

# English Grammar

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# Preface...

**English Grammar** is a series of five books. The books of this series integrate basic grammar structures, vocabulary building, comprehension and creative writing skills. The exercises are simple and carefully graded. Nothing has been included that the child might find hard to grasp; and the material has been kept strictly within the range of child's assimilation. Every attempt has been made to produce the practice material in a lucid and rhythmical format.

## **Features of the Series :**

- Care has been taken to explain and illustrate the technical terms in simple and clear English.
- Various picture-based exercises are given.
- Vocabulary exercises to develop communication skills in the children.
- Every exercise has figures for easy understanding of the matter.
- Topics have been carefully graded across the series to maintain lucid progression.

We hope that this series will become a reliable source for teachers and give students an enjoyable learning experience. This series of books will help develop learning skill in children.

Authors



# English

# Grammar

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# Kinds of Sentences

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

A sentence always begins with a capital letter.

It always has a full stop (.) or an exclamation mark (!) or a question mark (?) at the end.

Look at these groups of words :

1. hits ball Dinesh plastic a
2. ball high the bounces

These groups are not sentences as they do not make any sense. We can arrange these groups of words in such a way that they become a sentences.

1. Dinesh hits a plastic ball.
2. The ball bounces high.

There are four types of sentences :

1. Statement
2. Interrogative
3. Imperative
4. Exclamatory

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

*Examples :*



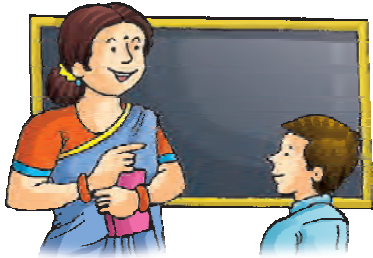
1. Srishti is going to school.



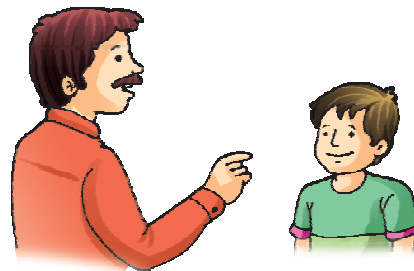
2. Dog is barking.

B. A sentence that is used to ask a question is called a **question sentence** or an **interrogative sentence**. It ends with a question mark or mark of interrogation (?).

Examples :



1. What are you doing?

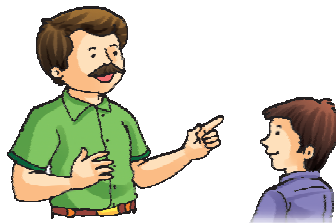


2. Where is your father?

- C. A sentence that gives a command, makes a request or offers an advice is called an **imperative sentence**. It ends with a full stop (.).

Examples :

1. Tell me the truth. (command)



2. Take the medicine regularly. (advice)



3. Please give me some food. (request)

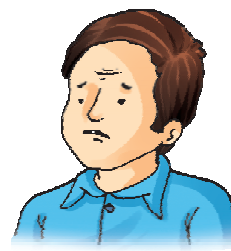


- D. A sentence that expresses a strong feeling of joy, sorrow or wonder, etc. is called an **exclamatory sentence**. The sentence may consist of a word or a group of words. Such a sentence ends with an exclamatory mark (!).

Examples :



1. How beautiful she is!



2. Alas! I did nothing.



# Let's Practice

A. Rewrite the following groups of words to make meaningful sentences and put the suitable punctuation marks :

1. Yesterday went I market to \_\_\_\_\_
2. waiting you for father your is \_\_\_\_\_
3. by lesson heart your learn \_\_\_\_\_
4. taken has breakfast who my \_\_\_\_\_
5. flower beautiful rose the is \_\_\_\_\_

B. Read the following sentences and write their kind whether it is 'declarative', 'imperative', interrogative or 'exclamatory' :

1. Amit was present in the class yesterday.
2. Alas! I could do nothing for you.
3. Do cows have short tails?
4. They like apples.
5. Learn your lesson now.
6. Put this book on my table.

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C. Look at the pictures given below and write all four types of sentences for each picture.

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# 2



## Formation of Interrogative Sentences



We can form any statement into interrogative sentence by following some rules.

Read the examples carefully :

1. Ravi goes to school. (statement)  
Does Ravi go to school? (interrogative sentence)
2. Mother cooked the food. (statement)  
Did mother cook the food? (interrogative sentence)
3. They will play a cricket match. (statement)  
Will they play a cricket match? (interrogative sentence)
4. She has done her homework. (statement)  
Has she done her home work? (interrogative sentence)
5. You should take your food now. (statement)  
Should you take your food now? (interrogative sentence)



### Do You REMEMBER

Interrogative sentence ends with mark of interrogation (?).







## Let's Practice

### A. Change the following sentences into their interrogation form :

1. I shall go to Lucknow tomorrow. \_\_\_\_\_
2. Radha plucked the flowers. \_\_\_\_\_
3. I learn my lesson daily. \_\_\_\_\_
4. Simmi waits for her father. \_\_\_\_\_
5. Father has gone to his office. \_\_\_\_\_
6. She wrote me a letter yesterday. \_\_\_\_\_
7. Sunita is preparing tea now. \_\_\_\_\_
8. The boys were playing cricket. \_\_\_\_\_
9. You can teach English well. \_\_\_\_\_
10. Ashok was a great emperor. \_\_\_\_\_

### B. Read the sentences carefully and choose the correct option to make their interrogation form :

1. The teacher scolded the students.  
\_\_\_\_\_ the teacher scold the students? (Do/Did)
2. She loves me very much.  
\_\_\_\_\_ she love me very much? (Did/Does)
3. You should respect your elders.  
\_\_\_\_\_ you respect your elders? (Should/Can)
4. Manju is waiting for Pratibha.  
\_\_\_\_\_ Manju waiting for Pratibha? (Am/Is)
5. They won the match by fifty runs.  
\_\_\_\_\_ they win the match by fifty runs? (Does/Did)



# 3



## Subject and Predicate

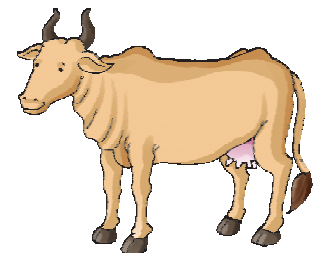
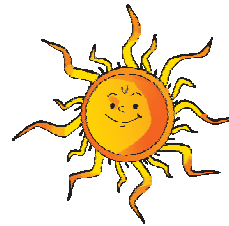


A complete sentence can be divided into two parts :

1. **Subject :** The names of person, place, animal or thing we speak about in a sentence.
2. **Predicate :** Something that is told about subject in a sentence.

Read the example carefully :

1. Rajesh is a good boy.
2. The Sun gives us heat and light.
3. She plucks the flowers from the garden.
4. The cow gives us milk.



In above given sentences Rajesh, the sun, she and the cow are subjects respectively while the rest part of sentences are predicate.



### Let's Practice

A. Complete the sentences with suitable subject :

1. \_\_\_\_\_ is the king of forest.
2. \_\_\_\_\_ teaches us English very well.
3. \_\_\_\_\_ drives the car.
4. \_\_\_\_\_ tells us the time.
5. \_\_\_\_\_ is the capital of India.

B. Complete the sentences with suitable predicate :

1. A doctor \_\_\_\_\_
2. My father \_\_\_\_\_
3. Camel \_\_\_\_\_
4. The children \_\_\_\_\_
5. Kanpur \_\_\_\_\_



# 4



## Noun



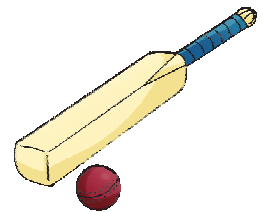
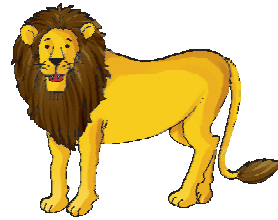
The name of a person, place, animal or thing is called **Noun**.

as : Ram, Ali, Kanpur, Delhi, cow, elephant, etc.

Read the following examples carefully :

1. **Virat** is a good **batsman**.
2. **Lucknow** is the **capital** of **Uttar Pradesh**.
3. My **pen** is put on my **table**.
4. **Lion** is the **king** of **forest**.

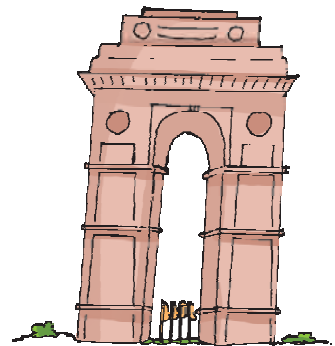
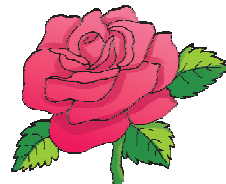
All the highlighted words are **Nouns**.



### Let's Practice

A. Read the following sentences and underline all the nouns :

1. We go to school everyday.
2. Rose smells very sweet.
3. Imran is my best friend.
4. Delhi is the capital of India.
5. The farmers plough their fields.
6. The hunter killed the deer.
7. Mr Singh teaches us English vey well.
8. The sun gives us heat and light.
9. Iron is very useful metal.
10. The cobbler is mending the shoes.



**B. Fill in the blanks with the following given words properly :**

school	teachers	grandfather	paper boats	letter
book	Ravi	pen	Pt Jawaharlal Nehru	sister

1. \_\_\_\_\_ is a good student.
2. My \_\_\_\_\_ loves me very much.
3. We go to \_\_\_\_\_ for study.
4. Post this \_\_\_\_\_ at once.
5. The \_\_\_\_\_ is mightier than the sword.
6. Children sail \_\_\_\_\_ in rainy season.
7. \_\_\_\_\_ was the first Prime Minister of free India.
8. My \_\_\_\_\_ is a retired army officer.
9. We should respect our \_\_\_\_\_.
10. We can take any \_\_\_\_\_ from library.

**C. Make some sentences using the following words :**

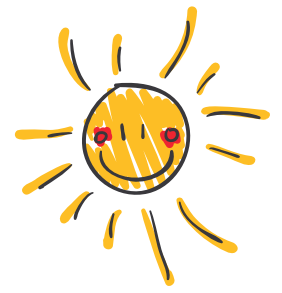
1. Moon \_\_\_\_\_
2. Fan \_\_\_\_\_
3. Water \_\_\_\_\_
4. Car \_\_\_\_\_
5. Edison \_\_\_\_\_
6. Friend \_\_\_\_\_
7. Book \_\_\_\_\_
8. Tree \_\_\_\_\_
9. Food \_\_\_\_\_
10. Author \_\_\_\_\_



5



# Common and Proper Nouns



## Common Nouns

A **Common Noun** is the name given to a general noun or any category or class of person, place or thing.

*Example :* teacher, man, school, table, animal etc.



## Let's Practice

A. Write the correct words against their related heading.

pear	soap	man	bird
cow	fork	boy	bank
city	aunt	calf	girl
dog	blouse	zoo	office
goat	jacket	kitten	wagon
apple	market	telescope	art gallery
penguin	cheetah	refrigerator	volleyball

Person \_\_\_\_\_

Places \_\_\_\_\_

Animals \_\_\_\_\_

Things \_\_\_\_\_

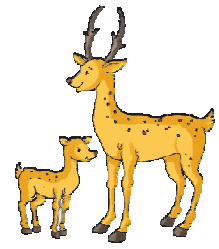
B. Fill in the blanks with their little one's of the underlined animals.

calves chicks pups colts kids lambs fawns goslings tadpoles cubs foals

*Example :* The dog and its pups were sleeping in the kennel.

1. The mare saw its \_\_\_\_\_ grazing in the meadow.

2. The cow lowed as its \_\_\_\_\_ slept.
3. The geese and the \_\_\_\_\_ waded in the water.
4. The horse led the \_\_\_\_\_ into the meadow.
5. The deer cuddled its \_\_\_\_\_.
6. The tigress led its \_\_\_\_\_ to the den.
7. The hen sat in the coop, while its \_\_\_\_\_ pecked grain.
8. The frog fed its \_\_\_\_\_.
9. The goats with their \_\_\_\_\_ and the sheep with their \_\_\_\_\_ went up the mountain slope.



