

# 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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# The Sentence



## LEARNING TIME

### ❖ Look at these groups of words:

1. a sister my lie tells never    2. a beautiful is very she girl  
Do these words make sense? Now, have a look at the same words when arranged in a proper order.

1. My sister never tells a lie.    2. She is a very beautiful girl.  
You can see that the same words when arranged in a proper order make sense to you as they have formed meaningful sentences.



**A group of words that has a complete sense or meaning is called a sentence.**



### *Let's Learn*

1. To form a sentence, every word has to be placed at its appropriate place so as to make complete sense.
2. The first word of a sentence always begins with a capital letter.
3. A sentence must end either with a full stop (.), a question mark (?) or an exclamation mark (!).

## v THE PHRASE

### Look at the following groups of words:

in the school, all of a sudden, long long ago, in the train, outside the office.

Do these groups of words make any sense to you?

They do make some sense, however, not completely. Such a group is known as phrase.

**“A phrase is a group of words that makes sense but not complete sense.”**

**Now, read the following sentences (Note that the phrases given above have been used in these sentences):**

1. Suraj met her in the school.
2. All of a sudden, the dog attacked the child.
3. Long-long ago, there lived a king named Ashoka.
4. I had an argument with the TTE in the train.
5. Please, wait outside the office.

What have you learnt from the above sentences?



### TEACHER'S NOTES

: Explain the usage of punctuation to the students. Ask the students to identify the sentences correctly and help them organize their sentences properly.

Phrases do not have verbs while sentences have verbs. A phrase becomes a sentence when a verb and other words are added to it.

## ❖ KINDS OF SENTENCES

There are four kinds of sentences.

Each kind uses a specific punctuation at the end.

1. A sentence can make a statement; as,  
The Sun rises in the east.  
The boys were swimming in the pond.

A sentence that states or declares something is called a Declarative Sentence or a Statement.

2. A sentence can ask a question; as,  
Who has broken this glass?  
Where is the aeroplane?

A sentence that asks a question is called an Interrogative Sentence or a Question.

3. A sentence can give an order or make a request; as,  
Manas, open the door.  
Please bring me a glass of water.

A sentence that expresses a command, a request or a desire is called an imperative Sentence.

4. A sentence can express some strong or sudden feeling; as,  
How beautiful this rose is!  
What a noise they are making!

A sentence that expresses some strong or sudden feeling is called an Exclamatory Sentence or an Exclamation.

From the above it is clear that—

1. Every sentence begins with a Capital letter.
2. A Full Stop (.) is placed at the end of every Declarative or Imperative sentence.
3. A Question mark (?) is placed at the end of every Interrogative Sentence.
4. An Exclamation Mark (!) is placed at the end of every Exclamatory Sentence.

## PRACTICE TIME

**A. The words below have been jumbled. Put them back in their right order to form meaningful sentences. One has been done for you.**

**Example:**

1. arrived the late bus.  
The bus arrived late.



### Let Me Answer

- a. How many types of sentences are there?
- b. Do you start a sentence with a capital letter?

1. girl good a is Nisha very.
2. India the Delhi of is capital.
3. late you today why are?
4. lie tell a never should you.
5. market shall to go my father.
6. daily goes to she office.
7. sensible is lady a Nilu.
8. Russia has gone prime minister to the.
9. door the close.
10. teacher a Mr. Verma is.

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**B. Which of the following groups of words are sentences and which are phrases? Write 'P' for Phrases and 'S' for sentences.**

**Example:** ❖ My brother will go to Delhi tomorrow  
 v in the train

S

P

1. Ashok is a boy.
2. She has two umbrellas.
3. Once upon a time
4. Vishal was warned by the Manager.
5. In the school
6. A good doctor
7. She is tall.
8. The short boy
9. The open window
10. Shut the door.



**C. Add a suitable phrase from the box below to the following sentences so as to complete the sentences.**

In the country, a couple of hours ago, in the classroom, in the house, once upon a time, on the wall, without any food, wild animals, from the market, during rainy season.

**Example:** I met Ankesh in the market.

1. The teacher was teaching the students \_\_\_\_\_.
2. Forests are full of \_\_\_\_\_.
3. There was no one \_\_\_\_\_.
4. \_\_\_\_\_ there was a monk named Satya.
5. My father will bring sweets \_\_\_\_\_.
6. You should not go out without an umbrella \_\_\_\_\_.

7. Let us put the painting \_\_\_\_\_
8. Some of the earthquake victims survived for several days \_\_\_\_\_
9. There is no better singer than Lataji \_\_\_\_\_

**D. What kind of sentences are the following? Mark statements with (S), questions with (Q), commands with (C) and exclamations with (E):**

**Example:** Manas is a doctor.

(S)

Who has broken this plate?

(Q)

1. Delhi is the capital of India.
2. Satya is my friend.
3. How is your mother now?
4. Alas! My mother died yesterday.
5. Run to the chemist and bring medicines.
6. I want to be a scientist when I grow up.
7. Get me a glass of water.
8. Hurrah! We have won the match.
9. Is Rahul available at home?
10. Before attempting answers, read the instructions.

( )

( )

( )

( )

( )

( )

( )

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( )

( )



**E. Rearrange the following to form either an assertive or an interrogative sentence. Also mark the sentences with (A) or (I) indicating whether they are assertive or interrogative.**

**Example:** our was the PM first of country Pt. Nehru

Pt. Nehru was the first PM of our country. (A)



1. today school are going not to you why? \_\_\_\_\_
2. in lives Delhi Amit. \_\_\_\_\_
3. Friday are going we Mumbai on to. \_\_\_\_\_
4. Chocolates have eaten many you how. \_\_\_\_\_
5. daily goes to she school. \_\_\_\_\_
6. brothers Shashi two has. \_\_\_\_\_
7. watch went a movie to we yesterday. \_\_\_\_\_
8. close are and friends Rohit Surender. \_\_\_\_\_
9. lost of people thousands earthquake due to Mexico in lives their. \_\_\_\_\_
10. twelve years have living been in Delhi we for. \_\_\_\_\_

**F. Rearrange the following to form imperative sentences:**

**Example:** window the shut.

Shut the window.



1. on your put uniform. \_\_\_\_\_
2. get down train moving from do not a. \_\_\_\_\_
3. must a good health for is lifestyle healthy. \_\_\_\_\_
4. quiet keep. \_\_\_\_\_
5. temple make noise in do not the. \_\_\_\_\_

**G. Rearrange the following to form exclamatory sentences:**

**Example:** appearance has she a what beautiful.  
What a beautiful appearance she has!

1. is it terrible what a storm. \_\_\_\_\_
2. is more Principal our no alas. \_\_\_\_\_
3. intelligent is what an boy he. \_\_\_\_\_
4. intelligent Dr what an Kalam man is. \_\_\_\_\_
5. phenomenal performance what a was it. \_\_\_\_\_
6. match won hurrah the have we. \_\_\_\_\_



**Fun With Grammar** ✨

○ Divide the students into four groups and ask each group to identify the correct sentences. The group with the highest numbers wins. Remember that only one of the four is correct.

**1. temple a make noise in do not the**

- (a) Make a noise in the temple do not
- (b) Do not make a noise in the temple.
- (c) Do not a make noise in the temple.
- (d) Do make not a noise in the temple.

**2. when the examination will begin**

- (a) When will the examination begin?
- (b) When the will examination begin.
- (c) The examination will begin when.
- (d) The examination begin will, w

**3. How many brothers and sisters you are**

- (a) How many brothers and sisters are you?
- (b) Many brothers and sisters how are you?
- (c) Many brothers and sisters are you, how?
- (d) Brothers and sisters you are, how many?

**4. made speech he boring a what**

- (a) He made speech boring a what
- (b) He boring a speech what
- (c) What a boring speech he made!
- (d) What a boring speech he made.





# Affirmative and Negative Sentences



## LEARNING TIME

- ❖ In the first chapter, you learnt that there are four kinds of sentences – assertive, interrogative, imperative and exclamatory.

Now, take a look at the following sentences:

**Assertive** - He is a teacher.  
She tells a lie.

He is **not** a teacher.  
She does **not** tell a lie.



**Interrogative** - Are you an engineer?  
When does he go to school?

Are you **not** an engineer?  
When does he **not** go to school?

**Imperative** - Open the door.  
Tell me your name.

Do **not** open the door.  
Don't tell me your name.



**Exclamatory** - How beautiful she is!  
What a good idea!

**Isn't** she beautiful!  
**Isn't** it a good idea!

In above sentence, you observed that all the kinds of sentences can be used to express both affirmation and negation. When a sentence is used to express an affirmation, it is called **Affirmative Sentence** and when it is used to express a negation, it is called **Negative Sentence**.

Negative sentences are formed by adding negative words like no, not, never, none, neither, nor, etc. to the affirmative sentence. Now, see the following sentences and note the pattern for changing an affirmative sentence into a negative sentence.



### Affirmative Sentence

Shuvendu is a doctor.  
He has money in the bank.  
Both of them have a bike.  
I have seen the Taj Mahal.  
All the labourers work hard.  
Somebody will take care of him.  
Ramesh swims well.

### Negative Sentence

Shuvendu is **not** a doctor.  
He has **no** money in the bank.  
**Neither** of them has a bike.  
I have **not** seen the Taj Mahal.  
**None** of the labourers works hard.  
**Nobody** will take care of him.  
Ramesh **does not** swim well.



I ate all the apples.

Ask everybody.

or

I **did not** eat all the apples.

**Do not** ask everybody.

Ask **nobody**.

He gave me something to eat.

or

He **did not** give me anything to eat.

He gave me **nothing** to eat.

We shall go to Red Fort.

We **shall not** go to Red Fort.

They will take a bus.

They **will not** take a bus.

Boys love sports.

Boys **do not** love sports.

Suman gave me a gift.

Suman **did not** give me a gift.

She always tells a lie.

She **never** tells a lie.

Either of you can go out.

**Neither** of you can go out.

Each of them has done his homework.

**None** of them has done his homework.

Negative terms like **is not**, **do not**, **did not**, etc. also have their short forms, though they are not commonly used in written composition. However, they are used frequently in conversation. Some of the commonly used forms are:

is not

isn't

do not

don't

will not

won't

did not

didn't

shall not

shan't

had not

hadn't

are not

aren't

could not

couldn't

should not

shouldn't



### Let Me Answer

- Does affirmation mean positivity?
- Is "no" a negative term?



## PRACTICE TIME



### A. Change the following affirmative sentences into negative:

- Everybody likes him.
- Radha ate your share of mangoes.
- I shall give you something to eat.
- He will take you to Delhi.
- Anybody can give you rupees fifty.
- Someone stole my pen.
- Bhavani lives somewhere near the temple.
- Nisha gave her something very costly.

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**B. Make affirmative sentences out of the following negative sentences:**

1. The labourers did not work hard. \_\_\_\_\_
2. Nobody was there in the house. \_\_\_\_\_
3. Divya eats nothing on Mondays. \_\_\_\_\_
4. I do not agree to what he says. \_\_\_\_\_
5. Priya will not take you to park tomorrow. \_\_\_\_\_
6. Jeevan did not give me anything. \_\_\_\_\_
7. She does not speak Hindi. \_\_\_\_\_
8. Nobody moved in the crowd. \_\_\_\_\_

**C. Change the following sentences into negative:**

1. Write an application for leave. \_\_\_\_\_
2. Shut the door please. \_\_\_\_\_
3. Run to catch the bus. \_\_\_\_\_
4. Meet your friends. \_\_\_\_\_
5. Call him. \_\_\_\_\_
6. He has come home. \_\_\_\_\_

**Fun With Grammar** ✨

- We must be careful about identifying different kinds of sentences. Create groups and tell the children to cross their arms for negative sentences and give the thumbs up for affirmative ones.

**Read the following sentences and show whether they are affirmative or negative.**

1. He is not doing his homework.
2. We had old furniture.
3. I have no mobile phone.
4. They are my friends.
5. She has two brothers.
6. Dinner is ready.
7. She will not read the story.
8. Neha is a pretty girl.
9. Children are making a noise.
10. He did not do his homework.

**TEACHER'S NOTES**

Explain that negatives are formed using negative words. Make it clear to them that only one negative word is used in the sentence. Help them to convert the sentences in the chapter.



# Subject and Predicate



## LEARNING TIME

❖ All of you know that a sentence is a group of words that makes complete sense. Take a look at the following sentences:

1. Bapun goes to market.
2. The apples are very sweet.



The first sentence is about Bapun and it conveys that he goes to school. The second sentence is about apples and it conveys that they are very sweet. This shows that a sentence has two parts. First, the person or thing which is being discussed and second, what is said about that person or thing. The person or thing which is being discussed in the sentence is known as **Subject** and what is being said about the person or the thing is known as **Predicate**. Read the following sentences :

### Subject

The President of USA

The bird

I

She

### Predicate

is very powerful.

lives in a nest.

swim.

sings sweetly.

### Let Me Answer

- a. How many predicates are there in the sentence?
- b. Which sentence has a subject and predicate?

You can observe from the sentences above that the subject and predicate may consist of many words or a single word.

Sometimes, you will find that the subject is missing in a sentence. There, you have to make out the subject by identifying whom the sentence is addressed to. For example, in the following sentences, the subject is not mentioned but you can easily make out the subject.

1. Open the window.
2. Get out of the class.

Could you make out the subject? The subject is 'You'.



## PRACTICE TIME

**A. Match the given subjects to the suitable predicates to form meaningful sentences:**

Subjects	Predicates
1. Mahatma Gandhi	is visiting the USA to take part in a summit.
2. India	is the best policy.
3. The lion	wrote our national anthem.
4. The Prime Minister	is a secular country.
5. Bangladesh	taught us non-violence.
6. The commander	is a peace-loving bird.
7. Honesty	led his army to the battlefield.
8. Rabindra Nath Tagore	is a very good student.
9. The pigeon	is located in the east of India.
10. Shantibrata	roared.



**B. Identify the subject and the predicate from the following sentences:**

1. The policemen caught the thief.

Subject \_\_\_\_\_ Predicate \_\_\_\_\_

2. My father is reading a newspaper.

Subject \_\_\_\_\_ Predicate \_\_\_\_\_

3. The Ganges is a holy river.

Subject \_\_\_\_\_ Predicate \_\_\_\_\_

4. Honesty is the best policy.

Subject \_\_\_\_\_ Predicate \_\_\_\_\_

5. I am going to school.

Subject \_\_\_\_\_ Predicate \_\_\_\_\_

6. Mr Sharma is an honest man.

Subject \_\_\_\_\_ Predicate \_\_\_\_\_

7. We should tell the truth.

8. Saurabh is a very kind boy.

Subject \_\_\_\_\_ Predicate \_\_\_\_\_

9. Varanasi is one of the holiest cities in the world.

Subject \_\_\_\_\_ Predicate \_\_\_\_\_

10. Students should respect their teachers.

Subject \_\_\_\_\_ Predicate \_\_\_\_\_

**C. Complete the following sentences by adding suitable predicates:**

1. The bus \_\_\_\_\_
2. The girls \_\_\_\_\_
3. The bird \_\_\_\_\_
4. Saumya and sushil \_\_\_\_\_
5. The peacock \_\_\_\_\_
6. The boys \_\_\_\_\_
7. Sachin \_\_\_\_\_
8. Nepal \_\_\_\_\_
9. My brother \_\_\_\_\_
10. The soldiers \_\_\_\_\_



**Fun With Grammar**

○ Make different groups and ask the students to chop (divide) the sentences. Ask students to identify subjects and predicates.

1. Judy is a very tall girl.
2. Rohan is an intelligent boy.
3. The farmers are working in the field.
4. I went to Agra to visit the Taj Mahal.
5. Man is mortal.
6. The sun rises in the east.
7. February has either 28 or 29 days.
8. New Delhi is the capital of our country.
9. Dr. Rajendra prasad was the first President of India.
10. Mt. Everest is the highest peak.



**TEACHER'S NOTES**

The teacher must give ample time to the students to practice the questions independently. Giving students time to practice independently is very important.



# The Nouns



## LEARNING TIME

❖ Words which are used as names of persons, animals, places or things are called Nouns.

In fact, all that you can see, feel or think is 'Noun'.

E.g., Pankaj, Paris, paper, honesty, bravery, youth, sorrow, etc.

**You can see:** a boy, a bus, a cock, a banana, an umbrella, etc.

**You can feel:** Sorrow, happiness, pain, etc.

**You can think:** Psychology, life, fortune, etc.

Common definition of Noun: **A Noun is a naming word.**

### Kinds Of Nouns

There are 5 kinds of Nouns:

1. Proper Noun
2. Common Noun
3. Collective Noun
4. Material Noun
5. Abstract Noun

### Proper Noun

Proper nouns are the names of particular persons, places or things. For example: **Vinod, Veena, Hyderabad** etc. A proper noun always begins with a capital letter. Also, names of some of the well-known buildings are spelt with their first letters in capital. Some of them are –



The Eiffel Tower

The Elephanta Caves

The Taj Mahal

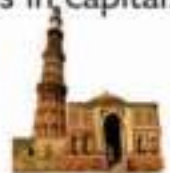
The Lotus Temple

The Leaning Tower of Pisa

The Colosseum

The Statue of Liberty


The Qutab Minar



### Common Noun

A noun which does not point out any particular person, place or thing, but is common to all persons or things of the same class or kind is called a Common Noun. Examples are : **boy, girl, book, city, chair** etc.



