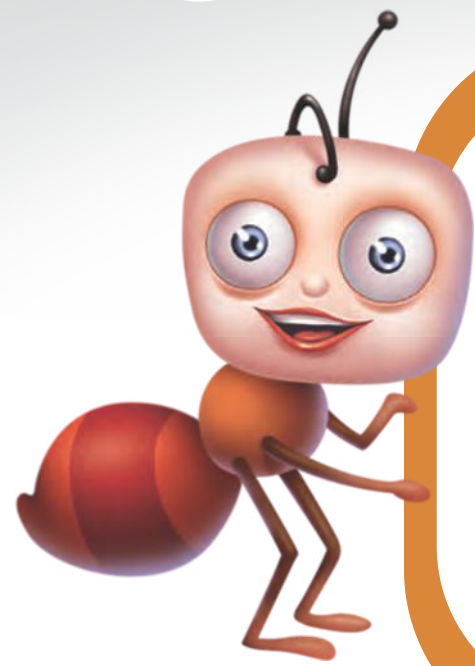


English Grammar

6



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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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Content

S. No.	Chapter	Page No.
1.	The Sentence	5
2.	Affirmative and Negative Sentences	10
3.	Subject and Predicate	13
4.	The Nouns	16
5.	The Pronouns	21
	Test Yourself - 1	26
6.	Verbs	27
7.	Verbs (The Present Tense)	31
8.	Verbs (The Past Tense)	36
9.	Verbs (The Future Tense)	41
10.	Adverb	47
	Test Yourself - 2	51
11.	Adjectives	52
12.	Prepositions	58
13.	Conjunctions	65
14.	Articles	69
	Test Yourself - 3	73
15.	Voice-Active and Passive	74
16.	Speech-Direct and Indirect	79
17.	Punctuation Marks	86
18.	Comprehension Passage	89
19.	Essay Writing	92
	Test Yourself - 4	94



The Sentence



LEARNING TIME

❖ Look at these groups of words:

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

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



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



Let's Learn

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

v

THE PHRASE

Look at the following groups of words:

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

Do these groups of words make any sense to you?

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

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

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

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

What have you learnt from the above sentences?



TEACHER'S NOTES

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

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

❖ KINDS OF SENTENCES

There are four kinds of sentences.

Each kind uses a specific punctuation at the end.

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

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

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

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

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

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

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

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

From the above it is clear that—

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

PRACTICE TIME



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

Example:

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



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

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

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

S

P

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



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

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

Example: I met Ankesh in the market.

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

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

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

Example: Manas is a doctor.

Who has broken this plate?

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

S

Q



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

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

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



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

10. twelve years have living been in Delhi we for. _____

F. Rearrange the following to form imperative sentences:

Example: window the shut.

Shut the window.



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

G. Rearrange the following to form exclamatory sentences:

Example: appearance has she a what beautiful.

What a beautiful appearance she has!

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



Fun With Grammar

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

1. temple a make noise in do not the

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



2. when the examination will begin

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



3. How many brothers and sisters you are

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



4. made speech he boring a what

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





Affirmative and Negative Sentences



LEARNING TIME

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

Now, take a look at the following sentences:

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

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

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

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

Imperative - Open the door.
Tell me your name.

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

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

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



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

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



Affirmative Sentence

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

Negative Sentence

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



I ate all the apples.

Ask everybody.

or

He gave me something to eat.

or

We shall go to Red Fort.

They will take a bus.

Boys love sports.

Suman gave me a gift.

She always tells a lie.

Either of you can go out.

Each of them has done his homework.

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

Do not ask everybody.

Ask **nobody**.

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

He gave me **nothing** to eat.

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

They **will not** take a bus.

Boys **do not** love sports.

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

She **never** tells a lie.

Neither of you can go out.

None of them has done his homework.

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

is not

isn't

do not

don't

will not

won't

did not

didn't

shall not

shan't

had not

hadn't

are not

aren't

could not

couldn't

should not

shouldn't



PRACTICE TIME



Let Me Answer

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

A. Change the following affirmative sentences into negative:

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

I ate all the apples.

Ask everybody.

or

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

Do not ask everybody.

Ask **nobody**.

He gave me something to eat.

or

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

He gave me **nothing** to eat.

We shall go to Red Fort.

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

They will take a bus.

They **will not** take a bus.

Boys love sports.

Boys **do not** love sports.

Suman gave me a gift.

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

She always tells a lie.

She **never** tells a lie.

Either of you can go out.

Neither of you can go out.

Each of them has done his homework.

None of them has done his homework.

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

is not

isn't

do not

don't

Fun With Grammar



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

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

1. He is not doing his homework.

6. Dinner is ready.

2. We had old furniture.

7. She will not read the story.

3. I have no mobile phone.

8. Neha is a pretty girl.

4. They are my friends.

9. Children are making a noise.

5. She has two brothers.

10. He did not do his homework.

TEACHER'S NOTES

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



Subject and Predicate



LEARNING TIME

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

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



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

Subject

The President of USA

The bird

I

She

Predicate

is very powerful.

lives in a nest.

swim.

sings sweetly.

Let Me Answer

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

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

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

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

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



PRACTICE TIME

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

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



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

1. The policemen caught the thief.

Subject _____ Predicate _____

2. My father is reading a newspaper.

Subject _____ Predicate _____

3. The Ganges is a holy river.

Subject _____ Predicate _____

4. Honesty is the best policy.

Subject _____ Predicate _____

5. I am going to school.

Subject _____ Predicate _____

6. Mr Sharma is an honest man.

Subject _____ Predicate _____

7. We should tell the truth.

Subject _____ Predicate _____

8. Saurabh is a very kind boy.

Subject _____ Predicate _____

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

Subject _____ Predicate _____

10. Students should respect their teachers.

Subject _____ Predicate _____

C. Complete the following sentences by adding suitable predicates:

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



Fun With Grammar

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

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



TEACHER'S NOTES

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



The Nouns



LEARNING TIME

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

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

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

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

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

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

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

Let Me Answer

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

Kinds Of Nouns

There are 5 kinds of Nouns:

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

Proper Noun

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



The Eiffel Tower
The Elephanta Caves
The Taj Mahal
The Lotus Temple

The Leaning Tower of Pisa
The Colosseum
The Statue of Liberty
The Qutab Minar



Common Noun

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



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

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

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

Collective Noun

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

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

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

a committee of people

a gang of thieves

a cluster of stars

a swarm of bees

a bunch of grapes

a string of pearls

herd of cattle

a fleet of aircrafts

a grove of trees

a pile of bricks

a board of directors

a litter of puppies

a batch of students

a flight of stairs

a set of chairs, tools or articles

a volley of shots

a pack of wolves

a bevy of girls



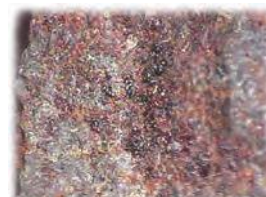
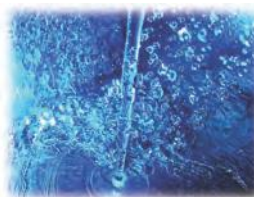
❖ Countable Nouns

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

v Uncountable Nouns

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

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



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

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

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



PRACTICE TIME

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

1. mr sharma is our english teacher.

