

English Grammar

3



With the blessings of :
Our Parents

ENGLISH GRAMMAR



3

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- National Education Policy 2020
- Activity Based
- Innovative Approach
- Learning with fun
- Used Eco Friendly Paper



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) & NCF (2022).

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 is to develop communication abilities, thinking and writing skills in the students. The comprehension and composition section of each book intends to develop the ability of the students 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 this series of **English Grammar** will be a reliable resource for the teachers to offer an enjoyable learning experience to the students at the primary and middle school level. It will enhance the logical and linguistic IQ of kids.

Any suggestions for the improvement of this series are always welcome.

Publishers

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Nouns: Common and Proper



LEARNING TIME

Every word is made up of letters and every sentence is made up of words. In English Grammar, according to the use of words in a sentence, they are categorised into various kinds of classes which is known as Parts of Speech.

The parts of speech in English Grammar is divided into eight parts.

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

We are going to read about the nouns in this lesson.

Nouns

A. Look at the pictures and read the sentences carefully.

- Nisha is beautiful.
Nisha is the name of a person.
- The tiger is in the forest.
Tiger is the name of an animal.
- My uncle lives in Delhi.
Delhi is the name of a place.
- This ball is red in colour.
Ball is the name of a thing.



In above mentioned sentences, **Nisha**, **Tiger**, **Delhi** and **Ball** are naming words. Naming words are known as **nouns**.

TEACHER'S NOTES

Elaborate what is noun and parts of speech to the children. Ask them questions related to proper noun and how we use words to refer nouns.



Let's Learn

- All the words in English are divided into eight parts called parts of speech.
- A noun denotes the name of a person, place, animal or thing.
- A noun is also known as a naming word.

PRACTICE TIME



1. Circle the nouns in the following sentences.

- Kamran is a tall boy.
- The dog barked at the cat.
- Elephants never forget.
- Throw the ball.
- Sachin is an ideal boy for young generation.
- Delhi is the capital of India.
- She is writing with a pencil.
- The pen is nice.
- The moon shines at night.
- Sugar tastes sweet.
- Rupali is a beautiful girl.
- The peacock is our national bird.
- The hospital is near the temple.
- The children are playing with toys.
- Manisha gave me an interesting story book.
- My father bought a car.
- Ashish is reading in DAV Public School.
- Priyanka is wearing a pink dress.
- Girls are eating apples.
- The teacher is teaching in the class.



Let Me Answer



Can you tell the proper nouns?

- My teacher is from Assam.
- Roses smell sweet.
- Sana likes to go to the beach.
- Chennai is a big city.





2. In each set of words, circle the word that is not a noun.

- | | | | | | |
|-----|--------|-----------|---------|---------|-----------|
| (a) | tiger | cat | pig | mild | crow |
| (b) | lotus | hard | rose | jasmine | sunflower |
| (c) | blouse | dhoti | pants | stretch | towel |
| (d) | lass | lad | man | woman | five |
| (e) | pen | note-book | book | eraser | compose |
| (f) | tin | box | mug | cooker | cook |
| (g) | China | Japan | America | Russia | fight |
| (h) | orange | apple | banana | fat | tomato |



LEARNING TIME

B. Look at the pictures and compare the sentences.

1. **The boy** is reading a book.
2. **Raj** is reading a book.

In the first sentence, it may be any boy who is reading a book like Aman, Rajat, Virat, Suraj, etc.

But the second sentence tells us about a particular boy named Raj who is reading a book.



Boy refers to **common noun**. Raj refers to **proper noun**.

Some more examples to know common noun and proper noun elaborately.

Girl is a common noun but **Ritika** is a proper noun.

Country is a common noun but **France** is a proper noun.

River is a common noun but **Ganga** is a proper noun.





PRACTICE TIME

3. Use common nouns to fill in the blanks with the help of given pictures.

(a) Vimla is reading a _____.



(b) Mother is sitting on the _____.



(c) Apple is a tasty _____.



(d) Kiran is carrying a _____.



(e) A dog is barking near the _____.



4. Underline the common nouns in the following sentences.

One has been done for you.

(a) Sahil forgot his wallet in the car.

(b) Neeraj rides his bicycle in the park.

(c) A little girl stood alone at the gate of the library.

(d) We saw a tiger in the zoo.

(e) Rahul is a good boy.

(f) The stadium was decorated with orange, white and green balloons.



5. Look at the picture.





Circle the nouns in the following paragraph.

Rita and Nita are friends. They live together in a hut. One day they see a cobra near their hut. Rita wants to kill the snake. But Nita asks her not to harm the reptile. Rita takes her advice and lets the snake go away from the place.

6. Find the common nouns given in the box in the word search.
One has been done for you.

school sun crow giraffe vegetable
fruits actor friend girl teacher



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



LEARNING TIME

- C. **Proper nouns** are the special names of people, places, animals or things.

Proper nouns always begin with **capital letters**. The names of the days of the week, months and some special days are proper nouns too. They begin with capital letters.

Sunday

January

Independence Day





PRACTICE TIME

7. **Underline the proper nouns in the following sentences.**
One has been done for you.

- (a) Akanksha bought a new laptop.
- (b) My birthday was on the last Sunday in July.
- (c) My pet dog, Tommy is very active.
- (d) Lio Tolstoy is my favourite author.
- (e) We went to Jaipur, last week.
- (f) Mohit lives in Kolkata near the Howrah Bridge.



8. **Tick the common nouns and circle the proper nouns.**

- (a) My school is on MG Road.
- (b) The Alps is the highest Mountain in Europe.
- (c) My sister, Manisha is a doctor.
- (d) December and January are the coldest months in India.
- (e) My uncle gifted me a Crown bicycle on my birthday.
- (f) Chennai is a big city.

Let Me Answer

Have you ever used naming words in your speech?



9. **Match the common and proper nouns.**

Common Nouns

- (a) Month
- (b) Book character
- (c) Poet
- (d) Sports person
- (e) Country
- (f) River

Proper Nouns

- (i) Virat Kohli
- (ii) Narmada
- (iii) Canada
- (iv) July
- (v) Sarojini Naidu
- (vi) Harry Potter





10. For each common noun given in the left column, write two proper nouns.
One has been done for you.

Common Nouns	Proper Nouns
Newspapers	Dainik Jagran and The Hindustan Times
Countries	
Rivers	
Continents	
Mountains	
Languages	
Oceans	
Cities	
Months	

Fun With Grammar

1. Ask the students to look around their classroom and write down something they see. Let each student read out one or more of their items loudly. Most of these will be nouns. Next, the students have to organise these nouns into categories of people, places and things. Then they can categorise which are common nouns and which are proper nouns.
2. Write these example sentences on the board. Then ask the students to identify the nouns, as well as tell what type of noun it is.

Example 1: Pankaj and Aman started their journey to Germany. They were going to visit the book fair.

Example 2: Ram and Rohit are nice boys. They are good friends.





Nouns: Number



LEARNING TIME

A. Singular and Plural Nouns

Observe the following pictures.



cat



cats



rose



roses



glass



glasses



brush



brushes

The nouns **cat** and **rose** refer to only one thing. The nouns **cats** and **roses** refer to more than one thing.

In the same way, the nouns **glass** and **brush** stand for only **one glass** and **one brush**.

The nouns **glasses** and **brushes** mean more than one glass and more than one brush.

The nouns **cat**, **rose**, **glass** and **brush** are in **singular number** that is one in number. The nouns **cats**, **roses**, **glasses** and **brushes** are in **plural number** that is more than one in number.



Let's Learn

- Nouns that refer to only one person or thing are **singular nouns**.
- Nouns that refer to more than one person or one thing are **plural nouns**.



TEACHER'S NOTES

Explain to the children what is number noun and how we simplify number count by denoting number nouns.





B. Formation of Plurals

We add **-s** to most nouns to form plurals.

bat	bats	book	books
dog	dogs	pencil	pencils
tree	trees	table	tables
friend	friends	clock	clocks

We add **-es** to the nouns that end with **o, s, ss, ch, sh** and **x**.

bus	buses	bench	benches
fox	foxes	mango	mangoes
grass	grasses	dish	dishes
tomato	tomatoes	watch	watches

PRACTICE TIME



1. Add 's' to the following nouns to form their plurals.

- | | | | |
|-----------|-------|------------|-------|
| (a) table | _____ | (b) street | _____ |
| (c) chair | _____ | (d) minute | _____ |
| (e) bird | _____ | (f) wasp | _____ |
| (g) star | _____ | (h) clock | _____ |
| (i) arm | _____ | (j) ape | _____ |

2. Add 'es' to the following nouns to form their plurals.

- (a) watch _____
- (b) fox _____

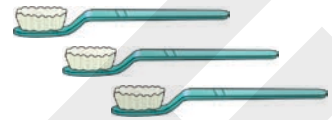




(c) glass



(d) brush



(e) tomato



LEARNING TIME

C. We generally form plurals of nouns that end in **f** or **fe** by changing **f** or **fe** to **ves**.

leaf

leaves

knife

knives

thief

thieves

wolf

wolves

PRACTICE TIME



3. Fill in the blanks with the plural forms of the nouns given in brackets.

(a) I heard the howling of the _____ (wolf).

(b) Two _____ (calf) are grazing in the field.

(c) Five _____ (knife) are on the table.

(d) Many _____ (loaf) of bread are kept in the room.

(e) The _____ (life) of the poor people are miserable.

(f) The police chased the _____ (thief).

(g) The fishermen took leave of their _____ (wife) when they went to the sea.

Let Me Answer



Have you ever seen roses?
How many brushes do you see here?



LEARNING TIME

D. Some nouns that end with a **consonant+y**, we drop **y** and add **ies**.

baby

babies

memory

memories

sky

skies

country

countries

E. Some nouns that end with **vowel+y**, we add **s** to make them plural.

boy

boys

day

days

toy

toys

monkey

monkeys





PRACTICE TIME

4. Change the nouns into their plural form.

(a) monkey _____

(c) key _____

(e) diary _____

(g) city _____

(i) duty _____

(b) theory _____

(d) memory _____

(f) birthday _____

(h) joy _____

(j) tray _____



LEARNING TIME

F. Some nouns form their plurals by changing one or more vowels in them, we replace 'a' by 'e' to some nouns and form plurals.

Examples:

man - men



woman - women



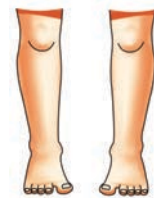
mouse - mice



louse - lice



foot - feet

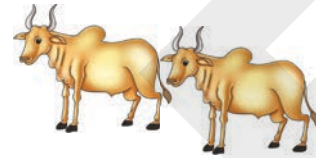
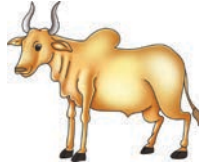




child - children



ox - oxen



PRACTICE TIME

5. Complete the following sentences by using the plural forms of the words given in the brackets.

(a) He lost his _____ in an accident.

