



SIKKIM DIARIES



CLASS: X
ENGLISH

REPORTED SPEECH



TAGORE
INTERNATIONAL
SCHOOL

Vasant Vihar, New Delhi
(Affiliated to CBSE)

ACKNOWLEDGEMENT

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CONTENTS

Topic	Page No.
Preface	1
Story Board	2
Learning outcomes	3
Characters	4
Story (Day one in Sikkim)	5
Reporting statements	12
Story (Day two in Sikkim)	13
Reporting questions	17
Multiple Choice Questions	18
Story (Day three in Sikkim)	20
Reporting commands, requests, advice, suggestions, exclamations	24
Recapitulation	25
Crossword	27
Question Time	28
Glossary	29
Bibliography	30
Disclaimer	31
From the Principal's Desk	32
Summary	33



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PREFACE

This Graphic Novel is an attempt to involve the learners and evoke their interest in English Grammar (Reported Speech) in an all-together informal and an enjoyable manner.

The novel comprises of interactions, by way of dialogues, between different characters in the story, which are in the form of direct speech (the actual words of the speaker). These are then put down in the diary at the end of each day by the main character Malini, in Reported Speech. The learners will thus be able to observe, analyse and adopt the changes in the tense of the verbs, pronouns, words with references to time and place, modals and also the variety of reporting verbs that can be used in Reported Speech. Each concept has been illustrated with situations from day to day life to facilitate its easy understanding.

The story showcases a class 10 girl, an avid diary writer, who is visiting her friend at Gangtok during her school's winter break. She is inquisitive by nature and so has extensive interactions with the other characters, to seek information about the places of tourist attraction, the culture and lifestyle of the people of Gangtok, Sikkim. Since the National Capital Delhi has been paired with Sikkim under the "Ek Bharat Shreshth Bharat" programme, this novel gives an opportunity to students to know about the state of Sikkim, thus strengthening the bond and creating a sense of oneness in the country. The novel thus serves a dual purpose.

The novel uses graphics, an effective medium, which not only integrates art into the learning, but also helps in understanding a difficult concept in English grammar. The art in the novel will enable the readers to identify with the characters and perceive how it would feel to be in a similar situation. It will lead the learners to effortlessly comprehend and assimilate the nuances involved in usage of Reported Speech. It will not only ensure quick learning, but also help them in effective and correct communication, both verbal and written.

STORY BOARD

Malini - our main character, a student of class X, goes on a visit to Sikkim. She notes down all information gathered by her about Sikkim in a diary, which she names SIKKIM DIARIES, to make it a life-long memory. Reported Speech is a part of her syllabus. She decides to use the concept of reporting other people's words and thoughts in real time. Her diary is a reinforcement of her conceptual knowledge.

SHE CAN USE

DIRECT SPEECH

(She can repeat the speaker's actual words, using inverted commas)



Eg – Norgay, one of the characters in the story, said to Malini, “**Welcome** to the paradise of Botanists. **Hope** you **enjoy** your stay in Sikkim.”

Malini, our Protagonist, replied, “**I am** so excited to be **here**. **There is** so much greenery and fresh air everywhere!”

PLEASE NOTE: In Direct Speech, we may report the actual words in a quotation.

- ❖ Remarks placed within inverted commas and a comma placed immediately before the remark.
- ❖ The *reporting clause* (‘Norgay said, ‘Malini replied,’) can come before, within, or at the end of the quotation.
- ❖ Used in conversations in books, in plays and in quotations.



REPORTED SPEECH

(Give the exact meaning of a remark or speech, without using the exact words)



Eg. Norgay, with a warmth in his tone, **welcomed** Malini to the paradise of Botanists and **hoped** that she **enjoyed** her stay in Sikkim.

Malini remarked that she **was** so excited to be there and that **there was** so much greenery and fresh air everywhere.

PLEASE NOTE: In Reported Speech, we may report in our own words what people think or what they have said.

- ❖ More commonly, especially in speech, we may or may not use the exact words.
- ❖ We use sentences that have a *reporting clause* (Malini remarked) and a *reported clause* ({that} she was excited ,,,,))
- ❖ There is no comma after the reporting verb ‘said’ or ‘tell’.
- ❖ The conjunction {that} is used after certain words.
- ❖ It is correct to change the verb into the past.

Malini is aware that when we change direct speech to indirect, some changes are usually necessary. These are most easily studied by considering statements, questions and commands/ suggestions/offers separately.

LEARNING OUTCOMES

The readers will be able to:

- state the difference between direct and indirect speech.
- identify specific information about changes to be made when using indirect speech such as changes in tense, pronouns, words with references to time and place (eg . now....then, this...that), modals, and use of other reporting verbs beyond “say” and “tell”.
- recognize the difference in reporting statements, questions, imperatives and exclamations.
- communicate accurately and appropriately, using reported speech in everyday language, such as making simple statements , asking questions, making a request, giving a command, expressing strong emotions.
- interpret with ease the concept of direct and indirect speech, by using the narrative about Delhi’s paired state Sikkim.

CHARACTERS



Malini

A 14 - year old teenager, is fond of exploring new places and is a nature lover. An avid diary writer, she is visiting her friend Nema at Gangtok during the winter break.

Nema Norgay
A 15 year old Sikkimese student. She is a close friend of Malini and resides in Gangtok. She had stayed with Malini during a student exchange programme at Delhi.

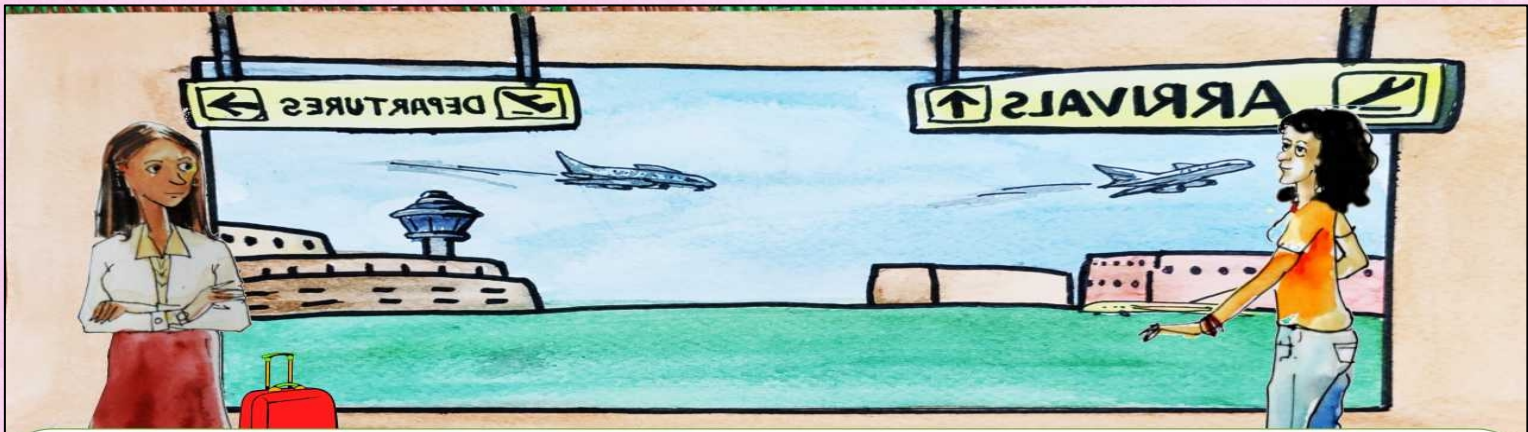


Norgay Lepcho

Father of Nema, owns a well -known curio shop on MG Road, Gangtok, which is on the first floor. The family resides on the ground floor. He is well - read and well - informed. Interacts with Indian and foreign tourists during the course of his business.

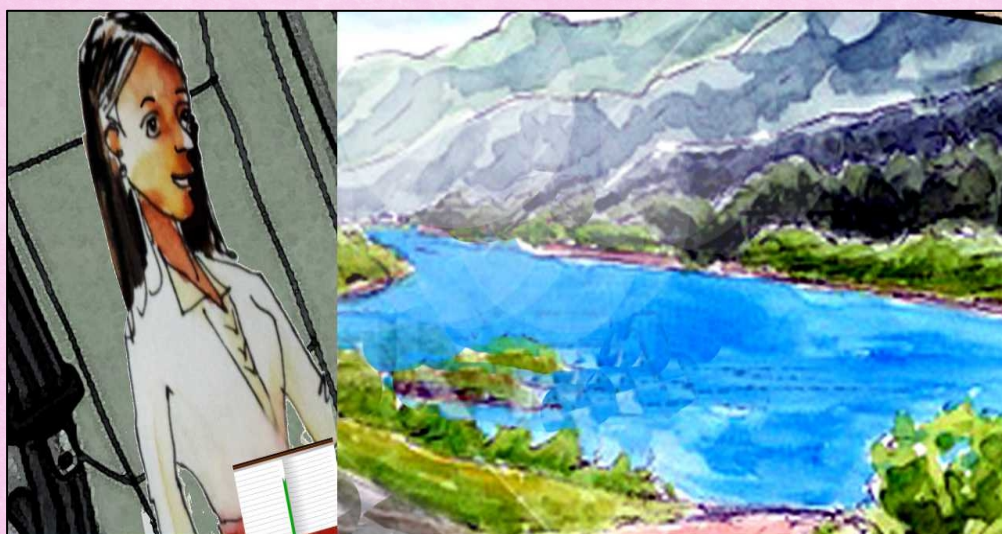
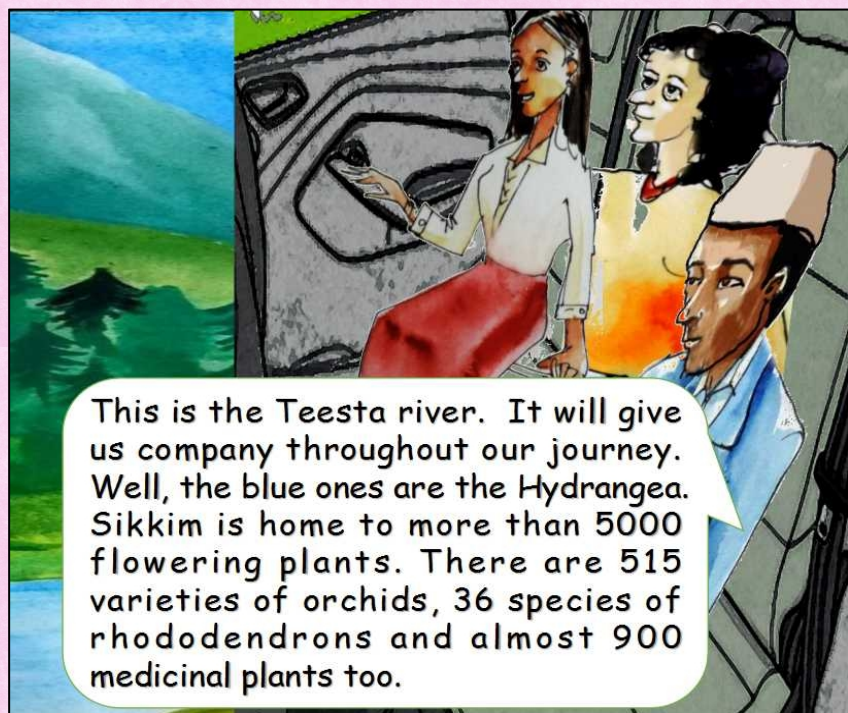
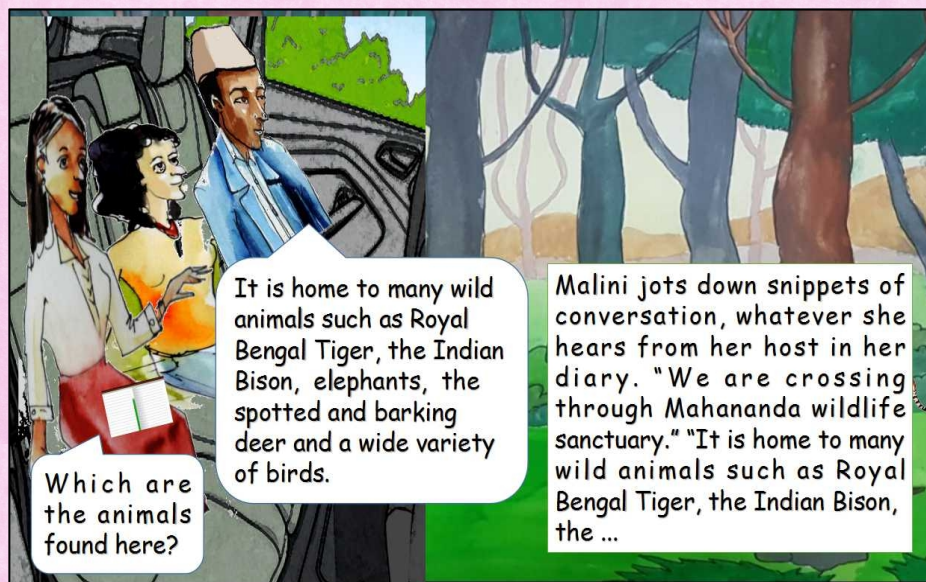
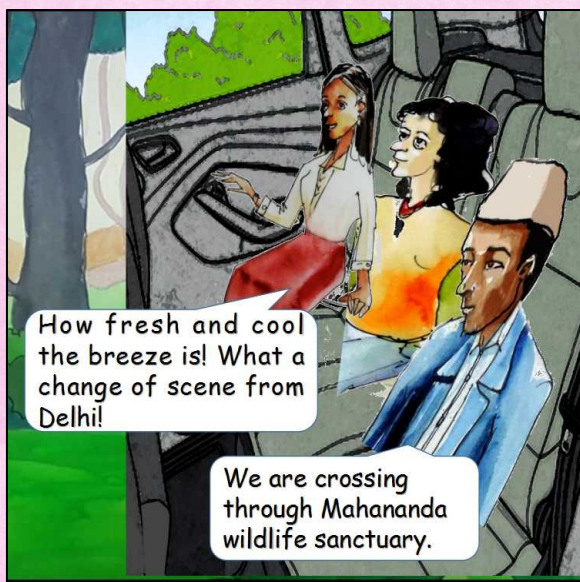
Sema Norgay
Mother of Nema. She is a house wife. She is fluent in Nepali and can converse in broken Hindi and English too. She loves cooking and weaving.