2. there are 29 states in india..

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

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

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

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

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



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

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

Diseases _____
Animals _____

Vegetables	_____	_____	_____	_____
tools	_____	_____	_____	_____
Clothes	_____	_____	_____	_____
Seasons	_____	_____	_____	_____

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

band	galaxy	volley	crowd	gaggle
clump	bouquet	bunch	fleet	pride

- _____ of ships.
- _____ of keys.
- _____ of geese.
- _____ of flowers.
- _____ of bushes.
- _____ of musicians.
- _____ of stars.
- _____ of shots.



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

- Grief _____
- Agra _____
- Cow _____
- Youth _____
- Cowardice _____
- Young _____
- Rome _____
- Gun _____
- Country _____
- Anger _____



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

spectators	tribe	crowd	commando	gang
congregation	family	queue	mob	band

- A team that carries out raids. _____
- A group of people playing musical instruments. _____
- A group assembled with the intention of committing a crime. _____

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

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

bravery	laziness	cruelty	anxiety	health
honour	honesty	fun	length	care

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

Fun With Grammar

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

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

TEACHER'S NOTES

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



The Pronouns



LEARNING TIME

A Pronoun is a word used instead of a Noun.

❖ **Look at the following sentences:**

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

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

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

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

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

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

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

Example:

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

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

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

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



Let Me Answer

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

Demonstrative Pronouns:

Demonstrative pronouns are used to point at persons or objects.

Example:

This is a nice building.

That is a dangerous animal.

These grapes are sour.

Look at **those** trees.

These books were given to me by my uncle.

That girl is naughty.

This house is mine.



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

Example:

Whom do you want to meet?

Who is making a noise?

What have you taken from my room?

When does he come?

Where have you been?



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

Example:

Pratap hurt **himself** while playing football.

They have to blame **themselves**.

I have done it **myself**.

Deepa can drive the car **herself**.



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

Example:

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

Mahatma Gandhi cleaned his toilet **himself**.



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

Example:

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

I have not read this book of yours.

We know the duties of ours.



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

relative pronouns. They also join sentences.

Example:

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

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

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



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

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

Example:

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

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

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

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



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

Example:

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

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

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

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

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

Example:

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

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

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

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

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

Example:

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

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

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

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



PRACTICE TIME

A. Fill in the blanks using appropriate personal pronouns:

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

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

Rohit: Manas, you must help me. _____

Manas: I will do what I can but you must be careful. _____

Rohit: I am careful. Pragyan has also promised his help. _____

C. Fill in the blanks with appropriate personal pronouns:

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

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

myself	herself	itself	yourself
themselves	himself	ourselves	yourselves

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



E. Fill in the blanks using appropriate relative pronouns:

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



Fun With Grammar

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

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



TEACHER'S NOTES

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

PRACTICE TIME



Based on Chapters 1 to 5

1. Change the following sentences into negative:

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

2. Underline the subjects in the following sentences.

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

3. Underline the collective nouns in the following sentences.

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

4. Use the correct personal pronouns.

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





Verbs



LEARNING TIME

What is a verb?

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



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

My mother **cooks**.

Reema **has** a pink frock.

The story **was** interesting.

Ghaziabad **is** a highly polluted city.

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

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

❖ **Functions of a Verb**

Verbs denote the action of the subject of the sentence.

Example:

The water **freezes** in cold.

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



Children **play** football.

The athletes **run**.

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

Example:

Rahul **is** a student.

Dr Kalam **is** a great scientist.



Sachin and Saurabh **are** players.
I **am** the shortest in the class.
Verbs denote **what is done** to the subject.

Example:

John was **punished** by the Principal.
Rani was **bitten** by the dog.
Grammar is being **taught**.
Verbs denote possession by the subject.

Example:

He has a green bag.
Lions have thick fur around their necks.
Mr Joshi has a car.



Let's Learn

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

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

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

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

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

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

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

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

❖ **Type of verbs:**

Verbs are of three types:

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

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

Let Me Answer

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

Example:

I **have purchased** a bike.

I **saw** him yesterday.

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

There are certain verbs that can be used only transitively.

Example:

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

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

Example:

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

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

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

Example:

I run daily.

She laughs.

Chintu wept.

There are certain verbs that can be used only intransitively.

Example:

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

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

These are of two kinds:

a. Principal auxiliaries

b. Modal auxiliaries

Example:

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

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



PRACTICE TIME

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

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



B. Complete the following sentences:

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



Fun With Grammar

- ☐ Work in pairs and write down the difference between transitive, intransitive, and auxiliary verbs.

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

TEACHER'S NOTES

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



Verbs (The Present Tense)



LEARNING TIME

❖ Read the following sentences:

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

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

❖ There are three kinds of tense:

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

1. Present Tense

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

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



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

Examples:

White lions **live** in Bengal.

Rani **loves** ice cream.

I **like** playing badminton.

Satya never **tells** a lie.

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

Examples:

The moon **revolves around** the earth.

Lions **roar**.

The sun **rises** in the east.

Water **freezes** at 0°C.

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



Example:

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

Gandhi says, "Do or Die."

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

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

Negative Sentences in Simple Present Tense

v Read the following sentences:

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

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

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

Interrogative Sentences in Simple Present Tense

v Read the following sentences:

Do you take exercise?

Does she play cricket?

Do they study here?

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

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

The Present Continuous Tense

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

Examples:

Boys **are playing** cricket. I **am going** to school.

Rina **is swimming**.

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

The Prime Minister is visiting Washington tomorrow.

She **is starting** dance lessons soon.

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



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

participle or gerund form of the verb).

