

# English Grammar

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# Preface

**English Grammar** is an applicatory series of books 1 to 8. These books are meant for the students of primary and middle school. In these books, modern concepts of English Grammar have been systematically graded and neatly presented to the learners of English at the primary and middle school level in a creative, constructive and friendly manner. These books enable the students to become familiar with the structures and usage of modern English effectively. Its structure strictly follows the guidelines of NEP (2020).

Definitions in easy and simple language, systematically and logically graded exercises, interesting puzzles, crosswords, word searches and games, picture based tasks and attractive illustrations, activities games and examples are the salient features of our books. The primary aim of this series of books is to develop communication abilities, thinking and writing skills in students. The comprehension and composition section of each book intends to develop the ability of the student to read, comprehend and assimilate the given passages and use the acquired knowledge to produce original compositions.

The exercises in the books will be an effective tool to inculcate learning by regular practice at home and in school.

We highly believe that **English Grammar** will be a reliable resource for the teachers to offer an enjoyable learning experience to students at the primary and middle school level. It will enhance the logical and linguistic IQ of Kids.

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# Nouns And It's Kinds



## LEARNING TIME

Nouns are the names of people, places, animals and things.

**Examples:** Rohan, Chennai, tiger, book, etc.

There are usually four kinds of nouns. 1. Common noun 2. Proper noun 3. Abstract noun and 4. Collective noun.

### A. Common and Proper Nouns

- Nouns that give common names to persons, places, animals or things are called **common nouns**.

**Examples:** boy, city, country, day, etc.

- Nouns that give special names to persons, places or things are called **proper nouns**.

**Examples:** Alex, Delhi, India, Sunday, etc.



### Let's Learn

- Proper nouns always begin with a capital letter.

## PRACTICE TIME

1. Read the sentences given below. Circle the nouns in each sentence.

- (a) Virat plays cricket with Rohit.
- (b) Jane is my sister.
- (c) Ruskin Bond is a famous writer.



### TEACHER'S NOTES

Some old grammarians described nouns like water, iron, wood, stone, gold, silver, diamond, cotton and plastics as **material nouns**. But now it is more usual to classify them as **common nouns**. However, you may follow any of these classifications.

- (d) Isaac Newton was a great scientist.
- (e) The Ramayana is a great Hindu epic.

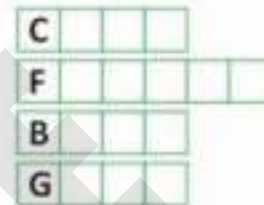
2. Circle the common nouns and underline the proper nouns in the sentences given below.

- (a) Rahul Dravid is a famous cricketer.
- (b) William Shakespeare is a renowned author.
- (c) December is the last month of the year.
- (d) Sunflower is a beautiful flower.
- (e) Delhi is a big city.



3. Write a suitable common noun for each of the following set.

- (a) Kanpur, Kolkata, Chennai, Hyderabad
- (b) Sunflower, lotus, lily, tulip
- (c) Crow, peacock, pigeon, parrot
- (d) Cricket, hockey, football, chess



## LEARNING TIME

### B. Abstract and Collective Nouns

Read the following sentences.

1. **Childhood** is the best part of life.
2. **Health** is wealth.
3. **Happiness** comes from loving people.

In the above sentences, the words **childhood**, **health**, and **happiness** are also nouns. But, these words do not refer to any person, place, animal or thing. They denote idea, state, quality or feeling that we cannot see or touch.

We can only feel or think at these nouns. These are known as **abstract nouns**.

Let's know about the abstract nouns more vividly.

- ◆ We know what childhood is. But can we touch childhood and say, "Look, this is childhood."?  
No, we cannot. We cannot touch childhood because it is not a thing rather it is a state of human life.
- ◆ In the same way, we know what health is but we cannot touch or see health.  
What we see is the physical growth of a person or a body but not health.
- ◆ In the last sentence, the word happiness is used. All of us know what happiness is but we cannot see or touch it. If there is happiness, we can feel it and not touch or see it.

### Let Me Answer

- a. Name any famous chess player.
- b. Which is our national flower?



Now, read the following sentences.

1. Our **army** won the war.
2. She gave me a **bouquet** of flowers.
3. A **flock** of birds are flying in the sky.

In the above sentences, the highlighted words **army**, **bouquet** and **flock** are nouns.

In sentence 1, the word **army** stands for a collection of soldiers.

In sentence 2, the word **bouquet** stands for a collection of flowers.

In sentence 3, the word **flock** stands for a collection of birds.

Since, the highlighted nouns refer to a collection of something, those are known as **collective nouns**.



### Let's Learn

- An abstract noun is the name of a quality, action or state.
- Abstract nouns refer to ideas that we cannot see or touch.
- Nouns that name a group of people, things or animals are called collective nouns.

## PRACTICE TIME

4. Fill in the blanks with **abstract nouns** formed from the words given in bracket.

- (a) \_\_\_\_\_ (**courage**) is the virtue of the brave.
- (b) Soldiers are known for their \_\_\_\_\_ (**brave**).
- (c) Can you believe the woman's \_\_\_\_\_ (**brilliant**)?
- (d) I need my father's \_\_\_\_\_ (**permit**) to go with you.
- (e) I waited an hour for the \_\_\_\_\_ (**arrive**) of the train.
- (f) Bhagat Singh showed great \_\_\_\_\_ (**patriot**) and fought for his country.

5. Tick (✓) the correct **abstract nouns** given in the bracket.

- (a) \_\_\_\_\_ (**cruelty/kindness**) to animals is a punishable offence.
- (b) The greatest \_\_\_\_\_ lies in freedom. (**happiness/pleasure**)

- (c) He is on a \_\_\_\_\_ (pilgrimage/strength) to Mecca.
- (d) As the Sun went below the horizon \_\_\_\_\_ (poverty/darkness) enveloped the planet.
- (e) As a parent my children's \_\_\_\_\_ (poverty/safety) is of utmost importance to me.

6. Circle the **collective nouns** in the following sentences.

- (a) I bought a loaf of bread at the market.
- (b) A hive of bees attacked the boy.
- (c) A herd of cows walked across the barn.
- (d) The army of soldiers walked across the land.
- (e) A group of dancers performed on the stage.
- (f) The shepherd grazed a flock of sheep.



7. Choose the correct **collective nouns** to complete each sentence.

- (a) A \_\_\_\_\_ of keys. (bunch/group)
- (b) A \_\_\_\_\_ of elephants. (herd/swarm)
- (c) A \_\_\_\_\_ of dogs. (pack/class)
- (d) A \_\_\_\_\_ of bees. (swarm/flock)
- (e) A \_\_\_\_\_ of players. (board/team)



**LEARNING TIME**

C. **Countable and Uncountable Nouns**

Look at the table given below.

A	B
books	water
pens	sugar
chairs	rice
balls	oil

**Let Me Answer**

- a. What is the collective noun of people?
- b. Is childhood an abstract noun?

In the above table, you can count the things in column 'A' and you can't count the things in column 'B'. The things you can count are called **countable nouns** and the things which you cannot count are called **uncountable nouns**. We can say one book

but we cannot say one water. So, book is countable noun whereas water is **uncountable noun**.

But, we can count glasses of water, loaf of bread, etc.

## PRACTICE TIME

### 9. Underline the countable nouns and circle the uncountable nouns.

- She likes to eat buns with coffee.
- I have some books in my bag.
- He flinged the coin into water.
- My father bought rice, fruits and oil from the store.
- How much water is left in the bottle?



### 8. Write C for countable nouns and U for uncountable nouns.

- |            |                          |           |                          |          |                          |
|------------|--------------------------|-----------|--------------------------|----------|--------------------------|
| (a) Sugar  | <input type="checkbox"/> | (b) apple | <input type="checkbox"/> | (c) rice | <input type="checkbox"/> |
| (d) pen    | <input type="checkbox"/> | (e) milk  | <input type="checkbox"/> | (f) eggs | <input type="checkbox"/> |
| (g) friend | <input type="checkbox"/> | (h) salt  | <input type="checkbox"/> | (i) ghee | <input type="checkbox"/> |
| (j) Juice  | <input type="checkbox"/> | (k) Table | <input type="checkbox"/> | (l) sand | <input type="checkbox"/> |

## Fun With Grammar

- Make flash cards of countable and uncountable nouns. You can use the following words the first time you play:
- Countable: Chairs, desks, bottles of water, cups, dogs
- Uncountable: Water, rain, ketchup, music, sugar
- Divide the students into teams of 4-5.
- Invite one student from each team to join you in front of the class.
- Show the first flash card. The students who identify whether the noun is countable or uncountable quickly will sit down while the other students remain standing.
- The remaining student then has to use the noun in a sentence with an appropriate quantifier. If the student is correct, he/she will sit down and reward his or her team one point.
- Invite a second representative from each team to the front of the class and repeat the process. Keep going until each student has had a chance at the front of the room. At the end of the game, discuss any grammar errors and pronunciation issues.



# Singular And Plural Nouns



## LEARNING TIME

- A. A noun that denotes one person, place or thing is said to be in **singular number**.

**Examples** : toy, pen, rabbit, boy, etc.

A noun that denotes more than one person, place or thing is said to be in **plural number**.

**Examples** : toys, pens, rabbits, boys, etc.



### Making Plurals

- We add **-s** to most singular nouns to make their plural forms.  
window - windows      kite - kites      book - books
- The nouns which end in **ss, s, x, ch, sh** form the plural by adding **-es** to the singular number.  
class - classes      bus - buses      dish - dishes  
box - boxes      bench - benches      glass - glasses
- There are several different rules for singular nouns ending in the letters **f, fe** or **ff** when changing them to the plural form. Most nouns form the plural by adding the letter **S**.  
surf - surfs      giraffe - giraffes      cliff - cliffs
- Some nouns that end in **f, fe** or **ff** form the plural by changing the final **f** form to **ves**.  
leaf - leaves      wolf - wolves      knife - knives
- Nouns ending in **y** with a consonant before it form their plural by changing **y** into **i** and adding **-es**.  
family - families      cherry - cherries      baby - babies
- Nouns ending in **y** with a vowel before it form their plural by just adding **s** at the end.  
toy - toys      boy - boys      monkey - monkeys
- Some nouns are always plural—glasses, tongs, socks, gloves, spectacles scissors.
- Some nouns have the same singular and plural forms:  
news - news      deer - deer      fish - fish      sheep - sheep

### TEACHER'S NOTES

Introduce singulars and plurals to the students using illustrative ways such as flash cards. Help students explore more new words with the help of examples.



- Some nouns change in irregular manner.  
foot - feet      tooth - teeth      ox - oxen      child - children
- We add **s** to the main word of a compound word to make its plural form:  
father-in-law      fathers-in-law      step-mother      step-mothers
- **Some, a lot of** and **several** can be used with both countable and uncountable nouns.  
**some** water      **a lot of** furniture      **several bottles of** milk

## PRACTICE TIME

### 1. Underline the countable nouns and circle the uncountable nouns.

- (a) Raj likes to eat cookies with milk.
- (b) The monkey ate four bananas and some nuts.
- (c) This tree has many apples.
- (d) Please give me a glass of juice.
- (e) We cannot survive without air and water.

### 2. Write the singulars of the following plural nouns.

- |                  |   |       |             |   |       |
|------------------|---|-------|-------------|---|-------|
| (a) boxes        | - | _____ | (b) glasses | - | _____ |
| (c) geese        | - | _____ | (d) matches | - | _____ |
| (e) dictionaries | - | _____ | (f) oxen    | - | _____ |
| (g) brushes      | - | _____ | (h) halves  | - | _____ |

### 3. Rewrite the sentences by changing the highlighted nouns into plurals. Make necessary changes in sentences if required.

- (a) My **friend** is playing in the park. \_\_\_\_\_
- (b) The **boy** was making noise. \_\_\_\_\_
- (c) The **pen** was not costly. \_\_\_\_\_
- (d) The **author** was not present. \_\_\_\_\_
- (e) The **cat** chased the **rat**. \_\_\_\_\_
- (f) The **child** flew the **kite**. \_\_\_\_\_

## Fun With Grammar

- Make a group of four. Each group must take a visual chart of one of these places—school, market, park or home. Each group either can paste or draw pictures regarding respective place. Then they start write the name and the number of persons, things, birds, animals or trees. They can use singular and plural words like **one, many** or **several**.

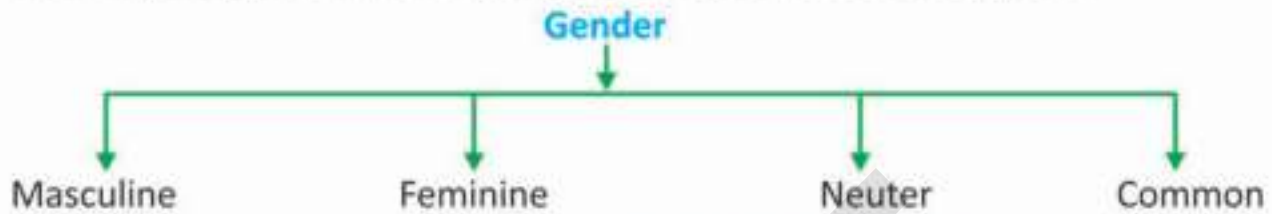


# Gender



## LEARNING TIME

A. As a rule, the gender of the nouns are divided into four categories.



- A noun which refers to a male is called as **masculine gender**.  
**Examples** : man, boy, king, brother, etc.
- A noun which refers to a female is called a **feminine gender**.  
**Examples** : woman, girl, queen, sister, etc.
- A noun which refers to a lifeless thing neither a male nor a female is called as **neuter gender**.  
**Examples** : table, fan, pen, book, etc.
- A noun which refers to both a male or a female is called as **common gender**.  
**Examples** : doctor, teacher, student, etc.

## PRACTICE TIME

1. Write **M** for masculine, **F** for feminine, **C** for common and **N** for neuter gender.

- |              |                          |              |                          |
|--------------|--------------------------|--------------|--------------------------|
| (a) aunt     | <input type="checkbox"/> | (b) pencil   | <input type="checkbox"/> |
| (c) princess | <input type="checkbox"/> | (d) brother  | <input type="checkbox"/> |
| (e) teacher  | <input type="checkbox"/> | (f) computer | <input type="checkbox"/> |
| (g) people   | <input type="checkbox"/> | (h) goddess  | <input type="checkbox"/> |
| (i) tiger    | <input type="checkbox"/> | (j) peahen   | <input type="checkbox"/> |

## LEARNING TIME

B. **Rule 1** : Some masculine genders have their particular feminines:

<b>Masculine</b>	<b>Feminine</b>	<b>Masculine</b>	<b>Feminine</b>
king	queen	brother	sister



bull - cow  
dog - bitch  
sir - madam

brother - sister  
landlord - landlady  
horse - mare

cock - hen  
gentleman - lady  
wizard - witch

**Rule 2:** By adding 'ess' to the masculine :

priest - priestess  
poet - poetess  
patron - patroness

host - hostess  
giant - giantess  
heir - heiress

lion - lioness  
prince - princess  
author - authoress

**Rule 3:** In the following 'ess' is added after dropping the last vowel of the masculine :

tiger - tigress  
actor - actress

emperor - empress  
founder - foundress

benefactor - benefactress  
conductor - conductress

**Rule 4:** By putting a word before or after :

landlord - landlady

grandfather - grandmother

man-servant - maid-servant

## PRACTICE TIME

2. Fill in the blanks with suitable nouns of the neuter gender.

box    bananas    plants    notebooks    milk

- The \_\_\_\_\_ need enough sunlight to grow.
- Kim went market to purchase some \_\_\_\_\_.
- The students had scattered the \_\_\_\_\_ in their class.
- The baby needs \_\_\_\_\_.
- Mona picked a bunch of \_\_\_\_\_.

**Let Me Answer** 

- Do you keep your notebooks properly?
- Have you ever planted trees?

3. Write the opposite gender beside the following nouns.

- |            |       |              |       |
|------------|-------|--------------|-------|
| (a) lion   | _____ | (b) son      | _____ |
| (c) master | _____ | (d) landlord | _____ |

### TEACHER'S NOTES

Discuss masculine and feminine of different nouns with the help of given examples.

- (e) waiter \_\_\_\_\_ (f) peacock \_\_\_\_\_  
(g) man-servant \_\_\_\_\_ (h) poet \_\_\_\_\_

**4. Rewrite the following sentences after changing the gender. Also use nouns and pronouns according to the gender.**

(a) The headmaster of the school was addressing the girls.

\_\_\_\_\_

(b) The tiger killed the son of a shepherd.

\_\_\_\_\_

(c) The mother and son work together in their shop.

\_\_\_\_\_

(d) Her nephew and sister went to watch a movie.

\_\_\_\_\_

(e) The peacock was dancing in the rain.

\_\_\_\_\_

(f) My father and aunt went to market.

\_\_\_\_\_

(g) The king and the princess were walking in the royal garden.

\_\_\_\_\_

(h) The shepherd was guarding the sheep.

\_\_\_\_\_

### Fun With Grammar ✨

Divide the class in such a way that each row of students becomes a team.

- Ask each team one by one to give a neuter noun.
- The team which gives a wrong neuter noun loses a point. The team which writes a correct noun but spellings are incorrect loses half point. The team which gives more correct nouns wins.
- Play the game for 5-8 minutes.
- Announce and applaud the winning team.



# Possession



## LEARNING TIME

### A. Nouns and their Possession forms

Read the following sentences.

1. **The bag of Ronit** is on the table.
2. **The toy of Ria** is on the mat.
3. That is **the bike of my father**.



We can write the above sentences in a different way.

1. **Ronit's bag** is on the table.
2. **Ria's toy** is on the mat.
3. That is **my father's bike**.



In second set of sentences, you see we have used a mark ('). This mark is called **apostrophe**.

The bag of Ronit actually means the bag that belongs to Ronit, the bag possessed by Ronit. So, the apostrophe (') we have used in second set of sentences shows possession.

### B. Use of Apostrophe (')

1. **To singular nouns, we add an apostrophe (') and S.**

the boy

the boy's

my uncle

my uncle's

Richard

Richard's

the fee of the lawyer

the lawyer's fee

the car of my brother

my brother's car

2. **To plural nouns that end in S, we add an apostrophe (') only.**

the boys

the boys'

the lions

the lions'

the school of the girls

the girls' school

the decision of my parents

my parents' decision

### Let Me Answer

- a. What do you keep in your bag?
- b. Which is your favourite toy?

3. To plural nouns that do not end in **S**, we add an apostrophe (') and **S**.

**People**

the toy of the children  
the team of the women

**People's**

the children's toy  
the women's team

4. Usually we do not use ('s) to show possession form of non-living objects.

We do not say: the wall's colour.

We say: the colour of the wall.

We do not say the desk's drawer.

We say: the drawer of the desk.



### Let's Learn

- We add **-s** to the singular nouns to show their possession form.
- We add **-s** to plural nouns that do not end in **-s** to show their possession form.
- We put only **'** to plural nouns that end in **-s** to show their possession form.
- Usually we do not use **'s** with non-living objects.

## PRACTICE TIME

1. Use an **apostrophe** to show possession.

(a) the ruler of the teacher

\_\_\_\_\_

(b) the voice of the boy

\_\_\_\_\_

(c) the tail of the dog

\_\_\_\_\_

(d) the knife of the chef

\_\_\_\_\_

(e) the net of the fisherman

\_\_\_\_\_



2. Rewrite the following groups of words using an **apostrophe** wherever necessary.

(a) the books of the students

\_\_\_\_\_

### TEACHER'S NOTES

Explain the usage of the apostrophe to the students. Ask the students to punctuate the sentences correctly and help them to form the possessive forms of the sentences.

(b) the guns of the policemen

(c) \_\_\_\_\_

(d) the keys of the rooms

(e) \_\_\_\_\_



3. Put apostrophe (') wherever required in the sentences given below.

(a) My brothers school is nearby.

My brother's school is nearby.

(b) The boys socks went up to his knees.

(c) \_\_\_\_\_

(d) The tiger habitat is endangered.

(e) \_\_\_\_\_

(f) Justin friend came to his house.

(g) Max's dad is a doctor.

(h) \_\_\_\_\_

(i) The kids toy was missing.

(j) \_\_\_\_\_

(k) \_\_\_\_\_



### Fun With Grammar

- Ask the students to write two sentences with the apostrophe missing in the possessive nouns. One of the sentences has the possessive noun in the singular form and the other sentence in the plural form. They can then exchange these sentences with their friends and get their friends to insert the apostrophe. These sentences can then be shown to the rest of the class.



# Pronouns



## LEARNING TIME

Words we use in place of nouns are called **pronouns**.



Sachin Tendulkar is a cricketer. **He** is famous world-wide.  
All the people like **him**.

He, him → Sachin Tendulkar

**He** and **him** are pronouns. We use pronoun in order to restrict the repetition of nouns in a sentence. There are six types of pronouns.

### Types of Pronouns



#### A. Personal Pronouns

Pronouns that stand for one person or thing are called **personal pronouns**.

**Examples:** I, we, you, he, she, it, they, her, him, us.



### Let's Learn

- My, our, your, his, her, its and their are strictly speaking, possessive adjectives. His and her can be used as a pronoun. (The pen of his, I want to meet her.)

Persons	Singular	Plural
First Person (the person speaking)	I, me , myself	We, ours, ourself, ourselves, us
Second Person (the person spoken to)	You, yourself	You, yours, yourselves
Third Person (the person spoken about)	He, she, hers, it, him, himself, herself, itself	They, them, themselves

## PRACTICE TIME

### 1. Fill in the blanks with personal pronouns.

- All of \_\_\_\_\_ left the school at 6 P. M.
- \_\_\_\_\_ are not accepting your mistake.
- \_\_\_\_\_ dress is looking pretty.
- \_\_\_\_\_ are watching movie.
- \_\_\_\_\_ am going with \_\_\_\_\_.
- Rohit and \_\_\_\_\_ sister were reading.



### 2. Complete with the personal pronouns.

- My name is Adam. (**Adam**) \_\_\_\_\_ am an Indian.
- My friend's name is Anjolina. (**Anjolina**) \_\_\_\_\_ will come tomorrow.
- Mr. Sen is my dad. (**Mr. Sen**) \_\_\_\_\_ is a professor.
- On the rights, you can see Leena. (**Leena**) \_\_\_\_\_ is my neighbour.
- Sumit is a smart boy. (**Sumit**) \_\_\_\_\_ sings sweetly.

### 3. Write the personal pronouns in the following sentences in proper columns.

- Will you show us your gifts?
- He does not care for what you say to him.
- The old man thanks her in front of me
- You don't worry, I will do it myself.
- Those toys are ours neither hers nor yours.

No.	1st person	2nd person	3rd person
a.			
b.			
c.			
d.			
e.			

## LEARNING TIME

### B. Possessive Pronouns

Pronouns used to show ownership or possession are called **possessive pronouns**. Mine, ours, his, hers, yours and theirs are **possessive pronouns**.