**C. Match the nouns in the three columns correctly.**

<b>A</b>	<b>B</b>	<b>C</b>
<i>Example :</i> artist	test tube	hospital
1. tailor	stethoscope	shop
2. farmer	scissors	roadside
3. barber	broom	studio
4. doctor	plough	field
5. scientist	sewing machine	laboratory
6. sweeper	palette	shop

**D. Write the common noun for each riddle.**

1. A musical instrument with white and black keys.
2. Someone who instructs students for a specific subject.
3. An animal that carries its home on its back.
4. The baby of the king of the jungle.
5. A natural object that twinkles in the sky at night.
6. An electronic gadget through which we can send e-mail.
7. The fastest land mammal in the world.
8. The shortest length of time shown on a clock.

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9. An animal that has a horn and looks like a horse. \_\_\_\_\_
10. An object to dig mud. \_\_\_\_\_

## Proper Nouns

A **Proper Noun** is the name of any particular person, place, animal or thing. A proper noun always begins with a capital letter.

*Examples :* Ram, Ali, Delhi, Kanpur etc.

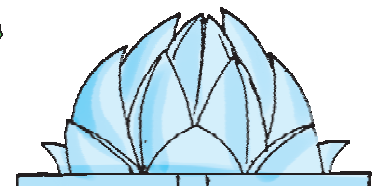
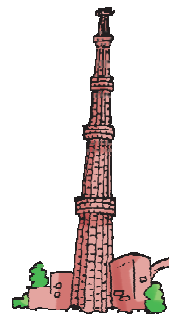
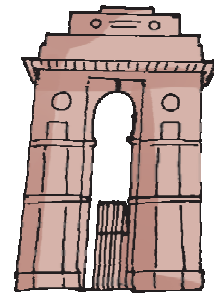
### E. Read each category of nouns. Circle the wrong proper noun.

1.	Book	The Panchatantra	The Bhagwad Gita	The Times of India
2.	Oceans	The Atlantic	The Arabian	The Pacific
3.	Cities	Mumbai	Tokyo	America
4.	Mountains	The Andes	The Great Barrier Reef	The Himalayas
5.	Girls	Rohit	Mona	Jane
6.	Holy books	The Quran	The Bible	The Star

### F. Underline the proper nouns in the following sentences.

*Example :* Harshavardhana was a king.

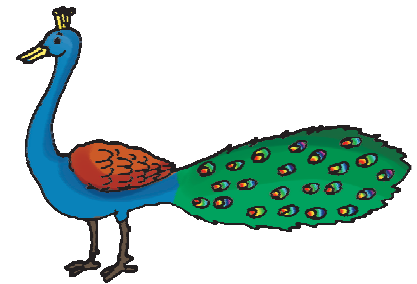
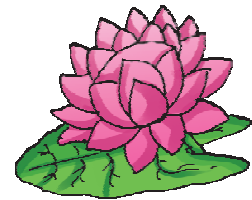
1. Colors is a TV channel.
2. Chennai is in south India.
3. Have you been to Jim Corbett National Park?
4. Jesus Christ got the Gifts of Magi.
5. Delhi is the capital of India.
6. Captain Dev is the pilot of this aeroplane.
7. Alsatians are good police dogs.
8. Aspirin is a bitter medicine.
9. Is your telephone service Airtel?
10. London is situated on the bank of River Thames.
11. Hitler was a German dictator.



12. Our neighbour's name is Mr Shiv Nath Singh.
13. Id-ul-Fitr is a popular festival of Muslims.
14. Have you read the Holy Bible?
15. Anna Hazare is a social activist.
16. Arunachal Pradesh is called the 'Land of the Rising Sun in India'.

**G. Use proper nouns to write the national symbols of India.**

1. National animal \_\_\_\_\_
2. National flower \_\_\_\_\_
3. National tree \_\_\_\_\_
4. National anthem \_\_\_\_\_
5. National fruit \_\_\_\_\_
6. National sport \_\_\_\_\_
7. National song \_\_\_\_\_
8. National bird \_\_\_\_\_



**H. Tick (✓) the right proper noun to complete the pair.**

- |                       | A        | B        |
|-----------------------|----------|----------|
| 1. Romeo              | Jane     | Juliet   |
| 2. Cleopatra          | Brutus   | Antony   |
| 3. Savitri            | Satyavan | Shravan  |
| 4. Prithviraj Chauhan | Samyukta | shalini  |
| 5. Mickey Mouse       | Minnie   | Simi     |
| 6. Mary               | Jack     | Joseph   |
| 7. Sita               | Ravana   | Ram      |
| 8. Kasturba           | Gandhi   | Nehru    |
| 9. Daisy Duck         | Donald   | David    |
| 10. Jahangir          | Mumtaz   | Nurjahan |



I. Now answer these questions:

1. Write the names of three students in your class.

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2. Who is your favourite actor?

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3. Who is your favourite sports person?

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4. Which is your favourite day of the week?

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5. Which is your favourite month of the year?

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6. Which country would you like to visit?

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7. What is the name of your teacher?

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8. What is the name of your school?

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J. Name the following :

1. Any three planets.

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2. Any three authors.

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3. Any three ports and buildings

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4. Any three books.

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# 6



# Abstract Nouns



1. Abraham Lincoln fought against **slavery**.
2. **Laughter** makes the heart lighter.
3. He is known for his **honesty**.



Words like **slavery**, **laughter** and **honesty** are the names of traits or acts we cannot see or touch. They refer to quality, action, thoughts, ideas, feelings and conditions. Such words are **Abstract Nouns**.

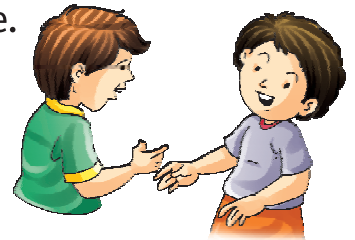
A name given to some quality, state or feeling that we cannot see or touch but only think of is called an **Abstract Noun**.



## Let's Practice

A. **Underline the abstract nouns in the following sentences :**

1. The width of this plot is thirty feet.
2. The arrival and departure of trains is given in the Railway Timetable.
3. Mr Basu's knowledge of the history of tribals is remarkable.
4. I do not like flattery.
5. Poverty and illiteracy are the major problems in India.
6. People fled away because of the king's cruelty.



B. **Construct a sentence using the given abstract noun :**

1. Peace \_\_\_\_\_
2. Courage \_\_\_\_\_
3. Strength \_\_\_\_\_
4. Discipline \_\_\_\_\_



C. Match the opposite abstract nouns :

- |              |              |
|--------------|--------------|
| 1. strength  | ● slavery    |
| 2. knowledge | ● cowardice  |
| 3. justice   | ● dishonesty |
| 4. bravery   | ● death      |
| 5. life      | ● weakness   |
| 6. freedom   | ● injustice  |
| 7. honesty   | ● ignorance  |



D. Encircle the abstract noun in the sentence :

1. The assistance of the grade 3 boys in the Feeding Drive showed compassion for the needy.
2. There is no love like that of a parent for his child.
3. The joy of winning in the competition is shared by the whole school.
4. There is enough for everyone's need but not for everyone's greed.
5. Necessity is the greatest inventor.
6. The experience of loss made her a stronger person.
7. Our brotherhood is as solid as an oak tree.
8. The thrust of Xavier is to develop men for others.
9. Beauty is in the eye of the beholder.
10. Success is not only measured by money but also by the number of people who love you.

## Forming Abstract Nouns

**Abstract Nouns** are formed from

- |                 |   |       |   |            |
|-----------------|---|-------|---|------------|
| 1. Adjectives   | : | happy | ⇒ | happiness. |
| 2. Verbs        | : | judge | ⇒ | judgement. |
| 3. Common Nouns | : | boy   | ⇒ | boyhood.   |



# Let's Practice

## A. Match adjectives with abstract nouns :

### Adjectives

1. kind
2. beautiful
3. strong
4. wise
5. long
6. deep
7. proud
8. young

### Abstract Nouns

- pride
- strength
- length
- youth
- kindness
- beauty
- wisdom
- depth



## B. Fill in the blanks with abstract nouns formed from the verbs given in brackets:

1. I fear \_\_\_\_\_ . (punish)
2. We should be honest in \_\_\_\_\_ (think) and \_\_\_\_\_ . (act)
3. Think carefully before you make a \_\_\_\_\_ . (choose)
4. I admire \_\_\_\_\_ . (succeed)
5. Mother Teresa is remembered for her \_\_\_\_\_ to the poor. (serve)
6. The \_\_\_\_\_ of this box is ten kilograms. (weigh)

## C. Form abstract nouns from the given common nouns :

- |            |       |              |       |
|------------|-------|--------------|-------|
| 1. child   | _____ | 2. enemy     | _____ |
| 3. friend  | _____ | 4. man       | _____ |
| 5. brother | _____ | 6. transport | _____ |
| 7. infant  | _____ | 8. patriot   | _____ |

## D. Convert the following nouns into an abstract noun :

- |             |       |           |       |
|-------------|-------|-----------|-------|
| 1. relation | _____ | 5. king   | _____ |
| 2. parent   | _____ | 6. saint  | _____ |
| 3. leader   | _____ | 7. member | _____ |
| 4. father   | _____ | 8. knight | _____ |



7



# Collective Nouns



**Collective Noun** is the name given to a group of persons or things thought of or spoken about as one.

*Example :* army, choir, class etc.

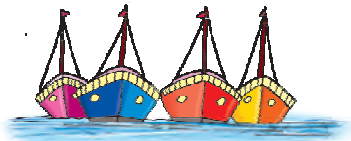
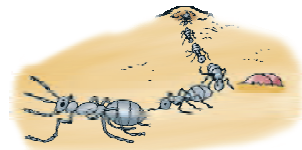


## Let's Practice

A. Look at the pictures given below and write the **group words** for these people, animals or things as shown. You may choose the collective nouns from the ones given in the box :

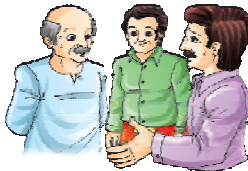
herd army choir flight pride bunch crowd pile

1. An \_\_\_\_\_ of ants.



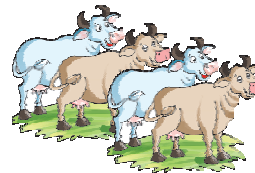
2. A \_\_\_\_\_ of ships.

3. A \_\_\_\_\_ of singers.



4. A \_\_\_\_\_ of people.

5. A \_\_\_\_\_ of cows.



6. A \_\_\_\_\_ of books.

7. A \_\_\_\_\_ of lions.



8. A \_\_\_\_\_ of keys.

## Learn these collective nouns

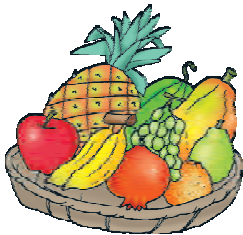
### Collective Nouns for people

1. A class of students.
3. A choir of singers.
5. A band of musicians.
7. A crowd of people/spectators.
9. A group of dancers.
11. A troupe of artists/dancers.
13. A staff of employees.
15. A tribe of natives.
17. A panel of experts.
19. A flock of tourists.
2. An army of soldiers.
4. A crew of sailors.
6. A bunch of crooks.
8. A gang of thieves.
10. A team of players.
12. A pack of thieves.
14. A regiment of soldiers.
16. An audience of listeners.
18. A gang of labourers.
20. A board of directors.





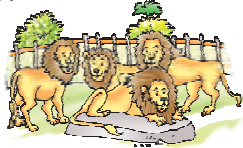
### Collective Nouns for things

1. A group of islands.
3. A wad of notes.
5. A stack of wood.
7. A string of pearls.
9. A hedge of bushes.
11. A basket of fruit.
13. A pack of cards.
15. A bouquet of flowers.
17. A chest of drawers.
19. A range of mountains.
2. A galaxy of stars.
4. A forest of trees.
6. A fleet of ships.
8. An album of stamps/ autographs/ photographs.
10. A library of books.
12. A bowl of rice.
14. A pair of shoes.
16. A bunch of keys.
18. A pack of lies.
20. A cloud of dust.



