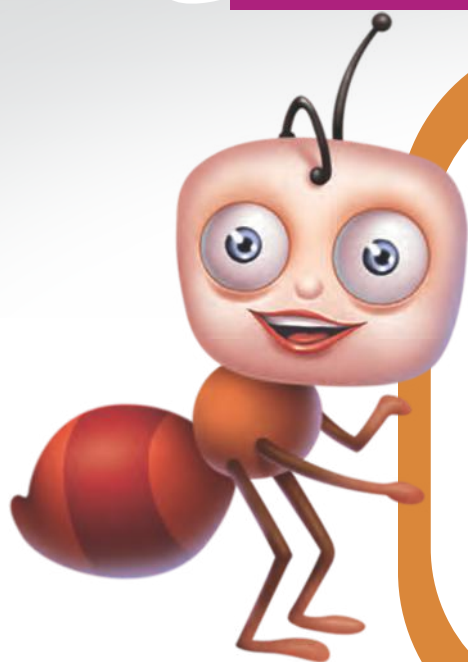


English Grammar

4



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Preface

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

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

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

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

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Nouns



LEARNING TIME

A. Parts of Speech

A group of words that expresses a meaningful sense is called a sentence. If we study various words, we find that they can be categorised into eight different classes. These categories of words or word classes are known as parts of speech. In English, there are eight parts of speech : **noun**, **pronoun**, **adjective**, **verb**, **adverb**, **preposition**, **conjunction** and **interjection**. In this chapter, we are going to learn about nouns.

B. Nouns – Naming Words

Read the following sentences.

1. The **girl** is reading.
The word **girl** is the name of a person.
2. The **giraffe** is a tall animal.
The word **giraffe** is the name of an animal.
3. That is a **market**.
The word **market** is the name of a place.
4. She has a **toy**.
The word **toy** is the name of a thing.



In the above sentences girl, giraffe, market and toy are naming words. Naming words are called **nouns**.



Let's Learn

- A noun refers to the name of a person, place, animal or thing.

Examples : boy, girl, Delhi, Chennai, tiger, elephant, book, pen, etc.





PRACTICE TIME

1. Identify the nouns in the following sentences and write in the space provided.

- (a) Delhi is the capital of India. _____
- (b) New York is the largest city in America. _____
- (c) The Nile is a large river in Egypt. _____
- (d) The elephant is the largest land animal. _____
- (e) The shopkeeper sells rice, sugar, butter and tea. _____
- (f) Kanika can speak English very well. _____
- (g) A bad workman blames his tools. _____
- (h) The postman brings us letters. _____
- (i) The earth moves round the sun. _____
- (j) My father bought books, pens and pencils for me. _____
- (k) Apples, grapes, oranges are fruits. _____
- (l) The Ganga is a holy river. _____
- (m) Ruskin Bond is a great writer. _____
- (n) Rose, marigold, hibiscus are flowers. _____
- (o) Gold, diamond, silver are ornaments. _____

2. (a) Circle the nouns in the following paragraphs.

The sun is shining and the birds are singing but Rahul is still in bed. Mom comes into the room. Rahul jumps out of bed, brushes his teeth, gets into the bathroom and is ready!



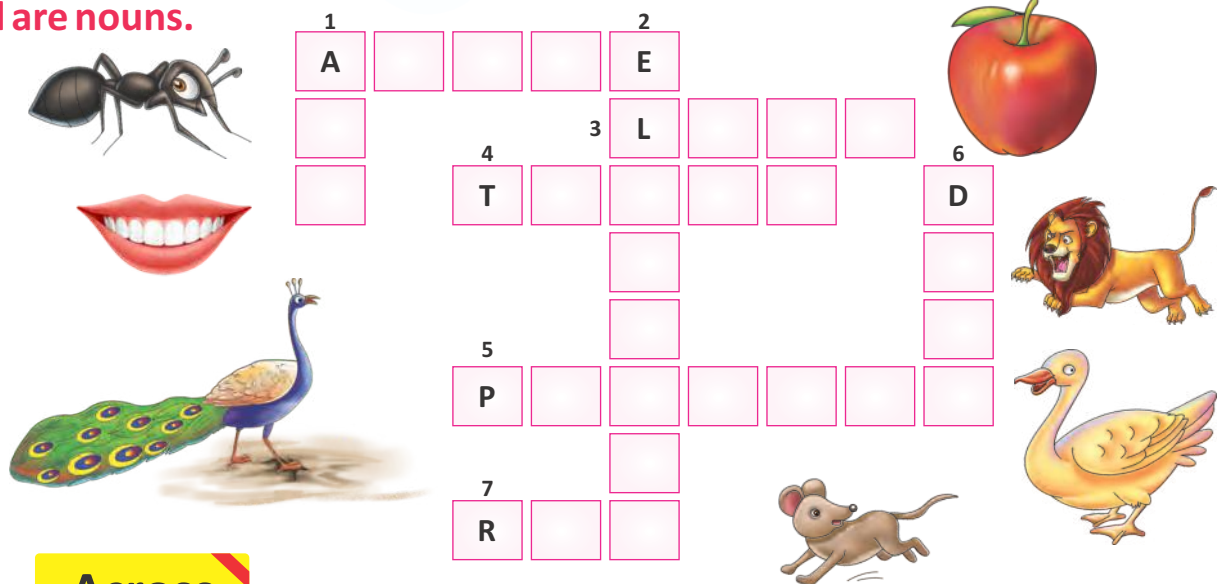
(b) Underline the nouns in the following paragraph.

The kids in the school look after the plants in the garden. Plants need water. The kids bring water in their small watering cans. The boys and girls are little gardeners. I like watching the beautiful birds that come to the garden.





3. Solve the crossword puzzle with the hints given below. All the words you will find are nouns.



Across

1. If you take it daily, you can keep yourself away from the doctors.
3. It is the king of the forest.
4. You need these to chew your food.
5. It is the national bird of our country.
7. It fears the cats.

Down

1. It is a tiny insect.
2. It is the largest land animal.
6. It has webbed-feet.

Fun With Grammar

- Divide the class into two groups. Ask them to label as many nouns as possible in the classroom in a fixed time period. When the time is over ask each group to submit the list. The group which labels the most nouns in the given time will be the winner.
- Divide the class into three groups. Assign these three places to one group each : (a) School (b) Drawing room (c) Bus stand
Give five minutes to each group to write the nouns they can find at these places. The group that has listed the maximum number of nouns wins.

TEACHER'S NOTES

Tell children how to identify a noun. For example, the boy sounds like a unit, so the boy is a noun. The chair sounds like a unit, so the chair is a noun.





Kinds of Nouns



LEARNING TIME

A. Common and Proper Nouns

The word boy is a **common noun**. It is a naming word. It is a common noun because we can use it for any boy whether he is Rohit, Mohit, Raj or Rahul. **Rohit, Mohit, Raj** or **Rahul** are special names for a boy. Special names are called **proper nouns**. The words **country** and **river** are common nouns. The words **India** and **Ganga** are **proper nouns**.



Let's Learn

- **Common nouns** are names of people, places, things or animals of the same kind. **Examples** : city, day, month, etc.
- **Proper nouns** are the names given to particular people, places, things or animals. **Examples** : Pankaj, Delhi, Holi, March, etc.

Given below is a list of some more common and proper nouns.

Common Nouns

Boy and **girl**

Towns and **cities**

Countries

Days and **months**

Buildings

Special days

Rivers

Festivals

Newspapers

Holy Books

Proper Nouns

Aman, Monika

Agra, Kolkata

Japan, Germany

Tuesday, February

Taj Mahal, Victoria Memorial

Republic Day, Children's Day

Godavari, Tapti

Dussehra, Diwali, Id

Amar Ujala, The Indian Express

The Gita, The Bible, The Quran



TEACHER'S NOTES

Explain to children different types of nouns like common nouns, proper nouns, abstract nouns, collective nouns, and concrete nouns and ask them to give a few examples of each.





PRACTICE TIME

1. Underline the common nouns and circle the proper nouns.

- (a) Ram had a birthday party on Sunday.
- (b) St. Louis zoo has a lion named Shera.
- (c) Roma and Soma are twin sisters.
- (d) Leena has a pet cat named Kitty.
- (e) February is the shortest month of the year.
- (f) Sunday is the first day of the week.
- (g) The largest city in America is New York.
- (h) King George was the ruler of Great Britian.
- (i) Bobby is my neice.
- (j) Red Fort is an historical monument.
- (k) Ashok likes to read the newspaper.
- (l) The Gita is a holy book.
- (m) Akshay is a good actor.
- (n) Republic Day is a national festival.
- (o) The Ganga is a holy river.
- (p) Mount Everest is the largest peak.
- (q) Einsten was a great scientist.



2. Fill in the blanks with proper nouns.

- (a) _____ is the Prime Minister of India.
- (b) River _____ flows through Delhi.
- (c) _____ is the capital of Punjab.
- (d) _____ kidnapped Sita from the forest.
- (e) _____ is the seventh month of the year.





3. Write proper nouns for the following common nouns.

States



River



Countries



Cities



Mobile Phones



Cars



4. Find ten nouns in the crossword puzzle. Write them in appropriate columns.

Common Nouns

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

Proper Nouns

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

B	Y	Z	M	O	N	D	A	Y	E	G	A
J	D	U	M	B	R	E	L	L	A	F	N
Q	E	N	D	W	I	F	D	C	T	G	I
L	C	A	I	H	V	G	A	K	V	A	M
K	E	O	M	V	E	X	N	S	J	N	A
Q	M	A	A	G	R	A	J	Y	R	G	L
R	B	I	B	L	E	L	A	Q	D	A	B
V	E	G	E	T	A	B	L	E	S	S	C
R	R	A	T	O	N	M	I	P	M	C	E
Q	S	F	L	O	W	E	R	H	B	O	Y





LEARNING TIME

B. Abstract and Collective Nouns

Read the following sentences.

1. **Friendship** is a great bondage between two souls.
2. **Beauty** lies in the heart of a person.
3. **Comfort** is hot chocolate at bed time.
4. The **judgment** given by the umpire was unique.



In the above sentences, words **friendship**, **beauty** and **comfort** refer to a quality, action or state. These are also naming words. These are called **abstract nouns**.

Here are examples of some more abstract nouns :

Quality : goodness, kindness, intelligence, cleverness, generosity, etc.

Action : laughter, movement, theft, judgment, etc.

State : childhood, boyhood, manhood, youth, poverty, etc.



Let's Learn

- An **abstract noun** is the name of a quality, action or state.
Abstract nouns refer to ideas that we cannot see or touch.
Examples : Obedience, honesty, brightness, wisdom, etc.

Now read the following sentences.

1. There are ten boys in our **class**.
2. I saw a **herd** of elephants in the jungle.
3. She bought a **bouquet** of flowers.
4. The shepherd was looking after a **flock** of sheep.



In the above sentences, the word **class** stands for a collection of boys.

The word **herd** stands for a collection of elephants.

The word **bouquet** stands for a collection of flowers.

The word **flock** stands for a collection of sheep.





The words **class**, **herd**, **bouquet** and **flock** are **collective nouns**.

Some more examples of collective nouns : army, crowd, bunch, fleet, packet, bundle, regiment, heap, etc.



Let's Learn

- When a noun stands for a collection of persons or things, considered as one complete whole, it is called a **collective noun**.

PRACTICE TIME



5. Circle the abstract nouns in each sentence below.

- I respected the honesty my friend showed.
- Can you believe that little girl's brilliance?
- The soldiers had much bravery on the battle field.
- My mother always showed great compassion for her children.
- When he met his friend after a long time, his joy knew no bound.
- Aurangzeb was known for his cruelty.
- Sachin is the pride of our nation.
- Wisdom is superior to knowledge.
- The truth always triumphs.
- We have a lot of hope for future.



6. Identify the collective nouns in the following sentences and write in the blanks provided.

- Our team won the match.
- An army consists of soldiers and commanders.
- A swarm of bees flew out of the hive.
- The mob attacked the police.
- Our class consists of fifty pupils.
- The committee is holding its meeting.





7. Tick the correct collective nouns.

- (a) A _____ of fish. (class/school)
- (b) A _____ of playing cards. (pack/flock)
- (c) A _____ of keys. (group/bunch)
- (d) A _____ of bananas. (herd/bunch)
- (e) A _____ of sheep. (band/flock)



LEARNING TIME

C. Countable or Uncountable Nouns

Count and write the number of persons, animals and things in the pictures given below.



1. _____ boys



2. _____ books



3. _____ kittens



4. _____ soldiers



5. _____ orange



6. _____ cubs

We can count boys, books and kittens. We can also count soldiers, oranges and tigers. **Boys, books, kittens, soldiers, oranges and tigers** are **countable nouns**.

Now let's try to count the following :



salt



water



rice





Can you count these things in the way you counted the things in previous examples?

No, we cannot count salt, water or rice.

So, salt, water and rice are **uncountable nouns**.



Let's Learn

- Nouns which we can count are called **countable nouns**. They either be singular or plural.
book — books pen — pens
- Nouns which we cannot count are called **uncountable nouns**.
Examples : sugar, milk, oil, etc.
- Both countable and uncountable nouns are common nouns.

