This Grammar series is designed to help learners improve their grammar. English is not the first language of most of the Indian English speakers. It is acquired as a second language. So there are errors and loop-holes in their grammar and these errors have become so ingrained in our language that it will take a lot of effort to unlearn these things and learn the correct things.

A grammar book should be simple enough to help the students easily understand and embrace all the essentials of the structure of the English sentence. Considering all these errors, which are commonly made by the learners, the Grammar Book has included a section called as “Grammar Bumps” wherein the common errors made by the learners are highlighted and they are guided towards the right usage. So, this Grammar book has specially been designed for the pupils who have English as their second language.

The book has covered all the grammar topics as per the guidelines of NCERT and CBSE. The topics are explained and elaborated in such a manner that the students will find Grammar interesting and easy.

The book addresses the unique Grammatical errors of the students by guiding them inductively towards accurate understanding and use of grammatical structures. Each unit focuses on a specific grammatical structure, but the unit does not begin by introducing a rule. Instead, students start off by working through a series of examples. These are designed to give students the opportunity to learn and understand for themselves the rules that govern the structure and that is the focus of each topic covered.

There are ample number of exercises as “Try Outs” to help the students with the practice. The students will find the exercises interesting sometimes and brain racking the other times.

We wish our learners a richer, more meaningful and more practical learning experience, as they go through the book.

- AUTHORS
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</tr>
</tbody>
</table>
I. Identify the kind of sentences:
1. Have some sweets. ............................................................... 
2. What a coincidence! ............................................................ 
3. All of us have ability to create happiness. ................................ 
4. How can you do this? ........................................................... 
5. Arise, awake and stop not until the goal is achieved. .................. 

II. Separate the subject and the predicate in the following sentences:
1. The influence of a good teacher can never be erased. 
2. Difficult roads often lead to beautiful destinations. 
3. On the top of the hill lived a saint. 
4. They did not have enough money to buy food. 
5. A thankful heart is a peaceful heart. 
6. Don’t discuss this issue with others.

III. Circle the abstract nouns and underline the proper nouns:
1. Shadab is collecting information. 
2. The culprit was given punishment. 
3. Cleanliness is next to godliness. 
5. Dr. Sarvepalli Radhakrishnan believed in the power of education.

IV. Underline the verbs and tell whether they are transitive or intransitive:
1. The old man walked slowly. ................................................. 
2. Anuj is smart and intelligent. ................................................ 
3. De Lesseps made the Suej Canal. ........................................... 
4. The fog cleared away. .........................................................
5. She is collecting sea shells.
6. The plane was flying above the clouds.

V. Identify the tense and write in the provided space:
1. Time makes the worst enemies friends.
2. They elected him as their leader.
3. He has lost his books.
4. India will win the match.
5. Had he posted the letters?
6. Am I bothering you?
7. They were going abroad on a long tour.

VI. Change these sentences into negative and interrogative:
1. He solves the sums.
2. They discussed the matter.
3. He is telling a story.
4. She is suffering from fever.
5. He will be back by 6 p.m.

VII. Circle the adjectives and tell their kinds:
1. Give me a new pen.
2. Your friends are waiting for you.
3. Whose book is this?
4. There are some books on the table.
5. There is some milk in the jug.

VIII. Fill in the blanks with suitable degrees of the given adjectives:
1. These apples are __________________________. (sweet)
2. She is as __________________________ as a rose. (pretty)
3. He is __________________________ than his brother. (confident)
4. Asia is the __________________________ continent in the world. (large)
5. The Taj Mahal is __________________________ than the India Gate. (old)
IX. Insert articles where required:
1. Let’s hope for best.
2. Apple a day keeps doctor away.
3. Please give me one-rupee coin.
4. He is engineer but his wife is singer.
5. Look at camera and smile.

X. Fill in the blanks with suitable pronouns as indicated:
1. He wrote this poem _____________. (reflexive pronoun)
2. These dresses belong to me. They are _____________. (possessive pronoun)
3. ____________ is not my book. (demonstrative pronoun)
4. ____________ am going to library. (personal pronoun)
5. This is the boy ____________ caught the thief. (relative pronoun)

XI. Fill in the blanks with suitable prepositions:
1. Birds ____________ a feather flock together.
2. They gathered ____________ the tree and started playing.
3. He drove ____________ Pune ____________ Mumbai.
4. She has recovered ____________ her illness.
5. He is associated ____________ an NGO. I am impressed ____________ him.

XII. Change the tense of the following sentences as directed:
1. She hopes to win the first prize. (Past indefinite)
2. He went to the theatre. (Present continuous)
3. They have done well. (Past perfect)
4. I made a greeting card. (Future indefinite)
5. Manu brought a laptop. (Present perfect)
6. It rains heavily in Assam. (Future continuous)
7. We do not clutter our rooms. (Past indefinite)
8. He bakes a cake. (Past continuous)

XIII. Join the sentences using suitable conjunctions:
1. She was tired. She went to bed early.
2. She went to bed early. She was tired.
3. He is intelligent. He is careless.
4. You can have tea. You can have coffee.
5. I like green vegetables. I like fresh fruits.
XIV. Circle the adverbs and tell their kinds:
1. Please wait outside. ...........................................
2. The deer ran swiftly. ...........................................
3. She was unwell yesterday. .................................
4. We are extremely glad to see you. .........................
5. He often talks about his village. .............................

XV. Punctuate these sentences:
1. she said delhi is a crowded city
2. what do you want
3. ouch you stepped on my toe
4. this is ritus watch
5. i said to him well begun is half done

XVI. Error finding:
1. They helped there friends. .................................
2. Sudha was born in 20th December. ......................
3. We did not fought with our neighbours. ............... 
4. He does not talks rudely. .................................
5. She has much friends. ....................................
6. I am tallest than you. .....................................
7. Birds flies in the sky. ......................................
8. Time but tide wait for none. .............................
Let’s Break the Ice!!!

Change a letter in every word to form a group of words of each given category. Observe the example.

**Group of Nouns**

<table>
<thead>
<tr>
<th>R</th>
<th>U</th>
<th>S</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>U</td>
<td>S</td>
<td>K</td>
</tr>
<tr>
<td>D</td>
<td>U</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>R</td>
<td>U</td>
<td>S</td>
<td>T</td>
</tr>
</tbody>
</table>

**Group of Adjectives**

| V | A | S | T |

**Group of Verbs**

| P | I | C | K |

**Group of Nouns**

| P | O | R | T |

**Why do we need to group words?**

We need to group words to form a proper sentence.

**Sentence**

A sentence is a group of words, with at least one finite verb, that makes complete sense. A sentence begins with a capital letter and ends with a full stop, a question mark or an exclamation mark.

**Examples:**

a. Harshit is the best athlete.

b. Learn something from him.

c. Hurrah! He won the gold medal.
There are four kinds of sentences.

1. **Assertive or Declarative sentences**: They simply state something. They start with a capital letter and end with a full stop(.) They may be affirmative or negative.
   
   **Examples**:  
   
   We should speak the truth.  
   Old habits die hard.  
   He did not help me.

2. **Interrogative sentences**: These sentences ask questions. They end with a question mark(?).
   
   **Examples**:  
   Why don't you listen carefully?  
   Will your parents allow you to go there?

3. **Imperative sentences**: These sentences make request, give order, advice or suggestion. They also end with a full stop(.)
   
   **Examples**:  
   Please give me your books.  
   Don't waste natural resources.  
   Respect the soldiers.

4. **Exclamatory sentences**: These sentences express sudden or strong feelings. They end with an exclamation mark(!)
   
   **Examples**:  
   Oh, what a pity!  
   How nice of you!  
   Alas! The great poet is no more.

**Try Out 1!**

State whether these sentences are Assertive, Interrogative, Imperative or Exclamatory:

1. What a beautiful day it is!  
2. Geeta did not pluck the flowers.  
3. Yucks! These vegetables are rotten.  
4. Chop the vegetables finely.  
5. Will you chop the vegetables?  
6. My mother chopped the vegetables finely.
We can divide a sentence into two parts—subject and predicate. Subject is the part of a sentence which tells us who or what the sentence is about. The subject of a sentence is a noun or a pronoun. The rest of the sentence is called predicate. It tells what the subject is or does. Observe the following sentences:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Predicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The President of India</td>
<td>is not elected through public voting.</td>
</tr>
<tr>
<td>2. Most of my classmates</td>
<td>are sincere.</td>
</tr>
<tr>
<td>3. (You)</td>
<td>Take exercise regularly.</td>
</tr>
<tr>
<td>4. I</td>
<td>take exercise regularly.</td>
</tr>
<tr>
<td>5. (You)</td>
<td>Don’t talk loudly.</td>
</tr>
</tbody>
</table>

➢ In Imperative sentences, the subject is always 'you'. However, it is implied not expressed as in examples 3 and 5.
➢ In most of the sentences, the subject is placed in the beginning of a sentence as shown in examples 1, 2 and 4. But occasionally it may be placed at the end of the sentences.

Examples:
On the topmost shelf of this almirah are lying several books.
Down rolled the stones.

➢ In interrogative sentences, the subject does not come in the beginning. It is placed after question word and helping verb.

Examples:
• How are your studies going on?
• Do they stay in touch with you?
• Can I call you later?

➢ In exclamatory sentences, the subject can be placed towards the end.

Examples:
• How kind of you!
• How earnestly the poor man pleaded!
• What a witty answer she gave!
Try Out 2!

Separate the subject and predicate in these sentences:

1. The students of class 12 are having a party.
2. Mom asked me to go to the grocery store to get some spices.
3. Take exercise regularly.
4. Varun’s brother bought a new bike.
5. The children along with their parents watched a puppet show.
6. Borrowed garments never fit well.
7. Discuss your problems with your parents and teachers.
8. Here comes the bus.
9. What is she doing?
10. How colourful the rainbow is!
11. Have they packed their bags?
12. Wow! You have won the gold medal.
13. Don’t underestimate yourself.
14. Ouch! I have cut my finger.

Try Out 3!

Rearrange the words to form sentences as instructed:

1. respect /and /I/my/teachers/elders (assertive sentence)
2. believe /you/do/destiny/in (interrogative sentence)
3. the /around/people/trust/you (imperative sentence)
4. sculpture/beautiful/what/a (exclamatory sentence)
5. immediately/leave/room/the/ (imperative sentence)
6. majestic/looks/tiger/the/how (exclamatory sentence)
7. lot/people/the/appreciated/programme (assertive sentence)
8. gate/lock/main/you/will/the (interrogative sentence)
**Try Out 4!**

Frame sentences using the given words as indicated. The first one is done for you:

1. **Money**
   - Assertive: I have saved money to buy a car.
   - Interrogative: Will you lend me some money?
   - Imperative: Don’t misuse money.
   - Exclamatory: Wow! You have saved enough money.

2. **Silly**
   - Assertive: .................................................................
   - Exclamatory: .................................................................

3. **Fast**
   - Imperative: .................................................................
   - Interrogative: .................................................................

4. **Advice**
   - Assertive: .................................................................
   - Imperative: .................................................................

**Try Out 5!**

Supply suitable subject or predicate to complete the sentences:

1. The Prime Minister of India .................................................................
2. ................................................................. get up at five o'clock daily.
3. The books on that shelf .................................................................
4. Down the river sailed the .................................................................
5. ................................................................. will be donated to a local NGO.
6. Her left arm .................................................................
7. I .................................................................
8. ................................................................. is my favourite movie.
Let's Break the Ice!!!

Read and understand the given relationships.

Tom, Roni and Geena are siblings. Their father's name is Harry and Teresa is their mother. Geena is the eldest and Roni is their youngest child. Garry and Shelly are Harry's parents.

Fill in the blanks and write the answer under appropriate heads on the basis of your understanding.

a. Teresa's youngest son's name is ____________________.
b. Garry is Roni's ____________________.
c. Geena's mother's name is ____________________.
d. Harry is Roni's ____________________.
e. Shelly is Teresa's ____________________.
f. Tom and Roni are Harry's ____________________.
g. Teresa's husband's name is ____________________.
h. Shelly's son's name is ____________________.
A noun is a naming word which is used to name persons, places, animals, objects, ideas and feelings.

**Examples:** Aditya, Sri Lanka, sheep, shirt, childhood, kindness

**Countable and Uncountable nouns**

We can count some nouns. We call them **countable nouns**. These nouns answer the question **how many**. Countable nouns have plural forms.

**Examples:**

a. I ate two **bananas**. (How many bananas did I eat?)

b. He has read three **volumes of Harry Potter series**. (How many volumes of Harry Potter series has he read?)

c. She has a few **gold coins**. (How many gold coins does she have?)

We cannot count some nouns. We call them **uncountable nouns**. These nouns answer the question **how much**. Abstract nouns are also uncountable.

**Examples:**

a. There is some **milk** in the pot.
   (How much milk is there in the pot?)

b. He added a little **sugar** in his cup of tea.
   (How much sugar did he add?)

---

**Grammar Bumps!!!**

A / An are used only before the singular countable nouns, not uncountable nouns.

**Examples:**

a. I bought a bag and a watch from the shop.  (Bag and watch are countable nouns.)

b. An egg cracked while putting it into the carton.  (An egg is a countable noun.)

**We can use 'the' before both countable and uncountable nouns.**

**Examples:**

a. The watches of this brand are very expensive.  (Watches are countable noun.)

b. The water in this tub is very cold.  (Water is uncountable noun.)
Separate the given nouns as countable and uncountable. Use proper article (a, an, the) where required with them while you write them in the correct column.

<table>
<thead>
<tr>
<th>COUNTABLE NOUNS</th>
<th>UNCOUNTABLE NOUNS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(How many?)</strong></td>
<td></td>
</tr>
<tr>
<td>hotel</td>
<td>money</td>
</tr>
<tr>
<td>pudding</td>
<td>happiness</td>
</tr>
<tr>
<td>team</td>
<td>countries</td>
</tr>
<tr>
<td>rice</td>
<td>river</td>
</tr>
<tr>
<td>anger</td>
<td>class</td>
</tr>
<tr>
<td>umbrella</td>
<td>salt</td>
</tr>
<tr>
<td>tea</td>
<td>brush</td>
</tr>
<tr>
<td>courage</td>
<td>grass</td>
</tr>
<tr>
<td>wall</td>
<td>brick</td>
</tr>
<tr>
<td>wisdom</td>
<td>man</td>
</tr>
</tbody>
</table>

There are four kinds of nouns.

1. A **common noun** is a name given in common to every person, animal, place or thing of the same class or kind. Common means shared by all. Common noun never begins with a capital letter unless the sentence is beginning with it.

   **Examples:** boy, dog, home, glass, pen, etc.

2. A **proper noun** is the name of a particular person, thing, village, city, country, river, mountain, newspaper, etc. Proper noun has a singular form and it always begins with a capital letter.

   **Examples:** Anita, Nagpur, The Ramayana, India, etc.

3. A **collective noun** is the name of collection of persons or things taken together and spoken as 'a whole'.

   **Examples:** An army = collection of soldiers, A fleet = collection of ships or vessels

4. An **abstract noun** is the name of a quality, feeling, state, an action or an idea which we can only perceive but can't touch or see.

   **Examples:** honesty, goodness, bravery, kindness, brightness (quality)
   boyhood, youth, slavery (state)
   movement, laughter, theft, hatred (action)
Try Out 2!

Read the story and write the missing common nouns against the pictures.

Once there were three ........................................... They all had pets.

One boy had a grey ........................................... The second boy had a ...........................................