### Collective Nouns for animals

1. A catch of fish.
2. An army of ants.

- |  |   |
|--|---|
| 3. A flight of birds.  | 4. A flock of birds.  |
| 5. A haul of fish.   | 6. A flock of sheep.   |
| 7. A herd of deer/cattle/elephants/<br>goats/buffaloes.  | 8. A hive of bees.  |
| 9. A litter of cubs.  | 10. A host of sparrows.   |
| 11. A team of horses.  | 12. A troop of lions.  |
| 13. A zoo of wild animals.   | 14. A pack of wolves.   |
| 15. A litter of puppies/kittens.   | 16. A swarm of bees/ants/rats/flies.  |
| 17. A team of horses/ducks/oxen.   | 18. A murder of crows.  |
| 19. A kennel of dogs.  | 20. A pack of hounds.   |



## Let's Practice

Circle the correct answer :

- |  |   |
|--|---|
| 1. A <b>team</b> /zoo of wild animal.    | 2. A <b>group</b> /galaxy of stars.     |
| 3. A <b>group</b> /team of players.      | 4. A(n) <b>class</b> /army of students. |
| 5. A <b>pack</b> /bunch of keys.         | 6. A <b>herd</b> /hive of cattle.       |
| 7. A <b>panel</b> /regiment of experts.  | 8. A <b>board</b> /bunch of directors.  |
| 9. A <b>flock</b> /haul of fish.         | 10. A <b>staff</b> /class of employees. |
| 11. A <b>basket</b> /library of books.   | 12. A <b>bunch</b> /crew of sailors.    |
| 13. An <b>audience</b> /album of stamps. | 14. A <b>tribe</b> /panel of natives.   |
| 15. A <b>band</b> /group of dancers.     | 16. A(n) <b>pack</b> /army of ants.     |
| 17. A <b>hive</b> /flock of bees.        | 18. A <b>board</b> /flock of tourists.  |
| 19. A <b>gang</b> /panel of thieves.     | 20. A <b>range</b> /stack of wood.      |



# 8



## Gender of Nouns



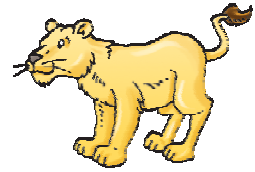
- A noun that refers to a male is said to be of the **masculine gender**.

*Examples :* boy, lion, father



- A noun that refers to a female is said to be of the **feminine gender**.

*Examples :* girl, lioness, mother



- A noun that refers to both male and female is said to be of the **common gender**.

*Examples :* baby, cousin, friend, neighbour



- A noun that refers to a living or non-living thing which is neither male nor female is said to be of the **neuter gender**.

*Examples :* chair, plant, class, city

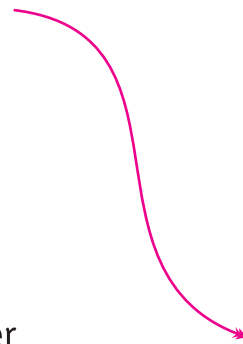


### Let's Practice

A. Match the masculine gender with the feminine gender :

#### ANIMALS

- |           |       |
|-----------|-------|
| 1. drone  | mare  |
| 2. drake  | doe   |
| 3. cock   | duck  |
| 4. horse  | goose |
| 5. buck   | hen   |
| 6. gander | bee   |



#### PEOPLE

- |                |             |
|----------------|-------------|
| 7. actor       | policewoman |
| 8. grandfather | queen       |
| 9. uncle       | actress     |
| 10. washerman  | grandmother |
| 11. policeman  | aunt        |
| 12. king       | washerwoman |





B. Fill in the blanks with the masculine/feminine of the underlined nouns :

1. Ashok's grandfather is a kind man.  
Ashok's \_\_\_\_\_ is a kind \_\_\_\_\_ .
2. The actress enacted the role of a queen in the play.  
The \_\_\_\_\_ enacted the role of a \_\_\_\_\_ in the play.
3. Sahil's nephew is ten years old.  
Sahil's \_\_\_\_\_ is ten years old.
4. The tiger we saw in the jungle is the father of these cubs.  
The \_\_\_\_\_ we saw in the jungle is the \_\_\_\_\_ of these cubs.
5. The enchanter turned the cock into stone.  
The \_\_\_\_\_ turned the \_\_\_\_\_ into stone.
6. The empress of Egypt is a good singer.  
The \_\_\_\_\_ of Egypt is a good singer.
7. Your grandmother met my uncle.  
Your \_\_\_\_\_ met my \_\_\_\_\_ .
8. The horse stood under the tree.  
The \_\_\_\_\_ stood under the tree.
9. The washerman washes clothes.  
The \_\_\_\_\_ washes clothes.
10. The actor of this film acted wisely.  
The \_\_\_\_\_ of this film acted wisely.
11. The hero married a widow.  
The \_\_\_\_\_ married a \_\_\_\_\_ .
12. The king orders his men to go.  
The \_\_\_\_\_ orders \_\_\_\_\_ to go.



9



# Singular and Plural Nouns



A **noun** that denotes **one** person or thing is said to be in the **Singular**.

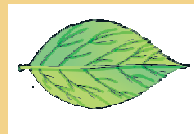
A **noun** that denotes **more than one** person or thing is said to be in the **Plural**.



Singular



Plural



Singular



Plural



## Let's Practice

A. Write the plural form of each noun :

- 1. person \_\_\_\_\_
- 2. man \_\_\_\_\_
- 3. woman \_\_\_\_\_
- 4. life \_\_\_\_\_
- 5. shelf \_\_\_\_\_

- 6. leaf \_\_\_\_\_
- 7. mouse \_\_\_\_\_
- 8. fish \_\_\_\_\_
- 9. goose \_\_\_\_\_
- 10. deer \_\_\_\_\_

B. Draw a line under each noun. Write an S for each singular noun and a P for each plural noun :

- 1. The trip to the mountains was fun. \_\_\_\_\_
- 2. The visitors came from around the world. \_\_\_\_\_
- 3. My friend collected rocks. \_\_\_\_\_
- 4. The smallest stones were found by the stream. \_\_\_\_\_
- 5. There were rare gems at the museum. \_\_\_\_\_
- 6. The most valuable ones were displayed in cases. \_\_\_\_\_
- 7. The guide said that rocks are made of minerals. \_\_\_\_\_

C. Rewrite each sentence. Complete each one with the plural form of the word in parentheses ( ) :

1. The scientists found \_\_\_\_\_ (fossil)

---

2. They heard \_\_\_\_\_ erupt. (volcano)

---

3. The damage was caused by \_\_\_\_\_ (earthquake)

---

4. The \_\_\_\_\_ were buried under ash. (city)

---

5. We enjoyed our geology \_\_\_\_\_ (class)

---

6. Did you see the wild \_\_\_\_\_ on the island? (pony)

---

7. We saw blueberry \_\_\_\_\_ on that hill. (bush)

---

8. The \_\_\_\_\_ ran through the forest. (fox)

---

D. Rewrite the paragraph. Change the underlined singular nouns to plural nouns :

Last week, I toured the farm outside of town. At the first farm, I saw pig, horse, and cow. Some of the cows had recently had baby. Young cows are called calf. The owner of the farm told me many interesting story about life on a farm. They also told me about some of the job they do. One job is to feed the animal. Another job is to shear the sheep and the lamb. I enjoyed my visit very much.

---

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---





10



# Pronoun and Its Kinds



**Pronouns** are words that take the place of singular or plural nouns.

Singular	Plural	When Used
I, me	we, us	to talk about yourself
you	you	to talk to a person
he, she, it, him, her	they, them	to talk about other persons or things

Example : **Preet** brought a gift to the party.

**He** brought a gift to the party.



## Let's Practice

Write the pronoun that takes the place of the underlined noun or nouns :

1. Pooja planned a party for Roshni.
2. Is Mom going to take us?
3. Sunil is taking a present for Roshni.
4. Rakesh and Harish bought her a CD.
5. Dad gave the boys the money.
6. Roshni will like the music.
7. Roshni saw Rakesh and me yesterday.



## Subject Pronouns

Use **I**, **we**, **he**, or **she** when the pronoun is a subject.

**Urmila** plays the violin.

**She** plays the violin.

**Kailash** plays the piano.

**He** plays the piano.

Use **me, us, her, him, or them** when the pronoun is not a subject.

Mom took **Bipasha** shopping.

Mom took **her** shopping.

Dad went fishing with **Faisal**.

Dad went fishing with **him**.



## Let's Practice

Write the correct pronoun that completes each sentence :

1. Siddarth and (me, I) went camping.
2. (We, Us) went to the baseball game.
3. The teacher took (we, us) to the library.
4. (Him, He) was a famous Indian.
5. Aunt Sunita gave ten rupees to (them, we).
6. (Her, You) and Sunil are my best friends.
7. Please take this note to (he, him).
8. Aakash took Amit and (me, I) to the party.

---

---

---

---

---

---

---

---

## Contractions with Pronouns

### Pronoun + Verb

I am

it is

you are

I will

### Contraction

I'm

it's

you're

I'll

### Pronoun + Verb

we would

I have

he has

you had

### Contraction

we'd

I've

he's

you'd



## Let's Practice

### A. Write the contractions that can be made from the underlined words :

1. I have always liked big cats as much as Shruti does. \_\_\_\_\_
2. She is reading about lions and tigers now. \_\_\_\_\_
3. She has purchased many posters of leopards and panthers. \_\_\_\_\_
4. We are going to see an exhibition about big cats. \_\_\_\_\_
5. I am impressed with their strength and grace. \_\_\_\_\_
6. I will take pictures of the exhibition. \_\_\_\_\_
7. You may come with us if you would like. \_\_\_\_\_
8. The speaker will discuss the cats that we have read about. \_\_\_\_\_
9. He will tell about the spotted members of the cat family. \_\_\_\_\_

### B. There are five incorrect contractions in this tour guide's presentation :

Example: ~~Its~~ interesting to see the tigers at the zoo. <sup>It's</sup>

Ladies and gentlemen, the zoo tour can start if youll just get in line. First, we'll be visiting the cougars. Theyr' also known as mountain lions and pumas. We can see Ms. Bikila getting ready to feed them. Shes holding a pan of raw meat and bones. You'll be surprised to know that wild cougars live in many parts of North and South America. Lets move on to the tigers.



# 11



# Possessive Nouns and Possessive Pronouns



A **possessive noun** shows ownership.

## Forming Possessive Nouns

- To make a **singular** noun show ownership, add an apostrophe (') and **s**.

Arpit's football



the police officer's hat



James's bicycle



- To make a **plural** noun that ends in **s** show ownership, just add an apostrophe (').

the sisters' birthday party

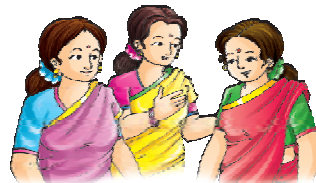


our teams' uniforms

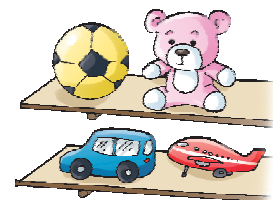


- To make a **plural** noun that does not end in **s** show ownership, add an apostrophe (') and **s**.

the women's dresses



the children's toys

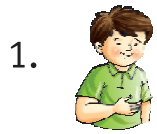




# Let's Practice

A. Draw a line from each name to the object that rhymes with it :

Write each rhyming possessive.



Rook



1. Rook's book



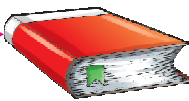
Mike



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



Sue



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



Bert



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



Joan



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



Dan



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



Nell



7. \_\_\_\_\_



Ben



8. \_\_\_\_\_





B. Write the possessive form of each noun.

singular—'s      Plural—s'

1. two \_\_\_\_\_ sweaters  
(girls)
2. my \_\_\_\_\_ collar  
(dog)
3. several \_\_\_\_\_ cookbooks  
(mothers)
4. the \_\_\_\_\_ cage  
(bunny)
5. those \_\_\_\_\_ tools  
(workers)
6. both \_\_\_\_\_ game  
(boys)
7. the \_\_\_\_\_ instruments  
(band)
8. \_\_\_\_\_ birthday  
(Kate)

**Possessive pronouns** show ownership. They replace possessive nouns.

### Kinds of Possessive Pronouns

There are two kinds of possessive pronouns. They do not require an apostrophe.

