

English Grammar

8



With the blessings of :
Our Parents

ENGLISH GRAMMAR



8

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means without prior permission in written. Any person who does any unauthorised act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

Limits of liability and Disclaimer of Warranty:

The Author, Editor, Designer and the Publisher of this book have tried their best to ensure that all the texts are correct in all respect. However, the author and the publisher does not take any responsibility of any mistake, if happened. The correction of mistakes, if found will duly be done in the next edition.

Edited by:
Saurabh Gandhi
Neelam Sarkar
Ananya Pandey

- 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.

Publishers

Content

S. No.	Chapters	Page No.
1.	The Sentence	5
2.	Subject and Predicate	9
3.	The Clause	11
4.	Simple, Compound and Complex Sentences	14
5.	Noun	16
6.	Pronoun	19
	Test Yourself - 1	22
7.	Verbs	23
8.	The Present Tense	26
9.	The Past Tense	30
10.	The Future Tense	34
11.	Adverbs	37
12.	Adjectives	44
	Test Yourself - 2	47
	Model Test Paper - 1	48
13.	Prepositions	49
14.	Conjunctions	55
15.	Articles	60
16.	Active and Passive Voice	64
17.	Direct and Indirect Speech	69
18.	Punctuation Marks	76
	Test Yourself - 3	82
19.	Homophones	83
20.	Smilies	87
21.	Idioms	90
22.	Phrasal Verbs	94
23.	One word Substitution	97
24.	Comprehension	103
25.	Essay Writing	107
26.	Letter Writing	111
27.	Notice Writing	117
	Test Yourself - 4	119
	Model Test Paper - 2	120



The Sentence



LEARNING TIME

❖ SENTENCE

A group of words that makes complete sense is called a sentence. A sentence always begins with a capital letter.

❖ KINDS OF SENTENCES

There are four kinds of sentences:

1. **Declarative or Assertive Sentence**

A sentence that makes a statement or assertion is called as a declarative or assertive sentence.

Example:

- | | |
|---------------------------------------|------------------------------------|
| (a) The earth revolves round the sun. | (b) The boys are playing cricket. |
| (c) My mother makes delicious sweets. | (d) The school begins at 9.00 a.m. |

2. **Interrogative Sentence**

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

Example:

- | | |
|---|-----------------------------|
| (a) What are you eating? | (b) Do we need to go there? |
| (c) Would you like to have a cup of coffee? | (d) Where do you belong to? |

3. **Imperative Sentence**

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

Example:

- | | |
|---------------------------------------|------------------------------------|
| (a) Kundan, shut the door. | (b) Always respect your superiors. |
| (c) Please bring me a glass of water. | (d) Please give me my pen. |

4. **Exclamatory Sentence**

A sentence that expresses some strong or sudden feelings is called an exclamatory sentence.

Example:

- | | |
|-----------------------------------|------------------------------------|
| (a) How beautiful this rose is! | (b) Oh! It is too hot today. |
| (c) Alas! The dog died yesterday. | (d) Hurrah! We have won the match. |

❖ PHRASE

A phrase is a group of words that make sense, but not complete sense. Phrases are of different kinds. Some of the important ones are:

Let Me Answer

- What is referred to as a combination of words that together make meaning?



I. Noun Phrase

Noun phrase is a part of sentence with subject and verb and it always acts as a noun.

Example:

The boys like to eat mangoes.

In this sentence, 'like' is the verb and 'to eat mangoes' is the object of the verb 'like'.

Thus, 'to eat mangoes' functions as noun here; and, is a Noun Phrase.

Example:

- (a) Our aim is to win matches.
- (b) She desires to have some food.
- (c) We love to be honest.
- (d) The cunning leaders love to cheat people.



2. Adjective Phrase

A group of words which does the work of an adjective is called an Adjective Phrase.

Example:

- (a) i. Nisha is an intelligent girl. (b) i. My mother wears a golden necklace.
ii. Nisha is the girl with intelligence. ii. My mother wears a necklace made of gold.
- (c) i. Bill Gates is a wealthy man. (d) i. There is a blue jackal.
ii. Bill Gates is a man with great wealth. ii. There is a jackal with blue skin.

In part (i) of every example given above, a single word describes the person or thing. In part (ii) of every example, a group of words describes the person or thing. These groups of words perform the function of adjectives. They are Adjective Phrases.

3. Adverb Phrase

A phrase, which acts like an adverb, is an Adverb Phrase.

Example:

- (a) i. He talked wisely. (b) i. Sachin played nicely at Sydney.
ii. He talked in a wise manner. ii. Sachin played in a very nice style at Sydney.
- (c) i. They fought bravely. (d) i. We ran fast.
ii. They fought in a brave manner. ii. We ran in a fast pace.

In part (i) of every example given above, an adverb helps to illustrate the verb. In part (ii) of every example, a group of words does the work of the adverb. These groups of words perform the function of adverbs and are known as Adverb Phrases. Study the table below and note the pattern.

Adverbs	Adverb Phrases
Politely	In a polite manner
Beautifully	In a beautiful manner
Bravely	In a brave manner
Here	On this spot



PRACTICE TIME

1. Rearrange the following words to form meaningful sentences. Also, Put correct punctuation marks wherever required:

(a) Abdul Kalam the chief guest was

(b) watch went and a to Vishal movie Gaurav

(c) pen do you have the you with

(d) cricket result was the so of match disappointing the

(e) favour please me a put do that stool here and

(f) I would like to good for cook you food

(g) it is impossible puzzle to solve this

(h) I would have some like to please tea

2. Identify, whether the following statements are assertive, interrogative, exclamatory or imperative sentence, then write in the space provided :

(a) Keep quiet please.

(b) A little mouse sat in a corner.

(c) How hot the weather is!

(d) Let us go for shopping.

(e) Tom and Jerry went up the hill.

(f) Where are you going?

(g) Have you done your homework?

(h) Hurrah! I have won the match.

3. Put the correct punctuation mark at the end of the following sentences and write their kinds in the space provided:

(a) Let me cook breakfast for you this morning

(b) What a pretty dress

(c) Whose pen is this

(d) What a beautiful saree you are wearing

(e) Please do me a favour and put that chair there



- (f) How are you _____
- (g) The glass is full _____
- (h) I am glad to meet you _____

4. Underline the phrases used in the following sentences and write in the given space whether they are Adjective Phrases, Adverb Phrases or Noun Phrases:

- (a) Anjum fell on this spot. _____
- (b) She did it against his will. _____
- (c) The wind blew with great fury. _____
- (d) They enjoy walking in the rains. _____
- (e) Mukesh is a man of great wealth. _____
- (f) We do not know where to go. _____
- (g) Virat is coming at this moment. _____
- (h) They love getting people into trouble. _____

5. Convert the following exclamatory and imperative sentences into interrogative sentences:

- (a) I offered him a place to rest. _____
- (b) I bought the child a toy. _____
- (c) How beautiful the river is! _____
- (d) Akbar was greater than Jahangir. _____
- (e) What a pity! _____
- (f) How hot the day is! _____
- (g) How beautiful the painting is! _____
- (h) Romeo loved Juliet. _____

6. Change the following exclamatory sentences into assertions.

- (a) Bravo! Keep it up. _____
- (b) How beautiful this sculpture is! _____
- (c) Ah! What a rough and tough man he is! _____
- (d) Alas! She is injured badly. _____
- (e) How beautiful this painting is! _____
- (f) Oh! I am hurt badly. _____
- (g) Hurrah! I have cleared the examination. _____
- (h) What a wonderful creature the horse is! _____

TEACHER'S NOTES

Explain to children that the words in a sentence are written in a sensible sequence. A capital letter marks the start of a new sentence. A full stop serves as the punctuation at the end of a sentence.





Subject And Predicate



LEARNING TIME

1. A sentence contains two parts: Subject and Predicate.

The person or thing we speak about is called **Subject** of the sentence and the part which tells something about the subject in a sentence is called the **Predicate**.

Example:

Pankaj	is intelligent.	Mother	cooks food in the kitchen.
(Subject)	(Predicate)	(Subject)	(Predicate)

2. In imperative sentences, the subject is left out.

Example:

- | | |
|---------------------|---------------------------|
| (a) Stand up. | (b) Keep it up. |
| (c) Tell the truth. | (d) Call off the meeting. |

We can find the subject of the sentence by taking the verb and by asking the question "Who" or "What".

Example:

Yogesh paints well.

Who paints well? The answer is Yogesh. So, Yogesh is the subject.

Let Me Answer

- A subject is its noun or a pronoun-based portion, and its predicate is based on?



PRACTICE TIME



1. In the following sentences underline the subjects and write the predicates in the space provided:

- Wordsworth was a well-known poet.
- The tiger is said to be a man-eater.
- The dew-drops glitter on the flowers.
- The girl wearing the red frock is my niece.
- Silence is the language of soul.
- Each dog has his day.
- All roads lead to Delhi.
- Delhi is the capital of India.
- A small leak may sink a great ship.
- A live ass is better than a dead lion.



2. Match the following subjects and predicates:

- | | |
|------------------|--------------------------|
| (a) The cupboard | was a Mughal King. |
| (b) Mr. Sharma | worship in the temples. |
| (c) Kautilya | has a sweet smell. |
| (d) The rose | wrote Arthashastra. |
| (e) The birds | is standing on the road. |
| (f) The girl | shot at the lion. |
| (g) The hunter | rises in the east. |
| (h) The sun | are flying in the sky. |
| (i) Babur | is lying open. |
| (j) Hindus | is our English teacher. |



3. Add predicates to the following sentences:

- (a) A little knowledge
- (b) Prevention
- (c) The girl
- (d) Delhi
- (e) Hockey
- (f) The earth

Fun With Grammar

Use suitable subjects before the predicates given below:

- (a) _____ were very happy to see me.
- (b) _____ does not help me.
- (c) _____ will have reached there by Sunday.
- (d) _____ are coming to meet us today.
- (e) _____ can help you find your missing child.
- (f) _____ tells a lie.
- (g) _____ could not pass in the examination.
- (h) _____ will be waiting for us to play.
- (i) _____ has passed in the examination.



TEACHER'S NOTES

Explain to children that the sentence's subject determines what (or who) it is about, whereas the predicate provides information about it.





LEARNING TIME

A group of words forming a part of a sentence and having a subject and a predicate of its own is known as a clause.

Read the following sentences given in the table:

1. I know what I can do.	Clauses: (a) I know (b) What I can do
2. They asked why I was late.	Clauses: (a) They asked (b) Why I was late



Study the clauses above. Each of them has a subject and a verb. A clause is a part of a sentence which contains a subject and a finite verb.

In modern English Grammar, the word “clause” is also used for structures containing non-finites like **speaking, to write** (with no subject). In the sentence, **We want to speak to him**, “We want” is called a finite clause, while “to speak to him” is called a non-finite clause.

Clauses can be divided into two classes:

- (i) Main clause (ii) Subordinate clause

A main clause can be used on its own as a sentence. A subordinate clause cannot stand by itself and depends on another clause. In the sentences given in the table, clauses numbered (a) are main clauses, while those numbered (b) are subordinate clauses. Subordinate clauses are usually introduced by conjunctions like before, after, who, when, while, till, until, because, as, if, though etc. Clauses are of three kinds.

I. Noun Clause

A clause that does the work of a noun is called a Noun Clause.

Example:

- (a) I know that she had been waiting for you.
- (a) It is not known who has stolen her keys.
- (c) I know that you are a fool.
- (d) Ram was told that he will be the next leader.



Let Me Answer

- A clause is a sentence component that consists of a subject and a predicate. What kind of subject you can make with a clause?



2. Adjective Clause

When a clause acts like an adjective, it is an Adjective Clause.

Example:

- (a) This is the girl who won the first prize.
- (b) This is the house that my father built.
- (c) He lost the plan paper which I had prepared.



3. Adverb Clause

When a clause acts like an adverb, it is an Adverb Clause.

Example:

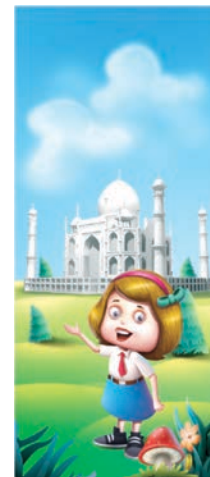
- (a) If it rains, I shall not be able to come.
- (b) You will succeed whenever you attempt towards your goal.
- (c) He came when I was taking rest.
- (d) Wherever he goes, he faces the same tale.



PRACTICE TIME

1. Find out the 'Main Clause' and 'Subordinate Clause' from the following sentences :

- (a) If you are sincere, you will surely succeed.
- (b) When I grow, I want to be me only.
- (c) You cannot trace an enemy unless you are too friendly to them.
- (d) You cannot go far if you don't begin very near.
- (e) Though he is poor, he is honest.
- (f) When a man meets his mate, the society begins.
- (g) Violence is just where kindness fails.
- (h) When India became independent, Indian people were very happy.
- (i) I visited the Taj Mahal where everybody desires to visit once in a life.
- (j) India won the match against Pakistan which was unexpected.



2. Pick the clauses from the following sentences and tell the kind of each :

- (a) He always does something that is silly.
- (b) The house he lives in belongs to my uncle.
- (c) I know the man who lives there.
- (d) I asked her where she was going.
- (e) Do you know the man who is wearing a blue shirt?
- (f) He smiled when he saw her.
- (g) Do you know that he has passed?



- (h) This is the girl who stood first.
 (i) It pained me to hear that she was not well.
 (j) You may stand wherever you like.

3. Fill in the blanks with suitable Noun Clauses :

- (a) Ramesh told me
 (b) She earns
 (c) She knows
 (d) He thinks
 (e) They spend
 (f) She targets
 (g) It is only
 (h) Does she know
 (i) Tell her
 (j) He asked me



Fun With Grammar

Underline the Adjective Clauses from the following sentences :

- (a) God punishes them who cheat honest people.
 (b) People, who live in glass houses, should not throw stones at others.
 (c) Nobody knows the man who helped you.
 (d) The fact, which is unknown, is a secret.
 (e) Those people, who live for others, are always adored.
 (f) She is the girl who has intelligence.
 (g) Mukesh Ambani is a man, who has a great wealth.



Fill in the blanks with suitable Adverb Clauses :

- (a) She cannot see
 (b) The child went out to play
 (c) Nobody likes her
 (d) His mother did
 (e) She will pass
 (f) She cannot see
 (g) She comes
 (h) Everybody likes her
 (i) They talked



TEACHER'S NOTES

Explain to children that a clause can be used alone to form a sentence or it can be combined with another clause to form a sentence. Therefore, one, two, or more clauses can be found in a sentence.





Simple, Compound and Complex Sentences



LEARNING TIME

❖ SIMPLE SENTENCE

A sentence which has only one subject and a finite verb is called simple sentence.

Example:

- (a) Madhu won the first prize in English debate. (b) The sun rises in the east.
(c) His courage saved him from the danger. (d) We play badminton everyday.

❖ COMPOUND SENTENCE

When a main clause is joined with a co-ordinate clause, it is called a compound sentence.

Example:

- (a) The route was long and we were tired.
(b) She looked at us and we called her.

Both the above sentences have two parts:

- (a) The route was long. (b) We were tired.
(b) She looked at us. (b) We called her.

Look at some more examples of compound sentences:

- (a) Ramesh is rich, but he is a miser.
(b) Mahesh is poor, yet he is happy.

❖ COMPLEX SENTENCE

A complex sentence is formed with one principal (main) clause and one or more subordinate clauses. The subordinate clause is dependent on the main clause to convey the meaning.

Example:

I do not know where he lives.

This sentence has two parts:

- (a) I do not know.
(b) Where he lives.

Each part has a subject and a predicate of its own and forms a part of the larger sentence. Thus, each part is a clause.

'I do not know' makes good sense by itself and can stand as a complete sentence. Such a clause is known as principal or main clause. But the clause 'where he lives' does not make sense and cannot stand alone. It is dependent for its full meaning on the principal/main clause. So, it is called dependent or subordinate clause.



Let Me Answer

- Simple, Complex and Compound are parts of different sentences. What kind of example do you give for each?



(a) When her money was picked, she was sleepy.
(b) He is the man whom we all love and respect.
(c) If you study, you will succeed.

- (a) We know him and he knows us.
- (b) He will go where you are going.
- (c) It was raining heavily.
- (d) His perseverance brought him success.
- (e) Give all the details as you have been instructed.
- (f) He works in a book shop.
- (g) He, whom the police are searching, is a thief.
- (h) The night was dark.
- (i) His valour won him the prize.
- (j) I liked to go there because my brother lived there.
- (k) Walk quickly, otherwise you will be left behind.
- (l) She could see her way.
- (m) Tell her the news as you have heard it.
- (n) Talk quickly, else I will leave the office.
- (o) He will go where you are going.



Write in the given space which of the following sentences are compound and which are complex:

- (a) I asked everyone but she did not succeed.
- (b) He knows where they live.
- (c) The book which you have is a novel.
- (d) I think he is absent today.
- (e) They laughed when she slipped and fell.
- (f) I know the man who said that the earth spins on its axis.
- (g) She shouted when her brother came.
- (h) They danced when the night came.
- (i) She returned to her home because she was tired.
- (j) He does not know who has stolen your pencil box.
- (k) We came to know how you were living there.
- (l) She screamed when her sister came.

[illegible]

Ask children to give examples of complex sentences and explain how we recognise them.





Noun



LEARNING TIME

A noun is the name of a person, place or a thing.

Example:

Ricky, pen, table, book, Hyderabad, cow, man, boy, girl etc.

❖ KINDS OF NOUNS

There are five kinds of Nouns :

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

1. Proper Noun

A Proper Noun is the naming word of a particular place, thing or person, etc.

Example:

Kamran and Rajat are good friends.

In this sentence, 'Kamran' and 'Rajat' are the names of particular persons, hence they are proper nouns. Proper nouns always begin with a capital letter.

2. Common Noun

Words denoting persons or things of the same kind or class are called Common Nouns.

Example:

The men are going to the trade fair.

In this sentence, the word 'men' denotes a class, i.e. a group of men. So, it is a common noun.

3. Collective Noun

Words that denote a collection of persons or things regarded as a unit are known as Collective Nouns.

Example:

group, crew, people, mob, etc.

4. Material Nouns

Words which denote a matter of substance of which things are made are Material Nouns.

Example:

copper, silver, gold, wood, cotton, oil, iron, etc.

5. Abstract Nouns

The names of things which cannot be touched and cannot be seen, but can only be thought about or felt are known as Abstract Nouns.



Let Me Answer

- What kinds of nouns do we find in a sentence?



Example:

beauty, health, courage, pity, pain, bravery, etc.

Nouns are also classified on the basis of countability, i.e. whether they can be counted or not. Thus, there are countable and uncountable nouns.

1. Countable Nouns

Nouns that can be quantified or counted with a number are known as Countable Nouns.

Example:

a book, four pens, two pencils, etc.

Points to remember about Countable Nouns:

- (i) They can be quantified by a number.
- (ii) They have singular and plural forms.
- (iii) We can use 'a', 'an' or 'one' before them.
- (iv) 'Many' can also be used before them.



2. Uncountable Nouns

Nouns that can not be counted and are usually quantified by a word that signifies amount are called Uncountable Nouns.

Example:

water, oil, smoke, English, Urdu, sugar, etc.

Points to remember about uncountable nouns :

- (i) They are quantified by an amount rather than a number.
- (ii) They have only one form (singular).
- (iii) We cannot use 'a', 'an' or 'one' before them.
- (iv) We can use 'much', 'any' or 'some' before them.
- (v) All abstract and material nouns are uncountable nouns.