Malini has come to visit her friend Nema, who she had met in an exchange programme, when a group of students from a school in Gangtok had visited her school. Nema was Malini's house guest for three days. She and Nema had formed a close bond of friendship, and it was on her friend's invitation that she had come to visit her. The aeroplane had just landed at Bagdogra airport.



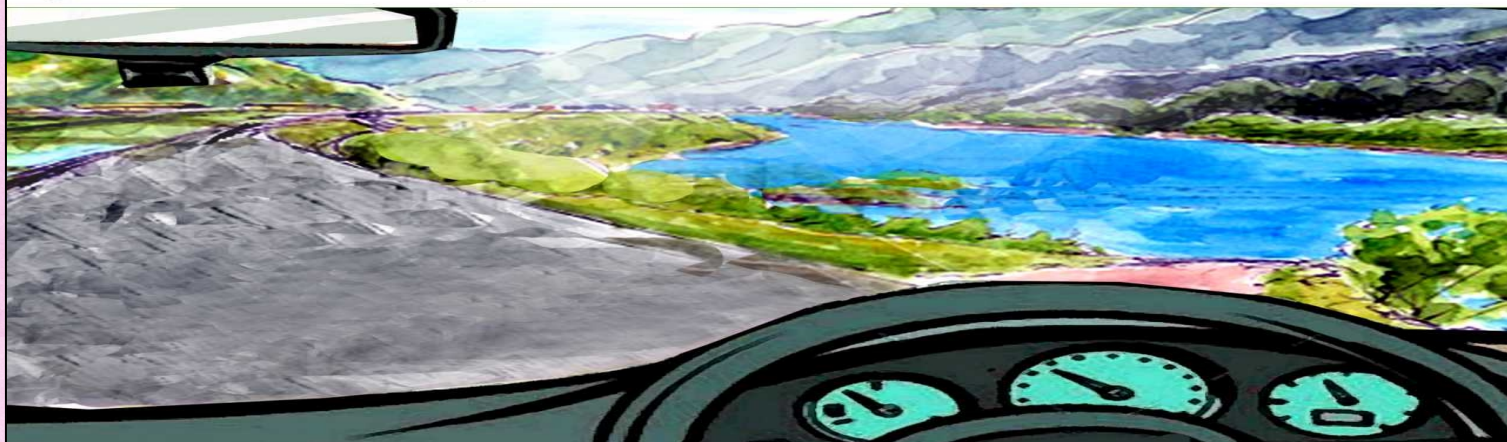


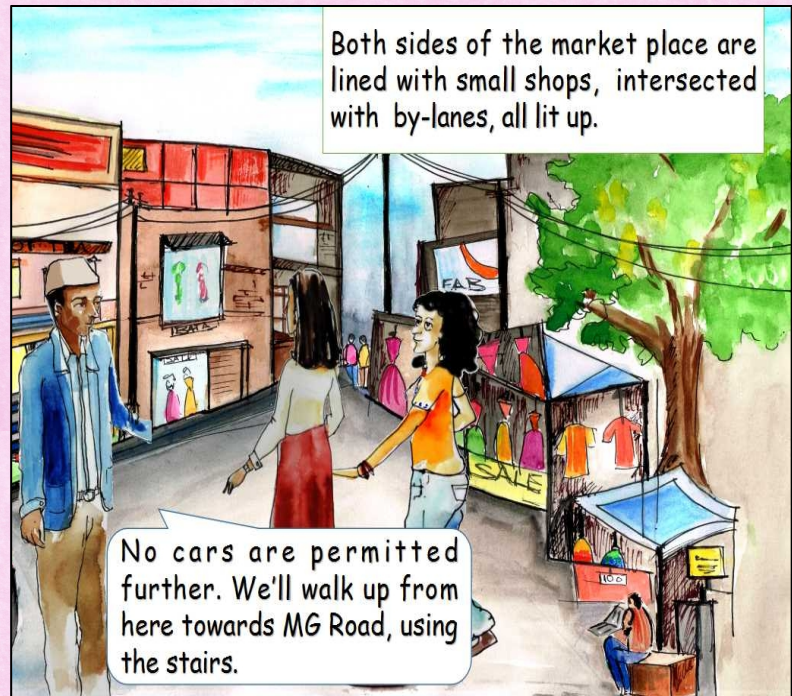
Malini writes in her diary

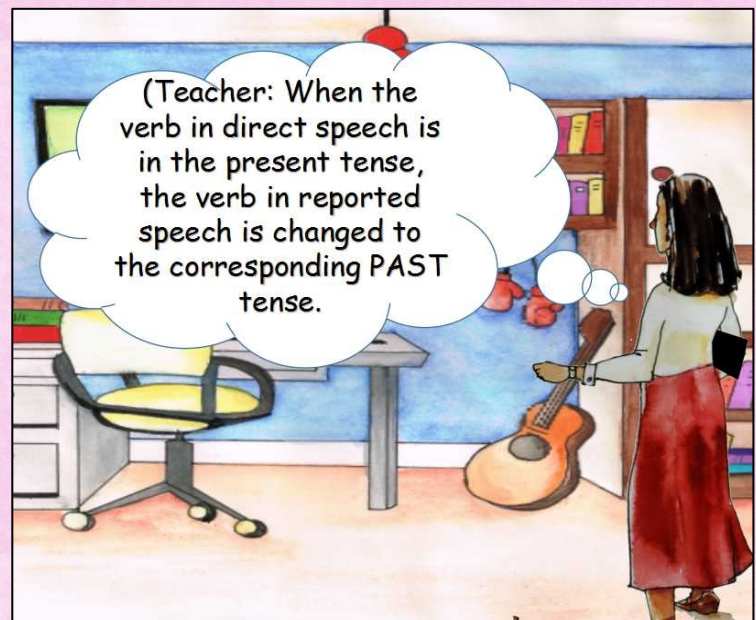
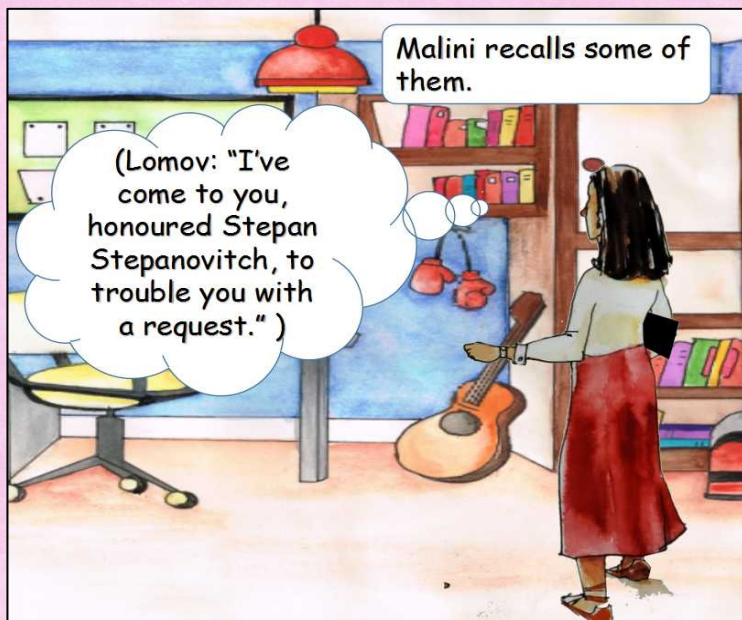
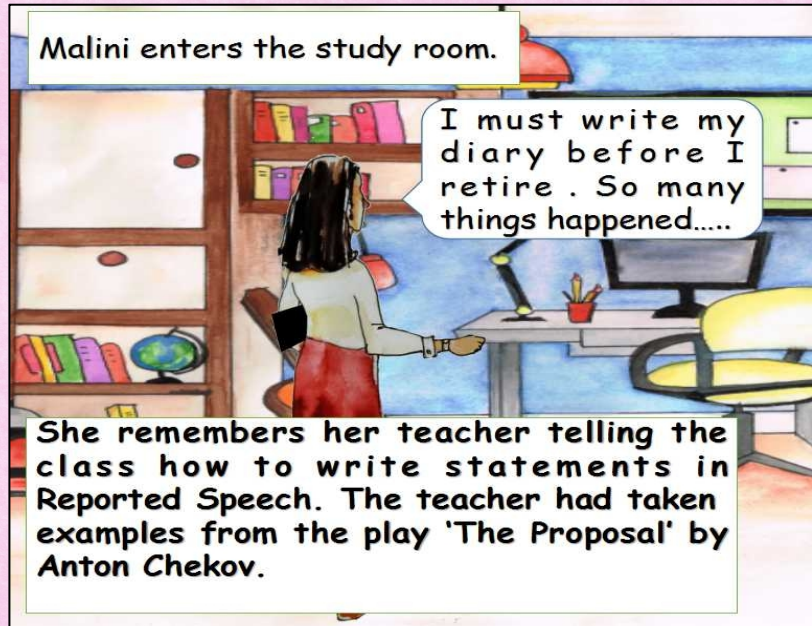
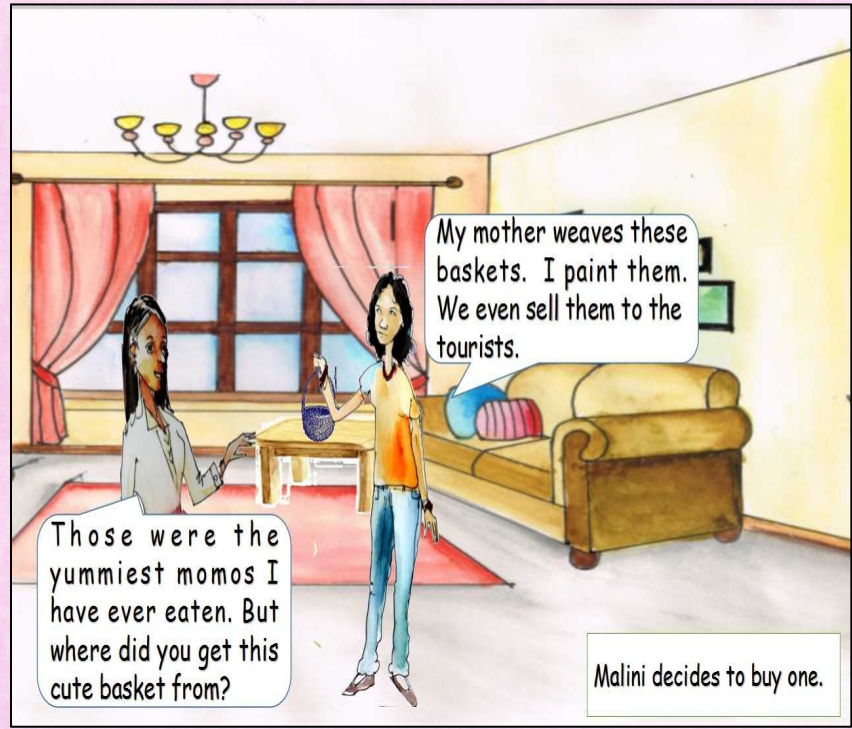
" This is the Teesta river. It will give us company throughout our journey. Well, the blue ones are the hydrangea. You know....."