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

Negative Sentences in Present Continuous Tense

v Read the following sentences:

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

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

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

Interrogative Sentences in Present Continuous Tense

v Read the following sentences:

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

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

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

The Present Perfect Tense

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

Example:

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

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

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

Negative sentences in Present Perfect Tense

v Read the following sentences:

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

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

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

Interrogative Sentences in Present Perfect Tense

❖ Read the following sentences:

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

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



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

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

The Present Perfect Continuous Tense

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

Example:

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

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

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

Where **has she been** till now?

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

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

Negative sentences in Present Perfect Continuous Tense

v Read the following sentences:

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

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

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

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

Interrogative Sentences in Present Perfect Continuous Tense

v Read the following sentences:

Have the children been making noise for two hours?

Has she been studying for four hours?

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

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

❖ Use of 'Since' and 'For'

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

Example:

since 1999

since April

since Monday

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

Example:



for two weeks

for five months

for ten years

PRACTICE TIME



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

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



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

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

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

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



Fun With Grammar



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

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



TEACHER'S NOTES

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





Verbs (The Past Tense)



LEARNING TIME

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

- ❖ **The Simple Past Tense:**

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

Example:

Suman **wrote** a letter.

Harpreet **met** me two months back?

A cat **jumped** over the wall.

Smita ate a banana.

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

Let Me Answer

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

Example:

She **took** an apple daily.

She **prayed** every evening.

Sudhir **read** the Gita every Sunday.

My **mother** never told a lie.

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

Example:

Rama **went** to forest with Sita.

Indians **fought** British tooth and nail.

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

Ravana **became** very angry.

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

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

Negative Sentences in Simple Past Tense

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

He **did not go** for the meeting

She **did not come** to me.

Hitesh **did not play** football.

Susmita **did not go** to the movie

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

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

Interrogative Sentences in Simple Past Tense :

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

(i) Did you go to office yesterday?

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

(iii) Did she go for movie yesterday?

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

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



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

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

❖ **The Past Continuous Tense:**

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

Example:

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

We **were appearing** for our examination.

She **was taking** a class.

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

Example:

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

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

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

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

Negative Sentences in Past Continuous Tense

❖ **Read the following sentences:**

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

They **were not residing** there.

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

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

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

Read the following sentences:

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

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

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

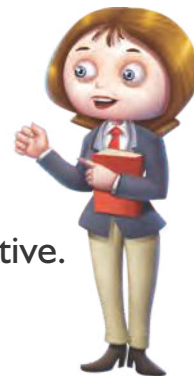
❖ **The Past Perfect Tense**

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

Example:

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

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



They had finished their job when the rain started.

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

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

Negative Sentences in Past Perfect Tense.

❖ **Read the following sentences:**

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

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

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

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

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

❖ **Interrogative Sentences in Past Perfect Tense**

Read the following sentences:

Had the rain stopped when you reached the school?

Had you ever been to Mumbai earlier?

Had everybody come to the class on time?

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

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

The Past Perfect Continuous Tense

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

Example:

All of us had been waiting for you since morning.

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

Everybody had been playing since morning.

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

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

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

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

Read the following sentences:

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

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

They had not been coming to school for many days.

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

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



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

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

❖ Interrogative Sentences in Past Perfect Continuous Tense

Read the following sentences:

Had she been taking medicine for one month?

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

Had Sushant been calling you since August?

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

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

PRACTICE TIME

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

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



B. Rewrite the following sentences in the negative form:

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

2. _____
I went to my uncle's house on every weekend.

3. _____
The teacher punished the guilty boys.

4. _____
The police caught the thief.

5. _____
The shopkeeper gave short measures.

6. _____
Ram became monitor of the class yesterday.

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

1. Yes, he took her dinner yesterday.

Did he take his dinner yesterday?

2. No, he did not pass in exam.



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

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

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

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

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

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

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

Fun With Grammar

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

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

TEACHER'S NOTES

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



Verb (The Future Tense)



LEARNING TIME

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

❖ The Simple Future Tense:

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

Example

I shall go to Chennai on Sunday.

Sauri will sing a song in the party.

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

I shall complete my work.

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

Example:

The snakes **will sting.**

The dacoits **will rob.**

The politicians **will make** promises.

Mothers will love their children.

Simple future tense is also used in conditional sentences.

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

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

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

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

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

❖ Negative Sentences in Simple Future Tense



Read the following sentences:

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

they **will not leave** me alone.

She **will not** talk to you.

We **shall not** rest today.

It **will not** rain today.

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

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

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

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

❖ Interrogative Sentences in Simple Future Tense

Read the following sentences:

Shall we talk to the principal to clear the issue?

Will he teach English?

Will you come office tomorrow?

Will she get happy to meet you?

Will they go to Ahmedabad tomorrow?

Will you participate in the marathon?

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

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

❖ The Future Continuous Tense:

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

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

Next year, he will be reading in the University.

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

I shall be spending my holidays in Mussoorie.

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

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

❖ Negative Sentences in Future Continuous Tense

Read the following sentences:



Let Me Answer

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

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



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

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

❖ Interrogative Sentences in Future Continuous Tense

Read the following sentences :

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



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

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

❖ The Future Perfect Tense:

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

Example:

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



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

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

❖ Negative Sentences in Future Perfect Tense

Read the following sentences:

Radha **will not have completed** the job.

Soma **will not have passed** in the examination.

I **shall not have reached** home by Sunday.

Kundan will **not have polished** the room tomorrow evening.

The Prime Minister will have delivered his speech by 10 a.m.

To form negative sentences in the future perfect tense, not is added between shall/will and have.



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

❖ Interrogative Sentences in Future Perfect Tense

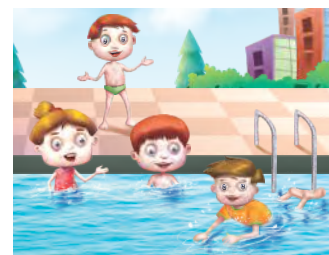
Read the following sentences :

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

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

Shall we **have defeated** that team?

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



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

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

❖ The Future Perfect Continuous Tense

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

Example:

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

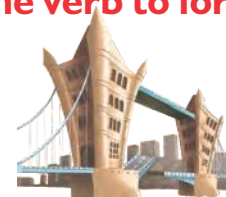
Everybody will have been preparing for his/her exams in March.

I will have been living in Singapore for three months.

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

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

This tense is not very common.



PRACTICE TIME



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

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

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



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

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



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

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



3. Monalisha will be looking for a new job.
4. We will be reading a new Magazine on Sunday.
5. Mr. Singh will be having his dinner at 9 o'clock.
6. Yuvraj will be playing for Delhi.
7. Abhinav Bindra will be taking part in next championship.

