

# GRAMMAR

*Written by :*

*Anuj Tyagi*



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**New Edition**

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# GRAMMAR

# Preface

Grammar is the base of any language study. A sound knowledge of grammar helps in proper reading, writing and understanding of the nuances of the language.

‘Grammar’ is a series of eight books from Class 1 to 8. These books have been prepared primarily to impart the best possible knowledge to students just from the beginning to learn English. Grammar elements in each book have been graded appropriately for each level keeping in mind the vocabulary level of the learners.

The books have been organised and designed to make the study of grammar an enjoyable experience. Its aim is to teach them the first principle of functional grammar and correct usage, with the help of attractive illustrations and examples having a close bearing on the daily life and environment of a child.

### *Key Features of the series are as under :*

- Exercises and stories based on real life situations.
- Learner-centred and activity based approach.
- Captivating photographs and illustrations enhance the visual of the book.

It is hoped that the book, taken in continuity with other volumes of the series will help the students to achieve the cherished desire of the educated Indian-i.e the ability to write and speak excellent English fluently and effortlessly.

—Author and Publisher



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# THE SENTENCE

# 1

## LET'S BEGIN

Whenever we want to express our thoughts and feelings in writing, we do it with the help of words. These words are put in a systematic order to get any sense out of it. Such a group of words, having a complete sense, is called a **sentence**.

*Now, read the following groups of words :*

1. Intelligent brother my is very.
2. Walk goes father morning a my for everyday.
3. Tells my me interesting every grandmother stories evening.



Do the above group of words make any sense? No, they don't. so they cannot be called sentences. Now, let's rearrange these groups of words as follows:

1. My brother is very intelligent.
2. My father goes for a morning walk everyday.
3. My grandmother tells me interesting stories every evening.

The above sentences express complete sense. Therefore, we can call them sentences.

*Thus, we see that :*

- A sentence should have a group of words.
- It should have a complete sense.



Definition : A sentence is a group of words having complete sense.

Remember : A sentence always begins with a Capital Letter. It should have a verb and should end with a suitable punctuation mark. It may be a Full stop (.), Mark of interrogation (?) or a Mark of Exclamation (!).

## EXERCISE

**A. Tick (✓) the correct statements and cross (×) the wrong ones :**

1. A sentence is a group of words.
2. A sentence may or may not have a complete sense.
3. A sentence should always start with a capital letter.
4. A sentence should always end with a full stop (.).
5. A sentence may or may not have a verb in it.



**B. Say whether the following groups of words are sentences or not. If not, rewrite them to make meaningful sentences :**

1. Sheela is learning music these days.

---

2. My will mother open gate the.

---

3. They live in a small village.

---

4. Baby sleeping is the cradle in a.

---

5. Solve did the how you question?

---

6. The Sun sets in the west.

---

7. has new car father a her bought.

---

8. The children are playing in the park.

---

**C. Rewrite the following groups of words as meaningful sentences. Begin each sentence with a capital letter and use a suitable punctuation mark at the end :**

1. doctor/ is / father / famous / her / a

---

2. waiting / some / are / passengers / bus / for /the

---

3. Rani / kitchen / mother / her / the / in / helps

---

4. Mohit /since /history /reading / has / morning /been

---

5. carpenter / the / table / is / mending / the

---

6. old /sold / car / her / his / father / has

---

7. cat / the /dog / the /chased

---

8. Mumbai / are / by /to /air / going / they

---

9. Grazing /field /cows / in / are / some / the

---

# TYPES OF SENTENCES

# 2

## LET'S BEGIN

Sentences are classified according to the purpose of the speaker or writer. They can broadly be divided into the following five types:

**A. Assertive Sentence (Statement) :** A sentence, which makes a statement or assertion is called an **Assertive Sentence**. It tells us something about the subject. An Assertive Sentence can be either positive (affirmative) or negative in nature. In an Assertive sentence, the subject is mostly placed before the verb and a full stop (.) is used at the end of the sentence.

*Read the following examples :*

### ASSERTIVE SENTENCE (AFFIRMATIVE)

1. Our teacher teaches us many new things in the school.
2. My elder brother lives in Mumbai.
3. Delhi is the capital of India.
4. He works as the manager of this bank.



### ASSERTIVE SENTENCE (NEGATIVE)

1. We should not tease animals.
2. The naughty boy does not do his homework regularly.
3. They do not pluck flowers.
4. We cannot live without water.

Note : 'No' and 'Not' are always used after a helping verb.

**B. Interrogative Sentence :** An Interrogative Sentence is used to ask a question. An Interrogative sentence can start in two ways:

### WITH A HELPING VERB

The answers to these questions can be given in 'Yes' or 'No'.

*Read the following examples :*

- |                                 |                                |
|---------------------------------|--------------------------------|
| 1. Are you doing your homework? | 2. Has he come late?           |
| 3. Did you take my book?        | 4. Will you help the poor boy? |

### WITH A QUESTION WORD

The answers to these questions should be given in complete sentences.



**Read the following examples :**

1. When will you return my book?
2. Who is knocking at the door?
3. What are they doing in the garden?
4. When do you get up in the morning?
5. How have you done the job?

Remember : An Interrogative sentence always ends with a mark of interrogation (?).

**C. Imperative Sentence :** An Imperative Sentence is one, which expresses a command, request, advice or entreaty etc. Generally these types of sentences start with a verb; however, if it is a request or entreaty (as in examples 1 and 5 below) 'kindly' or 'please' is used before the verb. A Full Stop (.) is put at the end of an Imperative Sentence.

**Read the following examples :**

1. Kindly, help the little boy. (request)
2. Do not waste your time in idle gossiping. (advice)
3. Look at the blackboard. (order)
4. Take these medicines three times a day. (advice)
5. Please, call a doctor. (entreaty)

Remember : The subject (you) is absent (implied) in these types of sentences.

**D. Exclamatory Sentence :** An Exclamatory Sentence expresses a strong or sudden emotional feeling.

**Read the following examples :**

1. How beautiful the rain is!
2. What a stupid boy he is!
3. Alas! The old man is dead.
4. Hurrah! We have won the match.
5. Hush! The Patient is asleep.

**E. Optative Sentence :** An Optative Sentence expresses a prayer or wish.

**Read the following examples :**

1. May her soul rest in peace!
2. May you live long!
3. May God bless her with a son!
4. I wish that I were the Prime Minister of our country!
5. May the people of our country be happy and prosperous!



Note : Generally, an Optative Sentence starts with 'May' and a mark of Exclamation (!) is put at the end.

**EXERCISE**

**A. Tick (✓) the correct options in the following sentences :**

1. All Interrogative Sentences can be answered in 'yes' or 'No'
2. An interrogative Mark (?) is placed after all Interrogative sentences.
3. An Assertive Sentence expresses a wish.
4. An Assertive Sentence can be either positive or negative.
5. Generally, an optative sentence starts with 'May'.



**B. Write the type of sentence against each :**

1. We shall win the match. \_\_\_\_\_
2. Have you ever seen the Taj Mahal? \_\_\_\_\_
3. What a horrible sight! \_\_\_\_\_
4. Always speak the truth. \_\_\_\_\_
5. Always help the poor and the needy. \_\_\_\_\_
6. What will you do in the evening? \_\_\_\_\_
7. How lovely the flowers are! \_\_\_\_\_
8. Never tell a lie. \_\_\_\_\_
9. Alas! Her only child is dead. \_\_\_\_\_
10. Where does your uncle live? \_\_\_\_\_



**C. Rewrite the following sentences as directed against each :**

1. The old man walks slowly. *(Negative)*
2. Deepawali is celebrated all over the country. *(interrogative)*
3. The red rose is very beautiful. *(Exclamatory)*
4. You are advised to take these medicines regularly. *(Imperative)*
5. It is a beautiful picture. *(Interrogative)*
6. The teacher taught some new rules of English Grammar. *(Interrogative)*
7. Do not make a noise. *(Affirmative)*
8. It is really a very interesting subject. *(Exclamatory)*
9. The children are playing cricket. *(Negative)*
10. They will be waiting for us. *(Interrogative)*
11. Consult a dentist at once. *(Affirmative)*
12. They are going to Agra tomorrow. *(Interrogative)*
13. The Sun is at the centre of the Solar System. *(Interrogative)*
14. He is wasting his time. *(Negative)*
15. Neha is a very kind and gentle girl. *(Interrogative)*

# SUBJECT AND PREDICATE

# 3

## LET'S BEGIN

A sentence is a meaningful combination of words, complete in itself. A sentence is generally divided into two parts- **Subject** and **Predicate**. Without any of them, any sentence is considered as an incomplete sentence.

**Every sentence consists of two parts :**

1. **Subject**
2. **Predicate**

The person or thing we speak about is the **Subject** of the sentence.

What we speak about that person or thing (i.e subject) is called the **Predicate** of the sentence.

**Consider this sentence :**

Radha is an intelligent girl.

In this sentence, we speak about Radha so Radha is **subject**. What we say about Radha (i.e subject); is an intelligent girl is the predicate part of the sentence.

The subject and the predicate may be a single word or group of words.



**Example :**

### **Subject**

The black dog  
Mountains  
Aeroplanes

### **Predicate**

bit the poor beggar.  
add to the beauty of a country.  
zoom.

**How to find the subject of a sentence ?**

We can easily find the subject of a sentence by taking the verb and asking the question "**Who**" ? or "**What**"?

1. Neha dances well.  
Who dances well?  
Ans. Neha- Subject
2. The Sun shines in the sky.  
What shines in the sky?  
Ans. The Sun - Subject



## Subject in Imperative Sentences

In imperative sentences, the subject, is always 'you', but it is implied and not stated.

Sometimes in sentences expressing orders or requests, the subject is left out, as :

"Sit down" means "you sit down."

"Go out" means "you go out."

### EXERCISE

#### A. Underline subjects and circle the predicates in the following sentences :

1. Sita is my younger sister.
2. We must obey the rules and regulations in the school.
3. The boy stood on the burning deck.
4. He has a good memory.
5. Nature is the best physician.
6. No man can serve two masters.
7. All roads lead to Rome.
8. I shot an arrow into the air.
9. We are flying kites.
10. Sita is going to school.

#### B. Add subjects to these predicates :

1. \_\_\_\_\_ can speak English very well.
2. \_\_\_\_\_ sells tea, coffee and sugar.
3. \_\_\_\_\_ invented the phonograph.
4. \_\_\_\_\_ cannot pump the ocean dry.
5. \_\_\_\_\_ is the last day of the week.
6. \_\_\_\_\_ should profit by experience.
7. \_\_\_\_\_ soon faded away.



#### C. Add the predicates to these subjects :

- |                          |                                      |
|--------------------------|--------------------------------------|
| 1. Rahul _____           | 2. Delhi, the capital of India _____ |
| 3. All of them _____     | 4. Your brother _____                |
| 5. The red mangoes _____ | 6. Dr Manmohan Singh _____           |
| 7. Children _____        | 8. The girl _____                    |

#### D. Divide each of the following sentences into subject and predicate :

- |   |   |
|---|---|
| 1. A thing of beauty is a joy forever.    | 2. Tubal Cain was a man of might.         |
| 3. Stone walls do not make a prison.      | 4. The sea hath many thousand sands.      |
| 5. On the top of the hill lives a hermit. | 6. The beautiful rainbow soon faded away. |
| 7. A sick room should be well aired.      | 8. We should profit by experience.        |
| 9. Islamabad is the capital of Pakistan.  | 10. The bird catches the worm.            |

# NOUN AND ITS KINDS

# 4

## LET'S BEGIN

Each individual needs to be identified uniquely. In order to do so, we give people, things, place some names. These names identify them and make it easier to correlate them.

## NOUN

**A noun is the naming word. It is a word we use to name persons and other living beings, objects, places, ideas and feelings. Nouns can be countable and uncountable.**

1. **Countable Nouns** : Countable nouns are the names of objects, people, etc. that we can count; e.g. book, pen, apple, boy, sister, doctor, horse.

**Example** : (i) How many books have you read?

I have read two books.

(ii) How many boys are there?

There are eight boys.



In the above examples, books and boys are countable nouns.

2. **Uncountable Nouns** : Uncountable nouns are the names of things which we cannot count; e.g. Milk, oil, sugar, gold, honesty. They mainly denote substances and abstract things.

**Example** : (i) How much sugar do you want?

I want one teaspoonful sugar.

(ii) How much water is in the bucket?

There is about five litre of water.



In the above examples, sugar and water are uncountable nouns.

### **There are different types of nouns :**

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

1. **Proper Noun** : Proper Noun is the special name of a particular person or place. For instance, **Sumit** is a proper noun, for it is the name of one particular boy. In the same way, **Chennai** is a proper noun, because it is the name of a particular city.

A proper noun always begins with a capital letter.

## EXERCISE

### A. Underline the suitable proper nouns in the sentences:

1. Aman is a prisoner guy.
2. Delhi is the capital of India.
3. Radha lives in Mumbai.
4. Lucky is famous for his rudeness.

2. **Common Noun** : It is the general name of persons, animals, things or objects. Common in Latin means general, that is belonging to all.

*Example* : ant or grasshopper, flower, school, boy, etc.

## EXERCISE

### B. underline the suitable common noun :

1. The crow was very big.
2. Silkworm makes silk, lives on mulberry leaves.
3. The table is too far.
4. The girl was ill, so she went to a hospital.

3. **Material Noun** : It denotes the matter or substance of which things are made of; as— gold, silver, cotton, wool, stone, etc.

## EXERCISE

### C. Encircle the material noun in each of the sentences :

1. She wore a chain of gold.
2. The main gates are made of iron.
3. Diamond is a very precious material.
4. Copper is better to Zink.
5. All these sweets are made of milk.



4. **Collective Noun** : It is the name given to a group or a collection of things, persons, etc.

*Example* : **bunch** of grapes, **crowd** of people, etc.

## EXERCISE

### D. Underline the collective nouns :

1. A flock of birds.
2. A fleet of ships.
3. A class of students.
4. A bunch of keys.
5. A library of book.

5. **Abstract Noun** : An abstract noun is the name of qualities, states, feelings, ideas, and actions.

**Example** : kindness, action, behaviour, etc.

*Note* : (i) Article 'the' is not used with material nouns.

(ii) Article 'the' is not used with abstract nouns.

**Example** : (i) The king was known for his cruelty.

(ii) Honesty is the best policy.

## EXERCISE

### E. Change the following words into abstract nouns :

- |           |                      |           |                      |           |                      |          |                      |
|-----------|----------------------|-----------|----------------------|-----------|----------------------|----------|----------------------|
| 1. Wise   | <input type="text"/> | 2. King   | <input type="text"/> | 3. Famous | <input type="text"/> | 4. Brave | <input type="text"/> |
| 5. Strong | <input type="text"/> | 6. Slave  | <input type="text"/> | 7. Young  | <input type="text"/> | 8. Truth | <input type="text"/> |
| 9. Poor   | <input type="text"/> | 10. Child | <input type="text"/> | 11. War   | <input type="text"/> | 12. Know | <input type="text"/> |

### F. Underline nouns in the following sentences and write their kinds :

1. Radha is my sister.
2. The ring is made of gold.
3. All these sweets are made of milk.
4. Prevention is better than cure.
5. Man is mortal.
6. He gathered a few ancient coins.
7. Anshu is a pretty girl.
8. Lucky is famous for his rudeness.



### G. Read the passage given below. Fill the blanks with the abstract nouns you have made from the words given in exercise 'E' :

Once upon a time, there lived four friends – a grasshopper, an ant, a cricket and a rain bug in a far away \_\_\_\_\_. One day after a long talk, they decided to go to war to achieve instant \_\_\_\_\_. They did not have any experience of being on a battle field, still they wanted to go to war. They thought that if they win they would become the king of their \_\_\_\_\_. All the friends has \_\_\_\_\_ but no \_\_\_\_\_ or \_\_\_\_\_. Though they did not have any \_\_\_\_\_ about \_\_\_\_\_ they decided to go for it. Finally all of them had to come back badly wounded even before they reached any battle field!

### H. Fill in the blanks with the abstract nouns formed from the words given in brackets :

1. Always speak the \_\_\_\_\_. (True)
2. Solomon was famous for his \_\_\_\_\_. (Wise)
3. The teacher gave him \_\_\_\_\_ for telling a lie. (Punish)
4. Without health there is no \_\_\_\_\_. (Happy)
5. We all love \_\_\_\_\_. (Honest)
6. A slave knows no \_\_\_\_\_. (Free)
7. The elephant has great \_\_\_\_\_. (Strong)
8. We accepted your \_\_\_\_\_. (Invite)

# NOUNS : NUMBER

# 5

## LET'S BEGIN

In nouns, number means the method representing whether we are talking of one thing or of more than one. Language has two numbers- **singular** and **plural**. The singular number shows that one thing is meant; the plural, more than one.

### There are only two numbers in English :

1. Singular Number

2. Plural Number

1. **Singular Number** : A noun is singular in number, when it indicates only one person, object or thing.

**Example** : a man, a girl, a boy, a kite, a chair, and so on.

2. **Plural Number** : A noun is plural in number, when it points to more than one person or thing.

**Example** : four mangoes, two horses, ten books, and so on.

**Example** : table – tables

book – books

### Remember :

Only countable nouns have plural forms. Singular countable nouns can be made plural usually by adding the suffix- s or es. Nouns that are made plural by adding-s or es are called regular nouns.

However, the plural of some nouns are made differently. Such nouns are called **Irregular nouns**.

### Ways of forming the plural of nouns :

**Rule 1**– Most nouns form their plural by adding –s to the singular.

Singular	Plural	Singular	Plural
chair	chairs	cow	cows
rose	roses	pen	pens
window	windows	table	tables
shop	shops	cap	caps
book	books	bottle	bottles
boy	boys	coat	coats
desk	desks		

**Rule 2**– Nouns ending in –s, –ss, –x, –sh or –ch form their plurals by adding –es to the singular.

Singular	Plural	Singular	Plural
ass	asses	watch	watches
loss	losses	fish	fishes
box	boxes	fox	foxes

class	classes	dress	dresses
dish	dishes	bush	bushes
branch	Branches	bunch	bunches
match	matches	lash	lashes

**Rule 3–** If the noun ends in –y and the –y has a consonant before it, its plural is formed by changing –y into –ies.

Singular	Plural	Singular	Plural
army	armies	fairy	fairies
baby	babies	story	stories
city	cities	lady	ladies
country	countries	family	families
duty	duties	copy	copies
reply	replies	fly	flies

**Rule 4–** But if the noun ends in –y and the –y has a vowel before it, its plural is formed by adding –s to the singular.

Singular	Plural	Singular	Plural
boy	boys	toy	toys
monkey	monkeys	day	days
donkey	donkeys	way	ways
joy	joys	valley	valleys

**Rule 5–** Noun ending in –f or –fe form their plurals by changing –f or fe into –ves.

Singular	Plural	Singular	Plural
thief	thieves	wolf	wolves
life	lives	knife	knives
loaf	loaves	wife	wives
half	halves	elf	elves

**Rule 6–** But the following nouns form their plurals by simply adding –s to the singular.

Singular	Plural	Singular	Plural
dwarf	dwarfs	roof	roofs
chief	chiefs	proof	proofs
gulf	gulfs	belief	beliefs

**Rule 7–** Nouns ending in –o, if they have a consonant before them, generally form their plural by adding –es to the singular.

Singular	Plural	Singular	Plural
hero	heroes	potato	potatoes
mango	mangoes	mosquito	mosquitoes



cargo	cargoes	volcano	volcanoes
-------	---------	---------	-----------

**Rule 8**– But the nouns ending in –oo form their plurals by adding –s to the singular as **bamboo-bamboos** (The plurals of **piano, photo, dynamo** are **pianos, photos, dynamos**).

**Rule 9**– Some nouns form their plurals by a change of inside vowels.

Singular	Plural	Singular	Plural
foot	feet	mouse	mice
goose	geese	tooth	teeth
man	men	woman	women
child	children	ox	oxen

**Rule 10**– The singular nouns having two or more words are changed into plural by changing the principal word into plural form.

Singular	Plural	Singular	Plural
Maid-servant	maids-servant	Father-in-law	fathers-in-law
Man of-war	men of-war	Step-son	step-sons
Commander in-Chief	commanders in-chief	Washerman	washermen
Son-in law	sons-in law	Passer-by	passers-by

**Rule 11**– Some nouns remain same in their both singular and plural forms. (cattle-cattle)

Singular	Plural	Singular	Plural
duty	duty	deer	deer
aircraft	aircraft	swine	swine
equipment	equipment	sheep	sheep

**EXERCISE**

**A. Change the nouns given in brackets to their plural forms :**

1. Make five \_\_\_\_\_ (*bundle*) of sticks from this pile.
2. \_\_\_\_\_ (*mosquito*) can cause malaria.
3. \_\_\_\_\_ (*commander-in chief*) are going to visit our unit this week.
4. Brush at least twice a day to keep your \_\_\_\_\_ (*tooth*) clean.
5. There are very few \_\_\_\_\_ (*leaf*) left on the tree.

**B. Give the plural of the following nouns :**

- |          |       |                |       |
|----------|-------|----------------|-------|
| 1. Sheep | _____ | 2. Mouse       | _____ |
| 3. Child | _____ | 4. Man servant | _____ |
| 5. Life  | _____ | 6. Deer        | _____ |

**C. Change the following sentences from the singular into the plural : (Make other suitable changes too).**

1. A table is made of wood.

2. This box is mine.

3. A deer was caught by a hunter.

4. A potato is a vegetable.

5. Has the Seema any sister?

**D. Change the following sentences from the plural into singular : (Make suitable changes too)**

1. The flowers are beautiful creations of the nature.

2. Monkeys have long tails.

3. Honest servants are liked by their masters.

4. The women with their daughters were present in the competition.

5. Birds build their nests on trees.

**E. Give the singular of the following nouns :**

1. Thieves \_\_\_\_\_

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

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

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

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

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

**F. Fill in the blanks with appropriate forms of words given in brackets :**

1. The \_\_\_\_\_ in the queue are very impatient.

*man/men*

2. \_\_\_\_\_ have respect for you almost.

*Teacher/Teachers*

3. Gita's favourite \_\_\_\_\_ is physics.

*subject/subjects*

4. These \_\_\_\_\_ have been lying here for ages.

*glass/glasses*

5. This \_\_\_\_\_ is not going to be very helpful.

*advice/advices*

**G. Rewrite the following sentences by making corrections in them :**

1. My scissors *is* not very sharp.

2. Mathematics *are* a difficult subject.

3. The room is full of *furnitures*.

4. The hunter shot three *deers*.

5. The *cattles is* in the field.

# NOUNS : GENDER

# 6

## LET'S BEGIN

Gender is a set of characteristics of distinguishing between male and female.

### GENDER

Another way of classifying nouns is "gender"; i.e whether a noun denotes a 'male' or a 'female'.

*There are four types of Gender :*

1. Masculine Gender
2. Feminine Gender
3. Common Gender
4. Neuter Gender

1. **Masculine Gender** : A noun that denotes a male person or animal is said to be of the **masculine gender** ; as man, boy, king, lion, etc.

2. **Feminine Gender** : A noun that denotes a female person or animal is said to be of the feminine gender ; as woman, girl, queen, lioness, etc.

3. **Common Gender** : A noun that denotes either a male or a female is said to be of the common gender (common to both boys and girls) as child, person, pupil, teacher, etc.

4. **Neuter Gender** : A noun that denotes a thing without life, that is neither male nor female, is said to be in the neuter gender ; as house, tree, chair, table, ball, etc.