........................................... with soft brown fur. The third one had a spotted ...........................................

........................................... that had sharp fangs. All these pets loved to play with each other.

Isn't it strange!

Now rewrite the same story introducing it with proper nouns in your note book.

Read the use of collective nouns in the following examples:

1. an army / brigade / platoon / squad of soldiers
2. an anthology of poems
3. a bevy of ladies / quails
4. a band of musicians / robbers
5. a brood of hens
6. a bundle of sticks / nerves
7. a colony of ants / bats / penguins / termites
8. a clutch of chicks / eggs
9. a choir of singers
10. a congregation of worshippers
11. a deck of cards
12. a dray / colony of squirrels
13. a drove / herd of cattle
14. a fleet of ships / aeroplanes / cars
15. a flock of birds / sheep
16. a gang of robbers
17. a gaggle of geese / women
18. a galaxy of stars
19. a herd of seahorses / deer
20. a heap of rubbish
21. a litter of cubs
22. a leap of leopards
23. a mob of angry people
24. a muster / pride of peacocks
25. a murder of crows
26. a parliament of owls
27. a pack of wolves / hounds
28. a panel of experts
29. a pride of lions
30. a quiver of arrows
31. a range of mountains
32. a sloth of bears
33. a string of pearls
34. a swarm of bees / mosquitoes
35. a shoal of fish
36. a troupe of artists / acrobats / dancers
37. a tower of giraffes
38. a tuft of grass
39. a warren of pheasants
40. a worship of writers
Try Out 3!

Fill in the blanks with suitable collective nouns with the help of word bank:

1. an ______ y of soldiers/caterpillars
2. a b ______ d of hens
3. a c a ______ n of camels
4. a d ______ of cards
5. a g ______ g ______ of geese/women
6. a p ______ l a ______ t of owls
7. a f ______ t of airplanes/ships
8. a f ______ k of birds/sheep
9. a m ______ r of crows
10. a p ______ e of lions/peacocks
11. a h ______ of cattle/deer/zebra
12. a g ______ y of stars
13. a t ______ r of giraffes
14. a l ______ t t ______ of puppies/kittens
15. a h ______ of bananas

Word Bank
- parliament
- murder
- hand
- fleet
- brood
- pride
- galaxy
- army
- herd
- litter
- caravan
- flock
- tower
- gaggle
- deck

Try Out 4!

Find fifteen abstract nouns from the grid:

```
A  P  R  E  F  E  R  E  N  C  E
F  B  C  L  A  D  E  F  D  G  L  R
A  C  H  I  E  V  E  N  M  E  N  C  E  C
T  L  B  G  R  O  W  T  H  A  H  T
T  A  A  S  S  U  U  V  W  T  Z  G  L
Y  C  H  I  L  D  H  O  O  D  R  H
L  C  H  O  I  C  E  X  E  H  A  U
E  E  D  H  E  A  L  T  Y  C  T  Y
R  W  I  S  D  O  M  F  E  I  E  G
Y  C  H  I  L  D  H  O  O  D  R  H
A  C  H  I  E  V  E  M  E  N  T  J
```
Abstract nouns can be formed from adjectives:

kind - kindness    honest - honesty
long - length    ignorant - ignorance
brave - bravery    proud - pride
wise - wisdom    poor - poverty
cruel - cruelty    short - shortage

Abstract nouns can be formed from verbs:

laugh - laughter    choose - choice
punish - punishment    succeed - success
advise - advice    think - thought
starve - starvation    relieve - relief
die - death    live - life

Abstract nouns can be formed from common nouns:

hero - heroism    child - childhood
friend - friendship    slave - slavery
parent - parentage    thief - theft
pilgrim - pilgrimage    infant - infancy
enemy - enmity    patriot - patriotism

Observe the table given below to understand the formation of abstract nouns:

<table>
<thead>
<tr>
<th>Suffix</th>
<th>abstract nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ment</td>
<td>investment, development, excitement, agreement</td>
</tr>
<tr>
<td>-ance</td>
<td>appearance, guidance, abundance, performance</td>
</tr>
<tr>
<td>-ence</td>
<td>existence, difference, preference, dependence</td>
</tr>
<tr>
<td>-tion/ion</td>
<td>celebration, calculation, imagination, revision</td>
</tr>
<tr>
<td>-ssion</td>
<td>admission, permission, submission, omission</td>
</tr>
<tr>
<td>-ation</td>
<td>admiration, civilization, declaration, starvation</td>
</tr>
<tr>
<td>-ness</td>
<td>business, selfishness, nervousness, weakness, business</td>
</tr>
<tr>
<td>-ity</td>
<td>activity, curiosity, reality, scarcity</td>
</tr>
<tr>
<td>-th</td>
<td>birth, depth, truth, length</td>
</tr>
<tr>
<td>Suffix</td>
<td>Examples</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>-cy</td>
<td>accuracy, decency, vacancy, efficiency</td>
</tr>
<tr>
<td>-hood</td>
<td>motherhood, priesthood, boyhood, childhood</td>
</tr>
<tr>
<td>-ship</td>
<td>membership, friendship, partnership, ownership</td>
</tr>
<tr>
<td>-age</td>
<td>usage, parentage, pilgrimage, bondage</td>
</tr>
<tr>
<td>-ure</td>
<td>departure, pleasure, failure, pressure</td>
</tr>
<tr>
<td>-cation</td>
<td>application, justification, clarification, qualification</td>
</tr>
</tbody>
</table>

**Try Out 5!**

Form abstract nouns from the following words:

<table>
<thead>
<tr>
<th>Word</th>
<th>Abstract Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>pay</td>
<td>payment</td>
</tr>
<tr>
<td>multiply</td>
<td>multiply</td>
</tr>
<tr>
<td>perfect</td>
<td>perfection</td>
</tr>
<tr>
<td>argue</td>
<td>argument</td>
</tr>
<tr>
<td>appoint</td>
<td>appointment</td>
</tr>
<tr>
<td>educate</td>
<td>education</td>
</tr>
<tr>
<td>scarce</td>
<td>scarcity</td>
</tr>
<tr>
<td>know</td>
<td>knowing</td>
</tr>
<tr>
<td>clean</td>
<td>cleanliness</td>
</tr>
<tr>
<td>deep</td>
<td>depth</td>
</tr>
<tr>
<td>loyal</td>
<td>loyalty</td>
</tr>
<tr>
<td>provide</td>
<td>provide</td>
</tr>
<tr>
<td>decide</td>
<td>decision</td>
</tr>
<tr>
<td>truth</td>
<td>truthfulness</td>
</tr>
</tbody>
</table>

**Try Out 6!**

Fill in the blanks with the abstract nouns formed from the given words:

1. ...................... (Clean) is next to ...................... (god)
2. What is the ...................... (broad) of this room?
3. ...................... (Free) is our birth right.
4. Negative ...................... (criticize) lowers the self-esteem of a person.
5. He does not believe in ...................... (flatter)
6. It gives me immense ...................... (please) to announce the winner.
7. ...................... must prevail. (Just)
8. I will accept your ...................... (decide)
9. ...................... (Speak) is silver, ...................... (silent) is gold.
10. ...................... (Prevent) is better than cure.
11. Proper ...................... (educate) is must for the ...................... (prosper) of a nation.
12. Your ...................... (honest) and ...................... (loyal) impressed me.
Nouns are classified on the basis of their number. A noun which refers to one thing or person is said to be in the singular number.

**Examples:** woman, lily, mouse, passer-by, etc.

A noun which refers to more than one thing or person is said to be in the plural number.

**Examples:** women, lilies, mice, passers-by, etc.

Singular nouns can be changed into plural nouns by the following ways:

<table>
<thead>
<tr>
<th>(i) by adding –s at the end:</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
</tr>
<tr>
<td>doll</td>
</tr>
<tr>
<td>house</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(ii) by adding –es at the end to the nouns ending in –x, –sh, –s, ch, ss:</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
</tr>
<tr>
<td>bench</td>
</tr>
<tr>
<td>box</td>
</tr>
<tr>
<td>brush</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(iii) by adding –es to the nouns that end in a consonant +o form:</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
</tr>
<tr>
<td>hero</td>
</tr>
<tr>
<td>zero</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(iv) by changing –f or –fe into –ves:</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
</tr>
<tr>
<td>knife</td>
</tr>
<tr>
<td>wife</td>
</tr>
<tr>
<td>half</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(v) by changing consonant +y form into consonant +ies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
</tr>
<tr>
<td>pony</td>
</tr>
<tr>
<td>story</td>
</tr>
<tr>
<td>lady</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(vi) by adding –s at the end of nouns having a vowel and y at the end:</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
</tr>
<tr>
<td>boy</td>
</tr>
<tr>
<td>key</td>
</tr>
</tbody>
</table>
(vii) Some nouns don't follow the rules:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>photo</td>
<td>photos</td>
<td>video</td>
<td>videos</td>
</tr>
<tr>
<td>roof</td>
<td>roofs</td>
<td>cliff</td>
<td>cliffs</td>
</tr>
<tr>
<td>gulf</td>
<td>gulfs</td>
<td>scarf</td>
<td>scarfs / scarves</td>
</tr>
</tbody>
</table>

(viii) Some nouns change their spellings:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>goose</td>
<td>geese</td>
<td>louse</td>
<td>lice</td>
</tr>
<tr>
<td>foot</td>
<td>feet</td>
<td>mouse</td>
<td>mice</td>
</tr>
<tr>
<td>woman</td>
<td>women</td>
<td>tooth</td>
<td>teeth</td>
</tr>
<tr>
<td>child</td>
<td>children</td>
<td>radius</td>
<td>radii</td>
</tr>
<tr>
<td>formula</td>
<td>formulae</td>
<td>bacterium</td>
<td>bacteria</td>
</tr>
</tbody>
</table>

(ix) Note the formation of these words:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>runner–up</td>
<td>runners–up</td>
<td>grown-up</td>
<td>grown–ups</td>
</tr>
<tr>
<td>passer–by</td>
<td>passers–by</td>
<td>man-servant</td>
<td>men–servants</td>
</tr>
<tr>
<td>daughter-in-law</td>
<td>daughters-in-law</td>
<td>commander-in-chief</td>
<td>commanders-in-chief</td>
</tr>
<tr>
<td>1990</td>
<td>1990s</td>
<td>MA</td>
<td>MAs / MA's</td>
</tr>
<tr>
<td>MLA</td>
<td>MLAs / MLA's</td>
<td>CM</td>
<td>CMs / CM’s</td>
</tr>
</tbody>
</table>

Try Out 7!

Fill in blanks with singular or plural form of the given nouns:

1. The ................................ were buying ................................ . (lady, dress)
2. Some ................................ stopped to help the child. (passer-by)
3. Rashid, you are a good ................................ . (child)
4. Learn all the ................................. quickly. (formula)
5. Wash the ................................ and peel the ................................. . (tomato, potato)
6. He had a white ................................. . (mouse)
7. Cut the lemon into two ................................. . (half)
8. I met some ................................. of the ruling party. (MLA)
Nouns are classified on the basis of their genders. Nouns tell us whether it is a male or female; both a male and a female, or neither a male nor a female.

There are four classifications of the genders of noun. They are:

<table>
<thead>
<tr>
<th>Masculine Gender</th>
<th>Feminine Gender</th>
<th>Common Gender</th>
<th>Neuter Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refers to names of male persons and animals</td>
<td>Refers to names of female persons and animals</td>
<td>Refers to names of both male and female</td>
<td>Refers to names of things / objects</td>
</tr>
<tr>
<td>father, rooster</td>
<td>aunt, hen</td>
<td>doctor, teacher</td>
<td>eraser, desk</td>
</tr>
<tr>
<td>son, host</td>
<td>mother, goose</td>
<td>visitor, friend</td>
<td>shoes, bus</td>
</tr>
<tr>
<td>priest, king</td>
<td>maiden, nun</td>
<td>cousin, manager</td>
<td>chocolate, book</td>
</tr>
<tr>
<td>uncle, hero</td>
<td>relative, singer</td>
<td>relative, singer</td>
<td>car, pants</td>
</tr>
</tbody>
</table>

Based on the gender of the noun, you can replace it by a pronoun he/she/it in a sentence.

It is important to remember that:
Though collective nouns such as band, crew, army, flock, class are used to signify the collection or group of living things, they are considered as neuter gender.

Try Out 8!
Identify and tick the correct gender of each given noun:

1. mouse
   - a. masculine
   - b. feminine
   - c. neuter
   - d. common

2. duck
   - a. masculine
   - b. feminine
   - c. neuter
   - d. common

3. mistress
   - a. masculine
   - b. feminine
   - c. neuter
   - d. common

4. emperor
   - a. masculine
   - b. feminine
   - c. neuter
   - d. common

5. kid
   - a. masculine
   - b. feminine
   - c. neuter
   - d. common

6. playground
   - a. masculine
   - b. feminine
   - c. neuter
   - d. common
Formation of feminine gender:

There are three ways of forming the feminine gender.

1. **By using an entirely different word:**

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>bachelor</td>
<td>maid/spinster</td>
<td>husband</td>
<td>wife</td>
</tr>
<tr>
<td>ram</td>
<td>ewe</td>
<td>monk</td>
<td>nun</td>
</tr>
<tr>
<td>buck</td>
<td>doe</td>
<td>uncle</td>
<td>aunt</td>
</tr>
<tr>
<td>dog</td>
<td>bitch</td>
<td>nephew</td>
<td>niece</td>
</tr>
<tr>
<td>lad</td>
<td>lass</td>
<td>gander</td>
<td>goose</td>
</tr>
<tr>
<td>drake</td>
<td>duck</td>
<td>gentleman</td>
<td>lady</td>
</tr>
<tr>
<td>earl</td>
<td>countess</td>
<td>drone</td>
<td>bee</td>
</tr>
<tr>
<td>colt</td>
<td>filly</td>
<td>wizard</td>
<td>witch</td>
</tr>
</tbody>
</table>

2. **By adding a syllable –ess to the masculine gender, in some cases, a vowel in between the word is changed.**

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>heir</td>
<td>heiress</td>
<td>negro</td>
<td>negress</td>
</tr>
<tr>
<td>lion</td>
<td>lioness</td>
<td>duke</td>
<td>duchess</td>
</tr>
<tr>
<td>poet</td>
<td>poetess</td>
<td>emperor</td>
<td>empress</td>
</tr>
<tr>
<td>actor</td>
<td>actress</td>
<td>tiger</td>
<td>tigress</td>
</tr>
<tr>
<td>prince</td>
<td>princess</td>
<td>master</td>
<td>mistress</td>
</tr>
<tr>
<td>waiter</td>
<td>waitress</td>
<td>hunter</td>
<td>huntress</td>
</tr>
</tbody>
</table>

3. **By replacing or adding a word before or after the masculine gender:**

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>grand father</td>
<td>grand mother</td>
<td>he-goat</td>
<td>she-goat</td>
</tr>
<tr>
<td>man servant</td>
<td>maid servant</td>
<td>bull-calf</td>
<td>cow-calf</td>
</tr>
<tr>
<td>landlord</td>
<td>land lady</td>
<td>milkman</td>
<td>milkmaid</td>
</tr>
<tr>
<td>sales man</td>
<td>sales woman</td>
<td>stepfather</td>
<td>stepmother</td>
</tr>
<tr>
<td>grandson</td>
<td>grand daughter</td>
<td>peacock</td>
<td>peahen</td>
</tr>
</tbody>
</table>
**Points to remember:** Most of the nouns denoting professions or occupations are said to be of the common gender. The words indicating gender are now discouraged for example, actor, lecturer, novelist, poet, politician, writer, etc. These words are used for both masculine and feminine gender.