8. My parents will be flying to Dubai tomorrow.

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

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

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

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

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

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

Fun With Grammar

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

TEACHER'S NOTES

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



Adverb



LEARNING TIME

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

Example:

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



Kinds of Adverbs

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

Example:

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



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

slow	slowly	happy	happily
------	--------	-------	---------

But some **adverbs of manner**, do not end in '**ly**'.

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

Let Me Answer

Can we use adverbs in questions too?

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

Example:

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

Some common adverbs of time are:

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



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

Example:

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



The most common adverbs of place are given here:

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

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

Example:

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



Some common adverbs of frequency are:

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

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

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

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



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

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



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

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

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



PRACTICE TIME

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

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



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

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

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

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



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

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



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

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



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

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



Fun With Grammar ★★

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

TEACHER'S NOTES

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



PRACTICE TIME

Based on Chapters 6 to 10

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

tell write rise eat

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

2. Write sentences in past tense.

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

3. Fill in the correct future tense.

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

4. Fill in the words in brackets as adverb.

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





Adjectives



LEARNING TIME

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



Read the sentences given under each pictures:

Gaurav is a **fat** boy.

Geeta is a **beautiful** girl.

Vishal is **tall**.

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

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

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

Example:



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

Bhim is **fat**.

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

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

Example:

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

How **many** pens do you want?

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

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

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

Example:

I have **ten** rupees.

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

Many boys were present in the ground.

No, I have **no** work.

Dinesh stood **first** in the class.

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

Example:

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

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

Example:

Which bungalow do you like?

Which class do you read in?

Whose car is this?

Which book do you want to buy?

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

Example:

Let Me Answer 

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



My shirt is red.



His eyes are brown.



His shoes are black.

❖ Degrees of Comparison

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

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

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

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

Example:



Dr. Rao is **fat**.



The wooden box is **heavy**.



Miss Sainwal is **beautiful**.

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

Example:

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

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

Sindhu looks **taller** than Saina.

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

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



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

Example:

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

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

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

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

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



❖ Formation of Comparative and Superlative Degrees

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

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

Example:

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



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

Example:

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



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

Example:

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



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

Example:

Positive

gray

grey

Comparative

grayer

greyer

Superlative

grayest

greyest



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

Example:

Positive

interesting

suitable

famous

useful

wonderful

beautiful

creative

industrious

intelligent

Comparative

more interesting

more suitable

more famous

more useful

more wonderful

more beautiful

more creative

more industrious

more intelligent

Superlative

most interesting

most suitable

most famous

most useful

most wonderful

most beautiful

most creative

most industrious

most intelligent

6. Degrees of some adjectives are changed irregularly.

Positive

fore

old

little

far

late

good

bad/evil/ill

many/much

Comparative

former

older/elder

less/lesser

farther/further

later

better

worse

more

Superlative

foremost/first

oldest/eldest

least

farthest/furthest

latest

best

worst

most

PRACTICE TIME



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

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

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

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



C. Match the following adjectives with opposite meaning:

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



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

my mine our your his her their its

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



Fun With Grammar

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

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

TEACHER'S NOTES

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



Preposition



LEARNING TIME

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

See the following examples:

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



❖ **Prepositions of Place:**

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

At, In

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

Example:

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

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

Example:

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

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

Example:

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

At, On

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



Example:

Why are you knocking at the door?

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

Example:

The cat is lying on the sofa.

Between, Among

Between is used for two things or persons.

Example:

Avishek is sitting between Damodar and Shekhar.

Among is used for more than two things or persons.

Example:

Rahul was standing among many people.

Beside, Opposite

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

Example:

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

“By” also can be used for beside.

Example:

Why are you standing by my table?

We can also use close to.

Example:

His house is quite close to the police station.

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

Example:

My house is just opposite CTC Plaza.

Near, Near to

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

Example:

There is a park near the school.

Near to is the same as near.

Example:

Our office is very near to the metro station.

Let Me Answer

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



❖ **Some more Prepositions of Place:**

Above

Example:

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

After

Example:

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

Along

Example:

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

Around

Example:

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

Across

Example:

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

Against

Example:

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

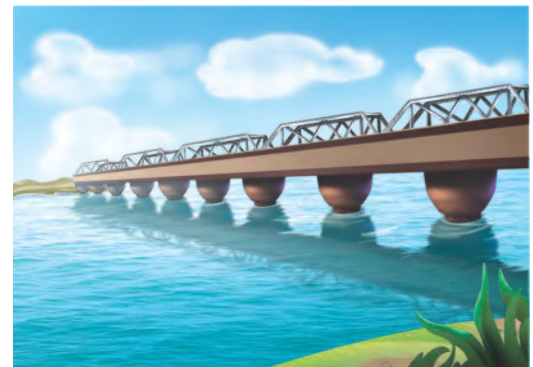
Upon

Example:

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

Up

Example:



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

To

Example:

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

Under

Example:

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

Through

Example:

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

Over

Examples :

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



◆ Prepositions of Time

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

At

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

Example:

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

On

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

Example:

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

In

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

Example:

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

❖ Some more Prepositions of Time:

Before

Example:

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

By

Example:

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



During

Example:

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

For

Example:

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

After

Example:

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

Until

Example:

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

Note: Till can also be used instead of until.

Example :

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

Since

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

Between

Example:

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



PRACTICE TIME

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

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

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

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

C. Fill in the following blanks with suitable prepositions:

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

D. Write the correct prepositions in the boxes provided.

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



Fun With Grammar

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

TEACHER'S NOTES

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



Conjunctions



LEARNING TIME

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

❖ Use of Conjunctions

And

And is used to join similar factors or statements.

Example:

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



But

But is used to join words that show contrast.

Example:

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



Or

Or is used to show a choice.

Example:

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



As, Because, Since

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

Example:

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



If

If is used to show the condition or choice.

Example:

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

Let Me Answer

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



So

So is used to show the result.

Examples:

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

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

Example:

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



❖ Some important conjunctions

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



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



PRACTICE TIME

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

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



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

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

The voltage was low, so the iron stopped working.

