

UNSEEN PASSAGES

Chapter - 1 : Unseen Passages of Comprehension

i Introduction

The word 'Comprehension' means the ability to understand. A passage is given with some questions to test the student's reading skills. This exercise trains a student to read closely and understand the ideas contained in it.

In the ICSE examination, this type of question carries 20 marks. The passage carries three types of questions:

- (a) Vocabulary
- (b) Short Questions
- (c) Summary Writing

Guidelines

(i) Reading of the passage

- (a) Read the passage quickly at first to get an overall view of what it contains. It is known as 'skimming'.
- (b) Re-read the passage slowly in order to understand it thoroughly. It is known as 'scanning'.
- (c) You may read the given questions before reading the passage slowly and carefully. You may underline the line/lines containing the answer. It will later help you write the answers quickly.

(ii) How to write the answers

(a) Vocabulary

A set of five words or phrases is picked out from the passage.

- 1. You are expected to explain each word or phrase in the context of the passage, i.e., the word or phrase as it means in the passage and not its literal or dictionary meaning.
- 2. Read the sentence carefully as well as the sentence above and below it to understand its meaning completely.
- 3. You must also pay careful attention to the form and tense of the word. The answer must be given in the same form and tense e.g.
 - (a) Abandoned (Note, it is in the past tense, so the answer must also be in the past tense) Ans: Left.
 - (b) Resounding (In the present continuous tense) Ans: Echoing.
- 4. It is not expected that you will know the meaning of every word given, but you can guess the meaning from what is being written about it in the passage.

(b) Short Answer Questions

How to attempt the short questions in the passage?

- 1. Read the passage quickly to get a basic idea of what is being expressed in the passage.
- 2. Now go back to the beginning of the passage once again without reading the questions and read the passage slowly so as to grasp each word and sentence clearly. Do not read the questions immediately after the first reading as the mind is then diverted towards looking for the answers rather than understanding the passage thoroughly. *The passage usually contains hidden answers which are not visible on the surface. The answers have to be deduced and this can only be done if the passage is comprehended properly.*
- 3. Once you have comprehended the passage thoroughly, go through the questions. The questions usually have more than one part attached to them. Make sure that each part is understood and attempted accordingly.
- 4. Now look for the answers in the passage. Care must be taken to see that a sentence is not lifted from the passage. You must write the answers in your own words to gain full marks. Sometimes, you are asked to quote the line in the passage which brings out the meaning of a particular word in the passage. Only in that case, lifting is allowed. Write briefly and to the point.

(c) Summary Writing

How to write the Summary?

Summary writing requires condensing skills, and to make a good summary, you have to write it twice in the number of words required.

Remember, you must not exceed the prescribed word limit. (Usually 50 words)

1. Read the questions carefully to understand which section of the passage is the answer required from, i.e., if it is required from the former half of the passage, the latter half of the passage or from the entire passage. Usually, the question is expected to be asked from only a particular section of the passage.
2. It is suggested that you use the Column technique to make a rough draft of the required answer. It is time saving and will help you to keep within your word limit. **Mark off 10 lines of your answer script and assign five words to every line. Thus, you will get a grid of 50 blocks to fit in 60 words. You can do any kind of corrections in this grid itself.**
3. Make sure you have included all the relevant details that the question demands. Also, check to see that you have satisfactorily answered each part of the question.
4. Usually, articles (a, an, the) are not included in the counting of words, but just to be on the safer side, include the articles also in the total of 60 words. Remember, your answer must not be less than 55 words and must not exceed 65 words.
5. You may now rewrite the answer neatly which you have chalked out in the grid.



GRAMMAR

Chapter - 2 : Grammar

Verb Forms (Tenses)

i Introduction

A verb expresses an action, the time of action, event or state. Time can be Present, Past or Future. The verb indicates the time by certain changes in its form. These changes are called 'Tense' changes. We all know that, tenses largely fall under three categories:

1. The Present Tense
2. The Past Tense
3. The Future Tense

These tenses are further subdivided into four categories.

1. Present Tense

- (a) **Simple Present Tense** — The form of the verb is the basic word as used in the dictionary form.

Examples:

- (1) I always take tea without sugar.
- (2) Tarun steps forward and drives the ball to the cover boundary.
- (3) Tasmania lies to the South of Australia.

