

# 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

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

### *Read the following group of words :*

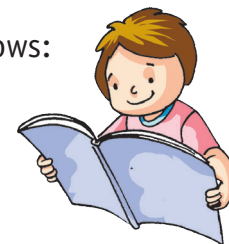
1. Cricket the we afternoon play in
2. Go where did in the morning you

The above groups of words do not make any sense. Now let us rearrange them as follows:

1. We play football in the afternoon.
2. Where did you go in the morning?

As you see, now the above groups make complete sense. Thus, we can say that:

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



### **A sentence should fulfill the following conditions :**

1. It must consist of a group of words (Minimum two).
2. It should make complete sense.

### *Some other features of a sentence are as follows :*

1. A sentence always begins with a capital letter.
2. The words in a sentence must be in their proper order.
3. A sentence usually ends with a full stop (.), a mark of interrogation (?) or a mark of exclamation (!).



## **PARTS OF A SENTENCE**

### *When we make a sentence :*

1. We name some person or thing; and
2. Say something about that person or thing.

In other words, we must have a **subject** to speak about and we must say something about that subject; *i.e.* **predicate**.

### *Hence every sentence has two parts :*

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

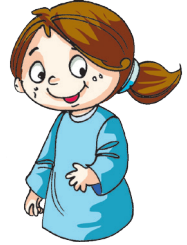
1. **Subject** : The part which names the person or thing we are speaking about is called the *Subject* of the sentence.

2. **Predicate** : The part which tells something about the subject is called *predicate* of the sentence.  
*Example* : Hari is writing a notice. Here in this sentence— '**Hari**' is the *Subject* and **is writing the letter** is the *Predicate* part of the sentence.

## EXERCISE

### A. In the following sentences underline the subjects and circle the predicates :

1. He has good memory.
2. We cannot pump the ocean dry.
3. Tubal Cain was a man of might.
4. The early bird catches the worm.
5. On the top of the hill lives a hermit.
6. The beautiful rainbow soon faded away.
7. The boy was sitting on the table.
8. You have learnt your lesson.



## PHRASE

There are some groups of words that make sense but not complete sense. They are called **Phrase**.

### Read the examples below :

1. in the evening
2. last night
3. in the park
4. of no use

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

**Note** : A phrase can be changed into a sentence by adding some words to it.

### Read the following sentences :

1. We will go to the circus in the evening.
2. Last night, we had a grand party.
3. This book is of no use to me.

## CLAUSE

A Clause is a group of words having a subject and a predicate. It may or may not make a complete sense. If the Clause makes a complete sense, it is called a principal Clause and if it doesn't make a complete sense, it is called a Subordinate Clause.

### Read the following sentences :

1. We have a pet dog which is very intelligent.  
We have a dog. (Complete sense) **Principal Clause**.  
Which is very intelligent. (Incomplete sense) **Subordinate Clause**.

**Note :** The main difference between a phrase and a clause is that a phrase has no subject or predicate, but a clause always has a subject and predicate.

## EXERCISE

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

1. rises father in the morning my early

---

2. I always to am sincere job my

---

3. Sachin stood first in his class.

---

4. easy not the was question

---

5. My brother helped me in my homework.

---

6. Mumbai will tomorrow leave for they

---

7. The doctor examined the patient.

---

8. The dog barked at the running car.

---

**C. Say whether each of the following groups of words are phrases, clauses or sentences :**

1. We cannot live without water.

---

2. In the school

---

3. At the gate

---

4. All of a sudden

---

5. Because he is ill

---

6. Which they bought last year

---

7. At day break.

---

8. I shall meet you tomorrow.

---

9. Since you are late

---

10. In the nick of time

---

11. Who was calling you

---

12. We saw the accident.

---

13. In my memory

---

14. that he was a good boy

---

15. when the match was over

---

# KINDS OF SENTENCES

# 2

## LET'S BEGIN

Depending upon the types of work it performs, a sentence can broadly be divided into the following five types :

**A. Assertive Sentence (Statement) :** An Assertive Sentence makes a statement or assertion. It tells us something about the subject. It may either be 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.

*Read the following sentences:*

### Assertive sentence (Affirmative)

1. We live in a small town.
2. My mother helps me in my homework.
3. Delhi is the capital of India.
4. The boy is very intelligent.
5. My father is an engineer.



### Assertive Sentence (Negative)

1. Nitin does not read in our school.
2. The milk is not hot.
3. We do not go to school on Sundays.
4. I cannot help you in this matter.
5. The poor man has no money.

**Note :** 'No' and 'Not' always come after a helping verb.

**B. Interrogative Sentence :** An Interrogative Sentence is used to ask questions. It can be started :

### With a helping verb—

*Examples :*

1. Do you take exercise daily?
2. Has he finished his work?
3. Is he your cousin?
4. Will she sing a song?
5. May we come in?





## With a Question Word—

Examples :

1. Who is calling me?
2. How did you solve the question?
3. Where are you coming from?
4. When do you get up in the morning?
5. What are you doing here?

**Note :** An interrogative sentence always ends with a mark of interrogation or (?) mark.

**C. Imperative Sentence :** An Imperative Sentence expresses a command, request, advice, entreaty etc. the subject (you) is absent in these sentences. A Full Stop (.) is put at the end of such sentences.

Examples :

1. Open the door. (order)
2. Take these medicines twice a day. (advice)
3. Kindly help the little boy. (request)

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

Examples :

1. How beautiful is the rain!
2. What a pleasant surprise!
3. What a lazy boy you are!
4. How nice of you!
5. What a clever boy your brother is!

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

Examples :

1. May god bless you with all the happiness of life!
2. May you live long!
3. Would that I were the Prime Minister of India!

**Note :** Generally, an Optative Sentence starts with 'May' and ends with an Exclamatory Mark (!).



## EXERCISE

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

1. All Interrogative Sentences start with a question word.
2. An optative Sentence is used to give command.
3. 'No' or 'Not' is always used after a helping verb.

- An Optative Sentence ends with a full stop.
- If an Interrogative sentence starts with a question word, it is placed at the beginning.

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

- I don't like to eat sweets.
- Have you ever seen the Taj Mahal?
- When will you return from Delhi?
- Always speak the Truth.
- Never tell a lie.
- Where will you go during the summer vacation?
- How strenuous the journey was!
- Who has seen the wind?
- Alas! The man is ruined.
- Always obey your parents.

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

- Was the question very easy. (Affirmative)  
\_\_\_\_\_
- Ramala drinks milk in the morning. (Interrogative)  
\_\_\_\_\_
- What a cold today. (Affirmative)  
\_\_\_\_\_
- You are advised to follow the rules. (Negative)  
\_\_\_\_\_
- It is not a beautiful picture. (Interrogative)  
\_\_\_\_\_
- We attended the meeting. (Negative)  
\_\_\_\_\_
- You are ordered to make haste. (optative)  
\_\_\_\_\_
- Sanskrit is really a boring subject. (Interrogative)  
\_\_\_\_\_
- How funny it is. (Affirmative)  
\_\_\_\_\_
- Was the poor man honest. (Exclamatory)  
\_\_\_\_\_

# SENTENCES : SIMPLE, COMPOUND AND COMPLEX 3

**Examine the following sentence :**

Raman won the first prize in English.

The sentence contains only one subject **Raman** and one finite verb, **won**. Such a sentence as this, which has only one subject and one finite verb is called a *simple sentence*.

**1. Simple Sentence :** A simple sentence is one which has only one subject and one finite verb.

**Example :** (i) Radha won the race in the school.

(ii) I learnt my lesson yesterday.

**2. Compound Sentence :** A *compound sentence* is one that is made up of two or more co-ordinate clauses.

**Example :** (i) The day was long and the night was dark.

(ii) He went to the window and looked out but saw nobody.

**The first sentence consists of two parts.**

**Example :** (i) The day was long.

(ii) The night was dark.



**These two parts are joined together by the co-ordinating conjunction *and*.**

Each part is a clause, because each part has a subject and a predicate of its own and each part is a sentence which is a part of a larger sentence. We further notice that each clause makes good sense by itself and hence can stand alone as a complete sentence. Each clause is therefore independent of the other, or of the same order or rank such a clause is called a co-ordinate clause.

Such a sentence as the first, which is made up of clauses of equal rank, is called a **compound sentence**.

Second sentence is also a compound sentence. It is made up of three clauses of equal rank.

**Example :** (i) He went to the window.

(ii) (He) looked out.

(iii) (He) saw nobody.

**Note :** The term **double** is used for a sentence that is made up of two co-ordinate clauses. The term **multiple** is used for a sentence consisting of more than two co-ordinate clauses.

**3. Complex Sentence :** A *complex sentence* is one that is made up of one principal clause and one or more subordinate clauses.

This sentence consists of two parts— I don't know where he lives.

- Example :** (i) I do not know  
(ii) Where he lives

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

We further notice that the clause, *I do not know*, makes good sense by itself, and can therefore, stand alone as a complete sentence. Such a clause is called **the principal** or **main clause**.

But the clause, *where he lives*, does not make good sense by itself and cannot stand alone. It is dependent for its full meaning upon the principal clause *I do not know*. It is therefore, called **dependent** or **subordinate clause**. Such a sentence as this, which is made up of one principal clause and one or more sub-ordinate clauses is called a **complex sentence**.

## EXERCISE

### A. Say which of the following sentences are compound and which are complex. Also point out the clause in each case :

1. I know where he has gone.
2. They rested when the night came.
3. I think he is absent today.
4. Work hard and you will pass.
5. I know a place where wild roses grow.
6. Walk quickly, or you will miss the train.
7. People who eat too much die early.
8. I know the man who said that the earth is flat.



### B. Read the passage given below and point out which of the sentences in it are simple, compound, or complex :

Some people always stay happy. Some people have every reason to be happy, but they are miserable. They are not suffering from any serious ailment, their financial condition is very good, and the society respects them, still they are not happy. They imagine problems and make themselves tense. They have a negative attitude towards life. They do not realise that one can get happiness only if one believes in it.

### C. Add coordinate clauses to complete these sentences :

1. This medicine acts slowly.  
\_\_\_\_\_
2. Do not seek success by cheating others.  
\_\_\_\_\_
3. Suddenly light went off.  
\_\_\_\_\_

4. I know all the questions.

---

5. He disliked classical music.

---

6. I kept walking for ten minutes.

---

7. Mohan is always prepared to help others.

---

8. Rani finished reading the book.

---

## THE INFINITE

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.

**Read the following sentences :**

- (i) *To err* is human.  
(ii) Parrot loves *to sing*.  
(iii) He refused *to obey* the orders.  
(iv) Many men desire *to make* money quickly.



## Use of the Infinitive

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

(a) As the subject of a verb as

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

(b) As the object of a transitive verb.

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

(c) As the complement of a verb

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

(d) As the object of a preposition

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

(e) As an objective complement

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

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

## The infinitive is also used

(a) To qualify a verb usually to express purpose.

*Example :* (i) We eat to live.

(b) To qualify an adjective.

*Example :* (i) The boys are anxious to learn.

(c) To qualify a noun.

*Example :* (i) This is not the time to play.

(d) To qualify a sentence.

*Example :* (i) He was petrified, to speak.



**Note :** When the infinitive is thus used, it is called the **gerundial or qualifying infinitive**.

## EXERCISE

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

1. Let us play.

\_\_\_\_\_

2. I heard her sing.

\_\_\_\_\_

3. Men must work and women must weep.

\_\_\_\_\_

4. He is slow to forgive.

\_\_\_\_\_

5. I have come to see you.

\_\_\_\_\_

### E. Complete each sentence with a suitable 'to infinitive' :

1. Do you wish us \_\_\_\_\_?

2. She wanted me \_\_\_\_\_.

3. He likes his wife \_\_\_\_\_.

4. Your country expects you \_\_\_\_\_.

5. Did you advise your sister \_\_\_\_\_?

6. They warned us not \_\_\_\_\_.

7. The officer ordered his men \_\_\_\_\_.

8. She requested her \_\_\_\_\_.

### F. Complete each sentence with a suitable 'to infinitive' :

1. He does not understand how \_\_\_\_\_.

2. I do not know what \_\_\_\_\_?

3. I have nothing \_\_\_\_\_.

4. He has an interesting book \_\_\_\_\_.

5. He has many servants \_\_\_\_\_.

6. Do you know when \_\_\_\_\_?

7. Will you give me something \_\_\_\_\_?

8. She wants somebody \_\_\_\_\_.

# TRANSFORMATION OF SENTENCES

# 4

Rules regarding transformation of sentences—

**1. Sentences with the adverb 'too' can be changed by using 'so' :**

**Example** : (i) The shelf is too high for me to reach.  
The shelf is so high that I cannot reach it.

**2. Interchange of the degrees of comparison may be done :**

**Example** : (i) I am as old as he is.  
I am not older than him.

**3. Interchange of active and passive voice :**

**Example** : (i) Rohit hit the ball.  
The ball was hit by Rohit.

**4. Interchange of interrogative and assertive sentences :**

**Example** : (i) Why do we waste time in talking?  
It is foolish of us to waste time in talking.  
(ii) Was it not wicked to him to betray his people?  
He was wicked to have betrayed his people.

**5. Interchange of exclamatory into assertive :**

**Example** : (i) What a beautiful night it is!  
It is a beautiful night.

**6. Interchange of one part of speech to another :**

(a) Verb into noun –

**Example** : (i) The soldiers fought bravely.  
The soldiers put up a brave fight.

(b) Noun into verb –

**Example** : (i) The cost of the book is fifty rupees.  
The book costs fifty rupees.

(c) Adverb into adjective –

**Example** : (i) Father looked at Sam anxiously.  
Father gave Sam an anxious look.

(d) Adverb into noun –

**Example** : (i) Father looked at Sam anxiously.  
Father looked at Sam with anxiety.



(e) Gerund into infinitive –

**Example** : (i) I like reading books.  
I like to read the books.

7. Placing **'there'** at the beginning of the sentence and reversing positions of the subject and verb :

**Example** : (i) Children were in the park.  
There were children in the park.

8. Begin the sentence with **'it'** and the appropriate number and tense of the verb of being focusing on either the subject or direct object, and creating a second half of the sentence that begins with who, whom, or that :

**Example** : (i) The dog ate the bone.  
It was the dog which ate the bone.  
or  
It was the bone that the dog ate.

9. Begin the sentence with **'what'** follow with the subject and verb and insert the appropriate tense of **the verb of being** and follow with the direct object :

**Example** : (i) The dog ate the bone.  
What the dog ate was the bone.

10. Transform to emphatic form :

**Example** : (i) The dog ate the bone.  
The dog did eat the bone.

11. In many cases, more than one transformation may be performed at a time on a given sentence :

**Example** : (i) Did Raj give a ring to Anu?  
(ii) Was it Raj who gave a ring to Anu?

## EXERCISE

**A. Rewrite the following sentences so as to get rid of the adverb "too" :**

1. My heart is too full of sorrow for explanations.

---

2. It is never too late to forgive.

---

3. The boy was too old for riding a tricycle.

---

4. He is too ignorant to be a manager of a company.

---



**B. Change the degree of comparison without changing the meaning :**

1. Akbar was one of the wisest kings.

---

2. My horse is better trained than yours.

---

3. The Times of India has a larger circulation than any other morning paper.

---

4. Cleopatra was more beautiful than any other woman.

---

**C. Express the meaning of the following assertions as questions :**

1. That is not an ideal way to die for.

---

2. We could have not finished the assignment without his help.

---

3. No one can deny that she tried her utmost.

---

4. I shall never forget my childhood years.

---

**D. Transform the following exclamatory sentences into assertions :**

1. How well you cook!

---

2. What lies you have spoken!

---

3. How beautiful the works of the artists are!

---

4. What an awful mess there was!

---

**E. Rewrite the sentences using 'too' without changing the meaning :**

1. This pony is so, weak that it can't go up.

---

2. He loved his sons that he could not divide them.

---

3. He was so hungry that he had to beg.

---

4. Today is too hot to go out.

---

**F. Change the following sentences into the passive form :**

1. I opened the door.

---

2. I bought a toy.

---

3. We have won the match.

---

4. He taught me to read English.

---

5. We must listen to his words.

---

**G. Change the following sentences into the active :**

1. By whom was this jug broken ?

---

2. I was offered a chair.

---

3. The letter was written by the clerk.

---

4. Honey is made by bees.

---

5. The bird was killed by a cruel boy.

---

**H. Change the underlined word into the directed form :**

- |  |             |
|--|-------------|
| 1. <u>Reading</u> is the best habit.               | (to verb)   |
| 2. Crowd <u>attacked</u> the thief.                | (noun)      |
| 3. The beggar was looking <u>curiously</u> .       | (adjective) |
| 4. The <u>significance</u> of the book is history. | (verb)      |

# NOUNS 5

## 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.



## NOUNS

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

### Kinds of Nouns

*You have already learnt about five kinds of nouns :*

1. **Common Noun** : A noun which does not point out any particular person, place or thing, but is common to all persons, places or things of the same class or kind is called a *common noun*, as : cat, boy, girl, country, ocean, film, book, etc.
2. **Proper Noun** : Proper noun is the special name of a particular person or place; for instance— Smith 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.

## EXERCISE

### A. Underline the proper noun in each of the sentences :

1. The lotus is the national flower of India.
2. Delhi is very big city.
3. Chennai is very popular in its economic statements.
4. We know the film city of Mumbai.
5. Kashmir is very beautiful place.

**Note : A proper noun always begins with a capital letter.**

3. **Collective Noun** : When a noun stands for a collection of persons or things and considered as one complete whole, it is called *collective noun*; as : class, staff, crowd, etc.

## EXERCISE

### B. Put these collective nouns in the blanks below :

mob, swarm, regiment, committee, jury, fleet, team

1. The \_\_\_\_\_ of soldiers has marched away.
2. The police dispersed the \_\_\_\_\_.



3. Our \_\_\_\_\_ won the match by two goals.
4. We saw a \_\_\_\_\_ of ships in the harbour.
5. A \_\_\_\_\_ of bees flew out of the hive.
6. The \_\_\_\_\_ found the prisoner guilty.
7. A \_\_\_\_\_ of five was appointed.

4. **Material Noun** : A noun which stands for the matter of substance of which things are made is called a *material noun*; as : gold, silk, wood, copper, etc.

## EXERCISE

**C. Circle the type of material noun in each of the following sentences :**

1. Old is gold.
2. The silk is very fine material.
3. All furniture is made by wood.
4. Copper is a raw material.
5. The diamond is a precious material.



5. **Abstract Noun** : An abstract noun is the name of something which we can be neither seen nor touched, but which we can only think of; as : hope, honesty, health, courage, pity, etc.

## EXERCISE

**D. Fill in the blanks choosing the abstract noun :**

1. The husband felt \_\_\_\_\_ on the demise of his dear wife. (sad, sadness)
2. The king's \_\_\_\_\_ lost with the bag of gold. (hope, wife)
3. Kamala felt the \_\_\_\_\_ of dear Mom \_\_\_\_\_. (absent, absence)
4. You know the \_\_\_\_\_ of a lotus seed. (good/goodness)
5. Self \_\_\_\_\_ served him like a nurse. (help/courage)

## Another Classification of Nouns

**Countable Noun** : The names of people and things that can be counted, are called *Countable Nouns*. They can be used both in the *singular* and plural number.

**Example** : a pen - pens ; a chair - chairs, etc.

**Uncountable Noun** : The names of things that cannot be counted, are *Uncountable Nouns*. They can be used only in the *singular form*.

**Example** : fire, smoke, water, fog, salt, coffee.

Abstract nouns are usually *uncountable nouns*.

**Example** : joy, courage, fear, jewellery, silver, clay, wood

These are some other uncountable nouns too.

**Example** : behaviour, equipment, furniture, homework, money, weather.



## NOUN NUMBERS

We can change the singular number of noun into plural number in the following ways—

**Rule 1–** By adding **-s** at the end of a noun.

Singular	Plural	Singular	Plural
Book	books	Hen	hens
Chair	chairs	Bag	bags
Room	rooms	Table	tables

**Rule 2–** By adding **-es** at the end of a noun. It is added to the nouns ending in **'o'** or "hissing sound such as **ch, sh, s, ss, x**.

Singular	Plural	Singular	Plural
Ass	asses	Fox	foxes
Tax	taxes	Class	classes
Gas	gases	Pass	passes
Branch	branches	Bus	buses
Trench	trenches	Brush	brushes

**Note :** The following nouns ending in **'O'** do not take **-es**, but **-s** at its end to make plural forms.

Singular	Plural	Singular	Plural
Radio	radios	Studio	studios
Bamboo	bamboos	Shampoo	shampoos
Photo	photos	Igloo	igloos

**Rule 3–** By replacing **'y'** with **-ies** in the end of a noun. This occurs only when the word having **'y'** in end has a consonant before it. With the nouns having vowel before **y**, only **-s** is added at the end of a noun.

Singular	Plural	Singular	Plural
Play	plays	Ray	rays
Story	stories	City	cities
Puppy	puppies	Donkey	donkeys
Monkey	monkeys	Key	keys
Prey	preys	Lady	ladies

**Rule 4–** By replacing **'f/fe'** with— **ves** in the end of a noun.

Singular	Plural	Singular	Plural
Wolf	wolves	Life	lives
Wife	wives	Calf	calves
Leaf	leaves	Thief	thieves

**Note :** Some of the following nouns are exceptions to this rule. They form their plurals just by adding **-s** at the end.

Singular	Plural	Singular	Plural
Chief	chiefs	Roof	roofs
Hoof	hoofs / hooves	Proof	proofs
Gulf	gulfs	Handkerchief	handkerchiefs

**Rule 5–** By adding **-s** to the main / principal word. It is done with the compound nouns (Nouns with more than one word).

Singular	Plural	Singular	Plural
Father-in-law	Fathers-in-law	Commander in chief	Commanders in chief
Grown-up	Grown-ups	Woman power	Women power

**Rule 6–** By adding **-en/-ren** in the end of a noun.

Singular	Plural	Singular	Plural
Child	Children	Ox	Oxen

**Rule 7–** By changing the vowels. In this rule, the nouns having vowels in the middle position are changed.

Singular	Plural	Singular	Plural
Man	men	Louse	Lice
Tooth	teeth	Mouse	mice
Foot	feet	Goose	geese
Woman	women		

## NOUNS : GENDER

- 1. Masculine Gender :** A noun that denotes a male person or animal is said to be of the *masculine gender*; as— man, boy, uncle, son, lion, etc.
- 2. Feminine Gender :** A noun that denotes a female person or animal is said to be of the *feminine gender*; as— girl, woman, daughter, sister, mother, queen, lioness, etc.
- 3. 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, chair, tree, table, ball, etc.
- 4. Common Gender :** A noun that denotes either a male or female is said to be of the *common gender*. The word **child** may mean either **a male child** or **a female child**. It is a word common to both boys and girls. Other examples are— teacher, doctor, friend, etc.

## We can Form the Feminine of the Nouns

*There are three ways in which a feminine noun can be formed from a masculine gender :*

**Rule 1–** By adding 'ess'.

Masculine	Feminine	Masculine	Feminine
Lion	lioness	Poet	poetess
Priest	priestess	Author	authoress
Host	hostess	Count	countess
Prince	princess	Actor	actress

**Rule 2–** By adding she/girl/woman, etc.

Masculine	Feminine	Masculine	Feminine
Salesman	salesgirl	Milkman	milkmaid
Grandfather	grandmother	Washerman	washerwoman
He bird	she bird	Landlord	Landlady

**Rule 3–** By using a completely different word.

Masculine	Feminine	Masculine	Feminine
Bachelor	maid / spinster	Boy	girl
Son	daughter	Bull	cow
Dog	bitch	Father	mother
Horse	mare	Uncle	aunt

## EXERCISE

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

- Author \_\_\_\_\_
- Policeman \_\_\_\_\_
- Monk \_\_\_\_\_
- Actor \_\_\_\_\_
- Bridegroom \_\_\_\_\_

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

- Queen \_\_\_\_\_
- Heroine \_\_\_\_\_
- Mother \_\_\_\_\_
- Witch \_\_\_\_\_
- Waitress \_\_\_\_\_

## FORMATION OF ABSTRACT NOUNS

Abstract Nouns can be formed by adding suffixes to the word. Here are a few examples.