**Examples:**

- The bat is **mine** and the ball is **yours**.
- The book is **hers** but the pen is **theirs**.

### Let Me Answer

- How many toys do you have?
- Do you show your birthday gifts to everyone?

### TEACHER'S NOTES

Motivate students to learn about pronouns with the help of the mentioned illustrative examples. Explain the concept of first, second and third person to the students.

## PRACTICE TIME

4. Underline the possessive pronouns in the following sentences.

- This bike is his.
- The pink dress is hers.
- Those pens are mine.
- The boxes are theirs.
- Those glasses are yours.
- This idea is ours.

5. Complete the table.

Possessive pronouns	Singular	Plural
First Person	mine	
Second Person		yours
Third Person	his, hers	

## LEARNING TIME

### C. Reflexive Pronouns

When the subject in a sentence is the receiver of the action we use reflexive pronouns to replace the subject. We add **self** to personal pronouns to make reflexive pronouns.

Examples:

- I completed my project **myself**.
- Deepa looked **herself** in the mirror.

Reflexive Pronouns	
First Person	myself, ourselves
Second Person	yourself, yourselves
Third Person	himself, herself, itself themselves

## PRACTICE TIME

6. Fill in the blanks with reflexive pronouns given in the box.

himself herself themselves yourself itself

- A baby can't take care of \_\_\_\_\_.
- You can solve your problem \_\_\_\_\_.
- The workers finished their task \_\_\_\_\_.
- Nisha wrote the letter \_\_\_\_\_.
- Anu could not solve the sum \_\_\_\_\_.



## LEARNING TIME

### D. Relative Pronouns

Relative pronouns are used to refer a noun used earlier in the sentence.

Examples:

The boy **who** is wearing a yellow cap is my brother.

The old man **whom** I met is an engineer.

- Who, whom and whose are used to talk about people.
- We use **that** to talk about people, animals or things.
- We use **which** to talk about animals and things only.

## PRACTICE TIME

7. Choose the correct relative pronouns from the brackets to complete the sentences.

- The woman \_\_\_\_\_ you met yesterday was my mother. (**who/whom**)
- The lady \_\_\_\_\_ umbrella was stolen was looking sad. (**whom/whose**)
- Please return the pen \_\_\_\_\_ I gave you. (**who/which**)
- The role model \_\_\_\_\_ I admire most is Mother Teresa. (**whom/which**)
- The girl \_\_\_\_\_ sister is a minister is my friend. (**whom/whose**)
- The man \_\_\_\_\_ came for the interview today has been selected. (**whose/who**)

## LEARNING TIME

### E. Demonstrative Pronouns

Pronouns which are used to point out the object for which they are used are called **demonstrative pronouns**.

- This is a ball. 
- These are balls. 
- That is an orange. 
- Those are oranges. 

In the above sentences, the words **this**, **that**, **these** and **those** are used as pronouns. In sentence 1, **this** stands for a ball, in sentence 2, **these** stands for balls.

In sentence 3, **that** stands for **an orange** and in sentence 4 **those** stands for **oranges**.

As these pronouns are used to point out the object or objects they refer to, they are called **demonstrative pronouns**.

## Demonstrative Pronouns and Demonstrative Adjectives

Read the following two sentences.

1. **This** is a bird.
2. **This bird** is a pigeon.

In sentence 1, this stands for the noun bird, So **this** is a demonstrative pronoun.

In sentence 2, this qualify the noun bird So, **this** is a demonstrative adjective.

Now read the following sentences.

1. **These** are apples.
2. **These apples** are sweet.

In sentence 1, **these** is a demonstrative pronoun.

In sentence 2, **these** is a demonstrative adjective.



## PRACTICE TIME

8. Choose the suitable demonstrative pronouns to complete the sentences.

- (a) \_\_\_\_\_ (These/This) is the real reason for their disagreement.
- (b) \_\_\_\_\_ (This/These) are the staff quarters.
- (c) Whose house is \_\_\_\_\_ ? (this/these)
- (d) \_\_\_\_\_ (Those/This) is the book he bought in Chennai yesterday.
- (e) \_\_\_\_\_ (These/That) are the mangoes I want to buy.



## LEARNING TIME

F. Interrogative Pronouns

Pronouns like **who**, **whom**, **whose**, **which** and **what** used in asking questions are called **interrogative pronouns**.

Examples:

1. **Which** is your school?
2. **Whose** pen is this?
3. **Whom** did you meet?
4. **What** was that noise?
5. **Who** will introduce the dancers?



## PRACTICE TIME

9. Complete the sentences with suitable interrogative pronouns.

- (a) \_\_\_\_\_ plays the flute?
- (b) \_\_\_\_\_ is your favourite subject?



- (c) \_\_\_\_\_ will bring the car you want?  
 (d) \_\_\_\_\_ is your bag?  
 (e) \_\_\_\_\_ bag is this?  
 (f) \_\_\_\_\_ will you do if nobody comes with you?  
 (g) \_\_\_\_\_ did you meet yesterday?

**10. Read the following sentences and write the pronouns in the proper columns.**

- (a) We will go to picnic by our car.  
 (b) They hid themselves behind a wall.  
 (c) This is her house.  
 (d) Those are your toys. which are ours?  
 (e) What was the reason to call him?  
 (f) The girl who is wearing a blue dress is my sister.

No.	Personal Pronoun	Possessive Pronoun	Reflexive Pronoun	Relative Pronoun	Demonstrative Pronoun	Interrogative Pronoun
a						
b						
c						
d						
e						
f						

**Fun With Grammar** ✨

- Instruct the students to read the given sentences. Bob put dry food in Bob's dog's food dish and then the dog gobbled Bob's dog's food.
- Ask students why these sentences seem awkward. Elicit their suggestions for improving them.
- Use a student suggestion or provide an edited version of the sentences, depending on the brainstorming results. You might suggest: Bob put dry food in his dog's food dish and then the dog gobbled its food.
- Explain that you will be studying two types of pronouns in this lesson: subject pronouns and object pronouns.



**E. Fill in the blanks using appropriate relative pronouns:**

1. Is it the bus \_\_\_\_\_ goes to India Gate?
2. These are the pens \_\_\_\_\_ I have brought for children.
3. This is the book \_\_\_\_\_ I love.
4. This is the carpet \_\_\_\_\_ we bought yesterday.
5. The paper \_\_\_\_\_ he gave me was torn.
6. This is the lady \_\_\_\_\_ bag was stolen.
7. This is the man \_\_\_\_\_ I was talking of yesterday.
8. The money \_\_\_\_\_ you sent is not sufficient.
9. The dacoits \_\_\_\_\_ tried to rob the bank were caught.
10. God helps those \_\_\_\_\_ help themselves.



**Fun With Grammar**

- Make cards for each group with one relative pronoun on each, for example, cards with "that," "which," "who," "whose," and "whom." Use the cards to join the following sentences using relative pronouns.

1. He is the teacher. He taught me English.  
\_\_\_\_\_
2. The tall boy is Amit. He is my friend.  
\_\_\_\_\_
3. This is the cow. It gives ten litres of milk daily.  
\_\_\_\_\_
4. These are the pens. I bought them for girls.  
\_\_\_\_\_
5. This is the girl. She won an award in a dancing competition.  
\_\_\_\_\_
6. The school is closed today. It is situated near the park.  
\_\_\_\_\_
7. He is the swimmer. He saved five lives.  
\_\_\_\_\_
8. This is the boy. He has stood first in his class.  
\_\_\_\_\_
9. The horse was killed in an accident. It belonged to Mr Sharma.  
\_\_\_\_\_
10. I have put the book in my room. I brought the book from library.  
\_\_\_\_\_



**TEACHER'S NOTES**

Motivate students to learn about pronouns with the help of the mentioned illustrative examples. Explain the concept of a first, second, and third person to the students.



## LEARNING TIME

### B. Adjectives of Quantity

Read the following sentences.

1. The glass does not have **much** milk. (How much milk?)
2. He has **enough** money for journey. (How much money?)
3. My parents has bought **some** fast food. (How much fast food?)

As the above adjectives refer to a quantity, these are therefore known as **adjectives of quantity**. An adjective of quantity answers the question: **how much?**



#### Let's Learn

- Adjectives that tell us about the quantity of nouns are called **adjectives of quantity**.
- An adjective of quantity answers the question: **how much**.

### C. Adjectives of Number

Read the following sentences.

1. A rainbow has **seven** colours.
2. I have **many** crayons.
3. She took **all** books.



In the above sentences, the words **seven**, **many** and **all** are adjectives.

As the above adjectives refer to numbers, these are called **adjectives of number**.



#### Let's Learn

- Adjectives that tell us about the number or order of persons or things are called **adjectives of numbers**.
- Adjectives of numbers answer the question : **how many?**
- Some adjectives like some, all and enough can be used both as adjectives of quantity and adjectives of number.

- Examples:**
1. (a) Give me **some** food. (Adjectives of quantity)  
(b) There are **some** books on the table. (Adjectives of number)
  2. (a) She has drunk **all** the water. (Adjectives of quantity)  
(b) Give the answer of **all** questions. (Adjectives of number)
  3. There is **enough** time to leave for meeting. (Adjectives of quantity)
  4. I have bought **enough** eggs. (Adjectives of number)

## PRACTICE TIME

4. Underline the adjectives of quantity and adjectives of number in the following sentences.

- (a) I ate some rice today.
- (b) He has only little knowledge about this project.
- (c) All the students have cleared the exam.
- (d) We have enough time for practice.
- (e) There is little soup in the bowl.
- (f) I spent all the money.
- (g) Only few birds are flying in the sky.
- (h) Most of the girls like to play with doll.
- (i) An octopus has eight legs.
- (j) This book has one hundred pages.
- (k) There are many flowers in the garden.
- (l) The child has six balloons.



5. Underline the adjectives and mention whether they are adjectives of quantity or adjectives of number.

- (a) Adding some milk to the food makes you healthier.
- (b) There were twenty apples in the basket.
- (c) Many students did not attend the class today.
- (d) I ate one burger today.
- (e) There is enough petrol to reach the destination.
- (f) There is a little water in the pot.

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## LEARNING TIME

D. Demonstrative Adjectives

Read the following sentences.

- 1. **This** girl is my sister.
- 2. **That** book is a novel.
- 3. **These** flowers are beautiful.
- 4. **Those** students are laborious.



In the above sentences the highlighted words **this**, **that**, **these**, and **those** are adjectives.

### TEACHER'S NOTES

Assist students in getting familiar with adjectives using the example given in the book. Ask the students to describe themselves by stating an adjective.



## Let's Learn

- A demonstrative adjective points out a specific person, animal, place or thing.
- A demonstrative adjective answers the question **which one**.
- The words this, that, these and those are also used as pronouns.
- A demonstrative adjective is usually placed before a noun while a demonstrative pronoun is usually placed before a verb.

## PRACTICE TIME

6. Choose the appropriate demonstrative adjectives to complete the sentences.

- (a) \_\_\_\_\_ (This / These) boys read in our class.  
(b) I like \_\_\_\_\_ (this / these) colour.  
(c) Where shall we hang \_\_\_\_\_ (this / those) pictures?  
(d) \_\_\_\_\_ (This / These) birds sing melodiously.  
(e) \_\_\_\_\_ (This / Those) was an thrilling story.

7. Underline the demonstrative adjectives in the following sentences.

- (a) That girl is standing under the big tree.  
(b) This card is mine.  
(c) I have watched those movies.  
(d) My uncle bought that shop yesterday.  
(e) Those pouches are costly.  
(f) These men are hard working.  
(g) I have read these stories.



## LEARNING TIME

### E. Interrogative Adjectives

Read the following sentences.

1. **Whose** book is this?      2. **Which** pen is yours?      3. **What** flower is that?

In the above sentences, the words, **whose**, **which**, and **what** are used as adjectives.

As these adjectives are used to ask questions, these are called **interrogative adjectives**. They always precede a noun.





## Let's Learn

- An adjective that is used to ask question is called an **interrogative adjective**.

## PRACTICE TIME

8. Fill in the blanks with **interrogative adjectives**.

- \_\_\_\_\_ place are you planning to visit on vacation?
- \_\_\_\_\_ shows are you watching?
- \_\_\_\_\_ shirt is yours?
- \_\_\_\_\_ the project are you working on now?
- \_\_\_\_\_ photography is this?
- \_\_\_\_\_ are you screaming?
- \_\_\_\_\_ did you forget your purse?



## LEARNING TIME

F. **Possessive Adjectives**

Read the following sentences.

- This is **your** toy.
- That is **my** pen.
- These are **her** crayons.
- His** cap is black.

In the above sentences, the words **your**, **my**, **her** and **his** have been used as adjectives. These adjectives show possession or belonging, they are called **possessive adjectives**.



## Let's Learn

- Adjectives that show possession or belongings are called **possessive adjectives**.
- Possessive adjectives always answer the question: **whose?**

## PRACTICE TIME

9. **Underline the possessive adjectives and circle the possessive pronouns.**

- This is his pencil. This pencil is his.
- That is your book. That book is yours.
- My hair is black. They are not brown like yours.
- This letter isn't mine. It is hers.
- These are our toys. Those toys are theirs.

Do not confuse personal and possessive pronouns with possessive adjectives. Remember possessive adjectives are always used before a noun.

		Personal Pronoun	Possessive		
			Pronouns	Adjectives	
first person	Singular	I	me	mine	my
	Plural	we	us	ours	our
second person	Singular/ Plural	you	you	yours	your
third person	Singular	he	him	his	his
		she	her	hers	her
		it	it	—	its
	Plural	they	them	theirs	their

**10. Fill in the blanks with appropriate possessive adjectives.**

- Where is \_\_\_\_\_ book?
- He goes to school with \_\_\_\_\_ brother.
- Alice likes \_\_\_\_\_ pet dog.
- I have a car. \_\_\_\_\_ colour is yellow.
- The house belongs to us. It's \_\_\_\_\_ house.
- The box belongs to Fred. It's \_\_\_\_\_ box.
- Those shoes belong to the children. They're \_\_\_\_\_ shoes.
- The hat belongs to you. It's \_\_\_\_\_ hat.
- The brochure belongs to me. It's \_\_\_\_\_ brochure.
- This card belongs to Mrs. Williams. It's \_\_\_\_\_ card.



**Fun With Grammar**

- Make a group of four. Collect pictures of different fruits, flowers, birds, animals and insects from old books, newspaper and magazines. Paste the pictures on chart paper and write down a few describing words below each picture.

# Test Yourself - 1

## Based on Chapters 1 to 6

A. Underline the verbs and circle the adverbs in the following sentences.

- (a) The child ate the sweet happily.
- (b) The boys played nicely.
- (c) She sings sweetly.
- (d) The baby cried loudly.
- (e) He entered the room silently.

B. Use an apostrophe to show possession.

- (a) the ruler of the teacher
- (b) the voice of the girl
- (c) the tail of the dog
- (d) the knife of the chef
- (e) the net of the fisherman

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C. Choose the correct collective nouns to complete each sentence.

- (a) A \_\_\_\_\_ of keys. (bunch/group)
- (b) A \_\_\_\_\_ of elephants. (herd/swarm)
- (c) A \_\_\_\_\_ of dogs. (pack/class)
- (d) A \_\_\_\_\_ of birds. (crowd/flock)
- (e) A \_\_\_\_\_ of players. (board/team)



D. Rewrite the sentences by changing the nouns highlighted into plurals. Make necessary changes in sentences if required.

- (a) My **friend** is playing in the park.
- (b) The **boy** was making noise.
- (c) The **pen** was not costly.
- (d) The **ox** need rest.
- (e) The **cat** chased the **rat**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

E. Circle the common nouns and underline the proper nouns in the sentences given below.

- (a) Sachin is a famous cricketer.
- (b) William Shakespeare is a renowned poet.
- (c) January is the first month of the year.
- (d) Rose is a beautiful flower.
- (e) Delhi is a big city.



**F. Pict out the pronouns in the following sentences and write them in proper columns.**

- (a) We will go to picnic by our car.
- (b) They hid themselves behind a wall.
- (c) This is her house.
- (d) Those are your toys, which are ours?
- (e) What was the reason to call him?
- (f) The girl who is wearing a blue dress is my sister.

No.	Personal Pronoun	Possessive Pronoun	Reflexive Pronoun	Relative Pronoun	Demonstrative Pronoun	Interrogative Pronoun
a						
b						
c						
d						
e						
f						

**G. Fill in the blanks with reflexive pronouns given in the box.**

himself   herself   themselves   yourself   ourselves   itself

- (a) A baby can't take care of \_\_\_\_\_.
- (b) You can solve your problem \_\_\_\_\_.
- (c) The workers finished their task \_\_\_\_\_.
- (d) Neha wrote the letter \_\_\_\_\_.
- (e) Anil could not solve the sum \_\_\_\_\_.



**H. Rewrite the following sentences after changing the gender. Also use nouns and pronouns according to the gender.**

- (a) The headmaster of the school was addressing the boys.  
\_\_\_\_\_
- (b) The tiger killed the son of a shepherd.  
\_\_\_\_\_
- (c) The father and son work together in their shop.  
\_\_\_\_\_
- (d) Her niece and sister went to watch a movie.  
\_\_\_\_\_
- (e) The peacock was dancing in the rain.  
\_\_\_\_\_



# Degrees of Comparison



## LEARNING TIME

A. Look at the pictures and read the sentences.



Max



Sandy



Alex

1. Max is **tall**.
2. Sandy is **taller** than Max.
3. Alex is the **tallest** of the three.

In the above sentences, the words **tall**, **taller** and **tallest** have been used as adjectives. All the three have been used as different forms of the same adjective **tall**.

Adjectives are used to show comparison between two or more people, animals or things. The form of an adjective can be changed to make comparisons.

There are three degrees of comparison.

1. tall – **positive degree**
2. taller – **comparative degree**
3. tallest – **superlative degree**



### Let's Learn

- Positive degree is used when we do not make any comparison. It is used only with one person, animal or thing. Vimmi is a **beautiful** girl.
- Comparative degree of an adjective is used to compare two persons, animal or things; two groups of persons or things. Vimmi is **more beautiful** than Ashu.
- **Superlative degree** of an adjective is used when we are compare more than two persons, animals or things; or more than two groups of persons, animals or things. Vimmi is the **most beautiful** girl. She is the **wisest** of all the girls.



## Let's Learn

- We use **the** before the superlative degree of adjectives.
- We use **than** after the comparative degree of adjectives. However some of the comparative adjectives such as inferior, superior or junior are followed by **to**.

### Formation of Comparative and Superlative degrees of adjectives.

- (1) The degree of many adjectives is changed by adding **-er** and **-est** to the base form.

Positive	Comparative	Superlative
high	higher	highest
clever	cleverer	cleverest

- (2) Adjectives ending in **e**, Add **-r**, Add **-st**

large	larger	largest
warm	warmer	warmest

- (3) Adjectives ending in consonant + y; change y → **ier** and **iest**

dirty	dirtier	dirtiest
easy	easier	easiest

- (4) Small words with a single consonant at the end; double the consonant and add **-er**, **-est**.

thin	thinner	thinnest
big	bigger	biggest

- (5) If the adjective consists of more than one syllable, we use **more** and **most** before the adjective to form the comparative and the superlative respectively.

cunning	more cunning	most cunning
difficult	more difficult	most difficult

- (6) Some adjectives are irregular, they change completely.

bad	worse	worst
good	better	best
little	less	least

### Let Me Answer

- Who is the thinnest boy in the class?
- Do you find solving the sums easy?



## PRACTICE TIME

### 1. Fill in the blanks with the correct forms of adjectives from the brackets.

- He was \_\_\_\_\_ (**handsome**) at nineteen than he is now.
- This is the \_\_\_\_\_ (**old**) temple in Shiv Nagar.
- Kamala is the \_\_\_\_\_ (**hard-working**) student in our class.
- Akbar was one of the \_\_\_\_\_ (**wise**) of kings.
- Mount Everest is the \_\_\_\_\_ (**high**) mountain peak in the world.
- The \_\_\_\_\_ (**bad**) thing you could do is to lie to your friends.
- Leena is \_\_\_\_\_ than Sabeena. (**smart**)
- My friend lives in the \_\_\_\_\_ (**busy**) area of the town.
- The Pacific Ocean is the \_\_\_\_\_ (**deep**) ocean.
- The \_\_\_\_\_ (**young**) of the three birds has flown away.

### 2. Complete the table by filling in words denoting the other two degrees.

	Positive	Comparative	Superlative
(a)	heavy	_____	_____
(b)	_____	wiser	_____
(c)	_____	_____	cheapest
(d)	comfortable	_____	_____
(e)	narrow	_____	_____
(f)	_____	darker	_____
(g)	thin	_____	_____
(h)	_____	more sincere	_____
(i)	safe	_____	_____
(j)	_____	_____	bravest
(k)	_____	_____	most difficult
(l)	_____	_____	most precious
(m)	valuable	_____	_____

### TEACHER'S NOTES

Elucidate the new concept of degrees of comparisons. Use examples in the class to explain the different degrees to the students.

- (n) bold \_\_\_\_\_
- (o) \_\_\_\_\_ more wonderful \_\_\_\_\_
- (p) thin \_\_\_\_\_

**3. Fill in the blanks with the correct forms of the words in brackets. Make sure you use more and most appropriately.**

- (a) Himalayas is the \_\_\_\_\_ mountain range in the world. (high)
- (b) This book is \_\_\_\_\_ than the one we saw yesterday. (expensive)
- (c) Be \_\_\_\_\_ when you cross the road. (care)
- (d) That person is really very \_\_\_\_\_. He gets angry easily. (irritate)
- (e) Vijaya is a \_\_\_\_\_ woman. She is good at so many things. (remark)
- (f) Don't touch that cactus bush. It is \_\_\_\_\_. (prick)
- (g) Vaibhav is \_\_\_\_\_ that the work will be done in time. (confidence)
- (h) I found the boss \_\_\_\_\_ about my new idea. (enthusiasm)

**4. Fill in the blanks with the correct forms of adjectives from the brackets.**

- (a) Sofia is the \_\_\_\_\_ child. I have ever met (clever, cleverer, cleverest)
- (b) Anu is \_\_\_\_\_ than her brother. (responsible, more responsible, most responsible)
- (c) Your box has \_\_\_\_\_ sweets than mine. (much, more, most)
- (d) The Earth is the \_\_\_\_\_ creation of god. (beautiful, more beautiful, most beautiful)
- (e) An elephant is \_\_\_\_\_ than a mouse. (big, bigger, biggest)
- (f) This is the \_\_\_\_\_ question in the question paper. (easy, easier, easiest)
- (g) The blue car is \_\_\_\_\_ than the brown one. (expensive, more expensive, most expensive)

**Fun With Grammar**

- Divide the class into groups. Write on the board the names of five fruits.
- Ask the students in the first group to write sentences like
 

1. Strawberries are more costly than mangoes	2. Orange is juicier than apple.
3. Mango is the sweetest of all fruits.	4. Banana is sweet.
- For other groups, you can write the names of vehicles, cities, animals etc.