- One kind is used before a noun.

my   your   his   her   its   our   their

**our** home      **her** brother      **my** best friend

- The second type stands alone.

mine   yours   his   hers   its   ours   theirs

Is this book **yours**?      Yes, it is **mine**.





## Let's Practice

A. Write a possessive pronoun in each blank to complete the sentences :

my mine our his her its their your

1. Tom rode \_\_\_\_\_ horse along the trail.
2. The boys can't find \_\_\_\_\_ homework.
3. "When do you have to go home?" Sue asked \_\_\_\_\_ friend.
4. \_\_\_\_\_ friends went on a trip with us.
5. "When will \_\_\_\_\_ work be done?" Mr Lee asked Fred.
6. The dog ate \_\_\_\_\_ bone.
7. I feed \_\_\_\_\_ fish every day.
8. He asked me if the pencils are \_\_\_\_\_ .

B. Write the pronoun that makes the most sense in each sentence :

1. Madge and Joe played with \_\_\_\_\_ cousins at the family reunion. (its, their, your)
2. The droopy dog lazily scratched at \_\_\_\_\_ fleas. (my, our, its)
3. Rosie received many gifts at \_\_\_\_\_ going- away party. (your, his, her)
4. Gabriel started \_\_\_\_\_ new job today. (their, our, his)
5. These pesky ants are looking for food to take back to \_\_\_\_\_ colony. (our, their, your)
6. Emily fell and hurt \_\_\_\_\_ knee quite seriously. (her, his, my)
7. Only you can control \_\_\_\_\_ own behavior. (my, its, your)
8. When Tim and I found a leak in \_\_\_\_\_ canoe, we paddled faster than ever. (your, our, its)





12



# Adjective and Its Kinds

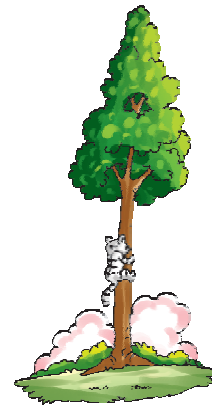


An **adjective** gives more information about a noun or pronoun. Adjectives add to the meaning of the nouns or pronouns.

Adjectives can tell three things:

- **what kind**

The **small** kitten climbed that **tall** tree.



**White** clouds blew across the sky.

- **which one**

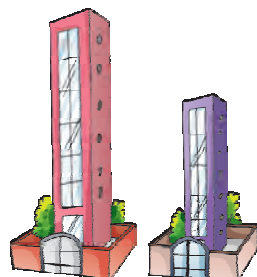
**This** soccer ball is mine.



I ate two of **those** cookies.

- **how many**

**Some** birds migrate south in the winter.



The **two** buildings have **many** windows.



## Let's Practice

- A. Colour a path through the grid from “start” to “finish” by using only the boxes that contain **adjectives**. You may move up, down, left or right, but NOT diagonally :

**start**

soft	sour	delicious	purple	simple	strong
mushroom	jacket	building	resort	helicopter	busy
chapter	towel	ignite	sweet	tired	blue
nephew	introduce	pencil	small	sofa	paper
polish	respond	shoe	hard	enormous	cold
citizen	hobby	parachute	sleep	automobile	grouchy

**finish**

- B. Rewrite each sentence by adding **adjectives** to describe the underlined nouns :

1. The lion chased the zebra.

---

2. The street was filled with cars and buses.

---

3. The woman sat on the bench to rest.

---

4. Carrie ate apples and drank lemonade.

---

5. The boy won a bike in a contest.

---

C. Choose an adjective from the box below that correctly fits in the sentence. Then write your answer on the line provided :

all cold most several silly six strong white superior two

1. Scruffy lives in a very \_\_\_\_\_ place.
2. A wolf pack is a family of \_\_\_\_\_ wolves of different ages.
3. There are \_\_\_\_\_ leaders of Scruffy's wolf pack.
4. \_\_\_\_\_ alpha wolves get to eat first after a hunt.
5. \_\_\_\_\_ male wolves leave their parents when they grow up.
6. At \_\_\_\_\_ times Scruffy has trouble getting food to eat.
7. In the summer, \_\_\_\_\_ wolf pups are born.
8. With Scruffy's help, the pups become \_\_\_\_\_ wolves.
9. To the pups, Scruffy is a \_\_\_\_\_ wolf.
10. Wolves with \_\_\_\_\_ fur are hard to see in the snow.

### Adjectives are of the following kinds

- **Adjectives of quality** tell us more about the quality of a person, place or thing.
- **Adjectives of quantity** tell us about the amount of something.
- **Adjectives of number** tell us more about the number or order of something.



### Let's Practice

A. Fill in each blank with the adjective of quality :

1. These chocolates are \_\_\_\_\_. I must buy some for my sister.
2. There's a \_\_\_\_\_ breeze blowing outside. Let's go and fly kites.
3. The \_\_\_\_\_ gardener chased the \_\_\_\_\_ children away from the apple orchard.
4. The \_\_\_\_\_ squirrel cracked the \_\_\_\_\_ nut.
5. Could you give me some \_\_\_\_\_ coffee, please?

6. Cinderella was very \_\_\_\_\_ , but her sisters were quite \_\_\_\_\_ .
7. We should avoid eating \_\_\_\_\_ food.

**B. Tick the correct adjective of quantity in the sentences :**

1. How **much/many** time do you take to reach school?
2. That's great, with a **little/few** effort you can do wonders!
3. How **many/more** pizzas do you think we should order?
4. I found **many/more** mistakes in my homework.
5. You can't have **some/any** more chocolates.
6. There are **a few/any** cookies left in the jar.
7. There are **some/much** beautiful pictures in this magazine.
8. We can boast of **some/more** of the finest poets in the world.
9. Only **a few/a little** huts were washed away in the flood.
10. There aren't **any/some** tigers to be spotted in tiger reserve.

**C. Identify the adjectives in the following sentences. Say whether they are adjectives of quantity or number :**

1. Would you like to have some more curry?
2. My mathematics teacher has a lot of patience.
3. Do we have enough time to finish the project?
4. Henry bought five shirts and three ties.
5. Priyanka is feeling very weak; she doesn't have much energy.
6. Don't you have any manners?
7. There are some beautiful flowers in the garden.
8. There aren't any vegetables in the house.
9. You need to add these three ingredients to make the soup delicious.
10. That teakwood cupboard has two big drawers and five shelves.

D. Instead of the word in italics, choose from the box the one which means the opposite :

Calm blunt deep foolish wealthy miserable fresh  
bright straight smooth

1. A *dull* day \_\_\_\_\_
2. A *stormy* sea \_\_\_\_\_
3. A *sharp* knife \_\_\_\_\_
4. *Stale* bread \_\_\_\_\_
5. A *curved* line \_\_\_\_\_
6. A *happy* mouse \_\_\_\_\_
7. A *rough* coat \_\_\_\_\_
8. A *poor* person \_\_\_\_\_
9. A *wise* fellow \_\_\_\_\_
10. A *shallow* pond \_\_\_\_\_



E. Use the words given to change the word *good* in Ria's letter :

heavenly beautiful wonderful tasty refreshing perfect superb  
wise, valuable, remarkable, terrific, fabulous

Dear friend,

I wanted to tell you about my vacation. We had a (good) terrific time. The weather was (good) \_\_\_\_\_. I read a (good) \_\_\_\_\_ book. Mother looked (good) \_\_\_\_\_ in her new clothes. My uncle is (good) \_\_\_\_\_. He gave me some (good) \_\_\_\_\_ advice on road safety. My aunt was also (good) \_\_\_\_\_. She made some dishes that were really (good) \_\_\_\_\_ to eat. Every morning I went for a (good) \_\_\_\_\_ swim in a lake. I had a (good) \_\_\_\_\_ view of the countryside from the window of my room. I have taken some (good) \_\_\_\_\_ photographs. I will show them to you when I return home. I hope you are also having a (good) \_\_\_\_\_ time.

Your friend

Ria



# 13

# Verb



A **verb** is a word in the predicate part of a sentence that tells an **action** or **state of being**.

Examples :

He **ran** down the road.



They **played** for our team.

Shikhar **laughed** at the joke.



I **went** to town.



Sarah **was** sad.



## Let's Practice

A. Read this story. Draw a circle around all the verbs :

My friend Tony and I went to the beach yesterday. We climbed on the rocks and built castles in the sand.

We saw interesting plants and animals in the tide pools. Tony picked up a crab, but he yelled and dropped it fast. The crab pinched his finger!

I stood too close to the waves. Tony yelled, "Look out!" It was too late. I was soaked. Tony laughed so hard that he fell down. I will be more careful next time.





B. Add a verb to each group of words to make a proper sentence. Choose from the box. Remember to put in capital letters and full stops :

took rang jumped picked ruled swam flew threw wrote  
looked stopped go

1. Lata/ the ball to Meena

Lata threw the ball to Meena.

2. Mohan the bell for the physics period

3. the baby at me with a smile

4. the man up the newspaper

5. the train at the station

6. Arti Saha across the river

7. the kangaroo over the fence

8. Emperor Akbar the country well

9. R L Stevenson this poem

10. R Ashwin five wickets

11. Rita wanted to the Land of Oz

12. the bird over the tree



# 14



## Kinds of Verbs



There are three kinds of verbs.

- **Action verbs** tell what the subject is doing.



He **played** a good game.



Margo **sang** in the school competition.

- **Linking verbs** link a subject to a noun or an adjective that names or describes it.



His **bike** **is** red with blue trim.



The **clown** **looked** funny in his big shoes.

- **Helping verbs** come before the main verb. They help state the action or show time.



Carlos **will** clean up the backyard.



Tamera **has been** sewing this afternoon.



### Let's Practice

- A. Find all the actions that are taking place in this picture. Write the verbs on the lines that describe those actions :








15



# Subject-Verb Agreement



The **verb** in a sentence must agree with the **subject** of the sentence.

- If the subject is singular, the verb must also be singular.



Mario **sings** in the school chorus. →

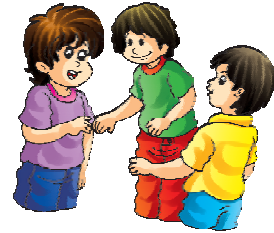
← The baby **is** crying.



- If the subject is plural, the verb must also be plural.

Mario and his brothers **sing** in the school chorus. →

← The girls **are** crying.



## Let's Practice

A. Circle the correct verb to complete each sentence :

1. They (**play/plays**) the game carefully.
2. Mystery stories (**is/are**) exciting.
3. Ms Trent (**paint/paints**) murals on buildings.
4. My kite (**fly/flies**) over the tops of the trees.
5. The robin (**lay/lays**) blue eggs in her nest.
6. The girls (**dance/dances**) beautifully.

**B. Circle the linking verb in each sentence :**

1. Nishant was the referee at the boxing match.
2. Mrs Das became a teacher in September.
3. The chocolate cake tasted delicious.
4. The trail looks treacherous.
5. The weather is too cold for me.
6. I am tired.
7. The speakers were entertaining.
8. Tomorrow is my birthday.



**C. Underline the action verb in each sentence. Then circle the helping verb :**

*Example :* The puppy has been wagging its tail all day.

1. Mother was working this morning.
2. We have finished our homework.
3. The hockey team had won all of its games this year.
4. Pretty butterflies are flying around the flowers.
5. My dad has been reading a story about pirates to us.
6. Ms Nisha had baked cookies for the party.