PRACTICE TIME

8. Write **C** for countable nouns and **U** for uncountable nouns. One has been done for you.



(a) ice cube

C



(b) milk

☐



(c) water

☐



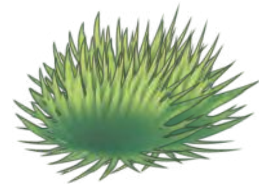
(d) chocolate

☐



(e) ring

☐



(f) grass

☐





(g) sand

☐

(h) stone

☐

(i) cup

☐

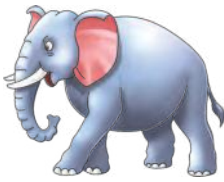
(j) apple

☐

(k) pen

☐

(l) milk

☐

(m) elephant

☐

(n) oil

☐

(o) tree

☐

9. Look at the pictures given below and fill in the blanks with uncountable nouns.



(a) a bottle of _____



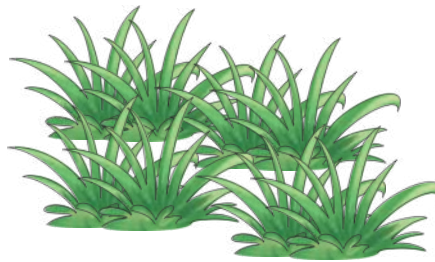
(b) a pinch of _____



(c) a drop of _____



(d) a slice of _____



(e) a blade of _____



(f) a spoon of _____



(g) a slice of _____



(h) a glass of _____



(i) a bag of _____





10. Look at the picture below and write five countable nouns and five uncountable nouns.

Countable Nouns

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

Uncountable Nouns

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



Let's Learn

- With countable nouns, we use words like **a**, **an**, **a few** or **many** to indicate number of quantity.
One boy (number) **a few** cherry (quantity)
- With uncountable nouns we use words like **a little**, **much**, **a lot of** or **plenty of** to indicate quantity. **Some** water **a lot of** cheese.

Fun With Grammar

- Divide the board into two halves and the class into two teams. Tell one half of the class that they have to write uncountable nouns of their side of the board and the other that they have to write countable nouns. You can also be more specific, e.g. limiting them to foods or things in the classroom. Team with the most correct words in their category wins. You can also have both teams working on the same category at the same time, or allow teams to choose their categories.





Nouns : Number



LEARNING TIME

A. Singular and Plural Nouns

Read the following two sentences and observe the differences.

1. My uncle gave me **an apple**.
2. My aunt gave me **two apples**.

In the above first sentence, the noun apple stands for only one thing. In this case, we say the apple is in the **singular number**.



In the second sentence, the noun **apples** stand for more than one thing. In this case, we say that **apples** is in the **plural number**.



Let's Learn

- **Singular nouns** stand for one person, place, animal or thing.
Examples: flower, boy, pen, tree, book, etc.,
Plural nouns stand for more than one person, place, animal or thing.
Examples: flowers, boys, pens, trees, books, etc.

B. We follow some rules to change nouns from singular to plural.

1. For most nouns, we only have to add **-s** at the end.
bird—birds chair—chairs table—tables
2. Nouns that end with **hissing sounds s, ss, sh, ch, x**, we add **-es** at the end.
bus—buses brush—brushes box—boxes



TEACHER'S NOTES

Explain to children that there are two numbers in Noun-Number: Singular and Plural. 1. Singular: When we speak about one person and one thing, we use the noun in the singular form.



3. Nouns that end with **O**, we add **-es** at the end.
mango—mango**es** potato—potato**es** tomato—tomato**es**
4. Nouns that end with **f** or **fe**, we drop **f** or **fe** and add **-ves** at the end.
knife—kn**ives** half—hal**ves** leaf—lea**ves**
However, there are some nouns that don't follow this rule.
roof—roofs proof—proofs chief—chiefs
5. Nouns that end with **consonant+y**, we drop **y** and add **-ies** at the end.
baby—bab**ies** memory—memor**ies** diary—diar**ies**
6. Nouns that end with a **vowel+y**, we add **-s** at the end.
day—day**s** boy—boy**s** journey—journey**s**
7. There are some nouns that don't follow any rules while changing into plural.
Child—Children Ox—Oxen Louse—Lice
8. The plurals of some nouns are formed by changing one or more vowels in them.
man—men tooth—teeth foot—feet
9. Some singular nouns don't change in their plural forms.
deer—deer fish—fish sheep—sheep
10. Some nouns are always plural.
clothes—clothes scissors—scissors goods—goods
belongings—belongings stairs—stairs premises—premises

C Read the passage and fill in the blanks by choosing the correct word.

We decide to have a picnic at the _____ (beach/beaches). We made poori, vegetable, salad and _____ (sandwich/sandwiches). We also took a few _____ (bottle/bottles) of softdrinks and packets of _____ (juice/juices).





PRACTICE TIME

1. Fill in the blanks with the plural form of the word in the brackets.

- (a) The _____ (postman) delivered the _____ (parcel).
- (b) This pair of _____ (shoe) is too small for my _____ (foot).
- (c) Dentists take care of our _____ (tooth).
- (d) The little _____ (prince) were riding _____ (pony).
- (e) There were many _____ (sheep) in the meadow.
- (f) The _____ (woman) told the _____ (child) many _____ (story).



2. Fill in the blanks with appropriate singular or the plural form of the nouns given in the brackets.

- (a) Every _____ in this book has a beautiful moral. (story)
- (b) All the _____ made by the artist were sold away. (painting)
- (c) Meera's uncle lost two _____ in the accident. (tooth)
- (d) Farmers need _____ to plough their _____. (ox, field)
- (e) All the _____ of a square are equal. (side)
- (f) The _____ and scissors made in Aligarh are famous all over the _____. (knife, country)
- (g) All the _____ in this _____ have three _____. (house, street, storey)
- (h) The _____ felt proud because it was running over the _____ of the sleeping lion. (mouse, body)





3. Rewrite the following sentences changing the plural form of nouns to their singular forms.

(a) The nurse looked after the babies.

_____.

(b) The monkeys sat on the branch of a tree.

_____.

(c) Nobody believed the stories told by her.

_____.

(d) The cat ran after the mice.

_____.

(e) The ladies filled the glasses with milk.

_____.

(f) The lions caught the deer.

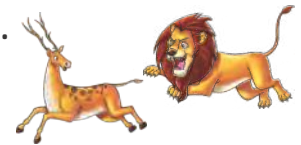
_____.

(g) The police could not catch the thieves.

_____.

(h) Even the last leaves fell off the trees.

_____.



Fun With Grammar

- Divide the students into teams so that each row becomes one team (if there are 10 rows, 10 teams are formed). Give each team a paper. Ask half of the team (e.g. five teams) to write as many singular nouns as they can in three minutes. Ask the other half of the teams to write as many plural nouns as they can in three minutes. Monitor all the teams to make sure that all the students are engaged in the activity. The team with the highest number of nouns (both singular and plural nouns), wins.
- Ask the class to clap for the winning team.





Nouns : Gender



LEARNING TIME

A. Masculine and Feminine Gender

Read the following sentences.

1. Rajeev is a **man**. He is my **uncle**.
2. Deepa is a **woman**. She is my **aunt**.

You know that man and uncle are the names of males. Woman and aunt are the names of females.



Man and **uncle** are called to be in **masculine gender**. **Woman** and **aunt** are called to be in **feminine gender**.



Let's Learn

- Nouns that refer to males are said to be in **masculine gender**.
Examples: Father, man, brother, boy, king, bull etc.
- Nouns that refer to a female are said to be in **feminine gender**.
Examples: Mother, woman, sister, girl, queen, cow etc.

B. Neuter Gender

Read the following sentences.

1. Nisha has a **bicycle**.
2. Raj has a **bat**.

In the above sentences **bicycle** and **bat** are non-living things. So, **bicycle** and **bat** are said to be in **neuter gender**.



Let's Learn

- Nouns that refer to non-living things are said to be in **neuter gender**.
Examples : book, pen, chair, ball, bag etc.





C. Common Gender

Read the following sentences.

1. Mr. Sharma is a **doctor**.
2. Mrs Sharma is a **doctor** too.

In the above sentences, the word doctor can stand both for Mr. Sharma and Mrs. Sharma. So, we can use it both for males and females. Doctor is of the **common gender**.



Let's Learn

- Nouns that refer to both a male and a female are said to be of the **common gender**.

Examples : teacher, student, child, friend etc.

Learn the masculine and feminine form of some nouns we use frequently.

Masculine

boy
father
uncle
brother
son
husband
bull
tiger
peacock
horse
dog
drake
gander

Feminine

girl
mother
aunt
sister
daughter
wife
cow
tigress
peahen
mare
bitch
duck
goose

Masculine

cock
actor
king
bride
prince
god
emperor
lion
hero
nephew
fox
ox
he-goat

Feminine

hen
actress
queen
bridegroom
princess
goddess
empress
lioness
heroine
neice
vixen
oxen
she-goat



TEACHER'S NOTES

Explain to children how to use gender nouns as a part of speech.





PRACTICE TIME

1. **Underline the nouns given in the following sentences and write them in appropriate columns.**

- Himanshu fell sick so his mother called a doctor.
- A large number of devotees worship Goddess Durga on Durga Ashtmi.
- Amit likes to eat chocolates and breads.
- I saw a movie in which the hero saves the heroine from the villain.
- The hen laid many eggs.
- Priya has one sister and two brothers.
- The baby accidentally broke the vase.
- The teacher called the students in the class.



Masculine	Feminine	Common	Neuter

2. **Rewrite the following sentences by changing the underlined nouns into opposite gender.**

- The lion roared to save the cubs .
_____ .
- My uncles invited all of their sons.
_____ .
- Neha's brother is a talented doctor.
_____ .





(d) My father gifted me a bicycle.

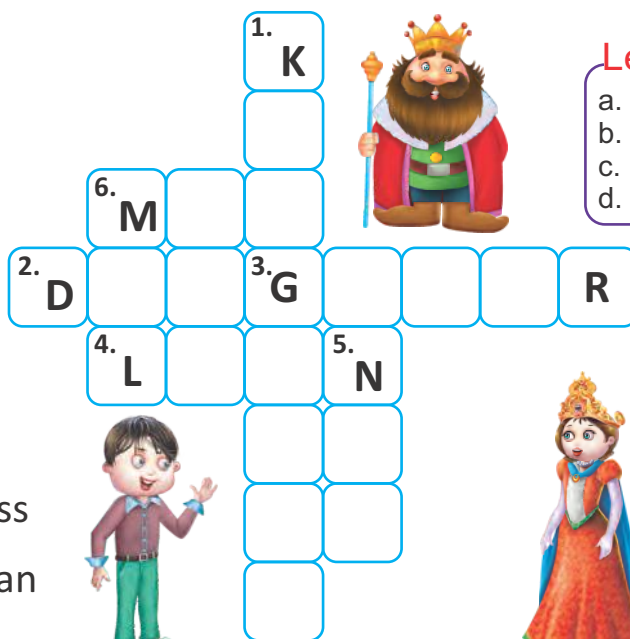
(e) Ankit is reading a book of his favourite author.



3. Fill in the blanks with the suitable nouns from the brackets.

- The _____ (hen/cock) laid her eggs.
- The _____ (man/woman) was dressed in a beautiful gown.
- Ashoka was a great _____ (king/queen).
- Harry Potter was a _____ (witch/wizards).
- _____ (Nuns/Monks) live in a monastery.

4. Solve the following puzzle with the opposite gender of the given nouns.



Let Me Answer

- What is the gender of nouns and examples?
- How do you write a gender noun?
- Is gender a noun or pronoun?
- Is it a common gender noun?

Across

- Son
- Lioness
- Woman



Down

- Queen
- Gander
- Monk



Fun With Grammar

- Show the students the picture cards of common, masculine and feminine gender nouns. Show them simple ones so that they can identify what they see such as, boy, girl, man, woman, teacher, doctor, king and queen etc. Ask them to name the nouns.
- Show picture cards of animals in which gender can be easily identified from the pictures such as a bull and a cow, or a rooster and a chicken (but not dogs or cats).





Nouns : Possession



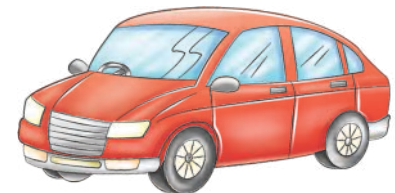
LEARNING TIME

Let Me Answer

- a. Do you know that a possessive noun is a noun that shows ownership of something? Can you tell me any example for the same?

A. Read the following sentences.

1. This pen belongs to Seema.
We can write the above sentence as :
This is Seema's pen.
2. This car belongs to my uncle.
We can write the above sentence as :
This is my uncle's car.



We usually use 's to show belonging and possession. It is also used to show that something is related to another:

The name of our headmaster is Mr. D. Gupta.

Our headmaster's name is Mr. D. Gupta.

Ways of forming the possessive forms :

- (a) By adding 's to the singular.

Examples :

Parry's purse



Horse's tail



- (b) By adding only an apostrophe to the plural ending in 's'

Examples :

girls' bags



dogs' eyes



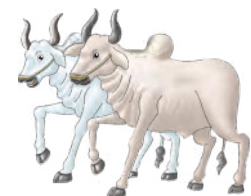
- (c) By adding 's to plurals not ending in 's'

Examples :

Women's hostel



Oxen's horns





- (d) By adding 's' to the last word of a noun phrase which consists of several nouns :

Examples :

My father-in-law's car



The Govt. of India's proposal



PRACTICE TIME

1. Rewrite the phrases using apostrophe (') wherever it is required.

(a) My sisters book

(b) My fathers glasses

(c) My uncles bike

(d) My fathers house

(e) Teachers advice

(f) Friends suggestion

2. Rewrite the following sentences adding an apostrophe wherever necessary.

(a) My grandmothers glasses are lost.

_____ .



(b) These are my grandfathers dresses.

_____ .



(c) I found my sisters pet.

_____ .

(d) The boys father is on tour.