PRACTICE TIME

1. Fill in the following blanks with nouns given in the box:

woollen, police, classroom, Birbal, clothes, mob, ornaments,
flock, team, committee

- (a) _____ was famous for his wisdom.
- (b) _____ are made of cotton.
- (c) These _____ are made of gold.



- (d) People are wearing _____ clothes as it is too cold.
- (e) Our _____ has two blackboards.
- (f) The _____ fired at the mob.
- (g) A _____ of ten was appointed.
- (h) The _____ was getting agitated.
- (i) A _____ of sheep was grazing
- (j) The _____ won the match.



2. Encircle the correct form of nouns in the brackets:

- (a) I want a piece of (paper/papers).
- (b) I have brought the (wood/woods) for furniture.
- (c) Himani has long black (hair/hairs).
- (d) Please give me (a sugar/some sugar).
- (e) Owing to rain, the cricket (ground/grounds) is not dry.



Fun With Grammar

Fill in the following blanks with appropriate nouns, choosing from the words given in the brackets:

- (a) The children saw the _____ (deers/deer) park in the zoo.
- (b) After _____ (retire/retirement/expulsion) Mr Singh lives a quiet life.
- (c) After the wedding day, they gave a grand _____ (receive/welcome/reception).
- (d) Tonight, I am dining at my _____ (uncle's/uncle's house/uncle house).
- (e) Can you tell me the way to _____ (St Paul's/ St Paul's Church/St Paul Church)?
- (f) Do you know the story where the fairy grants a little girl three _____ (wish/wishes/wished)?
- (g) He threw some nuts to the _____ (monkey/monkeys).
- (h) They listened to the whole story with great _____ (patience/patient/excitement/excite).
- (i) James Bond and George Smiley are popular fictional _____ (spy/spys/spies).
- (j) Please keep your hands and _____ (foot/feet/feets) inside the car.

TEACHER'S NOTES

Explain different kinds of nouns and elaborate on how we can use the kinds of nouns.





Pronoun



LEARNING TIME

A word that is used in place of a noun is called a Pronoun.

Example: He, she, it, we, our, you, your, etc.

Read the following examples carefully:

Look at Raveena. **She** is performing on the stage. Kamran and Rajat have come to see **her**. **They** are glad to see **her** performance. **She** is also glad to see **them**.

In the above paragraph, all the words in **bold** letters are pronouns.

❖ KINDS OF PRONOUNS

1. Personal Pronoun: A pronoun that indicates person is called Personal Pronoun. Personal pronoun stands for three persons. They are – the first person, the second person and the third person.

i. First Person: The pronouns which refer to the person or persons speaking are called pronouns of the first persons.

Example: I, we, us, me, mine, ours, etc.

ii. Second Person: The pronouns which refer to the person or persons spoken to are called pronouns of the second person.

Example: You, yours, etc.

iii. Third Person: The pronouns which refer to the person or thing spoken of are called pronouns of the third person.

Example: He, she, it, they, them, his, her, their, etc.

2. Demonstrative Pronoun: A pronoun which demonstrates a noun, an object, a complement, etc. is called a Demonstrative Pronoun.

Example:

(a) This is a small rabbit.



(b) These are beautiful girls.



(c) That is a lotus flower.



(d) Those are my books.



3. Interrogative Pronoun: A pronoun which asks a question is called an Interrogative Pronoun.

Example:

(a) What is your name?

(b) Whose book is this?

(c) Where do you live?

(d) Who is your monitor?



4. Reflexive Pronoun: A pronoun which reflects the action towards the subject is called a Reflexive Pronoun.

Example:

- (a) I shall do it myself. (b) We have come here ourselves.
(c) They have done this job themselves. (d) She solved her problem herself.

5. Emphatic Pronoun: A pronoun which is used for emphasis is called an Emphatic Pronoun.

Example:

- (a) I myself am enough to solve the problem. (b) He himself knows me very well.

6. Possessive Pronoun: A pronoun which shows possession of something is called Possessive Pronoun.

Example:

- (a) This car is mine. (b) That book is yours.
(c) This pen is hers. (d) These umbrellas are theirs.

7. Indefinite Pronoun: A pronoun which is indefinite, is called an Indefinite Pronoun.

Example:

- (a) None will come to help you. (b) One should know one's job.
(c) Several of us were absent. (d) A few can build houses.

8. Relative Pronoun: A pronoun which shows relation is called a Relative Pronoun.

Example:

- (a) This is Mr. Sachin who loves cricket. (b) He married the girl whom he loved.
(c) This is the bat which I am searching. (d) This is the lady whom everybody praise.

PRACTICE TIME

1. Fill in the blanks with suitable Personal and Reflexive Pronouns:

- (a) Reena is going to Delhi to meet _____ father.
(b) The school boys have gone on a historical tour with _____ teachers.
(c) My father brought some fruits. He gave _____ to me.
(d) The old woman thrashed the boy _____.
(e) _____ and _____ should go to attend the meeting tomorrow.
(f) She dressed _____.
(g) If they talk so, they will hurt _____.
(h) I have a dog. I call _____ Sheru.

2. Fill in the blanks with suitable Emphatic Pronouns:

- (a) They will solve this case _____.
(b) They hit upon a plan _____.

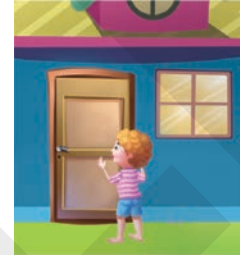


- (c) We _____ will look into the matter concerning this issue.
 (d) He _____ takes care of his only son.
 (e) I _____ cook my lunch.
 (f) He _____ uses deadly weapons against his opponents.
 (g) Mr Mohan _____ chopped these onions.



3. Fill in the blanks with suitable Interrogative Pronouns:

- (a) _____ would like to join the Air force?
 (b) _____ is the colour of a crow?
 (c) _____ is that girl?
 (d) _____ is there at the door?
 (e) _____ knocked at the door?
 (f) _____ is the matter?
 (g) _____ one is cleaner Mumbai or Chandigarh?



4. Pick out the pronouns in the following sentences and say which are reflexive pronouns and which are emphasizing:

- (a) We often deceive ourselves.
 (b) She laughed at herself.
 (c) Do not trouble yourself.
 (d) He himself said so.
 (e) They themselves admitted their guilt.
 (f) They posted the letters themselves.
 (g) I myself will do this job.

Fun With Grammar

Complete the following conversation by filling in the blanks with right option:

- Ashok : Is _____ (there/this/your/his) car, your's or your cousin's?
 Kishore : _____ (Whom/Which/Who/What) do you mean?
 Ashok : I mean to say _____ (where/who/whose/whom) is that grey car?
 Kishore : Yes, it is mine. But listen to _____ (that/what/which/when) I say.
 Ashok : _____ (What/Who/Whom/Which) do you wish to instruct?
 Kishore : _____ (Which/This/One/Who) is the key to start, but do not push it hard.
 Ashok : This is the same car _____ (when/who/which/whose) I borrowed once in the past also.
 Kishore : I know that you went to see your friend _____ (who/that/which/why) had met with an accident.
 Ashok : Now, he is improving fast. Thanks for _____ (his/your/yours/him) interest in my friend.
 Kishore : _____ (That/This/Which/ Why) is my duty as a friend of yours.

TEACHER'S NOTES

Ask children to give examples of pronouns and their types. Explain how we recognize them.



Test Yourself - 1

(Chapters 1 to 6)

1. Rearrange the following words to form meaningful sentences:

- (a) cricket result was the so of match disappointing the
- (b) called left and Mr. Pandey message a you for
- (c) favour please me a put do that stood here and
- (d) pen do you have the you with

2. Use suitable subjects before the predicates given below:

- (a) _____ tells a lie.
- (b) _____ will be waiting for us to play.
- (c) _____ has been playing since morning.
- (d) _____ does not help me.

3. Find out the adjective clauses from the following sentences:

- (a) Ashoka was a king, who was great and kind.
- (b) She is the girl who has intelligence.
- (c) Nobody knows the man who helped you.
- (d) Mukesh Ambani is a man who has a great wealth.

4. Encircle the correct form of nouns in the brackets:

- (a) I have brought the (wood / woods) for furniture.
- (b) Dipika has long black (hair / hairs).
- (c) please given me (a sugar / some sugar).
- (d) I want a piece of (paper / papers).





Verb



LEARNING TIME

A verb is a word used to tell something about some person or thing. A verb may be of one word or more than one word.

Example:

1. The child plays with a ball.
2. The birds are flying in the sky.



❖ KINDS OF VERBS

The verbs are classified into three kinds. They are **Transitive** and **Intransitive** and **Auxiliary** verb.

1. Transitive Verb

A verb which has an object after it to complete its sense is called a transitive verb.

Example:

- | | |
|-----------------------|-------------------------------|
| (a) Ram reads a book. | (b) The teacher teaches us. |
| (c) We go to school. | (d) Ahmed kicks the football. |

2. Intransitive Verb

A verb that does not require an object to complete its sense, but makes correct sense by itself is called an intransitive verb.

Example:

- | | |
|---|---------------------------------|
| (a) The girl laughs loudly. | (b) Suraj was playing. |
| (c) The boys were swimming in the pond. | (d) You were climbing the tree. |

3. Auxiliary Verbs

Helping verbs when used with the main verbs to make correct sense, are known as auxiliary verbs. These are of two kinds:

i. Principal Auxiliaries

ii. Modal Auxiliaries

i. Principal or Primary Auxiliaries

The verbs 'be', 'have' and 'do' are principal auxiliaries. Their various forms are:

- (a) Be – is, am, are, was, were, been and being.
- (b) Have – has, had and having.
- (c) Do – does and did.

ii. Modal Auxiliaries

These are used before the main verbs to show permission, possibility, certainty and necessity. The following are modal auxiliaries:

Will, shall, should, can, may, could, might, ought, dare, need, must

Let Me Answer

- Can you communicate about verbs that express actions but do not require an object?



❖ FORMATION OF VERBS

1. From Nouns

Noun	Verb	Noun	Verb
bath	bathe	belief	believe
blood	bleed	breath	breathe
cloth	clothe	grass	graze
food	feed	half	halve
leader	lead	sale	sell



2. From Adjectives

Adjective	Verb	Adjective	Verb
hard	harden	soft	soften
weak	weaken	broad	broaden
smooth	smoothen	less	lessen
rich	enrich	large	enlarge
real	realise	legal	legalise
false	falsify	null	nullify
long	lengthen	social	socialise



PRACTICE TIME

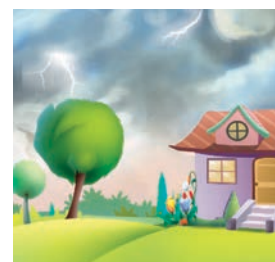
1. Fill in the blanks with suitable form of auxiliaries:

- _____ they coming with us?
- They _____ my friends.
- We _____ looking for a good book.
- He _____ a student of class eight.
- Those _____ players.
- We _____ looking for a job last Sunday.
- The lion _____ the king of the forest.
- We _____ Indians.
- Sita _____ absent yesterday.
- They _____ reading while my friends _____ playing.



2. Fill in the blanks with may, might, can or could :

- He wondered whether it _____ be true.
- You _____ speak three languages.
- It _____ rain tomorrow.



- (d) He _____ run very fast when he was ten years old.
 (e) She _____ come at any time today.
 (f) He _____ believe in my story.
 (g) _____ we come in, Sir?
 (h) She _____ reach any time.
 (i) She _____ run with good speed.
 (j) We thought that you _____ be at school.



3. Fill in the blanks with appropriate verbs given in the brackets :

- (a) It _____ not be true. (may, can, shall)
 (b) You _____ have accepted the offer. (can, may, could)
 (c) He _____ improve his English. (should, must would)
 (d) He _____ not solve the sum. It was too difficult. (would, could, should)
 (e) I _____ swim across the river. (might, could, would)
 (f) You _____ not go there now. (need, could, must,)
 (g) _____ you have a cup of tea. (shall, can, will)
 (h) _____ you live long! (can, may, shall)
 (i) You _____ obey the teachers. (might, should, could)



Fun With Grammar

Make the verbs from the words given in the box and use them in your own sentences :

belief, leader, sale, real, bath



Fill in the blanks below with the suitable forms of verbs in the brackets :

- (a) The school _____ (close/closes/closed/was closed) for the autumn break.
 (b) You have to _____ (perform/performs/performing/performed) better than their expectation.
 (c) Have you _____ (congratulate/congratulates/congratulating/congratulated) her on her success in the examination?
 (d) The counting of votes _____ (start/starts/started/starting) at 8 a.m.
 (e) Why don't you _____ (admit/admits/confess/confesses) your mistake?
 (f) You are not _____ (allow/allows/allowed/allowes) to vote until you are eighteen.

TEACHER'S NOTES

Discuss the various types of verbs with your children. Teach them how to use verbs in the active voice.





The Present Tense



LEARNING TIME

Verbs that refer to the present time are said to be in the Present Tense.

Example:

- (a) Nisha is drinking juice.
- (b) Ricky reads a comic.
- (c) They have been working since morning.
- (d) He has come home.

❖ FORMS OF PRESENT TENSE

1. Present Indefinite Tense

It expresses what goes on at the present moment, but its exact time is not defined.

i. Affirmative Sentences:

- (a) He gets up early in the morning.
- (b) We go to school daily.
- (c) The girls play in the park.
- (d) She drinks milk daily.

ii. Negative Sentences:

- (a) She does not laugh.
- (b) I do not waste his time.
- (c) You do not write well.
- (d) He does not drink tea.

iii. Interrogative Sentences:

- (a) Does she read a newspaper?
- (b) Do you like to swim?
- (c) Do these boys not play cricket?
- (d) Does he not speak English?

2. Present Continuous Tense

It is used to express an action going on at the time of speaking.

i. Affirmative Sentences:

- (a) Manoj is working.
- (b) I am writing.
- (c) We are watching a film.
- (d) She is eating an egg.

ii. Negative Sentences:

- (a) He is not sleeping.
- (b) The boys are not playing.
- (c) He is not going to office.
- (d) They are not reading the books.

iii. Interrogative Sentences:

- (a) Is father going to the office?
- (b) Are the boys making a noise?
- (c) Is the car not working properly?
- (d) Are you not going with me?



3. Present Perfect Tense

It expresses an action that began in the past time and was completed at the present time.

i. Affirmative Sentences:

- (a) He has completed his work.
- (b) Pushpa has taken my books.
- (c) They have won the match.
- (d) She has gone to Mussoorie.

ii. Negative Sentences:

- (a) They have not completed their task.
- (b) He has not informed me.
- (c) You have not gone to school yet.
- (d) She has not prepared well.

iii. Interrogative Sentences:

- (a) Have we worked together?
- (b) Has she come today?
- (c) Have you not read the book?
- (d) Have your parents not come to see you yet?

4. Present Perfect Continuous Tense

It expresses the action that began in the past and is continuing up to the present time.

i. Affirmative Sentences:

- (a) He has been advising her.
- (b) She has been studying since morning.
- (c) The boys have been weeping for two hours.
- (d) It has been raining cats and dogs.

ii. Negative Sentences:

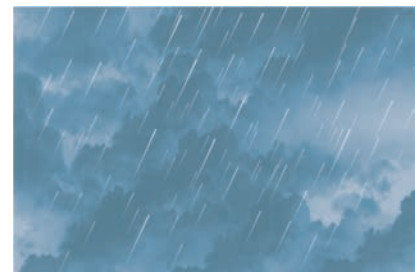
- (a) She has not been replying to my letters.
- (b) You have not been going to office for the last ten days.

iii. Interrogative Sentences:

- (a) Has she not been eating for two days?
- (b) Has it been raining since morning?

Let Me Answer

- Give one example of present tense using classroom objects.



PRACTICE TIME



I. Fill in the blanks with the form of verb used in present indefinite tense. The verbs are given in the brackets:

- (a) Amiya _____ very hard. (work)
- (b) Amit _____ very interesting poems. (write)
- (c) Two and two _____ four. (make)



- (d) Rakesh and Ranjan _____ hard. (work)
 (e) I _____ in the morning. (eat)
 (f) He _____ a romantic song. (write)
 (g) She _____ very fast. (run)
 (h) We _____ in the garden. (walk)
 (i) My father _____ to office. (go)
 (j) Anuj _____ a letter to his uncle. (write)



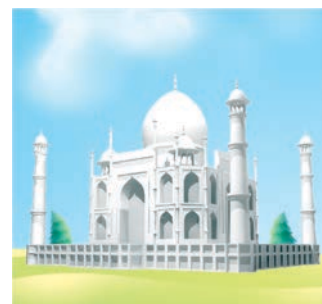
2. Fill in the blanks with the form of verb used in Present Continuous Tense. The verbs are given in the brackets:

- (a) They are not _____. (write)
 (b) Are you _____ the truth? (speak)
 (c) She is not _____ to the song. (dance)
 (d) The sun is _____ in the sky. (shine)
 (e) You are not _____ (play)
 (f) Am I _____ smart? (look)
 (g) She is not _____ an apple. (eat)
 (h) The cow is _____ grass. (graze)
 (i) Is father _____ my English book? (read)
 (j) You are not _____ (read)



3. Fill in the blanks with the form of verb used in Present Perfect Tense. The verbs are given in the brackets:

- (a) The sun has _____. (set)
 (b) We have _____ the Taj Mahal at Agra. (see)
 (c) They have _____ to Hyderabad. (go)
 (d) Have you _____ food? (take)
 (e) Lata has _____ to Nagpur. (go)
 (f) Have you _____ my book? (read)
 (g) Have they _____ their work? (finish)
 (h) Have you _____ singing? (learn)
 (i) She has _____ Goa. (leave)



4. Fill in the blanks with the form of verb used in the Present Perfect Continuous tense. The verbs are given in the brackets:

- (a) Where have you been _____ since last year? (live)
 (b) I have not been _____ to the shop since 1980. (go)
 (c) Have we not been _____ Aditya for four years? (see)
 (d) I have not been _____ for three days. (dance)



- (e) Students have been _____ cricket since morning. (play)
 (f) Where have you been _____ since last year? (live)
 (g) She has been _____ a poem for four hours. (write)
 (h) It has _____ hard for three days. (rain)
 (i) You have been _____ me since morning. (tease)
 (j) They have been _____ my computer since morning. (use)

5. Fill in the blanks with the verbs used in Present Indefinite or Present Continuous tenses. The verbs are given in brackets.

- (a) _____ they _____ (speak) the truth?
 (b) We _____ not _____ (play) cricket.
 (c) _____ mother _____ (prepare) food for us?
 (d) The stars _____ (twinkle) in the sky.
 (e) The cow _____ (graze) the grass.
 (f) You _____ (look) happy today.
 (g) _____ I not _____ (look) smart?

Fun With Grammar

Change the following sentences as directed:

- (a) He brings a lot of mangoes. (Negative)

 (b) The Taj Mahal is situated in Agra. (Interrogative)

 (c) Suman has gone to Delhi. (Interrogative)

 (d) The sun has risen now. (Interrogative)

 (e) You never speak the truth. (Affirmative)

 (f) Do you go to school? (Negative)

 (g) They have gone to Kolkata. (Negative)

 (h) Ramesh does not work. (Interrogative)

TEACHER'S NOTES

Explain to children that the present tense is a grammatical term for verbs that describe an action that is currently taking place.





The Past Tense



LEARNING TIME

Verbs that refer to the past time are said to be in the Past Tense.

Example:

- (a) Sachin scored a century.
- (b) I made a mistake.
- (c) Wright Brothers invented the aeroplane.
- (d) Raj was eating a mango.