### Ways of forming the Feminine of Masculine Nouns

*There are five ways in which a feminine noun can be formed from a masculine noun.*

(i) By adding -'ess' to the masculine gender—

Masculine	Feminine	Masculine	Feminine
Actor	actress	Master	mistress
Negro	negress	Prince	princess
Lion	lioness	Host	hostess
Poet	poetess	Count	countess
Author	authoress	Hunter	huntress
Duke	duchess	Priest	priestess
Emperor	empress		

(ii) By using an entirely different word ; as

Masculine	Feminine	Masculine	Feminine
Boy	girl	Horse	mare
Brother	sister	Son	daughter
Father	mother	King	queen

Dog	bitch	Lord	lady
Gander	goose	Man	woman
Gentleman	lady	Cock	hen
Bull	cow	Bachelor	maid
Husband	wife	Drake	duck
Sir	madam	Colt	filly
Nephew	Niece	Lad	Lass

(iii) By forming compound words, that is by adding another word to the Masculine noun ; as—

Masculine	Feminine	Masculine	Feminine
Washerman	washerwoman	Milkman	milkmaid
Grandson	grand-daughter	Peacock	peahen
He-goat	she-goat	Salesman	saleswoman
Man servant	maid servant	Greatuncle	greaunt
Grandfather	grandmother	Stepfather	stepmother
Landlord	landlady	Son-in-law	daughter-in-law

(iv) Some words have a slightly different form than those mentioned earlier for their Masculine gender :

Masculine	Feminine
Hero	heroine
Sultan	sultana
Signor	signora
Testator	testatrix
Fox	vixen

(v) Some common gender nouns are used as masculine or feminine as follows :

	Masculine	Feminine
Baby	he-baby	she-baby
Bear	he-bear	she-bear
Calf	bull-calf	cow-calf
Friend	boy-friend	girl-friend
Police	policeman	police woman
Servant	man servant	maid servant

## EXERCISE

### A. Give the feminine gender of these nouns :

- |           |       |                 |       |
|-----------|-------|-----------------|-------|
| 1. Actor  | _____ | 2. Husband      | _____ |
| 3. Master | _____ | 4. Peacock      | _____ |
| 5. Horse  | _____ | 6. Monk         | _____ |
| 7. Groom  | _____ | 8. Calf         | _____ |
| 9. Lord   | _____ | 10. Man servant | _____ |

**B. Give the masculine gender of these nouns :**

- |              |       |                  |       |
|--------------|-------|------------------|-------|
| 1. Aunt      | _____ | 2. Milk maid     | _____ |
| 3. Lass      | _____ | 4. Widow         | _____ |
| 5. Nephew    | _____ | 6. Bride         | _____ |
| 7. Land lady | _____ | 8. Step daughter | _____ |
| 9. Queen     | _____ | 10. Vixen        | _____ |

**C. Rewrite the following sentences changing the masculine nouns to the feminine :**

1. That widower is the father of six sons.
2. The king gave the wizard a prize.
3. His nephew and brothers came to see him.
4. The prince punished the actor who was a traitor.
5. The hero is a poet, prophet and a priest.

**D. Make sentences of your own containing the masculines of the following nouns :**

1. Queen \_\_\_\_\_
2. Heroine \_\_\_\_\_
3. Mistress \_\_\_\_\_
4. Mother \_\_\_\_\_
5. Wife \_\_\_\_\_

**E. Rewrite the following sentences by changing the nouns in bold from the feminine to the masculine :**

1. My  **aunt**  visits her  **niece**  every weekend.
2. The  **daughter**  is more talkative than her  **mother** .
3. The  **manageress**  is still a  **spinster** .
4. Their  **queen**  is a widow.
5. Their  **hen**  was killed by a  **bitch** .



**F. Make sentences of your own containing the feminines of the following nouns :**

1. Hunter \_\_\_\_\_
2. Priest \_\_\_\_\_
3. Lord \_\_\_\_\_
4. Horse \_\_\_\_\_
5. Bachelor \_\_\_\_\_

## 1. Nominative Case

Any noun (or pronoun) that stands as the subject of a verb is said to be in the **nominative case**.

*Look at the following sentences :*

1. **Radha** married Amit.
2. **The cat** killed the mouse.
3. **He** bought a notebook.
4. **The ring** was lost by Anju.



In the above sentences— Radha, The cat, He and The ring are subjects of the verbs— married, killed, bought and was lost respectively. They are therefore, said to be in the **Nominative case**.

## 2. Objective Case

Any noun (or pronoun) that stands as the object of a verb is said to be in the **objective case**.

*Read the following sentences :*

1. Ganga paints **a picture**.
2. The dog hit **the boy**.
3. He loves **her**.

In the above sentences, **a picture**, **the boy** and **her** are objects of the verbs— paints, hit, loves respectively. They are therefore said to be in **objective case**.

## 3. Possessive Case

A noun (or pronoun) that denotes the possessor or owner of anything is said to be in the **possessive case**.

*Read the following sentences :*

1. Mohan found Radha's pen.
2. The dog bit the boy's leg.
3. Anu lost her mother's ring.

In the above sentences— boy's, Radha's, mother's are in the **possessive case** because each denotes the possessor or owner of anything.

## How to Form the Possessive case—

*Read the following sentences :*



## Rule 1–

- Example** : (i) The **girl's** brother is ill.  
(ii) The **horse's** leg was broken.  
(iii) The **boy's** book is on the table.

When the noun is singular, the possessive case is formed by adding 's to the noun as given above.

**Rule 2–** When the noun is plural and ends in **s**, the possessive case is formed by adding only an apostrophe; as :

- Example** : (i) **Boys'** hostel is closed today.  
(ii) **Many girls'** books are lost.

**Rule 3–** When the noun is plural but does not end in 's', the possessive sign is formed by adding 's'.

- Example** : (i) **Children's** lives are full of happiness.  
(ii) **Women's** lives are full of cares.

**Rule 4–** When a noun or a title consists of several words, the possessive sign is attached only to the last word.

- Example** : (i) The king of Bhutan's visit.  
(ii) The Prime Minister of India's speech.

**Rule 5–** When two nouns are in apposition, the possessive sign is put to the later only.

- Example** : (i) That is Tagore the poet's house.

Also when two nouns are closely connected, the possessive is put to the later.

- Example** : (i) Radha and Mohan's bakery.  
(ii) William and Mary's reign.

**Rule 6–** Each of two or more connected nouns implying separate possession must take the separate possessive sign.

- Example** : (i) Raja Rao's and R.K Narayan's novels.  
(ii) Goldsmith's and Cowper's poems.



## EXERCISE

### A. Rewrite the following sentences using the possessive case :

1. Have you seen my (*brother-in-law*) bicycle?

---

2. That building is the (*women*) institute.

---

3. We heard the (*children*) shouts in the distance.

---

4. The woman went to the (*grocer*) shop.

---

5. This is a (*lady*) purse.

---

6. Mary sits in the (*ladies*) corner.

---

**B. Write down the possessive form of the following :**

1. The clothes of children.

---

2. The dress of the woman.

---

3. The wisdom of Socrates.

---

4. The wage of the washerwoman.

---

5. For the sake of goodness.

---

6. A holiday for a week.

---

7. The street named after St. James.

---

8. The house of brother-in-law.

---

**C. Make the following expressions plural :**

1. It will take him an hour to clean the child's room.

---

2. The boy's license has been confiscated by the police because of his rash driving.

---

3. The girl's bedroom is very tidy.

---

4. The farmer's crop has been destroyed in the flood.

---

5. The baby's toys are kept nearby on the shelf.

---



# PRONOUN AND ITS KINDS

# 8

## LET'S BEGIN

While we speak or write, it is better to avoid repeating the same noun word. In order to avoid repeating the same noun, we use some other words, called pronouns.

### PRONOUN

A pronoun is a word that is used in place of a noun. We can replace a noun with a pronoun.

**Example :** Ajay met **Ajay's** uncle on **Ajay's** way to school. The uncle asked **Ajay** where **Ajay** was going.

In the above passage, the repetition of Ajay makes it rather awkward.

**Look at its revised version below :**

**Ajay** met **his** uncle on **his** way to school. The uncle asked **him** where **he** was going.

In the above passage, words like **his**, **him** and **he** are used in place of Ajay (the noun), are called **pronouns**.

### EXERCISE

**A. Write the following sentences choosing the correct pronoun from the brackets :**

1. The boy laughed at (*I, me*).
2. She left (*we, us*) alone.
3. The teacher punished (*they, them*).
4. He is going by (*him, himself*).
5. Are you sure it was not (*she, her*)?
6. There is not much difference between you and (*he, him*).



### Kinds of Pronouns

**Pronouns are of different kinds :**

1. Personal Pronouns
2. Possessive Pronouns
3. Demonstrative Pronouns
4. Relative Pronouns
5. Interrogative Pronouns
6. Reflexive Pronouns
7. Emphatic Pronouns
8. Indefinite Pronouns

1. **Personal Pronouns :** A **personal pronoun** is used in place of a noun that is a person or a thing. Personal pronoun can replace nouns that name people in the subject and object positions.

I, we, you, he, she, it and they are called personal pronouns because they stand for the three persons.

(i) the person speaking (ii) the person spoken to, and (iii) the person spoken of

The pronouns **I** and **we**, which denote the person or persons speaking are said to be the **personal pronouns of the first person**.

The pronoun **you**, which denotes the person or persons spoken to, is said to be a **personal pronoun of the second person**.

You is used both in the singular and plural.

The pronouns **he**, **she**, it and **they**, which denote the person or persons spoken of, are said to be **the personal pronouns of the third person**.

## EXERCISE

### B. Fill in the blanks with suitable personal pronouns :

1. Phone your friend and ask \_\_\_\_\_ to come and play with \_\_\_\_\_.
2. Boys, \_\_\_\_\_ may go home now.
3. Kalu has promised that \_\_\_\_\_ will visit me this evening.
4. Take this file and give \_\_\_\_\_ to my secretary.
5. The chief guest admired \_\_\_\_\_ all for a wonderful performance.

*Here are the personal pronouns, followed by some example sentences—*

#### First Person

Singular	Plural
Nominative — I	we
Possessive — My, mine	our, ours
Accusative — Me	us



#### Second Person

Singular	Plural
Nominative —	you
Possessive —	your, yours
Accusative —	you

#### Third Person

Singular			Plural
Masculine	Feminine	Neuter	All genders
Nominative — He	she	it	they
Possessive — His	her, hers	its	their, theirs
Accusative — Him	her	it	them

- Example :** (i) **They** are very tired. Let **them** rest here.  
(ii) **You** are my son. May I give **you** a gift?  
(iii) **She** danced at a party. The audience liked **her** a lot.

## EXERCISE

### C. Fill in the blanks with I or me :

1. He is taller than \_\_\_\_\_.
2. He invited Mohan and \_\_\_\_\_ to tea.
3. Between you and \_\_\_\_\_ he is a thief.
4. You know that as well as \_\_\_\_\_.
5. Rani and \_\_\_\_\_ were invited.

2. **Possessive Pronouns :** Pronouns that refer to possession, are called possessive **pronouns**. Words such as mine, ours, his, hers, theirs are possessive pronouns.

Person	Number		Gender		
	Singular	Plural	Masculine	Feminine	Neuter
Ist	Mine	Ours	✓	✓	✓
IInd	Yours	Yours	✓	✓	✓
IIIRD	His		✓		
	Hers			✓	✓
		their	✓	✓	✓

3. **Demonstrative Pronouns :** The object or objects for which they are used. **This** and **These** refer to things near at hand. **That** and **Those** refer to things lying at a distance. Therefore, **this**, **that**, **these** and **those** are called **demonstrative pronouns**.

- Example :** (i) **These** are my books.  
(ii) **Those** are your books.  
(iii) **That** is my house.  
(iv) **This** is my bat.  
(v) **This** is my pen.

## EXERCISE

### D. Fill in the demonstrative pronouns in the sentences :

1. \_\_\_\_\_ is the gift from my father.
2. \_\_\_\_\_ is your car. (at a distance)
3. \_\_\_\_\_ are apples.
4. \_\_\_\_\_ house is mine. (at a distance)
5. \_\_\_\_\_ kites are colourful. (in the sky)



4. **Relative Pronouns** : Pronouns that link a phrase or clause to another in a sentence, are called **relative pronouns**. Pronouns such as **who, which, that, whom, whose, whom so ever, whatever** and **which ever** are also relative pronouns.

**Example** : (i) The boy **who** stood first in the CBSE examination is my cousin.

(ii) The book **which** you gave me last week is excellent.

(iii) The airbus **that** landed just now came from London.

(iv) This is the man **whose** son received the best players award last week.



## EXERCISE

### E. Fill in the blanks with appropriate relative pronouns :

1. All the parents \_\_\_\_\_ were invited attended the function.
2. The lady \_\_\_\_\_ car was hit by the bus has informed the police.
3. Those students \_\_\_\_\_ work hard always succeed.
4. The answer \_\_\_\_\_ you gave was wrong.
5. The book \_\_\_\_\_ I bought yesterday is lost.
6. The girl \_\_\_\_\_ introduced me to you is my sister.

The relative pronoun whose (the possessive form of who and which) has to be followed by a noun.

5. **Interrogative Pronouns** : An **interrogative pronoun** is used in order to ask a question. There are four main interrogative pronouns **who, whom, what** and **which**.

**Example** : (i) **Who** is the president of India?

(ii) **Which** is mightier— the pen or the sword?

(iii) **Whose** dog is this?

(iv) **What** is your name?

### Remember :

- Like demonstrative pronouns, interrogative pronouns can also act both as interrogative adjectives and interrogative pronouns.
- When these words qualify nouns, they act as interrogative adjectives.
- Whom they stand for the persons or things about which the questions are asked, they act as interrogative pronouns.

## EXERCISE

### F. Fill in the blanks with suitable interrogative pronouns :

1. \_\_\_\_\_ did you say in answer to the question?
2. \_\_\_\_\_ train goes to Delhi?
3. \_\_\_\_\_ showed the way to school?
4. \_\_\_\_\_ is this umbrella?
5. \_\_\_\_\_ is your staple diet?
6. \_\_\_\_\_ are you waiting for?

6. **Reflexive Pronouns** : We use the **reflexive pronouns** as the object of a verb. This pronoun indicates the reflection of the action upon the subject because in such cases, subject and object are the same. Reflexive pronouns end in **–‘self’** singular or **‘selves’** plural.

**Example** : (i) The child fell from a tree and hurt itself.

(ii) “I cannot help myself if you do not help me”, said Radha to his brother.

(iii) We often have to blame ourselves for our failure.

## EXERCISE

### G. Underline the correct reflexive pronouns :

1. I saw myself in the mirror.
2. John sent himself a copy.
3. We praise ourselves.
4. Can you help yourselves?
5. He asked himself for dinner.

7. **Emphatic Pronouns** : A pronoun used to convey emphasis, is called an **emphatic or emphasizing pronoun**.

**Example** : (i) I **myself** saw him do it.

(ii) The town **itself** is not very large.

(iii) They **themselves** admitted their guilt.

## EXERCISE

### H. Fill the missing emphatic pronouns :

1. I believe \_\_\_\_\_ only.
2. The prime minister \_\_\_\_\_ said that he would lower taxes.
3. You should do all the work \_\_\_\_\_.
4. I do my work \_\_\_\_\_.
5. They promised \_\_\_\_\_ that they never cheat each other.

8. **Indefinite Pronouns** : An **indefinite pronoun** is a pronoun referring to an indefinite but not specified person or thing. An indefinite pronoun conveys the idea of **all, any, none** or **some**. Some typical indefinite pronouns are :

All, another, any, anybody, anyone, anything, each, everybody, everyone, few, everything, none, one, nobody, several, some, somebody/someone.

**Example** : (i) **One** hardly knows what to do.

(ii) **Some** are born great.

(iii) **Nobody** was there to rescue the child.

(iv) Did you ask **nobody** to come?

## EXERCISE

### I. Underline the indefinite pronouns in the sentences :

1. Many of the players has doctors.
2. Can anyone answer this questions?
3. Few are smaller.
4. Nobody was there when the thief came.
5. None of his sons is married.

### J. Fill in each blank with suitable reflexive pronoun :

1. One must defend \_\_\_\_\_ against bullies.
2. I enjoyed \_\_\_\_\_ on holidays.
3. I taught \_\_\_\_\_ to draw.
4. He rewarded \_\_\_\_\_ with an ice cream.
5. That monkey is scratching \_\_\_\_\_.



### K. Read the following sentences and underline the interrogative pronouns or interrogative adjectives. Write IP for interrogative pronouns and IA for interrogative adjectives :

1. Which play is to be performed in the annual function? (IA)
2. What do you want to say?
3. Who is your best friend in the class?
4. Whose book is lying on the floor?
5. What is the colour of your bag-blue or red?
6. Who is the composer of the Indian National Anthem?

### L. Fill in each blank with the correct pronoun :

1. The girl went to school but \_\_\_\_\_ was late and the teacher was angry with \_\_\_\_\_.
2. Sometimes we deceive \_\_\_\_\_.
3. \_\_\_\_\_ many boys were present in the class?
4. They blamed \_\_\_\_\_.
5. \_\_\_\_\_ is my book and \_\_\_\_\_ is yours.
6. \_\_\_\_\_ is the Prime-minister of India?
7. I \_\_\_\_\_ hurt so badly.
8. The girl \_\_\_\_\_ stood first in the class is my sister.

# ADJECTIVE AND ITS KINDS

# 9

## LET'S BEGIN

We're going to look at the importance of adjectives in our writing. Instead of telling us what the character is doing, eating, seeing or touching, show us how the character is doing, seeing, eating or touching.

### ADJECTIVE

An adjective is a word that is used to add something to the meaning of a noun.

- Example :** (i) Tilak is an **intelligent** boy.  
(ii) I am poor but **happy**.  
(iii) The Taj Mahal is a **grand** building.  
(iv) The grapes are **sour**.  
(v) The mangoes are **sweet**.



### Kinds of Adjectives

*Adjectives are of following six kinds :*

1. Adjectives of Quality
2. Adjectives of Quantity
3. Adjectives of Number
4. Demonstrative Adjectives
5. Interrogative Adjectives
6. Possessive Adjectives

1. **Adjectives of Quality :** Words such as brave, majestic, amazing, splendid, magnificent, enormous and impressive give us information about the quality of the noun. They are called **adjectives of quality**.

#### *Remember :*

If we ask what kind of ? about a noun, the answer we get is an adjective of quality.

### EXERCISE

#### A. Underline the suitable words of adjectives of quality :

1. Akbar was a brave king.
  2. The rose is a beautiful flower.
  3. It was a cloudy day.
  4. It is a big animal.
2. **Adjectives of Quantity :** The adjectives much, little, some, any, enough, sufficient, whole, tell us how much of a thing is there. Such adjectives are called **adjectives of quantity**. Adjectives of quantity is used with the uncountable nouns.

## EXERCISE

### B. Underline the suitable words of adjectives of quantity :

1. It is enough for me.
2. He wants some money.
3. There is a little food in the house.
4. She ate the whole cake.

3. **Adjectives of Number** : The adjectives all, many, several, five, first, most, show how many persons or things there are, or in what order any of them stands, are called **adjectives of number**.

Adjectives of number answer the question – **How many?** or **In what order?** Adjectives of number are used with countable nouns.

## EXERCISE

### C. Underline the suitable words of adjectives of number :

1. All men are mortal.
3. Few men are rich.
4. Most men have to work hard for their living.
5. Four women were not there.

4. **Demonstrative Adjectives** : The adjectives this, that, these, those, point out which persons or things are meant, are called **demonstrative adjectives**. Demonstrative means pointing out. Demonstrative adjectives answer the question— **which?**

## EXERCISE

### D. Underline the demonstrative adjective :

1. I hate such men.
2. That horse is yours.
4. These girls are very clever.
5. I like these oranges.

5. **Interrogative Adjectives** : Words, which are used with nouns to ask questions, are called **interrogative adjectives**; as what, which and whose, etc.

## EXERCISE

### E. Underline the interrogative adjectives :

1. Whose chair is this?
2. What kind of man is he?
3. Which road leads to Agra?
4. What are you reading?

6. **Possessive Adjectives** : The adjectives my, his, her, your show possession or belonging. They are called **possessive adjectives**.



## EXERCISE

### F. Underline the possessive adjectives :

1. My clothes are new.
2. We have lost our way in this wood.
3. She went to her house to study.
4. Your room is not clean.

#### Remember :

Some adjectives have ending in -ful, less, ous, en and ive

Example : cheerful, careless, wooden, dangerous and negative.

Read the following pairs of adjectives. In each pair, the second adjective means exactly the opposite of the first one :

Good	bad	Young	old
Weak	strong	Cruel	kind
Stale	fresh	Coarse	fine
Hot	cold	Bright	dull
Dirty	clean	Shallow	deep
Wise	foolish	Rough	smooth
Lucky	unlucky	Hard	soft
High	low	Beautiful	ugly

## EXERCISE

### G. Underline the adjectives in the following sentences and write, of what kind each is and which noun it qualifies :

1. He lives on younger mountain.
2. There is little hope of her recovery.
3. I know a funny little man.
4. He is a man of few words.
5. An empty vessel makes much noise.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### H. Underline the demonstrative, interrogative and possessive adjectives in the following sentences. Write DA next to demonstrative adjectives, IA next to interrogative adjectives and PA next to Possessive adjectives :

1. Whose books are these?
2. My house is neat and clean.
3. My father is a wonderful story teller.
4. Please pass on this book to Harry.
5. Which food do you like the best?

_____
_____
_____
_____
_____

### I. Fill in the blanks with the adjectives opposite in meaning to those printed in italics :

1. A *wise* enemy is better than a \_\_\_\_\_ friend.
2. A *live* ass is better than a \_\_\_\_\_ lion.
3. Sugar is *sweet* but a lemon is \_\_\_\_\_.
4. A *brave* man hates a \_\_\_\_\_ fellow.
5. An *honest* man is liked by all. A \_\_\_\_\_ man is not liked by anyone.



# DEGREES OF ADJECTIVES

# 10

## LET'S BEGIN

An adjective modifies a noun or a pronoun by describing, identifying or quantifying words.

An adjective is a word that is used to add something to the meaning of a noun.

### Study the following sentences :

1. Ravi is a clever boy.
2. Mohan is cleverer than Ravi.
3. Ram is the cleverest boy in the class.



We see in the above sentences that adjectives change in forms (clever, cleverer, cleverest) to show comparison. They are called the three degrees of comparison.

1. Positive Degree (clever)
2. Comparative Degree (cleverer)
3. Superlative Degree (cleverest)

1. **Positive Degree** : The adjective **clever** which denotes the simple quality, is said to be in the **positive degree**. It is used when no comparison is made.
2. **Comparative Degree** : The adjective **cleverer** which tells us that Mohan, when compared with Ravi has more cleverness, is said to be in the **comparative degree**. It is used when two persons or things of the same class are compared together.
3. **Superlative Degree** : The adjective **cleverest** which tells us that of the all class Ram has the highest degree of cleverness, is said to be in the **superlative degree**. It is used when more than two persons or things of the same class are compared.

## EXERCISE

### A. Read the following passage. Fill in the blanks with correct forms of Adjectives given in brackets :

When we refer to size, Jupiter is \_\_\_\_\_ (*large*) planet in our solar system. Mercury is \_\_\_\_\_ (*tiny*) among all planets. Though Mars is also a \_\_\_\_\_ (*small*) planet, it is \_\_\_\_\_ (*big*) than Mercury. Venus is \_\_\_\_\_ (*bright*) of all planets. It is because of its brightness that is called the morning star. Saturn is \_\_\_\_\_ (*small*) than Jupiter but \_\_\_\_\_ (*big*) of all other planets. It has \_\_\_\_\_ (*many*) moons than any other planet. Saturn has as many as 18 moons.

Uranus, the seventh planet is \_\_\_\_\_ (*large*) in size but \_\_\_\_\_ (*light*) in weight than Neptune. In spite of being \_\_\_\_\_ (*small*) in size than Uranus, Neptune is \_\_\_\_\_ (*heavy*) in weight.