# Verbs



## LEARNING TIME

A. Words which tell us what someone or something does are called **verbs**. Verbs express **action, being and possession**.

- Some verbs express actions.  
eat drink run go come sit crawl
- Different forms of the verb **be** tell us what a person or a thing is.  
is am are was were being been
- Different forms of the verb **have** show possession or belongings.  
has have had
- The verbs **do, be** and **have** can be used as helping verbs as well as main verbs.  
Riaz **is** a honest boy. (main verb)  
Samira **is** going to school. (helping verb)  
John **has** two pens. (main verb)  
Adam **has** gone to school. (helping verb)  
I **do** my work on time. (Main verb)  
Sofia **does not** go to school. (helping verb)

### Let Me Answer

- How many pens do you have?
- Are you also honest and humble?

## PRACTICE TIME

1. **Underline the verbs in the following sentences.**

- Micky pulls the rope.
- We suggest him good things.
- She likes her friend very much.
- We play in the park.
- They understand our words.



### TEACHER'S NOTES

Instruct the students to mime the action words like stand, sit, write, jump etc. Ask them to share a few examples based on their understanding.

- (f) She hit the ball.
- (g) We have finished our task.
- (h) They are singing a song.
- (i) You have done your best.
- (j) He has a small building.

2. Fill in the blanks choosing the correct verbs given below.

do does did is are has have

- (a) The child \_\_\_\_\_ crying.
- (b) Reshma \_\_\_\_\_ a pet dog.
- (c) Sandy \_\_\_\_\_ long hair.
- (d) Where \_\_\_\_\_ you kept my pencil?
- (e) Where \_\_\_\_\_ your family?
- (f) How \_\_\_\_\_ magicians perform tricks?
- (g) Where \_\_\_\_\_ your brother live?
- (h) Where \_\_\_\_\_ the teachers?
- (i) Austin's friends \_\_\_\_\_ bicycles.
- (j) There \_\_\_\_\_ a box on the table.



3. Fill in the blanks with a suitable verb from the box. The first one has been done for you.

will leave can't understand eat cooks  
likes met pardoned hopping ate

- (a) Rekha **dances** beautifully.
- (b) The train \_\_\_\_\_ at 7 o'clock.
- (c) I \_\_\_\_\_ what you are saying.
- (d) How many pears did you \_\_\_\_\_ ?
- (e) My mother \_\_\_\_\_ well.
- (f) Richa \_\_\_\_\_ reading books.
- (g) The birds are \_\_\_\_\_ on the grass.
- (h) The committee \_\_\_\_\_ the minister in his room.
- (i) The king \_\_\_\_\_ Tenali.

Let Me Answer 

- a. Have you ever seen magicians' tricks?
- b. Do you have a pet dog?

## LEARNING TIME

### B. Subject of a verb

A sentence always has a verb and a subject. The person or thing whose action is described by the verb is called the subject. In other words, the subject carries out the action of the verb.

#### Examples:

Danny has a toy.

Danny plays with his toy.

Danny bought the toy yesterday.

The verbs **has**, **plays** and **bought** talk about what Danny has or what Danny did, Therefore, Danny is the subject.



### C. Object of a verb

The object in a sentence is the word that receives the action of the verb. The object usually comes after the verb.

#### Examples

Pushkar lost his pen.

The boy flies kites.

The oxen draw the cart.

What did Pushkar lose? **His pen**, so **his pen** is the object.

What did boys fly? **kites**, here **kites** is the object.

What did the oxen draw? **The cart**, here **the cart** is the object.



## PRACTICE TIME

### 4. Circle the subjects and underline the objects in the following sentences.

- My uncle gave me the box of chocolate.
- I missed the flight yesterday.
- Gautam helped a blind man to cross the road.
- My sister has a computer.
- Lokesh switched on the laptop.
- Arjuna met his friend in the theatre.
- The cat chased the rat.

## LEARNING TIME

### D. Transitive and Intransitive Verbs

- A transitive verb always takes an object.

The book seller **sold**. (Incomplete without an object)

The book seller sold **some books**. (complete with an object)

- An Intransitive verb does not take an object.

The sun rises every day. (no object is needed)

- Many verbs can be either **transitive** or **intransitive** depending on how they are used in a sentence.

Yuvi **sung** nicely. (intransitive)

Yuvi **sung** a song. (transitive)

- An easy way to find out whether a verb is transitive or intransitive is to ask the questions who and what to the verb. If there is an answer, the verb is transitive.

- a. Rozy painted the picture.

Rozy painted (what?) - the picture (so, the verb is transitive)

- b. Renu reached.

Renu reached (what?) - no answer. (so, the verb is intransitive)

## PRACTICE TIME

5. Circle the **verbs** and underline the **objects** in the following sentences.

- Saroj sings a song.
- The peacock is dancing.
- My mother cooked a delicious meal.
- The teacher loves her students.
- I have read the newspaper.
- Suraj has done his homework.
- Neeraj saw a ship on the sea.
- The girls are preparing lunch for us.
- I have kept my bag on the table.



6. State whether the underlined verbs are transitive or intransitive.

- (a) The sun shines. \_\_\_\_\_
- (b) They took shelter under a tree. \_\_\_\_\_
- (c) The moon rose early. \_\_\_\_\_
- (d) The policeman blew his whistle. \_\_\_\_\_
- (e) The actor met a little girl. \_\_\_\_\_
- (f) The baby is sleeping. \_\_\_\_\_
- (g) Arvind raised his hand. \_\_\_\_\_
- (h) The sun rose up in the sky. \_\_\_\_\_
- (i) Sunil bought a new house. \_\_\_\_\_
- (j) I wrote a letter to my friend in London. \_\_\_\_\_
- (k) The teacher does not like the student who tells lies. \_\_\_\_\_
- (l) The bookseller sold a story book to Kuljit. \_\_\_\_\_

Fun With Grammar ✨

- Work in pairs. Write down the names of some interesting professions (at least six) and the tools or equipment used in these professions.

**For example:** doctor—thermometer, stethoscope

- |           |           |
|-----------|-----------|
| (a) _____ | (b) _____ |
| (c) _____ | (d) _____ |
| (e) _____ | (f) _____ |

Now, make sentences using the words in your list.

**Example:** A doctor uses a thermometer to measure human body temperature.

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_
- (e) \_\_\_\_\_
- (f) \_\_\_\_\_



# A, An, The



## LEARNING TIME

A. **A, an** and **the** are called articles. Articles are used before nouns and noun phrases.

### A, An

- A is used before singular countable nouns or noun phrases that start with a consonant or consonant sound.

**a** bottle                      **a** uniform                      **a** naughty boy                      **a** European

- An is used before singular countable nouns and noun phrases that start with vowel or vowel sounds.

**an** ice cream                      **an** interesting book                      **an** honest man                      **an** hour



### Let's Learn

- A and an are indefinite articles.
- Indefinite articles are used to talk about something for the first time, or to talk about something in general.

## PRACTICE TIME

1. Fill in the blanks with **a** or **an**.

- That company makes \_\_\_\_\_ app to let you instantly translate \_\_\_\_\_ things with i phone.
- Is this \_\_\_\_\_ phone number? It's really hard to read. Is that \_\_\_\_\_ "1" or \_\_\_\_\_ "7"?
- He's quite \_\_\_\_\_ unique salesman. He has \_\_\_\_\_ unusual gift for keeping his customers happy.
- Dr. Bose is \_\_\_\_\_ professor at Stanford University. She is quite \_\_\_\_\_ educated lady.
- As there was \_\_\_\_\_ huge rainstorm, the flight was delayed for more than \_\_\_\_\_ hour.





## LEARNING TIME

### B. The

**The** is called the definite article because it refers to a particular person, animal or thing.

**The** is used in a number of cases:

1. We use **the** before some proper nouns like the holy books, trains, ship, aeroplanes, famous buildings, seas, oceans, mountain ranges and newspapers.

**Example:** A ship sailed in **the** Pacific sea. (Sea)

We read a few verses from **the Bhagwat Geeta**. (holy books)

**The** Taj Mahal is located in Agra. (building)

2. We use **the** before a noun that refers to something specific or a noun that has already been mentioned.

**Example:** **The** rose that Riya has is pink.

We went to a museum.

**The** library had many books.

3. We use **the** before a singular countable noun when it represents the whole class it belongs to.

**Example:** **The** dog is a loyal animal.

**The** banyan tree is huge.

4. We use **the** before superlatives and before nouns that refer to something unique.

**Example:** He is **the** thinnest of all.

**The** Sun rises in the east.

5. We use **the** before uncountable nouns that have been made particular.

**Example:** I drank **the** milk that you had kept in the refrigerator.

6. We use **the** before the names of the inhabitants of various countries.

**Example:** **The** Italians invented pizza.

**The** Japanese work hard.

7. We use **the** when talking about a group or kind of people.

**Example:** **The** Indian      **the** members of **the** Jury      **the** elderly.

8. When talking about particular period of time and directions.

**Example:** **The** morning      **the** northern hemisphere      **the** twenty-first century.

### TEACHER'S NOTES

Introduce definite and indefinite articles. Help the students to understand the difference between the definite and indefinite articles with examples.



## Let's Learn

### We don't use the

- Before people's names.
- When we refer to meals, times or specific years.
- Before the names of single mountains, continents and most countries, cities and towns.
- Before the names of languages.

My name is **Sanjay**.  
Let's have **dinner**.  
I live in **Delhi**.  
Belgium is in **Europe**.  
I speak **Hindi**.

## PRACTICE TIME

### 2. Tick (✓) the correct options to complete the following sentences.

- (a) (The French/French) is spoken in France.  
(b) They are traveling in (Arctic/the Arctic).  
(c) This is (tallest/the tallest) building in New York.  
(d) This is a painting from (the 1920's/1920's).  
(e) He just returned from (the England/England).  
(f) (The man/man) who wrote this book is famous.

### 3. Fill in the blanks with articles.

- (a) My mother is \_\_\_\_\_ doctor and my father is \_\_\_\_\_ author.  
(b) Neha recommended \_\_\_\_\_ good dentist, but \_\_\_\_\_ dentist doesn't have any openings for two months.  
(c) Sam recommended \_\_\_\_\_ book to Lisa. She didn't like \_\_\_\_\_ book at all.  
(d) Mount Hood is \_\_\_\_\_ volcano in Oregon. It's \_\_\_\_\_ very beautiful mountain.  
(e) Do you have \_\_\_\_\_ vacuum? I can't find it. It was in \_\_\_\_\_ closet, but now it's not there.  
(f) Do you have \_\_\_\_\_ dictionary? I don't have one, and I need to look up \_\_\_\_\_ word.

## Fun With Grammar

- Form four groups. Ask each group to write 8-10 sayings or proverbs containing articles in eight minutes.

**Example:** The pen is mightier than the sword.

A picture is worth a thousand words.

A penny saved is a penny earned.

When the list is completed, each group should make a copy of its list leaving out the articles in the proverbs. Then the groups will exchange their lists and try to fill in the missing articles. The group which gets the most number of missing articles correct is the winner.





# Present Tense

## (Simple, Continuous, Perfect)



### LEARNING TIME

The word tense means time. The tense of a verb shows the time or when an action happened.

Tenses are divided into three types.

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

In this chapter, we are going to know Simple Present Tense, Present Continuous Tense and Present Perfect Tense.

#### A. Simple Present Tense

- The simple present tense is used to express a habitual action or a general truth.

We **play** cricket everyday.

My mother **reads** the newspaper daily.

The sun rises in the east.



#### B. Formation of Simple Present Tense

- To form a sentence in the Simple Present Tense, we use the **root form** of the verb with the first person, second person and the third person plural subjects such as :

I, we, you, they and all other plural subjects.

I **eat**      We **sing**      You **write**      They **read**      Children **play**

- With singular nouns and pronouns, we add **-s**, **-es** or **-ies** to the root forms of verbs to indicate the simple present tense.

Singular noun or pronoun + root form of the verb + **-s/-es/-ies**

She + eat + s      He + go + es      Raj + study + ies

- With **I**, **You** and **Plural nouns** and **pronouns**, we use the root forms of the verbs to indicate the simple present tense.

**I/you/plural noun** or **pronoun** + **root form of the verb**

You **read** newspaper.

Students **reach** school on time.



## Let's Learn

- When the subject is third person singular number:  
We add **-s** to the root form of most verbs: eat = eats; write-writes
- If the verbs end in consonant + y, we drop y and change it into **ies**.  
try – tries; dry – dries
- If the verbs end in vowel + y, we add **s** to the verb.  
bray – brays say – says
- If the verbs end in **-s, z, x, -ch, or -h** we add **-es**:  
confesses buzzes watches finishes fixes

## PRACTICE TIME

1. Answer the following questions in the simple present tense.

- (a) Do you brush your teeth daily? \_\_\_\_\_
- (b) How do you go to school? \_\_\_\_\_
- (c) Do you play cricket daily? \_\_\_\_\_
- (d) Where do you play game? \_\_\_\_\_
- (e) Which colour do you like the most? \_\_\_\_\_

2. Fill in the blanks with the simple present tense.

- (a) My dog \_\_\_\_\_ at strangers. (bark)
- (b) My friends \_\_\_\_\_ in Mumbai. (live)
- (c) Bird \_\_\_\_\_ in the air. (fly)
- (d) Mr. Gupta \_\_\_\_\_ Mathematics. (teach)



## LEARNING TIME

C. Present Continuous Tense

Look at the pictures and read the sentences.



The dog is jumping over the fence.



The children are playing in the park.

**Present Continuous Tense:** is used to express an action that is going on at the time of speaking. We use helping verbs **is, are,** and **am** along with the **ing** form of the main verb to make sentences in Present Continuous Tense.

## PRACTICE TIME

3. Fill in the blanks with the present continuous form of the verbs within brackets.

- Ashok and Vimal \_\_\_\_\_ tickets to watch the match. (be, buy)
- The minister \_\_\_\_\_. (be, speak)
- The old woman \_\_\_\_\_ in the first row. (be, sit)
- Alia \_\_\_\_\_ in a film. (be, act)
- The sun \_\_\_\_\_. (be, rise) and the farmers \_\_\_\_\_ (be, plough) the land.
- Amala \_\_\_\_\_ a poem. (be, recite)
- The driver is absent. So, Shyam \_\_\_\_\_ driving the car. (be, drive)
- Our mother is sick. So we \_\_\_\_\_ to a hotel to eat. (be, go)
- Akila \_\_\_\_\_ the plants. (be, water)
- We \_\_\_\_\_ for the annual exam. (be, prepare)
- They \_\_\_\_\_ for the bus. (be, wait)

### Let Me Answer

- Have you seen the Taj Mahal?
- What type of marble was used to construct the Taj Mahal?

## LEARNING TIME

D. Present Perfect Tense

- Rakesh has **completed** his task.
- We **have seen** the Taj Mahal.
- She **has** already **done** it.

In the above sentences, the highlighted words are in **Present Perfect Tense**.

The present perfect tense is used to talk about an action that happened in the recent past but

is relevant in the present. To form a sentence in present perfect tense we use auxiliary (helping) verbs like **has** or **have** before the past participle form of the verb.

**Subject + have/has + past participle of the main verb + object + complement**

Alex **has reached** at Goa station.

finished action in the recent past

He **is looking for** a cab.

present relevance



## Forming Past Participles

The past participles of verbs can be formed in many ways.

- Add **-d** to most verbs ending in **-e**, **-ee** and **-ie**.  
tied                      agreed                      closed
- Add **-ed** to the root form of the verb.  
called      filled      looked      walked
- Add **-ed** to the words ending in a hissing sound (s, ss, ch, sh, x, z).  
watched      missed      washed      mixed      buzzed
- Add **-ed** to some verbs ending in vowel + y.  
played      prayed      brayed
- Add **-ied** to some verbs ending in consonant + y.  
cry - cried                      carry - carried                      hurry - hurried
- Many verbs do not change their form in past participle.

### Let Me Answer

- What is the past form of the verb 'cut'?
- What is the participle form of the verb 'cost'?

Present	Past	Participle	Present	Past	Participle
bet	bet	bet	put	put	put
cost	cost	cost	hurt	hurt	hurt
cut	cut	cut	let	set	set
hit	hit	hit	shut	shut	shut
spread	spread	spread	upset	upset	upset
read	read	read	burst	burst	burst
let	let	let	quit	quit	quit

- Many verbs do not follow any rule to form the past participle.

Present	Past	Participle	Present	Past	Participle
awake	awoke	awoken	break	broke	broken
become	became	become	bring	brought	brought
begin	began	begun	build	built	built
bite	bit	bitten	buy	bought	bought
blow	blew	blown	catch	caught	caught

### TEACHER'S NOTES

Explain the simple present tense to the student by giving examples of their daily routine. Tell them about the usage of 's' and 'es' in the root form of the verb. Educate them about the continuous and perfect forms of verbs using illustrative examples.

choose	chose	chosen	pay	paid	paid
come	came	come	ride	rode	ridden
dig	dug	dug	ring	rang	rung
do	did	done	run	ran	run
draw	drew	drawn	say	said	said
drink	drank	drunk	see	saw	seen
drive	drove	driven	sell	sold	sold
eat	ate	eaten	send	sent	sent
fall	fell	fallen	sing	sang	sung
feed	fed	fed	sit	sat	sat
feel	felt	felt	sleep	slept	slept
fight	fought	fought	speak	spoke	spoken
find	found	found	spend	spent	spent
fly	flew	flown,	spin	spun	spun
forget	forgot	forgotten	spread	spread	spread
forgive	forgave	forgiven	spring	sprang	sprung
freeze	froze	frozen	stand	stood	stood
give	gave	given	steal	stole	stolen
go	went	gone	stick	stuck	stuck
grow	grew	grown	sting	stung	stung
hear	heard	heard	swear	swore	sworn
hide	hid	hidden	sweep	swept	swept
hold	held	held	swim	swam	swum
keep	kept	kept	swing	swung	swung
know	knew	known	take	took	taken
lay	laid	laid	teach	taught	taught
lead	led	led	tear	tore	torn
leave	left	left	tell	told	told
make	made	made	think	thought	thought
meet	met	met	throw	threw	thrown

undergo    underwent    undergone  
understand    understood    understood  
wear    wore    worn

weave    wove    woven  
weep    wept    wept  
write    wrote    written

## PRACTICE TIME

4. Fill in the blanks with the present perfect form of the verbs given in brackets.

- (a) Benny \_\_\_\_\_ a banana. (has/have, eat)
- (b) Grandma \_\_\_\_\_ a new sweet. (has/have, prepare)
- (c) Pranab \_\_\_\_\_ his homework. (has/have, finish)
- (d) The teacher \_\_\_\_\_ the notebooks of all the students. (has/have, seen)
- (e) Velan \_\_\_\_\_ the gift packet. (has/have, open)
- (f) The children \_\_\_\_\_ home safely. (has/have, reach)
- (g) Peter \_\_\_\_\_ the essay. (has/have, write)
- (h) The boys \_\_\_\_\_ to watch the cricket match. (has/have, gather)

5. Change the verbs in the simple present tense to the present perfect tense and rewrite the sentences.

- (a) Samira finishes her homeworks.  
\_\_\_\_\_
- (b) They drink water from a polluted well.  
\_\_\_\_\_
- (c) A car arrives at the gate of my house.  
\_\_\_\_\_
- (d) Sunny gives his teacher a bouquet of flowers.  
\_\_\_\_\_

### Fun With Grammar

- Divide the class into groups of four students each. Get a picture depicting the scene of a bus stand, railway station, airport or places where lots of activities are going on. Each group should write sentences in present tense based on the scene they have been provided. The group which writes more sentences will be the winner.



# Past Tense

## (Simple, Continuous, Perfect)



### LEARNING TIME

#### A. Simple Past Tense

The simple past tense indicates an action that took place in the past and is over now.

1. I **left** soon.
2. She **visited** her uncle's house.
3. The dog **barked** loudly.



In the above sentences, the **highlighted** words are in **simple past tense**.

- To form a sentence in the simple past tense, second form (past form) of the verb is used. **Subject + Verb(past form) + object/complement**

### PRACTICE TIME

1. Complete the following sentences by using simple past tense forms of the verbs given in the brackets.

- (a) We \_\_\_\_\_ the movie yesterday. (**watch**)
- (b) They \_\_\_\_\_ to zoo last Monday. (**go**)
- (c) Anika \_\_\_\_\_ the mango. (**eat**)
- (d) We \_\_\_\_\_ for five kilometers every morning. (**run**)
- (e) The weather \_\_\_\_\_ strangely fine. (**be**)
- (f) I \_\_\_\_\_ lots of interesting places. (**visit**)
- (g) In the evening, we \_\_\_\_\_ to club. (**go**)
- (h) We \_\_\_\_\_ some beautiful flowers. (**see**)



2. Form sentences in the simple past tense.

- (a) The soldiers \_\_\_\_\_ bravely.
- (b) We \_\_\_\_\_ the zoo yesterday.
- (c) The policeman \_\_\_\_\_ the thief.
- (d) My mother \_\_\_\_\_ the meal.



#### TEACHER'S NOTES

Discuss the simple past tense with the student by giving examples of their past activities. Tell them about the usage of the simple past tense in the sentences. Using the given examples, educate them about the continuous and perfect forms of verbs.

## LEARNING TIME

### B. Past Continuous Tense

The past continuous tense is used for actions that were going on at a particular time in the past.

1. He **was reading** a book.
2. Saina **was playing** badminton.
3. They **were laughing** loudly.



#### ● Formation of Past Continuous Tense

To form a sentence in the past continuous tense, the auxiliary (helping) verbs **was** or **were** are used with the **-ing** form of the **main verb**.

**Subject + was/were + main verb (-ing form) + object/complement**

### C. Past Perfect Tense

The past perfect tense is used to talk about a past action that took place before another past action.

1. Nancy **had bought** a new dress.
2. We **had already gone** there.
3. They **had just left** the airport.



- In the above sentence, the highlighted words are in **past perfect Tense**.
- To form a sentence in the past perfect tense, auxiliary verb **had** is used with the past participle form of the main verb.

**Subject + had + main verb (past participle form) + object/complement**

## PRACTICE TIME

### 3. Use the verbs given in the brackets in past continuous tense to form or the sentence.

- (a) Amir \_\_\_\_\_ (**sleep**) at three O'clock.
- (b) You \_\_\_\_\_ (**study**) at 5 O'clock.
- (c) I \_\_\_\_\_ (**work**) at eight O'clock.
- (d) They \_\_\_\_\_ (**eat**) chocolate.

#### Let Me Answer

- a. At what time do you wake up?
- b. How many hours do you study?

### 4. Fill in the blanks using past perfect tense forms of the verbs given in the brackets.

- (a) He \_\_\_\_\_ (**live**) in Chennai.