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

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

3. It was Sunday. The school was closed.



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

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



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

1. Pay the fee _____ you will have to pay fine. (and/or)
2. Rupa is tall _____ thin. (and/or)
3. I don't know _____ he was angry with me. (when/why)
4. They helped me _____ the rich person. (as/and)
5. Rajiv did not speak to him _____ he called out to him. (since/though)
6. Let him take rest _____ he may recover fast. (so that/such that)
7. Hurry up _____ you will miss the train. (and/or)
8. Think _____ you speak. (because/before)

Fun With Grammar

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

1. He would have helped him _____ (until/if/because/so) he had enough money.
2. She didn't know anything about Mathematics _____ (and/but/so/or) Science.
3. The teacher punished him _____ (if/because/although/so that) he had broken the window pane.
4. You will never pass _____ (although/however/because/so) hard you may try.
5. I like ice creams _____ (and/but/as/whenever) my brother likes chocolates.
6. Sweety writes fast _____ (and/while/so/or) Sonu writes slow.
7. She fell asleep _____ (and/while/so/or) watching TV.
8. There are very few applicants _____ (while/but/so/as) this is good college.
9. He was walking up and down the street _____ (if/as if/unless/ that) he had lost something.

TEACHER'S NOTES

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



Articles



LEARNING TIME

❖ Take a look at these sentences:



The sun rises in the east.

Ram is a boy.



He has an umbrella.

This is the boy I met yesterday.



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

Indefinite Article and Definite Article.

❖ Use of Indefinite Articles

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

Example:

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



Let Me Answer

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

You will notice that **a** is used before a countable noun that begins with a consonant while **an** is used before a countable noun that begins with a vowel. **A**, **e**, **i**, **o** and **u** are vowels.

❖ Read the following sentences carefully:

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



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

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

❖ Use of Definite Article

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

Example:

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

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

Example:

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

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

Example:

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

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

Example:

the Red Sea
the Indian Ocean

the Alps
the Suez Canal

the Yamuna
the Atlantic Ocean



the Himalayas

the Godavari

the Bay of Bengal



The is used before the names of holy books.

Example:



the Quran



the Bible



the Geeta

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

Examples:

the Titanic,

the Jaguar,

the Mirage

the Times of India,

the Hindustan Times,

the Dainik Jagran

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

Example:

the USA

the UK

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

Examples:

the Indian

the Sikhs

the Muslims

the American



❖ Omission of the articles

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

Example:

1. Wood is an important substance.

2. Jitender is in class IX.

3. Honesty is the best policy.

4. He was awarded for bravery.

5. Delhi is the Capital of our country.

6. Gold is a precious metal.

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

Example:

1. Mt Everest is the highest peak.

2. India has a large population.

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

Example:

1. December is very cold in Delhi.

2. Wednesday will be a holiday.

3. Summer has arrived.

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

He lives in street 18.

He goes by bus number 753.

❖ Position of Articles

Normally articles are placed before a noun.

Example:

a chair



an umbrella



an orange



a boy



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

Example:

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

PRACTICE TIME

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

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



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

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

Fun With Grammar

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

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



TEACHER'S NOTES

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





PRACTICE TIME

Based on Chapters 11 to 14

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

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

2. Fill in the blanks with appropriate prepositions.

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

3. Underline the prepositions in the following sentence.

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

4. Correct the following sentences.

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





Voice-Active and Passive



LEARNING TIME

❖ Transitive verbs have two kinds of voices:

1. Active
2. Passive

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

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



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

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



Rules for changing active voice sentences into passive voice.

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

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

I. The Simple or Indefinite Tenses.

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

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

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

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

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

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

Learn the rules given in the table.

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

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

Example:

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

II. The Continuous Tenses

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

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

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

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

Learn the rules given in the table:

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



Let's Learn

Future Continuous Tense cannot be changed into passive voice.

Let Me Answer



Which preposition is used in passive voice?

III. The Perfect Tenses

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

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

5. Archita has bought a book.

A book has been bought by Archita.

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

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

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

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

Learn the rules given in the table.

Present Perfect Tense	Past Perfect Tense
have + been + past participle has + been + past participle	had + been + past participle
Future Perfect Tense will + have + been + past participle shall + have + been + past participle	



Let's Learn

Perfect Continuous Tenses cannot be changed into passive voice.

PRACTICE TIME

A. Change the following sentences into passive voice:

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

B. Change the following sentences into passive voice:

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

C. Change the following sentences into passive voice:

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

D. Change the following sentences into passive voice:

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

Fun With Grammar

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

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

TEACHER'S NOTES

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



Speech-Direct and Indirect



LEARNING TIME

❖ Look at the following sentences:

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

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

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

Characteristics of the Direct Speech:

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

Example:

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

Let Me Answer

Can you state any one rule of indirect speech?

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

Gaurav said, "You are good in Maths."

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

Characteristics of an Indirect Speech:

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



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

Rules for changing Direct Speech into Indirect Speech:



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

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

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

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

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

He says that he is thirsty. (Indirect)

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

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



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

(a) Simple Present becomes Simple Past.

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

Manish said that he knew her. (Indirect)

(b) Present Continuous becomes Past Continuous.

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

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

(c) Present Perfect becomes Past Perfect.

Seema said, "I have done my homework." (Direct)

Seema said that she had done her homework. (Indirect)

(d) Present Perfect Continuous becomes Past Perfect Continuous.

They said, "Boys have been reading for one hour." (Direct)

They said that boys had been reading for one hour. (Indirect)

(e) Simple Past becomes Past Perfect.

Shova said, "I wrote a poem." (Direct)



Shova said that she had written a poem. (Indirect)

(f) **Past Continuous becomes Past Perfect Continuous.**

Niraj said, "He was solving sums." (Direct)

Niraj said that he had been solving sums. (Indirect)

(g) **Past Perfect is not changed.**

Ram said, "I had taken my lunch." (Direct)

Ram said that she had taken her lunch. (Indirect)

5. The tense of the helping verb changes as follows:

Direct Speech

can

shall

may

will

Indirect Speech

could

would

might

would



Example:

(a) Jyotsna said, "I cannot speak properly."

(Direct)

Jyotsna said that she could not speak properly.

(Indirect)

(b) Tapan said, "I shall do my work."

(Direct)

Tapan said that he would do his work.

(Indirect)

(c) My father said, "I may purchase vegetables."

(Direct)

My father said that she might purchase vegetable.

(Indirect)

6. The words showing nearness of time or place change into words showing distance of time or place.

Direct Speech

this

these

here

now

today

yesterday

tomorrow

ago

come (not always)

tonight

next week

last night

Indirect Speech

that

those

there

then

that day

the previous day or the day before

the following day or the next day

before

go

that night

the following week

the previous night



Examples :

- (a) Kiran said, "Amir will be here soon." (Direct)
Kiran said that Amir would be there soon. (Indirect)
- (b) My sister said, "I will buy new clothes tomorrow." (Direct)
My sister said that she would buy new clothes the next day. (Indirect)
- (c) Rama said, "He came yesterday." (Direct)
Roma said that he had come the day before. (Indirect)
- (d) The girls said, "These flowers were beautiful." (Direct)
The girls said that those flowers were beautiful. (Indirect)



Rules for changing pronouns in the Direct Speech

- First person pronouns (**I, my, we, mine, us, our**) in the reported Speech are changed according to the subject of the reporting verb.
 - Ranjan said, "I am going to market." (Direct)
Ranjan said that he was going to market. (Indirect)
 - My brother said, "We shall buy a car." (Direct)
My brother said that we would buy a car. (Indirect)
- Second person pronouns (**you, your**) in the reported Speech are changed according to the object of the reporting verb.