- Remember
- (i) The comparative degree is generally followed by the conjunction **than** ; as.
    - Neha is taller than Prerna.
    - Ashok is wiser than Hari.
  - (ii) But the comparative can be used without than as **Neha is the taller of two girls**.
    - This purse is too large ; have you a smaller one.
  - (iii) The superlative degree is preceded by **the** and followed by **of**;
    - This book is the best of all books.
    - Rani is the wisest girl in the class.
    - But we can say -
    - This book is the best book in all books. (Not, a best book).
    - He is the fastest runner. (Not He is fastest runner).

## EXERCISE

### B. Choose the right word from the brackets :

1. He is my the (*oldest, eldest*) son.
2. I am senior (*to, than*) him by two years.
3. I prefer tea (*to, than*) coffee.
4. Hunger is the (*better, best*) souse.
5. This shirt is superior (*than, to*) that.
6. Lead is heavier (*to, than*) any other metal.

### Formation of the Comparative and Superlative form—

**Rule 1—** By adding -er and -est to the positive.

Positive	Comparative	Superlative
Strong	Stronger	Strongest
Wise	Wiser	Wisest
Thick	Thicker	Thickest
High	Higher	Highest
Long	Longer	Longest
Big	Bigger	Biggest
Cold	Colder	Coldest
Simple	Simpler	Simplest
Bold	Bolder	Boldest
Clever	Cleverer	Cleverest
Cheap	Cheaper	Cheapest
Great	Greater	Greatest
Poor	Poorer	Poorest
Small	Smaller	Smallest
Young	Younger	Youngest
Kind	Kinder	Kindest
Fast	Faster	Fastest
Short	Shorter	Shortest

**Rule 2—** When the positive degree ends in -e, only -r and -st are added to form the comparative and Superlative.

Positive	Comparative	Superlative
Able	Abler	Ablest
Brave	Braver	Bravest
Fine	Finer	Finest
Large	Larger	Largest
Sate	Sater	Satest
True	Truer	Truest
Ripe	Riper	Ripest
Humble	Humbler	Humblest
Noble	Nobler	Noblest
Late	Later	Latest
Sure	Surer	Surest

**Rule 3–** When the positive ends in one consonant and the consonant is preceded by a vowel, the final consonant is doubled, and –er and –est are added to form the comparative and superlative.

Positive	Comparative	Superlative
Big	Bigger	Biggest
Hot	Hotter	Hottest
Up	Upper	Uppermost
Sad	Sadder	Saddest
Wet	Wetter	Wettest
Red	Redder	Reddest

**Rule 4–** If the positive ends in y, and the y, is preceded by a consonant, the y is changed into i, and –er and –est are added to form the comparative and superlative.

Positive	Comparative	Superlative
Happy	Happier	Happiest
Dry	Drier	Driest
Heavy	Heavier	Heaviest
Pretty	Prettier	Prettiest
Merry	Merrier	Merriest
Greedy	Greedier	Greediest
Lazy	Lazier	Laziest
Lucky	Luckier	Luckiest

**Rule 5–** If the y is preceded by a vowel, the y is not changed into -i, when -er and -est are added.

Positive	Comparative	Superlative
Gay	Gayer	Gayest
Grey	Greyer	Greyest

**Rule 6–** All adjectives of more than two syllables and many adjectives of two syllables, form the comparative by adding the word **more** to the positive, and the superlative by adding the word **most** to the positive.

Positive	Comparative	Superlative
Beautiful	More Beautiful	Most Beautiful
Intelligent	More Intelligent	Most Intelligent
Pleasant	More Pleasant	Most Pleasant
Famous	More Famous	Most Famous
Difficult	More Difficult	Most Difficult
Important	More Important	Most Important
Proper	More Proper	Most Proper
Useful	More Useful	Most Useful

**Rule 7–** Some adjectives form their comparatives and superlatives in an irregular way.

Positive	Comparative	Superlative
Bad	Worse	Worst
Far	Farther	Farthest
Much	More	Most
Little	Less	Least
Good, Well	Better	Best
Late	Latter	Latest
Many	More	Most

## EXERCISE

**C. Write comparative and superlative degrees of the following positive degrees of adjectives :**

1. Able \_\_\_\_\_
2. Bad \_\_\_\_\_
3. Beautiful \_\_\_\_\_
4. Many \_\_\_\_\_
5. Honest \_\_\_\_\_
6. Doubtful \_\_\_\_\_
7. Useful \_\_\_\_\_
8. Active \_\_\_\_\_
9. Clever \_\_\_\_\_
10. Difficult \_\_\_\_\_
11. Fat \_\_\_\_\_
12. Little \_\_\_\_\_



13. Wet \_\_\_\_\_
14. Gloomy \_\_\_\_\_
15. Heavy \_\_\_\_\_
16. Found \_\_\_\_\_



**D. Fill in the correct degree of adjectives given in brackets :**

1. Ram was the *(clever)* \_\_\_\_\_ thief of all.
2. Which is the *(dangerous)* \_\_\_\_\_ animal in the world?
3. My school is *(big)* \_\_\_\_\_ than yours.
4. This flower is *(beautiful)* \_\_\_\_\_ than, that one.
5. Who is the *(rich)* \_\_\_\_\_ woman on the earth?

**E. Fill in the blank spaces with 'oldest and eldest' :**

1. Rustam is my \_\_\_\_\_ son.
2. He is the \_\_\_\_\_ member of the school committee.
3. That is Antonio, the duke's \_\_\_\_\_ son.
4. Mrs Sudha is the \_\_\_\_\_ teacher in the school.
5. The \_\_\_\_\_ mosque in the town is near the railway station.
6. He is the \_\_\_\_\_ boy in the class.



**F. Use each of the following adjectives in your own sentences :**

Foolish, Weak, Sweet, Strong, Happy, Guilty, True, Sour, Cruel

- Example :** (i) It is a happy day for all of us.  
(ii) He is very weak.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**G. Fill the box with correct number of the adjective required for the following sentences :**

1. Prevention is    than cure. ( 1. *good* 2. *better* 3. *best*)
2. He is the    boy in the class. ( 1. *wise* 2. *wiser* 3. *wisest*)
3. Make    noise. ( 1. *little* 2. *less* 3. *least*)
4. What is the    price you can take? ( 1. *little* 2. *less* 3. *least*)
5. He is the    boy in the family. ( 1. *weak* 2. *weaker* 3. *weakest*)

# VERB AND ITS KINDS

# 11

## LET'S BEGIN

Many a time, we talk about actions that are done. We use certain words to denote the various actions that can be performed.

### VERB

A verb is a word which says something about a subject.

- Example** :
- (i) Ram **is** a boy.
  - (ii) We **are** players.
  - (iii) I **am** a soldier.
  - (iv) You **are** a lawyer.



A verb is also a doing word. It denotes some action.

- 1. Our teacher **teaches** Hindi in first period.
- 2. My brother **speaks** French well.
- 3. I **read** adventures in our stories.
- 4. These girls **perform** good dance.

### Kinds of Verbs

*Verbs are often divided into two major types :*

- 1. Main verbs
- 2. Helping verbs or Auxilliary verbs

#### 1. Main Verbs



**A. Transitive Verbs** : Verbs that must have an object or objects to complete their meaning, are called **transitive verbs**.

- Example** :
- (i) They **play** football.
  - (ii) He **writes** a letter.
  - (iii) The driver **stopped** the train.
  - (iv) The mouse **stole** food.

*Some verbs need two objects.*

- (i) My father wrote a **letter** to **me**.
- (ii) She gave **him** a **rupee**.

- (i) **Direct object**– The answer to **the what question**, is the direct object.  
(ii) **Indirect object**– The answer to **the whom question**, is the indirect object.

A direct object is usually the name of something. An indirect object is usually the name of a person.

- Example* : (i) Mother gave **Mona** a glass of milk.  
(ii) He taught English to **us**.

## EXERCISE

### A. Underline the direct and circle indirect objects in the following sentences. Circle the verbs also :

1. He taught us English.
2. You gave me a pen yesterday.
3. You wrote a letter to me.
4. I forgave him his faults.
5. He told us a story.
6. He owed us fifty rupees.
7. Ram did not take bathe.
8. Father goes to office with his friend.

**B. Intransitive Verb** : A verb which does not require an object to complete its sense, but makes good sense by itself, is called **intransitive verb**.

- Example* : (i) Birds fly.  
(ii) He writes.  
(iii) He runs.  
(iv) The child smiled.

### *Remember :*

The indirect object always goes before the direct object.

## EXERCISE

### B. Read the following sentences. Identify the transitive and intransitive verbs :

1. Vidya Sagar behaved similarly.
2. He did not put his food down.
3. The English officer was insolent.
4. Much later, the officer came to Vidya Sagar's office.
5. The rich man helped the poor people.
6. I shall bring my laptop with me.
7. I get up early in the morning.
8. Your book lies on the table.

**C. Auxiliary Verbs** : The form of verb **be**— is, am, are, was, were, have, has, had, do, did, when used with ordinary verbs to make sentences, are called **auxiliary verbs**.

- Example* : (i) You **are** singing a song.  
(ii) You **have** finished your work.  
(iii) He **is** sleeping in the room.  
(iv) Rama **is** weeping.



## EXERCISE

### C. Underline the auxiliary verb :

1. I have met a little cottage girl.
2. She was running away quickly.
3. The baby is laughing.
4. The man had killed a snake.
5. He write a letter.
6. They are calling him.
7. Ram was eating a mango.
8. You do not go to market.

## EXERCISE

### D. Tick the right verb from brackets to complete each sentence :

1. The wind \_\_\_\_\_ hard that day. *(blew, galloped, flew)*
2. The moon \_\_\_\_\_ early. *(raised, rose, awake)*
3. Mother \_\_\_\_\_ a sweet song. *(sings, sung, sung)*
4. A river \_\_\_\_\_ by our village. *(float, flows, swims)*
5. He \_\_\_\_\_ a letter. *(write, writes, wrote)*

### E. Choose verbs from the box which have the meaning given below :

export, shout, steal, discover, import, whisper, rob, invent

1. Speak or cry out in a loud voice. \_\_\_\_\_
2. Bring in goods from a foreign country. \_\_\_\_\_
3. Send goods to another country. \_\_\_\_\_
4. Speak or say something using the breath. \_\_\_\_\_
5. Take somebody else's property secretly, without right unlawfully. \_\_\_\_\_
6. Take away by force something which belongs to someone else. \_\_\_\_\_

### F. Underline the verb. Write it is transitive or intransitive :

1. She was crying. \_\_\_\_\_
2. We showed her the photo. \_\_\_\_\_
3. They laughed at me. \_\_\_\_\_
4. They slept in street. \_\_\_\_\_
5. I ate all the cherries. \_\_\_\_\_
6. He keeps his money in pocket. \_\_\_\_\_

### G. Complete the sentences with suitable auxiliary verb :

1. I \_\_\_\_\_ eating the fruit.
2. They \_\_\_\_\_ completed the work.
3. You asked if he \_\_\_\_\_ found the box yesterday.
4. \_\_\_\_\_ you know where my book.
5. Keep your ball with because I \_\_\_\_\_ my.

# AGREEMENT OF THE VERB WITH THE SUBJECT 12

## LET'S BEGIN

Subject-verb agreement is a grammatical rule that states that the verb must agree in number with its subject. In English, present tense verbs change to show agreement in the third person singular form of the pronouns- (he, she, it) by adding an 'e' or 'es'.

### AGREEMENT

The agreeing of two or more elements in a sentence is called agreement.

**Rule 1-** We have already read that the verb must agree with its subject in number and person.

### Number-

- Example :** (i) The boy plays in the park.  
(ii) The boys play in the park.

In sentence (i)— the subject is in the singular number. So the verb **plays** is also in the singular form.

In sentence (ii)— the subject **boys** is in the plural number, So the verb **play** is also in the plural form.



### Person-

- Example :** (i) Ram is honest.  
(ii) She is lazy.  
(iii) You are a doctor.

In sentence (i)— the verb **is** agrees with the subject **Ram**.

In sentence (ii)— the verb **is** agrees with the subject **she**.

In sentence (iii)— the verb **are** agrees with the subject **you**.

**Rule 2-** Two or more singular subjects joined by **and** usually take a verb in the plural; as,

- Example :** (i) Neha and Shalu work hard.  
(ii) Pravita, Rashmi and Monika go to the same school.  
(iii) Iron and coal are found in India.

But if two nouns suggest only one idea or refer to the same person or thing, the verb must be singular; as,

- (i) Bread and butter is a wholesome food.  
(ii) Slow and steady wins the race.  
(iii) The horse and carriage is at the door.  
(iv) My friend and benefactor has come.



**Rule 3–** Two singular subjects joined by **or**, **nor** need a singular verb.

**Example :** My son or my daughter is arriving by car today.

**Rule 4–** Two singular subjects joined by **either/or** or **neither/nor** need a singular verb.

**Example :** (i) **Either** the elephant or the lion **has** entered the city.

(ii) **Neither** the lion nor the elephant **has** entered the city.

**Rule 5–** Word joined to a singular subject by **with** or **as well as**, do not affect for number of the verb. The verb, therefore, is in the singular; as

**Example :** (i) The master as well as his servant is guilty.

(ii) I go to market with my mother.

(iii) The house, with its furniture, was burnt.



**Rule 6–** **Many**, **a few**, **several**, **both** take a plural verb—

**Example :** (i) A few of the spectators are still watching the match.

(ii) Many of the boys were playing games.

(iii) Both the children were found missing from home.

**Rule 7–** Either, Neither, each, every, everyone, many must be followed by a verb in the singular.

**Example :** (i) Each of these boys is intelligent.

(ii) Every man, woman and child was happy.

**Rule 8–** When the subjects joined by **or**, **nor** are of different persons, the verb agrees with the subject nearest to it; as

**Example :** (i) **Either** he **is** to blame or I am.

(ii) **Neither** my friend nor I am guilty.

**Rule 9–** When a plural noun comes between a singular subject and its verb, the verb is often wrongly made to agree with the nearest plural noun. We should guard against such an error and say—

**Example :** (i) The quality of the apples was (not were) good.

(ii) A combination of colours charms (not charm) the eye.

**Remember :** We have to be careful in the use of the verb if it is not placed close to the subject, as in all the above sentences.

(i) The condition of these old houses is very dangerous for the residents.

The subject in this sentence is condition but not houses, so the verb agrees with the subject.

(ii) There are twenty girls present in this class (girls are)

**Rule 10–** When sentences start with there or here, the subject is always be placed after the verb, so care needs to be taken to identify it correctly.

**Example :** (i) There is a problem with this girl.

(ii) Here are the candies that you ordered.

**Rule 11**– Use a singular verb with sums of money or periods of time.

- Example** : (i) **Two thousands** is a high price to pay.  
(ii) **Five days** is the longest time for his absence.

**Rule 12**– Occasionally the pronoun **who**, **that** or **which** is the subject of a verb in the middle of the sentence. The pronouns who, that and which become singular or plural according to the noun directly in front of them. So if that noun is singular, use a singular verb. If it is plural, use a plural verb.

- Example** : (i) These are the girls **who** work very hard.  
(ii) Ram is the dentist **who** does the check up.

**Rule 13**– A singular verb is used with quantifiers, such as **a little** and **much**.

- Example** : A **little** has been done to qualify the test though **much** has been attained.

## EXERCISE

### A. Fill in the blanks with appropriate forms of the verbs :

1. We \_\_\_\_\_ violin from Sunita. (learn)
2. She \_\_\_\_\_ late to school every day. (come)
3. I \_\_\_\_\_ ready for the show. (be)
4. These buses \_\_\_\_\_ to the station. (go)
5. School \_\_\_\_\_ at 10:00 a.m. (start)

### B. Fill in the blanks with the correct form of verbs :

1. No one of you \_\_\_\_\_ done his work properly.
2. Good news \_\_\_\_\_ always welcome.
3. Bread and butter \_\_\_\_\_ a wholesome food.
4. Neither of us \_\_\_\_\_ there.
5. Each of these boys \_\_\_\_\_ passed.

### C. Select the correct form of the verb shown in the brackets in each sentence and write in the space provided :

1. Each and every child \_\_\_\_\_ given a present. (was, were)
2. Rahul with his brother and sisters \_\_\_\_\_ present. (was, were)
3. Neither of them \_\_\_\_\_ returned. (has, have)
4. Every one of my servants \_\_\_\_\_ down with fever. (is, are)
5. The chief with all his men \_\_\_\_\_ killed. (was, were)

### D. Fill in the blanks with suitable words :

1. Either you or your friend \_\_\_\_\_ to finish this work. (have, has)
2. He \_\_\_\_\_ already heard this news. (has, have)
3. Children along with their parents \_\_\_\_\_ basketball. (play)
4. You \_\_\_\_\_ the last one to visit the exhibition. (be)
5. Every one \_\_\_\_\_ happy when each of those problems \_\_\_\_\_ solved. (was, were)

# INFINITIVE 13

## LET'S BEGIN

**Infinitive** is the verb form that exist in basic form, without being infected by any subject or tense.

### INFINITIVE

The infinitive is the base of a verb often preceded by **to**.

- Example** : (i) I want **to** go.  
(ii) They tried **to** find fault with us.

The forms **to go** and **to find** are “**infinitives**”.



**Read the following sentences :**

1. **To** err is human.
2. Birds love **to** sing.
3. **To** respect our parents is our duty.
4. He refused **to** obey the orders.

**In the sentence 1.** the infinitive, like a noun, is the subject of the verb **is**.

**In the sentence 2.** the infinitive, like a noun is the object of the verb **love**.

**In the sentence 3.** the infinitive, like a noun is the subject of the verb **is**, but like a verb, it also takes as an object.

**In the sentence 4.** the infinitive like a noun is the object of the verb **refused**, but like a verb, it also takes as an object.

### Use of Infinitive

**The infinitive, with or without adjuncts, may be used like a noun :**

**Rule 1– As the subject of a verb–**

- Example** : (i) **To find** fault is easy.  
(ii) **To err** is human.  
(iii) **To reign** is worth ambition.

**Rule 2– As the object of a transitive verb–**

- Example** : (i) I do not mean **to read**.  
(ii) He likes **to play** ludo.



### Rule 3– As the complement of a verb–

- Example** : (i) His greatest pleasure is **to sing**.  
(ii) His custom is **to ride** daily.

## EXERCISE

### A. Fill in the blanks using the correct word from the brackets :

1. I am sorry \_\_\_\_\_ that your daughter is ill. (to hear, hear)
2. I did not mean \_\_\_\_\_ your pet. (to harm, harm)
3. You must not \_\_\_\_\_ that. (to see, see)
4. You dare not \_\_\_\_\_ it. (to do, do)
5. You cannot \_\_\_\_\_ my room. (to use, use)
6. I pushed him \_\_\_\_\_ away from my house. (to go, go)
7. Let him \_\_\_\_\_ it. (to do, do)
8. There is nothing left \_\_\_\_\_. (explain, to explain)
9. Would you please \_\_\_\_\_ my name to the class? (to add, add)
10. I am glad \_\_\_\_\_ you. (meet, to meet)

### Rule 4– As the object of a preposition–

- Example** : (i) He had no choice except **to obey**.  
(ii) The speaker is about **to begin**.

### Rule 5– As an objective complement–

- Examples** : (i) I saw him go.

**Simple Infinitive** : When the infinitive is thus used like a noun, it is called **simple infinitive**.

- Example** : Many men desire to make money quickly.

## The infinitive is also used—

### Rule 1– To qualify a verb usually to express purpose–

- Example** : (i) He called **to see** my brother.  
(ii) We eat **to live**.  
(iii) I come **to bury** Ceasar.

### Rule 2– To qualify an adjective–

- Example** : (i) Figs are good **to eat**.  
(ii) The boys are anxious **to learn**.

### Rule 3– To qualify a noun–

- Example** : (i) This house is **to let**.  
(ii) He is a man **to be** admired.

## Rule 4– To qualify a sentence–

- Example** : (i) **To tell** the truth I quite forget my promise.  
(ii) He was petrified, so **to speak**.

### EXERCISE

#### B. State how the infinitive is used in the following sentences :

1. There was nothing for it to fight.
2. He is slow to forgive.
3. I have come to see you.
4. I am sorry to hear this.
5. I am not afraid to speak the truth.
6. Can you hope to count the stars?
7. It is delightful to hear the sound of the sea.
8. My right there is none to dispute.
9. Never seek to tell they love.
10. My desire is to see you again.



#### Infinitives are used without To—

Infinitives are used without **to** after the auxiliary verbs will, shall, would, should, can, could, may, might, do, did, must, need; when, they are used to in questions and negatives.

- Example** : (i) You dare not do it.  
(ii) I need not go there.  
(iii) You should not insult the poor.  
(iv) Are you come again?  
(v) You cannot go there.  
(vi) You must obey your teachers.

### EXERCISE

#### C. Complete each of these sentences with a to-Infinitive :

1. They failed \_\_\_\_\_.
2. He has refused \_\_\_\_\_.
3. Did you remember \_\_\_\_\_?
4. Would you like \_\_\_\_\_?
5. I forget \_\_\_\_\_.

# FORMS OF VERB

# 14

## LET'S BEGIN

A verb is a word that is used to say something about a person, place or thing. In other words, a verb is an action word.