- (b) **Present Continuous** — am + verb + ing / is + verb + ing / are + verb + ing

- (1) I am practicing Yoga these days.
- (2) The children are watching television.
- (3) He is thinking about the problem in Physics.

- (c) **Present Perfect** — The form of this tense is the auxiliary, has or have, and Past Participle.

- (1) Arundhati Roy has written a new novel.
- (2) I have known him for ten years. (It implies that, I shall know him.)

- (d) **Present Perfect Continuous** — The form of tense is has / have + been + Present Participle form of the verb.

- (1) I have been waiting here since 8, o'clock.
- (2) He has been ill since last Sunday.

2. Past Tense

- (a) **Simple Past Tense** — The tense used here refers to actions or events completed in the past.
- (1) Eva left home a week ago.
 - (2) Akbar was a great king.
 - (3) I saw him in the garden. (*i.e.*, when I was there)
- (b) **Past Continuous Tense** — The form of this tense is auxiliary, was / were, and Present Participle (ing) verb.
- (1) I was listening to the BBC news in Hindi.
 - (2) While I was fumbling for money in my purse, my friend paid the bus fare.
 - (3) Just as they were leaving the house, the phone rang.
- (c) **Past Perfect Tense** — The form of this tense is had + Past Participle.
- (1) By the time the firemen arrived, the fire had spread to several floors of the mall.
 - (2) By four o'clock, the board had interviewed had thirty candidates.
 - (3) The patient had died when the doctor arrived.
- (d) **Past Perfect Continuous** — The form of this tense is had been + Present Participle (ing) verb.
- (1) They had been preparing for the test for a week.
 - (2) The mason had been building the wall since morning.
 - (3) Her eyes were red. It was obvious she had been crying.

3. Future Tense

- (a) **Simple Future Tense** — The tense used here refers to actions or events that are yet to happen.
- (1) We shall meet you next year.
 - (2) The Test match with New Zealand will begin next week.
 - (3) Our school team will play the Final Table-Tennis Tournament tomorrow.
- (b) **Future Continuous Tense** — The form of this tense is will / shall + be + (ing) verb
- (1) She will be singing.
 - (2) The Minister will be taking great risks on his visit to Kargil.
 - (3) They shall be coming this evening.
- (c) **Future Perfect Tense** — The form of this tense is will / shall + have + Past Participle form of verb.
- (1) By June, we shall have covered fifty percent of the syllabus.
 - (2) By this time next year, he will have become an Engineer.
 - (3) I expect you will have changed your mind by tomorrow.
- (d) **Future Perfect Continuous Tense** — The form of this tense is will / shall + have been + (ing) verb.
- (1) By the end of this year, we shall have been living in Bangalore for five years.
 - (2) I will have retired by the year 2020.
 - (3) I shall have been writing for half an hour when this lesson ends.

Prepositions

i Introduction

A Preposition is a word placed before a noun or a pronoun to show its relation to some other word, to indicate place, position and time.

Example— He is ruined *for* life.

Prepositions sometimes follow the words they govern, particularly, the relative pronoun that is never governed by a preposition preceding it.

Examples—

(i) This is the book I cannot part *with*.

(iii) He is the man that I spoke *of*.

(ii) Where do you come *from*?

Meanings and uses of certain prepositions:

1. *About* means:

(a) Concerning— I knew nothing *about* athletics.

(b) Around— She wrapped the wool *about* her finger.

(c) Close to, nearby— It is *about* 7 o'clock.

She is *about* to die.

2. *Against* means:

(a) Opposed to— The students complained *against* the teacher.

(b) Close to— Put the almirah *against* the wall.

(c) Provision for— Health insurance can provide *against* the loss of income.

3. *After* means:

(a) Behind in place or time — He came *after* me. He came *after* the appointed time.

(b) In search or pursuit of — They came *after* the thief. He hankers *after* riches.

(c) In imitation of, in accordance with — He is a man *after* my liking.

He is named *after* his grandfather.

(d) Notwithstanding — *After* all, he is a clever boy.

4. *At* means:

(a) Place — He lives *at* Bogra.

(b) Time — He came *at* 6, o'clock.

(c) Value — The house is priced *at* ₹ 5,00,000.

(d) Degree — The train runs *at* a high speed.

(e) Occupation — He is *at* work.

(f) Direction — The dog ran *at* me.

(g) Consequence — You will do it *at* your risk.