**Rule 1–** By adding **-ness** at the end of an adjective as :

Lazy	laziness	Bold	boldness
Thick	thickness	Kind	kindness
Loud	loudness	Sweet	sweetness
Weak	weakness	Happy	happiness

**Rule 2–** By adding **-ion** or **tion** of verb at the end, as :

Act	action	Add	addition
Confuse	confusion	Solve	solution
Reject	rejection	Divide	division
Form	formation	Repeat	repetition

**Rule 3-** By adding **-ance**, **-ence** or **-ment**, as :

Appear	appearance	Assist	assistance
Agree	agreement	Judge	judgement
Absent	absence	Present	presence
Patient	patience	Punish	punishment
Appoint	appointment	Maintain	maintenance

**Rule 4-** By adding **ty** or **y**, as :

Cruel	cruelty	Loyal	loyalty
Guilt	guilty	Honest	honesty

**Rule 5-** Some words change in an irregular manner, as :

Advise	advice	Choose	choice
Laugh	laughter	Fly	flight
High	height	Long	length
Sit	seat	Believe	belief

## EXERCISE

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

1. That widower is the father of six sons. \_\_\_\_\_
2. The lion carried away the son of a washerman. \_\_\_\_\_
3. The king gave the wizard a prize. \_\_\_\_\_
4. The hero is a poet, prophet, and a priest. \_\_\_\_\_
5. His nephews and brothers came to see him. \_\_\_\_\_

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

1. What is your daughter's \_\_\_\_\_ (high)?
2. His \_\_\_\_\_ of many languages is amazing (know).
3. Kalpana Chawla's \_\_\_\_\_ as an astronaut made every Indian proud of her. (expert)
4. His \_\_\_\_\_ among his group was because of his \_\_\_\_\_ (unpopular, proud).
5. He gave me a good \_\_\_\_\_ (Advise).
6. The king was known for his \_\_\_\_\_ (cruel).



# PRONOUNS

# 6

## LET'S BEGIN

Pronouns are words that take the place of nouns. While we speak or write, it is better to avoid repeating the same word. A pronoun is often defined as a word which can be used instead of a noun.

You have already learnt that a pronoun is a word used in place of a noun.

- Example :** (i) Tarun is a singer. **He** is appearing in a concert today.  
 (ii) My dog is very lazy. **It** sleeps the whole day long.



## KINDS OF PRONOUNS

*There are eight kinds of pronouns. Let us revise them again :*

1. **Personal Pronouns :** They are of three kinds and refer to persons.

Personal Pronoun	First Person		Second Person	Third Person	
	Singular	Plural		Singular	Plural
Subject form	I	we	You	he, she, it	they
Object form	me	us	you	him, her, it	them
Possessive	mine	ours	yours	his, her, its	their

2. **Reflexive Pronouns :** These are receivers of the action and behave like objects of the verbs but they refer to the same person as the subject.

- Example :** (i) I present **myself** on that function.  
 (ii) You will fall down and hurt **yourself**.

3. **Emphatic Pronouns are :**

Singular	Plural
myself	ourselves
yourself	yourselves
himself	themselves
Herself	
Itself	



They are the same as reflexive pronouns and are used for emphasis.

- Example :** (i) He **himself** told me this information.  
 (ii) They **themselves** are to be blamed.

## EXERCISE

### A. Fill in the blanks with pronouns and state what kind of they are :

1. We posted the documents \_\_\_\_\_.

2. In a fit of depression, she poisoned \_\_\_\_\_.
3. Nandini \_\_\_\_\_ was to be blamed for her failure in the exams.
4. The bird flew over the house. Did the children see \_\_\_\_\_? No \_\_\_\_\_ did not see \_\_\_\_\_.
5. The superintendent of police \_\_\_\_\_ conducted the inquiry.

**B. Fill in the blanks with suitable reflexive pronouns :**

1. You never blame to \_\_\_\_\_.
2. Do not be mischevious to \_\_\_\_\_.
3. They all are good and we salute the nature of \_\_\_\_\_.
4. I hide \_\_\_\_\_ on that festival.
5. They are happy to playing with \_\_\_\_\_.



**C. Fill in the blanks with the correct emphatic or reflexive pronouns :**

1. Sometimes we deceive \_\_\_\_\_.
2. The king \_\_\_\_\_ was there.
3. She killed \_\_\_\_\_.
4. The wall \_\_\_\_\_ fell.
5. The prisoner hanged \_\_\_\_\_.
6. They \_\_\_\_\_ were present there.
7. We enjoyed \_\_\_\_\_.
8. They blamed \_\_\_\_\_.

**4. Demonstrative Pronouns :** They point out to object or objects for which they are used.

- Example* : (i) **This** is my new shirt. **That** is his old coat.  
(ii) **These** are her shoes. **Those** are mine.

**EXERCISE**

**D. Pick out the demonstrative pronouns in the following sentences :**

1. This is how you must do it.
2. These are sour grapes.
3. I hate these people.
4. This was the way of doing things.
5. This is a present from my uncle.
6. This is my pen and that is your pen.
7. These are merely excuses.
8. That is a sound rule of health.

**5. Indefinite Pronouns :** These pronouns refer to persons or things in a general way. They do not refer to any particular person or thing; e.g— some, all, many, few, one, none, others, etc.

- Example* : (i) **All** were present, **some** were missing from the class trip.  
(ii) **One** cannot get what one wants every time.

**EXERCISE**

**E. Pick out the indefinite pronouns in the following sentences :**

1. Some say she is foolish.
2. All wish to be happy.
3. Few can do this.
4. Nobody could recognise the Polos.
5. All people love money.
6. Some laughed; others cried.
7. One day you will hear me.
8. Few could get a first division.

**6. Distributive Pronouns :** Pronouns like each, either, neither refer to a number of persons or things, one at a time.

- Example* : (i) **Each** of the workers was given a tea set on Diwali.  
(ii) **Either** of the stories can be published.

## EXERCISE

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

- \_\_\_\_\_ of the boys won a prize.
- \_\_\_\_\_ of them eating the breakfast.
- \_\_\_\_\_ of the books can be published
- I have learn all the stories in \_\_\_\_\_ of books.

7. **Interrogative Pronouns** : Pronouns who, what, which, whom, whose are used for asking questions, and they are called interrogative pronouns.

- Example* : (i) **Which** is the most interesting place in your city?  
(ii) **What** are you waiting for?

## EXERCISE

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

- To \_\_\_\_\_ did you give the message?
- \_\_\_\_\_ are you speaking to?
- \_\_\_\_\_ of these girls is your sister?
- \_\_\_\_\_ are you waiting for?

8. **Relative Pronouns** : Pronouns that relate a noun to a group of words that follow.

- Example* : (i) We all admired the man **who** had led us to victory.  
(ii) The ball broke the window pane under **which** the children were playing.

### H. Fill in the blanks with suitable relative pronouns :

- He \_\_\_\_\_ is content, is rich.
- This is the boy \_\_\_\_\_ hit me.
- The man \_\_\_\_\_ is honest is trusted.
- This is the man \_\_\_\_\_ horse won the race.
- It is the only camel \_\_\_\_\_ can cross the deserts.

## USE OF RELATIVE PRONOUNS

1. **Who (Whom, whose)** is used for persons only. It may refer to a singular or plural noun or a pronoun, as :

- Example* : (i) The woman **who** saw the tricks was surprised.

2. **Which** is used for animals and things without life. It may refer to a singular or plural nouns as;  
The horse **which** won the race is Paul's.

3. **That** is used for persons, animals and things. It may refer to a singular or plural nouns as;

- Example* : (i) He is the wisest man **that** ever lived.

## EXERCISE

### I. Fill in the blanks with suitable relative pronouns :

- This is the man \_\_\_\_\_ daughter won the first prize.
- The time \_\_\_\_\_ is once lost is lost for ever.
- I have lost the look \_\_\_\_\_ you gave me.
- He found the pen \_\_\_\_\_ she was looking for.

## LET'S BEGIN

Today we're going to look at the importance of adjectives in your day-to-day life. An adjective is often defined as a word used with a noun or pronoun. It shows us how the character is doing, seeing, eating, or playing.

## ADJECTIVES

An *adjective* is a word that is used to add something to the meaning of a noun; E.g—

1. Rohan was a *brilliant* student.
2. Sita sang a *beautiful* song.

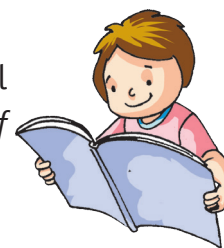
In the above sentences, **brilliant** and **beautiful** are adjectives describing the noun— student and song.

## Kinds of Adjectives

*Adjectives are of seven kinds :*

1. **Adjectives of Quality** : The adjectives— brave, cloudy, honest, big, beautiful tell us **of what kind** a person or a thing is. Such adjectives are called *adjectives of quality*.

- Example** : (i) Radha is a **beautiful** girl.  
(ii) Manohar is an **honest** man.



## EXERCISE

## A. Fill in the blanks using adjectives of quality given in the box :

elegant, chubby, crooked, thoughtless, melodic

1. The little baby had very \_\_\_\_\_ cheeks.
  2. Lata Mangeshkar has a \_\_\_\_\_ voice.
  3. Gayatri Devi was an \_\_\_\_\_ lady.
  4. It is a \_\_\_\_\_ waste of energy and effort.
  5. Ravi was sitting on a \_\_\_\_\_ chair.
2. **Adjectives of Quantity** : Many, much, little, some, any, enough, whole, sufficient, tell us **how much of** a thing is intended. Such adjectives are called *adjectives of quantity*.  
**Example** : (i) It is **enough** for me.  
(ii) He did not eat **any** bread.

## EXERCISE

### B. Fill the correct adjectives of quantity :

1. Riya drink \_\_\_\_\_ glass of milk.
2. Ram ate \_\_\_\_\_ bread.
3. Give me \_\_\_\_\_ table spoons of olive oil.
4. He takes \_\_\_\_\_ care of his health.
5. she is cooking \_\_\_\_\_ rice.

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

**Example** : (i) **Most** men have to work hard for their living.

(ii) I had **five** rupees in my pocket.

## EXERCISE

### C. Fill in the blanks with correct adjectives of number :

1. I know you have \_\_\_\_\_ balloons.
2. \_\_\_\_\_ women are poor but hard working.
3. An old farmer had \_\_\_\_\_ sons.
4. He had \_\_\_\_\_ rupee in his pocket.
5. Raman has \_\_\_\_\_ coins.



4. **Demonstrative Adjectives** : The adjectives - this, that, these and those, that **point out** which persons or things are meant are called *demonstrative adjectives*.

**Example** : (i) **This** horse is mine.

(ii) She lives on **that** hill.

## EXERCISE

### D. Underline the correct demonstrative adjectives :

1. This forest in Dandeli is so large.
2. Those thieves were caught by the police.
3. Siya lives in that house.
4. Yougesh goes his home that day.
5. This chair is not so comfortable.

5. **Distributive Adjectives** : The adjectives - each, every, either, neither, which show that the persons or things are **taken one at a time** are called *distributive adjectives*.

**Example** : (i) **Every** boy was present there.

(ii) **Either** men will do.

## EXERCISE

### E. Underline the correct distributive adjectives :

1. Each student must take his turn.
2. Neither side was safe.
3. Every boy, girl, man, women was enjoying.
4. Gandhiji wanted every Indian to do his duty.
5. Either book will solve my purpose.



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

**Example** : (i) **What** kind of a man is he?

(ii) **Whose** pen was stolen?

## EXERCISE

### F. Circle the correct interrogative adjectives :

1. Which plants should be watered twice a week?
2. Whose shirt was torn in the fight?
3. What subjects are your favourite?
4. What books are you reading?
5. How many apples you have?

7. **Possessive Adjectives** : Words which are used with nouns to **denote possession** are called *possessive adjectives*; as : my, your, his, her, our, your, their, etc.

**Example** : (i) **My** cow gives us milk.

(ii) **Your** dress is beautiful.

## EXERCISE

### G. Fill up with appropriate possessive adjectives :

1. \_\_\_\_\_ uncle gave me a beautiful gift.
2. I love \_\_\_\_\_ mother.
3. We respect \_\_\_\_\_ teachers.
4. I will surely come in \_\_\_\_\_ brother's marriage.
5. My parents have gone for \_\_\_\_\_ office.



# COMPARISON OF ADJECTIVES

# 8

**Study the following sentences :**

1. Mary is a **clever** girl.
2. Pinky is **cleverer** than Mary.
3. Radha is the **cleverest** girl 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*.

**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.

**Comparative Degree :** The adjective **cleverer** which tells us that Pinky, when compared with Mary, has more cleverness so is said to be in the comparative degree. *It is used when two persons or things of the same class are compared together.*

**Note :** The comparative degree is generally followed by the conjunction 'than', as :

- Example :** (i) Neha is wiser than Rekha.  
(ii) Mohan is braver than Rahul.

But few comparative can be used without than, as :

- Example :** (i) Mohan is better of the two boys.  
(ii) This purse is too large; have you a smaller one ?  
(iii) The poor fellow had seen happier days.



**Note :** The superlative degree is preceded by 'the' and followed by 'of', as :

- Example :** (i) Rekha is the cleverest of all girls.  
(ii) Mohan is the ablest of all boys.

Ashok is the best boy in the class (Not, a best boy).

He is the fastest runner (Not, He is fastest runner).

## EXERCISE

**A. Study the following sentences carefully and write correct sentences :**

1. Mohan is cleverer than any students.

---

2. Health is more preferable of wealth.

\_\_\_\_\_

3. Iron is more useful metal.

\_\_\_\_\_

4. Azad gets a least salary.

\_\_\_\_\_

5. Soloman was wisest of all other men.

\_\_\_\_\_

6. He is elder of Mohan.

\_\_\_\_\_

7. Anil is my oldest brother.

\_\_\_\_\_

**B. Choose the right word from those given within the brackets :**

1. He is my \_\_\_\_\_ (older/oldest) son.
2. Lead is heavier \_\_\_\_\_ (to/than) any other metal.
3. He is smarter \_\_\_\_\_ (than/to) me in service.
4. He is wiser \_\_\_\_\_ (that/than/of) the two.
5. Radha is my \_\_\_\_\_ (elder/eldest) sister.



**Formation of the Comparative and Superlative**

**Rule 1-** The comparative is usually formed by adding **-er** to the positive and the superlative by adding **-est** to the positive.

Positive	Comparative	Superlative
Strong	stronger	strongest
Bold	bolder	boldest
Thick	thicker	thickest
Weak	weaker	weakest
Deep	deeper	deepest
High	higher	highest

**Rule 2-** When the positive ends with **-e**, only **-r** and **-st** are added to form the comparative and superlative.

Positive	Comparative	Superlative
Fine	finer	finest
Brave	braver	bravest



Able	abler	ablest
Noble	nobler	noblest
True	truer	truest
Wise	wiser	wisest

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

Positive	Comparative	Superlative
Hot	hotter	hottest
Big	bigger	biggest
Sad	sadder	saddest
Thin	thinner	thinnest
Wet	wetter	wettest

**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.

**Note :** But if the **y** is preceded by a vowel, the **y** is not changed into **i** when **–er** and **–est** are added

Positive	Comparative	Superlative
Heavy	heavier	heaviest
Pretty	prettier	prettiest
Merry	merrier	merriest
Dry	Drier	driest

Positive	Comparative	Superlative
Gay	gayer	gayest
Grey	greyer	greyest

**Rule 5–** All adjectives of more than two syllables and many adjectives of two syllables, form the comparative by adding word **more** to the positive and superlative by adding the word **most** to the positive.

Positive	Comparative	Superlative
Intelligent	more intelligent	most intelligent
Beautiful	more beautiful	most beautiful
Pleasant	more pleasant	most pleasant
Courageous	more courageous	most courageous

**Rule 6–** Some adjectives form their comparatives and superlatives in the irregular way.

Positive	Comparative	Superlative
Fore	former	foremost
Good	better	best
Hind	hinder	hindermost
Little	less	least
Many	more	most
Much	more	most
Old	older/elder	oldest/eldest
Far	farther/further	farthest/furthest
Bad	worse	worst

**Note :** Double comparatives and superlatives should be avoided as.

**Incorrect** – He is more happier than you.

**Correct** – He is happier than you.

**Incorrect** – He is most wisest of all men in the village.

**Correct** – He is the wisest of all men in the village.

(ii) The word superior, inferior, junior, senior are followed by 'to' instead of *than*.

Superior – This cloth is superior to that.

Inferior – This shoe is inferior to that.

Senior – Who is senior to you in service?

Junior – They all are junior to me.



## EXERCISE

**C. Fill up each blank with the proper form (comparative or superlative) of the adjectives :**

- This is the \_\_\_\_\_ plan of the two. (wise)
- Iron is \_\_\_\_\_ than any other metal. (useful)
- It was the \_\_\_\_\_ moment of my life. (proud)
- The Taj is the \_\_\_\_\_ building in the world. (splendid)
- What is the \_\_\_\_\_ price you can take? (little)
- This is the \_\_\_\_\_ flower I have ever seen. (pretty)
- Which is the \_\_\_\_\_ mountain in the world? (high)
- He is \_\_\_\_\_ than his sister. (old)

# THE VERB : KINDS OF VERBS

# 9

## LET'S BEGIN

Some time we do some actions that we use in our daily life.

A verb is a word that is used to say something about a person, place or thing.

There are various actions that can be performed in our daily life.

## VERB

A *verb* is a word that denotes an action or being or possession.

*Let us understand the above definition with few examples :*

1. Sunita **has** a beautiful voice.  
She **sings** very well.  
She **is** a good singer.



In the above examples, the word **has**, **sings** and **is** are verbs.

**Has** denotes what Sunita **possesses**.

**Sings** denotes what Sunita **does**.

**Is** tells about Sunita being a good singer.

## EXERCISE

### A. Fill in the blanks with suitable verbs :

1. You all have \_\_\_\_\_ well in the last week's maths test.
2. My friend and I \_\_\_\_\_ a quarrel yesterday.
3. I did not \_\_\_\_\_ for swimming last week.
4. The girls \_\_\_\_\_ their food.
5. A new set of clothes \_\_\_\_\_ given to the poor orphans, last night.

**Object of the Verb :** We have learned in previous classes that the object in a sentence answers the questions— **what** or **whom**.

**Example :** The boy hit the ball.  
The **boy** is the subject of the sentence. **Hit** is the verb.  
If we ask the question- hit what ?  
We get the answer - the ball.  
The **ball** is the **object** in the sentence.

## EXERCISE

### B. Fill in the blanks with suitable verbs or objects from the ones given in the box :

lived, all the valuables, rope, took, hit, a reward, a road, flowed, chased, attacked, talked, tied

Once there was a stream. The stream \_\_\_\_\_ down the mountain. Along this stream ran \_\_\_\_\_ . Mr. Sen \_\_\_\_\_ in a house beside the road. One day a burglar \_\_\_\_\_ his house. He took \_\_\_\_\_ from his house. The (watchman) \_\_\_\_\_ the burglar. The watchman \_\_\_\_\_ the burglar on the head. He \_\_\_\_\_ him with a \_\_\_\_\_. He \_\_\_\_\_ him to the police station. The watchman got \_\_\_\_\_ for his bravery. Every one still \_\_\_\_\_ about his courage.

#### Verbs are of two kinds—

1. Transitive verbs
2. Intransitive verbs

1. **Transitive Verb** : A verb that requires an object to complete its meaning is called *transitive verb*.

**Example** : (i) Reena hit **the ball**.

(ii) Mona helped **her sister**.

the ball →  
her sister → object

2. **Intransitive Verb** : A verb that does not require any object to complete its meaning but makes sense by itself is called an **intransitive verb**.

**Example** : (i) My mother is sleeping.

(ii) You sing very well.

There is no object in both the sentences.

## EXERCISE

### C. Complete each of the following sentences with the suitable verbs from the brackets :

1. I have \_\_\_\_\_ my work. (finish)
2. We \_\_\_\_\_ our lesson yesterday. (learn)
3. Ram \_\_\_\_\_ a sweet song. (sing)
4. We are \_\_\_\_\_ to Kanpur tonight. (go)
5. My mother \_\_\_\_\_ us an interesting story in the night. (tell)

## EXERCISE

### D. Underline the object of the verbs in the following sentences :

1. The driver stopped the train.
  2. The boy ran a race.
  3. They dance on the floor.
  4. The peon rings the bell on time.
  5. Riya helped her sister.
4. **Verbs of Incomplete Predication** : Verbs that need complements are called **link verbs** or **verbs of incomplete predication**. They require an object to complete their sense, and are incomplete without complements.

**Example** : (i) The train is. (ii) My aunt looked.

In the above examples, the sentences are not complete and need objects to complete the sense. We can complete them as;

**Example** : (i) The train is early. (ii) My aunt looked pretty.

## EXERCISE

### E. Underline the linking verbs in the sentences :

1. Shivani is my wife.
2. The student looks smart.
3. A tortoise walks slowly.
4. The students of this school are smart.
5. I am sad.

**Direct and Indirect Objects** : Some verbs may have more than one object after them.

**Example** : (i) The boy gave his mother flowers.  
(ii) The man promised me a job.

In the above sentences there are two objects for each verb. In sentence (i) —*Flower* is the direct object and *mother* is the indirect object. In sentence (ii) —*job* is the direct object and *me* is the indirect object.

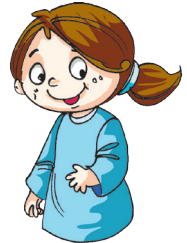
### F. Underline the direct object and circle the indirect object :

1. We are watching news in the television.
2. The child gave his toy to mother.
3. All students played cricket with ball and bat.
4. The teacher promised me a tuition.

**Auxiliary Verbs** : An auxiliary verb is a **helping verb**. They are—

**Example** : (i) **Be verbs** - Is, am, are, was, were.  
(ii) **Do verbs** - Do, does, did.  
(iii) **Have verbs**- Has, have, had.

**Modal auxiliary** : Shall, will, should, can, could, may, might, ought, to, need to, dare to, used to.



## EXERCISE

### G. Circle the auxiliary verbs in each of sentences :

1. Fareed is running.
2. The train was running fast.
3. I have finished my lunch.
4. He did not write me a letter.
5. He had painted the wall by himself.

**Auxiliary Verbs help —+**

(a) *To form question by inversion* –

**Example** : (i) He is sleeping ..... Is he sleeping?

(b) *To form negatives* –

**Example** : (i) Children play in the park. (ii) Children do not play in the park.



(c) To form short answer –

**Example** : (i) Did you have lunch? \_\_\_\_\_ Yes I did.

(d) To form question tags –

**Example** : (i) We will not stay, will we?

(e) To say something with emphasis –

**Example** : (i) You must finish the work.

### Regular and Irregular verbs

**Note** : Regular verbs form their past tense and past participle by adding 'ed'.

Basic form	Present tense	Past tense	Past Participle
Clean	Cleans	Cleaned	Cleaned
Allow	Allows	Allowed	Allowed
Listen	Listens	Listened	Listened
Read	Reads	Read	Read
Try	Tries	Tried	Tried
Permit	Permits	Permitted	Permitted
Ask	Asks	Asked	Asked
Attack	Attacks	Attacked	Attacked

Some verbs do not follow the rules that regular verbs follow. They are called *irregular verbs*.

**Note** : There are many such irregular verbs, but they are very common. The most often used verbs is 'be' and it is an irregular verb.

Basic verb	Present Tense	Past Tense	Past participle
be	Is, am, are	was, were	been

### Some common irregular verbs-

Basic Form	Present Tense	Past Tense	Past Participle
Go	Goes	Went	Gone
See	Sees	Saw	Seen
Take	Takes	Took	Taken
Rise	Rises	Rose	Risen
Give	Gives	Gave	Given
Teach	Teaches	Taught	Taught

### Some verbs that look or sound the same-

Basic Form	Present Tense	Past Tense	Past Participle
Swim	Swims	Swam	Swum
Spin	Spins	Span	Spun
Ring	Rings	Rang	Rung

## EXERCISE

### H. Rewrite the following sentences changing the verbs in past form:

- Birds fly in the air.