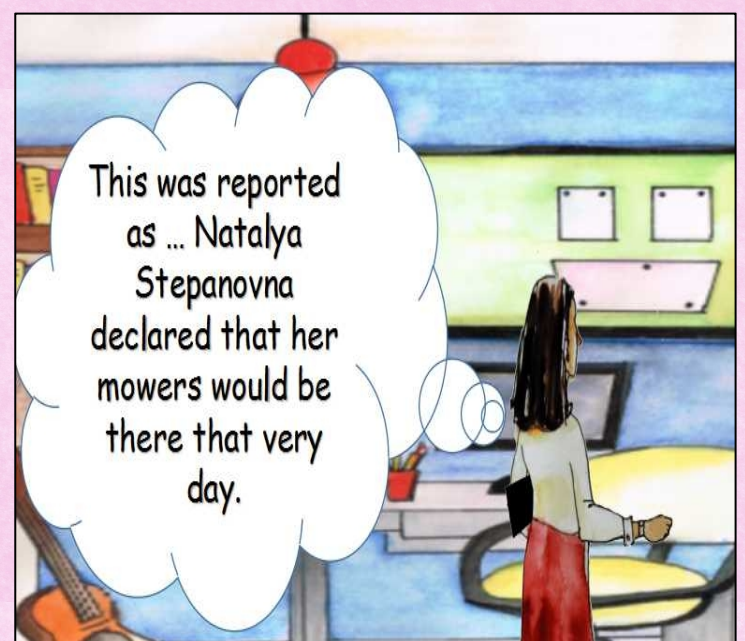
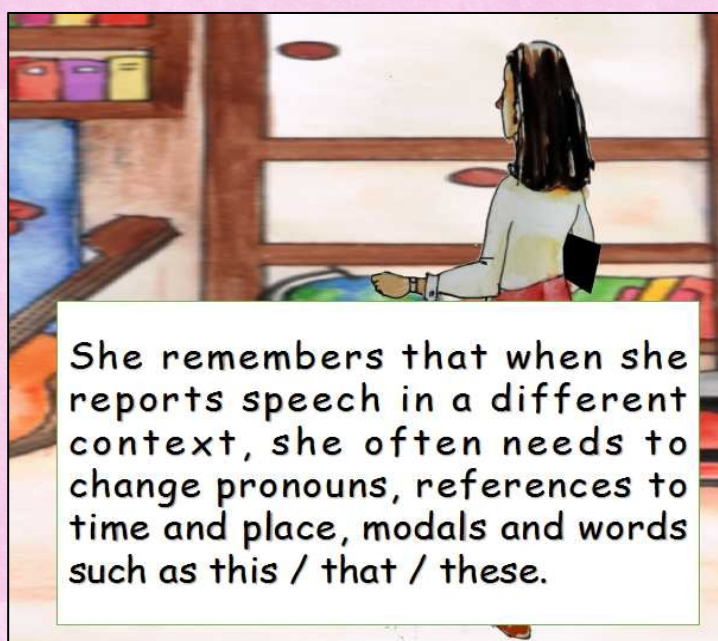
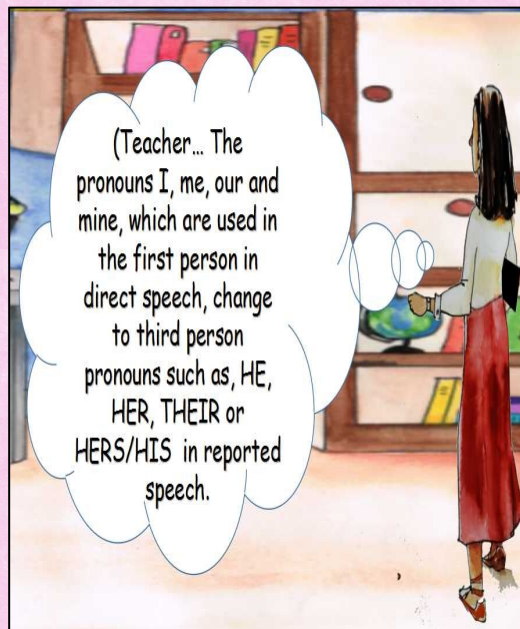
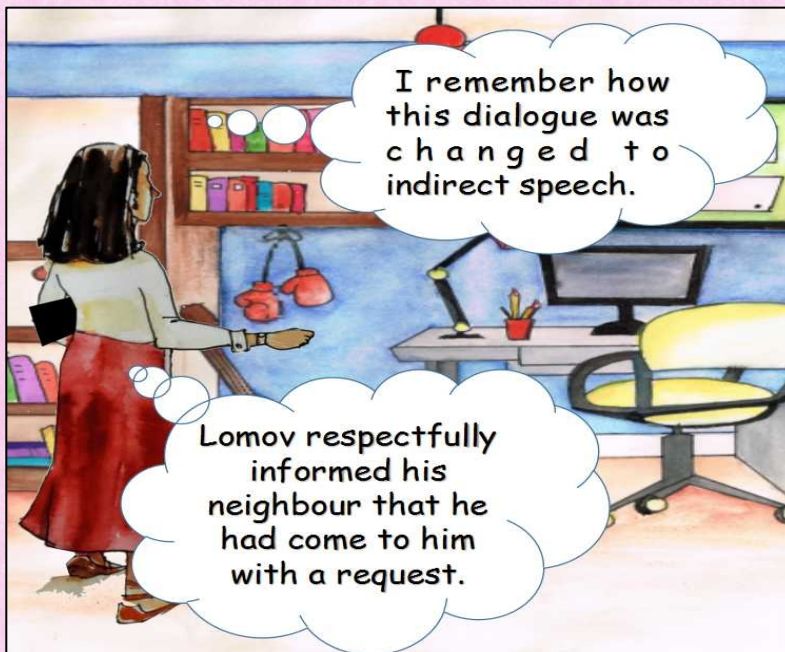


They have travelled for almost 4 hours. Malini can see terraced fields, huts perched high on the hills, made of green tin and the side walls of red brick.

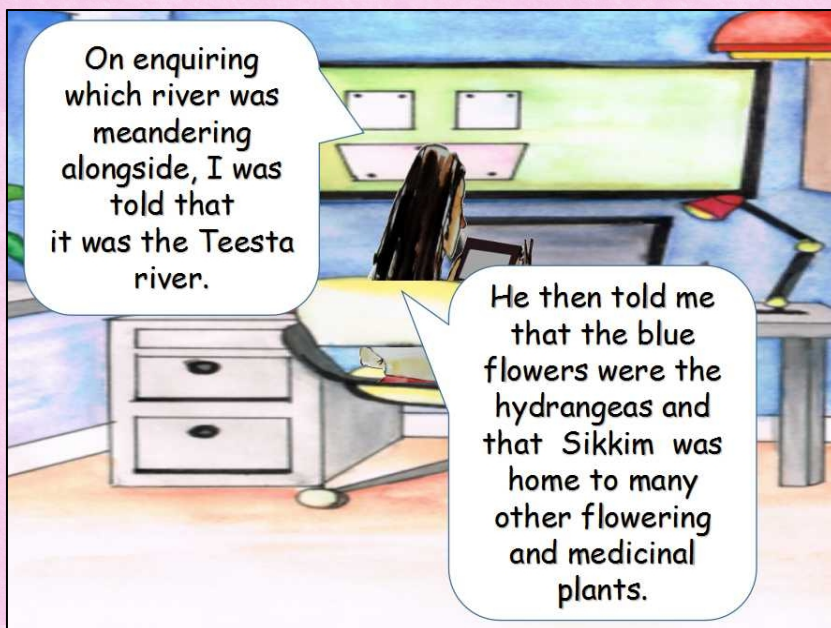
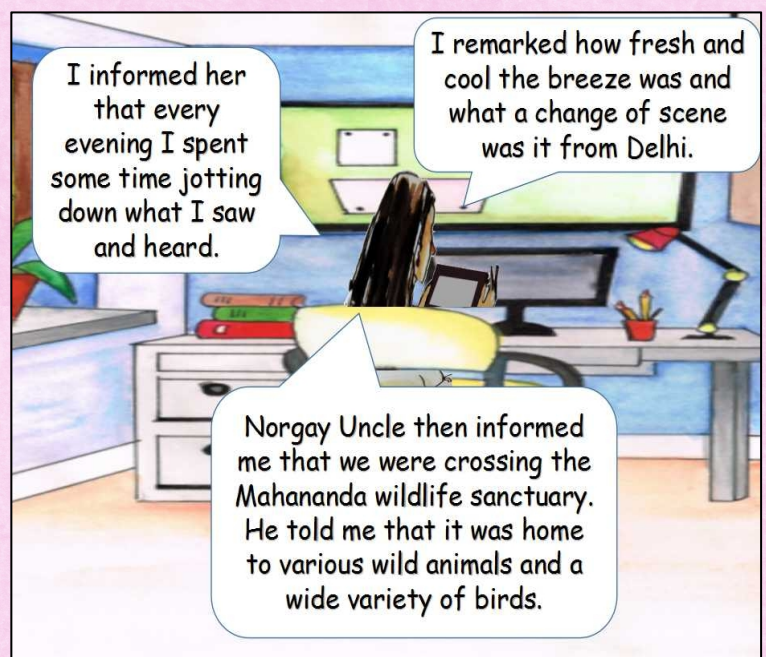
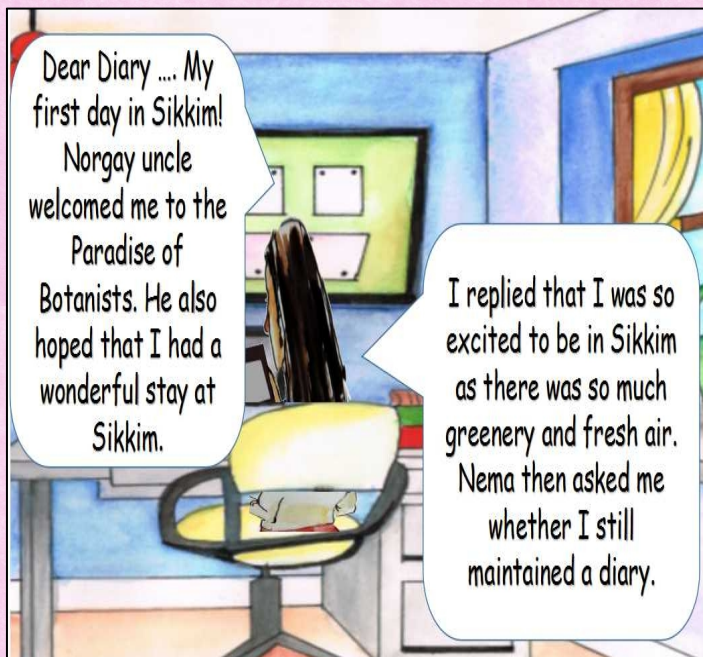