_____ .



(e) The farmers sons are in the field.

_____ .

(f) They went to the grocers shop.





3. Read the phrases given below. Rewrite them using possessive nouns. The first one has been done for you.

- (a) the birthday of Geetha
- (b) the gun of the policeman
- (c) the bags belonging to the girls
- (d) the car belonging to my sister
- (e) the parents of Akila and Vimala

Geetha's birthday

4. Form a possessive phrase joining each of the following pairs of words.

- | | |
|--------------------|-------------|
| (a) (i) doctor | (ii) clinic |
| (b) (i) the room | (ii) length |
| (c) (i) Bharathi | (ii) poems |
| (d) (i) girl | (ii) room |
| (e) (i) baby | (ii) smile |
| (f) (i) the donkey | (ii) bray |

Fun With Grammar

- **Objective:** The student will add an apostrophe and s to make a singular noun possessive.

Materials: Notebook paper, pencil, purple chalk

1. Write a student's name on the chalkboard. Ask the student to name an item that belongs to him or her. (AUDITORY)
2. Write the item on the chalkboard next to the student's name. (VISUAL)
3. Using purple chalk, add an apostrophe and s to the student's name. Remind students that the possessive form of a noun shows ownership. (VISUAL; AUDITORY)
4. Have students list three items that belong to them on a piece of paper. Tell them to include the possessive form of their name before each item. Have them circle the apostrophe and s. (See sample shown.) (VISUAL; KINESTHETIC)
5. Have students write complete sentences using the three phrases. (VISUAL; KINESTHETIC)

TEACHER'S NOTES

Explain to children that Possessive nouns are commonly created with the addition of an apostrophe and 's' at the end of a noun. For example, This is the cat's toy.





Pronouns



Let Me Answer

a. We often denote the person or thing with a name. Examples are 'it', 'she', 'something', and 'myself'. What is it known as?



LEARNING TIME

A. Read the following sentences.

1. **Sumit** is a nice boy. **Sumit** is my friend.

Now read the above sentences as below.

2. Sumit is a nice boy. **He** is my friend.

In first sentence, we have used Sumit twice.

In the second sentence, we have first used Sumit. Next time we have replaced **Sumit** with **he**.

Sumit is a noun. **He** is a word used in place of this noun.

Now, read the following :

Teacher : Have **you** finished your homework Ram?

I had given **it** yesterday.

In the above conversation , **you** stands for **Ram**;

I stands for teacher; **it** stands for homework.

Teacher : Ram and homework are nouns.

You, **I** and **it** are used in place of the nouns. These are called **pronouns**.



Lets's Learn

- Words that are used in place of nouns are called **pronouns**.

Some common pronouns are :

I, mine, we, me, ours, us, you, they, theirs, them, she, her, he, him and it.



TEACHER'S NOTES

Elaborate to children why 'A pronoun is a word that you use to refer to someone or something when you do not need to use a noun.





B. Possessive pronouns are used to show that a thing belongs to somebody or show Possession and owner ship.



mine, yours, ours, his, hers, and theirs are also pronouns. They show that things belong to somebody.

PRACTICE TIME

1. Rewrite the sentences using pronouns.

- (a) Simran sings a melodious song. Simran sings very well.

_____.



- (b) Sakila is sleeping. Sakila is wearing a night suit. The night suit is red.

_____.

_____.



- (c) Rani and Toni are watching the television.
Rani and Toni are watching the Discovery channel.

_____.

_____.



- (d) This is Grandpa's pen. Grandpa bought this pen in Mumbai

_____.





- (e) Ramba and I will go to the market. Ramba and I want to buy oranges.



- (f) The bus is very crowded. The bus is going from Madurai to Dindigul.



- (g) My brother and I like to play. My brother and I play tennis.



- (h) The sparrows are building a nest. It is interesting to watch the sparrows building the nest.



2. Rewrite the following sentences using pronouns in place of underlined words.

- (a) Priya bought a beautiful bag. Priya lost it on the same day.

- (b) Ajay is eating an ice cream. The ice cream is cold.

- (c) Sujata went to see cinema. There Sujata met her friend. Sujata and her friend has a great time watching the movie.

- (d) Ali has not arrived till now. Ali is always late.

- (e) Sonali is swimming. Sonali is wearing a swimming suit. The swimming suit is black.



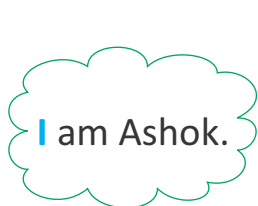


PRACTICE TIME

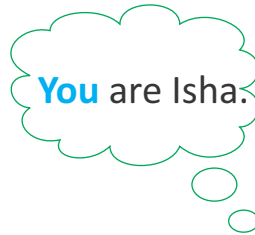
C. Personal Pronouns (Persons)

Personal pronouns are used in place of persons, animals and things.

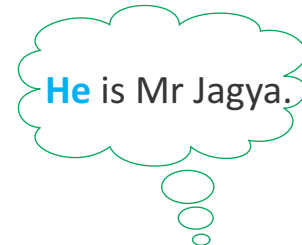
The personal pronouns are of three types. **First person**, **second person** and **third person**.



The first person refers to the speaker.



The second person refers to the person spoken to.



The third person is the person spoken about.



Let's Learn

First Person (Speakers)	-	I, me, mine,	(Singular)
		we, us, ours	(Plural)
Second Person (Listeners)	-	you, yours	(both)
Third Person (Spoken about)	-	he, him, his,	(Singular)
		she, her, hers	
		it, its	
		they, them, theirs	(Plural)

D. Pronouns :- Singular and Plural

We use pronouns in place of nouns. As nouns can be singular or plural, pronouns can also be singular and plural.





Let's Learn

- Pronouns **you** and **yours** can be both singular and plural.

Examples :- You are a good teacher. (You Singular)

You are good teachers. (You Plural)

E. Pronouns :- Gender

Since we talk about the gender of nouns, we can talk about the gender of pronouns as well.

First person and second person pronouns

I, me, mine, you, yours	}	for masculine, feminine and common gender
us, ours, we		

Third person singular forms

He, her, his	→	for males. (Masculine)
She, her, hers	→	for females. (Feminine)
It	→	for non-living things and animals

Third person plural forms

They, them, theirs	→	for males , females, animals as well as non-living things.
--------------------	---	---

F. Demonstrative Pronouns



This is a ball. These are balls. That is a tree. Those are trees.

The words this, that, these and those are used here to point out one or more things, they are called **demonstrative** pronouns.





LEARNING TIME

3. Fill in the blanks with personal pronouns.

him	her(s)	your(s)	they	his	it
mine	He	us	them	it	

- (a) This is not my bag, Meena. It must be _____.
- (b) I found this here in my room. Is it _____?
- (c) Veera is playing outside with a friend of _____.
- (d) These books are _____.
- (e) Sita married Rama and _____ lived happily for many years.
- (f) Geetha bought a toy and gave _____ to Amita.
- (g) Rajiv has two daughters. They love _____ deeply.
- (h) Tommy lives in the next street. _____ is my friend.
- (i) We asked the girl also to join _____.
- (j) The prince gave the children a beautiful box but _____ lost _____ in the train.

4. Rewrite the paragraph using pronouns in place of highlighted words.

Mitali and Vasundhra are twin sisters. **Mitali and Vasundhra** go to the same school. All the teachers are fond of **Mitali and Vasundhra** because **Mitali and Vasundhra** are very-well behaved and intelligent girls.

Mitali and Vasundhra are singing choir in the school. Mitali has a melodious voice. **Mitali** gets singing training. Vasundhra is good with instruments. Her parents gave **Vasundhra** a keyboard on her birthday.





Adjectives



LEARNING TIME

Let Me Answer



- What is an adjective? What are the qualities of adjectives?
- Are huge, red, angry, tremendous, unique, rare, etc. adjectives?

A. Read the following sentences.

- An adjective is a word that describes a noun or pronoun.

Mrs. Sharma is a **kind** lady. I have **two** bats.

Adjectives answer the questions what kind or how many.

Ques. : What kind of woman Mrs. Sharma is?

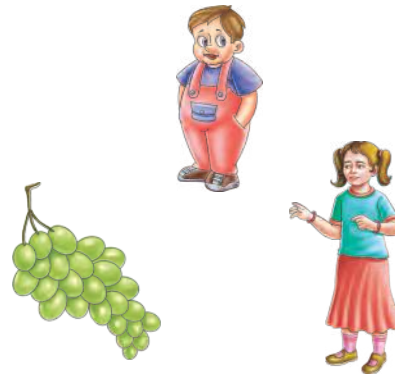
Ans. : Kind.

Ques. : How many bats I have?

Ans. : Two.

B. Now, read the following sentences.

- Mohit is **fat**.
- The grapes are **green**.
- The girl is **beautiful**.



In the above sentences, **fat**, **green** and **sweet** are describing words. They describe Mohit, the grapes and the girl respectively. Therefore, they are **adjectives**. But they are used after the nouns they describe.



Let's Learn

- An adjective may come before a noun or pronoun or later in sentence.
- Adjectives remain the same for singular and plural nouns or pronouns.

TEACHER'S NOTES

Elaborate with children on Adjectives and how to describe or modify them. Explain how adjectives limit or restrict the meaning of—nouns and pronouns.



PRACTICE TIME

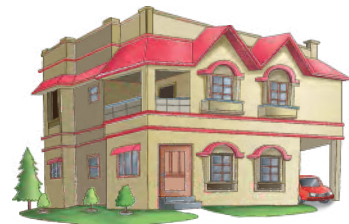
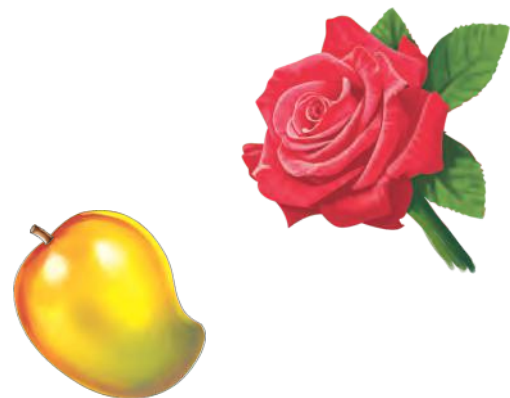
1. Fill in the blanks with the help of words given in the box.

soft hot calm clever colourful

- Ayush is _____ even in critical situations.
- The wings of butterfly are very _____.
- Natasha is a _____ girl.
- The kitten is very _____.
- The tea is _____.

2. Circle the adjectives and underline the nouns they describe.

- Anil is an intelligent boy.
- The rose is a beautiful flower.
- There are fifty students in our class.
- This is a black dog.
- These are ripe mangoes.
- These grapes are sour.
- These soldiers are brave.
- The young man climbed a tall tree.
- A lion is a fierce animal.
- Those are foolish boys.
- This is a large house.

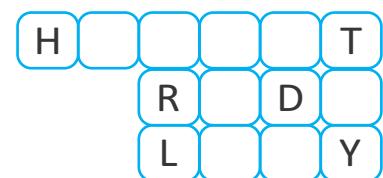


3. Fill in the blanks with suitable adjectives.

- We saw _____ animals at the zoo. (much/many)
- The sky is _____. (blue/pink)
- Honey is _____. (sour/sweet)
- It is a _____ painting. (beautiful/fast)
- An elephant is a _____ animal. (big/small)

4. Look at the following sentences and fill the empty spaces with suitable adjectives.

- A person who always speaks the truth.
- A person who does not talk politely.
- A person who does not like to do anything.





(d) A person who is not afraid of any work.

F R S

(e) A person who is always doing something or the other.

B Y



LEARNING TIME

C. Read these sentences.

1. **Your** shirt is bright.

2. The baby has hurt **its** foot.

Here the words **your** and **its** describe the nouns shirt and foot.

They tell us whose shirt or whose foot is being talked about. These are called possessive adjectives. My, our, his, her, its, your and their are possessive adjectives.

5. Fill in the blanks with possessive adjectives from the brackets.

(a) Look at that rabbit _____ fur is so soft!

(Its/their)

(b) I have a pet _____ name is jet.

(their/its)

(c) That is Yuvraj _____ sister is my friend.

(his/her)

(d) Please answer _____ questions.

(your/my)



Let's Learn

- Possessive adjectives always have a noun after them.
Here is **my** book.
- Possessive pronouns never have a noun after them.
That book is **mine**.

Fun With Grammar

- Give each student two sticky notes. On one note they should write a noun and on the other an adjective. Encourage the students to be creative. The challenge is to use either another student's adjective with his/her noun or the other student's noun with his/her adjective and put the two together in a creative sentence. Partners can work together to write one sentence when they are matched, and both should write it on their paper next to their partner's name. Continue the mix up until every student has worked with every other student to write a sentence using these creative words.





Degrees of Comparisons



LEARNING TIME

A. Adjectives are not only used to describe people but also used to compare them.

Look at the pictures and read the sentences below each of them.



Ashis is tall.



Varun is taller than Ashis.



Kamran is the tallest of three.

The word **tall** describes Ashis.

The word **taller** compares Varun and Ashis — two boys.

The word **tallest** compares Ashis, Varun and Kamran — three boys.



Let's Learn

- Adjectives are written and spoken in different forms to compare one, two or more nouns. This refers to degrees of comparison. There are three **degrees of comparison**.
Positive degree – An adjective that does not show any comparison is said to be in the **positive degree**. cold hot tall
Comparative degree – An adjective that shows comparison between two things is said to be in the **comparative degree**. colder hotter taller
Superlative degree – An adjective that indicates comparison of more than two things is said to be in **superlative degree**. coldest hottest tallest





B. We follow some basic rules to form adjectives indicating other degrees of comparison.

1. We add **-er** or **-est** to some adjectives.

Example: rich → richer → richest

2. If there is a small word with a single consonant at the end, we double the last letter and add **-er** or **-est** to some adjectives.