**D. Write a sentence using each of these helping verbs :**

is are was were had have

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

**B. Correct the following sentence by changing the word in bold :**

1. Where **are** your bicycle? Where is your bicycle?
2. This bag **are** full of mangoes. \_\_\_\_\_
3. Manya **have** not done her homework. \_\_\_\_\_
4. The boys and girls **is** playing \_\_\_\_\_
5. The books you want **is** here. \_\_\_\_\_
6. Sheela **were** happy to meet her brother. \_\_\_\_\_

**C. Match each subject on the left with the verb form on the right that agrees :**

- |               |        |
|---------------|--------|
| 1. Eagles     | plan   |
| 2. Ratan      | purrs  |
| 3. The books  | paints |
| 4. He and Bob | fly    |
| 5. The boats  | are    |
| 6. Teachers   | sail   |
| 7. The phone  | rings  |

**D. Write complete sentences using the matching subjects and verbs above and groups of words of your own :**

1. Eagles fly high in the sky.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

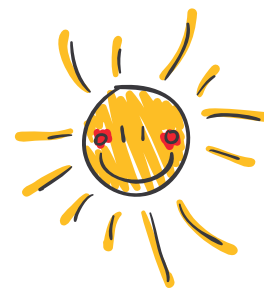




# 16



## The Present Tense



**Tenses** are forms of **verbs** that tell us when the action took place. We know that the **simple present tense** tells us about actions taking place **now** or **in the present**. We also use the present tense to talk about the following kinds of actions. Read and understand the examples.

She **says** her prayers before her meals. (actions that are habits, routine, custom, etc.)

The earth **rotates** on its axis. (events and actions that are universal truths).

The camp **starts** next week. (actions that have been arranged for the future)

**Open** the door immediately. (to give orders, commands or make requests)

He **does not watch** television. (do/does not + verb for negative form of present actions)

Do you **come** here often? (interrogating actions in the present time)



### Let's Practice

Fill in the blanks with the simple present tense of the given verb :

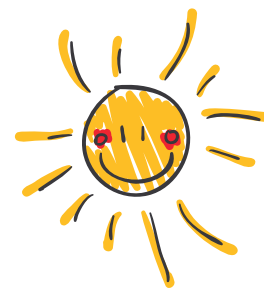
1. She \_\_\_\_\_ a pittance from her job at the store. (earn)
2. Pollution \_\_\_\_\_ contamination of water. (cause)
3. He \_\_\_\_\_ newspapers to the entire neighbourhood. (distribute)
4. Planets of the solar system \_\_\_\_\_ around the sun. (revolve)
5. She \_\_\_\_\_ her paintings in the Hall of Art. (exhibit)
6. The lighthouse \_\_\_\_\_ to the approaching ships. (signal)
7. The family \_\_\_\_\_ her for his misfortune. (blame)
8. The school committee \_\_\_\_\_ an annual fete. (organize)
9. Indians \_\_\_\_\_ their homes on many festivals. (decorate)
10. They \_\_\_\_\_ to both lawyers before deciding the verdict. (listen)



17



# The Past Tense



We know that the **simple past tense** tells us about actions that have **already happened** in the past. Most verbs can be changed to the past tense by adding **d, -ed** or by changing the **y** to **i** and then adding **ed**. For example **hurry-hurried, walk-walked, close-closed**. Sometimes we need to **change their spelling** like **go-went, come-came**.

We also use the past tense to talk about the following kinds of actions. Read and understand the examples.

We **spoke** to her yesterday. (actions that have happened in the past)

They **went** to the church every Sunday. (actions that were habits or routine in the past)

I **bought** these chocolates from Switzerland. (actions that took place some time in the past and is completed, without reference to time of starting)



## Let's Practice

A. Fill in the blanks with the **simple past tense** of the given verb :

1. We \_\_\_\_\_ our teacher to excuse Rohit. (**persuade**)
2. Nina \_\_\_\_\_ me that she was unhappy. (**tell**)
3. The girl \_\_\_\_\_ the trash in the dustbin. (**empty**)
4. He \_\_\_\_\_ us to keep the volume low. (**request**)
5. They \_\_\_\_\_ all the children for the fete. (**invite**)
6. She \_\_\_\_\_ her entire time shopping. (**spend**)
7. The tailor \_\_\_\_\_ my pants by an inch. (**lengthen**)
8. Mrs Khanna \_\_\_\_\_ the stray dogs often. (**feed**)
9. His family \_\_\_\_\_ the best seats in the theatre. (**occupy**)
10. I \_\_\_\_\_ myself as a beggar. (**disguise**)

B. Rewrite the sentences, changing all the verbs from the simple present to the simple past tense :

**How to get from Bed to Work in 16 Easy Steps!**

1. I wake up at 6.50 am when I hear the alarm clock.

---

---

2. I jump out of bed and switch it off before it wakes up all the neighbours.

---

---

3. I switch on the light and the heater because it's cold in my room.

---

---

4. I use the bathroom; then look for a clean shirt to wear.

---

---

5. I go into the kitchen and put the kettle on.

---

---

6. I get dressed and brush my hair.

---

---

7. I have a shave and then pack my bag for work.

---

---

8. The kettle boils so I make a cup of tea; then I watch TV for on few minutes.

---

---



9. I open all the curtains in my house and pick up my sandwiches from the fridge.

---

---

10. I put on my shoes and coat; then check that I haven't forgot anything.

---

---

11. I leave on the light in the hall because I know it will be dark when I get home.

---

---

12. I unlock and open the front door; then I go outside.

---

---

13. I lock the front door and walk a few metres to my car.

---

---

14. I get into the car and turn the ignition key.

---

---

15. I put on a tape and turn up the volume.

---

---

16. I look in my mirrors; then reverse up the drive and onto the road.

---

---

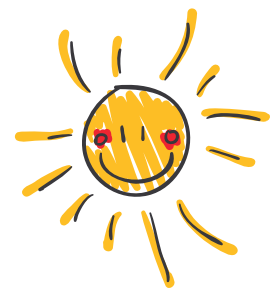




18



# The Future Tense



We know that the **simple future tense** tells us about actions that are **going to happen** in the future. Future tense verbs are made by putting **shall** or **will** before the verb. Remember that we use **will** with **you, it, he, she** and **they**. **Shall** is used with **I** and **we**. We also use the future tense to talk about the following kinds of actions. Read and understand the examples.

They **will camp** on this campsite. (actions that are going to happen in the future)

The stars **will shine** brightly on a clear night. (actions that are a regular phenomenon)

If you eat too much, **you will** be sick. (actions that are a result of another action)

You **shall not watch** that film. (shall/will not +verb for negative form of future actions)



## Let's Practice

Fill in the blanks with the simple future tense of the given verb :

celebrate	demand	select	build	bring
wrap	wait	learn	calculate	catch

- Mother \_\_\_\_\_ all the sandwiches in foil and pack them.
- The jeweller \_\_\_\_\_ the best pearls for the queen's necklace.
- We \_\_\_\_\_ a good salary and some privileges.
- She \_\_\_\_\_ how to play the piano and to sing.
- The cleaners \_\_\_\_\_ how much the family owes them.
- They \_\_\_\_\_ for us near the railway crossing.
- The police \_\_\_\_\_ the thief sooner or later.
- I \_\_\_\_\_ a hospital to help the poor when I grow up.
- Ram \_\_\_\_\_ his sister along for the visit to the planetarium.
- I \_\_\_\_\_ my tenth birthday with my friends.





19



# Modal Verbs



**Modal verbs** are helping verbs. We use them to ask someone to do something, ask for permission, express possibility or ability.

The words **could**, **can**, **may**, and **might** are **modal verbs**.

## Will/would

Usage	Examples
We use <b>will</b> and <b>would</b> to	
<ul style="list-style-type: none"> <li>ask someone to do something</li> <li>make a suggestion or offer to do something</li> </ul>	<p><b>Will</b> you shut the window, please?</p> <p><b>Would</b> you like me to clear the table?</p>
<b>Will</b> is used to express determination or willingness to do something	I <b>will</b> work hard.
<b>Would</b> is used in reported speech and conditional clauses	I said I <b>would</b> be late.

## Can/could

Usage	Examples
We use <b>can</b> to	She <b>can</b> paint well.
<ul style="list-style-type: none"> <li>express an ability</li> <li>express that someone is allowed to do something</li> <li>ask for permission</li> <li>make a suggestion</li> <li>to indicate that something is typically the case</li> </ul>	<p>You <b>can</b> walk to school today.</p> <p><b>Can/Could</b> I use your pencil?</p> <p>I <b>can/could</b> help you if you like.</p> <p>He <b>could</b> be very moody.</p>

Usage	Examples
<p>We use <b>may</b> to</p> <ul style="list-style-type: none"> <li>ask for permission</li> <li>tell someone that he has the permission to do something</li> <li>say something is likely to happen in the future</li> </ul>	<p><b>May</b> I go out to play?</p> <p>You <b>may</b> go out to play.</p> <p>It <b>may/might</b> rain tonight.</p>



## Let's Practice

A. Underline the modal verbs in the following sentences. Also write what is the function of the modal verb. One has been done for you :

- It might be a holiday tomorrow. Future possibility
- Can I give you my umbrella? \_\_\_\_\_
- Yes, you may go to watch a movie today. \_\_\_\_\_
- Tara can find her way home. \_\_\_\_\_
- May I join you in this game? \_\_\_\_\_
- Could you pass me the fork , please? \_\_\_\_\_

B. Fill in the blanks with the correct modal verb. One has been done for you :

- Could I help you to carry these bags? (might/could)
- I'm not sure, but I \_\_\_\_\_ go for a trip to Manali. (might/will)
- I am certain that I \_\_\_\_\_ be able to reach home on time. (might/will)
- There are dark clouds in the sky. It \_\_\_\_\_ rain today. (would/might)
- \_\_\_\_\_ I borrow your raincoat, please? (will/may)
- \_\_\_\_\_ you like to buy some of these paintings? (would/may)



20



# Adverb



An **adverb** is a word that describes a verb, an adjective , or another adverb.

- Adverbs can tell

**how** : The mouse scampered **quickly** into the hole.

**where** : A pine tree is growing **there** in the garden.

**when** : The baby is laughing happily **now**.

**to what extent** : That cocoa is **very** hot.



- Here are some common adverbs.

### how

quickly  
honestly  
suddenly  
happily

### where

there  
here  
everywhere  
away

### when

now  
never  
soon  
yesterday

### to what extent

very  
quite  
too  
extremely



## Let's Practice

A. Draw a circle around the **adverb** that tells about the underlined verb :

- Annie sang quietly to her little sister.
- Carlos played over there.
- Please ride carefully.
- Cereal flew everywhere when I dropped the box.
- The doctor waited patiently for the test results.
- His dog wiggled nervously at bathtime.



**B. Draw a circle around each adverb :**

1. The children played nearby.
2. The children played yesterday.
3. The children played quietly.
4. They searched carefully.
5. They searched everywhere.
6. They are searching now.
7. The neighbours returned quickly.
8. The neighbours returned early.
9. The neighbours returned safely.



**C. Draw a line under each verb. Draw a circle around each adverb :**

1. Raju worked quickly to finish his homework.
2. Mr Yash plays the piano often.
3. The little boy played carefully with the tiny puppy.
4. Sara whispered quietly to her best friend.
5. The sleepy bear growled angrily.
6. The large audience clapped loudly.
7. The kind clerk cheerfully helped the customer.



**D. Rewrite each sentence. Add an adverb :**

1. The band played music.

---

2. Manish bounced the ball.

---

3. The firefly flew away.

---

4. My neighbour planted flowers in his garden.

---



21



# Articles



- There are three articles : a, an, the.
- Articles **a** and **an** are **indefinite articles**. These refer to any singular thing in a group and collective nouns.
- We use **a** when the noun you are referring to begins with a **consonant sound** or **letter** (**b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y** or **z**.)
- We use **an** when the noun you are referring to begins with a **vowel sound** or **letter** (**a, e, i, o, u**).



## Let's Practice

A. Complete each sentence by writing the correct article, **a** or **an** :

1. Roko Roko was \_\_\_\_\_ good giant.
2. Long ago, Skunk was \_\_\_\_\_ animal with white fur.
3. Roko Roko and Skunk went on \_\_\_\_\_ difficult journey.
4. Some people were in trouble because of \_\_\_\_\_ deep snowfall.
5. Skunk became \_\_\_\_\_ angry creature during the trip.
6. Roko Roko spoke to \_\_\_\_\_ large bird with white feathers.
7. On the way home, Skunk saw \_\_\_\_\_ eagle.
8. Skunk tied Day Eagle's wings with \_\_\_\_\_ piece of twine.
9. Today the skunk has \_\_\_\_\_ black coat with white stripes.
10. He also has \_\_\_\_\_ odour that nobody likes.
11. He is \_\_\_\_\_ animal that people try to avoid.
12. If you see \_\_\_\_\_ skunk, don't scare him!