**Let Me Answer** 

- a. Can we count love, joy and confidence?
- b. Can you name any of the material nouns?



The name boy can be given to any and every boy—to Ashok, Niraj, Ranjan, Vishal, etc. It does not point out any particular boy. It is a name common to all boys. It is, therefore, called a common Noun.

The name girl can be given to any and every girl—to Madhu, Rupali, Sushmita, Nisha, etc. It does not point to any particular girl. It is a name common to all girls. So, it is called a Common Noun.

In the same way the name city is called a Common Noun, because it does not point out any particular city, such as New York, New Delhi, London, Sydney, but is used for any and every city in any part of the world.

### Collective Noun

When a noun points out to a number or collection of persons, animals or things, it is known as collective noun. For example: **regiment, crowd, bunch, mob, gang**, etc.

The above words stand for a group or collection. **Regiment** indicates a collection of soldiers; **crowd** a collection of people; **bunch** a collection of fruits, flowers or keys; **mob** a collection of rioters; **gang** a collection of dacoits or thieves, etc.

- ❖ **Look at the following groups of words and note the usage of the collective nouns.**

a committee of people

a gang of thieves

a cluster of stars

a swarm of bees

a bunch of grapes

a string of pearls

herd of cattle

a fleet of aircrafts

a grove of trees

a pile of bricks

a board of directors

a litter of puppies

a batch of students

a flight of stairs

a set of chairs, tools or articles

a volley of shots

a pack of wolves

a bevy of girls



- ❖ **Countable Nouns**

There are things which can be counted easily such as **table, boy, hen, hour** etc. These can be counted such as ten boys, two hens, four hours, five tables etc. These are known as **countable nouns**.

- v **Uncountable Nouns**

Things which cannot be counted in the above manner are known as **uncountable nouns**. The following are considered to be uncountable nouns.

**Material Noun:** The names of natural raw elements from which various articles are produced,



are known as **material nouns**. For example: wood, silver, cotton, gold, water, iron, silk, etc.

**Abstract Noun:** A noun that denotes a quality, ability, feeling or emotion, state of being, etc. is called abstract noun. For example: hope, honesty, health, courage, pity, joy, pain, sleep, death, etc.

Remember that abstract nouns do not denote any physical object. Abstract nouns can only be understood or realized with our mind. You cannot touch or see an object denoted by an abstract noun.



## PRACTICE TIME

### A. Use capital letters where required. Rewrite the following sentences correctly.

1. mr sharma is our english teacher.

2. there are 29 states in india..

3. the taj mahal is located at agra, near delhi.

4. allahabad is considered the holiest city as the ganga and the yamuna merge here.

5. in january, it is too cold in delhi.

6. chandigarh is the capital of both punjab and haryana..

7. mount everest..is the highest peak in the world



### B. Given below are nouns. Identify them and write them under the appropriate heading.

cancer	winter	skirt	horse	potato	coat
dengue	spinach	autumn	axe	dog	onion
tuberculosis	saree	saw	pig	summer	Beet
Trousers	lion	hammer	spring	fever	spade

Diseases \_\_\_\_\_

Animals \_\_\_\_\_

Vegetables \_\_\_\_\_  
 tools \_\_\_\_\_  
 Clothes \_\_\_\_\_  
 Seasons \_\_\_\_\_

**C. Fill in the blanks with the correct collective nouns given in the box:**

**band      galaxy      volley      crowd      gaggle**  
**clump      bouquet      bunch      fleet      pride**

1. \_\_\_\_\_ of ships.
2. \_\_\_\_\_ of keys.
3. \_\_\_\_\_ of geese.
4. \_\_\_\_\_ of flowers.
5. \_\_\_\_\_ of bushes.
6. \_\_\_\_\_ of musicians.
7. \_\_\_\_\_ of stars.
8. \_\_\_\_\_ of shots.



**D. Given below are nouns. Identify and write whether they are common nouns, proper nouns or abstract nouns:**

1. Grief \_\_\_\_\_
2. Agra \_\_\_\_\_
3. Cow \_\_\_\_\_
4. Youth \_\_\_\_\_
5. Cowardice \_\_\_\_\_
6. Young \_\_\_\_\_
7. Rome \_\_\_\_\_
8. Gun \_\_\_\_\_
9. Country \_\_\_\_\_
10. Anger \_\_\_\_\_



**E. Write one word from the box for the following groups of words:**

**spectators      tribe      crowd      commando      gang**  
**congregation      family      queue      mob      band**

1. A team that carries out raids. \_\_\_\_\_
2. A group of people playing musical instruments. \_\_\_\_\_
3. A group assembled with the intention of committing a crime. \_\_\_\_\_

4. Those living in a community under a chief. \_\_\_\_\_
5. Number of people gathered in a street accident. \_\_\_\_\_
6. People gathered in church to worship. \_\_\_\_\_
7. People living together, sharing responsibilities and property. \_\_\_\_\_
8. Persons standing and waiting for their turn. \_\_\_\_\_
9. A crowd that gathers without proper order to make a mischief or attack. \_\_\_\_\_
10. People assembled to watch a match. \_\_\_\_\_

**F. Complete the sentences by selecting the right abstract nouns from the given box :**

<b>bravery</b>	<b>laziness</b>	<b>cruelty</b>	<b>anxiety</b>	<b>health</b>
<b>honour</b>	<b>honesty</b>	<b>fun</b>	<b>length</b>	<b>care</b>

1. The arrival of Principal caused a lot of \_\_\_\_\_ in the class.
2. I was ill for a long period but now enjoy good \_\_\_\_\_
3. He will be always poor due to his \_\_\_\_\_
4. He kept measuring the \_\_\_\_\_ of the room.
5. All of us should take \_\_\_\_\_ of younger brothers and sisters.
6. It will be an \_\_\_\_\_ to do something for the country.
7. Nadir Shah is notorious for his \_\_\_\_\_.
8. A birthday party means lots of \_\_\_\_\_ for children.
9. The Indian troops are famous for their \_\_\_\_\_
10. We have doubts about the \_\_\_\_\_ of the milkman.

### Fun With Grammar

- Have students choose three of the sentences from the lists. Now ask the students to identify the abstract noun in the sentences. Ask the students to make a new sentence with the same abstract noun.

1. The arrival (arrive) of train was delayed due to storm.
2. Have patience (patient), the plane will be landing shortly.
3. There was provision (provide) of free tea at the airport.
4. After retirement (retire), Mr Singh lives a quiet life.
5. His loyalty (loyal) to the country is unquestionable.

#### TEACHER'S NOTES

Introduce nouns to the students using illustrative methods such as flash cards. Help students explore more new words with the help of examples.



# The Pronouns



## LEARNING TIME

**A Pronoun is a word used instead of a Noun.**

### ❖ Look at the following sentences:

1. His name is Sudam.
2. Sudam is a good student.
3. Sudam reads in DAV Public School in class VI.
4. Sudam has a younger sister.
5. Sudam's mother cooks food for Sudam.
6. Sudam has invited Sudam's friend on Sudam's birthday.
7. Sudam has not done Sudam's homework.

You will find that Sudam's name has been used repeatedly in these sentences.

### ❖ Now look at these sentences where repetition has been avoided:

1. His name is Sudam.
2. He is a good student.
3. He reads in DAV Public School in class VI.
4. He has a younger sister.
5. His mother cooks food for him.
6. Sudam has invited his friends on his birthday.
7. Sudam has not done his homework.

You will find that the words he, his and him are used instead of Sudam name. The words he, his and him are used for nouns. Such words are known as **pronouns**.

**Pronouns are of different kinds.** The kinds of pronouns are:

**Personal Pronouns:** Personal pronouns are used to replace nouns which name a person or a thing. Personal pronouns are used to replace nouns as the subjects and the objects.

### Example:

**I** have rung **him** up. **He** will come in the afternoon.

We are coming to meet you so, you should stay at home.

**I** have come here first. So, give the coupon to **me**.

**She** danced well in the party. The audience liked **her**.



### Let Me Answer

- a. Do you know that some words are also used as pronouns and adjectives?
- b. Which one is correct- You and I or I and You?

## Demonstrative Pronouns:

**Demonstrative pronouns** are used to point at persons or objects.

### Example:

**This** is a nice building.

**That** is a dangerous animal.

**These** grapes are sour.

Look at **those** trees.

**These** books were given to me by my uncle.

**That** girl is naughty.

**This** house is mine.



**Interrogative Pronouns:** Interrogative pronouns are 'wh' words used in place of nouns to ask questions. They act as pronouns as they stand in place of nouns that the question is about.

### Example:

**Whom** do you want to meet?

**Who** is making a noise?

**What** have you taken from my room?

**When** does he come?

**Where** have you been?



**Reflexive Pronouns:** Reflexive pronouns, also known as **Compound Personal Pronouns**, are used when action reflects back on the subject.

### Example:

Pratap hurt **himself** while playing football.

They have to blame **themselves**.

I have done it **myself**.

Deepa can drive the car **herself**.



**Emphatic Pronouns:** Emphatic pronouns, also known as **Emphasizing Pronouns**, are used with a noun or pronoun to emphasize the action of the doer.

### Example:

Mini is only three years old but she can tie her shoe-laces **herself**.

Mahatma Gandhi cleaned his toilet **himself**.



**Possessive Pronouns:** Pronouns that indicate ownership are known as **possessive pronouns**.

### Example:

Is it **your** book? No, this is not **mine**.

I have not read this book of yours.

We know the duties of ours.



**Relative Pronouns:** Pronouns used to refer to the preceding nouns are known as

**relative pronouns.** They also join sentences.

**Example:**

This is the boy **who** stood first in the class.

This is the pen **that** I was talking of.

The noun referred by the relative pronoun is known as its antecedent. In the sentences above, 'boy' and 'pen' are antecedents.



❖ **Use of 'who', 'whose', 'whom' and 'that'**

**Who :** 'Who' may refer to a singular or plural noun or pronoun and is used for persons only. It joins two sentences and is used for the preceding noun.

**Example:**

This is the girl **who** plays badminton very well.

These are the people **who** will help you complete the task.

The thief **who** stole my bike has been caught.

She told me about the man **who** calls himself a magician.



**Whose:** 'Whose' joins two sentences and is used for the preceding noun. It can refer to persons and things.

**Example:**

I am looking for the boy **whose** book is there on my table.

This is the book **whose** demand has been rising.

Don't ask me to play the game **whose** rules you don't know.

This is the boy **whose** father has died.

**Whom:** 'Whom' joins two sentences and is also used for the preceding noun. It refers to persons only.

**Example:**

This is the doctor **whom** I met last week.

I am one of the boys **whom** they have included in the team.

Is this the photo of the man **whom** the police are searching?

The teacher **whom** I liked most has been transferred.

**That :** That joins two sentences and is also used for the preceding noun.

**Example:**

This is the pen **that** I bought in Germany.

This is the bag **that** was missing.

Give me the pencil **that** you had taken from me.

Is this the book **that** you wanted to buy?



## PRACTICE TIME

### A. Fill in the blanks using appropriate personal pronouns:

1. \_\_\_\_\_ have bought a horse, \_\_\_\_\_ am taking \_\_\_\_\_ home.
2. Ratnesh has presented a gold ring to \_\_\_\_\_ wife.
3. Virat and Yuvraj are important players for \_\_\_\_\_ team.
4. The teacher told Rajat that \_\_\_\_\_ should be careful in the class.
5. I love mangoes for \_\_\_\_\_ taste.
6. \_\_\_\_\_ am sorry if \_\_\_\_\_ have caused any trouble to \_\_\_\_\_.
7. We should keep \_\_\_\_\_ surroundings clean.
8. The boys are busy now, I will teach \_\_\_\_\_ later.
9. Students must clean \_\_\_\_\_ rooms.
10. The Principal punished the students because \_\_\_\_\_ were fighting.

### B. Read the conversation and write the nouns for which underlined pronouns are used in the spaces provided:

**Rohit:** Manas, you must help me. \_\_\_\_\_

**Manas:** I will do what I can but you must be careful. \_\_\_\_\_

**Rohit:** I am careful. Pragyan has also promised his help. \_\_\_\_\_

### C. Fill in the blanks with appropriate personal pronouns:

Mr Sharma is our Mathematics teacher. \_\_\_\_\_ teaches Mathematics to students of class I to VII. Students also like \_\_\_\_\_ because of the way \_\_\_\_\_ teaches \_\_\_\_\_ also gives free tuition to students from poor families and tries to help \_\_\_\_\_.

### D. Fill in the blanks using suitable reflexive pronouns given in the box:

<b>myself</b>	<b>herself</b>	<b>itself</b>	<b>yourself</b>
<b>themselves</b>	<b>himself</b>	<b>ourselves</b>	<b>yourselves</b>

1. You should go to the teacher \_\_\_\_\_.
2. All of you must clean your rooms \_\_\_\_\_.
3. Mrs Gupta cleans the entire house \_\_\_\_\_.
4. She does her homework \_\_\_\_\_.
5. The patients have to go to hospital \_\_\_\_\_.
6. I can look after my children \_\_\_\_\_.
7. We must take care of \_\_\_\_\_.
8. When mother called, Jagat hid \_\_\_\_\_ behind the big box.
9. He completed the work \_\_\_\_\_.
10. The dog was cleaning \_\_\_\_\_ in the pond.



**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**

Introduce nouns to the students using illustrative methods such as flash cards. Help students explore more new words with the help of examples.



## PRACTICE TIME

Based on Chapters 1 to 5

### 1. Change the following sentences into negative:

- (a) Dogs chase cats. \_\_\_\_\_
- (b) I practice the violin every morning. \_\_\_\_\_
- (c) He goes to school by bus. \_\_\_\_\_
- (d) Alice works for an insurance company. \_\_\_\_\_

### 2. Underline the subjects in the following sentences.

- (a) The cat sleeps all day.
- (b) Basketballs roll across the floor.
- (c) These clothes are too small for me.
- (d) He is talking rubbish.

### 3. Underline the collective nouns in the following sentences.

- (a) The whole gang was caught yesterday.
- (b) Our government takes care of us.
- (c) Only faculty is allowed to attend.
- (d) The crowd was making a lot of noise.

### 4. Use the correct personal pronouns.

- (a) \_\_\_\_\_ are watching TV. (My mother and I)
- (b) \_\_\_\_\_ is green. (the blackboard)
- (c) \_\_\_\_\_ are on the wall. (the posters)
- (d) \_\_\_\_\_ has got a brother. (Ashok)



# Verbs



## LEARNING TIME

What is a verb?

A Verb is a word which says something about a Subject.



### ❖ Look at the following sentences carefully:

My mother **cooks**.

Reema **has** a pink frock.

The story **was** interesting.

Ghaziabad **is** a highly polluted city.

In the sentences above, the highlighted words denote an action (**cooks**) or the state of the subject (**is and was**) or possession by the subject (**has**). Basically, they are telling us something more about the subject. Such words are known as verbs.

Verbs are words that say something about a person or a thing.

### ❖ Functions of a Verb

Verbs denote the action of the subject of the sentence.

**Example:**

The water **freezes** in cold.

Mr Chawla **taught** English to the class.



Children **play** football.



The athletes **run**.

Verbs denote the state of the subject or what the subject is.

**Example:**

Rahul **is** a student.

Dr Kalam **is** a great scientist.



Sachin and Saurabh **are** players.

I **am** the shortest in the class.

Verbs denote **what is done** to the subject.

**Example:**

John was **punished** by the Principal.

Rani was **bitten** by the dog.

Grammar is being **taught**.

Verbs denote possession by the subject.

**Example:**

He has a green bag.

Lions have thick fur around their necks.

Mr Joshi has a car.



### Let's Learn

**Am** is used with the pronoun **I** and **is** is used with the pronouns **he, she, it** and **singular nouns**.

**Are** is used with the pronouns **you, we, they** and **plural nouns**.

**Was** is used with the pronouns **I, he, she, it** and **singular nouns**. **Was** is the simple past form of **am** and **is**.

**Were** is used with the **pronouns you, we, they** and **plural nouns**. **Were** is the simple past form of **are**.

**Has** is used with the pronouns **he, she, it** and **singular nouns**.

**Have** is used with pronouns **I, you, we, they** and **plural nouns**.

**Had** is used with pronouns **I, you, we, they, he, she, it** and **singular and plural nouns**. **Had** is the simple past form of **have** and **has**.

**Has, have** or **had** are used to indicate **possessions**.

#### ❖ Type of verbs:

Verbs are of three types:

1. Transitive verbs
2. Intransitive verbs
3. Auxiliary verbs

**1. Transitive Verbs:** Verbs which require an object after them to complete their sense are known as **transitive verbs**.

#### Let Me Answer

- a. Can we use the verb - sleep transitively?
- b. Can you tell us anything about strong and weak verbs?

### Example:

I **have purchased** a bike.

I **saw** him yesterday.

In the sentences above, the verbs **have purchased** and **saw** require objects a **'bike'** and **'him'** respectively to make complete sense. If we say, 'I have purchased' or 'I saw' it will not make any sense. Thus, transitive verbs always need an object.