Example: hot → hotter → hottest

3. We drop the 'y' add **-ier** or **-iest** to some adjectives.

Example: lazy → lazier → laziest

4. We only add **-r** or **-st** to adjectives which end with **-e**.

Example: brave → braver → bravest

5. We use **more** or **most** with some big words adjectives.

Example: beautiful → more beautiful → most beautiful.

6. Some adjectives have different forms of other degrees which do not follow any rule for changing.

Example: good → better → best

Let Me Answer

- a. What is an example of a comparison? Shaam is taller than Ram, what is the comparison?



We use **the** before superlative degree words.

the best book

the most beautiful girl

the hottest day

PRACTICE TIME



1. Complete the sentences using words given in the box.

bad

worse

worst

- (a) The weather is _____ today.
- (b) It is _____ than the weather last day.
- (c) It is the _____ winter in years.





2. Rewrite the following sentences by choosing suitable degrees of the adjectives given in the brackets.

(a) London is the (bigger/biggest) city in England.

_____.

(b) Ayush is (thinner/thinnest) than Paras.

_____.

(c) Mango is a (juicy/juicer) fruit.

_____.

(d) Mudurai is the (old/oldest) town in Tamil Nadu.

_____.

(e) Priya is (elder/eldest) to Suhani.

_____.

(f) His new book is (interesting/ more interesting) than his earlier books.

_____.



3. Complete the following table.

Positive	Comparative	Superlative
big		biggest
	more active	
mercy	mercier	
	sweeter	sweetest
	wiser	wisest
fat		
cunning		most cunning
late		latest
bad	worse	
	hotter	least

TEACHER'S NOTES

Tell students the definition of a comparison which is the act of finding out the differences and similarities between two or more people or things.





4. Fill in the blanks with correct words from the box.

most useful longer fastest great hot

- (a) Cheetah is the _____ animal.
 (b) It is a _____ day today.
 (c) Iron is the _____ of all metals.
 (d) Giraffe has a _____ neck than other animals.
 (e) Ashoka was a _____ king.



5. Fill in the blanks with the correct degree of the adjectives given in the brackets.

- (a) Black is the _____ colour. (dark)
 (b) The streets in villages are _____ than roads in urban areas. (narrow)
 (c) A lion is _____ than wolf. (strong)
 (d) Sanjay is a _____ boy. (foolish)
 (e) It is _____ day than yesterday. (pleasant)
 (f) My bag is _____ than your bag. (heavy)
 (g) A tortoise is the _____ animal. (slow)
 (h) Travelling by metro is a _____ option than a bus. (good)
 (i) Mount Everest is the _____ peak in the world. (highest)
 (j) January is _____ than November. (cold)



Fun With Grammar

- Put students in groups of four and then set a time limit of about five minutes. On your signal, each group should write as many comparative and superlative statements about the people in the room as they can. At the end of the time period, have one group share their sentences. If another group has the same sentence as the first group, both groups should cross that statement off their list. Continue until all groups have read all of their statements and any duplicates are eliminated. The group with the most statements remaining wins.





Model Test Paper - 1

Based on Chapters 1 to 8

A. Circle the proper nouns and underline the common nouns.

- (a) Delhi is the capital of India.
- (b) New York is the largest city in America.
- (c) The Nile is a large river in Egypt.
- (d) The elephant is the largest land animal.
- (e) The shopkeeper sells rice, sugar, butter and tea.

B. Rewrite the sentences using pronouns.

- (a) Simran sings a melodious song. Simran sings very well.
_____.
- (b) Sakila is sleeping. Sakila is wearing a night suit. The night suit is red.
_____.
- (c) My brother and I like to play. My brother and I play tennis.
_____.
- (d) This is Grandpa's pen. Grandpa bought this pen in Mumbai
_____.
- (e) Ramba and I will go to the market. Ramba and I want to buy oranges.
_____.

C. Fill in the blanks with the plural form of the word in the brackets.

- (a) The _____ (postman) delivered the _____ (parcel).
- (b) This pair of _____ (shoe) is too small for my _____ (foot).
- (c) Dentists take care of our _____ (tooth).
- (d) The little _____ (prince) were riding _____ (pony).
- (e) There were many _____ (sheep) in the meadow.

D. Rewrite the following sentences by changing the underlined nouns into opposite gender.

- (a) The lion roared to save the cubs.

_____.





(b) My uncles invited all of their sons.

_____.

(c) Neha's brother is a talented doctor.

_____.

(d) My father gifted me a bicycle.

_____.

(e) Ankit is reading a book of his favourite author.

_____.

E. Read the phrases given below. Rewrite them using possessive nouns.

(a) The birthday of Geetha.

(b) The gun of the policeman.

(c) The bags belonging to the girls.

(d) The car belonging to my sister.

(e) The parents of Akila and Vimala.

F. Fill in the blanks with suitable adjectives.

(a) We saw _____ animals at the zoo. (much/many)

(b) The sky is _____. (blue/pink)

(c) Honey is _____. (sour/sweet)

(d) It is a _____ painting. (beautiful/fast)

(e) An elephant is a _____ animal. (big/small)

G. Fill in the blanks with correct words from the box.

most useful longer fastest great hot

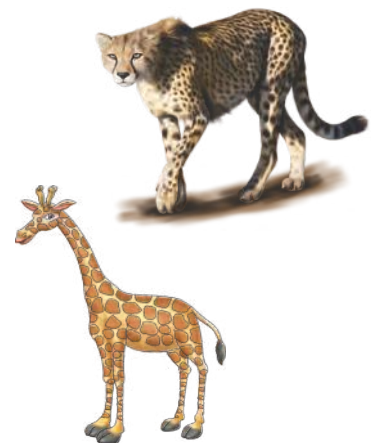
(a) Cheetah is the _____ animal.

(b) It is a _____ day today.

(c) Iron is the _____ of all metals.

(d) Giraffe has a _____ neck than other animals.

(e) Ashoka was a _____ king.





Verbs



Let Me Answer

- a. Can you talk about verbs that express action but that do not take an object?



LEARNING TIME

A. A verb is a doing word. It tells us what the subject in a sentence *is*, what it *does* or what it *possesses*. Verbs denote action, being and possession.

Akshay <i>is</i> an actor	(being)
Rahul <i>runs</i> in the garden	(action)
Rani <i>has</i> a toy	(possession)



Let's Learn

- We cannot form a sentence without a verb. I to school. (X)
A sentence can be formed only with verb.
Go. Come. Read. Sit.

- B.**
1. Verb That Express Actions :
go, come, run, sit, stand, eat and wash etc.
 2. Verbs That Denote Being :
is, am, are, was, were, been and being etc.
 3. Verb That Denote Belonging :
has, have had

C. A verb may be made up of only one word or it may be made up of two or more than two words.

1. Deepika *ate* an apple. (verb made up of only one word)
2. Rohan *is playing* football. (verb made up of two words)
3. He *will be arriving* soon. (verb made up of three words)

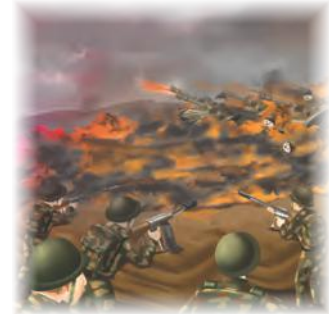
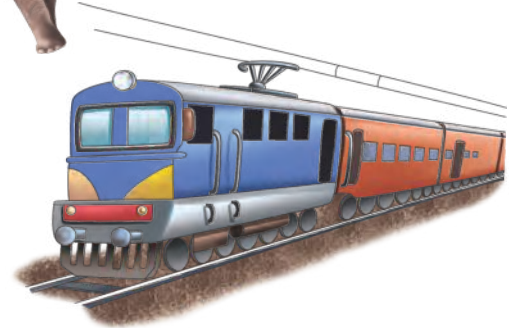




PRACTICE TIME

1. Identify the verbs in the following sentences and encircle them.

- (a) The children laugh loudly.
- (b) My uncle is a teacher.
- (c) Ram is drinking water.
- (d) Let us play cricket.
- (e) The elephant has a long trunk.
- (f) Birds fly over my house.
- (g) The king had a beautiful queen.
- (h) The man killed a snake.
- (i) The driver stopped the train.
- (j) The little girl hurt the finger.
- (k) I will be living for Delhi tomorrow.
- (l) Suraj opened the door.
- (m) The farmers work in the field.
- (n) The soldiers fought bravely.
- (o) One of my uncles works in a coal mine.
- (p) Those shoes make my feet hurt.
- (q) The old man carried a heavy box.
- (r) It may rain tomorrow.
- (s) He had a nice car last year.



2. Tick (✓) the correct verbs from the brackets and write them in the spaces provided.

- (a) My friends (is/are) going to the library.
- (b) I (is/am) the class representative.
- (c) Ankit (was/were) here yesterday.
- (d) Sahil (is/are) playing in the garden.
- (e) My parents (was/were) at a party yesterday.

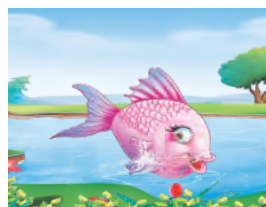




3. Match the following sentences with the picture and underline the verbs denoting actions.

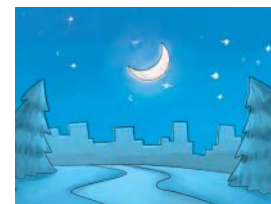
(a) An aeroplanes flies.

(i)



(b) A dog barks.

(ii)



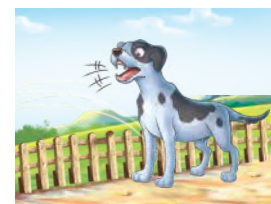
(c) Fire burns fiercely.

(iii)



(d) A fish swims.

(iv)



(e) Stars twinkle.

(v)



Fun With Grammar

- For this game, create a series of index cards containing various verbs that students can act out. Like run, walk, dance, hop and skip. Then, put students into teams and have them complete a relay race running back and forth across the classroom. Each student must take one of the index cards from a randomly shuffled deck, read the verb, and go from one side of the classroom to the other and back in the way described by that verb. You can even include more interesting two-word verb actions like 'play tennis'. Since some of these verbs are naturally slower moving than others, it can add a degree of tension to the race as groups try to be the first to have all their members run across the classroom and back. The particular card that a student picks up can make or break the race. You can modify this game for students with physical disabilities.

TEACHER'S NOTES

Talk to children about different types of verbs. Teach them how verbs are used in the active voice, while passive verbs are in the passive voice.





Articles



LEARNING TIME

Let Me Answer

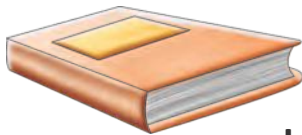


- Do you know an article can also modify anything that acts as a noun, such as a pronoun or a noun phrase?
- What is an article example?

A. **A, an and the** are articles.

An article is used before a noun and it tells us if the noun is
singular or plural **common or proper**

Look at the pictures and read the words along with each picture.



a book



a pen



a cat



a flower



a man



a girl

The words **book, pen, girl, flower, man** and **cat** are nouns. All of these words are singular and start with a consonant sound. We have used **a** before all of them.

A is used with singular noun that begins with a consonant sound.



Let's Learn

- A is also used with singular noun that begin with a vowel but have a consonant sound.

uniform

university

europian

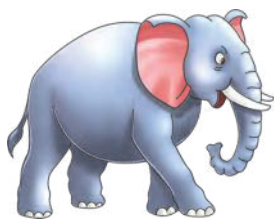
one-eyedman

Here the sound is **yu** and **y** is consonant

Sound is **w**



B. Now look at the following pictures and read the words given along.



an elephant



an ant



an axe



an aeroplane



an engine



an umpire

The words **elephant**, **ant**, **axe**, **aeroplane**, **engine** and **umpire** are also nouns. These are also in singular number. But all the words start with a vowel sound. We have used **an** before all of them.

We use article **an** before singular countable nouns starting with vowel sounds.



Let's Learn

- An is also used before singular nouns that begin with a consonant but have a vowel sound.

hour

heir

honest

PRACTICE TIME



1. Fill in the blanks with a or an.

(a) _____ zebra



(b) _____ hut



(c) _____ engine

(d) _____ one-rupee coin

(e) _____ African

(f) _____ honest man

(g) _____ usual practice

(h) _____ heir

(i) _____ uniform

(j) _____ Eskimo

(k) _____ ball

(l) _____ pilot

(m) _____ onion



(n) _____ urn





a and an are not used before

1. a plural noun.

2. an uncountable noun

3. a proper noun

B. The

A and an are called indefinite articles. This is because they refer to nouns generally and do not name a specific thing or person.

1. When we talk about a particular thing or something that has been mentioned already, we use **the**.

This is a boy. **The boy** is eating a banana.

2. We use **the** before things that are only one of their kind.

The Sun is shining

3. We use **the** before names of rivers, holy books, monuments, newspapers, famous buildings, oceans, seas, trains, ships, aeroplanes and mountain ranges.

The Taj Mahal, The times of India, The Ganga,
The Bible, The Titanic, The Indian Ocean etc.

4. We use **the** before superlatives.

Cheetah is **the fastest** animal.

5. We do not use **the** before uncountable nouns, proper nouns and abstract nouns when we speak in general.

I listen **to music** everyday.

I will travel **to Delhi**.