2. The boys throw stones at the frogs.

3. Rahul wins the first prize.

4. He goes to the market daily.

5. The wind blows strongly.

6. Mohan speaks the truth.

7. Radha sings a song.

### Strong and weak verbs :

Strong verbs form their past tense by changing their inside vowel (s) of their present tense—

Present Tense	Past Tense	Present Tense	Past Tense
Draw	Drew	Blow	Blew
Forget	Forgot	Arise	Arose
Rise	Rose	Ring	Rang

Weak verbs form their past tense by adding -ed or -d or -t to the present tense—

Present Tense	Past Tense	Present Tense	Past Tense
Hear	Heard	Lend	Lent
Bend	Bent	Have	Had
Light	Lighted	Dive	Dived
Show	Showed	Attack	Attacked
Pray	Prayed	Allow	Allowed

Some verbs have the same form in present, past and future tense—

Present	Past	Past Participle
Read	Read	Read
Cut	Cut	Cut
Bet	Bet	Bet
Cost	Cost	Cost
Put	Put	Put
Spread	spread	spread

## EXERCISE

### I. Fill in the blanks with past form and past participle form of the verbs given :

1. They \_\_\_\_\_ Tiwari as their leader. (appoint) They have \_\_\_\_\_ the best speaker. (choose)
2. The moon \_\_\_\_\_ at night. (shine)
3. The news \_\_\_\_\_ fast through media. (spread)
4. He \_\_\_\_\_ him last week. (meet)
5. The police have \_\_\_\_\_ the thief. (catch)



# AGREEMENT OF THE VERB WITH THE SUBJECT 10

## LET'S BEGIN

Subject-verb agreement is a grammatical rule that states that the verb must agree in number with its subject.

We have already learnt that the verb agrees with its subject in number and person.

- Example :** (i) The bird flies.                      The birds fly.  
(ii) They are wise.                              He is wise.  
(iii) I am poor.                                    He is poor.

**Rule 1-** Two or more singular subjects joined by **and** usually takes a verb in the plural.

- Example :** (i) Mohan and Hari work hard.  
(ii) Geeta, Sonam and Neha go to the same school.  
(iii) Iron and coal are found in India.



**Rule 2-** But if two nouns suggest only one idea or refer to the same person or thing, the verb must be singular.

- Example :** (i) Slow and steady wins the race.  
(ii) The horse and carriage is at the door.

**Rule 3-** Words joined to a singular subject **by, with** or **as well as** do not affect the number of the verb therefore, is in the singular.

- Example :** (i) The captain with all his men was drowned.  
(ii) Rahul as well as Mohan and John deserves praise.  
(iii) The master as well as his servant is guilty.

**Rule 4-** When two or more subjects in the singular are joined by **or, nor, either** \_\_\_\_\_ **or, neither** \_\_\_\_\_ **nor**, the verb is put in the singular.

- Example :** (i) Either Ram or Suresh was absent.  
(ii) Neither Preeti nor Neha was present.  
(iii) Jack or Tom is to blame.

**Rule 5-** But if one of the subject is the plural, the verb must be in the plural. The plural subject is placed nearer the verb.

- Example :** (i) The farmer or his servants were caught.  
(ii) Neither Rohan nor his friends have come.  
(iii) Either the boy or his parents have done this.



**Rule 6–** 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) Each one of these houses is to let.  
(ii) A combination of colours charms the eye.  
(iii) The quality of the apples was good.

**Rule 7–** When the subjects joined by **or, nor, are of different persons**, the verb agrees with the subject nearest to it.

- Example :** (i) Either he or I am to blame.  
(ii) Either you or he has told a lie.  
(iii) Neither my friend nor I am Guilty.

**Rule 8–** *Either, neither, each, every, everyone, many a*, must be followed by a verb in the singular.

- Example :** (i) Each of these boys is intelligent.  
(ii) Every boys and girls was happy.  
(iii) Many a boys has not done his duty.

**Rule 9 –** A collective noun (like committee, assembly, congress, jury) may take a singular or a plural verb. If the collection is thought of as a whole, the verb is singular; if the individuals or members of the group are thought of separately, the verb is plural.

- Example :** (i) The committee has decided this.  
(ii) The jury has given its verdict.

**Note :** **The committee have decided this; means, the members of the committee have decided this. Similarly, The committee were divided in their opinions.**

**Rule 9–** Some nouns which are plural in form but singular in meaning take, a singular verb.

- Example :** (i) Mathematics is a difficult subject.  
(ii) No news is good news.

**Rule 10–** When a plural noun is the name of one thing (say a book or a country), it takes a singular verb.

- Example :** (i) The Arabian Nights is an interesting book.  
(ii) The United States has a big army.

**Rule 11–** When the subject of the verb is relative pronoun, the verb must be made to agree in number and person with the antecedent of the relative.

- Example :** (i) I, who am your friend will help you with money.  
(ii) She is one of the bravest women that have ever lived.  
(iii) You, who is my friend should stand by me.

## EXERCISE

### A. In each of the following sentence, put the verb in agreement with its subject :

1. Each of these boys \_\_\_\_\_ passed.
2. The boy as well as his father \_\_\_\_\_ present.
3. Bread and butter \_\_\_\_\_ a wholesome food.
4. Mathematics \_\_\_\_\_ an interesting subject.
5. No one of you \_\_\_\_\_ done his work properly.
6. The quality of these apples \_\_\_\_\_ not good.



### B. Correct the following sentences :

1. Which one of these purses are yours? \_\_\_\_\_
2. The general as well as his staff were there. \_\_\_\_\_
3. The cost of all these articles have risen. \_\_\_\_\_
4. The scholar and the poet is dead. \_\_\_\_\_
5. A thousand kilometres are a great distance. \_\_\_\_\_

### C. Choose the appropriate verb from the ones given in the brackets :

1. There \_\_\_\_\_ (is/are) a herd of cattle in the field.
2. My friend as well as I \_\_\_\_\_ (has/have) been nominated for the post of prefect.
3. All the farmers \_\_\_\_\_ (was/were) present at the time of polling.
4. The result of an entrance exam \_\_\_\_\_ (was/were) available on the internet.
5. Neither of the boys \_\_\_\_\_ (is/are) my friend.

### D. In the following sentences, fill up the blanks by using the present tense of the verb shown in brackets :

1. Two and two \_\_\_\_\_ four. (make)
2. Every passenger \_\_\_\_\_ a ticket. (have)
3. Iron as well as copper \_\_\_\_\_ found in India. (to be)
4. Each of you \_\_\_\_\_ a reward. (get)
5. Neither of you \_\_\_\_\_ right. (to be)
6. Each first class ticket \_\_\_\_\_ a hundred rupee. (cost)



### E. In each of the following sentences, supply a verb in agreement with its subject :

1. To get salary and then not to do work \_\_\_\_\_ dishonest.
2. The cost of all these articles \_\_\_\_\_ risen.
3. That night every one of the boat's crew \_\_\_\_\_ down with fever.
4. One or other of those fellows \_\_\_\_\_ stolen the watch.
5. The accountant and the cashier \_\_\_\_\_ absconded.

# ADVERB AND ITS KINDS

# 11

## LET'S BEGIN

An adverb can modify a verb, an adjective, another adverb, a phrase, or a clause.

Adverb modify many verbs.

## ADVERB

An *adverb* is a word which adds to the meaning of a verb and tells us how a thing is done, when it is done or where it is done.

- (i) Mary sings **sweetly**.
- (ii) Ashok came **yesterday**.
- (iii) The sun shines **everywhere**.

## Kinds of Adverb

1. **Adverbs of Manner** : The adverbs wisely, foolishly, well, fast, slowly, bravely, badly show— **how (or the manner)** in which, an action is done. Such adverbs are called *adverbs of manner*.

Adverbs of manner answer the question— *how*?

2. **Adverb of Place** : The adverbs outside, everywhere, here, there, hither, thither, out, forward, show — **where an action is done**. Such adverbs are called *adverbs of place*.

Adverbs of place answer the question— **where**?



## EXERCISE

### A. Underline the adverbs :

- (i) Radha acted wisely.
- (ii) The boys rowed well.
- (iii) He ran fast.
- (iv) The boys are waiting outside.
- (v) The train stops there.
- (vi) My brother has gone out.

3. **Adverbs of Time** : The adverbs today, yesterday, tomorrow, daily, early, presently, until, immediately, show— **when an action is done**. Such adverbs are called *adverbs of time*. Adverbs of time answer the question – **when** ?

4. **Adverb of Frequency** : The adverbs twice, always, often, seldom, once, show— **how often an action is done**. Such adverbs are called *adverbs of number*.

Adverbs of frequency answer the question – **How often?**

## EXERCISE

### B. Underline the adverbs :

- (i) He will come today.
- (ii) The school will open tomorrow.
- (iii) He came here daily.
- (iv) He seldom came here.
- (v) I visited him once.
- (vi) He often came to this house.

5. **Adverb of Degree** : The adverbs, which **show how much or to what extent** a thing is done are called *adverbs of degree*. Each of the adverbs in the given examples show— how much or to what extent a thing is done; E.g— She was very tired.

How much was she tired – **very**.

## EXERCISE

### C. Underline the words of adverb of degree :

- (i) He was very tired.
- (ii) He was nearly exhausted.
- (iii) He was partly pleased.

Adverbs of degree answer the question – How much?

6. **Interrogative Adverbs** : The adverbs when, where, how, why are used for asking questions. Adverbs which are used for asking questions are called *interrogative adverbs*.

### D. Underline the words adverb interrogative :

- (i) Where do you live?
- (ii) Where did he go?
- (iii) When did she come?

7. **Adverbs of Reason** : Adverb of reason tells the reason behind an action. These are, because, as, since and that. We ask the question – **why?** to get the adverbs of reason.

### E. Fill in the blanks with suitable adverbs of reason :

- (i) He did not go to school \_\_\_\_\_ he had fever.
- (ii) The man is blind, \_\_\_\_\_ he needs help.

8. **Adverb of Affirmation or Negation** : These adverbs denote affirmation or **negation**.  
Ex— Surely, Probably, certainly, etc.

### F. Underline the adverbs of affirmation or negation :

- (i) You are definitely wrong.



(ii) She is certainly alive.

## EXERCISE

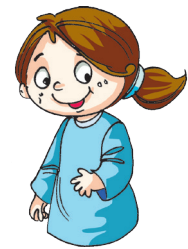
### G. Fill in the blanks with the adverbs given in the box :

angrily, badly, soon, happily, patiently, seldom, noisily, good

1. The child has been treated \_\_\_\_\_.
2. They lived \_\_\_\_\_ for many years.
3. The children played \_\_\_\_\_ in the house.
4. She \_\_\_\_\_ comes here now.
5. I hope you will be well \_\_\_\_\_.
6. I was ready when Johan called \_\_\_\_\_ to come.
7. He did \_\_\_\_\_ in the examination.
8. He answered rather \_\_\_\_\_.

### H. Fill in the blanks with suitable adverbs or adverb phrases :

1. He meets his family \_\_\_\_\_.
2. There was \_\_\_\_\_ sunlight in the room.
3. There are a lot of monuments \_\_\_\_\_.
4. He does not like to eat \_\_\_\_\_.
5. He is \_\_\_\_\_ seen these days.



### I. Pick out the adverbs in the following sentences and say of what kind each is and what word it modifies :

1. Slowly and sadly we laid him down.

\_\_\_\_\_

2. She acted somewhat foolishly.

\_\_\_\_\_

3. Have you seen an aeroplane going up?

\_\_\_\_\_

4. She frequently visits us.

\_\_\_\_\_

5. She is probably right.

\_\_\_\_\_

6. She spoke rather crossly.

\_\_\_\_\_

# PREPOSITIONS 12

## LET'S BEGIN

A preposition is usually followed by a noun or a pronoun. It links nouns, pronouns and phrases to other words in a sentence. The word or phrase that the preposition introduce is called the object of the preposition.

### PREPOSITION

A *preposition* is a word that is placed before a noun or pronoun to show how it relates to something else in a sentence.

- Example** :
- (i) Ram is swimming **in** the river.
  - (ii) The cat is sitting **under** the table.
  - (iii) Mohan has been sleeping **in** the room **since** morning.

### Kinds of Prepositions

*There are three kinds of Prepositions :*

1. **Simple Prepositions** : Simple prepositions are single word prepositions; as— in, of, to, with, by, from, since, for, up, through, off, over, during, etc.



### EXERCISE

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

1. Where are you \_\_\_\_\_ Friday \_\_\_\_\_ eight p.m.
  2. I will meet you \_\_\_\_\_ lunch today.
  3. It was extremely humid \_\_\_\_\_ that day.
  4. She came to see me \_\_\_\_\_ three o'clock \_\_\_\_\_ the afternoon.
  5. The meeting was very short, it was over \_\_\_\_\_ half an hour.
2. **Compound Prepositions** : Which are generally formed by prefixing a preposition to a noun, an adjective or an adverb.  
about, above, across, along, among, between, around, before, without, within, beside, beyond, inside, outside, below, behind.

### EXERCISE

#### B. Fill in the blanks with compound prepositions (under, about, beside, without, among) :

1. \_\_\_\_\_ your help, I could not do it.
2. The mother was anxious \_\_\_\_\_ her child's health.
3. The little girl sat \_\_\_\_\_ her parents and watched the movie.

4. The peacock danced daily \_\_\_\_\_ the mango tree.
5. The money was divided \_\_\_\_\_ all the competitors.

**3. Phrase Prepositions :** These are groups of words used with the force of a single preposition.

According to,	in addition to,	in place of
Away from,	in case of,	in spite of
By reason of,	in course of,	owing to
By way of,	in front of,	with an eye to
For the sake of,	in order to,	with regard to

## EXERCISE

**C. Fill in the blanks with suitable phrase prepositions :**

1. Stay \_\_\_\_\_ mad dogs.
2. Be kind to the poor \_\_\_\_\_ God.
3. He is famous \_\_\_\_\_ his learning.
4. She is proud \_\_\_\_\_ her beauty.
5. The policeman is standing \_\_\_\_\_ the robbed house.
6. The frog jumped \_\_\_\_\_ drowning.
7. I was talking \_\_\_\_\_ please my friend.



**Usage of Prepositions :** Prepositions denote **time**, **place**, **direction** and **movement**.

**Prepositions of time are :**

Since	At	About	Before
For	By	During	In
From	On	Past	Until
After	Between	To	

- Example :** (i) I had breakfast at 8 O' clock.  
(ii) At night, the sky is full of stars.

**We also say :** At dawn, at night, at noon, at the end, at dinner time.

- Example :** (i) I will return **on** Friday.  
(ii) He goes **to** Delhi Saturday and Sunday.  
(iii) I come home about seven **in** the evening.  
(iv) My mother comes **before** lunch.  
(v) Could I borrow your pen **for** an hour?  
(vi) It snows **in** winter.  
(vii) We serve breakfast **from** nine'o clock.  
(viii) The baby was born **on** 6th June 2012.  
(ix) We watched the match **until** midnight.  
(x) It is ten minutes **to** eleven.  
(xi) We have lived in Meerut **since** 2013.



### Prepositions of place are :

Over	at	beside	down	under
On	from	by	below	across
Upon	opposite	beneath	behind	round
Outside	above	around		

**Examples :** On – children are playing **on** the ground.

By – She is sitting **by** the fire.

Behind – He is hiding **behind** the house.

Down – He was sliding **down** the slide.

Below – He lives in a flat **below** ours.

Beside – My mother is standing **beside** her brother.

Above – The picture is hung **above** the fire place.

Under – They are eating **under** a tree.

Across – The chemist's shop is **across** the road.

Along – He was walking **along** the sea shore.

From – The aliens had come **from** outer space.

Off – Do not let the baby fall **off** her chair.

Into – I dived **into** the pool.

Inside – It is better to be **inside** the house when it is raining.

Opposite – We live **opposite** the super market.

Over – The plane is flying **over** Dubai.



### Prepositions of movement and direction are :

up	away from	to	from	into	out of
down	towards	through	for	at	upon

**Examples :** (i) Towards – He walked **towards** the hill.

(ii) Away from – He could not walk **away from** the scene.

(iii) Through – He went **through** the hall and opened the door.

(iv) Out of – She slipped while going **out of** the room.

(v) To – The cattle was led **to** the field.

(vi) Down – He came **down** the steps at a great speed.

(vii) Into – He marched **into** the room.

(viii) Up – Nutan walked **up** the stairs.

## EXERCISE

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

1. You should go \_\_\_\_\_ your mother to the market.
2. The book is \_\_\_\_\_ the clock.
3. The circus clown is sitting \_\_\_\_\_ her.
4. I accept this \_\_\_\_\_ my business partner.
5. There is a big tree \_\_\_\_\_ his house.



# CONJUNCTIONS 13

## LET'S BEGIN

A conjunction is a connector that joins two or more words, groups of words or sentences.

### CONJUNCTION

A *conjunction* is a word which merely joins two or more words or sentences together.

*Read the following sentences :*

1. God made the country **and** man made the town.
2. Our hoard is little **but** our hearts are great.
3. She must weep, **or** she will die.
4. Two **and** two make four.



In 1, 2 and 3, the conjunctions join two sentences together.

In 4, the conjunction joins two words together.

### Kinds of Conjunctions

*Thus we see that there are two kinds of conjunctions :*

1. Co-ordinating conjunctions
2. Sub-ordinating conjunctions
1. **Co-ordinating Conjunction** : The word which is used to join two sentences of equal rank or order together is called **co-ordinating conjunction**.

*Example* : (i) The sun set, the night fell.

The sun set **and** the night fell.

(ii) Work hard, you will fail.

Work hard **or** you will fail.

(iii) He is poor, people love him.

He is poor **still** people love him.

(iv) Radha has failed Sita has passed.

Radha has failed **but** Sita has passed.

Take the first pair of sentences. The sentences **the sun set** and **the night fell** are two independent sentences. They can stand alone. They are of equal rank or order. They do not depend upon the other for its full meaning. If we join these two independent sentences together by the word **and**, we make one sentence- 'The sun set and the night fell.'

In the other pairs of sentences also the words **or, but** *still* are used to join together the sentences of equal rank or order, they are therefore called **co-ordinating conjunctions**.

## EXERCISE

### A. Join the following pairs of sentences by using suitable conjunctions :

1. He is clever. He is idle.

\_\_\_\_\_

2. I waited. The train arrived.

\_\_\_\_\_

3. He is poor. He is **honest**.

\_\_\_\_\_

4. The ground is wet. We cannot play today.

\_\_\_\_\_

5. He worked hard. He failed.

\_\_\_\_\_

6. Sita is tall. Kamal is taller.

\_\_\_\_\_

7. He was afraid of being late. He ran.

\_\_\_\_\_

8. The box was heavy. He could not carry it.

\_\_\_\_\_

2. **Sub-ordinating Conjunction** : A conjunction that joins together two sentences of unequal rank or order is called **a subordinating conjunction**.

- Example** : (i) I like him **because** he is honest.  
(ii) I know **where** you were born.  
(iii) I will do this **if** I am allowed.  
(iv) He is very poor **though** he is happy.  
(v) I know **when** she will come.

The first sentence contains two statements or sentences (i) I like him (ii) because he is honest. Are these two sentences independent ? Can they stand alone ? *No*, the sentences "*because he is honest*" depends upon the sentence "*I like him*" for its full meaning. In other words, the sentences "*because he is honest*" is dependent upon the sentence "I like him"; that is the two sentences are not of equal rank or order. They are of unequal rank. One of two sentences is dependent upon or sub-ordinate to, the other. The conjunction which are of unequal rank or order is called a *subordinating conjunction*.

### Correlative Conjunction :

**There are some conjunctions that are used in pairs as :**

Either \_\_\_\_\_ or \_\_\_\_\_

Not only \_\_\_\_\_ but also \_\_\_\_\_

Neither \_\_\_\_\_ nor \_\_\_\_\_  
Both \_\_\_\_\_ and \_\_\_\_\_  
Though \_\_\_\_\_ yet \_\_\_\_\_

So \_\_\_\_\_ that \_\_\_\_\_  
Hardly \_\_\_\_\_ when \_\_\_\_\_  
No sooner \_\_\_\_\_ than \_\_\_\_\_

**They are called correlative conjunctions or correlatives :**

1. *Either — or —*                      *Either* take it *or* leave it.
2. *Neither — nor —*                    He is *neither* rich *nor* poor.
3. *Both — and —*                      We *both* loved *and* honoured him.
4. *Though — yet —*                    Though he is poor *yet* he is happy.
5. *Not only — but also —*            He *not only* passed *but also* won a scholarship.
6. *So — that —*                        He was *so* tired *that* he could hardly walk.
7. *Hardly — when —*                He had *hardly* reached the station *when* it began to rain.
8. *No sooner — than —*              *No sooner* did the bell ring *than* the boys ran out of their classes.

## EXERCISE

**B. Fill in the blanks with conjunctions from those given in the brackets :**

1. The servant broke the best dinner plate \_\_\_\_\_ (therefore, otherwise, else) he was dismissed.
2. Rahul \_\_\_\_\_ (but/and) Neelam both belong to the same family.
3. He was extremely tired \_\_\_\_\_ (never/the/less/so) he stopped his work.
4. I thought I would reach school on time \_\_\_\_\_ (but/yet) I got delayed.
5. You must \_\_\_\_\_ (either/neither) do what you promised \_\_\_\_\_ (or/nor) say you cannot do it.

## Use of Conjunctions

1. By using 'and'  
**Example** : (i) He sells mangoes. He sells oranges.  
                  He sells mangoes **and** oranges.
2. By using 'but'  
**Example** : (i) The girl is clever. The boy is dull.  
                  The girl is clever **but** the boy is dull.
3. By using 'or' 'else' 'otherwise' 'unless'  
**Example** : (i) Work hard. You will fail.  
                  Work hard **or** you will fail.  
                  Or Work hard **otherwise** you will fail.  
                  Or **Unless** you work hard you will fail.
4. By using 'so', 'therefore', 'because', 'as', 'since'  
**Example** : (i) It is raining. I cannot go to school.



It is raining **so** I cannot go to school.

Or It is raining **therefore** I cannot go to school.

Or I cannot go to school **because** it is raining.

Or **Since** it is raining, I cannot go to school.

5. By using 'though', 'although', 'still'.

**Example** : (i) He could not pass. He tried often.

He could not pass **though** he tried often.

Or **Although** he tried often, he could not pass.

He tried often, **still** he could not pass.



## EXERCISE

### C. Fill in the blanks with conjunctions from those given in the brackets :

1. Radha was happy \_\_\_\_\_ (lest, because, so) she passed the test.
2. Always brush your teeth \_\_\_\_\_ (after, when, until) a meal.
3. You will fail \_\_\_\_\_ (If, unless, when) you do not work harder.
4. I have been living here \_\_\_\_\_ (since, for, while) 1997.
5. I will not let you go \_\_\_\_\_ (If, unless, so) you can fuss.
6. Strike \_\_\_\_\_ (till, until, while) the iron is hot.
7. You can do much better \_\_\_\_\_ (till, if, but) you try harder.
8. The children waited \_\_\_\_\_ (for, since, until) their mother came.

### D. Pick out the conjunctions in the following sentences, and say whether they are co-ordinating or subordinating :

1. I shall be surprised if you fail.
2. Night came on and the sky grew dark.
3. Unless you tell me the truth, I shall not forgive you.
4. If you say so, I must believe it.
5. She must weep or she will die.
6. There is no doubt that the earth is round.

### E. Fill in the blanks with suitable conjunctions :

1. Wait here \_\_\_\_\_ I come back.
2. Walk quickly \_\_\_\_\_ you will miss the train.
3. You will get the prize \_\_\_\_\_ you work hard.
4. You will never pass \_\_\_\_\_ you do not work hard.



# MODALS 14

## LET'S BEGIN

Modals are also verbs that are used with other verb to express possibility, permission, etc.

### MODALS

*Modals* are a special group of auxiliary verbs used to express certain meanings like permission, ability, suggestion, possibility, etc.

- Example** :
- (i) **May** I go there?
  - (ii) **Can** I use a book?
  - (iii) There **could** be a heavy snowfall.
  - (iv) You **should** respect elders.



In the above sentences, may, can, could, should, are **modals**.

**Some important modals are :**

can	may	shall	will	must
could	might	should	would	ought to
need	dare	used to		

**Specific use :**

has to	have to	had to
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### How to use modals– Use of 'can', 'could', 'may' and 'might'

**Rule 1– Can** usually expresses ability or capacity.

- Example** :
- (i) I **can** swim across the river.
  - (ii) I **cannot** help you.

**Rule 2– Can** and **may** are used to take permission. **May** is rather formal.

- Example** :
- (i) You **can** go now.
  - (ii) **May** I borrow your umbrella?

**Rule 3– May** is used to express possibility in affirmative sentences. **Can** is used in the corresponding interrogative and negative sentences.

- Example** :
- (i) He **may** be at home.
  - (ii) It **cannot** be true.

