘aren’t I?’ as the question tag.)
 - 3. Let’s go home, shall we?** (‘shall we?’ is a fixed tag for sentences beginning with ‘Let’s’)
 - 4. Someone helped her, didn’t they?** (Indefinite pronouns like ‘someone’ need ‘they’ as the subject of the question tag.)
 - 5. Don’t talk while I am teaching, will you?** (Imperative sentences will take ‘will you?’ or ‘won’t you?’ as question tag)

- **Read the dialogue between two friends and fill in the blanks appropriately.**

Rajeev: Good morning Madhav, I’m not too early, **am I?**

Madhav: No, not at all. You have brought all the documents, **haven’t you?**

Rajeev: I’ll get ready soon. You wouldn’t mind waiting for five minutes, **would you?**

Madhav: Ok. No problem. At what time shall we leave?

Rajeev: By 9 o’clock. I think we will reach the bank in time, **won’t we?***

Madhav: Ok then. Please get ready. I’ll have a talk with your father.

Rajeev: Yes, please do.

(*Important: If the sentence has one main clause and one or more subordinate clauses – complex sentence – normally the tag question is created in accordance with the main clause. But, if the subject of the main clause is ‘I’, the tag question is made in accordance with the subordinate clause. In the sentence, “I think he is from Maldives”, the main clause is “I think”. But it begins with the subject “I”. So, the tag question (isn’t he?) is made for the subordinate clause “he is from Maldives”. In the same way, in the sentence, “I think we will reach the bank in time”, the main clause is “I think” and the subordinate clause is “we will reach the bank in time”. But the subject of the main clause is “I”, so that the tag question “wont we?” is used in accordance with the subordinate clause.)

- **(Activity 4, textbook page 129)**

Reported Speech

There are two main ways of quoting people's words – direct speech and indirect speech. Indirect speech is also called Reported Speech.

If a person's speech is quoted in the exact words as spoken, it is called direct speech. Whereas, if a person's thoughts instead of words are quoted in our own sentences using conjunctions (e.g that), changing pronouns, tenses and other words wherever necessary, it is called indirect or reported speech.

A change of pronouns, tenses and words of time and place may happen when a speech is reported. After present, future or present perfect reporting verbs, tenses are usually the same as in the original speech. But after past reporting verbs, tenses of verbs in the original speech are back-shifted – made more past.

- *No back-shifting of verbs of the original speech is required if the reporting verbs are in present, future or present perfect tense:*

Reporting verb	Direct speech	Reported speech
He says ,	"I like poems."	He <i>says</i> that he likes poems.
I will tell her,	"your idea is great"	I will tell her that your idea is great.
The government has announced ,	"the taxes will be increased".	The government has announced that the taxes will be increased.

- If the reporting verb is in the past tense, a back-shifting of verbs of the original speech takes place:

Direct Speech	Reported Speech
Simple Present He said, "I write poems"	Simple Past He said that he wrote poems.
Present Progressive He said, "I' m writing poems"	Past Progressive He said that he was writing poems.

Simple Past He said, "I wrote poems"	Past Perfect He said that he had written poems.
Present Perfect He said, "I have written poems".	Past Perfect He said that he had written poems.
Past Perfect He said, "I had written poems."	Past Perfect He said that he had written poems.
Past Progressive He said, "I was writing poems".	Past Perfect Progressive He said that he had been writing poems.
Present Perfect Progressive He said, "I have been writing poems".	Past Perfect Progressive He said that he had been writing poems.
Past Perfect Progressive He said, "I had been writing poems."	Past Perfect Progressive He said that he had been writing poems.
Future Simple (will+verb) He said, "I will write poems"	Conditional (would+verb) He said that he would write poems.
Modals Can/May/Will/Shall/Must	Could/Might/Would/Should/Must or Had to

➤ Demonstratives, Place and Time expressions will change as:

Direct Speech	Reported Speech
Time Expressions	
today	that day
now	then
yesterday	the day before
... days ago	... days before
last week	the week before
next year	the following year
tomorrow	the next day / the following day
Place	
here	there

this	that
these	those

- Normally the conjunction ‘that’ is used to connect the clauses together if they are statements. If the reported clause is a question-word question (wh-question), the same question-word is used as the conjunction. If it is a ‘yes/no’ answer question, “if” or “whether” is used as the connecting word.

Question Word questions (Wh-questions)	Direct speech	Reported speech
Why (question word as linker in reported speech)	"Why did you come late?", the teacher asked her.	The teacher asked her why she had come late.
What	"What are you doing in America?", he asked the man.	He asked the man what he was doing in America.
Where	"Where is Grandpa?", I asked Grandma.	I asked Grandma where Grandpa was.
<u>Yes/No answer questions</u> If or Whether as linker In reported speech	"Have you met your friends?", he asked her.	He asked her whether she had met her friends.
	"Can you help me?", she asked the boy.	She asked the boy if he could help her.

- Commands and requests are reported without a connecting word. The reporting verbs are changed appropriately and the verb of the reported clause is changed into a “to infinitive” form.

Direct speech	Reported speech
"Students, speak always English", said the principal	The principal ordered the students to speak always English.
He said to her, "please don't touch it.	He requested her not to touch it.
"Watch him carefully", she said to her mother.	She told her mother to watch him carefully.