(tooth)

(b) Many _____ are grazing in the field.

(ox)

(c) She wiped her _____ with a towel.

(foot)

(d) Five _____ are dancing under the tree. (woman)

(e) The cat chased the _____. (mouse)

(f) Have you seen _____? (goose)

Let Me Answer 

What is number noun? Can you give example?

Do you know the number denotes whether we speak of one object or more?

6. Fill in the blanks by using suitable singular or plural nouns given in the brackets.

(a) Ayush is not wearing shoes. His _____ have become dirty. (foot)



(b) All the _____ should play for atleast one hour everyday. (child)



(c) I bought one _____ and two _____ from the market. (apple, orange)



(d) This hotel serves a variety of delicious _____. (food)





7. In the given grid, find the singular forms of the following nouns.

Mangoes

Buses

Leaves

Mice

Stitches

Bodies

Elephants

Men



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



Fun With Grammar

- ✦ Divide your class into partners and have them create a noun poem together. They should use both singular and plural forms of nouns in their poem. Encourage them to incorporate irregular nouns into their writing. You might want to model an example to use such as "I see one fox./She sees two foxes./I found one box./She finds two boxes." Partners can write their poems and decorate them, or act them out using props or pictures.
- ✦ Write a singular noun on the board and then write its plural form incorrectly, such as sheep/sheeps. Ask your students if the form is correct by showing a thumb up or a thumb down. Try the activity using different words, occasionally throwing in common misspellings and irregular nouns. Then have student volunteers come up and write singular and plural words on the board to test the class.





Nouns: Gender



LEARNING TIME

A. Look at the pictures and read the following sentences.

1. Mr. Sharma is a tall **man**.

He is Rohit's **father**.

The words **man** and **father** are nouns. They belong to **he** group.

2. Mrs. Sharma is a kind **woman**.

She is Rohit's **mother**.

The words **woman** and **mother** are nouns. They belong to **she** group.

He-group words refer to males and are said to be in **masculine gender**.
She-group words refer to females and are said to be in **feminine gender**.

Let Me Answer

Can you identify genders?
Can you name any five masculine animals?



PRACTICE TIME



1. Some nouns are given below. Write them in their proper columns.

lady
washerman

peacock
aunt

cow
horse

queen
uncle



Masculine

Feminine



TEACHER'S NOTES

A noun that refers to both male and female is known as common gender. Both male and female come under this category. Explain the common nouns to the students.





2. Write the suitable nouns of the feminine gender.

(a)



prince



(b)



tiger



(c)



king



(d)



man



(e)



peacock



(f)



horse



3. Match the columns.



Masculine

- (a) man
- (b) brother
- (c) father
- (d) gander
- (e) lion
- (f) fox



Feminine

- (i) mother
- (ii) goose
- (iii) woman
- (iv) vixen
- (v) lioness
- (vi) sister



4. Change the nouns from feminine to masculine gender in the following sentences.

- (a) Anjali's niece lives in Kolkata.





(b) The bride was taller than the door.

_____.

(c) The queen asked the princess to stay away from the cliff.

_____.

(d) The little girl was kind to the injured man.

_____.



LEARNING TIME

B. Look at the pictures and read the words below each picture.



teacher



teacher

Let Me Answer

Can you tell what is gender of the following?
Parent (father or mother),
Child (girl or boy), Student
(girl or boy), Teacher (Master
or Mistress)



doctor



doctor

In the above pictures, you can notice that a teacher could be either a man or a woman. A doctor could be either a man or a woman. The nouns teacher and doctor are said to be in **common gender**.



Let's Learn

- A noun that refers to both a male and a female is said to be of common gender. **Examples:** teacher, doctor, student, pilot, etc.

PRACTICE TIME



5. Circle the nouns in common gender in the following sentences.

- The baby is crying loudly.
- The singer is singing sweetly.
- The driver is driving fast.
- My cousin is visiting me today.
- The people are making noise.





LEARNING TIME

C. Look at the pictures carefully.



book



pen



table



laptop

The things you see above are neither male nor female. These are also non-living things. These are said to be in **neuter gender**.



Let's Learn

A noun that refers to neither male nor female is said to be in neuter gender.

PRACTICE TIME



6. Circle the nouns in neuter gender in the following sentences.

- (a) The pencil is lying on the table.
- (b) Ram is sitting on a chair.
- (c) The stone is hard.
- (d) The telephone is ringing.
- (e) The box is heavy.



Fun With Grammar

- ✦ Divide the class in such a way that each row of students becomes a team.
- ✦ Ask each team one by one to write a noun of different gender.
- ✦ The team which fails to write a correct gender name loses a point. The team which writes a correct noun but spellings are incorrect loses half point. The team which gives more correct nouns wins.
- ✦ Play the game for 10 minutes.
- ✦ Ask the class to clap for the winning team.





Pronouns



LEARNING TIME

A. Read the following sentences carefully.

1. Raj is a boy. Raj is gentle.

We can write the above sentences as:

Raj is a boy. **He** is gentle.

In these sentences, to avoid the repetition of same noun, we have used **he** in place of **Raj**. This way of writing sentences sounds better than the earlier ones.

2. **Ram** : Rahul, show **me** your new video game.

Rahul : Just wait. **I** will show **it** to you.

Here, **me** stands for **Ram**. **I** stands for **Rahul** and **it** stands for **video game**.

3. **Suman and Riya** : **We** are going to join Priya's birthday party. Are **you** too coming with **us** ?

Varsha : Yes, sure!

In above conversation, **we** and **us** stand for **Suman** and **Riya**.

You stands for **Varsha**.

Suman, **Riya** and **Varsha** are nouns. **We**, **us** and **you** are words used in place of these nouns. These words are therefore, known as **pronouns**.

Let Me Answer

What are pronouns? Can you tell some examples of Possessive pronouns, Interrogative pronouns, and Personal pronouns?



Let's Learn

- A word used in place of a noun is called a **pronoun**.
- I, you, he, she, it, we, they, me, him, her, us and them are some common pronouns.

TEACHER'S NOTES

Explain to the children that words that are used in place of nouns are called pronouns. I, he, she, it, we, you, they are subject pronouns. We use I, He, She, It in place of names to talk about only one person.





PRACTICE TIME

1. Write the correct pronouns for the underlined words.

- (a) Sonali is reading. Sonali is writing. _____
- (b) Manas is a student. Manas takes good care of his studies. _____
- (c) Amit and Ankit are friends. Amit and Ankit read in the same class. _____
- (d) Virat is a player. Virat plays nice shots. _____
- (e) Mr. Sharma is a pilot. Mr. Sharma lives in Delhi. _____

2. Complete the following sentences using correct pronouns.

- (a) My name is Ekta.

_____ study in Class 3.

My teacher likes _____. .

- (b) Your name is Neha.

_____ are my friend.

- (c) This is my father. _____ is a pilot.

- (d) This is my mother.

_____ is a teacher.

- (e) I have a pet cat.

_____ name is Kitty.



Let Me Answer

How many types of pronouns are there? Do you know there are primarily four types of pronouns?



3. Fill in the blanks with suitable pronouns.

- (a) Mr. Gupta has two sons. _____ are both lawyers.
- (b) Look at that painting. Isn't _____ very beautiful?
- (c) Priya, why are _____ late?
- (d) Is Jack home? Father wants to talk to _____.
- (e) We talked to a policeman. He showed _____ the way.





4. Look at the pictures given below. Write the correct answer against each question using **pronouns**. Choose your answer from the box given below.

(a) What are the boys doing?

(b) What is the girl doing?

(c) What is the bird doing?

(d) What are the children doing?

(e) What is Ankur and Mahi doing?



It is flying.

She is singing.

They are watering the plants.

He is eating a chocolate.

They are playing football.



Let's Learn

- I, he, she, it, me, him and her refer to singular nouns.
- We, us, they and them refer to plural nouns.
- You refers to both singular and plural nouns.

Fun With Grammar

- ★ Divide the class into two teams. Write a set of sentences that use nouns. Write each sentence on a large note card or a piece of paper. On a separate set of cards, write the pronouns that can be used to match up with the nouns in the sentences. Each card should have one pronoun on it. Then hide the sentence cards around your classroom or school and give students the pronoun cards. Each team gets three or four pronoun cards. Their job is to search for the card that contains a sentence which could appropriately be modified using the pronouns they have. After students have finished searching bring them together to discuss what they found.





Adjectives



LEARNING TIME

A. Look at the pictures and read the following sentences.

1. Ritu is a **good** girl.
The word **good** tells us **what kind of girl** Ritu is.
It describes the girl.
2. Mrs. Sharma is a **thin** man.
The word **thin** tells us **what kind of man**.
Mr Sharma is. It describes Mr Sharma.
3. This is a **black** dog.
The word **black** tells us **what colour** this
dog is. It describes more about the dog.
4. Sumit has **three** kites.
The word **three** tells us **how many balloons**
Sumit has.



In above sentences, **good**, **thin**, **black** and **three** are **describing** words.
Describing words are called **adjectives**.



Let's Learn

- Adjectives are words that give more information about a noun or pronoun.
- An adjective may tell you about
 - 👉 the **colour** of a noun or pronoun: **black**, **blue**, **red**
 - 👉 the **size** of a noun or pronoun: **large**, **small**, **thin**
 - 👉 the **number** of a noun or pronoun: **one**, **two**, **three**
 - 👉 the **state** of a noun or pronoun: **happy**, **sad**, **angry**

TEACHER'S NOTES

Explain why adjectives do not have to agree in number or gender with the nouns they describe.
Ask the children questions related to adjectives.





LEARNING TIME

B. In Let's Learn previously the adjectives are used before the nouns.

Now observe the following sentences.



1. The rainbow is **beautiful**. 2. The rose is **red**. 3. The boy is **fat**.

In the above sentences, **beautiful**, **red** and **fat** are **describing words**. They describe the rainbow, the rose and the boy respectively.

PRACTICE TIME



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

(a) Mr. Gupta is an honest man.

(b) The apples are ripe and juicy.

(c) Aakriti has a very sweet voice.

(d) The sky was clear and blue.

(e) The rainbow has seven colours.

Let Me Answer

Can you tell adjectives?

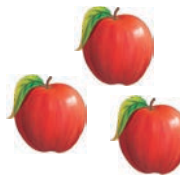
The fox is a cunning animal.

She was wearing a blue dress.

The soup was delicious.

She is an intelligent girl.

That was a brilliant idea.