**Rule 4–** In every formal English, may is used to express a wish.

- Example** :
- (i) **May** you live long.
  - (ii) **May** you get success in your life.

**Rule 5–** **Could** and **might** are used as the **past equivalents** of **can** and **may**.

- Examples* : (i) I **could** swim across the river when I was young.  
(ii) I thought he **might** be at home.

**Rule 6–** In present time contexts, **could** and **might** are used as less positive versions of **can** and **may**.

- Example* : (i) I **could** attend the party.  
(ii) It **might** rain tomorrow.

**Rule 7–** **Might** is also used to express a degree of dissatisfaction or reproach.

- Example* : You **might** pay a little more attention to your appearance.

### Use of 'shall', 'should', 'will' and 'would'

**Rule 8–** **Shall** is used with the first person and **'will'** with all persons to express pure future. Today I/we shall is less common than I/we will.

- Example* : (i) I **shall** be twenty-five on next birthday.  
(ii) You **will** see that I am right.

**Rule 9–** Questions with **shall** I/we are used to ask the will of the person addressed.

- Example* : (i) **Shall I** open the door?  
(ii) Where **shall we** go?

**Rule 10–** **Will** is used to express—

- (i) **Volition– as,**  
I will carry your books.  
(ii) **Characteristic habit– as,**  
He will talk about nothing but films.  
(iii) **Assumption or probability– as,**  
That will be the postman, I think.  
(iv) **Will you ? Indicate an invitation or a request– as,**  
(a) Will you have tea?  
(b) Will you lend me your pen?



**Rule 11–** **Should** and **would** are used as the past equivalents of shall and will.

- Example* : (i) She said that she **would** carry my books.  
(ii) I expected that I **should** get a first class.

**Rule 12–** **Should** is used in all persons to express duty or obligations.

- Example* : (i) We **should** obey the laws.  
(ii) You **should** keep your promise.

### Use of 'must' and 'ought to'

**Rule 13–** **Must** is used to express necessity or obligation.

- Example* : (i) You **must** improve your spellings.  
(ii) We **must** get up early.

**Rule 14– Must** can also express logical certainty.

- Example** : (i) She **must** have left already.  
(ii) Living in such crowded conditions **must** be difficult.

**Rule 15– Ought (to)** expresses moral obligations or desirability.

- Example** : (i) We **ought to** love our neighbourhood.

**Rule 16– Ought (to)** can also be used to express probability.

- Example** : (i) Prices **ought to** come down soon.

#### Use of 'Need'

**Rule 17– Need** is used for obligation (in question)

- Example** : (i) Need I be worried about this?  
(ii) Need I have to help her?



#### Use of 'Dare'

**Rule 18– Dare** shows not afraid of doing something (It is used mostly in questions and negative sentences).

- Example** : (i) Dare not try to argue with me?  
(ii) How dare you tried to hurt him?

#### Use of 'Used to'

**Rule 19–** It is always used in the past tense. It expresses some habitual action in the past.

- Example** : (i) I **used to** work hard.  
(ii) He always **used to** attend me in my sickness.

#### Use of 'has to', 'have to' and 'had to'

**Rule 20– "Has to", "Have to"** is used to express certainty, necessity, and obligation.

**Rule 21– "Had to"** is the past form of "Have to" and is used to express obligation.

- Example** : (i) This answer **has to** be correct. (**Certainty**)  
(ii) The soup **has to** be stirred continuously to prevent burning. (**Necessity**)  
(iii) They **have to** leave early. (**Obligation**)

**Remember** : "Do not have to" vs. "Must not"

"Do not have to" suggests that someone is not required to do something.  
"Must not" suggests that you are prohibited from doing something.

- Example** : (i) You **must not** eat that. (*It is forbidden, it is not allowed.*)  
(ii) You **don't have to** eat that. (*You can if you want to, But it is not necessary.*)

## EXERCISE

**A. Rewrite each of these sentences, using a modal verb :**

1. My sister was able to read the alphabet when she was 18 months old.

2. I am sure he is over seventy. \_\_\_\_\_
3. It was necessary for me to meet him so I met him. \_\_\_\_\_
4. He will probably pass his maths test easily. \_\_\_\_\_

**B. Fill in the blanks with suitable modals from those given in bracket :**

1. He \_\_\_\_\_ not use the cell phone while driving. If he does, he would be challenged. (should, might)
2. \_\_\_\_\_ you live long. (may, might)
3. You \_\_\_\_\_ save water. (should, must)
4. You \_\_\_\_\_ obey your parents. (ought to, must)

**C. Fill in the blanks with suitable modals of ability or permission :**

1. I \_\_\_\_\_ open the box as I am stronger than you.
2. You \_\_\_\_\_ call me on this number.
3. How \_\_\_\_\_ I help you?
4. \_\_\_\_\_ I sit here?

**D. Fill in the blanks with the help of have to, has to, had to and ought to :**

1. You \_\_\_\_\_ go to school daily.
2. I \_\_\_\_\_ stand in this queue for two hours.
3. You \_\_\_\_\_ help the poor.
4. He \_\_\_\_\_ obey everyone in the office.

**E. Fill in the blanks with can or could :**

1. I \_\_\_\_\_ take a day off whenever I want.
2. We \_\_\_\_\_ bring our dog into the shop.
3. \_\_\_\_\_ you please pass the sauce to me?
4. \_\_\_\_\_ I use your pen?

**F. Fill in the blanks with should / would / would not / should not :**

1. You \_\_\_\_\_ save your money for buying a car.
2. They shot the lion lest he \_\_\_\_\_ attack them.
3. Even if he were to try he \_\_\_\_\_ be able to defeat him in chess.
4. You \_\_\_\_\_ hit the dog so badly.

**G. Write four sentences with should :**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_





# ARTICLES 15

## LET'S BEGIN

An article comes before a noun that signifies or qualifies a noun. Articles are basically demonstrative adjectives.

### ARTICLES

**A, An,** and **the** are usually called *Articles*. They are used before nouns.

#### Kinds of Articles

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

Ex— I saw **a** stag in the forest.

I eat **an** apple a day.



#### A. Underline the indefinite articles :

- (i) I saw a boy riding on an ass.
- (ii) I am an honest man.
- (iii) You are a good student.

2. **Definite Article :** **The** is called *definite article*, because it is used when we speak of some particular person or thing. Ex— This is **the** girl who won the prize.

### EXERCISE

#### B. Underline the definite articles :

- (i) That is the boy whom I saw yesterday.
- (i) Radha is the best teacher in my school.
- (iii) The earth is round.

### Use of Articles

#### 1. Use of 'A' or 'An'

- (a) **A** is used : Before a word beginning with a consonant sound; as :

**Example** : a man, a horse, a year a hero, a history

- (b) Before such vowels which have the sound of **u**, in a word; as :

**Example** : a union, a university, a useful book, a European, a unit

- (c) Before the word which begins with the consonant sound of **wa**,; as :

**Example** : a one rupee note, a one eyed, a one way road

## 2. An is used before

(a) Word beginning with a vowel sound (a, e, i, o, u); as :

**Example** : **an** ass, **an** enemy, **an** elephant, **an** umbrella, **an** inkpot, **an** Indian,  
**an** ox, **an**, orange, **an** ugly man.

(b) Words beginning with a silent **h**; as :

**Example** : **an** hour, **an** honest man, **an** heir, **an** honourable man.

## 3. Use of 'The'

### The definite article **the** is used :

(a) When we refer to some particular person or thing; as,

**Example** : (i) The boys of this school are very obedient.  
(ii) Let us go to **the** club.

(b) When a singular noun is used to indicate a whole class; as,

**Example** : (i) **The** dog is a faithful animal.  
(ii) **The** rose smells sweet.

(c) Before the names of rivers, seas, oceans, gulfs, mountain-ranges and groups of islands.—

**Example** : (i) **The** Ganga, **the** Thames, **the** Godavari, **the** Persian Gulf, **the** Bay of Bengal.  
**the** Red Sea, **the** Indian Ocean, **the** Andamans, **the** Himalayas, **the** alps.



## EXERCISE

### C. Fill in the blanks with **A, An, and The** as may be suitable :

1. I bought \_\_\_\_\_ cow, \_\_\_\_\_ buffalo and \_\_\_\_\_ ox.
2. \_\_\_\_\_ apple is \_\_\_\_\_ fruit.
3. I met \_\_\_\_\_ honourable man \_\_\_\_\_ hour ago.
4. He is \_\_\_\_\_ cleverest boy in \_\_\_\_\_ class.
5. \_\_\_\_\_ lion is \_\_\_\_\_ king of beasts.
6. He is \_\_\_\_\_ European, but his wife is \_\_\_\_\_ Indian.

**Note** : We say **the Punjab, the Deccan, the United States of America.**

(d) Before the names of newspapers and sacred books—

**Example** : **The** Tribute, **the** Times of India, **the** Amrit Bazaar Patrika, **the** Hindustan Times, the Vedas, **the** Ramayana, **the** Bible, **the** Quran, **the** Geeta, **the** Mahabharat, etc.

(e) Before common nouns which are names of unique things of their kind—

**Example** : (i) **The** earth moves round **the** sun.  
(ii) **The** moon is shining in **the** sky.  
(iii) **The** world is full of sorrow.

(f) Before the directions—

**Example** : The sun rises in **the** east and sets in **the** west.

(g) Before the names of races or nations—

**Example** : (i) '**The**' Hindus, **the** Muslims, **the** Christians.

**Note** : The is not used before the names of languages.

**Example** : (i) Hindi is easier than English.

(h) Before adjectives in the superlative degree and before ordinal numeral adjectives.

**Example** : (i) This is **the** best book in the library.

(ii) Ram is **the** eldest in the class.

(i) Before an adjective when the noun is understood.

**Example** : (i) **The** rich should help **the** poor.

(ii) **The** young and **the** old, **the** high and low—all loved him.

### Omission of the Article

(a) '**The**' article is omitted before — Proper nouns; as :

**Example** : Delhi, Madras, Mumbai, etc.

(b) Names of countries; as :

**Example** : India, Pakistan, Nepal, Churchill.

(c) Names of persons; as :

**Example** : Ram, Ashok, Vijay; etc.

(d) Names of mountain peaks; as :

**Example** : Mount Abu, Mount Everest.

(e) Names of street; as :

**Example** : Victoria Street, Mahatma Gandhi Road.

(f) Names of the days of the week; as :

**Example** : Sunday, Monday, Tuesday, etc.

(g) Names of the months of year; as :

**Example** : January, February, March, April, May \_\_\_\_\_.

**Note** : When we use '**the**' before proper names they become common nouns.

**Example** : (i) Kashmir is the Switzerland of India.

(h) Names of Materials; as :

**Example** : (i) Neither gold nor silver is to be found here.

**Note** : But we say—

**The cotton of Egypt is superior to that of India.**

(i) Abstract nouns used in a general sense—

**Example** : (i) Health is better than wealth.

Honesty is the best policy.



## EXERCISE

### D. Rewrite the following sentences inserting or omitting articles wherever necessary :

1. Lion and leopard belong to cat family.

\_\_\_\_\_

2. The iron is useful metal.

\_\_\_\_\_

3. The wisdom is better than the riches.

\_\_\_\_\_

4. Give him hundred rupees.

\_\_\_\_\_

5. The gold is more valuable than the lead.

\_\_\_\_\_

6. Delhi is on Jamuna.

\_\_\_\_\_

### E. Use a and an where necessary :

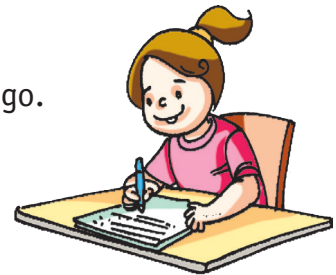
1. We come to \_\_\_\_\_ lake with \_\_\_\_\_ island in the middle.

2. We have formed \_\_\_\_\_ union. Rahul is \_\_\_\_\_ active member of our union.

3. She is very fond of \_\_\_\_\_ tea. We should give her \_\_\_\_\_ cup of tea immediately.

4. I have read \_\_\_\_\_ essay.

5. Seeta ate \_\_\_\_\_ apple and \_\_\_\_\_ mango.



### F. Fill in the blanks with a, an and the as may be suitable :

1. \_\_\_\_\_ English defeated \_\_\_\_\_ French.

2. \_\_\_\_\_ Bay of Bengal.

3. He is \_\_\_\_\_ cleverest boy in \_\_\_\_\_ class.

4. Yesterday I saw \_\_\_\_\_ boy riding on \_\_\_\_\_ ass.

5. There is \_\_\_\_\_ hotel in \_\_\_\_\_ centre of \_\_\_\_\_ town.

# DETERMINERS 16

## LET'S BEGIN

**Determiners** are the class of words that introduce nouns in different types of sentences. They specify the nouns that are referred to.

### DETERMINERS

These are the words used before a noun to determine or modify a noun. Since they fix the meaning of the noun that comes after them, they are also called *word fixers*.

#### Kinds of Determiners

##### 1. Demonstrative Adjectives

This, that, these, those

##### 2. Possessive Adjectives

My, our, your, his, her, its, theirs.

##### 3. Adjectives of quantity and number

Some, any, all, much, many, both, few, each, every, either, neither, a little, a few, one, two, first, second, etc.

##### 4. Articles – A, an, the



#### Correct use of Determiners

##### 1. Little, a little : These are adjectives of quantity.

(a) **Little** is a negative adjective and means not much (i.e. hardly any).

**Example** : (i) He has **little** knowledge.

(ii) There is **little** hope of his recovery.

(b) **A little** is an affirmative adjective and means some at least (i.e. a certain quantity however, little).

**Example** : (i) He gave me **a little** milk.

(ii) **A little** knowledge is a dangerous thing.

##### 2. Few, A few : These are adjectives of number.

(a) **Few** is a negative adjective and means not many.

**Example** : (i) He has read **few** notes.

(i) **Few** men are free from faults.

(b) **A few** is an affirmative adjective, and means some at least (i.e. a certain number however few).

- Example :** (i) I have still **a few** pages left.  
(ii) He spoke **a few** words.

## EXERCISE

### A. Fill in the blanks with suitable determiners :

1. He gave \_\_\_\_\_ suggestions.
2. She spoke \_\_\_\_\_ words on that occasion.
3. There is \_\_\_\_\_ tea in this cup.
4. Is \_\_\_\_\_ of the questions true?
5. Radha is \_\_\_\_\_ good friend of mine.

**3. Each, Every, Either, Neither :** The distributive adjectives each, every, either, neither are singular, Hence they must be used with nouns, pronouns and verbs in the singular.

(a) **Each** means— *one of two things or one of any number exceeding two.*

- Example :** (i) **Each** of the two boys has a bat.  
(ii) Four girls were seated on **each** bench.

(b) **Every** is used in speaking of more than two.

- Example :** (i) **Every** one of these answers is wrong.  
(ii) He comes to see us **every** day during the holidays.

(c) **Either** have two meanings.

1. One or the other.
2. Both

- Example :** (i) **Either** pen will do.  
(ii) There were trees on **either** side of the road.

(d) **Neither** is the negative of "either" and means neither the one nor the other.

- Example :** (i) He took **neither** side.  
(ii) **Neither** knife is of any use.



## EXERCISE

### B. Fill in the blanks with 'Each' and 'Every', 'Either' or 'Neither' :

1. \_\_\_\_\_ of the two boys was fined.
2. Can you stand on \_\_\_\_\_ side?
3. \_\_\_\_\_ soldier was at his post.
4. \_\_\_\_\_ seat in the auditorium was occupied.
5. \_\_\_\_\_ country expects loyalty from its people.

4. **Elder/Eldest, Older/Oldest** : Note carefully the use of these adjectives.

- (a) **Elder and Eldest** : Elder and Eldest are used for persons only. They denote the position of one member of a family with reference to another or others of the same family.

**Elder** is never followed by **than**.

- Example** : (i) Rahul is my **elder** brother.  
(ii) Mohan is my **eldest** son.  
(iii) He is the **eldest** son of my elder brother.

**Note** : We cannot say "He is elder than his brother". We must say "He is older than his brother."

- (b) **Older and Oldest** are used for both persons and things. **Oldest** denotes the greatest age.

- Example** : (i) Meera is **older** than her brother.  
(ii) This is the **oldest** school in the town.  
(iii) This neem tree is **older** than that apple tree.  
(iv) Mukesh is the **oldest** boy in the class.

## EXERCISE

C. Fill up each blank with one of the two words given in the brackets :

- I have not had \_\_\_\_\_ dinner today. (some, any)
- There are still \_\_\_\_\_ people in the garden. (few, a few)
- There are no \_\_\_\_\_ than ten persons concerned. (less, fewer)
- He is the \_\_\_\_\_ man in the village. (older, eldest)
- His \_\_\_\_\_ son is an engineer. (oldest, eldest)

5. **Each other, One another** : Note their use carefully.

- (a) **Each other** : **Each other** is used when two persons or things are meant.

- Example** : (i) The two boys hit **each other**.  
(ii) The two sisters never loved **each other**.

- (b) **One another** : **One another** is used when more than two persons and things are meant.

- Example** : (i) Little children love **one another**.  
(ii) The four brothers always quarrelled with **one another**.

6. **Much, Many** : Note carefully the use of these two adjectives :

- (a) **Much** : **Much** is an adjective of quantity and is, therefore, used to show quantity. **Much** is used with singular nouns.

- Example** : (i) He showed **much** interest.  
(ii) He had not **much** money.  
(iii) Did you have **much** difficulty in finding the house?

(b) **Many** : **Many** is an adjective of number, and, is, therefore used to show number.

**Example** : (i) He taught us **many** new tricks.

(ii) **Many** people think so.

7. **Less, Fewer** : **Less** refers only to quantity. **Fewer** only to number.

**Example** : (i) We do not sell **less** than five kilos of rice (Not Fewer).

(ii) No **fewer** than forty citizens were killed in the explosion (Not less).

## EXERCISE

### D. Fill in the blanks with much or many :

1. How \_\_\_\_\_ sugar do you want in your tea?
2. How \_\_\_\_\_ times have you been to Shimla?
3. We do not get \_\_\_\_\_ rain here.
4. He is facing \_\_\_\_\_ problems and is trying to solve them.
5. Was there \_\_\_\_\_ milk left in the pot?



8. **Some and Any** : In affirmative sentences, we use adjective **some**. In negative sentences, use the adjective **any**. In **interrogative**, sentences, we generally use **any**.

**Example** : (i) There is **some** money in my account (Not any).

(ii) There are **some** letters for you.

(iii) Have you **any** pen with you?

(iv) Can you lend me **some** books to read?

## EXERCISE

### E. Fill in the blanks with 'Some' or 'any' :

1. I am free all day. Call \_\_\_\_\_ time you like.
2. I met \_\_\_\_\_ interesting people last night.
3. We would not have \_\_\_\_\_ fun without you.
4. Did you buy \_\_\_\_\_ clothes? No, I did not buy.
5. I have \_\_\_\_\_ interesting information about the new movie.
6. I cannot find \_\_\_\_\_ pictures in the album.
7. There is \_\_\_\_\_ milk in the fridge.
8. Is there \_\_\_\_\_ milk left in the glass?
9. \_\_\_\_\_ books which are lying on the table belong to my younger brother.
10. The gardener does hardly \_\_\_\_\_ work throughout the day.





# THE CLAUSES 17

## LET'S BEGIN

Clause is a group of words. This is in three conditions, they are as follows-

- **Open Condition**
- **Rejected Condition**
- **Imaginary Condition**

### CLAUSE

A *clause* is a group of words that forms part of a larger sentence and has a subject and a predicate of its own.

- Example** :
- (i) I asked her where she was going.
  - (ii) The boys went home when school was over.
  - (iii) I know the time when he will come.
  - (iv) People who eat too much die early.



### Kinds of Clauses

*There are three kinds of clauses :*

1. Adverb Clause
2. Adjective Clause
3. Noun Clause

1. **Adverb Clause** : An adverb clause is a group of words contain a subject and a predicate of its own and does the work of an adverb.

- Example** :
- (i) He returned **at sunset**. (Returned when?)
  - (ii) He returned when the sun **set**. (Returned when?)

It is evident that both the group of words in bold, in sentence (i) and (ii) do the work of an adverb, as they show when he returned, but in sentence (i), the group of words— '**at sunset**' is a phrase—since it does the work of an adverb, it is called an **adverb phrase**.

In sentence (ii), the group of words '**when the sun set**' is a clause for it has a subject (The Sun) and a predicate (set) of its own but since it does the work of an adverb, it is called an **adverb clause**.

## EXERCISE

### A. Add a suitable adverb clause to each of the following :

1. He fled \_\_\_\_\_.
2. He was so tired \_\_\_\_\_.
3. The sun set \_\_\_\_\_.
4. You may do \_\_\_\_\_.
5. Nobody trusts him \_\_\_\_\_.

2. **Adjective Clause** : An adjective clause is a group of words, which contains a subject and a predicate of its own and does the work of an adjective.

**Example** : (i) He likes a story with a moral in it. (which story?)

(ii) He likes a story which has a moral in it. (which story?)

The first group of words— **with a moral in it** describes what sort of story he likes that is it qualifies the noun **story** and does the work of an adjective. It is therefore called an **adjective phrase**.

The second group of words— **which have a moral in it** also describes what sort of story he likes and so does the work of an adjective. But since it contains a subject and a predicate of its own, it is called an **adjective clause**.

## EXERCISE

### B. Pick out the adjective clauses in the following sentences :

1. This is the house where she lived.
2. Here is the book you want.
3. He is not the man I can trust.
4. I remember the house where I was born.
5. I am monarch of all I survey.



3. **Noun Clause** : A noun clause is a group of words, which contains a subject and a predicate of its own, and does the work of a noun.

**Example** : (i) They expected to win the match. (Expected what ?)

(ii) They expected that they would win the match. (Expected what ?)

The first group of words— **to win the match** does not contain a subject and a predicate of its own. It is therefore, a phrase. This phrase does the work of a noun, since it is the object of the verb expected. It is therefore called a **noun phrase**.

The second group of words—, **that they would win the match** contains a subject (they) and a predicate (*would win the match*) it is therefore a clause. This clause is the object of the verb expected and so does the work of a noun. It is therefore called **a noun clause**.

## EXERCISE

### C. Pick out the clauses in the following sentences and tell the kind of each :

1. He will pass if he works hard.  
\_\_\_\_\_
2. No one knows where he lives.  
\_\_\_\_\_
3. This is the house where I was born.  
\_\_\_\_\_
4. I do not know what she wants.  
\_\_\_\_\_
5. The bag that someone left on the bus belongs to Mr. Sharma.  
\_\_\_\_\_
6. She cried because her glass was broken.  
\_\_\_\_\_
7. Whoever ate the last cake owes the pack.  
\_\_\_\_\_
8. I saw the man at the door of house.  
\_\_\_\_\_
9. I didn't sleep well last night.  
\_\_\_\_\_
10. Before we leave on our road trip, we have to check the map.  
\_\_\_\_\_

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

1. They fought \_\_\_\_\_.
2. His father died. \_\_\_\_\_.
3. I know the man \_\_\_\_\_.
4. Do you know \_\_\_\_\_ ?
5. Can you guess \_\_\_\_\_ ?

### E. In each of the following sentences, write a clause in place of the underlined words and say whether the clause is a noun clause, an adjective clause or an adverb clause :

1. This is my shirt.
2. His smile proves that he is innocent.
3. The judge ordered the accused to be hanged.
4. I cannot tell you the date of my birth.
5. I am surprised at your silence.

# PHRASE AND ITS KINDS 18

## PHRASE

A group of words that makes some sense but not complete sense is called a *phrase*.

- Example :** (i) Rahul visited us **in the morning**.  
(ii) Mrs Radha was a lady **with a kind nature**.  
(iii) My sister wanted us **to sing a song**.

**Note :** Group of words in bold are phrases. They do not have a subject or a predicate or finite verb in it.



## Kinds of Phrases

**Phrases are of three kinds :**

1. Adverb Phrases
2. Noun Phrases
3. Adjective Phrases

**1. Adverb Phrase :** A group of words that act as an adverb in a sentence is called an **adverb phrase**.

- Example :** (i) She goes to Kanpur annually. (Adverb of time)  
She goes to Kanpur every year. (Adverb phrase)  
(ii) Ram ran quickly. (How?)  
Ram ran with great speed. (How?)  
(iii) The arrow fell here. (Where?)  
The arrow fell on this spot. (Where?)  
(iv) He is coming now. (When?)  
He is coming at this very moment. (when?)