There are certain verbs that can be used only transitively.

### Example:

love, order, bring, demand, hate, punish, dig, desire, etc.

The noun or pronoun that is affected by or receives the action of the verb is known as **object**.



### Example:

They **punished** the **naughty students**.

In this sentence, the object of the verb **punished** is **naughty students**.

**2. Intransitive Verbs:** Verbs that do not require an object to complete their sense are known as intransitive verbs.

### Example:

I run daily.

She laughs.

Chintu wept.

There are certain verbs that can be used only intransitively.

### Example:

die, care, go, come, rise, etc.



**3. Auxiliary verbs:** Helping verbs when used with the main verbs to make complete sense, are known as auxiliary verbs.

These are of two kinds:

a. Principal auxiliaries

b. Modal auxiliaries

### Example:

Principal auxiliaries are 'be', 'have' and 'do'.

Modal auxiliaries are 'will', 'shall', 'can', 'could', 'may', might, etc.



## PRACTICE TIME

**A. Underline the verbs in the following sentences and write whether they are transitive or intransitive.**

1. Children are eating chocolates. \_\_\_\_\_
2. The cows are grazing in the field. \_\_\_\_\_
3. The birds are flying in the sky. \_\_\_\_\_
4. The driver stopped the car. \_\_\_\_\_
5. Apple tastes sweet. \_\_\_\_\_
6. Madhav has made a paper-boat. \_\_\_\_\_
7. She sells handkerchiefs. \_\_\_\_\_
8. The baby was hiding under the bed. \_\_\_\_\_
9. Jyoti is looking very beautiful. \_\_\_\_\_
10. We love our country. \_\_\_\_\_



**B. Complete the following sentences:**

1. Mr Obama was elected \_\_\_\_\_
2. Sohan is \_\_\_\_\_
3. Sujit was very \_\_\_\_\_
4. Amit goes \_\_\_\_\_
5. The doctor is \_\_\_\_\_



### Fun With Grammar

**○** Work in pairs and write down the difference between transitive, intransitive, and auxiliary verbs.

Transitive	Intransitive	Auxiliary
_____	_____	_____
_____	_____	_____
_____	_____	_____

#### **TEACHER'S NOTES**

Assist the students in understanding the relationship between subject, object, and verb. Make the students understand the term 'object' in English grammar.



# Verbs (The Present Tense)



## LEARNING TIME

### ❖ Read the following sentences:

1. I go to school daily.    2. I went to school yesterday.    3. I will go to tomorrow.

In the sentences above, **go**, **went** and **will go** are verbs. In the first sentence, the verb **go** indicates that the action takes place in the **present time**, in the second sentence the verb **went** indicates that the action already took place in the **past time** and in the third sentence the verb **will go** indicates that the action will take place in **future time**. Based on the concept of time indicated by the forms of the verb or addition of auxiliary verb, the sentence is said to be in present, past or future tense. By tense we understand the connection between the form of the verb and the concept of time.

### ❖ There are three kinds of tense:

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

#### 1. Present Tense

The present tense denotes an action in the present time. This tense is of four kinds :

1. Simple Present (also known as Present Indefinite) Tense
2. Present Continuous Tense
3. Present Perfect Tense
4. Present Perfect Continuous Tense



**The Simple Present Tense:** The simple present tense is used to indicate when or how often the action takes place, whether it happens **regularly**, **often** or **sometimes**.

#### Examples:

White lions **live** in Bengal.

Rani **loves** ice cream.

I **like** playing badminton.

Satya never **tells** a lie.



The simple present tense is used when we express facts or say something about a person or a thing.

#### Examples:

The moon **revolves around** the earth.

Lions **roar**.

The sun **rises** in the east.

Water **freezes** at 0°C.



The simple present tense is used when we explain a story or past events in present tense.

### Example:

Immediately the Sultan **hurries** to his Capital.

Gandhi says, "Do or Die."

To form a sentence in the **simple present tense**, the root form of the verb is used. When the subjects of the sentences are **pronouns 'he', 'she', 'it'** or **singular nouns, 's' or 'es'** are added to the root form.

**Subject + Verb + s/es (if required) + Object/Complement.**

### Negative Sentences in Simple Present Tense

#### v Read the following sentences:

We **do not** smoke cigarette. Rashmi **does not go** to school. They **do not play** cricket.

To form **negative sentences** in the **simple present tense**, **do not** (short form don't) or **does not** (short form doesn't) are added before the verb depending upon the subject. For **pronouns I, you, we, they** or **plural nouns**, **do not** is added; and for **pronouns he, she, it** and **singular nouns**, **does not** is added.

**Subject + do/does + not + Verb + Object/Complement.**

### Interrogative Sentences in Simple Present Tense

#### v Read the following sentences:

**Do** you take exercise?      **Does** she play cricket?      **Do** they study here?

To form **interrogative sentences** in the **simple present tense**, **do** is added with pronouns **I, you, we, they** and **plural nouns**; and **does** is added to **he, she, it** and **singular nouns**.

**Do/Does + Subject + Verb + Object/Complement?**

### The Present Continuous Tense

The present continuous tense is used to talk about actions or things that are going on or happening at the present time.

### Examples:

Boys **are playing** cricket. I **am going** to school. Rina **is swimming**.


The present continuous tense is also used to talk about things that are planned to be done in the future.

The Prime Minister is visiting Washington tomorrow.

She **is starting** dance lessons soon.

To form a sentence in the **present continuous tense**, we use the auxiliary verbs **is, am** or **are** according to the subject and then add **'ing'** with the verb (known as present



**Let Me Answer**   
What do we call the third form of the verb?

participle or gerund form of the verb).

**Subject + is/am/are + Present Participle + Object/Complement.**

### Negative Sentences in Present Continuous Tense

v Read the following sentences:

I **am not going** to Delhi. He **is not eating**. We **are not playing**.

To form **negative sentences** in the **present continuous tense**, **not** is added between the auxiliary verb and the verb.

**Subject + is/am/are + not + Present Participle + Object/Complement.**

### Interrogative Sentences in Present Continuous Tense

v Read the following sentences:

**Is** Ram **playing** football? **Are** you **riding** a bicycle? **Are** we **getting** late?

To form **interrogative sentences** in the **present continuous tense**, the sentence is started with the auxiliary verb followed by subject and the present participle form of the verb.

**Is/Am/Are + Subject + Present Participle + Object/Complement?**

### The Present Perfect Tense

The **present perfect tense** indicates completion of an action in the present time and thus, connects the past with the present.

#### Example:

We **have finished** our dinner. She **has bought** this pen.



To form a sentence in the **present perfect tense**, auxiliary verbs like **has** or **have** are used before the **past participle** form of the verb.

**Subject + have/has + Past Participle + Object/Complement.**

### Negative sentences in Present Perfect Tense

v Read the following sentences:

I **have not taken** your toy. She **has not done** her homework.

To form **negative sentences** in the **present perfect tense**, **not** is added between the auxiliary verb and the verb.

**Subject + have/has + not + Past Participle + Object/Complement.**

### Interrogative Sentences in Present Perfect Tense

❖ Read the following sentences:

**Have** you **done** your duty? **Has** he **gone** to Delhi?

To form **interrogative sentences** in the **present perfect tense**, the sentence is

started with the auxiliary verb followed by subject and the past participle form of the verb.

### Have/Has + Subject + Past Participle + Object/Complement?

#### The Present Perfect Continuous Tense

The present perfect continuous tense is used to indicate an action that began in past and is still continuing.

#### Example:

It **has been raining** since yesterday. They **have been playing** for two hours.

Present perfect continuous tense is also used to indicate an action that began in the past and has just finished.

For how many days **have you been** taking this medicine?

Where **has she been** till now?

To form a sentence in the **present perfect continuous tense**, auxiliary verbs like **has** or **have** are used followed by **been** before the **present participle** form of the verb.

### Subject + have/has + been + Present Participle + Object/Complement

#### Negative sentences in Present Perfect Continuous Tense

#### v Read the following sentences:

They **have not been living** here for two months.

My mother **has not been keeping well** for the last two weeks.

To form **negative sentences** in the **present perfect continuous tense**, **not** is added between **auxiliary verb** and **been**.

### Subject + have/has + not + been + Present Participle + Object/Complement.

#### Interrogative Sentences in Present Perfect Continuous Tense

#### v Read the following sentences:

**Have the children been making noise** for two hours?

**Has she been studying** for four hours?

To form **interrogative sentences** in the **present perfect continuous tense**, the sentence is started with the **auxiliary verb** followed by **subject**, **been** and then the **present participle form** of the verb.

### Have/Has + Subject + been + Present Participle + Object/Complement?

#### ❖ Use of 'Since' and 'For'

**Since** is used for the **point of time**.

#### Example:

since 1999

since April

since Monday

**For** is used for the **period of time**.

#### Example:



for two weeks

for five months

for ten years

## PRACTICE TIME

### A. Fill in the blanks using correct form of the verbs given in the brackets:

1. Ashok never \_\_\_\_\_ a lie. (tell)
2. Archita and Barsha \_\_\_\_\_ to school together. (go)
3. They \_\_\_\_\_ their work seriously. (take)
4. Cows \_\_\_\_\_ in the field. (graze)
5. You \_\_\_\_\_ in the pond. (swim)



### B. Complete the following sentences using the simple present or present continuous form of the verbs given in the brackets.

1. I exercise in the morning. When \_\_\_\_\_ (do) Vishal exercise?
2. I am \_\_\_\_\_ (go) to Delhi. Are you \_\_\_\_\_ (come) with me?
3. I am \_\_\_\_\_ (learn) Hindi. My brother \_\_\_\_\_ (teach) me.
4. My uncle is a doctor but he \_\_\_\_\_ (not/practise) in Chennai.
5. Virat is \_\_\_\_\_ (play) cricket. He \_\_\_\_\_ (like) the game very much.

### C. Complete the following sentences using the present continuous form of the verbs given in the brackets.

1. We \_\_\_\_\_ back to Kolkata tomorrow. (go)
2. The gardener \_\_\_\_\_ the plants. (water)
3. Gaurav and Geeta \_\_\_\_\_ (run)
4. She \_\_\_\_\_ for the test. (prepare)
5. The girls \_\_\_\_\_ the floor. (mop)



## Fun With Grammar

- Draw a stick man on the board or a large piece of paper. One group of students will read the sentences given below, and the other group of students will answer. If the answer is correct, that student will instruct the other group to complete the stick man. After some practice, students can play the same game in groups of two or three, with one person drawing and the others answering the correct present tense sentences.

1. I \_\_\_\_\_ my lunch. (finish)
2. She \_\_\_\_\_ her job. (finish)
3. The gardener \_\_\_\_\_ the plants. (water)
4. \_\_\_\_\_ you \_\_\_\_\_ to Delhi earlier? (be)
5. \_\_\_\_\_ they \_\_\_\_\_ their breakfast? (take)



### TEACHER'S NOTES

Explain the simple present tense to the student by giving examples of their daily routine. Tell them about the usage of 'have and has' and 'past participle' in the perfect form of the verb. Educate them about the perfect continuous and present perfect forms of verbs using examples.



# Verbs (The Past Tense)



## LEARNING TIME

- ❖ Past tense indicates **an action or an event that took place in the past time**. The past tense is of four kinds. Simple Past (also known as Past Indefinite) Tense, Past Continuous Tense, Past Perfect Tense and Past Perfect Continuous Tense.

### ❖ **The Simple Past Tense:**

The simple past tense is used to indicate **an action that took place in the past**.

#### **Example:**

Suman **wrote** a letter.

A cat **jumped** over the wall.

Simple past tense is used to **express a habit of the past**.

#### **Example:**

She **took** an apple daily.

Sudhir **read** the Gita every Sunday.

The simple past tense is used to **narrate stories from the past**.

#### **Example:**

Rama **went** to forest with Sita.

Jack and Jill **went** up the hill.

To form a sentence in the simple past tense, second (i.e. past) form of the verb is used.

**Subject + Verb (past form) + Object/Complement.**

### **Negative Sentences in Simple Past Tense**

#### ❖ **Look at the following sentences:**

He **did not go** for the meeting

Hitesh **did not play** football.

She **did not come** to me.

Susmita **did not go** to the movie

To form **negative sentences** in the **simple past tense**, **did not** is used followed by the present (root) form of the verb.

**Subject + did not + Verb (present or root form) + Object/Complement.**

### **Interrogative Sentences in Simple Past Tense :**

#### ❖ **Look at the following sentences:**

(i) Did you go to office yesterday?

(ii) **Did** Lata sing a song in the party?

(iii) Did she go for movie yesterday?

(iv) **Did** they **play** football in the school?

To form **interrogative sentences** in the **simple past tense**, the sentence is started

#### **Let Me Answer**

- What is the rule of past tense?
- How many types of past tense are there?



with **did** followed by the subject. You must remember that the verb will be in the present (root) form.

**Did + Subject + Verb (present or root form) + Object/Complement?**

#### ❖ **The Past Continuous Tense:**

Past continuous tense is used to indicate **continuity of an action in the past**.

##### **Example:**

The chief guest **was distributing** prizes to the winners.

We **were appearing** for our examination.

She **was taking** a class.

The past continuous tense is usually used with past indefinite tense, affirmative.

##### **Example:**

When I went to school, the Principal **was delivering** a lecture to students.

I **was reading** a newspaper, when it started raining.

To form a sentence in the past continuous tense, the auxiliary verbs **was** or **were** are used followed by the present participle form of the verb.

**Subject + was/were + Verb (Present Participle) + Object/Complement**

#### **Negative Sentences in Past Continuous Tense**

#### ❖ **Read the following sentences:**

He **was not looking after** his parents.

They **were not residing** there.

To form **negative sentences** in the **past continuous tense**, **not** is added between the auxiliary verb and the verb.

**Subject + was/were + not + Verb (Present Participle) + Object/Complement.**

#### ❖ **Interrogative Sentences in Past Continuous Tense:**

Read the following sentences:

**Was the teacher delivering** a lecture? **Were the boys playing** a cricket?

To form **interrogative sentences** in the **past continuous tense**, the sentence is started with the auxiliary verb followed by subject and the present participle form of the verb.

**Was/Were + Subject + Verb (Present Participle) + Object/Complement?**

#### ❖ **The Past Perfect Tense**

The **past perfect tense** indicates about a past situation or activity that took place before another past situation or activity or before a particular time in the past.

##### **Example:**

The train **had left** when we reached the station.

I **had finished** my work when he arrived.



They **had finished** their job when the rain started.

To form a sentence in the **past perfect tense**, auxiliary verb **had** is used followed by the **past participle** form of the verb.

**Subject + had + Verb (Past Participle) + Object/Complement.**

**Negative Sentences in Past Perfect Tense.**

❖ **Read the following sentences:**

The children **had not** started playing when the teacher came to the ground.

They **had not** completed their work when it started raining.

He **had not** appeared in the examination last year.

To form **negative sentences** in the **past perfect tense**, **not** is added between the auxiliary verb and the verb.

**Subject + had + not + Verb (past participle) + Object/Complement.**

❖ **Interrogative Sentences in Past Perfect Tense**

**Read the following sentences:**

Had the rain stopped when you reached the school?

Had you ever been to Mumbai earlier?

Had everybody come to the class on time?

To form **interrogative sentences** in the **past perfect tense**, the sentence is started with the auxiliary verb followed by subject and the past participle form of the verb.

**Had + Subject + Verb (Past Participle) + Object/Complement?**

**The Past Perfect Continuous Tense**

The past perfect continuous tense is used to denote an action that began in the past, continued for some time and was completed in the past.

**Example:**

All of us had been waiting for you since morning.

I **had been working** with the firm for ten years when the director was changed.

Everybody had been playing since morning.

I **had been trying** to find the answer to this question since morning.

To form a sentence in the **past perfect continuous tense**, auxiliary verb **had** is used followed by **been** and the **present participle** form of the verb.

**Subject + had + been + Verb (Present Participle) + Object/Complement.**

❖ **Negative Sentences in Past Perfect Continuous Tense**

**Read the following sentences:**

He had not been living with his parents for fourteen years.

He **had not been attending** the classes for three days.

They had not been coming to school for many days.

My grandmother **had not been keeping well** for three months.

To form **negative sentences** in the **past perfect continuous tense**, **not** is added



after the **auxiliary verb** (had) and before **been**.

**Subject + had + not + been + verb (Present Participle) + Object/ Complement.**

### ❖ Interrogative Sentences in Past Perfect Continuous Tense

**Read the following sentences:**

Had she been taking medicine for one month?

**Had he been taking part** in the annual race for the last five years?

Had Sushant been calling you since August?

To form **interrogative sentences** in the **past perfect continuous tense**, the sentence is started with the **auxiliary verb** (had) followed by **subject, been** and then the **present participle form** of the verb.