She recalls snippets of the conversations she had earlier in the day.



REPORTING STATEMENTS

DIRECT SPEECH

Some statements that were made in the story:

Norgay: "Hope you have a wonderful stay in Sikkim"

Norgay: "This is Teesta river, it will give us company throughout our journey".

Norgay: "We **are crossing** through Mahananda wildlife sanctuary.

Nema: "Papa will take us to the Rumtek Monastery today."

I said, "Seems I **am** in fairy land. I can almost imagine an elf running out from these cottages!"

REPORTED SPEECH

They have been reported in this way in Malini's diary:

Uncle Norgay hoped that I had a wonderful stay at Sikkim.

Uncle informed me that that is the Teesta river, which would give them company throughout the journey.

While on their way to Gangtok, Norgay told us {that} we **were crossing** through the Mahananda wildlife sanctuary.

Nema informed {that} Papa would take them to the Rumtek Monastery that day.

I remarked {that} it seemed I **was** in fairyland. I added that I could almost imagine an elf running out from those cottages.

REPORTING STATEMENTS

The tense she chooses for a *that* clause is one that is appropriate at the time she is reporting what is said. This means she uses a different tense in the *that*-clause from the one that was spoken by, say, Norgay /or Nema.* Are crossing changes to were crossing, am changes to was.

When Malini reports statements, she often uses a *that*-clause in the reported clause.

She also knows that when the situation described in the **that** - clause is a permanent situation, or still exists, or is relevant to the time she is reporting, she will use a present tense.

Adverb of time and place change in the following ways:
Today... that day
Yesterday... the day before
Tomorrow... the next/ following day
Next week... the following week
A year ago... a year before/ previous year

She remembers that when she reports speech in a different context, she often needs to change pronouns, references to time and place, modals and words such as this / that / these.

She is also aware that the verbs could/would/might ought to/ used to should not be changed in.

DAY 2

Malini woke up to find that Nema was already out of bed. She saw her on the terrace.



Hi, Good morning. What lovely flowers. What are they called?

This is the state flower of Sikkim - The Noble Orchid. I water it a little every day.

There were other plants and flowers, vying with each other in beauty, but none like the noble orchid.



Get dressed quickly. Papa will take us to the Rumtek Monastery today.

Sikkim is also called the Land of Monasteries, isn't it?

Papa will tell you all that and much more. Mummy has made Thupka for breakfast. It's one of the most loved dishes.



Malini quickly went to get dressed. It was going to be an exciting day.

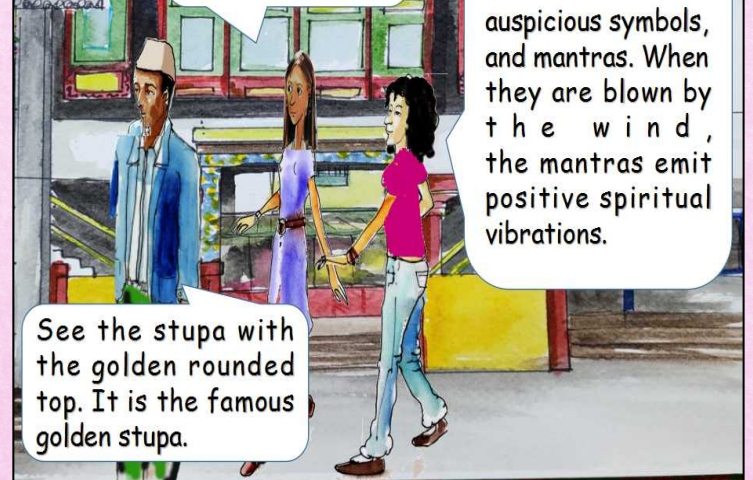
The Thupka was really tasty. Aunt, you must teach me how to make it. I'll have it often at home too.



In the evening. Right now, Uncle is getting impatient.

As promised, Uncle dived into the history of Sikkim as soon as the car started...

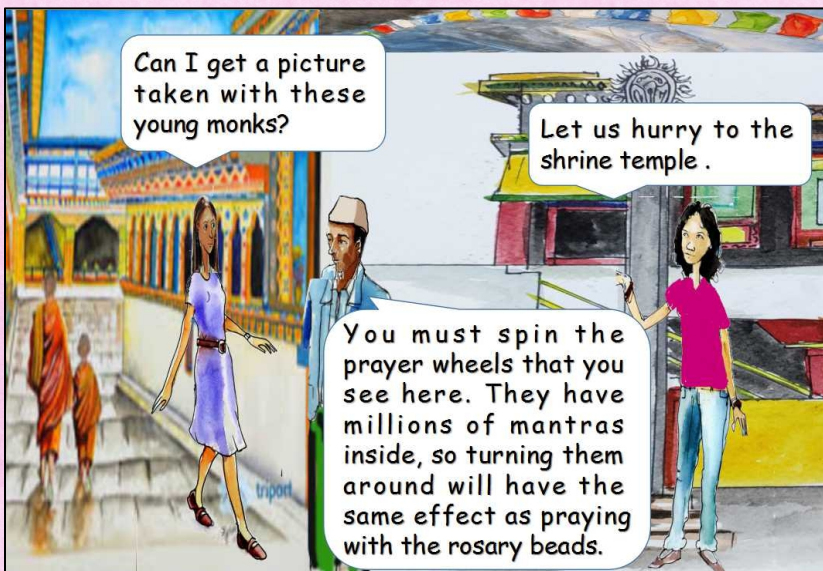
What are these small colourful flags fluttering with the breeze?



These are Tibetan prayer flags inscribed with auspicious symbols, and mantras. When they are blown by the wind, the mantras emit positive spiritual vibrations.

See the stupa with the golden rounded top. It is the famous golden stupa.

Can I get a picture taken with these young monks?



Let us hurry to the shrine temple.

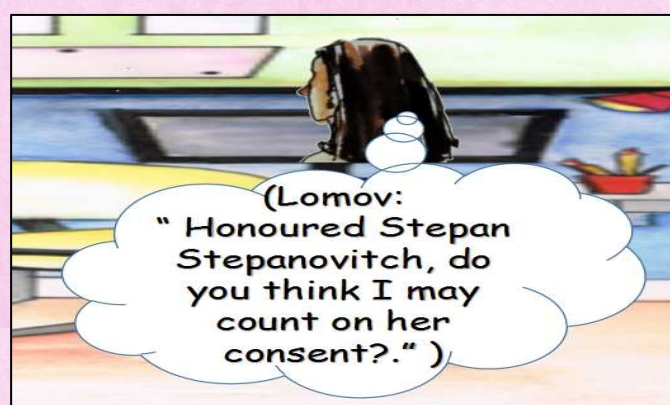
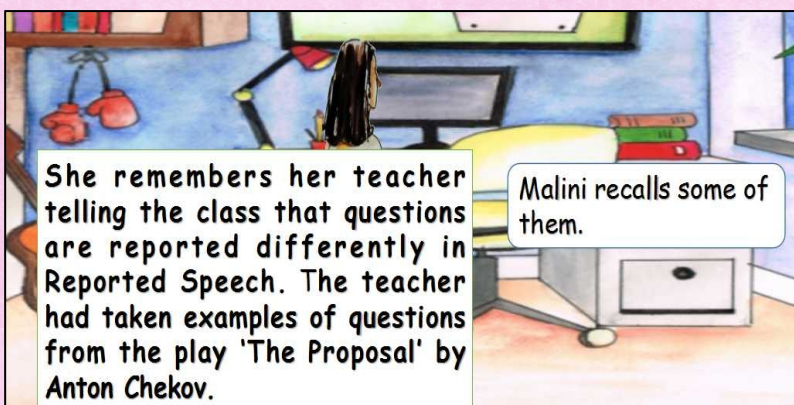
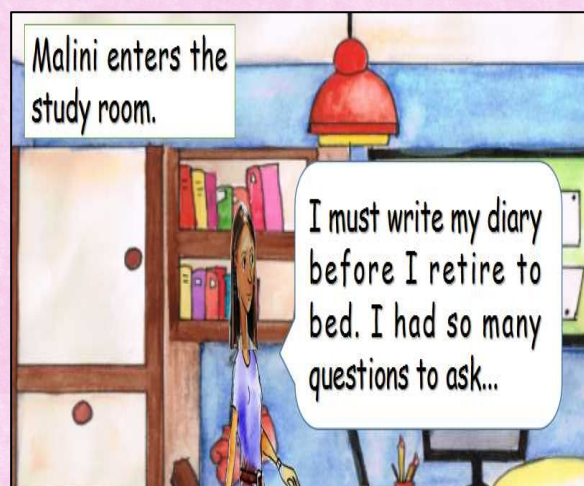
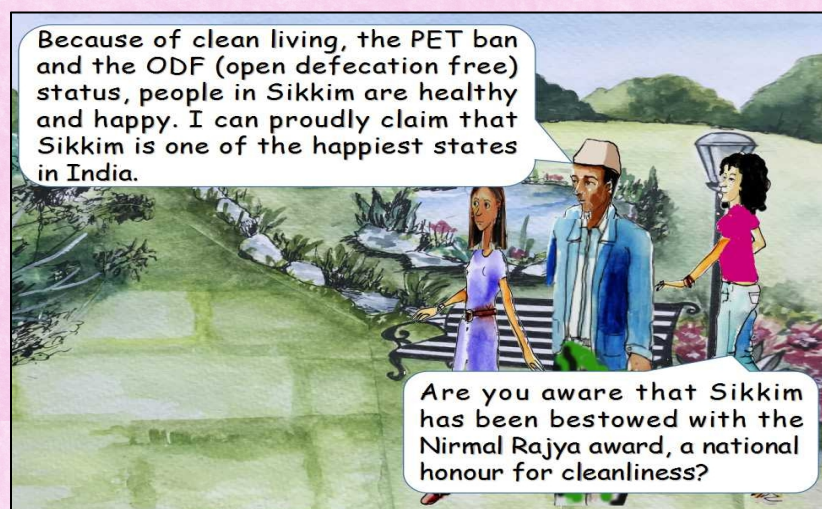
You must spin the prayer wheels that you see here. They have millions of mantras inside, so turning them around will have the same effect as praying with the rosary beads.