- (b) After they \_\_\_\_\_ (eat) rice, they began to feel sick.  
(c) When we \_\_\_\_\_ (finish) dinner, we went out.  
(d) She \_\_\_\_\_ (meet) her somewhere before.

5. Fill in the blanks using the simple past or the past perfect forms of the verbs given in the brackets.

- (a) When I \_\_\_\_\_ (go) to the library, it \_\_\_\_\_ (close).  
(b) When I \_\_\_\_\_ (reach) the station, the train \_\_\_\_\_ (leave).  
(c) Kaira \_\_\_\_\_ (finish) her homework before Mr Sharma \_\_\_\_\_ (ask).  
(d) Anil \_\_\_\_\_ (submit) his paper before the bell \_\_\_\_\_ (ring).  
(e) Mahi \_\_\_\_\_ (want) to complete the work quickly.  
(f) Dolly \_\_\_\_\_ (miss) her friend who \_\_\_\_\_ (go) abroad.  
(g) India \_\_\_\_\_ (receive) man of the match award because he \_\_\_\_\_ (take) seven wickets in the match.  
(h) You \_\_\_\_\_ (complete) your work earlier, so you \_\_\_\_\_ (be) not worried.  
(i) Polly \_\_\_\_\_ (go) to the party, so she has \_\_\_\_\_ (lock) the gate.

### Fun With Grammar

- Divide the class into groups of three students each.

The first group says the sentence

We went to the zoo.

The second group will say the sentence

We were going to the zoo.

The third group will say the sentence

We had gone to the zoo.

In this way the game will carry on. The starting line can be said by the each group one by one so that each group can practice the different tense forms of past tense.



# Future Tense

## (Simple, Continuous, Perfect)



### LEARNING TIME

The future tense is used to talk about an action that is expected to take place sometime in the future.

#### A. Simple Future Tense

1. I **will go** to Goa next week.
2. We **will visit** the zoo tomorrow.
3. Karan and Arjun **will return** after two months.

#### ● Formation of Simple Future Tense

We use the helping verb **will + root form** of the main verb to form a sentence in simple future tense.

Subject + will + main verb (root form) + object/complement

- The use of shall with I and we has more or less disappeared from modern English. **Will** is now acceptable with all nouns and pronouns.

### PRACTICE TIME

1. Fill in the blanks with the simple future tense form of the verbs given in the brackets.

- (a) Harry \_\_\_\_\_ (repair) his bike on Monday.
- (b) Sneha \_\_\_\_\_ (join) dance classes this month.
- (c) I \_\_\_\_\_ (write) an article for the magazine.
- (d) You \_\_\_\_\_ (enjoy) the company of my brother.
- (e) We \_\_\_\_\_ (come) to the party.
- (f) Lima \_\_\_\_\_ (help) her in setting the bed.
- (g) Rocky \_\_\_\_\_ (work) hard this year.
- (h) Sandy \_\_\_\_\_ (take) the dog to the garden tomorrow.
- (i) I \_\_\_\_\_ some clothes. (buy)
- (j) She \_\_\_\_\_ for you at home. (wait)



#### TEACHER'S NOTES

Introduce the concept of Future Continuous Tense to the students. Ask the students individually about their upcoming weekend plans in the simple future tense, making them understand the use of the future perfect and continuous tense in the sentences.





## LEARNING TIME

### B. Future Continuous Tense

The future continuous tense is used for actions that will be continue at a particular time in future.

Read the following sentences.

1. I **shall be running** in the park.
2. We **shall be visiting** a zoo.
3. They **will be playing** games.

#### ● Formation of Future Continuous Tense

To form a sentence in future continuous tense, we add **be** after the auxiliary verb (will) and then -ing form of the main verb.

Subject + will/will not + be + main verb (-ing form) + object/complement.

## PRACTICE TIME

### 2. Fill in the blanks with correct tense form of future continuous tense.

- (a) At 5 O'clock tomorrow, I \_\_\_\_\_ (work) in my office.
- (b) At midnight we \_\_\_\_\_ (sleep).
- (c) They \_\_\_\_\_ (dance) all night.
- (d) He \_\_\_\_\_ (not/play) all afternoon.
- (e) I \_\_\_\_\_ (not/work) all day.



## LEARNING TIME

### C. Future Perfect Tense

The future perfect tense is used for actions that will be finished at a particular time in future.

1. I **will have finished** this project by this time tomorrow.
2. He **will have bought** a car by next month.
3. They **will have eaten** their breakfast by 8 O' clock.

### • Formation of Future Perfect Tense

To form a sentence in future perfect tense we use auxiliary verb **will have** followed by past participle form of the main verb.

**Subject + (will/will not) + have + main verb (Past Participle form) + object/complement**

## PRACTICE TIME

### 3. Fill in the blanks using future perfect tense form of the verb.

- (a) Mr. Sharma \_\_\_\_\_ (write) his first book by the end of this week.
- (b) The match \_\_\_\_\_ (not start) by the time we turn on our TV set.
- (c) By 9 a.m. the Principal \_\_\_\_\_ (take) a round of the school.
- (d) We \_\_\_\_\_ (shift) to a new house by December.
- (e) I \_\_\_\_\_ (learn) German by the next month.

### • Sometimes we use the verb form **be + going to** to indicate actions that are about to take place in the immediate future.

We use **be (is/ are/am) + going to + main verb (root form)** for this kind of future reference.

We **are going to cook** our favourite dish.

Mahi **is going to tell** a nice story.

## PRACTICE TIME

### 4. Fill in the blanks using **is/are/am + going to** along with suitable verbs.

lend   complete   book   play   visit   learn

- (a) Abhi \_\_\_\_\_ the role of Rama in the Ram-Leela.
- (b) The teacher \_\_\_\_\_ us the costumer for the show.
- (c) I \_\_\_\_\_ my ticket for Kanpur now.
- (d) Yuvraj and I \_\_\_\_\_ cricket this summer.
- (e) Mahi \_\_\_\_\_ her home work before sleeping.
- (f) He has an appointment. He \_\_\_\_\_ the doctor.

## Fun With Grammar

- Divide the class into groups of four. Call one child from a group and say the name of a tense form.
- For example, simple present or past perfect. The child has to write/say a sentence using that tense form. The group which answers the most gets the highest score and becomes winner.



# Parts of Speech



## LEARNING TIME

### A. Parts of Speech

In English, all the words are divided into eight classes. There are eight parts of speech in English Grammar.

- |                |                 |                |
|----------------|-----------------|----------------|
| 1. Noun        | 2. Pronoun      | 3. Adjective   |
| 4. Verb        | 5. Adverb       | 6. Preposition |
| 7. Conjunction | 8. Interjection |                |

➤ **A noun is a word used to refer to people, places, animals or things.**

Alex plays **football** with his pet **dog** at **park**.

↓	↓	↓	↓
(Person)	(thing)	(animal)	(place)

➤ **A pronoun is used in place of a noun.**

I gave **you** the pen **myself**.

↓	↓	↓
(speaker)	(listener)	(speaker)

➤ **An adjective is used to describe a noun or pronoun.**

The **brown** cattle has **two** calves.

↓	↓
(what kind of)	(How many)

➤ **A verb is used to show an action or a state of being; or possession.**

Ronaldo **kicked** the ball. (doing/action)

She **is** very intelligent. (being)

My brother **has** a car. (possession)

➤ **An adverb is used to add more meaning to a verb.**

The dog barked **loudly**. (barked how)

➤ **A preposition is used to show the relation between a noun or pronoun and some other word(s) in a sentence.**

The kitten is sitting **under** a table.

(the relation between the cat and a table)



### Let Me Answer

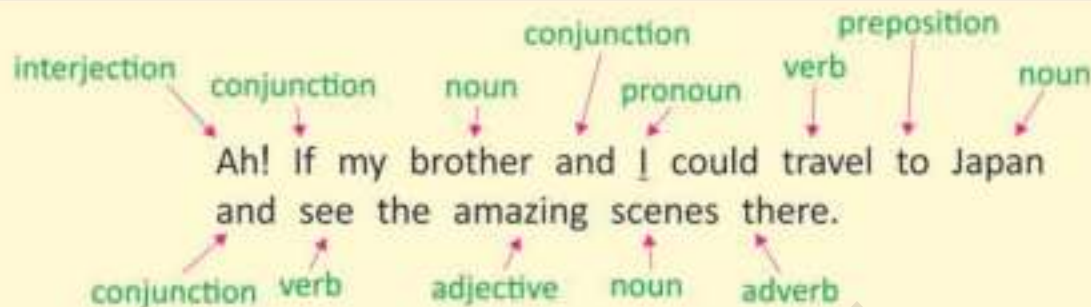
- Do you have a pet?
- How many colours of dogs have you seen?

- A **conjunction** is used to join words, clauses or sentences.

Isha ate an apple **and** an guava.

- An **interjection** is used to show surprise or emotion.

**Hurrah!** We have won the match.



(The is an article. Could is a modal verb)

## PRACTICE TIME

1. Identify the **nouns**, **pronouns**, **verbs** and **adjectives** in the sentences and write them in your notebook according to their respective category.

- The boy is holding a beautiful umbrella in his hand.
- Sam hit a big six and everyone clapped for it.
- Rani's mother gave her sweets.
- Has Yogesh invited you to his grand birthday party?
- She picked the heavy suitcase herself.
- Seema is wise. She can solve any sums.
- The lion is big. It is roaring at the people.
- I saw a stray dog in the street.
- My english teacher explained the poem nicely.
- Avinash put his book on the table.
- Ricky is going to Nima's birthday party. She is wearing a pretty dress.

### Let Me Answer

- Do you sing songs?
- Have you ever played volleyball?

2. **Underline the verbs** and **circle the adverbs** in the following sentences.

- The child ate the cake happily.
- The boys played volleyball nicely.
- She sings song sweetly.

### TEACHER'S NOTES

Elucidate different parts of speech and ask the students to practice the exercises for better understanding.

- (d) The baby cried loudly.
- (e) He entered the room silently.
- (f) Nancy danced gracefully.
- (g) We waited eagerly.
- (h) Raj solved the sums quickly.

3. **Underline the prepositions, circle the conjunctions and write I for the interjections.**

- (a) Go back and sit down.
- (b) Put the book on the table.
- (c) Come inside or go outside.
- (d) She was listening music when he came in.
- (e) We had to travel through a dense forest.
- (f) Yippee! Saina has won the match and got the trophy.
- (g) We did not expect either the rain or the drop in temperature.
- (h) Many poets were inspired by Homer and other ancient Greeks.
- (i) Hey, Edward Lear wrote "The Owl and the Pussycats".
- (j) Bravo! You have finished your work in time.



## LEARNING TIME

B. **According to the action and placement of a word in a sentence, it is divided into two forms.**

Read the following sentences.

1. We definitely need the **rain**.
2. When it **rains**, it pours.
3. I need your **help**.
4. Would you please **help** me?



In sentence 1, **rain** is the name of something that we definitely need. So, the word **rain** has been used as a noun.

In sentence 2, **rains** refers to an action that pours water.

In sentence 3, **help** is something I need. So, the word **help** has been used as a noun.

In sentence 4, **help** refers to an action that I expect someone to do.

So, the word **help** in sentence 4 has been used as verb.

Now, read the following sentences.

1. The lion ran **after** the deer.

2. He reached the station after the train had left.

In sentence 1, the word **after** shows the relationship between the lion and the deer. So, the word **after** has been used as preposition.

In sentence 2, the word **after** joins two sentences .He reached the station and the train had left.

So, the word **after** has been used as conjunction.

## PRACTICE TIME

### 4. Identify the part of the speech of the underlined words.

- (a) She thought of a good plan. \_\_\_\_\_
- (b) Her thought is like that of a philosopher. \_\_\_\_\_
- (c) Nisha is my best friend. \_\_\_\_\_
- (d) It is my doll. \_\_\_\_\_
- (e) The sun gives us heat and light. \_\_\_\_\_
- (f) Do it quickly. \_\_\_\_\_
- (g) I helped him because I liked him. \_\_\_\_\_
- (h) The cat is under the bed. \_\_\_\_\_

### 5. Use the following words in sentences. (a) as nouns and (b) as verbs.

- (a) aim      (b) cook      (c) face      (d) look  
(e) hope      (f) ring      (g) travel      (h) walk

## Fun With Grammar

- Write the name of one of the 8 parts of speech on every paper bag.
- Have your kids write down 20 different words, one on each flashcard. Encourage them to think of a variety of words.
- Assist your students to identify the part of speech belonging to each word and placing it in its corresponding paper bag.
- Choose one word from each paper bag, and ask your kids to use the words to form a sentence. They will receive one point for each word they used correctly in the sentence.
- Play until you have used up all of the flashcards. Count up the points that each player has received to determine the winner.

## Test Yourself - 2

Based on Chapters 7 to 13

**A. Underline the verbs in the following sentences.**

- (a) Mohit pulls the rope.
- (b) We suggest him good things.
- (c) She likes him very much.
- (d) We play in the park.
- (e) They understand our words.
- (f) She hit the ball.
- (g) We have finished our homework.



**B. Fill in the blanks with the correct forms of adjectives from the brackets.**

- (a) He was \_\_\_\_\_ (handsome) at nineteen than he is now.
- (b) This is the \_\_\_\_\_ (old) temple in Kancheepuram.
- (c) Kamala is the \_\_\_\_\_ (industrious) student in our class.
- (d) Karikalan was one of the \_\_\_\_\_ (wise) of kings.
- (e) Mount Everest is the \_\_\_\_\_ (high) mountain peak in the world.
- (f) The \_\_\_\_\_ (bad) thing you could do is to lie to your friends.
- (g) Leena is \_\_\_\_\_ than Sabeena. (smart)

**C. Fill in the blanks with adjectives of quality in the following sentences.**

ripe good sweet big small red bright ripe

- (a) Virat is a \_\_\_\_\_ batsman.
- (b) I like \_\_\_\_\_ roses.
- (c) It was a \_\_\_\_\_ day.
- (d) You may eat \_\_\_\_\_ mangoes.
- (e) The milk is not \_\_\_\_\_.
- (f) This is a \_\_\_\_\_ house.
- (g) The girl has \_\_\_\_\_ voice.
- (h) Eagles eat rats and \_\_\_\_\_ birds.



**D. Tick (✓) the correct options to complete the following sentences.**

- (a) (The French/French) is spoken in France.
- (b) They are traveling in (Arctic/the Arctic).
- (c) This is (tallest/the tallest) building in New York.
- (d) This is a painting from (the 1820's/1820's).
- (e) He just returned from (the Zimbabwe/Zimbabwe).
- (f) He'll probably study (medicine/the medicine).

**E. Fill in the blanks using future perfect tense forms of the verbs.**

- (a) On Monday, he \_\_\_\_\_ (live) in this house for two years.
- (b) Next year, I \_\_\_\_\_ (work) on this company for two years.
- (c) By 9 p.m. it \_\_\_\_\_ (rain) for eight hours.
- (d) By the end of this month, the workers \_\_\_\_\_ (build) the dam.
- (e) By 4 O' clock, they \_\_\_\_\_ (play) for two hours.
- (f) By 8 O' clock the kids \_\_\_\_\_ (fall) asleep.

**F. Complete the following sentences by using simple past tense forms of the verbs given in the brackets.**

- (a) We \_\_\_\_\_ the movie yesterday. (watch)
- (b) They \_\_\_\_\_ to zoo last Monday. (go)
- (c) Anil \_\_\_\_\_ the mango. (eat)
- (d) We \_\_\_\_\_ for five kilometers every morning. (run)
- (e) The weather \_\_\_\_\_ strangely fine. (be)
- (f) I \_\_\_\_\_ lots of interesting places. (visit)
- (g) In the evenings, we \_\_\_\_\_ to club. (go)



**G. Fill in the blank with the present continuous form of the verbs within brackets.**

- (a) Ashok and Vimal \_\_\_\_\_ tickets to watch the match. (be, buy)
- (b) The minister \_\_\_\_\_. (be, speak)
- (c) The old woman \_\_\_\_\_ in the first row. (be, sit)
- (d) Haripriya \_\_\_\_\_ in a film. (be, act)
- (e) The sun \_\_\_\_\_ (be, rise) and the farmers \_\_\_\_\_ (be, plough) the land.
- (f) Amala \_\_\_\_\_ a poem. (be, recite)
- (g) The driver is absent. So, Shyam \_\_\_\_\_ the car. (be, drive)



# The sentence



## LEARNING TIME

**A. A group of words that makes a complete sense is called a sentence.**

- In the sentence, the words are arranged in a proper order to make a complete meaning.
- A sentence always begins with a capital letter.
- We put a full stop (.), a question mark (?) or an exclamation mark (!) at the end of a sentence.

## PRACTICE TIME

**1. Rearrange the following groups of words as meaningful sentences. Remember to begin them with a capital letter and to end with a full stop (.) or a question mark (?) at the end.**

(a) exercise walking good a is

(b) do school go when you to (question)

(c) sun the east rises the in

(d) cooks lunch you who for (question)

(e) hard-working students are they

(f) incharge who class is the your of (question)

(g) chess like to we play

(h) car brother my office goes to by

(i) smart girl intelligent and the is



## TEACHER'S NOTES

Explain the types of sentences using the given examples in the book and help them to frame sentences on their own based on their types.

3. Put a full stop and a question mark wherever necessary. Underline the letter that should be in capital.

Today is Nisha's birthday she is very happy today she has invited all her friends to her birthday party she has invited me too are you going with me too we will have lots of fun there we will wish her happy birthday and enjoy the party.



## LEARNING TIME

- B. Sentences can be divided into four categories based on their structure and the message they convey.

The four types of sentences are.

- (1) declarative/assertive sentence.
- (2) Interrogative sentence.
- (3) Imperative sentence.
- (4) exclamatory sentence.

### Let Me Answer

- a. Are you an obedient student?
- b. Do you say 'please' when you request?

1. A sentence that says or states something is called an assertive sentence.

An assertive sentence is also called a declarative sentence.

It ends with a full stop (.)

- (a) He is an obedient student.
- (b) We are best friends.

2. A sentence that asks a question is called an interrogative sentence.

We put a question mark (?) at the end of an interrogative sentence.

- (a) Why are you crying?
- (b) Are you feeling hungry?

3. A sentence that expresses a command, or makes a request or a piece of advice or suggestion is called an imperative sentence. It ends with a full stop.

- (a) Do not make noise. (order)
- (b) Eat your meal in time. (advise)
- (c) Please give me a glass of water. (request)

4. A sentence that expresses a sudden or strong feeling is called an exclamatory sentence. It ends with an exclamatory mark (!)

- (a) How big the house is!
- (b) What a beautiful painting!



## PRACTICE TIME

4. Write 'S' for a statement, Q for a question, I for an imperative or E for an exclamatory sentence. Punctuate each sentence correctly at the end.

- (a) Rakesh is able to lift the box
- (b) Give me your book, please
- (c) Do you know where the office is
- (d) Shut up and sit down
- (e) The super market remains closed on Sundays
- (f) How hot the tea is
- (g) What is the capital of India
- (h) Switch on the light
- (i) Put the vegetable in the basket
- (j) Please, don't wake up my mother
- (k) What a beautiful dress is this


5. Read the following sentences and identify the types.

- (a) Help me, please.
- (b) What a miracle!
- (c) What a great movie!
- (d) They came by car.
- (e) Judges wear wigs.
- (f) What did she give to her friends?
- (g) May I close the door?
- (h) The king wanted the shirt of a happy man.
- (i) Is Mrs. Kapoor a good teacher?
- (j) He is not an illiterate person.
- (k) Does she like Kiwi?
- (l) Who discovered America?


## LEARNING TIME

C. Forming Interrogative Sentences.

- Interrogative Sentences begin with question words like **what, why, how, where, when** etc.

There are some other Interrogative sentences that don't have question words. We follow some rules to change **statements** into **questions** without question words.

- To form interrogative sentence in the simple present or simple past, we first split the verb as follows:

	Verb	Split form
Simple present	play plays run runs	do play does play do run does run
Simple past	played ran	did play did run

Then we place the subject of the sentence between the two words of the split form of the verb.

Rocky plays badminton.

– **Does Rocky play** badminton?

We like cookies

– **Do we like** cookies?

He runs fast.

– **Does he run** fast?

Shewalk fast.

– **Did she walk** fast?

You ate sweets Yesterday

– **Did you eat** sweets yesterday?

- If the verb in the statement is **is, am, are, was, should, were, will** or **can** we change the sequence of words to form the interrogative sentence.

**Mrs. Bose is** a doctor.

– **Is Mrs. Bose** a doctor?

**You are** a nurse.

– **Are you** a nurse?

**We were** tired.

– **Were we** tired?

- If the verb in the statement has two words, we place the helping verb at the beginning of the sentence.

**Ronit was** playing in the evening.

– **Was Ronit** playing in the evening?

**Sandy has completed** his home work

– **Has Sandy completed** his homework?

**You have eaten** mangoes.

– **Have you eaten** mangoes?

**He had gone** to the market?

– **Had he gone** to the market?

## PRACTICE TIME

6. Change the following assertive sentences into interrogative sentences.

(a) The novel has an impressive cover.

(b) This tool is working well.

(c) She carries a red umbrella.

(d) They play volleyball in the evening.

(e) They were playing together.

(f) Amit goes to school by bus.

(g) There are carpets on the floor.

(h) We should buy a dictionary.

(i) She will soon be a rich woman.

(j) He can prove the truth of his statement.

(k) The car had broken down.

(l) You have done your work.

(m) Yesterday was Sunday

(n) You go to your office by car.

(o) His parents will arrive tomorrow.



### Fun With Grammar

- Form four groups. Teacher will tell one sentence to each group. Then the group members have to say whether the sentence is of statement, interrogative, imperative or exclamatory. The group which says most number of sentence types will be the winner.



Well, these sentence usually means.

- (1) You must sit down.
- (2) You respect your parents.
- (3) You brush your teeth.

But you is not stated.

## PRACTICE TIME

1. Circle the subjects and underline the predicates in the following sentences.

- (a) Alice sang a beautiful song.
- (b) The boys solved the puzzle.
- (c) India has the largest democracy in the world.
- (d) My aunt lives abroad.
- (e) She works in a bank.
- (f) That was a good idea.
- (g) The soldiers fought bravely.



2. Look at the pictures and add a suitable subject to each sentence.

- (a) \_\_\_\_\_ is wearing her mother's sweater.
- (b) \_\_\_\_\_ went for a swim yesterday.
- (c) \_\_\_\_\_ chased the rat out.
- (d) \_\_\_\_\_ play basketball regularly.
- (e) \_\_\_\_\_ lived in caves, ate fruits and raw meat.
- (f) \_\_\_\_\_ was sleeping under a tree.
- (g) \_\_\_\_\_ has three colours.
- (h) \_\_\_\_\_ live in the forest.
- (i) \_\_\_\_\_ was hiding in the bush.
- (j) \_\_\_\_\_ are going to school.