❖ FORMS OF PAST TENSE

I. Simple Past Tense

It is used to denote an action done in the past. It does not refer to any particular moment.

i. Affirmative Sentences:

- (a) The peon brought a letter yesterday.
- (b) I read a novel.
- (c) She sang a sweet song.
- (d) He completed the lesson.



ii. Negative Sentences:

- (a) They did not come yesterday.
- (b) I did not participate in the cultural programme.
- (c) Kamal did not learn his lesson.
- (d) Prakash did not tell the answer.

iii. Interrogative Sentences:

- (a) Did he complete his work yesterday?
- (b) Did you go to school?
- (c) Did we not invite you to the party?
- (d) Did the teacher not tell the story?



2. Past Continuous Tense

It is used to denote an action that was going on at some time in the past.

i. Affirmative Sentences:

- (a) I was reading a book.
- (b) We were watching a Hindi film.
- (c) You were going to the market.
- (d) They were running.

ii. Negative Sentences:

- (a) My sister was not doing her sums.
- (b) She was not talking in the class.
- (c) They were not playing football.
- (d) You were not playing any game.



iii. Interrogative Sentences:

- (a) Was Rohit cleaning his room? (b) Were they going to school?
(c) Were girls not playing in the park? (d) Was your brother studying in Sydney?

3. Past Perfect Tense

It describes an action completed before a certain moment in the past.

i. Affirmative Sentences:

- (a) I had seen him before I went for the interview.
(b) I had passed the exams.
(c) He had finished his work when I came to see him.
(d) He had bought a car.

ii. Negative Sentences:

- (a) Mohan had not completed his work. (b) I had not told him about it.
(c) The minister had not arrived. (d) He had not attended the function.

iii. Interrogative Sentences:

- (a) Had the police arrived? (b) Had everybody gone from the scene?
(c) Had they not reached there? (d) Had they not informed their boss about their sickness?

4. Past Perfect Continuous Tense

It is used for an action that began before a certain point in the past and continued up to that time.

i. Affirmative Sentences:

- (a) He had been writing for five months.
(b) She had been waiting for a bus for two hours.
(c) He had been reading for one hour.
(d) We had been playing since 9 a.m.

ii. Negative Sentences:

- (a) Sanjukta had not been dancing for two hours.
(b) I had not been playing for a week.
(c) They had not been talking for thirty minutes.
(d) He had not been coming to office for ten days.

iii. Interrogative Sentences:

- (a) Had she been writing to you since February?



Let Me Answer

- State the one difference between present tense and past tense.



4. Rewrite the following sentences, changing the verbs to Past Continuous Tense:

- (a) Cattle eat grass.
- (b) I eat a mango.
- (c) Sita sang sweetly.
- (d) Sohan rang the bell.
- (e) She plays badminton with her friends.



5. Fill in the blanks with the verbs used in simple past tense or past continuous tense. The verbs are given in the brackets:

- (a) He _____ (take) tea, when I reached his home.
- (b) She _____ (tell) a story when I entered the class.
- (c) Radha _____ (tell) her friends about the incident.
- (d) Dinesh _____ (sleep) when I _____ (knock) at his door.
- (e) The tea _____ (boil) in the kitchen.
- (f) She _____ (climb) the tree when her shoe _____ (fall) down.



Fun With Grammar

Fill in the blanks with the correct form of the verbs given in the brackets:

- (a) You paid her one dollar when she _____ (answer/answers/answered/has answered) your question.
- (b) The milk had been boiling for ten minutes when the cook _____ (pours/poured/ pour/has poured) it in the glass.
- (c) Her mother was angry with her because she _____ (wait/waits/waited/had been waiting) for her since 7 p.m.
- (d) Did they think, they _____ (have seen/had seen/was seen/were seeing) us somewhere before?
- (e) My Mother _____ (has died/was died/had died/died) last year.
- (f) When I went to the cinema, the film _____ (already started/had already started/would already start/have started).

TEACHER'S NOTES

: Explain to children The past tense is a grammatical term for verbs that describe an action that has already happened. The verb in the sentence "I was walking" is an example of the past tense.





The Future Tense



LEARNING TIME

Verbs that refer to the happenings in future time are said to be in the Future Tense.

Example:

- (a) He will do his duty.
- (b) They will get success.
- (c) I shall complete my work.
- (d) We shall create a history.

❖ FORMS OF FUTURE TENSE

I. Future Indefinite Tense

It is used to express the actions that are expected to take place in the time to come.

i. Affirmative Sentences :

- (a) He will come here.
- (b) We shall win the match.
- (c) Tarun will stay in a hotel.
- (d) I shall come on Monday.



ii. Negative Sentences :

- (a) He will not play the match.
- (b) She will not talk to you.
- (c) We shall not leave this place tomorrow.
- (d) I shall not make a mistake again.

iii. Interrogative Sentences :

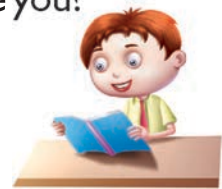
- (a) Will you go now?
- (b) Shall I not appear in the examination?
- (c) Will the teacher punish him?
- (d) Will she not invite you?

2. Future Continuous Tense

It is used to talk about actions that will be in progress at a future time.

i. Affirmative Sentences:

- (a) He will be arriving shortly.
- (b) I shall be studying in my room.
- (c) Amresh will be singing a song.
- (d) I shall be travelling in the train.



ii. Negative Sentences:

- (a) I shall not be reading a book tomorrow.
- (b) We shall not be going.
- (c) You will not be driving a car.
- (d) The boys will not be making a noise.



iii. Interrogative Sentences:

- (a) Will he be doing his duty? (b) Will you not be helping me?
- (c) Will they not be buying tickets? (d) Shall we be coming to school in August?

3. Future Perfect Tense

It is used to talk about action that will be completed by a certain time in future.

i. Affirmative Sentences:

- (a) They will have reached by 12 o'clock tomorrow.
- (b) He will have deposited money in the bank by then.

ii. Negative Sentences:

- (a) He will not have done his work when Rohit reaches there.
- (b) I shall not have taken my bath before afternoon.

iii. Interrogative Sentences:

- (a) Will she have cooked the food before the guests arrive?
- (b) Will you not have learnt this lesson by 5 o'clock?



4. Future Perfect Continuous Tense

It describes an action that will be in progress over a period of time that will end in the future.

i. Affirmative Sentences:

- (a) They will have been discussing this matter since eight o'clock.
- (b) He will have been supporting the party since 2020.

ii. Negative Sentences:

- (a) We shall not have been doing this work since Friday.
- (b) Riya will not have been taking her meals for four days.

iii. Interrogative Sentences:

- (a) Shall we not have been writing since morning?
- (b) Will you have been singing songs since six o'clock?



PRACTICE TIME



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

- (a) Ram will _____ to Agra. (go, went, gone).
- (b) How will they _____ this work? (do, did, done)



- (c) Will Mukesh not _____ you? (accompany, accompanying, accompanied)
 (d) Why will Mini _____ here? (come, came, coming)
 (e) Will Nitu _____ her family? (helping, help, helped)
 (f) Whom will Rahul _____? (help, helping, helped)
 (g) Sahil will not _____ that work. (do, does, doing)
 (h) We shall have been _____ for three days. (travel, travelling, travelled)



Fun With Grammar

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

- (a) Megha will not _____ for them. (waiting, be waiting, was waiting)
 (b) How had the patient _____ before the doctor came?
 (died, do, doing)
 (c) The teacher will _____ us to reach the class on time.
 (expect, expected, expecting)
 (d) Shall we _____ her secret? (disclose, disclosing, disclosed)
 (e) We shall have _____ the lesson. (be learn, learnt, learning)
 (f) You will not have _____ a horn for two minutes.
 (blow, been blowing, blowing)
 (g) We shall be _____ our homework. (doing, do, done)
 (h) The car _____ before we reach the bus stop.
 (will be leaving, will leave, will have left)

Fill in the blanks using 'will' or 'shall':

- (a) _____ the girls have finished their work before you reach there?
 (b) We _____ not have been blowing a horn for two minutes.
 (c) The boys _____ have reached home before it rains.
 (d) They _____ have already heard the news.
 (e) You _____ not have done the work.
 (f) I _____ have written my letter before he comes.
 (g) Sohan _____ come here on Tuesday.



TEACHER'S NOTES

Explain the future tense to children using examples. Explain the differences in future tenses depending on whether the action is ongoing or will be completed at a specific time.





Adverbs



LEARNING TIME

A word that adds some meaning to a verb, an adjective, another adverb, etc. is called an adverb.

It tells us how a thing is done, when it is done or where it is done.

Example:

- (a) I can do it easily. (b) She wept bitterly.
(c) Rakesh is very honest. (d) She writes neatly.

In sentence 1, '**easily**' shows how I can do it. It modifies the verb **do**.

In sentence 2, '**bitterly**' shows how she wept. It modifies the verb **weep**.

In sentence 3, '**very**' shows how honest Rakesh is. It modifies the adjective **honest**.

In sentence 4, '**neatly**' shows how she writes. It modifies the verb **write**.



❖ KINDS OF ADVERBS

There are several kinds of adverbs that we use for specific functions:

1. Adverb of Time

An adverb which indicates something about the time of incident, state, etc. is called an Adverb of Time. The words **daily**, **today**, **tomorrow**, **ago**, **since**, **before**, **yet**, **yesterday**, **now**, **then**, **already**, **soon**, **once**, **early**, etc. are Adverbs of Time.

Example:

- (a) He will never help you. (b) She has already paid money.
(c) I got up early in the morning. (d) I shall do it today.



2. Adverb of Place

An adverb that indicates place is an Adverb of Place. The words **here**, **there**, **everywhere**, **nowhere**, **away**, **near**, **far**, **hither**, **in**, **out**, **up**, **down**, **beside**, **below**, **above**, etc. are Adverbs of Place.

Example:

- (a) Get out. (b) Come in.
(c) He looked everywhere. (d) Please sit here.



3. Adverb of Manner

An adverb which shows how the work is done is called an Adverb of Manner. The words **foolishly, bravely, slowly, badly, rapidly**, etc. are Adverb of Manner.

Example:

- (a) She speaks loudly. (b) Shekhar reads fast.
(c) The soldiers fought bravely. (d) He slept soundly yesterday.

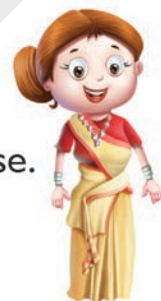


4. Adverb of Frequency

An adverb which shows how often the incident takes place is called an Adverb of Frequency. The adverbs **twice, always, often, seldom, once, hardly, usually, often, normally, seldom**, etc. are Adverbs of Frequency.

Example:

- (a) My sister always speaks the truth. (b) My friend often comes to our house.
(c) I seldom go to the temple. (d) I visit him usually.



5. Adverb of Degree

An adverb which shows quantity, degree etc. is called an Adverb of Degree. The adverbs **too, so, almost, enough, extremely, hardly, entirely, rarely**, etc. are Adverbs of Degree.

Example:

- (a) Virat is well set in his batting. (b) You are too late.
(c) I am extremely sorry. (d) I am fully prepared.

Let Me Answer

- Can you frame sentences using adverbs?

6. Interrogative Adverb

The adverb which is used for asking question is called Interrogative Adverb. The adverbs **where, when, how, why**, etc. are Interrogative Adverbs.

Example:

- (a) When will you come? (b) What are you doing?
(c) Where does she live? (d) Why are you sad today?



7. Sentence Adverb

The adverb which modifies the whole sentence is called Sentence Adverb. The adverbs **fortunately, luckily, obviously, certainly, perhaps, clearly, evidently**, etc. are Sentence Adverbs.

Example:

- (a) Certainly, the answers are correct. (b) Luckily, I escaped.
(c) Perhaps my brother will reach today. (d) Hopefully, we shall overcome the difficulties.

❖ COMPARISON OF ADVERBS

Some adverbs like adjectives, have three degrees of comparison. Such adverbs are generally compared like adjectives.

1. If such an adverb is of one syllable, we put it into comparative by adding 'er' and superlative by adding 'est' to the positive:

Positive

long

soon

fast

Comparative

longer

sooner

faster

Superlative

longest

soonest

fastest

2. For adverbs ending in 'ly' 'more' and 'most' are used before positive to form comparative and superlative respectively:

Positive

carefully

gladly

tiredly

certainly

usefully

urgently

slowly

loudly



Comparative

more carefully

more gladly

more tiredly

more certainly

more usefully

more urgently

more slowly

more loudly



Superlative

most carefully

most gladly

most tiredly

most certainly

most usefully

most urgently

most slowly

most loudly



3. Some irregular comparisons of adverbs are :

Positive

fore
much
far
well/good
in
out
up
little



Comparative

former
more
farther
better
inner
outer
upper
less



Superlative

foremost
most
farthest
best
innermost
outermost
uppermost
least

❖ POSITION OF ADVERBS

1. Adverb of Manner is generally placed after the verb.

Example:

- (a) She does his work carefully. (b) I am running slowly.
(c) Don't run fast. (d) The soldiers fight bravely.



2. Adverb of Place is also placed after the verb.

Example:

- (a) Gaurav will come here. (b) Pankaj looked everywhere.
(c) Come here. (d) They are running around.

3. Adverb of Time is also usually placed after the verb.

Example:

- (a) I met her yesterday. (b) He will come here tomorrow.
(c) I shall go there today. (d) He comes early daily.

4. To give emphasis, Adverb of Time may also be placed before a verb.

Example:

- (a) Yes, Nisha always does reach late. (b) Sachin often scores above eighty runs.



5. When an adverb modifies an adjective or an adverb, it is placed before the adjective or the adverb.

Example:

- (a) This shirt looks very good. (b) She is running too fast.

6. The adverb 'enough' is placed after the word which it modifies.

Example:

- (a) Rama is tall enough to reach the top of the shelf.
(b) Is the box big enough to contain 100 books?
(c) This home is large enough to live in.
(d) He is strong enough to defeat you.



7. The auxiliaries 'have to' and 'used to' prefer to have the adverbs before them.

Example:

- (a) He always used to carry a diary with him.
(b) They often have to bring water from a well.
(c) We usually have to come on time.
(d) My father often used to take rest at noon.

8. The word only should be placed immediately before the word it modifies.

Example:

- (a) She took rest for only an hour.
(b) He only promised to come with his mother.



PRACTICE TIME

- I. Fill in the blanks with the adverbs given in the box:

slowly, yesterday, rudely, sweetly, already,
well, wildly, everywhere

- (a) Ramesh do not speak _____ to your elders.
(b) Lata sang _____ in the concert.



- (c) An ant moves _____.
- (d) He has _____ told me everything.
- (e) Kunal bought this doll _____.
- (f) It was an act _____ done.
- (g) The boy is dancing _____.
- (h) She looked _____ for her friend.



2. Rewrite the following sentences, correcting the positions of adverbs used in them:

- (a) Reetu only died a month ago. _____
- (b) It started raining suddenly. _____
- (c) I am late for school never. _____
- (d) Geeta came to return my book merely. _____
- (e) Sohan bore his losses patiently. _____
- (f) I have met often that man. _____
- (g) He is a lazy boy rather. _____
- (h) They have to go to school on foot often. _____



3. Choose the adverbs from the brackets and complete the sentences:

- (a) Meena spoke _____. (loud, loudly)
- (b) Don't speak so _____. (loud, loudly)
- (c) Ravi is no _____ than a fool. (good, better)
- (d) He is _____ better now. (much, more)
- (e) Sita knows me _____ than you. (good, better)
- (f) Mohan can bowl _____ (fastly, fast)
- (g) This is a _____ problem. (hard, harder)



(h) She is the _____ child of her parents. (only, one)

4. Fill in the blanks with appropriate adverbs given in the bracket:

(a) Anita behaved very _____ (good/well/polite/decently) with me.

(b) I have _____ (never/often/slowly/well) told him to write neatly.

(c) They have _____ (nearly/so/really) no sense of responsibility.

(d) The sun _____ (total/totally/quite) was hiding before the clouds.

(e) Back-biting is his _____ (habited/habitual/habit/regular) weakness.

(f) The dacoit was killed ten years _____ (before/ago/since/hence).

(g) _____ (Quite/Almost/Nearly) all the political leaders in India are corrupt.

(h) I live in a house on the _____ (circles/circular/circle/cicler) road.

Fun With Grammar

Complete the following paragraph with the correct adverbs from the given options:

Dear _____ (once/yesterday/tomorrow/seldom) an interesting incident took place. This incident took place _____ (never/just/quietly/often) near our house. You know that our next door neighbour is _____ (real/fake/really/fame) a philosopher. He was coming from the market. He was walking _____ (slowly/slow/fast/fastly) on the footpath. His wife was also coming from the opposite direction. She stood _____ (along/nearly/near/away) her husband. She wanted to remind him that their son was coming by train in the evening. But the philosopher thought _____ (boldly/hardly/hard/fast) to gather where he was. After much stress he said, "Dear lady, I _____ (really/real/nearly/originally) don't remember who you are. Would you please give me your identity?" His wife was _____ (awful/awfully/awe/surprisingly) astonished.

TEACHER'S NOTES

Ask the children to give examples of adverbs and explain how we recognise them.





Adjectives



LEARNING TIME

An Adjective is a word which adds some more meaning to a noun or a pronoun. Adjectives are describing words.

Example:

- (a) My sister is an **honest** girl. (b) It is an **excellent** idea.
(c) My father gave me **ten** rupees. (d) The Earth is **round**.

In the above examples, **honest**, **excellent**, **ten** and **round** are adding meaning to **girl**, **rupees**, **idea** and **earth** respectively, so the words in bold letters are adjectives.

❖ KINDS OF ADJECTIVES

The kinds of adjectives are:

1. **Adjective of Quantity:** An Adjective which shows the quantity, of a Noun or a Pronoun is called an Adjective of Quantity.

Example:

- (a) She has **little** intelligence. (b) I took **some** guavas.
(c) You need to have **enough** practice. (d) I owe him **a lot of** money.



2. **Adjective of Quality:** An Adjective which shows the quality, merit, demerit, etc. of a Noun is called an Adjective of Quality.

Example:

- (a) Mr Sanjay Singh is an **honest** man. (b) Delhi is a **big** city.
(c) Mahatma Gandhiji was a **great** leader. (d) They are **wise** men.



3. **Adjective of Number:** An Adjective which shows amount or number is called an Adjective of Number. It has three kinds.

- i. **Definite Numeral Adjective:** It shows how many, and order of things in a series.

Example:

- (a) I have **six** bananas. (b) His **first** day in the office was very good.
(c) There were **five** girls in the room. (d) It is his **second** year in the school.



Note:- Numbers are of two kinds:

Cardinal Numbers: One, two, three etc.

Ordinal Numbers: First, second, third etc.



ii. Indefinite Numeral Adjective: It does not show an exact number.

Example:

- (a) There were **several** boys in the class. (b) **Some** students went to exhibition.
(c) I need a **few** days leave. (d) There were **few** girls in the class.

iii. Distributive Numeral Adjective: It refers to each one of a number.

Example:

- (a) **Each** student needs hardwork. (b) **Every** painting is beautiful.
(c) **Neither** statement is true. (d) The judge can take **either** as true.

4. Demonstrative Adjective: It points out which person or thing is meant.

Example:

- (a) **This** girl is more beautiful than Madhu. (b) **That** girl is running fast.
(c) **These** mangoes are sweet. (d) **Those** boys are naughty.



5. Interrogative Adjective: It is used with nouns to ask questions, such as **what**, **which**, **whose**, etc.

Example:

- (a) **Whose** pen is this? (b) **What** kind of boy is he?
(c) **Which** picture do you like? (d) **Which** questions are important?