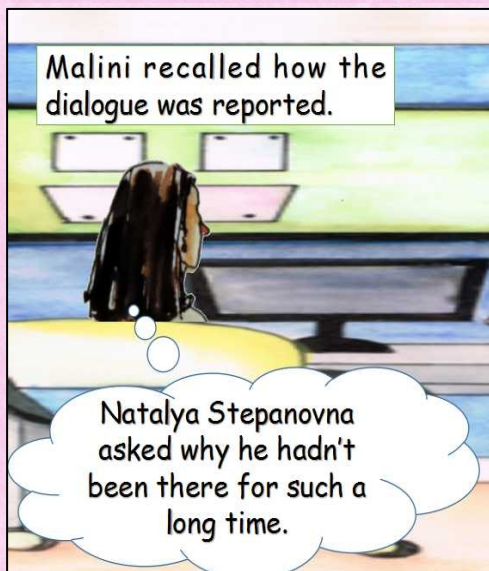
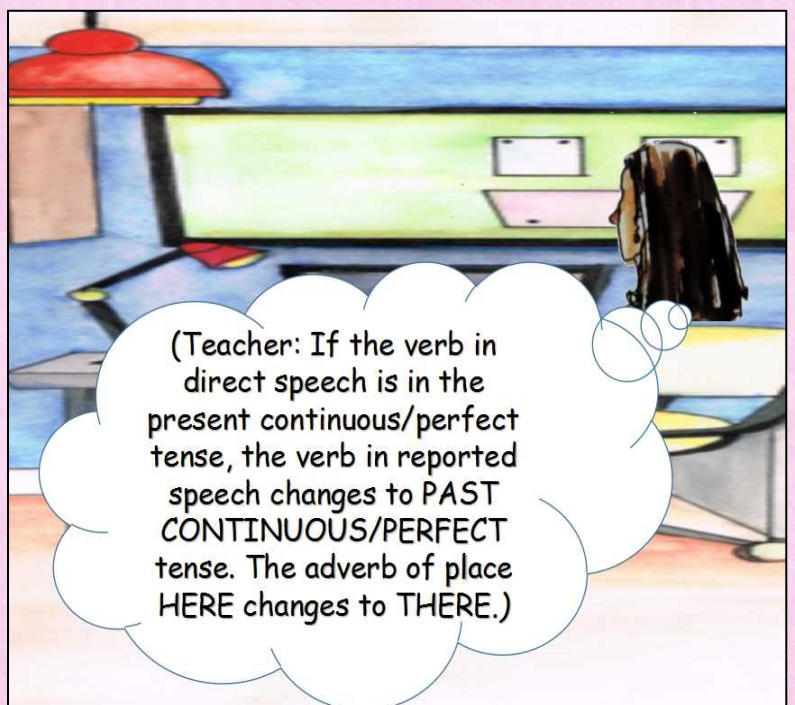
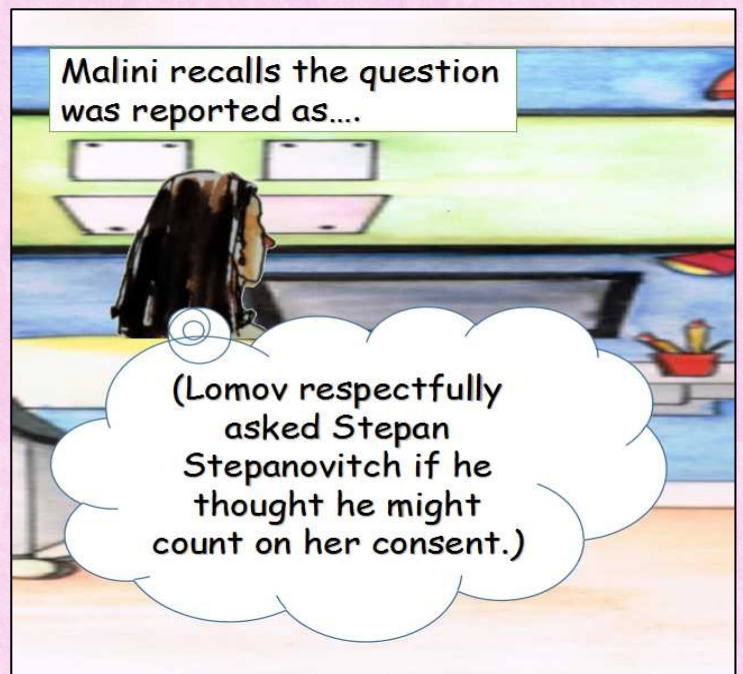
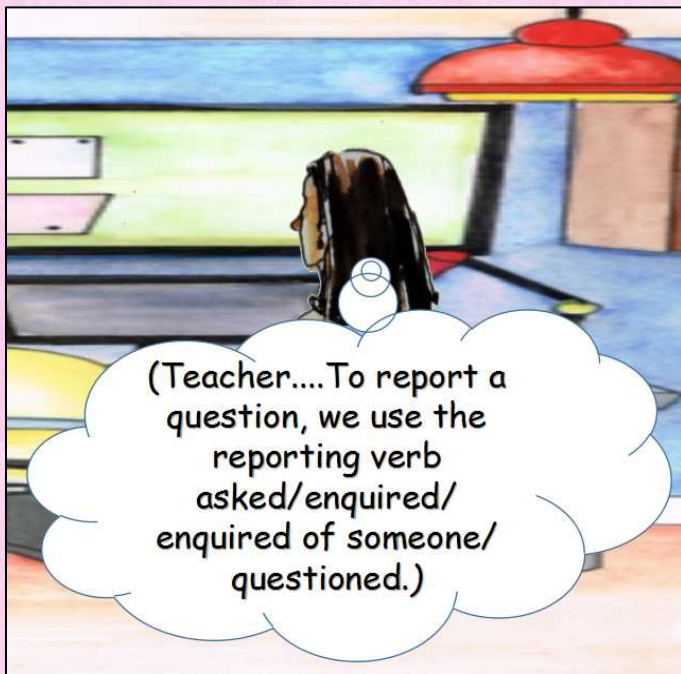
You will see many Thangka paintings in bright colours, wall murals, and a religious text, telling the story of how Buddha's followers brought Buddhism to India.

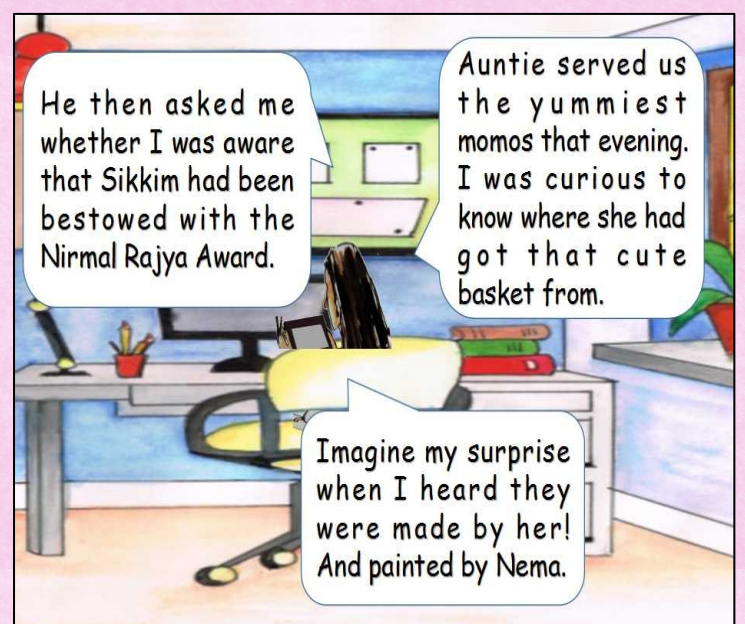
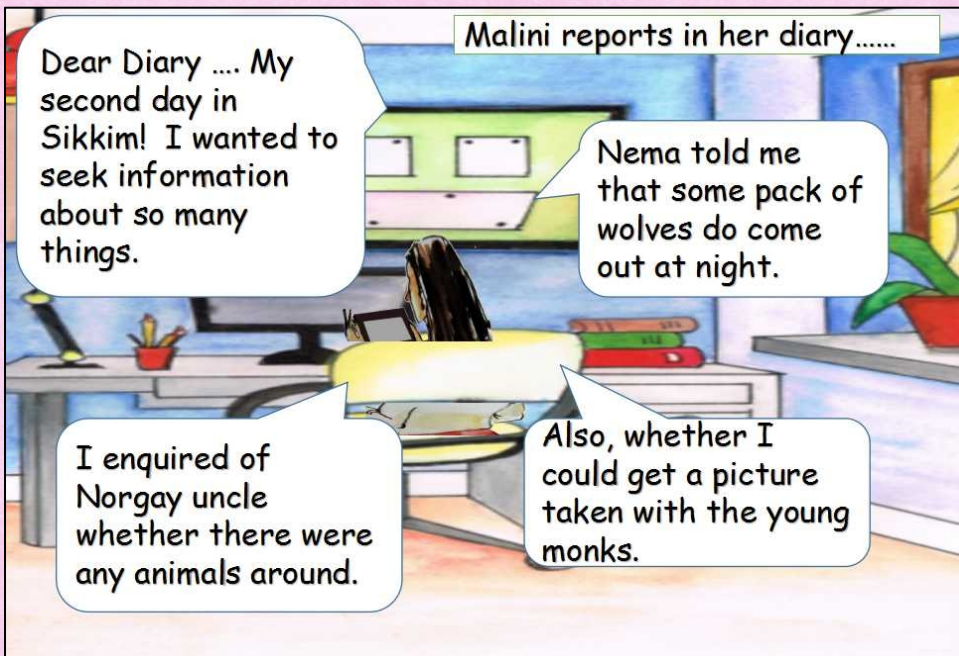


The Golden Stupa is made of real gold adorned with turquoise and corals.

Malini notes down everything.







REPORTING QUESTIONS

DIRECT SPEECH

Some questions that were asked in the story:

Malini: "Are there any wild animals around?"

Malini: "Can I get a picture taken with the young monk?"

Malini: "What are these small colourful flags fluttering with the breeze?"

Norgay uncle: (to one of the tourists)

"Why do you litter this place? I like my place to be clean. Our state is plastic free."

Norgay: "Are you aware that Sikkim has been bestowed with the Nirmal Rajya award, a national honour for cleanliness?"

Malini: "Where did you get this cute basket from?"

REPORTED SPEECH

They have been reported in this way in Malini's diary:

I enquired of Norgay uncle whether there were any wild animals around.

Also, whether I could get a picture taken with the young Monk.

I then questioned further what those small colourful flags fluttering with the breeze were.

He chided one of the tourists by asking him why he littered that place.

He then asked me whether I was aware that Sikkim had been bestowed with the Nirmal Rajya award, a national honour for cleanliness.

I was curious to know where she had got that cute basket from.