**Had + Subject + been + Verb (Present Participle) + Object/Complement?**

## PRACTICE TIME

### A. Complete the following sentences by using past form of the verb given in the bracket so as to form the sentence in the simple past tense:

1. Aman \_\_\_\_\_ the mango. (eat)
2. We \_\_\_\_\_ the movie yesterday. (see)
3. The waiter \_\_\_\_\_ our order. (bring)
4. They \_\_\_\_\_ to zoo last Monday. (go)
5. We \_\_\_\_\_ for five kilometers every morning. (run)
6. Himani \_\_\_\_\_ a red dress for her birthday party. (choose)



### B. Rewrite the following sentences in the negative form:

1. The gardener agreed to give flowers to the girls.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

### C. Frame questions for the following answers. The first one has been done for you.

1. Yes, he took her dinner yesterday.

Did he take his dinner yesterday?

2. No, he did not pass in exam.

\_\_\_\_\_

3. Yes, I reached school on time. \_\_\_\_\_
4. No, she did not tell me anything. \_\_\_\_\_
5. Yes, I completed the drawing. \_\_\_\_\_
6. No, we did not cheat in the exam: \_\_\_\_\_

**D. Complete the following sentences using the simple past tense or the past continuous tense form of the verbs given in the bracket.**

1. Ashok \_\_\_\_\_ (read) a newspaper when Anjali came.
2. I \_\_\_\_\_ (take) a cup of coffee when it \_\_\_\_\_ (start) to rain.
3. The officer \_\_\_\_\_ (warn) Ram.
4. I \_\_\_\_\_ (start) for the home when the meeting \_\_\_\_\_ (finish).
5. I \_\_\_\_\_ (go) to Delhi when he \_\_\_\_\_ me (call).

**E. Complete the following sentences using the simple past tense or the past perfect tense form of the verbs given in the brackets.**

1. Mr Tripathy \_\_\_\_\_ (reach) the station before the train \_\_\_\_\_ (arrive).
2. Ankesh \_\_\_\_\_ (submit) his paper before the bell \_\_\_\_\_ (ring).
3. Ram \_\_\_\_\_ (finish) his homework before Mr Pandey \_\_\_\_\_ (ask) him.
4. The thief \_\_\_\_\_ (run away) before the police \_\_\_\_\_ (arrive).

**F. Complete the following sentences using the past perfect continuous tense or the simple past tense form of the verbs given in the bracket.**

1. Kashyap \_\_\_\_\_ (practise) for two weeks before the championship \_\_\_\_\_ (start).
2. The crowd \_\_\_\_\_ (wait) for three hours when the minister \_\_\_\_\_ (arrive).
3. When the king \_\_\_\_\_ (arrive) the conference \_\_\_\_\_ (conclude).
4. The people \_\_\_\_\_ (live) in the village for ten days when it was \_\_\_\_\_ (flood).

## Fun With Grammar ✨

- Give small groups of students a set of verb options below and ask them to write the past tense form of each verb. Monitor the groups during this time and guide them to write the sentences using the correct verb forms.

1. Moved/had moved/was moving/moves
2. was/were/is/am
3. packed/had packed/has packed
4. Were playing/are playing/had played/played
5. bought/have bought/had bought/have been bought

### TEACHER'S NOTES

Explain the simple past tense to the student by giving examples of past incidences. Tell them about the usage of 'ed' to make the past form of the verb. Educate them about the past perfect forms of verbs using examples.





# Verb (The Future Tense)



## LEARNING TIME

The future tense indicates an action or an event that will take place in future time. This tense is also of four kinds: Simple Future (also known as Future Indefinite) Tense, Future Continuous Tense, Future Perfect Tense and Future Perfect Continuous Tense.

### ❖ The Simple Future Tense:

The simple future tense is used to indicate an **action that will take place in the future.**

#### Example

**I shall go** to Chennai on Sunday.

Sauri **will sing** a song in the party.

My father **will buy** a bicycle for me.

**I shall** complete my work.

The simple future tense is used to express habitual actions that will take place in future too.

#### Example:

The snakes **will sting.**

The dacoits **will rob.**

The politicians **will make** promises.

**Mothers will love** their children.

Simple future tense is also used in conditional sentences.

If you study hard, you **will pass.**

The harvest **will be** good if it rains.

He **will be cured** if he takes medicines regularly.

To form a sentence in the simple future tense, auxiliary verbs, 'shall or will', are used, followed by the **present (root) form of the verb.**

**Subject + shall/will + Verb (Present) + Object/ Complement.**

### ❖ Negative Sentences in Simple Future Tense



### Read the following sentences:

I shall **not go** to Hyderabad tomorrow.

they **will not leave** me alone.

She **will not** talk to you.

We **shall not** rest today.

It **will not** rain today.

I **will not bother about** what she says.

Ravi **will not** join us for dinner.

To form a negative sentence in the simple future tense, not is added after shall or will.

**Subject + shall/will + not + Verb (Present) + Object/Complement.**

### ❖ Interrogative Sentences in Simple Future Tense

#### Read the following sentences:

**Shall we talk** to the principal to clear the issue?

**Will he** teach English?

**Will you** come office tomorrow?

**Will she get** happy to meet you?

**Will they go** to Ahmedabad tomorrow?

**Will you participate** in the marathon?

To form an interrogative sentence in the simple future tense, the sentence is started with the auxiliary verb followed by the subject and verb in its root form.

**Shall/Will + Subject + Verb (Present) + Object/Complement?**

### ❖ The Future Continuous Tense:

We use this tense to express an action that has been planned or is likely to take place in the time to come.

My uncle **will be waiting** for me at the bus station.

Next year, he will be reading in the University.

He **will be arriving** in ten minutes.

I shall be spending my holidays in Mussoorie.

To form a sentence in future continuous tense, we add **be** after the auxiliary verb (will/shall) and then **Present Participle** form of the verb.

**Subject + shall/will + be + Verb (Present Participle) + Object/Complement.**

### ❖ Negative Sentences in Future Continuous Tense

#### Read the following sentences:



#### Let Me Answer

- State one example of future continuous tense.
- How many types of future tense are there?

Rahul **will not be doing** any writing work.  
I hope they **will not be working** in the afternoon.  
We **will not be staying** in such a small room.  
Mukesh **will not be making** mistakes any more.  
She **will not be punishing** his son.



To form negative sentences in the future continuous tense, not is added between the auxiliary verb and be.

**Subject + shall/will + not + be + Verb (Present Participle) + Object/Complement:**

### ❖ Interrogative Sentences in Future Continuous Tense

Read the following sentences :

Will the students be taking exams in March?  
Will they be spending their summer vacation in May?  
Will he be living with his in-laws?  
Will you be meeting Mr Jagyan this weekend?  
Will Pushpa be staying with her grandparents during the holidays?



To form interrogative sentence in the future continuous tense, the sentence is started with auxiliary verb followed by the subject, be and present participle form of the verb.

**Will/Shall + Subject + be + Verb (Present Participle) + Object/Complement**

### ❖ The Future Perfect Tense:

The future perfect tense is used to express an action that will have completed at a given time in the future.

**Example:**

He **will have become** minister by June.  
We **will have purchased** a house by next year.  
We **shall have come** by 10 p.m.  
She **will have completed** the book by this weekend.  
My father **will have reached** Sydney by tomorrow.



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

**Subject + shall/will + have + Verb (Past Participle) + Object/Complement.**

### ❖ Negative Sentences in Future Perfect Tense

Read the following sentences:

Radha **will not have completed** the job.  
 Soma **will not have passed** in the examination.  
 I **shall not have reached** home by Sunday.  
 Kundan will **not have polished** the room tomorrow evening.  
 The Prime Minister will have delivered his speech by 10 a.m.  
 To form negative sentences in the future perfect tense, not is added between shall/will and have.



**Subject + shall/will + not + have + Verb (Past Participle) + Object/Complement.**

### ❖ Interrogative Sentences in Future Perfect Tense

Read the following sentences :

Will Susmita **have learnt** swimming by this summer?

Will she **have taken** admission in college by July?

Shall we **have defeated** that team?

Will the workers **have completed** their work by tomorrow?

To form interrogative sentences in the future perfect tense, the sentence is started with shall/will followed by the subject, have and the past participle form of the verb.



**Shall/will + Subject + have + Verb (Past Participle) + Object/Complement.**

### ❖ The Future Perfect Continuous Tense

We use this tense to express how long an action will have continued at a given time in the future.

**Example:**

By the end of this year, I will have been learning French for two years.

Everybody will have been preparing for his/her exams in March.

I will have been living in Singapore for three months.

I will have been living in this city for six years next October.

**We use will/shall + have + been + present participle form of the verb to form the future perfect continuous tense.**

This tense is not very common.



## PRACTICE TIME

**A. Fill in the blanks with the simple future tense form of the verbs given in the brackets:**

1. Kunal \_\_\_\_\_ (take) the dog to the vet tomorrow.
2. She \_\_\_\_\_ (come) to my party.

3. Ashok \_\_\_\_\_ (write) an article for the magazine.
4. Pritam \_\_\_\_\_ (help) her in setting the table.
5. Manisha \_\_\_\_\_ (join) cookery classes this month.
6. You \_\_\_\_\_ (enjoy) the company of my cousins.
7. Sohan \_\_\_\_\_ (work) hard this year.
8. I \_\_\_\_\_ (repair) my bike on Sunday.



**B. Fill in the blanks with the future continuous tense form of the verbs given in the brackets:**

1. The farmer \_\_\_\_\_ (sow) the seeds in his field.
2. The teacher \_\_\_\_\_ (start) a new class.
3. They \_\_\_\_\_ (read) books in the library.
4. All the children \_\_\_\_\_ (play) in the playground.
5. My sister \_\_\_\_\_ (prepare) lunch for me.
6. I must hurry. My mother \_\_\_\_\_ (wait) for me.
7. I \_\_\_\_\_ (sleep) at 10 o'clock in the evening.
8. I expect, I \_\_\_\_\_ (have) a party for my farewell.



**C. Rewrite the following sentences in interrogative and negative forms. The first set of sentence has been done for you:**

1. The tiger will be chasing the deer.
  - a. The tiger will not be chasing the deer.
  - b. Will the tiger be chasing the deer?
2. The new mall will be opening shortly.



3. Monalisha will be looking for a new job.

4. We will be reading a new Magazine on Sunday.

5. Mr. Singh will be having his dinner at 9 o'clock.

6. Yuvraj will be playing for Delhi.

7. Abhinav Bindra will be taking part in next championship.

- 
- 
8. My parents will be flying to Dubai tomorrow.
- 
- 

**D. Fill in the following blanks with the future perfect tense form of the verbs given in the brackets:**

1. Mr. Kapoor \_\_\_\_\_ (write) his first book by the end of this week.
2. By this time next year, my sister \_\_\_\_\_ (complete) her computer education.
3. Let's hope that the match \_\_\_\_\_ (not start) by the time we turn on our T.V. set.
4. By 9 a.m., the Principal \_\_\_\_\_ (take) a round of the school.
5. We \_\_\_\_\_ (shift) to a new house by December.

**E. Fill in the following blanks with the future perfect continuous form of the verbs given in the brackets:**

1. By the end of this month, the workers \_\_\_\_\_ (build) the dam for two years.
2. On Sunday, he \_\_\_\_\_ (live) in this house for a year.
3. By 8p.m., it \_\_\_\_\_ (rain) for eight hours.
4. Next year, I \_\_\_\_\_ (work) in this company for two years.
5. Next month, I \_\_\_\_\_ (know) Aman for ten years.

**F. Complete the following sentences with the correct options given in the bracket:**

1. They \_\_\_\_\_ (will fly/flew/fly/flies) to Italy next month.
2. If you visit him on Sunday morning, he probably \_\_\_\_\_ (will practise/will be practising/practise/practises) the piano.
3. One day, people \_\_\_\_\_ (will travel/travels/travel/travelled) to Mars.
4. She \_\_\_\_\_ (go/goes/is going/went) to Nainital tomorrow.
5. By next October, I \_\_\_\_\_ (shall have been living/have been living/live/ lived) here for two years.

### Fun With Grammar

- Arrange two chairs in the front of your classroom, and label each one in the future tense: "Will" or "Shall." Students should then take turns choosing one chair. They should sit in the chair and then use that construction to make up a sentence about the future.

### 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 tenses in the sentences.



# Adverb



## LEARNING TIME

Adverbs are words that add some meaning to verbs, adjectives or other adverbs and express how a thing is done, when it is done or where it is done.

### Example:

1. She walks **slowly**. (add something to the verb)
2. Sandesh is a **very** good boy. (add something to the adjective)
3. You have solved the questions quite correctly. (add something to the adverb)



### Kinds of Adverbs

**Adverbs of Manner** express the way or the manner in which an action is done. They answer the question 'How'.

### Example:

1. They played **carelessly**.
2. The boy runs **quickly**.
3. I did everything **carefully**.
4. My sister reads **clearly**.
5. He is approaching you **slowly**.



**Adverbs of manner** usually end in 'ly'. We form these adverbs by adding 'ly' to adjectives.

slow	slowly	happy	happily
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But some **adverbs of manner**, do not end in 'ly'.

1. Anand played **well**.
2. They worked **hard**.

### Let Me Answer

Can we use adverbs in questions too?

**Adverbs of Time** tell us the time (today, yesterday, tomorrow, daily, lately, ago, etc.) when someone does something, or when some action is performed. They answer the question 'How'.

### Example:

1. I got up early in the morning.
2. Kamran comes here **daily**.
3. She has **already** paid the money.
4. Time gone by **never** returns.



Some common adverbs of time are:

Before	yesterday	never	formerly	today	daily
tomorrow	early	now	soon	late	already ago



**Adverbs of Place** tell us where things happen, or where an action is performed. They answer the question 'where'.

**Example:**

1. Come **here**.
2. My brother is **out**.
3. Walk **forward**
4. He looked **down**.



The most common adverbs of place are given here:

<b>Up</b>	<b>down</b>	<b>out</b>	<b>near</b>	<b>upstairs</b>	<b>away</b>
<b>outdoors</b>	<b>inside</b>	<b>outside</b>	<b>nowhere</b>	<b>somewhere</b>	<b>backward</b>
<b>here</b>	<b>there</b>	<b>in</b>	<b>everywhere</b>	<b>sideways</b>	<b>indoors</b>

**Adverbs of Frequency** express how often someone does something or how often an action is performed. They show 'how often'.

**Example:**

1. She told you **thrice**.
2. I have not seen her even **once**.
3. I go to the temple **daily**.
4. He **seldom** go there.
5. This man is **always** late.



Some common adverbs of frequency are:

<b>always</b>	<b>weekly</b>	<b>fortnightly</b>	<b>annually</b>	<b>again</b>	<b>never</b>
<b>once</b>	<b>twice</b>	<b>usually</b>	<b>seldom</b>	<b>daily</b>	<b>monthly</b>
<b>ever</b>	<b>frequently</b>	<b>often</b>	<b>generally</b>		

**Comparison of Adverbs:** When compared with adjectives, some adverbs also have their comparative and superlative forms. We generally use them comparing the way things are done.

If adverbs end in 'ly', form the comparative by adding more and the superlative by adding most, like:

1. The team played **skilfully**.
2. Sachin played more **skilfully** than others.
3. Lata sings **sweetly**.
4. Asha sings even **more sweetly**.
5. Usha sings **most sweetly**.



If an adverb does not end with 'ly', we add 'er' and 'est' to form its comparative and superlative forms respectively.

1. Milkha runs **fast**.
2. Budhia runs **faster**.
3. Usain runs **fastest**.



4. Raju will reach **soon**.
5. Don will reach **sooner**.
6. Sanjay will reach **soonest**.

Some of the adverbs form their comparative and superlative degrees irregularly.

1. Rajan writes **well**.
2. Ricky writes **better** than Ranjan.
3. Ashok writes **best** of all.



## PRACTICE TIME

### A. Form adverbs from the adjectives given in the brackets and fill in the blanks:

1. Is he sitting \_\_\_\_\_? (comfortable)
2. Ram could solve all the sums \_\_\_\_\_ (easy)
3. The tiger roared \_\_\_\_\_ (fierce)
4. The boys are playing \_\_\_\_\_ (merry)
5. The girls are waiting in the queue \_\_\_\_\_ (patient)
6. Rakesh frowned \_\_\_\_\_ (gloomy)



### B. Fill in the blanks with suitable adverbs of manner:

1. They will win the match \_\_\_\_\_.
2. She arrived \_\_\_\_\_.
3. The opposition leader is planning to meet the President \_\_\_\_\_.
4. I will complete it \_\_\_\_\_.
5. She will complete her schooling \_\_\_\_\_.

### C. Fill in the blanks with the adverbs of place:

1. God is \_\_\_\_\_.
2. Don't go \_\_\_\_\_ the lion's cage.
3. My uncle is writing at the \_\_\_\_\_.
4. My relatives are staying \_\_\_\_\_ It's cold \_\_\_\_\_.
5. The lost pen was \_\_\_\_\_ to be found.



**D. Fill in the blanks with the adverbs of frequency.**

1. Yogesh is \_\_\_\_\_ punctual. He is \_\_\_\_\_ late.
2. Have you \_\_\_\_\_ been to Taj Mahal.
3. He \_\_\_\_\_ tells a lie.
4. Gaurav will \_\_\_\_\_ commit the same mistake again.
5. I have been to Delhi only \_\_\_\_\_.