According to tenses, the four forms of a verb can be —

1. Present form (Ist form)
2. Past form (IInd form)
3. Past participle form (IIIrd form)
4. Present participle form (-ing form)



*Some important four forms of verbs are given below :*

Present Tense Ist form	Past Tense IInd form	Past Participle IIIrd form	Present Participle - ing form
Ask	Asked	Asked	Asking
Answer	Answered	Answered	Answering
Act	Acted	Acted	Acting
Agree	Agreed	Agreed	Agreeing
Arise	Arose	Arisen	Arising
Arrive	Arrived	Arrived	Arriving
Abuse	Abused	Abused	Abusing
Allow	Allowed	Allowed	Allowing
Appear	Appeared	Appeared	Appearing
Be (Is Am)	Was	Been	Being
Be (Are)	Were	Been	Being
Become	Became	Become	Becoming
Begin	Began	Begun	Beginning
Beat	Beat	Beaten	Beating
Bend	Bent	Bent	Bending
Behold	Beheld	Beheld	Beholding
Bite	Bit	Bitten	Biting
Blow	Blew	Blown	Blowing
Bind	Bound	Bound	Binding
Bid	Bade	Bidden	Bidding
Bid	Bid	Bid	Bidding



Bless	Blessed	Blessed	Blessing
Break	Broke	Broken	Breaking
Breathe	Breathed	Breathed	Breathing
Breed	Bred	Bred	Breeding
Bleed	Bled	Bled	Bleeding
Bring	Brought	Brought	Bringing
Build	Built	Built	Building
Call	Called	Called	Calling
Collect	Collected	Collected	Collecting
Change	Changed	Changed	Changing
Copy	Copied	Copied	Copying
Catch	Caught	Caught	Catching
Clean	Cleaned	Cleaned	Cleaning
Close	Closed	Closed	Closing
Cry	Cried	Cried	Crying
Carry	Carried	Carried	Carrying
Do	Did	Done	Doing
Dance	Danced	Danced	Dancing
Die	Died	Died	Dying
Dry	Dried	Dried	Drying
Defeat	Defeated	Defeated	Defeating
Divide	Divided	Divided	Dividing
Draw	Drew	Drawn	Drawing
Drink	Drank	Drunk	Drinking
Drive	Drove	Driven	Driving
Dwell	Dwelt	Dwelt	Dwelling
Earn	Earned	Earned	Earning
Enter	Entered	Entered	Entering
Fight	Fought	Fought	Fighting
Feed	Fed	Fed	Feeding
Find	Found	Found	Finding
Finish	Finished	Finished	Finishing
Free	Freed	Freed	Freeing
Fly	Flew	Flown	Flying
Flee	Fled	Fled	Fleeing
Flow	Flowed	Flowed	Flowing
Forbid	Forbade	Forbidden	Forbidding
Forget	Forgot	Forgotten	Forgetting
Forsake	Forsook	Forsaken	Forsaking

Forgive	Forgave	Forgiven	Forgiving
Freeze	Froze	Frozen	Freezing
Get	Got	Gotten	Getting
Give	Gave	Given	Giving
Gather	Gathered	Gathered	Gathering
Go	Went	Gone	Going
Grind	Ground	Ground	Grinding
Grow	Grew	Grown	Growing
Grip	Gripped	Gripped	Gripping
Groan	Groaned	Groaned	Groaning
Have, Has	Had	Had	Having
Hang	Hanged	Hanged	Hanging
Hear	Heard	Heard	Hearing
Help	Helped	Helped	Helping
Hide	Hid	Hidden	Hiding
Hit	Hit	Hit	Hitting
Hold	Held	Held	Holding
Hate	Hated	Hated	Hating
Ignore	Ignored	Ignored	Ignoring
Inform	Informed	Informed	Informing
Invite	Invited	Invited	Inviting
Invade	Invaded	Invaded	Invading
Join	Joined	Joined	Joining
Judge	Judged	Judged	Judging
Keep	Kept	Kept	Keeping
Kick	Kicked	Kicked	Kicking
Kill	Killed	Killed	Killing
Know	Knew	Known	Knowing
Laugh	Laughed	Laughed	Laughing
Leave	Left	Left	Leaving
Like	Liked	Liked	Liking
Listen	Listened	Listened	Listening
Live	Lived	Lived	Living
Look	Looked	Looked	Looking
Lose	Lost	Lost	Losing
Love	Loved	Loved	Loving
Learn	Learnt	Learnt	Learning
Make	Made	Made	Making
Meet	Met	Met	Meeting

Move	Moved	Moved	Moving
Mean	Meant	Meant	Meaning
Mow	Mowed	Mowed	Mowing
Murder	Murdered	Murdered	Murdering
Manage	Managed	Managed	Managing
Name	Named	Named	Naming
Need	Needed	Needed	Needing
Notice	Noticed	Noticed	Noticing
Obey	Obed	Obed	Obed
Open	Opened	Opened	Opening
Pay	Paid	Paid	Paying
Play	Played	Played	Playing
Pray	Prayed	Prayed	Praying
Prove	Proved	Proved	Proving
Prepare	Prepared	Prepared	Preparing
Pretend	Pretended	Pretended	Pretending
Provide	Provided	Provided	Providing
Pull	Pulled	Pulled	Pulling
Punish	Punished	Punished	Punishing
Praise	Praised	Praised	Praising
Reach	Reached	Reached	Reaching
Receive	Received	Received	Receiving
Repair	Repaired	Repaired	Repairing
Return	Returned	Returned	Returning
Ring	Rang	Rung	Ring
Rise	Rose	Risen	Rising
Run	Ran	Run	Running
Read	Read	Read	Reading
Rebel	Rebelled	Rebelled	Rebelling
Request	Requested	Requested	Requesting
Reap	Reaped	Reaped	Reaping
Rebuke	Rebuked	Rebuked	Rebuking
Remove	Removed	Removed	Removing
Ride	Rode	Ridden	Riding
Rot	Rotted	Rotted	Rotting
Save	Saved	Saved	Saving
Say	Said	Said	Saying
See	Saw	Seen	Seeing
Sell	Sold	Sold	Selling

Spend	Spent	Spent	Spending
Smell	Smelt	Smelt	Smelling
Send	Sent	Sent	Sending
Shut	Shut	Shut	Shutting
Sing	Sang	Sung	Singing
Sign	Signed	Signed	Signing
Sleep	Slept	Slept	Sleeping
Speak	Spoke	Spoken	Speaking
Stand	Stood	Stood	Standing
Speed	Sped	Sped	Speeding
Steal	Stole	Stolen	Stealing
Sweep	Swept	Swept	Sweeping
Swell	Swelled	Swelled	Swelling
Swim	Swam	Swum	Swimming
Teach	Taught	Taught	Teaching
Tear	Tore	Torn	Tearing
Tell	Told	Told	Telling
Think	Thought	Thought	Thinking
Travel	Travelled	Travelled	Travelling
Try	Tried	Tried	Trying

Remember : Some forms of the verb does not change in past tense.

*The following verbs have the three forms (present, past and participle) alike :*

Present	Past	Past Participle
Bet	Bet	Bet
Burst	Burst	Burst
Cast	Cast	Cast
Cost	Cost	Cost
Cut	Cut	Cut
Hit	Hit	Hit
Hurt	Hurt	Hurt
Let	Let	Let
Put	Put	Put
Read	Read	Read
Rid	Rid	Rid
Set	Set	Set
Shed	Shed	Shed
Shut	Shut	Shut
Split	Split	Split

Spread	Spread	Spread
Thrust	Thrust	Thrust

## EXERCISE

### A. Rewrite the following sentences changing the verbs to the past tense :

- Birds fly in the sky. \_\_\_\_\_
- He tears up the letter. \_\_\_\_\_
- The hunter shoots the tiger. \_\_\_\_\_
- All of sudden she sinks to the floor. \_\_\_\_\_
- He goes to market. \_\_\_\_\_
- The boys throw stones at the frog. \_\_\_\_\_
- She spends her money in extravagant. \_\_\_\_\_
- He reads the book at home. \_\_\_\_\_
- Radha swims very well indeed. \_\_\_\_\_
- The chair costs only a hundred rupees. \_\_\_\_\_

### B. Fill in the blanks with the help of past form of verbs :

- A mad dog \_\_\_\_\_ my sister. (*bite*)
- I \_\_\_\_\_ a blind beggar(see). I have never \_\_\_\_\_ her again. (*meet*)
- The bird had \_\_\_\_\_ away. The bird \_\_\_\_\_ over the roof of the house. (*fly*)
- He \_\_\_\_\_ to school. (*go*)
- He \_\_\_\_\_ to tell a story. He has not yet \_\_\_\_\_ his work. (*begin*)

### C. Fill in the blanks with the help of past participle form of verbs :

- We have \_\_\_\_\_ (*win*) the match.
- I have \_\_\_\_\_ (*finish*) my work.
- Have you \_\_\_\_\_ (*see*) the wind?
- He had not \_\_\_\_\_ (*throw*) a stone in the pool.
- They have not \_\_\_\_\_ (*speak*) even a single word.
- Had you \_\_\_\_\_ (*learn*) your lesson?
- It was so hot that I had not \_\_\_\_\_ (*sleep*) last night.
- Mohan had \_\_\_\_\_ (*buy*) a note book for homework.
- She had \_\_\_\_\_ (*sing*) a song in the party.
- I have never \_\_\_\_\_ (*be*) to England.

### D. Fill in the blanks with the help of present participle form of verbs :

- He is \_\_\_\_\_ (*teach*) his brothers and sisters.
- Radha and Pravita are \_\_\_\_\_ (*come*) from hospital.
- The doctor is \_\_\_\_\_ (*take*) the medicine for patient.
- My sister will be \_\_\_\_\_ (*fly*) back to the states tomorrow.
- Rohan was \_\_\_\_\_ (*sleep*) in the room.
- I was \_\_\_\_\_ (*teach*) English to the students.
- The player is \_\_\_\_\_ (*play*) in the park.



# ADVERB AND ITS KINDS

# 15

## LET'S BEGIN

An adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. An adverb indicates manner, time, place, cause, or degree and answers the questions such as 'how', 'when', 'where', 'how much'.

*Read the following passage carefully.*

We are standing in front of the very beautiful town hall of Kolkata. The town hall was quite artistically built long ago. It stands majestically Esplanade Row, near the assembly house. I have never seen such a beautiful building.

*In the above passage :*

1. **Very** modifies the adjective **beautiful**.
2. **Quite** modifies the adverb **artistically**.
3. **Artistically** modifies the verb **built**.
4. **Long** modifies the adverb **ago**.
5. **Ago** modifies the verb **was built**.
6. **Majestically** modifies the verb **stands**.
7. **Never** modifies the verb **seen**.



**Very, quite, artistically, long, ago, majestically,** and **never** are called adverbs.

## ADVERB

An **adverb** is a word that modifies the meaning of a verb, an adjective or another adverb.

## Kinds of Adverbs

*There are three broad categories of adverbs :*

1. Simple adverbs
2. Interrogative adverbs
3. Relative adverbs

## Types of Simple Adverbs

### 1. Simple Adverbs

1. Adverbs of place
2. Adverbs of quality
3. Adverbs of frequency
4. Adverbs of degree or quantity
5. Adverbs of time
6. Adverbs of reason
7. Adverbs of affirmation or negation



1. **Adverbs of Place** : Adverbs of place give us information about the location of an action. They answer the question - **where**?

**Example** : (i) Anita looked for Rekha **everywhere**.  
(ii) They all went away.

In the above sentences, everywhere tells us the location of the action 'looking for'. It answers the question – **where** did Anita look for Rekha.

2. **Adverbs of Quality** : Adverbs of quality give us information about the way an action is done. They answer the question **how**? or in **what manner**? an action is done.

**Example** : (i) Sachin plays cricket **magnificently**.  
(ii) Ravi is working **slowly**.

In the above examples, **magnificently** and **slowly** show the manner in which actions were done.

3. **Adverbs of Frequency** : Adverbs of frequency answer the question. **How often**? or **In what order** does an action take place.

**Example** : (i) They **seldom** come on time.  
(ii) I watch plays **often**.

In the above sentences, **seldom** and **often** give us information about the frequency (rate of occurrence of a particular action). Such words are called adverbs of frequency.

4. **Adverbs of Degree or Quantity** : Adverbs of degree or quantity offer information regarding the **degree** or **extent of an action**. They answer the question. **How much** ? or **In what degree** or **to what extent**?

**Example** : (i) He was **very** tired.  
(ii) He was **nearly** exhausted.  
(iii) He was **quite** worn out.

Each of the adverbs in the above sentences show how much or to what extent a thing is done. e.g.—  
**How much was he tired? – very**

5. **Adverbs of Time** : Adverbs of time provide information about the time of occurrence of an action. They answer the question **when**?

**Example** : (i) I will come **today**.  
(ii) He left **early**.  
(iii) The doctor is coming **immediately**.

Words such as **today, tomorrow, yesterday, never, ever, sometime, now, then, soon, early, later** and **late** are examples of adverbs of time.

6. **Adverbs of Reason** : Adverbs of reason logically connect the conclusion with the argument made in the previous sentences.

**Example** : (i) **Therefore** nothing could be done regarding the matter.  
(ii) **Hence**, I am unable to help you.

Words such as **therefore, hence, however** and **nevertheless** are examples of adverbs of reason.

## EXERCISE

### A. Underline adverbs and write the type next to each sentence :

1. Now a days the weather is pleasant. \_\_\_\_\_
2. I was stuck in a traffic jam. Hence, the delay. \_\_\_\_\_
3. I was about to go out and it started raining unexpectedly. \_\_\_\_\_
4. Do your homework now. \_\_\_\_\_
5. My father will come back from his trip soon. \_\_\_\_\_

### 2. Interrogative Adverbs

(a) When did he come? (b) Where did he go? (c) How are you today? (d) Why are you late?

In the above sentences, the adverbs— **when**, **where**, **how**, **why** are used for asking questions.

Adverbs, which are used for asking questions are called interrogative adverbs.

#### Some examples of interrogative adverb :

- Example** : (i) **Why** did you go there? (ii) **When** will you come here?  
(iii) **Where** are you living? (iv) **Why** are you sad?

## EXERCISE

### B. Fill in the blanks in the following sentences with interrogative adverbs :

1. \_\_\_\_\_ did you reach there?
2. \_\_\_\_\_ are you so sad?
3. \_\_\_\_\_ did you go here?
4. \_\_\_\_\_ will you return?
5. \_\_\_\_\_ are you upset?



### 3. Relative Adverbs

Adverbs that modify a word and refer back to an antecedent are known as relative adverbs. Words such as **when**, **where** and **why** are examples of relative adverbs.

- Example** : (i) He could not recognize the place **where** we used to play.  
(ii) I cannot remember the day **when** I last saw a movie.

In sentence (i)— the relative adverb **where** refers back to the antecedent; the place and modifies it. Similarly, in sentence (ii)— the relative adverb **when** refers back to the antecedent, the day modifies it.

#### How do we form Adverbs?

Most adverbs of manner end with -ly. In fact, such adverbs are formed by adding -ly to some other words. We can form adverbs by adding -ly to adjectives, nouns, etc.

- Example** : (i) obvious + ly = obviously  
(ii) man + ly = manly  
(iii) clever + ly = cleverly  
(iv) wise + ly = wisely



- (v) happy + ly = happily
- (vi) heavy + ly = heavily
- (vii) beautiful + ly = beautifully

## EXERCISE

### C. Fill in the blanks in the following sentences with the type of adverb given in brackets :

- \_\_\_\_\_ (*interrogative adverb of time*) was this school established?
- I remember the time \_\_\_\_\_ (*relative adverb*) I first visited this school.
- \_\_\_\_\_ (*interrogative adverb of number*) students are there in your class?
- \_\_\_\_\_ (*interrogative adverb of reason*) did you choose to study in this school?
- I do not remember \_\_\_\_\_ (*relative adverb*) I reached the school on that day.

### Comparison of Adverbs

Like adjectives, adverbs can also be used in the positive, comparative and superlative degrees.

#### Look at the following sentences :

- Mohan can run fast.
- Mohit can run faster than Mohan.
- But Pravita can run the fastest.

#### Remember :

Adverbs ending in -ly take (i) more and most and (ii) less and least (to indicate negative meaning) (with the positive forms) to indicate the comparative and superlative degrees.

#### The following is a list of such adverbs in the three forms :

Positive	Comparative	Superlative
easy	easier	easiest
late	later	latest
slow	slower	slowest
soon	sooner	soonest
loud	louder	loudest
high	higher	highest
fast	faster	fastest
early	earlier	earliest

Some adverbs have irregular ways of forming the comparative and superlative degrees.

#### The following is a list of such irregular adverbs in the three forms :

Positive	Comparative	Superlative
good	better	best
later	latter	last
badly	worse	worst
far	farther/further	farthest/furthest
much	more	most
little	less	least

## EXERCISE

### D. Fill in the blanks with the positive, comparative and superlative degrees of adverbs given in brackets :

1. Rahul speaks \_\_\_\_\_ . (*softly*)
2. Ajay ran \_\_\_\_\_ (*fast*) and Pravita ran \_\_\_\_\_ (*fast*). But Neeta won the medal as she ran the \_\_\_\_\_ (*fast*).
3. They say I sing \_\_\_\_\_ (*well*) but Mita sings \_\_\_\_\_ (*well*) than I do. And you must listen Netu. She sings the \_\_\_\_\_ (*well*) of all.
4. Neha \_\_\_\_\_ (*beautiful*) than Kavita.
5. Your brother is the \_\_\_\_\_ (*good*) boy in the school.

### E. Underline the adverbs in the following sentences and write of what kind each is and which word it modifies :

1. She acted somewhat foolishly. \_\_\_\_\_
2. We looked for her everywhere. \_\_\_\_\_
3. The servant is paid monthly. \_\_\_\_\_
4. The old farmer works hard. \_\_\_\_\_
5. The boy was working fast. \_\_\_\_\_



### F. Replace the phrases in italics with single words chosen from the box :

punctually, now, annually, briefly, suddenly, immediately

1. Please come here *without delay*. \_\_\_\_\_
2. Where is your mother living *at the present time*? \_\_\_\_\_
3. *All of sudden* he took out his revolver and fired at me. \_\_\_\_\_
4. Diwali is celebrated *once a year*. \_\_\_\_\_
5. Can you explain your plan *in a few words* \_\_\_\_\_

### G. Choose the most suitable adverbs from the box and fill in the blanks :

enough, never, outside, angrily, yesterday, often

1. I am not strong \_\_\_\_\_ to help him carry that box.
2. She will \_\_\_\_\_ be happy in that job.
3. Boby \_\_\_\_\_ goes out on her vacations.
4. We are standing \_\_\_\_\_ his house waiting for him.
5. She left \_\_\_\_\_ for the university where she is doing a degree course.

### H. Fill in the blanks with a suitable adverb given in the brackets :

1. He will return \_\_\_\_\_ . (*yesterday, soon*)
2. Please, come \_\_\_\_\_ . (*out, in, there*)
3. I like the novels \_\_\_\_\_ much. (*too, very*)
4. Hari will \_\_\_\_\_ come. (*early, surely*)
5. He \_\_\_\_\_ does his best. (*never, always*)

# PREPOSITION AND ITS KINDS 16

## LET'S BEGIN

A preposition is a part of speech which is used to show the relation of one noun or pronoun to another in a sentence and is usually placed before the word which expresses the object of the relation.

### PREPOSITION

A preposition is a word which is placed before a noun (or a pronoun) to show the relation in which the person or thing denoted by the noun stands to something else.

- Example :**
- (i) The cat is **on** the table.
  - (ii) The frog jumped **in** the pond.
  - (iii) She was very kind **to** us all.
  - (iv) The people were alarmed **at** this news.
  - (v) Neha agreed with me **on** that point.
  - (vi) The elephant is sitting **under** the bridge.



All the bold words in the above sentences on, into, to, at, on and under are prepositions.

### Kinds of Prepositions

*There are two types of prepositions :*

1. Simple Prepositions
2. Compound Prepositions

**1. Simple Prepositions :** Simple prepositions are single word prepositions.

**Example :** to, by, in, at, from, of, with, off, out, through, up, under, on, etc.

- (i) The aquarium is **on** the table.
- (ii) He was angry **with** me.
- (iii) Ramu went **to** Mumbai **by** train.
- (iv) Mohan is good **at** mathematics.
- (v) The teacher came **into** the class.



### EXERCISE

**A. Fill in the blanks with simple prepositions :**

1. We are going \_\_\_\_\_ holiday next week.
2. There is a bridge \_\_\_\_\_ the river.
3. Rekha will come \_\_\_\_\_ two days.
4. He killed the snake \_\_\_\_\_ a stick.
5. There is a tree \_\_\_\_\_ my house.

2. **Compound Prepositions** : Compound prepositions have more than one word. **In between** and **because of** are preposition made up of two words and **in front of** and **on behalf of** are prepositions made up of three words.

**Example** : (i) The book is **in front of** the clock.

(ii) The book is **in between** The War and Peace and The Lord of the Kings.

*Some important group prepositions are given below :*

in front of,

by means of,

as a result of,

for the sake of,

along with,

on account of,

in the event of,

according to,

in spite of,

owing to,

instead of,

on behalf of,

in comparison to,

in case of,

in regard of,

because of,

in order to

due to

make use of

in the course of

in place at

in favour of

with regard to

by dirt of

## EXERCISE

### B. Fill in the blanks with suitable prepositions :

1. I met a beggar \_\_\_\_\_ the way.
2. I am not acquainted \_\_\_\_\_ her.
3. He is married \_\_\_\_\_ Rita.
4. I congratulate you \_\_\_\_\_ your success \_\_\_\_\_ the examination.
5. She is proud \_\_\_\_\_ her beauty.

### Position of Preposition

Although the preposition is usually placed before a noun or pronoun, sometimes it comes after the word which it denotes.

- (a) The preposition always comes at the end of the sentence when its object is the relative pronoun **that**.
- (i) Here is the man that you were looking **for**.      (ii) This is the novel that I am very fond **of**.
- (b) The preposition usually comes at the end, when its object is an interrogative pronoun.
- (i) What are you talking **about** ?      (ii) Whom are you thinking **of** ?
- (c) The preposition comes at the end when its object is a relative pronoun, understood and not stated.
- (i) This is the book I was speaking **of**.      (ii) There is the friend I was referring **to**.

## EXERCISE

### C. Fill in the blanks with suitable prepositions :

1. She was standing \_\_\_\_\_ the mirror.
2. The whole area was water logged \_\_\_\_\_ heavy floods.
3. The army lost the battle \_\_\_\_\_ timely supplies of arms.



4. You will adjust to your new school \_\_\_\_\_ time.
5. I think all of you \_\_\_\_\_ the school authorities.

## Objects of Prepositions

Words, which come after a preposition are called objects of prepositions.

- Example** : (i) I am looking **at** your **haircut**.  
(ii) I was referring **to** this **film**.

In sentence (i)— **your haircut** is the object of the preposition **at**.

In sentence (ii)— **this film** is the object of the preposition **to**.

Most prepositions need an object to complete their meaning.

## EXERCISE

### D. Fill in the blanks with correct prepositions :

1. Both of them distribute cookies \_\_\_\_\_ (*among, between*) themselves.
2. The sheep are \_\_\_\_\_ (*outside, along*) the fence.
3. They did not postpone the match \_\_\_\_\_ (*instead of, in spite of*) the rain.
4. You should do something \_\_\_\_\_ (*unless, instead of*) talking about it all the time.
5. We had a discussion \_\_\_\_\_ (*of, about*) what we should do.

### E. Underline the prepositions in the following sentences :

Ex.— You went to Delhi by train.

1. This will take just a minute of your time. Your teacher will discuss the answers after you finish your work.
2. A preposition is usually placed before a noun or a pronoun.
3. The birds flew over the clouds.
4. Metro train whizzes through the tunnel.
5. He went by rail to the house of his father.

### F. Choose the appropriate preposition given in brackets and fill in the blanks :

1. He was waiting \_\_\_\_\_ the main gate. (*beside, besides*)
2. There was no agreement \_\_\_\_\_ the four political groups about a treaty to ban nuclear weapons. (*between, among*)
3. I have been studying \_\_\_\_\_ 6.00 a.m. in the morning. (*since, for*)
4. We have to submit our science project \_\_\_\_\_ the end of this week. (*by, within*)
5. Our teacher always insisted \_\_\_\_\_ our being punctual. (*on, into*)

### G. Underline prepositions and name their objects :

1. He is related to me.
2. I have no taste for music.
3. The boy complained against the teacher.
4. He ruled over a vast country.
5. She is always in need of money.

# THE CONJUNCTION AND ITS KINDS 17

## LET'S BEGIN

Conjunction makes our writing (or speech) flowfull. Text which flows, appeals to an audience, be it readers or listeners.

### CONJUNCTION

A conjunction is a word which is used to join words or sentences together.

- Example** :
- (i) Ram has failed **but** peter has passed.
  - (ii) Work hard **or** you will fail.
  - (iii) Two **and** two make four.
  - (iv) Fruits **and** vegetables are good for health.



In the above sentences— **but**, **or**, **and** are conjunctions.

### Kinds of Conjunctions

*Conjunctions are of the following types :*

1. **Coordinating Conjunctions** : A coordinating conjunction is the one, which is used to join two words or sentences of equal class and order. There are mainly seven coordinating conjunctions. They have only two or three letters. There's an easy way to remember them their initials spell—

<b>F</b>	<b>A</b>	<b>N</b>	<b>B</b>	<b>O</b>	<b>Y</b>	<b>S</b>
For	And	Nor	But	Or	Yet	So

- Example** :
- (i) He will pass **for** he works very hard.
  - (ii) Neha **and** Pinki are coming.
  - (iii) He does not eat meat **nor** will he touch an egg.
  - (iv) He tried **but** did not succeed.
  - (v) Did you go out **or** stay at home?
  - (vi) He works hard **yet** he does not score well in his exams.



### Kinds of Coordinating Conjunctions

- (i) **Cumulative Conjunctions** : A cumulative conjunction merely adds one statement to another.

- Example** :
- (i) My mother has two cars, a big car **and** a small one.
  - (ii) She is both clever **and** beautiful.
  - (iii) Radha **as well as** Anu passed the test.
  - (iv) They **not only** looted the shop **but also** set it on fire.

(ii) **Adversative Conjunction** : An adversative conjunction expresses opposition or contrast between two statements. But, still, yet, where as, while, nevertheless etc. are some adversative conjunctions.

**Example** : (i) Our hoard is little, **but** our hearts are great.

(ii) I was annoyed, **still**, kept quiet.

(iii) He was all right **only** he was fatigued.