2. Match the nouns with their adjectives.

Adjectives



- (a) long
- (b) deep
- (c) sweet
- (d) dark
- (e) easy
- (f) blue
- (g) narrow
- (h) fresh
- (i) green
- (j) smart
- (k) tall
- (l) twelve

Nouns

- (i) sea
- (ii) street
- (iii) voice
- (iv) tree
- (v) question
- (vi) rope
- (vii) night
- (viii) grass
- (ix) months
- (x) sky
- (xi) child
- (xii) fruit



3. Underline the adjectives in the following passage.

Udaipur is a beautiful city in Rajasthan. It is also known as 'The City of Lakes'. It has several sparkling lakes against a backdrop of the Aravalli hills. City Palace is a piece of art which is carved from hard sandstone. There is also a grand museum which displays interesting thrones, painting and weapons.

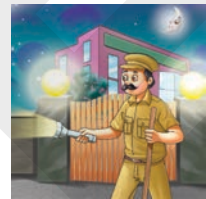




4. Fill in the blanks with the suitable adjectives given in the box.

large	pure	careless	curly	honest
brave	red	seven	heavy	woolen

- (a) We need an _____ guard for our bank.
 (b) Sikh soldiers are very _____.
 (c) Her hair is _____.
 (d) There is a _____ tree near our school.
 (e) I like _____ roses.
 (f) _____ children often lose their things.
 (g) A week has _____ days.
 (h) Drinking water should always be _____.
 (i) I doubt if you can lift this _____ box.
 (j) In winter, we wear _____ clothes.



5. Complete the following sentences with the opposites of the underlined adjectives. One has been done for you.

- (a) I am short but my friend Himani is tall.
 (b) The cup is dirty but the plate is _____.
 (c) My shoes are wet but my uniform is _____.
 (d) The sharp knife is lost. Mother is using a _____ knife.
 (e) The glass is full but the jug is _____.
 (f) The lake is deep but the pond is _____.
 (g) We should not be lazy but _____.
 (h) Lime is sour but honey is _____.





6. Look at the pictures and fill in the missing adjectives in the sentences.



- (a) The man in the _____ coat is carrying a hand bag.
- (b) There is a _____ dog at the door.
- (c) The _____ woman is carrying a walking stick.
- (d) The _____ girl has _____ apples in her hands.
- (e) The colour of the wall is _____.

Let Me Answer
Do you know adjectives?

Fun With Grammar

- ✦ Divide the class into teams. Start each team with a short, simple sentence that does not use many modifiers, such as 'The girl went'. Give each team a few moments to extend the sentence by using an adjective. The team whose sentence contains the most adjectives used in correct way wins the round.





Degrees of Comparison



LEARNING TIME

A. Look at the pictures and read the following sentences.

1. A rat is **smaller than** a hare.
This sentence compares two animals—
a rat and a hare.
2. Varsha is **shorter than** Rupa.
This sentence compares two children—
Varsha and Rupa.
3. Chicken curry is **more delicious than** egg curry.
This sentence also compares two curries—
Chicken curry and egg curry.



Let's Learn

- Sometimes we use adjectives to show comparison between people, animals and things.
- We add **-er** to the adjective to compare two things.
Example: bigger, sweeter.
- Sometimes we use **more** with the adjective to compare two things.
Example: more beautiful, more dangerous.

PRACTICE TIME



1. Fill in the blanks with the correct form of the adjectives given in the brackets.
Use **than** also. **One has been done for you.**

(a) Piyush is **younger than** his brother. (young)



TEACHER'S NOTES

Explain to the children why the comparative degree of comparison is used to compare between two nouns that have the same quality.



(b) Bananas are _____ apples. (tasty)



(c) January is _____ November. (cold)

(d) Burj Khalifa is _____ any other building in the world. (tall)



(e) Mr. Sharma is _____ Mr. Kumar. (handsome)



(f) The Sun is _____ the Moon. (bright)

(g) Aakash is _____ Neha. (intelligent)



(h) A ship is _____ a boat. (big)



2. Circle the correct form of adjectives given in the brackets.

(a) A mouse is a (small/smaller/smallest) animal.

(b) A whale is (large/larger/largest) than an elephant.

(c) My brother is (old/older/oldest) than me.

(d) Tarun wrote a (short/shorter/shortest) poem.

(e) A tortoise is (slow/slower/slowest) than a hare.



LEARNING TIME

Let Me Answer

What is the degree of comparison? Explain with examples.

B. Now read the following sentences:

1. I have three story books.

The yellow one has the **most interesting** story of all.

This sentence compares three story books.

2. Satya is **the wisest** boy in our class.

This sentence compares all the boys in the class.



3. The apple is **the sweetest** fruits of all.
This sentence compares all the fruits.



Let's Learn

- When we show comparison among three or more things, we add **-est** form to an adjective.
Examples: sweet**est**, tall**est**, etc.
- We also use **the** with the **-est** form.

Let Me Answer

What are the three degrees of comparison?

PRACTICE TIME



3. Fill in the blanks with appropriate form of adjectives.

- (a) Malini has the _____ voice in our class. (sweet)
- (b) Tanya is the _____ girl of all. (clever)
- (c) Mount Everest is the _____ peak in the world. (high)
- (d) January is the _____ month in Delhi. (cold)
- (e) Russia is the _____ country in the world. (big)
- (f) This is the _____ book I have ever read. (interesting)
- (g) Rani is the _____ of all the four sisters. (beautiful)
- (h) Elephant is the _____ animal in the world. (large)





LEARNING TIME

C. Some adjectives change in special ways to show comparison.

good	better	best
bad	worse	worst
many	more	most
little	less	least

PRACTICE TIME



4. Fill in the blanks with the correct form of the words given in the brackets.

- (a) Ram's handwriting is _____ than Rahim's. (good)
- (b) His health is _____ than it was yesterday. (bad)
- (c) Sachin has hit the _____ number of 4's in One Day Cricket. (many)
- (d) This area receives the _____ rainfall of all. (less)
- (e) Ajay's project was the _____ of all. (good)
- (f) My house is the _____ one. (far)
- (g) Rajat is the _____ brother. (old)



Fun With Grammar



Students should play in groups of three to five. You can make decks of between thirty or fifty cards where each card has an animal, for instance, and statistics for that animal such as height, speed, etc. There are many games you can play with a deck such as this one. Students should have shuffle and deal all the cards. Explain that the student whose turn is should choose a category such as height and the student sitting to his left should each play a card and the student whose animal is taller should say **The, is taller than** or **more**. Simply **My animal is taller than yours**. That student now goes to keep both cards and the student with the most cards at the end of the game will be the winner.





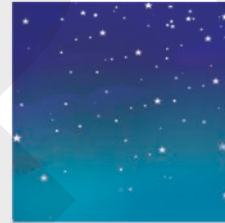
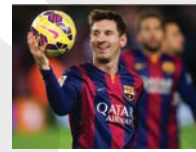
Verbs



LEARNING TIME

A. Look at the pictures and read the following sentences.

1. My father **reads** the newspaper everyday.
The word **reads** tells what my father does everyday.
2. Messi **plays** football.
The word **plays** tells what Messi does.
3. The birds **fly** in the sky.
The word **fly** tells what birds do.
4. The stars **twinkle** in the sky.
The word **twinkle** tells what the stars do.



In the above sentences, the colour words **reads**, **plays**, **fly** and **twinkle** are action words. These words are called verbs.

B. Now read the following sentences.

1. My pen **is** blue.
2. The grapes **are** sour.
3. She **is** wise.



In the above sentences, the words **is** and **are** tell what the pen is, or what the grapes are or what she is.

These words do not refer to any action rather say what the people and things are. These are also called **verbs**.

Other similar verbs are : am, was, were, will, shall, etc.

TEACHER'S NOTES

Explain to children how a verb is an action word or something you can do. It is also called the action word. Ask questions related to pictures and let the children speak about different uses of verbs.





Let's Learn

- A verb is also used to indicate the action of a person, animal or thing.

C. Now read the following sentences :

1. Lipun **has** a bat.
2. The girls **have** umbrellas in their hands.
3. We **had** a cricket match yesterday.

In the above sentences the words **has**, **have** and **had** tell us what **Lipun**, **the girl** and **we** have or possess.

These words are also verbs.



Let's Learn

- A verb also tells us what a person, an animal or thing possess.

D. Now read the following sentences.

1. Rohit **is writing** a letter.

In this sentence, the verb is **is writing**. It is made up of two words **is** and **writing**.



2. The children **are playing** in the park.

In this sentence, the verb is **are playing**. It is made up of two words **are** and **playing**.



Let's Learn

- A verb may be made up of only one word or more than one word.





PRACTICE TIME

1. Circle the verbs.

cry dog walk eat pen drink play
 rabbit talk paper fly mouse book man
 write man sing boy pencil sleep blow

2. Complete the sentences using the verbs from above.

- (a) I _____ an apple everyday.
 (b) We _____ on foot.
 (c) They _____ letters.
 (d) The girls _____ sweetly.
 (e) The babies _____ loudly.
 (f) The birds _____ in the sky.
 (g) They _____ politely.

Let Me Answer

What is a main verb?
 Given below is a list of a few common verbs that can function as main verbs.
 Write, Speak, Read, Talk, Walk, Sit, Jump, and Swim.



3. Identify the verbs in the following sentences and write in the space provided along side.

- (a) The dog is barking.
 (b) The girls are skipping.
 (c) I am reading.
 (d) They are eating apples.
 (e) The farmers are working in the field.
 (f) The aeroplane is flying in the sky.
 (g) The boys are flying kites.
 (h) We are sleeping.
 (i) Sumit is laughing.
 (j) Nisha is crying.





4. Fill in the blanks with suitable verbs given in the brackets.

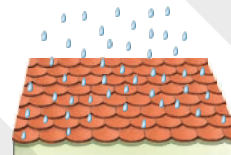
(a) Hens _____ eggs. (lay/lays)



(b) We should _____ our teeth twice a day.
(brushes/brush)



(c) Raindrops _____ on our roof. (fall/falls)



(d) My father _____ a red car. (drive/drives)



Let Me Answer

Can you explain different types of verbs?

Regular Verb.	Irregular Verb.
Linking Verb.	Transitive Verb.
Intransitive Verb.	Finite Verb.
Infinitive Verb.	

5. Fill in the blanks with suitable verbs from the box.

washes reads smiles like helps

(a) Sandeep is a clever boy. He _____ very fast.

(b) Himani is a friendly girl. She _____ at everyone.

(c) My sister has healthy habits. She _____ her hands before eating.

(d) Sujata is very kind. She _____ all her friends.

(e) Ankit is a helpful boy. His classmates _____ him.



Let's Learn

- Verbs change form according to the number of nouns, they tell us about.