## EXERCISE

**A. Change the following adverb phrases into adverbs :**

1. **At what time** I was in Delhi.  
\_\_\_\_\_
2. The hero left the stage **in a great hurry**.  
\_\_\_\_\_
3. He visits us **now and then**.  
\_\_\_\_\_
4. The insects were in **every place** in the colony.  
\_\_\_\_\_

5. I looked forward to the match **with great eagerness**.

**Study the following list :**

**Adverbs**

Soon  
Here  
Cleverly  
Briefly  
Heartily  
Early

**Adverb phrases.**

in a short while.  
in this place.  
in a clever manner.  
in a short time.  
with all my heart.  
at an early hour.



**EXERCISE**

**B. Fill in the blanks with suitable adverb phrases :**

1. The knight fought \_\_\_\_\_.
2. The woodman struck the wolf \_\_\_\_\_.
3. Do not answer \_\_\_\_\_.
4. He treated his relatives \_\_\_\_\_.

**2. Noun Phrase :** A noun phrase is a group of words that does the work of a noun.

- Example :** (i) The boy wants **something**.  
(ii) The boy wants **to go home**.

The word **something** is a noun and it is the object of the verb **wants** in sentence (i). Similarly the group of words **to go home** is the object of the verb **wants** in sentence (ii). Hence this group of words does the work of a noun. The group of words **to go home** is therefore a **noun phrase**.

**EXERCISE**

**C. Fill in the blanks with a noun phrase :**

1. My mother hates \_\_\_\_\_.
2. \_\_\_\_\_ surprised my mother.
3. \_\_\_\_\_ seems dishonest.
4. \_\_\_\_\_ gives me no pleasure.

**Some examples are given here :**

1. We enjoy playing cricket.
2. I tried to get the sum right.
3. To win a prize is my ambition.
4. He loves to issue harsh orders.

**3. Adjective Phrase :** An adjective phrase is a group of words that does the work of an adjective.

- Example :** (i) I like to see a smiling face.  
I like to see a face with smile on it.  
(ii) The coolies belonged to a hill tribe.  
The coolies belonged to a tribe dwelling in the hills.  
(iii) The Vizier was a wealthy man.  
The Vizier was a man of great wealth.  
(iv) The magistrate was a kind man.  
The magistrate was a man with a kind nature.

(v) The chief lived in a stone house.

The chief lived in a house built of stone.

In each of the above pairs of sentences, we have first a single word describing the person or thing denoted by the noun and then a group of words describing the person or thing denoted by the same noun.

For instance, the group of words **of great wealth** tells us what sort of man the Vizier was. It qualifies the noun just as an adjective does. It therefore does the work of an adjective and is called an **adjective phrase**.

## EXERCISE

### D. Fill in the blanks with suitable adjective phrases :

1. Birds \_\_\_\_\_ flock together.
2. The old sage spoke words \_\_\_\_\_.
3. She is a woman \_\_\_\_\_.
4. The road \_\_\_\_\_ is very muddy.

### E. Underline the adjective phrases in the sentences given below :

1. He belongs to a tribe of Australia.
2. He comes from a village in the remote part of the Himalayas.
3. The hut on the top of the mountain is mine.
4. The dearest wish of my mother is to own a maruti car.
5. He wore a robe of red velvet and a crown of gold.

*Study the following adjectives and the adjective phrases that are equivalent to them :*

Adjective	Adjective Phrases
A heavy load	A load of great weight.
The longest day	The day of greatest length.
A blank page	A page with no writing on it.
A jungle track	A track through the jungle.
The Spanish flag	The flag of Spain.
A white elephant	An elephant with a white skin.
A blue-eyed boy	A boy with blue eyes.

## EXERCISE

### F. Add suitable adjective phrases to the sentences given below from the box :

in the corner, a green suit, in need, on this shelf, in the blue uniform

1. A friend \_\_\_\_\_ is a friend in deed.
2. Who is the girl \_\_\_\_\_?
3. I bought the suitcase kept \_\_\_\_\_ from the shop.
4. My sister was wearing \_\_\_\_\_.
5. The boy \_\_\_\_\_ belongs to my class.

## 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

**Present tense** expresses actions in the present time.

- (i) You are wise.
- (ii) He is writing a letter.

**Past tense** expresses actions in the past time.

- (i) You were late.
- (ii) I was a singer.

**Future tense** expresses actions in the future time.

- (i) We shall go to market today.
- (ii) I shall read the lesson.



*Each tense has four forms :*

- |               |                       |
|---------------|-----------------------|
| 1. Indefinite | 2. Continuous         |
| 3. Perfect    | 4. Perfect Continuous |

*Indefinite tense or Simple*

## **SIMPLE PRESENT TENSE OR PRESENT INDEFINITE**

*Uses of Simple Present Tense :*

**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 rises in the east.  
(ii) The Earth goes round the Sun.

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

- Example :** We visit our grandparents during the winter holidays.

**Rule 3–** to talk about characteristics–

- Example :** (i) Neha runs fast.  
(ii) Honey is sweet.

**Rule 4-** to talk about habits-

- Example :** (i) Mohan drinks milk without sugar.  
(ii) Pravita usually wakes up at 6.00 in the morning.

**Rule 5-** In exclamatory sentences-

- Example :** (i) How beautiful the rainbow is!  
(ii) Here comes the villain of the play !

**Remember :** (i) With First Person ( I, We), second person (you), and third person plural subjects (they, girls); we use the **root form of the verb**.  
(ii) With third person, singular subjects (he, she, it, boy, girl etc), we add '**s**' or '**es**' to the root verb.

1. Sentence structure for affirmative sentences (Yes – statements)

Subject (s) + verb (Ist form) + e/es + object (o) +.

**Example :** We play cricket in the park.

2. Sentence structure for negative sentences (No – statements)

Subject (s) + do not / does not + verb (Ist form) + object (o) +.

**Example :** He does not waste his time.

3. Sentence structure for interrogative sentences.

Do / Does + subject (S) + verb (Ist form) + object (o) + ?

**Example :** Do you write a letter for your brother ?

4. Sentence structure for interrogative negative. (Yes / No Question)

Do / Does + subject + not + verb (Ist form) + object + ?

**Example :** Do you not learn your lesson ?

5. Sentence structure for interrogative sentences (Wh – question)

Wh – word + do / does + subject + verb (Ist form) + object + ?

**Example :** Why do you go there ?

**EXERCISE**

**A. Fill in the blanks with the simple present form of the verbs given in brackets :**

1. I \_\_\_\_\_ to watch my children when they \_\_\_\_\_ in the garden. (love, play)
2. As soon as he \_\_\_\_\_ his office he \_\_\_\_\_ his e-mail. (reach, read)
3. We \_\_\_\_\_ to Delhi by train. (go)
4. Rohan \_\_\_\_\_ in the park. (play)
5. Most people \_\_\_\_\_ the rules and \_\_\_\_\_ to be good citizens. (obey, try)

**B. Change the following sentences in the negative form :**

1. I know what she wants. \_\_\_\_\_
2. We read the Ramayana daily. \_\_\_\_\_



3. He lives near the railway station.
4. Every singer knows how to sing.
5. Rama obeys his parents.

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**C. Change the following simple present tense into interrogative sentences :**

1. They visit us often.
2. She goes for a walk in the morning.
3. The teacher asks the questions.
4. My mother tells me good stories.
5. The green grocer sells the vegetables.

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**SIMPLE PAST TENSE OR PAST INDEFINITE**

*Uses of Simple Past Tense :*

**The simple past tense is used to express actions that took place at some point of time in the past and are over now.**

- Example :** (i) My brother took us to a circus.  
(ii) We did not attend our cousin's wedding.

1. Sentence structure for affirmative sentences (Yes – statements)

**Subject + past form of verb (IIInd form) + object**

- Example :** I saw an elephant yesterday.

2. Sentence structure for negative sentences. (No – statements)

**Subject + did not + verb (Ist form) + object**

- Example :** We did not play in the park yesterday.

3. Sentence structure for interrogative sentence. (Yes – no question)

**Did + Subject + verb (Ist form) + Object + ?**

- Example :** (i) Did we make a noise ?  
(ii) Did Rekha cook the food ?

4. Sentence structure for interrogative negative.

**Did + subject + not + verb (Ist form) + object + ?**

- Example :** Did you not learn your lesson ?

5. Sentence structure for interrogative sentence (Wh-question)

**Wh - word + did + subject + verb (Ist form) + object + ?**

- Example :** Where did you go yesterday ?

*Uses of Simple Past Tense :*

1. to talk about a past tense.

**Example** : I studied in Agra University.

2. to narrate a story.

**Example** : Once upon a time there lived a king.

## EXERCISE

**D. Fill in the blanks with the past tense of the verbs given in brackets. The sentence type given in brackets will help you frame the structure accordingly :**

1. My teacher \_\_\_\_\_ (teach) me to be kind to others. (affirmative)
2. Sonu \_\_\_\_\_ (go) to Moradabad by train. (affirmative)
3. I \_\_\_\_\_ (live) in Hyderabad from 1994 to 1997. (negative sentence)
4. The Sun \_\_\_\_\_ (shine) brightly. (negative sentence)
5. The stranger \_\_\_\_\_ (speak) only French. (affirmative)
6. We \_\_\_\_\_ (learn) our lesson for exam. (negative sentence)
7. Saima \_\_\_\_\_ (complete) her preparation for the examination long ago. (affirmative)
8. \_\_\_\_\_ did Madhu \_\_\_\_\_ (sing) in the annual concert? (Wh-question)

**E. Rewrite the following simple past sentences in the negative form :**

1. They sat on the fence and watched the match. \_\_\_\_\_
2. Teacher taught me English yesterday. \_\_\_\_\_
3. He helped a blind man. \_\_\_\_\_
4. She knew the correct answer. \_\_\_\_\_
5. You went to market yesterday. \_\_\_\_\_

**F. Rewrite the following simple past tense sentences in the interrogative form :**

1. The strong man broke the stick in two. \_\_\_\_\_
2. The guard heard a sound in the street. \_\_\_\_\_
3. He brought his pet mouse to school. \_\_\_\_\_
4. They paid the labour his wages. \_\_\_\_\_
5. The moon hid behind the clouds. \_\_\_\_\_

## SIMPLE FUTURE TENSE OR FUTURE INDEFINITE

Simple future tense is used to express some future action or event.

**Example** : I shall go to Mumbai.

Usually 'shall' is used with **I** and **we** and 'will' is used with any other subject like **you, he, she, it, they, Mohan**, etc.

**Example** : You will go to school tomorrow.

1. Sentence structure for affirmative sentences (Yes – statements)

Subject + will / shall + verb (1st form) + object

**Example** : He will buy a computer.

2. Sentence structure for negative sentences (No – statements)

Subject + will / shall + not + verb (Ist form) + object + .

*Example* : I shall not go to my school.

3. Sentence structure for interrogative (Yes / No question)

Will / shall + subject + verb (Ist form) + object + ?

*Example* : Shall I go to my village ?

4. Sentence structure for interrogative negative (Yes / No question)

Will / shall + subject + not + verb (Ist form) + object + ?

*Example* : Will you not sing a song ?

5. Sentence structure for interrogative (Wh – question)

Wh – word + will / shall + subject + verb (Ist form) + object + ?

*Example* : Why will you give him a book ?

### Expressing the future with 'be – going to' form –



1. The **be - 'going to'** form is used to denote–

#### an attention

*Example* : I am going to work now.

2. A prediction in relation to future.

*Example* : You are going to be very successful in life.

3. The definiteness of some future event on the basis of circumstantial evidence.

*Example* : The tortoise is walking while the rabbit is taking rest. I think the tortoise is going to win the race.

## EXERCISE

### G. Change the following sentences from simple present to simple future :

1. This pen writes well.

\_\_\_\_\_

2. We have our lunch-break now.

\_\_\_\_\_

3. My mother tells me good stories.

\_\_\_\_\_

4. You walk in the garden.

\_\_\_\_\_

5. They work hard everyday.

\_\_\_\_\_

### H. Rewrite the following sentences in both (i) Negative and (ii) Interrogative forms :

1. We shall come and play again tomorrow.

2. She will be able to finish her work by next week.

3. They will learn their lesson by tomorrow.

4. My grandfather will visit us in the coming week.

5. They will buy me some nice cookies from the supermarket.

**I. Fill in the blanks in the following sentences with shall, will or going to :**

1. We \_\_\_\_\_ move to Delhi soon.
2. You \_\_\_\_\_ win the elocution competition.
3. The students \_\_\_\_\_ practice for the interschool football match.
4. The baby bird is opening out its wings. I think it \_\_\_\_\_ fly.
5. It has been raining heavily for a week. The river \_\_\_\_\_ get flooded.
6. We are \_\_\_\_\_ play a friendly hockey match.
7. She has left everyone behind. She is \_\_\_\_\_ win the race.



**Continuous Tense**

**PRESENT CONTINUOUS**

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

- Example :** (i) Neena is dancing.  
(ii) My father is telling the story.

'is' is used with singular subjects except I and You and 'are' is used with plural subject and 'am' is used only with I.

1. Sentence structure for affirmative sentences (Yes – statements)

Subject + is / am / are + verb (Ist form + ing) + object.

**Example :** I am reading now.

2. Sentence structure for negative sentences (No – statements)

Subject + is/am/are + not + verb (Ist form + ing) + object

**Example :** You are not waiting for me.

3. Sentence structure for interrogative (Yes / No question)

Is/am/are + Sub + Verb (Ist form) + ing + object + ?

**Example :** Are you making a noise ?

4. Sentence structure for interrogative negative

Is/am/are + Sub + not + Verb (Ist form) + ing + object + ?

**Example :** Are you not making a noise ?

5. Sentence structure for interrogative (Wh – question)

Wh - Word + is/am/are + subject + verb (Ist form + ing) + object + ?

**Example :** What are you doing nowadays?

**Uses of Present Continuous Tense :**

1. To indicate an action which is still continuing.

**Example :** I am sleeping here.

2. To indicate an action taking place at the present time and not necessarily at present moment.

**Example :** He is reading the Ramayana.

3. To indicate a future action or event that is pre – determined to happen.

**Example** : Seeta is going to Kanpur next week.

## EXERCISE

### J. Fill in the blanks with the present continuous form of the verbs given in brackets :

1. He is \_\_\_\_\_ his lesson. (learn)
2. My parents \_\_\_\_\_ the house for my birthday. (decorate)
3. Mona and Shyam \_\_\_\_\_ cartoons. (watch)
4. My younger sister \_\_\_\_\_ from Moradabad next week. (come)
5. We \_\_\_\_\_ our parents. (obey)
6. Ramu \_\_\_\_\_ in garden. (play)
7. You \_\_\_\_\_ the picture today. (watch)
8. The children \_\_\_\_\_ in the ground. (play)

### K. Rewrite these sentences in (i) Negative and (ii) Interrogative forms :

1. The farmer is ploughing the field.
2. She is telling a lie.
3. You are not playing hockey.
4. His mother is going to temple with her sister.
5. Doctor is giving the medicine to his patient.



## PAST CONTINUOUS

**Rule** – The *Past Continuous* tense is used to indicate an action that started in the past and was going on for some time in the past. In other words, the past continuous tense indicates an on going action in the past.

**Example** : I was watching the picture yesterday.

1. Sentence structure for affirmative sentences (Yes – statements).

Subject + was / were + verb (Ist form + ing) + object + .

**Example** : The lion was roaring in the forest.

2. Sentence structure for negative sentences (No statements)

Subject + was/were + not + verb (Ist form + ing) + object

**Example** : I was not listening to the radio all evening.

3. Sentence structure for interrogative (Yes / No question)

Was/were + subject + Verb (Ist form + ing) + object + ?

**Example** : Were you playing in the park ?

4. Sentence structure for interrogative negative

Was / were + subject + not + Verb (Ist form) + object + ?

**Example** : Were you not playing in the park ?

5. Sentence structure for interrogative (Wh - question)

Wh - word + was / were + subject + verb (Ist form + ing) + object + ?

**Example** : Why were they telling a lie ?

### Uses of Past Continuous Tense :

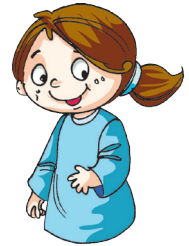
To talk about an on going action in a particular period in the past.

**Example** : I was living in Meerut from 1999 to 2001.

## EXERCISE

### L. Rewrite each sentence in (i) Negative (ii) Interrogative form :

1. They were learning their lesson last evening.
2. Teacher was asking the question in the class.
3. The principal was taking a round of the school.
4. Children were playing in the park.
5. I was writing a letter for my mother.



## FUTURE CONTINUOUS

Future Continuous tense is used to express an action that will be going on in future.

**Example** : We shall be waiting for him.

1. Sentence structure for affirmative sentences (Yes – statements).

Subject + shall / will + be + verb (Ist form + ing) + object +.

**Example** : You will be playing in the park.

2. Sentence structure for negative sentences (No – statements)

Subject + shall / will + not + be + verb (Ist form + ing) + object +.

**Example** : It will not be raining heavily.

3. Sentence structure for (Yes/No questions)

Shall / will + subject + be + verb (Ist form + ing) + object +.

**Example** : Will you be singing a sweet song ?

4. Sentence structure for interrogative negative.

Shall / will + subject + not + be + verb (Ist form + ing) + object + ?

**Example** : Shall I not be going to school tomorrow ?

5. Sentence structure for (Wh – question)

Wh – word + shall / will + subject + be + verb (Ist form + ing) + object + ?

**Example** : When will you be giving me a book?

## EXERCISE

### M. Fill in the blanks with the correct form of verb (given in brackets) in the future continuous :

1. They \_\_\_\_\_ the new gym from next month. (join)
2. I \_\_\_\_\_ not \_\_\_\_\_ on the school trip on Wednesday. (go)

3. You \_\_\_\_\_ the book for exam. (read)
4. I \_\_\_\_\_ when you will call me. (study)
5. He \_\_\_\_\_ cricket at the playground, when we shall reach there. (play)

**N. Rewrite the following sentences in future continuous (i) Negative (ii) Interrogative :**

- Our company will soon organise a meeting with the client.
- The students will make a noise in the class.
- I will help you clear the rat-infested storeroom in a moment.

**Perfect Tense**

**PRESENT PERFECT TENSE**

**Uses of Present Perfect Tense :**

- Expresses actions which have just ended.  
*Example* : I have taken my lunch.
- Expresses actions which were performed in the past but the results of which, we can see or feel in the present.

*Example* : I have seen the Red Fort.

(Saw it long back, but having already seen it, I need not see it now)

We often use words like **just**, **already**, **recently**, with the present perfect tense if the action has just ended.

**Affirmative**

Subject + have / has + past participle form of the verb.

*Example* : (i) I have played. (ii) He has played.

**Negative**

Subject + have / has + not + past participle form of verb.

*Example* : (i) I have not played. (ii) He has not played.

**Questions**

Have / has + subject + past participle form of the verb + object + ?

*Example* : (i) Has he played ? (Yes/No question)  
(ii) How has he played ? (Wh-question)

**PAST PERFECT TENSE**

Past perfect tense is used to show an action happened in the past before another event took place. Word usually used with the past perfect tense are **when** and **after**.

*Example* : (i) The teachers **had gone** home when we reached.  
(ii) I **had taken** my lunch when seema came to meet me.

## SENTENCE STRUCTURE

### Affirmative

Subject + had + past participle form of the verb.

- Example** : (i) I had played.  
(ii) He had played.

### Negative

Subject + had + not + past participle form of the verb.

- Example** : (i) I had not played  
(ii) He had not played.

### Questions

Had + subject + past participle form of the verb + object + ?

- Example** : (i) Had he played? (Yes/No question)  
(ii) Why had he not played? (Wh-question)

## FUTURE PERFECT TENSE

It expresses an action which will have been completed before a given point of time in future.

Example : I will have sent all these e-mail by 9 p.m.

## SENTENCE STRUCTURE

### Affirmative

Subject + shall / will + have + past participle form of the verb.

- Example** : (i) I shall/will have played.  
(ii) He will have played.

### Negative

Subject + shall / will + not + have + past participle form of the verb.

- Example** : (i) He will not have played.

### Questions

Shall / will + Subject + past participle form of the verb + object + ?

- Example** : (i) Will he not have played? (Yes/No-question)  
(ii) When Will he have got ready? (Wh-question)

## EXERCISE

### O. Rewrite the following passage using the present perfect tense of the verbs given in the brackets :

This year our school (*show*) excellent result in Class XII Board Examination. One hundred twenty-two students (*appeared*) for the examination. All of them do (*well*). One hundred ten students (*secure*) a first



class. No student (**secure**) less than 40% marks. Our performance in Mathematics (**be**) the best. Sixty-five students (**get**) a distinction in Mathematics. Ila Gandhi (**win**) a gold medal for topping the list of successful candidates in Science. Our Principal (**announce**) a special prize for Ila. We are really proud of her.

**P. Fill in the blanks with the past perfect form of the verbs given in brackets :**

1. If you \_\_\_\_\_ (**listen**) to me, you would have got the expensive car.
2. The children \_\_\_\_\_ (**not/do**) their homework, so they were in trouble.
3. He \_\_\_\_\_ (**meet**) her somewhere before.
4. He \_\_\_\_\_ (**not/use**) email before, so I showed him how to use it.
5. You \_\_\_\_\_ (**not/study**) for the test, so you were very nervous.

**Q. Fill in the blanks with the future perfect tense of the verbs given in the brackets :**

1. He \_\_\_\_\_ the work when we will reach his house. (**finish**)
2. I \_\_\_\_\_ most of the hill stations of India before I am twelve. (**see**)
3. We \_\_\_\_\_ all the letters by 7 p.m. (**post**)
4. The shopkeepers \_\_\_\_\_ the shops before the inspector comes for a visit. (**close**)
5. I hope it \_\_\_\_\_ raining by noon. (**stop**)

## Perfect Continuous Tense

### PRESENT PERFECT CONTINUOUS TENSE

Present perfect continuous tense shows that the action began in the past is continuing up to the present time.

1. Sentence structure for Affirmative (Yes – statement)

Subject + has / have been + verb + ing + obj + since/for + time.

**Example :** (i) I have been working for two hours.

2. Sentence structure for Negative (No – statement)

Subject + has / have not been + verb + ing + obj + since/for + time.

**Example :** (i) He has not been writing a letter since morning.

3. Sentence structure for Interrogative (Yes / No question)

Has / have + subject + been + verb + ing + obj + since/for + time + ?

**Example :** (i) Have you been playing chess for two days ?

4. Sentence structure for Interrogative (Wh – question)

Q.W + has / have + subject + been + verb + ing + obj + since/for + time ?

(ii) Where has he been going since evening ?

## Uses of for and since :

<b>for</b> — a period (from start to end)	<b>since</b> — 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



## PAST PERFECT CONTINUOUS

This Expression and action has continued for a certain time previous to the point of past time named.

Sentence Structure

### Affirmative

Subject + 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

Subject + 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 + subject + been + main verb + ing + obj. + since/for + time.

- Example** : (i) Had you been writing an essay since evening?

QW + had + subject + been + main verb + ing + obj. + since/for + time.

- (ii) What had you been doing for two days?

## FUTURE PERFECT CONTINUOUS

### Future Perfect Continuous Tense is used :

- To indicate the length of time that an action continues in the future.
- To show an action in progress until an event happens in the future.

Sentence Structure

### Affirmative

Subject + will / shall + have been + main verb + ing + obj + since/for + time.

- Example** : (i) We shall have been playing for three hours.

### Negative

Subject + 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 + Subject + 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 + Subject + have been + main verb + ing + obj + since/for + time?

(ii) What will you have been eating since morning?

## EXERCISE

### R. 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 you \_\_\_\_\_ (stay) with me for the past three weeks?
4. We \_\_\_\_\_ (wait) for you at the cinema for last two hours.
5. Go and wash the car, you \_\_\_\_\_ (wash) it for a long time.