(iii) **Disjunctive or Alternative Conjunction** : Which expresses a choice between two alternatives; as— or, either.....or, neither.....nor, otherwise, else, etc.

**Example** : (i) She must weep, **or** she will die.

(ii) **Neither** a borrower, **nor** a lender be.

(iv) **Illative Conjunction** : A conjunction which expresses an inference is called an **illative conjunction**; as— for, so, etc.

**Example** : (i) Something certainly fell in, **for** I heard a splash.

(ii) She was ill, **so** she did not attend her classes.

(iii) They must have gone out **for** nobody answers the phone.

## EXERCISE

### A. Fill up the blanks with suitable conjunctions :

- \_\_\_\_\_ he made many attempts, he could not scale Mt. Everest.
- He is very sharp \_\_\_\_\_ most of the time he looks lost in thoughts.
- \_\_\_\_\_ you are so ill, you must take a long leave.
- I will not pardon him \_\_\_\_\_ he apologises.
- The ant tried again and again \_\_\_\_\_ it could not climb the wall.

### B. Join the following pairs of sentences with appropriate conjunctions :

Ex. I want to sing. I want to dance.

I want to sing and dance.

- Mahatma Gandhi was a great national leader. He led a very simple life.
- Neha is naughty. She is not disobedient.
- I went to your house twice. I was not able to meet you.
- Pay attention to what your teacher says, you will not understand the lesson without it.
- The rain must stop. The whole area will be flooded.

### C. Fill in the blanks with the correct coordinate conjunctions choosing from the pairs given in the brackets :

- I opened the door \_\_\_\_\_ looked out. (and, yet)
- Do you know his address \_\_\_\_\_ telephone number? (but, or)
- I invited him \_\_\_\_\_ his friends. (and, but)
- I read the book \_\_\_\_\_ did not understand it. (but, or)
- She was not in the backyard \_\_\_\_\_ was she upstairs. (or, nor)

(ii.) **Subordinating Conjunction** : A subordinating conjunction joins a clause to another on which it depends for its full meaning, for example— as, after, before, because, it, when, where, although, though, till, until, unless, than, since, yet once, etc.

**Example** : (i) He was late for school **because** of the traffic.

(ii) The picnic was over **once** the rain started.

## EXERCISE

### D. Fill in the blanks with suitable subordinating conjunctions :

1. I do not drink coffee \_\_\_\_\_ it makes me nervous.
2. Please read the book \_\_\_\_\_ it's still available in the library.
3. I will be late today \_\_\_\_\_ my car has broken down.
4. Builders use plywood in the construction of small boats \_\_\_\_\_ it is easy to shape.
5. You will receive extra credit \_\_\_\_\_ you complete your project early.

### E. Point out the conjunctions in the following sentences and state whether they are co-ordinating or subordinating :

1. You will not succeed unless you work harder.
2. I waited till the train arrived.
3. Do not go before I come.
4. I did not come because you did not call me.
5. Is that story true and fascinating?

### F. Join the sentences with suitable conjunctions :

1. You cannot leave \_\_\_\_\_ I tell you to do so.
2. He has become old \_\_\_\_\_ I saw him two years ago.
3. It is a lovely night \_\_\_\_\_ there is a full moon.
4. They rested \_\_\_\_\_ they resumed their journey.
5. I slept immediately \_\_\_\_\_ I was tired.

### G. Fill in the blanks with appropriate conjunctions :

1. Hurry up \_\_\_\_\_ the train will leave.
2. You have not written to me \_\_\_\_\_ you left the country.
3. I always come on time \_\_\_\_\_ I have never found you ready.
4. He is actually very mischievous \_\_\_\_\_ he does not appear so.
5. The teacher asked us to bring some old newspapers, glue \_\_\_\_\_ a pair of scissors to class.





# ARTICLES 18

## LET'S BEGIN

An article comes before a noun that signifies the types of arrangement being made by the noun. In the English language, articles are: **the** , **a** and **an**.

### ARTICLES

'A', 'an' and 'the' are known as articles. Articles always come before the noun in a sentence.

- Example** : (i) I have **a** black and white dog.  
(ii) I have **an** interesting story book.  
(iii) He is **the** best boy in his class.



### Kinds of Articles

*Articles are of the following types :*

1. Indefinite Articles
2. Definite Articles

1. **Indefinite Articles** : **A** and **An** are called indefinite articles because they do not point out any particular or definite person or thing.

- Example** : (i) This is **a** dog.  
(ii) Rani is **a** good girl.  
(iii) This is **an** apple.  
(iv) I saw **a** boy riding on an ass.

2. **Definite Article** : **The** is called definite article, because it is used when we speak of some particular person or thing.

- Example** : (i) Ram is **the** best boy in the class.  
(ii) This is **the** man I saw.

### EXERCISE

**A. Use suitable articles in the following sentences :**

1. We are going out for \_\_\_\_\_ week.
2. I should take \_\_\_\_\_ umbrella. It is raining outside.
3. What is \_\_\_\_\_ name of your home town?
4. He broke \_\_\_\_\_ plate on the dinner table.
5. Rashmi will arrive in \_\_\_\_\_ hour.
6. I bought \_\_\_\_\_ pen from \_\_\_\_\_ shop.
7. \_\_\_\_\_ book you bought was interesting.
8. I ate \_\_\_\_\_ apple for breakfast.

**B. Add a, an and the in the following passage, wherever needed. Put a X where no article is required :**

1. To get to our school, cross \_\_\_\_\_ street. Walk three blocks towards \_\_\_\_\_ east and you shall see \_\_\_\_\_ school right in \_\_\_\_\_ corner.
2. \_\_\_\_\_ person from West Bengal is called \_\_\_\_\_ Bengali. \_\_\_\_\_ Bengali is the language of \_\_\_\_\_ people in West Bengal.

**When do we use Indefinite Articles**

**Use 'a' and 'an'—**

**Rule 1—** Before countable nouns in their singular form.

- Example :** (i) This is **an** mango.  
(ii) You are **a** good student.

**EXERCISE**

**C. Fill in the blanks in the following passage with a or an :**

\_\_\_\_\_ student of mine stood first in the national drama competition 2012. She is \_\_\_\_\_ artist as well. She gave me \_\_\_\_\_ painting done by her. When anyone asks me how good a student she is, I reply she is very good. She is \_\_\_\_\_ obedient and \_\_\_\_\_ well behaved girl. In \_\_\_\_\_ nutshell, she is \_\_\_\_\_ versatile person, I'm proud of her as \_\_\_\_\_ teacher.

**Rule 2—** To define or describe a person or an object.

- Example :** (i) He is **an** engineer.  
(ii) This is **an** important pen.  
(iii) I have **a** teddy bear.

**Rule 3—** When a proper noun is used as a common noun.

- Example :** We need **a** Gandhi to stop violence in India now.

**Rule 4—** In some idiomatic phrases.

- Example :** I was in **a** hurry.

**Use of 'The' (definite article)—**

**Rule 1—** Singular nouns—

- Example :** (i) **The** dog is a faithful animal.  
(ii) **The** exercise you did today was difficult.

**Rule 2—** Plural nouns—

- Example :** (i) **The** exercises in this chapter are very interesting.  
(ii) **The** boys of this school are very obedient.

**Rule 3—** Nouns already mentioned—

- Example :** I am writing a letter now. **The** letter is about nature.

**Rule 4—** Uncountable nouns when a particular or definite reference is made to them.

- Example :** **The** milk is mine.



**Rule 5**– Ordinals such as first, second, third, next, further, etc.

- Example** : (i) **The** first letter of the English alphabet is 'A'.  
(ii) Who is sitting on **the** last bench?

**Rule 6**– With superlatives–

- Example** : (i) Mohan is **the** most intelligent child in the class.  
(ii) This is the **best** comedy I have ever seen.

**Rule 7**– With nouns as earth, moon, sun, sky, etc.

- Example** : (i) **The** earth revolves round **the** sun.  
(ii) There were no clouds in **the** sky.

**Rule 8**– Nouns that represent the whole class.

- Example** : **The** peacock is our national bird.

**Rule 9**– Names of seas, oceans and rivers

- Example** : **The** Ganga is considered a holy river in India.

**Rule 10**– Some countries–

- Example** : (i) **The** United States of America.  
(ii) **The** United Kingdom.

**Rule 11**– A nation or religious community

- Example** : **The** British, **The** America

**Rule 12**– Mountain ranges–

- Example** : **The** Alps, **The** Himalayas

**Rule 13**– Well known buildings–

- Example** : **The** Red Fort, **The** Buckingham Palace, **The** White House

**Rule 14**– Holy books and epics–

- Example** : **The** Ramayana, **The** Quran, **The** Gita, **The** Bible

**Rule 15**– Newspapers–

- Example** : **The** Hindu, **The** Amar Ujala

**Rule 16**– Honours and titles

- Example** : **The** Bharat Ratna, **The** Booker Prize

**Rule 17**– Trains, ships

- Example** : (i) **The** Darjeeling Mail  
(ii) **The** MV Harshavardhana

**Rule 18**– Famous events

- Example** : **The** Olympics, **The** SAARC games

## Omission of Article

**Rule 1**– Before names of substances and abstract nouns; (ie— uncountable nouns used in a general sense) as



**Example** : (i) Gold is precious metal.

(ii) Honesty is the best policy.

Note : Uncountable nouns take 'the' when used in a particular sense (especially when qualified by an adjective or adjectival phrase or clause) as

(i) **The** wisdom of solomon is great.

(ii) I cannot forget **the** kindness with which he treated me.

**Rule 2**– Before plural countable nouns used in a general sense; as :

**Example** : (i) Children like balloons.

(ii) Computers are used in many offices.

**Rule 3**– Before most proper nouns (except those referred to earlier) namely, names of people (e.g Rohan, Mohan), names of continents, countries, cities, etc. (e.g Europe, Pakistan, Nagpur), names of individual mountains (e.g Mount Everest), individual islands, lakes, hills, etc.

**Rule 4**– Before names of meals (used in general sense); as :

**Example** : (i) What time do you have lunch?

(ii) Dinner is ready.

## EXERCISE

**D. There are some article errors in the following sentences. Rewrite the following sentences using correct articles :**

1. Always speak truth.

---

2. Where is a book I gave you yesterday.

---

3. Gold is the precious metal.

---

4. Sushil is a best boy in the school.

---

5. I want to buy the new dress for my birthday party.

---

**Rule 5**– Before languages; as :

**Example** : (i) We are studying English.

(ii) They speak Punjabi at home.

**Rule 6**– Before school, college, university, church, bed, hospital, prison, when these places are visited or used for their primary purpose; as,—

**Example** : (i) I learnt French at school.

(ii) We go to church on Sundays.

(iii) He stays in bed till nine every morning.

(iv) My uncle is still in hospital.

Note : 'The' is used with these words when we refer to them as definite place, building or object rather than to the normal activity that goes on there; as—

(i) The school is very near to my home.

(ii) The bed is broken.

**Rule 7–** Before names of relations, like father, mother, aunt, uncle and also cook and nurse, meaning 'Our cook', 'Our nurse'; as—

**Example :** (i) Father has returned.

(ii) Aunt wants you to see her.

**Rule 8–** Before predicative nouns denoting a unique position; i.e.— a position that is normally held at one time by one person only; as—

**Example :** (i) He was elected chairman at the board.

(ii) Mr Banerji became principal of the college in 1995.

**Rule 9–** In certain phrases consisting of a preposition followed by its object; as—

at home, in hand, in debt, by day, by night, at sunrise, at noon, by steamer, by name, on foot, on deck, in jest, at dinner, at ease, under ground, above ground, etc.

**Rule 10–** In certain phrases consisting of a transitive verb followed by its object, as

to catch fire, to take breath, to give battle, to cast anchor, to bring word, to set sail etc.

## EXERCISE

**E. Rewrite the following sentences inserting or omitting articles wherever necessary :**

1. The Sunday is first day of week.

---

2. Mahabharata is sacred book of Hindus.

---

3. Rich are not always happy.

---

4. Lion and leopard belong to cat family.

---

5. The gold is more valuable than the lead.

---

6. The wisdom is better than the riches.

---

7. When will father be back?

---

# INTERJECTIONS

# 19

## LET'S BEGIN

Interjections are emotive words used to express strong feelings.

- Example** :
- (i) **Look out!** You will fall in the manhole.
  - (ii) **Hush!** The baby is sleeping.
  - (iii) **Bravo!** What a six.
  - (iv) **Hurrah!** We have won the match.
  - (v) **Alas!** The great leader is no more.
  - (vi) **Good bye!** See you soon.
  - (vii) **Oh no!** I forget to bring my purse.



These short expressions are called interjections.

Look the table with some more interjections with their usage—

Interjection	Use
Hi !	as an introducing greeting
Hush !	to tell someone to keep quiet
Ouch !	to express physical pain
Wow !	to express physical admiration
Oh !	to express surprise/sadness

**Note** : We always put an exclamation mark (!) after an interjection.

## EXERCISE

### A. Fill in the blanks using appropriate interjections :

1. \_\_\_\_\_ ! You look fabulous.
2. \_\_\_\_\_ ! I am Anu.
3. \_\_\_\_\_ ! You have grown really big.
4. \_\_\_\_\_ ! What a shot from Mohan.
5. \_\_\_\_\_ ! Do not make any noise. The baby is sleeping.
6. \_\_\_\_\_ ! What a performance!
7. \_\_\_\_\_ ! How did you do this?
8. \_\_\_\_\_ ! What an ugly creature.
9. \_\_\_\_\_ ! What a wonderful shot.
10. \_\_\_\_\_ ! Sita failed again in the exam.



## EXERCISE

### B. Fill in the blanks using appropriate interjections :

1. \_\_\_\_\_ ! You have won the match.
2. \_\_\_\_\_ ! I am Kunti.
3. \_\_\_\_\_ ! What a shot from Rahul!
4. \_\_\_\_\_ ! Do not make any noise. I am reading.
5. \_\_\_\_\_ ! We missed the last train.



### C. Match the following short expressions in (A) with their meanings in (B) :

S.No.	A	B
1.	Good Luck !	Grief
2.	Alas !	Pain
3.	Ouch !	Sign for keeping quiet
4.	Of Course !	Greetings
5.	Hello !	Sharing joy
6.	What !	Agreement
7.	Look out !	Warning
8.	Hi !	Welcome
9.	Hush !	Good Wishes
10.	Cheers !	Surprise

### D. Rewrite the following sentences with an interjection. Keep in mind to maintain the sense as given :

1. The day is so beautiful.
2. We have won the match.
3. The man is dead.
4. May she rest in peace.
5. I have reached the target.
6. It is very ugly.
7. What I have done.

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### E. Use the following interjections in your own sentences :

1. Gee! \_\_\_\_\_
2. Yoohoo! \_\_\_\_\_
3. Damnait! \_\_\_\_\_
4. Awesome! \_\_\_\_\_
5. Nope! \_\_\_\_\_

# PUNCTUATION 20

## LET'S BEGIN

Punctuation marks as the **full stop, comma, quotation marks, capital letters,** etc are used in the written language.

### Read the following passage :

Once a wolf went to a stream there he saw a lamb it was drinking water down the stream seeing it the wolf mouth watered he wanted to eat it he said to the lamb why do you make my water muddy the poor lamb replied sir the water is coming from you to me how can I make your water muddy.

### Now read the passage given below :

Once a wolf went to a stream. There he saw a lamb. It was drinking water down the stream. Seeing it, the wolf mouth watered. He wanted to eat it. He said to the lamb, "Why do you make my water muddy ?" The poor lamb replied, "Sir, the water is coming from you to me. How can I make your water muddy ?"

Note : The corrected passage must have made it clear that the passage not only looks better, but you can also read it easily. You know when to make a short pause and when to make a long pause.

## Punctuation Marks

### The principal punctuation marks that we use for writing are :

1. Capitalization
2. Full Stop (.)
3. Comma (,)
4. Semicolon (;)
5. Colon (:)
6. Interrogation mark (?)
7. Exclamation mark (!)
8. Single inverted commas ( ' ' )
9. Double inverted commas ( " " )
10. Apostrophe ( ' )

1. **Capitalization** : A sentence begins with capital letter. Proper names also begin with capital letters.

**Example** : (i) You are honest.

(ii) The child has been weeping for ten minutes.

2. **Full Stop (.)** : The full stop or period represents the longest pause. It is used at the end of an assertive or imperative sentence.

**Example** : (i) Ram is singing a song.

(ii) Please give me your pencil.

(iii) You are a naughty boy.

(iv) Time is money.

### Remember :

However, these days the full stop is often left out in the examples.

Thus MA, Mr, CL Chand are also acceptable form.

### After abbreviations and initials—

**Example** : M.A, L.L.B  
L.L.B– Bachelor of Law  
C.L Chand– Mr Channa Lal Chand

M.A– Master of arts  
Co.– Company



3. **Comma (,)** : The Comma indicates the shortest pause.

**It is used–**

- a. To separate three or more words of the same part of speech (nouns, verbs, adjectives and adverbs)  
**Example** : (i) He is efficient , hard-working, and sincere.  
(ii) Mother bathed, ate, dressed and went out.
- b. To Mark off phrases in apposition–  
(two words or phrases referring to the same thing placed in a sentence without any connecting word, is known as apposition)  
**Example** : (i) Alexander, the conqueror of the world began to weep.  
(ii) Gandhiji, the father of the nation preached non–violence.
- c. To separate words, phrases or clauses in a sentence.  
**Example** : (i) Health, wealth and peace go together.  
(ii) He is, after all, a very intelligent boy.
- d. To avoid the repetition of a verb.  
**Example** : Rahul is an artist and Mohini, dancer.
- e. To separate the subordinate clause of any kind that comes before the principal clause.  
**Example** : If it rains, the match will have to be cancelled.



4. **Semicolon (;)** : The semicolon indicates a longer pause than the comma. It is usually followed by conjunctions like and, but, or, etc.

**It is used–**

- a. To separate the clauses of a compound sentence when they contain a comma.  
**Example** : Men may come, and men may go; but I go on forever.
- b. To separate sentences which are closely connected in thought, where a full stop would denote a much longer break.  
**Example** : Reading makes a full man; conference a ready man writing an exact man.

5. **Colon (:)** : The colon indicates a much longer pause than the semicolon.

**It is used–**

- a. To introduce a quotation.  
**Example** : Our teacher says : ‘Hard work is the key to success.’
- b. To introduce an explanation, a statement or a proposition.  
**Example** : The excuse he gave was this : He had not properly understood the rules of the game.

6. **Interrogation mark** : The interrogation mark is used after a question.

- Example** : (i) Have you seen the wind?  
(ii) Are you coming here?  
(iii) Do you go to market daily?

7. **Exclamation Mark (!)** : The exclamation mark is not used very frequently. It is used only after real exclamations.

- Examples :** (i) What a pleasant weather!  
(ii) Alas ! He is no more.  
(iii) How beautiful the rainbow is!

**8. Quotation Marks (" ") :** Inverted Commas– Inverted commas or quotation marks are used to suggest direct speech that is, to enclose the actual words of a speaker or a quotation. You can either use single or double quotation marks.

- Examples :** (i) Hari said, "Come on Mohan! Let's play football"  
(ii) "You must hurry" She said, "or you will miss the train".

**9. Apostrophe (') :** An apostrophe is used to show possession.

- Examples :** (i) The girl's father, came here.  
(ii) Ram's book is the latest book.  
(iii) The children's mother is ill.

## EXERCISE

### A. Punctuate the following passage :

A man had a horse and an ass he used to give a lot of food to the horse every day he did not give enough food to ass the ass always carried heavy load an his back the horse never carried a load so the ass was unhappy.

---

---

---

---

---

---

---

---

### B. Insert all the punctuation marks and capitals in the following sentences :

1. raman said to Geeta how beautiful she looks

---

2. he was honest sincere hard working and faithful

---

3. mohan one of your old friends met me in Delhi last sunday

---

4. the proverb says more haste less speed

---

5. lions tigers panthers and leopards all belong to the cat family

---

## LET'S BEGIN

The tense of the verb tells us the time of the action. It tells us whether the action has taken place in the past, is taking place in the present or will take place in the future.

**There are three tenses in English :**

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



1. **Present Tense** : Present tense expresses actions in the present time.

**Example** : (i) You are my friend.  
(ii) They are honest.

2. **Past Tense** : Past tense expresses actions in the past time.

**Example** : (i) You were very brave.  
(ii) I was going to school by car.

3. **Future Tense** : Future tense expresses actions in the future time.

**Example** : (i) I will try my level best.  
(ii) You will go there.

## 1. Present Tense

### (i) Present Indefinite

**Rule 1**– To talk about general or universal truths; that is to talk about something that was true in the past, is true now and will be true in the future.

**Example** : (i) The sun sets in the west.  
(ii) Neena sings a sweet song.

**Rule 2**– To talk about routine activities

**Example** : (i) We visit our teacher during the winter holidays.

**Rule 3**– To talk about characteristics

**Example** : (i) Radha sings sweet.

**Rule 4**– To talk about habits

**Example** : (i) Anu takes tea without sugar.



### Sentence structure for affirmative sentences (yes-statements)

Sub + verb (Ist form + s/es) + obj.

**Example** : (i) Ram goes to school daily.

### Sentence structure for negative sentences

Sub + do/does not + verb (Ist form) + obj.

**Example** : (i) You do not tell a lie.

### Sentence structure for interrogative sentences

Do/does + sub + verb (Ist form) + obj?

**Example** : (i) Do you go to market?

### Structure for interrogative sentences (wh-questions)

Wh-word + do/does + subject + verb (Ist form) + obj?

**Example** : (i) Why do you go there?

## (ii) Present Continuous

The present continuous tense is used to represent an action that is going on at the time of speaking.

**Example** : (i) My brother is writing a letter.

(ii) He is singing a sweet song.

### Some uses of Present Continuous Tense

(i) To indicate an action which is still continuing.

**Example** : (i) You are sleeping now.

(ii) To indicate an action taking place at the present time.

**Example** : (i) My mother is reading the story book.

(iii) To indicate a future action or event that is pre-determined to happen.

**Example** : (i) The teacher is going to Delhi next Sunday.

### Sentence structure for affirmative (yes-statement)

Sub + is/am/are + verb (Ist form + ing) + obj.

**Example** : (i) The farmer is ploughing the field.

### Sentence structure for negative (no-statement)

Sub + is/am/are + not + verb (Ist form + ing) + obj.

**Example** : (i) Neha is not dancing.

### Sentence structure for interrogative (yes/no-questions)

is/am/are + sub + verb (Ist form + ing) + obj?

**Example** : (i) Is the lion roaming in the forest ?

### Sentence structure for interrogative (wh-questions)

Wh-word + is/am/are + sub + verb (Ist form + ing) + obj?

**Example** : (i) What are you doing now?



### (iii) Present Perfect Tense

The Present Perfect sentences express an action begin in the past time and completed at the present time.

#### Sentence structure for affirmative (yes – Statement)

Sub + has/have + verb (IIIrd form) + obj.

- Example** : (i) The sun has set.  
(ii) The train has arrived.

#### Sentence structure for negative (no statement)

Sub + has/have + not + verb (IIIrd form) + obj.

- Example** : (i) You have not learnt your lesson.  
(ii) My father has gone out of city.

#### Sentence structure for interrogative (Yes – no question)

Has/have + sub + verb (IIIrd form) + obj + ?

- Example** : (i) Have you seen the TV ?

#### Sentence structure for interrogative (Wh. question)

Q.W + has/have + sub + verb (IIIrd form) + obj + ?

- (ii) Why have you dropped the job ?

### (iv) Present Perfect Continuous

The Present Perfect Continuous shows that the action began in the past is continuing up to the present time.

#### Sentence structure for Affirmative (yes statement)

Sub + has/have + been + verb + ing + obj + since/for + time.

- Example** : (i) I have been working for two hours.

#### Sentence structure for Negative (no statement)

Sub + has/have not + been + verb + ing + obj + since/for + time.