3. Match the subjects in column A with predicates in column B to make complete sentences.

Column A	Column B
(a) The tiger	(i) has a beautiful voice.
(b) The ostrich	(ii) was built by Shah Jahan.
(c) Leela and Laila	(iii) is the capital of both Haryana and the Pujnab.
(d) Jupiter	(iv) is the National Bird of India.
(e) My parents	(v) carries its baby in its pouch.
(f) My sister	(vi) are very fond of gardening.
(g) The peacock	(vii) is the biggest planet in the solar system.
(h) The Taj Mahal	(viii) are teachers.
(i) The kangaroo	(ix) can run but it cannot fly.
(j) Chandigarh	(x) is an endangered animal.

4. Supply the predicates in the following sentence:(answers may vary)

(a) The lion _____	(b) The scenery _____
(c) The Yamuna _____	(d) The student _____
(e) They _____	(f) Max _____

5. Supply the subjects in the following sentences.

- (a) \_\_\_\_\_ falls on 15th August.  
 (b) \_\_\_\_\_ take care of your health.  
 (c) \_\_\_\_\_ is very sweet.  
 (d) \_\_\_\_\_ shed their leaves in winter.

**Let Me Answer**

- a. How many subjects do we have in sentences?  
 b. Do you know to identify the predicates in the sentence?

**Fun With Grammar**

- Instruct students to write different kinds of sentences on separate strips of paper. Cut the strips between the subject and the predicate. Make a set of about five sentences for every group of five students. For example,

A small girl

played with a toy.

Did the bus

arrive on time?

Give each group a set of strips and ask them to join the strips to make sensible sentences and read them out in the class.



# Subject - Verb Agreement



## LEARNING TIME

**A.** In a sentence, a verb must agree with its subject in number and person. If the subject is in singular noun, the verb should also be in singular. If the subject is in plural noun, the verb should also be in plural.

This is known as **Subject - Verb Agreement**.

- A singular pronoun takes a singular verb with it; a plural pronoun takes a plural verb with it.
- With the pronoun **you** we always use a plural verb.

**B.** Look at the following sentences to know how a verb changes its form according to the subject.

Subject	Verb	Object	Subject	Verb	Object
1. The girl	is	smart. (singular)	The girls	are	smart. (plural)
2. The boy	was	cunning. (singular)	The boys	were	cunning. (plural)
3. The bird	has	a beak. (singular)	The birds	have	beaks. (plural)
4. Rocky	speaks	loudly. (singular)	Rocky and Sam	speak	loudly. (plural)

**C.** Let us see how the verb changes its form when the subject is a pronoun.

Subject	Verb	Sentence
1. I	am, was, have, had	I am a boy.
2. You	are, were, have, had	You are a girl.
3. We	are, were, have, had	We are children.
4. He	is, was, has, had	He has a cycle.
5. She	is, was, has, had	She has a doll.
6. It	is, was, has, had	It was raining.
7. They	are, were, have, had	They have eaten.

### TEACHER'S NOTES

Describe different verb forms and ask the students to complete the sentences using the different verb forms.

- D. 1. When we join two singular nouns or pronouns using **and**, they become plural and hence take a plural verb.

Neha and Rani **are** friends.

I and he **have** come.

2. When a collective noun has been used as a single unit, it takes a singular verb.

Our group **has** more members.

Our class **has** the tall boys.

3. Sometimes the name of a book which ends in **-s** seems to be in plural form. But actually it is singular and therefore takes a singular verb.

Economics **is** a difficult subject.

Science **is** my favourite subject.

## PRACTICE TIME

1. Fill in the blanks with **is, am or are**.

- (a) Cake \_\_\_\_\_ sweet.  
(b) Rahul and Raj \_\_\_\_\_ best friends.  
(c) Seema \_\_\_\_\_ an brilliant girl.  
(d) I \_\_\_\_\_ going to school.  
(e) They \_\_\_\_\_ arriving tomorrow.  
(f) The dog \_\_\_\_\_ a loyal animal.  
(g) The birds \_\_\_\_\_ chirping.  
(h) Gold and silver \_\_\_\_\_ precious metals.  
(i) Ruskin Bond \_\_\_\_\_ my favourite author.  
(j) The flowers in the garden \_\_\_\_\_ beautiful.

2. Fill in the blanks with **was or were**.

- (a) The sum wasn't difficult. It \_\_\_\_\_ easy.  
(b) How many people \_\_\_\_\_ in the meeting?  
(c) Those \_\_\_\_\_ my best denime.  
(d) My sister \_\_\_\_\_ a lecturer.  
(e) We \_\_\_\_\_ away on vacation last month.  
(f) Ten years ago, I \_\_\_\_\_ a baby.  
(g) The movie \_\_\_\_\_ not interesting .It was boring.  
(h) \_\_\_\_\_ the exam difficult?  
(i) The books weren't on the shelf. They \_\_\_\_\_ in the book case.  
(j) His name wasn't Pooja. It \_\_\_\_\_ Poonam.



3. Fill in the blanks with **has, have or had**.

- (a) He \_\_\_\_\_ a yellow kite.
- (b) Do you \_\_\_\_\_ a sister?
- (c) It \_\_\_\_\_ a long tail.
- (d) They \_\_\_\_\_ a big house.
- (e) He \_\_\_\_\_ a bicycle last month.
- (f) Our flag \_\_\_\_\_ three colours.
- (g) The house \_\_\_\_\_ a lot of furniture.
- (h) We \_\_\_\_\_ beautiful flowers in the garden.
- (i) You \_\_\_\_\_ ten notebooks yesterday.
- (j) Nisha \_\_\_\_\_ birthday in March.



Let Me Answer

- a. What are the three colours of the national flag?
- b. What is the most beautiful flower in your garden?

4. Choose the correct word and fill in the blanks.

- (a) We \_\_\_\_\_ (go/goes) to school regularly.
- (b) Seema \_\_\_\_\_ (talk/talks) politely.
- (c) You \_\_\_\_\_ (is/are) my best friend.
- (d) Mr. Sen \_\_\_\_\_ (teach/teaches) English.
- (e) Alice \_\_\_\_\_ (like/likes) to read story books.
- (f) They \_\_\_\_\_ (tell/tells) the truth.
- (g) Soldiers \_\_\_\_\_ (fight/fights) bravely.
- (h) Flowers \_\_\_\_\_ (looks/look) beautiful.
- (i) Bill Gates \_\_\_\_\_ (earn/earns) a lot of money.



Let's Learn

- Singular noun/pronoun — Singular verb
- Plural noun/Pronoun — Plural verb
- You — Plural verb (always)

Fun With Grammar

- Display the meaning of a subject, or the person or thing being discussed, and ask students to repeat it.
- Show flashcards with subjects that are both singular and plural for students to read.
- Display and discuss the subject/verb agreement rule that verbs need to match the singular and plural subject versions.
- Place subject flashcards on the board in two sections to make a matching game.
- Ask students to come to the board to draw lines to match the subject to a verb that agrees.



# Punctuations



## LEARNING TIME

Punctuation is the use of various signs or marks in written language to give a clear meaning of a sentence or passage.

A. We use a **full stop**, a **question mark** or an **exclamation mark** at the end of a sentence.



B. We use **comma** :

- to separate words or phrases in a sentence.
- to separate expressions like yes, no, oh, well etc.
- to separate the name of the listener from the rest of the sentence.

our actors can sing, dance, ride, fight, jump and swim.



C. We use an **apostrophe** to show belongings or the relationship between two things. We also use it in **contractions**.

Mahi's room (**belongings**) the actor's dialogue (**relationship**) we'll (**contraction**)

D. We use **quotation mark** (" ") to enclose the exact words spoken by a person or titles of stories, poem, essays and articles.

'Godan' (title) 'Lucy Gray' (poem)

Kim said, "I want to go to New Delhi."

E. We use **capital letter** :

- to begin a sentence and for proper nouns.

The dog is a domestic animal.

Are you from Sri Lanka?

- for the first word of a Direct Speech.

"Do you exercise daily?" asked the teacher.

- to begin the first word of a line in a poem.

Behold her single in the field.

- for all nouns and pronouns that denote God: He, The Almighty, God, Lord Shiva.

- the titles of books and films.

'As you like it' 'Bahubali'

### TEACHER'S NOTES

Elaborate on the usage of different punctuation. Ask the students to apply the punctuations in the sentences. Using apostrophes, commas, and other punctuation marks should be clear to the students with the help of examples from the book.



## PRACTICE TIME

1. Rewrite the sentences using **capital letters** and **full stops** wherever necessary.

(a) met the Max I market in

(b) easy learn is Spanish to

(c) footballer my is messi favourite

(d) were flowers a like the carpet of diamonds

(e) my is teacher Mr. Garg

2. Insert **full stops** and **commas** wherever necessary.

(a) Amit Rahul Raj Ravi are good boys.

(b) I want to buy a pencil a sharpener an eraser and a notebook.

(c) He is wise efficient hardworking and honest .

(d) My father bought apple orange banana and grapes from market.

(e) First second third fourth fifth are ordinal numbers.

3. Rewrite the following sentences inserting punctuation marks at the appropriate places.

(a) how relaxing yoga is

(b) please read the story said my sister

(c) Romy asked Rani do you like the play

(d) he has finished reading R.K. Narayan s novel The English Teacher

4. Use **inverted commas** wherever necessary.

(a) Come here, asked the teacher to Raman.

(b) What is your name? he asked me.

(c) Have you done your duty? asked the supervisor.

(d) You are my best friend, told Alice to Riya.

(e) You said to me, Take your breakfast.

5. Insert **apostrophe (')** wherever needed.

(a) A dogs tail \_\_\_\_\_

(b) Students book \_\_\_\_\_

(c) Grandparents house \_\_\_\_\_

(d) Birds nest \_\_\_\_\_

(e) Riyas uncle \_\_\_\_\_

(f) Childrens toys \_\_\_\_\_

### Let Me Answer

- a. What are the things kept in your pencil case?  
b. What are ordinal numbers?



# Models (Can, May, Should, Must)



## LEARNING TIME

A modal is a kind of auxiliary verb that is used to express ability, possibility, permission or obligation.

In this chapter, we are going to learn about the modals can, may, should and must.

### A. Use of Can

- We use **can** to express ability to do something, while **cannot** suggests absence of ability.

I **can** speak English fluently.

He **can** lift that heavy box.

- We use **can** while taking or giving permission in a friendly or informal manner.

**Can** I go to the theatre?

- We use **can** while requesting somebody.

**Can** you wait for five minutes please?



## PRACTICE TIME

1. Fill in the blanks by using **can** or **cannot** with a suitable verb given in the box.

- You \_\_\_\_\_ in the river.
- She \_\_\_\_\_ French fluently.
- It is very difficult. I \_\_\_\_\_ this.
- \_\_\_\_\_ you please \_\_\_\_\_ me the salt?
- The boy is very short. He \_\_\_\_\_ a bike.
- You are very clever. You \_\_\_\_\_ this sum.
- There are plenty of books in the library. You \_\_\_\_\_ one .
- \_\_\_\_\_ you \_\_\_\_\_ Hindi? No, I \_\_\_\_\_ .
- It is a hospital. You \_\_\_\_\_ .
- \_\_\_\_\_ I \_\_\_\_\_ a question?

Take speak ask do speak swim ride smoke solve pass

### TEACHER'S NOTES

Apprise students about different modals and their usage, and ask the students to frame their sentences depending upon the usage of different modals.



## LEARNING TIME

### B. Use of May

- We use **may** while taking or giving permission in a formal or polite manner.

**May** I come in, sir?

Yes, You **may** come and sit.

- We use **may not** to deny permission.

You **may not** go there. He will come here himself.

- We use **may** at the time of possibility.

It **may** rain today.

- We use **may** when we wish someone.

**May** God bless you!



## PRACTICE TIME

2. Fill in the blanks using **may** or **may not** with a suitable verb given in the box.

change rain be bless play come live bring

- (a) \_\_\_\_\_ God \_\_\_\_\_ mercy on your soul.  
(b) The weather looks cloudy. It \_\_\_\_\_ today.  
(c) Students \_\_\_\_\_ only five books at a time.  
(d) Papa, \_\_\_\_\_ I \_\_\_\_\_ this computer game.  
(e) You \_\_\_\_\_ if you are busy.  
(f) \_\_\_\_\_ you \_\_\_\_\_ long  
(g) You \_\_\_\_\_ your seat with Abhishek.  
(h) Her name wasn't Reems. It \_\_\_\_\_ Lucy.

## LEARNING TIME

### C. Use of Should.

- We use should/shouldn't while giving an advise.

You **should** drive carefully in bad weather.

You **shouldn't** drive fast.

- We use should while expressing obligation.

You **should** obey your parents.

### Let Me Answer

- a. Do you like to play games on the computer?  
b. Do you ask permission from your teacher to enter the classroom?

## PRACTICE TIME

### 3. Complete the sentences with **should** or **should not**.

Mikul : I think we're lost! We \_\_\_\_\_ have come in this way.

Pikul : Oh no! What \_\_\_\_\_ we do?

Mikul : Well, we \_\_\_\_\_ worry.

Pikul : I think we \_\_\_\_\_ ask someone for directions.

Mikul : That's a good idea. Whom \_\_\_\_\_ we ask?

Pikul : Mikul!

Mikul : What?

Pikul : You \_\_\_\_\_ go off on your own.

Mikul : Don't worry.

Pikul : We \_\_\_\_\_ stay together.

## LEARNING TIME

### D. Use of Must

- We use **must** or **must not** to make suggestions forcefully.  
I **must** go to the supermarket today. You **must not** eat so much.
- We use **must** at the time of advise or recommendation.  
You **must** study the notes given by your class teacher.

## PRACTICE TIME

### 5. Fill in the blanks using **must** or **must not**.

(a) You \_\_\_\_\_ play with matches .It is dangerous.

(b) You \_\_\_\_\_ drive carefully at night.

(c) Children \_\_\_\_\_ stay late watching T.V.

(d) You \_\_\_\_\_ lie.

(e) You \_\_\_\_\_ be home on time.

(f) You \_\_\_\_\_ care your little sister.

(g) You \_\_\_\_\_ make noise in the library.

(h) She is unwell. So, she \_\_\_\_\_ see the doctor.

(i) You \_\_\_\_\_ eat healthy food.

(j) We \_\_\_\_\_ reach at the stadium on time to play the match.

(k) This is a secret. You \_\_\_\_\_ tell anybody.





# Adverbs



## LEARNING TIME

1. Adverbs are words that tell us more about the verbs, adjectives or other adverbs in a sentence.

John ran **fast** in the race.

(**fast** tells us more about the verb ran.)

The jug is **almost** empty.

(**almost** tells us more about the adjective empty.)

Mona picked up the glass **very** carefully.

(**very** tells us more about the adverbs carefully.)

The five basic types of Adverbs are:

1. Adverbs of Manner
2. Adverbs of Time
3. Adverbs of Place
4. Adverbs of Frequency
5. Adverbs of Degree

### Let Me Answer

- a. Do you wake up early?
- b. How often do you visit the library?

## 2. Adverbs of Time (When - adverbs)

Adverbs that tell us when an action happens are called adverbs of time.

Adverbs of time answer the questions: 'when'?

William woke up **early**.



Vishal met me **yesterday**.



I visit the library **daily**.



Some more examples of adverbs of time are **already**, **tomorrow**, **today**, **early**, **before**, **late**, **everyday**, **soon**, and **now**.

### TEACHER'S NOTES

Elucidate that adverbs tell more about verbs. Ask the students to share examples of each of the types of adverbs.

## PRACTICE TIME

1. Use correct adverbs of time and fill in the blanks.

- (a) It rained \_\_\_\_\_ (yesterday/tomorrow).
- (b) Sarita reads the newspaper \_\_\_\_\_ (daily/often).
- (c) We reached the station \_\_\_\_\_ (next year/late).
- (d) I eat an apple \_\_\_\_\_ (everyday/daily).
- (e) Zohan came to my house \_\_\_\_\_ (next week/yesterday).
- (f) James \_\_\_\_\_ forgets to call on me on my birthday (never/already).
- (g) Vincent is leaving the country \_\_\_\_\_ (before/soon).
- (h) Archana will attend a meeting in Chennai \_\_\_\_\_ (yesterday/tomorrow).
- (i) Ramesh is \_\_\_\_\_ (still/almost) in office but will leave as soon as possible.
- (j) It is time to go \_\_\_\_\_ (now/last week).

## PRACTICE TIME

2. Fill in the blanks with appropriate adverbs of manner from the box.

quickly   softly   frugally   brightly   loudly   rashly   secretly

- (a) The baby cried \_\_\_\_\_ as it was hungry.
- (b) The driver drove \_\_\_\_\_ and caused the accident.
- (c) The actress \_\_\_\_\_ crept out of the theatre.
- (d) Peter lives \_\_\_\_\_ due to his low income.

- (e) The stars twinkled \_\_\_\_\_ in the sky.  
 (f) Lata spoke \_\_\_\_\_ in the library.  
 (g) The police \_\_\_\_\_ arrived at the scene of the crime.

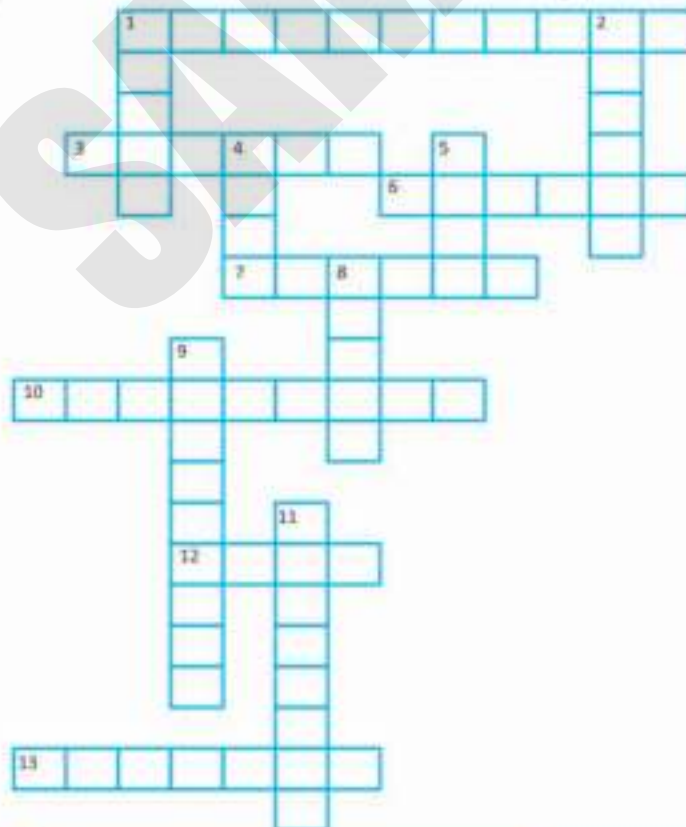
**3. Complete the crossword puzzle with adverbs of manner. You can take help of clues.**

**Across**

1. What is the adverb for 'beautiful'? (11)
3. Find the adverb: 'Slowly, he opened the door.' (6)
6. Find the adverb: 'She gently petted the cat.' (6)
7. It is easy to climb the wall. They climb it \_\_\_\_\_ (6).
10. The man is careful. He flies \_\_\_\_\_ (9)
12. Find the adverb: 'The girl tried hard.' (4)
13. What is the adverb for 'noisy'? (7)

**Down**

1. The man is a bad driver. He drives \_\_\_\_\_. (5)
2. What is the adverb for 'lazy'? (6)
4. Find the adverb: 'She opened the door wide.' (4)
5. The woman is a good singer. She sings \_\_\_\_\_. (4)
8. What is the adverb for 'shy'? (5)
9. What is the adverb for 'healthy'? (9)
11. Find the adverb: 'He ate the cake greedily.' (8)



## LEARNING TIME

### C. Adverbs of Place (where - adverbs)

Adverbs of place tell us where actions take place.

They answer the questions : **where** or **in which direction**?

Examples:

He went **up** the hill.



The horse galloped **away**.



Some more examples of adverbs of place are **here, there, everywhere, above, below, near, inside, outside, upstairs, nearby** and **far**.

## PRACTICE TIME

4. Fill in the blanks with appropriate adverbs of manner from the box.

- (a) My friends lives \_\_\_\_\_ a temple. (there/near)  
(b) Rahul is playing \_\_\_\_\_. (outside/out)  
(c) As it was raining, the children played \_\_\_\_\_. (inwards/indoors)  
(d) The crabs walk \_\_\_\_\_. (sideways/under)  
(e) I asked the seller to come \_\_\_\_\_. (below/inside)  
(f) I saw Disha going \_\_\_\_\_. (anywhere/somewhere)  
(g) Chennai is \_\_\_\_\_ (far/these) from Delhi.

## LEARNING TIME

### D. Adverbs of Frequency (how often - adverb)

Adverbs of Frequency tell us how often or how frequently an action takes place.

Examples:

The trains are **always** on time in the U.S.A.



Ria **never** reaches late to school.



Some more adverbs of frequency are **seldom, usually, sometimes, always, often** and **annually**.

## PRACTICE TIME

5. Choose the suitable adverbs of frequency and fill in the blanks.

- (a) Rani and Vani \_\_\_\_\_ meet each other. (seldom/soon)
- (b) He \_\_\_\_\_ comes unprepared for his examinations. (never/frequently)
- (c) We celebrate our sports day \_\_\_\_\_. (daily/annually)
- (d) My teacher, who is punctual \_\_\_\_\_ (always/sometimes) reaches the school before time.

## LEARNING TIME

E. Adverbs of Degree (how much - adverbs)

Some adverbs give information about a verb, adjective or another adverb in a sentence. They tell us about the intensity, extent or degree of an action. Such adverbs are called adverbs of degree. Adverbs of degree answer the questions : **how much?**

The tank is **almost** full.

She is **very** Polite.

They are walking **too** slowly.

Some more adverbs of degree are most, fully, partly, nearly, enough and just.