Example: My sister **studies** in the class. (singular)

My sisters **study** in the class. (plural)

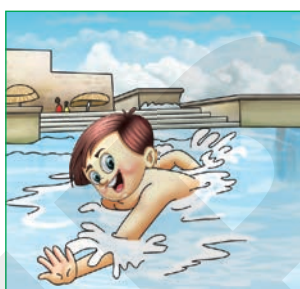
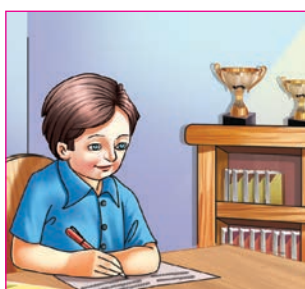
- A verb is an action word which tells what a person, animal or thing does.





6. Look at the pictures given below and write sentences about Jack.

One has been done for you.



- (a) Jack is reading. _____.
- (b) _____.
- (c) _____.
- (d) _____.
- (e) _____.
- (f) _____.

Fun With Grammar

- ✦ Divide the class into two teams. One team at a time, let each student come up in the front of the class and draw a card from the stock of verb cards. Then the student must act out according to the word on the card.
- The other team call out the word, which the student is acting out. The first person to call out the correct verb earns 1 point. The one who scores the maximum points will be the winner.





Test Yourself - 1

A. Use common nouns to fill in the blanks. Make use of the pictures.

- Vimla is reading a _____.
- Mother is sitting on the _____.
- Apple is a tasty _____.
- Kiran is carrying a _____.
- A dog is barking near the _____.



B. Underline the proper nouns in the following sentences.

One has been done for you.

- Akanksha bought a new laptop.
- My birthday was on the last Sunday in July.
- My pet dog, Tommy, is very active.
- Leo Tolstoy is my favourite author.
- We went to Jaipur last week.



C. Fill in the blanks with the plural forms of the nouns given in the brackets.

- I heard the howling of the _____ (wolf).
- Two _____ (calf) are grazing in the field.
- Five _____ (knife) are on the table.
- Many _____ (loaf) of bread are kept in the room.
- The _____ (life) of the poor people are miserable.

D. Match the following.



Masculine

- man
- brother
- father
- gander
- lion



Feminine

- mother
- goose
- woman
- lioness
- sister





E. Write correct pronouns for underlined words.

- (a) Sonali is reading. Sonali is writing. _____
- (b) Manas is a student. Manas takes good care of his studies. _____
- (c) Amit and Ankit are friends. Amit and Ankit read in the same class. _____
- (d) Virat is a player. Virat plays nice shots. _____
- (e) Mr. Sharma is a pilot. Mr. Sharma lives in Delhi. _____

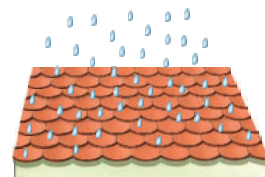
F. Underline the adjectives in the following sentences.

- (a) Mr. Gupta is an honest man.
- (b) The apples are ripe and juicy.
- (c) Aakrit has a very sweet voice.
- (d) The sky was clear and blue.
- (e) The rainbow has seven colours.



G. Fill in the blanks with suitable verbs given in the brackets.

- (a) Hens _____ eggs. (lay/lays)
- (b) We should _____ our teeth twice a day. (brushes/brush)
- (c) Raindrops _____ on our roof. (fall/falls)
- (d) My father _____ a red car. (drive/drives)





Is, Am, Are

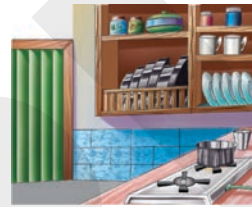


LEARNING TIME

A. In earlier classes, you have already learnt that **is**, **am** and **are** are verbs. Now we will learn more about the use of **is**, **am** and **are**.

Is

1. This **is** a kitchen.
2. He **is** a tailor.
3. She **is** a nurse.
4. It **is** a mango.
5. That **is** an umbrella.
6. Ashok **is** a student.
7. Kanika **is** singing.
8. There **is** a ball in the tub.



Am

1. I **am** reading.
2. I **am** a boy.



Are

1. We **are** clapping.
2. You **are** laughing.
3. They **are** running.
4. These **are** pens.
5. Those **are** toys.
6. There **are** five pens in my pocket.
7. There **are** three books on the table.
8. Seema and Johny **are** friends.



TEACHER'S NOTES

Explain to the children when to use Is or Are. Explain to them when to look at whether the noun is plural or singular. Tell them if the noun is singular, use IS. If it is plural or there is more than one noun, use ARE.





PRACTICE TIME

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

- (a) This _____ a flower.
- (b) I _____ not a fool.
- (c) You _____ wise.
- (d) She _____ a teacher.
- (e) We _____ happy
- (f) Ships _____ sailing in the sea.
- (g) Raj and Bob _____ friends.
- (h) The tiger _____ our national animal.
- (i) The children _____ playing in the park.
- (j) Ritu _____ reading a story book.
- (k) Ram and Shyam _____ brothers.
- (l) There _____ a book on the table.
- (m) Those _____ elephants.
- (n) There _____ ducks in the pond.
- (o) This _____ our school.
- (p) Mr. Sharma _____ our class teacher.
- (q) Virat and Rohit _____ good players.
- (r) The bees _____ buzzing.
- (s) Brinjal _____ a vegetable.
- (t) It _____ an interesting game.

Let Me Answer

Can you tell which plural noun denotes more than one person or thing?



Let Me Answer

Can you make more sentences using **IS**, **AM**, **ARE**?



Let's Learn

- We use **am** and **is** to talk about one person in the present time.
- We use **are** to talk about more than one person in the present time.

Fun With Grammar

Divide the class into two teams. Write some sentences on the blackboard leaving blanks to be filled with either **is**, **am** or **are**. Then ask a student from each group to fill the blanks with helping verbs. Carry on the game 8 to 10 minutes.





Was, Were



LEARNING TIME

A. Like is, am and are **was** and **were** are also verbs. Let's know the use of these two verbs.

Was

1. I **was** going to school.
2. The box **was** heavy.
3. She **was** a kind woman.
4. It **was** a sunny day.
5. Rahil **was** drawing an art.
6. Sumi **was** singing a song.
7. There **was** book on the table.
8. That **was** my brother's pen.
9. The bus **was** very slow.
10. He **was** riding a bicycle.



Were

1. Amit and Puneet **were** talking.
2. You **were** walking in the morning.
3. They **were** riding horses.
4. We **were** going to a fair.
5. There **were** fruits on trees.
6. You and I **were** helping each other.
7. Your dresses **were** expensive.
8. These men **were** working in the field.



TEACHER'S NOTES

Explain the use of 'was' and 'were' to the students.





PRACTICE TIME

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

- (a) John and I _____ in the garden.
- (b) The game _____ exciting.
- (c) Ten years ago, I _____ a baby.
- (d) We _____ visiting a temple.
- (e) Those _____ my best shirts.
- (f) The books _____ on the shelf.
- (g) My grandfather _____ teacher.
- (h) Who _____ his favourite film star?
- (i) My cousins _____ at the park.
- (j) They _____ watching television.
- (k) My mom _____ cooking food.
- (l) There _____ birds on trees.
- (m) Mr. Sharma _____ our Maths teacher.
- (n) Those _____ my father's photographs.
- (o) The elephant _____ munching a sugarcane.
- (p) Rubina _____ talking on the phone.
- (q) It _____ raining all morning.
- (r) They _____ sitting under the tree.



Let Me Answer

- a. Why do we use was?
- b. Can you make sentence using was?



Let Me Answer

- a. Have you ever been to mountains?
- b. Why do we use were?



Let's Learn

- We use **was** to talk about the past time with singular nouns or pronouns and **were** with plural nouns or pronouns.

Fun With Grammar

Divide the class into two teams. Write some sentences on the blackboard leaving blanks to be filled with either **was** or **were**. Then ask a student from each group to fill the blanks with helping verbs. Carry on with the game for 8 to 10 minutes.





Has, Have, Had



LEARNING TIME

A. In earlier chapters, we learnt about the use of is, am, are, was and were. Now, we will learn about the use of **has, have** and **had**.

Has

1. He **has** two dolls.
2. She **has** three kites.
3. A week **has** seven days.
4. The girl **has** a book.
5. The bird **has** a nest.
6. Alok **has** a bat.



Have

1. I **have** fifty rupees.
2. We **have** a big house.
4. You **have** a coat.



Had

1. I **had** a big balloon yesterday.
2. They **had** a big problem last year.
3. She **had** a pretty doll last month.
4. He **had** a new bag last month.
6. Mr. Gupta **had** two cars two months ago.



TEACHER'S NOTES

Explain to the children Has is used with he, she, it and singular nouns. Have is used with I, we, you, they, and plural nouns. Had is used for past tense.





PRACTICE TIME

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

- (a) I _____ three pens.
- (b) We _____ two balls.
- (c) A year _____ twelve months.
- (d) I _____ no money yesterday.
- (e) We _____ a new English teacher.
- (f) An elephant _____ four legs.
- (g) She _____ no dinner yesterday.
- (h) You _____ a cap in the morning.
- (i) The child _____ red hair.
- (j) I _____ a nice cap last month.
- (k) We _____ a lot of homework last week.
- (l) They _____ a meeting today.
- (m) He _____ fever last Sunday.
- (n) It _____ a hole near the door.
- (o) You _____ toothpaste on your chin.

Let Me Answer

How many teeth do most adults have? How many bones do we have in our body?



Let Me Answer

I (have/had) a beautiful dream last night. We (have/has) a match to play tomorrow. Which one you will use? Why?



Let's Learn

- **Has** is used to talk about one person in the present time.
- **Have** is used to talk about more than one person in the present time.
- **Have** is also used with I and you.
- **Had** is used to talk about one or more than one person in the past time.

Fun With Grammar

Divide the class into two teams. Write some sentences on the blackboard leaving blanks to be filled with either has, have or had. Ask one student from each group and to fill in the blanks with proper helping verbs. The group which write most correct answers will be the winner.





Articles



LEARNING TIME

A. You have already learnt that there are 26 letters in English alphabet.

Out of which a, e, i, o and u are called vowels and the rest are consonants. The words **a**, **an** and **the** are called articles. Let us know the use of a, an and the.

Use of a

Read the words given alongside the pictures.



a parrot



a cat



a glass



a girl



a pen



a watch



Let's Learn

- We use **a** before the words beginning with a consonant sound.
- Words like university, union, European, etc., begin with a consonant sound (yu). So, we use **a** with such words.

Use of an

B. Read the words given alongside the pictures.



an ant



an elephant



an octopus



an unicorn



an onion



an ice cream

TEACHER'S NOTES

Have you ever used a pen? Do you know where is the moon? I need a kilogram of salt. The movie is perfect. I was born in the west. Can you give more examples like these?