**Try Out 9!**

Match the given masculine genders to feminine genders:

- a. tiger (i) vixen
- b. cock (ii) sow
- c. lion (iii) doe
- d. peacock (iv) cow
- e. gander (v) tigress
- f. stallion (vi) hen
- g. buck (vii) lioness
- h. bull (viii) goose
- i. fox (ix) peahen
- j. boar (x) mare

**Try Out 10!**

Give the corresponding opposites of the following nouns:

1. Heir is to ....................................... as sultana is to ........................................
2. ....................................... is to cow as gander is to ........................................
3. ....................................... is to doe as queen is to ........................................
4. ....................................... is to wizard as duke is to ........................................
5. ....................................... is to drake as ....................................... is to uncle.
6. Lass is to ....................................... as ....................................... is to hostess.

**Try Out 11!**

Rewrite these sentences after changing the gender of the underlined words. Make other changes if required:

1. The milkman gave fodder to bull.
2. The waitress welcomed the actor.
3. That salesman is quite successful.
4. Our landlord has two grandsons.
5. Many drones attacked the colt.
6. My uncle's heir donated his property.
Let's Break the Ice!!!

Underline the word that best completes each sentence. These are pronouns.

1. After such a wonderful performance, (we, us) felt the need to applaud loudly.
2. We've told (you, your, yours) many times that it's not polite to interrupt people while they're talking.
3. (Our, Ours, We) wear warm clothes to insulate us from chilly weather.
4. On the Memorial Day, we remember the people (whose, who, who's) have died for our country.
5. The woman who helped (we, us) was very beautiful, but she wore dowdy clothing.

Pronouns are words that can be used to replace nouns. We usually introduce people, places and things by using their name (a noun) first. Then to further tell about them, we use a pronoun instead of nouns.

Examples:
Tiara's mother went shopping. She brought several gifts for Tiara. She also brought a sweet little kitten for her.
In the above sentences, pronouns she, you, her and it are used in place of the noun(s) Tiara's mother, Tiara and kitten, respectively.

Some commonly used pronouns are–I, we, you, he, his, her, theirs, them, myself, who, these, etc.
It is important to remember that:
Pronouns are used in place of nouns and they take the same position as a noun takes in a sentence. They help in making the sentences shorter and simpler.

Try Out 1!

Match the word or group of words in column A with the corresponding pronoun in column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Peter and I</td>
<td>a. she</td>
</tr>
<tr>
<td>2. Garry</td>
<td>b. he</td>
</tr>
<tr>
<td>3. Lara</td>
<td>c. it</td>
</tr>
<tr>
<td>4. Mom and Harry</td>
<td>d. they</td>
</tr>
<tr>
<td>5. the car</td>
<td>e. we</td>
</tr>
</tbody>
</table>

Do you know that the below listed words are also pronouns? These words are also used as other parts of speech like nouns and adjectives.

Another  Any  Each  Either  Neither  Nobody  None  Nothing  One  Other  Some  Something  Somebody  Someone  This  That  These  Those  What  Who  Whose

Pronouns can be classified as:

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

1. Personal Pronouns

Personal pronouns are used to describe the speaker, listener and the person or thing who/that is spoken about.

Examples:

a. Tanuj played the match well. He won the trophy for the best player.
   *(He is used for Tanuj - person who is spoken about)*

b. Reena, are you listening? You have to leave for the function.
   *(You is used for Reena - listener)*
Therefore, it can be said that these pronouns refer to the first, second as well as the third person in a sentence.

<table>
<thead>
<tr>
<th>Number</th>
<th>Person</th>
<th>Subject</th>
<th>Object</th>
<th>Possessive Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td>1st person</td>
<td>I</td>
<td>me</td>
<td>mine</td>
</tr>
<tr>
<td></td>
<td>2nd person</td>
<td>you</td>
<td>you</td>
<td>yours</td>
</tr>
<tr>
<td></td>
<td>3rd person</td>
<td>he</td>
<td>him</td>
<td>his</td>
</tr>
<tr>
<td></td>
<td>3rd person</td>
<td>she</td>
<td>her</td>
<td>hers</td>
</tr>
<tr>
<td></td>
<td>3rd person</td>
<td>it</td>
<td>it</td>
<td>its</td>
</tr>
<tr>
<td>Plural</td>
<td>1st person</td>
<td>we</td>
<td>us</td>
<td>ours</td>
</tr>
<tr>
<td></td>
<td>2nd person</td>
<td>you</td>
<td>you</td>
<td>yours</td>
</tr>
<tr>
<td></td>
<td>3rd person</td>
<td>they</td>
<td>them</td>
<td>theirs</td>
</tr>
</tbody>
</table>

Personal pronouns are of two types – subjective and objective.

**Subjective pronouns**: They act as a subject in a sentence.

**Examples**: She is preparing for her final exams.
I am ready to help you.

**Objective pronouns**: They act as an object in a sentence.

**Examples**: Sam visited us yesterday.
He gave her some books.

2. **Possessive Pronouns**

Possessive pronouns are used to show possession or ownership of one thing or person with another.

**Examples**: This book is mine. That cellphone is yours.

**Try Out 2!**

Underline the pronouns and write whether they are subjective or objective pronouns:

1. They were watching a movie with us. ...........................................
2. Don't forget me. ..............................................................
3. Why don't you give him a football as his present? ...............................
4. Can I join you? ..............................................................
5. Jim met her at the mall. ......................................................
6. We don't like them. ..........................................................
7. She will guide him. ...................................................
8. He often texts me. ...................................................

Try Out 3!

Fill in the blanks with correct options:
1. This is my grandfather's stick. This stick is .................(his/hers)
2. Your bag is new but.......................is old. (my/mine)
3. This dress is.......................(her/hers)
4. That car is.......................(their/theirs)
5. Our locality is much cleaner than.......................(ours/yours)
6. It is our car. This car is.......................(ours/our)
7. The voice I heard was.......................(her/hers)
8. .......................is the last over in the match. (Yours/Your)

3. Demonstrative Pronouns

Demonstrative pronouns are the words used to indicate or demonstrate the things they refer to. This, that, these and those are demonstrative pronouns.

Examples:

This is my cardboard.
That is your walky-talky.
Those are pine trees.

This and these refer to nearby nouns. That and those refer to nouns that are further away in time or space. This and that refer to singular nouns. These and those refer to plural nouns.

Try Out 4!

Rewrite these sentences changing the demonstrative pronouns from singular to plural or vice-versa. Mind the singular/plural of the nouns:

1. Is this our file? Are these our files?
2. What is this? ..........................................................
3. That is the car from the vintage collection. ..........................................................
4. These are the rules to be followed. ..........................................................
5. Those are our rooms. ..........................................................
4. Interrogative Pronouns

Interrogative pronouns are used to ask questions. Who, which, what, where and how are all interrogative pronouns.

Examples:

a. Which is the safest area?  
b. Whose is this car?  
c. What is your e-mail id?  
d. Who are these people?

- We use **who**, **when** and **whose** to ask questions about persons.
- We use **what** to ask questions about things.
- We use **which** when the person who answers the question has to choose among available possibilities.

Try Out 5!

Choose and write the appropriate form of interrogative pronouns.

1. ..................................... were you talking about?

2. ..................................... wants to accompany us?

3. ..................................... have you invited in the party?

4. ..................................... is the person you were talking to?
   a. Whose  b. Which  c. Who  d. Whom

5. ..................................... did you give the beggar?

6. ..................................... do you think did this?

7. These glasses are very expensive. I don't know ..................................... to choose.
   a. which  b. whose  c. whom  d. who

8. ..................................... is the blue button on the side bar of the phone for?

**It is important to remember that:**

Interrogative pronouns who, whom, which and whose are also used as relative pronouns but they vary in their usage.

Interrogative pronouns are used for asking questions but relative pronouns cannot be used to form questions.
5. Indefinite Pronouns

Indefinite pronouns do not indicate a specific object or the person we are talking about, i.e., they do not refer to something in particular.

Indefinite pronouns are words like one, none, nobody, nothing, all, few, some, many, anybody and everybody. They are used in a general way.

Examples:

a. Can somebody help me?

b. You can choose anything from the list.

It is important to remember that:

Whatever pronoun is used, it should agree with its antecedent, i.e., the word that it refers to. To agree, the pronouns must be the same number (singular or plural) and gender (masculine, feminine or neutral) as its antecedent.

Read the given table:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular or Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>anybody, anyone, anything,</td>
<td>both</td>
<td>all</td>
</tr>
<tr>
<td>each, either, everybody,</td>
<td>few</td>
<td>any</td>
</tr>
<tr>
<td>everyone, everything,</td>
<td>many</td>
<td>more</td>
</tr>
<tr>
<td>neither, nobody, no one,</td>
<td>several</td>
<td>most</td>
</tr>
<tr>
<td>nothing, somebody,</td>
<td></td>
<td>none</td>
</tr>
<tr>
<td>something</td>
<td></td>
<td>some</td>
</tr>
</tbody>
</table>

Grammar Bumps!!!

The use of 'each' and 'either' is often confused. Each refers to everyone of a group of persons or things taken separately. Either means one or the other of the two.

Examples:

a. Each of these girls deserved a reward.

b. We may take either of these two books.

Remember that either and neither can be used only when speaking about two persons or things. When speaking about more than two persons any, no one, none should be used.

Examples:

a. None of the answers is correct.

b. I don't like any of these shirts.

c. No one offered to accompany him.
### Try Out 6!

**Complete the sentences using indefinite pronouns from the help box.**

<table>
<thead>
<tr>
<th>anybody</th>
<th>somebody</th>
<th>everybody</th>
<th>nobody</th>
<th>everything</th>
</tr>
</thead>
<tbody>
<tr>
<td>anything</td>
<td>everywhere</td>
<td>somewhere</td>
<td>anywhere</td>
<td>nowhere</td>
</tr>
</tbody>
</table>

1. I like the staff here. .......................................... is very cooperative.
2. I’m sure you won't tell my secret to .......................................... 
3. Rajan has been surfing the internet since morning but he couldn't find the information .......................................... .
4. They explained .......................................... clearly but I didn't understand.
5. Open the door. .......................................... is there.
6. This bag is empty, there isn't .......................................... in it.
7. I lost my key. I've looked for it .......................................... .
8. I'm getting bored. I have .......................................... to talk to.
9. We don't go out very often, because there's .......................................... to go.
10. They live .......................................... in Vegas.

### 6. Reciprocal Pronouns

Reciprocal pronouns are used when two or more people do the same thing or action to one another. **One another** and **each other** are the only two reciprocal pronouns.

**Examples:**

- a. They help **each other**.
- b. It is really important in a marriage that two people believe in **one another**.

### 7. Relative Pronouns

Relative pronouns are used to join relative clauses and sentences indicating their relation closest to the noun or the pronoun used.

The most commonly used relative pronouns are who, whom, whoever, which and that.

- They refer back to the noun or the pronoun that is its antecedent.
- They relate a clause to the noun used earlier.

**Examples:**

- a. I like chocolate cake that is very tasty.
- b. You can invite whoever you want.
Reflexive pronouns are used when the subject and the object are same, i.e., the action subject does reflects back upon the subject itself. Therefore, the doer and the receiver are the same.

The pronouns such as myself, yourself, themselves, ourselves, himself, herself are reflexive pronouns that can also be used as emphatic pronouns.

**Examples:**

a. He has eaten his food himself.
   b. They themselves created the mess.

In the first sentence, 'He' is the subject and also receives the action done. 'Himself' is the reflexive pronoun as the action is being reflected upon the subject or the doer 'He'.

In the second sentence, 'themselves' is used to lay emphasis and thus called emphatic pronoun.

### Personal Pronoun | Reflexive Pronoun
---|---
I | myself
you | yourself/yourselves
he | himself
she | herself
it | itself
we | ourselves
they | themselves

**Remember**

Find and correct the mistakes (reflexive pronouns). Then rewrite the sentences.

1. They always wrote the letter himself.
2. She corrects her errors himself.
3. You hit the dog itself.
4. They have recited the poem yourself.
5. I like doing my work himself.
6. She cleans the area himself.

Try Out 8!

In each of the following sentences, a pronoun has been highlighted. What type of pronoun is it? Choose the correct option.

1. I can't find them.
   a. Personal  
   b. Reflexive  
   c. Possessive  
   d. Relative  

2. The girl **who** usually irons my clothes, has won the lottery.
   a. Interrogative  
   b. Reflexive  
   c. Possessive  
   d. Relative  

3. Let's contact **one another** once the confusions are clear.
   a. Personal  
   b. Reflexive  
   c. Reciprocal  
   d. Relative  

4. I can't believe it's finally **ours**.
   a. Personal  
   b. Reflexive  
   c. Possessive  
   d. Relative  

Try Out 9!

In the following sentences underline the incorrect pronouns and supply the correct ones:

1. My mother baked the cake themselves.
2. Who of the boys has done it?
3. Both of we are willing to join the course.
4. Is that umbrella your?
5. You must do it yourselves, Rohan.
6. Children, prepare yourself for the quiz.
7. The mangoes who grow in our orchard are sweet.
8. Whose has written this article?
9. Choose anyone of these drinks. The choice is your.
10. They felt sorry for their behaviour. The fault was their.
Let’s Break the Ice!!!

Write at least six adjectives that come to your mind the moment you see these pictures.

An adjective is a word used to add something to the meaning of a noun or pronoun. It means ‘added to’.

Read the given sentences.

a. A clever boy won the match.
b. I like this plant.
c. Her behaviour was rude.
d. Mother gifted me four games.

In the above sentences clever, this, rude and four are adjectives that add meaning to the nouns boy, plant, behaviour and games respectively.

Try Out 1!

Choose the correct option.

1. The girl looks really fat/thin.
2. Blue/green parrot is a rare species.
3. Rani Laxmi Bai was a coward/brave warrior.
4. I bought seven/four balloons for my daughter.

Kinds of Adjectives

There are seven kinds of adjectives

1. Adjective of quality
2. Adjective of quantity
3. Adjectives of number
4. Demonstrative Adjective
5. Interrogative Adjective
6. Possessive Adjective
7. Proper Adjective
1. **Adjectives of quality**: They show the kind or quality of a noun like shape, colour, manner, etc. They answer the question: **of what kind?**

   **Examples**: Ms Ritu Mehra is a dedicated social worker.
   
   Your dress is trendy.

2. **Adjectives of quantity**: They show how much of a thing is meant. They are used for uncountable nouns. They answer the question: **how much?**

   **Examples**: I have enough time for this project.
   
   She has little patience.
   
   He showed no mercy.

3. **Adjectives of number**: They point out how many persons or things are meant. They are used for countable nouns. They are also called Numeral Adjective. They answer the question: **how many?**

   **Examples**: Sam brought some comics.
   
   I got first position in the class.
   
   The tigress has two cubs.

   Some words can be used as adjective of quantity or number, according to their usage.

   **Examples**: He wasted all his time. (quantity)
   
   He invited all his friends. (number)
   
   Please give me some milk. (quantity)
   
   Please give me some biscuits. (number)

4. **Demonstrative Adjectives**: They point out to the exact person, place or thing. They answer the question: **which one?**

   **Examples**: This boy is stronger than Sushil kumar.
   
   That girl is self–confident.
   
   I would use these pine apple chunks in cake.
   
   Look at those paintings.