- Example** : (i) He has not been writing a letter since morning.

#### Sentence structure for Interrogative (yes/no question)

Has/have + sub + been + verb + ing + obj + since/for + time + ?

- Example** : (i) Have you been playing chess for two days ?

#### Sentence structure for Interrogative (wh-question)

Q.W + has/have + sub + been + verb + ing + obj + since/for + time?

- (ii) Where has he been going since evening?

**for—** a period

(from start to end)

**since—** a point

(up to now)

for 20 minutes	since 9 am
for three days	since Monday
for 6 months	since January
for 4 years	since 1997
for 2 centuries	since 1500
for a long time for ever etc	since I left school since the beginning of time etc

## 2. Past Tense

### (i) Past Indefinite

The Simple Past is used to express an action that took place in the past time.

#### Affirmative

Subj. + main verb (IInd form) + object.

- Example** : (i) I saw an elephant yesterday.  
(ii) You read the story book.

#### Negative

Subj. + did not + main verb (Ist form) + object.

- Example** : (i) My father did not go to office.  
(ii) You did not write an essay.

#### Interrogative

Did + sub + main verb (Ist form) + object?

- Example** : (i) Did you play football yesterday?  
QW + did + sub + main verb (Ist form) + object?  
(ii) What did you do yesterday?

### (ii) Past Continuous

The Past Continuous is used to express an action begin and continuing in the past time.

- Example** : (i) We were playing when you came.  
(ii) She was singing a song.

#### Affirmative

Sub + was/were + main verb + ing + obj.

#### Negative

- Example** : (i) Radha was not dancing.

Subj. + was/were + not + main verb + ing + object.

#### Interrogative

Was/Were + sub + main verb + ing + object?

- Example** : (i) Was he sleeping in the room?  
QW + was/were + sub + main verb + ing + object?  
(ii) Where were you going?

### (iii) Past Perfect

The Past Perfect is used when we wish to say that some action had been completed before another was completed. It should not be used unless to show that one past event happens before another.



### Affirmative

Sub + had + main verb (IIIrd form) + object.

**Example** : (i) The rain had stopped before you arrived.

### Negative

Sub + had not + main verb (IIIrd form) + object.

**Example** : (i) I had not written a letter before my father came.

### Interrogative

Had + sub + main verb (IIIrd form) + object?

**Example** : (i) Had you gone to home before it began to rain?

QW + had + sub + mv (III form) + Object?

(ii) Why had he gone there?

### (iv) Past Perfect Continuous

The Past Perfect continuous shows that the action started in the past and has continued for a certain previous time.

### Affirmative

Sub + had been + main verb + ing + obj. + since/for + time.

**Example** : (i) I had been waiting for you since morning.

(ii) They had been dancing since two o'clock.

### Negative

Sub + had not been + main verb + ing + obj. + since/for + time.

**Example** : (i) Mohan had not been reading the story book for an hour.

### Interrogative

Had + sub + been + main verb + ing + obj. + since/for + time.

**Example** : (i) Had you been writing an essay since evening?

QW + had + sub + been + main verb + ing + obj. + since/for + time.

(ii) What had you been doing for two days?

## 3. Future Tense

### (i) Future Indefinite/Simple Future

The Simple Future is used to express some future action or event.

Sub + will/shall + main verb (Ist form) + obj.

**Example** : (i) I shall read the Ramayan.

(ii) You will go there.

### Negative

Sub + will/shall + not + main verb (Ist form) + obj.

**Example** : (i) Pravita will not learn her lesson.

### Interrogative

Will/shall + sub + main verb (Ist form) + obj.



**Example** : (i) Will you buy a shirt ?

QW + will/shall + sub + main verb (Ist form) + obj.

(ii) What shall I do tomorrow?

## (ii) Future Continuous

Future Continuous tense denotes an action that will be going on or continuing at sometime in the future.

### Affirmative

Sub + will/shall + be + main verb + ing + obj.

**Example** : (i) They will be going to their village.

### Negative

Sub + will/shall + not be + main verb + ing + obj.

**Example** : (i) They will not be going to their village.

### Interrogative

Will/shall + sub + be + main verb + ing + obj?

**Example** : (i) Will they be going to their village ?

QW + will/shall + sub + be + main verb + ing + obj?

(ii) Why will they be going to their village?

## (iii) Future Perfect

The Future Perfect denotes that the action will be completed in the future before another future action would take place.

Sub + will/shall + have + main verb (IIIrd form) + obj.

**Example** : (i) I shall have written a letter before he comes.

(ii) You will have met your mother before I see you again.

### Negative

Sub + will/shall + not have + main verb (IIIrd form) + obj.

**Example** : (i) They will not have reached the station before the train starts.

### Interrogative

Will/shall + sub + have + main verb (IIIrd form) + obj?

**Example** : (i) Will you have learnt your lesson before I come?

QW + will/shall + sub + have + main verb (IIIrd form) + obj?

(ii) When shall we have gone to office?

## (iv) Future Perfect Continuous

The future Perfect Continuous is used to show the action of writing whether finished or unfinished will have been in progress for some time.



Sub + will/shall + have been + main verb + ing + obj + since/for + time.

**Example** : (i) We shall have been playing for three hours.

### Negative

Sub + will/shall + not have been + main verb + ing + obj + since/for + time.

**Example** : (i) You will not have been sleeping in the room since morning.

### Interrogative

Will/shall + have been + main verb + ing + obj + since/for + time?

**Example** : (i) Will they have been making preparations for the marriage for two months?

QW + will/shall + sub + have been + main verb + ing + obj + since/for + time?

(ii) What will you have been eating since morning?

## EXERCISE

### A. Fill up the blanks with correct verb form as per the tense given in brackets :

1. She \_\_\_\_\_ to Delhi yesterday. (*Go*) (*Past perfect tense*)
2. I \_\_\_\_\_ her for a long time. (*Know*) (*Present perfect tense*)
3. He \_\_\_\_\_ out half an hour ago. (*Go*) (*Past indefinite tense*)
4. She is always \_\_\_\_\_. (*Grumble*) (*Present continuous tense*)
5. She \_\_\_\_\_ born in 1980. (*has*) (*Past perfect tense*)

### B. Rewrite the following sentences changing the verbs to the past tense :

1. Birds fly in the air. \_\_\_\_\_
2. The hunter shoots the lion. \_\_\_\_\_
3. She spends her time in idleness. \_\_\_\_\_
4. He tears up the letter. \_\_\_\_\_
5. You go to market. \_\_\_\_\_

### C. Fill in the blanks with past tense or past participle of the verbs given :

1. The peon \_\_\_\_\_ the bell. Who was \_\_\_\_\_ the bell ? (*ring*)
2. She \_\_\_\_\_ a sweet song. Mary has not \_\_\_\_\_ as yet. (*sing*)
3. A mad dog \_\_\_\_\_ my sister. She was \_\_\_\_\_ by a mad dog. (*bite*)
4. You will have \_\_\_\_\_ your lesson. (*learn*)
5. I have \_\_\_\_\_ my work. (*finish*)

### D. Complete the following sentences in the present perfect or present perfect continuous form of the verbs given :

1. My hair are wet because I \_\_\_\_\_ (*swim*) since ten o'clock in the morning.
2. The prime minister \_\_\_\_\_ (*come*) out of the building, he \_\_\_\_\_ to make a speech.
3. How long \_\_\_\_\_ (*stay*) with me for the past three weeks?
4. We \_\_\_\_\_ (*wait*) for you at the cinema for the last two hours.
5. Go and wash the car, you \_\_\_\_\_ (*wash*) it for a long time.

# ACTIVE AND PASSIVE VOICE 22

## LET'S BEGIN

There are two particular forms of actions called voices. Voices are of two kinds:

### VOICE

Voice is the form of the actions that indicates whether the doer of the action in a sentence is the subject or the object.

### Types of voices

*Voice is of two kinds—*

1. Active voice
2. Passive voice

1. **Active Voice** : A sentence in which the action is directly done by the active subject is considered to be in the active voice.

- Example** : (i) Ram writes a letter.  
(ii) You are telling a lie.  
(iii) Sonam has finished her work.  
(iv) The hunter killed the lion.

2. **Passive Voice** : A sentence where the subject is passive and receives the action of the verb is considered to be in the passive voice.

- Example** : (i) A letter is written by Surbhi.  
(ii) We were looked after by you.  
(iii) The lion was killed by the hunter.



**Personal Pronouns change their forms in the passive voice :**

*The table below shows how the forms of personal pronouns change.*

Active Voice	Passive Voice
I	me
We	us
He	him
She	her
They	them
You	you



## Passive Voice Structure

- (i) Verb phrase – The verb in the passive voice, for sentences in the present, comprises :
- (a) Forms of the Be – Is, am, are
  - (b) The past participle or the third form of the main verb.

**Example :** Write → is written (be present form + past participle from )

Verb	Verb
in	in
active	passive
voice	voice

**Rule 1–** Passive voice structure for present indefinite –  
object + is/am/are + verb (III form) + by + subject + ./ ?

- Example :** (i) I write a letter.  
A letter is written by me.
- (ii) I help my friends.  
My friends are helped by me.

**Active Voice**  
**Passive Voice**  
**Active Voice**  
**Passive Voice**

**Rule 2–** Passive Voice structure for simple past –  
object + was / were + verb (III form) + by + subject + ./ ?

- Example :** (i) I saw the cricket match.  
The cricket match was seen by me.
- (ii) A very old friend helped me.  
I was helped by a very old friend.

**Active Voice**  
**Passive Voice**  
**Active Voice**

## EXERCISE

**A. Change the following sentences from the active into passive voice :**

1. The strong wind blows the trees down.

---

2. The gardener waters the plants everyday.

---

3. All the boys bring their books.

---

4. The grocer sells sugar.

---

5. The teacher corrects our exercise.

---

**Rule 3–** Passive voice structure for Simple future

object + shall/will + be + verb (III form) + by + subject + ./ ?

**Example** : (i) You will read the book.

The book will be read by you.

(ii) We shall buy the tickets in advance.

The tickets will be bought in advance by us.

**Active Voice**

**Passive Voice**

**Active Voice**

**Passive Voice**

**Rule 4–** Passive voice structure for present continuous –

object + is/am/are + being + verb (III form) + by + subject + ./ ?

**Example** : (i) I am writing an essay.

An essay is being written by me.

(ii) Why are they bothering me ?

Why am I being bothered by them ?

**Active Voice**

**Passive Voice**

**Active Voice**

**Passive Voice**

**Rule 5–** Passive voice structure for past continuous –

object + was/were + being + verb (III form) + by + subject + / ?

**Example** : (i) I was reading the Ramayan.

The Ramayan was being read by me.

(ii) The students were decorating the class display board?

The class display board was being decorated by the students.

**Active Voice**

**Passive Voice**

**Active Voice**

**Passive Voice**

**Note** : Verbs in the Future continuous and future perfect continuous tense cannot be expressed in the passive voice.

**Note** : Cannot be express in passive voice—

(i) Present Perfect Continuous.

(ii) Past Perfect Continuous.

(iii) Future Continuous and Future Perfect Continuous

**Rule 6–** Passive voice structure for present perfect –

object + have/has + been + verb (III form) + by + subject + / ?

**Example** : (i) You have finished your work.

Your work has been finished by you.

(ii) Has he learnt the lesson?

Has the lesson been learnt by him?

**Active Voice**

**Passive Voice**

**Active Voice**

**Passive Voice**

**Rule 7–** Passive voice structure for past perfect –

object + had + been + verb (III form) + by + subject + / ?

**Example** : (i) We had learnt our lesson before sunset.

Our lesson had been learnt by us before sunset.

**Active Voice**

**Passive Voice**

(ii) Radha had sung a sweet song before I came.

**Active Voice**

A sweet song had been sung by Radha before I came.

**Passive Voice**

**Rule 8–** Passive voice structure for future perfect –

object + shall/will + have been + verb (III form) + by + subject + / ?

**Example :** (i) I will have written a letter.

**Active Voice**

A letter will have been written by me.

**Passive Voice**

(ii) Will you have checked these papers before me?

**Active Voice**

Will these papers have been checked by you before Monday?

**Passive Voice**

## EXERCISE

**B. Read the following sentences and change from active voice to passive voice :**

1. The English teacher helped the students in preparation.

---

2. The students had decorated the stage very beautifully.

---

3. Mona gave up the Job.

---

4. They Have bought the house.

---

5. Senior students organized the school festival last year.

---

**C. Study carefully the following sentences and change from active to the passive :**

1. The teacher punished all the pupils.

---

2. Our soldiers were repairing the bridge.

---

3. Had the postman delivered the letters?

---

4. All next week the workmen will paint our new house.

---

5. Are they appointing him the principal of this school?

---

**Read the following sentences.**

1. Shall we help her?

**Active Voice**

Will she be helped by us?

**Passive Voice**

2. Had the farmers reaped the crops before the rains fell?

**Active Voice**

Had the crops been reaped by the farmers before the rains fell?

**Passive Voice**

Study the following sentences that are changed from active to the passive.

- |                                      |               |
|--------------------------------------|---------------|
| 1. When did you write this letter?   | Active Voice  |
| When was this letter written by you? | Passive Voice |
| 2. Who taught you English?           | Active Voice  |
| By whom were you taught English?     | Passive Voice |

### EXERCISE

**D. Change these sentences from active to passive voice :**

1. Have I already sent the application?

\_\_\_\_\_

2. Which student has brought these books?

\_\_\_\_\_

3. Have all the students attended the lecture?

\_\_\_\_\_

4. Who has won the gold medal in boxing?

\_\_\_\_\_

5. Who insulted Rakhi?

\_\_\_\_\_

### EXERCISE

**E. Change the following sentences from active to passive voice :**

1. We have sent them a telegram.

\_\_\_\_\_

2. Do you always help your friend?

\_\_\_\_\_

3. Rani was writing a letter.

\_\_\_\_\_

4. My sister has painted this picture.

\_\_\_\_\_

5. The teacher told us a story.

\_\_\_\_\_

**F. Fill in the blanks with the passive voice form of the verbs given in brackets. All the sentences are in the present tense :**

- |  |           |
|--|-----------|
| 1. He _____ by all.                          | (miss)    |
| 2. This information _____ by Heena.          | (give)    |
| 3. Vegetables and fruits _____ in this shop. | (sell)    |
| 4. This school _____ by the Rotary Club.     | (sponsor) |
| 5. The books _____ by you.                   | (read)    |

# DIRECT AND INDIRECT SPEECH

# 23

## LET'S BEGIN

What is actually spoken by a person is **direct speech**. When it is reported later by someone else, it becomes **indirect speech**.

### DIRECT SPEECH

Direct speech **is the mode of narration in which a speaker's words are presented using exactly the same words and are placed within quotation marks.**

**Example** : (i) Rama said, "Rahul is an ideal boy."

**Direct**

(ii) Ram said that Rahul was an ideal boy.

**Indirect**

These two sentences illustrate the two ways in which we may report the words of a speaker.

In the above sentence, **Ram said** is called **reporting verb** and **Rahul is an ideal boy** is called **the Reported speech**.

### Learn always – In Direct Speech

#### For sentence – 1

1. The exact words of the speaker are put within inverted commas (" ").
2. The first word of the reported speech begins with a capital letter.
3. A comma is placed after the reporting verb to separate it from the second part of the sentence.



### Learn always–Indirect speech

#### For sentence – 2

1. The reported words are not placed within inverted commas.
2. No comma is placed after reporting verb.
3. The reported speech is introduced by the conjunction **that**.
4. The verb **is** changes into **was** (The tense of the verb in the reported speech is changed from the present to the past).

### (A) Rules for Changing Direct Speech to Indirect Speech

The following rules will help you in changing the direct speech into indirect speech.

**Rule 1**– If the reporting verb is in the present or future tense, the verb in the reported speech is not changed at all.

**Example** : (i) Radha says, "There is no ink in the ink-pot."

**Direct**

Radha says that there is no ink in the ink-pot.

**Indirect**

(ii) The teacher says, "The boy was lazy."

**Direct**

The teacher says that the boy was lazy.

**Indirect**

**Rule 2–** If the reporting verb is in the past tense, the verb in the reported speech is also changed to the past tense.

*To work out this rule smoothly, note the following special rules—*

### 1. The simple present becomes the simple past

- Example** : (i) Monika said “Neha works hard.” **Direct**  
Monika said that Neha worked hard. **Indirect**
- (ii) The teacher said, “He goes to market daily.” **Direct**  
The teacher said that he went to market daily. **Indirect**

### 2. The present continuous becomes the past continuous.

- Example** : (i) He said, “Anand is working hard.” **Direct**  
He said that Anand was working hard. **Indirect**
- (ii) He said, “The boys are sleeping in the room.” **Direct**  
He said that the boys were sleeping in the room. **Indirect**

### 3. The present perfect becomes the past perfect.

- Example** : (i) Mohan said, “He has finished his work.” **Direct**  
Mohan said that he had finished his work. **Indirect**
- (ii) She said, “Mona has written an essay.” **Direct**  
She said that Mona had written an essay. **Indirect**

### 4. May is changed into might, can is changed into could.

- Example** : (i) He said, “The boy may pass.” **Direct**  
He said that the boy might pass. **Indirect**
- (ii) I said, “I can do the sum.” **Direct**  
I said that I could do the sum. **Indirect**

### 5. Simple past becomes the past perfect.

- Example** : (i) Anu said, “Raman returned at noon.” **Direct**  
Anu said that Raman had returned at noon. **Indirect**
- (ii) He said, “Mary came at night.” **Direct**  
He said Mary had come at night. **Indirect**

### 6. The past continuous becomes past perfect continuous.

- Example** : (i) He said, “All were laughing at the beggar.” **Direct**  
He said that all had been laughing at the beggar. **Indirect**
- (ii) The teacher said, “She was singing a sweet song.” **Direct**  
The teacher said that she had been singing a sweet song. **Indirect**

### 7. Shall is changed into should, will is changed into would.

- Example** : (i) Mona said, “He will buy a book.” **Direct**  
Mona said that he would buy a book. **Indirect**



- (ii) I said, "I shall try to help her."  
I said that I should try to help her.

**Direct**  
**Indirect**

### No change in past perfect and past perfect continuous.

**Rule 8-** (Exception to Rule – 2) If the Reported speech contains some universal or habitual fact, then the simple present in the reported speech is not changed into the corresponding simple past but remain unchanged.

- Example :** (i) The teacher said, "Honesty is the best policy."  
The teacher said that honesty is the best policy.  
(ii) He said, "The earth moves round the Sun."  
He said that the earth moves round the Sun.

**Direct**  
**Indirect**  
**Direct**  
**Indirect**

## EXERCISE

### A. Change the following sentences from direct to indirect speech :

1. My father said, "I cannot find my purse."  
\_\_\_\_\_
2. My sister said, "I have not taken a bath yet."  
\_\_\_\_\_
3. The robber told his friend, "We will have to run now."  
\_\_\_\_\_
4. Ram said, "I am looking for my class notebook."  
\_\_\_\_\_

### B. Change the following sentences into indirect speech :

1. He said to me, "You have helped my brother."  
\_\_\_\_\_
2. I said to her, "You are foolish girls."  
\_\_\_\_\_
3. He said to me, "I have often told you not to idle a way your time."  
\_\_\_\_\_
4. Ram said to Lee, "You are going to forest with me."  
\_\_\_\_\_

### (B) Changes in Pronouns

**Rule 1-** Pronouns of the first person in Direct speech are changed into indirect speech to the same person as the subject of the introductory verb.

Ist person changed according to the Subject.

IIst person changed according to the Object.

IIIrd person **No** changed.

- Example :** (i) Rohan said, "I am busy."  
Rohan said that he was busy.  
(ii) She said, "I have done my work."  
She said that she had done her work.

**Direct**  
**Indirect**  
**Direct**  
**Indirect**

**Rule 2–** Pronoun of the second person in Direct speech are changed into indirect speech to the same person as the noun or pronoun which comes after introductory verb.

<b>Example :</b> (i) Hari said to me, "You are wrong."	<b>Direct</b>
Hari told me that I was wrong.	<b>Indirect</b>
(ii) Rohan said to Anuj, "You are a good boy."	<b>Direct</b>
Rohan told Anuj that he was a good boy.	<b>Indirect</b>

**Rule 3–** Pronouns of the third person in Direct Speech remain the same in Indirect speech.

<b>Example :</b> (i) Honey said to him, "He is ill."	<b>Direct</b>
Honey told him that he was ill.	<b>Indirect</b>
(ii) He said to her, "She is not to blame."	<b>Direct</b>
He told her that she was not to blame.	<b>Indirect</b>

Note : In all the above examples, the verb **said** in direct speech becomes **told** in. Indirect speech and the preposition **to** is omitted.

**Rule 4–** When turning a sentence from Direct Speech into indirect speech, words showing nearness are changed into words showing distance.

Thus —

**Now** becomes **then**.

**Here** becomes **there**

**This** becomes **that**.

**Ago** becomes **before**

**These** becomes **those**.

**Today** becomes **that day**

**Tomorrow** becomes **the next day**.

**Yesterday** becomes **the day before or (previous day)**

**Last night** becomes **the night before or (previous night)**



<b>Example :</b> (i) He said to me "I finished the work long ago."	<b>Direct</b>
He told me that he had finished the work long before.	<b>Indirect</b>
(ii) Meera said "I will go to Delhi tomorrow."	<b>Direct</b>
Meera said that she would go to Delhi the next day.	<b>Indirect</b>

## (C) Questions

**In Reporting a question in the Indirect speech :**

1. The Introductory verb is changed to ask, inquire, demand, or some other word having a similar meaning.,
2. Whether or if is used after such an introductory verb when the direct question has yes or no for an answer.
3. The interrogative form is changed into the declarative form.
4. 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.

<b>Example :</b> (i) The teacher said to me, "What is your name?"	<b>Direct</b>
The teacher asked me what my name was.	<b>Indirect</b>
(ii) The principal said to the student, "Do you come late daily?"	<b>Direct</b>
The principal asked a student if (or/whether) he comes late daily.	<b>Indirect</b>

## EXERCISE

### C. Change the following sentences into indirect speech :

1. He said, "How is your sister?"  
\_\_\_\_\_
2. He said to her, "Can you tell me the secret?"  
\_\_\_\_\_
3. Rani said to me, "Why are you sitting idle?"  
\_\_\_\_\_
4. Sachin said to me, "Have you done your work?"  
\_\_\_\_\_

### (D) Commands and Requests

#### *In reporting a command or a request in the indirect speech.*

1. The introductory verb is changed to request, order, command, advise or some other word suiting the sense.

2. The verb in the Reported speech is put in the infinitive :

- Example** : (i) I said to Krishna, "Please give me your book."  
I requested Krishna to give me his book.
- (ii) The teacher said to the boys, "Leave this place."  
The teacher ordered the boys to leave that place.

**Direct**  
**Indirect**  
**Direct**  
**Indirect**

### D. Turn the following sentences into indirect speech :

1. I said to the boys, "Please allow me to work."  
\_\_\_\_\_
2. The teacher said to the boys, "Look at the pictures."  
\_\_\_\_\_
3. Neha said to Pravita, "Go out from here."  
\_\_\_\_\_

## EXERCISE

### E. Change the following sentences into the direct speech :

1. Rahul said that he was not free.  
\_\_\_\_\_
2. The teacher shouted she would not allow us to attend the class.  
\_\_\_\_\_
3. Neha said that he was writing a letter.  
\_\_\_\_\_
4. The judge ordered them to call the first witness.  
\_\_\_\_\_

# WORDS OFTEN CONFUSED 24

## Words often confused and misused.

Students often confuse and misuse words, that are (i) Similar in sound but (ii) different in spellings. These words are different in meaning also. Such words are called **homophones**.

*See some examples here :*

Hair : She cut off her long beautiful hair to buy a present for her husband.

Heir : Prince Charles is the heir to the British throne.