Let's Learn

- We use **an** before words beginning with a vowel sound.
- Words like **hour**, **honest**, **heir**, etc., begin with a **vowel sound** as the initial consonant **h** is silent. So, we use **an** with such words.

PRACTICE TIME

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

(a) _____ uniform



(b) _____ axe



(c) _____ bus



(d) _____ flag



(e) _____ egg



(f) _____ pen



(g) _____ crab



(h) _____ hour



(i) _____ engine



(j) _____ bangle



LEARNING TIME

Use of the

C. When we talk about any one person or thing we use **a or **an**. But when we talk about a definite person, place or thing we use **the**.**

We use **the** before a noun when we talk about a particular person or thing.

Example: He is a boy. (any boy)

The boy is watering the plants. (a particular boy)

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

Example: the **sun**, the **moon**, the **sky**, etc.

Let Me Answer

Can you tell articles used in sentences given below?

- A horse runs fast.
- The moon is shining in the sky.
- I want to eat a mango.
- The rivers is full of water.





Generally we do not use an article with proper nouns (names of people and places). However, we use **the** with some proper nouns which are one of a kind.

Examples:

Oceans

→ the Indian Ocean
the Atlantic Ocean

Rivers

→ the Yamuna, the Thames

Mountain ranges

→ the Himalayas, the Alps

Monuments

→ the Taj Mahal
the Qutab Minar

Some books or newspapers → the Ramayana, the Times of India

PRACTICE TIME

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

(a) _____ banana



(b) _____ doll



(c) _____ umbrella



(d) _____ ocean



(e) _____ Bhagwat Gita



(f) _____ Red Fort



3. Fill in the blanks with suitable articles:

(a) Nidhi opened _____ door to let _____ dog in.

(b) I took _____ taxi to go to _____ airport.

(c) Hitesh saw _____ accident on _____ road.

(d) _____ National Flag of India is hoisted on national festivals.

(e) That is Arun. He is _____ police officer.





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

- (a) I saw _____ movie last night. (a/an)
- (b) That is _____ girl, I told you about.
(a/the)
- (c) I read _____ amazing story yesterday.
(a/an)
- (d) I would like _____ piece of cake. (a/an)
- (e) She can play _____ guitar. (an/the)

Let Me Answer



Have you ever used a pen? Do you know where is the moon? I need a kilogram of salt. The movie is perfect. I was born in the west. - Can you give more examples like these?

5. Complete the paragraph by using a, an or the.

Kitty was _____ naughty little kitten belonging to Mrs. Arora. One afternoon, when Mrs. Arora was knitting _____ woollen sweater, she fell asleep. "What _____ nice ball!" said Kitty when she saw _____ woollen ball. She took _____ wool in her mouth and started jumping around in _____ room. Soon she got caught in _____ wool. She tried to get free but could not. So, she began to cry. Mrs. Arora was awakened by her cries. She gave Kitty _____ angry look but also freed her. Kitty promised never to be naughty again.

Fun With Grammar



Ask the students to think of, or draw, items they would bring to a picnic. Write the prompt on the board: "We're going on a picnic and I'm bringing a/an _____." Each student will add an item. Begin with the two items like mat and water jug. Encourage the students to think beyond food items, such as a ball, a hat, a friend, an essay book. As the students respond, they repeat what each student said, and then add their own item.

For example: Rani is bringing an apple.
Raj is bringing the guitar.
I'm bringing a ball.





Apostrophe (Short forms)



LEARNING TIME

A. We can make some words shorter by removing letters from them and adding an apostrophe (').

For Example:

I am	-	I'm	You are	-	You're
I will	-	I'll	You will	-	You'll
I have	-	I've	You have	-	You've
We are	-	We're	They are	-	They're
We will	-	We'll	They will	-	They'll
We have	-	We've	They have	-	They've

To be - Simple Present Form

Positive Statement			
Long form	Short form	Long form	Short form
I am	I'm	He is	He's
You are	You're	We are	We're
She is	She's	It is	It's

To do - Simple Past Form

Positive Statement			
Long form	Short form	Long form	Short form
I had	I'd	He had	he'd
You had	you'd	We had	we'd
She had	she'd	It had	it'd



TEACHER'S NOTES

Explain to the children the use of Apostrophe with examples. Ask them questions related to use of short form and long form.





PRACTICE TIME

1. Write the contracted form of the following :

- | | | | | | |
|--------------------|---|-------|------------------|---|-------|
| (a) I have | — | _____ | (b) I am not | — | _____ |
| (c) We are | — | _____ | (d) He does not | — | _____ |
| (e) They shall not | — | _____ | (f) You must not | — | _____ |
| (g) We do not | — | _____ | (h) You were not | — | _____ |
| (i) She could not | — | _____ | (j) I was not | — | _____ |

2. Match the long forms with the short forms.

Column 'A'

- (a) I am not
- (b) You are not
- (c) He is not
- (d) She is not
- (e) It is not
- (f) We are not
- (g) They are not

Column 'B'

- (i) you aren't
- (ii) He isn't
- (iii) It isn't
- (iv) We aren't
- (v) They aren't
- (vi) She isn't
- (vii) I'm not



Let Me Answer

I am – I'm: "I'm planning to write a book someday." You are – You're: "You're going to have a lot of fun with your new puppy." She is – She's: "She's always on time." Can you explain the use of apostrophe?



LEARNING TIME

B. We use 's to show belonging.

Look at these sentences:

- Mahi is wearing a new dress.
Mahi's dress is very pretty.
Mahi's dress means the dress belonging to Mahi.
- The dog's tail is bushy.
The dog's tail means the tail belonging to the dog



C. We also use 's to show that something is related to another:

Abhishek's school = the school in which Abhishek studies





PRACTICE TIME

3. Write these expressions using 's. One has been done for you.

1. The nest in which the bird lives

The bird's nest

2. The house belonging to my brother

3. The uniform worn by the doctor

4. The songs sung by Kishore Kumar

5. The voice in which Sham sings

6. The stories written by Munshi Premchand

7. The movies in which Amitabh has acted

8. The orders given by the judge

9. The office in which my father works



Let Me Answer

How do you write 'You are', 'I am', 'We are' in short form?



LEARNING TIME

D. Some nouns end in s. In that case, we use only ' to show belonging:

1. The baby looked into the pigeons' nest

The pigeons' nest = the nest in which the pigeons lived

2. The soldiers' guns are very heavy.

The soldiers' guns = the guns carried by the soldiers





- 's and ' show belonging or some other relationship.
- 's added to most of the nouns
- only ' added to nouns ending in-s

PRACTICE TIME

4. Write these expressions using only ' or 's. One has been done for you.

1. the speeches made by the teachers

The teachers' speeches

2. the prayer sung by the students

3. the hostel in which boys live

4. the advice given by the lawyer

5. the vehicles belonging to the officers

6. the house in which the doctor lives



5. Rewrite these sentences using only ' or 's:

1. The pencil used by the artist is very sharp.

2. There is a Grammar Book in the hand of the teacher.

3. We should always follow the advice of our parents.

Fun With Grammar

Prepare cards with phrases and matching apostrophe contractions and let students play a matching game. Mix up the cards and turn them upside down.





Present Tense



LEARNING TIME

A. Read the following sentences.

1. The sun **rises** in the east.
2. My mother **makes** breakfast.
3. Soldiers **fight** bravely.
4. My father **goes** to office.



In the above sentences, the highlighted words **rises**, **makes**, **fight** and **goes** are verbs. These verbs are in the **simple present tense**.



Let's Learn

- In simple present tense, we use the root form of the verb.
- We also add - **s** or - **es** to the root form when the noun or pronoun denotes singular. (Except I and you)
- Simple present tense is used to express general statements or permanent facts.

PRACTICE TIME



1. Tick (✓) the correct verbs.

- (a) Priya (keep/keeps) her room neat and tidy.
- (b) Children usually (want/wants) to wear colourful clothes.
- (c) Ankit (greet/greets) his friends on their birthday.
- (d) You (make/makes) delicious pasta.
- (e) My father (play/plays) cricket on Sunday.



TEACHER'S NOTES

Explain the children how to use present tense in their speech. Elaborate that the present tense is also used to state facts. Add s or-es with singular nouns.



- (f) She (draws/draw) nice pictures.
- (g) The dolphins (look/looks) pretty.
- (h) Apples (tastes/taste) delicious.
- (i) Mamta (sing/sings) sweetly.



2. Fill in the blanks with correct forms of the verbs given in the brackets.

- (a) Himani _____ animals. (love)
- (b) Prabhat always _____ his books from this shop. (buy)
- (c) Arjun _____ his grandparents on weekends. (visit)
- (d) Good citizens _____ all rules. (obey)
- (e) They _____ the news daily. (watch)
- (f) He always _____ up in the morning. (get)
- (g) My parents _____ in a very small flat. (live)
- (h) It _____ me one hour to get to work. (take)
- (i) The sun _____ in the west. (set)



Let Me Answer

Do you know that if the action happens regularly, we use the present tense?



LEARNING TIME

B. Read the following sentences.

1. Ann **is walking** in the garden.
2. We **are going** to school.
3. They **are swimming** in the pool.
4. Saina **is playing** badminton.



In above sentences, the highlighted words **is walking**, **are going**, **are swimming** and **is playing** are all verbs. These verbs are in the **present continuous tense**.





Let's Learn

- We use the present continuous tense to talk about an action that is still going on at the time speaking.
- In present continuous tense, we use **is/am/are** to the root form of the verb and add **ing** after the main verb.

Example : is wait + ing = is waiting
is talk + ing = is talking



Let Me Answer

Do you know that we use present tense to talk about the actions or events happening in the present?

PRACTICE TIME



3. Fill in the blanks with the **present continuous (am/is/are + ing)** forms of the verbs given in the brackets. One has been done for you.

- (a) Aman **is knocking** at the door. (knock)
- (b) The students _____ silently.
(write)
- (c) Sujata _____ a cake. (bake)
- (d) I _____ in the park. (walk)
- (e) Kunal _____ to school. (cycle)
- (f) Mr. Arora _____ a car. (drive)
- (g) The artist _____ the colours.
(mix)
- (h) We _____ to the zoo. (go)
- (i) The girl _____ apples. (eat)
- (j) The monkeys _____ on the tree.
(swing)





4. Tick (✓) the correct verbs.

- (a) I (is watching/am watching) my favourite movie.
- (b) Pratyush (is cleaning/are cleaning) his room.
- (c) Father (are going/is going) to his office.
- (d) You (is making/are making) a pie.
- (e) The little girls (is singing/are singing) happily.
- (f) The birds (is chirping/are chirping).
- (g) The aeroplane (is flying/are flying) in the sky.
- (h) The stars (are twinkling/is twinkling) in the sky.
- (i) The baby (is crying/are crying).
- (j) The butterflies (is flying/are flying).
- (k) The dog and the cat (is playing/are playing).
- (l) The rabbit (is eating/are eating) a carrot.
- (m) The man (is sitting/are sitting) on the chair.
- (n) The puppies (is playing/are playing) with the balls.
- (o) She (is dancing/are dancing) beautifully.
- (p) It (are raining/is raining) since morning.
- (q) The wind (is blowing/are blowing).