REPORTING QUESTIONS

Malini is aware that tenses, pronouns and possessive adjectives change and adverbs of time and place change as in statements.

When the question in direct speech begins with a question word, (when, what, why, where, who, how, etc.) the question word is repeated when reporting the question.

Questions beginning with will you/would you/could you are questions, but may also be requests or commands. These can be reported by using **if** or the **to-infinitive**

The interrogative form of the verb changes to the affirmative form. The question mark (?) is therefore omitted in reported questions.

If the introductory verb is **say** or **said**, it must be changed to a verb of inquiry, eg ask, inquire, wonder, want to know, interrogated, etc.

If there is no question word, and the question is a simple yes/no question, we can use either **if** or **whether**. If is more usual. Whether can emphasise that a choice has to be made. Eg, "Will you stand still?" He shouted at me **to stand** still.

MULTIPLE CHOICE QUESTIONS.

I. Choose the correct option to fill in the blanks to complete the narration.

Sir: Why are you late again today?

Boy: I am not feeling well.

Sir: What is the trouble with you?

Boy: I am suffering from cold and cough.

The teacher asked the boy (i) _____. The boy replied (ii) _____.

The teacher again asked (iii) _____. The boy said that he was suffering from cold and cough.

(i)

- (a) why was he late again that day
- (b) why he was late again that day
- (c) that why he was late again that day
- (d) he was late why again that day

(ii)

- (a) that he was not feeling well
- (b) he was not feeling well
- (c) I was not feeling well.
- (d) that I was not feeling well

(iii)

- (a) that what was the trouble with him
- (b) what the trouble was with him
- (c) what had been the trouble with him.
- (d) what was the trouble with him.

II. Read the dialogue given below. Choose the correct options to complete the narration.

Interviewer: So, why do you want to be a computer programmer?

Ravi: Well, I don't like working in a fast food restaurant and I want to make more money.

Interviewer: I see. Do you have any experience?

Ravi: No, but I am a fast learner.

Interviewer: What kind of a computer do you use?

Ravi: Computer? Uhm... let me see. I can use a Mac. I also used Windows 95 once.

Interviewer: We will get back to you later.

Ravi recently attended an interview for the selection for the post of computer programmer. At the interview he was asked (i)_____.

To this he replied that (ii) _____.

When the interviewer asked whether he had any experience, he replied that he was a fast learner.

Finally, the interviewer wanted to know (iii) _____.

Ravi replied that (iv) _____.

Finally, the interviewer said that they would get back to him later.

(i)

- (a) why he wanted to be a computer programmer.
- (b) that why he wanted to be a computer programmer.
- (c) why he wants to be a computer programmer.
- (d) why does he want to be a computer programmer.

(ii)

- (a) he don't likes working in a fast food restaurant and wants to make more money.
- (b) he doesn't like working in a fast food restaurant and he wants to make more money.
- (c) that he did not like working in a fast food restaurant and wanted to make more money.
- (d) he did not like working in a fast food restaurant and wanted to make more money.

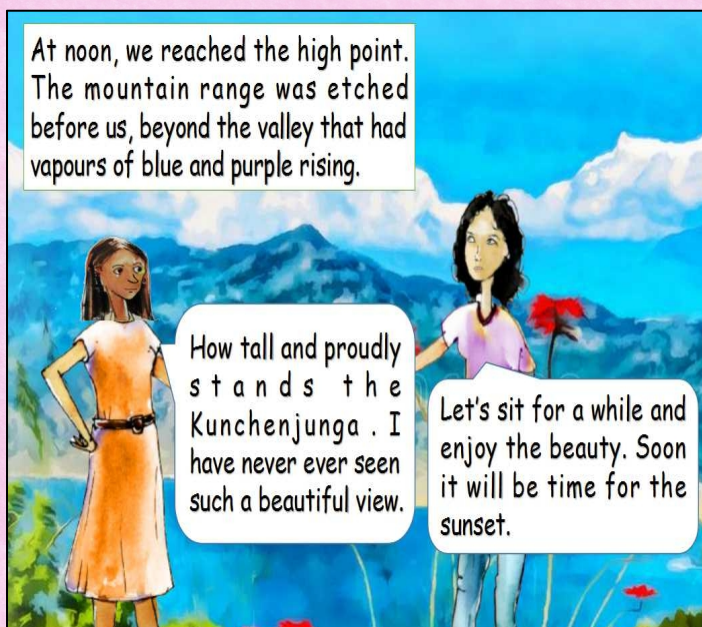
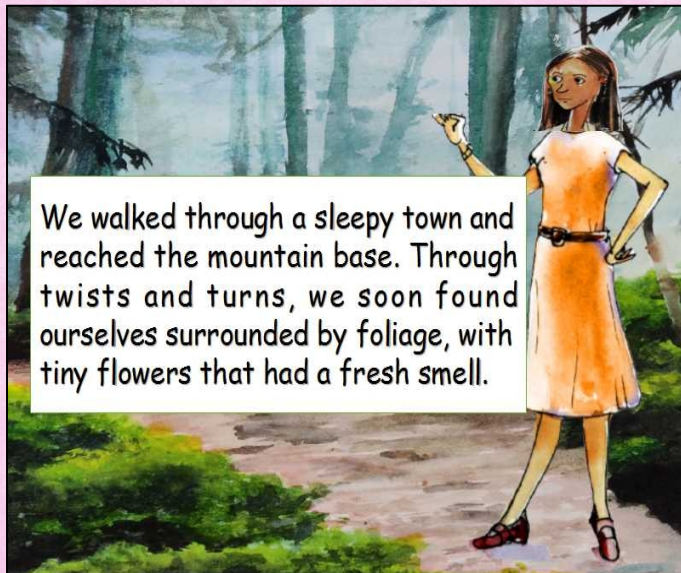
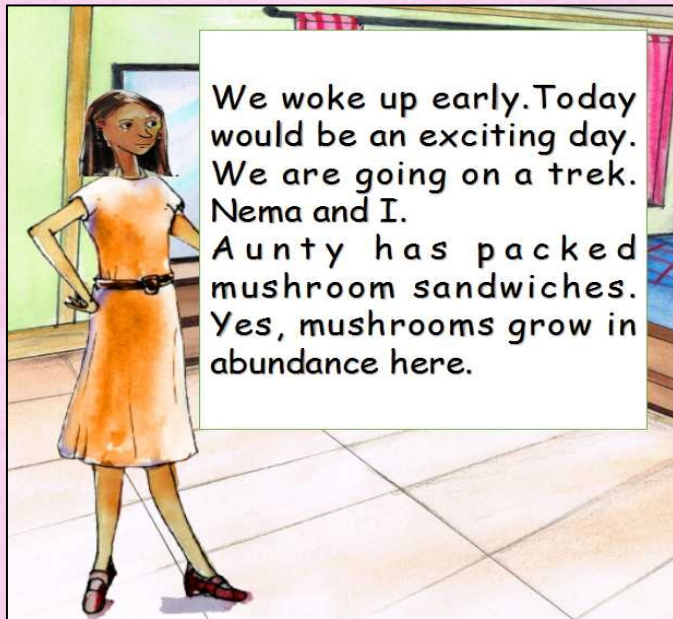
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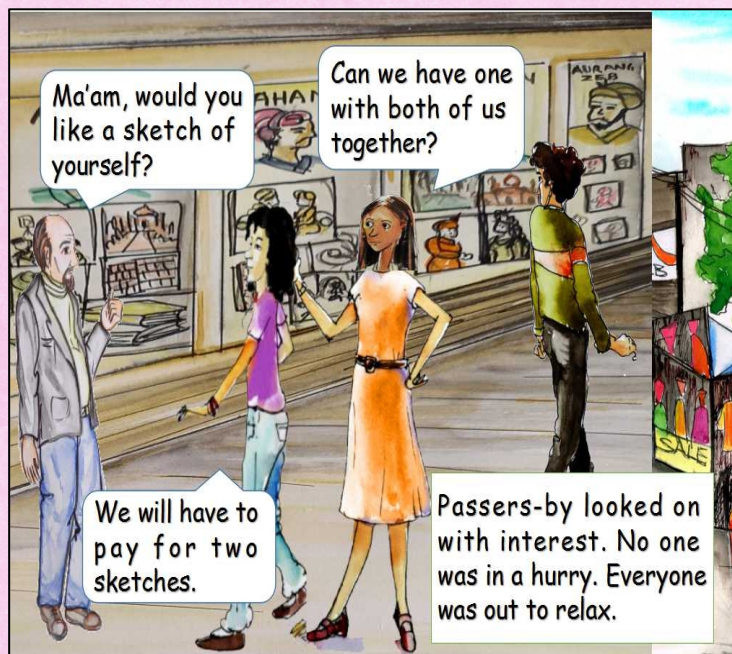
- (a) that what kind of a computer is used by him.
- (b) what kind of a computer he does use.
- (c) what kind of a computer does he use.
- (d) that what kind of a computer he does use.