   Demonstrative adjectives are always followed by nouns. Observe these sentences:

   **Examples**: This is my idea. (demonstrative pronoun)
   
   This idea is mine. (demonstrative adjectives)

5. **Interrogative Adjectives**: These are interrogative words which are used with nouns to ask questions, like whose, what, which etc.

   **Examples**: Which coaching centre are you joining?
**Whose** bicycle is this?

Interrogative adjectives are always followed by nouns. Observe these sentences:

**Examples:**
- Which house is yours? (interrogative adjective)
- Which is your house? (interrogative pronoun)

6. **Possessive Adjectives:** These words tell us about the ownership or the possession of the noun. Possessive adjectives and possessive pronouns are different. Read the table and examples given below.

<table>
<thead>
<tr>
<th>Subject pronoun</th>
<th>I</th>
<th>we</th>
<th>you</th>
<th>they</th>
<th>he</th>
<th>she</th>
<th>it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possessive pronoun</td>
<td>mine</td>
<td>ours</td>
<td>yours</td>
<td>theirs</td>
<td>his</td>
<td>hers</td>
<td>its</td>
</tr>
<tr>
<td>Possessive adjective</td>
<td>my</td>
<td>our</td>
<td>your</td>
<td>their</td>
<td>his</td>
<td>her</td>
<td>its</td>
</tr>
</tbody>
</table>

**Examples:**
- Our city has been declared the smartest city.
- Their room is sparkling.

Possessive adjectives are always followed by nouns. Observe these sentences:

**Examples:**
- This is his skate board. (possessive adjective)
- This skate board is his. (possessive pronoun)
- These books are mine. (possessive pronoun)
- These are my books. (possessive adjective)

7. **Proper adjectives:** These adjective are derived from proper nouns.

**Examples:**
- I am an Indian soldier. (India – Indian)
- Chinese things are not much durable. (China – Chinese)

**Try Out 2!**

Form adjective clouds for describing your friends. Choose words from the box given below. Follow the example and draw such five clouds in your note book:

angelic, amusing, attentive, attractive, admirable, bright, beautiful, brilliant, brave, broadminded, caring, calm, cheerful, dependable, dignified, efficient, enthusiastic, fair, funny, graceful, gorgeous, gallant, handsome, honest, idealistic, imaginative, joyful, kind, keen, loyal, laborious, marvellous, modest, noble, nice, obedient, outstanding, perfect, peaceful, quiet, qualified, radiant, unique, upright, versatile, valiant, venerable, wise, witty, young, youthful, zealous
Underline the adjectives and tell their kinds:

1. These are Spanish singers. .................................................................
2. Which jacket is yours? .................................................................
3. My mother is the owner of this house. .................................................
4. Your new sofa is not comfortable. .....................................................
5. Six actors were awarded. .................................................................
6. His grandmother told a humorous story. .............................................
7. The cutlets were spicy and crispy. ......................................................
8. He is an American actor. .................................................................
9. Whose pencil is this? .................................................................
10. They are friendly with their neighbours. ...........................................

Fill in the blanks with suitable adjectives:

1. There is a ....................... scope for progress. (few/little)
2. ....................... gift do you prefer? (Which/What)
3. Utilize ....................... your potential. (some/all)
4. ....................... identity cards are theirs. (This/These)
5. It will cost me ....................... of money. (much/a lot)
6. There is ....................... juice in the bottle. (some/few)
7. I don't have ....................... money left. (some/any)
8. We saw ....................... animals at the zoo. (much/many)
9. Is there ....................... milk left? (many/any)
10. I respect ....................... teachers. (my/its)
Fill in the blanks with adjectives as indicated in the brackets:

1. A pentagon has.................................. sides. (adjective of number)
2. ........................................... car do you intend to buy? (interrogative adjective)
3. ........................................... peaches are fresh. (demonstrative adjective)
4. The cat is licking.................................. tail. (possessive adjective)
5. This story is .......................................... (adjective of quality)
6. Many ........................................... tourists visit India. (proper adjective)
7. The tired traveller needed.................................. rest. (adjective of quantity)
8. He solved a ........................................... question quickly. (adjective of quality)

<table>
<thead>
<tr>
<th>Suffix</th>
<th>word</th>
<th>Adjective</th>
<th>Suffix</th>
<th>Word</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
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<td>advise</td>
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<td>-ish</td>
<td>book</td>
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</tr>
<tr>
<td></td>
<td>comfort</td>
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<td></td>
<td>England</td>
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<td></td>
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<td></td>
<td>fever</td>
<td>feverish</td>
</tr>
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<td>child</td>
<td>childish</td>
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<td>-ive</td>
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<td>day</td>
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<td></td>
<td>week</td>
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<td></td>
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<td>economical</td>
<td></td>
<td>coward</td>
<td>cowardly</td>
</tr>
<tr>
<td></td>
<td>habit</td>
<td>habitual</td>
<td></td>
<td>friend</td>
<td>friendly</td>
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<tr>
<td></td>
<td>face</td>
<td>facial</td>
<td></td>
<td>one</td>
<td>only</td>
</tr>
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<td></td>
<td>empire</td>
<td>imperial</td>
<td>-ous</td>
<td>marvel</td>
<td>marvellous</td>
</tr>
<tr>
<td></td>
<td>herb</td>
<td>herbal</td>
<td></td>
<td>adventure</td>
<td>adventurous</td>
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<tr>
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<td>essence</td>
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<td></td>
<td>fame</td>
<td>famous</td>
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<td>enemy</td>
<td>inimical</td>
<td></td>
<td>glory</td>
<td>glorious</td>
</tr>
<tr>
<td>–ar</td>
<td>angle</td>
<td>angular</td>
<td>–some</td>
<td>quarrel</td>
<td>quarrelsome</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td>-----------</td>
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<td>---------</td>
<td>-------------</td>
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<tr>
<td></td>
<td>circle</td>
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<td></td>
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<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>–ful</th>
<th>beauty</th>
<th>beautiful</th>
<th>–less</th>
<th>care</th>
<th>careless</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>harm</td>
<td>harmless</td>
</tr>
<tr>
<td></td>
<td>mercy</td>
<td>merciful</td>
<td></td>
<td>name</td>
<td>nameless</td>
</tr>
<tr>
<td></td>
<td>peace</td>
<td>peaceful</td>
<td></td>
<td>mercy</td>
<td>merciless</td>
</tr>
<tr>
<td></td>
<td>thought</td>
<td>thoughtful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>duty</td>
<td>dutiful</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>–ic</th>
<th>poet</th>
<th>poetic</th>
<th>others</th>
<th>wood</th>
<th>wooden</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>hero</td>
<td>heroic</td>
<td></td>
<td>east</td>
<td>eastern</td>
</tr>
<tr>
<td></td>
<td>angel</td>
<td>angelic</td>
<td></td>
<td>affection</td>
<td>affectionate</td>
</tr>
<tr>
<td></td>
<td>history</td>
<td>historic</td>
<td></td>
<td>France</td>
<td>French</td>
</tr>
</tbody>
</table>

**Try Out 6!**

Form adjectives from the following words:

1. beauty ____________  
2. month ____________  
3. thought ____________  
4. thirst ____________  
5. mercy ____________  
6. harm ____________  
7. economy ____________  
8. memory ____________  
9. glory ____________  
10. science ____________  
11. wind ____________  
12. famous ____________  
13. honour ____________  
14. crime ____________  
15. peace ____________  
16. express ____________
Adjectives of quality express the 'kind' or 'quality' of a noun or pronoun. We often have a choice to compare those qualities. This comparison may be between two or more persons or objects.

The adjective of quality changes its form to show degrees of comparison.

There are three degrees of comparison.

Examples:

a. The planet Earth is big. (positive)
b. The planet Saturn is bigger than the Earth. (comparative)
c. The planet Jupiter is the biggest of all. (superlative)

Sentence a. - shows no comparison. It only gives an idea about the size of the Earth.
Sentence b. - shows a comparison between the sizes of the two planets – Earth and Saturn.
Sentence c. - shows that among all the planets, Jupiter is the biggest in size.

1. Positive Degree

It is used when no comparison of nouns, with each other, takes place. However, the adjective is used in its base or root form.

Examples:

a. His shop is very big.
b. My uncle is a brilliant chess player.

Use of as...as

As...as is used in positive form that shows comparison to emphasize the similarity between two people or things. It is known as comparison of equality.

Examples:

a. He is as good a poet as Shakespeare.
b. The apple is as red as blood.
2. Comparative Degree

It is used when two unequal persons, pronouns things or set of things are compared.

Examples:

a. Sudhanshu is taller than Anshu.

b. Which of these two books is better?

Here, comparison between two different people and two unequal things has taken place respectively.

It is important to remember that:

- Comparison should take place between two subjects only. Garry is a better guitarist than Caren. (two subjects - Garry and Caren)
- The word than should be used to compare two subjects. The concert was more interesting than the carnival.
- Double comparatives should not be used. (X) Maya's dress is more prettier than Gita's. (More prettier is wrong.)
(✓) Maya's dress is prettier than Gita's.

Use of so...as, less...than, more...than

A comparison between two unequal or dissimilar things/persons using so...as, less...than, more...than is called comparison of inferiority.

Examples:

a. She is not so clever as your sister is.

b. This piece of writing is less interesting than the one you have written.

c. This colour scheme is more relevant than the previous one.

3. Superlative Degree

It is used when more than two things or set of things are compared. It shows the highest or the lowest degree of the same quality of an adjective.

Examples:

a. Amitesh is the tallest boy in the family.

b. Lion is the strongest of all animals.

Here, Amitesh has been compared to his rest of the family. Similarly, a lion has been compared to the rest of the animals. Both the comparisons show the superiority of Amitesh and the lion respectively.
The degree of comparison can be changed without changing the meaning of the sentence.

**Examples:**

a. Rina is **the most intelligent** girl in the school.

b. No other girl in the school is **as intelligent** as Rina.

c. Rina is **more intelligent than any other girl** in the school.

**Formation of Comparative and Superlative Degrees**

In comparative form, most of the adjectives take -er as a suffix but there are many adjectives that are preceded with **more** or **less**.

**Examples:**

a. Sanya is beautifuller than Shina. (incorrect)

b. Sanya is more beautiful than Shina. (correct)

Adjectives that have two or more than two syllables, form their comparative form with **more** or **less** preceding them.

**Examples:**

a. Intelligent - more/less intelligent  

b. Important - more/less important  

**Formation 1**

If we add -er to the positive degree, we get comparative degree and if we add -est after positive degree, we get superlative degree.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>bright</td>
<td>brighter</td>
<td>brightest</td>
</tr>
<tr>
<td>cold</td>
<td>colder</td>
<td>coldest</td>
</tr>
<tr>
<td>cheap</td>
<td>cheaper</td>
<td>cheapest</td>
</tr>
<tr>
<td>fast</td>
<td>faster</td>
<td>fastest</td>
</tr>
<tr>
<td>great</td>
<td>greater</td>
<td>greatest</td>
</tr>
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<td>low</td>
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<td>lowest</td>
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<tr>
<td>near</td>
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<td>sweeter</td>
<td>sweetest</td>
</tr>
<tr>
<td>weak</td>
<td>weaker</td>
<td>weakest</td>
</tr>
<tr>
<td>young</td>
<td>younger</td>
<td>youngest</td>
</tr>
</tbody>
</table>
**Formation 2**

If an adjective ends in *e*, then *r* is added to get comparative degree and *-st* is added to get the superlative degree.

<table>
<thead>
<tr>
<th>adjective</th>
<th>comparative</th>
<th>superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>brave</td>
<td>braver</td>
<td>bravest</td>
</tr>
<tr>
<td>large</td>
<td>larger</td>
<td>largest</td>
</tr>
<tr>
<td>white</td>
<td>whiter</td>
<td>whitest</td>
</tr>
</tbody>
</table>

**Formation 3**

If in an adjective, *y* comes at the end and there is a consonant before *y*, then replace *y* with *-ier* to get comparative degree. To get superlative degree, replace *y* with *-iest*.

<table>
<thead>
<tr>
<th>adjective</th>
<th>comparative</th>
<th>superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>busy</td>
<td>busier</td>
<td>busiest</td>
</tr>
<tr>
<td>easy</td>
<td>easier</td>
<td>easiest</td>
</tr>
<tr>
<td>happy</td>
<td>happier</td>
<td>happiest</td>
</tr>
<tr>
<td>heavy</td>
<td>heavier</td>
<td>heaviest</td>
</tr>
</tbody>
</table>

**Formation 4**

If an adjective ends in *y* in positive degree and there is a vowel before *y*, then *er* is added after *y* to get comparative degree and *-est* is added after *y* to get superlative degree.

<table>
<thead>
<tr>
<th>adjective</th>
<th>comparative</th>
<th>superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>gay</td>
<td>gayer</td>
<td>gayest</td>
</tr>
<tr>
<td>grey</td>
<td>greyer</td>
<td>greyest</td>
</tr>
</tbody>
</table>

**Formation 5**

If there is a consonant at the end of an adjective and the consonant is preceded by a vowel, the consonant is doubled when *-er/-est* is added to it is make comparative degree and superlative degree.

<table>
<thead>
<tr>
<th>adjective</th>
<th>comparative</th>
<th>superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>bigger</td>
<td>biggest</td>
</tr>
<tr>
<td>thin</td>
<td>thinner</td>
<td>thinnest</td>
</tr>
</tbody>
</table>

**Formation 6**

Some of the adjectives don't take any suffix to form comparative or superlative degree. They simply change the complete spelling.

<table>
<thead>
<tr>
<th>adjective</th>
<th>comparative</th>
<th>superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>far</td>
<td>farther/further</td>
<td>farthest/furthest</td>
</tr>
<tr>
<td>little</td>
<td>less</td>
<td>least</td>
</tr>
</tbody>
</table>
These are also called irregular adjectives.
The adjectives that follow the rules of changing the degrees of comparison are called regular adjectives.

**Try Out 1!**

Write the Comparative and Superlative degrees of the following adjectives:

1. difficult  
2. easy  
3. tall  
4. little  
5. far  
6. bad  
7. terrible  
8. much

**Try Out 2!**

Fill in the blanks with correct degree of the given adjectives:

1. Dogs are .................................... pets than rabbits. (popular)  
2. This is the ................................... church in the town. (old)  
3. Which of these is the ................................ ring? (costly)  
4. Nasir is a ..................................... actor. (versatile)  
5. He is as ......................................... as a fox . (cunning)  
6. Shlok runs ....................................... than Sanya. (fast)  
7. That is the ...................................... star. (bright)  
8. This is a ......................................... story. (funny)  
9. She has ......................................... money than brains. (much)  
10. China is ........................................ than any other country in the world. (populated)

**Try Out 3!**

Find the errors and replace the wrong words:

1. No other fruit is as nutritious than banana. .............................................  
2. Asia is the larger continent in the world. .............................................  
3. Lead is a heaviest metal. .............................................  
4. Nitin is the good player in our team. .............................................  
5. This is the worse situation. .............................................  
6. She is a very sweetest girl. .............................................
Let's Break the Ice!!!

Find the given words spelled across, up, down or diagonally in the word search grid and circle them. Then supply 'a' or 'an' to complete the blanks. Observe the example.