6. However, we use **the** before uncountable nouns that have been made particular.

I love **the** music in his play list.

The water is precious.



LEARNING TIME

2. Fill in the blanks with article **a**, **an** or **the**.

(a) I ate _____ apple in _____ morning.





- (b) _____ Sun rises in _____ east.
- (c) My father reads _____ Times of India daily.
- (d) _____ Ganga is a holy river.
- (e) I like to play _____ piano.
- (f) _____ Gita is a holy book of the hindus.

3. Tick (✓) the correct option.

- (a) **Delhi** / **The Delhi** is the capital of India/the India.
- (b) **The honesty** / **Honesty** is the best policy.
- (c) **Health** / **The Health** is better than wealth.
- (d) **The wisdom** / **Wisdom** is preferable to riches.
- (e) **Ishma** / **The Ishma** is a beautiful girl.

Fun With Grammar

- What's in the basket? When you show the movie An Egg and an Igloo for the first time, pause right after Ben says, "OK, let's go." Ask students to predict where Ben and Moby are going. After showing the movie, ask students what Ben and Moby brought in their lunchboxes, using the indefinite a or an. Then display pictures of additional items that you brought to class, including the basket, bag or lunchbox. Invite volunteers to choose an item, name it with its indefinite article (a/an), and place it in the basket or lunch box. As the students name each item, write or invite a student to write— the name of each item in two columns on the board, according to the indefinite article (a or an). Ask the students what they think the difference is between a and an. This is also a good time to review the words.



TEACHER'S NOTES

Describe to children An article is a word that is used to indicate that a noun is a noun without describing it. For example, in the sentence Nick bought a dog, the article indicates that the word dog is a noun.





Present Tense (Simple and Continuous)



LEARNING TIME

A. Simple Present Tense

Read the following sentences.

1. Kanika **sings** sweetly.
2. Kanika and Kashish **sing** sweetly.
3. He **reads** the newspaper daily.
4. I **read** the newspaper daily.
5. I **go** to school everyday.
6. She **goes** to school everyday.



In the above sentences, the highlighted words **sing**, **read** and **go** are verbs. All these verbs are in **simple present tense**.

In simple present tense, we use the root form of the verb: go, come, play, etc. But in some cases we add **-s** or **-es** to the root form: comes, studies, etc.



Let's Learn

- In a sentence, the verb must always agree with the subject.

In simple present tense verb changes its form according to the subject.

Subject	Verb
I, we, you, they , all plural subjects	play (verb root)
He, she, it, all singular subjects	plays (verb root+ -s/-es/-ies)

We do not use the root form of the verb **be** alone, instead we use **is/am/are**. **Example** : Vikas is a good boy. Vikas and yuvraj are good boys.



PRACTICE TIME

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

- (a) He _____ at Mc Donald's. (**work**)
- (b) All of us _____ cricket everyday. (**play**)
- (c) Archana _____ newspaper daily. (**read**)
- (d) My sister _____ me in my homework. (**help**)
- (e) We _____ television in the evening. (**watch**)
- (f) Girija _____ the violin very well. (**play**)
- (g) Amirtha _____ her room on Thursdays. (**sweep**)
- (h) Vinod _____ good clothes. (**wear**)
- (i) Usha and Nisha _____ together. (**play**)
- (j) Nima and Sheema _____ well. (**dance**)
- (k) The teacher _____ English Grammar well. (**teach**)
- (l) The driver _____ the taxi all over the city. (**drive**)
- (m) My cat _____ milk every morning. (**drink**)
- (n) Dogs _____ eating biscuits. (**like**)



2. Rewrite the following sentences correctly.

- (a) This brown bag belong to me.
_____.
- (b) Mr. Arora like to watch sports.
_____.
- (c) They likes to eat pizzas.
_____.
- (d) He water the plants.
_____.
- (e) I goes to school by bus.
_____.





(f) We sing the song together.

_____.

(g) My father read the newspaper daily.

_____.

(h) The children plays in the park.

_____.



LEARNING TIME

B. Negative Sentences

Now, read the sentences to know how to write negative sentences in simple present tense.

1. I go to market.

I **do not** go to market.

2. We eat our meal.

We **do not** eat our meal.

3. You read your book.

You **do not** read your book.

4. He writes neatly.

He **does not** write neatly.

5. She sings sweetly.

She **does not** sing sweetly.

6. It makes noise.

It **does not** make noise.

7. They talk politely.

They **do not** talk politely.

8. Raj likes to eat apple.

Raj **does not** like to eat apple.



Let's Learn

- I, we, you, they, all plural subjects ↓ do not + root form of the verb.
- He, she, it, all singular subjects ↓ does not + root form of the verbs.

PRACTICE TIME



3. Change the following sentences into negative sentences.

(a) I play with my kitten.

(b) We go to school together.

(c) They tell us the stories.





- (d) He tells lies.
- (e) She meets us daily.
- (f) It moves slowly.
- (g) You know his address.
- (h) Ram meets Rahim



LEARNING TIME

A. Interrogative Sentences

Read the following sentences to know how to form interrogative sentences in simple present tense.

1. Rohit **lives in** Ashok Nagar. (statement)
Does Rohit **live** in Ashok Nagar? (yes-no type question)
Where does Rohit live? (wh-question)
2. Ram and Rohit play badminton. (statement)
Do Ram and Rohit **play** badminton? (yes-no type question)
What do Ram and Rohit **play**? (wh-question)

B. Change the following sentences into interrogative. (Yes-no type question)

- (a) The stars twinkle in the sky.
- (b) The girl eats ice cream.
- (c) My uncle lives in Delhi.
- (d) They worship in the temple.
- (e) Amit takes his pet for a walk.

PRACTICE TIME



A. Present Continuous Tense

Read the following sentences.

1. Rohini **is eating** an apple.

Let Me Answer



- a. What is a present tense and example?
- b. Can you make a few sentences in the present tense?



TEACHER'S NOTES

Explain to children Present tense is a grammatical term used for verbs that describe action happening right now. An example of the present tense is the verb in the sentence "I eat." noun.





2. The boys **are playing** outside.
3. The birds **are chirping**.

In the above sentences, the highlighted words **is eating**, **are playing** and **are chirping** are in the **present continuous tense**.



Let's Learn

- The words **is**, **am**, **are** called **helping verbs**. **is/am/are+ing** form of the main verb is used in **present continuous tense**.
- The present continuous tense tells us about actions that are going on (Continuing) at the time of speaking.



LEARNING TIME

5. Fill in the blanks using the present continuous forms of the verbs given in brackets.

- (a) Ajay _____ (read) a book now.
- (b) The dentist _____ (examine) Rohit's teeth.
- (c) The students _____ (sit) on their desks.
- (d) I _____ (swim) in the pool.
- (f) Sarah _____ (listen) to music.
- (i) The cat _____ (chase) the rat.
- (l) David _____ (paint) the wall.
- (m) Sukanya _____ (feed) the dog.
- (n) Aruna, Radha and Sudha _____ (play) football.



6. Change the following sentences into interrogative.

- (a) I am writing a letter.
- (b) You are reading a book.
- (c) Mahi is cycling.
- (d) Dadaji is walking in the park.





7. Rewrite the following sentences by rearranging them in present continuous tense.

(a) am my for looking glass i.

_____.

(b) reading you book are a.

_____.

(c) Anjali crying why is ?

_____.

(d) examining doctor is patients the.

_____.

(e) Phone the ringing is.

_____.

(f) cat hiding is the curtain the behind.

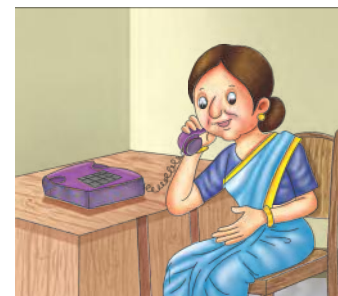
_____.

(g) Waiting she for is you.

_____.

(h) watching Geeta television is.

_____.



Fun With Grammar

- The purpose of this activity is to assess students' knowledge and review simple present tense using the subject pronoun I.

Materials : Whiteboard, six laminated picture flash cards, six laminated verb cards.

1. Teacher writes six simple present sentences on the board with the picture card in the blank spaces representing each verb.
2. Teacher has the verb cards beside sentences.
3. The teacher asks the students to come to the board and replace the flash card with an appropriate verb card.

This activity gives students an opportunity to practice asking and answering wh- questions using simple present tense.





Past Tense (Simple and Continuous)



LEARNING TIME

A. Simple Past Tense

1. We **played** a friendly match yesterday.
2. She **bought** a new car.
3. They **finished** their homework.
4. I **ate** my dinner.
5. How **did** you reach there?
6. She **wanted** to invite her but she **did not know** her address.
7. Why **did** Suresh not play football?



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

The simple past tense tells us about the actions that took place in the past. Generally we use words like **yesterday**, **last week**, **ago** etc. with the simple past tense.



Let's Learn

- The simple past tense denotes the events that happened in the past time.
- We use the past tense form of the verbs to form a sentence in simple past tense.
- In negative sentences, we use **did not + root form** of the verb: did not play; did not eat, etc.
- To form a question in simple past tense, we use **did** before the subject and use the root form of the verb.

Where **did Rohit live**?

↓ ↓
subject root form.

Let Me Answer

- a. Lisa went to the supermarket yesterday.
Sam cooked a tasty dinner yesterday.
My brother saw a movie yesterday. Last year I travelled to France.



PRACTICE TIME

1. Complete the following table by writing the past tense form of each verb.



Present	Past
(a) go	(f) write
(b) speak	(g) run
(c) see	(h) do
(d) drink	(i) begin
(e) sing	(j) make



2. Fill in the blanks with the simple past tense form of the verbs given in the brackets.

- (a) Sumit _____ (pass) the examination.
 (b) The year _____ (print) in this book is 1990.
 (c) The officer _____ (look) at the clock often.
 (d) He _____ (prepare) well for the examination.
 (e) The bus _____ (stop) here for a few minutes.
 (f) The children _____ (play) and I _____ (look) on.
 (g) Last month, I _____ (go) to Mumbai.



3. Change the verbs to the simple past tense forms and rewrite the sentences.

- (a) Raj writes a letter.
 (b) You go to school.
 (c) He reads newspaper.
 (d) She listens to music.
 (e) We play hockey.
 (f) India wins the match.
 (g) I am very tired.





- Some verbs don't change their form in the past tense.
- Please **put** the books in the bag. I **put** the garbage out yesterday.
- **Cut** the guava into halves. We **cut** all the vegetables last night.
- They **read** the books daily. You **read** the book last week.



1. They **were flying** kites in the evening.
2. Mr. John **was carrying** a heavy box.
3. We **were playing** football in the evening.
4. I **was watching** the T.V. when you knocked.



We use the **past continuous tense** to express an action that was going on in the past at a certain time. The action or situation had already started before this time but had not finished.



- In past continuous tense, we use the helping verbs was/were+ing form of the verb.
was reading were talking
- We use the past continuous tense to tell what was happening in the past.

(a) Gopal _____ (eat) his lunch.

(b) The girls _____ (swim) in the swimming pool.





- (b) The driver _____ (drive) the car carelessly when the accident happened.
- (d) The thief _____ (hide) behind the bush when the police chased him.
- (e) The painter _____ (paint) a landscape two hours ago.
- (f) Grandparents _____ (watch) the T.V. when I _____ (sing) in the show.



b. Complete the following sentences using either the simple past or past continuous tense of the verbs in the brackets.

- (a) When Radha went out it _____ (be, rain).
- (b) While my brother _____ (be, sleep) someone _____ (steal) his car.
- (c) A snake _____ (be, live) in a hole in a tree .
- (d) I _____ (see) the Taj Mahal when I _____ (visit) Agra last year.
- (e) While mother _____ (be, cook), the cat _____ (drink) the milk.

Fun With Grammar

- Divide students into groups of 4 or 5, or begin the activity in a whole group. Hand out a list of vocabulary words and/or a sheet of paper with content-relevant pictures. Explain to students they are to create a story in the past tense, beginning with 'One time, _____. You can have students in the group play round-robin style by each contributing a sentence, or you can have each student create a story of his/her own. To ensure students understand the activity, tell an example story, while emphasizing the past tense version of all verbs being used. Give each student a bingo card along with paper clips or chips to use as the word markers. Call out the present tense of an irregular verb from your word list. If students have the past tense of that irregular verb, they will mark it off. Give the students a few moments to convert the verbs to past tense before moving onto the next word. The first student to get 5 words in a row wins.

TEACHER'S NOTES

Explain to children a verb tense used to express an action or state that has already taken place or existed. The past tense of the verb "run" is "ran."





Future Tense (Simple and Continuous)



LEARNING TIME

A. Simple Future Tense

1. I **will** write a letter tonight.
2. We **will** wait for you here.
3. You **will** go to Mumbai tomorrow.
4. He **will** leave tonight.



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

We usually use **shall** with **I** and **we**.

However to express strong intention, we use **will** with **I** and **we**.



Let's Learn

- The simple future tense refers to an action that is expected to take place in the future. We add **will** or **shall** before the verbs to indicate the future tense.



Let's Learn

- Earlier **shall** was used with first person and **will** with other persons. But this distinction is no longer observed.

PRACTICE TIME



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

- (a) Saroj _____ (**become**) a teacher soon.
- (b) Anu _____ (**show**) you the book later.
- (c) You _____ (**buy**) a dress for me.
- (d) Leena _____ (**attend**) the function tomorrow.
- (e) Dinesh _____ (**be**) a doctor soon.