Fun With Grammar

Divide the class into four teams. Ask team 1 to write sentences in simple present tense and team 2 to write sentences in present continuous tense. Give a fixed time period. After the time is finished, ask the group to submit their list. The group with more number of correct sentences is the winner.





Past Tense



LEARNING TIME

A. Read the following sentences.

1. We **visited** the zoo yesterday.
2. I **went** to school.
3. They **played** a cricket match.



In above sentences the highlighted words **visited**, **went** and **played** are all verbs. These verbs are said to be in **simple past tense**.



Let's Learn

- Verbs in the past tense tells us about the actions that took some time ago.
- We add - **d** or - **ed** to change some verbs into their past tense forms.

Examples call – called
play – played

- Some verbs change differently.

Example	go – went	read – read
	find – found	see – saw
	fly – flew	get – got

PRACTICE TIME



1. Write the sentences using the past tense form of the following verbs.

- (a) push _____
- (b) wash _____



TEACHER'S NOTES

Explain to the children that the simple past tense indicates an action that began and ended in the past. The past tense of regular verbs is formed by adding -ed at the end of the base verb.

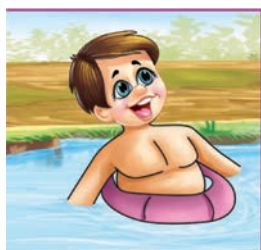




- (c) begin _____ (d) ask _____
 (e) laugh _____ (f) drive _____
 (g) get _____ (h) take _____
 (i) know _____ (j) smile _____

2. Match the columns.

Column A



- (a) walk
 (b) eat
 (c) go
 (d) write
 (e) steal
 (f) bring
 (g) break
 (h) make
 (i) swim
 (j) fall

Column B

- (i) stole
 (ii) made
 (iii) broke
 (iv) walked
 (v) fell
 (vi) wrote
 (vii) swam
 (viii) ate
 (ix) brought
 (x) went



3. Complete the sentences with simple past tense form of the verbs given in the brackets.

- (a) We _____ our breakfast half an hour ago. (finish)
 (b) I _____ him yesterday. (see)
 (c) We _____ a friendly match. (play)
 (d) It _____ heavily. (rain)
 (e) They _____ to god when they fell in trouble. (pray)
 (f) She _____ very early today. (leave)
 (g) I _____ this cake by myself. (bake)
 (h) She always _____ in the summer. (dance)

Let Me Answer



Lisa went to the supermarket yesterday. Sam cooked a tasty dinner yesterday. Do you understand the use of past tense?





- (i) I _____ some money last year. (save)
 (j) We always _____ together. (cook)



LEARNING TIME

B. Read the following sentences.

1. Rohit **was eating** his breakfast.
2. Geeta **was drawing** a painting.
3. The cat **was drinking** milk.
4. The dogs **were barking**.
5. The children **were playing**.



In the above sentences, the highlighted words **was eating**, **was drawing**, **was drinking**, **were barking** and **were playing** are verbs. These verbs are in **past continuous tense**.



Let's Learn

- We use past continuous tense to talk about an action that was happening at some point of time in the past.
- We use **was/were** and **-ing** to the main verb to change it into its past continuous form.

Examples: was sleep + ing = was sleeping
 were read + ing = were reading

PRACTICE TIME



4. Fill in the blanks with the **past continuous forms** of the verbs given in the brackets.

- (a) Rohit _____ the car. (drive)

Let Me Answer

What is simple past tense, give examples?





- (b) The cat _____ with a ball of wool. (play)
(c) Arjun _____ a new dance step. (practise)
(d) Mishika's siblings _____
at home on Tuesday. (stay)
(e) The policeman _____ a thief. (chase)



5. Complete the following conversation by using the past continuous (was/were+ing) forms of the verbs given in the brackets.

- (i) Mr. Arora : Hello, Mr. Sharma! How are you?
Mr. Sharma : I'm good, Mr. Arora.
Mr. Arora : I must ask you what you all _____
last evening. (do)
Mr. Sharma : I _____ the news on television. (watch)
(ii) Mrs. Sharma : I _____ a dinner. (cook)
Children : We _____. (study)
Mr. Arora : I _____ to call you.
But the phone was busy. (try)
Mr. Sharma : By mistake, Yuvraj kept the mobile on silent. I realised it
when I had to make a call this morning. Was it something
urgent?
Mr. Arora : No, not really. We _____ (go) to eat
ice cream. We wanted to ask the children to come with us.
Yuvraj : Oh! I missed an ice cream treat. I wish I was not careless.

Fun With Grammar

Divide the class into two teams. Each team takes turn to act in front of the class without speaking. One group should ask, "What were you doing yesterday morning?" before the other group act the action. Then the other group guess what they were doing and answer in past continuous tense. Each group is given 4 minutes to think about what actions they will do before the game starts.





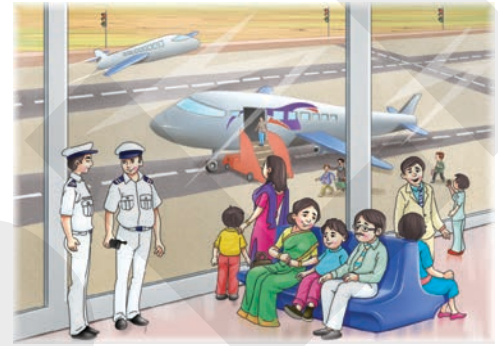
Future Tense



LEARNING TIME

A. Read the following sentences.

1. The flight **will arrive** at 10 a.m.
2. The competition **will start** at 11 a.m.
3. He **will leave** Delhi at 2 p.m.
4. I **shall go** to school.



In the above sentences, the highlighted words **will arrive**, **will start**, **will leave** and **shall go** are verbs. These are said to be in **simple future tense**.



Let's Learn

- Verbs in the future tense describe actions that are expected to take place later in near future.
- In simple future tense, we use **will** or **shall** in addition to the root verb.
- In modern English, use of shall is quite rare, and will is used more frequently.

PRACTICE TIME



1. Underline the verbs that show the sentence is in simple future tense.

- (a) You will earn a lot of money.
- (b) He will travel around the world.
- (c) Many people will remember you.
- (d) Everything will go fine.
- (e) You will meet a lot of interesting people.

TEACHER'S NOTES

Explain to the children that a future tense is a verb form that generally marks the event described by the verb as not having happened yet, but expected to happen in the future.





2. Write the following sentences in future tense. One has been done for you.

(a) I play badminton in the morning.

I will play badminton in the morning.

(b) It rains heavily in the month of July.

_____.

(c) Hitesh rings the bell at 7:00 a.m.

_____.

(d) Mahima grows roses in her garden.

_____.

(e) The flight takes off at 4:00 p.m.

_____.

(f) We spend our summer vacation at a hill station.

_____.

(g) He comes at 9 p.m.

_____.

(h) She invites us to her birthday party.

_____.

(i) They call us before leave.

_____.

(j) You ask her about the journey.

_____.



Let Me Answer

How would you explain something to a person about an event that is going to happen in the near future?

3. Fill in the blanks with simple future tense of suitable verbs from the box.

One has been done for you.

join

play

blow

call

start

enjoy

go

learn

prepare

play

(a) The baby will start to walk very soon.

(b) I hope you _____ the show.





- (c) I _____ for my unit test, tomorrow.
- (d) If it rains today also, it _____ very cold.
- (e) We _____ out only when it stops raining.
- (f) We _____ a friendly football match tomorrow.
- (g) I _____ you in the evening.
- (h) He _____ his father's business when he grows up.
- (i) Our sports teacher _____ the whistle and the race _____.



4. Imagine you were strolling in a desert and found a magic lamp. Write five wishes that you will make.

Wish that you will make for yourself

_____.

_____.

_____.

_____.

_____.



Wish that you will make for your family.

_____.

_____.

_____.

_____.

_____.

Let Me Answer



1. She will look at her plans.
 2. The team will win next time.
 3. We will buy a nice present.
 4. They will know the answer.
- What is future tense in these sentences?

Fun With Grammar

Ask the students to write about their plan about next Sunday in simple future tense. Give them a time period. After their time is over they should submit the paper. The student with the most number of correct sentences will be the winner.





Test Yourself - 2

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

- (a) This _____ a flower.
- (b) I _____ not a fool.
- (c) You _____ wise.
- (d) She _____ a teacher.
- (e) We _____ happy
- (f) Ships _____ sailing in the sea.



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

- (a) John and I _____ in the garden.
- (b) The game _____ exciting.
- (c) Ten years ago, I _____ a baby.
- (d) We _____ visiting a temple.
- (e) Those _____ my best shirts.
- (f) The books _____ on the shelf.



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

- (a) I _____ three pens.
- (b) We _____ two balls.
- (c) A year _____ twelve months.
- (d) I _____ no money yesterday.
- (e) We _____ a new English teacher.
- (f) An elephant _____ four legs.



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

- | | |
|-------------------|-----------------|
| (a) _____ uniform | (b) _____ onion |
| (c) _____ bus | (d) _____ flag |
| (e) _____ egg | (f) _____ pen |





E. Match the long forms with the short forms.

Column 'A'

- (a) I am not
- (b) You are not
- (c) He is not
- (d) She is not
- (e) It is not
- (f) We are not

Column 'B'

- (i) You aren't
- (ii) He isn't
- (iii) It isn't
- (iv) We aren't
- (v) She isn't
- (vi) I'm not

F. Tick (✓) the correct verbs that show the sentence is in the simple present tense.

- (a) Priya (keep/keeps) her room neat and tidy.
- (b) Children usually (want/wants) to wear colourful clothes.
- (c) Ankit (greet/greets) his friends on their birthday.
- (d) You (make/makes) delicious pasta.
- (e) My father (play/plays) cricket on Sunday.
- (f) We (go/goes) to school by bus.



G. Complete the sentences with simple past tense form of the verbs given in the brackets.

- (a) We _____ our breakfast half an hour ago. (finish)
- (b) I _____ him yesterday. (see)
- (c) We _____ a friendly match. (play)
- (d) It _____ heavily. (rain)
- (e) They _____ to God when they fell in trouble. (pray)
- (f) She _____ very early today. (leave)

H. Underline the verbs that show the sentence is in simple future tense.

- (a) You will earn a lot of money.
- (b) He will travel around the world.
- (c) Many people will remember you.
- (d) Everything will go fine.
- (e) You will meet a lot of interesting people.