5. *Before* means:

(a) In front of— Vijay stood *before* me.

(b) Priority of time— He will come *before* this.

(c) Priority of choice— I wish for death *before* dishonour.

6. *Behind* means:

(a) At the back of— He sat *behind* me.

(b) Lateness in time or place— You are *behind* time. You are *behind* the class

7. *Beside* means:

(a) By the side of— He stood *beside* me.

(b) Out of— He is *beside* himself with joy.

8. *By* means:

(a) Nearness in place or time— Sit *by* me. He will come *by* noon.

(b) Agency— The work was done *by* me.

(c) According to— It is 10, o'clock *by* my watch.

(d) Manner— I caught him *by* the leg.

Pay me *by* installments.

(e) Measure— Cloth is sold *by* the metre.

He is taller *by* four inches.

(f) Appeal— I swear *by* God.

9. *For* means:

(a) In the place of— He acted *for* my father.

(b) In exchange for— I bought it *for* fifty rupees.

(c) In favour of, on behalf of— I shall vote *for* you.

I speak *for* my class.

(d) On account of— He did it *for* me.

I am sorry *for* you.

(e) For the purpose of— She is not fit *for* the job.

He gasped *for* breath.

(g) In point of— He is intelligent *for* his age.

He is brave *for* a boy.

- (g) In the direction of— He left *for* Delhi.
- (h) In spite of— *For* all his wealth, he is unhappy.
- (i) During— I have known Rahul *for* three years.
- (j) To the extent of— He can be trusted *for* the job.
10. *From* means:
- (a) Starting-point, origin, cause— He comes *from* home.
He acted *from* a wicked motive.
He died *from* the injury.
- (b) Separation, distinction— I do not know him *from* his brother.
11. *In* means:
- (a) Place— He lives *in* Kolkata.
- (b) Time— He will come *in* an hour.
- (c) State— He is *in* danger.
He died *in* poverty.
- (d) Point of reference— He is firm *in* his opinions.
12. *Of* means:
- (a) Proceeding from, origin, cause— He comes *of* a noble family. He died *of* fever.
- (b) Possession— This is the house *of* Charles.
- (c) Material— This is a chain *of* gold.
- (d) Apposition— He lives in the city *of* Chennai.
- (e) About— I do not know anything *of* it.
- (f) Separation— He is devoid *of* intelligence.
13. *On, Upon* means:
- (a) Contact— Kolkata stands *on* the Hooghly.
Sit *on* the bench.
- (b) Time— Come *on* Monday. He was born *on* that day.
- (c) Dependence, in accordance with— He acted *upon* my advice.
- (d) Just after, in consequence of— *On* hearing this, they all filled.
- (e) Because of— He congratulated me *on* my success.
- (f) Concerning— He has written a book *on* politics.
14. *Over* means:
- (a) Above— The sun looks *over* the Earth.
- (b) More than— He is *over* fifty years old.
- (c) On the other side of— He lives *over* the road.
15. *Since* and *For* are Prepositions of time.
- For* indicates a period of time in the past, *since* indicates a specific point of time in the past to the present and is preceded by a verb in some perfect tense:
- (i) We lived in Delhi *for* ten long years.
- (ii) We have been living in Delhi *since* 1996.
- (iii) The city has been under curfew *since* the riots started.
- (iv) The country has been under military rule *for* sixteen years.
16. *Through* means:
- (a) Passing from one end of an opening or a passage to the other: He passed *through* the wood.
- (b) From the beginning to the end of an activity or situation: He is too old to sit *through* a long concert.
17. *To* means:
- (a) Direction towards— He has gone *to* Chennai.
- (b) Adaptation— He is a boy *to* my mind.
It does not stand *to* reason.
- (c) Comparison— As three is *to* nine, so is four *to* twelve.
- (d) Purpose— I went *to* see him.
- (e) Result— Water has turned *to* ice.

He was crushed *to* death.

I learnt *to* my surprise that he had gone away.

18. Under means:

- (a) Less than— The price is *under* ten rupees.
- (b) In subordination to— The volunteers are *under* me.
The case is *under* trial.
- (c) Below— He stood *under* the tree.
- (d) Represented by— He travelled *under* a disguise.

19. With means:

- (a) Accompanied by— I went there *with* my father.
- (b) Point or reference— He is popular *with* the people.
- (c) Instrument— He did it *with* his own hand.
- (d) In spite of— *With* all this fault, I respect him.