- (f) Nath _____ (cook) dinner for us.
 (g) Ramesh _____ (clean) the windows.
 (h) They _____ (visit) the zoo next Sunday.
 (i) In South India, the Sun _____ (shine) all day.
 (j) I think strong winds _____ (blow) all day.

Different forms of be

- Simple Present Tense is, am, are
- Simple Past Tense was, were
- Simple Future Tense will be, shall be

Let Me Answer

- How do you write future tense?
- Do you use the helping verbs 'will' or 'shall' to make sentences in Future Tense?
- Do you know another way to write simple future tense? Is it by using a form of 'be' plus 'going to'?



LEARNING TIME

B. Future Continuous Tense

Read the following sentences.

- I **will be waiting** for you.
- We **will be having** our dinner.
- She **will be drawing** an art.
- They **will be leaving** for Hyderabad.



In the above sentences the highlighted words are in **future continuous tense**.



Always Remember

- We use the **future continuous tense** to describe an action that will or won't be going on at a certain time in the future.
- We use the form—Subject+will+be+verb (ing) to express a sentence in **future continuous tense**.

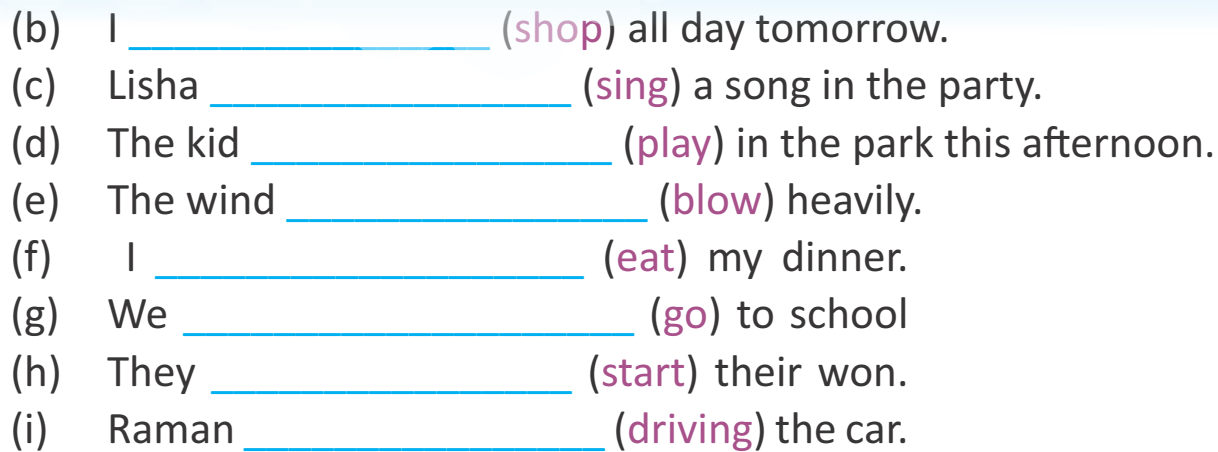
PRACTICE TIME



2. Fill in the blanks with the **future continuous tense** form of the verbs in the brackets. One has been done for you.

- (a) We will be watching (watch) the cricket match tomorrow.





(a) Present Tense Raj has a cat.
Past Tense
Future Tense

(b) Present Tense
Past Tense
Future Tense I will play hockey.

- Distribute index cards to the students and ask them to write a question about their future to ask a fortune teller. Tell them to make the questions general and not too personal. Their questions may be funny or serious. Put all the index cards in a hat or bowl.

Example:-

TEACHER'S NOTES





Word Order and Sentences



LEARNING TIME

- A.** A group of words when arranged in a proper order to make a complete sense is called a sentence.

A sentence always begins with a capital letter.

A sentence ends with a full stop.

PRACTICE TIME



1. Make sentences with given words.

- (a) The sun _____ .
- (b) Some birds _____ .
- (c) The girl _____ .
- (d) Some dogs _____ .
- (e) The wind _____ .
- (f) The doctor _____ .
- (g) The barber _____ .
- (h) The tiger _____ .
- (i) The peacock _____ .
- (j) The elephant _____ .

2. Rearrange the following words to make meaningful sentences.

- (a) girl good you a are
You are a good girl.
- (b) rises east the sun the in

- (c) study school in we a





(d) teacher is father my a

(e) honest people are they

(f) boy tall Mohit is a

(g) intelligent girl Nilu a is

(h) are television watching we

(i) playing toys the baby is with

(j) writing she letter is a

(k) play cricket like to I

(l) are friends we good



Fun With Grammar

- Work in groups to make up a story. A member of the group begins the story by saying one sentence. The student to his/her left (clockwise) adds a sentence to the first one. The third student will add the next sentence. Continue it until the story is complete. Each group reads out its story to the rest of the class.

Let Me Answer

- What is the correct order of words?
- What is basic word order?
- What is the most common word order?

TEACHER'S NOTES

Explain to children about a word order that the sentence standard word order is Subject + Verb + Object (SVO). Make them remember, the subject with example: The dog (subject) + eats (verb) + popcorn (object).





Kinds of Sentences



1. A sentence that says or states something is called **statement** or **declarative sentence**. It ends with a **full stop**.
A statement can be affirmative or negative.
I am reading a book. You don't read.
2. A sentence that asks a question is called a **question sentence** or an **interrogative sentence**. It ends with a **question mark**.
What are you doing? Will you go to the zoo?
3. A sentence that expresses a command, a request or advise somebody is called a **command sentence** or an **imperative sentence**. It ends with a **full stop**.
Come here. Excuse me! please. Walk carefully.
4. A sentence that expresses a sudden or strong feelings is called an **exclamatory sentence**. It ends with an exclamation mark.
How beautiful the flower is!

PRACTICE TIME



Let Me Answer



- a. What are the 5 kinds of sentences?
- b. How do you make a sentence?

A. Reading the following sentences about a bag.

1. How pretty that bag is! (exclamatory)
2. Whose bag is this? (interrogative)
3. Carry your bag. (command)
4. I have a red bag. (Statement)



LEARNING TIME

1. Now, write four sentences (one of each type) using the word **watch**.





2. Change the following affirmative sentences into negative and negative sentences to affirmative.

- (a) I haven't done my work.
- (b) It was raining.
- (c) Mahi is angry with Yuvraj.
- (d) He doesn't eat meat.
- (e) She will go to the market.
- (f) Kashish didn't play cricket.

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

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



4. Change the following declarative sentences into interrogative sentences.

- (a) Ram is nine years old.
- (b) You can do your work.





(c) Cat runs after the mouse.

(d) You went to Patna.

(e) The bees will collect pollen.

(f) You have visited the zoo.

5. Change the following questions into statements.

(a) has Raj written the letter?

(b) Is that a honey bee?

(c) Were you playing in the park?

(d) Will I go to the market?

(e) Did you collect money?

(f) Does she write well?

(g) Could he help the poor?

Fun With Grammar

- Pair off students in groups of two, or ask them to find a partner.
- Pass out notebooks or lined paper to each student.
- Instruct each pair of students to write four sentences together, one of each type.
- Set the timer to 10 minutes.
- After the timer goes off, encourage each pair of students to share the sentences they wrote. Invite some volunteers to write their sentence (and the type of sentence it is) on the board.
- Ask the rest of the class to ensure that each of the sentences on the board are labeled correctly, and have students fix sentences with incorrect labels.



TEACHER'S NOTES

Explain to children that a sentence can be further classified into various subcategories by structure or by function.





Model Test Paper - 2

Based on Chapters 9 to 15

A. Identify the verbs in the following sentences and encircle them.

- (a) The children laugh loudly.
- (b) My uncle is a teacher.
- (c) Ram is drinking water.
- (d) Let us play cricket.
- (e) The elephant has a long trunk.



B. Fill in the blanks with a or an.

- | | |
|-------------------|--------------------------|
| (a) _____ zebra | (b) _____ hut |
| (c) _____ engine | (d) _____ one-rupee coin |
| (e) _____ African | (f) _____ honest man |

C. Fill in the blanks with the simple present tense form of the verbs given in the brackets.

- (a) He _____ at Mc Donald's. (work)
- (b) All of us _____ cricket everyday. (play)
- (c) Archana _____ newspaper every morning. (read)
- (d) My sister _____ me in my homework. (help)
- (e) We _____ television in the evening. (watch)

D. Complete the following sentences using the simple past tense form of the verbs given in brackets.

- (a) My sister _____ (bake) a cake for my birthday yesterday.
- (b) I _____ (play) basketball with my friends yesterday.
- (c) My mother _____ (cook) breakfast for me.
- (d) We _____ (go) to the zoo last Monday.
- (e) This morning I _____ (receive) an e-mail from my friend.
- (f) Shah Jahan _____ (build) the Taj Mahal in memory of his wife Mumtaz.





Subject and Predicate



LEARNING TIME

A. A sentence has two parts. 1) Subject and 2) Predicate

1. The Subject is the person(s) or the thing(s) we are talking about.
It may consist of one word or many words.
2. The Predicate tells us something about the subject.
It may also be just one word or made up of more words.
The black dog jumps over the cat.
subject predicate
3. In some imperative (command) sentences, the subject may not be stated. It can be guessed or is understood.
Come here. (You is the hidden subject)
Please switch off the light. (You is the hidden subject)



Let's Learn

- The first part of a sentence is subject and the second part of the sentence is predicate.

PRACTICE TIME



1. Add a suitable subject to each sentence.

- (a) _____ is wearing her sister's sweater.
- (b) _____ went for a swim yesterday.
- (c) _____ was hiding in the bush.
- (d) _____ plays basketball regularly.
- (e) _____ lived in caves, ate fruits and raw meat.

Let Me Answer

- a. What are a subject and a predicate example?
- b. The complete subject tells whom or what the sentence is about. Do you agree?



TEACHER'S NOTES

Explain to children the complete predicate tells what the subject is or does. For example; (The house) is white, (The red car) is fast, or (The great teacher) likes students.



- (f) _____ was sleeping under a tree.
 (g) _____ has three colours.
 (h) _____ live in the forest.
 (i) _____ chased the rat out.
 (j) _____ are going to school.



2. Add a predicate to each subject given below to make a complete sentence.

- (a) I want _____.
 (b) The lion _____.
 (c) Radha and Sudha _____.
 (d) The dog _____.
 (e) The Taj Mahal _____.
 (f) Children _____.
 (g) An elephant _____.



3. Match the subjects and predicates to make complete sentences.

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

Fun With Grammar

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

A small girl played with a toy. Did the bus arrive on time?

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





Subject-Verb Agreement



LEARNING TIME

- A.** Earlier, we have learnt a noun or pronoun either be singular or plural. A verb always agrees with its subject in number and person. If the subject is in singular, the verb should be in singular. If the subject is in plural, the verb is in plural. This is called **subject-verb** agreement.



Let's Learn

- A verb always agrees with its subject in number and person.
- A singular verb is always used with a singular noun or pronoun.
- A plural verb is always used with a plural noun or pronoun.

We always use **am** with **I**.

We use **is** with singular nouns and he, she, it, etc.

We use **are** with plural nouns and **we, they, you**, etc.

We always use **are** with **you**, whether it is a singular or plural.

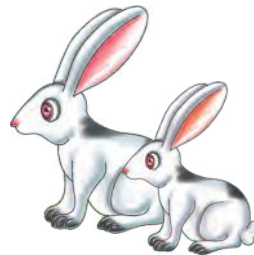


PRACTICE TIME



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

- Rohit _____ a good boy.
- They _____ playing cricket.
- You _____ my best friend.
- I _____ doing my homework.
- He _____ wearing a beautiful dress.
- Sumit and Amit _____ going to school.
- My mother _____ a teacher.



Let Me Answer

- What kind of subject takes singular verbs?
- What kind of subject take plural verbs?



- (h) It _____ an empty jug.
 (l) The rabbits _____ cute animal.
 (j) Ishma _____ a cheerful girl.



LEARNING TIME

B. Was, were

We use **was** with singular nouns and I, he, she, it, etc.

We use **were** with plural nouns and we, you, they ,etc.

We always use **were** with **you** whether it is singular or plural.

PRACTICE TIME

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

- (a) She _____ the best student last year.
 (b) They _____ reading in class 3 last year.
 (c) I _____ going to Dehradun.
 (d) M.S Dhoni _____ the captain of all format.
 (e) Farmers _____ working in the field.
 (f) You _____ learning music.
 (g) He _____ my yoga teacher.
 (h) Shakeshpeare _____ a great poet.
 (i) Mohit and Madav _____ playing carrom.
 (j) It _____ a sunny day yesterday.
 (k) There _____ a book on the table.
 (l) There _____ many trees in the garden.



LEARNING TIME

C. Has, Have and Had

We use **have** with plural nouns and I, we, you, they, etc.

We use **has** with singular nouns and he, she, it, etc.

We use **had** with all nouns and pronouns.

TEACHER'S NOTES

Elaborate in the classroom about What Is Subject-Verb Agreement. Explain and ask questions related to Subject-verb agreement refers to the grammatical concept that the subject of a sentence must align with the main verb of that same sentence.





LEARNING TIME

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

- (a) My uncle _____ a big building.
- (b) I _____ a story book earlier.
- (c) Raj _____ a bicycle last month.
- (d) They _____ many toys.
- (e) A lion _____ four legs.
- (f) The stars _____ bright light.
- (g) The birds _____ beautiful feathers.