❖ FORMATION OF ADJECTIVES

1. Formation of Adjectives from Nouns:

Noun	Adjective	Noun	Adjective
Care	Careful	Dirt	Dirty
Hope	Hopeful	Storm	Stormy
Trouble	Troublesome	Gold	Golden
Shame	Shameless	Silk	Silken
Sense	Senseless	Boy	Boyish
Laugh	Laughable	Fool	Foolish
Courage	Courageous	Play	Playful
Gift	Gifted	Glory	Glorious

2. Formation of Adjectives from Verbs:

Verb	Adjective	Verb	Adjective
Tire	Tireless	Purify	Pure
Talk	Talkative	Lower	Low
Move	Moveable	Widen	Wide



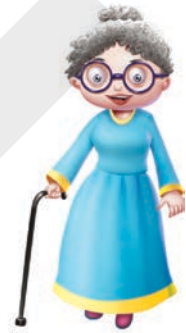
3. Formation of Adjectives from other Adjectives:

Adjective	Adjective	Adjective	Adjective
Whole	Wholesome	White	Whitish
Sick	Sickly	Two	Two-fold
Tragic	Tragical	Many	Manifold

PRACTICE TIME

1. Fill in the blanks with suitable adjectives :

- A wise enemy is better than a _____ friend.
- The _____ old woman lives in a wretched hut.
- Have you any _____ answer to give?
- The _____ prize was won by my friend.
- Mahatma Gandhi won _____ fame for himself.
- Sohan always walks with a _____ step.
- A small leak may sink a _____ boat.
- Apple is sweet but tamarind is _____.



2. Make adjectives from the following nouns and verbs and use in your own sentences :

- Thorn

- Miracle

- Dread

- Cloud



TEACHER'S NOTES

Discuss adjectives and how to describe or modify them. Explain how adjectives limit or restrict the meanings nouns and pronouns.



Test Yourself - 2

(Chapters 7 to 12)

1. Fill in the blanks with may , might , can or could:

- (a) He _____ believe in my story.
- (b) It _____ rain tomorrow.
- (c) _____ we come in, sir?
- (d) You _____ speak three languages.

2. Change the following sentences as directed :

- (a) The Taj Mahal situated in Agra. (Interrogative) _____
- (b) Suresh is playing with the dog.(Negative) _____
- (c) You never speak the truth. (Affirmative) _____
- (d) Ashok does not work. (Interrogative) _____

3. Rewrite the following sentences changing the verbs to Past Perfect Tense :

- (a) They invite him. _____.
- (b) The girls are playing hockey. _____.
- (c) He plays chess. _____.
- (d) The cat hid under the table. _____.

4. Fill in the blanks with suitable adjectives :

- (a) Mohit cannot have it _____ ways.
- (b) Apple is sweet but tamarind is _____.
- (c) Mahatma Gandhi won _____ fame for himself.
- (d) Have you any _____ answer to give?



Model Test Paper -1

(Chapters 1 to 12)

1. Change the following exclamatory sentences into assertions :

(a) What a handsome man ! _____

(b) Ah! What a rough and tough man he is ! _____

(c) Alas! He is injured badly. _____

2. Fill in the blanks with suitable Noun Clauses :

(a) Tell her _____

(b) She earns _____

(c) She targets _____

3. Fill in the blanks with suitable Personal and Reflexive Pronouns :

(a) They sing _____ own songs.

(b) My father brought some fruits. He gave _____ to me.

(c) I have a dog. I call _____ Sheru.

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

(a) I _____ to my room after buying vegetable. (returned/ will return/ return)

(b) The boy _____ all morning. (has been crying/ cries/ is crying)

5. Choose the adverbs from the brackets and complete the sentences :

(a) Dipika spoke _____. (loud/ loudly)

(b) This is a _____ problem. (hard/ harder)

(c) He is _____ better now. (much/ more)

6. Fill in the blanks with suitable adjectives :

(a) A live fly is better than a _____ tiger.

(b) A wise enemy is better than a _____ friend.





Prepositions



LEARNING TIME

A preposition is a word placed before a noun or a pronoun to show its relation with a person or thing and the rest of the words in a sentence.

Example:

- (a) The pen is kept **on** the table. (b) Ram is standing **between** Sumit and Manish.
(c) The cat is sleeping **under** the table. (d) The clock is **on** the wall.
(e) I get up **at** 6 O' clock (f) My uncle is living **in** Hyderabad.

❖ KINDS OF PREPOSITIONS

1. Simple Prepositions:

at, by, for, from, in, of, off, on, out, through, till, to, up, with, etc.

2. Compound Prepositions:

Compound prepositions are mostly formed by prefixing a preposition to a noun, an adjective or an adverb.

About, above, across, along, amidst, among, amongst, around, before, behind, below, beneath, beside, between, beyond, inside, outside, underneath, within, without, etc.

3. Phrase Prepositions (Groups of words used with the force of a single preposition):

because of by means of by way of according to by reason of away from along with by virtue of for the sake of	in order to in compliance with in favour of in accordance with in addition to in case of in (on) behalf of in course of in lieu of in consequence of in front of	with regard to in the vent of with a view to in place of in reference to in spite of in regard to owing to with reference to on account of with an eye to
--	--	---



❖ RULES FOR USING PREPOSITIONS

I. Prepositions of Place or Position

At, In (According to place)

At is used for small and less important places, villages, and small towns.

In is used for large places, countries and large towns; as,

1. I live in Delhi.

2. She met us at Agra in U.P.

At, In, On, By (According to time)

At is used for a point of time, i.e. clock time, noon and night.

In is used for a period of time in which something happens.

On is used with dates and days.

By is used for fixed date or time.

Example:

- (a) Raman left home at sunrise.
- (b) I reached there at an early hour.
- (c) Mahatma Gandhi was born in 1869.
- (d) We shall go there at 7 o'clock in the morning.
- (e) My father will be back on Saturday.
- (f) She will finish his work by 9 o'clock.



On, Upon

On is used when the things are at rest; **upon** is used when things are in motion.

Example:

- (a) He is sitting on the chair.
- (b) The lion sprang upon the deer.

Let Me Answer

- What do you understand by the term preposition?



Below, Under

Both of these suggest 'to lower level' but **below** shows vertical depth while **under** refers to motion also.

Example:

- (a) He got below 50% marks.
- (b) They are taking rest under the tree.

Between, Among

Between is used for two persons or things; **among** is used for more than two persons or things.

Example:

- (a) Distribute these books between Ravi and Puneet.
- (b) He was sitting among students.



In, Into

In shows a state of rest or position inside anything; while **into** refers to motion towards the inside of something.

Example:

(a) She is in her class.

(b) She jumped into the river.

2. Prepositions of Time

Since, For

Since is used to show a point of time in the past; **for** is used to show a period of time in the present, past or future.

Example:

(a) They have been reading since morning. (b) She will stay here for two days.

Beside, Besides

Beside means by the side of ; **besides** means in addition to.

(a) Rani is walking beside her mother.

(b) Suman ate an apple besides a mango.

Before, For

Before is used in negative and affirmative sentences alike to show a point of future time.

For is used to denote a period of time.

Example:

(a) He will reach here before 9 o'clock.

(b) I shall take rest for two hours.

Since, From

Since is used to show a point of time and comes after a verb in the present perfect tense and perfect continuous tenses. **From** may be used with any form of tense. One more difference is that **since** can be used to show past time while **from** is used with all tenses of the verb (present, past and future).

Example:

(a) We have not met her since last Sunday.

(b) She started learning English from the age of ten.

(c) They will join school from today.

(d) She may come from tomorrow.

After, In

After is used to show 'at the end of' a period of time in the past; whereas **in** is used to show 'at the end of' a period of time in the future.



Example:

- (a) He returned home **after** six months. (b) We shall come **in** ten days.



In, Within

In refers to 'at the end of' some future period; **within** denotes 'before the end of'.

Example:

- (a) I shall finish this work **in** two days. (b) He will reach there **within** five minutes.

By, With

By is used after verbs in the passive voice to denote the doer of the action expressed by the verb. **With** is used with the instrument with which the action is done.

Example:

- (a) An apple was eaten **by** Aman. (b) Mukesh drew this picture **with** a pencil.

To, Till , Untill

To is used to show both time and place, whereas **till** or **untill** is used to express only time.

Example:

- (a) Mr. Rao went **to** office. (b) They work from 10 a.m. **to** 6 p.m.
(c) I shall not be back **till** 8 o'clock. (d) Please wait there **untill** 5 o'clock.

During

It is used to show particular period in the course of time.

Example:

- (a) Surya will come to Hyderabad **during** summer vacations.
(b) She reads books **during** journey.



Around, Throughout

Around is used to point out the meaning of about or nearness of time, while **throughout** is used to show continuity during a period of time.

Example:

- (a) She will leave the place **at around** 5 p.m. (b) Everybody can not work **throughout** the night.

3. Prepositions of Direction

Against

It is used to show the action.



Example:

- (a) They can not speak against their leader. (b) I can speak against him.



Before

It implies 'in front of' or before anything.

Example:

- (a) He reached here the day before yesterday. (b) Salman appeared before the judge.

Towards, To

Towards is used to indicate a certain direction, while **to** is used for showing a certain place.

Example:

- (a) Arvind has gone towards the market. (b) They were coming towards me.
(c) He has gone to Delhi. (d) Rani will go to school.

From

It shows 'starting at or coming from a place'.

Example:

- (a) The apple fell from the tree. (b) They are coming from the market.

Of, Off

Of is used to show sense of forming part of something or a relationship, while **off** is used to show away, and separate from.

Example:

- (a) The ring is made of gold. (b) He fell off the horse.

About, Above

About is used to show the meaning of subjective supposition, around, approximate, etc. while **above** is used to indicate much more than, beyond and on.

Example:

- (a) There is a camp at the hilltop above the valley.
(b) I shall learn it in about an hour.



PRACTICE TIME

I. Fill in the blanks with appropriate prepositions of time:

- (a) She will be at the station _____ Sunday evening.
(b) The Sports Day function will be held _____ 15th March.
(c) He has been in the company _____ December.
(d) Your progress report will be sent to your parents _____ the end of this week.



- (e) Our company announced a prize _____ Diwali.
 (f) _____ the time the police arrived, the thief had run away.
 (g) He will be invited _____ us.
 (h) My father told me to return home _____ 8 o'clock.

2. Fill in the blanks with appropriate prepositions:

- (a) We should take care _____ our health.
 (b) This man went _____ door-to-door.
 (c) What do you know _____ him?
 (d) He has many years' experience _____ literature.
 (e) She is living _____ a hut.
 (f) I am very sorry _____ that mistake.
 (g) The table is made _____ wood.



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

- (a) You have no cause _____ worry. (for/in/of)
 (b) Could we borrow thousand rupees _____ you? (on/from/by)
 (c) Rakesh is qualified _____ this job. (at/to/for)
 (d) Are you happy _____ your work? (at/in/with)
 (e) Don't talk _____ politics. (in/about/over)
 (f) There are stars _____ the sky. (at/on/in)
 (g) That guide is useful _____ school and college students. (for/about/at)
 (h) We must be faithful _____ our employer. (at/for/to)

Fun With Grammar

Use the following prepositions in your own sentences:

- (a) at _____
 (b) for _____
 (c) to _____
 (d) before _____



Complete the following passage with appropriate prepositions given in the brackets:

Most children have fascination _____ (in/of/for/into) sweets. They are very fond _____ (of/for/in/into) chocolates. Chocolates are the main cause for tooth decay which can be avoided _____ (of/on/by/for) brushing the teeth _____ (in/into/at/on) regular intervals. Bacteria thrive _____ (in/of/on/into) sweets and do a lot _____ (for/of/in/by) damage to the teeth. Teeth, a unique gift of nature, should be taken care _____ (of/off/with/in).





Conjunctions



LEARNING TIME

A conjunction is a word or a group of words that joins two words, phrases, clauses or sentences.

Example:

- (a) Ashok is both intelligent **and** hard-working.
- (b) She is poor **but** honest.



❖ KINDS OF CONJUNCTIONS

- (a) Co-ordinating conjunctions
- (b) Subordinating conjunctions

I. Co-ordinating Conjunctions

These conjunctions join or link words, sentences and phrases of equal rank.

Example:

- (a) He must weep or he will die.
- (b) She worked hard but she could not pass.

Types of Co-ordinating Conjunctions

There are four types of co-ordinating conjunctions:

i. Cumulative Conjunction

These show addition of a sentence. These are **and**, **also**, **as well as**, **too**, **now**, **no less than**, **well**, etc.

Example:

- (a) Mohit as well as his friends go to the park daily.
- (b) Saroj and his brother are hard-working.
- (c) His father is no less to blame than he is to blame.



ii. Adversative Conjunctions

These are used to join two opposite sentences. These are **but**, **yet**, **still**, **only**, **however**, **while**, **whereas**, **nevertheless**, etc.

Example:

- (a) Sushant is poor but honest.
- (b) She hates me yet I like her.
- (c) I got first position whereas my sister failed.
- (d) Ashish is rich nevertheless he is unhappy.

iii. Alternative Conjunctions

Conjunctions that are used to express a choice between two alternatives are called alternative conjunctions. These include **or**, **nor**, **either—or**, **neither—nor**, **else**, **whether—or**.



Example:

- (a) Tell me the truth or get ready for penalty. (b) He is neither a teacher nor a poet.
(c) You will either borrow or sell your car. (d) I must work hard else I will fail.
(e) I don't know whether she will come or stay at home.
(f) Stay here or you can go.

iv. Illative Conjunctions

Conjunctions which are used to express an inference are called illative conjunctions. These include **for**, **therefore**, **since**, **consequently** and **so**. They suggest consequence or purpose.

Example:

- (a) Ram has no time since he is busy. (b) He is honest, therefore, he is respected.

2. Subordinating Conjunctions

These join one clause with another on which it depends for its full meaning. Subordinating conjunctions are classified based on the meaning they convey, such as:

Time	— when, whenever, till, until, since, after, while, as, before, so long as, as soon as
Reason	— because, since, as
Purpose	— lest, so that, in order that
Result	— that, so
Condition	— if, unless, whether
Concession	— though, although
Comparison	— as, than, like
Manner	— as



Example:

- (a) Lata sang so beautifully that everybody liked her song. (result)
(b) She can not pass unless he works hard. (condition)
(c) I am taller than my brother. (comparison)
(d) As you sow, so shall you reap. (manner)
(e) I am happy that you like my idea. (reason, cause)
(f) When he arrived at the station, the train had left. (time)
(g) You can sit wherever you like. (place)

❖ IMPORTANT USES OF SUBORDINATING CONJUNCTIONS

These are used to join a subordinate clause to a main clause.

- (a) He is very weak. He can not pass. (separate)
He is so weak that he can not pass. (combined)
He is too weak to pass. (combined)
(b) She may live anywhere. She will remember me. (separate)
Wherever she lives, she will remember me. (combined)
(c) The train was moving. He fell off the train. (separate)
While the train was moving, she fell off the train. (combined)



(d) You may pass. I don't know. (separate).

I don't know whether you may pass or not. (combined)

❖ CORRELATIVE CONJUNCTIONS

Some conjunctions are often used in pairs. They are known as correlative conjunctions.

Correlative Conjunctions	Examples	Important Points to Remember
(i) Either.....or	Either you stay here or go to your home.	(i) If both the subjects are singular, the verb must be singular.
(ii) Neither.....nor	Neither you nor your brother can stand first in the class.	(ii) If both the subjects are plural the conjunction must be followed by a plural verb. (iii) If the subjects are of different numbers, the verb should be used according to the second subject.
(iii) Whether...or	I do not know whether she will pass or fail.	
(iv) As soon as	As soon as I reached home, it started to rain.	
(v) No sooner.... than	No sooner did the boys stop playing than the rain started.	'No sooner' is followed by 'than'.
(vi) Although... yet	Although he is rich yet he is dishonest.	Don't use "but" with although or though.
(vii) Both...and	Nilu is both intelligent and hard working.	
(viii) Such.....as	He is not such a boy as he looks.	
(ix) So.....as	She is not so bad as you think.	'So' is generally followed by 'as'.
(x) As.....as	He is as wise as Ranjan (is).	
(xi) As.....so	As you sow, so shall you reap.	
(xii) Scarcely... when	He had scarcely solved the sum, when the teacher came.	'Scarcely' is followed by 'when'.
(xiii) Hardly...when	I had hardly left the school when it began to rain.	'Hardly' is followed by 'when'.
(xiv) So.....that	The man is so weak that he can not eat properly.	
(xv) Not only... but also	He is not only tall but also handsome.	



(xvi) Rather.... than	She would rather die than tell a lie.	
(xvii) Same as	This product is same as the one we saw in the other shop.	
(xviii) Lest...should	Walk slowly lest you should fall.	'Lest' is always followed by 'should'.
(xix) As much as	I love my mother as much as I love my father.	
(xx) As well as	I can speak English as well as Telugu.	

PRACTICE TIME

I. Use the correct conjunctions in the following sentences:

- You will fail _____ you do not work hard.
- I want to buy it _____ it is very beautiful.
- Make hay _____ the sun shines.
- The tortoise is slow _____ steady.
- You must weep _____ you will die.
- I was late _____ it was raining heavily.
- I am a writer _____ a teacher.
- She is more hardworking _____ her brother.
- My sister was in the kitchen _____ somebody knocked at the door.
- I tried my best _____ I could not clear the entrance exams.



2. Combine the following sentences using conjunctions:

- Sumit is a fool. Ramesh is a fool.
- He is not idle. He is not a fool.
- Walk slowly. You may fall.
- He was unwell. He went to office.
- You may eat it. You may leave it.
- We love our country. We adore our country.



3. Fill in the blanks with suitable conjunctions given in the brackets:

- (a) _____ you sow _____ shall you reap. (both....and, As...so)
- (b) He will buy a car _____ he can get to office on time. (if, because, so that)
- (c) _____ Kajal _____ Vandana can sing well. (So that, Not only... but also)
- (d) She works _____ she may earn money. (lest, because, in order that)
- (e) They should start early _____ they are likely to miss the train. (indeed, otherwise)
- (f) You can't pass _____ hard you may try. (whenever, however)
- (g) I can give you my book _____ you return it by next week. (so that, unless, provided that)
- (h) I would have helped you _____ I had enough money. (if, until, although)
- (i) The dog will not bite you _____ you hit it. (unless, because, although)
- (j) He is a fine singer _____ he is so small. (because, although, unless)

Fun With Grammar

Choose the correct conjunction from the brackets and fill in the blanks :

- (a) The winters here are very cold _____ (so that/as long as/as if/while) the summers are very hot.
- (b) We will go to the mountains on Sunday _____ (while/as long as/so that/as if) it doesn't rain.
- (c) I want Mohini to be in charge _____ (so that/as long as/as if/until) I get back from holiday.
- (d) My sister did not attend the party _____ (because/and/so/as) she was ill.
- (e) It looks _____ (as if/so that/as long as/until) the government has got a lot of problems.
- (f) I am learning English _____ (while/so that/as if/as long as) I can get a better job.

TEACHER'S NOTES

Explain to the children that a conjunction is a word that connects parts of a sentence, phrase, or other words.





Articles



LEARNING TIME

The adjectives or determiners 'a', 'an' and 'the' are called Articles. They are really Demonstrative Adjectives.

There are two types of Articles:



❖ INDEFINITE ARTICLE ('A' AND 'AN')

A or An are called Indefinite Articles because they do not point out any particular person or thing. We use 'a' and 'an' with singular nouns.

Example:

- (a) My grandfather is reading a newspaper.
- (b) We met a European.
- (c) She ate an orange and a banana.
- (d) Himani looks like a queen.