### S. Fill in the blanks with the correct form of verbs given in brackets by changing into past perfect or simple past form :

**Example :** Milan \_\_\_\_\_ (live) in London before he \_\_\_\_\_ (move) to Rome.

**Answer :** Milan had lived in London before he moved to Rome.

1. After Fred \_\_\_\_\_ (spend) his holiday in Italy he \_\_\_\_\_ (want) to learn Italian.
2. Vishnu \_\_\_\_\_ (phone) Dad at work before he \_\_\_\_\_ (leave) for his trip.
3. Susan \_\_\_\_\_ (turn on) the radio after she \_\_\_\_\_ (wash) the dishes.
4. When she \_\_\_\_\_ (arrive) the home, he \_\_\_\_\_ the car (start).
5. After the man \_\_\_\_\_ (come) home, he \_\_\_\_\_ (feed) the cat.
6. Before he \_\_\_\_\_ (sing) a song, he \_\_\_\_\_ (play) the guitar.
7. She \_\_\_\_\_ (watch) a video after the children \_\_\_\_\_ (go) to bed.

### T. Rewrite the following sentences in future perfect continuous :

1. I shall complain against you in the police station.
2. Our company will soon organise a meeting with the client.
3. The police will conclude their investigation of the computer fraud next week.
4. The train will leave tomorrow morning at 10 a.m.
5. Oil will float on water.
6. They will invite Professor Kritika to speak at the science conference.





3. For subjects which mean non-specific person or persons, we may not use the subject in the passive voice.

- Example :** (i) Everyone welcomed the guests.      **Active Voice**  
The guests were welcomed.      **Passive Voice**
- (ii) Somebody put up a notice in the hall.      **Active Voice**  
A notice was put up in the hall.      **Passive Voice**



4. If the precise subject of the action is not known, we use the passive voice.

- Example :** (i) My car was stolen from the parking lot.

5. When the receiver of the action is more important, we use the passive voice.

- Example :** (i) The police chief was killed in an encounter.

6. When verb that take both a direct and indirect objects, in the active to the passive voice, either object can be made in the subject and the other object is retained.

- Example :** (i) Mr Ram teaches us English.      **Active Voice**  
We are taught English by Mr Ram.      **Passive Voice**

A sentence is more effective, when it centres on a subject that is doing something, rather than a subject that is being acted upon.

The main problem with passive sentence is that they become complicated and more difficult to understand at times.

- Example :** The themes of the poems of the 16th century poets was \_\_\_\_\_ can easily  
by condensed into "The 16th century poets wrote poems having themes \_\_\_\_\_.

7. Do not shift from active to passive in the same sentence–

**As I entered the castle, footsteps could be heard from behind me.**

Both the verb and the subject have shifted. The sentence should read.

**As I entered the castle, I heard footsteps behind me.**

## EXERCISE

**A. For each of the following sentences, change the verb from the active voice into the corresponding tense in the passive voice :**

1. He is giving a lecture. \_\_\_\_\_
2. They have stopped the tax. \_\_\_\_\_
3. We sent a favourable reply. \_\_\_\_\_
4. He has been offered a discount. \_\_\_\_\_
5. Will you have given the order ? \_\_\_\_\_

**B. Change the underlined verbs in the following sentences from the passive voice to the corresponding tenses in the active voice. Preserve the meaning of the sentence by omitting the preposition by and making the necessary changes in word order :**

1. The bill was paid by my father. \_\_\_\_\_
2. The student was being scolded by me. \_\_\_\_\_

3. The book was written by my brother. \_\_\_\_\_
4. The seeds were taken by the farmer. \_\_\_\_\_
5. His story will be published by the magazine. \_\_\_\_\_

**C. Change the following sentences from active to passive voice :**

1. Leena is singing a sweet song on the stage.  
\_\_\_\_\_
2. My sister has painted this picture.  
\_\_\_\_\_
3. We have sent them a telegram.  
\_\_\_\_\_
4. I have done my work.  
\_\_\_\_\_

**D. Change the verb in the following sentences from passive to active voice :**

1. We shall be blamed by every one.  
\_\_\_\_\_
2. Why were you punished by the teacher?  
\_\_\_\_\_
3. This house is being built by a famous builder of Delhi.  
\_\_\_\_\_
4. A present was bought for Neha by her mother.  
\_\_\_\_\_

**E. Change the verbs in the following sentences from active into passive :**

1. She will borrow money to complete her project.  
\_\_\_\_\_
2. How many people will you invite in your daughter's wedding?  
\_\_\_\_\_
3. The hotel will close by then.  
\_\_\_\_\_
4. I shall send the telegram tomorrow.  
\_\_\_\_\_
5. Who will be the umpire in tomorrow's match?  
\_\_\_\_\_

# DIRECT AND INDIRECT SPEECH

# 21

## LET'S BEGIN

A statement what is actually spoken by a person is **direct speech**.

When it is reported later by someone else, it becomes **indirect speech**.

We often have to give information about what people say or think. In order to do this, we use direct or quoted speech, or indirect or reported speech.

### DIRECT SPEECH

Saying exactly what someone has said is called *direct speech*. (Sometimes called quoted speech). Here what a person says appears within quotation marks (" ") and should be the exact words used by the speaker.

**Example** : (i) She said, "Today's lesson is on verb."

Or "Today's lesson is on verb", she said.



### INDIRECT SPEECH

*Indirect speech* (sometimes called reported speech) does not use quotation marks to enclose what the person said and it does not have to be word by word, when tense in the reporting speech usually changes.

This is because when we use reported speech, we are usually talking about a time in the past (because obviously the person who spoke originally, spoke in the past). The verb therefore usually has to be in the past too.

**Example** : (i) He said, "I am going to the park."

**Direct**

He said that he was going to the park.

**Indirect**

**Tense change** : As a rule, when you report something someone has said, you go back a tense. (The tense on the left changes to the tense on the right.)

#### 1. Present simple becomes past simple :

**Example** : (i) Ram said, "He is a good boy."

**Direct**

Ram said that he was a good boy.

**Indirect**

#### 2. Present continuous becomes past continuous :

**Example** : (i) Radha said, "I am singing a song."

**Direct**

Radha said that she was singing a song.

**Indirect**

### 3. Present perfect becomes past perfect :

**Example** : (i) Mohan said, "I have finished my work." **Direct**  
Mohan said that he had finished his work. **Indirect**

### 4. Present perfect continuous becomes past perfect continuous :

**Example** : (i) Ram said, "I have been sleeping in the room for two hours." **Direct**  
Ram said that he had been sleeping in the room for two hours. **Indirect**

### 5. Past simple becomes past perfect :

**Example** : (i) He said, "You bought a car." **Direct**  
He said that you had bought a car. **Indirect**

### 6. Past continuous becomes past perfect continuous :

**Example** : (i) Neelam said, "I was learning my lesson." **Direct**  
Neelam said that she had been learning her lesson. **Indirect**

### 7. No change in past perfect and past perfect continuous tenses :

**Example** : (i) He said, "The lesson had already started when he arrived." **No change**  
He said that the lesson had already started when he arrived. **Indirect**

#### Modal verbs form also change sometimes :

Can – Could                                      Will – Would  
May – Might                                      Shall – Would

**Example** : (i) He said, "They will go to Agra." **Direct**  
He said that they would go to Agra. **Indirect**

In addition, if you report something that someone said in a different place to where you heard it, you must change the place (here) to the place (there).

**Example** : (i) She said, "How long have you worked here?" **Direct**  
She asked how long I had worked there. **Indirect**  
(ii) Ram said "I am busy now." **Direct**  
Ram said that he was busy then. **Indirect**  
(iii) I said, "These mangoes are sweet." **Direct**  
I said that those mangoes were sweet. **Indirect**

If the reported speech contains some universal truth or habitual fact, then the simple present in the reported speech is not changed into the corresponding simple past, but remains unchanged.

**Example** : (i) The teacher said, "Honesty is the best policy." **Direct**  
The teacher said that honesty is the best policy. **Indirect**

### Changes of Pronouns

**Rule** – Pronouns of the first person in direct speech are changed in indirect speech according to the same person as the subject of the introductory verb.



**Example** : (i) **Mohan** said, "I am a student."  
Mohan said that he was a student.

**Direct**  
**Indirect**

**Rule** – Pronoun of the second person in direct speech are changed in indirect speech according to the same person as the noun or pronoun which comes after the introductory verb.

**Example** : (i) Raman said to me, "You are wrong."  
Raman told me that I was wrong.

**Direct**  
**Indirect**

**Rule** – Pronouns of third person in direct speech remain the same in indirect speech.

**Example** : (i) Hari said to me, "He is ill."  
Hari told me that he was ill.  
(ii) He said to me, "She is not to blame."  
He told me that she was not to blame.

**Direct**  
**Indirect**  
**Direct**  
**Indirect**

But no change of person is made when the speech is reported to the person to whom it was first addressed.

## Questions

**Rule** – 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.

**Example** : (i) The teacher said to me, "What is your name?"  
The teacher asked me what my name was.  
(ii) Peter said to me, "Do you play cricket?"  
Peter asked me if I played cricket.  
(iii) Mona said to him, "Are you going to cinema tonight?"  
Mona asked him if he was going to cinema that night.

**Direct**  
**Indirect**  
**Direct**  
**Indirect**  
**Direct**  
**Indirect**

## Commands and Requests

**Rule** – In reporting a command or a request in indirect speech, the introductory verb is changed to request, order, command, advise or some other words suiting the sense.

**Example** : (i) I said to Reena, "Please give me your pen."  
I requested Reena to give me her pen.  
(ii) The teacher said to the boys, "Leave this place."  
The teacher ordered the boys to leave that place.  
(iii) He said, "Be quiet and listen to me."  
He urged them to be quiet and listen to him.

**Direct**  
**Indirect**  
**Direct**  
**Indirect**  
**Direct**  
**Indirect**

## Exclamations and Wishes

**Rule** – In reporting an exclamation or a wish in the indirect speech,.

1. The introductory verb is changed into exclaim, pray, cry, bless or some other similar verbs.
2. The words showing exclamation such as alas, hurrah, etc are omitted.
3. The sign of exclamation is omitted.

**Example** : (i) He said, "May you live long!"  
He wished that he might live long.  
(ii) He said, "Alas ! I am undone."  
He exclaimed that he was undone.

**Direct**  
**Indirect**  
**Direct**  
**Indirect**

## EXERCISE

### A. Change from direct to indirect speech :

1. The father said to his son, "You are old enough to earn your living now."
2. Ram said, "I shall come to tea tomorrow."
3. He said, "You play hockey very well."
4. He said to me, "I have often told you not to idle away your time."
5. They said, "Yesterday we went to the cinema."

### B. Change from direct to indirect speech :

1. He said, "Where do you live?"
2. He said to her, "What do you want?"
3. Ram said, "How is your mother?"
4. Radha said to Meera, "Go away."
5. The teacher said to the student, "Show me your note book."

### C. Turn the following into indirect speech :

1. My father said to me, "You are ill."  
\_\_\_\_\_
2. Hari said, "I am very busy. Do not disturb me."  
\_\_\_\_\_
3. The teacher said, "I shall not teach your class."  
\_\_\_\_\_
4. She said to me, "I went there alone and I was not afraid."  
\_\_\_\_\_
5. My mother said to me, "You got up very early today."  
\_\_\_\_\_
6. He said to him, "Sit still or the photograph will be spoiled."  
\_\_\_\_\_
7. Ram said to his friend, "Go out of the room."  
\_\_\_\_\_
8. The girl said, "What a beautiful scene!"  
\_\_\_\_\_



9. She said, "Will you please help me to lift this box?"

---

10. Teacher asked, "What is your name?"

---

**D. Change the following into direct speech :**

1. He asked me if I had finished my work.

---

2. He said that he was very busy then.

---

3. He told him that he would do his best to help him.

---

4. He asked me if I knew who had stolen his book.

---

5. He wished that she were dead.

---

6. He asked his servant why he had not cooked the meal.

---

7. The captain praised the player saying that he had played well.

---

8. The teacher asked the boys if they had seen a rainbow in the sky the previous evening.

---

**E. Read the conversation and convert into a report of indirect speech :**

Minnie : I want to order a big pineapple cake for my birthday.

Shopkeeper : When is your birthday?

Minnie : It is tomorrow.

Shopkeeper : You can collect it by noon.

# ONE WORD SUBSTITUTION

# 22

## LET'S BEGIN

In English language, there are a lot of single words for a group of words. Here is a list of some words that are used to replace a group of words.

- |  |                 |
|--|-----------------|
| 1. Absence of government   | — Anarchy       |
| 2. Government by officials   | — Bureaucracy   |
| 3. Study of plants   | — Botany        |
| 4. List of items such as books                                       | — Catalogue     |
| 5. Without preparation   | — Extempore     |
| 6. Causing death   | — Fatal         |
| 7. List of technical or special words occurring in a particular text | — Glossary      |
| 8. Art of growing flowers, fruits and vegetables                     | — Horticulture  |
| 9. Work done without salary  | — Honorary      |
| 10. That cannot be listened  | — Inaudible     |
| 11. Who knows many languages   | — Linguist      |
| 12. Room used to conduct experiments                                 | — Laboratory    |
| 13. The first speech in public                                       | — Maiden speech |
| 14. A place to keep dead bodies                                      | — Mortuary      |
| 15. One who can eat everything                                       | — Omnivore      |
| 16. The science of animal life                                       | — Zoology       |
| 17. Yellow part of an egg  | — Yolk          |
| 18. Lover of animals   | — Zoophiles     |



## EXERCISE

### A. Fill in the blanks :

1. One who can eat everything \_\_\_\_\_.
2. Government by officials \_\_\_\_\_.
3. Lover of animals \_\_\_\_\_.
4. Without preparation \_\_\_\_\_.
5. First speech in public \_\_\_\_\_.
6. Yellow part of an egg \_\_\_\_\_.
7. Who knows many languages \_\_\_\_\_.
8. A place to keep dead bodies \_\_\_\_\_.



# WORDS OFTEN CONFUSED 23

Words often confused and misused.

**Adapt** : to suit, to adjust

You will be happy if you adapt yourself to your circumstances.

**Adopt** : to take up

It is unethical to seek success by adopting unfair means if each educated person adopts one uneducated child, the problem of illiteracy can be solved.

**Bare** : His feet were bare even in the cold weather.

**Bear** : I could not bear the insult and left my job.

**Alternate** : I go to a dance class on alternate days.

**Alternative** : I am afraid I have no alternative but to accept this job.

**Cast** : The fisherman cast a net to catch fish.

**Caste** : Social class in Hindu society : In cities people often marry outside their caste.

**Cost** : This dress costs for more than I can afford.

**Defer** : The meeting had to be deferred because most of the members were absent.

**Differ** : Young people often differ with their parents on the choice of a career.

**Farmer** : Indian farmers are usually dependent on rains for the cultivation of their land.

**Former** : Radha and Rekha are sisters. The former is the younger of the two.

**Gamble** : Many people take to gambling in order to become rich quickly.

**Gambol** : It is a delight to see the deer gambolling in the fields.

**Hail** : The rain was accompanied with hailstones.

**Hale** : He was relieved to see his grandfather hale and hearty.

**Lesson** : The teacher asked me if I had learnt his lesson.

**Lessen** : You should lessen your expenditure if you want to save money.

**Marry** : The princess refused to marry the man of her father's choice.

**Merry** : We wished our friends a merry Christmas.

Patrol : During riots the army was ordered to patrol the streets.

Petrol : Our car ran out of petrol and we had towed it to the nearest petrol pump.

Right : It needs great courage to stick to the right.

Rite : Among the Hindus, funeral rites are usually performed by one's eldest son.

Write : I am trying to write a letter.

Stair : A flight of stairs led me to an elegantly furnished flat.

Stare : Continuous staring brings tears to one's eyes.

Vale : From the top of the mountain we could have a full view of the lovely vale below.

Veil : The thief succeeds in running away under the veil of darkness.

Yoke : The horse was put into the yoke.

Yolk : Yolk is a rich source of protein.

## EXERCISE

### A. Distinguish between these pairs of words with the help of dictionary by using them in sentences of your own :

1. Defer \_\_\_\_\_  
Differ \_\_\_\_\_
2. Affect \_\_\_\_\_  
Effect \_\_\_\_\_
3. Alternate \_\_\_\_\_  
Alternative \_\_\_\_\_
4. Practical \_\_\_\_\_  
Predictable \_\_\_\_\_
5. Council \_\_\_\_\_  
Counsel \_\_\_\_\_

### B. Fill in the blanks with the correct word chosen from the ones given in brackets :

1. He was \_\_\_\_\_ on Friday. (born, borne)
2. He has got a \_\_\_\_\_ tongue and hurts people with his gossip. (loose, lose)
3. You must \_\_\_\_\_ everyday for the welfare of your family and country. (pray, prey)
4. She is going to \_\_\_\_\_ her sister's daughter very soon. (adopt, adapt)
5. The \_\_\_\_\_ refused to admit the boy. (principal, principle)

# IDIOMATIC EXPRESSIONS 24

## PHRASES

**Back out :** to withdraw from a promise, contract.

I felt grieved when he backed out of his promise to help me.

**Break out :** to arise suddenly

Fierce fighting broke out between the rival groups.

**Call off :** Cancel

Since the workers demands have been met, they have called off the strike.

**Carry on :** to continue.

I carry on working hard, Your business will soon flourish.

**Come across :** to meet by chance

In the list, I came across an old friend of mine.

**Come off :** to take place

The inaugurations of the plant will come off on Tuesday.

**Cut down :** to reduce

You should cut down your expenditure.

**Drop in :** to visit casually

Please drop in at the place whenever it is convenient to you.

**Eat out :** to eat in a restaurant

Today lets eat out for a change.

**Egg on :** To urge on

My colleagues egged me on to appear for the interview.

**Fall out :** to quarrel

Whenever Ramu falls out with his wife, he becomes very tensed.

**Fill in :** to complete

Kindly fill in your name and address here.

**Get off :** to leave

I got off at market and walked to my office.

**Get over :** to recover from

It took me quite some time to get over my home sickness.

**Give up :** to stop trying



I know the competition is stiff but do not give up.

**Hold back** : to keep back

No important symptoms should be held back from the doctor.

**Hold on** : to wait, particularly on the phone

Could you hold on for a moment, please?

**Keep up** : to continue

This is an excellent result. Keep it up.

**Let down** : to disappoint

We have high hopes of you. Do not let us down.

**Look at** : to examine carefully.

She looked at the pearls and immediately said that they were not real.

**Put up** : to stay

Where are you putting up these days?

**Run out** : to come to an end

Fuel supplies are sure to run out.

**See off** : to go with

There was nobody to see her off at the airport.



## IDIOMS

**To cut no ice** : to fail to impress

He tried his best to prove that he was innocent, but his arguments cut no ice.

**To eat one's word** : to withdraw or deny a statement

The trade union leader had to eat their word and withdraw the strike.

**To fall short of** : to be less than

The new manager has fallen short of our expectations.

**To find fault with** : to blame

The director found fault with his sales manager for the growing losses of the company.

**To flag a dead horse** : to waste one's energy

He is a miser. To seek donation from him is like flogging a dead horse.

**To go through fire and water** : to undertake risk or trouble

He went through fire and water to make his dreams come true.

**To go without saying** : to be quite clear

It goes without saying that only a deserving person should get this job.

**To have a hand in** : to be involved in

The cashier seems to be having a hand in this case of cheating the bank.

**To hold good** : to remain valid



These decisions do not hold good in the changed situation.

**To keep pace with :** to move at an equal speed

We should give more importance to basic research if we want to keep pace with developed countries.

**To take a task :** to punish

She was severely taken to task for bunking the class.

### IDIOMATIC PHRASE

**Fair deal :** a bargain which is fair and just to both parties

It would be fair deal if I pay back your money with interest and no thanks.

**Fish out of water :** In an unpleasant situation

In the first few days after retirement, people feel like a fish out of water.

**Off and on :** Now and again

I have to remind the servant off and on to give me sugarless tea.

**Over and above :** in addition to

You will be given bonus over and above your salary.

**Red Letter Day :** a memorable day

15th August 1947 is a Red Letter Day in the history.

**Sum and Substance :** List

Give me the sum and substance of the president's speech.

**With open arms :** With a warm welcome

Wherever he went, he was received with open arms.



### EXERCISE

**A. Complete the expressions whose meanings are given on left. Take words from the ones given in the brackets :**

Meaning	Expression
to stop working	to break ___ (up, down, out)
to cancel	to call ___ (back, away, off)
to fail	to fail ___ (out, through, in)
to concept	to put ___ (on, with, through)
to continue	to carry ___ (out, on, away)

# SYNONYMS AND ANTONYMS 25

## SYNONYMS

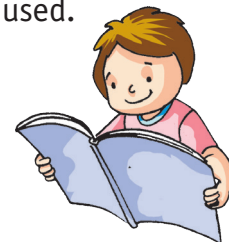
*Synonyms* are words that can be substituted for others.

- These words have almost the same but not exactly the same meaning.
- Proper selection of a synonym depends on context or how the original word is used.

**Example :** (i) Abrupt — sudden  
Address — Location, residence

- One must give the meaning in the same part of speech as the original word.

**Example :** (i) About — near, close



*Study the following words carefully. Same words can be used as different parts of speech.*

Words	Synonyms	Words	Synonyms
Able	Competent	Lie	Falsehood, Untruth
Above	Higher Than	Match	Competition, Equal
Absent	Away, Not Present, Out	Nature	World, Universe
Accept	Take, Receive	Observe	See, Notice, Look at
Accident	Mishap, Misfortune	Offer (N)	Proposal, Suggestion
Admire	Praise, Like	Offer (V)	Submit, Present
Admit	Own, Confess	Play (N)	Drama, Show
Allow	Permit, Grant, Let	Play (V)	Act, Perform
Although	Even Though, Though	Race	Run, Match
Bad	Spoiled, Rotten	Reason (N)	Purpose, Cause
Band	Group, Company	Safe	Secure, Protected
Benefit	Favour, Help, Support	Small	Little, Tiny
Beat	Hurt, Strike	Smell	Sniff, Detect
Big	Large, Huge	Talk	Speak, Communicate
Bold	Brave, Unafraid	Tour	Travel, Visit
Calm	Quiet, Peaceful	Trust	Rely On, Believe
Care	Worry, Concern	Thankful	Grateful, Obligated
Dare	Brave, Rise, Challenge	Tough	Hard, Strong, Difficult
Dark	Gloomy, Dim, Shady	Ugly	Repulsive
Defend	Protect, Guard	Weary	Tired
Effect	Impact, Result	Wealthy	Rich
End	Limit, Finish, Close	Wholesome	Healthy, Sound
Faint	Dim, Faded	Wickedness	Evil

Fall	Drop, Descend
Go	Leave, Depart
Group	Gathering, Collect
Halt	Stop, Cease, Held
Idle	Unused, Lazy, Slow
Injure	Harm, Hurt, Damage

Wild	Savage
Wish	Desire
Wretched	Miserable
Wreck	Ruin, Destroy
Yield	Surrender
Zeal	Passion

## ANTONYMS

Antonyms are words opposite in meaning to each other.