PRACTICE TIME

4. Fill in the blanks with suitable form of verbs in the blanks.

- (a) She always _____ the truth. (**tell**)
- (b) I _____ to school everyday. (**go**)
- (c) We _____ together. (**work**)
- (d) They _____ in the park. (**walk**)
- (e) He _____ to school in time. (**come**)
- (f) _____ you _____ to drink tea? (**like**)
- (g) _____ he _____ you English? (**teach**)



Fun With Grammar

- In this game, students write subject-verb agreement quizzes to give to each other. Put students into teams of 2 to 5 and instruct the teams to write 10 sentences. Half of the sentences should be correct and the other half of the sentences should be incorrect. Before the teams exchange their quizzes, make sure to check accuracy. The winner of the game is the team who identifies the most correct and incorrect sentences.

You can use the following sentences as examples :

- My friend always lend me money. (incorrect)
- One hundred miles is a long distance to drive. (correct)





Punctuation



LEARNING TIME

Let Me Answer



- Can you identify different punctuation marks such as : () , ' . ? ! ; " " /
- What do we use to break a sentence?

A. Punctuation marks make the meaning of a sentence clear.

A full stop (.), a question mark (?) and an exclamation mark (!) used at the end of a sentence.

Examples : My name is Dolly. (Statement)

Where have you been? (Question)

What a beautiful painting! (Exclamation)

B. A comma (,) is used to separate words or phrases in a sentence, after introductory words such as **yes, no, oh, well** etc.

Examples: Mitali, Aastha, Anjali and Piyush are going to a party.

No, I can't go out today.

C. We use comma to separate the name of the listener from the rest of the sentence. Versha, please read the poem.

D. An apostrophe (') is used to show belongings or the relationship between two things. We also use apostrophe in short forms or contractions.

Example: It is Neha's bag. (Belongings)

The Principal's speech was very moving. (Relationship)

He's a nice boy. (Contraction of He is)

PRACTICE TIME



1. Punctuate the following sentences and rewrite them.

(a) a grandparents job is easier than a parents

_____.

(b) he neither smiled nor looked at me

_____.





(c) long ago in a distant country there lived a beautiful princess

_____.

(d) could I speak to you for a moment

_____.

(e) having lost all my money I went home

_____.



LEARNING TIME

E. Quotation marks (‘.....’) are used to enclose the exact words spoken by a person. They are also called **quotes** or **inverted commas**.

She said, ‘I have a golden urn.’ ‘The Earth is round.’ Said the teacher.

F. We also enclose titles of stories, essays, poems and articles within quotation marks.

I read ‘The Three Questions’ by Leo Tolstoy.

PRACTICE TIME



2. Add commas and quotation marks to the following sentences.

(a) She asked do you read time magazine regularly?

_____.

(b) Mary is trying hard in school this semester her father said.

_____.

(c) the taxi driver said I cannot get you to the airport in twenty minutes.

_____.

(d) A perfect day for Bananafish is J.D.Salinger's best story.

_____.

(e) Piyush said It has been five years since we've met each other.

_____.

(f) It has been a great pleasure to play for India Sahil said.

_____.





3. Punctuate and rewrite the following sentences. Use capital letters too, wherever necessary.

(a) what are you doing next weekend

_____.

(b) did he wake up at six o'clock in the morning

_____.

(c) yes Jain said I'll be home by ten

_____.

(d) It rains in India between June July and August

_____.

(e) anisha said she loved it

_____.

(f) hurrah we won the match

_____.

(g) Raj said i am going to attend my class

_____.

(h) She has two kittens a pet dog and a rabbit

_____.

Fun With Grammar

- This is a great game for playing in whole groups or small groups. Students take turns coming to the front of the class. At the front, they should say or write a sentence for the class. The sentence should be lacking a key punctuation mark. For instance, students could write, 'On Sunday I went to the movies and I saw Eddie with his mom his dad and his sister.' Other students must raise their hands to guess which punctuation mark is missing. In this case, it is a comma. The student gets to choose a classmate to come up and put the punctuation mark in the sentence everywhere it is missing. If they do so accurately, they get to compose the next sentence.



TEACHER'S NOTES

Explain to children What is punctuation and examples? Elaborate punctuation marks are a symbol to create and support meaning within a sentence or to break it up.





Adverbs



LEARNING TIME

Let Me Answer

- a. How you will use these adverbs? “arrived early,” “runs slowly,” “stayed home,” and “works hard” the words “early,” “slowly,” “home,” and “hard”.
- b. Can you make sentences with these adverbs?

A. Words that tell us more about verbs, adjectives and other adverbs in a sentence are called adverbs.

Our team played **badly**. (**badly** tells us more **about the verb** play)

Mango is **very** sweet. (**very** tells us more **about the adjective** sweet)

India won the match **quite** easily. (quite tells us more **about the adverb** easily)

B. Adverbs modify a verb by giving us information about the following aspects of verb.

1. How an action occurs. (**Adverbs of manner**)
2. Where an action occurs. (**Adverbs of place**)
3. When an action occurs. (**Adverbs of time**)
4. How often an action occurs. (**Adverbs of frequency**)

C. Adverbs of manner (How-adverbs)

Adverbs of manner tell us how an action is done.

Virat plays **very well**. (How virat plays?)

Baby cries **loudly**. (How baby cries?)

The above sentences answer the question **how**. So, they are adverbs of manner.



Let's Learn

- Most of the adverbs of manner can be formed by adding **-ly** at the end of the adjective.

quite~quietly

slow~slowly

swift~swiftly

Some of the adverbs of manner can be formed by replacing **-y** with **-ily** at the end of the adjective.

happy~happily

busy~busily

heavy~havily

- Some adverbs of manner are- politely, beautifully, nicely, correctly, peacefully, fast, well, kindly, greedily, easily, honestly, loudly.



PRACTICE TIME

1. Fill in the blanks with adverbs of manner.

- (a) He played the flute _____. (beautiful)
- (b) Those men were shouting _____. (loud)
- (c) The teacher explained the poem _____. (clear)
- (d) She _____ slammed the door. (angry)
- (e) The old man spoke _____. (angry)
- (f) The boy ran _____. (quick)
- (g) The child ran _____ towards his mother. (happy)
- (h) The dog barked _____. (loud)
- (i) The wind flew _____. (swift)
- (j) He talked _____. (sweet)
- (k) The baby slept _____. (sound)



LEARNING TIME

D. Adverbs of place (Where -adverbs)

Adverbs of place tell us where an action is done.

1. Rajat, come **here**. (Where Rajat has to come?)
2. My brother is **upstairs**. (Where my brother is?)
3. The mountains looked **down**. (Where the mountains looked?)



In the above sentences, **here**, **upstairs**, **down** tell us where the action took place. They are adverbs of place. They answer the question **where**.



Let's Learn

- Some adverbs of place are- here, there, nearby, outside, anywhere, everywhere, where, away, around, abroad, inside.





LEARNING TIME

2. Rearrange the following sentences and underline the adverbs of place.

(a) the/kitchen/downstairs/is.

_____.

(b) go/inside/let's.

_____.

(c) playing/the kids/are/outside.

_____.

(d) me/anywhere/you/find/couldn't.

_____.

(e) upstairs/is/the/bathroom.

_____.



PRACTICE TIME



E. Adverbs of time (When-adverbs)

Adverbs of time tell us when the action is done.

1. I saw him **yesterday**. (When I saw him?)
2. She is doing her homework **now**. (When she will do her homework?)
3. They will arrive **tomorrow**. (When they will arrive?)

In the above sentences, **yesterday**, **now** and **tomorrow** tell us when the action took place. They are adverbs of time. They answer the question **when**.



Let's Learn

- Some adverbs of time are-later, now, today, yesterday, tomorrow, tonight, then, early, recently, immediately, soon.





5. Circle the adverbs and write their types of adverbs they are.

- (a) Mahi wakes up early in the morning.
- (b) Kashish will call us soon.
- (c) Yuvraj looked up and saw the rainbow.
- (d) Try to catch the bus punctually.
- (e) Kanhaiya needs help immediately.
- (f) Abhishek is usually late to school.
- (g) Sometimes Raj comes to stay at my house.

6. Write P if the coloured words are adverbs of place or T if they are adverbs of time.

- (a) Please put the pencil **here**.
- (b) Kashish went for her music class **yesterday**.
- (c) I reached school late **today**.
- (d) My uncle's house is **nearby**.

7. Write adjective or adverb for each underline word.

- (a) Mahi has written a beautiful poem.
- (b) Mahi has written the poem beautifully.
- (c) There lived a greedy lion in a forest.
- (d) The fox looked greedily at the grapes.

Fun With Grammar

- For this game, students should work in partnerships or small groups. Have them get into the team spirit by naming their team with a title that incorporates an adverb, like the 'Cleverly Thinking Bunnies' or whatever they want. Give each team a copy of a story or passage where adverbs are used inappropriately. For instance, the 'ly' might be left off of adverbs, or they might be misplaced in a sentence in terms of word order. Time the teams as they work together to correct the passages. Whichever team finished first and most accurately wins the round. You can make the game more challenging by having students create the mixed up passages themselves.



TEACHER'S NOTES

Explain to children Adverbs are one of the main parts of speech, along with nouns, adjectives, and verbs. An adverb tells us more about a verb, an adjective, or another adverb.





Prepositions



Let Me Answer

- What are prepositions and examples?
- Can you make sentences with words like "in," "at," "on," "of," and "to"?



LEARNING TIME

Read the following sentences

The globe is **on** the table.

The word **on** shows the relation between the globe and the table.



A. Prepositions can tell us about :

1. place or position
2. time
3. movement (direction)

Prepositions of place

Prepositions of place tell **where** something or someone is.

(The bird is **on** the tree. It should be **in** the nest.)

Where is the bird? **on** the tree.

Where should it be? **in** the nest.

Some other prepositions of place are- at, near, between, above, under, below, in front of, behind, among, over, into, out of etc.



Let's Learn

- The words that link a noun or a pronoun to another words in a sentence are called prepositions.
- A Preposition is usually placed just before the noun or the pronoun.

Prepositions of place denote various positions. On suggests on the surface. Above means at a higher level. Over means vertically above. Below means at a lower level. Under means vertically below:



on



above



over



under



below



LEARNING TIME

1. Complete the sentences about the picture. Use prepositions from the box.

in on under near above among

- The tree is _____ the pond.
- The kite is _____ the tree.
- Some parrots are _____ the branch.
- A fish is _____ the pond.
- The dog is _____ the tree.
- A bird is _____ the parrots.



2. Fill in the blanks with prepositions from the box.

under between below behind after in front of over

- There is a tree _____ the house.
- The fan is _____ the bed.
- The boy is _____ the door.
- The man is resting _____ the tree.
- The cat is _____ two rats.
- He is running _____ the dog.
- The book is _____ the pillow.
- The dog is _____ the house.



On, over, above, under, below

Read the following sentences.

- The bird is sitting **on** the tree.
- The bird is flying **over** the tree.
- The man is sitting **under** the tree.
- The Pencil is **below** the notebook.
- Fix a tube light **above** the table.





From, To, For

Read the following sentences.

We use from, to and for to suggest the beginning, the end and the duration of a period of time respectively from and to can also suggest the direction.

1. They marched **from** India Gate **to** Rashtrapati Bhawan.
2. My uncle has been living in New York **for** five years.
3. She went **to** Germany last Sunday.
4. He works **from** 9 am **to** 2 pm.



LEARNING TIME

5. Fill in the blanks with from, for and to.

- (a) They are going _____ America in May.
- (b) To take exercise is good _____ health.
- (c) They lived in this house _____ 1999 _____ 2008.
- (d) Father goes _____ his office in the morning.
- (e) It does not belong _____ anyone.
- (f) Raj works 10 _____ a.m. _____ 6 p.m.

PRACTICE TIME



C. Prepositions of movement (direction)

Prepositions of movement tell us in which direction someone or something is going.

Ashish jumped **into** the river.

Summers swim **across** the pool.

The ducks walked **along** the river.

I go **to** school by bus.

Some other prepositions of movement are- around, towards, up, down, onto, off, over and through.



TEACHER'S NOTES

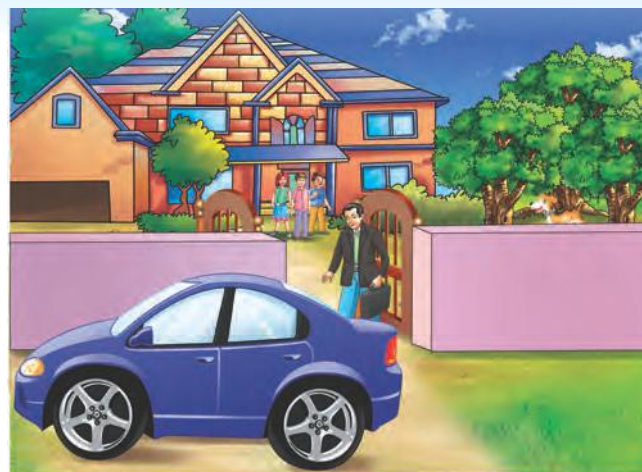
Explain to children a preposition is a word or group of word used before a noun, pronoun or noun phrase to shows describes time place location spatial relationships or to introduce an object.





Behind, in front of, near, between, among

Here, behind and in front of suggest opposite positions. Between is used with two things, among with more than two things.



LEARNING TIME

8. Look at the picture and tick (3) the correct answer.

- (a) Raj is standing _____ the gate.
 in front of ☐ between ☐ behind ☐
- (b) The children are _____ the gate.
 among ☐ behind ☐ into ☐
- (c) Raj's car is parked _____ the gate.
 at ☐ in front of ☐ near ☐
- (d) Yuvraj is standing _____ Mahi and Abhishek.
 among ☐ between ☐ beside ☐
- (e) The dog is standing _____ the trees.
 in ☐ between ☐ among ☐

Fun With Grammar

- Make several task cards with prepositions written on them, such as between, behind, under, etc. Include a cute image to make the game fun, if desired. You can create the task cards for this game using index cards or a document creator.
- Ask students to stand next to their desks, then pull a task card. Display on a shared reading device, or read aloud. Students demonstrate their understanding of the preposition by 'doing' the word; if the task card reads 'behind,' they stand behind their desks. Play as a whole group a few times to start, then place the task cards in an area students have access to for independent or partner.