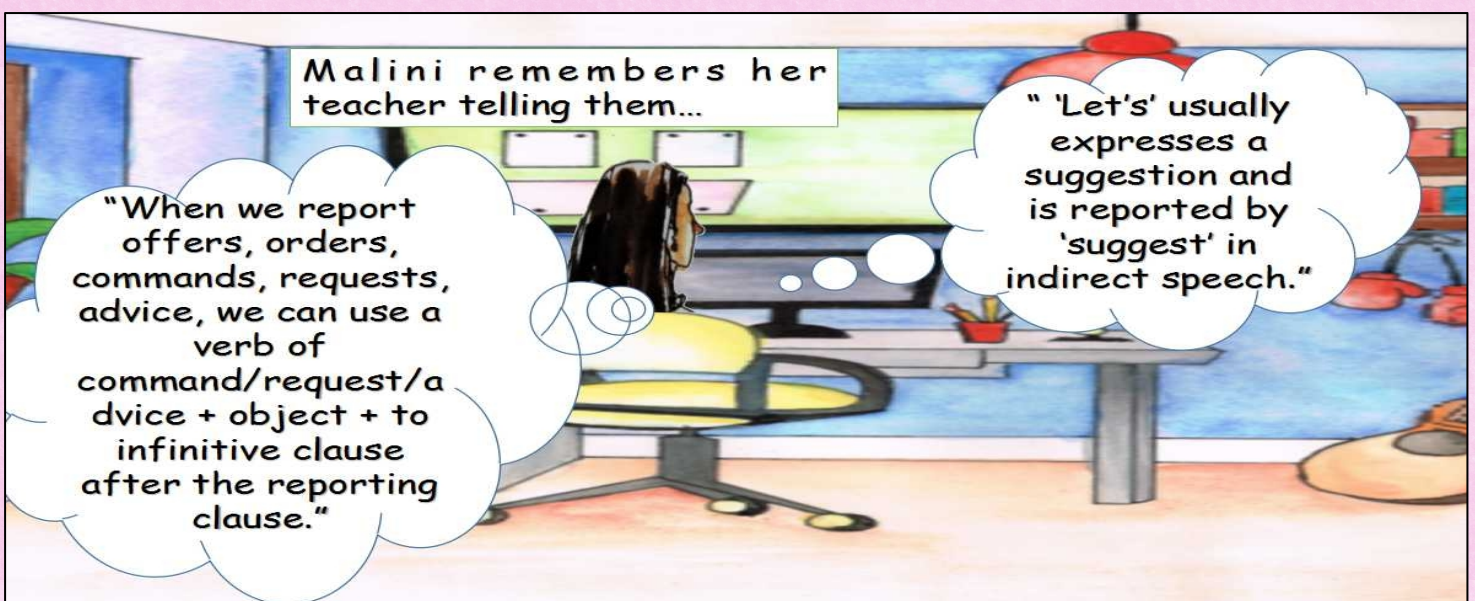
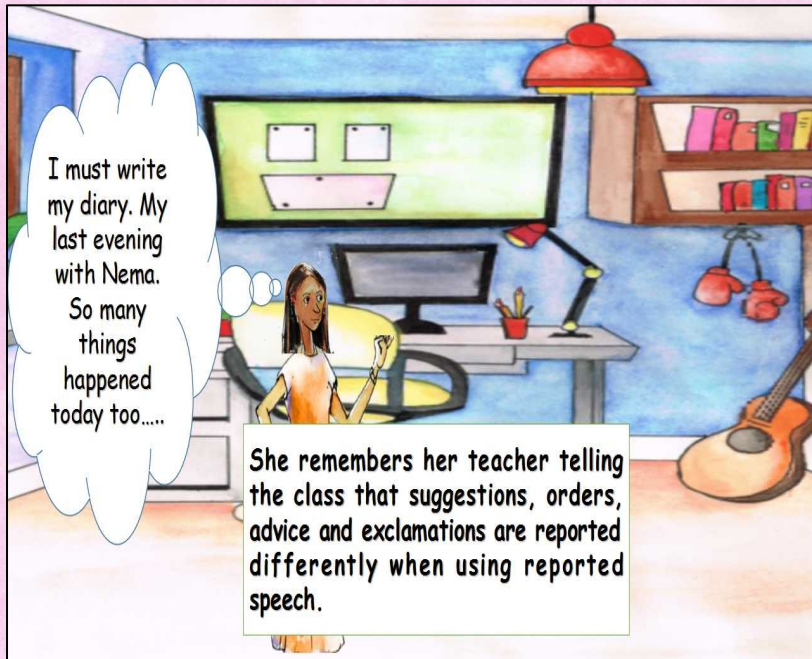
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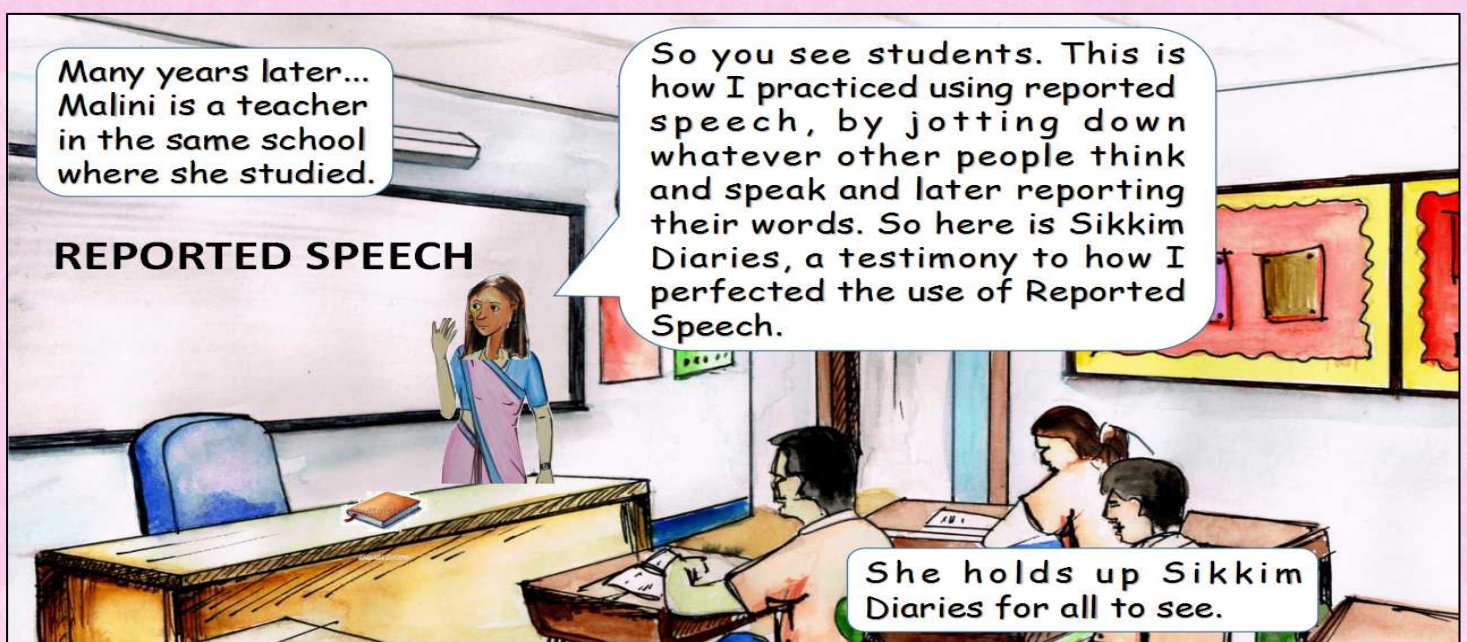
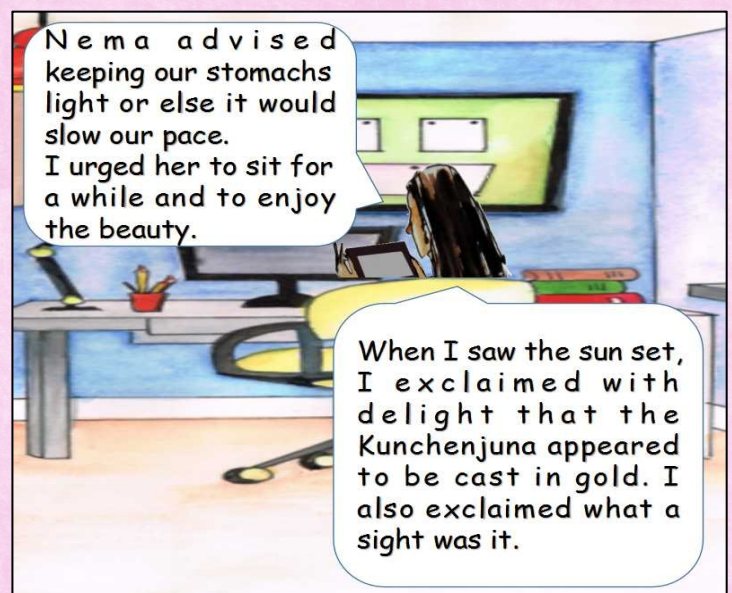
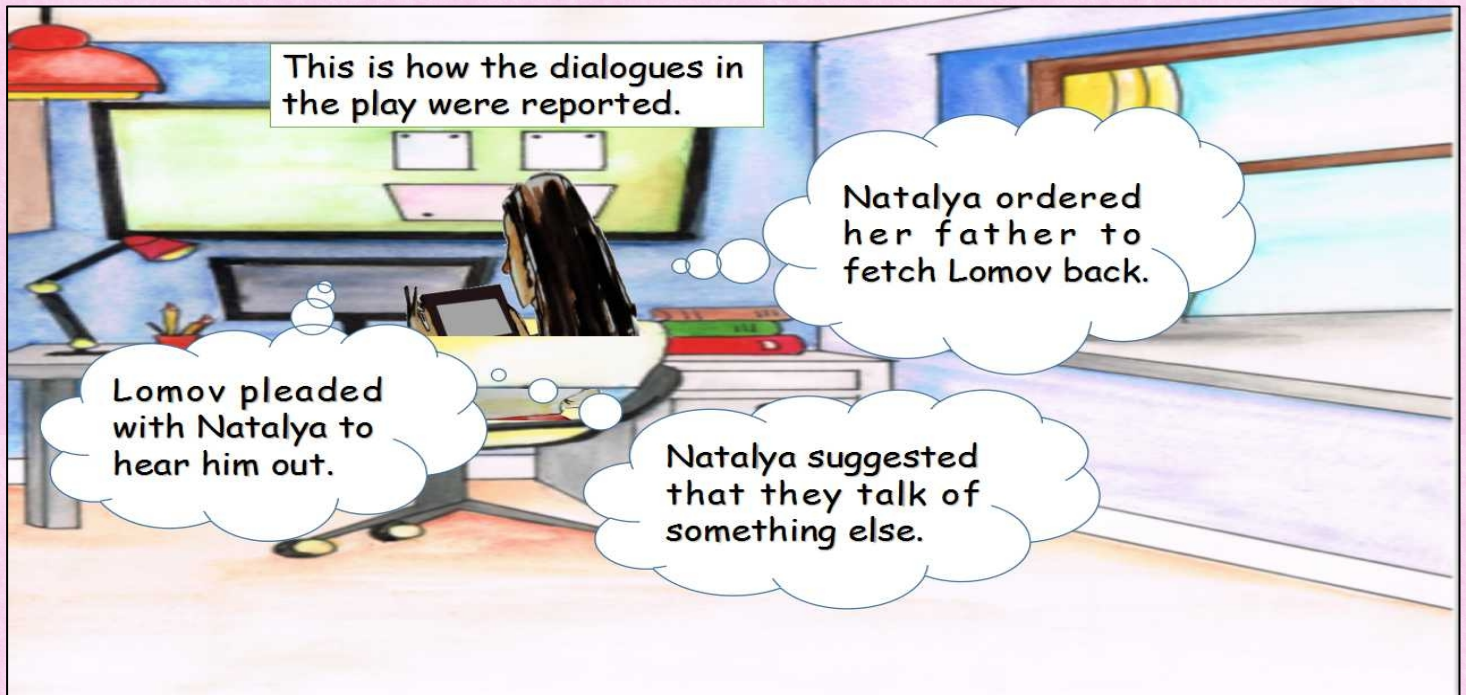
- (a) that he could use a Mac and had also used Windows 95 once.
- (b) that he can use a Mac and has also used Windows 95 once.
- (c) he could use a Mac and had also used Windows 95 once.
- (d) that he can use a Mac and had also used Windows 95 once.

DAY 3









REPORTING Commands, requests, advice, suggestions, exclamations

DIRECT SPEECH

Some commands, requests, advice, exclamations that are included in the story:

Nema: "Be careful! Some may give you an itching allergy."

Malini: "Let us have the sandwiches Auntie has packed for us."

Nema: "Well, we should keep our stomachs light or else it will slow our pace."

Nema: "Let's sit for a while and enjoy the beauty. Soon it will be time for the sun set."

Malini: "See Nema! The Kunchenjuna now appears to be cast in gold, as the sun rolls down, the other peaks too have an orange hue. What a sight!"

REPORTED SPEECH

They have been reported in this way in Malini's diary:

Nema cautioned me **to be** careful as some plants might give me an itching allergy.

I suggested **that we have the sandwiches** Auntie had packed for us.

Nema suggested **keeping** our stomachs light or else it would slow our pace.

I urged her **to sit** for a while and to enjoy the beauty.

When I saw the sun set, I **exclaimed with delight** that the Kunchenjuna appeared to be cast in gold. I squealed in delight and **exclaimed what a sight was it**.

REPORTING Commands, requests, advice, suggestions, exclamations

When we report offers, orders, commands, requests, advice we can use a verb of command/request/advice + object + to infinitive clause after the reporting clause.
He told *Tom* **to lie** still.

Exclamations usually become statements in indirect speech. The exclamation mark disappears. Exclamations beginning with **What....** or **How....** can be reported by **exclaim/say that** or by **giving an exclamation of delight**.