Note: A common noun in the singular number must have an article before it.

❖ USE OF 'A' AND 'AN'

The choice between 'a' and 'an' is determined based on the **sound**. 'A' is used before a word that begins with a consonant sound.

Example:

a cat, a lion, a girl, a monkey, etc.

'An' is used before a word that begins with a vowel sound.

Example:

an ice cream, an elephant, an umbrella, an orange, an ass, an ink-pot etc.

You must always remember that the criterion for the use of 'a' or 'an' is not the first letter of the word before which they are used but the sound of the letter. 'A' can be used before words beginning with a vowel, and 'an' can be used before words beginning with a consonant; depending upon their sounds.



Example:

A university, a European, a uniform, a useful item, a one-eyed man, an honest boy, an hour, an MLA, an MP, etc.

❖ DEFINITE ARTICLE (THE)

'The' is called definite article because it is used to refer to a definite person or thing.

❖ USE OF 'THE'

The definite article, 'the' is used :

1. When we talk about a thing already mentioned.

Example:

- (a) I saw an elephant. The elephant was very big.
- (b) She bought a bicycle. She showed the bicycle to her friends.



2. When we talk about a particular thing.

Example:

- (a) This is the T.V that my father bought from the market.
- (b) She told me about the incident which I had already heard.

3. Before a common noun in the singular number to represent a whole class.

Example:

- (a) The cow is a domestic animal.
- (b) The tiger is the national animal of India.



4. Before names of the things unique of their kind.

Example:

- (a) The sun sets in the west.
- (b) The moon revolves around the earth.

5. Before the names of the rivers, oceans, mountains, seas, gulfs, islands, etc.

Example:

- (a) The Ganga is a holy river.
- (b) The Himalayas lie in the north of India.



6. Before the names of sacred books, newspapers, magazines.

Example:

- (a) I like to read the Gita.
- (b) She reads the Times of India daily.

7. Before the names of trains.

Example:

The Shatabdi Express will depart at 5 o'clock.



8. Before the superlative form of an adjective.

Example:

- (a) She is the most intelligent student in the class.
- (b) He proved himself the best batsman of the team.



9. Before names of the musical instruments.

Example:

- (a) I like to play the veena.
- (b) Can you play the harmonium?



10. With ordinal numbers.

Example:

- (a) January is the first month of the year.
- (b) April is the fourth month of the year.



11. Before uncountable nouns which are used in general sense.

Example:

- (a) The sugar is sweet.
- (b) Delhi is the capital of India.



12. Before a noun used in its widest sense.

Example:

- (a) My mother goes to the temple daily.
- (b) We went to the market to buy vegetables.

13. Before the names of streams of studies.

Example:

The arts, the science, the commerce, etc.

PRACTICE TIME

I. Fill in the blanks with 'a', 'an' or 'the':

- (a) English is not _____ easy language.
- (b) Iron is _____ useful metal.
- (c) Nilu is _____ honest girl.
- (d) I always speak _____ truth.
- (e) _____ sun shines brightly.



- (f) My sister has _____ umbrella.
 (g) Which is _____ longest river in India?
 (h) Satya is _____ best student of the class.
 (i) She will come after half _____ hour.
 (j) Who is _____ girl sitting there?
 (k) My brother can play an _____ xylophone.



2. Use articles wherever necessary in the following sentences and rewrite them:

- (a) We like to live in open air.
 (b) She is a young woman.
 (c) Moon did not rise till after nine.
 (d) The man in red shirt is my neighbour.
 (e) It is honour to be here.
 (f) Mohan is honest man.
 (g) Draw map of Delhi.
 (h) Brave policeman lost his arm while fighting with robbers.
 (i) My father gave me cycle.
 (j) Sun rises in the east.

Fun With Grammar

Tick (✓) mark the correct option out of four given in the following:

- (a) We can speak _____.
 i. Hindi ☐ ii. The Hindi ☐ iii. A Hindi ☐ iv. An Hindi ☐
- (b) _____ is the longest river of the world.
 i. Nile ☐ ii. The Nile ☐ iii. A Nile ☐ iv. An Nile ☐
- (c) _____ is my favorite game.
 i. Cricket ☐ ii. The Cricket ☐ iii. A Cricket ☐ iv. An Cricket ☐
- (d) _____ rises in the east and sets in the west.
 i. Sun ☐ ii. A Sun ☐ iii. The Sun ☐ iv. An Sun ☐
- (e) _____ is the sacred book of the Hindus.
 i. Gita ☐ ii. The Gita ☐ iii. A Gita ☐ iv. An Gita ☐
- (f) _____ is the highest mountain peak in the world.
 i. The Mount Everest ☐ ii. Mount Everest ☐
 iii. An Mount Everest ☐ iv. A Mount Everest ☐

TEACHER'S NOTES

Explain to the children that an article is a word that indicates that a noun is a noun but does not describe it.





Active and Passive Voice



LEARNING TIME

❖ ACTIVE VOICE

When the subject of the verb is doer or doing the action, we say the verb is in the **Active Voice**.

Example:

- (a) Alka sings a song.
- (b) Maxwell hits huge sixes.
- (c) Radha wrote a small poem.
- (d) We have done our work.

❖ PASSIVE VOICE:

When the subject of the verb receives the action or is acted upon, then we say the verb is in the **Passive Voice**.

Example:

- (a) A song is sung by Alka.
- (b) Huge sixes are hit by Maxwell.
- (c) A small poem was written by Radha.
- (d) Our work has been done by us.



Rules to be followed while changing a sentence from Active Voice to Passive Voice.

1. Only transitive verbs can be used in Passive Voice.
2. The prepositions by, with or in are often used to say who or what caused the action.
3. The past participle form of the verb is used.
4. The subject takes the place of the object and the object takes the place of the subject.
5. The tense of the sentence does not change, only the form changes.
6. The pronouns are changed as shown below.

I - Me

We - Us

You - You

He - Him

She - Her



Study the following table carefully and note the pattern of formation of sentences in active and passive voices in different tenses.

Tense	Active Voice	Passive Voice
Present Indefinite	eats, eat	is eaten are eaten
Present Continuous	am eating is eating are eating	is being eaten are being eaten
Present Perfect	has eaten have eaten	has been eaten have been eaten
Past Indefinite	ate	was eaten were eaten
Past Continuous	was eating were eating	was being eaten were being eaten
Past Perfect	had eaten	had been eaten
Future Indefinite	will eat shall eat	will be eaten shall be eaten
Future Perfect	shall have eaten will have eaten	shall have been eaten will have been eaten
can, may, must	can eat may eat must eat should eat	can be eaten may be eaten must be eaten should be eaten

Example:

Tense	Active Voice	Passive Voice
Present Indefinite	(i) He writes a letter. (ii) She does not drive a car. (iii) Who teaches you?	(i) A letter is written by him. (ii) A car is not driven by her. (iii) By whom are you taught?
Present Continuous	(i) I am drawing a picture. (ii) We are learning our lessons. (iii) Is she singing a song?	(i) A picture is being drawn by me. (ii) Our lessons are being learnt by us. (iii) Is a song being sung by her?



Present Perfect	(i) They have finished their work. (ii) My sister has cooked the food. (iii) Have they completed the work?	(i) Their work has been finished by them. (ii) The food has been cooked by my sister. (iii) Has the work been completed by them?
Past Indefinite	(i) Shanti bought a pen. (ii) Teachers taught students. (iii) Did your father read the newspaper?	(i) A pen was bought by Shanti. (ii) Students were taught by teachers. (iii) Was the newspaper read by your father?
Past Continuous	(i) Rashmita was making a noise in the class. (ii) The boys were playing football. (iii) Were the girls plucking the flowers?	(iii) A noise was being made by Rashmita in the class. (ii) Football was being played by the boys. (iii) Were the flowers being plucked by the girls?
Past Perfect	(i) She had learnt her lesson. (ii) Yudhisthir had never told a lie. (iii) Had he killed the snake?	(i) Her lesson had been learnt by her. (ii) A lie had never been told by Yudhisthir. (iii) Had the snake been killed by him?
Future Indefinite	(i) Himesh will sing a song. (ii) They will not publish the article in the Times of India. (iii) Shall we celebrate Holi with great pomp and show?	(i) A song will be sung by Himesh. (ii) The article will not be published by them in the Times of India. (iii) Will Holi be celebrated by us with great pomp and show?
Future Perfect	(i) He will have announced his resignation by tomorrow. (ii) She will not have done her work by 8 o'clock. (iii) Will you have bought a new bike?	(i) The resignation will have been announced by him by tomorrow. (ii) Her work will not have been done by her by 8 o'clock. (iii) Will a new bike have been bought by you?



Modal Verbs	(i) I can write a letter. (ii) You must do your duty. (iii) He has to bring a set of books.	(i) A letter can be written by me. (ii) Your duty must be done by you. (iii) A set of books has to be brought by him.
Imperative Sentence	(i) Come at once. (ii) Please give me a glass of water. (iii) Bring a pencil. (iv) Write a book.	(i) You are ordered to come at once. (ii) You are requested to give me a glass of water. (iii) Let a pencil be brought. (iv) Let a book be written.
Prepositions other than 'by' or its Omission	(i) She knows me. (ii) He calls them brave. (iii) We made him our leader. (iv) She pleased her mother.	(i) I am known to her. (ii) They are called brave by him. (iii) He was made our leader by us. (iv) Her mother was pleased by her.

PRACTICE TIME

I. Change the following sentences into Passive Voice:

- (a) The fruit-seller sells fruits.
- (b) The teacher was telling a story.
- (c) They will post the letter tomorrow.
- (d) They will have paid the fee by tomorrow.
- (e) Do they like their parents?
- (f) Has he left you in the lurch?
- (g) Madhu helped me.
- (h) Did he win the match?
- (i) You are wasting your time.
- (j) Who is teaching you English?
- (k) Are they not learning their lessons?
- (l) She has invited me.
- (m) Post the letter.
- (n) Bring a glass of water.
- (o) Please give me a pen.



2. Change the following sentences into Active Voice:

- (a) She was punished by the teacher.
- (b) He will be sent there by us.
- (c) They will be invited by me.
- (d) He was cheated by her.
- (e) A book is not read by me.
- (f) A match is being played by them.
- (g) Were you invited by him?
- (h) Had he been elected by people?
- (i) Will you be informed by them?

Fun With Grammar

Complete the following instructions given below for preparing tea by filling in the blanks with the correct forms of the verbs out of the given options:

Tea is a kind of hot drink but preparing a tasty cup of tea is not easy. First, the required quantity of water is _____ (taking/taken/take) and then this water is _____ (boiled/boil/boiling). When the water starts boiling tea leaves is _____ (put/putting/being put) into it and then it is _____ (pour/poured/being poured) into a tea-pot and _____ (cover/covered/will be covered). Milk is _____ (boiled/boil/boiling). Sugar is _____ (add/added/adding) to taste. Milk is _____ (put/putting/being put) into a cup of tea as per the requirement. Tea is ready to serve.

Fill in the blanks with the correct forms of verbs out of the options given:

- (a) Many women _____ (was arrested/were arrested/ arrested/had arrested) for violent behaviour at the feminists meet.
- (b) The road _____ (closed/has been closed/been closed/has closed) for traffic.
- (c) What _____ (is planned/is being planned/planned/planning) by you now?
- (d) In this contest ₹ 50000 _____ (will win/will won/will be won/would be won) by the first correct entry.
- (e) Every week so many books _____ (steal/stole/was stolen/were stolen) from the library.
- (f) The tyres _____ (has/have/has been/have been) found to be unsafe.
- (g) A local access system _____ (build/built/is build/will be built) to allow students easy access to our on-line library.
- (h) The teacher _____ (pleased/was pleased/had pleased/was being pleased) with the boy's work.
- (i) Consideration _____ (will be/would be/is/was) given at next week's meeting.





Direct and Indirect Speech



LEARNING TIME

❖ DIRECT SPEECH

There are two ways of saying what someone has said :

Direct speech and Indirect (or reported) speech.

When we quote speaker's actual words, it is called **Direct Speech**.

Example:

- (a) Ashok said, "I am busy." (b) Tom said, "I am not free."
(c) She said to me, "Are you a teacher?" (d) Asha said, "I have read the book."

❖ INDIRECT SPEECH

When we do not quote the speaker's actual words, rather we tell it in our own words, it is called **Indirect Speech**.

Example:

- (a) Ashok said that he was busy. (b) Tom said that he was not free.
(c) She asked if I was a teacher. (d) Asha said that she had read the book.

Direct Speech: Points to remember

- Direct speech is placed within inverted commas (" ").
- Direct speech is always preceded by a comma (,).
- In direct speech, the first word always starts with a capital letter.

Let Me Answer

- Manisha says, "I am honest." Is it direct speech or indirect speech?

Indirect Speech: Points to remember

- Indirect speech is not put within inverted commas.
- Reported speech is preceded by the conjunction 'that', 'if' or 'whether'.

❖ RULES FOR CHANGING DIRECT SPEECH INTO INDIRECT SPEECH

- When the reporting verb is in the present or future tense, the tense of reported speech is not changed.**

Example:

- (a) Rakesh says, "I am honest." (Direct)
Rakesh says that he is honest. (Indirect)
(b) Yogesh says, "Rohan is very poor." (Direct)
Yogesh says that Rohan is very poor. (Indirect)



- (c) The Principal will say, "Tomorrow is a holiday." (Direct)
 The Principal will say that tomorrow is a holiday. (Indirect)
- (d) Madhu says, "Shashi will write a story." (Direct)
 Madhu says that Shashi will write a story. (Indirect)

2. If the reporting verb is in the past tense, the verb in the reported speech is changed into past tense as shown in the table below:

Direct Speech	Indirect Speech
Simple Present (verb 'to be' (is / am / are) has/have	Simple Past (verb 'to be') was/were had
Present Indefinite (1st form of verb + s/es as required.)	Past Indefinite (1st form of verb.)
Present Continuous (is/am/ are + verb+ing)	Past Continuous (was/were+verb+ing)
Present Perfect (has/have+ 3rd form of verb)	Past perfect (had+ 3rd form of verb)
Present perfect Continuous (has/have+been+verb+ing)	Past Perfect Continuous (had been +verb+ing)
Simple Past (2nd form of verb)	Past perfect (had+ 3rd form) of verb
Past Continuous (was/were+ verb+ing)	Past perfect continuous (had been + verb + ing)
Can May Will Shall	Could Might Would Should/Would

Example:

Direct Speech	Indirect Speech
1. He said, "I was not telling a lie."	He said that he had not been telling a lie.
2. My brother said, "I will go to Shimla tomorrow."	My brother said that he would go to Shimla the next day.
3. I said, "I can speak Tamil fluently."	I said that I could speak Tamil fluently.
4. He said, "It may rain today."	He said that it might rain that day.



5. My father said, "I have done my work."	My father said that he had done his work.
6. Kamal said, "They wrote letters."	Kamal said that they had written letters.

3. If the reported speech relates to universal truths, proverbs, and historical fact, it remains unchanged:

Direct Speech	Indirect Speech
1. He said, "The sun rises in the east."	He said that the sun rises in the east.
2. The Guru said, "God is one."	The Guru told that God is one.
3. The teacher said, "India got freedom in 1947."	The teacher said that India got freedom in 1947.
4. Our Principal said, "Man is mortal."	Our Principal said that man is mortal.

4. The words showing nearness of time or place in direct speech are changed into the words showing distance of time or place in indirect speech as follows:

Direct Speech	Indirect Speech
This	That
These	Those
Here	There
Now	Then
Hence	Thence
Thus	So
Today	that day
Tonight	That night
Tomorrow	The next day
Yesterday	The day before / The previous day
Last night	The previous night
Next	The following
Hereby	Thereby
Ago	Before

Note :- In the assertive sentence, the reporting verb 'said to' is changed into 'told'.

5. For changing interrogative sentences into indirect speech the following rules are to be followed:

(i) In reporting a question in the Indirect Speech :

The introductory verb is changed into 'ask', 'inquire', 'demand' or some other words having a similar meaning.



(ii) Using 'whether' and 'if'

"Whether" or "if" is used after an introductory verb when the direct question has 'yes' or 'no' for an answer.

(iii) The interrogative form is changed into the assertive form.

(iv) The same word is used to introduce the reported speech if the question begins with an interrogative pronoun or adverb, such as 'what', 'who', 'which', 'whom', 'when', 'where', 'how' and 'why'.

Example:

(a) Gautam said to me, "Do you play cricket?"

(Direct)

Gautam asked me if I played cricket.

(Indirect)

(b) Aman said to me, "Have you finished your work?"

(Direct)

Aman asked me if I had finished my work.

(Indirect)

(c) The teacher said to me, "What is your name?"

(Direct)

The teacher asked me what my name was.

(Indirect)

6. Imperative Sentences

In reporting commands and requests, the indirect speech is introduced by some verbs expressing command or request, and the imperative mood is changed into the infinitive.

Example:

(a) He said to her, "Please wait here till I come back."

(Direct)

He requested her to wait there till he came back.

(Indirect)

(b) The mother said to Sohan, "Go away!"

(Direct)

The mother ordered Sohan to go away.

(Indirect)

7. Optative Sentence

The reporting verbs change into 'wish' or 'pray' etc. The optative form changes into assertive form and the conjunction 'that' introduces the reported speech.

Example:

(a) He said to Amit, "May you live long!"

(Direct)

He wished that Amit might live long.

(Indirect)

(b) Nandan said to him, "May God bless you!"

(Direct)

Nandan prayed that God might bless him.

(Indirect)



8. Exclamatory Sentences

- (i) The introductory verb is changed into 'exclaim,' 'cry' or some other similar verbs.
- (ii) The words showing exclamation such as 'alas' 'hurrah', etc. are omitted.
- (iii) The sign of exclamation is omitted.

Example:

- (a) Tarun, "How clever he is!"

(Direct)

Tarun exclaimed that he was very clever.

(Indirect)

- (b) She said, "Bravo! You have done well."

(Direct)

She applauded them saying that they had done well.

(Indirect)



PRACTICE TIME

1. Change the following sentences into Indirect Speech:

- (a) He said, "Five comes after four."

- (b) They said to us, "Delhi is the capital of India."

- (c) Mohit said, "I have to go there today."

- (d) The farmer said to his son, "We shall work hard so that we may get good crops."

- (e) The hare said to tortoise, "We are good friends and we shall never live alone."

- (f) The mother said, "I'll give you a doll."

- (g) Sunil said to Sanjay, "I have won the match."

- (h) She said, "I am very thirsty."

2. Change the following sentences into Indirect Speech:

- (a) He said to me, "Are you leaving this place now?"



(b) She said to me, "Is my brother here?"

(c) Tommy said to Samay, "Why don't you come with me?"

(d) Harpreet said to Kuldeep, "Why do you keep watching cartoons the whole day?"

(e) The teacher said to the boy, "What is your name and where do you live?"

(f) Rakesh said to Rajat "May I have your pen?"

(g) The stranger said to me, "Can you tell me the way?"

(h) She said, "Is the tea ready now?"

(i) He said, "When they going to visit the Red Fort?"

(j) The teacher said to the boy, "Why are you not going home?"

3. Change the following into Indirect Speech:

(a) She said, "Stand up."

(b) He said, "Wait here till I come."

(c) Reena said to her maid, "Don't stand here."

(d) I said to Veeru, "Let us go to the park."

(e) He said, "May you succeed, my son"

(f) I said to him, "Please give me a pen."

(g) He said to us, "Work hard."



(h) The old woman said, "Alas! I am ruined."

(i) She said, "Hurrah! I have won the competition."