**E. Fill in the blanks with positive, comparative or superlative forms of adverbs:**

1. Sachin Tendulkar played \_\_\_\_\_ (well)
2. A leopard runs \_\_\_\_\_ than a deer. (swiftly)
3. Tanisha danced \_\_\_\_\_ than Gaur. (gracefully)
4. A bullock cart moves \_\_\_\_\_ (slow)
5. The bowler throws \_\_\_\_\_ (hard)



**F. Fill in the blanks with the correct adverbs from the given options:**

1. Mr. Chauhan keeps his collection \_\_\_\_\_ .  
(downstairs/upstairs/inside/ outside).
2. Amir decided to cross the road \_\_\_\_\_ .  
(wise/wisely/unwise/not wisely).
3. "We won the contest!" they shouted \_\_\_\_\_ .  
(hastily/proudly/eagerly/ merrily).
4. Soha works on it \_\_\_\_\_ (everyday/after/now/then).
5. We ran \_\_\_\_\_ (out/in/on/back) to meet her.



**Fun With Grammar** ✨

- Everybody sits/stands in a circle or at their desks. One student is picked to go outside the room while the rest of the group decides on an adverb, such as 'quickly' or 'sleepily'. The volunteer is called back to stand in the centre of the circle or at the front of the class. Her task is to guess the adverb by asking any individual or a few members of the group to mime an activity.

**TEACHER'S NOTES**

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



## PRACTICE TIME

Based on Chapters 6 to 10

1. Choose the right verbs to complete the sentences. Sometimes you need the negative:

tell write rise eat

- (a) Vegetarians \_\_\_\_\_ meat.
- (b) The Sun \_\_\_\_\_ in the east.
- (c) A novelist \_\_\_\_\_ novels.
- (d) A liar is someone who \_\_\_\_\_ the truth.

2. Write sentences in past tense.

- (a) Ashok/the bus/ miss \_\_\_\_\_
- (b) She/ her room/ tidy \_\_\_\_\_
- (c) Dipika/ watch/ not/ television \_\_\_\_\_
- (d) He/ read/ book \_\_\_\_\_

3. Fill in the correct future tense.

- (a) I hope the weather \_\_\_\_\_ (be) nice.
- (b) I \_\_\_\_\_ (go) to the cinema tomorrow.
- (c) He \_\_\_\_\_ (not leave) tomorrow.
- (d) We think he \_\_\_\_\_ (come) home late in the night.

4. Fill in the words in brackets as adverb.

- (a) He \_\_\_\_\_ reads a book. (quick)
- (b) Ashok is a \_\_\_\_\_ singer. (good)
- (c) You can \_\_\_\_\_ open this tin. (easy)
- (d) The dog barks \_\_\_\_\_ (loud)

## PRACTICE TIME

### (Chapters 1 to 10)

**1. Change the following sentence into negative.**

- (a) I like to read science fiction.
- (b) Dogs chase cats.
- (c) Pets wants to talk with Anu.
- (d) I enjoy playing with my kids.

**2. Point out the subject and the predicate in each of the following sentences.**

- (a) Does the child love the dog?
- (b) I bring fresh showers to thirsty flowers.
- (c) The vessel was a magnificent five-master.
- (d) How very grateful we ought to be for this shelter.

**3. Complete the following sentences.**

- (a) The mangoes are \_\_\_\_\_
- (b) My uncle is \_\_\_\_\_

**4. Rewrite the following sentences in the negative form.**

- (a) Sachin scored a century. \_\_\_\_\_
- (b) Ashok completed his work yesterday. \_\_\_\_\_

**5. Complete the following sentences with the correct option.**

- (a) They \_\_\_\_\_ (will fly/ flew/ fly/ flies) to Italy next month.
- (b) She \_\_\_\_\_ (go/ goes/ is going/ went) to Nainital tomorrow.

**6. Fill in the blanks with the correct adverbs from the given options.**

- (a) We ran \_\_\_\_\_ (out/ in/ on back) to meet her.
- (b) Soha works on it \_\_\_\_\_ (everyday/ after/ now/ then).



# Adjectives



## LEARNING TIME

Adjectives are words that add some more meaning to nouns or pronouns. Adjectives are describing words. Adjectives can be used before or after a noun or pronoun in a sentence.



Read the sentences given under each pictures:

Gaurav is a **fat** boy.

Geeta is a **beautiful** girl.

Vishal is **tall**.

What do the words printed in the bold denote? These words add certain information about the subjects of the above sentences. Such words are called **adjectives**.

❖ **Adjectives are of different kinds. The kinds of adjectives are:**

**Adjectives of Quality:** The words that show qualities of a noun or pronoun are known as adjectives of quality.

**Example:**



Ram is **thin**.  
cake looks **good**.

Bhim is **fat**.

The milk is **cold**. T h e

**Adjectives of Quantity:** The words that denote quantity of a noun are known as adjectives of quantity. These adjectives indicate the quantity i.e 'how much'.

**Example:**

There was **little** food left in the plate.

How **many** pens do you want?

There were a **few** grains of rice in the plate.

There was **no** water in the bottle.

**Adjectives of Number:** The adjectives that denote the number of persons or things are known as adjectives of number. These adjectives indicate the number i.e. 'how many'.

**Example:**

I have **ten** rupees.

Do you have **any** work to do?

**Many** boys were present in the ground.

No, I have **no** work.

Dinesh stood **first** in the class.

**Demonstrative Adjectives:** The adjectives that denote which person or thing is indicating what, are known as demonstrative adjectives. They immediately indicate which one. Demonstrative adjectives are this, that, these, those, such, etc.

**Example:**

**This** book is mine. I like **these** boys. You should not believe **such** people.

**Interrogative Adjectives:** Adjectives which are used with nouns to ask questions are known as interrogative adjectives. Interrogative adjectives are which, what and whose.

**Example:**

**Which** bungalow do you like?

**Which** class do you read in?

**Whose** car is this?

**Which** book do you want to buy?

**Possessive Adjectives:** Possessive adjectives are used to indicate possession. They are always used before the nouns. Possessive adjectives are my, our, your, his, her, their and its.

**Example:**

**Let Me Answer**

- a. Name any best adjectives to describe yourself.
- b. What is the purpose of possessive adjectives?



**My** shirt is red.



**His** eyes are brown.



**His** shoes are black.

## ❖ Degrees of Comparison

When two or more nouns or pronouns are compared with the scale of degree, the comparison is called the "Degrees of comparison."

There are three degrees of comparison of adjectives. These are:

1. Positive Degree
2. Comparative Degree
3. Superlative Degree

**Positive Degree:** When an adjective indicates a specific quality of a noun or pronoun without making any comparison, it is known to be in positive degree.

### Example:



Dr. Rao is **fat**.



The wooden box is **heavy**.



Miss Sainwal is **beautiful**.

**Comparative Degree:** When we use an adjective to compare two persons or things, the adjective is known to be in comparative degree. The comparative degree indicates less or more amount of a specific quality between two nouns or pronouns. The word **than** is used for the comparison.

### Example:

Mr Mohanty is **fatter** than Mr Sinha.

Hindi is **easier** than English in speaking.

Sindhu looks **taller** than Saina.

Miss Rai is **more beautiful** than Miss Kaif.

Today, the weather is **better** than it was yesterday.



**Superlative Degree:** When we use an adjective to compare more than two persons or things, it is known to be in superlative degree. The superlative degree indicates maximum or minimum amount of a specific quality among more than two nouns or pronouns.

### Example:

Raveena is the **tallest** girl in the class.

Mr Pandey is the **fattest** person in our office.

Sachin is the **most popular** cricketer in the world.

Miss Nisha is the **most beautiful** girl in the class.

Whenever an adjective is used in the superlative degree, the article 'the' is placed before it, e.g., the longest route, the tallest girl, the toughest man, etc.



## ❖ Formation of Comparative and Superlative Degrees

The common rules to form comparative and superlative degrees of adjectives from the positive degrees are:

1. For the adjectives ending with 'e', 'r' is added to form the comparative degree and 'st' to form the superlative degree.

**Example:**

Positive	Comparative	Superlative
safe	safer	safest
wide	wider	widest
large	larger	largest
fine	finer	finest
wise	wiser	wisest



2. For the adjectives ending with a consonant and a vowel just before it, the last letter (consonant) is doubled and 'er' and 'est' are added to form comparative and superlative degrees.

**Example:**

Positive	Comparative	Superlative
thin	thinner	thinnest
hot	hotter	hottest
big	bigger	biggest
fat	fatter	fattest
tall	taller	tallest



3. For the adjectives ending with 'y' and preceded by a consonant, the 'y' is changed into 'i' and then 'er' and 'est' are added to form the comparative and superlative degrees.

**Example:**

Positive	Comparative	Superlative
heavy	heavier	heaviest
noisy	noisier	noisiest
merry	merrier	merriest
easy	easier	easiest
healthy	healthier	healthiest



4. For the adjectives ending with 'y' and a vowel just before it, only 'er' and 'est' must be added to form the comparative and superlative degrees **respectively**.

### Example:

#### Positive

gray

grey

#### Comparative

grayer

greyer

#### Superlative

grayest

greyest



5. For the adjectives with two or more syllables, **more** and **most** are used before the positive degree to form comparative and superlative degrees.

### Example:

#### Positive

interesting

suitable

famous

useful

wonderful

beautiful

creative

industrious

intelligent

#### Comparative

more interesting

more suitable

more famous

more useful

more wonderful

more beautiful

more creative

more industrious

more intelligent

#### Superlative

most interesting

most suitable

most famous

most useful

most wonderful

most beautiful

most creative

most industrious

most intelligent

6. Degrees of some adjectives are changed irregularly.

#### Positive

fore

old

little

far

late

good

bad/evil/ill

many/much

#### Comparative

former

older/elder

less/lesser

farther/further

later

better

worse

more

#### Superlative

foremost/first

oldest/eldest

least

farthest/furthest

latest

best

worst

most

## PRACTICE TIME

- A. Read the following sentences and underline the adjectives. Also identify their kinds and write in the space provided:

1. No one is aware why he is angry.
2. Malaria is a dangerous disease.
3. This was my first choice..
4. Which bus goes to New Delhi?
5. Alok is the tallest boy in the school.
6. This book is very good.
7. She has much patience to bear the loss.
8. Dhoni is a careless captain of our team.

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**B. Complete the sentences by choosing the right adjectives from the bracket.**

1. The pupils loved the teacher because he was very \_\_\_\_\_ (kind/cruel)
2. The dog is a \_\_\_\_\_ animal. (faithful/faithfully)
3. Cricket is a very \_\_\_\_\_ game. (interesting/poor)
4. Were there \_\_\_\_\_ boys? (much/many)
5. The ice cream was very \_\_\_\_\_ (cheerful/tasty)

**C. Match the following adjectives with opposite meaning:**

- |              |                 |
|--------------|-----------------|
| 1. difficult | (i) curved      |
| 2. poor      | (ii) stormy     |
| 3. straight  | (iii) easy      |
| 4. dangerous | (iv) smooth     |
| 5. eminent   | (v) polite      |
| 6. rude      | (vi) foolish    |
| 7. dull      | (vii) notorious |
| 8. calm      | (viii) friendly |



**D. Fill in the blanks using suitable possessive adjectives from the box:**

**my mine our your his her their its**

1. The small puppy was following \_\_\_\_\_ mother.
2. Mrs Thakur was going with \_\_\_\_\_ husband.
3. Aman and Anil park \_\_\_\_\_ cars near the park.
4. I keep \_\_\_\_\_ books in a shelf.
5. You should take care of \_\_\_\_\_ parents.
6. He does not take care of \_\_\_\_\_ belongings.
7. \_\_\_\_\_ money will come back to us.
8. This book is \_\_\_\_\_.



**Fun With Grammar**

- From a magazine collection, ask students to use adjectives in describing the various people on the pages. Try to vary the magazines and subjects. You can also move away from people to things (cars, boats, etc.).

1. How are you today? Are you \_\_\_\_\_? (good)
2. This is a very \_\_\_\_\_ book but the one you gave me yesterday was \_\_\_\_\_ . (interesting)
3. Rani's handwriting is \_\_\_\_\_ than yours. (bad)
4. Honesty is the \_\_\_\_\_ policy. (good)
5. Mithun is \_\_\_\_\_ but Hritik is \_\_\_\_\_ than him. (tall)
6. Asia is the \_\_\_\_\_ continent in the world. (large)

**TEACHER'S NOTES**

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



# Preposition



## LEARNING TIME

**Prepositions** are words which are placed before nouns or pronouns to show the relation between the nouns or pronouns and some other words in a sentence. A preposition is usually placed before a noun or pronoun it governs.

See the following examples:

1. My uncle is **in** the office.
2. Deepika is sitting **beside** Siddharth.
3. I am fond **of** orange juice.
4. He will start work **at** 5 o'clock.
5. Nitin stood **between** two girls.



## ❖ Prepositions of Place:

Few prepositions are used to indicate place or where something takes place.

### At, In

**At** is used with smaller places such as towns, villages, schools, etc.

#### Example:

1. My father is at home.
2. My uncle lives in Chennai.

**In** is used with the names of continents, countries, states and large cities.

#### Example:

1. My brother is in Kerala.
2. Rajendu has been living in Kuet for five years.

When we use the names of city or state and country together in a sentence, we use **at** for the city or state and **in** for the country.

#### Example:

1. I met her at New York in U.S.A.
2. They live at Rajghat in Delhi

### At, On

**At** is used for a particular place or point which we want to mention.



**Example:**

Why are you knocking at the door?

We use **on** when we talk of a place as a surface.

**Example:**

The cat is lying on the sofa.

**Between, Among**

**Between** is used for two things or persons.

**Example:**

Avishek is sitting between Damodar and Shekhar.

**Among** is used for more than two things or persons.

**Example:**

Rahul was standing among many people.

**Beside, Opposite**

We use **beside** when we mean by the side of.

**Example:**

1. Mr. Sharma is standing beside his sons.
2. There is no park beside my house.

**“By”** also can be used for beside.

**Example:**

Why are you standing by my table?

We can also use close to.

**Example:**

His house is quite close to the police station.

We use **opposite** to mean ‘in front of’.

**Example:**

My house is just opposite CTC Plaza.

**Near, Near to**

We use **near** when we want to say something close by.

**Example:**

There is a park near the school.

**Near to** is the same as near.

**Example:**

Our office is very near to the metro station.

**Let Me Answer**

- a. How do you identify prepositions?
- b. What is the object of a preposition?



❖ **Some more Prepositions of Place:**

**Above**

**Example:**

1. I hanged the photo above the table.
2. Some birds were flying above us.

**After**

**Example:**

1. The policeman running after the thief.
2. Ten comes after nine.

**Along**

**Example:**

1. The boys were walking along the river.
2. There are tables along the wall.

**Around**

**Example:**

1. The Earth revolves around the Sun.
2. My sister wears a chain around her neck.

**Across**

**Example:**

1. There was a bridge across the river.
2. We used to swim across the pond.

**Against**

**Example:**

1. Don't lean against the wall.
2. Punjab played against Chennai in the final of IPL.

**Upon**

**Example:**

1. The tiger jumped upon the goat.
2. The birds are sitting on a branch.

**Up**

**Example:**



1. Rohan climbed up the ladder.
2. Sohan is going up the stairs.

### To

#### Example:

1. I am going to school.
2. Dinesh wrote a letter to his uncle.

### Under

#### Example:

1. The dog was sitting under the chair.
2. The farmer's will take rest under the tree.

### Through

#### Example:

1. The soldiers marched through the town.
2. The bus is passing through the tunnel.

### Over

#### Examples :

1. A high cliff hangs over the sea.
2. The helicopter is flying over sea.



## ◆ Prepositions of Time

The prepositions of time are used to indicate time or when something takes place.

### At

We use **at** for the time of day, a definite period, meal time, festival or group activities.

#### Example:

1. My father will come back at 5:30 p.m.
2. We started our journey at dawn.
3. Ajay doesn't talk at breakfast.
4. She did not see me at the function.

### On

**On** is used to show days and dates, festivals and day or day followed by part of the day.

#### Example:

1. I was born on 5th February.
2. The students will submit the project on Friday.
3. Prince will come on Sunday.
4. We usually go to temple on Diwali.

### In

**In** is used for longer periods like months, seasons, years or part of the day.

### Example:

1. I came to Delhi in 2007.
2. The second World War began in 1939.
3. My birthday falls in February.
4. We shall not go anywhere in winter.

### ❖ Some more Prepositions of Time:

#### Before

#### Example:

1. We should take our lunch before 2 p.m.
2. I shall reach there before the meeting.
3. I had returned home before it started to rain.

#### By

#### Example:

1. I shall reach there by 20th January.
2. Kalpana returned from Washington by Tuesday.
3. We'll have returned by 9 p.m.



#### During

#### Example:

1. Don't go outside during night.
2. I'll sleep during journey.

#### For

#### Example:

1. May I borrow your pen for a week?
2. Pranab stayed there for two years.
3. We went to Mussoorie for a month.
4. Sunita went to the U. S. A. for five years.

#### After

#### Example:

1. I feel bored after working at night.
2. She came home after office hours.
3. Rest after finishing your homework.
4. He went to Delhi after his exam.

#### Until

#### Example:

1. Don't go until I return.
2. She watched the serial until midnight.

Note: Till can also be used instead of until.

#### Example:

Ramesh watched the T.V. till 5 p.m.