Distinction between :

- (a) *By* and *with* : *By* is put before the agent, as— The lady was attacked *by* a thief.
With is put before the instrument with which anything is done, as— Do not rub *with* this eraser.
- (b) *In* and *After* : *In* is used in the sense of after the lapse of a period of time, as— I shall come back *in* an hour (after the lapse of an hour).
After is used with a period of past time, as— I returned *after* an hour.
- (c) *In* and *Into* : *In* denotes presence or existence within, as— I was *in* the house.
Into denotes motion inward and change of condition, as— She went *into* the house.
Translate the passage *into* English.
- (d) *Between* and *Among* : *Between* is used with reference to persons or things, as— Divide the sweets *between* Rama and Shyama.
Among is used with reference to more than two, as— The old lady distributed rice *among* the beggars.
- (e) *Since* and *From* : *Since* denotes a point of time with reference to past time and can never be used for present or future time, as— I have been suffering from fever *since* last Monday.
From is used with reference to past, present and future times, as— She was absent *from* Monday to Saturday.
I shall go to school *from* tomorrow.
- (f) *In* and *At* : *In* is used with reference to a large place, extensive operations, indefinite space or time, as— My mother lives *in* England.
I was born *in* 1948.
At is used when speaking of small towns and villages and exact time, as— He lives *at* Alopibagh in Allahabad.
She returned *at* 3 p.m.
- (g) *For* and *Since* : *For* is used before a noun denoting a period of time, as— We have not seen him *for* five days.
Since is used before a noun denoting a point of time, as— I have been suffering from toothache *since* last Tuesday.

Combination of Sentences/connectors

Introduction

The combination of two or more separate sentences into one new simple sentence is called Synthesis. A Simple Sentence has only one finite verb. Hence, in order to combine two or more sentences into one Simple Sentence, we must use only one finite verb and do away with the others. This can be done in two ways- either by using different parts of speech or by changing the extra finite verbs into non-finite verbs.

Simple Sentences can be combined into one Simple Sentence as follows:

(a) By using Adjectives

- (i) A soldier had a horse. The soldier was brave.
A brave soldier had a horse.
- (ii) The traveller made many discoveries. They were wonderful.
The traveller made many wonderful discoveries.

(b) By using an Adverb or Adverbial phrase

- (i) It was sunset. The children had not finished the game

The children had not finished the game by sunset.

- (ii) The train was crowded. That is unusual.

*The train was unusually crowded.***(c) By using an Infinitive**

She works very hard. She wants to succeed in life.

*She works very hard to succeed in life.***(d) By using a Participle**

Turn to the right. You will find the bank.

*Turning to the right, you will find the bank.***(e) By using a Noun or a Phrase in Apposition**

Newton was a great scientist. He made many discoveries.

*Newton, a great scientist, made many discoveries.***(f) By using a Preposition with a Noun or a Gerund**

- (i) He is poor. He is honest.

In spite of being poor, he is honest.

- (ii) He made a promise. He kept it also.

*Besides making a promise, he kept it.***(g) By using an Absolute Phrase**

- (i) The weather was pleasant. We went for a walk.

The weather being pleasant, we went for a walk.

- (ii) The sun set. We came in

*The sun having set, we came in.***Combination of two or more Simple Sentences into one Compound Sentence:**

Simple Sentences may be combined to form Compound Sentences by using **Coordinating Conjunctions**. Such conjunctions join together the clause that are independent of each other or clauses which are of equal rank. There are four kinds of Coordinating Conjunctions-Cumulative, Adversative, Alternative and Illative.

- (a) Cumulative Conjunctions:** (e.g., *and, both..... and not, only..... but also, not less than, as well as*, etc.) add one statement to another.

1. He is a Musician. He is a Painter.

He is both a Musician and a Painter.

2. He is a fool. He is a knave.

He is not only a fool but also a knave.

3. Mona is guilty. Anu is guilty no less.

Anu is no less guilty than Mona.

- (b) Adversative Conjunctions :** (e.g., *but, still, yet, nevertheless, however*, etc.) are used to express opposition or contrast between two statements.

1. He is poor. He is happy.

He is poor, still he is happy.

2. She was annoyed. She kept quiet.

She was annoyed, yet she kept quiet.

3. He fell down. He persevered.

He fell down, nevertheless he persevered.