(j) He said, "Goodbye, my friends."

(k) He said, "Hey! you have come."

(l) The tourist said, "What a beautiful palace."

Fun With Grammar

Complete the following dialogue by filling the blanks with the correct options given in the bracket:

Shopkeeper : What can I do for you, sir?

Sudhir : Tell us something about a good cell-phone.

Shopkeeper : Would you tell us about the range of price?

Sudhir : It should be neither too expensive nor too economical.

Shopkeeper : Which colour?

Sudhir : Dark green.

Shopkeeper : O.K., you can take it tomorrow.

The shopkeeper asked with respect _____ (what he can/what can he/ what he could/ what can he be) do for him. Sudhir informed him to _____ (tell/told/telling/tells) them something about a good cell-phone. The shopkeeper wanted to know if _____. (he would/would he/he will/he will be) tell them about the range of price. Sudhir informed the shopkeeper that _____ (it should/should it/ it would/it will) be neither too expensive nor too economical. The shopkeeper further wanted to know _____ (which colour/what colour/which colours/what colouring) he wanted. Sudhir replied that he _____ (preferred/perfer/perfers/prefering) dark green. The shopkeeper understood. Sudhir selected and requested him to _____ (take it tomorrow/took it tomorrow/take it the next day/don't take it tomorrow).

TEACHER'S NOTES

Discuss the various types of speech with children.





The following are the principal punctuation marks:

1. Full Stop (.)
2. Comma (,)
3. Semi-Colon (;)
4. Colon (:)
5. Question Mark (?)
6. Exclamation Mark (!)
7. Dash (—)
8. Hyphen (-)
9. Parentheses or bracket ()
10. Inverted Commas (“ ”)
11. Apostrophe (’)



❖ **Full stop or Period (.)**

(i) At the end of a sentence.

- (a) Honesty is the best policy.
- (c) Open the door.

- (b) Greed is curse.
(d) Water is life.

(ii) After abbreviations and initials.

B.A

M.L.A.

U.S.A



 Comma (,)

(i) To separate a series of words in the same construction.

(a) Ram, Radha, Rakesh and Ravina are waiting for you.

- (b) Delhi, Mumbai, Chennai, Kolkata, Hyderabad, etc. are playing in IPL.





Remember

A comma is generally not put before the word preceded by 'and'.

(ii) To mark off a noun or phrase in apposition.

Example:

- (a) We all celebrate Holi, the festival of colours.
- (b) Rohit, the class captain of 8th class, was absent yesterday.



(iii) To mark the nominative of the address.

Example:

- (a) I have a question, sir.
- (b) I tell you, madam, I have informed her.

(iv) To separate two or more words that come together.

Example:

- (a) Health, wealth and prosperity go together.
- (b) Pankaj has motorcycle, car and jeep.

(v) To separate each pair of words connected by 'and'.

Example:

One should be true and honest, humble and cheerful.

(vi) After a nominative absolute.

Example:

It being holiday, I am going to visit my elder brother.

(vii) To mark off two or more adverbs or adverbial phrases coming together.

Example:

Wisdom is, after all, the most important thing in life.

(viii) Before and after a participle phrase, provided that the participle might be expanded into a sentence, and is not such in a merely qualifying sense.

Example:

He won a gold medal, Mohan, a silver medal.

(ix) To separate a subordinate adverb clause from the rest of the sentence.

Example:

If you know about the incident, tell me in detail.

(x) To separate short co-ordinate clauses of a compound sentence.

Example:

- (a) I observed, I manipulated, I decided.



(xi) To mark off a direct quotation from the rest of the sentence.

Example:

- (a) Manas said, "I am busy now."
- (b) The boss said, "Get out of my sight."

❖ **Semicolon (;)**

The semicolon indicates a pause greater than that indicated by the comma. It is used:

(i) To separate the clauses of a compound sentence when they contain commas.

Example:

He was a true, honest man; and we all admired her.

(ii) To separate a series of loosely connected clauses.

Example:

Reading makes a full man; speaking a ready man; writing an exact man.

❖ **Colon (:)**

The colon marks a pause still longer than that represented by the semicolon. It is used :

(i) Before enumerations.

Example:

three qualities are : honesty, integrity and loyalty.

(ii) To introduce a quotation.

Example:

My teacher says : "Honesty is the best policy."

❖ **Question Mark (?)**

The question mark is used, instead of the full stop, after a direct question.

Example:

- (a) What is your name?
- (b) Where do you live?



Remember

Do not use the question mark at the end of an indirect question.

Example:

- 1. He asked me what my name was.
- 2. She asked me if I was busy.

❖ **Exclamation Mark (!)**

The sign of exclamation is used after interjections, exclamatory phrases and exclamatory sentences.

Example:

- (a) Oh! My God!
- (b) May you live long!
- (c) How pretty!
- (d) What a shame!



❖ Dash (—)

The dash is used:

(i) to indicate an abrupt stop or change of thought.

Example:

I worked hard — I won and got success.

(ii) to resume a scattered subject.

Example:

Relatives, friends and companions — all left him as he fell in miseries.



❖ Hyphen (-)

The hyphen is a shorter line than the dash and is used to connect the parts of a compound word.

Example:

Commander-in-chief, One-man-army, sister-in-law, kind-hearted man etc.

❖ Parentheses (-)

Parentheses or double dashes are used to separate from the main part of the sentence a phrase or clause which does not grammatically belong to it.

Example:

(a) She gained from Heaven – it was all she wished – a son and a daughter.

(b) Jack-Jill's brother bought the tickets.

❖ Inverted Commas (“ ”)

Inverted commas are used to mark the exact words of a speaker, or a quotation.

Example:

(a) He said, “I am reading.”

(b) They said, " We are singing."

Apostrophe (')

The apostrophe is used:

(i) To show the omission of letter or letters.

Example:

(a) **Don't** go near the tiger.

(b) **She** can't do it.

(c) **You're** wrong.

(d) **He'll** win the match.

(ii) To show possession.

(a) It is Ram's pen.

(b) That is Priya's book.



❖ Capital letter

A capital letter is used:

(i) To begin a sentence.

Example:

- (a) My name is Ashok.
- (b) He is a nice boy.

(ii) To begin each fresh line of poetry.

Example:

Twinkle twinkle, little star.

(iii) To begin all proper nouns and adjectives formed from proper nouns.

Example:

Aman, Delhi, April, Sunday, The Indian express, etc.

(iv) For degrees, titles, etc.

Example:

M.B.B.S, B.Com, Sir, Madam, etc.

(v) at the beginning of a quotation or direct speech.

Example:

- (a) My uncle said, "Unity is strength."
- (b) My brother said, "Do your duty properly."



Let Me Answer

- Can you recognise the following punctuation marks: (), ' . ? ! ; " " / ?



PRACTICE TIME



Punctuate the following sentences:

- (a) his bad habits are smoking drinking gossiping roaming outside till the dead of night

- (b) Oh thats all right Sumit replied cheerfully

- (c) On thursday the education director is coming to school



(d) What an easy answer said Manish was it set by a kind examiner

(e) I am sorry I can't come with you

(f) They ate they drank and danced with joy it was such a great occassion

(g) The teacher asked the girl why did you not show me your excercise book

(h) There is a slavery that no legislation can abolish the slavery of caste

(i) Your brother would give you little thanks if he were present to hear you make this office.

(j) My uncle who is in delhi is a doctor.

(k) To make a kite you would need some thin paper two sticks some glue and some string

(l) God said see the light and follow the path of honesty and truth you will find a heaven on the earth



TEACHER'S NOTES

Give ample practice on punctuation to the students.



Test Yourself - 3

(Chapters 13 to 18)

1. Use the following prepositions in your sentences :

(a) before

(b) far

(c) to

(d) against

2. Combine the following sentences :

(a) You may eat it. You may leave it.

(b) He is not idle. He is not a fool.

(c) Ashok is a fool. Dipika is a fool.

(d) We love our country. We adore our country.

3. Fill in the blanks with 'a', 'an' or 'the':

(a) Hindi is _____ language of _____ people of India.

(b) I always speak _____ truth.

(c) Nilu is _____ honest girl.

(d) English is not _____ easy language.

4. Punctuate the following sentences :

(a) A grandparents job is easier than a parents

(b) Sorry to disturb you could I speak to you for a moment

(c) Having lost all my money I went home

(d) Is it any use expecting them to be on time





Homophones



LEARNING TIME

Homophones are the words which have the same pronunciation but different meanings, origins or spellings.

Examples: Bad, Bed, Bade.

Here:

Bad = Unpleasant

Bed = Place to sleep

Bade = Farewell wish

Now learn some common homophones.

Accept = **(to agree, to consent)** I have accepted her invitation.

Except = **(excluding)** I can do everything except cook.

Accede = **(to comply with, to agree to)** She has acceded to my request.

Exceed = **(to surpass, to excel)** Do not exceed the speed limit.

Access = **(reach)** I have no access to the principal.

Excess = **(too much)** Excess of everything is not good.

Accident = **(mishap, unexpected event)** There was an accident involving two trains.

Incident = **(an event, an occurrence)** This is really an unfortunate incident.

Adapt = **(to make suitable, to modify)** They will have to adapt themselves to the circumstances.

Adopt = **(to take as one's own child)** He has adopted an orphan as his son.

Adept = **(proficient)** He is adept in/at telling lies.

Affect = **(to influence)** Industries have affected our life.

Effect = **(impact)** The new laws comes into effect immediately.

Alter = **(to modify)** The village seems to have altered very little in the last twenty years.

Altar = **(raised platform used for sacrifice or offering)** Soldiers sacrifice their lives at the altar of the country.



- Assent** = **(to agree)** The President has given his assent to the food security bill.
- Ascent** = **(act of ascending)** The ascent to Everest is not an easy task.
- Amiable** = **(lovable)** Ram is a favourite among friends because of his amiable nature.
- Amicable** = **(friendly)** They have settled the dispute in an amicable way.
- Avocation** = **(minor occupation, business)** Photography is my favourite avocation.
- Vocation** = **(occupation, employment or calling)** He is a teacher by vocation.
- Vacation** = **(holiday, the act of vacating)** I shall spend my summer vacation in Darjeelling.
- Artist** = **(one skilled in fine arts)** Mukesh is a great artist.
- Artiste** = **(professional entertainer)** Many tribal artistes will dance at the function.
- Bail** = **(security for getting a prisoner released)** The accused has been granted bail.
- Bale** = **(bundle of a large mass)** A hundred bales of cotton have been destroyed.
- Beneficial** = **(advantageous, useful)** Morning walk is beneficial to health.
- Beneficent** = **(giving benefit)** Aurangzeb was not a beneficent ruler.
- Caste** = **(rank, any exclusive social class)** Reservation on caste basis is not proper.
- Cost** = **(price, to be valuable)** The cost of this pen is ten rupees.
- Check** = **(to stop, to compare)** You must put a check on your son's expenditure.
- Cheque** = **(a written order asking the bankers to pay money to a certain person)**
I made the payment by cheque.
- Ceiling** = **(Inner roof of a room)** The ceiling needs repairs.
- Sealing** = **(the act of affixing a seal)** Election documents require sealing.
- Cite** = **(to quote, to mention as an example)** I cited many rules in my favour.
- Sight** = **(the act of seeing, view)** She has lost her eye-sight.
- Crops** = **(total yield of a season)** Crops have been destroyed due to excessive rain.
- Corpse** = **(the dead body of a human being)** The corpse has been sent for postmortem.
- Dairy** = **(a place where milk, cheese, cream, egg, etc. are processed, bought or sold)**
Amul dairy is the famous company of milk product.
- Diary** = **(a little book in which one writes down appointments or small notes)**
Note the phone number in your diary.
- Eligible** = **(desirable, fit to be chosen)** He is eligible for this post.
- Illegible** = **(that cannot be read)** His answer-sheet was illegible.



- Fair** = (periodical market for sale of goods) Children love to go to the fair.
- Fare** = (the cost of conveying passengers) The auto fare has been increased.
- Gentle** = (noble, honourable) Aman is a gentle boy.
- Genteel** = (elegant) Nisha is a genteel lady.
- Knotty** = (perplexing) It is a knotty problem.
- Naughty** = (mischievous) The teacher punished the naughty children.
- Later** = (subsequently) Manas came later.
- Latter** = (belonging to the end) Ranjan and Tapan are brothers. The latter is married.
- Plan** = (a scheme or project) Dilip is planning to start a business.
- Plain** = (a large tract of level ground) Plains are hotter than hilly areas.
- Plane** = (an aeroplane) I went to Singapore by plane.
- Write** = (to set down on paper) I am writing a letter.
- Rite** = (a religious custom) He was buried according to Muslim rites.
- Right** = (something you are entitled to) I have a right to freedom of expression.
- Social** = (living in a company) Man is a social animal.
- Sociable** = (liking company) Rita is very sociable.
- Wander** = (to ramble, to roam) Why is he wandering here?
- Wonder** = (astonishment) I wonder how he has got the first prize.
- Zealous** = (ardent) We need zealous soldiers.
- Jealous** = (envious) Amar is jealous of Tapan's progress.



PRACTICE TIME

Fill in the blanks with appropriate words given in the brackets:

- (a) People from many countries want to _____ to India. He has to _____ from India to London. (emigrate/immigrate)
- (b) _____ has become very costly. The police _____ at night. (patrol/petrol)
- (c) _____ are dying of cold. Rotten meat gives a _____ smell. (foul/fowl)



- (d) Jagan has a graceful _____ The _____ of the palace closes at ten. (Gate/Gait)
- (e) Mahatama Gandhi was a _____ leader. The India is one of the most _____ countries in the world. (popular/populous)
- (f) My brother is _____ my burden by helping me. The _____ killed four persons. (lightening/lightning)

Fun With Grammar

Write homophones of the following words and use them in your own sentences to bring out the difference:

- (a) Angel _____
- (b) Brake _____
- (c) Cast _____
- (d) Desert _____
- (e) Fair _____
- (f) Gate _____
- (g) Hear _____
- (h) Lose _____
- (i) Maid _____
- (j) Peace _____
- (k) Pray _____
- (l) Root _____
- (m) Stationery _____
- (n) Then _____
- (o) Wander _____





Similes



LEARNING TIME

A simile is an expression that makes a comparison between two things. They give vividness and piquancy to our language. Some most commonly used similes are given below.

❖ **Some of the common similes are given below:**

as black as coal/a crow
as blind as a bat
as bitter as gall
as bold as a lion
as bright as a day/silver
as brittle as glass
as busy as a bee
as brown as a berry
as cheerful as a lark
as cold as ice
as cunning as a fox
as deaf as a beetle
as dry as dust
as deep as a well
as drunk as a lord
as fair as a lily
as fast as a cheetah
as fierce as a tiger
as firm as a rock
as free as air
as flat as a board
as fresh as a rose
as green as grass
as gaudy as a butterfly
as gay as a lark



as gentle as a lamb
 as grave as a judge
 as graceful as a swan
 as greedy as a dog/wolf
 as hard as a stone
 as humble as a squirrel
 as hot as fire
 as hungry as a hawk
 as light as air/a feather
 as loud as thunder
 as mute as a fist
 as obstinate as a mule
 as old as the hills
 as proud as a peacock
 as rapid as lightning
 as red as blood/fire
 as round as a ball
 as rich as a king
 as slender as thread
 as silly as sheep
 as silent as a grave
 as straight as an arrow
 as strong as a horse
 as sharp as a needle
 as smooth as butter/velvet
 as sour as vinegar
 as sure as death
 as stupid as a donkey
 as surly as a bear
 as tall as a steeple
 as thin as water
 as timid as hare
 as ugly as a sin/scarecrow
 as white as snow/milk



Let Me Answer

- How can we define similes?



PRACTICE TIME



1. Use the following similes in your own sentences:

1. as busy as _____
2. as cunning as _____
3. as free as _____
4. as fast as _____
5. as hard as _____
6. as happy as _____
7. as light as _____
8. as gentle as _____
9. as wise as _____
10. as brave as _____



2. Complete the similes in the following sentences.

1. The old man is as ugly as a _____
2. After winning the race, Sonu has become as proud as a _____
3. He hasn't done any mischief. He is as innocent as a _____
4. After a few days rest, she is looking as fresh as _____
5. Don't be afraid of our pet dog. It is as harmless as _____
6. My father is a hardworking man. He is as industrious as _____

3. Match the Columns:

- | A | B |
|-------------------|----------|
| i. as free as | a. bee |
| ii. as hard as | b. kite |
| iii. as hungry as | c. ice |
| iv. as light as | d. air |
| v. as busy as | e. stone |
| vi. as cold as | f. wolf |





Idioms



LEARNING TIME

An **idiom** is a group of words with a meaning which is different from the usual meaning of the separate words. A large number of phrasal verbs (e.g. break down, give up) are idioms. This unit deals with some common idioms formed with words referring to animals, parts of the body, trees, colours, etc. Some common idioms and their meanings are given below:

let the cat out of the bag

lead a dog's life

go to the dogs

rain cats and dogs

flog a dead horse

a dark horse

live from hand to mouth

the lion's share

keep the wolf from the door

keep an eye on

turn a deaf ear to somebody/something

smell a rat

pull somebody's leg

lose heart

a hard nut to crack

turn over a new leaf

black and white

a red-letter day

- tell a secret
- have an unhappy life with many troubles
- ruin oneself ; be ruined
- rain heavily
- waste one's time with useless effort; go on doing something after there is clearly no chance of success
- a person whose abilities are hidden or unknown
- live very poorly, from day to day
- larger or the largest part
- earn enough to eat and live
- watch
- ignore or refuse to listen to somebody/ something
- have a feeling that something wrong is happening
- make fun of somebody in a playful way
- lose hope ; become discouraged
- a difficult problem to solve
- start to behave in a better way
- in writing
- a very important day; a specially happy day that will always be remembered



blow hot and cold (about something)
catch somebody red-handed

in the pink
be in / get into hot water
see the red light
break the ice

a storm in a tea cup

by hook or by crook

blow one's own trumpet
a fish out of water

(not) a bed of roses
by leaps and bounds
in the long run
leave no stone unturned

at the eleventh hour
make both ends meet
at sixes and sevens
play with fire

- change one's opening about something often
- catch somebody in the act of doing something wrong
- very well ; very healthy
- be in trouble
- see danger in time
- be friendly with people you did not know before
- a lot of anger or worry about something that is not important
- by some means or another; by any means possible
- praise one's own abilities and achievements
- a person who feels uncomfortable or awkward because he or she is in surroundings that are not familiar
- (not) an easy or a pleasant situation
- very quickly; at a great rate
- over a long period of time ; in the end
- try every possible course of action so as to find or achieve something
- at the very last moment ; only just in time
- live within one's income
- in confusion ; in disorder
- do something dangerous or risky

PRACTICE TIME

I. Write the meanings of the following idioms and make sentences using them:

1. lose heart _____

2. rain cats and dogs _____



3. the lion's share _____
- _____
4. to keep an eye on _____
- _____
5. a bed of roses _____
- _____
6. black and white _____
- _____
8. at the eleventh hour _____
- _____
9. by hook or by crook _____
- _____
10. in the long run _____
- _____

2. Match the idioms with their meaning:

Idioms

1. go to the dogs
2. a hard nut to crack
3. in the pink
4. at sixes and sevens
5. a red-letter day

Meanings

- a. a memorable day
- b. in confusion
- c. ruin oneself
- d. very healthy
- e. a difficult problem to solve



3. In the following questions four alternatives are given for the idiom underlined in the sentence. Choose the alternative which best expresses the meaning of idiom.