#### Since

1. She has been sleeping since 2 o'clock.
2. Tanmay has waited for the bus since 9 o'clock.
3. I have been living here since 1998.
4. I haven't met Madhu since last year.



### Between

#### Example:

1. The shop remains closed between 1 p.m. and 3 p.m.
2. A fight took place between the two sisters.

## PRACTICE TIME

### A. Choose the right preposition out of the given options.

1. The book is lying \_\_\_\_\_ (among / beside/on/for) the table.
2. Somebody knocked \_\_\_\_\_ (for/at/in/on)
3. I live \_\_\_\_\_ (opposite to / beside / in / on) Post office.
4. The ladder is placed \_\_\_\_\_ (against/around/to/on) the wall.
5. Did you see her \_\_\_\_\_ (in/at/on/into) the party?
6. It is rather cool \_\_\_\_\_ (in/for/duing/of) April this year.
7. The police are running \_\_\_\_\_ (after/around/to/on) the thief.
8. The train is passing \_\_\_\_\_ (up/around/to/through) a tunnel.
9. Freedom fighters were loyal \_\_\_\_\_ (for/to/with/at) the country.
10. The boy was rewarded \_\_\_\_\_ (of/for/with/at) his courage.

### B. Fill in the blanks with the appropriate prepositions given in brackets:

1. They will finish the construction \_\_\_\_\_ (for/in/after/into) a week.
2. A dispute arose \_\_\_\_\_ (among/between/together/each other) the landlord and tenant.
3. Nothing is achieved \_\_\_\_\_ (in/with/without/by) effort.
4. The temple is \_\_\_\_\_ (on/onto/over/at) the Akbar Road.
5. \_\_\_\_\_ (Beside/Besides/With/Along with) teaching, he wrote many books.
6. A teacher who does not take pains \_\_\_\_\_ (for/in/of/at) his teaching can not become an ideal teacher.
7. She is glad to receive your letter \_\_\_\_\_ (in/after/by/as) such a long time.
8. Your result has shown that hard work is the key \_\_\_\_\_ (of/for/to/in) success.
9. Many people are killed \_\_\_\_\_ (in/by/with/of) weather disasters every year.
10. Pt. Jawahar Lal Nehru was a great scholar \_\_\_\_\_ (at/besides/about/with) being a great political leader.

**C. Fill in the following blanks with suitable prepositions:**

1. I am not satisfied \_\_\_\_\_ your progress.
2. Are they good \_\_\_\_\_ painting?
3. You should be ashamed \_\_\_\_\_ your behaviour.
4. My school consists \_\_\_\_\_ twenty rooms.
5. Are you aware \_\_\_\_\_ his motives?
6. She is fond \_\_\_\_\_ chocolates.
7. Don't laugh \_\_\_\_\_ beggars.
8. Mona is jealous \_\_\_\_\_ her cousin.
9. My Brother deals \_\_\_\_\_ clothes.
10. She has faith \_\_\_\_\_ her abilities.

**D. Write the correct prepositions in the boxes provided.**

1. What is the time (in, by) your watch?
2. They sat (in, under) the tree.
3. Amulya has recovered (for, from) his illness.
4. I shall think (on, over) your problems.
5. She is getting out (of, from) the room.
6. The girl was rewarded (of, for) her courage.
7. They are pushing the car (up, upon) the hill.
8. Ganguly took his shirt (of, off).
9. The soldiers are always loyal (for, to) the country.
10. Be kind (for, to) all.



**Fun With Grammar** ✨

- Write the prepositions to be practised on the board, such as: in, under, on, into, above, below, behind, at, in front of, and between. Make a group of students. Each team must discuss how many accurate sentences they can create using the ten prepositions. Discuss the same in class.

**TEACHER'S NOTES**

Educate the students that prepositions may appear before nouns or pronouns to show the relationship between them. Introduce the topic and inform them about the usage of prepositions by giving examples.





# Conjunctions



## LEARNING TIME

**Conjunctions** are words or group of words that join two words, phrases, clauses or sentences.

### ❖ Use of Conjunctions

#### And

**And** is used to join similar factors or statements.

#### Example:

1. Jhilli and Mili are sisters.
2. She is beautiful and intelligent.
3. I ate an apple and a banana.
4. He is a hardworking and honest person.
5. Time and tide wait for no one.



#### But

**But** is used to join words that show contrast.

#### Example:

1. Subal is strong but Sudam is weak.
2. I am intelligent but my sister is dull.
3. She has done her work but her sister has not.
4. Nisha runs fast but Mama runs slow.
6. I am eating a Mango but she is eating an apple.



#### Or

**Or** is used to show a choice.

#### Example:

1. You can read or write.
2. Hurry or you will miss the train.
3. I don't know whether it is right or wrong.
4. I don't care whether you go or stay here.
5. What would she like to have— banana or orange?



## As, Because, Since

The conjunctions **as**, **because** and **since** are known as the **Conjunctions of Reason**. They are meant to show as to why something happens or reasons behind someone doing something or reasons behind something special is suggested.

### Example:

1. She is drinking water because she is thirsty.
2. He went home, because he was tired.
3. She is crying because she is hungry.
4. As I am getting late, I shall take a taxi.
5. Kapil will clean the floor since the servant is absent.



## If

**If** is used to show the condition or choice.

### Example:

1. You will stand first if you burn midnight oil.
2. Shobha will go if Radha comes.
3. If you want to get good marks, you should work hard.
4. Let's run fast if we have to reach on time.
5. If she is hungry, she can have fruits.

**Let Me Answer**

- a. How much do you know about conjunctions?
- b. What three things can conjunction connect?



## So

**So** is used to show the result.

### Examples:

1. I have some financial problems, so I cannot go.
2. The bus did not come, so I had to travel by auto.
3. I am not feeling well, so I shall go to hospital.

**Note:** 'Therefore' can also be used instead of so.

### Example:

I have to attend the party, therefore, I shall not reach your home.

## ❖ Some important conjunctions

1. Hema told me that she was out of station.
2. This is the office where my father works.
3. He doesn't know how to ride a bike.
4. You do not understand what the problem is with them.
5. Gandhiji was greatly honoured wherever he went.



6. Lalit ran as fast as he could.
7. I do not like tea or milk.
8. Please inform me whenever you come here.
9. The dinner is getting ready, meanwhile you can freshen up.
10. Don't eat while reading.
11. Please inform me as soon as you finish your job.
12. I could not sleep though I was very tired.
13. When the cat was away, the mice came in.
14. She kept on reading although she was very tired.
15. You cannot enter unless you show the pass.



## PRACTICE TIME

### A. Fill in the blanks with 'and', 'but', 'or':

1. I write for money \_\_\_\_\_ my brother writes for pleasure.
2. The teacher told a story \_\_\_\_\_ students listened it to carefully.
3. Those apples were ripe \_\_\_\_\_ sour.
4. She may go today \_\_\_\_\_ tomorrow.
5. We ran fast \_\_\_\_\_ missed the train.
6. Arpit went to the bus stand \_\_\_\_\_ boarded a bus to Delhi.
7. A fox is a large \_\_\_\_\_ clever animal.
8. Ruchi tried to read \_\_\_\_\_ in vain.
9. Rajan is sharp \_\_\_\_\_ Sohan is dull.
10. Finish the work \_\_\_\_\_ go home.



### B. Join the following sentences using the conjunctions given in the brackets. An example has been given for you:

**The voltage was low. The iron stopped working. (so)**

**The voltage was low, so the iron stopped working.**

1. You cannot succeed . You do not work hard. (unless)

\_\_\_\_\_

2. Everyone praises Rahul. He is a sincere boy. (because)

\_\_\_\_\_

3. It was Sunday. The school was closed.

\_\_\_\_\_



4. They will go to zoo for a picnic. The weather is pleasant. (as)

\_\_\_\_\_

5. Rukmini won the race. She practised hard. (because)

\_\_\_\_\_



**C. Fill in the blanks choosing suitable conjunctions given in the brackets:**

1. Pay the fee \_\_\_\_\_ you will have to pay fine. (and/or)

2. Rupa is tall \_\_\_\_\_ thin. (and/or)

3. I don't know \_\_\_\_\_ he was angry with me. (when/why)

4. They helped me \_\_\_\_\_ the rich person. (as/and)

5. Rajiv did not speak to him \_\_\_\_\_ he called out to him. (since/though)

6. Let him take rest \_\_\_\_\_ he may recover fast. (so that/such that)

7. Hurry up \_\_\_\_\_ you will miss the train. (and/or)

8. Think \_\_\_\_\_ you speak. (because/before)

**Fun With Grammar** ✨

○ Make a group of students for 'Detective Game'. Ask the students to find a story, newspaper article, or other written text and remove the conjunctions. Then, guide the students to play detective and try to figure out the words that belong there.

1. He would have helped him \_\_\_\_\_ (until/if/because/so) he had enough money.

2. She didn't know anything about Mathematics \_\_\_\_\_ (and/but/so/or) Science.

3. The teacher punished him \_\_\_\_\_ (if/because/although/so that) he had broken the window pane.

4. You will never pass \_\_\_\_\_ (although/however/because/so) hard you may try.

5. I like ice creams \_\_\_\_\_ (and/but/as/whenever) my brother likes chocolates.

6. Sweety writes fast \_\_\_\_\_ (and/while/so/or) Sonu writes slow.

7. She fell asleep \_\_\_\_\_ (and/while/so/or) watching TV.

8. There are very few applicants \_\_\_\_\_ (while/but/so/as) this is good college.

9. He was walking up and down the street \_\_\_\_\_ (if/as if/unless/ that) he had lost something.

**TEACHER'S NOTES**

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



# Articles



## LEARNING TIME

❖ Take a look at these sentences:



The sun rises in the east.

Ram is a boy.



He has an umbrella.

This is the boy I met yesterday.



The words **a**, **an** and **the** used in the sentences above are known as 'Articles'. They belong to the class of words known as determiners that are used before nouns. There are two types of articles in English:

Indefinite Article and Definite Article.

### ❖ Use of Indefinite Articles

**A** and **an** are known as indefinite articles as they do not indicate any specific person or thing. Indefinite articles are used with singular nouns.

**Example:**

1. Amit has bought **a** pen.
2. Nidhi has **a** black frock.
3. Atul gave me **an** orange.
4. This is **an** egg.
5. This is **a** picture of **an** umbrella.
6. Akhil ate **a** banana and **an** orange.



### Let Me Answer

- a. Which article is also called a definite article?
- b. What are the uses of indefinite articles?

❖ Read the following sentences carefully:

1. Mr Sharma is **an** M.P.
2. Please, wait for **an** hour.
3. Rohan wears **a** uniform.
4. He is **a** European.
5. He has **a** ten-rupee note.
6. He is **an** honest person.



In the sentences above, you find that **a** is used before the words beginning with vowels while **an** is used before the words beginning with consonants. This is because the words after **a** sound as if they are beginning with consonants. Likewise, the words after **an** sound as if they are beginning with a vowel. The vowel **u** in the words **European** and **uniform** sounds similar to the word **you**. Similarly, the consonant **h** is silent in the word **hour** which is pronounced just like **our** and the pronunciation of **M** in **M.P.** begins with **a**.

You must remember that the criterion for use of **a** or **an** before a word is the sound of the word and not the spelling of the word.

❖ Use of Definite Article

**The** is known as the definite article as it indicates a specific person or thing. **The** is used when the sentence talks about **something definite**.

**Example:**

1. **The** apples are on the table.
2. Should I go to **the** school?
3. **The** brother in yellow trousers is my brother.
4. Manoj is going to see **the** doctor.



**The** is used before the **superlative degree of adjectives**.

**Example:**

1. This is **the best** book of G.K.
2. Mt Everest is **the highest** peak in the world.
3. Atul is **the fastest** among the boys.
4. Sunita is **the smallest** girl in the class.
5. He is **the wisest** member in the family.



**The** is used before names of **things unique of their kind**.

**Example:**

1. **The sun** gives us heat and light.
2. **The moon** is cool. It revolves around **the earth**.
3. **The sky** looks blue during **the day**.



**The** is used before names of **oceans, seas, rivers, canals and mountain ranges**.

**Example:**

- |                         |                       |                           |
|-------------------------|-----------------------|---------------------------|
| <b>the</b> Red Sea      | <b>the</b> Alps       | <b>the</b> Yamuna         |
| <b>the</b> Indian Ocean | <b>the</b> Suez Canal | <b>the</b> Atlantic Ocean |



the Himalayas

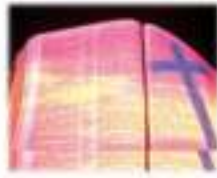
the Godavari

the Bay of Bengal



The is used before the names of **holy books**.

Example:



the Quran

the Bible

the Geeta

The is used before the names of **ships, aeroplanes and newspapers**.

Examples:

the Titanic,

the Jaguar,

the Mirage

the Times of India,

the Hindustan Times,

the Dainik Jagran

The is used before names of certain **countries** which include words like 'kingdom', 'states', etc.

Example:

the USA

the UK



The is used before the names of a **class of people or community**.

Examples:

the Indian

the Sikhs

the Muslims

the American

❖ Omission of the articles

Articles are not used before **proper, material and abstract nouns**.

Example:

1. **Wood** is an important substance.

2. **Jitender** is in class IX.

3. **Honesty** is the best policy.

4. **He** was awarded for bravery.

5. **Delhi** is the Capital of our country.

6. **Gold** is a precious metal.



Articles are not used before the names of **countries or mountain peaks**.

Example:

1. **Mt Everest** is the highest peak.

2. **India** has a large population.

Articles are not used before the names of **days, months and seasons**.

Example:

1. **December** is very cold in Delhi.

2. **Wednesday** will be a holiday.

3. **Summer** has arrived.

Articles are not used before a noun if it is followed by a number.

He lives in **street** 18.

He goes by **bus** number 753.

❖ Position of Articles

Normally articles are placed **before a noun**.

Example:

a chair



an umbrella



an orange



a boy



If the noun is preceded by an **adjective**, articles will be placed before the adjective.

**Example:**

1. Vijay is **an honest** boy.
2. Mr Sharma has started **a new** business.
3. Tukaram is a rich man.
4. Is French an easy language?
5. This is **a good** novel.
6. What **an interesting** movie it was!

## PRACTICE TIME

### A. Fill in the blanks using 'a' or 'an':

1. Renu ate \_\_\_\_\_ apple.
2. Mr Gandhi is \_\_\_\_\_ MLA.
3. She is \_\_\_\_\_ lazy girl.
4. Please, have \_\_\_\_\_ glass of water.
5. Rohit takes \_\_\_\_\_ an apple a day.
6. Noida from Delhi is \_\_\_\_\_ one hour journey.



### B. Fill in the blanks using 'a', 'an' or 'the':

1. \_\_\_\_\_ Crow is \_\_\_\_\_ bird.
2. Ashok reads \_\_\_\_\_ Hindustan Times everyday.
3. I have \_\_\_\_\_ fifty-rupee note.
4. He has \_\_\_\_\_ urgent work to do.
5. Gaurav is \_\_\_\_\_ tallest boy in \_\_\_\_\_ school.
6. What \_\_\_\_\_ good idea!

## Fun With Grammar

○ Ask the students to read the sentences with articles and try to identify the correct use of articles in each of the following groups:

1. (a) Satya never tells the lie.  
(b) Satya never tells a lie.
2. (a) My father is a doctor and a poet.  
(b) My father is a doctor and the poet.
3. (a) He has gone to office.  
(b) He has gone to the office.
4. (a) Milk is hot.  
(b) The milk is hot.
5. (a) The girl who stood first is very intelligent.  
(b) A girl who stood first is very intelligent.



### TEACHER'S NOTES

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



## PRACTICE TIME

### Based on Chapters 11 to 14

#### 1. Fill in the correct form of the words in brackets (Comparative or Superlative).

- (a) He was the (clever) \_\_\_\_\_ thief of all.
- (b) This is the (interesting) \_\_\_\_\_ book I have ever read.
- (c) Who is the (rich) \_\_\_\_\_ woman on earth.
- (d) The flower is (beautiful) \_\_\_\_\_ than that one.

#### 2. Fill in the blanks with appropriate prepositions.

- (a) We regret that we cannot comply \_\_\_\_\_ you request. (with/at/to)
- (b) He is addicted \_\_\_\_\_ gambling. (on/at/to)
- (c) I was amazed \_\_\_\_\_ her stupendous ignorance. (with/on/at)
- (d) On the way we came \_\_\_\_\_ an old beggar. (along/across/on)

#### 3. Underline the prepositions in the following sentence.

- (a) You can come to meeting as long as you don't say anything.
- (b) I am not leaving until I get an apology from you.
- (c) Bob is very tall while Bill is very short.
- (d) We will go to the mountains on Saturday as long as it doesn't rain.

#### 4. Correct the following sentences.

- (a) The New York is a big city.
- (b) A cow is the useful animals.
- (c) The milk is a very nutritious.
- (d) Mahatma Gandhi was great leader of India.





# Voice-Active and Passive



## LEARNING TIME

❖ Transitive verbs have two kinds of voices:

1. Active
2. Passive

If the subject of the verb is the doer of the action, the verb is said to be in the active voice.