## PRACTICE TIME

6. Unscramble the letters to find the adverbs of degree and complete the following crossword.

### Down

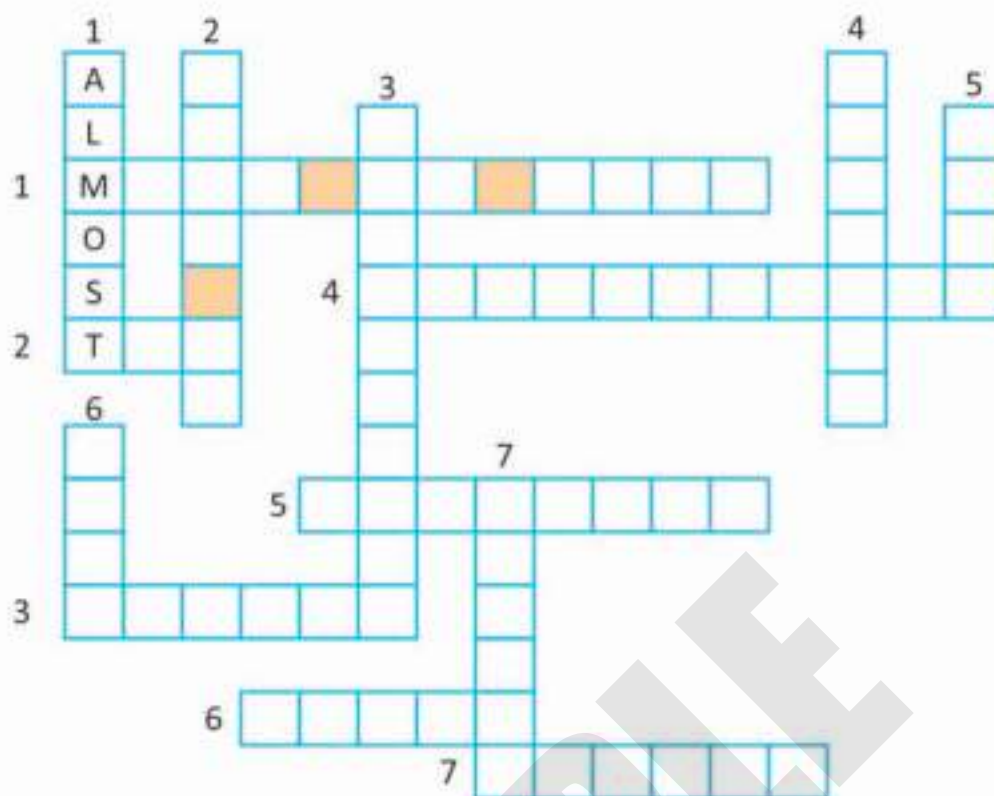
- 1. amslot \_\_\_\_\_
- 2. stor of \_\_\_\_\_
- 3. colelpetmy \_\_\_\_\_
- 4. ttolaly \_\_\_\_\_
- 5. vrey \_\_\_\_\_
- 6. mcuh \_\_\_\_\_
- 7. rethar \_\_\_\_\_

### Across

- 1. mroe or lses \_\_\_\_\_
- 2. oto \_\_\_\_\_
- 3. hdraly \_\_\_\_\_
- 4. patircclaly \_\_\_\_\_
- 5. tblrrey \_\_\_\_\_
- 6. qtuie \_\_\_\_\_
- 7. rllaey \_\_\_\_\_

7. Choose the correct adverbs of degree and fill in the blanks.

- (a) The lecture was \_\_\_\_\_ boring. (quite/quiet)
- (b) They were \_\_\_\_\_ tired. (very/quiet)
- (c) In summer it is \_\_\_\_\_ hot during the day. (fully/extremely)
- (d) I am \_\_\_\_\_ sorry for the delay. (most/very)
- (e) Radha ate \_\_\_\_\_ all the cakes kept in the fridge. (almost/quite)



## LEARNING TIME

### G. Formation of Adverbs

- (1) If the word ending with **-y**, replace the y with **-i** and add **-ly**.  
happy - happily      angry - angrily      easy - easily.
- (2) by dropping the **-e** and adding **-y**.  
simple - simply      probable - probably
- (3) By adding **-ally** when the adjective ends with the consonant **C**.  
majestic - majestically      basic - basically      artistic - artistically
- (4) If the word ending with single consonant before the vowel, double the consonant, drop the vowel and add **-y**.  
whole - wholly
- (5) Some words are used both as adjectives and adverbs.

#### Adjectives

He is a fast runner.

Have you taken enough rest?

What will you do next?

- (6) Some adjectives change their form completely when used as adverbs:

young - youthfully

#### Adverbs

He ran very fast.

Are you well enough to come out with us?

Call the old man next.

good - well



## PRACTICE TIME

8. Complete the sentences using the correct form of the adverbs given in brackets.

- We have \_\_\_\_\_ seen a lion in this jungle. (*rare*)
- He speaks \_\_\_\_\_. (*clear*)
- The movie is \_\_\_\_\_ interesting. (*extreme*)
- He is rather \_\_\_\_\_ in his work. (*slow*)
- I visited him \_\_\_\_\_ in his house. (*frequent*)
- Gopal \_\_\_\_\_ makes a mistake. (*seldom*)
- Do not run so \_\_\_\_\_. (*fast*)
- Tell him \_\_\_\_\_ not to spit here. (*stern*)
- You have \_\_\_\_\_ chosen. (*right*)
- Socrates drank the poison \_\_\_\_\_. (*cheerful*)
- My sister speaks English \_\_\_\_\_. (*fluent*)
- Nita drives \_\_\_\_\_ than Rita. (*good*)

9. Solve the crossword using adverbs.

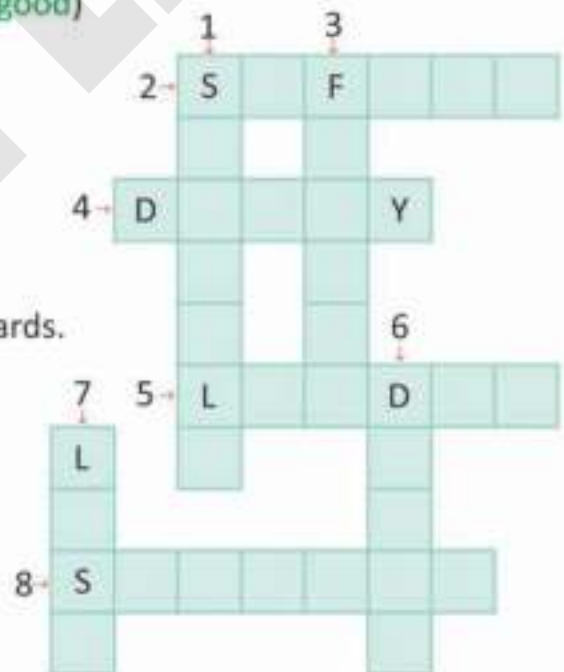
### ACROSS

- The singer sang \_\_\_\_\_.
- Amit practices yoga \_\_\_\_\_.
- The politician's speech echoed \_\_\_\_\_.
- The mountainous road climbed \_\_\_\_\_ upwards.

### DOWN

Give the opposites of the following.

- bluntly
- partly
- brightly
- more



## Fun With Grammar

The teacher will divide the class into two teams. Each team will be given five minutes to write down ten adjectives. A student from **TEAM A** will call out an adjective to a student in **TEAM B** who must change the adjective into an adverb. The child has to also recraft the sentence accordingly.



# Prepositions



## LEARNING TIME

### A. Prepositions

**Prepositions** are words that tell us about the relation between nouns and pronouns in a sentence. It is placed before a noun, pronoun or noun phrase.

(a) The book is **on** the table.

**On** shows the relation between the book and the table.

(b) I write **with** my pen. (**With** shows the relation between I and my pen.)



**Prepositions are of three main types.**

1. **Prepositions of time** : (in, at, by, since, from, before, after etc.)

I reach school **at** 8 a.m.

I will be there **on** time.

2. **Prepositions of place** : (in, on, at, inside, beside, below, above, across, within etc.)

Thomas is **in** the car.

Your shirt is **on** the chain.

3. **Other kinds of prepositions** : (of, for, with, from, off, by, over etc.)

Uses of the most common prepositions **in, on and at** :

IN	ON	AT
For seasons : <b>in</b> summer	For days of the week : <b>on</b> Sunday	For specific times : <b>at</b> 2 o'clock
For months : <b>in</b> July	For Special days : <b>on</b> my birthday	For meal times : <b>at</b> lunch
For years : <b>in</b> 2020	For Special dates : <b>on</b> 3rd September	In some expressions : <b>at</b> work, <b>at</b> peace
For most periods of time : <b>in</b> the morning	To talk about transport communication : <b>on</b> the phone	For some periods of time : <b>at</b> night
To show being inside a place : <b>in</b> patina, <b>in</b> the kitchen	To show being on the surface of something : <b>on</b> the grow	<b>For specific places</b> : <b>at</b> my school, <b>at</b> the library

### TEACHER'S NOTES

Elucidate that adverbs tell more about verbs. Ask the students to share examples of each of the types of adverbs.



## PRACTICE TIME

2. The words in colour are either prepositions or adverbs. Circle the prepositions and tick the adverbs.

- (a) i) The dog is sleeping **on** the mat.  
ii) Is the television switched **on** ?
- (b) i) The show should be **over** by now.  
ii) Dolly jumped **over** the wall.
- (c) i) The bus just passed **by**.  
ii) This book is **by** my favourite author.
- (d) i) He is hidden **under** the bed.  
ii) She picked up the sheet and crawled **under**.
- (e) i) Please leave your shoes **outside** the door.  
ii) Let's play **outside**.
- (f) i) The cat is **behind** that door.  
ii) Revise a little everyday so you don't fall **behind**.

## LEARNING TIME

B. Many words can be used as either prepositions or adverbs. Don't be confuse, Remember, a proposition always has a noun or pronoun after it. An adverb tells us about a verb or an action. An adverb doesn't have a noun or pronoun after it.

The shirt is hung **on** the hanger. (Preposition)

Put your sweater **on**. It is cold. (Adverb)

She walked **down** the stairs. (Preposition)

He sat **down**. (adverb)

## PRACTICE TIME

1. Complete these phrases with in, at or on.

- (a) \_\_\_\_\_ May
- (b) \_\_\_\_\_ summer
- (c) \_\_\_\_\_ Sunday
- (d) \_\_\_\_\_ the television
- (e) \_\_\_\_\_ 8 p.m.
- (f) \_\_\_\_\_ the future
- (g) \_\_\_\_\_ 24th April
- (h) \_\_\_\_\_ home
- (i) \_\_\_\_\_ his music class

## PRACTICE TIME

### 3. Circle the correct prepositions in these sentences.

- (a) I have been waiting (after/for) you.
- (b) She keeps all her files (with/inside) the drawer.
- (c) The tunnel runs (through/from) the mountain.
- (d) The refrigerator is (under/in) the kitchen.
- (e) Krishna is (at/by) school.
- (f) He is fond (away/of) listening to western music.
- (g) There is a bookstall (beside/besides) the school.



### 4. Fill in the blanks with suitable prepositions.

- (a) We are going on a vacation \_\_\_\_\_ August. (on, at, in, since)
- (b) The bone was \_\_\_\_\_ the dog. (about, for, after, considering)
- (c) Please put the vase \_\_\_\_\_ the table. (in, on, for, over)
- (d) I received a present \_\_\_\_\_ Natasha. (from, of, by, about)



## LEARNING TIME

### C. Since and for, among and between

- **since** is used for a fixed point in time while **for** is used for a period of time.  
I have waited **for** four hours.                      I have waited **since** 4 p.m.
- **Between** suggests two people or objects while **among** is used for a set or group.  
The table is **between** Ram and Mohan.                      There is a crow **among** cuckoos.

## PRACTICE TIME

### 5. Tick the correct prepositions in these sentences.

- (a) Please grant me leave (for/since) 5 days.
- (b) He is not coming to work (for/since) 5th January.
- (c) The girls are sleeping (for/since) an hour.
- (d) We shared a chocolate (between/among) us.
- (e) There is a match (between/among) India and Australia.

## Fun With Grammar

- Divide the class into groups. Call a member from each group to draw pictures according to the instructions given by the teacher. For example,  
There is a tree in front of a house.                      There are two trees behind the house.  
There is a tree in front of a house.                      There is a car near the house etc.  
The students have to draw the pictures within the allotted time.



## Test Yourself - 3

Based on Chapters 14 to 20

**A. Choose the correct word and fill in the blanks.**

- (a) We \_\_\_\_\_ (go/goes) to school regularly.
- (b) She \_\_\_\_\_ (talk/talks) politely.
- (c) You \_\_\_\_\_ (is/are) my best friend.
- (d) Mr. Gupta \_\_\_\_\_ (teach/teaches) English.
- (e) Alice \_\_\_\_\_ (like/likes) to read story books.
- (f) They \_\_\_\_\_ (tell/tells) the truth.



**B. Circle the subjects and underline the predicates in the following sentences.**

- (a) Alice sang a beautiful song.
- (b) The girl solved the puzzle.
- (c) India has the largest democracy in the world.
- (d) My uncle lives abroad.
- (e) He works in an office.
- (f) That was a good idea.



**C. Rearrange the following groups of words as meaningful sentences. Remember to begin them with a capital letter and to end with a full stop (.) or a question mark (?) at the end.**

- (a) exercise walking good a is  
\_\_\_\_\_
- (b) do school go when you to (question)  
\_\_\_\_\_
- (c) sun the east rises the in  
\_\_\_\_\_
- (d) cooks breakfast you who for (question)  
\_\_\_\_\_
- (e) obedient students are they  
\_\_\_\_\_
- (f) monitor who class is the your of (question)  
\_\_\_\_\_



**D. Use correct adverbs of time and fill in the blanks.**

- (a) It rained \_\_\_\_\_ . (yesterday/tomorrow)
- (b) Sarita reads the newspaper \_\_\_\_\_ . (daily/often)
- (c) We reached the station \_\_\_\_\_ . (next year/late)
- (d) I eat an apple \_\_\_\_\_ . (everyday/daily)
- (e) Shyam came to my house \_\_\_\_\_ . (next week/yesterday)
- (f) James \_\_\_\_\_ forgets to call me on my birthday. (never/already)

**E. Complete the sentences using should/shouldn't.**

- (a) We \_\_\_\_\_ stay together.
- (b) You \_\_\_\_\_ forget to take an umbrella.
- (c) I \_\_\_\_\_ be careful.
- (d) She \_\_\_\_\_ get angry.
- (e) We \_\_\_\_\_ spend all our money.

**F. Rewrite the following sentences inserting punctuation marks at the appropriate places. Use capital letters wherever necessary.**

- (a) how beautiful the Sunset is  
\_\_\_\_\_
- (b) no I cant come  
\_\_\_\_\_
- (c) please read the book said my sister  
\_\_\_\_\_
- (d) that was an exciting book exclaimed Nima  
\_\_\_\_\_
- (e) ponni asked Rani do you like the play  
\_\_\_\_\_

**G. Circle the correct prepositions.**

- (a) My clothings are (in/among) the washing machine.
- (b) I have been waiting (after/for) you.
- (c) The cat jumped (over/at) the wall.
- (d) She keeps all her files (with/inside) the drawer.
- (e) The tunnel runs (through/from) the mountain.
- (f) The fridge is (under/in) the kitchen.





# Conjunctions



## LEARNING TIME

A. Words which are used to join words, phrases or sentences are called **conjunctions**. Conjunctions are also called **joining words** or **linking words**.

1. Shiv **and** Riya are my classmates. (joining words)



2. We watched a bollywood movie **and** a hollywood movie. (joining group of words)



3. Alex drew a picture **and** Robert coloured the picture. (joining sentences)



## B. Conjunctions and their Uses

1. The conjunction **and** is used to join two words of the same part of speech or two statements or a noun and a pronoun.

Sam is smart **and** intelligent.

Aman **and** I study together.

2. We use **but** to connect statements that express opposite ideas.

John is rich **but** arrogant.

Tom is fat **but** his sister is thin.

3. When we express our choice we use **or**.

Would you like a cup of tea **or** coffee?

You may come in **or** go out.

4. Some conjunctions show contrast.

(**though, although, but, still**)

**Though** he was unwell, even he went to play.

• **Though** and **although** both mean the same thing.

We can use **even** with **though**, but not with **although**.

5. Some conjunctions show reason.

(**as, since, because, so**)

• **Since** his feet were hurting, he took off his shoes.

6. We use conjunctions to show purpose.

(**so that**)

• The grounds men are working hard **so that** the match can be started.

7. We use conjunctions in the context of time.

(**till, until, unless**)

## TEACHER'S NOTES

Assist students in exploring words and sentence formations with the help of joining words. The mentioned examples are given for better understanding among students.

- **Till** is just an older form of until. The dog whined **until** I let him in.
- **Unless** is used to show that something can happen only under certain circumstances. The dog will keep whining **unless** I let him in.

**C. Know uses of some more conjunctions.**

1. He was down with fever **so**, he was not present.
2. My father said **that** he would buy a new bicycle for me.
3. I was reading a book **when** someone knocked on the door.
4. She was singing **while** her friend was dancing.
5. Wait **till** I return.
6. Don't leave the place **until** I say.
7. **If** you go there, you'll meet him.
8. **Although** he is poor, he is honest.
9. She won gold medals in both the singles **and** doubles games.
10. You can have **either** pizza or pasta.
11. **Neither** you **nor** I will get off early today.
12. He got good marks not only in English **but** also in Maths.
13. Put your spectacles **so that** you can see well.

**Let Me Answer** 

- a. Which are your favourite flavours of cake?
- b. Have you ever won the gold medal in any field?

**PRACTICE TIME** 

**1. Underline the conjunctions in the following sentences.**

- (a) I like chicken but not fish.
- (b) It rains tomorrow, I'll not able to arrive.
- (c) I like both cakes and pastries.
- (d) He was late to the party because his car broke down on the highway.
- (e) Use a question mark if your sentence is a question.
- (f) I did not go swimming because it was raining.
- (g) Do you prefer tea or coffee?
- (h) Although he is tired, he continues working.
- (i) Run fast otherwise you will miss the train.

**2. Fill in the blanks with suitable conjunctions given in the box.**

but because until or but though and because

- (a) Wait here \_\_\_\_\_ I come.
- (b) My uncle is poor \_\_\_\_\_ honest.

- (c) Sonam did not attend the meeting \_\_\_\_\_ she was not well.
- (d) Shirley is only eight years old \_\_\_\_\_ she speaks English fluently.
- (e) Study hard \_\_\_\_\_ you will fail.
- (f) This place is warm \_\_\_\_\_ comfortable.
- (g) They will not pass their examinations \_\_\_\_\_ they do not work hard.
- (h) \_\_\_\_\_ he was not feeling well, he went to the school.

**4. Fill in the blanks with correct word from the brackets.**

- (a) Bob is very tall \_\_\_\_\_ Bill is very short. (while/so that)
- (b) You look \_\_\_\_\_ you've seen a ghost. (until/as if)
- (c) I am not leaving \_\_\_\_\_ I get an apology from you. (while/until)
- (d) I don't mind if you go out for lunch \_\_\_\_\_ you're back for the meeting at two. (as long as/until)
- (e) You can come to the meeting \_\_\_\_\_ you don't say anything. (as if/as long as)

**4. Join sentences by using suitable connectors (conjunctions). The first one has been done for you.**

- (a) He sings a song. His sister also sings a song.  
He and his sister sing a song
- (b) He is weak in English. He does not work hard.  
 \_\_\_\_\_
- (c) Rohan ran fast. He missed the train.  
 \_\_\_\_\_
- (d) I play. My brother watches TV.  
 \_\_\_\_\_
- (e) She did not go to school. She was ill.  
 \_\_\_\_\_
- (f) He is tall. His brother is taller.  
 \_\_\_\_\_
- (g) Tina goes to market. Avantika goes to school.  
 \_\_\_\_\_
- (h) Gargi made a mistake. She did not realise it.  
 \_\_\_\_\_

**Fun With Grammar** ✨

- Divide the class into teams and ask them to stand in the queue beside each other in rows.
- The teacher will call out the names of students to read sentences, and the teams will try to name the conjunction in the sentence first. Whoever guesses correctly first gets the point.



# Interjections



## LEARNING TIME

A word or group of words that expresses or show some sudden feeling or emotion of the person is called an interjection. It is followed by an exclamatory mark (!).

**How** wonderful the concert is!      **Hush!** Do not make a noise.

**Oh!** I lost my phone.      **Ah!** I have made a mistake.

- What and how are also used as interjections. In such a case interjection/ exclamatory mark (!) is used at the end of the sentence.

**Interjections express the following emotions.**

Ah! – Sorrow  
 Oh! – Sorrow  
 Eww! – dislike  
 Yummy! – tasty

Alas! – Sorrow  
 Hush! – Indication  
 yeah! – approval  
 pip pip! – farewell

Yahoo! – joy  
 Ha-ha! – laughter  
 Yoo-hoo! – attention  
 cricky! – surprise

## PRACTICE TIME

1. Tell the emotion expressed by the interjection in each of the following.

- (a) What a beautiful poem! \_\_\_\_\_
- (b) Hello! What is the problem? \_\_\_\_\_
- (c) Hurrah! We are the winner of match. \_\_\_\_\_
- (d) Hush! Do not talk. \_\_\_\_\_

2. Make sentences using the following interjections:

- (a) Ouch! \_\_\_\_\_
- (b) Yipee! \_\_\_\_\_
- (c) Crikey! \_\_\_\_\_
- (d) Ahh! \_\_\_\_\_

3. Fill in the blanks with suitable interjections from the words given in brackets.

- (a) \_\_\_\_\_ ! Do not make a noise. (Alas/Hush)
- (b) \_\_\_\_\_ ! Sonia has come. (Oh/What)
- (c) \_\_\_\_\_ ! We have won the match. (Oh/Hurrah)
- (d) \_\_\_\_\_ ! Are you calling fromm America? (Hello/Hush)



### Let Me Answer

- a. Have you ever won a competition?

### TEACHER'S NOTES

Explain the correct application of different examples of interjections used in the sentence with the help of the instances given in the chapter.





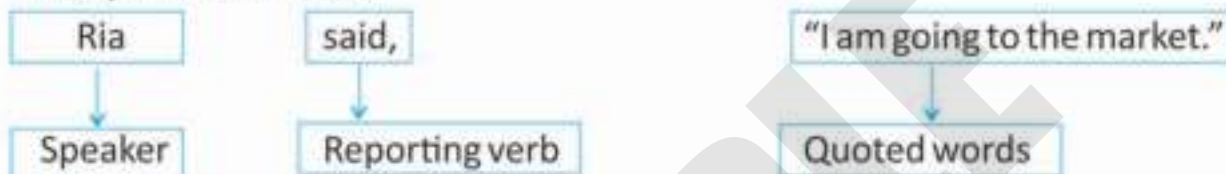
# Direct and Indirect Speech



## LEARNING TIME

### A. Direct Speech

In direct speech the exact words of the speaker (quoted words) are put within **inverted commas**. The first word within the inverted commas begins with a **capital letter**. If the speaker is mentioned first, a comma is used before the direct speech begins. If the speaker is mentioned after the direct speech, the comma goes inside the quotation marks.



### Indirect speech

When direct speech is reported by the listener to a third person later, it is called **indirect speech** or reported speech.

**Example:** He said, "I like this song." (Direct speech)

He said that he liked that song. (Indirect speech)

### B. Rules for changing sentences from direct speech to indirect speech.

#### ● Reporting verb in the present tense.

Recognise the tense of the reporting verb.

If the reporting verb is in the present tense, there is no change in the verbs in the quoted words.