- We use **the** with singular nouns that name a *particular person, place, or thing*.
- Use **the** before all *plural nouns*.

B. Read each sentence. Then underline each article once and underline the noun that each article points out twice :

1. Skunk and walked north to see the Snow Bird.
2. They went to solve the problem of too much snow.
3. The snowbird lived on a hilltop.
4. When snow melts, it fills the rivers.
5. Snow protects the plants in winter.
6. Too much snow was causing an impossible problem for hunters.
7. Skunk wanted to be an important person.
8. Skunk tied the Day Eagle's wings.
9. Rokokoro gave Skunk a harsh punishment.

C. Each sentence is missing two articles. Add the articles and then write the sentences correctly :

1. Skunk was excellent cook so he prepared meals.

---

2. In the old days, all of animals admired Skunk because he had beautiful coat.

---

3. One day messenger came to see Great One.

---

4. Roko Roko made enormous footprint in snow.

---

5. Skunk thought giant Snow Bird was amazing creature.

---

6. Another bird was standing at top of hill.

---



7. Skunk did evil thing to bird called Day Eagle.

---

8. During night, Skunk tied wings of this great bird.

---

## More rules for article 'the'

1. The article **the** is a definite article and it is used before a specific or definite person or thing.

the uniform (Katy's uniform that the tailor will bring)

2. We also use the article **the** before

- ordinal numbers
- the superlative degree of comparison
- names of unique things
- names of nationalities, races, and communities
- names of countries that indicate that the country is made up of many parts
- names of mountain ranges and deserts
- names of rivers, seas, and oceans
- names of important buildings
- names of newspapers and holy books

the first, the last

the best, the highest

the earth, the sun, the sky

the Indians, the Americans

The United Kingdom

the Himalayas, the Sahara

the Ganga, the Arabian Sea

the Red Fort

the Times of India, the Bible



## Let's Practice

A. Make sentences using **a**, **an**, or **the** with the group of words. Use suitable verbs where required :

1. scary/to dream/ogre

---

2. exciting/to see/water life

\_\_\_\_\_

3. easy/to get tickets/latest movie show

\_\_\_\_\_

4. rude/to interrupt/conversation

\_\_\_\_\_

5. great/to meet/president of country/our

\_\_\_\_\_

6. dangerous/to leave/bonfire/burning

\_\_\_\_\_

**B. Read this story about Florence Nightingale. Fill in a, an, the :**

Florence was \_\_\_\_\_ kind girl. As \_\_\_\_\_ young girl, she liked to look after \_\_\_\_\_ sick farmers. One day Florence saw \_\_\_\_\_ old shepherd's dog hurt. She bandaged \_\_\_\_\_ broken leg with love and care. When she grew older, she decided to become \_\_\_\_\_ nurse. When she told her parents that she wanted to be \_\_\_\_\_ nurse, they were very angry. Her mother locked her up in \_\_\_\_\_ room. Finally her father allowed her to go to study at \_\_\_\_\_ Kaiserweth hospital in Germany.



Florence was \_\_\_\_\_ excellent student. After her graduation, she came back to \_\_\_\_\_ city of London. She got \_\_\_\_\_ job of running \_\_\_\_\_ hospital. Florence went to Crimea to help \_\_\_\_\_ wounded soldiers of England. The soldiers at \_\_\_\_\_ hospital thought that Florence Nightingale was \_\_\_\_\_ great lady. Florence carried \_\_\_\_\_ lamp as she walked in \_\_\_\_\_ halls of \_\_\_\_\_ hospital at night. She became known as the "Lady with \_\_\_\_\_ Lamp".



22



# Prepositions



Read the following telephone conversation.

- Manisha : When did you reach Delhi?  
 Kriti : I reached here **at** 11 am.  
 Manisha : How long will you stay there?  
 Kriti : I will stay there **for** four days. I will leave after my cousin's wedding **on** Thursday.



The prepositions **at, for, on** tell us when something happens.

Prepositions that tell us when something happens are called **prepositions of time**.

The prepositions **at, in on, during, before, after, by, since, for, until** are some important prepositions of time.

Some prepositions of time can be confusing. Read the following rules carefully.

## In/on/at

Usage	Examples
We use <b>in</b> for: parts of the day except night	<b>in</b> the morning, <b>in</b> the afternoon, <b>in</b> the evening, <b>at</b> night
We use <b>in</b> for: a period of time, months, years, and seasons	<b>in</b> a week, <b>in</b> January, <b>in</b> 2010, <b>in</b> summer
We use <b>on</b> for specific dates	<b>on</b> December, 7
We use <b>at</b> for specific times	My school begins <b>at</b> 8 am and gets over <b>at</b> 1.30 pm.

## For/since /during

We use **for, since, and during** for a period of time.

Usage	Examples
We use <b>for</b> to tell how long the period is	I work <b>for</b> five hours every day.
We use <b>since</b> to tell how long something happened and is happening till now	Saurabh has been my friend <b>since</b> my childhood.
We use <b>during</b> when we are talking about a specific time period	I usually join summer courses <b>during</b> vacations.

## Until/by

Usage	Examples
We use <b>until</b> to talk about a time when something is completed or gets over	You cannot leave <b>until</b> the weather improves.
We use <b>by</b> to talk about a time when something will be done	I will be home <b>by</b> 4 pm.



## Let's Practice

A. Underline the prepositions of time in the following sentences. One has been done for you :

- I was born in the year 2001 in Kolkata.
- Will you be in the office by 10 am?
- I have been in this school for five years.
- We will be in the house before you return.
- You can play on the field during the free period.
- You cannot go to play in the park until the watchman allows you to enter.

B. Correct the errors in the following sentences :

- At a Sunday, a farmer set out for the market on eight o'clock.
- Until the journey, the pony carried the sack of wheat.
- The pony was very tired for the time they reached the market.

C. Fill in the blanks with the right prepositions of time. One has been done for you.

1. I will be here at sharp 7pm. (during/at)
2. We often meet at Dina's house \_\_\_\_\_ Sundays. (in/on)
3. My grandfather can't sleep well \_\_\_\_\_ night. (in/at)
4. Let me know \_\_\_\_\_ you leave. (until/before)
5. You cannot bake the cake \_\_\_\_\_ I return home. (since/until)
6. I have known them \_\_\_\_\_ 2008. (since/for)
7. Please let me know about the picnic \_\_\_\_\_ Monday. (at/by)
8. I cleaned my room \_\_\_\_\_ Mummy left for work. (after/until)
9. Children's Day is \_\_\_\_\_ 14 November. (in/on)
10. Deepthi has known Sara \_\_\_\_\_ four years. (on/for)
11. Jaya has been working \_\_\_\_\_ morning. (for/since)

D. Fill in the blanks with suitable prepositions from the box. One has been done for you :

for at by in until since

1. Deepak will stay here \_\_\_\_\_ you return.
2. I have been learning music \_\_\_\_\_ six years.
3. I will be going to Goa \_\_\_\_\_ winter.
4. Aunt Shiela has been sick \_\_\_\_\_ January this year.
5. Will you submit your work \_\_\_\_\_ Monday?



E. Fill in the blanks with suitable prepositions. One has been done for you :

1. We are going to see Art Museum on Saturday.
2. I cannot study \_\_\_\_\_ night.
3. I like to work \_\_\_\_\_ the day.
4. Please be here \_\_\_\_\_ 3 pm sharp.
5. Our neighbours have lived here \_\_\_\_\_ two years.
6. We have known them \_\_\_\_\_ 2001.



23



# Conjunctions



A **conjunction** is a word that connects other words, group of words and sentences.

And, or, but, so and because are coordinating conjunctions.

1. '**And**' is used to two words of the same part of speech, or a noun and a pronoun or two short sentences.

*Example:* Ritesh **and** Vinay are brothers.



2. '**Or**' is used whenever there is a choice.

*Example:* He will drive **or** sail.



3. '**But**' is used to join contrasting words or sentences.

*Example:* She is small **but** strong.



4. '**So**' is used to show result.

*Example:* I was tired **so** I went to sleep.



5. '**Because**' is used when one sentence says something and the second sentence gives a reason for it.

*Example:* I got, all wet **because** it was raining outside.



## Let's Practice

A. Choose the right **conjunction** and complete the sentences :

and or so but

1. Either Mr Khan \_\_\_\_\_ Mr Pathak will take the interview.
2. He turned \_\_\_\_\_ threw the ball at the batsman.
3. The headlight \_\_\_\_\_ radio are working.

4. He is not well \_\_\_\_\_ he did not come to school.
5. Ramesh teaches both judo \_\_\_\_\_ karate.
6. Did Surekha win the match \_\_\_\_\_ Sonia?
7. He is underweight \_\_\_\_\_ healthy.
8. It is your father's birthday \_\_\_\_\_ your parents' wedding anniversary.

**B. Combine the following sentences using 'and' and 'but' :**

1. The milk is hot. The coffee is cold.

---

2. Indians speak Hindi. Indians speak English.

---

3. The book has riddles. The book has jokes.

---

4. We went for a swim. The water was not clean.

---

5. He is gentle. He is kind.

---

6. She can sing. She can dance.

---

7. Sumeet studies in class four. John studies in class four.

---

8. It is a boring lesson. It is a lengthy lesson.

---

**C. Join the following pairs of sentences using suitable conjunctions :**

1. I went to her house. She was not at home.
2. You must walk fast. You will miss the train.
3. She is rich. She is not happy.
4. Be punctual. You will be fined.
5. Cats can climb trees. Dogs cannot.



D. Match the columns :

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| 1. I don't like gardening            | • but I don't any more.             |
| 2. Sidhi wants a good job            | • because the weather is so nice.   |
| 3. The bus was late,                 | • because dirt gets in my nails.    |
| 4. I was worried about burglars      | • because she wants to earn money.  |
| 5. The children are happy            | • and a book for my birthday.       |
| 6. I go to London often,             | • because it is Christmas tomorrow. |
| 7. I went outside                    | • So I fitted a burglar alarm.      |
| 8. They gave me 1000 rupees          | • or use the Internet.              |
| 9. India is a great place to live in | • because I needed some fresh air.  |
| 10. I don't watch TV very often.     | • so I bought it.                   |
| 11. The dress was just right,        | • or you could lose your job.       |
| 12. You will have to work harder,    | • so I was late for work.           |

E. Rewrite these sentences with the conjunction in the right place :

1. because I ate four bananas I was hungry

---

2. I studied for two hours although finish my revising I could not lesson

---

3. he fell off the chair hurt his leg and

---

4. the sun shines make hay while

---

5. she is sharp old but

---

6. Annie Minnie and are sisters

---

7. because she was crying she lost her pet

---





# 24



# Punctuation



Compare the two sentences :

1. He said the policeman is a thief.
2. "He," said the policeman, "is a thief."

The first sentence has no marks to separate one part of it from the other. The second sentence has. This makes a great difference in the meaning. This difference is because of the use of **punctuation marks**.

**Punctuation** is a system of using special marks, in writing, to divide phrases and sentences, to make the meaning clear.

The main marks of punctuation are:

1. Full stop (.)
2. Comma (,)
3. Semicolon (;)
4. Colon (:)
5. Question mark (?)
6. Mark of exclamation (!)
7. Inverted commas (" ")
8. Apostrophe (')

## 1. Full Stop (.)

The full stop is used to mark the end of an assertive or imperative sentence. It separates one sentence from the other. It is the longest pause.

*Example* : Sarita writes neatly. She is a good student.

## 2. Comma (,)

The comma marks the shortest pause : It is used :

- a. to separate a series of words after each word.  
*Example* : The bag contains books, pens, pencils and a ball.
- b. to make off the name of the person addressed.  
*Example* : Vishal, go there.

- c. to separate introductory words as phrase that applies to the whole sentence or to separate a direct quotation.

*Example :*

- i. Fortunately, she succeeded in spite of problems.
- ii. He said, "Thank you for your help."