1. Mr. Pandey bought a car.
2. Madhuri writes a letter.
3. Ravi killed a snake.
4. He helps me.



When the effect of action is received by the subjective object, the sentence is said to be in Passive Voice.

1. A car was bought by Mr. Pandey.
2. A letter was written by Madhuri.
3. A snake was killed by Ravi.
4. I am helped by him.



### Rules for changing active voice sentences into passive voice.

- Only transitive verbs can be used in passive voice.
- The prepositions by, with or in are often used to say who or what caused the action.
- The third form of the verb is used.
- The subject takes the place of the object and the object takes the place of the subject.
- The tense of the sentence does not change, only the form changes.
- The pronouns are changed as shown below.

I	– me	they	– them	we	– us
he	– him	she	– her	you	– you

### I. The Simple or Indefinite Tenses.

(a) For the **Simple Present Tense**, we use **am**, **is** or **are** with a past participle to form the passive voice.

Active Voice	Passive Voice
1. The hunter kills the lion.	The lion is killed by the hunter.
2. Lata sings a song.	A song is sung by Lata.
3. Geeta loves Sita.	Sita is loved by Geeta.
4. Sushil reads a book.	A book is read by Sushil.
5. She drinks milk.	Milk is drunk by her.

(b) For the **Simple Past Tense**, we use **was** or **were** with a past participle to form the passive voice.

Active Voice	Passive Voice
1. I made a mistake.	A mistake was made by me.
2. Smita wrote a letter.	A letter was written by Smita.
3. Sangram plucked flowers.	Flowers were plucked by Sangram.
4. My brother advised me.	I was advised by my brother.
5. Columbus discovered a sea route to America.	A sea route to America was discovered by Columbus.

(c) In the **Simple Future Tense**, we use **will be** or **shall be** followed by the past participle to make passive voice.

Active Voice	Passive Voice
1. My father will buy clothes.	Clothes will be bought by my father.
2. Kundan will bring water.	Water will be brought by Kundan.
3. He will write the essays.	The essays will be written by him.
4. The Principal will give the awards to the winners.	The awards will be given to the winners by the Principal.
5. My mother will cook the food.	The food will be cooked by my mother.

Learn the rules given in the table.

Simple Present Tense	Simple Past Tense	Simple Future Tense
is + past participle	was + past participle	shall be + past participle
am + past participle	were + past participle	will be + past participle

There are some tenses which are used only in the passive voice.

**Example:**

1. Subhash Chandra was born in Cuttack, Odisha.
2. Tehri Dam is built on the Bhagirathi river.

## II. The Continuous Tenses

(a) In the **Present Continuous Tense**, we use **is**, **am** and **are** with **being** followed by the past participle to make the passive voice.

Active Voice	Passive Voice
1. He is eating rice.	Rice is being eaten by him.
2. We are learning our lessons.	Our lessons are being learnt by us.
3. The girls are reading a book.	A book is being read by the girls.

(b) In the **Past Continuous Tense**, we use **was** and **were** with **being** followed by the past participle to make the passive voice.

Active Voice	Passive Voice
1. The driver was driving a car.	A car was being driven by the driver.
2. Pal was throwing stones.	Stones were being thrown by Pal.
3. The people were chasing the thieves.	The thieves were being chased by the people.

Learn the rules given in the table:

Present Continuous Tense	Past Continuous Tense
is + being + past participle	was + being + past participle
am + being + past participle	were + being + past participle
are + being + past participle	



### Let's Learn

**Future Continuous Tense** cannot be changed into passive voice.

### Let Me Answer

Which preposition is used in passive voice?

## III. The Perfect Tenses

(a) In the **Present Perfect Tense**, we use **have been** or **has been** followed by the past participle to form the passive voice.

Active Voice	Passive Voice
1. Ashok has done this work.	This work has been done by Ashok.
2. They have won the match.	The match has been won by them.
3. Sameer has killed the snake.	The snake has been killed by Sameer .
4. My mother has cooked the food.	The food has been cooked by my mother.

5. Archita has bought a book.                      A book has been bought by Archita.

(b) In the **Past Perfect Tense**, we use **had been** followed by the past participle to make the passive voice.

Active Voice	Passive Voice
1. Mr. Sharma had sold her car.	Her car had been sold by Mr. Sharma.
2. The police had caught the thief.	The thief had been caught by the police.
3. My sister had washed my shirt.	His shirt had been washed by his sister.
4. She had written a letter.	A letter had been written by her.
5. They had made many mistakes.	Many mistakes had been made by them.

(c) In the **Future Perfect Tense**, we use **will have been** or **shall have been** followed by the past participle to make the passive voice.

Active Voice	Passive Voice
1. My aunt will have prepared breakfast.	The breakfast will have been prepared by my aunt.
2. She will have sent a letter by the next week.	A letter will have been sent by her by the next week.
3. He will have bought a car by next Monday.	A car will have been bought by him by next Monday.

Learn the rules given in the table.

Present Perfect Tense	Past Perfect Tense
have + been + past participle has + been + past participle	had + been + past participle
<b>Future Perfect Tense</b>	
will + have + been + past participle shall + have + been + past participle	



### Let's Learn

**Perfect Continuous Tenses cannot be changed into passive voice.**

## PRACTICE TIME

### A. Change the following sentences into passive voice:

1. Parents love the children. \_\_\_\_\_
2. I eat a mango. \_\_\_\_\_
3. She wears a red dress. \_\_\_\_\_
4. We play cricket everyday. \_\_\_\_\_
5. He likes juice. \_\_\_\_\_

### B. Change the following sentences into passive voice:

1. They defeated the enemy. \_\_\_\_\_
2. We bought a house. \_\_\_\_\_
3. He invented the mobile phone. \_\_\_\_\_
4. Students drew a picture. \_\_\_\_\_
5. I wrote a letter to my father. \_\_\_\_\_

### C. Change the following sentences into passive voice:

1. Amit will read a book. \_\_\_\_\_
2. Ankesh will paint the door this Sunday. \_\_\_\_\_
3. They will fly kites. \_\_\_\_\_
4. They will take dinner. \_\_\_\_\_
5. I will never tell a lie. \_\_\_\_\_

### D. Change the following sentences into passive voice:

1. Mina is writing a short paragraph. \_\_\_\_\_
2. He is helping his brother. \_\_\_\_\_
3. I am eating an apple. \_\_\_\_\_
4. We are playing badminton. \_\_\_\_\_
5. Teacher is punishing the students. \_\_\_\_\_

## Fun With Grammar

- Students have to come up within 3 minutes and then put up their hands to convert the sentences to passive voice. Those students who are able to complete the task within the said time frame will be declared winners.

1. We were watching a movie. \_\_\_\_\_
2. The boy was plucking flowers. \_\_\_\_\_
3. Karan bought a book. \_\_\_\_\_
4. Tina was hitting the cat. \_\_\_\_\_
5. Varun was writing a letter. \_\_\_\_\_

### TEACHER'S NOTES

Explain that the active voice is when the subject comes before the verb. State that the active voice uses sentences with verbs that are often more direct than those with passive-voice verbs. Emphasize the value of active voice



# Speech-Direct and Indirect



## LEARNING TIME

❖ Look at the following sentences:

1. He said, "He is not well today."
2. He said that he was not well that day.

We see that the first sentence is in the **Direct Speech** and the second sentence is in the **Indirect Speech**.


**Direct Speech:** When the spoken words are presented in the same way without making changes, it is called Direct Speech.

### Characteristics of the Direct Speech:

1. We place speaker's actual words in quotation marks. (" ")
2. A comma separates the reported Speech from the reporting verb.

### Example:

Ganesh said,	"I am hungry".
Reporting Verb	Reported Speech

**Let Me Answer**   
Can you state any one rule of indirect speech?



3. We put a full stop (.), a question mark (?) or an exclamation mark (!) at the end of the speaker's actual words.
4. The first letter of the speaker's actual words (words inside quotation marks) begins with a capital. For example :

Gaurav said, "You are good in Maths."

**Indirect Speech:** When the spoken words are presented by you in your own words, it will be Indirect Speech.

### Characteristics of an Indirect Speech:

1. We do not use quotation marks.
2. The comma separating the reported Speech from the reporting verb is not used as there are no quotation marks.
3. Conjunctions like **that, if** or **to** are used to introduce the reported Speech.



4. We do not use question marks or exclamation marks. Only full stop (.) is used at the end of the sentence.

### Rules for changing Direct Speech into Indirect Speech:



1. The tense of the reporting verb never changes.
2. If the reported Speech expresses a universal truth, a scientific fact or a habitual action, the tense of the reported Speech remains unchanged. For example.

Our teacher said, "The sun sets in the west." (Direct)

Our teacher said that the sun sets in the west. (Indirect)

3. If the reporting verb is in the present or future tense, the tense of the reported Speech does not change. For example.

(a) He says, "I am thirsty." (Direct)

He says that he is thirsty. (Indirect)

(b) She will say, "I was not doing well." (Direct)

She will say that she was not doing well. (Indirect)



4. When the reporting verb is in the past tense, the tense of the Reported Speech is changed in the following way:

#### (a) Simple Present becomes Simple Past.

Manish said, "I know her." (Direct)

Manish said that he knew her. (Indirect)

#### (b) Present Continuous becomes Past Continuous.

Rakesh said, "He is eating a mango." (Direct)

Rakesh said that he was eating a mango. (Indirect)

#### (c) Present Perfect becomes Past Perfect.

Seema said, "I have done my homework." (Direct)

Seema said that she had done her homework. (Indirect)

#### (d) Present Perfect Continuous becomes Past Perfect Continuous.

They said, "Boys have been reading for one hour." (Direct)

They said that boys had been reading for one hour. (Indirect)

#### (e) Simple Past becomes Past Perfect.

Shova said, "I wrote a poem." (Direct)



Shova said that she had written a poem. (Indirect)

(f) **Past Continuous becomes Past Perfect Continuous.**

Niraj said, "He was solving sums." (Direct)

Niraj said that he had been solving sums. (Indirect)

(g) **Past Perfect is not changed.**

Ram said, "I had taken my lunch." (Direct)

Ram said that she had taken her lunch. (Indirect)

5. The tense of the helping verb changes as follows:

**Direct Speech**

can

shall

may

will

**Indirect Speech**

could

would

might

would



**Example :**

(a) Jyotsna said, "I cannot speak properly." (Direct)

Jyotsna said that she could not speak properly. (Indirect)

(b) Tapan said, "I shall do my work." (Direct)

Tapan said that he would do his work. (Indirect)

(c) My father said, "I may purchase vegetables." (Direct)

My father said that she might purchase vegetable. (Indirect)

6. The words showing nearness of time or place change into words showing distance of time or place.

**Direct Speech**

this

these

here

now

today

yesterday

tomorrow

ago

come (not always)

tonight

next week

last night

**Indirect Speech**

that

those

there

then

that day

the previous day or the day before

the following day or the next day

before

go

that night

the following week

the previous night



### Examples :

- (a) Kiran said, "Amir will be here soon." (Direct)  
Kiran said that Amir would be there soon. (Indirect)
- (b) My sister said, "I will buy new clothes tomorrow." (Direct)  
My sister said that she would buy new clothes the next day. (Indirect)
- (c) Rama said, "He came yesterday." (Direct)  
Roma said that he had come the day before. (Indirect)
- (d) The girls said, "These flowers were beautiful." (Direct)  
The girls said that those flowers were beautiful. (Indirect)



### Rules for changing pronouns in the Direct Speech

1. First person pronouns (**I, my, we, mine, us, our**) in the reported Speech are changed according to the subject of the reporting verb.
  - (a) Ranjan said, "I am going to market." (Direct)  
Ranjan said that he was going to market. (Indirect)
  - (b) My brother said, "We shall buy a car." (Direct)  
My brother said that we would buy a car. (Indirect)
2. Second person pronouns (**you, your**) in the reported Speech are changed according to the object of the reporting verb.

Varun said to me, "I don't believe you." (Direct)  
Varun told me that he did not believe me. (Indirect)
3. Third person pronouns (**he, his, him, she, her, they, them, their, it, its**) are not changed.

Sachin said, "He is very intelligent." (Direct)  
Sachin said that he was very intelligent." (Indirect)

### Commands and requests

1. We use the verbs like *order, tell, command, warn, ask, advise*, etc., for orders, command, requests, advice, etc.
2. The conjunction **to** is used to introduce the reported Speech.

### Examples :

- (a) Suraj said to Manas, "Go away." (Direct)  
Suraj ordered Manas to go away. (Indirect)
- (b) He said to him, "Please wait here." (Direct)  
He requested him to wait there. (Indirect)

- The teacher advised the students to work hard. (Indirect)
- (d) Judge said to them, "Call the witness." (Direct)  
 Judge commanded them to call the witness. (Indirect)

### Reported questions:

1. We use the verb asked or inquired to report questions.
2. We use **if** or **whether** after the asking verb to report 'yes or no' questions which generally begin with **do, did, does, is, am, are, will, shall, has, have, had, can, may, could**, etc.
3. The subject comes before the verb.

### Example:

- |     |  |            |
|-----|--|------------|
| (a) | Aman said to me, "Is tea ready?"                 | (Direct)   |
|     | Aman asked me if tea was ready.                  | (Indirect) |
| (b) | Prakash said to me, "Is it raining outside?"     | (Direct)   |
|     | Prakash asked me whether it was raining outside. | (Indirect) |
| (c) | Ratnesh said to her, "Are you happy?"            | (Direct)   |
|     | Ratnesh asked her if she was happy.              | (Indirect) |
| (d) | Rani said to Rohan, "Will you play cricket?"     | (Direct)   |
|     | Rani asked Rohan if he would play cricket.       | (Indirect) |
| (e) | She asked me, "Do you like this movie?"          | (Direct)   |
|     | She asked me if I liked that movie.              | (Indirect) |
4. We use wh-question words after the asking verb to report 'wh'-questions which generally begin with **when, where, why, whose, how, who, whom** etc.

### Example:

- |     |  |            |
|-----|--|------------|
| (a) | Vinay asked Tanmay, "How are you feeling now?"         | (Direct)   |
|     | Vinay asked Tanmay how he was feeling then.            | (Indirect) |
| (b) | He asked the boy, "What is your name?"                 | (Direct)   |
|     | He asked the boy what his name was.                    | (Indirect) |
| (c) | I said to the girl, "Where do you live?"               | (Direct)   |
|     | I asked the girl where she lived.                      | (Indirect) |
| (d) | Vandana said to Shashi, "When will you start working?" | (Direct)   |
|     | Vandana asked Shashi when she would start working.     | (Indirect) |
| (e) | Raj asked, "Who has broken the lamp?"                  | (Direct)   |
|     | Raj asked who had broken the lamp.                     | (Indirect) |



## Exclamation and Wishes

1. The introductory verb is changed into *wish, exclaim, pray, cry, bless, applaud* etc.
2. Exclamation Mark (!) is removed.
3. The conjunction 'that' is used to introduce the reported Speech.
4. The words showing exclamation and wish such as *alas, hurrah*, etc.

### Example:

- (a) Virat said, "Hurrah! We have won the match!"  
Virat exclaimed with joy that they had won the match.
- (b) Manoj said, "Alas! My grandfather has died."  
Manoj exclaimed with sorrow that his grandfather had died.
- (c) Soma said, "What a beautiful dress!"  
Soma exclaimed that it was a very beautiful dress.



## PRACTICE TIME

### A. Change the following sentences into Indirect Speech:

1. Ashok said, "It is time to go."  
\_\_\_\_\_
2. Kunal said, "The earth revolves around the sun."  
\_\_\_\_\_
3. She said, "She will write a letter."  
\_\_\_\_\_
4. Lipun said to Bapun, "I am learning my lesson."  
\_\_\_\_\_
5. Saumya said to his father, "You are looking smart today."  
\_\_\_\_\_
6. My uncle says, "I will bring toys."  
\_\_\_\_\_
7. Rajat said, "Kamran went to the studio yesterday."  
\_\_\_\_\_
8. Harpeet said, "I can speak English easily."  
\_\_\_\_\_



### B. Change the following sentences into Indirect Speech:

1. Sujay said to Ajay, "Please help me."  
\_\_\_\_\_
2. Mother said to Tina, "Go to market and buy me some vegetables."  
\_\_\_\_\_
3. She said to her friend, "Stop."  
\_\_\_\_\_

4. The master said to his servant, "Halt!"
5. \_\_\_\_\_
6. She said to me, "Wait here till I come."
7. \_\_\_\_\_
8. Mother said to children, "Run away."
- \_\_\_\_\_



**C. Change the following sentences into Indirect Speech:**

1. Susmita said to Madhusmita, "Do you know this man?"
- \_\_\_\_\_
2. The stranger asked, "Where do you live?"
- \_\_\_\_\_
3. My uncle said to Amiya, "When will you visit us again?"
- \_\_\_\_\_
4. The policeman said to us, "Where are you going?"
- \_\_\_\_\_
5. He said to me, "Why are you not doing your work?"
- \_\_\_\_\_
6. Suman asked Ranjan, "Would you like to visit us?"
- \_\_\_\_\_
7. He said, "How is your mother?"
- \_\_\_\_\_



**Fun With Grammar** ✨

- Divide students into pairs. Student A picks up a card and reads the direct statement. Student B must change what they heard into an indirect statement. The teacher guides the activity and checks for grammatical errors. The team with the most correct points wins.