Rain : It began to rain as soon as we stepped out.

Reign : Akbar's reign lasted for almost fifty years.

Stationary : In olden days people believed that the earth was stationary and the sun revolved around it.

Stationery : The school's stationery shop does not have fevisticks.

Except : All except Raman were present in class.

Accept : We cannot accept your offer.

Cast : What is the cast of this play?

Caste : Indian has earned a bad name for its rigid caste system.

Lose : Do not lose your temper.

Loose : The dog bites people if he is left loose.

Pray : Let us all pray to god to keep ourselves healthy, wealthy and wise.

Prey : The lion is a beast of prey.

Fair : He is known to be a fair and important judge.

Fare : What is the plane fare from Delhi to Dubai.

Dairy : The dairy started by Sidhubai soon become very popular.

Diary : Anne Frank's Diary has become a best-seller.

Adapt : Many animals adapt themselves to their surroundings.

Adopt : The farmers have adopted scientific methods.

Affect : Use of junk food affects our digestion.

Effect : Alcohol has a bad effect on our health.

Birth : She gave birth to a healthy baby last night.

Berth : I got two berths reserved in Doon Express.

Beside : My friend Anu always sits beside me.

Besides : No one writes to me besides you.



Check : Check your son from smoking.

Cheque : I get my salary by cheque.

Coarse : Poor people wear coarse cloth.

Course : U.P. board has changed the course.

Chord : You can't play on a sitar with a broken chord.

Cord : I need a cord to spread wet clothes.

Die : He died of cholera.

Dye : Now a days many people dye their hair.

Draught : Please close the door. There is a heavy draught.

Drought : The government helps the farmers during drought.

Meter : The meter of my scooter is not working.

Metre : My school is 100 metres away from here.

## EXERCISE

### A. Fill in the blanks with the correct word chosen from the ones given in brackets :

1. He has got a \_\_\_\_\_ tongue and hurts people with his gossip. (*loose, lose*)
2. He gave me a \_\_\_\_\_ for ₹ 1000. (*cheque, check*)
3. Do not \_\_\_\_\_ your passport under any circumstance. (*loose, lose*)
4. The hungry fox stalked the forest looking for \_\_\_\_\_. (*pray, prey*)
5. His first \_\_\_\_\_ is never to give into injustice. (*principal, principle*)
6. We must \_\_\_\_\_ what we preach. (*practise, practice*)
7. You must \_\_\_\_\_ everyday for the welfare of your family and country. (*pray, prey*)

### B. One word is spelt wrong in each sentence. Underline it and write the correct spellings in the spaces given :

1. He paid the railway fair from Mumbai to Kolkata. \_\_\_\_\_
2. Let's prey to God for his mercy. \_\_\_\_\_
3. She wrote in her dairy everyday. \_\_\_\_\_
4. He bys his daily provisions from the groccer shop. \_\_\_\_\_
5. Do not spit on the flour. \_\_\_\_\_

### C. Fill in the blanks in each of the following sentences choosing the most appropriate word from the list given :

1. She is very \_\_\_\_\_ for her looks.  
a. vain  b. pride  c. proud
2. He could not \_\_\_\_\_ all the questions in the test.  
a. reply  b. answer  c. solve
3. He belongs to a \_\_\_\_\_ line family of Rajputs.  
a. heir  b. hair  c. here
4. He comes \_\_\_\_\_ than I.  
a. latter  b. later  c. last

# SYNONYMS AND ANTONYMS 25

## LET'S BEGIN

**Synonym** is a word having the same or nearly the same meaning as another in the language.

**Antonym** is a word having a meaning opposite to that of another word. The word 'wet' is an antonym of the word 'dry'.

### SYNONYMS

Synonyms are words that can be substituted for others.

1. These words have almost the same but not exactly the same meaning.
2. Proper selection of a synonym depends on context or how the original word is used.

**Example :** (i) Abrupt - sudden, short

The play comes to an abrupt end.

(ii) Abrupt - rude, blunt, hasty, short.

She became very abrupt and asked the servant to leave at once.



3. One must give the meaning in the same part of speech as the original word.

**Example :** Ally — friend, partner

Abolish — end, erase, put out

About — near, close, nearly

4. Study the following words carefully. Some words can be used as different parts of speech.

Words	Synonyms
Accept	Receive, agree
Admire	Praise, like, esteem
Allow	Permit
Attempt	Try
Answer	Reply
Appear	Seem
Argue	Discuss
Arise	Get up
Able	Capable, competent
Above	Higher than, superior
Absent	Not present, away
Accident	Misfortune, disaster

Words	Synonyms
Big	large, great
Calm	quiet, peaceful, still
Care	Worry, concern
Dare	Brave, risk, challenge
Dark	Gloomy, dim, shady
Defend	Protect, guard
Effect	Impact, Result, importance
End	Limit, termination
Fall	Drop, descend
Go	Leave, depart
Group	Gather, collect
Halt	Stop, end

Address	Location, residence
Bad	Spoiled, rotten
Band	Group, company
Beat	Hurt, strike, pound
Bold	Brave, unafraid, fearless
Match	Competition, equal
Nature	World, universe, quality
Observe	See, notice, look at
Offer (Noun)	Proposal, suggestion
Offer (Verb)	Submit, present
Play (Noun)	Drama, show, game
Play (Verb)	Act, perform, present
Race	Run, match, contest
Reason (N)	Purpose, cause, motive
Reason (V)	Argue, justify
Safe (Adj)	Secure, protected

Idle	Lazy, slow
Inquire	Harm, hurt, damage
Leave (Noun)	Permission, liberty, consent
Leave (Verb)	Depart, go, quit
Lie	Falsehood, untruth
Move	Advance, proceed, push
Safe (Noun)	secure, uninjured, safety
Smell	Little, tiny, parry
Smell (Vb)	Sniff, detect
Smell (N)	Scent, odour
Talk (Vb)	Speak, communicate
Talk (N)	Speech, gossip, account
Tour (V)	Travel, visit
Tour (N)	Trip, excursion
Trust (verb)	Relay on, believe
Trust (N)	Confidence, reliance, faith

## ANTONYMS

Antonyms are words opposite in meaning to each other.

Words	Synonyms
Above	Below
Active	Passive
Accept	Refuse
Acute	Obtuse
Adversity	Prosperity
Affirm	Deny
Agree	Disagree
Analysis	Synthesis
Blunt	Sharp
Bold	Timid
Brave	Coward
Bright	Dull
Broad	Narrow
Care	Neglect
Cheerful	Cheerless
Compliance	Refusal
Complete	Incomplete
Condemn	Approve

Words	Synonyms
Early	Late
Economical	Extravagant
Encourage	Discourage
Exterior	Interior
Extravagant	Frugal
Failure	Success
Fact	Fiction
Falsehood	Truth
Fickle	Constant
Final	Initial
Finite	Infinite
Frank	Reserve
Freedom	Slavery
Fresh	Stale
Friend	Enemy
Fruitful	Barren
Fill	Empty
Gain	Loss

Ascend	Descend
Assent	Dissent
Attack	Defend
Barbarous	Civilized
Attract	Repel
Base	Noble
Beauty	Ugliness
Beginning	End
Diminish	Increase
Minor	Major
Sweet	Sour
Sea	Land
Sensible	Senseless
Sharp	Blunt
Thick	Thin
Top	Bottom

Glory	Shame
Genuine	Fictitious
Giant	Dwarf
Grant	Refuse
Great	Small
Honour	Shame
Hope	Despair
Humble	Proud
Happiness	Misery
Love	Hate
True	Untrue
Verbal	Written
Victory	Defeat
Virtue	Vile
Win	Lose
Within	Without

## MAKING OPPOSITES

### 1. By adding 'Dis'

Advantage	Disadvantage
Honest	Dishonest
Order	Disorder
Please	Displease
Qualify	Disqualify

### 2. By adding 'In'

Correct	Incorrect
Direct	Indirect
Human	Inhuman
Sufficient	Insufficient

### 3. By adding 'Im' and 'IL'

Pure	Impure
Legal	Illegal
Literate	Illiterate
Probable	Improbable
Moral	Immoral
Movable	Immovable
Logical	Illogical
Possible	Impossible
Mature	Immature

### 4. By adding 'Un'

Able	Unable
Certain	Uncertain
Equal	Unequal
Real	Unreal
Ripe	Unripe
Sound	Unsound
Profitable	Unprofitable
Happy	Unhappy
Kind	Unkind

### 5. By adding 'Ab' and 'Ir'

Normal	Abnormal
Responsible	Irresponsible
Relevant	Irrelevant





# COMPREHENSION OF UNSEEN PASSAGES 26

## LET'S BEGIN

Comprehension of an unseen passage means a complete and thorough understanding of it. It trains to grasp the meaning of the passage.

It not only tests understanding of the students but also their ability to express what they have grasped in their own words. This is done in a variety of exercises like completion of incomplete sentences, blanks, short answer type questions and vocabulary testing exercises.



### The following points should be kept in mind while attempting questions on comprehension :

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 and search for their answers in the passage.
3. Go through the questions and answers again.
4. Now write down the answers in your words. Avoid reproducing parts of the given passage. Also do not give any comments or opinions.
5. See 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.
7. Revise your answers correcting spellings and grammatical mistakes.

### Read carefully the passage given below and answer the questions that follow :

India is a country having a rich cultural background; having different dresses, food, languages, rituals and dances. Dating back to ancient times thousands of years ago, humans have expressed emotions, stories, and sounds through the movement of their bodies called dance. They use a variety of dance movements that allow for **self-expression**. Many dances string several movements together.

Dancers perform in a variety of ways, such as music programmes, folk dances, ethnic, tap, and pop culture. They also perform in a variety of venues such as theatres, television, movies, music videos, opera, and commercials. The good quality that a dancer should have is a high level of **flexibility**. Some important folk dances of India are : Manipuri, Odissi, Garba, etc. For the most part, dancers perform in groups. Top dancers do perform solos as well.

## EXERCISE

### Answer the following questions :

1. How old is the art of dance?

---

2. How had humans expressed their emotions, stories, and sounds?

---

3. Where do dancers perform?

---

4. Write three types of folk dances in India.

---

5. What is the good quality of a dancer?

---

6. Give a suitable title to the passage.

---

7. Give the meanings of the bold words in the passage.

---

### IS PLUTO A PLANET?

Many people are now saying that Pluto is no longer a planet. Are they right? Is Pluto no longer a planet? There's debate in the scientific world about this issue. National Geographic News says that, according to the International Astronomical Union, a full-fledged planet is an object that orbits the sun and is large enough to have become round due to the force of its own gravity. Because Pluto doesn't meet these standards, the (International Astronomical Union) IAU classifies Pluto as a dwarf planet. Not everyone agrees that this is a good way to decide, though. Andy Cheng, a planetary scientist at Johns Hopkins University, says that the new rules aren't clear enough and asks the question, "How round is round? ...I'll still continue to maintain that Pluto is a planet," he said. Owen Gingerich is an **astronomer** and historian at Harvard University in Cambridge, Massachusetts, and head of the IAU committee proposing the definition. He favoured a special **distinction** for Pluto. Gingerich supported a proposal to call the big eight planets classical planets—as opposed to just plain "planets"—as Pluto and the others dwarf planets, so there would be two classes of planets. He believes that reclassifying Pluto as a dwarf planet is not "sensitive to the historical and cultural role that Pluto has played." The argument continues. In the meantime, however, many people are correct—new textbooks will list Pluto as being a dwarf planet. What do you think it is?

### EXERCISE

#### Answer the following questions :

1. What classifies Pluto as a dwarf planet according to the IAU?

---

2. What does IAU stand for?

---

3. What does Andy Cheng think about the IAU's definition of a planet?

---

4. What did Owen Gingerich support?

---

5. What is the author's purpose of this article?

---

6. Give a suitable title to the passage.

---

7. Give the meanings of the bold words in the passage.

---

## RAINBOW

When the Sun is shining and there is rain as well, you may see a rainbow in the sky. As sunlight passes through the water droplets, it is bent and split into the colours of the rainbow. Sunlight is known as visible or white light and is actually a mixture of all visible colours. Rainbows appear in seven colours because water droplets break white sunlight into the seven colours of the spectrum. A rainbow does not actually exist at a particular location in the sky. Its apparent position depends on the observer's location and the position of the Sun. All raindrops **refract and reflect** the sunlight in the same way, but only the light from some raindrops reaches the observer's eye. In Greek mythology, the rainbow was considered to be a path made by a messenger (Iris) between Earth and Heaven. In Chinese mythology, the rainbow was a slit in the sky sealed by goddess Nüwa using stones of five different colours. In Hindu religion, the rainbow is called Indradhanush, meaning "the bow of Indra, the god of lightning, thunder and rain".

## EXERCISE

### Answer the following questions :

1. When do you see a rainbow in the sky?

---

2. What is sunlight?

---

3. Why does rainbow appear in seven colours?

---

4. How was the rainbow considered in Greek mythology?

---

5. How was the rainbow considered in Hindu religion?

---

6. Give a suitable title to the passage.

---

7. Give the meaning of the bold words in the passage.

---

## LET'S BEGIN

In English, there are a number of conventions that should be used when writing a formal or business letter. Furthermore, you should try to write as simply and as clearly as possible, and not to make the letter longer than necessary. Remember not to use informal language like contractions.



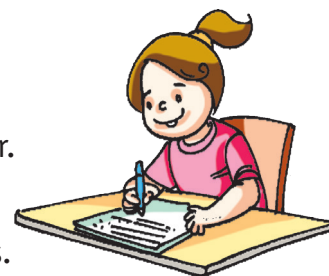
Every educated person should know how to write a clear and readable letter. Everyone has something to write business letters of some sort. And may have to face the problem of writing an important letter that will vitally affect his interests in life. The art of letter-writing is therefore no mere ornamental accomplishment, but something that every educated person must require for practical reasons.

**THE FORM OF LETTER****Addresses :****1. Your Address**

The return address should be written at the top left-hand corner of the letter.

**2. The Address of the person you are writing to**

The inside address should be written on the left, starting below your address.

**Date :**

Different people put the date on different sides of the page. You can write this on the right or the left on the line after the address you are writing to. Write the month as a word.

**Salutation or greeting :****1. Dear Sir or Madam,**

If you do not know the name of the person you are writing to, use this. It is always advisable to try to find out a name.

**2. Dear Mr James,**

If you know the name, use the title (Mr, Mrs, Miss or Ms, Dr, etc.) and the surname only. If you are writing to a woman and do not know if she uses Mrs or Miss, you can use Ms, which is for married and single women both.

**Ending a letter :****1. Yours faithfully**

If you do not know the name of the person, end the letter this way.

**2. Yours sincerely**

If you know the name of the person, end the letter this way.



### 3. Your signature

Print your name underneath the signature. If you think the person you are writing to might not know whether you are male or female, put your title in brackets after your name.

This is the basic structure of a letter. You can modify it according to the purpose for which it is written and the person to whom it is addressed.

#### **CONTENT OF A FORMAL LETTER**

##### **First paragraph**

The first paragraph should be short, and the purpose of the letter should be stated to make an enquiry, complain, request something, etc.

The paragraph in the middle of the letter should contain the relevant information behind the writing of the letter.

##### **Last Paragraph**

The last paragraph of a formal letter should state what action you expect the recipient to take, to refund, send your information, etc.

**Write a letter to the manager of a company to send you the catalogue.**

16 Park Avenue Road,  
Palika Street,  
Chandigarh

12 Sept 20\_\_

The Manager,  
Hindustan Unilever Ltd.,  
Gopaldas Building, C.P.,  
New Delhi

Dear Madam,

I have seen your advertisement in yesterday's The Hindustan Times, and I am writing to ask you to send me more information about your Mini Gym Kit.

I would be grateful if you could send me your catalogue. I and some friends are particularly interested in the treadmill.

I look forward to seeing your catalogue and will appreciate if you could let me know by return post if you can supply the kit.

Yours sincerely,  
Firoj Khan

## Reply to The Above

Date \_\_\_\_\_

Ref. No. \_\_\_\_\_

Ms. Pooja Gupta

115, Saket Mall, Saket,

Delhi-110061

Subject : Saving Account.

Dear Ma'am,

With reference to your letter dated \_\_\_\_\_ in connection with your request for opening a saving account with our bank, you are requested to kindly call on us any day between 9 a.m. to 5 p.m. It shall be our endeavour to extend every guidance and co-operation to you.

With thanks,

Yours faithfully,

Manjeet Kaur (Relationship Manager)

### INFORMAL LETTERS

#### EXERCISE

1. Write a letter to the postmaster of your locality, complaining that you have not received so far the gift parcel sent to you by your friend from Kanpur.
2. Write a letter to the chief engineer, Hariyana State Electricity Board Complaining against the frequent break down of electricity in your colony.

**B. Write an letter to the Admission officer, Bharati Coaching Centre to enquire about the new coaching class session. Ask various details regarding payments and its modes, relaxation etc.**

An informal letter or a personal letter is a letter to a close friend or an acquaintance.

#### Let us understand a few ground rules while writing informal letters :

1. Write your full address before you begin the letter. The address and date should be in the left hand corner.
2. Usually start out with 'Dear'with name or relation, 'Hi'. Note : There is a comma after the end of the salutation.
3. Divide your letter in small paragraphs. Use simple language which is easy to understand.
4. Let the reader know that you are finished with your letter; usually end with Sincerely, Sincerely yours, Thank you, and so on.
5. Your signature will go in this section, usually signed in black or blue ink with a pen.

Letter writing almost embarks you on a journey of words, then be it hand-written or typed, this is one activity that helps you communicate so beautifully.

## Letter to a friend asking to attend the marriage of your younger sister

C-12, Sector-4,

Noida- 210301

12 December, 20\_\_\_\_

Dear Mayank,

I haven't heard anything from you for long. Why are you so busy?

You will be glad to know that my younger sister Molly is going to be married to Manish, the younger brother of a renowned doctor, Dr. Kulbhusan Gupta. The marriage ceremony is scheduled to be celebrated on 25 December 20\_\_\_\_. You are to be present at our place on that date. Hope you won't disappoint me.

I hope you are doing well with your studies nowadays.

Please let me know when and by which train you propose to arrive. I will be there at station to receive you.

Convey my regards to uncle and aunt.

With love,

Your loving friend,

Shobhit

### EXERCISE

1. Write a letter to a friend you haven't seen or spoken to for a long time. Tell him about what you have been doing and ask him how he is and what he has been up to recently.
2. Write a letter to a cousin and invite him to your wedding. Give him some details about your future husband/wife.
3. Write a letter to a friend you know and who has been having some problems. Ask him/her how she/he will feel if you can help.
4. Write a letter to your younger brother who has not done well in his class exam. Suggest ways how he can improve his performance.
5. Your father has shifted to other city in order to work. You are only to look after your mother and sibling. Write a letter to your father giving him home news.



## LET'S BEGIN

We all like listening to or reading stories. Developing good stories from the given outlines is an art that needs special skills and constant practice. Keep the following points in mind while writing a good story.



## How to develop a story from the Given Outlines :

1. Read the outlines carefully.
2. Try to develop an idea in mind about the plot.
3. Note down the main points in a systematic order.
4. Expand the main points into meaningful sentences.
5. Use easy and simple sentences.
6. Give a suitable title to the story.
7. Try to give a moral at the end of the story.

Outlines of some stories are given below. Read them carefully and then read the stories developed based on them. This will give you a clear idea of how to develop good stories from the given outlines :

1. Two friends on a journey \_\_\_\_\_ passing through a dense forest \_\_\_\_\_ see a bear coming \_\_\_\_\_ one friend climbs a tree \_\_\_\_\_ the other friend lie down on the ground \_\_\_\_\_ the bear comes \_\_\_\_\_ smells the man on the ground \_\_\_\_\_ doesn't eat dead bodies \_\_\_\_\_ leaves \_\_\_\_\_ the first friend comes down \_\_\_\_\_ what did the bear say in your ear \_\_\_\_\_ never trust a selfish friend.

**TWO FRIENDS AND THE BEAR**

There lived two friends in a village. One day, they were going to the town. There was a dense forest on the way. Many wild animals lived there. Suddenly they saw a bear coming towards them. The two friends became afraid. One of them ran towards a tall tree and climbed upon it. The other friend didn't know how to climb a tree. So he lay down still on the ground as if he were dead. The bear came near. It smelt the man and took him to be dead. Since, a bear doesn't eat a dead body; it didn't touch the man and went away. When the other friend saw that the bear had gone, he came down from the tree.

He went near his friend and said to him, "The bear took its face near your ears. What did it say?" The other friend was quite annoyed at his friend's selfishness. He got up from the ground and dusting himself replied, "The bear advised me never to trust a selfish friend who deserts his friends

in time of danger." On hearing this, the other friend was ashamed of himself.

**Moral :** *Never trust a selfish friend.*

2. Summer day \_\_\_\_\_ crow was thirsty \_\_\_\_\_ searched for water. \_\_\_\_\_ saw a pitcher \_\_\_\_\_. tried to drink \_\_\_\_\_ water level was low \_\_\_\_\_ Disappointed but not gave up \_\_\_\_\_ heap of pebbles \_\_\_\_\_ got an idea \_\_\_\_\_ picked up pebbles \_\_\_\_\_ dropped in pitcher \_\_\_\_\_ water level rose. \_\_\_\_\_ become encouraged \_\_\_\_\_ soon water high. Quenched thirst \_\_\_\_\_ few away.

### THE THIRSTY CROW

It was a hot summer day. A crow was very thirsty. He flew here and there looking for some water. But there was no water around. Suddenly, he saw a pitcher at some distance. The crow went near it and looked inside. There was a little water in it. But the level of the water was so low that his beak couldn't reach it easily. The crow was very disappointed. But he didn't lose heart. Suddenly, he saw a heap of pebbles lying nearby. An idea came to his mind. He went to the pebbles, took one in his beak and flew back to the pitcher. He dropped the pebble into the pitcher. The water rose a little. He became encouraged. He began to bring the pebbles and drop them into the pitcher. Soon the water rose high. He quenched his thirst and flew away merrily.

**Moral :** *Where there is a will, there is a way.*

### EXERCISE

**Develop the following outlines into complete stories :**

1. A poor farmer with a hen \_\_\_\_\_ lays one golden egg everyday \_\_\_\_\_ farmer becomes rich \_\_\_\_\_ becomes greedy also \_\_\_\_\_ wants to get all the golden eggs at once \_\_\_\_\_ kills the hen \_\_\_\_\_ no eggs inside \_\_\_\_\_ regrets \_\_\_\_\_ too late.
2. An old lady becomes blind \_\_\_\_\_ calls in a doctor \_\_\_\_\_ agrees to pay large fee if cured, but nothing if not \_\_\_\_\_ doctor calls daily \_\_\_\_\_ Covets lady's furniture \_\_\_\_\_ delays the cure \_\_\_\_\_ every day takes away some of her furniture \_\_\_\_\_ at last cures her \_\_\_\_\_ demands his fees \_\_\_\_\_ lady refuses to pay, saying cure is not complete \_\_\_\_\_ doctor brings a court case \_\_\_\_\_ judge asks lady why she will not pay \_\_\_\_\_ she says sight not properly restored \_\_\_\_\_ she cannot see all her furniture \_\_\_\_\_ judge gives verdict in her favour \_\_\_\_\_ moral.
3. A kind king \_\_\_\_\_ unhappy \_\_\_\_\_ people lazy \_\_\_\_\_ wants to teach a lesson \_\_\_\_\_ puts a big stone in the middle of the road \_\_\_\_\_ next day merchants pass and go round it \_\_\_\_\_ officers driving their carriage, do the same \_\_\_\_\_ a young soldier comes riding, does the same. All curse the stone and blame the government for not removing it \_\_\_\_\_ the king gets the stone removed \_\_\_\_\_ an iron box, marked, "for the man who moves away the stone" \_\_\_\_\_ inside a purse full of money \_\_\_\_\_ people ashamed.