- (c) Alternative Conjunctions :** (e.g. *or, either..... or, neither.....nor, etc*) suggest a choice between the two statements.

1. He must apologize. He will be punished.

He must apologize or he will be punished.

2. He is not strong. He is not brave.

He is neither strong nor brave.

(d) **Illative Conjunctions:** (e.g., *therefore, so, for, etc.*) join sentences in which one statement is inferred from the other.

1. He was found guilty. He was punished.
He was found guilty, therefore he was punished.
2. He is weak. He cannot run fast.
He is weak, so he cannot run fast.

Combination of Simple Sentences into one Complex Sentence

Simple Sentences can be combined into Complex Sentences by using Noun Clauses, Adjective Clauses, or Adverb Clauses.

Noun Clauses : A noun clause is a group of words, which contains a Subject and a Predicate of its own, and does the work of a noun; as:

He told me *that the film had been cancelled*.
He told me what ? "*that the film has been cancelled*".

Therefore, it is a *noun clause* that does the work of a noun.

The sun rises in the east. This is obvious.
That the sun rises in the east is obvious.

Adjective Clauses : Simple Sentences may be combined into one Complex Sentence by introducing an Adjective Clause using *who, whom, whose* or *which*, and the Relative Adverb, *where* or *why*; as:

1. My Aunt met her niece. She is now a teacher.
My aunt met her niece, who is now a teacher.
2. You kept it somewhere. Tell me the place.
Tell me the place, where you kept it.

Adverb Clauses : Two or more Simple Sentences may be combined into one Complex Sentence by introducing *Adverb Clauses*, using *Subordinating Conjunctions* as : *if, since, because, unless, when, whose, while, thought, as, until, before* and *that*; as:

1. The bell rang. The classes began.
When the bell rang, the classes began.
2. You will pass. Work hard.
You will pass if you work hard.
3. He ran fast. He wanted to come first in the race.
He ran fast so that he might come first in the race.

Transformation of Sentences

i Introduction

To *transform* a sentence is to change it from one grammatical form to another without altering its sense. The following examples will show how it is possible to change the *form* of a sentence without changing its meaning. Such a process is known as the **Conversion** or **Transformation of Sentence**.

1. Sentences containing the Adverb 'too'

1. She is *too* proud to apologize.
She is *so* proud *that* she will not apologize.
2. He is *too* honest to accept a bribe.
He is *so* honest *that* he will not accept a bribe.
3. The news is *too* good to be true.
The news is *so* good *that* it cannot be true.

4. He is *too* old to learn things.
He is *so* old *that* he cannot learn things.
5. This tree is *too* high for me to climb.
This tree is *so* high *that* I cannot climb it.

2. Modes of expressing a Condition

The following are some of the common ways of expressing a condition:

1. **By the use of the Conjunction 'If' or 'unless' ; as,**
If a King rules justly, his subjects love him.
Unless a King rules justly, his subjects do not love him.
 You will succeed, *if* you work hard.
Unless you work hard, you will not succeed.
2. **By the use of Conjunction 'If' understood; as,**
Were I a rich man, I should be generous.
Had he been wise, he would not have accepted the offer.
Should he meet me, he would recognize me.
3. **By the use of a Conjunctive Phrase; as:**
But that he is [if he were not] a good man, I should not have helped him in his distress.
In case he does not behave properly, he will be dismissed.
4. **By the use of a Participle Phrase; as,**
Supposing it were true, how should we act?
 I shall buy the book *provided that* it is cheap.
5. **By the use of the Imperative Mood; as,**
Take care of the pence, and the pounds will take care of themselves.
Work hard and you will pass.
Spare the rod and spoil the child.
Persevere and you will succeed.
6. **By the use of the Preposition 'but' followed by a phrase as objects; as,**
But for his help [= If he had not got his help], he would have failed in his mission.
7. **By the use of the Phrase 'one more'; as,**
One more effort [= If you make one more effort], and you are sure to succeed.
One more such opportunity, and we are made.
8. **By the use of an Interrogative Sentence followed by an imperative ones as,**
 Have you done your homework? Then come in.
 [Come in, if you have done your homework].
 Are you anxious to pass? Then work hard.

3. Ways of expressing a Concession or Contrast

The following are some of the common ways of expressing a Clause denoting Concession or Contrast:

1. **By the Conjunction 'though' or 'although': as,**
 He is honest , *though* (or *although*) he is poor.
 He failed, *though* (or *although*) he worked hard.
 A book's a book, *although* there is nothing in it.