<table>
<thead>
<tr>
<th>P</th>
<th>B</th>
<th>A</th>
<th>S</th>
<th>K</th>
<th>E</th>
<th>T</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>A</td>
<td>O</td>
<td>W</td>
<td>L</td>
<td>S</td>
<td>E</td>
<td>Z</td>
</tr>
<tr>
<td>B</td>
<td>L</td>
<td>P</td>
<td>L</td>
<td>M</td>
<td>H</td>
<td>N</td>
<td>Q</td>
</tr>
<tr>
<td>A</td>
<td>L</td>
<td>A</td>
<td>P</td>
<td>T</td>
<td>O</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>T</td>
<td>R</td>
<td>E</td>
<td>E</td>
<td>L</td>
<td>P</td>
<td>M</td>
<td>N</td>
</tr>
<tr>
<td>O</td>
<td>R</td>
<td>A</td>
<td>N</td>
<td>G</td>
<td>E</td>
<td>P</td>
<td>R</td>
</tr>
<tr>
<td>S</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>W</td>
<td>I</td>
<td>C</td>
<td>H</td>
</tr>
</tbody>
</table>

1. a bat
2. ...................... owl
3. ...................... sandwich
4. ...................... ball
5. ...................... orange
6. ...................... laptop
7. ...................... shop
8. ...................... basket
9. ...................... tree
10. ..................... pen

Articles always precede a noun in a sentence. They qualify the noun following them.

Articles can be divided into two kinds:

1. **Indefinite Articles**  (a, an)
2. **Definite Article**     (the)

A and an refer to the nouns in general, i.e., they do not specify a particular noun.
Examples:

- Ronnie needs a blue tie for the party.
- An umbrella saves us from rain.

In the above sentences, it is certain that Ronnie needs a blue tie and an umbrella saves us from rain, but which 'blue tie' and 'umbrella' is being talked about has not been specified.

Use of 'A' and 'An'

- A is used before a noun that begins with a consonant or a consonant sound, for e.g., a girl, a man, a university, a unicorn, etc.

Examples:

- Tina is choosing a bouquet.
- He belongs to a European city.

- An is used before a noun that begins with a vowel or a vowel sound, for e.g., an owl, an inkpot, an heir, an article, etc.

Examples:

- An apple a day keeps the doctor away.
- Everyone knows that he is an honest man.

- A and an are used before singular countable nouns, or before the adjective that represents a noun.

Examples:

- There is a dog outside the building.
- I want to buy an orange handbag.

Try Out 1!

Circle the correct option:

1. a / an boat
2. a / an pigeon
3. a / an question
4. a / an unicorn
5. a / an elephant
6. a / an tower
7. a / an exercise
8. a / an engine
9. a / an huge elephant
10. a / an honour
11. a / an exercise book
12. a / an European

The is a definite article that refers to a specific noun, i.e., we know which particular noun is being referred to in the sentence.

Examples:

- She is the player who has won three gold medals.
- The girl on the right is my cousin.
Here, the specifies the player and the girl being talked about.

**Uses of the**

The is used:
- to refer to something which has already been mentioned.

**Example:****

A man and a woman were walking down the street. On the way, the woman met an old friend.

Here, the second sentence talks about the woman who has already been discussed in the first sentence.
- when the thing being talked about is already known to both the speaker and the listener.

**Examples:**

a. Where's the library?
   b. Which way is the museum?
- in defining an object or a person in a sentence.

**Examples:**

a. The man who wrote this book is a well-known poet.
   b. My house is the one next to the park.
- to refer to objects regarded as unique.

**Examples:**

a. The sun gives us light.
   b. The galaxy is full of stars.
- before superlatives and ordinal numbers.

**Examples:**

a. He's planning to build the tallest building around.
   b. The tenth page of this book should be decorated really well.
- with adjectives that refer to a whole group of people.

**Examples:**

a. The Buddhists are very calm people.
   b. The youth of today is very daring.
- with names of geographical areas, oceans and rivers.

**Examples:**

a. The Ganges is a sacred river of Hindus.
   b. The Himalayas safeguard India from three sides.
• with decades or groups of years.

Examples:
   a. The seventies was the period of beautiful music.
   b. The eight years I have spent in Canada were very challenging for me.

• with names of specific books and scriptures.

Examples:
   a. The Ramayana is a holy scripture of Hindus.
   b. The Vedas teach us several moral lessons.

• Sometimes, we use the, preceding a common noun, to give it the meaning of an abstract noun.

Examples:
   a. The winner in her led her towards victory.
   b. The strength in him created wonders in the competition.

Try Out 2!

Fill in the blanks with suitable articles where necessary:

1. I went to see ............... Taj Mahal last month.
2. There is also ............... neem bonsai in my garden.
3. I like to go to ............... library for studies.
4. We went to Agra by ............... air.
5. ............... winters of 2016 were very cold.
6. It is ............... honour to serve you.
7. Samar is ............... most intelligent man in our colony.
8. That was ............... second time he visited America.
9. ............... water in that jug is impure.
10. ............... European scientist and ............... American actor were friends.

Try Out 3!

Use a / an / the to complete the story.

................. old man was crossing ................. field when he accidentally stepped on ................. ant hill. ................. ants were instantly alarmed.

“Someone has entered our territory,” ................. queen ant shouted and ordered ................. soldier ant to immediately search for ................. trespasser.
It peeped outside ................. hole and saw .................. very old man. It felt sad and returned to narrate .................. whole story to .................. queen ant. Therefore, .................. queen ant decided to let go off .................. old man.

**We don't use articles with:**

- uncountable nouns  
  **Examples:**
  a. Sahil loves to drink coffee.
  b. Balli puts salt in his coffee.
- languages and religions  
  **Examples:**
  a. Islam is the religion of the Muslims.
  b. Spanish is the primary language in South America.
- a general abstract noun  
  **Examples:**
  a. Love is a powerful emotion.
  b. Jealousy is the cause of problems.
- towns, cities, states and countries  
  **Examples:**
  a. Cape Town is the second populous city in South Africa.
  b. Japan is located in Asia.
- lakes, islands, continents or mountain peaks  
  **Examples:**
  a. We took a boat ride on lake Como.
  b. Bermuda is a beautiful island.
- cardinal numbers (1,2,3) and letters in a list  
  **Examples:**
  a. Please attempt question number 1, Ana.
  b. B and C are correct options.
- with names of diseases  
  **Examples:**
  a. Cancer is a terrible disease.
  b. Many children suffer from chicken pox during their childhood.

**Points to remember**

1. We say the Himalayas but we don't say the Mt. Everest. We use 'the' with mountain ranges, not with mountain peaks.
2. We generally don't use articles with proper nouns.
3. We generally don't use articles with material and abstract nouns.
• names of planets

Examples:
  a. Jupiter is the largest planet in the solar system.
  b. Venus is the hottest planet.

• titles of meals

Examples:
  a. Breakfast is the most important meal of the day.
  b. Supper is taken after dinner.

Try Out 4!

Omit 'the' wherever necessary to correct the sentences. Also insert 'a' or 'an', if necessary, in place of 'the'.

1. He told me the interesting story.
2. She bought the American car.
3. She usually goes for the walk in the morning.
4. Could you tell me how to make the coffee?
5. Have you ever been to the America?
6. Let's sing the song.
7. Do you like the porridge in breakfast?
8. She bought the dozen bananas.

Try Out 5!

Choose the correct option.

1. What would you like for a / the breakfast?
2. The / a cot is broken.
3. Johnson is a / the doctor.
4. An / The honest man speaks the / a truth.
5. English is a / the difficult language.
6. Copper is a / the useful metal.
7. She is a / an intelligent girl.
8. I first met him a / an year ago.
9. Who is the / a boy standing there?
10. She wants to be a / an doctor.
A verb is the most essential part of a sentence. In fact, there can be no sentence without a verb. Verb indicates an action, state of being or an occurrence.

Read the given words.

*fish, kick, read, lick, hit, etc.*

What according to you are these words doing?

These words are expressing action, i.e., something a living being can do. Therefore, these words are called **action words**.

Let's Break the Ice!!!

Fill in the box to find out a verb. Pictures have been given as clues.

1.  
   ![Picture 1](R I N)

2.  
   ![Picture 2](C I I)

3.  
   ![Picture 3](S P)

4.  
   ![Picture 4](F G)

5.  
   ![Picture 5](T H)

A verb is also called an action word without which a sentence cannot be formed.
Verbs are words of doing.
A verb is a word that tells us about:
• existence, i.e., the being of something
• possession, i.e., the having of something
• action, i.e., the doing of something

Examples:
a. The girl is playing badminton. (action - 'playing' shows the action done by the girl)
b. Angela is the sole proprietor. (being - 'is' shows the state of Angela)
c. My father has three bungalows. (possession - 'has' shows that my father possesses something)

It is important to remember that:
In a sentence, the subject must have a verb. Otherwise, the sentence would not be considered a sentence.

Try Out 1!
Identify the action words in the given sentences and write in the space provided.

1. Will you accompany us to the movie tomorrow? ..........................................
2. Let's go to the market. .................................................................
3. He always takes a ride on the scooter boat. ..........................................
4. I participate in dance every year. .....................................................
5. Where did you meet him? .............................................................
6. They have a troublesome car. .......................................................  
7. Brazil is a beautiful place. .............................................................
8. I read fiction stories very often. .....................................................
Verbs, on the basis of function, are chiefly categorized as follows:

**Kinds of Verbs**

- **Main Verbs** (also called Principal Verbs)
  - Regular
  - Irregular

- **Auxiliary Verbs** (also called Helping Verbs)
  - Primary Auxiliaries
  - Modal Auxiliaries

**Look at the given sentences.**

a. I rarely *take* coffee.
   - In the first sentence, the verb 'take' expresses the meaning without any help. It is independent. Such verbs are called principal verbs.

b. Benjamin *can play* football.
   - In the second sentence, the verb 'play' is taking help from *can* to express the complete meaning. Such verbs are called auxiliary verbs.

Now look at these sentences.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Form of verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monica</td>
<td>has</td>
<td>sung</td>
</tr>
<tr>
<td>Neha</td>
<td>can</td>
<td>dance</td>
</tr>
<tr>
<td>We</td>
<td>will</td>
<td>go</td>
</tr>
</tbody>
</table>

The verbs in the given sentences are in two parts:

In sentence 1, **has** is the **auxiliary verb** and **sung** is the **principal verb**.

In sentence 2, **can** is the **auxiliary verb** and **dance** is the **principal verb**.

In sentence 3, **will** is the **auxiliary verb** and **go** is the **principal verb**.

**Forms of Auxiliary Verbs**

- Primary Auxiliaries
- Modal Auxiliaries
Primary auxiliaries are mainly used to change the tense or voice of the main verbs. They are also used to make interrogative sentences and negatives sentences. These auxiliaries can function both as helping as well as main verbs. There are three primary auxiliaries: be, do and have.

Examples:

a. We are working on the project. (helping verb)

b. We are always with you. (main verb)

Modal auxiliaries are used with main verb to express the tone or mood of the speaker. Some of the modal auxiliaries are can, could, may, might, shall, should, must, will, would, etc.

Examples:

a. May I come in, sir?

b. I will tell you the truth.

Modal auxiliaries are used only as a helping verb for the main verb.

Forms of Verbs

Verbs are basically divided into two forms:

✓ Regular Verbs
✓ Irregular Verbs

1. Regular Verbs

Regular verbs are those verbs which form the past tense by adding -ed, -d, -t to the base form of the verb. They are also called weak verbs.

<table>
<thead>
<tr>
<th>Base form</th>
<th>Past form</th>
</tr>
</thead>
<tbody>
<tr>
<td>paint</td>
<td>painted</td>
</tr>
<tr>
<td>build</td>
<td>built</td>
</tr>
<tr>
<td>hate</td>
<td>hated</td>
</tr>
</tbody>
</table>

2. Irregular Verbs

Irregular verbs form their past tense and past participle forms in the following ways. They are also called strong verbs.

(i) Verbs that are alike in all three forms

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>rid</td>
<td>rid</td>
<td>rid</td>
</tr>
<tr>
<td>shed</td>
<td>shed</td>
<td>shed</td>
</tr>
</tbody>
</table>
### (ii) Verbs that are alike in two forms

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>beat</td>
<td>beat</td>
<td>beaten</td>
</tr>
<tr>
<td>bend</td>
<td>bent</td>
<td>bent</td>
</tr>
<tr>
<td>breed</td>
<td>bred</td>
<td>bred</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
<td>brought</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td>bought</td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
<td>caught</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
<td>come</td>
</tr>
<tr>
<td>creep</td>
<td>crept</td>
<td>crept</td>
</tr>
<tr>
<td>deal</td>
<td>dealt</td>
<td>dealt</td>
</tr>
<tr>
<td>dig</td>
<td>dug</td>
<td>dug</td>
</tr>
<tr>
<td>fight</td>
<td>fought</td>
<td>fought</td>
</tr>
<tr>
<td>find</td>
<td>found</td>
<td>found</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
<td>got</td>
</tr>
<tr>
<td>hang</td>
<td>hanged, hung</td>
<td>hanged, hung</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
<td>had</td>
</tr>
<tr>
<td>hear</td>
<td>heard</td>
<td>heard</td>
</tr>
<tr>
<td>keep</td>
<td>kept</td>
<td>kept</td>
</tr>
</tbody>
</table>
(iii) Verbs that form the past tense or the past participle by changing the vowel of the base form

<table>
<thead>
<tr>
<th>Base form</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>blow</td>
<td>blew</td>
<td>blown</td>
</tr>
<tr>
<td>drink</td>
<td>drank</td>
<td>drunk</td>
</tr>
<tr>
<td>tear</td>
<td>tore</td>
<td>torn</td>
</tr>
</tbody>
</table>

(iv) Verbs having all three forms different

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was</td>
<td>been</td>
</tr>
<tr>
<td>Base form (V1)</td>
<td>Past form (V2)</td>
<td>Past Participle (V3)</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>begin</td>
<td>began</td>
<td>begun</td>
</tr>
<tr>
<td>choose</td>
<td>chose</td>
<td>chosen</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>done</td>
</tr>
<tr>
<td>draw</td>
<td>drew</td>
<td>drawn</td>
</tr>
<tr>
<td>drive</td>
<td>drove</td>
<td>driven</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>eaten</td>
</tr>
<tr>
<td>fall</td>
<td>fell</td>
<td>fallen</td>
</tr>
<tr>
<td>fly</td>
<td>flew</td>
<td>flown</td>
</tr>
<tr>
<td>forbid</td>
<td>forbade</td>
<td>forbidden</td>
</tr>
<tr>
<td>forget</td>
<td>forgot</td>
<td>forgotten</td>
</tr>
<tr>
<td>freeze</td>
<td>froze</td>
<td>frozen</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td>given</td>
</tr>
<tr>
<td>grow</td>
<td>grew</td>
<td>grown</td>
</tr>
<tr>
<td>know</td>
<td>knew</td>
<td>known</td>
</tr>
<tr>
<td>mistake</td>
<td>mistook</td>
<td>mistaken</td>
</tr>
<tr>
<td>ride</td>
<td>rode</td>
<td>ridden</td>
</tr>
<tr>
<td>ring</td>
<td>rang</td>
<td>rung</td>
</tr>
<tr>
<td>rise</td>
<td>rose</td>
<td>risen</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td>shake</td>
<td>shook</td>
<td>shaken</td>
</tr>
</tbody>
</table>

Try out 2!

Complete the table:

Base form (V1) | Past form (V2) | Past Participle (V3) |
-------------|---------------|---------------------|
1. think     | met           |                      |
2. ............ |               |                      |
3. leave     | ............... |                      |
4. ............ |               |                      |
5. fight     | ............... | drunk               |
6. bring     | ............... |                      |
7. ............ | kept          |                      |
8. ............ | did           | taught              |
9. ............ | ............... |                      |
10. ........................  ......................... slept
11. ........................  bit  .........................
12. ........................  ......................... given

Modal auxiliaries tell us if the main verbs show ability, permission, possibility, obligation, prohibition, etc.