1. Ganesh asked me, "Did you tell a lie ever?"
2. She said to Amit, "Do your work properly?"
3. Sheetal said to her mother, "Will you prepare delicious dishes for us?"
4. You said to me, "I don't work hard."
5. The constable said to the thief, "I have caught you red-handed now."
6. Rashmi said, "Hurrah! I have won the match."



**TEACHER'S NOTES**

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



# Punctuation Marks



## LEARNING TIME

**Punctuation** marks are signs **which** are used in writing to make the meaning clear.

### ❖ Kinds of punctuation marks:

1. Full stop or period (.)
2. Comma (,)
3. Question mark (?)
4. Exclamation mark (!)
5. Apostrophe (')
6. Quotation marks (" ")

### Let Me Answer

- a. What is the purpose of punctuation?
- b. What is a period in punctuation?



### Full Stop (.)

**Full stop** is put at the end of a sentence.

1. Manas is a good student.
2. He is working in the office.
3. Bring me a glass of water.

We also put **full stop** after **certain abbreviations**.

### Example:

Doctor	Dr.
Master of Arts	M.A.

We sometimes shorten people's first names followed by a **full stop**.

Nand Kumar Negi	N. K. Negi
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### Comma (,)

**Comma** is put between nouns and phrases in a sentence.

1. My subjects are English, Hindi, Maths, Science and Social studies.
2. During holiday, I went to Goa, Mumbai and Indore.
3. I have a pen, two pencils, one sharpener and two erasers.

We put a **comma** after **yes** or **no** and before **please**.

1. Could you give me your book, please?
2. Yes, you can use my book.
3. No, I do not want to give it to you.



We put a **comma** before or after the name of the person we are talking to.

1. What are you doing, Saroj?
2. Rekha, come in.

We use **comma** to show a little pause also.

1. Fortunately, I got a job.
2. My brother is in his study, writing a story.

### Question Mark (?)

**Question mark** is used at the end of a question.

1. What is your name?
2. Are you happy today?
3. Where did you go yesterday?
4. What are you doing?



### Exclamation Mark (!)

We often use an **exclamation mark** after commands or words that express strong feelings.

1. Alas! He's dead!
2. How terrible!
3. What a beautiful girl she is!
4. Long live the queen!

### Apostrophe (')

We use an **apostrophe with (s)** to indicate possession.

1. Pankaj's house is very big.
2. Aman's mother is in the kitchen.
3. My father's boss is not well today.

Add only **(')** after plural nouns that end with **(s)**.

1. His brothers' books are very expensive.
2. The girls' hostel is near.



We also use the **apostrophe** to refer to a letter or some letters in a word which have been left out.

1. Weren't you feeling well yesterday?
2. It'll rain today.
3. She wasn't interested in painting.
4. Aren't you going there?
5. I couldn't reach the school on time.
6. I've a beautiful watch.
7. I don't know you.
7. He'll try his best to get first position.

### Quotation marks (" ")

**Quotation marks** are used to show the actual words of the speaker.

1. Kundan said, "I am doing my work."
2. "Don't play here", the gardener said.
3. He asked me, "What is your name?"
4. "Can you help me, Rani?" asked Rohit.

## PRACTICE TIME

A. Punctuate the following sentences using capital letters, question mark, exclamation mark, comma, apostrophe, quotation marks and full stop wherever necessary:

1. kiran ate one mango two bananas one apple and some lichees  
\_\_\_\_\_
2. saurabh enjoys playing football volleyball table tennis basketball and chess  
\_\_\_\_\_
3. father said to me please put the vegetables in the cupboard  
\_\_\_\_\_
4. i didnt know my friends address  
\_\_\_\_\_
5. how is she doing in examinations  
\_\_\_\_\_
6. mr dev anand lives at 6 Karol Bagh  
\_\_\_\_\_
7. will madam not come today  
\_\_\_\_\_
8. ganguly said I have to practise for the cricket match  
\_\_\_\_\_
9. during dussehra holidays we will visit agra mathura Jhansi gwalior and shimla  
\_\_\_\_\_
10. he is not a thief is he  
\_\_\_\_\_



### Fun With Grammar

- All you need is a good storybook with various punctuation marks. During whole group reading, cover up some of the punctuation marks in the storybook. As you are reading and come to a covered mark, stop and have the students decide which punctuation mark is needed.

### TEACHER'S NOTES

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



# Comprehension Passage



## LEARNING TIME

A comprehension exercise comprises a passage on which questions are prepared to test the comprehensive skills of students. They can write good answers only when (1) they fully understand the meaning of the passage, (2) they are able to express the meaning of the passage in simple and clear English and (3) they clearly understand the questions asked.

### Valuable Hints:

- Read the passage carefully two to three times to get the general idea.
- Study the questions thoroughly one by one and find out whether you fully understand them or not.
- Now write answers to the questions in your own simple words. Avoid the same text from the passage.
- The answers should be simple, brief and to the point.
- Use complete sentences.
- Revise answers and examine them carefully to see that they are clear and direct.
- Correct spelling, grammar and punctuation.



### Let Me Answer

What do you learn from reading comprehensions?

### Go through the following passage very carefully:

In every country people imagine that they are the best and the most clever and the others are not so good as them. An Englishman feels that he and his country are the best; a French is very proud of France. The Germans and Italians imagine that India is in many ways the greatest country in the world. Everybody wants to think well of himself and his country. But in reality there is no person who has not got some good and some bad qualities. In the same way, there is no country which is not partly good and partly bad. We must take the good wherever it may be. We are, of course, most concerned with our own country, India. Most of our people are poor and unhappy. They have no joy in their lives. We have to find out how we can make them happy. We have to see what is good in our customs and ways and try to maintain them and whatever is bad must be done away with. If we find anything good in other countries, we should certainly take it.



**Questions:****PRACTICE TIME** 

1. What do people think in every country?
2. What do Germans and Italians imagine?
3. What must we do?
4. What should Indians do?
5. What should be our attitude towards other countries?
6. Find out the opposite words (antonyms) for the following.

**(a) worst****(b) sorrow****(c) ill****(d) least****Example 2 (unsolved)**

There seems to be a general opinion in this country that Sardar Patel was rather of a harsh and rough temperament. People used to call him Iron man in the sense that, one could rely on him for strict and efficient administration. But as a man, those who had the good fortune of coming into close contact with him, he was kind and considerate. At times, he even became emotional, where his personal friends and followers were concerned. However, it goes without saying that the Sardar had great skills in organizing affairs. He knew the way of picking people and putting them in their proper places. Once he judged a man and found him correct, he trusted him fully and got him to do anything he wanted.

**Read the above passage carefully and answer the following questions:**

1. Why was Sardar Patel called the Iron man of India?
2. What kind of man was Sardar Patel in his private life?
3. What was the reason for Sardar Patel becoming emotional?
4. Where did the great skills of Sardar Patel lie?

**Example-3 (unsolved)**

Of man's earliest inventions we know very little. The first might have been the use of a stone to crack a nut. The next was possibly the use of a stick to strike on enemy. Once man found that sticks and stones were useful, it was only a step further to the making of a rough weapon by fastening a stone to the end of a stick.

Man used sticks and stones long before he dared to meddle with fire. The early men, like all wild creatures, dreaded fire. Fire, of course, existed. Fire lighting must sometimes have set the forests ablaze just as it does today, and in those days volcanoes were much more active than they are now. The people who first dared to

tame fire to their own use were the greatest of early inventors; for once man had fire, he was master of all lower creatures.

**Read the passage carefully and answer the following questions:**

1. What may have been man's first invention?
2. Why did man not tame fire as early as he came to know the use of sticks and stones?
3. What is there to show that fire existed long long ago?
4. Why does the author of this passage call the first tamer of fire the greatest of early inventors?

**Example 4 (unsolved)**

Sir Alexander Fleming invented the Penicillin. Penicillin is one of the most useful drugs invented by man. With its help we can heal wounds caused by bacteria which can not otherwise be healed. To begin with, very few people knew of this wonderful discovery and its uses. First, scientists and then ministers of governments were interested in it. Since Penicillin could save the wounded soldiers, it could be helpful in a war.



And so they all decided to encourage the process of its manufacturing. Big factories were set up for preparing it. Lives of hundreds of thousands of soldiers were saved with its help.

Penicillin, when introduced into the stream of the human blood, acts as an aid to those parts which are always fighting the deadly germs. It has not only power over every kind of bacteria, but certain kinds are destroyed by penicillin in the majority of cases.

**Read the above passage carefully and answer the following questions:**

1. Who was the inventor of Penicillin?
2. What are the chief uses of Penicillin?
3. How does Penicillin act in the human body?
4. Can Penicillin destroy all kinds of germs?
5. In what way could Penicillin be helpful in war?
6. Give the opposite of encourage; destroyed.



**TEACHER'S NOTES**

Define the benefits of reading comprehension passages so students can identify them. Tell the students what their goals are for reading a certain text.



# Essay Writing



## LEARNING TIME

### EVILS OF DEFORESTATION

The most important element of nature is forests. It is important to keep the various components of nature in full harmony to maintain a balance in the environment, a factor that is becoming increasingly realised these days.

Population pressure, growth and the culture of increased consumption are pushing the human race towards industrialisation and industrial progress has not led to an excessive exploitation of nature and alienation of human beings but left man with no other alternative but to join the rat race into industrial and consumption centres, that is, cities.

It is important to realise that the human pressure on forests has increased so much that forests have disappeared near human settlements.

Industrial raw materials comes from the rural hinterland. Consumer does not have the real picture of a rural hinterland, he takes on the role of an exploiter along with the raw material consuming industries with no sensitivity towards the survival of the real resources and hence makes a totally unrestrained use of it.

In the race to obtain raw materials, the earth and its protective elements like forests and vegetation are being exploited. This led to acute shortage of fire wood, fodder, wood and raw materials for village industries, all affecting the rural people. There are also the prospects of climatic changes, troubled ecosystems, soil erosion and air pollution.

Ideally, one-third of the total area of any country should be under forests. In India, 19.5 percent of the total geographical area is under actual forest cover and even this existing forest area is declining rapidly because of the growing demands. Not only are our forests logged, forest land is also used for various development projects like dams, industries, roads and agriculture.

The Government's forest conservation policy allows the export of forest produce besides sale in domestic urban areas : the other, people living in forests who would customarily meet their fire wood, building wood, fodder and other needs from forests are deprived of them.

Trees that would suit the needs of particular villagers should be chosen for afforestation programmes. This will ensure participation the people in forest conservation projects in a practical way. Forest progress work will have to be undertaken according to the wishes and aspirations of the people at the village level and in which their active and responsible participation is sought.

We cut forests in the cause of progress and pride ourselves in high-yielding seed varieties that bring a Green Revolution. A dozen rainy seasons can wash off one inch of topsoil on deforested land. This one inch took thousand year to make in the course of nature. There is the loss to property, crops and cattle owing to floods.

Present day the effects of deforestation on the ecological balance are not restricted to a particular country. It is a worldwide problem and it can be solved only with the participation of the common man.

### MY AIM

Like any other individual, I have an aim in life too. I employ energy and labour to achieve the aim.



Different people have different aims in life. Some aim at wealth, some at power, some at fame, some at business and some at education and knowledge. My aim is neither wealth nor fame. I wish to serve by country with best of my talent. I love India and I really believe that everybody should think to make it a really great country. I want to become a doctor. It is a noble profession. In medical line, there is much more scope of service. One serve the patients everywhere in the country. This is my personal choice. My parents have not compelled me to select it. I wish to become a very successful doctor in future. So I am studying hard to achieve my target. I have keen interest in medical line, so I do not feel any trouble in studying at all. After obtaining the medical degree, I plan to work in rural areas where there is much shortage of doctors. I will go to the rural areas and shall help the poor people. I would be best sort of service. This will give me extreme satisfaction and that is the aim of my life.

I know, my profession is very dignified and it will help me to get peace and satisfaction in life. It provides you best chances of service. Sympathy to human being is the sympathy to own self. In future, I would like to open a small hospital too. It will be a charitable hospital. Poor and needy patients will be treated free of cost there. I would like to dedicate the hospital to my mother who is the Guardian Angel to me. She is the source of all my inspiration.

To fulfil my aim, I study hard. I am determined to achieve my success. I know my hard work and iron-like determination can make me successful to achieve my goal.

### AN IDEAL STUDENT

Who is an ideal student? Some may think that an ideal student should be brilliant in his studies and always stand at the top of the successful students. But it is a wrong thinking. He should be well in his studies and his scores should be well above 50 percent. But he need not be brilliant. Brilliant students are often regard themselves as superior beings. Sometimes a brilliant student may be a bookworm. But an ideal student is hard-working, polite and gentle. He is intelligent and practical and never neglects studies or other activities of the school.

An ideal student is ever cheerful, positive, optimistic, cooperative disciplined and labourious. He is obedient and respectful. He pays proper respect to teachers, elders and his senior students. He is punctual, regular and cooperative and helps other students as best as he can. He spends some of his spare time in the library, reading books, magazines and newspapers but is never a bookworm. At the same time he takes active part in games and sports and co-curricular activities. He never neglects his body nor studies. He pays particular attention to the proper and all round development of his personality. He takes special care to have good moral character and courage. He is friendly, kind and cooperative and liked by his friends and teachers.

He is always active, smart, well-dressed, good mannered and humble. His manners are acceptable, courteous and natural. Wherever he goes he spreads good cheer, warmth and friendliness.

He aims at all-round development of his growing personality. He loves studies as much as games and sports. He takes daily some physical exercise to keep his body fit and trim. He believes in the saying that "All work and no play makes jack a dull boy". Moderation and balance is the hall-mark of an ideal student's life.

An ideal student is well aware of his duties and responsibilities as a student. He knows how much he owes to his parents, teachers and the society. He takes the full advantage of the opportunities offered. He uses his time wisely and in a planned way and believes that time is money. He knows that students are the future citizens, leaders, parents and scientists. This sense makes him devote all his energies into developing himself a meaningful and useful citizen of the country. He is always proud of his country, its history, culture and heritage.

Let Me Answer 

Do you feel it's easy to write an essay?



## PRACTICE TIME

Based on Chapters 15 to 19

1. **Change the following sentences into passive voice.**
  - (a) Ramesh will read a book. \_\_\_\_\_
  - (b) Ela was hitting the cat. \_\_\_\_\_
  - (c) We play cricket everyday. \_\_\_\_\_
  - (d) I wrote a letter to my father. \_\_\_\_\_
2. **Complete the sentences in reported speech.**
  - (a) He said, "I like this song".  
He said \_\_\_\_\_
  - (b) "Where is your sister?" she asked me  
She said \_\_\_\_\_
  - (c) "I don't speak Punjabi," she said.  
She said \_\_\_\_\_
  - (d) "Say hello to Jim," they said.  
They asked me \_\_\_\_\_
3. **Put appropriate punctuation marks in the following sentences.**
  - (a) Sorry to disturb you could I speak to you for a moment
  - (b) Having lost all my money I went home
  - (c) A grandparents job is easier than a parents
  - (d) He neither smiled spoke nor looked at me
4. **Fill up the blanks in the following sentences with Verbs in the Present Tense.**
  - (a) Thirty days \_\_\_\_\_ September.
  - (b) Two and two \_\_\_\_\_ four.
  - (c) The news \_\_\_\_\_ true.
  - (d) The news \_\_\_\_\_ been many showers today.
  - (e) One hundred paise \_\_\_\_\_ one rupee.
  - (f) The cost of these articles \_\_\_\_\_ very high.
  - (g) A large numbers of boys \_\_\_\_\_ caught copying.
  - (h) He and his friend \_\_\_\_\_ anxious.
  - (i) Here \_\_\_\_\_ Ashok with his father.
  - (j) The father of these children \_\_\_\_\_ an engineer.

## PRACTICE TIME

### (Chapters 10 to 19)

#### 1. Fill in the blanks with suitable adverbs of manner.

- (a) They will win the match. \_\_\_\_\_
- (b) I will complete it. \_\_\_\_\_
- (c) She arrived. \_\_\_\_\_

#### 2. Fill in the blanks with much or many.

- (a) How \_\_\_\_\_ oranges did you put in the box?
- (b) We saw \_\_\_\_\_ animals at the zoo.
- (c) There isn't \_\_\_\_\_ sugar in my coffee.

#### 3. Write the correct prepositions in the box.

- (a) Nice  met you.
- (b) Don't be late  school.
- (c) Are you a teacher  this school?

#### 4. Change the following sentences into passive voice.

- (a) Ashok bought a book. \_\_\_\_\_
- (b) Dipika was writing a letter. \_\_\_\_\_
- (c) We bought a house. \_\_\_\_\_
- (d) Students draw a picture. \_\_\_\_\_

#### 5. Change the following sentences into Indirect speech.

- (a) You said, "She does some work properly."  
\_\_\_\_\_
- (b) My teacher said, "It has to be solved."  
\_\_\_\_\_
- (c) She said, "He continued his job well."  
\_\_\_\_\_
- (d) I said, "They were preparing for the final exam."  
\_\_\_\_\_