Varun said to me, "I don't believe you." (Direct)
Varun told me that he did not believe me. (Indirect)
- Third person pronouns (**he, his, him, she, her, they, them, their, it, its**) are not changed.

Sachin said, "He is very intelligent." (Direct)
Sachin said that he was very intelligent." (Indirect)

Commands and requests

- We use the verbs like *order, tell, command, warn, ask, advise*, etc., for orders, command, requests, advice, etc.
- The conjunction **to** is used to introduce the reported Speech.

Examples :

- (a) Suraj said to Manas, "Go away." (Direct)
Suraj ordered Manas to go away. (Indirect)
- (b) He said to him, "Please wait here." (Direct)
He requested him to wait there. (Indirect)
- (c) The teacher said to students, "Work hard." (Direct)

- The teacher advised the students to work hard. (Indirect)
- (d) Judge said to them, "Call the witness." (Direct)
- Judge commanded them to call the witness. (Indirect)

Reported questions:

1. We use the verb asked or inquired to report questions.
2. We use **if** or **whether** after the asking verb to report 'yes or no' questions which generally begin with **do, did, does, is, am, are, will, shall, has, have, had, can, may, could**, etc.
3. The subject comes before the verb.

Example:

- | | | |
|-----|--|------------|
| (a) | Aman said to me, "Is tea ready?" | (Direct) |
| | Aman asked me if tea was ready. | (Indirect) |
| (b) | Prakash said to me, "Is it raining outside?" | (Direct) |
| | Prakash asked me whether it was raining outside. | (Indirect) |
| (c) | Ratnesh said to her, "Are you happy?" | (Direct) |
| | Ratnesh asked her if she was happy. | (Indirect) |
| (d) | Rani said to Rohan, "Will you play cricket?" | (Direct) |
| | Rani asked Rohan if he would play cricket. | (Indirect) |
| (e) | She asked me, "Do you like this movie?" | (Direct) |
| | She asked me if I liked that movie. | (Indirect) |
4. We use wh-question words after the asking verb to report 'wh'-questions which generally begin with **when, where, why, whose, how, who, whom** etc.

Example:

- | | | |
|-----|--|------------|
| (a) | Vinay asked Tanmay, "How are you feeling now?" | (Direct) |
| | Vinay asked Tanmay how he was feeling then. | (Indirect) |
| (b) | He asked the boy, "What is your name?" | (Direct) |
| | He asked the boy what his name was. | (Indirect) |
| (c) | I said to the girl, "Where do you live?" | (Direct) |
| | I asked the girl where she lived. | (Indirect) |
| (d) | Vandana said to Shashi, "When will you start working?" | (Direct) |
| | Vandana asked Shashi when she would start working. | (Indirect) |
| (e) | Raj asked, "Who has broken the lamp?" | (Direct) |
| | Raj asked who had broken the lamp. | (Indirect) |



Exclamation and Wishes

1. The introductory verb is changed into *wish*, *exclaim*, *pray*, *cry*, *bless*, *applaud* etc.
2. Exclamation Mark (!) is removed.
3. The conjunction 'that' is used to introduce the reported Speech.
4. The words showing exclamation and wish such as *alas*, *hurrah*, etc.

Example:

- (a) Virat said, "Hurrah! We have won the match!"
Virat exclaimed with joy that they had won the match.
- (b) Manoj said, "Alas! My grandfather has died."
Manoj exclaimed with sorrow that his grandfather had died.
- (c) Soma said, "What a beautiful dress!"
Soma exclaimed that it was a very beautiful dress.



PRACTICE TIME

A. Change the following sentences into Indirect Speech:

1. Ashok said, "It is time to go."

2. Kunal said, "The earth revolves around the sun."

3. She said, "She will write a letter."

4. Lipun said to Bapun, "I am learning my lesson."

5. Saumya said to his father, "You are looking smart today."

6. My uncle says, "I will bring toys."

7. Rajat said, "Kamran went to the studio yesterday."

8. Harpeet said, "I can speak English easily."



B. Change the following sentences into Indirect Speech:

1. Sujay said to Ajay, "Please help me."

2. Mother said to Tina, "Go to market and buy me some vegetables."

3. She said to her friend, "Stop."

4. The master said to his servant, "Halt!"
5. _____
The teacher said to Kaushik, "You should work hard."
6. _____
She said to me, "Wait here till I come."
7. _____
The old woman said to her daughter, "Take me for a walk today."
8. _____
Mother said to children, "Run away."



C. Change the following sentences into Indirect Speech:

1. Susmita said to Madhusmita, "Do you know this man?"
2. _____
The stranger asked, "Where do you live?"
3. _____
My uncle said to Amiya, "When will you visit us again?"
4. _____
The policeman said to us, "Where are you going?"
5. _____
He said to me, "Why are you not doing your work?"
6. _____
Suman asked Ranjan, "Would you like to visit us?"
7. _____
He said, "How is your mother?"



Fun With Grammar ★★

- Divide students into pairs. Student A picks up a card and reads the direct statement. Student B must change what they heard into an indirect statement. The teacher guides the activity and checks for grammatical errors. The team with the most correct points wins.

1. Ganesh asked me, "Did you tell a lie ever?"
2. She said to Amit, "Do your work properly?"
3. Sheetal said to her mother, "Will you prepare delicious dishes for us?"
4. You said to me, "I don't work hard."
5. The constable said to the thief, "I have caught you red-handed now."
6. Rashmi said, "Hurrah! I have won the match."



TEACHER'S NOTES

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



Punctuation Marks



LEARNING TIME

Punctuation marks are signs **which** are used in writing to make the meaning clear.

❖ Kinds of punctuation marks:

1. Full stop or period (.)
2. Comma (,)
3. Question mark (?)
4. Exclamation mark (!)
5. Apostrophe (')
6. Quotation marks (" ")

Let Me Answer

- a. What is the purpose of punctuation?
- b. What is a period in punctuation?