Read the following table:

<table>
<thead>
<tr>
<th>Modal verb</th>
<th>Express</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can</td>
<td>ability (present) possibility</td>
<td>He can swim well.</td>
</tr>
<tr>
<td></td>
<td>possibility</td>
<td>This can happen anywhere.</td>
</tr>
<tr>
<td></td>
<td>permission (informal)</td>
<td>Can I sit with you?</td>
</tr>
<tr>
<td>Could</td>
<td>ability (past)</td>
<td>She could climb trees, when she was young.</td>
</tr>
<tr>
<td></td>
<td>possibility (weak)</td>
<td>He could leave on Sunday.</td>
</tr>
<tr>
<td></td>
<td>permission (polite)</td>
<td>Could you tell me the way to the nearest hotel, please?</td>
</tr>
<tr>
<td>May</td>
<td>wish</td>
<td>May you always prosper!</td>
</tr>
<tr>
<td></td>
<td>permission</td>
<td>May I use your telephone?</td>
</tr>
<tr>
<td></td>
<td>possibility (strong)</td>
<td>It may rain today.</td>
</tr>
<tr>
<td></td>
<td>polite offer</td>
<td>May I help you?</td>
</tr>
<tr>
<td>Might</td>
<td>possibility (less than may)</td>
<td>They might leave the village next year.</td>
</tr>
<tr>
<td></td>
<td>permission (past)</td>
<td>He asked if he might take my book.</td>
</tr>
<tr>
<td>Will</td>
<td>intention</td>
<td>I will go to my hometown next week.</td>
</tr>
<tr>
<td></td>
<td>predication (definite)</td>
<td>You will be glad to know my result.</td>
</tr>
<tr>
<td></td>
<td>promise</td>
<td>I will definitely help you in need.</td>
</tr>
<tr>
<td>Shall</td>
<td>intention (future)</td>
<td>We shall shift to Pune.</td>
</tr>
<tr>
<td></td>
<td>suggestion (friendly)</td>
<td>Shall I give you my comics?</td>
</tr>
<tr>
<td>Would</td>
<td>request (polite)</td>
<td>Would you stay here with me?</td>
</tr>
<tr>
<td></td>
<td>question (polite)</td>
<td>Would you like to have some coffee?</td>
</tr>
<tr>
<td>Should</td>
<td>advice</td>
<td>You should trim your nails regularly.</td>
</tr>
<tr>
<td></td>
<td>obligation</td>
<td>You should take care of your parents.</td>
</tr>
<tr>
<td>Must</td>
<td>necessity (strong obligation)</td>
<td>You must follow the traffic rules.</td>
</tr>
<tr>
<td></td>
<td>logical conclusion (certainty)</td>
<td>There must be some problem.</td>
</tr>
</tbody>
</table>
Ought to | moral obligation | You ought to put in your best efforts. We ought to look after our elders.
-------|-----------------|---------------------------------------------------------
        | desirability    |                                                                 

**Try Out 3!**

Fill in the blanks with suitable modal auxiliaries:

1. The sky is dark, it ............... rain this afternoon. (may/should)
2. The Chief Guest ............... arrive in five minutes from now. (might/will)
3. Students ............... keep their classrooms neat and clean. (shall/must)
4. You ............... be ashamed of your behaviour. (could/should)
5. I ............... speak English fluently. (would/can)
6. ............... I carry your luggage? (May/Will)
7. You ............... apologise to her. (ought to/would)
8. ............... you live long! (Must/May)
9. We ............... save water. (might/should)
10. He ............... carry heavy bags when he was young. (can/could)
11. I know that I ............... succeed in life. (may/will)
12. The doctor said, “You ............... go to school now.” (might/can)

**Try Out 4!**

Correct the underlined words:

1. You might respect your elders. ........................................
2. I heared some strange noise. ........................................
3. He hanged wet clothes on hangers. ................................
4. How did you made so yummy cake? ..............................
5. She can climb trees when she was young. ..................
6. Would you prosper! ..................................................
7. We ought to paid our taxes. ........................................
8. They will watched the match. ...................................
9. Mrs Shazia teached us English. ................................
10. He will waits for me. .............................................
Verb is the main component of a sentence because no sentence is complete without a verb. If there is only one word in a sentence, that word is verb.

**Examples:**

a. **Go!**

b. **He** bathes.

c. **God** is great.

d. **Do** your work.

e. Are you **going** out?

A verb states that the subject does something. It expresses actions, events or state of being. The verb is an important part of the predicate of the sentence.

**Examples:**

a. My dog **plays** with the tennis ball.

b. Mother is **cooking** yummy pasta.

Here, **plays** and **cooking** show what the dog and mother do respectively.

**Try Out 1!**

Identify the verbs in the following sentences and write them in the space provided:

1. Priya ate fried cashew nuts. ..................................................

2. Hemant spilled butterscotch ice-cream on Shamim’s shirt. ..........................

3. Reema is a computer expert. ..................................................

4. The teachers looked at the blackboard. ..................................

5. Kiran is feeling happy right now. ........................................

6. Tinny and Nandita are my neighbours. ..................................

7. A young person stood by the window. ....................................

8. The mobile phone rang with a sweet sound. ............................
Verbs are classified into two kinds, depending on the object it takes.

- Transitive Verbs
- Intransitive Verbs

1. Transitive Verbs

A transitive verb is a verb that denotes an action which passes over from the doer or subject to an object.

Examples:
   a. Sneha painted a portrait.
   b. The boys play football.

Here, 'Sneha' and the 'boys' are the subjects; painted and play are the verbs and a portrait and football are the objects. Such verbs which need an object are called transitive verbs.

2. Intransitive Verbs

A verb that has no object is called an intransitive verb.

Examples:
   a. John studied here.
   b. Rani has come.

Here, 'John' and 'Rani' are the subjects, studied and has come are the verbs and here is an adverb. In this sentence, there is no object of the verb. Such verbs which do not need an object are called intransitive verbs.

It is important to remember that:
There are several verbs that can be used both transitively and intransitively.

Example:

<table>
<thead>
<tr>
<th>Transitive</th>
<th>Intransitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>This family eats dinner together.</td>
<td>This family eats together.</td>
</tr>
</tbody>
</table>

Try Out 2!

Identify the verb in the following sentences and tell whether it is transitive or intransitive.

1. Harish eats three times a day. .................................................. 
2. The dog ran after me. ................................................................. 
3. The moon shines brightly. ............................................................
4. Tell the truth. .................................................................
5. You speak too slowly. ....................................................
6. Please help the poor. ......................................................
7. Geetika cut her hand with a blade. .................................
8. I shall bring my raincoat with me. .................................

**Direct and Indirect Objects**

The word transitive means to pass over. Some transitive verbs have two objects.

(A)  (B)
1. Anu **writes** a letter. 1. Praveen **gave** them a letter.
2. Sahil has **sung** a song. 2. Sahil **asked** me a question.
3. Poonam **told** a lie. 3. Poonam **told** us a story.

**From the above examples, it is clear that:**

- verbs used in column (A) and (B) are transitive verbs.
- in column (A), each transitive verb has one object.
- in column (B), each transitive verb has two objects.

Thus, transitive verb may take two objects. The object that denotes the person to whom something is given or for whom something is done is called **indirect object**. Receiver of the action is **direct object**.

In column (B), **them**, **me** and **us** are indirect objects while **letter**, **question** and **story** are direct objects.

- The object of the verb is a noun or a pronoun. (letter, question, story, them, me, us)

**Try Out 3!**

**Underline the indirect objects and circle the direct objects in the given sentences.**

1. The shopkeeper sold her a chocolate.
2. Father kept his words to gift the scooter.
3. His uncle gave him the picture.
4. I borrowed a black coat for her.
5. The manager promised to give him the DVD player.
6. His teacher gave a book to him.
7. She gave me a piece of shirt.
8. We made her some articles of daily use.
10. The Director pays him a good salary.

**Verbs of Complete and Incomplete Predication**

Read the given sentences.

a. The boy **runs**.

b. The boy seems **running**.

The verbs in both these sentences are intransitive.

When it is said, **The boy runs**, it makes complete sense. **Runs** is a complete predicate in itself. Such verbs are called verbs of complete predication.

On the other hand, if it is said, **The boy seems** running, it doesn’t make complete sense. **Seems** require another word to complete the predicate. Such verbs are called verbs of incomplete predication.

The word **running**, which is required to make the complete sense, is called the complement of the verb.

Words used with the verb of incomplete predication to complete the predicate are called the complement of the verb. Auxiliary verbs like **is, am, are, can, could, was, were** and verbs like **become, look, appear, seem, think**, etc. are some incomplete verbs.

**Try Out 4!**

**Fill in the blanks with the correct forms of verbs given against each of the following sentences.**

1. Gandhiji used to ......................................... cotton daily. (spin)
2. Have you ever ......................................... to Kolkata before? (be)
3. Sanju did not ......................................... her lesson. (learn)
4. Ritika has been ......................................... in their school since 2008. (study)
5. Have you ever ......................................... your younger sister? (help)
6. Who ......................................... my book the day before yesterday? (steal)
Let's Break the Ice!!!

Underline the subjects and circle the verbs in the following sentences.

1. Anil and Satish are going to attend the function.
2. The Manager and Principal of the school is present.
3. I was going to Kolkata by the evening train.
4. We were going to Mumbai by the morning train.
5. All my family members are arriving today.

Did you notice in what particular way are the verbs agreeing to the subjects in the sentences?

Subject – Verb agreement means that the subject and verb must agree in number.
- Subject is the noun or pronoun, person, thing or place about which something is said.
- Verb is the word that says something about the subject.
- When we construct a sentence, its verb and subject should agree in number and person.
- It is the subject that determines the verb.

Primary Rule

A singular subject such as car, Sheena, etc. takes a singular verb (goes, is, likes).
A plural subject takes a plural verb (go, like).

Examples:

a. The apples are in the basket.
b. The apple is in the basket.

Here, 'is' agrees to singular subject 'apple' and 'are' agrees to plural subject 'apples'.
Rules of Subject Verb Agreement

• A verb must agree with its subject in number and person.

Examples:
  a. The table is here.
  b. He is singing a song.

• If a subject is singular, then its verb will also be singular.

Examples:
  a. Renuka writes a letter.
  b. Sumita is eating an orange.

• If a subject is plural, then its verb will also be plural.

Examples:
  a. Devesh and Ritesh are brothers.
  b. We are going to the party.

It is important to remember that:

Generally, the verb in a sentence is placed after the subject. But in certain sentences, the subject is a part of the phrase. In such cases, the verb may not be placed immediately after the subject.

Examples:
  a. Service of our car is due since last month.
  b. The students in the white uniform are top ten players of this school.

Some Other Rules of Subject Verb Agreement

• If two singular nouns joined by and refer to the same person or thing or idea, the verb must be singular.

Examples:
  a. His brother and neighbour is a doctor.
  b. Bread and butter makes his breakfast.

• When two or more singular subjects joined by and refer to two different persons or things or ideas, the verb must be plural.

Examples:
  a. Ashok and Rakesh are going to play.
b. Ishan and Ripul are brilliant students.

• Some nouns which are plural in form but singular in meaning, take a plural verb.

Examples:
  a. Quality wise the glasses are very good.
  b. My trousers are being washed.

• Fractions take a plural verb if the reference is to number, but they take a singular verb if the reference is to amount or quality.

Examples:
  a. Two-third of the milk was not consumed.
  b. Three-fourth of the children are absent today.

• When two subjects are joined by as well as, together with, etc., they take verb according to the number of the first subject.

Examples:
  a. He as well as his friends is happy.
  b. Mohit together with his family was present.

• Two or more subjects joined or preceded by every, each, neither… nor, either… or, take a singular verb.

Examples:
  a. Either Sukhjeet or Hanif comes to me.
  b. Each of the four persons is capable of driving.

• If two subjects, one singular and the other plural or belonging to different persons, are joined by or, nor, either… or, neither… nor, etc., the verb must agree in number and person with the nearest or the second subject of the sentence.

Examples:

Either Arun or Varun is responsible for the quarrel.
Neither Pratham nor his brothers were present.

• Nouns like police, people, cattle, etc. always take plural verbs.

Examples:
  a. People are unhappy over rising prices.
  b. Cattle are grazing in the field.

• Words like food, clothing, furniture, etc. take a singular verb.

Examples:
  a. The furniture of this room is expensive.
- The food has been served.

**One of** is always followed by a **singular verb**.

**Examples:**

a. One of my friends has got scholarship.
b. One of these books is quite interesting.

- When **either, neither, each, everyone, many a**, is used in a sentence, **verb** will be **singular**.

**Examples:**

a. Everyone of the guests was carrying a bouquet.
b. Many a man does not know driving.

- To determine whether to use a singular or plural verb with words that indicate portions like **percent, fraction, part, majority, some, all, none, remember**, etc., look at the noun in of phrase (object of the preposition). If the object of the preposition is **singular**, use a singular verb. If the object of the preposition is **plural**, use a plural verb.

**Examples:**

a. Majority of people are gone.
b. All of the chicken is finished.

- The **singular verb** form is usually used for units of measurement like **litres, kilometres, grams**, etc.

**Examples:**

a. Four litres of oil was required to get the car running.
b. Ten rupees is worth spending on a packet of Maggi.

- If the **subject** of a sentence is a gerund, **singular verb** form will be used, but when they are joined by **and**, they take the **plural form**.

**Examples:**

a. Playing in sand was a bad idea.
b. Swimming and cycling are the best exercises.

- Use a **singular verb** with multiples of monetary units or periods of time.

**Examples:**

a. Three thousand rupees is a high price for this jacket.
b. Three years is the minimum limit of this membership.
Try Out 1!

In each of the following, write a verb in agreement with its subject.

1. Ninety rupees ................................ too much for this bag. (is / are)
2. No news .................................. good news. (is / are)
3. To take pay and then not work ........................................ dishonesty. (is / are)
4. One-third of the town ........................................ in ruins. (was / were)
5. The cow as well as the ox ..................................... eating grass. (was / were)
6. One or the other of those fellows .................. constructed the building. (has / have)
7. The price of all these items .................................. risen. (has / have)
8. Neither his brother nor his sister ......................... absent. (is / are)
9. A noble man and useful personality ....................... passed away. (has / have)
10. Each of the suspected men ................................. arrested. (was / were)

Try Out 2!

Correct each of the following sentences, so that verb of each sentence may agree with subject.

1. The news are true.
2. Fire and water does not agree.
3. The wages of sin are death.
4. Is your father and mother at home?
5. Many a man do not know his own good deeds.
6. Time and tide waits for none.
7. Neither of the two students were present.
8. Bread and butter are his only food.
9. Our happiness or our sorrows are largely due to our own actions.
10. Fifty thousand rupees are a large sum.

Try Out 3!