Sentences



LEARNING TIME

A. Read the following sentences.

1. Boy good
2. Good Amit boy
3. Amit good is boy
4. Amit is a good boy.



In the above sentences, the first three groups of words do not make complete sense. Only the last group of words makes complete sense. So, it is called a sentence.

Here are some more examples:

- | | |
|---------------------------|------------------|
| 1. big animal | (not a sentence) |
| big elephant animal | (not a sentence) |
| Elephant is a big animal. | (a sentence) |
| 2. a bird | (not a sentence) |
| Peacock a bird | (not a sentence) |
| Peacock is a bird. | (a sentence) |
| 3. a mango | (not a sentence) |
| a mango fruit | (not a sentence) |
| Mango is a fruit. | (a sentence) |



Let's Learn

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



TEACHER'S NOTES

Ask the children questions about various types of sentences. Explain to them how to use sentences.





PRACTICE TIME

1. Tick (✓) the groups of words that make complete sense.

- (a) Rekha is running.
- (b) The boy
- (c) I have a younger brother.
- (d) Anjali worn
- (e) The thief was
- (f) My grandma told me a story.
- (g) were dancing
- (h) I like to read.
- (i) kind woman
- (j) I like sweet apple.

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2. Rearrange the following group of words to make sentences with capital letters and full stops.

- (a) father my architect an is

- (b) room he entered the

- (c) zoo the parents take will us my to

- (d) pluck should not flowers we

- (e) play we basketball today will

- (f) sun the east rises in the





LEARNING TIME

B. You must remember the following things about a sentence.

1. A sentence always begins with a capital letter.

A cow is an animal.

The flight is late.

Types of sentences

A sentence that says or states something is called a **statement**. It ends with a full stop (.).

Example: Children love to play games.

A sentence that asks something is called a **question**. It ends with a question mark (?).

Example: Where are you going?



Let Me Answer

Do you create a sentence when you speak? Do you know what are positive and negative sentences?

PRACTICE TIME



3. Rewrite the sentences beginning with a capital and ending either with full stops (.) or question marks (?):

- (a) can you speak German

- (b) the train is late

- (c) where do you live

- (d) supriya ate a mango

- (e) my parents love me

- (f) who is your class teacher

- (g) where do you live

- (k) do you know her





LEARNING TIME

- C. We use an exclamation mark(!) after words/sentences which show anger, surprise, sadness or happiness.

Hurrah! We have won the trophy. (happiness)

Ah! I am alone. (sadness)

A sentence that expresses sudden feeling is called an **exclamatory** sentence.

How beautiful the park is!

Ouch! I got hurt.

PRACTICE TIME



4. Fill in the blanks with the correct word.

Oh! Hush! Ah! Hello! Hurrah!

- (a) _____ How are you?
 (b) _____ The baby is sleeping.
 (c) _____ What a pity.
 (d) _____ I forget it.
 (e) _____ India won the match.

Let Me Answer



Can you make sentences like these?
 He doesn't teach math.
 You don't have children.
 Does he play tennis?
 The train leaves every morning at 18 AM.
 Water freezes at 0°C.
 I love my new pets.



LEARNING TIME

- D. A sentence has two parts— a naming part called the **subject** and an action part called the **predicate**.

Kashish is writing.

In the above statement it is given.

- **Kashish** is the subject or the **naming part**. (It tells us what the sentence is about.)
- **is writing** is the predicate or the **action part**. (It tells us something about the subject.)

PRACTICE TIME



5. Match the subjects in column A with suitable predicates in column B to form meaningful sentences.

Column A

- Raj
- The sun
- The earth
- Clouds
- The stars

Column B

- is round in shape.
- twinkle at night.
- give us rain.
- rises in the east.
- is working.





Punctuation



LEARNING TIME

A. Read the following sentences.

I went to the park yesterday I had a great time my friend Raj, rohit and rahul also went with me we played and walked in the park what did you do. Did you get the clear meaning from the above passage.



Now read the same passage given below.

I went to the park yesterday. I had a great time. My friend Raj, Rohit and Rahul also went with me. We played and walked in the park. What did you do?

Is it not clear now?

To get a clear meaning of a sentence, we use punctuation marks.

PRACTICE TIME

1. Rewrite the sentences using capital letters, full stops or question marks.

(a) aman is a good boy

(b) milk is a complete food

(c) she is a kind lady

(d) is rahul a naughty boy

(e) which is your book



TEACHER'S NOTES

Explain to the children that punctuation marks are signs such as periods, commas and question marks. We always use capital letters after periods and question marks. Question Mark (?).





Let's Learn

- A sentence always begins with a capital letter.
- We use a full stop (.), a question mark (?) or an exclamation mark (!) at the end of a sentence.



LEARNING TIME

- B. We use a **comma** to separate words in a list.

We wear sweaters, jackets, socks and gloves in winter.

We use a **comma** to show a pause or a break between parts of a sentence.

I need a colouring book, colours and a pencil.

I will buy the things, take them home and finish the project.

We use a **comma** after introductory words such as **yes** and **no**.

Yes, I will go to school tomorrow.

We also use a **comma** to separate the name of the person being spoken to from the rest of the sentence.

Ashish, meet me after school.



Let Me Answer

What is punctuation? Have you ever noticed punctuation in writing?

PRACTICE TIME



2. Punctuate the following sentences. Use **commas (,)**, **full stops (.)**, **question mark (?)**, **exclamation mark (!)** and **apostrophes (')** wherever needed.

(a) Raj, Rohit, Sanjay are friends

(b) They went to watch movie last evening

(c) Movies songs were too good

(d) Amitabh Shahrukh Aishwarya all acted nicely

(e) What a grand movie it was we plan to go there again

(f) Yuvraj will you come with us





3. Punctuate the following sentences.

(a) ajay bijay sanjay and anuj are students of class 3

Let Me Answer

Which punctuation sign do we use after asking a question?

(b) apple banana mangoes strawberry and guava are fruits

(c) rose hibiscus sunflower and marigold are flowers

(d) tiger elephant lion jackal zebra and giraffe are animals

(e) gold silver diamond are precious metals

(f) kolkata mumbai chennai and delhi are big cities

(g) potato tomato brinjal and cabbage are vegetables

(h) South North East West are directions

(i) blue red pink yellow and black are colours

(j) car bus bike and van are vehicles



Fun With Grammar

- Divide the class into teams. Write some incorrectly punctuated sentences on the board. Ask the students from each group one by one to use the correct punctuation marks and ask him to explain the reason why that punctuation mark is to be used.





Adverbs



LEARNING TIME

A. Look at the pictures and read the following sentences.

1. The girl is singing **sweetly**.

The word **sweetly** tells us **how** the girl is singing.

2. The baby cries **daily**.

The word **daily** tells **when** the baby cries.

3. The soldiers can fight **everywhere**.

The word **everywhere** tells us **where** the soldiers can fight.



In the above sentences, the highlighted words **sweetly**, **daily** and **everywhere** add meaning to the verbs **singing**, **crying** and **fight**. The verbs describe the actions. The adverbs tell us **how** the action is done, **when** it is done and **where** it is done.

PRACTICE TIME



1. Fill in the blanks by adding **-ly** to the adjectives given in brackets.

- (a) The announcer shouted _____. (loud)
(b) Ashish _____ said goodbye to his friends. (sad)
(c) The beggar looked at the food _____. (greedy)
(d) The doctor called for the ambulance _____. (angry)

TEACHER'S NOTES

Explain to the children there are six main types of adverbs namely adverbs of manner, adverbs of time, adverbs of place, adverbs of frequency and adverbs of degree.





Let's Learn

- **Adverbs of Manner** tells us **how** the actions are being done.
- We often add - **ly** to the **adjectives** to change them into adverbs of manner.
Example : graceful + ly = gracefully slow + ly = slowly
- While changing an adjective into an adverb, the spellings of some words also change.
Example : (a) angry + ly = angrily (b) heavy + ly = heavily

2. Circle the adverbs that describe the underlined verbs in the following sentences.

- The Sun is shining brightly.
- Rohan is running fast.
- The dog is barking loudly.
- The bird sang sweetly.
- Mohit hit the ball hard.
- She writes neatly.
- Virat plays nicely.
- Sourabh talks politely.
- The driver drives carefully.
- She dances beautifully.



Let Me Answer



Can you identify adverbs in the above sentences?





LEARNING TIME

B. Read the following sentences.

1. I am taking my meal **now**.
2. Today, I got up **early**.
3. We played a friendly match **yesterday**.
4. I will visit her **tomorrow**.



In the above sentences, the highlighted words **now**, **early**, **yesterday** and **tomorrow** tell us when the actions are done. These words are called **adverbs** of time. Adverbs of time tell us **when** actions are done.

PRACTICE TIME



3. Underline the adverbs of time in the following sentences.

- (a) Neha gets up early.
- (b) It was very cold today.
- (c) Tarun met his uncle yesterday.
- (d) She was busy then.
- (e) We will play the match tomorrow.
- (f) What were you doing at that time?
- (g) He did not talk to me yesterday.
- (h) I finished she work in the morning.
- (i) They will visit us soon.
- (j) My father reads newspaper daily.



Let Me Answer

Look for words that can be transformed into adverbs by adding "-ly" on to the end. For example, word "loud" into "loudly".





4. Fill in the blanks with suitable adverbs of time from the box.

1. Kanhaiya is _____ the first one to reach the playground.
2. _____ we play together with our other friends.
3. He has not come to play _____.
4. He had an injury _____.
5. I will go to see him just _____.
6. I hope she can play with us _____.
7. I brush my teeth _____.
8. He will _____ talk to me.

now	everyday
today	yesterday
always	tomorrow
never	daily



LEARNING TIME

C. Read the following sentences.

1. Rahul is sleeping **there**.
The word **there** tells where Rahul is sleeping.
2. Air is **everywhere**.
The word **everywhere** tells where air is.
3. We will go **upstairs**.
The word **upstairs** tells where will we go.



In the above sentences, the highlighted words **there**, **everywhere** and **upstairs** tell us where the actions are being done.

Words like **there**, **everywhere** and **upstairs** are also adverbs of place.

Adverbs of place tell us **where** actions are done.

PRACTICE TIME



5. Underline the adverbs of place in the following sentences.

- (a) Children are playing outside.





- (b) We live here.
- (c) The sky is above.
- (d) There are trees all around.
- (e) Mohan looked up.
- (f) She came and sat down.
- (g) The soldiers marched forward.
- (h) You can find him anywhere.
- (i) I have kept the suitcase inside.