Other types of exclamations such as **Good! Marvellous! Oh! Splendid!** can be reported as **give an exclamation of** delight/horror/relief/surprise/disgust.
Eg he gave an exclamation of satisfaction.

Some verbs cannot be followed by an object before a to infinitive clause, eg. I'll take you to town ---She **offered to take** me to town. (not she offered me to take) Other verbs of this kind include hope, promise, agree, demand, threaten, volunteer.

Let's usually expresses a suggestion and is reported by **suggest** in indirect speech.
Eg. Nema suggested **keeping** our stomachs light or else it would slow our pace.

After verbs such as advise, insist, order, suggest we use a **that-clause** but not a **to-** infinitive clause.
Eg I suggested **that we have the sandwiches** Auntie had packed for us.

RECAPITULATION

General rules for changing Direct Speech to Indirect Speech:

*If the reporting verb is in the *present* or *Future* tense, the tense of the verb in the Direct speech does not change.

Eg. PAUL (phoning from the station): *I'm trying to get a taxi.*

ANN (to Mary, who is standing beside her): Paul says he *is trying* to get a taxi.

**If the reporting verb is in the *Past Tense*, the tense of the verb in the Reported changes as follows:

Direct Speech

Is/am/are

Was/were

Has/have

Present Simple

Present Continuous

Present Perfect

Present Perfect Continuous

Past simple

Past Continuous

Past Perfect

Indirect Speech

was/were

had been

had

Past Simple

Past Continuous

Past Perfect

Past Perfect Continuous

Past Perfect

Past Perfect Continuous

Past Perfect

(a) Change in Personal Pronouns:

- The pronouns of the *First Person* (I, me, my, mine, we, our, us, ours) change into the person and gender of the *subject* of the *reporting verb*.
- The pronouns of the *Second Person* (you, your, yours) change into the person and gender of the *Object* of the *reporting verb*.
- The pronouns of the *Third Person* do not change.

(b) Change in words and expressions of Time and Place:

*Words and expressions showing nearness in time and place in the Direct Speech are changed into words and expressions showing *distance*.

Direct Speech

Now
Tomorrow
Last night
Later
The day after tomorrow
Today
Tonight
Yesterday
Ago

Indirect Speech

then
the next day/the following day
the previous night/the night before
after
in two day's time
that day
that night
the previous day/ the day before
before

(c) Other changes:

Direct Speech

This
Here
Bring
Come
These

Indirect Speech

that
there
take
go
those

CROSSWORD

Reporting verbs:- Why are they important in Reported Speech.

There are a variety of reporting verbs that can be used when we talk about or report other people's thoughts and words. It is repetitive and boring to write "He told me...." or "He said...." over and over again. These verbs can be used to great effect, but the difficulty is that there are many, each having a different meaning.

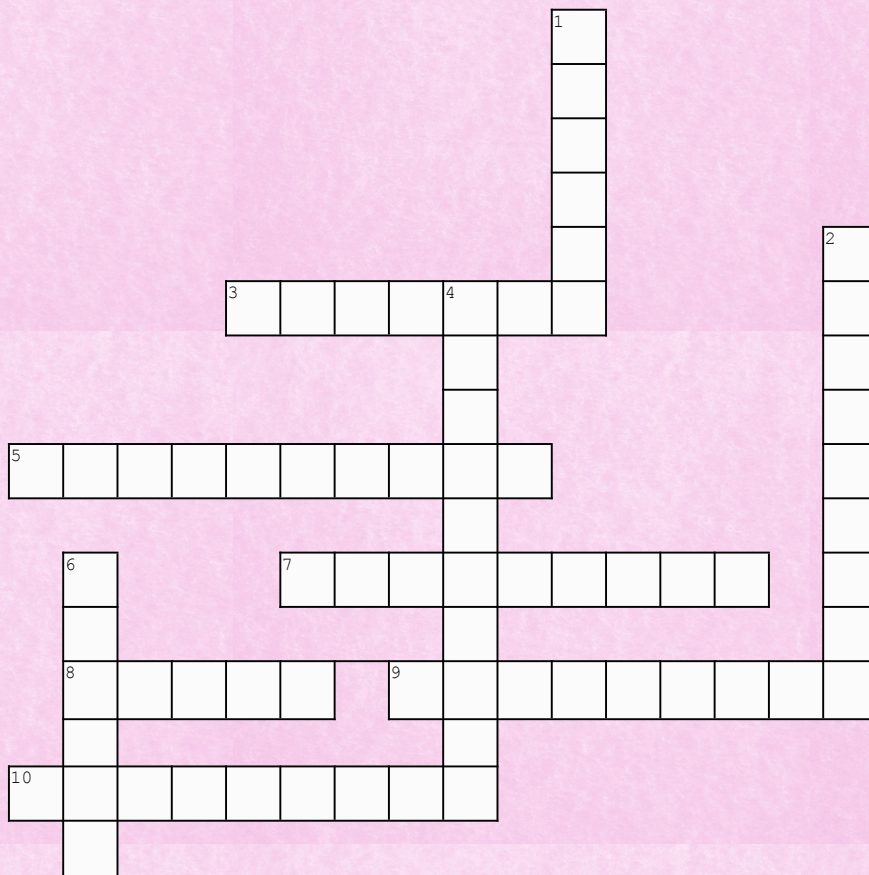
Given below is a choice of reporting verbs. Choose the most appropriate reporting verb from the list, using each verb once only, to complete the sentences. Then complete the crossword puzzle with the correct reporting verb across and down

announced
moaned

boasted
protested

confessed
warned

asked
maintained



Across:

3. She _____ that she easily beat everyone in the race.
5. The teacher _____ that the student will not have any trouble with reporting verbs.
7. She _____ that she had known nothing about the weapons.
8. She _____ whether she could borrow a pencil.
9. She _____ that she had found her keys.
10. The Foreign Minister _____ that the peace talks should be opened.

Down:

1. The article _____ the reader about the effect of alcohol on memory.
2. She _____ that at first, she was confused with the question.
4. The secretary _____ that if she did not get a pay raise, she would resign.
6. Rosa _____ that it was an extremely warm day.

? QUESTION TIME

Choose the option that lists the set of statements that are NOT TRUE, based on your understanding of Reported Speech.

1. If the introductory verb is 'say' or 'said' in a question in Direct speech, it must be changed to a verb of inquiry eg, ask, inquire, want to know etc. when reporting it.
2. Pronouns and possessive adjectives in the third person change to first / third person in Indirect Speech.
3. No change is needed in the expression 'the day after tomorrow' in the situation that is being reported in Indirect speech.
4. Choosing a present tense in the that – clause emphasises that the situation being reported still exists or is still relevant when we report it.
5. When the situation described in the that- clause was already in the past when it was spoken about originally, we usually use the past perfect to report it .
6. Verbs that can be used in a reporting clause, before the that – clause, when reporting Questions include advise, beg, command, demand, instruct, request, warn.
7. We can use whether / if even when the direct question begins with a question word.

Option a) 1, 3, 4, 7

Option b) 2, 3, 6, 7

Option c) 2, 3, 5, 6

Option d) 1, 2, 6, 7

GLOSSARY

1. Reported Speech - a speaker's words reported in a subordinate clause, eg. a **that-Clause**, governed by a reporting verb, with the required changes of person and tense (e.g. he said that he would go)

2. Reporting Verb - a reporting verb is a verb (such as say, tell, believe, reply, respond, or ask) used to indicate that the discourse is being quoted or paraphrased. Other reporting verbs that can be used in different contexts are indicates, comments, notes, observes, believes, points out, emphasizes, advocates, reports, concludes, underscores, mentions, finds etc. They should not be overused when writing dialogue, as using a bunch of "he said" "she said" gets distracting for the reader.

3. Statements – something that you say or write that expresses an opinion.

4. Commands – to tell or order somebody to do something

5. Suggestions – putting an idea into a person's mind; giving advice about what to do

6. That - clause – a "that"-clause is a subordinate clause that usually begins with the word that. When we report statements, we often use a that-clause in the reported clause: eg He said (that) he was enjoying his work.

7. Pronouns – a word that is used instead of a noun or a noun phrase.

8. Modals – a modal is a verb that combines with another verb to indicate mood or tense. A modal, also known as a modal verb, expresses necessity, uncertainty, possibility, or permission. eg can, could, may, might, must, shall, should, will, would etc.

9. Tense (plural – tenses) – a form of a verb that shows if something happens in the past, present or future. It is a method used to indicate the time, and sometimes the continuation or completeness, of an action or state in relation to the time of speaking.

10. Possessive adjectives – The possessive adjectives are my, your, his, her, its, our, their, and whose. A possessive adjective sits before a noun (or a pronoun) to show who or what owns it.

11. to- infinitive - The to infinitive can be used to express purpose or necessity after a verb, followed by a pronoun or a noun. Eg. purpose: I brought it to read on the train = so that I could read it. Eg. necessity: There is work to do! = work that must be done.

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FROM THE PRINCIPAL'S DESK

Dear readers,

‘Change is the only constant’, so said a wise man from the past. And so true indeed!

With the coming of the National Education Policy 2020, the focus of education is shifting to more student centric education, and thus the need to produce the content in a way which can be easily understood by the students.

The Central Board of Secondary Education has also brought in alterations in the way education was being imparted in the classrooms of the nation. Art Integration with the curriculum, competency based education, stress on Physical Fitness are all endeavours to prepare the students for the necessities of the future. One such endeavour is also changing the curriculum to graphic novels.

Conceived and directed by Mr. Sandeep Sethi, his passion rubbed on to the teachers as well. He lent support through constant guidance.

I am also grateful to Ms. Anita Karwal, Secretary, Department of School Education, Ministry of Human Resource and Development, whose valuable inputs and constant motivation has encouraged teachers to curate the concepts in the form of interesting graphics. I am very sure that this will change the way topics are taught in the classrooms. Using comic strip as a tool, concepts will be explained in a simple way, more relatable to the students.

Our sincere thanks to the worthy team of Ms. Anita Karwal, Secretary, Department of School Education, Ministry of Human Resource and Development, Mr. Manoj Ahuja, Chairman, Central Board of Secondary Education and Mr. Sandeep Sethi, the pilot of the project.

My sincere thanks are also due to the team of gifted teachers and students who in a time-bound frame produced creatively endowed content which will be a visual extravaganza for the students.

Enjoy reading!

Shefalee Gupta
Principal

SUMMARY

In a nutshell, Reported Speech is all about saying things that have already been said or expressed by somebody else. In Direct Speech the exact words used by a person are repeated. Whereas, Reported Speech or Indirect Speech conveys the same information, without using the exact words of the speaker, but expressing the same in one's own words. When we change the Direct Speech into Indirect Speech, some changes become necessary, in the tense of the verb in the reported clause, the pronouns and possessive adjectives used, in the adverbs of time and place as well as in Modals. Also, we can use a variety of reporting verbs instead of just 'say' or 'tell' in the reporting clause. In our day-to-day life, we need to communicate what someone has said, or announced, or instructed. Hence, the aforementioned factors will help us to use appropriate grammatical structures.

Also, in learning the use of Direct Speech, we acquire the ability to use audio-video or text materials for writing short skits, role plays, street plays and to dramatize, in order to communicate messages related to social issues, such as conservation of environment, drug abuse, promotion of literacy etc.

Thus, the understanding of Direct Speech as well as Reported speech enables the learner to attain the basic proficiency of expressing someone one's thoughts and speech orally and in writing in a coherent and meaningful way.

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