Full Stop (.)

Full stop is put at the end of a sentence.

1. Manas is a good student.
2. He is working in the office.
3. Bring me a glass of water.

We also put **full stop** after **certain abbreviations**.

Example:

Doctor	Dr.
Master of Arts	M.A.

We sometimes shorten people's first names followed by a **full stop**.

Nand Kumar Negi	N. K. Negi
Sachin Ramesh Tendulkar	S. R. Tendulkar



Comma (,)

Comma is put between nouns and phrases in a sentence.

1. My subjects are English, Hindi, Maths, Science and Social studies.
2. During holiday, I went to Goa, Mumbai and Indore.
3. I have a pen, two pencils, one sharpener and two erasers.

We put a **comma** after **yes** or **no** and before **please**.

1. Could you give me your book, please?
2. Yes, you can use my book.
3. No, I do not want to give it to you.



We put a **comma** before or after the name of the person we are talking to.

1. What are you doing, Saroj?
2. Rekha, come in.

We use **comma** to show a little pause also.

1. Fortunately, I got a job.
2. My brother is in his study, writing a story.

Question Mark (?)

Question mark is used at the end of a question.

1. What is your name?
2. Are you happy today?
3. Where did you go yesterday?
4. What are you doing?

Exclamation Mark (!)

We often use an **exclamation mark** after commands or words that express strong feelings.

1. Alas! He's dead!
2. How terrible!
3. What a beautiful girl she is!
4. Long live the queen!



Apostrophe (')

We use an **apostrophe with (s)** to indicate possession.

1. Pankaj's house is very big.
2. Aman's mother is in the kitchen.
3. My father's boss is not well today.

Add only **(')** after plural nouns that end with **(s)**.

1. His brothers' books are very expensive.
2. The girls' hostel is near.



We also use the **apostrophe** to refer to a letter or some letters in a word which have been left out.

1. Weren't you feeling well yesterday?
2. It'll rain today.
3. She wasn't interested in painting.
4. Aren't you going there?
5. I couldn't reach the school on time.
6. I've a beautiful watch.
7. I don't know you.
7. He'll try his best to get first position.

Quotation marks (" ")

Quotation marks are used to show the actual words of the speaker.

1. Kundan said, "I am doing my work."
2. "Don't play here", the gardener said.
3. He asked me, "What is your name?"
4. "Can you help me, Rani?" asked Rohit.

PRACTICE TIME

A. Punctuate the following sentences using capital letters, question mark, exclamation mark, comma, apostrophe, quotation marks and full stop wherever necessary:

1. kiran ate one mango two bananas one apple and some lichees
2. saurabh enjoys playing football volleyball table tennis basketball and chess
3. father said to me please put the vegetables in the cupboard
4. i didnt know my friends address
5. how is she doing in examinations
6. mr dev anand lives at 6 Karol Bagh
7. will madam not come today
8. ganguly said I have to practise for the cricket match
9. during dussehra holidays we will visit agra mathura Jhansi gwalior and shimla
10. he is not a thief is he



Fun With Grammar

- All you need is a good storybook with various punctuation marks. During whole group reading, cover up some of the punctuation marks in the storybook. As you are reading and come to a covered mark, stop and have the students decide which punctuation mark is needed.

TEACHER'S NOTES

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



Comprehension Passage



LEARNING TIME

A comprehension exercise comprises a passage on which questions are prepared to test the comprehensive skills of students. They can write good answers only when (1) they fully understand the meaning of the passage, (2) they are able to express the meaning of the passage in simple and clear English and (3) they clearly understand the questions asked.

Valuable Hints:

- (a) Read the passage carefully two to three times to get the general idea.
- (b) Study the questions thoroughly one by one and find out whether you fully understand them or not.
- (c) Now write answers to the questions in your own simple words. Avoid the same text from the passage.
- (d) The answers should be simple, brief and to the point.
- (e) Use complete sentences.
- (f) Revise answers and examine them carefully to see that they are clear and direct.
- (g) Correct spelling, grammar and punctuation.



Let Me Answer

What do you learn from reading comprehensions?

Go through the following passage very carefully:

In every country people imagine that they are the best and the most clever and the others are not so good as them. An Englishman feels that he and his country are the best; a French is very proud of France. The Germans and Italians imagine that India is in many ways the greatest country in the world. Everybody wants to think well of himself and his country. But in reality there is no person who has not got some good and some bad qualities. In the same way, there is no country which is not partly good and partly bad. We must take the good wherever it may be. We are, of course, most concerned with our own country, India. Most of our people are poor and unhappy. They have no joy in their lives. We have to find out how we can make them happy. We have to see what is good in our customs and ways and try to maintain them and whatever is bad must be done away with. If we find anything good in other countries, we should certainly take it.



Questions:

PRACTICE TIME



1. What do people think in every country?
2. What do Germans and Italians imagine?
3. What must we do?
4. What should Indians do?
5. What should be our attitude towards other countries?
6. Find out the opposite words (antonyms) for the following.



(a) worst

(b) sorrow

(c) ill

(d) least

Example 2 (unsolved)

There seems to be a general opinion in this country that Sardar Patel was rather of a harsh and rough temperament. People used to call him Iron man in the sense that, one could rely on him for strict and efficient administration. But as a man, those who had the good fortune of coming into close contact with him, he was kind and considerate. At times, he even became emotional, where his personal friends and followers were concerned. However, it goes without saying that the Sardar had great skills in organizing affairs. He knew the way of picking people and putting them in their proper places. Once he judged a man and found him correct, he trusted him fully and got him to do anything he wanted.

Read the above passage carefully and answer the following questions:

1. Why was Sardar Patel called the Iron man of India?
2. What kind of man was Sardar Patel in his private life?
3. What was the reason for Sardar Patel becoming emotional?
4. Where did the great skills of Sardar Patel lie?



Example-3 (unsolved)

Of man's earliest inventions we know very little. The first might have been the use of a stone to crack a nut. The next was possibly the use of a stick to strike on enemy. Once man found that sticks and stones were useful, it was only a step further to the making of a rough weapon by fastening a stone to the end of a stick.

Man used sticks and stones long before he dared to meddle with fire. The early men, like all wild creatures, dreaded fire. Fire, of course, existed. Fire lighting must sometimes have set the forests ablaze just as it does today, and in those days volcanoes were much more active than they are now. The people who first dared to

Questions:

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2. What do Germans and Italians imagine?
3. What must we do?
4. What should Indians do?
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TEACHER'S NOTES





Essay Writing



LEARNING TIME

EVILS OF DEFORESTATION

The most important element of nature is forests. It is important to keep the various components of nature in full harmony to maintain a balance in the environment, a factor that is becoming increasingly realised these days.