Conjunctions



Let Me Answer

- The most common coordinating conjunctions are for, and, nor, but, or, yet, and so. Can you remember them?
- Can you make five sentences by using these conjunctions?



LEARNING TIME

The joining words are called conjunctions.

They join words or sentences.

A. Read the following sentences.

- Apple **and** orange are fruits.

The word '**and**' joins the **two words**, apple and orange.

- The fire is hot **but** the ice is cold.

The word '**but**' joins the **two sentences**,

- The fire is hot and
- The ice is cold.

- The use of conjunction depends upon what we want to say.
Look at the different conjunctions, used in the sentences below.

I will come to Delhi.....

If I can.

When I find time.

but, I will not stay very long.

or call you later.

and I will visit Lal Quila.

because I want to meet you.

B. Let us learn the use of some more conjunctions.

- It was raining **while** I was coming back from school.
- I was waiting for you **till** evening.
- I met him when I went to Delhi.
- Do you know **if** Mr. Sharma is at home?
- I know **that** you are intelligent.
- Is your pen blue **or** red?
- He did not go to school **because** he was ill.





8. Put on your shoes **before** you go to play.
9. I cannot sleep **unless** the windows are open.
10. Dadaji needs some help to walk **as** he is old.
11. **Although** the car is small, it is comfortable.

PRACTICE TIME

1. Underline the conjunctions in the following sentences.

- (a) Although the sofa is old, it is comfortable.
- (b) They said the movie was amazing, so I watched it.
- (c) She went to the market but could not find what she needed.
- (d) Keep quiet or go out.
- (e) It's two months since I've seen a play.
- (f) Everybody likes him because he is nice and helpful.
- (g) I like skating and flying kites.
- (h) Please tell me if you need anything.
- (i) It is Thursday or Friday today?
- (j) Let us wait here until the rain stops.



LEARNING TIME

C. And

And joins words, ideas or sentences that are similar.

1. Rohit is a player. Virat is a player.
Rohit **and** Virat are players.
2. Seema is beautiful. Seema is polite.
Seema is beautiful **and** polite.
3. Rohit is swimming. I am swimming.
Rohit **and** I are swimming.



In the first example, we have joined two proper nouns.

In the second example, we have joined two adjectives.

In the third example a noun and a pronoun have been joined.

Now, it is clear that we can use **and** to join either the same parts of speech or a noun and a pronoun.





(c) She was rich. She was unhappy.

(d) It is a small school. It has all the facilities.

(e) The accident was serious. He was not hurt.

PRACTICE TIME



E. Or

We use **or** whenever there is a choice.

- Would you like tea? Would you like coffee?
Would you like tea **or** coffee?
- Go outside. Come inside .
Go outside **or** come inside.



LEARNING TIME

4. Join the following sentences using **or**.

(a) Don't make a noise. a leave rom.

(b) You can go by bus. You can go by car.

(c) Is the weather sunny? Is the weather cloudy?

(d) Do you know his name? Do you know his address?

PRACTICE TIME



F. Because

Sometimes, one sentence says something and the other sentence gives a reason for it. We can join such two sentences by using **because**.

- You cannot go to play. You have not completed your homework.
You cannot go to play **because** you have not completed your homework.
- I did not buy the laptop. It was very expensive.
I did not buy the laptop **because** it was very expensive.





LEARNING TIME

5. Join the following sentences with because.

(a) I did not go to school today. It was raining heavily.

_____.

(b) Mahi couldnot go to school. She was ill.

_____.

(c) I was late for party today. I was not feeling good.

_____.

(d) We were walking to school. We had missed our school bus.

_____.

(e) Yuvraj was tired. He had been driving for four hours.

_____.

6. Fill in the blanks with suitable conjunctions from the box.

when if until that before unless

(a) Kashish washed her hands _____ she started to eat.

(b) The football match will be cancelled _____ it rains.

(c) The babies started to laugh _____ they saw the clown.

(d) I cannot go to the theatre _____ I have a ticket.

(e) You cannot leave _____ the job is finished.

(f) Neeraj said _____ he will come on Monday.

Fun With Grammar

- Divide your students into teams for this game. If they want, students can come up with team names and colors. Have your students sit with their team. Flash two clauses on your smartboard or large paper. The first team to correctly suggest what conjunction should be used to attach the clauses gets a point for that round. Some examples of clauses include:

- I want to go to the store _____ I have to stop by the bank first.
- Do you want to play at my house _____ at your house?

The correct answers to these are **but** and **or** respectively.

You can also add an opportunity to this game by putting the onus on students to come up with pairs of clauses.

TEACHER'S NOTES

Explain to children how a Conjunction is a word that joins parts of a sentence, phrase or other words together. Elaborate on how Conjunctions are used as single words or in pairs. Example: and, but, or are used by themselves, whereas, neither/nor, either/or are conjunction pairs.





Interjections



LEARNING TIME

An interjection is a part of speech that shows the emotion or feeling of the person. These words or phrases can stand alone or be placed before or after a sentence.

A. Here are some examples of **interjections** and their definitions.

- | | | |
|---------|---|--|
| Aah! | – | This is used as a call for help or when someone is scared. |
| Hmm! | – | This can mean you are thinking or hesitating. |
| Oops! | – | People use when they accidentally do something. |
| Yahoo! | – | Express joy or happiness. |
| Bravo! | – | Express sudden praise. |
| Oh! | – | May show sadness or wonder. |
| Hush! | – | It is an indication to someone. |
| Hello! | – | It is used as a greeting. |
| What! | – | It shows surprise or anger. |
| Hurrah! | – | It shows feeling of joy. |



Look at these sentences :

- Alas! we have lost the match.
- Hurrah! we have won the match.
- Hello! how are you?
- Hey! where are you going?
- Oh dear! I don't know what to do about this mess.
- Bye! see you soon.
- Thanks! for your nice co-operation.

Let Me Answer

- a. Different parts of speech, such as exclamations, curses, greetings, response particles, hesitation markers, and other words are interjections.
- b. Can you create a few dialogues using them?



PRACTICE TIME

1. Make sentences using the following interjections:

- | | |
|------------|-------|
| (a) Aah! | _____ |
| (b) Hmm! | _____ |
| (c) Oops! | _____ |
| (d) Yahoo! | _____ |
| (e) Bravo! | _____ |
| (f) Oh! | _____ |
| (g) Hish! | _____ |

2. Match the interjections to make meaningful sentences.

- | Column 'A' | Column 'B' |
|------------|---|
| (a) Ouch! | (i) You look great today. |
| (b) Hey! | (ii) I wonder where I put my wallet. |
| (c) Wow! | (iii) I forgot to tell you where to go. |
| (d) Hmm! | (iv) I was just stung by a bee. |
| (e) Oh! | (v) We made it to the island. |
| (f) Alas! | (vi) Bring that back here. |
| (g) Oops! | (vii) I am not sure about that. |

Fun With Grammar

- Another fun activity involves students coming up with interjections to insert in a piece of writing. Find a short story, article or comic to use as the central story. Then, mark appropriate spots to insert a blank where an interjection can be placed. If interjections are already in the writing, replace them with a blank. Before showing your students the story, make a list of the types of interjections needed for each blank. To make this activity more humorous, use an emotion that is not really appropriate for that spot in the context of the story. For instance, if the context calls for an excited interjection, label it as one for confusion. Each student comes up with their own interjection to fit each blank. Once those are chosen, insert them into the story. Share some of the funny results with the class.

TEACHER'S NOTES

Explain to children how An interjection is a word or expression that occurs as an utterance on its own and expresses a spontaneous feeling or reaction.





Model Test Paper - 3

Based on Chapters 16 to 22

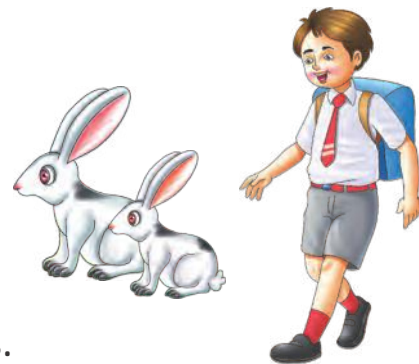
A. Add a suitable subject to each sentence.

- (a) _____ is wearing her sister's sweater.
- (b) _____ went for a swim yesterday.
- (c) _____ was hiding in the bush.
- (d) _____ plays basketball regularly.
- (e) _____ lived in caves, ate fruits and raw meat.



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

- (a) Rohit _____ a good boy.
- (b) They _____ playing cricket.
- (c) You _____ my best friend.
- (d) I _____ doing my homework.
- (e) He _____ wearing a beautiful dress.



C. Punctuate and rewrite the following sentences. Use capital letters too wherever necessary.

- (a) what are you doing next weekend

_____.

- (b) did he wake up at six o'clock in the morning

_____.

- (c) yes Jain said I'll be home by ten

_____.

- (d) It rains in India between june july and august

_____.

D. Fill in the blanks with adverbs of manner.

- (a) He played the flute _____. (beautiful)
- (b) Those men were shouting _____. (loud)
- (c) The teacher explained the poem _____. (clear)





Vocabulary



LEARNING TIME

Let Me Answer



Can you tell an example of Vocabulary or language used by a doctor.

A. Synonyms

Synonyms mean the words have the same meanings.

Go through the following list of synonyms:

Words	Synonyms	Words	Synonyms
clear	vivid	free	independent
wind	breeze	strong	robust
adapt	adjust	annual	yearly
scatter	spread	shatter	break
dictate	order	marvellous	excellent
quick	rapid	flourish	prosper
emotional	impulsive	expand	spread

PRACTICE TIME



1. Tick (✓) the correct synonyms for the word given in each set.

(a) Shatter

(i) excellent

☐

(ii) break

☐

(iii) together

☐

(b) Smell

(i) odour

☐

(ii) small

☐

(iii) simile

☐

(c) Careful

(i) cautious

☐

(ii) emotional

☐

(iii) impulsive

☐

(d) Poverty

(i) penury

☐

(ii) riches

☐

(iii) order

☐

(e) Spread

(i) free

☐

(ii) scatter

☐

(iii) expand

☐



LEARNING TIME

C. Homophones

Words which have same pronunciation but are different in meaning are called homophones.

- | | | | |
|-------------|-------------------|---------------|----------------|
| 1. yew | shrub | 2. shoe | foot covering |
| you | personal pronoun | shoo | drive away |
| 3. soar | fly | 4. some | a few |
| sore | painful | sum | add |
| 5. straight | direct | 6. tea | beverage |
| strait | narrow waterway | tee | golfing device |
| 7. trustee | member of a board | 8. humorous | funny |
| trusty | dependable | humerus | bone |
| 9. kill | slay | 10. confident | assured |
| kiln | oven | confidant | friend |

PRACTICE TIME



3. Fill in the blanks with correct homophones.

- (a) We have to _____ (die/dye) the fabric before taking the measurements.
- (b) Our company did not _____ (hier/hire) any new employees this year.
- (c) The flight was delayed due to bad _____. (weather/whether)
- (d) You _____ (ought/ought) to have said it long ago.
- (e) The _____ (hair/hare) has a short tail.



LEARNING TIME

D. Compound Nouns

A compound noun is two words put together to create a new word. One of the words is usually a noun; however, the other word can be a noun, adjective, or preposition.

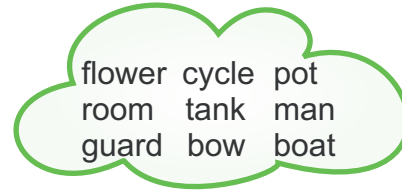
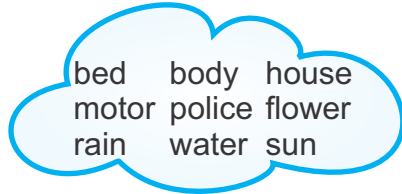
- | | | | |
|--------------|---------------|---------------|-----------|
| • toothpaste | • schoolbus | • breadbasket | • bedroom |
| • blackboard | • underground | • overboard | • milkman |





PRACTICE TIME

4. Take a word from the left cloud. Select a suitable word from the right cloud. Join it to form a compound noun.



(a) _____
(d) _____
(g) _____

(b) _____
(e) _____
(h) _____

(c) _____
(f) _____
(i) _____

E. Spellings

5. Tick the correct spellings:

(a) loose	☐	looz	☐
(b) fourty	☐	forty	☐
(c) ninty	☐	ninety	☐
(d) modern	☐	modarn	☐
(e) write	☐	rite	☐

(f) rigt	☐	right	☐
(g) dificult	☐	difficult	☐
(h) book	☐	buk	☐
(i) read	☐	reed	☐
(j) wether	☐	weather	☐



LEARNING TIME

- F. Words with **ie** or **ei** are often difficult to spell. Remember the general rule, **i before e except c and g**. In any word that has the two vowels **i** and **e** together, **it will be i first then e**.

friend

field

thief

fried

But, if 'c' comes before the vowels i and e then **e first then i**. If 'g' comes after the vowels i and e then **e first then i**.

ceiling

receive

weight

foreign



TEACHER'S NOTES

Ask children question about Vocabulary and different words type used in a sentence thate improve their Vocabulary.