- d. Wherever a group of words needs to be separated to make the meaning of the whole sentence clear.

*Example :*

- i. Whenever he comes to your house, he brings a present.
- ii. It is, as I think, a good beginning.

### 3. Mark of Interrogation (?)

It is used to mark direct questions.

*Example:* Where do you live?



### 4. Mark of Exclamation (!)

It is used after exclamatory sentences and interjections.

*Example:* Hurrah! We have won the match.



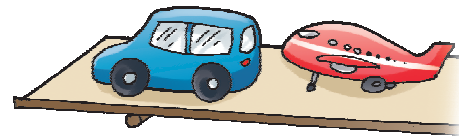
### 5. Apostrophe (')

It is used to show possession.

*Example:* These are my sister's toys.

It is also used to mark the omission of a letter.

*Example:* We didn't call him.



### 5. Capital Letters

Capital letters are used:

- a. to begin a sentence.

*Example :* The players are in the field.

- b. to begin all proper nouns.

*Example :* New Delhi; Sachin; Ganga.



- c. to begin a new line of a poem.

*Example :* For often, when on my couch I lie,  
In vacant or in pensive mood,  
They flash upon my inward eye,  
Which is the bliss of solitude.

- d. to begin the name of the days of the week and the months of the year.

*Example :* Monday; Wednesday; January; July.

- e. to begin the names of books, newspapers, magazines, etc.

*Example :* The Ramayana; The Times of India; The Outlook.

- f. to write the pronoun 'I'.

*Example :* Am I looking fat?



## Let's Practice

- A. Rewrite the following sentences. Put full stops or capital letters wherever necessary :

1. the town mouse looked at the berries
2. wait here till i return
3. mohit climbed a tree
4. the thieves were caught by ronit
5. Raju got a gun from mumbai
6. arvind is absent today

- B. Rewrite the following sentences using appropriate punctuation marks :

1. why were you late this morning
2. abhinav has bought that new pen yesterday
3. why did mrs smith come in screaming
4. how many children do mr and mrs sen have
5. i am playing tennis



25



# Active and Passive Voice



These two sentences mean the same.

- The cat chased the rat. (active voice)
- The rat was chased by the cat. (passive voice)



In the first sentence, *the cat* is the subject of the verb and *the rat* is the object. In other words, the cat is the *doer* of the action; the rat is the *sufferer* or *receiver* of the action. So we see that when a sentence is changed from the active form to the passive, the object of the active verb becomes the subject of the passive verb.

In the second sentence, the subject (the rat) is the *sufferer* or *receiver* of the action.

- When the subject of the verb is the doer of the action, the verb (chased) is said to be in the **active voice**.
- When the subject of the verb is the receiver of the action, the verb (was chased) is said to be in the **passive voice**.



## Let's Practice

Rewrite the sentences in the **passive form**. The first one has been done for you :

1. The baker sells bread.

Bread is sold by the baker.

2. The peon rang the bell.

\_\_\_\_\_

3. The hunter shot the tiger.

\_\_\_\_\_

4. The police have caught all the thieves.

\_\_\_\_\_

5. Children like a book of pictures.  

---
6. Women are carrying pots of water on their heads.  

---
7. People are buying vegetables and fruit.  

---
8. Mother cooked dinner for the family.  

---
9. Yesterday the wind blew down a lot of apples.  

---
10. The Headmaster rewarded the boy for his bravery.  

---
11. She will invite all her friends to tea.  

---
12. Mr Green will buy a new car next week.  

---
13. Ayesha wrote a letter to her sister.  

---
14. The washerman washes clothes.  

---
15. My mother is cooking food.  

---
16. The gardener is watering the plants.  

---

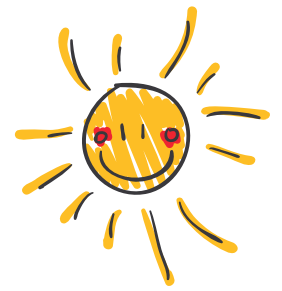




# 26



# Vocabulary



## Suffix

A **suffix** is a letter or a group of letters added at the end of a word to make a new word. adding a suffix to a word changes the meaning of the word.

Examples: The suffix - **less** means without. .

1. use + **less** = use**less** (of no use)
2. odour + **less** = odour**less** (without odour)



## Let's Practice

A. Solve the crossword using the clues :

### Across

1. without harm
3. act of being kind
5. without thought
6. without colour

<sup>5</sup> T

<sup>1</sup> H

<sup>3</sup> K

I

<sup>2</sup> S

<sup>4</sup> S

E

<sup>6</sup> C

### Down

1. joy
2. without seams
4. state of being silly



## Prefix

A **prefix** is a letter or a group of letters added before a word to make a new word. Adding a prefix to a word changes the meaning of the word.

*Examples:* The prefixes **un-** and **dis-** mean **not** or **the opposite of**.

1. **un** + familiar = **unfamiliar** (not familiar)
2. **dis** + believe = **disbelieve** (not believe opposite of believe)

### B. Give one word for the phrases and then circle the words in the grid :

1. the opposite of healthy

\_\_\_\_\_

2. not certain

\_\_\_\_\_

3. the opposite of trust

\_\_\_\_\_

4. the opposite of agreed

\_\_\_\_\_

5. the opposite of regard

\_\_\_\_\_

6. not safe

\_\_\_\_\_

7. not answered

\_\_\_\_\_

8. the opposite of comfort

\_\_\_\_\_

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

## Synonyms

A **synonym** is a word which has the same or similar meaning as another word. Synonyms are used to avoid repetition, to bring in variety in writing or to make the language more precise.

- Examples:*
1. big : gigantic, large, huge, massive,
  2. talk : chat, discuss, speak, gossip, say
  3. run : dash, race, scoot, bolt
  4. nice : kind, friendly, agreeable, helpful, good

**C. Fill in the blanks with the synonyms of the words given within brackets :**

We \_\_\_\_\_ (gather) at my uncle's place every Sunday. He is a very \_\_\_\_\_ (nice) man. Everyone \_\_\_\_\_ (likes) him. When my family gets together, all the children \_\_\_\_\_ (start) to talk. The noise level becomes so high that my uncle has to \_\_\_\_\_ (scream) to make them \_\_\_\_\_ (silent). Once everyone stops \_\_\_\_\_ (speaking), uncle announces that the dinner is ready and we all \_\_\_\_\_ (run) to the table to eat the sumptuous dishes.

## Antonyms

An **antonym** is a word that means the opposite of another word.

*Examples:* always-never; like-dislike

**D. A list of synonyms is given in column B. Match them with their antonyms in column A :**

### Column A

1. kind
2. slowly
3. different
4. whisper
5. sad

### Column B

- scream, yell, shout
- happy, delighted, joyous
- nasty, mean, cruel
- quickly, rapidly, swiftly
- similar, same, identical

## Homonyms

**Homonyms** are words that have the same sounds or spellings but different meanings.

*Examples:* notice (pay attention to something/information on a sheet of paper)



E. Make two sentences using each homonym to illustrate the two meanings clearly.

1. cross (a mark/annoyed)

a. \_\_\_\_\_

b. \_\_\_\_\_

2. safe (a box for valuables/without danger)

a. \_\_\_\_\_

b. \_\_\_\_\_

3. rule (guiding principle/to control)

a. \_\_\_\_\_

b. \_\_\_\_\_

4. cricket (a game/an insect)

a. \_\_\_\_\_

b. \_\_\_\_\_

5. ring (to make a telephone call/a piece of jewellery)

a. \_\_\_\_\_

b. \_\_\_\_\_

## Anagrams

An **anagram** is a word formed by rearranging all the letters of another word.

F. Rearrange the letters of each word to make a word which will name the picture :

1. ten \_\_\_\_\_ 

2. reed \_\_\_\_\_ 

3. hose \_\_\_\_\_ 

4. low \_\_\_\_\_ 

5. balm \_\_\_\_\_ 

6. slip \_\_\_\_\_ 

7. rac \_\_\_\_\_ 

8. flea \_\_\_\_\_ 

9. nap \_\_\_\_\_ 

10. reap \_\_\_\_\_ 

11. nib \_\_\_\_\_ 

12. palm \_\_\_\_\_ 

13. ram \_\_\_\_\_ 

14. pat \_\_\_\_\_ 

15. pot \_\_\_\_\_ 



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# Comprehension



## Visual Text Comprehension

A. Look at the advertisement below. It tells you about a flower sale at a nursery. Read it carefully and the questions that follow :

Delaware County  
**Habitat for Humanity** | **ReStore**  
**8th Annual Flower Sale!!!**

ReStore Parking Lot  
305 Curtis St Delaware, OH 43015  
740-363-9950, [habitatdelawareco.org](http://habitatdelawareco.org)

Saturday, June 28, 20xx  
8 a.m. - 4 p.m.

Annuals Perennials Herbs Shrubs & More!!!

Great selection of plants, at a great price, for a GREAT cause!!!

**ALL PROCEEDS BENEFIT DELAWARE COUNTY HABITAT FOR HUMANITY!**

Choose the correct answer and write its number in the boxes provided :

1. What is the name of the company holding the flower sale?
  - i. Flower Sale
  - ii. Restore Flower Sale
  - iii. Sunshine Valley
  - iv. Thomson Road
  
2. Where is the flower sale going to be ?
  - i. 203 Curtis St. Delaware
  - ii. 208 Curties St. Delaware
  - iii. 305 Curtis St. Delaware
  - iv. 250 Curtis St. Delaware

## Reading Comprehension

B. Read the poem given below and answer the questions given below :

Little bird upon that tree  
Come and sing a song to me.  
I am sitting here alone,  
Come and sit upon this stone.  
But the little bird said, "No!  
Mother will not let me go.  
You will shut me up, and I  
Want to hop about and fly."



1. Where was the bird sitting?

---

---

2. Why would not the bird sit with the writer?

---

---

3. What did the bird want to do?

---

---

4. Were there other people with the writer, or was she all alone?

---

---

5. Pick out the rhyming words from the poem.

Alone - \_\_\_\_\_ Tree - \_\_\_\_\_  
No - \_\_\_\_\_ I - \_\_\_\_\_

C. Read the passage carefully and answer the questions given below:

There are many villages in India where farming is the main occupation. A farmer is a very important person in our lives because he works all day in the fields, growing crops which we eat. For a farmer, his land means everything.

Farmers are simple folk who work very hard and celebrate during the harvest season. They live in huts and mud houses, whose roofs are made of grass, leaves and straws. Early in the morning, as the sun rises in the sky and the air is fresh, if you take a walk through fields where rice, wheat and maize are grown, you will see birds of the most beautiful colours.

The farmer ploughs his land with a pair of oxen, some use tractors to do the work faster. When it rains, the farmers rejoice because rains mean a good harvest. On the whole, farmers are not well-to-do people, and their work requires lot of hard work and toil.

1. Why is a farmer important person in our lives?

---

---

2. Who are farmers?

---

---

3. Where do they live?

---

---

4. How does the farmer plough his land?

---

---

5. Why is the rain important to a farmer?

---

---

D. Read the poem and answer the questions given below :

### My Boat

I made a paper boat  
And wanted it to float  
So I went in the rain  
And put it in as drain.



It bobbed up and down  
I feared it would drown  
It twirled round and round  
Then sank without a sound.



My heart sank with the boat  
I'd wanted it to float  
But then I ran indoor  
To make me a boat once more.

1. Why did the child go out in the rain?

---

---

2. How did the boat move on the water?

---

---

3. Why did the child run indoor?

---

---

4. Write four pairs of rhyming words from the poem.

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

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

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

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

5. Fill in the blanks :

a. So I went in the \_\_\_\_\_ and put it in \_\_\_\_\_ .

b. It \_\_\_\_\_ round and round and sank without a \_\_\_\_\_ .

c. My heart \_\_\_\_\_ with the \_\_\_\_\_ .

d. To make me a boat \_\_\_\_\_ .

**E. Read the passage and answer the questions given below :**

The tiger is one of the most handsome beasts to have ever lived. Tigers are mammals which belong to the cat family. Tigers are found in natural surroundings only in Asia. There are eight species of tigers.

There are only about 2500 tigers in India and about 5000 in the whole world.