Population pressure, growth and the culture of increased consumption are pushing the human race towards industrialisation and industrial progress has not led to an excessive exploitation of nature and alienation of human beings but left man with no other alternative but to join the rat race into industrial and consumption centres, that is, cities.

It is important to realise that the human pressure on forests has increased so much that forests have disappeared near human settlements.

Industrial raw materials comes from the rural hinterland. Consumer does not have the real picture of a rural hinterland, he takes on the role of an exploiter along with the raw material consuming industries with no sensitivity towards the survival of the real resources and hence makes a totally unrestrained use of it.

In the race to obtain raw materials, the earth and its protective elements like forests and vegetation are being exploited. This led to acute shortage of fire wood, fodder, wood and raw materials for village industries, all affecting the rural people. There are also the prospects of climatic changes, troubled ecosystems, soil erosion and air pollution.

Ideally, one-third of the total area of any country should be under forests. In India, 19.5 percent of the total geographical area is under actual forest cover and even this existing forest area is declining rapidly because of the growing demands. Not only are our forests logged, forest land is also used for various development projects like dams, industries, roads and agriculture.

The Government's forest conservation policy allows the export of forest produce besides sale in domestic urban areas : the other, people living in forests who would customarily meet their fire wood, building wood, fodder and other needs from forests are deprived of them.

Trees that would suit the needs of particular villagers should be chosen for afforestation programmes. This will ensure participation the people in forest conservation projects in a practical way. Forest progress work will have to be undertaken according to the wishes and aspirations of the people at the village level and in which their active and responsible participation is sought.

We cut forests in the cause of progress and pride ourselves in high-yielding seed varieties that bring a Green Revolutiion. A dozen rainy seasons can wash off one inch of topsoil on deforested land. This one inch took thosand year to make in the course of nature. There is the loss to property, crops and cattle owing to floods.

Present day the effects of deforestation on the ecological balance are not restricted to a particular country. It is a worldwide problem and it can be solved only with the participation of the common man.

MY AIM

Like any other individual, I have an aim in life too. I employ energy and labour to achieve the aim.



Different people have different aims in life. Some aim at wealth, some at power, some at fame, some at business and some at education and knowledge. My aim is neither wealth nor fame. I wish to serve by country with best of my talent. I love India and I really believe that everybody should think to make it a really great country. I want to become a doctor. It is a noble profession. In medical line, there is much more scope of service. One serve the patients everywhere in the country. This is my personal choice. My parents have not compelled me to select it. I wish to become a very successful doctor in future. So I am studying hard to achieve my target. I have keen interest in medical line, so I do not feel any trouble in studying at all. After obtaining the medical degree, I plan to work in rural areas where there is much shortage of doctors. I will go to the rural areas and shall help the poor people. I would be best sort of service. This will give me extreme satisfaction and that is the aim of my life.

I know, my profession is very dignified and it will help me to get peace and satisfaction in life. It provides you best chances of service. Sympathy to human being is the sympathy to own self. In future, I would like to open a small hospital too. It will be a charitable hospital. Poor and needy patients will be treated free of cost there. I would like to dedicate the hospital to my mother who is the Guardian Angel to me. She is the source of all my inspiration.

To fulfil my aim, I study hard. I am determined to achieve my success. I know my hard work and iron-like determination can make me successful to achieve my goal.

AN IDEAL STUDENT

Who is an ideal student? Some may think that an ideal student should be brilliant in his studies and always stand at the top of the successful students. But it is a wrong thinking. He should be well in his studies and his scores should be well above 50 percent. But he need not be brilliant. Brilliant students are often regard themselves as superior beings. Sometimes a brilliant student may be a bookworm. But an ideal student is hard-working, polite and gentle. He is intelligent and practical and never neglects studies or other activities of the school.

An ideal student is ever cheerful, positive, optimistic, cooperative, disciplined and labourious. He is obedient and respectful. He pays proper respect to teachers, elders and his senior students. He is punctual, regular and cooperative and helps other students as best as he can. He spends some of his spare time in the library, reading books, magazines and newspapers but is never a bookworm. At the same time he takes active part in games and sports and co-curricular activities. He never neglects his body nor studies. He pays particular attention to the proper and all round development of his personality. He takes special care to have good moral character and courage. He is friendly, kind and cooperative and liked by his friends and teachers.

He is always active, smart, well-dressed, good mannered and humble. His manners are acceptable, courteous and natural. Wherever he goes he spreads good cheer, warmth and friendliness.

He aims at all-round development of his growing personality. He loves studies as much as games and sports. He takes daily some physical exercise to keep his body fit and trim. He believes in the saying that "All work and no play makes jack a dull boy". Moderation and balance is the hall-mark of an ideal student's life.

An ideal student is well aware of his duties and responsibilities as a student. He knows how much he owes to his parents, teachers and the society. He takes the full advantage of the opportunities offered. He uses his time wisely and in a planned way and believes that time is money. He knows that students are the future citizens, leaders, parents and scientists. This sense makes him devote all his energies into developing himself a meaningful and useful citizen of the country. He is always proud of his country, its history, culture and heritage.

Let Me Answer

Do you feel it's easy to write an essay?



PRACTICE TIME

(Chapters 1 to 10)

1. Change the following sentence into negative.

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

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

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

3. Complete the following sentences.

- (a) The mangoes are _____
- (b) My uncle is _____

4. Rewrite the following sentences in the negative form.

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

5. Complete the following sentences with the correct option.

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

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

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

PRACTICE TIME

(Chapters 10 to 19)

1. Fill in the blanks with suitable adverbs of manner.

- (a) They will win the match. _____
- (b) I will complete it. _____
- (c) She arrived. _____

2. Fill in the blanks with much or many.

- (a) How _____ oranges did you put in the box?
- (b) We saw _____ animals at the zoo.
- (c) There isn't _____ sugar in my coffee.

3. Write the correct prepositions in the box.

- (a) Nice met you.
- (b) Don't be late school.
- (c) Are you a teacher this school?

4. Change the following sentences into passive voice.

- (a) Ashok bought a book. _____
- (b) Dipika was writing a letter. _____
- (c) We bought a house. _____
- (d) Students draw a picture. _____

5. Change the following sentences into Indirect speech.

- (a) You said, "She does some work properly."

- (b) My teacher said, "It has to be solved."

- (c) She said, "He continued his job well."

- (d) I said, "They were preparing for the final exam."