Choose the correct option to fill in the blanks:

1. Honesty always ........................................ (pay / pays)
2. Karan and his brother ........................................ a luxury flat in Delhi. (own / owns)
3. Our college hockey team ................................. good players. (has / have)
4. They .................................................. excellent actors. (is / are)
5. Books ........................................ us useful information. (provides / provide)
6. I .............................................. music. (loves / love)
7. Mobile phone in India .......................... become very common. (have / has)
8. Most lectures ................................. innovative and hard. (is / are)
10. You ............................................. my best friend. (am / are)

**Try Out 4!**

*Rewrite the following sentences using correct form of verb given in brackets:*

1. They (take) milk with honey.
2. Viresh has (write) a letter.
3. The driver (stop) the train.
5. The boys (plays) football.
6. I am (gone) out.
7. Ravina (paint) well.
8. Pavnish (sit) next to me in class.
9. I shall have been (read) a book for three hours.
10. Your money (have) made it possible for him to go for treatment.
Tense is the form of a verb that indicates the time of an action denoted by that verb. It also shows the degree of completeness of the action.

Observe the pictures:

- **Past**: a few years ago
- **Present**: now
- **Future**: a few years later

Read these examples:

1. I studied in class 5 last year. (past tense)
2. I study in class 6 now. (present tense)
3. I shall study in class 7 next year. (future tense)

There are three main tenses.

- **Present tense**
- **Past tense**
- **Future tense**

A verb that indicates present time is said to be in the present tense. It is used to tell us about the actions that take place at the time of talking, i.e., at present. The present tense has four forms.

(i) **Present Indefinite Tense (simple present tense) (S+V1+O)**

Present indefinite tense is used:

- To indicate a fact that is habitual or happens repeatedly or often.

**Examples:**

- Manu goes to the gym daily.
- I drink lemon tea in the evening.
➢ To refer to a universal truth or a scientific fact.
Examples: The earth moves around the sun.
            Air is a mixture of gases.
            Plants need sunlight, air and water for photosynthesis.
➢ To refer to the natural qualities and professional activities.
Examples: Children are innocent. They love everybody.
            An archaeologist studies fossils, relics, etc. of past human life and activities.
➢ In proverbs
Examples: Haste makes waste.
            A stitch in time saves nine.
            Fortune favours the bold.

(ii) Present Continuous Tense (S+is/am/are+V1+ing+O)
➢ It is used to describe an action that is happening now, at present or at the moment of speaking.
Examples: Amit is playing handball.
            I am watching a movie.
➢ It is also used to refer to a future plan.
Examples: They are preparing for the meeting.
            We are planning to buy an apartment.

(iii) Present Perfect Tense (S+has/have+V3+O)
➢ It is used to indicate an action that has been completed at the time of speaking.
Examples: They have plucked all the flowers from my garden.
            I have just finished my work.
➢ It also indicates an action that began in the past and continues up to the present.
Examples: I have prepared for this competition thoroughly.
            She has learnt Kathak.

(iv) Present Perfect Continuous Tense (S+has/have+been+V1+ing+O+since/for+time)
➢ It is used to refer to an action in continuation for a period of time (indicated by for) or from a point of time (indicated by since) in the past and which is still going on at the time of speaking.
Examples: I have been studying in this school since 2010.
            She has been chopping vegetables for two hours.
It is important to remember that:

Words like never, seldom, always, often, sometimes, usually, generally, daily, on Sundays etc. are used in the simple present tense.

Examples:
- I never tell a lie.
- She often visits the church near my house.

- We use the first form of verb with plural subject.
- We add s/es to the first form of verb with singular subject.

Examples:
- He washes clothes.
- We wash clothes.

- We add do/does not before the main verb to form negative sentences.

Examples:
- They do not watch cookery shows.
- She does not watch cricket matches.

- In other tenses we place 'not' just after the helping verb to form negative sentences.

Examples:
- She is not uploading her pictures on social media.
- I have not yet seen the golden temple.
- It has not been raining since Tuesday.

- We place the helping verb in the beginning of a sentence to form interrogative sentences.

Examples:
- Are they going to the stadium?
- Have they bought the tickets?
- Have you been sleeping since morning?

Try Out 1!

Underline the verbs and identify the tense:

1. Pranjay has submitted his file.
2. I am going to the concert now.
3. Children have been playing since 5 o'clock.
4. A rolling stone gathers no moss.
5. That company has been building the bridge for two years.
6. Do you believe in destiny?
Try Out 2!

Fill in the blanks using the simple present form of the given verbs:

1. I ........................................ (learn) French nowadays.
2. He ........................................ (not revise) the chapters daily.
3. ........................................... they ............................ (sing) classical songs?
4. ........................................... she ............................ (work) here?
5. We ........................................... rudely.
6. Here ........................................... the bus.

Try Out 3!

Fill in the blanks with the appropriate present continuous form of the verb given in brackets.

1. I ........................................ (learn) French nowadays.
2. Why ........................................ (discuss) they ........................................ (the matter so loudly)?
3. I ........................................ (revise) my chapter.
4. Chetan ........................................ (work) hard for the CPMT examination.
5. He is a jolly person, but today he ........................................ (not talk) to anyone.
6. What ........................................... you ........................................... (do) here?
7. Girls ........................................... (join) the army these days.
8. Anuradha is very calm by nature, but nowadays she ........................................... (lose) temper on petty issues.
9. What ........................................... they ........................................... (read) in the competition?
10. Shamsher ........................................... (write) a letter of complaint to the company.

Try Out 4!

Change the following sentences to the present perfect tense.

1. The girls are playing hockey.
2. Children learn poems for recitation.
3. She breaks glasses.
4. We make custard.
5. I buy books.
6. He is learning German language.
Try Out 5!

Fill in the blanks with the present perfect continuous form of the given verbs:

1. It ........................................ for two hours. (rain)
2. People ........................................ the match since 6 o' clock (watch)
3. We ........................................ not ........................................ there for many years. (go)
4. He ........................................ not ........................................ since morning. (play)
5. ........................................ Sheena ........................................ since 9 p.m.? (dance)
6. Why ........................................ you ........................................ here for a few days? (stay)

Past tense shows the action completed in the past. It has four forms.

(i)  Past Indefinite Tense (Simple Past) (S+V2+O)

Past indefinite tense is used:
• to show past habits, regular action.

Examples:
- Puneet sat in the library everyday during examination.
- Radhika went to the temple at least twice a week.
• to refer to a past action or past event which is not related to the present.

Examples:
- He learnt Marathi in Mumbai.
- She left school last year.
• to refer to an action which lasted for sometime in the past.

Examples:
- Vikram worked in this company for six months.
- Mrs Batra taught us for three years.

(ii) Past Continuous Tense (S+was/were+V1+ing+O)

Past continuous tense is used:
• to refer to a continuous action or event in the past.

Example: They were watching television all the day.
• to denote an action going on at sometime in the past.

Example: They were reading the Ramayana those days.
(iii) **Past Perfect Tense (S+had+V3+O)**

Past perfect tense is used:
- to indicate an action completed before a certain moment in the past.
  
  **Example:** Dan had not seen him in the last three years.

- to talk about two past actions. This tense is used to show the action that took place earlier of the two.
  
  **Example:** Srishti was punished because she had not done her homework.

(iv) **Past Perfect Continuous Tense (S+had been+ing+O+since/for+time)**

Past perfect continuous tense is used to indicate some action that was in progress in the past for sometime indicated by **for** (period of time) and **since** (point of time).

**Examples:**
- Tejasvini had been playing for one hour.
- The students had been praising the teacher since his joining the school.

---

It is important to remember that:
- We use the second form (past form) of verbs only in the past indefinite tense (Affirmatives only). In negative and interrogative sentences we use **did** and **first form of verbs**.

**Examples:**
- I ate an egg.
- I did not eat sweets.
- Did they disturb you?

- In other tenses we place 'not' just after the helping verb to form negative sentence.

**Examples:**
- He was not playing ludo.
- They had not slept early.
- She had not been answering the phone.

- We place the helping verb in the beginning of a sentence to form interrogative sentence.

**Examples:**
- Were you making breakfast?
- Had she made the lunch?
- Had I been singing for two hours?
3. He studied for a few hours on Sunday.
4. They slept well in the hotel.
5. You had been serving this organization since January.
6. He left the college last year.
7. The steamer sailed across the sea.
8. I was watering the plants.

Try Out 7!

Change the tense of these sentences as indicated:

1. He lives with his grandparents.  
   (simple past)
2. She went to Noida yesterday.  
   (past perfect)
3. I listen to devotional songs.  
   (past continuous)
4. Ankita drew a portrait of her mother.  
   (past perfect continuous)
5. They solve crossword puzzles.  
   (past perfect)
6. Ritika does not take exercise regularly.  
   (simple past)

Future Tense

The future tense refers to an action or event which is yet to take place. This tense has four forms.

(i) Future Indefinite Tense (Simple Future) (S+will/shall+V1+O)

Future indefinite tense is used:
• to talk about what we think or believe will happen in future.

Examples:
I think India will win the match.
I’m sure Sumedha will top the class.

• to express an action that is still to take place.

Examples:
My father will go to hospital.
We will visit Jaipur in the autumn break.

It is important to remember that:
If, in a sentence, two actions take place in future, the order of tenses will be — the principal clause in the simple present tense and the subordinate clause in the simple future tense.
Examples:
If he passes the boundary, I shall declare him out.
(Principal clause) (Subordinate clause)

(ii) Future Continuous Tense (S+will/shall+be+V1+ing+O)
Future continuous tense is used to talk about actions in the future which are already planned or which are expected to happen in the normal course of time.
Examples:
Ashok will be meeting me next Sunday.
The courier boy will be coming late.

It is important to remember that:
How to use will/shall/going to?
- Will is used with all the personal pronouns and other nouns.
- Shall is used with the first person pronouns like 'I' and 'we'. However, will is being used with 'I' and 'we' these days.
- Going to is used to talk about things in the future that we can control, intentions, predictions, etc.
Examples:
  a. We will face the hurdles if we continue to be reckless in the use of water.
  b. Don’t worry about him. He is going to pass with flying colours. (prediction of future event with clear signs in present)

(iii) Future Perfect Tense (S+will/shall+have+V3+O)
Future perfect tense is used to talk about actions that will be completed by a certain future time.
Example: He would have joined the planetarium by 24th next month.
(iv) Future Perfect Continuous Tense (S+will/shall+havebeen+V1+ing+O+since/for...)
Future perfect continuous tense is used for actions or events in progress in the future over a period of time which end at some time in future.
Examples:
By next January, we shall have been living in Delhi for three years.
By 2018, I will have been completing ten years of my service.
Try Out 8!

Underline the verbs and write SF (Simple Future), FC (Future Continuous), FP (Future Perfect), or FPC (Future Perfect Continuous) against each sentence.

1. We will work on our project in January. ........................................
2. I’ll have been teaching for ten years in the next March. ........................................
3. I will be working there till Saturday. ........................................
4. I shall have done my work by then. ........................................
5. I shall be sixteen next Sunday. ........................................
6. By next December, we shall have been living here for three years. ........................................
7. I’m sure Jasleen will get the first prize. ........................................
8. I will be watching the tennis match on TV. ........................................

Try Out 9!

Choose the correct option to fill in the blanks.

1. I ........................................ the file by 10 am. (will have read / will be reading)
2. The train ........................................ at 10:30. (will arrive / arrives)
3. The next session ........................................ on April 1. (will begin / begins)
4. When I get home, my dog ........................................ for me at the gate. (will be waiting / waits)
5. I ........................................ Shweta this evening. (meet / will meet)
6. Probably we ........................................ Chandigarh next week. (visit / will visit)
7. The plane ........................................ before we reach the airport. (will have arrived / arrives)
8. Children ........................................ paper boats in the puddles. (will sailing / will be sailing)
Let’s Break the Ice!!!

Identify the subject, verb and object in these sentences. Observe the example.

Example: Manikya prepares mango shake.

Subject: Manikya  Verb: prepares  Object: mango shake

1. I helped you.  
   Subject: ...................,  Verb: ...................,  Object: ...................,

2. Children are plucking apples.  
   Subject: ...................,  Verb: ...................,  Object: ...................,

3. They have sold the car.  
   Subject: ...................,  Verb: ...................,  Object: ...................,

4. He will support us.  
   Subject: ...................,  Verb: ...................,  Object: ...................,

Now read these sentences:

Manikya prepares mango shake.

Mango shake is prepared by Manikya.

These sentences have the same meaning but they are written differently. In the first sentence, the subject (Manikya) is the doer of the action. This sentence is in active voice. In the second, the subject (mango shake) is the receiver of the action. Something is being done to it. This sentence is in passive voice. So, active voice is used when the subject is the doer of the action. Passive voice is used when something is done to the subject.

Active Voice

When the subject of the verb in a sentence performs the action named in the verb, the sentence is said to be in the active voice.

Examples: Rachna sings a song.

Here Rachna (subject) performs the action, i.e. *sings*, so this sentence is in the active voice.
**Passive Voice**

When the subject of the verb in a sentence receives the action named in the verb, the sentence is said to be in the passive voice.

**Example:** A song is sung by Rachna.

Here verb is sung, so this sentence is in the passive voice.

**It is important to remember that:**

- Voice changes occur only in transitive verbs.
- We interchange the subject and object to change the voice.
- We always use the third form (past participle) of verb in the passive voice.
- When we convert the sentence from active to passive voice, the active object becomes the passive subject.
- We add 'being' in continuous tense and 'been' in perfect tense in passive voice.
- Pronouns are also changed when we change the voice. The tense of a sentence never changes when its voice is changed.

| He → him | We → us |
| She → her | They → them |
| I → me | You → you (no change) |
|          | It → it (no change) |

**Some More Rules**

There are different rules for different tenses while changing the voice from active to passive. Study the given table carefully.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Form of verb changes to</th>
<th>Examples (A – Active), (P – Passive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Indefinite</td>
<td>is/am/are + V3</td>
<td>I play cricket. (A)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cricket is played by me. (P)</td>
</tr>
<tr>
<td>Present Continuous</td>
<td>is/am/are + being + V3</td>
<td>He is flying a kite. (A)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A kite is being flown by him. (P)</td>
</tr>
<tr>
<td>Present Perfect</td>
<td>has/have + been + V3</td>
<td>You have not done the work. (A)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The work has not been done by you. (P)</td>
</tr>
<tr>
<td>Past Indefinite</td>
<td>was/were + V3</td>
<td>She threw the ball. (A)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The ball was thrown by her. (P)</td>
</tr>
</tbody>
</table>
Try Out 1!

Fill in the blanks with the simple present passive form of the verbs given in the brackets (is/am/are+V3).

1. You ........................................ by your teachers.  
   (guide)
2. I ........................................ by my friends.  
   (trust)
3. Children .................................. by their parents.  
   (look after)
   (paint)
5. Ishu ....................................... by 100 people on twitter.  
   (follow)
6. Students ................................. by Mrs Anita Mahajan.  
   (teach)

Try Out 2!

Fill in the blanks with the present continuous passive forms of the given verbs (is/am/are+being+V3).

1. Fruits ....................................... by her.  
   (chop)
2. Door bell .................................... by someone.  
   (ring)
3. Several new tricks ........................ by the magician.  
   (perform)
4. They .......................................... by me.  
   (help)
5. A cake ...................................... by mother.  
   (bake)
6. I ............................................. by my teachers.  
   (praise)

Try Out 3!

Fill in the blanks with the present perfect passive form of the verbs given in brackets: (has/have+been+V3).

1. He ........................................ for the award.  
   (nominate)
2. They ........................................ many saplings by us. (gift)
3. Many saplings ........................................ by them. (plant)
4. It ........................................... by me. (complete)
5. The room ........................................ by her. (decorate)
6. We ........................................... by you. (invite)

Try Out 4!