# WRITING MESSAGES

# 29

## LET'S BEGIN

Sam wanted to talk to his friend Amisha, but she was not at home. Sam left the message to her brother, Sohail. Read the telephonic communication between them :



**Sam** : Hello! Can I speak to Amisha, please?

**Sohail** : She is not at home. May I know who is speaking?

**Sam** : I'm her friend Sam. It's fine, I'll talk to her later.

**Sohail** : I am her brother. If there is any message to be given, you can tell me. I will inform her.

**Sam** : Could you tell her that I'm coming next Sunday to Agra? I plan to visit the Taj Mahal there.

**Sohail** : Okay, don't worry; I'll pass her your message.

**Sam** : Thank you.

**Sohail** : It's okay. Bye.

Now Sohail has to go out of home for some important work. So, he writes the message for Amisha and puts it on the dining table. Look at the message :

Tuesday, 10 November 20\_\_\_\_, 4 p.m.

For Amisha

Your friend, Sam phoned at 1 :30. He is coming next Sunday to visit the Taj Mahal. Call him up immediately.

Sohail

**Special Note** : A message should be described in simple words. It should be concise and brief.

## EXERCISE

### A. Read the following telephonic conversation :

**Bela** : Hello! Is there James?

**Alice** : No, I'm his sister Alice. He is out with his friends.

**Bela** : I am Bela, his friend. Do you know when will he come back?

**Alice** : He'll be here in the evening. If you find it appropriate, you can tell me.

**Bela** : That's fine. Tell him to bring my book to school tomorrow, which he borrowed three days before. I need it urgently.

**Alice** : Okay, don't worry; I'll pass your message to him.

**Bela** : Thank you.

**Alice has to go for her tuition. Imagine that you are Alice and so, leave a message for James.**

**B. Read the following telephonic conversation :**

**Dolly** : Hello, could I speak to Mr. Mac?

**Caira** : I'm sorry, he is not here now.

**Dolly** : May I know who is speaking?

**Caira** : I'm his sister. Could you tell me who are you?

**Dolly** : I am Dolly, his friend.

**Caira** : You can give me your message. I shall convey him.

**Dolly** : I shall be grateful. Tell him to reach my home tonight at 8 p.m. Actually I have arranged my birthday party at my home.

**Caira** : Happy Birthday, Dolly. I'll pass your message as soon as he returns.

**Dolly** : Thanks a lot.

**Caira** : Welcome.

**Caira has to go out. Imagine that you are Caira and write the message for Mac.**



# NOTICE WRITING 30

## LET'S BEGIN

A notice is meant to give information to people. You may have seen a notice for a sudden declaration of a holiday, or to inform students of some special programme being held in school. Like wise you may have seen some information on the notice board of your colony about some new development or a rule which concerns all residents of that area.

Briefly speaking, a notice help in giving information to a large number of people without having to circulate it individually. Such notices are put up at a prominent place from where everybody can read. In schools, you may have a special place for a notice board. In residential colonies, a notice board is generally placed out the entrance gate.

*Notice may be inserted in newspaper too. Main features of a notice are that it should.*

1. Have a heading
2. Be short and brief
3. Be written in simple style giving all necessary information.
4. Be attractive
5. Have a name and designation of the person writing the notice
6. Have a date.
7. Be written in third person.



- 1. Read the following notice which sports secretary of Vallabh Bhai School put up on his school notice board.**

### NOTICE

The Junior Inter School Cricket Tournament will begin from the 20th February in the school ground. Selection matches will be played after school from 1st Feb. to 7th Feb 20\_\_ between 3.00 PM to 5 PM.

All boys in the age group of 12 to 14 who wish to play may give their names to the secretary, Cricket Association, Vallabh Bhai School, by 25th Jan 20\_\_

Secretary Sports Club

20th January

**2. Now study the following notice which was put up by the president of the residents welfare society of Hindustan Times Colony.**

**NOTICE**

***Hindustan Times Housing Society, Mayur Vihar, Delhi.***

All members are hereby informed that in order to provide security and safety to the residents of the colony, certain security measures have been adopted by the Residents Welfare Board meeting held on 20th December 20\_\_.

All residents are requested to extend their full cooperation in the larger interest of all.

1. All servants will be issued a proper pass after checking their antecedents. Hence ensure that all people employed as mail or domestic help be registered.
2. Only one gate will remain open for entry and exit. Other gates will be opened only between 7.00 am and 8.00 am in the morning and between 2.00 p.m. to 3.00 p.m. in the afternoon to facilitate school buses.
3. All residents will be issued car stickers. Please display these stickers on the windscreen to enable the guard to identify your car.
4. No visitors, car will be allowed inside the colony hence forth.

Sr. Secretary  
20th December 20\_\_.

***Now answer the following questions:***

1. What do you think is the purpose of the writer?
2. Who is the writer ? Where has he signed?
3. Which organization does he belong to?
4. Is the message clear?
5. Why do you think the message has been inserted in box?
6. What is the heading?



**EXERCISE**

1. Write a notice for your school notice board inviting students to participate in the school fete. The three best stalls will get prizes from the Education Secretary. Your school is New Method school and you are, Sumit Goel, the school captain.
2. Sadhu School is organizing a blood donation camp on Sunday, 23rd November. As the school Head Boy, put up a notice announcing the programme.

1. Given below is a short paragraph— “A car accident”. Read it :

## A CAR ACCIDENT

The road in front of my school is a narrow one. It is also very busy. Every afternoon when school is dismissed, the road becomes almost impassable as children, bicycles, cars and buses jostle and struggle to use it. Sometimes a policeman is there to help things out, but generally chaos reigns and we have to be careful not to get involved in an accident.

A few accidents had already occurred. I was a witness to one.

It happened just after school. As usual the road was an utter mad house. Children were running across the road to get to their cars and buses. Cars and buses honked angrily at them.

Just then I saw a young boy make a dash across the road. There was a loud blare of horn, a squeal of brakes and I saw a car knock into the boy. He fell as though his feet were swept from under him.

Fortunately, the car was not moving very fast and the driver managed to stop the car before a wheel could run over the fallen boy.

All traffic stopped. I ran over to the boy and saw blood on the road. He was bleeding from a cut on his head. A man came and examined the boy. Then he lifted the boy and carried him to a car. They sped off, presumably to the hospital.

Many people surrounded the driver who looked dazed and bewildered. A policeman came to calm things down.

As there was nothing I could do, I turned and walked down the road carefully. It was terrible to witness an accident. I certainly would not like to be involved in one.

*You will have noticed the following things :*

1. The first paragraph is the topic paragraph. It states the topic.
2. The body of the paragraph consists of the description of an accident which serves as a useful example.
3. Final sentence sums up the whole idea.

## What is a paragraph?

“A paragraph is a short composition, which consists of a number of sentences linked together and all relating to one topic.”

**To write a good Paragraph one must keep the following points in mind :**

1. It is short, though there are no specific rules about its length.
2. It deals with one topic or idea. It is a good idea to state the topic sentence or idea in a single simple sentence, e.g., It is mad craze for speed that causes many motor accidents.
3. The sentences are in a logical order. The most important ones are the first and the last. The first sentence is usually the topic sentence. This should be able to arouse the interest of the reader. The last sentence should sum up the idea which was developed.
4. The sentence that follows the first ones should generally develop the idea in some kind of logical sequence. These form the main body of the paragraph.
5. There should be variety in construction. Avoid unnecessary repetition of words and ensure that all sentences are of different types and lengths.

**Given below is one more paragraph written on different topic. Read it and try to study the pattern, i.e., the topic sentence, the body and the final summing up sentence.**

### **AIR POLLUTION AND CHILDREN**

The biggest threat to a child's health these days is air pollution. This is a major cause of respiratory diseases among children specially in a big cities and towns. The number of vehicles on the road is increasing day by day. These emit poisonous gases which permeate the atmosphere and lead to diseases like asthma and even cancer. Many industries located in these cities also add to air pollution. The Government must do something to prevent air pollution so that the people, specially children, can live healthy lives.



### **EXERCISE**

**A. Now write short paragraphs on the topics given below :**

1. A Party that you Enjoyed the Most
2. Summer Vacations of School
3. Your Favourite Film
4. A Book that you Enjoy Reading the Most
5. An Unwelcome Guest
6. If I had Alladin's Chirag
7. A Class Without a Teacher
8. If I were Invisible



## LET'S BEGIN

Writing an essay can be enjoyable for students if they are able to write about their interests. An essay has an introduction, a body, and a conclusion and is written to inform, persuade or entertain. An essay is a small section of writing which is often written from an author's personal point of view. Essays can consist of a number of elements, including : literary analysis, political views, and observations of daily life, memories, and reflections of the author.

An essay is a longer piece of composition. It is a written composition giving expression to one's personal ideas or opinion on a topic.

### What makes a good essay?

*The following things must be kept in mind to write a good essay.*

1. It must focus on one theme and its development. There can be various thoughts about the same subject but irrelevant details should be avoided.
2. It must follow certain order; i.e.— the ideas should flow naturally and not be arranged haphazardly.
3. School essay should not be very long. An essay between 200 to 300 words would be ideal.
4. Essays should generally be written in formal style.
5. An essay should reveal personal feelings and opinions.

*There are many types of essays :*

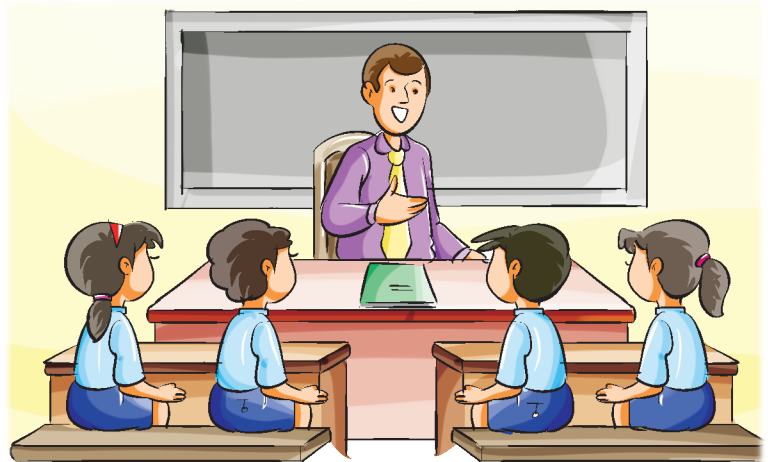
1. **Descriptive essays** (essays which describe some place, person or thing).
2. **Narrative essays** (essays in which some incident or series of events is described)
3. **Reflective essays** (essays in which a thought of a person or individual opinion is described).
4. **Imaginative essays** (essays in which the writer imagines the feelings or events of someone else and describes it in his own words)
5. **Argumentative essays** (essays in which one may support or oppose ideas strongly).

### IMPORTANCE OF EDUCATION

Education is the knowledge of putting one's potentials to maximum use. One can safely say that a human being is not in the proper sense till he is educated.

The importance of education lies in the fact that the training of a human mind is not complete without education. Education makes man a right thinker. It tells man how to think and how to take decisions. Education is a process of teaching aimed at the all round development of boys and girls. Education dispenses ignorance. It is the only wealth that cannot be robbed. Education includes the moral values and

the improvement of character and the methods to increase the strength of mind. Our school is a good example of this. We are the recipients of sacred and precious values imparted regularly by our teacher. A good moral based education is also a necessity. As students, we want education by which character is formed, strength of mind and knowledge copy in our school and I have very confidence to say that along with prosperity we will also have character, due to the quality of education received.



Education is a major aspect of development of any modern society, since if there is a deficit of educated people, then society will stop its further progress. Government should pay serious attention to education and support it economically and morally all over the country.

Education is the best investment for the people, because well educated people have more opportunities to get a job which gives them satisfaction. Educated individuals enjoy respect among their colleagues and they can effectively contribute to the development of their country and society by inventing new devices and discoveries.

Education involves gathering of knowledge in various aspects. It helps persons to draw the best out of their mind and spirit. Education plays a vital role in the personal growth and the social development among all of us. It imparts us with all the power and necessities in making a noticeable mark in every field. After all, it is one's education which decides what one can make out in one's life. With the high urgency of education among all people, many of the nations have already come up with their ideas in maximizing the literacy among all.

Education is not only necessary for the self-development of an individual, but it is favourable for the growth of his/her country as well. When most people are educated, there will be more discoveries that bring positive changes to human nature and spread peace and harmony throughout the world.

The importance of education in India is indeed rising with passing time. Though India has always education, but also on the number of people being educated.

### **EFFECTS OF MISLEADING ADVERTISEMENTS**

Nowadays advertisement is a key element in the business world. Advertising through magazines, newspapers, and television is essential for most companies to get their product known to the public. The company's marketing depends primarily on these types of advertisements to enforce that their products are better or more efficient than those of the competitors. Some advertisers cleverly create misleading impressions of their goods. They present a very rosy picture of their products before the consumers with the object of increasing their sales. Misleading advertising is the use of false or misleading statements in advertising. Misleading happens when the customer faces kinds of advertising that represent false ideas about the product. The advertisement industry has a tremendous impact on our youth. What some people see on television, they try to follow the same in their life. They tell us what to wear (because everyone is wearing it), what to eat (because everyone is eating it), what to do (because everyone is

doing it). The advertisers know how to appeal to our senses. They use peer pressure very heavily. Look at such examples,

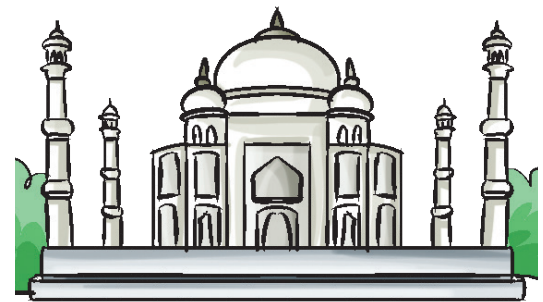
"You need to wear these tennis shoes, because Sania Mirza is wearing them and everyone else is going to wear them. You want to be cool, don't you?"

Generally misleading advertisements cover the products that are beyond the customer's needs by implying false need to sell the product, that the customer mostly regrets after the purchase.

Parents must encourage their children to sample a variety of quality media experiences and guide them to make good media choices. A child, who is encouraged to make a wise choice based on the qualities of the product rather than its packing, is on the right track.

### THE TAJ MAHAL

Love at first sight. Such a sensation does exist as one approaches the purely white marble Taj Mahal, and is overtaken by its immense size and beauty. The Taj Mahal is regarded as one of the seven wonders of the world, and some Western historians have noted that its architectural beauty has never been surpassed. The Taj Mahal is the most beautiful monument built by the Maughals, the Muslim rulers of India. To many people the Taj mahal is a "symbol of eternal love", since Shah Jahan built it for his queen upon her death in 1631 A.D.



Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj Mahal seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj Mahal as if suspended in air, when viewed from across the Jamuna River. The construction began in 1631. The expert craftsmen from Delhi, Kannauj, Lahore, and Multan were employed. They constructed the monument over a period of twenty-two years, with employment of 20,000 workers. The total amount spent on this beautiful and sacred monument was 32 million rupees.

It is a work of Indian architects - both Muslims and Hindus. The mausoleum with its allied gardens and the building complex measures 1400 feet × 1000 feet and is in the form of a rectangle. It is enclosed by a high wall surmounted by four arcaded marble pavilions at each one of the four corners. As one enters, he is flanked by arched apartments and red stone building structures. The main gate is a red stone, the structure of very great architectural value. Its facade contains beautiful calligraphic descriptions in Arabic. After one passes the main gate one enters the well-laid out garden with pathways, water course and fountains. Before the visitor, stands the beautiful marble mausoleum.

The Taj Mahal on a full-moon night, looks like pure white pearl, a sight that cannot be seen elsewhere in the world. The Taj is a thing of beauty, and a thing of beauty is a joy forever.

When the President of U.S.A. Bill Clinton visited the Taj Mahal in March 2000, he was bowled by its beauty. Before visiting the Taj Mahal, he said there are two types of people in the world, those who saw the Taj Mahal and those who didn't. It is reckoned as one of the seven wonders of the world.

## FRIENDSHIP

Throughout our life we get involved into different kinds of relationships. Some relationships we cannot choose like family ties. These are relationships we are born in, such as mother and father, brother and sister. Other relationships are not forced upon us, but we do not have complete control over them, like we fall in love with someone. We do not choose whom we want to fall in love with, even though we do choose the situations that makes it possible for the feelings to develop. The third kind of relationship is friendship. Friend is defined in million ways. Friendship is a relationship that has many dimensions and styles. Friendship can be between any two people, and there is no compulsion of age gender, geography, race, creed or nationality. People living in a house or living in this world are equally prone to this relationship of friendship. Friend has no boundaries and no limits.



Friendship is a necessary aspect of every human's life, as we are not self-sufficient in and of ourselves. Life is so short that we need someone to share our thoughts and feelings. Definitely, a thought would arise in our mind asking who it could be whom we can trust so closely. Answer might be who someone close to you, but who? Parents, brother, sister.....! Apparently, it hardly comes to anyone's mind a "true friend".

We will have to make the right choice of friends. Otherwise in the course of life, we will find some friends who will desert us in our misfortune. Some friends will also turn into enemies. Some people can use our friends to fulfil their motive of harming us. As Cassius used Brutus to kill Julioius Caesar, his friend by misguiding him. So, it is not easy to choose a friend, It warrants our conscience, consideration, induction and foresight. For choosing a friend, we must have a deep insight into the human character. We should remember the golden saying, "A friend in need is a friend indeed".

Friendship is noble. Friendship is divine. A true friend is really a gift of God. There are instances of people sacrificing their lives for their friends. So, everyone should know how to choose a friend and how to honour friendship. If we wish that our friends should be true to us, then we must be true to our friends.

### EXERCISE

#### A. Write essays on following topics :

1. Natural Disasters (It should contain some disasters like earthquake, flood, cyclone, tsunami and volcano.)
2. Means of Communication (Include some old means and modern means of communication and also give a short description about their inventors.)
3. Advantages and Disadvantages of Mobile Phones (Start with the advantages of mobile phones. Mention the disadvantages in case of youth.)
4. Harmful Effects of Illiteracy in India (It must start with the importance of education and compare your country with literate countries.)
5. An Interesting Book (Mention your favourite book.)

# MODEL TEST PAPER-1

Base on Chapters - 1 to 16

## A. Tick (✓) the correct statements and cross (×) the wrong ones.

1. A sentence is a group of words.
2. A sentence may or may not have a complete sense.
3. All Interrogative Sentences can be answered in 'yes' or 'No'.
4. An interrogative Mark (?) is placed after all Interrogative sentences.

## B. Divide each of the following sentences into subject and predicate :

1. A thing of beauty is a joy forever.
2. Tubal Cain was a man of might.
3. Stone walls do not make a prison.
4. The Taj Mahal is situated in Agra.

## C. underline the suitable common noun and circle the collective nouns :

1. The crow was very big.
2. Silkworm makes silk.
3. A flock of birds.
4. A fleet of ships.

## D. Give the plural of the following nouns :

1. Sheep \_\_\_\_\_
2. Mouse \_\_\_\_\_
3. Child \_\_\_\_\_
4. Man servant \_\_\_\_\_

## E. Give the singular of the following nouns :

1. Thieves \_\_\_\_\_
2. Stories \_\_\_\_\_
3. Women \_\_\_\_\_
4. Policemen \_\_\_\_\_

## F. Rewrite the following sentences changing the masculine nouns to the feminine :

1. That widower is the father of six sons.
2. The king gave the wizard a prize.
3. His nephew and brothers came to see him.
4. The prince punished the actor who was a traitor.

## G. Rewrite the following sentences using the possessive case :

1. Have you seen my (*brother-in-law*) bicycle?
2. That building is the (*women*) institute.
3. We heard the (*children*) shouts in the distance.
4. The woman went to the (*grocer*) shop.



## H. Fill in the blanks with suitable personal pronouns :

1. Phone your friend and ask \_\_\_\_\_ to come and play with \_\_\_\_\_.
2. Boys, \_\_\_\_\_ may go home now.
3. Kalu has promised that \_\_\_\_\_ will visit me this evening.
4. Take this file and give \_\_\_\_\_ to my secretary.

**I. Underline the correct reflexive pronouns :**

1. I saw myself in the mirror.
2. John sent himself a copy.
3. We praise ourselves.
4. Can you help yourselves?

**J. Underline the suitable words of adjectives of quality :**

1. Akbar was a brave king.
2. The rose is a beautiful flower.
3. It was a cloudy day.
4. It is a big animal.

**K. Fill in the correct degrees of adjective given in brackets :**

1. Ram was the (*clever*) \_\_\_\_\_ thief of all.
2. Which is the (*dangerous*) \_\_\_\_\_ animal in the world?
3. My school is (*big*) \_\_\_\_\_ than yours.
4. This flower is (*beautiful*) \_\_\_\_\_ than, that one.

**L. Write verbs which have the meaning given below :**

1. Speak or cry out in a loud voice.
2. Bring in goods from a foreign country.
3. Send goods to another country.
4. Speak or say something using the breath.

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**M. Fill in the blanks with the correct form of verbs :**

1. No one of you \_\_\_\_\_ done his work properly.
2. Good news \_\_\_\_\_ always welcome.
3. Bread and butter \_\_\_\_\_ a wholesome food.
4. Neither of us \_\_\_\_\_ there.



**N. State how the infinitive is used in the following sentences :**

1. There was nothing for it to fight.
2. He is slow to forgive.
3. I have come to see you.
4. I am sorry to hear this.

**O. Rewrite the following sentences changing the verbs to the past tense :**

1. Birds fly in the sky.
2. He tears up the letter.
3. The hunter shoots the tiger.
4. All of sudden she sinks to the floor.

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**P. Fill in the blanks in the following sentences with interrogative adverbs :**

1. \_\_\_\_\_ did you reach there?
2. \_\_\_\_\_ are you so sad?
3. \_\_\_\_\_ did you go here?
4. \_\_\_\_\_ will you return?

**Q. Fill in the blanks with suitable prepositions :**

1. She was standing \_\_\_\_\_ the mirror.
2. The whole area was water logged \_\_\_\_\_ heavy floods.
3. The army lost the battle \_\_\_\_\_ timely supplies of arms.
4. You will adjust to your new school \_\_\_\_\_ time.

# MODEL TEST PAPER-2

Base on Chapters - 17 to 32

**A. Point out the conjunctions in the following sentences and state whether they are co-ordinating or subordinating :**

1. You will not succeed unless you work harder.
2. I waited till the train arrived.
3. Do not go before I come.
4. I did not come because you did not call me.

**B. Rewrite the following sentences inserting or omitting articles wherever necessary :**

1. The Sunday is first day of week.
2. Mahabharata is sacred book of Hindus.
3. Rich are not always happy.
4. Lion and leopard belong to cat family.

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**C. Fill in the blanks using appropriate interjections :**

1. \_\_\_\_\_ ! You have grown really big!
2. \_\_\_\_\_ ! I am Kunti.
3. \_\_\_\_\_ ! What a shot from Rahul!
4. \_\_\_\_\_ ! Do not make any noise. I am reading.

**D. Insert all the punctuation marks and capitals in the following sentences :**

1. raman said to Geeta how beautiful she looks
2. he was honest sincere hard working and faithful
3. mohan one of your old friends met me in Delhi last sunday
4. the proverb says more haste less speed

**E. Rewrite the following sentences changing the verbs to the past tense :**

1. Birds fly in the air.
2. The hunter shoots the lion.
3. She spends her time in idleness.
4. He tears up the letter.

**F. Change these sentences from active to passive voice :**

1. I have already sent the application.
2. Which student has brought these books?
3. All the students have attended the lecture.
4. Who has won the gold medal in boxing?

**G. Change the verbs in the following sentences from the active into passive voice :**

1. The strong wind blows the trees down.
2. Does the gardener water the plants everyday?
3. Do all the boys bring their books?
4. Does the grocer sell sugar?