1. The ancestral property is the bone of contention.

(a) criticise someone



(b) cause of dispute



(c) an important problem



(d) cause of argument



2. The old woman searched high and low for her only son.

(a) somewhere



(b) everywhere



(c) nowhere



(d) to a hidden place



3. Do not trust a man who blows his own trumpet.
 (a) flatters ☐ (b) praises others ☐
 (c) admonishes others ☐ (d) praises himself ☐
4. The dacoit murdered the man in coldblood.
 (a) coldly ☐ (b) boldly ☐
 (c) ruthlessly ☐ (d) deliberately ☐
5. There is no hard and fast rule regarding this subject.
 (a) rule that is difficult ☐ (b) rule that is fat changing ☐
 (c) rule that can not be broken or modified ☐
 (d) rule that can be broken or modified ☐

Fun With Grammar

Some idioms are given below with their meanings. Choose the correct meaning of idioms from the given options :

1. To pick notes
 (a) to finally solve reason to quarrel ☐ (b) to destroy something ☐
 (c) criticise something ☐ (d) to cut some part of an item ☐
2. To hit the right nail on the head
 (a) to do the right thing ☐ (b) to destroy one's reputation ☐
 (c) to announce one's fixed views ☐ (d) to teach someone a lesson ☐
3. To be the question
 (a) to refer to ☐ (b) to take for granted ☐
 (c) to raise objections ☐ (d) to be discussed ☐
4. To alive home
 (a) to find ones roots ☐ (b) to return to place of rest ☐
 (c) back to original position ☐ (d) to emphasis ☐
5. To smell a rat
 (a) to get bad smell of a dead rat ☐ (b) to suspect foul dealings ☐
 (c) to be in a bad mood ☐ (d) to ice signs of plague epidemic ☐





Phrasal Verbs



LEARNING TIME

A phrase which consists of a verb and either an adverb or a preposition is called **Phrasal Verb**.

Some phrasal verbs with sentences are given below:

Abide by	— I abide by what I have promised.
To bring forward	— Bring forward the balance from the last page of the trial balance.
Break in	— The thief broke in last night.
Break up	— Break up is common now-a-days.
Bring up	— The child was brought up by the stepmother.
To be well off	— He is well off these days. His misery is over.
Break down	— Yesterday my car broke down on the way.
To be down with	— He is down with malaria these days.
To beat against	— The waves are beating against the rock.
Bank on	— He is honest and you can bank on him.
To bring disgrace to	— Evil deeds brings disgrace to the community.
To call up	— She knows you by face, but I cannot call up your name.
Call off	— The meeting has been called off.
To call on	— The chairman called on the meeting of directors.
To cook up	— The manager warned to cook up excuses.
Give up	— He gave up smoking last month.
Look into	— The judge is looking into the matter.
Keep up	— Keep up your progress.
To carry on	— Carry on with your duty, please.
To hold on	— If you hold on courageously, you will win.
To cut down	— Cut down your expenses and live within your means.
Look after	— We should look after our parents.
To put down	— The revolt was put down iron-handedly.



To my satisfaction	— He has proved his case to my satisfaction.
To cut off	— The town was cut off due to the flood.
Look over	— Please look over the papers.
Put off	— Do not put off your work.
Set up	— Please set up a meeting with the director.
Take after	— I take after my father.
Think over	— Think over the plan and work.
Work out	— Work out in the morning is good for health.

Let Me Answer

- What are the example of phrasal verbs?

PRACTICE TIME

I. Use the following phrases in your own sentences:

(a) To feel small

(b) To build castles in the air

(c) To burn one's fingers

(d) To turn out

(e) To have a free hand

(f) To carry on

(g) To give away

(h) To end in smoke

(i) To get in hot water

(j) To bring to mind



(k) To call names

(l) To feel the pulse

(m) To carry the day

(n) To break ice

(o) To fall back upon

2. Match the following phrasal verbs with their meanings:

(a) Bail out

(i) Produce

(b) Bring back

(ii) Encourage

(c) Bring forth

(iii) Collapse

(d) Cheer on

(iv) Return

(e) Fall in

(v) Be patient

(f) Bear with

(vi) Visit

(g) Call on

(vii) Grow stronger

(h) Feed on

(viii) Excite

(i) Fire up

(ix) Rescue

Let Me Answer

- Write some phrasal verbs with their meanings.

3. Fill in the blanks with appropriate phrasal verbs given in the brackets :

(a) He promised to _____ (cut down/cut up/cut in/cut off) his habit of smoking.

(b) They _____ (set up/step down/set off) early in the morning.

(c) I am _____ (looking out/looking for/look after/look for) Mohan's address.
Do you know it?

(d) Please _____ (put out/put off/put in) the fire.

(e) She could not _____ (get along/get through/get/get in) her high school.

(f) Does your sister _____ (believe in/believe of/put off/put in) ghosts?

(g) Have you _____ (find out/found out/find in/found in) if you won the competition yet?

(h) _____ (fill in/fill on/fill out/fill for) the form, please.

TEACHER'S NOTES

Explain phrasal verbs with examples to the students.





One Word Substitution



LEARNING TIME

One word substitution are defined as single words that are used in place of a group of words to denote a person, an object a place etc.

- ◆ The act of freeing a person from a charge by the verdict
- ◆ Make oneself familiar with a person or a thing
- ◆ A van which is used in transporting wounded or serious patients
- ◆ State between boyhood and youth
- ◆ Man who is not professional in playing a sport
- ◆ A life story by the person himself
- ◆ Types of vehicles which move automatically
- ◆ Signature in person's own handwriting
- ◆ An assembly of persons who listen to somebody speak
- ◆ An event recurring yearly
- ◆ An act of pardoning persons in general
- ◆ One which can live both in water and on land alike
- ◆ One who audits (checks) the accounts
- ◆ An animal having two feet
- ◆ That which can be easily broken
- ◆ Government by officials
- ◆ Life story of a person
- ◆ One who devotes his whole time to studies
- ◆ One who cannot pay off his debts
- ◆ An instrument measuring atmospheric pressure
- ◆ One hundred years
- ◆ A descriptive list of books or articles arranged according to subject
- ◆ Space of a hundred years reckoned from any point in a century
- ◆ Feeding on flesh
- ◆ A man who readily believes
- Acquittal
- Acquaint
- Ambulance
- Adolescence
- Amateur
- Autobiography
- Automobile
- Autograph
- Audience
- Annual
- Amnesty
- Amphibian
- Auditor
- Biped
- Brittle
- Bureaucracy
- Biography
- Bookworm
- Bankrupt
- Barometer
- Century
- Catalogue
- Centenary
- Carnivorous
- Credulous



- ◆ A disease communicable by contact
- ◆ That which can be cured
- ◆ Where neither water nor vegetation is found
- ◆ A citizen of the world
- ◆ To prevent a person from admission or a right
- ◆ Government of the people, for the people and by the people
- ◆ One who cannot hear
- ◆ A letter returned unclaimed
- ◆ That which can be divided
- ◆ That which can be digested
- ◆ One who cannot speak
- ◆ One who edits a newspaper, magazine, film, etc.
- ◆ Food that is fit to be eaten
- ◆ One who is fit for a post or something
- ◆ Disease prevalent among community at a special time
- ◆ Words inscribed on a tomb
- ◆ Verse in form of a letter
- ◆ Set manners of conduct
- ◆ Things without which we cannot do
- ◆ A speech delivered without preparation
- ◆ Made to be absent for a long time from one's own country
- ◆ A too wicked and cruel man
- ◆ A guide post pointing out the way to a place
- ◆ Falsification of documents, etc.
- ◆ Killing of one's own brother
- ◆ Irregular luminous band of stars
- ◆ A shed for motor-care
- ◆ Medicine having power to destroy germs
- ◆ Without any payment
- ◆ A person who eats too much
- Contagious
- Curable
- Desert
- Cosmopolitan
- Debar
- Democracy
- Deaf
- Dead Letter
- Divisible
- Digestible
- Dumb
- Editor
- Eatable or Edible
- Eligible
- Epidemic
- Epitaph
- Epistle
- Etiquette
- Essential
- Extempore
- Exile
- Fiend
- Finger Post
- Forgery
- Fratricide
- Galaxy
- Garage
- Germicide
- Gratis
- Glutton



- | | |
|---|-----------------|
| ◆ Vehicle to carry dead bodies | — Hearse |
| ◆ The first night of newly married couple | — Honeymoon |
| ◆ An imaginary serpent with many heads | — Hydra |
| ◆ That which cannot be moved | — Immovable |
| ◆ That which cannot be believed | — Incredible |
| ◆ That which cannot be described | — Indescribable |
| ◆ That which cannot be put into practice | — Impracticable |
| ◆ That which cannot be seen | — Invisible |
| ◆ A person without any knowledge | — Ignorant |
| ◆ False sensual representation | — Illusion |
| ◆ Killing of an infant | — Infanticide |
| ◆ Something carried on within door or under cover | — Indoor |
| ◆ Not limited by person or number | — Infinite |
| ◆ That which kill insects | — Insecticide |
| ◆ A place where prisoners are kept | — Jail |
| ◆ Anything which relates to young and youth | — Juvenile |
| ◆ A school for small children | — Kindergarten |
| ◆ A place which contains books for reading and reference | — Library |
| ◆ One who knows many languages | — Linguist |
| ◆ Concerning moon | — Lunar |
| ◆ Papers written by hand | — Manuscript |
| ◆ A speech made for the first time | — Maiden Speech |
| ◆ That which moves from one place to another | — Migratory |
| ◆ A cinema show which is held in the afternoon | — Matinee |
| ◆ Goddess of learning and arts | — Muse |
| ◆ Purely fictitious narrative usually involving supernatural beings, etc. | — Myth |
| ◆ A person who dies for the sake of his country | — Martyr |
| ◆ One whose parents are domiciled | — Native |
| ◆ A badly behaved person | — Naughty |
| ◆ Well known unfavourable | — Notorious |



- ◆ Person officially authorised to attest contracts, etc.
- ◆ A lady who attends to sick persons
- ◆ Having lot of fat in one's body
- ◆ Holding the old opinions in religion and life
- ◆ A large bird reputed to burry its head in sand when pursued
- ◆ Not transmitting light
- ◆ Cast out as useless
- ◆ A child without father and mother
- ◆ One who loves and works for mankind
- ◆ Payment made in consideration of past service
- ◆ A place where ships seek shelter
- ◆ To form an opinion against anybody baselessly
- ◆ One who steals out of the pockets of other
- ◆ Marrying several women
- ◆ One who is liked by people
- ◆ Having four feet / a four footed animal
- ◆ One who pretends skill in medicine and surgery
- ◆ Stanza of four lines
- ◆ Isolation imposed on infected people
- ◆ Too much official formality
- ◆ Direct decision by a general vote on the single question
- ◆ Emission of light or heat from central point
- ◆ An intelligent and obedient machine like a man
- ◆ That which causes sensation
- ◆ One who simply looks at a show
- ◆ Working room of an artist or a photographer
- ◆ A person who sells paper, pen, ink, etc.
- ◆ A person who abstains from all kinds of intoxication
- ◆ A writing especially drama which ends in death or sorrow
- ◆ One who believes in the existence of God
- Notary
- Nurse
- Obesity
- Orthodox
- Ostrich
- Opaque
- Outcast
- Orphan
- Philanthropist
- Pension
- Port
- Prejudice
- Pick-pocket
- Polygamy
- Popular
- Quadruped
- Quack
- Quatrain
- Quarantine
- Red-tapism
- Referendum
- Radiation
- Robot
- Sensational
- Spectator
- Studio
- Stationer
- Teetotaller
- Tragedy
- Theist



- | | |
|--|----------------|
| ◆ Having three legs | — Tripod |
| ◆ Confidence reposed in persons by making them nominal owner | — Trust |
| ◆ Station at end of route | — Terminus |
| ◆ One who changes his principles | — Unprincipled |
| ◆ One who does not socialise | — Unsociable |
| ◆ That has no equal | — Unique |
| ◆ Incapable of being sold | — Unsaleable |
| ◆ Animals having spinal column | — Vertebral |
| ◆ One who uses a diet of vegetables as food | — Vegetarian |
| ◆ A person who undertakes a service of one's own free will | — Volunteer |
| ◆ A person having long experience of an occupation service | — Veteran |
| ◆ A woman whose husband is dead | — Widow |
| ◆ Through which water cannot pass | — Waterproof |
| ◆ A man whose wife is dead | — Widower |
| ◆ Place where clothes are kept | — Wardrobe |
| ◆ Food which conduces health | — Wholesome |
| ◆ A place where birds and animals are kept | — Zoo |

PRACTICE TIME

Write one word for the following and use them in your sentences:

- (a) A game in which neither party wins _____

- (b) A Government by the people _____

- (c) A handwriting that cannot be read _____

- (d) A grass eating animal _____

- (e) A pardonable offense _____



(f) Absence of government

(g) Lover of mankind

(h) Science of origin of universe

(i) Study of environment

(j) A person who is above hundred years

(k) A great lover of books

(l) A person who always thinks of himself

(m) A person who hates women

(n) A person who can not read or write

(o) A sound that can not be heard

(p) A study of animals

(q) One who believes in God

(r) One who is difficult to please

(s) One who is present everywhere

TEACHER'S NOTES

Assist students with the use of one word substitution in sentences.





Comprehension



LEARNING TIME

The basic idea for giving comprehension passages is to create an interest in the students for reading. They should be able to recognise the organisation of the passage, identify the main parts of it and understand or guess the meaning of some new words in a given context and also be able to answer the given questions on a correct manner.

While attempting questions we should keep the following points in our minds:

1. Read the passage twice to understand the theme and the main ideas given in the passage.
2. After understanding the passage, read the questions based on the passage. Search for their answers in the passage.
3. Go through the questions and answers again.
4. Now write down the answers in your own words.
5. Ensure that the answers are clear, brief, to the point and free from irrelevant details.
6. Use the same tense in answering questions in which they are asked.

I. Read the following passage:

Wealth and service is happiness. The greatest crime in India today is idleness. **If we root out laziness, all our difficulties including our conflicts will gradually disappear.** Whether as a constable or a high official of the state, whether as a businessman or an industrialist, an artisan or a farmer, each one of us should perform his or her obligation to the state and make a contribution to the welfare of the country. Honest work is the only choice which we should adopt if we want to be saved from danger and difficulty. It is the basic law of progress.

Answer the following questions on the basis of above passage:

1. Give a suitable title for the above passage.
2. Summarise the above passage in about fifty-five words.
3. Explain the portion in bold letters.
4. What duties and responsibilities should be carried out by each one of us?

Let Me Answer

- Have you ever written a comprehension about your school?



2. Read the following passage carefully:

The Indira Gandhi National Open University (IGNOU) was established under the Human Resources Ministry to provide education to those who have been left out by the conventional system. This means that a wide number of people who can not be accommodated in campus-style institutions of learning will now be able to fulfil their desire for an education. The open system of education provides reasonable relaxation in entry or admission requirements. Those who have no 10+2 background can register for graduation and other vocational courses if they have in-service experience or do a bridge course. The age limit is relaxed considerably and the student who may be employed or a housewife may study at his or her own pace. Thus graduation may be completed in 8 years. Vocational courses like management, computers, water management and library science are now open to a larger section than campuses can afford. The study centers of the university where the students are free (not obliged) to come to consult counsellors and watch educational videos are located in existing institutions of each district headquarters. The use of existing infrastructure and human resource in the form of part-time counsellors or teachers of various institutions, minimizes the cost of education. This system of education is affordable than conventional education. This further widens the catchment area of open education. Today the university is offering 400 courses to about 2 lakh students. The IGNOU has further been given the task of co-ordinating and updating the courses offered by 44 correspondence institutes and 5 state open universities. By networking and avoiding duplication of efforts, the open university will assist in economising the whole distance education system in the country. The system still has teething problems, like irregular dispatch of materials (printed books) to students, but the system, once it catches on, will make a mark in the development of education in India.

Now answer the following questions:

1. Give a suitable title for the above passage.
2. What is the aim of IGNOU?
3. How are students being benefitted by IGNOU?
4. How many courses are being offered by the university?
5. Is establishing a university like IGNOU the right step by the government in the field of education? Comment.



3. Read the following passage:

Man and his works are two different things. Whereas a good work should call forth



approbation and a wicked deed, disapprobation, the doer of the works whether good or wicked, always deserves respect or pity as the case may be. **'Hate the sin and not the sinner'** is a precept which, though easy enough to understand, is rarely practised, and that is why the poison of hatred spreads in the world.

This form of 'Ahimsa' (non-violence) is the basis of search for truth. I am realising everyday that the search is in vain unless it is founded on 'Ahimsa' as the basis. It is quite proper to resist and attack a system but to resist and attack its author is tantamount to resisting and attacking oneself. For we are all tarred with the same brush, and are the children of one and the same creator and as such the divine powers within us are infinite. To slight a single human being is to slight those divine universe powers and thus to harm not only that being but with him the whole universe.

On the basis of above passage, answer the following questions:

1. Give a suitable title for the above passage.
2. Explain the portion in bold letters.
3. Summarise Mahatma Gandhi's views on 'Ahimsa' as given in the above passage.

4. Read the following passage:

The Taj Mahal is one of the most beautiful buildings in the world. More than three hundred years ago, emperor Shah Jahan built the Taj Mahal as a tomb for his wife.

Shah Jahan loved his wife very much. He wanted his tomb to be perfect. He did not care about time or money. He found the finest workmen in Asia. Altogether, over 20,000 different men worked on the building. It took over seventeen years to finish it.

The building rests on a platform of sandstone. Four slender white towers, or minarets, rise from the corners of the terrace. A large dome rises from the centre of the building. Around this large dome there are smaller domes.

The building is made of fine white marble with inlays of coloured marble. It has eight sides and many open arches. There is an open corridor just inside the outer walls. From this corridor, the visitor looks through carved marble screens to a central room. The bodies of Shah Jahan and his wife lie in a tomb below the room.

Now answer the following questions on the basis of the above passage:

1. What kind of tomb did Shah Jahan want to build?
2. What is the main building of the Taj Mahal made of?
3. Why did Shah Jahan build the Taj Mahal?
4. Where do the bodies of Shah Jahan and his wife lie?



5. How many men worked on the building and how long did they take to finish it?

5. Read the following passage:

One day George Washington was riding along a road. He was not in the dress of the General. He was in simple clothes. He looked like a common man. On the way he saw some soldiers trying to lift a heavy log on to the bank of a dry river. A corporal, a petty officer, was standing near by. He was shouting at them, "Hurry up! Push it this way ! Pull it ! Now lift it !"

For a few minutes, George Washington watched the soldiers. They were trying to lift the heavy log with all their might. But it was so heavy that they could not lift it. They needed just one man more to lift it.

George Washington turned to the corporal and said, "Excuse me, sir, the log is too heavy for these soldiers to lift. Why don't you help them?"

The corporal looked at George Washington and said, "How can I help them? Don't you see that I am the corporal, their officer?"

"I'm sorry, Mr Corporal," said George Washington getting off his horse. "I did not know that you were such a great man."

He took off his coat, went to the soldiers and helped them with all his might. At the very first attempt the log was on the bank. Then he put on his coat, got on his horse and said to the corporal, "Mr Corporal, whenever you have such a difficult job to do and don't have enough men with you, call me for help. I don't think it below my dignity to help the poor soldiers when they need someone's help."

"I thank you very much for your help, gentleman," said the corporal. "Who are you?"

"I'm the General," replied George Washington, and went his way.

The corporal hung his head in shame. He went on looking at George Washington, praising his greatness.