*Some antonyms are given here :*

Words	Antonyms
Arrive	Depart
Arrogant	Humble
Admire	Dislike
Active	Passive
Above	Below
Accept	Refuse, Reject
Acute	Dull
Adversity	Prosperity
Agree	Differ
Ancient	Modern
Artificial	Natural
Ascend	Descend
Attack	Defend, Protect
Barren	Fertile
Base	Noble
Beautiful	Ugly
Blunt	Sharp
Broad	Narrow
Busy	Idle
Bright	Dull
Borrow	Lend
Cheap	Dear, Costly
Conceal	Reveal
Certain	Doubtful
Care	Neglect
Condemn	Approve
Cruel	Kind
Convict	Acquit

Words	Antonyms
Gain	Loss, Lose
Great	Small
Grant	Withhold
Happiness	Misery, Sorrow
Hate	Love
High	Low
Haste	Delay
Hope	Despair
Humble	Proud, Haughty
Import	Export
Include	Exclude
Inner	Outer
Inferior	Superior
Innocent	Guilty
Junior	Senior
Knowledge	Ignorance
Large	Small
Light	Dark
Loose	Tight
Long	Short
Master	Servant
Make	Destroy
Oral	Written
Pardon	Punish
Particular	General
Peace	War
Permanent	Temporary
Physical	Spiritual

Confess	Deny
Create	Destroy
Credit	Debit
Deep	Shallow
Danger	Safety
Difficult	Easy
Diminish	Increase
Early	Late
Exterior	Interior
Encourage	Discourage
Extravagant	Frugal /Thrifty
Fair	Faut
False	True
Famous	Notorious
Final	Initial
Failure	Success
Freedom	Slavery
Fresh	Stale
Friend	Foe, Enemy
Full	Empty

Profit	Loss
Plenty	Scarcity
Quick	Slow
Remember	Forget
Rich	Poor
Savage	Tame, Civilised
Sharp	Dull, Blunt
Slow	Fast, Quick
Soft	Hard
Strong	Weak
Smooth	Rough
Strange	Familiar
Sweet	Sour, Bitter
Thick	Thin
Virtue	Vice
Visible	Invisible
Wide	Narrow
Wild	Tame
Win	Lose
Within	Without

## ANTONYMS WITH THE HELP OF PREFIXES

### Rule 1– with 'dis'—

Honest	dishonest
Agree	disagree
Appear	disappear

Like	dislike
Order	disorder
Connect	disconnect

### Rule 2– with 'in'

Correct	incorrect
Direct	indirect
Human	inhuman

Divisible	indivisible
Formal	informal
Complete	incomplete

### Rule 3– With 'il'- and 'im'—

Legal	illegal
Literate	illiterate
Moral	immoral

Perfect	imperfect
Possible	impossible
Legible	illegible

### Rule 4– With 'un'

Able	unable
Equal	unequal
Fair	unfair

Suitable	unsuitable
Certain	uncertain

**Rule 5—** Other prefixes—

Normal	abnormal	Responsible	irresponsible
Relevant	irrelevant	Regular	irregular

**EXERCISE**

**A. Give the synonyms of the following words :**

- |            |       |            |       |
|------------|-------|------------|-------|
| 1. Hope    | _____ | 6. Answer  | _____ |
| 2. Tame    | _____ | 7. Foolish | _____ |
| 3. Brave   | _____ | 8. Mercy   | _____ |
| 4. Command | _____ | 9. Wish    | _____ |
| 5. Ancient | _____ | 10. Wreck  | _____ |

**B. Arrange given words in five pairs of synonyms :**

- |        |            |       |       |
|--------|------------|-------|-------|
| Hide   | Mistake    | _____ | _____ |
| Error  | Conceal    | _____ | _____ |
| Enough | Assemble   | _____ | _____ |
| Gather | Blank      | _____ | _____ |
| Empty  | Sufficient | _____ | _____ |

**C. Give the antonyms of the following words :**

- |              |       |           |       |
|--------------|-------|-----------|-------|
| 1. Active    | _____ | 6. Hard   | _____ |
| 2. Agree     | _____ | 7. Import | _____ |
| 3. Barbarous | _____ | 8. Wide   | _____ |
| 4. Borrow    | _____ | 9. Savage | _____ |
| 5. Full      | _____ | 10. Peace | _____ |

**D. Make antonyms by adding prefixes :**

- |           |       |              |       |
|-----------|-------|--------------|-------|
| 1. Honest | _____ | 6. Able      | _____ |
| 2. Equal  | _____ | 7. Pleased   | _____ |
| 3. Fair   | _____ | 8. Proper    | _____ |
| 4. Direct | _____ | 9. Happy     | _____ |
| 5. Legal  | _____ | 10. Suitable | _____ |

**E. Here is a list of words. Arrange them in five pairs of antonyms :**

- |        |         |       |       |
|--------|---------|-------|-------|
| Wise   | False   | _____ | _____ |
| War    | Safety  | _____ | _____ |
| Danger | Foolish | _____ | _____ |
| True   | Peace   | _____ | _____ |
| Quiet  | Noisy   | _____ | _____ |

# COMPREHENSION PASSAGES 26

## LET'S BEGIN

Reading Comprehension (also known as Critical Reading) and answering questions test one's ability to understand a passage. Answers to the questions are given on the basis of what is stated and implied in the passage. You need to read the passage first so that you can identify the main idea of the passage and appreciate features such as the author's tone and attitude as well as the organization of the passage.

### *How to attempt reading comprehension-*

- Read the passage rapidly at first.
- Then read all the questions.
- Now read whole of the passage again carefully and underline the lines which seem to be related with the given questions.
- Underline difficult words and use inferences.
- Write answers in your own words rather than literally copying from the passage.
- This way questions can be answered easily.



## EXERCISE

### EXERCISE 1

#### *Read the passage and answer the questions :*

It sounds like a horror movie: Biting ants attack in millions. A villager's metal walls bends from the pressure of ants nesting behind them. A spray of poison stops them for only a day, and then again they are collected, bringing babies.

It's an extreme example of what can happen when the ants — which also can disable huge industrial plants — go unchecked. Controlling them can cost thousands of dollars. But the story is real, told by someone who's been studying ants for a decade.

He's been back to check on the hairy crazy ants. They're still around. The occupant isn't. A frightened villager reported, "They're called hairy because of fur that, to the naked eye, makes their abdomens look less glossy than those of their slower, other ants."

And they're on the move in Florida, Texas, Mississippi and Louisiana. In Texas, they've invaded homes and industrial complexes, urban areas and rural areas. They travel in cargo containers, straw, plants, motorcycles and moving vans. They even trouble beehive.

A computer system controlling pipeline valves shorted out twice in about 35 days, but monthly treatments there now keep the bugs away, said an engineer Tom , who found the first Texas specimens of the species.

“We’re kind of going for overkill on that particular site because so much is at stake,” he said. “If that shuts down, they could literally shut down an entire chemical plant that costs millions of dollars.”

And, compared to other ants, these need overkill. For instance, one said, if 100,000 are killed by pesticides, millions more will follow. These ants roam here and there fearlessly. Every year they cause huge loss to crops. So farmers remain busy fighting with these ‘little ghosts’. Localities use time to time various pesticides to get rid of them. People cannot leave out their things like shoes, clothes, vehicle tyres, etc. in the open for a long time. Leaving means losing.

## EXERCISE

### Answer the following questions :

1. Who have been described as ‘crazy’ and ‘little ghost’ in the passage?

---

2. Describe the appearance of the ‘little ghost’.

---

3. Why don’t the villagers leave their things outside their houses for a long time?

---

4. Which states are main victims of the ants?

---

5. Suggest a good title for the passage?

---

6. Use ‘get rid’ in your own sentence.

---

## EXERCISE 2

Neem tree is a common tree found in India. It has many qualities and has a great medicinal value. Tree is considered a good purifier of air, due to its large leaf area. It is native of Burma but grown all over India. Oilcake, obtained from seeds, is used as a fertilizer and manure. Green twigs are used as tooth brushes for cleaning teeth, and as a prophylactic for mouth and teeth complaints. Parts of the plant are used medicinally and the leaves are placed in suitcases to repel insects and to preserve woollens.

An extract of leaves is used in toothpastes and soaps. Seeds yield famous margosa oil of disagreeable garlic like flavour. Oil is said to be effective in treatment of leprosy and skin diseases. Also used as a cure for some desiasis in dogs. Leaves are also used for healing of wounds.

Ripe fruits are edible. Due to its bitter taste and disagreeable odour, not removed by conventional methods, neem oil has not been utilised on an industrial scale. However, a process has recently been developed to extract the bitter constituents from neem oil. Oil thus obtained has been found to be suitable for soap making and for hydrogenation. Seed oil is also used as antiseptic and for burning

purposes. Stones from fruits are used as beads in rosaries and necklaces. Azadirachtin, a substance extracted from the tree, has been found to have insect repellent and insecticidal properties. Bark yields tannin. Gum extracted from the bark is used in medicines as a stimulant, and for dyeing silk. Bark is useful in fever, nausea, vomiting and skin disease. Neem oil is also reported to have been obtained from Neem tree. The main component of the oil is nimbidin which is very bitter. Nimbidin is used for making several pharmaceutical preparations including emulsions, ointments, medicinal cosmetics such as lotions, shampoos, creams, hair tonics and gargles. Timber is used for agricultural implements and furniture.

Besides above Neem products'— Neem EC and Neem UCA have also been produced as plant growth promoter and soil conditioning agent.

NEEM EC is the general- purpose botanical pesticide of choice for organic agriculture. NEEM EC is widely used in several countries around the world today as Integrated Pest. Amongst the other known botanical pesticides such as Rotenone and Pyrethrins, NEEM EC is superior due to reasons cited below. Research has shown that neem extracts can influence nearly 200 species of insects. It is significant that some of these pests are resistant to pesticides, or are inherently difficult to control with conventional pesticides (floral thrips, diamond back moth and several leaf miners).NEEM EC belongs to the category of medium to broad spectrum pesticides. NEEM EC works by intervening at several stages of the life of an insect. It does not kill the pests instantaneously but it affects in several other ways.

Neem acts as a biopesticide at different levels and ways. This is very important since the farmer is used to the knock out effect of chemical pesticides. Neem does not exhibit this type of effect on pests but affects them in several other ways.

## EXERCISE

### Answer the following questions :

1. List some common uses of neem tree.

---

2. What are two types of neems ?

---

3. How many species of insects can be influence by Neem extract?

---

4. Supply a suitable title for this passage.

---

5. What is Nimbidin used for?

---

6. What is opposite word for repellent?

---

## EXERCISE 3

Once upon a time, there was a doctor who was an expert at treating snake-bites. One day he was called for by the relatives of a man who had been bitten by a deadly poisonous snake.



The doctor told them, "There are two ways of treating this snake-bite. One is by giving medicine. The other is by capturing the snake who bit him, and forcing him to suck out his own poison." The family said, "We would like to find the snake and make him suck the poison out."

After the snake was caught, the doctor asked him, "Did you bite this man?" "Yes I did," said the snake. "Well then," said the doctor, "You must suck your own poison out of the wound." But the strong-willed snake replied, "Take back my own poison? Never! I have never done such a thing and I never will!"

Then the doctor started a wood fire and said to the snake, "If you don't suck that poison out, I'll throw you in this fire and burn you up!"

But the snake had made up his mind. He said, "I'd rather die!" And he began moving towards the fire. In all his years, the snake bite expert doctor had never seen anything like this! He took pity on the courageous snake, and kept him away from entering the flames. He used his medicines and magic spells to remove the poison from the suffering man.

The doctor admired the snake's single-minded determination. He knew that if he used his determination in a wholesome way, he could improve himself. So he taught him the Five Training Steps to avoid unwholesome actions. Then he set him free and said, "Go in peace and harm no one."

## EXERCISE

### Answer the following questions:

1. What were the two ways to cure snake-bite?

---

2. What had doctor asked the snake to do?

---

3. Why was the snake not ready take his poison back?

---

4. What is the moral of the above story?

---

5. Give antonym of the word 'capture'?

---

6. Who said to whom— "Go in peace and harm no one."

---

## LET'S BEGIN

In grammar, there are a number of conventions that should be used when writing a formal or informal letter.

### FRIENDLY OR PERSONAL LETTERS

*Personal letters, also known as friendly letters and social letters normally have five parts :*

- The Heading :** This includes the address line by line with the last line being the date. Skip a line after the heading. The heading is indented to the left of the page.
- The Greeting :** The greeting always ends with a comma. The greeting may be formal beginning with the word "dear" and using the person's given name or relationship, or it may be informal if appropriate.  
**Formal :** Dear Uncle Hari, Dear Mr Sharma  
**Informal :** Dear Ajay, Dear Mother.
- The Body :** Also known as the main text. This includes the message you want to write.
- The Complementary close :** This short expression is always a few words on a single line. It ends in a comma. It should be indented to the same column as the heading skip one to three spaces for the signature line.
- The Signature line :** Type or print your name. The hand written signature goes above this line and below the close. The signature should be written in blue or black ink. If the letter is quite informal, you may omit the signature line to begin the postscript.

### Format for a friendly or personal letter

The following format shows what a friendly or personal letter should look like,

Sender's Address

Date

Salutation

---



---



---



---



---



---



=

Complimentary close

Signature

**1. Write a letter to your landlord to have repairs done in your building.**

C- 50 Park street

Allahabad - 345678

30 July 20 \_\_\_\_\_

Mr Sharma

D-30 Anand Apartments

Allahabad 345678

Dear Sir

I shall be obliged if you please take the trouble of sending your worker around as soon as possible to attend to some of the repairs which are urgently needed in the house I am occupying. During the rains, the roofs of the drawing room and kitchen leaked badly, disfiguring the walls and spoiling the furniture. The roof should be repaired without a moment delay, since the rainy season has set in and we are likely to have more rains in the near future.

It is also necessary to have the floors of some of the rooms cemented, since the present brick floors are very damp. Moreover the saltpetre has badly affected the plaster of the walls near the flooring. Hence, the lower parts of the walls need replastering. Further I would like to remind you of your promise to get the whole building whitewashed before the monsoons.

Please treat these matters as urgent.

Thanking you

Yours truly

XYZ

**FORMAL LETTER**

*Formal letters are written for various official purposes. A formal letter comprises of :*

- sender's address - written in the top left-hand corner of the letter.
- addressee's address - on the left, starting below your address.
- date - on the left, on a line after the name and address of the addressee you are writing to
- subject - what your letter refers to
- salutation
  - Dear Sir/Madam - If you do not know the name of the person
  - Dear Mr Ghosh - if you know the name, use the title (Mr/Mrs/Miss or Dr) and the surname only. If you are writing to a lady and do not know if she is married or single, use Ms.

- body of letter - The first paragraph should be short and it should state the purpose of the letter. The paragraph in the middle should mention the reason behind writing the letter. The last paragraph of a formal letter should state the action you expect the receiver to take.
- closing - Yours sincerely/yours faithfully (We write sincerely if we know the addressee's name, and faithfully if we address as Sir/Madam)
- sender's signature and name (also include the designation of the sender if applicable)

### TIPS

- Do not use contractions (don't, I'm, it's, you're). Write the words in full. (do not/I am/it is/you are).
- Do not use informal language (use 'children' or 'pupils', not 'kids').
- Do not forget to use capital letters and correct punctuation.

### FORMAT

Sender's address  
 Addressee's address  
 Date  
 Subject  
 Dear Sir/Madam  
 Body of letter (3 paragraphs)  
 Yours sincerely/faithfully  
 Signature  
 Name  
 Designation (if applicable)



2. **As the manager of a business firm, write a letter to a customer in answer to his complaint that the goods sent for were received in damaged condition.**

Messers P.K. Sons  
 15 Hazratganj,  
 Lucknow - 226001  
 Chandra Prakash Patil  
 7 Carter Road  
 Bandra Mumbai

Date

Sub : Answering the complaint.

Dear Sir,

I am writing this letter in reply to your complaint that the goods sent by us were received by you in damaged condition. We assure you that the goods were very carefully packed and were in perfect condition, when they left our godown. We regret to say that we cannot see any way of replacing the damaged goods, as we take no responsibility for any damage suffered by them in transit. However, we suggest that you should draw the attention of the railway authorities to the matter with a view of obtaining compensation.

Thanking you  
Yours faithfully  
R.P YADAV  
Manager

3. Write an application to the president of the Army Welfare Board for a scholarship to enable you to join a college.

B - 180 , Mangal Pandey Nagar  
Meerut 234560  
The President  
Army Welfare Board  
Meerut

2nd Dec. 20 \_\_\_\_\_

Sub : Application for a scholarship.

Dear Sir,

I am writing to apply for a grant of a scholarship to enable me to continue my studies at the government polytechnic, Meerut.

This year I appeared for the Uttar Pradesh board examinations from New Way High School, Meerut and passed in the first division, securing 82% marks. 'I am from a respectable family. My father being a retired soldier served in the Indian Army and had a good service record. He is a poor man with a large family to support. He cannot afford to send me to college. I therefore beg to apply for a scholarship to enable me to pursue higher education at a technological institute.

I am enclosing copies of testimonials from my headmaster and teachers.

I hope that my application will receive the most sympathetic consideration at your hands.

Thanking you  
Yours faithfully  
Riya

## EXERCISE

1. Write a cheerful letter to a brother who is sick and hospitalised.
2. You have a friend Mona living in Mathura. Her birthday falls on Tuesday, the 25th January. You send a birthday present to her. Write a letter accompanying the present.
3. You are Mohan. You have been delighted by India's success in the commonwealth games. Write a letter to your friend describing your feelings.
4. Write a letter to your father expressing your disappointment at not being selected as the sports captain of the school.
5. Write a letter to your principal asking for his / her permission to take part in an inter - school cricket tournament.

## LET'S BEGIN

We all love listening to or reading stories. A story is a happening or a series of happenings told by someone in an interesting way. Good stories can be developed in many ways. It can be developed either from a given outline or from a given picture. However, telling or developing good stories is an art and like any other writing task; story writing also needs special skills. It needs constant practice to develop a good story.

### DEVELOPING STORIES FROM GIVEN OUTLINES

*Given below are the outlines of some stories. Read them carefully and then read the stories developed based on them to have a fair idea of how good stories are developed from the given outlines :*

1. An ant near a river \_\_\_\_\_ going somewhere \_\_\_\_\_ falls into the river \_\_\_\_\_ tries to come out \_\_\_\_\_ strong current \_\_\_\_\_ a dove on a \_\_\_\_\_ feels pity \_\_\_\_\_ drops a leaf \_\_\_\_\_ ant saved \_\_\_\_\_ a hunter comes \_\_\_\_\_ wants to shoot the dove \_\_\_\_\_ ant bites the hunter's leg \_\_\_\_\_ misses \_\_\_\_\_ dove saved.

#### THE ANT AND THE DOVE

There lived an ant in a hole under a tree on the bank of a small river. One day, it was going somewhere. Suddenly, a gust of wind came and the ant fell into the river. It struggled to come out but the current of the river was too strong. A dove also lived on the same tree. She was watching the ant. She felt pity and dropped a leaf into the river. The ant climbed upon the leaf and its life was saved. After a few days, a hunter came there with a gun. He saw the dove and wanted to kill her. When he was taking aim, the ant saw him. It came quickly and bit the hunter on the leg. The hunter felt great pain and missed his aim. Thus, the ant showed its gratitude.



**Moral : One good act leads to another.**

2. A poor man \_\_\_\_\_ a pet dog and a mongoose \_\_\_\_\_ dog jealous of the mongoose \_\_\_\_\_ wants to kill it \_\_\_\_\_ a snake comes behind the dog \_\_\_\_\_ dog runs for life \_\_\_\_\_ mongoose fights with the snake and kills it \_\_\_\_\_ dog thanks mongoose for saving his life \_\_\_\_\_ becomes good friends.

## THE DOG AND THE MONGOOSE

Once, there lived a poor man in a village. He had a pet mongoose and a pet dog. Though he loved both the mongoose and the dog equally, but the dog was always jealous of the mongoose because he felt that the man treated the mongoose better than him. The dog was quite unhappy over the idea and so he decided to kill the mongoose.

One day, the man had gone out. The mongoose was playing in the nearby garden while the dog was sitting in the courtyard. The dog thought that it was a good opportunity for him to kill the mongoose. He got up from there and went to the garden where the mongoose was playing. He was about to jump upon the mongoose; when suddenly, he saw a snake behind him. He screamed in fear and ran for life. The mongoose had also seen the snake. It came running and attacked the snake.

A fierce fight went on between the mongoose and the snake. The dog was surprised to see the mongoose fighting with the snake; to save his life. At last, the mongoose killed the snake.

The dog ran to the mongoose and thanked him for saving his life. Since that day, both of them became good friends.

**Moral : Look before you leap.**

## WRITING STORIES FROM GIVEN PICTURES

*Look at the following pictures and develop a story based on them. Also give a suitable title and a moral to the story :*

### THE CLEVER RABBIT

**Outline**– A rabbit lived in a jungle  
----- the lion, the king of the  
jungle, ate one animal everyday ---  
----- every one was unwilling  
to die ----- none could say  
anything to the king -----  
rabbit ----- decided to help  
his friends ----- he tricked  
the lion ----- took him to a  
well ----- lion jumped into  
the well mistaking his shadow to  
be his enemy.



**The Story**– Once there lived a lion. He was the king of the jungle. He used to eat one animal every day. The animals held a meeting to decide who would go to the king the next day. Once the elephant called all the animals and questioned them who is going to the king tomorrow. There was nobody wanted to die. Finally, a little rabbit said, 'I can go tomorrow.' All his friends were very sad. They said, 'Oh ! No ! How small and cute you are ! Please do not go.' The rabbit said, 'Please let me go. I think I can solve our problem.'" The next day, the little rabbit went to meet the king. The king was very hungry. He roared at

the rabbit angrily, "Why are you late?" The rabbit replied, 'My lord, as I was passing through the jungle, another lion wanted to eat me. He said that he was the new king of this jungle'. The lion shouted, 'How dare he say that! He is not the king. I am the king. Take me to him. I will teach him a lesson'. The rabbit said, 'he is hiding in the well my lord. Look into the well'. The foolish lion peeped into the well. He saw his own reflection and thought it was another lion. The foolish lion jumped into the well and died.

## EXERCISE

### A. Develop the following outlines into a complete story :

1. A poor Brahmin \_\_\_\_\_ going through a forest \_\_\_\_\_ sees a tiger in a cage \_\_\_\_\_ sets it free \_\_\_\_\_ the tiger wants to eat him \_\_\_\_\_ a fox comes \_\_\_\_\_ Brahmin begs for help \_\_\_\_\_ the fox asks the tiger how it was in a small cage \_\_\_\_\_ the tiger enters into the cage to show \_\_\_\_\_ fox advises the Brahmin to shut the door \_\_\_\_\_ thanks the fox saving his life.
2. A wolf drinking water in a stream \_\_\_\_\_ sees a lamb also drinking in the stream \_\_\_\_\_ wants to kill him \_\_\_\_\_ "You are making my water dirty" \_\_\_\_\_ "drinking downstream" \_\_\_\_\_. "Abused me last year," \_\_\_\_\_ kills the lamb.
3. A hot day \_\_\_\_\_ cap seller selling caps \_\_\_\_\_ sits under a tree to take rest \_\_\_\_\_ falls asleep \_\_\_\_\_ some monkeys on the tree \_\_\_\_\_ come down \_\_\_\_\_ open the bundle and wear the caps \_\_\_\_\_ cap seller sad \_\_\_\_\_ tries to get back the caps \_\_\_\_\_ no result \_\_\_\_\_ throws away his own cap in disgust \_\_\_\_\_ monkeys imitate \_\_\_\_\_ collects the caps and goes on his way.

### B. Write the stories on the given topics :

1. Do Good, Have Good
2. Honesty is the Best Policy
3. Greed is Bad
4. Always Speak the Truth

### C. Look at the picture and weave the story for it with a moral :





# WRITING MESSAGES

# 29

## LET'S BEGIN

A message is a short piece of information received by persons other than those for whom they are meant. Remember the following points while writing a message:

1. Write the name of the person for whom the message is intended.
2. Write the date and time of the message at the top.
3. Write the name of the person writing the message at the bottom.
4. Follow word limit.



### Solved Examples

1. Read the following telephonic conversation between Rehana and Jia. Jia is about to leave for her music class and will not be able to meet Ria. She leaves a message for her. Write this message in the space below using not more than 50 words.

Rehana : Hello! May I talk to Ria?

Jia : Sorry, she is not at home. May I know who is speaking?

Rehana : I'm Rehana, her friend.

Jia : I'm Jia, her younger sister. You can give your message to me.

Rehana : Tell her that today our practice will start at 5.00 p.m. instead of 4.30 p.m.  
Also tell her to reach my house before 4.00 p.m.

Jia : I shall definitely give her the message as soon as she returns.

Rehana : Thank you. Bye.

Jia : Bye.

### MESSAGE

3 August

3.00 p.m.

Didi,

Rehana rang up to say that your practice will start at 5.00 p.m. today instead of 4.30 p.m. She wants you to reach her house before 4.00 p.m.

Jia.....

2. You are Shama. You had to visit an exhibition at 3 p.m. with your friend Garima. But you are unable to go as some unexpected guest are to arrive shortly and you have to help your mother in

the kitchen. Draft a message in not more than 50 words, in the space provided to be sent a Garima giving your excuse for not keeping the appointment.

### MESSAGE

8 November

11.00 a.m.

Dear Garima,

I'm sorry to tell you that I cannot go for the exhibition at 3.00 p.m. I have been held up by my mother to help her in the kitchen as some unexpected guest are coming in the evening. Please excuse me.

Shama

### EXERCISE

**A. Read the following telephonic conversation between a mother and her daughter, Rachna. Rachna is about to leave for her dance classes and will not be able to meet her father. She leaves a message for him. Write the message on her behalf in the space given below, using not more than 50 words.**

Mother : Is it 2\*\*\*\*\*?

Rachna : Yes! Oh Mama! Where are you calling from?

Mother : I am in the Rotary Club, dear. I hope you have taken your meals by now.