2. By the Conjunction 'as' : as.

Poor *as* he is, he is honest.

Beautiful *as* she is, she is not vain.

3. By the Relative Adverb 'however' followed by some Adjective or Adverb; as,

However rich he may be, he is not contented.

However hard he may try, he will not succeed.

4. By the Preposition 'notwithstanding' followed by a Noun Clause : as,

He is still discontented, *notwithstanding that* [= although] he gets more salary than he deserves.

5. By the 'Phrases' 'at the same time', 'all the same'; as,

He is rich; *at the same time*, he is not proud.

He is rich; *all the same* he is not proud.

6. By an Absolute Participle, followed by a Noun Clause; as,

Admitting that he is strong, he is timid.

7. By the Adverb 'indeed' followed by the Conjunction 'but'; as,

He is rich *indeed*, *but* he does not help the poor. [Although he is rich, yet he does not help the poor.]

8. By the Phrases 'nevertheless', 'none the less'; as,

Bali is my friend, *nevertheless* I do not trust him.

9. By the Conjunction 'even if'; as:

Such a reform would not take the country far, *even if* it were necessary.

4. Interchange of the Degrees of Comparison

The following examples will show that it is possible to change the Degree of Comparison of an Adjective or Adverb in a sentence, without altering its meaning:

1. **Positive.** He is *as strong* as Hercules.
Comparative. Hercules is *not stronger than* him.
2. **Comparative.** Afzal is *more intelligent than* Ahmad.
Positive. Ahmad is *not as intelligent as* Afzal.
3. **Positive.** No other metal is *as useful as* iron.
Comparative. Iron is *more useful than* any other metal.
Superlative. Iron is the *most useful of* all metals.
4. **Positive.** No other town in India is *as big as* Mumbai.
Comparative. Mumbai is *bigger than* any other town in India.
Superlative. Mumbai is the *biggest* town in India.
5. **Positive.** Some boys are *as industrious as* Krishna.
Comparative. Krishna is *not more industrious than* some other boys.
[Or, Some boys are *not less industrious than* Krishna].
Superlative. Krishna is *not the most industrious of* all boys.
6. **Positive.** I have never seen *such a beautiful diamond as* this.
Comparative. This is *more beautiful than* any other diamond that I have ever seen.
Superlative. This is the *most beautiful diamond* that I have ever seen.
7. **Positive.** No other country in the world is *as rich as* America.
Comparative. America is *richer than* any other country in the world.
Superlative. America is the *richest* country in the world.
8. **Positive.** *Very few* kings were *as great as* Ashoka.
Comparative. Ashoka was *greater than most of* the other kings.
Superlative. Ashoka was *one of the greatest* kings.

5. Interchange of Active and Passive Voices

A sentence in the Active form can be changed into the Passive form, and vice versa :

1. *Active.* The people crowned him King.
Passive. He was crowned King by the people.
2. *Active.* The teacher gave him a prize.
Passive. He was given a prize by the teacher.
A prize was given to him by the teacher.
3. *Active.* Who taught you French?
Passive. By whom was French taught to you?
4. *Active.* One cannot gather grapes from thistles.
Passive. Grapes cannot be gathered from thistles.
5. *Active.* Give the order.
Passive. Let the order be given.
6. *Active.* Enter by the left door.
Passive. You are requested to enter by the left door.
7. *Active.* It is time to close the shop.
Passive. It is time for the shop to be closed.
8. *Active.* One should keep one's promises.
Passive. Promises should be kept.
9. *Active.* Who called you by names?
Passive. By whom were you called names?
10. *Active.* The Greeks expected to win the International Trophy.
Passive. It was expected by the Greeks that they would win the International Trophy.
11. *Active.* Pay this bill today.
Passive. Let this bill be paid today.
12. *Passive.* Our plan has been discovered.
Active. Someone has discovered our plan.
13. *Passive.* Our army has been defeated.
Active. The enemy has defeated our Army
14. *Passive.* This is too good for us to expect.
Active. This is too good to be expected.
15. *Passive.* What cannot be cured must be endured.
Active. Men must endure what they cannot cure.