Now answer the following questions on the basis of the above passage:

1. Who was George Washington?
2. What were the soldiers doing?
3. Did George Washington help them?
4. Why could the soldiers not lift the log?
5. How did the Corporal feel when George Washington told him who he was?



TEACHER'S NOTES

With the help of comprehensions and various types of writing skills, assist students in understanding the proper way to compose sentences.





Essay Writing



LEARNING TIME

An essay is a written composition which gives expression to one's personal opinion on a specific topic. The word "essay" literally means an "attempt".

To write an essay, you need three things :

- (a) the necessary information
- (b) the ability to arrange the information in a suitable order
- (c) the ability to express it clearly



Main Components of an Essay

1. The paragraph with which you begin your essay is called the introductory paragraph. The introductory paragraph should be an introduction of your essay in brief and should also capture the interest of the reader so that he feels encouraged to read further.
2. The body of an essay comprises of two or more paragraphs. Each paragraph should explain a separate idea related to the topic.
3. The paragraph that comes at the end is the conclusion of your composition and therefore, called concluding paragraph. The concluding paragraph marks the completion of your essay. It should reinforce the main idea stated in the beginning of the essay.

MY BEST FRIEND

I still do not know why Sushant is my best friend. We two are poles apart in looks, habits and temperament. Sushant is tall, slim with sharp features. I am short, round and with a chubby face and wearing spectacles. Sushant is a keen sportsman and I am studious. Sushant is never serious and I am serious about everything. In spite of all these differences, we love each other and are always together much to the surprise of the whole class.

One thing which makes Sushant so lovable to me is that he never hurts anyone. I have never heard him make a nasty comment about anyone – whether a classmate or a teacher. He seems to find something good in everyone. He doesn't have a jealous bone in his body and is very generous with his possessions. Even the severest teacher will find a word of praise for him. "He is not cruel, he only wants us to learn Maths properly," he will say in defence of the teacher, despite getting punished himself for not doing the sums properly!



He has never made fun of me for not being able to take part in games. He always encourages me and because of him I have taken playing chess seriously. He is the captain of the High School Cricket Team.

THE PRIZE DAY AT YOUR SCHOOL

Our annual prize distribution took place yesterday afternoon. The function was held under a beautiful shamiana in the compound as the school hall was not big enough to accommodate both the students and the visitors. It was beautifully decorated with flags, mottoes, pot plants and photos. A large platform had been put up and on this were the tables covered with prizes and chairs for the Governor and the high officials of the district. There were chairs for the guests while we sat on the benches.

We were all in our seats at 4.30 p.m. The governor arrived exactly at 5 p.m. He was warmly received offering garland at the gate by the Principal as well as the President of the Governing Body. When he entered the venue, we all stood up and cheered while the girls of our school sang 'Vande Mataram'. After that, several boys recited poems and patriotic songs, and then came a play 'The Rani of Jhansi', staged by some of the tenth class students. The play was performed well and the Governor seemed to like it very much.



When this was over, the Principal came on the platform and read out the annual report. It was rather dull and the students did not care much for it, but the Governor seemed to be interested in it as he listened to it with rapt attention.

After the report had been read, the Principal requested the Governor to give away the prizes. The Vice-principal now came forward and called out the names of the prize-winners who walked up to the platform one by one to receive the prizes.

After the prizes had been given away, the Governor made a short speech. He praised the school for its achievements in sports and studies during the year. He also congratulated the Principal and the staff for the brilliant results the school had shown in the All-India Higher Secondary Examination and the Nehru Shield the school had won in sports.

Then, the Principal thanked the governor for presiding over the function and called for three cheers which we gave heartily.

Then the Governor left and we were given a holiday in honour of his visit to our school.



He has never made fun of me for not being able to take part in games. He always encourages me and because of him I have taken playing chess seriously. He is the captain of the High School Cricket Team.

THE PRIZE DAY AT YOUR SCHOOL

Our annual prize distribution took place yesterday afternoon. The function was held under a beautiful shamiana in the compound as the school hall was not big enough to accommodate both the students and the visitors. It was beautifully decorated with flags, mottoes, pot plants and photos. A large platform had been put up and on this were the tables covered with prizes and chairs for the Governor and the high officials of the district. There were chairs for the guests while we sat on the benches.

We were all in our seats at 4.30 p.m. The governor arrived exactly at 5 p.m. He was warmly received offering garland at the gate by the Principal as well as the President of the Governing Body. When he entered the venue, we all stood up and cheered while the girls of our school sang 'Vande Mataram'. After that, several boys recited poems and patriotic songs, and then came a play 'The Rani of Jhansi', staged by some of the tenth class students. The play was performed well and the Governor seemed to like it very much.



When this was over, the Principal came on the platform and read out the annual report. It was rather dull and the students did not care much for it, but the Governor seemed to be interested in it as he listened to it with rapt attention.

After the report had been read, the Principal requested the Governor to give away the prizes. The Vice-principal now came forward and called out the names of the prize-winners who walked up to the platform one by one to receive the prizes.

After the prizes had been given away, the Governor made a short speech. He praised the school for its achievements in sports and studies during the year. He also congratulated the Principal and the staff for the brilliant results the school had shown in the All-India Higher Secondary Examination and the Nehru Shield the school had won in sports.

Then, the Principal thanked the governor for presiding over the function and called for three cheers which we gave heartily.



On this day, the Prime Minister reminds the people about the great sacrifices made by leaders of India to achieve independence for the country. Thus, he emphasises the importance of national unity and integrity of India. He also analyses the achievements of his government and what is proposed to be done in future.

Independence Day is celebrated in every village, town and city of India. It is celebrated in every school and college. It is also celebrated in Indian embassies and high commissions in foreign countries. In the evening, poetic conventions, music concerts and enactment of plays are organised in the capital and at many other places. Children also enjoy this day. On this day, all schools, offices, colleges, banks, etc. remain closed. Many people go for a picnic, movie and organise family get-togethers.

Everywhere there we see an atmosphere of happiness and pleasure. Children and adults fly kites on this day. Multicoloured balloons are also released in the sky.

It is a festival of joy when people are in high spirits. But we should not forget those noble souls who laid down their lives to give us freedom from the British rule.



PRACTICE TIME

Write essays on the following topics:

1. An Excursion
2. Science and Religion
3. The Role of Students in Modern India
4. Terrorism – Problem and Solution
5. Pollution – Causes and Solution

TEACHER'S NOTES

Ask the children some questions about inspiring personalities. Explain to them the good qualities of a true leader.





Letter Writing



LEARNING TIME

❖ TYPES OF LETTERS :

There are mainly two types of letters.

Informal letters and Formal letters.

Formal letters include business letters.

Informal letters are those which we write to our relatives and friends. Such letters should be written in an easy, conversational style. When you are writing to a friend, for example, you might imagine he is sitting before you and you are chatting with him.

Formal letters are quite different in tone. They are written with a practical purpose and should therefore be clear, courteous and to the point.

The format of an Informal Letter:

- | | |
|--------------------------------------|--|
| 1. The Heading | RZ-324, Madanpuri, G-8, W.Sagarpur,
New Delhi |
| 2. Date | Dated _____ |
| 3. Greeting or Salutation | My dear _____ |
| 4. Main body of the letter | _____

_____ |
| 5. Courteous closing or subscription | Yours affectionately, |
| 6. Name of the writer | Ashok |



Let's Learn

1. Date may be written in any one of the following ways:
May 10, 10 or 10 May, 10.
2. Greeting or salutation may be written as:
My dear friend, Dear Mother, My dear Uncle, My dear Mr. Pandey, Dear Mr/Mrs. Singh, Dear Amar etc.
3. Courteous closing or subscription may be written:
Yours lovingly, Your affectionate niece, Your loving sister, Yours affectionately, Your sincere friend, etc.
4. Address on the envelope should be clearly written as given below:
Shri Ashis Varma
RZ-38/342, Jagdambha Vihar,
New Delhi



Informal Letters:

Read the following letters carefully.

1. Write a letter to your ailing father inquiring about his health.

Girl's Hostel
Lovely Professional University
Jullundar, Punjab
Dated _____
My dear father,



I received a letter from sister yesterday and was very upset to read that your sugar still persists and the medicines are not proving very effective.

I am anxious and want to come back to look after you. But you know that the school authorities are very strict and won't permit me to miss my term examination. I shall come home as soon as my examination is over.

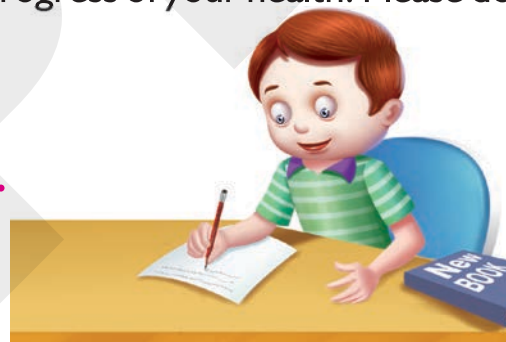
In the meantime, kindly keep me informed about the progress of your health. Please do not become careless in taking your medicines.

Yours loving daughter,

Rani

2. Write a letter to your friend inviting him to Jaipur.

30/15 Model Town
Jaipur
Dated _____
Dear Sumit,



It is about two years since my father was transferred to Jaipur and we came to live here.

This place offers many historical monuments which you will be glad to see. Kindly pay us a visit next Sunday for at least one week. I shall take you to City Palace, Hawa Mahal, Jantar Mantar and other places. Please do come. I shall receive you at the railway station.

Give my regards to your parents and love to younger brother.

Yours sincerely,

Kunal

3. Write a letter to your friend congratulating him on his success in the Board Examination.

D-8/80 Kamla Nagar
New Delhi-11007
Dated _____
My dear friend,

Let Me Answer

- There are different types of letters, such as formal and informal. Can you create a letter format?

I was very much delighted to see your name among the list of successful candidates published in the Times of India. Accept my heartiest congratulations on your success.



Believe me, your score is sure to go high. We all are immensely happy while conveying our congratulations to you.

Your dream of becoming a doctor is sure to come true now. It won't be difficult for you to get admission in the Medical College. Don't forget to give me a treat. I will be waiting for this.

Conveying my earnest congratulations once again.

Yours affectionately,

Sanjeet

The format of a Formal Letter:

- | | |
|---|--|
| 1. Writer's address | D-8/16
Chirag Delhi |
| 2. Date | Dated _____ |
| 3. Address of the firm or person receiving the letter | The Editor
The Times of India
Kasturba Gandhi Marg,
New Delhi-110001, |
| 4. Subject | Problem of stray cattle on roads |
| 5. Courteous Greeting or Salutation | Dear Sir/Madam, |
| 6. Body | _____

_____ |
| 7. Subscription | Yours sincerely, |
| 8. Writer's name or signature | V. K. Goel |



Formal Letters

Read the following letters carefully.

- I. Write a letter to the editor of a newspaper to get a report published regarding the problem caused by stray cattle on roads.**

30-B, Malviya Nagar,
New Delhi

Dated _____

To

The Editor

Times of India, New Delhi

Sub.: Problem caused by stray cattle on roads.

Dear Sir,

Through your esteemed newspaper I want to draw the attention of the concerned authorities towards the stray cattle that are freely roaming about on the busy roads of



Delhi. These animals cross roads now and then and crouch in the middle of roads. These animals often cause traffic jams and also create a lot of problems to people. Sometimes road accidents occur when the motorists try to save these cattle.

Some of these cattle are very old and are seen on roads all the time. Their owners do not take care of them.

So, I request the authorities to take effective steps to get rid of the menace of stray cattle from the roads.

Yours sincerely

A.K. Sharma

2. Write a letter to the Principal of your school requesting him/her to arrange special coaching for basketball and cricket during summer vacation.

Class VIII A

D.A.V School,

Rohini, Delhi

Dated _____

To

The Principal

D.A.V School,

Rohini, Delhi

New Delhi-I 10085

Sub: For arranging coaching for basketball and cricket

Sir,

I am Nishant Gupta, the sports captain of your school. I feel honoured to inform you that our school teams of cricket and basketball have been selected to participate in the Inter State Tournaments in the month of June. Though our teams stand good and we expect to win this tournament, however we feel that if we discontinue our practice during the holidays, our performance may be affected adversely.

Therefore, I request you on behalf of all the players to arrange special coaching during the summer vacation for the above mentioned games. We have already obtained permission from Mr. Chauhan, our sports teacher to hold the practice sessions.

Yours sincerely,

Nishant Gupta

3. Write a letter to the SHO of your town reporting the theft of your bicycle.

G-29/21 Sector-3 Rohini,

New Delhi

Dated _____



To
The SHO
Sector-3,
Rohini, Delhi
Sub : Theft of bicycle No. HI 5005
Sir,



You are requested to lodge a report against the theft of my bicycle from the D.A.V Sector-3, Rohini. I locked my bicycle outside the school at about 4 p.m. As usual when I came out, to my utter surprise, I found the bicycle missing. I enquired from the persons around about my bicycle but could not get any clue.

It is brand new Hero bicycle bearing number HI 5005 of black colour with red chain-cover. I hope the above clues will help you in finding my bicycle.

Yours truly,
Rani

4. You are the secretary of Students Union of your college. Write a letter to the Director of Education, inviting him to preside over the annual function of your college.

D.A.V. College
Rohini
New Delhi
Dated _____

To
The Director of Education, NCT of Delhi,
5 Cavalry lines, New Delhi
Sir,



Our college is going to celebrate its Annual Day on 20th of June, 2024. As the Secretary of the Students' Union of the college, I have the honour to invite your highness to preside over the Annual Day celebrations. The Minister of Education has kindly consented to be the chief guest and distribute the prizes. The programme including the events like group dances, fancy dress show and music concert is likely to last for about one hour. The function will start at 5 p.m. sharp.

Your kind consent to preside over the function will go a long way in making the function a success.

Yours sincerely,
Ramananda Jain



PRACTICE TIME



1. Write informal letters as directed:

- (a) Write a letter to your uncle, thanking him for a birthday gift.
- (b) Write a letter to your friend describing the 'annual prize distribution function' held in your school.
- (c) Write a letter to your mother requesting her to allow you to join an educational tour.
- (d) Write a letter to your cousin congratulating him on his brilliant success in IIT-JEE.
- (e) Write a letter to your friend asking about his future plans about further studies.
- (f) Write a letter of condolence to a friend on the sudden death of his/her grandmother.
- (g) Write an application to your Principal for remission of fine.
- (h) Write a letter to your elder brother informing him about the profession you want to choose after completing your education.
- (i) Write a letter to your father telling him about your studies and preparation for the annual examinations.

2. Write formal letters as directed:

- (a) Write an application to the principal of your school for fee concession or for a testimonial or for remission of a fine.
- (b) Write a letter to the editor of a newspaper expressing your views about price hike of cooking gas.
- (c) Write an application to the principal of your school requesting him to provide you the scholarship for poor student.
- (d) Write an application to your principal seeking permission for visiting the book fair held in your city.
- (e) You are the vice-head boy of your school studying in Class VIII. Your class has organized a farewell dinner for Class IX students in the school auditorium. Write an informal invitation for them.

TEACHER'S NOTES

Explain to children how we can write letters to anyone and elaborate on their types.





Notice Writing



LEARNING TIME

Notices have an important role in written communication. It plays a vital role in schools. School notice boards provide information about meetings, competitions, annual function celebrations, tours, trips, holiday and so on.

It requires certain norms for writing notices. There are following points, one should bear in mind while writing notices:

- (i) Notice should be short and brief.
- (ii) Use simple language.
- (iii) Use attractive style.
- (iv) Don't leave any necessary information.
- (v) Use the following format:



Name of the Institution/Department

Suitable Heading

Body: Name of Organisation, aim, details of events, place and time

Name and designation of the person issuing the notice

Date

Specimen

I.

Tagore Public School Kolkata

Inter-School Essay Writing Competition

15th October 20xx

The English Literary Club, Kolkata, is going to organize an essay writing competition (English) at 11 am on 25th October in the Function Hall in Ashram Road. The competition is for the students of classes 8, 9 and 10 belonging to the schools in Kolkata. The winners of the competition will be rewarded with attractive prizes and merit certificates.

Students who desire to take part in the competition are asked to give their names to the Secretary, Cultural Club, by 18th October.

Tarun Banerjee

Secretary, Cultural Club



2. You are Amresh, the head boy of D.A.V School. Write a notice for the 'house captains' to attend a meeting with the Principal and 'house incharges' to allocate duties for maintaining discipline in the class in the absence of teachers.

DAV School

Notice for House Captains

All the house captains must attend a meeting with the Principal as well as 'house incharges' on 20th June, 2024 during vth period, in the hall, regarding the allocation of duties for maintaining discipline in the classes in absence of the teachers.

Amresh

(Head boy)

Dated - 10th June, 2024

3. You are the captain of your house in Mother Divine Public School. Write a notice for the students of your house to maintain proper discipline in the school.

Mother Divine Public School

Notice for the students of Tilak House

All the students of Tilak House of the school are hereby directed to maintain proper dress code and other disciplines of the school. Moreover, in the school activities, the performance of the Tilak House has not been so satisfactory.

In case of failure, strict action will be taken against those found violating the discipline.

Vishal

(Head of Tilak House)

Dated

PRACTICE TIME



Write notices as directed:

1. Write a notice for school notice-board inviting students to give their names for participating in a debate competition to be held in the school on dated _____
2. You are Sanjeet, cultural secretary of your school. It is organising four-day educational tour. Write a notice for announcing the educational tour for the students of class VIII.
3. You are Sanjay, the head boy of your school. Write a notice for the school notice-board inviting names for cultural programmes to be held on dated _____
4. You are Minakshi Lekhi of D.A.V. Public School, Rohini. Your school is going to celebrate its Annual Day Function. Write a notice in this regard.
5. You are Gaurav, the head Boy of Zindal Public School, Pitampura. Write a notice regarding a watch lost in the school.



Test Yourself - 4

(Chapters 19 to 27)

1. Choose the correct homophone in each sentence and write it in blank space :

- (a) Do _____ tie the two ropes with a _____. (not, knot)
- (b) Sit _____ and _____ the soft music played on the piano. (her, hear)
- (c) Do you _____ the little bird that was _____ ? (hear, here)
- (d) _____ guys! See my new shoes with _____. (hi, high) heels.

2. Use the following phrases in your own sentences :

- (a) To carry on

- (b) To feel the pulse

- (c) To break ice

- (d) To turn out

3. Write one word for the following and use them in your sentences :

- (a) A government by the people

- (b) Lover of mankind

- (c) A great lover of books

- (d) A person who hates women

4. Write the meanings of the following idioms and make sentences using them :

- (a) black and white

- (b) to keep an eye on

- (c) the lion's share

- (d) use heart



Model Test Paper -2

(Chapters 13 to 27)

1. Fill in blanks with appropriate prepositions of time :

- (a) He will be invited _____ us.
- (b) I shall wait for my friend _____ 8:00 AM.
- (c) She will be at the station _____ sunday evening.

2. Use the correct conjunctions in the following sentences :

- (a) You will fail _____ you do not work hard.
- (b) She is more hardworking _____ her brother.
- (c) I tried my best _____ I could not clear the3 entrance exams.

3. Change following sentences passive voice :

- (a) Madhu helped me

- (b) Who is teaching you english.

- (c) She has invited me.

4. Punctuate the following sentences :

- (a) I am sorry I can't come with you

- (b) My uncle who is in delhi is a doctor

5. Match the idioms with their meaning :

Idioms

- (a) go to the dogs
- (b) a hard nut to crack
- (c) in the pink
- (d) at sixes and sevens
- (e) a red - letter day

meanings

- i. a memorable day
- ii. in confusion
- iii. rain oneself
- iv. day
- v. a difficult problem to solve