**Direct speech:** Nilofar **says**, "Red fort **is** in Delhi."

Present Tense      Present Tense

**Indirect speech:** Nilofar says that Red fort **is** in Agra.

no change

#### Let Me Answer

- a. Have you ever been to Red Fort?
- b. What do you do in your free time?

#### ● Reporting verb in the past tense

If the reporting verb is in the past tense, change the verbs in the quoted words as:

#### TEACHER'S NOTES

Apprise students about direct and indirect speeches. Assist students in understanding the rules for conversion of direct to indirect speech.

1. Simple present becomes simple past.

**Direct:** Raj said, "My uncle and aunt **stay** in London."

**Indirect:** Raj said that his uncle and aunt **stayed** in London.

2. Present continuous becomes past continuous.

**Direct:** Hitesh said, "I **am going** to the theater."

**Indirect:** Hitesh said that he **was going** to the theater.

3. Present perfect becomes past perfect.

**Direct:** Anupriya said, "Priya **has** a pink gown."

**Indirect:** Anupriya said that Priya **had** a pink gown.

4. Simple past becomes past perfect.

**Direct:** Bipasha said, "Anjali **sang** in the bus."

**Indirect:** Bipasha said that Anjali **had sung** in the bus.

**Past continuous remains in past continuous tense.**

**Past perfect remains in past perfect tense.**

### C. Changes in Pronouns

1. When the speaker is in the **first person**, the pronoun doesn't change.

**Direct:** I said, "I have played carrom."

**Indirect:** I said that I had played carrom.

**Direct:** I said, "**He** has played carrom."

**Indirect:** I said that **he** had played carrom.

2. When the speaker is in the **second** or **third person** and is talking about someone else, the pronoun in the quoted words does not change.

**Direct:** You said, "**He** has played carrom."

**Indirect:** You said that **he** had played carrom.

**Direct:** He said, "**She** has played carrom."

**Indirect:** He said that **she** had played carrom.

3. When the speaker is in the **second** or **third person** and is talking about himself/herself, the pronoun in the quoted words **changes**.

**Direct:** **You** said, "I have played carrom."

**Indirect:** **You** said that **you** had played carrom.

(Speaker in the second person)

**Direct:** **He** said, "I have played carrom."

**Indirect:** **He** said that **he** had played carrom.

(Speaker in the third person)



4. When the speaker is a **proper noun** and is talking about himself/herself, the pronoun in the quoted words **changes**.

**Direct:** Harshit said, "I have played."

**Indirect:** Harshit said that **he** had played.

**Direct:** Monika said, "I have played."

**Indirect:** Monika said that **she** had played.

5. When the speaker is **referring to someone by name**, the pronoun and the verb in the quoted words change. There are some other changes too.

**Direct:** Mitali said, "You are being childish, Meera."

**Indirect:** Mitali said to/told Meera that **she was** being childish.

- D. When sentence in direct speech expresses a universal truth or a habitual fact it remains unchanged in the indirect speech.

**Direct:** Mahima said, 'The earth **revolves** around the sun.'

**Indirect:** Mahima said that the earth **revolves** around the sun.

## PRACTICE TIME

1. Fill in the blanks with the suitable option.

- (a) Rohit says, "I love novels."

Rohit says that he \_\_\_\_\_ novels.

- (i) loved            (ii) loving            (iii) loves

- (b) Anjali said, "I am going to Nainital."

Anjali said that she \_\_\_\_\_ going to Nainital.

- (i) went            (ii) was            (iii) is

- (c) Aakash said, "I went for yoga."

Aakash said that he \_\_\_\_\_ for yoga.

- (i) went            (ii) have gone            (iii) had gone

- (d) Karan said, "Mahi is playing."

Karan said that Mahi \_\_\_\_\_ playing.

- (i) was            (ii) is            (iii) has

- (e) Sarah says, "She has been to Denmark."

Sarah says that she \_\_\_\_\_ to Denmark.

- (i) was being            (ii) had been            (iii) has been

**2. Complete the following sentences using indirect speech.**

(a) Natasha said, "My mother is baking a cake."

Natasha said that \_\_\_\_\_

(b) Kashish said, "My grandparents are in Delhi."

Kashish said that \_\_\_\_\_

(c) Raj whispered, "I am going."

Raj whispered that \_\_\_\_\_

(d) Mahi says, "Rocky is joking."

Mahi says that \_\_\_\_\_

(e) "I am doing my home work," Sanjay replied.

Suraj replied that \_\_\_\_\_

**3. Rewrite the following sentences in indirect speech.**

(a) "I have finished my home work," Alice replied.

\_\_\_\_\_

(b) You say, "I have a pet dog."

\_\_\_\_\_

(c) My brother shouted, "I have won."

\_\_\_\_\_

(d) "Let's stop and find out," Abhishek suggested.

\_\_\_\_\_

(e) "I have spoken the truth," Rocky explained.

\_\_\_\_\_

**4. Change the following sentences into direct speech.**

(a) You said that you had eaten guava.

\_\_\_\_\_

(b) He said that he was going to the library.

\_\_\_\_\_

(c) Yuvraj says that the English test is on Monday.

\_\_\_\_\_

(d) I explained that the sun rises in the east.

\_\_\_\_\_

(e) She suggested that they should reach theatre on time.

\_\_\_\_\_





## LEARNING TIME

### E. Some other changes that take place when the reporting verb is in the past tense:

will	– would	shall	– should	can	– could
this	– that	these	– those	here	– there
may	– might	must	– had to	ago	– before
now	– then	today	– that day	tonight	– that night
yesterday	– the previous day			tomorrow	– the next day

**Direct :** Ajay said, "I will sell all these toys."

**Indirect :** Ajay said that he **would** sell all those toys.

### F. Reporting Imperative Sentences

When changing an imperative sentence from direct to indirect speech:

1. Change the reporting verb to **order, advise, command, request** etc.
2. Change the verb in the quoted words to **to + root form of the verb.**

**Direct :** Mother said to her son, "Be careful."

**Indirect :** Mother **advised** her son **to** be careful.

### G. Reporting Interrogative Sentences

- When changing an interrogative sentence from direct to indirect speech:  
Change the reporting verb to **ask** or **enquire** then change the interrogative form to assertive form. Change question mark to full stop.

**Direct :** Ashish said to Komal, "where are you going?"

**Indirect :** Ashish **asked** Komal where he was going.

## PRACTICE TIME

### 5. Change the sentences into indirect speech.

(a) My father said to me, "Stop playing."

\_\_\_\_\_

(b) Bunty said, "I will visit my grandfather tomorrow."

\_\_\_\_\_

(c) My mother shouted, "Call the doctor, now."

\_\_\_\_\_

(d) Abhay said to his friends, "Can I play with you today?"

\_\_\_\_\_

(e) "Where will I get this type of furniture?" asked Santoshi.

\_\_\_\_\_

(f) The dentist said, "Brush your teeth daily."

\_\_\_\_\_



# Idioms and Phrases



## LEARNING TIME

A. Idioms are groups of words with a meaning that cannot be deduced from the individual words. Idioms are common phrases or terms whose meaning is not real, but can be understood by their popular use.

1. **To face the music (to face the consequences)**

They were wrong to frame this policy. Now they will face the music.

2. **To find fault with (to blame)**

Why do you always try to find fault with others?

3. **To keep an eye on (to keep a watch)**

The invigilators are keeping an eye on the activities of the candidates.

4. **To end in smoke (to come to nothing)**

All his efforts to join the air force went up in smoke.

5. **To turn a deaf ear to (to ignore)**

It is wise to turn a deaf ear to his advice.

6. **To bury the hatchet (to leave enmity)**

Sumi and Nima have buried the hatchet and become friends again.

7. **To blow one's own trumpet (to praise one's own self)**

Sam always blows his own trumpet.

8. **To avail oneself of (to take advantage)**

You must always avail yourself of any good opportunity.



### Let Me Answer

- Which idiom do you often use and why?
- Do you know the meaning of a long time and no see?

### Idioms for kids to use

- |                             |                            |                       |                    |
|-----------------------------|----------------------------|-----------------------|--------------------|
| 1. Give it a shot           | – Try                      | 2. A piece of cake    | – very easy        |
| 3. Slipped my mind          | – I forgot                 | 4. It's in the bag    | – It's a certainty |
| 5. Be in hot water          | – Be in trouble            | 6. Cross your fingers | – For good luck    |
| 7. It cost an arm and a leg | – It was expensive         |                       |                    |
| 8. Speak your mind          | – Say what you really feel |                       |                    |

### TEACHER'S NOTES

Apprise the students of the meaning of the famous idioms and phrases and ask them to relate them with the examples given in the book.

## PRACTICE TIME

### 1. Choose the meaning of the idioms from the given options.

- (a) If it's 'safe and sound' it's \_\_\_\_\_  
 (i) not allowed                      (ii) beautiful                      (iii) not harmed
- (b) To 'set your sight' on something means to \_\_\_\_\_ something.  
 (i) aim for                      (ii) look for                      (iii) ask for
- (c) 'Shut your trap' is an impolite way of saying please \_\_\_\_\_.  
 (i) leave                      (ii) go away                      (iii) be quiet
- (d) To 'vote down' is to \_\_\_\_\_ something.  
 (i) accept                      (ii) defeat                      (iii) propose
- (e) If you are 'in the dog house' you are \_\_\_\_\_.  
 (i) enthusiastic                      (ii) in trouble                      (iii) happy
- (f) 'A bit' means \_\_\_\_\_.  
 (i) something to eat                      (ii) to help someone                      (iii) a small amount
- (g) 'Against the clock' means \_\_\_\_\_.  
 (i) a new record                      (ii) a test of speed or time                      (iii) an impossible task

### 2. Complete the following idioms.

- (a) to keep one's fingers \_\_\_\_\_
- (b) to put one's shoulder to \_\_\_\_\_
- (c) to keep one in \_\_\_\_\_
- (d) to read between the \_\_\_\_\_
- (e) in the nick of \_\_\_\_\_
- (f) to shed crocodile's \_\_\_\_\_
- (g) to leave no stone \_\_\_\_\_



### 3. Match the idioms with their meanings.

- |                            |                        |
|----------------------------|------------------------|
| (a) To lay down            | (i) in writing         |
| (b) To see eye to eye with | (ii) to discourage     |
| (c) To carry the day       | (iii) to be inadequate |
| (d) In black and white     | (iv) to agree with     |
| (e) To throw cold water on | (v) having no effect   |
| (f) To fall flat           | (vi) to sacrifice      |
| (g) To hold water          | (vii) not of any use   |



# Vocabulary



## LEARNING TIME

We can make new words by the addition of either prefixes and suffixes. The main part of a word is called stem. Sometimes a prefix or suffix or both can be added to the stem. Prefix comes before and suffix comes after.

### A. Prefixes

Prefixes are added at the beginning of a word to make a new word. Adding a prefix to a word changes the meaning of the word.

#### Examples:

The prefixes **un** and **dis** means **not** or the opposite of the root word.

1. un+believable=unbelievable
2. dis+agree=disagree

#### Let Me Answer

- a. Are you kind towards animals?
- b. Do you always respect elders?

## PRACTICE TIME

1. Look at the table given below. Write three new words using the prefixes.

Prefix	Meaning	Example			
un-	not	unwrap			
dis-	not	disrespect			
mis-	not	misfortune			
im-	not	impossible			
in-	not	indefinite			
ir-	not	irreligious			

### TEACHER'S NOTES

Let students explore new words with the help of examples in the chapter.



2. Supply suitable prefixes to the following.

Equal, credible, efficient, honest, informed, agree, attractive, desirable, eligible, readable, healthy, lucky, safe, comfort, regard, certain, answered, agreed

3. Provide the right word for the given phrases and circle them in the word grid.

- (a) not kind
- (b) not in order
- (c) not lucky
- (d) not possible
- (e) not honest
- (f) not answered
- (g) not relevant
- (h) opposite of trust

Z	D	I	S	O	R	D	E	R	O
M	N	U	N	K	I	N	D	P	Q
Q	D	I	S	T	R	U	S	T	R
N	B	O	L	D	L	Y	U	R	E
L	U	N	L	U	C	K	Y	A	D
O	C	U	C	U	M	B	W	E	O
D	I	S	H	O	N	E	S	T	S
I	M	P	O	S	S	I	B	L	E
U	N	A	N	S	W	E	R	E	D
I	R	R	E	L	E	V	A	N	T



**LEARNING TIME**

**B. Suffixes**

A suffix is a group of letters added at the end of a root word to make a new word.

A suffix when added to the root word can change its meaning.

The suffix **-able/ible** means capable or fit for.

The suffix **-less** means without.

The suffix **-ation** means an action or process.

The suffix **ful** means full of.

Study the table of suffixes given below:

Suffix	Root word	Adjective
ation	narrate	narration
ful	hand	handful
ible	response	responsible
able	avoid	avoidable
less	pain	painless

## PRACTICE TIME

4. Use the **suffixes** and complete the following table.

Suffix	Root word 1	New Word 1	Suffix	Root word 2	New Word 2
less	colour	colourless	less		
less	harm	harmless	less		
less	fruit	fruitless	less		
ation	admire	admiration	ation		
ation	state	station	ation		
ation	examin	examination	ation		
ful	joy	joyful	ful		
ful	care	careful	ful		
ful	hope	hopeful	ful		
ful	cheer	colourful	ful		
able	avoide	pitiable	able		
ible	force	terrible	ible		

5. Write words with **suffixes** using clues.

- (a) without power P \_\_\_\_\_
- (b) act with mercy M \_\_\_\_\_
- (c) without meaning M \_\_\_\_\_
- (d) without regard R \_\_\_\_\_
- (e) without care C \_\_\_\_\_
- (f) with colour C \_\_\_\_\_
- (g) able to answer A \_\_\_\_\_
- (h) having comfort C \_\_\_\_\_



## LEARNING TIME

### C. Synonyms

Words which have the same meanings are called synonyms.

Synonyms are used to bring in variety in writing and to make the language more effective.

Here are pairs of words with the same, or almost the same meaning.

afraid - scared

wisdom - knowledge

Help - assist

lucky - fortunate

value - price

merit - advantage



error - fault  
quiet - calm  
courage - bravery  
mercy - pity  
noise - sound  
legal - lawful  
quick - fast  
abolish - destroy

hollow - empty  
evidence - proof  
exact - accurate  
pain - distress  
proud - vain  
dense - thick  
forgive - excuse  
hear - listen

refuse - deny  
old - antique  
dumb - silent  
alert - aware  
power - force  
feeble - weak  
pair - couple  
authentic - genuine

## PRACTICE TIME

### 7. Fill in the blanks with the synonyms of the words given in brackets.

- (a) When my family gets together, all the children \_\_\_\_\_ (begin) to play.  
(b) We \_\_\_\_\_ (assemble) an auditorium every Monday.  
(c) Sam is a very \_\_\_\_\_ (good) person.  
(d) The tortoise runs \_\_\_\_\_. (lazily)  
(e) The rabbit runs \_\_\_\_\_. (quickly)  
(f) Everyone \_\_\_\_\_ (relates) Raj.

### 6. Give the synonyms of the following using a dictionary.

Aversion	_____	bondage	_____	comprehend	_____
dismal	_____	eccentric	_____	frailty	_____
idle	_____	magnify	_____	malady	_____
prudent	_____	telions	_____	vacain	_____
vain	_____	muddle	_____	notion	_____
amazed	_____	eminent	_____	triumph	_____
wiles	_____	devise	_____	resource	_____
determine	_____	hazard	_____		

## LEARNING TIME

### D. Antonyms

**Antonyms are words that have opposite meanings. Here is a list of antonyms:-**

absent - present  
alive - dead  
arrive - depart  
sympathy - antipathy

asleep - awake  
ancient - modern  
confident - diffident  
famous - obscure

accept - refuse  
appear - vanish  
deep - shallow  
strange - familiar

- (ii) \_\_\_\_\_
- (b) bark (sound of dog / stem of a plant)
- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (c) leaves (plural of leaf / departs)
- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (d) bear (animal / to carry)
- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (e) bank - (place where money is transacted / ground adjoining a river)
- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (f) pen (holding area for animals / a writing instruments)
- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (g) book (something to read / act of making a reservation)
- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_



## LEARNING TIME

### F. Homophones

Words pronounced alike but having different spellings and meanings are called **homophones**.

Examples:

gilt - guilt  
council - counsel  
threw - through  
grown - groan  
feet - feat

him - hymn  
blue - blew  
root - route  
bred - bread  
wait - weight

cell - sell  
due - dew  
rode - road  
dear - deer  
pray - prey

## PRACTICE TIME

10. Fill in the blanks with the suitable words given within brackets.

- (a) He \_\_\_\_\_ verses from the \_\_\_\_\_ book. (read, red)  
 (b) The doctor tried to get the \_\_\_\_\_ in \_\_\_\_\_. (vein, vain)  
 (c) Last \_\_\_\_\_ I was \_\_\_\_\_. (weak, week)  
 (d) I hurt my \_\_\_\_\_ when I tried to \_\_\_\_\_ the boat. (toe, tow)  
 (e) We shall have \_\_\_\_\_ when we \_\_\_\_\_ next time. (meat, meet)  
 (f) Do you think that the wound on the \_\_\_\_\_ would \_\_\_\_\_? (heal, heel)  
 (g) Like a \_\_\_\_\_ he cloud hit the \_\_\_\_\_. (veil, vale)  
 (h) Have you ever heard a \_\_\_\_\_ about a dog's \_\_\_\_\_? (tail, tale)



## LEARNING TIME

### G. Similes

Illustrations making comparison between two things using an adjective and the words **like** or **as** are known as similes.

These similes are used to make the speech more impressive.

- |                     |                    |                       |                       |
|---------------------|--------------------|-----------------------|-----------------------|
| as big as a bus     | as greedy as a dog | as afraid as a rabbit | as happy as a king    |
| as hungry as a wolf | as blind as a bat  | as invisible as air   | as bold as a tiger    |
| as bright as sun    | as keen as a child | as large as sky       | as light as a feather |
| as clumsy as a pig  | as cool as ice     | as cunning as a fox   | as busy as a bee      |

## PRACTICE TIME

### 11. Complete the similes in the following sentences.

Take help from the words given below.

owl      fox      leaves      snow      sunrise      lamb

- (a) Nima and Lima are twins. They are as alike as \_\_\_\_\_.  
 (b) Alice is as wise as an \_\_\_\_\_.  
 (c) His blanket is as white as \_\_\_\_\_.  
 (d) Ramesh is a clever boy. He is as cunning as a \_\_\_\_\_.  
 (e) Vijay hasn't made any mischief. He is as innocent as a \_\_\_\_\_.  
 (f) All the students in our college are as regular as \_\_\_\_\_.

### 12. Use the following similes in your sentences.

- (a) as cool as cucumber \_\_\_\_\_  
 (b) as soft as cotton \_\_\_\_\_  
 (c) as easy as ABC \_\_\_\_\_  
 (d) as blue as the sky \_\_\_\_\_  
 (e) as cunning as a fox \_\_\_\_\_





# Comprehension



## LEARNING TIME

The basic idea for giving comprehension passages is to create an interest in the children for reading. They should be able to recognise the organisation of the passage, identify the main parts of it and understand or guess the meaning of some new words in a given context and also be able to answer the given questions in a correct manner. Before attempting the given exercises, they should read the given passage carefully to get a general idea of the topic it covers and then they should write the answers in their own words. Their answers should be brief and to the point. Here are some examples of comprehension passages.

**Read the following passage carefully.**

**A.** Animals are great builders, using simple materials but employing sound engineering principles. Man has long used suspension bridges made of ropes of steel and concrete which bear the loads in tension. The webs of spiders provide the most vivid example of animal structures built entirely in tension. Spider web silk is so strong that many species of birds use it to build their nests. (para 1)

Beavers are natural engineers. They use tree branches to construct dams. The dams of the beavers have an angle of  $45^\circ$  on the downstream side. This enables the structure to bear not only its own weight acting downward but also resist the lateral pressure of water acting on the upstream side. (para 2)

Constructing a very thick wall is uneconomical. Strength could also be provided to thin wall by buttresses or by making the base wide. The nest of the termite is more than two metres high with a wide which tapers at the top. This ensures greater resistance to shear forces. (para 3)

**On the basis of your reading of the above passage answer the following questions.**

**1. Answer the following questions.**

(a) Why birds use spider web to build their nest?

(b) Why the beaver's dam has an angle of  $45^\circ$ ?

**2. Pick out words from the passage that mean.**

(a) completely (para 1)

(b) bright and clear (para 1)

### TEACHER'S NOTES

Guide students to understand the correct way to compose sentences with the help of applications and different forms of writing skills questions.

- (c) to tolerate (para 2) \_\_\_\_\_ .  
(d) using force to oppose (para 3) \_\_\_\_\_ .

**3. Write T for true statements and F for false statements.**

- (a) Spider web silk is very strong.   
(b) Animals use complex materials for building their shelters.   
(c) The dams of the beavers have 45° angle on the upstream side.   
(d) Termites give wide bases to their nests.

**4. Write 'M' for material noun and 'U' for uncountable noun in the following.**

- (a) steel  (b) steel   
(c) sound  (d) silk   
(e) concrete  (f) milk

**5. Write the opposites of the following.**

- (a) Short \_\_\_\_\_ (b) Least \_\_\_\_\_  
(c) Weak \_\_\_\_\_ (d) Disable \_\_\_\_\_  
(e) Downward \_\_\_\_\_ (f) Thick \_\_\_\_\_

**B.** Once we had a huge guest at home. It was Lakshmi, the young elephant. She belonged to one of our rich relatives. He wanted us to keep her at our place for some days. Her mahout, Gajpati told me that Lakshmi was fond of ripe bananas more than sugar cane. We had plenty of bananas in the house as we had two three banana trees in our house, but the ripe bananas were kept in the cellar. Only grandfather could take them out and distribute them. (para 1)

I wanted to become friend of Lakshmi by feeding her ripe bananas. So I waited for an opportunity and, as soon as grandfather was out, I quietly went to the cellar and took them to Lakshmi. she ate them with great relish. Later grandfather found out that I had taken the bananas. He didn't like anybody taking anything without his permission. He took a long cane and called me. I knew he wanted to beat me. I ran and grandfather ran after me. (para 2)

Lakshmi was not chained to the tree at that time. She saw me running and grandfather chasing me. She rushed towards grandfather with a wild cry. He was very frightened. He turned back, ran into the house and bolted the door. I went to Lakshmi and patted her. (para 3)

On the basis of your reading of the above passage answer the following questions.

1. Answer the following questions.

(a) Why Lakshmi came to stay at the boy's house?

\_\_\_\_\_

(b) What did Lakshmi like.

\_\_\_\_\_

(c) Why the boy feed Lakshmi?

\_\_\_\_\_

(d) Where the bananas being kept?