NOTE: The Passive Voice is used when the Subject of the Active Voice is unknown, unimportant or vague (e.g., people, they, person, somebody); also when the person or thing acted upon is to be made prominent; as,

Pens are made of steel.
He was killed in the last war.
All the thieves have been arrested.
Our team has been defeated.

6. Interchange of Affirmative and Negative Sentences

(a) An Affirmative Sentence can be changed into the Negative form without altering its meaning:

1. *Affirmative.* You are richer than me
Negative. I am not as rich as you are.

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| 2. Affirmative. | As soon as the thief saw the policeman, he ran away. |
| Negative. | No sooner did the thief see the policeman, than he ran away. |
| 3. Affirmative. | Ashoka was the wisest king ever reigned in India. |
| Negative. | No other King as wise as Ashoka ever reigned in India. |
| 4. Affirmative. | Few women can keep a secret. |
| Negative. | Not many women can keep a secret. |
| 5. Affirmative. | I was doubtful whether it was Ashok. |
| Negative. | I was not sure that it was Ashok. |
| 6. Affirmative. | It always pours when it rains. |
| Negative. | It never rains but it pours. |
| 7. Affirmative. | Everybody will admit that he did his best. |
| Negative. | Nobody will deny that he did his best. |

(b) In the same way, a Negative Sentence can be changed into an Affirmative Sentence without changing its meaning:

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| 8. Negative. | None but the brave deserve the fair. |
| Affirmative. | The brave alone deserve the fair. |
| 9. Negative. | No sooner did the bell ring than the students went into the classroom. |
| Affirmative. | As soon as the bell rang, the students went into the classroom. |
| 10. Negative. | There is no smoke without fire. |
| Affirmative. | Where there is smoke there is fire. |
| 11. Negative. | There is nobody who believes in his honesty. |
| Affirmative. | Everybody believes in his honesty. |
| 12. Negative. | There was no one present who did not praise his speech. |
| Affirmative. | Everyone who was present praised his speech. |

7. Interchange of Interrogative and Assertive Sentences

(a) Changing Questions into Statements.

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| 1. Interrogative. | Is he not a fool to do such a deed? |
| Assertive. | He is a fool to do such a deed. |
| 2. Interrogative. | Is not blood thicker than water? |
| Assertive. | Blood is thicker than water. |
| 3. Interrogative. | Can the leopard change his spots? |
| Assertive. | The leopard cannot change his spots. |
| 4. Interrogative. | Were we born simply to die? |
| Assertive. | We were not born simply to die. |
| 5. Interrogative. | What though the field be lost? |
| Assertive. | It does not matter though the field be lost. |
| 6. Interrogative. | Can you ever forget her kindness to us? |
| Assertive. | We can never forget her kindness to us. |
| 7. Interrogative. | Is there anything greater than love? |
| Assertive. | There is nothing greater than love. |
| 8. Interrogative. | Who would not cry when struck? |
| Assertive. | Everyone would cry when struck. |

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| 9. Interrogative. | Who can surpass her in loneliness? |
| Assertive. | No one can surpass her in loneliness. |
| 10. Interrogative. | How can man die better than facing fearful odds? |
| Assertive. | Man cannot die better than facing fearful odds. |
| 11. Interrogative. | When can their glory fade? |
| Assertive. | Their glory can never fade. |

(b) Changing Statements into Questions.

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| 12. Assertive | There is nothing better than a busy life. |
| Interrogative. | Is there anything better than a busy life? |
| 13. Assertive. | Prevention is better than cure. |
| Interrogative. | Is not prevention better than cure? |
| 14. Assertive. | Nobody can deny that honesty is the best policy? |
| Interrogative. | Who can deny that honesty is the best policy? |
| 15. Assertive. | We shall never forget our national heroes. |
| Interrogative. | Shall we ever forget our national heroes? |

8. Interchange of Exclamatory and Assertive Sentences.**(a) Changing Exclamations into Assertions.**

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| 1. Exclamatory. | O for a lodge in some vast wilderness! |
| Assertive. | I ardently wish for a lodge in some vast wilderness. |
| 2. Exclamatory. | O what a fall was there, my Countrymen! |
| Assertive. | That was a terrible fall, my Countrymen! |
| 3. Exclamatory | How sweet the moonlight sleeps upon this bank! |
| Assertive | The moonlight sleeps most sweetly upon this bank. |
| 4. Exclamatory. | What a piece of work is man! |
| Assertive. | Man is a wonderful piece of work. |
| 5. Exclamatory. | Alas! that youth should pass away so soon! |
| Assertive. | It is sad to think that youth should pass away so soon. |