Rachna : Yes, Mama, I have already had it.

Mother : See, dear child! Remind papa that he has to go to the dentist at 5 O'clock today as per the appointment. Also tell him to collect the books from the library and to pick me up from here at 7 O'clock. Is that Okay! Don't forget, it is urgent.

Rachna : But Mom, I've to go for my music class. Okay, I shall leave a message for papa before I leave.

Mother : very nice. We will meet at 7:30 then.

Rachna : Okay. Mom! Bye.

Mother : Bye, my child.

### MESSAGE

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## LET'S BEGIN

Notice is a very short piece of writing written in formal style. In government offices and other organizations, notices are used to inform employees about the happenings. If we relate notice to school, a notice is written in order to inform teachers or students about an event or an activity. It could be about a competition, an exhibition or inauguration to take place in near future. Or any other activity especially in school like an excursion, a meeting or a show.

**Main points of an impactful notice**

**Keep it short :** A good notice is always to the point and leaves no scope for further enquiries without compromising on the word limit (in general 50 words).

**Keep the language understandable :** It should be formal, simple and concise.

**Keep the objective clear and short :** A notice should contain all the necessary details such as :

1. Name of the issuing agency (school, etc)
2. Subject and date of issue/release of the notice
3. Event (**what?**)
4. Date/time/duration (**when?**)
5. Place/Venue (**where?**)
6. Authorized signatory : **Name** and **signature**

**Points to remember :**

1. Do not cross the word-limit to avoid penalty of marks
2. Always enclose the notice in a box. Draw neat lines with a sharp pencil using a ruler. Never draw the line towards the bottom until and unless you complete the content.
3. Word limit – **50 words**

**1. MODERN SCHOOL**

'Jai Sing Road, New Delhi

6th September, 20\_\_

You are Varun Malhotra, the secretary of Music Club in your school. Your school is hosting the 6th Inter-school Musical Carnival for classes VI to IX on 10th of October. Write a notice informing all the aspirants, also mention date and venue.

Modern School, Delhi

**NOTICE**

**ATTENTION! MUSIC LOVERS!**

2 Sep, 20 \_\_ \_\_

The school is hosting the 6th Inter-School Musical carnival for classes VI-VIII on 10th October, 20 \_\_ \_\_ at Indian Habitat Centre, Lodhi Road at 9:00 a.m.

All the talented students with gifted voices may appear for the audition to be conducted in the presence of Mrs. Sunidhi Chauhan, the well known singer on 22nd September, 20 \_\_ \_\_ at 9 a.m. in the school auditorium.

For further details contact the undersigned.

**Varun Malhotra**

Secretary, Music Club

**2. Being the head girl of your school, write a notice informing all the students and visitors not to park their vehicles in front of the school.**

**SANSKRITI SCHOOL**

Chanakyapuri, New Delhi

**NOTICE**

**PARKING OF VEHICLES**

4th October, 20 \_\_ \_\_

All the students and visitors to the school are requested not to park their vehicles in front of the main gate of the school. This causes inconvenience to the students, the staff and the foot-visitors.

All vehicles should be parked at the parking-lot. The notice is meant for all with immediate effect.

**Ananya Swaminathan**

(Head girl)



3. Sudhir Kapoor, head boy of Modern Greenland Public School, Meerut, had got a pair of hand gloves lying in the assembly ground after school time. Write a notice on his behalf informing students about it.

**MODERN GREENLAND PUBLIC SCHOOL**

Opposite, Shiv Sagar Coloney, Meerut

16th January, 20\_\_

**NOTICE**

Found!

Found!

Found!

All the students are informed that a pair of hand gloves was found in the assembly ground yesterday while the school was over. Whoever has lost it, may contact undersigned to receive it.

Sudhir Kapoor

(Head Boy)

**EXERCISE**

1. You have lost your newly purchased watch yesterday, while playing in the school ground. Write a notice for your school notice board informing everyone. Give all necessary details of the watch.
2. You are Shailendra, President of the Cultural Club of your school. You wish to organize a snack bar on the Sports Day of your school. The proceeds of the sale will go for charity. Put up a notice on the notice board of your school calling for a meeting to discuss the same.
3. You are house captain of Tagore House. Write a notice to inform house members of your house to prepare model for science exhibition that is going to be held next month in your school.
4. You are Reema, Student editor of school magazine. Write a notice informing all students to submit articles, poems, and short compositions for the school magazine.
5. Your school is going for an excursion for two days. Write a notice for your school notice board to inform all the students. Give other relevant details of it.

## LET'S BEGIN

A *paragraph* is a short composition, which consists of a number of sentences linked together, all relating to one topic.



**To write a good paragraph, one must keep the following points in mind :**

- (i) It is short, though there are no specific rules about its length.
- (ii) It deals with one topic or idea. It is a good idea to state the topic or idea in a single simple sentence; e.g—  
It is the mad craze for speed that causes many motor accidents.
- (iii) The sentences must be 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.
- (iv) The sentences that follow the first ones should generally develop the idea in some kind of a logical sequence. These form the main body of the paragraph.
- (v) There should be a variety in construction to avoid unnecessary repetition of words and ensure that all sentences are of different types and lengths.

A paragraph is a small version of an essay. It is a group of sentences on a given topic. Each sentence in a paragraph revolves around the subject matter. Before writing a paragraph on a given subject, we should do the following :

1. Think about the given subject and note down all the points as they come in mind. It should be ensured that all the points are strictly related to the subject.
2. Arrange these points in a systematic manner.
3. Begin the paragraph with a topic sentence suggesting the central theme.
4. Develop the subject in well-connected sentences.
5. Write in short and simple sentences. Revise it thoroughly to avoid spelling or grammatical mistakes.
6. If a word limit is given for the paragraph, the same should be strictly adhered to.

**Some Model Paragraphs :**

### MY NEIGHBOURS

We live in a society. Many people live in our surroundings. But all of them cannot be good neighbours. A good neighbour is like a blessing. It is easy to find a good house but not a good neighbour. A good neighbour always shares in our joys and sorrows. I am lucky that I have got a very good neighbour. In my neighbourhood lives the Kochhar family. They belong to Punjab.

They are very simple and honest. They have a very friendly and warm natured. They always stand by us in our hours of difficulties. We also treat and respect them like our family members. The rest of my neighbourhood too is very kind and helpful.

## HONESTY IS THE BEST POLICY

Honesty is the greatest quality of a person. It is a divine quality. One should be honest in one's thought, words and deeds. Honesty inspires a man to do good deeds which in turn, acts as a shield and guards him from all dangers. Once a man tells a lie, he will have to tell scores of other lies to prove that single lie is a truth. At the same time, there is always the fear of being caught. A dishonest man never makes progress in life. Nobody likes him and does not wish to be associated with him. Everybody hates a liar. Even the nature seems to be in favour of honesty as riches acquired through dishonest means never bring happiness and peace of mind. A dishonest man, even if he is rich, lives a unhappy and contented fear of being caught. On the other hand, an honest man, even if he is poor, lives a happy and contented life. Therefore, honesty is undoubtedly the best policy to be adopted in life.

## MY AMBITION IN LIFE

I am still a student. Since childhood, my ambition in life is to serve the nation. Therefore, I want to become a teacher. Teachers are the backbone of the society. They are the builders of the nation. They are respected by one and all. The foundation of character-building of a child rest on their shoulders. Teachers build the characters of a child and instill in him/her the values and morals of life. Thus, they make him/her a valuable member of the society. They show him/her the way to success in life.

## LIFE IN A BIG CITY

I live in a big city. A big city is known for its skyscrapers, means of communication and travel, malls, dwellings, the dress sense of the people and the various facilities it offers to its inhabitants for education, good health, security, entertainment and recreation. Life in a big city is hectic. There is hustle-bustle everywhere, right from the early hours of the morning till late into the night. It seems that the city is always awoken. People are always on the run, running towards their varied destinations. Life is uneasy and restless. However, the pressure is reduced by the comforts and luxuries that can be found only in a city. City life has many charms of its own, though there are some drawbacks too. The major threat to life is from pollution, adulteration and the consequent illness. People have a hard life. Still, they prefer to live in a city because it offers them the opportunities to fulfil their wishes and make their dreams come true.

## EXERCISE

**Now write short paragraphs on the topics given below :**

1. The best city of my state.
2. Forest camping.
3. My favourite dish.
4. A Party that you Enjoyed the Most.



## LET'S BEGIN

Writing an essay can be enjoyable for students if they are able to write about their interests.



*Compositions may be categorized into different types :*

1. **Descriptive Essays** : These describe a person, animal, place, monument or things.
2. **Narrative Essays** : These tell about events and expressions.
3. **Reflective Essays** : These are about ideas, opinions or thoughts on a subject.
4. **Imaginative Essays** : These are essays in which one imagines one is someone or something else and writes about the feelings as might be felt by that person or things.

### 1. A RAINY DAY

Rain is a great blessing after the summer heat. In India the scorching heat of the summer months of May and June causes great suffering to animal and plant-life alike. The Earth gets parched and cracked at places. Hot winds blow, animals wander in search of drinking water and no birds sing. Then follow the welcome rains in July and all breathe a sigh of relief.

It was the month of July. As I got up early in the morning, I found that a pleasant breeze was blowing and clouds were gathering in the sky. Soon there was lightning and thunder. I had to reach the school at ten for the first period. When I started from home at quarter to ten there was no rain. Still as a precautionary measure, I took my raincoat with me. I had hardly been on the road for five minutes, when raindrops began to fall. I hurried along. Soon it began to rain in heavily.

I was well protected by my raincoat, but other students were not so lucky. When I reached the school, I found that the attendance was very less and most of the students, who had come, were fully wet. As the rain continued, the school had to be closed for the day. We





were all very glad to have a holiday.

It continued to rain for sometime more. We waited in the gallery in front of our classroom. Loud thunder still continued, with flashes of lightning. The sky was covered with black clouds as far as the eyes could see. There was water everywhere.

As the rain stopped a little, we started for our homes. By the time I reached home, I was wet to the skin in spite of my raincoat. Mother at once prepared tea and I took two cups of it, as by this time I had begun to feel a little cold.

By the afternoon the rain stopped. Some of my friends came to my house and we now decided to go to the company garden to enjoy the various scenes and sights. When we reached the garden, the beauty of the garden refreshed our minds and souls. A soft, pleasant breeze was blowing. All the trees and plants that had been just washed appeared very beautiful and pleasant. The natural beauty of the flowers appeared more charming still. A soft pleasant smell spread every place. The clouds had nearby cleared by now and a beautiful rainbow had appeared in the sky. Our hearts leapt up with joy to behold its beauty. As the time of sunset approached, a soft ray light appeared on the western sky. One of my friends was good flute player. He played several popular tunes on his flute to our great delight. Music was specially charming in that pleasant atmosphere.

There was a tea-stall outside the garden. We decided to have some tea. One of us went to the stall and ordered tea and hot "Pakorās". We sat on the lawn beside the fountain and took out tea to the murmuring of the flowing water. From time to time, tiny jokes further increased our enjoyment.

Some of us wanted to visit the picture, but as it was rather late in the evening we decided to return home. We had pleasant day. I had never enjoyed such a picnic in a garden before. At home, dinner was ready. It was followed by a cup of tea. Then I went to bed earlier than usual. Such joys can never be forgotten. A rainy day is indeed, a great blessing.

## **2. A VISIT TO AN EXHIBITION**

Exhibitions are held to give expression to art, industry and agriculture. For conducting an exhibition and to make the exhibition successful, it is important to choose a suitable site as well as the place must be reachable. Exhibitions give the opportunity to the people to know about new things, developments and create awareness among the people. Exhibition attracts the people because things are displayed properly and beautifully. People enjoy knowing about new things. The arrangement of refreshment stalls for the people is also important aspect whenever any exhibition is organized. It provides full information to the people and help them to find out the positive and negative aspects about which the exhibition is displayed.

The exhibitions organised by Government or some institutions show us the improvement of our country in many fields. once I had been to a book exhibition. The exhibition I visited the part of February was an agricultural one. The place was not very far from my city. The opening date and closing date had been announced in all popular newspapers. The police officials of our town rendered great help in conducting the exhibitions.

The exhibition started at 10 a.m. with the inaugural ceremony and lighting of the lamp by the chief guest. Many renowned scientists, professors, writers, and agriculturalists were present in the programme.

Some of them were invited to deliver a speech to create awareness about the new agricultural ways.

The students of nearby schools and colleges acted as volunteers. The agricultural products were of numerous kinds and had been brought by cultivators. The vegetables included brinjals, gourds, bitter gourd, cucumber, potatoes, chillies and vegetables of unusual size. The exhibition acted as a help for the producers to advertise their goods.

Some people received medals for their agricultural exhibits. In addition to the agricultural exhibitions, there were exhibitions on shoe making, needle work and embroidery work. The exhibition was organised for the promotion of agriculture and it was a great success. The stalls were decorated with great care. A temporary fencing was there for enclosing the vast waste land outside the town.

I had been to the exhibition accompanied by my friends. From the agricultural exhibition I purchased a big mango. The rush was heavy in the exhibitions. The exhibition continued for about three weeks. It was an opportunity to buy seeds, plants and vegetables at discounted rate. The exhibition was a delightful one.

### 3. PUNCTUALITY

Punctuality indicates that one has respect for time and work. Punctuality is the habit of doing things exactly in time. A punctual person will be a winner everywhere. A punctual person is always one step ahead of others. Often we say— plan work and work plan. Punctual person manages everything in life.

Many of us are occasionally late due to circumstances beyond our control. Habit of lingering on work for tomorrow shows lack of respect for other people and their time. Time is a precious gem that cannot be wasted at any cost. Time is a very special resource that one cannot store it or save it for later use. If we do not use your time wisely, we can never get it back.

The measure of any society's development and progress does not lie only in the accumulated wealth or the natural resources that it has but also in the value system to which its citizens subscribe. The most important of these values is a respect for time, and we as a citizens of tomorrow should inculcate it to enrich our society.

Punctuality makes life favourable for a person because he knows how to manage things wisely. Punctuality is a kind of discipline. It prepares a person to fight with difficulties and those who know the importance of time in life and the benefits of being punctual are actually successful people. They influence people easily.

Punctuality is essential everywhere. In business also, this is very important .The necessity of doing our work punctually should be felt more keenly because we live today in a complicated society where each work is dependent on the other. The smooth working of the modern world is due to an increasing recognition of the necessity of doing our work punctually. Punctuality being so important in life, it is necessary for every man to cultivate this habit from the very beginning. Once we are punctual, our



labours will be lightened, our mind will be disciplined and our life will be much easier and brighter.

#### 4. ENVIRONMENTAL POLLUTION

Pollution of Environment or environmental pollution means making the environment foul. There are three types of environment pollution. Pollution of air, water and soil. People from all walks of life are affected by it. If the air we breathe, the water we drink and the soil which produces our crops, vegetables and fruits, all become more and more impure, then our chances of good health will be less and less. Environmental pollution is a serious menace to our existence.

The smoke that rises from the motor-trucks, motor-cars and motor-cycles, the mills and factories of the industries give rise to carbon dioxide that pollutes the environment of our village, town and cities. The harmful gases that rises from our heaps of filth from the latrine and urinals and from the uncleaned drains, pollute our environment.

The water of rivers and seas is being constantly polluted all over the world by various dangerous chemical and biological wastes. Mills and factories discharge very harmful waste water into many rivers and sea.

The water of the Ganges flowing by the side of both Varanasi and Calcutta is extremely polluted and contains all sorts of dangerous bacteria.

Soil pollution is another hazard, human society is facing. Reckless application of chemical fertilizers, insecticides and pesticides pollutes the soil. Vegetables and fruits are quite injurious today, because they contain the poison of insecticides and pesticides.

Existence of our life depends mostly and mainly on oxygen. Oxygen in the atmosphere saves our life. This oxygen is exhaled by trees. Trees consume the carbon dioxide which is fatal to our existence. Trees make the oxygen and spreads it in the air for us. As such, we should have enough number of trees in our environment to eradicate our environmental pollution.

So we shall have to plant a large number of trees to save our environment from the fatal pollution. We should not pass stool and urine in the open. We should make scientific latrines and urinals for us. Drains and deposits of filth should not be allowed to leave gas and for this we should apply the necessary scientific methods. Above all, we shall should stress on the forestation of our environment.

The students too, have a lot of duties for eradicating the environmental pollution. They can plant trees near their houses and in their educational institutions. They can enlighten the people nearby about the danger of the environmental pollution and can encourage them to do the needful in this respect.



## EXERCISE

### A. Write an essay on the following topics :

1. Your School
2. First Day of my Summer Vacation
3. A Visit to a Hill Station
4. An Indian Farmer
5. Mahatma Gandhi
6. An Autobiography of a Shoe.



### B. Write a composition for or against of the topic given below :

1. Only Rich are Happy.
2. India is not the Place to live in.
3. There should be no Exam.
4. Is Cinema Harmful for the Young to See ?
5. Good Manners are not Needed in the Present World.

# MODEL TEST PAPER-1

Base on Chapters - 1 to 18

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

1. All Interrogative Sentences start with a question word.
2. An optative Sentence is used to give command.
3. 'No' or 'Not' is always used after a helping verb.
4. An Optative Sentence ends with a full stop.



## B. In the following sentences, underline the subjects and circle the predicates :

1. He has good memory.
2. We cannot pump the ocean dry.
3. Tubal Cain was a man of might.
4. The early bird catches the worm.

## C. Say whether each of the following groups of words are phrases, clauses or sentences :

1. We cannot live without water.
2. In the school
3. At the gate
4. All of a sudden

## D. Complete each sentence with a suitable 'to infinitive' :

1. Do you wish us \_\_\_\_\_?
2. She wanted me \_\_\_\_\_.
3. He likes his wife \_\_\_\_\_.
4. Your country expects you \_\_\_\_\_.

## E. Transform the following exclamatory sentences into assertions :

1. How well you cook!
2. What lies you have spoken!
3. How beautiful the works of the artists are!
4. What an awful mess there was!

## F. Put these collective nouns in the blanks below :

1. The \_\_\_\_\_ of soldiers has marched away.
2. The police dispersed the \_\_\_\_\_.
3. Our \_\_\_\_\_ won the match by two goals.
4. We saw a \_\_\_\_\_ of ships in the harbour.



## G. Make sentences of your own containing the feminines of the following nouns :

1. Author \_\_\_\_\_
2. Policeman \_\_\_\_\_
3. Monk \_\_\_\_\_
4. Actor \_\_\_\_\_

## H. Pick out the demonstrative pronouns in the following sentences :

1. This is how you must do it.
2. These are sour grapes.
3. That is the car I bought yesterday.
4. This was the way of doing things.

## I. Fill in the blanks using adjectives of quality gives in the box :

1. The little baby had very \_\_\_\_\_ cheeks.
2. Lata Mangeshkar has a \_\_\_\_\_ voice.
3. Gayatri Devi was an \_\_\_\_\_ lady.
4. It is a \_\_\_\_\_ waste of energy and effort.

**J. Change the transitive verb into Intransitive verb :**

1. The driver stopped the train.
2. The boy ran a race.
3. They dance on the floor.
4. The peon rings the bell on time.

**K. In each of the following sentences, supply a verb in agreement with its subject :**

1. To get salary and then not to do work \_\_\_\_\_ dishonesty.
2. The cost of all these articles \_\_\_\_\_ risen.
3. That night every one of the boat's crew \_\_\_\_\_ down with fever.
4. One or other of those fellows \_\_\_\_\_ stolen the watch.

**L. Fill in the blanks with suitable adverbs or adverb phrases :**

1. He meets his family \_\_\_\_\_.
2. There was \_\_\_\_\_ sunlight in the room.
3. There are a lot of monuments \_\_\_\_\_.
4. He does not like to eat \_\_\_\_\_.
5. He is \_\_\_\_\_ seen these days.

**M. Fill in the blanks with suitable prepositional phrases :**

1. You should go \_\_\_\_\_ your mother to the market.
2. The book is \_\_\_\_\_ the clock.
3. The circus clown is sitting \_\_\_\_\_ her.
4. I accept this \_\_\_\_\_ my business partner.

**N. Join the following pairs of sentences by using suitable conjunctions :**

1. He is clever. He is idle.
2. I waited. The train arrived.
3. He is poor. He is contended.
4. He worked hard. He failed.

**O. Fill in the blanks with the help of 'have to', 'has to', 'had to' and 'ought to' :**

1. You \_\_\_\_\_ go to school daily.
2. I \_\_\_\_\_ stand in this queue for two hours.
3. You \_\_\_\_\_ help the poor.
4. He \_\_\_\_\_ obey everyone in the office.

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

1. Lion and leopard belong to cat family.
2. The iron is useful metal.
3. The wisdom is better than the riches.
4. Give him hundred rupees.

**Q. Fill in the blanks with 'Some' or 'any' :**

1. I am free all day. Call \_\_\_\_\_ time you like.
2. I met \_\_\_\_\_ interesting people last night.
3. We would not have \_\_\_\_\_ fun without you.
4. Did you buy \_\_\_\_\_ clothes? No, I did not buy.



# MODEL TEST PAPER-2

Base on Chapters - 19 to 32

## A. Pick out the clauses in the following sentences and tell the kind of each :

1. He will pass if he works hard.
2. No one knows where he lives.
3. This is the house where I was born.
4. I do not know what she wants.

## B. Fill in the blanks with suitable adverb phrases :

1. The knight fought \_\_\_\_\_.
2. The woodman struck the wolf \_\_\_\_\_.
3. Do not answer \_\_\_\_\_.
4. He treated his relatives \_\_\_\_\_.

## C. Change the following sentences in the negative form :

1. I know what she wants.
2. We read the Ramayana daily.
3. He lives near the railway station.
4. Every singer knows how to sing.

## D. Rewrite the following sentences in both (i) Negative and (ii) Interrogative forms :

1. We shall come and play again tomorrow.
2. She will be able to finish her work by next week.
3. They will learn their lesson by tomorrow.
4. My grandfather will visit us in the coming week.

## E. For each of the following sentences, change the verb from the active voice into the corresponding tense in the passive voice :

1. He is giving a lecture.
2. They have stopped the tax.
3. We sent a favourable reply.
4. He has been offered a discount.

## F. Change the following sentences from active to passive voice :

1. Leena is singing a sweet song on the stage.
2. My sister has painted this picture.
3. We have sent them a telegram.
4. I have done my work.

## G. Change from direct to indirect speech :

1. The father said to his son, "You are old enough to earn your living now."
2. Ram said, "I shall come to tea tomorrow."
3. He said, "You play hockey very well."
4. He said to me, "I have often told you not to idle away your time."



**H. Fill in the blanks :**

1. One who can eat everything \_\_\_\_\_.
2. Government by officials \_\_\_\_\_.
3. Lover of animals \_\_\_\_\_.
4. Without preparation \_\_\_\_\_.

**I. Distinguish between these pairs of words by using them in sentences of your own :**

- |              |       |                |       |
|--------------|-------|----------------|-------|
| 1. Defer     | _____ | 2. Differ      | _____ |
| 3. Affect    | _____ | 4. Effect      | _____ |
| 5. Alternate | _____ | 6. Alternative | _____ |

**J. Give the synonyms of the following words :**

- |         |       |            |       |
|---------|-------|------------|-------|
| 1. Hope | _____ | 6. Answer  | _____ |
| 2. Tame | _____ | 7. Foolish | _____ |

**K. Answer the following questions :**

1. Who have been described as 'crazy' and 'little ghost' in the passage?
2. Describe the appearance of the 'little ghost'.
3. Why don't the villagers leave their things outside their houses for a long time?
4. Which states are main victims of the ants?

**L. Answer the following questions :**

1. List some common uses of neem tree.
2. What are two types of neems ?
3. How many species of insects can be influence by Neem extract?
4. What is Nimbidin used for?

**M. Write the stories on the given topics :**

- |                       |                               |
|-----------------------|-------------------------------|
| 1. Do Good, Have Good | 2. Honesty is the Best Policy |
| 3. Greed is Bad       | 4. Always Speak the Truth     |

**N. Now write short paragraphs on the topics given below :**

1. What I would Like to do When I Grow up.
2. What I Dislike the Most.
3. An Accident that you Witnessed.
4. A Party that you Enjoyed the Most.

**O. Write a composition either for or against the topic given :**

1. Only Rich are Happy.
2. India is not the Place to live in.
3. There should be no Exam.
4. Is Cinema Harmful for the Young to See ?