\_\_\_\_\_

2. Pick out words that mean.

(a) a room usually underground (para 1)

\_\_\_\_\_

(b) the keeper of an elephant (para 1)

\_\_\_\_\_

(c) enjoying the taste (para 2)

\_\_\_\_\_

(d) the act of running after (para 3)

\_\_\_\_\_

(e) the act of affection (para 3)

\_\_\_\_\_

3. Make sentences using the given words.

(a) fond of

\_\_\_\_\_

(b) opportunity

\_\_\_\_\_

(c) grandfather

\_\_\_\_\_

(d) anybody

\_\_\_\_\_

4. Write the synonyms of the following.

(a) Wealthy

\_\_\_\_\_

(b) Divide

\_\_\_\_\_

(c) After

\_\_\_\_\_

(d) Home

\_\_\_\_\_

(e) Fellow

\_\_\_\_\_

(f) Behind

\_\_\_\_\_

5. Match the following antonyms.

(a) Huge

(i) Poor

(b) young

(ii) Row

(c) Rich

(iii) Tiny

(d) Ripe

(iv) Old

(e) Long

(v) Enemy

(f) Friend

(vi) Short

Read the following poem carefully.

- C. "Payal, don't eat alone,  
Go share with, bro, if he doesn't bother?"  
"Sharing is a big thing in a short word,  
It showers joy and joins the world."  
"But he will gobble half my chocolate,  
It is so small, not enough for the two of us."  
"Why should I, ma, if you don't bother?"  
"But it keeps us together,  
Brings smiles and laughter."  
I shared my chocolate,  
He hugged me tight,  
Infact, he was great to me.  
So may be sharing is n't so bad,  
If it gets you the reward of love.



1. Complete the following statements.

The mother is asking the child to \_\_\_\_\_  
Payal doesn't want to do it because \_\_\_\_\_  
Finally Payal \_\_\_\_\_ and realises that \_\_\_\_\_  
We learn from the above poem that \_\_\_\_\_

2. Pick out a word which means.

- (a) to eat greedily \_\_\_\_\_  
(b) to hold in arms \_\_\_\_\_

3. Pick out the opposites of the following words from the passage.

- (a) punishment \_\_\_\_\_ reward \_\_\_\_\_  
(b) together \_\_\_\_\_ alone \_\_\_\_\_

4. Join the words of column A and column B to form a meaningful word.

Column A	Column B	
(a) Re	late	_____
(b) Sha	ers	_____
(c) Choco	ward	_____
(d) Show	ring	_____
(e) In	gether	_____
(f) To	fact	_____

5. Make your own sentences using the words given below.

- (a) together \_\_\_\_\_
- (b) great \_\_\_\_\_
- (c) share \_\_\_\_\_
- (d) reward \_\_\_\_\_

**Ghost**

D. They said the house was haunted but  
He laughed at them and said, "Tut, Tut!  
I've never heard such tittle- tattle,  
As ghosts that groan and chains the rattle;  
And just to prove I'm in the right,  
Please leave me here to spend the right.'  
They left him just as dusk was falling,  
With a hunch back moon and screech owls calling  
But what is that ? Outside it seemed,  
As if chains rattled, someone screamed!  
Come, come, it's merely nerves, he's certain,  
But just the same, he draws the curtain.  
The stroke of twelve-but there's no clock !  
He shuts the door and turns the lock.  
Of course, he knows that no one's there,  
But no harm's done by taking care!;  
Someone's outside-the silly joker,  
He may as well pick-up the poker!  
That noise again! He checks the doors,  
Shutters and windows, make a pause,  
To seek the safest place to hide;  
The cupboard's strong he creeps inside.  
'Not that there's anything to fear!'  
He tells himself, when at his ear,  
A voice breathes softly, 'How do you do!  
I am a ghost. Prey, Who are you?'



**1. Answer the following questions.**

a. Who is 'he' in the poem ?

\_\_\_\_\_

b. What do you understand by haunted house?

\_\_\_\_\_

c. Was the person in the haunted house scared?

\_\_\_\_\_

d. Why did he creep inside the cupboard ?

\_\_\_\_\_

e. What happened inside the cupboard ?

\_\_\_\_\_

**2. Write the lines from the poem which show the presence of ghosts.**

\_\_\_\_\_  
\_\_\_\_\_

**3. Do you think that the man who did not believe in ghosts got more and more frightened with its presence. Describe your views.**

\_\_\_\_\_  
\_\_\_\_\_

**4. Match the synonyms.**

(a) Hear

(i) verify

(b) Prove

(ii) equal

(c) Merely

(iii) listen

(d) Same

(iv) only

(e) Pause

(v) sound

(e) Noise

(vi) stop

**5. Write the opposites of the following.**

(a) Always \_\_\_\_\_

(b) Inside \_\_\_\_\_

(c) Wrong \_\_\_\_\_

(d) Different \_\_\_\_\_

(e) Careful \_\_\_\_\_

(f) Hardly \_\_\_\_\_



# Composition (Writing Skills)



## A. Letter And Application

### LEARNING TIME

Letters are of two kinds.

(i) Informal

Written to friends and relatives.

(ii) Formal

Business letters, letters to editors, principals, letters of congratulations or condolences, etc.

### INFORMAL LETTER (EXAMPLE)

Write a letter to your father giving him some news about the household affairs.

133, Tilak Nagar  
New Delhi. } → Address

Dated \_\_\_\_\_ } → Date

My dear father, } → Salutation

We all miss you very much. Grandma has fallen ill. She has been under medication for three days. However, she is recovering up. She has started taking fruits juice. But she has grown very weak. We are looking after her whole-heartedly.

Rani's result is out. She has topped the university list. She wants to prepare for IAS (Indian Administrative Services). Soon she will join her coaching at Patna. She has brought a great name and fame to the family. Uncle Ratnesh has returned from the Dubai. His trip has been very successful.

Mother is also fine. When are you coming back Papa? Come soon.

Your loving son, } → Subscription

Arjun. } → Name of the person who has written a letter.

Body of the letter

### TEACHER'S NOTES

Guide students to understand the correct way to compose sentences with the help of applications and different forms of writing skills questions.

## FORMAL LETTER (EXAMPLE)

Write a letter to the editor of a newspaper complaining frequent breakdown of electricity in your locality.

Dated \_\_\_\_\_ } → Date

To,  
The Editor  
The Times of India,  
45, Paschim Vihar, New Delhi-110083 } → The designation of the person and place

Sub : (Complaint on frequent breakdown of electricity) } → The subject

Respected Sir, } → The Salutation

Will you please publish the following few lines in the 'Editor's Column' of your esteemed newspaper?

As the examinations are going these days, the students are studying day in and day out. But the B.S.E.S is quite unmindful of our real problems. There are frequent power cuts. The power is not restored for hours. This frequent breakdown leads to disturbances in our studies. The students cannot concentrate on their studies.

Repeated complaints to the B.S.E.S. have fallen on deaf ears. The situation is worsening with the passage of time. To whom we sufferers should go for redressal of our genuine grievances. As a last resort we are writing to you with a request to give voice to our grievances.

You are requested to publish this genuine complaint of the inhabitants of this locality.

Thanks.

Your faithfully, } → The subscription

Residents of Paschim Vihar,  
New Delhi-110083 } → Name and address of the person/society who has written the letter.

Body of the letter

### Let Me Answer

- Have you ever written to your teacher?
- State the type of letter written to a friend.

## APPLICATION (EXAMPLE)

Write an application to the Principal of your school for the remission of fine:

Dated \_\_\_\_\_ } → Date

To,  
The Principal  
St. Mary High School,  
Alipur Road, Delhi. } → The designation  
and place

Subject : For remission of fine. } → The subject

Respected sir/madam } → Salutation



I am a student of class V (Roll No 8) of your school. Last Sunday our Mathematics teacher held special class at 8.00 a.m. But I reached late by ten minutes. The teacher got annoyed with me. When I sought his permission to attend the class, he beat me and turned me out of the class. He imposed a special fine of ₹ 50 on me.

} → Body  
of the  
letter

I humbly explained to him that local bus vendors were on strike. But he did not listen to me. Sir, I am an obedient student and I have never been late.

Please grant me remission of this fine of ₹ 50 and oblige.

Thanks!

Yours Sincerely, } → The subscription

Rajat Sharma  
Class-V, Section-A } → Name and class

## PRACTICE TIME

1. Write a letter to your brother scolding him for having neglected his studies:
2. Write a letter to your father requesting his permission to accompany some friends on a tour:
3. Write a letter to your friend inviting him to attend a picnic party:
4. Write a letter to your uncle thanking him for sending you a birthday gift:
5. Write a letter to a bookseller, complaining that the books sent by him were torn at several places:
6. Write a letter to the editor of a newspaper complaining about the bad quality and inadequate supply of water in your locality:
7. Write an application to the S.H.O., giving full particulars of your lost bicycle.
8. Write an application to your employer asking him to increase your salary.
9. Write an application to your Principal requesting him to issue you a character certificate.
10. Write an application to Municipal Corporation requesting it to clean your neighborhood.

## B. Message and E-mail Writing

### LEARNING TIME

Message and E-mail are also Formal and Informal. It sent via electronic media. We need a network while sending the messages through WhatsApp, Facebook, Twitter or E-mail.

#### MESSAGE WRITING

The receiver of the message has to go through the given message and pick out the most important bits of information. Then he should able to reproduce that information in order to convey it to the person for whom it is meant.

##### Format:

- The salutation
- Body of the message
- Name of the writer. (the subscription)

##### Points to Remember:

While writing the body of the message, the following points are to be kept in mind:

- Only the most important details should be written.
- Grammatically correct sentences should be used.
- Indirect or reported speech should be used.

#### FORMAT OF E-MAIL WRITING

E-mail is the system of sending messages by electronic means from one computer user to one or more Recipient via a network (internet).

**From** : The box for the email address of the sender.

Enter your E-mail Id, address in this box if you are the sender.

**To** : The box for the E-mail address to the receiver; enter the e-mail Id of the person you are sending the e-mail message to.

**Date** : No dateline is needed because all mail interfaces generate the date and time.

**Subject** : The subject line; enter subject of the E-mail.

The subject line should be concise, mostly a phrase of few key words.

**Body** : The message of the E-mail; topics could be on any subject you need to sent an e-mail for sending a family function's information, congratulations, note to a job application, cover letter, thank you note, requirements, etc.

**Subscription** : Sincerely / Yours lovingly, Name of the sender.

Write a job application through e-mail. Your name is Rahul and you are writing to Rohit.

From	: rahul@yahoo.com
To	: rohit@gmail.com
Subject	: Job application
Dear Sir,	
Body	I here by attach my resume for the position of teacher in your school. I believe, I am a perfect candidate for this position regarding my experience and training. I hope I will hear from you soon to discuss this opportunity in person.
Subscription	Sincerely, Rahul

## PRACTICE TIME

### A. Read the following telephonic conversation.

Caller : May I speak to Nisha please?

Aman : She is not here at the moment. May I know who is calling ?

Caller : I am John, a classmate of hers. When is she expected back?

Aman : Sorry, I've no idea. May I take down the message ?

Caller : Please ask her to turn up at Groovie at 7 pm sharp today. She should confirm her acceptance before 5 pm. She has my telephone number also.

Aman : I'll. Thanks.

**Aman is going out and may not return in time. So he wishes to leave a message for Nisha, her sister. Write the message in not more than 40 words.**

<b>MESSAGE</b>
Dear Nisha,
Aman



## C. Notice Writing

### LEARNING TIME

Notice is a written or printed information. It is usually put in a public place. In schools there are notice boards where the notices are pinned so that all the students can read them. In fact, notice is a short announcement of an official information.

#### INTER CLASS DEBATE

10 October

Literary Club of the school is organising an Inter Class Debate Competition. The details of which are as follows:

Date : 25 October

Time: 9 am-12 am

Venue : School Hall

Eligibility : Class VI to VIII

The students who want to participate in the competition, must give their names to the undersigned latest by 18th October.

Manoj

Secretary

#### Beware of the mosquitoes

Date :

Many cases of dengue have been reported recently. Therefore all the students are hereby requested and advised to bring their own water bottles to school. Beware of the mosquitoes. In case you find mosquitoes anywhere in the school, inform the undersigned immediately.

Principal

#### Now, answer the following questions.

1. What, do you think is the purpose of this notice? \_\_\_\_\_
2. Who has issued this notice? \_\_\_\_\_
3. Is the heading suitable? \_\_\_\_\_
4. Does the notice serve the purpose that the writer wants to convey? \_\_\_\_\_

#### Now, write the following notices.

1. As sport's secretary of your school inform the students of all classes about the Inter Class Cricket Match. Write a notice asking the students for their participation.
2. You are Ritu of class V-A. You have lost your Science book somewhere in school premises in the morning. Write a notice to be put on the notice board promising to give a party to the finder.
3. Health Club of your school is organising a nature camp at Rishikesh for ten days. As the secretary of the club write a notice to inform about the camp and its advantages. Appeal the students for participation.

## D. Diary Entry

### LEARNING TIME

#### Format:

- Date/day
- Salutation 'Dear Diary' (optional)
- Contents of the diary entry
- The subscription
- Signature

December 31, 2020

Dear Diary,

Today I went for a lovely swim in the cool swimming pool. Rohit took care of me in room 51. I met my friends, Ashok and Rajan. We did lot of fun altogether.

Bye for now,

Vishal

### PRACTICE TIME

A. You went to visit a zoo with your family. Write your experience about the trip.

Blank space for writing the diary entry for question A.

B. You helped a poor by donating him some clothes he needed. How you are feeling describe it in a diary entry.

Blank space for writing the diary entry for question B.

## E. Writing Stories

### LEARNING TIME

To write a good story, you must have the whole plot clear in your mind and the main points arranged in their proper order. After seeing the pictures carefully you have number of questions in your mind. Write down the questions in proper sequence and write the answers also in proper sequence.

### PRACTICE TIME A. The Dove and the Ant

These pictures tell a story. Put them in correct order in which they happened by numbering them. Then complete the story with the help of clues and pictures given below.



Once, a \_\_\_\_\_ saw \_\_\_\_\_ struggling in the \_\_\_\_\_. He took \_\_\_\_\_ on the \_\_\_\_\_ and \_\_\_\_\_ a \_\_\_\_\_. The ant \_\_\_\_\_ to the leaf and \_\_\_\_\_ the \_\_\_\_\_ safely. After \_\_\_\_\_ days, the ant \_\_\_\_\_ the \_\_\_\_\_ aiming his \_\_\_\_\_ at the \_\_\_\_\_ sitting in the \_\_\_\_\_. \_\_\_\_\_ wanted \_\_\_\_\_ the dove. So, she \_\_\_\_\_ the \_\_\_\_\_. The hunter \_\_\_\_\_ his \_\_\_\_\_ and the \_\_\_\_\_ flew away \_\_\_\_\_.

**Moral:** \_\_\_\_\_

**Clues :** safely, reached, to save, water, The ant, threw down, leaf, climbed on, aim, dove, shore, some, saw, hunter, gun , an ant, dove, pity, nest, ant, bit, hunter's leg, missed, dove.

## B. Unity has Strength



\_\_\_\_\_ there \_\_\_\_\_ an old \_\_\_\_\_. He \_\_\_\_\_ four \_\_\_\_\_. They always \_\_\_\_\_ with \_\_\_\_\_. The oldman \_\_\_\_\_ them to \_\_\_\_\_ in peace. But his advice \_\_\_\_\_ make any effect on them. One day he thought of a \_\_\_\_\_. He called \_\_\_\_\_. He \_\_\_\_\_ them a \_\_\_\_\_ of sticks. He \_\_\_\_\_ them \_\_\_\_\_ the bundle. Each one tried his \_\_\_\_\_, but all \_\_\_\_\_. The farmer \_\_\_\_\_ the bundle. He asked them to \_\_\_\_\_ the sticks \_\_\_\_\_ by \_\_\_\_\_. They \_\_\_\_\_ them \_\_\_\_\_ easily.

**Clues :** very, one, lived, man, had, bundle, sons, each other, live, plan, his sons, gave, asked, to break, best, failed, united, break, one, quarreled, Once, advised, broke, did not.

## C. Claver Rabbit



Once, a \_\_\_\_\_ said to all the \_\_\_\_\_ in the \_\_\_\_\_ that if \_\_\_\_\_ of them will \_\_\_\_\_ to him as his \_\_\_\_\_ per day, he would not \_\_\_\_\_ else among them. All the animals \_\_\_\_\_. One \_\_\_\_\_, it was a \_\_\_\_\_ and he \_\_\_\_\_ quite \_\_\_\_\_ the lion. \_\_\_\_\_ said that he was \_\_\_\_\_ by \_\_\_\_\_ who was \_\_\_\_\_ to be the \_\_\_\_\_ of the \_\_\_\_\_. The \_\_\_\_\_ took the \_\_\_\_\_ to a \_\_\_\_\_. Seeing the \_\_\_\_\_ the lion \_\_\_\_\_ into the well to \_\_\_\_\_ his \_\_\_\_\_ and \_\_\_\_\_.

**Clues :** day, lion, animals, rabbit, jungle, one, agreed, come, king, meal, kill anyone, long reaching, stopped, took, another lion, rabbit's turn, opponent, rabbit, jungle, claiming, lion, reflection, well, drowned, jumped, catch.

## F. Incident Writing



### LEARNING TIME

- When we narrate an incident we tell a story.
- The story has a beginning, a middle and an end.
- It can be a real or an imaginary incident.
- A **personal narrative** is when you tell a story about something that happened to you.
- The past tense is used when narrating an incident since you are writing about an incident that has already occurred.
- A narrative paragraph does not usually contain sentences in direct speech.

### PRACTICE TIME

1. The sentence given below are jumbled. Write in the correct order to narrate an incident about result day in school.

- When I got my report card, I was delighted.
- I got ready very quickly and ran to catch the bus.
- I woke up very early today.
- Then, it was time for school.
- I was very excited when I reached school.
- I knew I had done well.
- I had got full marks in all the subjects!
- So, I met with my friends and enjoyed a lot.

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## G. News Writing

### LEARNING TIME

A news story is an article that tells us about events around us. It may be about sports, political issues, real-life happenings or current events.

A news story should include the followings:

- a **headline** that gives the reader a quick idea of what the story is about.
- a **byline** that names the writer of the news story and place of the event.
- a **lead paragraph** that answers the questions **who, what, where, why** and **when** of the event being reported.
- **the body** that gives more details/facts about the story.

Read and observe the news bulletin.

**headline** ← **CISE DROPS PASS MARK CRITERIA FOR ICSE, ISC BOARD EXAMINATIONS**

**byline** ← Abhishek Jha, New Delhi.

**lead paragraph** ← **T**he Council for the Indian School Certificate Examinations (CISE) has announced to decrease the pass percentage for class X and XII examinations from 2019.

The minimum passing criteria will be now equal to all other boards, stated the notification released by the board on Monday. For IX and X, pass marks will be 33% and for XI and XII passing marks will be 35%.

**body text** →

### **PRACTICE TIME**

1. Now write news stories on the following topics.

- (a) A bus crashing into a restaurant on a highway.
- (b) A film star spotted at local market.
- (c) India beat South Africa in cricket test match in their homes after a long time.
- (d) Our Primer Minister started 'clean India' movement.

## Test Yourself - 4

### Based on Chapters 21 to 27

#### A. Complete the following sentences using indirect speech.

- (a) Natasha said, 'My grandma is baking a cake'.

Natasha said that \_\_\_\_\_

- (b) Pratyush said, 'I am tired'.

Pratyush said that \_\_\_\_\_

- (c) 'The painting is beautiful,' said Neetu to Ali.

Neetu told Ali that \_\_\_\_\_

- (d) The teacher said to the students, 'Come in'.

The teacher commanded the students \_\_\_\_\_

- (e) Arjun said to sampan, 'Please be seated till I return'.

Arjun requested sampan to \_\_\_\_\_

#### B. Fill in the blanks with suitable interjections from the words given in brackets.

- (a) \_\_\_\_\_ ! Do not make a noise. (Alas/Hush)

- (b) \_\_\_\_\_ ! Sonia is dead. (Oh/What)

- (c) \_\_\_\_\_ ! We have won the match. (Oh/Hurrah)

- (d) \_\_\_\_\_ ! Are you calling from America? (Hello/Hush)

- (e) \_\_\_\_\_ ! I am undone. (Fine/Alas)

#### C. Underline the conjunctions in the following sentences.

- (a) I like chicken but not fish.

- (b) It rains tomorrow, I'll not able to arrive.

- (c) I like both dogs and cats.

- (d) He was late to the party because his car broke down on the highway.

- (e) Use a question mark if your sentence is a question.

- (f) I did not go swimming because it was raining.

- (g) Do you prefer tea or coffee?

- (h) Although he is tired, he continues working.

- (i) Run fast otherwise you will miss the train.

D. A list of synonyms is given in column 'B'. Match them with their antonyms in column 'A'.

**Column A**

- (a) sad
- (b) construct
- (c) normal
- (d) unnatural
- (e) unnoticed

**Column B**

- (i) ruin, destroy
- (ii) delight, joy
- (iii) grave, serious
- (iv) noticed, saw
- (v) natural

E. Write words with suffixes using clues.

- (a) without power P \_\_\_\_\_
- (b) act with mercy M \_\_\_\_\_
- (c) without meaning M \_\_\_\_\_
- (d) without regard R \_\_\_\_\_
- (e) without care C \_\_\_\_\_
- (f) with colour C \_\_\_\_\_
- (g) able to answer A \_\_\_\_\_
- (h) having comfort C \_\_\_\_\_

F. Complete the following idioms.

- (a) to keep one's fingers \_\_\_\_\_
- (b) to put one's shoulder to \_\_\_\_\_
- (c) to keep one in \_\_\_\_\_
- (d) to read between the \_\_\_\_\_
- (e) in the nick of \_\_\_\_\_
- (f) to shed crocodile's \_\_\_\_\_
- (g) to leave no stone \_\_\_\_\_

G. Fill in the blanks with the suitable words given within brackets.

- (a) He \_\_\_\_\_ verses from the \_\_\_\_\_ book (read, red).
- (b) The doctor tried to get the \_\_\_\_\_ in \_\_\_\_\_ (vein, vain).
- (c) Last \_\_\_\_\_ I was \_\_\_\_\_ (weak, week).
- (d) I hurt my \_\_\_\_\_ when I tried to \_\_\_\_\_ the boat (toe, tow).
- (e) We shall have \_\_\_\_\_ when we \_\_\_\_\_ next time (meet, meet).
- (f) Do you think that the wound on the \_\_\_\_\_ would \_\_\_\_\_? (heal, heel)
- (g) Like a \_\_\_\_\_ he cloud hit the \_\_\_\_\_ (veil, vale).
- (h) Have you ever heard a \_\_\_\_\_ about a dog's \_\_\_\_\_? (tail, tale)
- (i) Rita \_\_\_\_\_, ate \_\_\_\_\_ pieces of bread (two, too).