(b) Chance Assertions into Exclamations

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| 6. Assertive. | I wish I had the wings of a dove. |
| Exclamatory. | O that I had the wings of a dove! |
| 7. Assertive. | It is a very horrible sight. |
| Exclamatory. | What a horrible sight! |
| 8. Assertive. | She dances very beautiful. |
| Exclamatory. | How beautiful she dances! |
| 9. Assertive. | It is very sad that we should have to part. |
| Exclamatory. | Alas! that we should have to part! |
| 10. Assertive. | It was very stupid of me to forget her name. |
| Exclamatory. | How stupid of me to forget her name! |

9. The Substitution of One Part of Speech for Another

Study carefully the following examples:

1. He promised his *support* to the motion.
He promised to *support* the motion.
2. He gave me help *ungrudgingly*.
He did not *grudge* me help.
3. A dog is wonderfully *faithful*.
The *faithfulness* of a dog is wonderful.
4. Man is at times inclined to act *dishonestly*.
Man is at times inclined to *dishonesty*.
5. He acted in this *deliberately*.
This act of his was *deliberate*.
6. It was not his *intention* to harm you.
He did not harm you *intentionally*.
7. It is *probable* that he will come tomorrow.
He will *probably* come tomorrow.
8. It was a *fortunate* thing that you were absent.
Fortunately, you were absent.
9. It is quite *evident* that he has been insulted.
Evidently, he has been insulted.
10. He is *careless* in everything that he does.
Everything that he does is done *carelessly*.
11. He was very *generous* to all.
He treated all very *generously*.
12. He examined the whole case *carefully*.
He examined the whole case with much *care*.
13. They passed an *anxious* time.
They passed the time *anxiously*.
14. It is *apparently* a new hat.
It *appears* to be a new hat.

Transformation of Sentences (2)

1. Conversion of Simple Sentences to Compound Sentences

A Simple Sentence can be changed into a Compound Sentence by enlarging a word or a phrase into a Coordinate Clause:

Simple : In spite of his riches, he is unhappy.

Compound : He is very rich, but still he is unhappy.

Simple : Failing prompt payment, the goods must be returned to us.

Compound : You must either make prompt payment or return the goods to us.

2. Conversion of Compound Sentences to Simple Sentences

A Compound Sentence may be changed into a Simple Sentence as follows:

or **By substituting a Participle for a Finite Verb:**

Compound : She finished her work and went to bed.

Simple : Having finished her work, she went to bed.

☞ **By substituting a Preposition for a Clause:**

Compound : She cleaned the statue and then decorated it.

Simple: After cleaning the statue, she decorated it.

☞ **By substituting an Infinitive for a Clause:**

Compound : You must hurry up or you will miss the train.

Simple: You must hurry up so as not to miss the train.

3. Conversion of Simple Sentences to Complex Sentences

A Simple Sentence can be changed into a Complex Sentence by expanding a word or phrase into a Subordinate Clause.

Simple : He confessed his fault.

Complex : He confessed that he was at fault.

Simple : A man of wisdom is respected by all.

Complex : A man who is wise is respected by all.

4. Conversion of Complex Sentences to Simple Sentences

A Complex Sentence can be converted to a Simple Sentence by changing a Noun Clause, an Adjective Clause or and Adverb Clause, as shown below:

Noun Clause

Complex : Tell me where you live.

Simple : Tell me your address.

Adjective Clause

Complex : Time which is once lost is lost forever.

Simple : Time once lost is lost forever.

Adverb Clause:

Complex : When he had finished his work, he went out to play.

Simple : Having finished his work, he went out to play.

5. Conversion of Compound Sentences to Complex Sentences

It is possible to change a Compound Sentence to a Complex Sentence by changing one of the Coordinate Clauses to a Subordinate Clause.

Compound : He is poor, but he is honest.

Complex : Although he is poor, he is honest.

Compound : Waste not, want not.

Complex : If you do not waste, you will not want.

6. Conversion of Complex Sentences to Compound Sentences

We can change a Complex Sentence to a Compound Sentence by changing a Subordinate Clause into a Coordinate Clause:

Complex : If you do not work hard, you will not pass.

Compound : You must work hard or you will not pass.