6. Underline the adverbs in the following paragraph.

Arrange them as **adverbs of manner**, **adverbs of time** and **adverbs of place**.

Yesterday, it was raining heavily. My sister Pooja had fever and cried loudly in pain. She also tossed in the bed restlessly. I could not find Papa anywhere. He had gone out. I decided to go to the doctor myself. I walked carefully so that I might not slip. Soon I reached the doctor's clinic but I had to wait there for fifteen minutes. I told the doctor about Pooja's fever and he gave some medicine. Pooja took the medicine. She is all right now.

Adverbs of Manner

'How'

- a. _____
- b. _____
- c. _____
- d. _____

Adverbs of Time

'When'

- a. _____
- b. _____
- c. _____
- d. _____

Adverbs of Place

'Where'

- a. _____
- b. _____
- c. _____
- d. _____

Fun With Grammar

- ✦ Pass out pieces of paper and ask your students or children to write a sentence that contains an adverb for each one of the “adverb categories” that are taught.
- ✦ For example, the children should write one sentence for **How Adverbs**, one sentence for **When Adverbs** and one sentence for **Where Adverbs**. At the end, collect the papers, mark any corrections and clarify any misunderstanding that the children might have.





Prepositions



LEARNING TIME

A. Read the following sentences.

1. The eggs are **in** the nest.

The word *in* shows the relation between *the eggs* and *the nest*.



2. The pillow is **on** the bed

The word *on* shows the relation between *the pillow* and *the bed*.



3. A rat is **under** the stool.

The word *under* shows the relation between *a rat* and *the stool*.



4. The child is **behind** the sofa.

The word *behind* shows the relation between *the child* and *the sofa*.



5. The baby is **near** her mother.

The word *near* shows the relation between *the baby* and *her mother*.



In the above sentences, the highlighted word **in**, **on**, **under**, **behind** and **near** show the relation of one thing to another. These words are called **prepositions**.



TEACHER'S NOTES

Explain to the children how prepositions show the relationship between a noun or a pronoun.





Know some more prepositions.

- The garden is **in front of** the house.
(The house is **behind** the garden.)
- Ten comes **after** nine.
(Nine comes **before** ten.)
- The boys are going **to** school.
(The girls are coming **from** school.)
- The ring is made **of** gold.
- He lives **at** Sagarpur.
- Bring water **for** her.
- I am writing **with** a pencil.
- Ravi is standing **between** Seema and Reema.
- The painting is **above** the window.
(The book is **below** the pillow.)
- He is suffering **from** fever.



Let Me Answer

Do you know a preposition is a word placed before a noun or a pronoun?



Let's Learn

- The words which show the relationship of a noun or a pronoun with some other word or words in a sentence are called **prepositions**.

PRACTICE TIME



1. Circle the prepositions in the following sentences.

- The fruits are in the basket.
- The book is on the table.
- The cat is under the table.
- The man is behind the car.
- The stars shine at night.



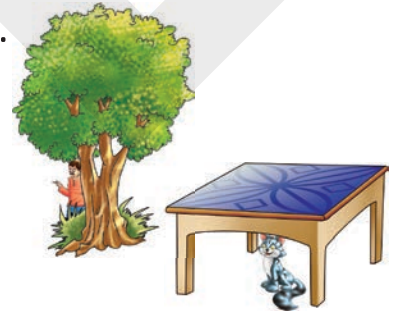
- (f) They are sitting near a pool.
- (g) I will finish it by tomorrow.
- (h) He is writing with his pen.
- (i) We are travelling to Mumbai.
- (j) Sunday come after Saturday.
- (k) He is suffering from headache.



2. Fill in the blanks with suitable prepositions.

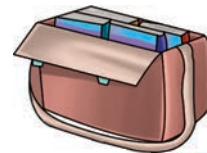
in behind between under on

- (a) Ajay is sitting _____ Suresh and Neeraj.
- (b) Fruits are kept _____ the fridge.
- (c) The man is standing _____ the tree.
- (d) The monkey is _____ the tree.
- (e) The cat is sitting _____ the table.



3. Circle the correct prepositions. One has been done for you.

- (a) The lamp is lying at / on / by the table.
- (b) The dog is **before** / near / behind the curtain.
- (c) The book is **in** / under / by the bag.
- (d) The river flows **in** / near / under the bridge.
- (e) The cow is standing **in** / on / near the log.
- (f) The map is **over** / by / on the wall.





4. Fill in the blanks with suitable prepositions from the box.

between near by under after at
to on of with before in

- (a) The glass is full _____ water.
- (b) We write _____ a pen.
- (c) My uncle lives _____ Singapore.
- (d) November comes _____ October.
- (e) There is a big mall _____ our school.
- (f) She will come back _____ dinner.
- (g) Hitesh took rest _____ a tree.
- (h) Look _____ these pictures carefully.
- (i) The ball is lying _____ the bat and the box.
- (j) From 6 a.m. _____ 7 p.m., I will be in the park.
- (k) No, I will be going _____ car.



LEARNING TIME

B. from can mean

- in addition to
Ajay is suffering **from** fever.
- away
My friend is coming **from** Mumbai.

Let Me Answer

Can you tell prepositions used in given below sentences?
There is a fish in the jar.
A book is on the table.
Ravi is jumping into the water.
A rat is coming out of the hole.





PRACTICE TIME

5. Fill in the blanks with **from**. Write in addition to or away.

- (a) She is coming _____ school. _____
- (b) Virat Kohli is _____ India. _____
- (c) I walked _____ park to home. _____
- (d) Yuvraj was suffering _____ cancer. _____
- (e) The shop is open _____ 9 a.m. to 8 p.m. _____
- (f) Steel is made _____ iron. _____
- (g) The park is 200 metres _____ my house. _____
- (h) You can see the mountain _____ here. _____
- (i) She felt sick _____ tiredness. _____

Fun With Grammar

- ✦ Divide the class in teams.
- ✦ Invite the students to pick a seat where they are comfortable and able to see clearly. The teacher will take a pencil and a book. Now, the pencil should be kept **on** the book, **in** the book, **behind** the book, **infront** of the book, **near** the book, far **from** the book, **under** the book, etc., and students of each team will trace the location of pencil and will say in sentence, like : The pencil is **on** the book.
- ✦ Ask the students to pick out the main words they used when describing where the pencil was and write them on the board. Tell the students that these types of words are known as "prepositions" and are used to describe location. Teacher then asks the students to name more location words and puts them on the board. Students copy them onto a piece of paper for later use.
- ✦ The teacher then writes a sentence on the board and asks students to pick out the preposition. The teacher then circles the preposition and asks a student to come up with the next sentence with a preposition in it.





Vocabulary



LEARNING TIME

A. Compound words

Read the following words.

1. **rain + bow = rainbow**

Two words **rain** and **bow** when combine together form a new word that is **rainbow**.

2. **tooth + brush = toothbrush**

When two words **tooth** and **brush** combine they form a new word **toothbrush**.



PRACTICE TIME



1. Draw a line between words to make a compound words.

Column 'A'

- (a) Sun
- (b) Story
- (c) Play
- (d) Sea
- (e) Jelly

Column 'B'

- (i) fish
- (ii) side
- (iii) flower
- (iv) book
- (v) ground

2. Use a word from the word box below to make a compound word. Use the pictures as hints.

cloth coat finger worm cock paper fly ball berry

- (a) straw + _____ = _____
- (b) basket + _____ = _____



TEACHER'S NOTES

Explain to the children a list or collection of words and their meanings. The words used in a language, by a group or individual, or in relation to a subject.





- (c) butter + _____ = _____
- (d) news + _____ = _____
- (e) rain + _____ = _____
- (f) silk + _____ = _____
- (g) table + _____ = _____



LEARNING TIME

B. Homophones

Look at the pictures and read the words.



hair



hare



pear



pair

Let Me Answer

Do you know that vocabulary is a language and words either used or understood by a person or group of people? What kind of vocabulary do you use?

The words **hare** and **hair**, **pear** and **pair** sound the same but their spelling and meaning are different. **Homophones** are words which sound the same but differ in spelling and meaning. So, these are called **homophones**.

PRACTICE TIME



3. Fill in the blanks with the correct words from brackets.

1. A _____ has seven days. (**weak/week**)
2. Rajni wants to _____ a new pencil. (**bye/buy**)
3. My brother loves to swim in the _____. (**sea/see**)
4. They have gone back to _____ house. (**their/there**)
5. You _____ a letter to your father. (**right/write**)





4. The following are four pairs of homophones. Find out the difference in meaning between the words of each pair and make sentences with them.

- (a) sun _____
son _____
- (b) there _____
their _____
- (c) pear _____
pair _____

5. Fill in the blanks with words in the box. One has been done for you.

one sea hair blue sun
won see hare blew son

- (a) At the zoo, I saw a hare as dark as my hair.
- (b) I _____ a prize when I was in class _____.
- (c) Anu said to her _____, 'The _____ is shining.'
- (d) In Goa, I could _____ the _____ from my hotel.
- (e) The wind _____ the _____ kite up towards the sky.

6. Write homophones of the following words. One has been done for you.

- (a) not knot (b) won _____
- (c) quote _____ (d) weight _____
- (e) eye _____ (f) knew _____
- (g) whole _____ (h) sea _____
- (i) know _____ (j) dear _____



LEARNING TIME

C. Anagrams

Read the following words.

pots – stop net – ten read – dear
act – cat top – pot flow – wolf

In above the words, you see that we can form new words from the base words. An anagram is a word that is made by rearranging the letters of another word or phrase.

Let Me Answer

Are you aware that listening vocabulary refers to the words, we need to know to understand what we hear. Can you give examples of listening vocabulary?





PRACTICE TIME

7. Make anagrams by rearranging the letters of the following words with the help of clues.

- | | | |
|------------|-------------|---------------------------|
| (a) dear | <u>read</u> | (what you do with a book) |
| (b) arts | _____ | (we see at night) |
| (c) bleat | _____ | (a piece of furniture) |
| (d) thing | _____ | (when you see the stars) |
| (e) danger | _____ | (where flowers grow) |
| (f) late | _____ | (a story) |



LEARNING TIME

D. Synonyms

Synonyms are the words which have same meanings.

PRACTICE TIME

8. Eight words are given below. Form four pairs of words having similar meanings:

tiny help fast assist small quick beautiful pretty

1. _____

2. _____

3. _____

4. _____

E. Antonyms

Antonyms are the words which have the opposite meanings.

PRACTICE TIME

9. Eight words are given below. Form four pairs of words having opposite meanings:

fast far hard slow clean soft dirty near

1. _____

2. _____

3. _____

4. _____