A baby tiger weighs about one kilogram when it is born. Adult tigers weigh between 200 and 275 kilograms. They live for 20-25 years.

Tigers are carnivores. This means that they live on meat. An adult tiger needs about eight kilograms of meat every day. Tigers, like most other animals, attack humans only if they feel threatened or have been hurt and have no other way of getting food.

Each tiger has a special black and white pattern on their foreheads. You can tell them apart from this pattern.

1. To which group of animals do tigers belong?

---

---

2. In which continent are tigers found?

---

---

3. When do tigers attack human beings?

---

---

4. Fill in the blanks :

- a. There are \_\_\_\_\_ species of tiger.
- b. A baby tiger weighs about \_\_\_\_\_ at birth.
- c. An adult tiger weighs between \_\_\_\_\_ and \_\_\_\_\_ kilograms.

5. What do you mean by 'tigers are carnivores'?

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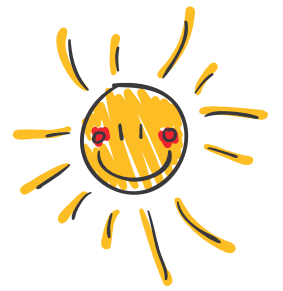
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# Picture Composition



## Paragraph Writing

A. Write a short paragraph about a picnic you went on with your family. Here are some questions you may use as clues :

1. Who went with you on the picnic?
2. Where did you go?
3. What were the different snacks that you carried along?
4. What did you see on the way and at the picnic spot?
5. What interesting activities did you and your family do together?
6. How did you feel while returning home?



Blank lined writing area for the first paragraph.

B. Choose from the words given below and write a paragraph on a good student :

kind cruel helpful disturbing hardworking obedient disobedient  
disciplined respect attentive

Blank lined writing area for the second paragraph.

C. Write short paragraphs on :

1. How I spent any summer vacation
2. My favourite book
3. My favourite person





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# Short Composition



## Diary Entry

- A. You are Mohit. Write a diary entry about the day Raju got his head stuck between the railings in the park. You could also mention how he was freed.

*Friday, April 25*

*Had an adventure in our photography class outing. Raju got his head stuck \_\_\_\_\_*

---



---



---



---



---



---

## Help!

### Date Day :

- What you saw/experienced
- Your reaction to what you saw/experienced

### Style :

- Write in first person.
- At times you may leave out the pronoun 'I' e.g. Am really scared.../Was punished and beaten up by the master today.....
- Chatty, friendly language
- Refer to friendly language
- Refer to friends/companions etc as how you would address them in person e.g. Tom said....., Hari pushed me ahead... Mr Das just wouldn't listen.....
- Stress on feelings, emotions, re-actions rather than on the event itself.

B. Imagine you are Sam. In groups of four, discuss what would happen if you got up late?



C. Based on your discussion, write a diary entry about the day you got up late :

*Monday, September 16*

---

---

---

---

---

---

---

---

---

---

## Dialogue Writing

### Help!

While writing a dialogue keep in mind:

- the age and relationship of the speakers
- the educational level/intelligence of the speakers
- keep language simple
- dialogue must have two speakers; do not make only one person do the talking
- write in simple language

D. Working in pairs, complete this dialogue between Malti Lou and her mother.

Mother : Malti, how was your day at school?

Malti : It was a horrid day.

Mother : \_\_\_\_\_

Malti : It was all because of \_\_\_\_\_

First he tried to scare me and then \_\_\_\_\_

Mother : \_\_\_\_\_

Malti : \_\_\_\_\_

E. After cutting off his thumb and giving it to Drona, Eklavya goes home. His mother notices the bleeding thumb. Complete the dialogue between Eklavya and his mother.

Eklavya : Mother, I am home.

Mother : How did your practice go today?

Eklavya : Mother, I am really happy today. I met my Guru Dronacharya.

Mother : Oh! How did you meet him? What did he say?

Eklavya : He came to the \_\_\_\_\_

\_\_\_\_\_

Mother : \_\_\_\_\_

Eklavya : \_\_\_\_\_

\_\_\_\_\_

Mother : Oh my son \_\_\_\_\_

Eklavya : Mother, I have only \_\_\_\_\_

\_\_\_\_\_

Narrate students the story of Eklavya before doing the activity.

## Poster Drafting

Make a collage or poster discouraging pollution.

### Help!

1. A poster/collage must show clearly what you wish to convey.
2. It should attract the attention of people.

3. It should be relevant to the theme.
4. It should give clearly stated information.
5. It should be clearly understood.

F. Working with your partner, list ways in which you can:

- **reduce garbage** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- **reuse garbage** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- **recycle garbage** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

G. Now draft catchy posters on

- Table Manners
- Morning walk
- Deforestation
- Benefits of Exercise
- Politeness
- Managing Time

## Notice Writing

**Notices** are meant to give information to a large number of people, for example, children of a school, participants of some event, general public, members of an organisation and so on.

## Help!

- The notice must carry a description (colour, size, distinguishing feature e.g. a zip, torn pocket etc)
- It must state who should be contacted, when and where the person should be contacted.
- Any reward to finder.

You lost your wrist watch while playing in the school playground. Put up a notice on the school Notice Board.

### NOTICE

#### Lost

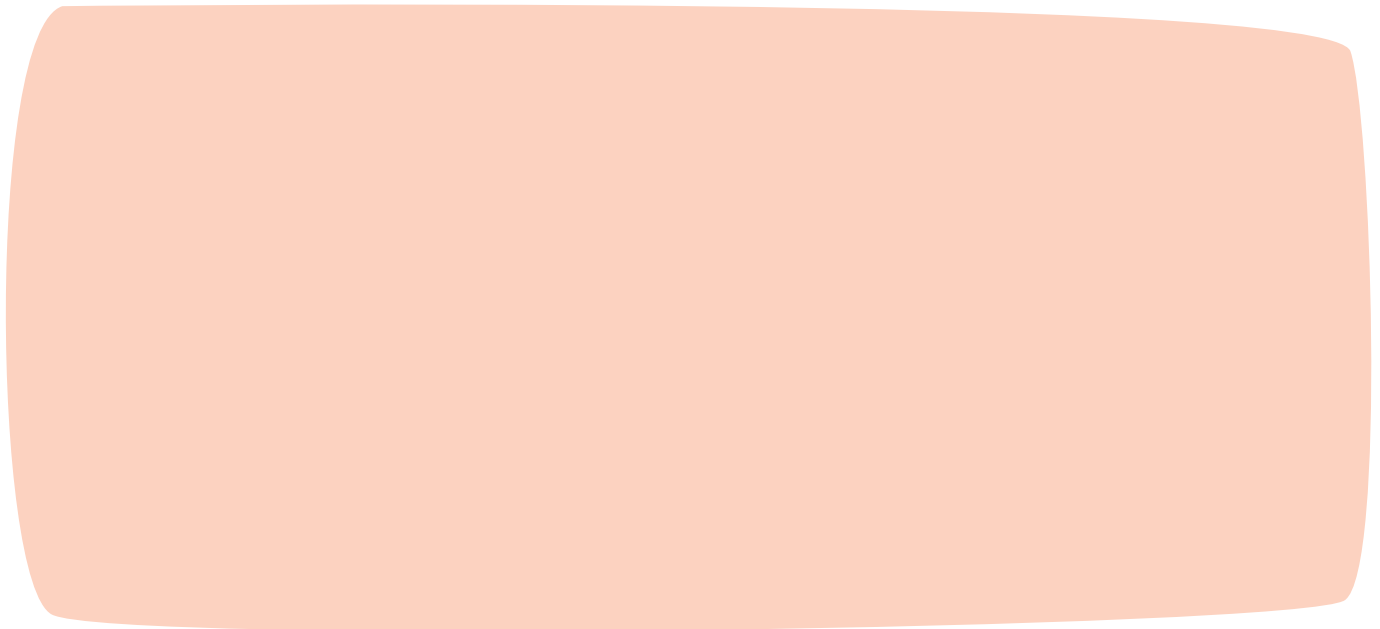
I lost my wrist watch on Wednesday i.e. 13th Oct' xx while playing in the school playground. It has a leather strap. If found please return it to the undersigned. A suitable reward promised.

Arun Mehta

Roll No 26, IVth C

- H. You are Tarun/Tanisha. You have gone on a trip to Manali with your school friends. One morning you find that your handbag in which you had your money is lost. Put a notice in the Hotel Lobby describing your bag and offering a suitable reward to the finder.

- I. You are Vinny / Vaibhav. You miss your pencil box during drawing competition held in your school. Put up a notice on the school notice board in 40-50 words.



## Writing a Review

(Can be a listening and speaking exercise also)

There must be a play in your English and Hindi Literature Books.

Suppose you want your friends in the other classes to read this play. Write a review that tells them clearly about the play.

(A **review** is a report in which a person gives their opinion of a book, play or movie). Your review will be displayed on the school Notice board.

Divide your review into three paragraphs :

**Paragraph 1.** Talk about the purpose of writing the review. (This has been done for you).

**Paragraph 2.** Give a brief summary of the play.

**Paragraph 3.** Write about what you particularly liked in the play.

Begin your review like this :

## A Review of The Refugees – A Play

I must tell you about a short and interesting play. I read in My English coursebook. It is indeed a 'Don't Miss'! .....



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# Letter Writing



A **letter** is a written message which you send to somebody. There are two types of letters.

## Informal or Personal Letter

25, Green Avenue }  
Haryana } *sender's address*

14 April 20xx } *date*

Dear Aniket } *salutation*

\_\_\_\_\_  
\_\_\_\_\_ } *body of the letter in separate paragraphs*

Yours affectionately } *complimentary close.*

Rizwaan } *sender's name*

## Formal or Official Letter

Amrit Nagar }  
75, Ganesh Colony } *sender's name and address*  
Mysore - 500018 }

18th November 20xx } *date*

Mr T. M. Thakre }  
Manager } *receiver's address*  
Mysore Gas Company }  
121, Mysore }  
Mysore 500016 }

Dear Sir ) *salutation*

Subject: Complaint about gas leakage ) *subject*

\_\_\_\_\_  
\_\_\_\_\_ ) *body of the letter*

Thank you  
Yours sincerely ) *complimentary close*

Amrit Nagar ) *sender's signature*



## Let's Practice

Write the following letters :

1. Your brother who lives abroad has sent you an alarm clock on your birthday. Write a letter of thanks telling him how beautiful it is and how useful it is going to be.
2. You are Geeta. Recently you spent a weekend with your friend Shalini. Write a letter of thanks to her for making your stay so enjoyable.
3. It is summer and the school water-cooler is not working. You have to drink hot water from the taps. Write a letter of complaint to the Principal telling him how uncomfortable you feel when you are thirsty or when you return from the games period.
4. You are Nisha. Write a letter to your friend Nilima in Mussoorie telling her that you will be visiting that place with your parents next month. Find out if she will be there then and if she could spend one or two days with you when you go to Dehradun from there.
5. You have recently read a very good book. You feel that all your friends should also get a chance to read it. Write a letter to the librarian requesting him to buy at least 2 copies for the library. Tell him how good the book is and why it will be useful to everyone.





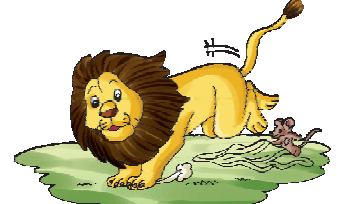
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# Story Writing



A. Look at the pictures :



Number the following sentences in the correct order. Write the complete story :

The lion became angry and caught it in its paw.

He tried his best to free himself but all in vain.

The mouse heard the roaring, and came out of the hole.

Once a lion was sleeping in the shade of a banyan tree.

It ran over the lion's face and disturbed him.

The mouse begged for mercy and said that some day he would do him a good turn.

A mouse came out of its hole.

A few days later a hunter set up a trap and the lion was caught in it.

As soon as it reached there, it gnawed the rope and set the lion free.

The lion roared in despair.

\_\_\_\_\_ (Title)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Lined writing area for the student's response.

B. Look at the pictures and number them. Now write the story in your own words. Give a title to the story :



(Title) \_\_\_\_\_

Lined writing area for the student's story.