Change the voice from active to passive: (present tense)

1. She has washed vegetables.
2. He writes an essay.
3. The farmers are ploughing the field.
4. I am watching a movie.
5. They are disturbing you.
6. He has painted the fence.
7. Tom eats an apple.
8. Children play chess.

Try Out 5!

Fill in the blanks with the simple past passive form of the given verbs: (was/were+V3)

1. A dog ....................................... by me. (bring)
2. Food ....................................... by the dog. (eat)
3. Guests ....................................... food by the maid. (serve)
4. We ........................................... by Sam. (disturb)
5. The thief ....................................... by police. (catch)
6. Donald's birthday ................................... by us. (celebrate)

Try Out 6!

Fill in the blanks with the past continuous passive form of the given verbs: (was/were+ being+V3)

1. We ....................................... by her. (teach)
2. You ....................................... by your friends. (help)
3. Pizza ....................................... by the children. (eat)
4. Books ....................................... by the shopkeeper. (laminate)
5. Documents ....................................... by the receptionist. (type)
6. He ....................................... by his father. (advise)
Try Out 7!

Fill in the blanks with the past perfect passive form of the given verbs: (had+been+V3)

1. The book ........................................ by you before Sunday. (finish)
2. They ................................................ in the team. (select)
3. The gate .............................................. by him. (lock)
4. I ........................................................ by my uncle. (teach)
5. Cricket ............................................... by Kohli. (play)
6. The letters ......................................... by the postman. (deliver)

Try Out 8!

Change the voice from active to passive: (past tense)

1. She was telling a story.
2. I had purchased a purse.
3. My mother packed my lunch.
4. The lion had attacked a deer.
5. The leader delivered a speech.
6. The plumber was repairing the tap.
7. The Principal was signing the certificates.
8. Navya gave an impressive speech.

Try Out 9!

Fill in the blanks with the simple future passive form of the given verbs: (will/shall+be+V3)

1. A cup of lemon tea .................................................. by him. (order)
2. The students ................................................ by the teacher. (appreciate)
3. The work ........................................................ by me. (finish)
4. The culprits ...................................................... by the judge. (punish)
5. The guests .................................................... by the manager. (welcome)
6. The stage ....................................................... by drawing teachers. (decorate)

Try Out 10!

Fill in the blanks with the future perfect passive form of the given verbs: (will/shall+have+been+V3)

1. Dinner................................................. by her. (cook)
2. Interviews .................................. by the company.  (conduct)
3. A noise ....................................... by unruly kids.   (make)
4. I ............................................... for this fault.       (blame)
5. Clothes ...................................... by mother.        (wash)
6. The project .................................. by the authorities.  (reject)

Try Out 11!

Change the voice:

1. My granny made pickles.
2. Teachers are guiding the students.
3. Storm will uproot the trees.
5. She will have seen the report.
6. Students have conducted some experiments.
7. He killed a snake.
8. You disturb me.
9. She was feeding a cat.
10. I like sweets.
11. We shall have supported you.
12. They will whitewash the house.
13. He watches the match.
14. I shall attend the seminar.
CHAPTER 13

ADVERBS—KINDS AND FORMATION

Let’s Break the Ice!!!

Observe the words in bold in each sentence and identify the words they are describing.

1. They helped us **cheerfully**.
2. Mariam drives her car **fast**.
3. Please sit **here**.
4. Two goons were standing **outside**.
5. They deliver the newspaper **daily**.
6. We want to publish this book **soon**.
7. All the kids said their lines **loudly**.
8. We have to practice it **often**.

What do you call the words that you have identified? ..........................
What do you call the words that are in bold? ..........................

An **adverb** is a word or a category of the parts of speech with a vast collection of words that qualifies a verb, an adjective or another adverb. It describes and tells us when, where, why or under what conditions something happens or has happened.

Adverbs are words that modify a verb, an adjective or another adverb.

for example slowly, quickly, lovely, very, etc.

**Examples:**

- He ran **fast**. (here it modifies the verb 'ran')
- She is **very** imaginative. (here it modifies the adjective 'imaginative')
- He ran **quite** quickly. (here it modifies the adverb 'quickly')

Usually adverbs end in 'ly' however many words don't end in 'ly' but serve as adverbs. For example often, sometimes, quite, very, away, too, almost, etc.
Try Out 1!

Add -ly to the given words to make them adverbs. Observe the example. Remember you may have to drop/add any letter at times, to spell them correctly.

Example: quick - quickly

1. abrupt ....................................... 6. gentle .......................................
2. brave .......................................... 7. careless .....................................
3. loud ........................................... 8. beautiful ....................................
4. responsible ................................... 9. sad ...........................................
5. normal ........................................ 10. noise ....................................... 

Kinds of Adverbs

1. **Adverb of manner (how-adverb)**
   An adverb of manner tells how or in what manner an action is performed like soundly, certainly, neatly, legibly, quickly, well, bravely, etc.
   
   **Examples:** The essay is written well.
   
   Speak **clearly**.
   
   The child slept **soundly**.

2. **Adverb of place (where-adverb)**
   An adverb of place tells where or at which place the action has taken place like here, there, above, below, upstairs, everywhere, anywhere, far, near, etc.
   
   **Examples:** The birds flew **away**.
   
   The glass fell **down**.
   
   The kids played **outdoors**.

3. **Adverb of time (when-adverb)**
   An adverb of time tells when something has happened. It also tells us the duration of the activity like tomorrow, today, yesterday, soon, now, then, immediately, etc.
   
   **Examples:** He arrived **late**.
   
   We shall go to Wazirabad for tree plantation **tomorrow**.
   
   He **immediately** took the injured man to hospital.

4. **Adverb of frequency (how often–adverb)**
   An adverb of frequency shows how often the work is done. Words like once, twice, frequently, seldom, always, often, never, rarely, sometimes, etc. are adverbs of frequency.
Examples:  Barking dogs *seldom* bite.
  He *always* tries to be punctual.
  You *often* make mistakes.

5. **Adverb of degree (how much or to what extent or degree)**

An adverb of degree shows how much or in what degree or to what extent the work is done. The words like too, almost, fully, quite, rather, enough, etc. are the adverbs of degree.

Examples:  The work is *almost* finished.
  He is *rather* lazy.
  You are *absolutely* right.

**Try Out 2!**

Underline the adverbs and tell their kinds:

1. We should never tell our secrets to anyone.
2. She can swim well.
3. He jumped carelessly.
4. I meet my friends occasionally.
5. He hurt his knee yesterday.
6. You do your work efficiently.
7. We sometimes visit our relatives.
8. She helped her servant economically.
9. You are too lazy to finish your task timely.
10. He often goes for a walk.

**Try Out 3!**

Choose the correct options and fill in the blanks.

1. I forgot my spectacles ...................... (everywhere/somewhere)
2. We went for a movie ...................... (yesterday/next week)
3. They bought this villa ...................... (ago/recently)
4. She is sitting ......................... (abroad/upstairs)
5. The king treated the prisoner ...................... (cruelly/neatly)
6. He stormed out ...................... (angry/angrily)
7. I am ............... happy. (so/everyday)
8. He ...................... completes his work. (hard/hardly)
9. Did you understand the concept ..................?  (clearly/almost)
10. He is ................... right.  (everyday/partly)

Try Out 4!

Arrange the following words to form a correct sentence. Observe the example.

Example:  playing / the kids / are / outside

The kids are playing outside.

1. she / not / been / here / has
2. upstairs / the bathroom / is
3. were / everywhere / we / for / looking / you
4. helped / much / you / the country / very / me / outside
5. up / while / her / knee got / yesterday / sprained / climbing / hill / the
6. the / Tina / writes / within / limit

Try Out 5!

Fill in the blanks with adverbs as indicated:

1. It is very delicate. Hold it .................. (adverb of manner)
2. He..................visits his grandparents. (adverb of frequency)
3. You are..................wrong. (adverb of degree)
4. He waited for his turn .................. (adverb of manner)
5. I have seen the Hawa Mahal only .................. (adverb of frequency)
6. We had a holiday .................. (adverb of time)
7. He pays the rent .................. (adverb of time)
8. He was an orphan. He had..................to go. (adverb of place)
9. The juice is..................sour. (adverb of degree)
10. She cried..................on hearing the sad news. (adverb of manner)
11. The guests will arrive .................. (adverb of time)
12. I..................clean my room on weekends. (adverb of frequency)
13. She is..................angry. (adverb of frequency)
14. Go..................and open the door. (adverb)
Let’s Break the Ice!!!

PRE + POSITION = PREPOSITION

Complete the preposition cards looking at the position of the rat in the pictures. Take help of the Word Wall.

The rat is …………… the box.

The rat jumps …………… the box.

The rat is …………… the box.

The rat is …………… the box.

The rat is …………… the box.

The rat is …………… the box.

Word Wall

in front of, in, over, behind, on, under

Preposition is a word that shows the relationship between a noun or pronoun and some other word in a sentence.
It can be understood thoroughly from the following example:
Suppose we have books and a table.
We see they have no apparent relation or connection between them because they are two separate things. But when we place the books on the table or under the table, then the preposition used conveys us the relation that exists between the books and the table.
Prepositions answer the question – ‘WHERE’?
**Where are the books?**
The books are on the table.

Some commonly used prepositions are:

- above, about, above, across, after, against, along, among, around, at
- before, behind, below, beneath, beside, between, beyond, by
- down, during, except, for, from, in, inside, into
- to, toward, under, underneath, until, up, upon, with, within, without
- near, of, off, on, over, past, since, through, throughout

A preposition combines with a noun or a pronoun to show a location, time or a movement.

<table>
<thead>
<tr>
<th>Location</th>
<th>Time</th>
<th>Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>above</td>
<td>after</td>
<td>against</td>
</tr>
<tr>
<td>behind</td>
<td>before</td>
<td>along</td>
</tr>
<tr>
<td>below</td>
<td>by</td>
<td>down</td>
</tr>
<tr>
<td>beside</td>
<td>during</td>
<td>from</td>
</tr>
<tr>
<td>between</td>
<td>from</td>
<td>from</td>
</tr>
<tr>
<td>by</td>
<td>on</td>
<td>into</td>
</tr>
<tr>
<td>in</td>
<td>on</td>
<td>off</td>
</tr>
<tr>
<td>inside</td>
<td>past</td>
<td>on</td>
</tr>
<tr>
<td>near</td>
<td>since</td>
<td>off</td>
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<tr>
<td>on</td>
<td>through</td>
<td>onto</td>
</tr>
<tr>
<td>over</td>
<td>until</td>
<td>out of</td>
</tr>
<tr>
<td>through</td>
<td>to</td>
<td>toward</td>
</tr>
</tbody>
</table>

I am in the pool.

We will meet after swimming lessons.

I am getting out of the pool.
We often confuse a few prepositions while using them in sentences.

1. **Above, Over**
   - **Above** means at a higher level.
   - **Over** means directly above, on the top of or across.
   - **Examples:**
     a. He raised his hands above his head.
     b. She is above all her friends in intelligence.
     - **Examples:**
     a. The plane flew over the sky.
     b. She put her hand over his head.

2. **After, Behind, Before**
   - **After** generally refers to time and **behind** refers to place.
   - **Examples:**
     a. Please meet her after a month.
     b. Our house is behind the church.
     - **Examples:**
     a. The dog ran after the thief.
     b. The flight is running behind time.
     - **Before** can be used to refer to both time and place.
     - **Examples:**
     a. I reached the station before her.
     b. The thief stood before the policeman.

3. **Beside, Besides**
   - **Beside** means by the side of or near.
   - **Besides** means in addition to.
   - **Examples:**
     a. Anu sat beside her child.
     b. Besides books, I gave her some money too.
4. **Between, Among**
   - *Between* is used for two and *among* is used for more than two persons or things.

   **Examples:**
   a. The apple was divided *between* the two sisters.
   b. Distribute these chocolates *among* the students.

5. **Below, Under, Beneath**
   - *Below* indicates lower space or position; *under* indicates contact, connection or relation to the thing or person that is over; *beneath* refers to the lower position as well as lower place.

   **Examples:**
   a. She is much *below* her companions in understanding.
   b. Students getting *below* sixty marks are not eligible to apply.
   c. She put the letter *under* her pillow.
   d. The cat was sitting *under* the table.
   e. She was standing *beneath* a tree.
   f. She considers such job *beneath* her status.

6. **By, With**
   - *By* often denotes the agent and *with* denotes the instrument.

   **Examples:**
   a. The mouse was killed *by* the farmer *with* a stick.
   b. The tree was cut *by* her *with* an axe.

7. **In, At**
   - *In* is generally used with the names of streets, cities, states and countries; *at* is used with the names of villages and small towns. However, as per current practice, it is *in* which is used in most of the cases. To be more precise, we can say that it is used when we are talking about a place as an area and *at* is used when we see it as a point.

   **Examples:**
   a. She has been living *in* India since her birth.
   b. We stayed *in* Agra for about a month.
   c. She was born *in* a small village *in* Gujarat.
   d. She met me *at* a party last night.
   e. Dr. A.P.J. Abdul Kalam was born *at* Rameswaram in Tamil Nadu.
Note: The use of in for villages and towns, etc. is quite acceptable these days.

8. **In, Into**

   *In* means already within an area or space; *into* refers to movement from outside to inside.

   **Examples:**
   a. Students were sitting in the room.
   b. There are many trees in the garden.
   c. She went into the house by the back door.
   d. She called him but he ran off.
   e. The dog looked into the well and saw his own shadow.

9. **In, Within**

   *In* means the whole of the mentioned time whereas *within* means before the end of the mentioned time.

   **Examples:**
   a. I shall come back in an hour. (at the end of the hour)
   b. She returned within an hour. (before the end of the hour)

10. **Of, Off**

    *Of* means belonging to or relating to; *off* means away from a place or at a distance in space or time.

    **Examples:**
    a. The house of my sister is very big.
    b. A friend of her met her in the market.
    c. She fell off the roof and died.
    d. She called him but he ran off.

11. **On, Upon**

    *On* means something already on the place or the thing mentioned; *upon* refers to the movement of something being placed or put on the place or the thing mentioned.

    **Examples:**
    a. The books were lying on the table.
    b. The cat jumped upon the table.

12. **Till, To**

    *Till* is used to refer to time and *to* is used to refer to place.
Examples:

a. She did not come **till** evening.

b. She walked **to** the end of the street.

c. She works **from** dawn to dusk.

d. This train is coming **from** Mumbai.

13. **Since, For, From**

Both **since** and **for** are used in perfect and perfect continuous tenses to show for how long or since when the action denoted by the verb has been going on. **Since** is used to denote a point of time and **for** is used to denote a period of time. **From** can be used to denote both time and place and can be used in any tense, except perfect and perfect continuous tenses.

Examples:

a. He has been dancing **since** morning.

b. She has been waiting for you **for** three months.

c. She works **from** morning unfold (or till) evening.

d. This train is coming **from** Mumbai.

**Try Out 1!**

Fill in the missing prepositions. You can even ask your partner the given questions. Answer in complete sentences using prepositions:

1. How often are you absent _______________ school?

2. Have you ever been punished _______________ doing something you have not done?

3. Are you used _______________ living in this locality?

4. Do you know some students living _______________ the school?

5. What are you fond _______________, juice or coffee?

6. What are the three things you are afraid ________________?

7. Does your mother get angry _______________ you when you play false?

8. Is your teacher really annoyed _______________ you?

9. Do you agree _______________ the fact of rising corruption levels?

10. How do we use English when we want to apologise _______________ our friend?

**Prepositions with means of Transport**

When talking about means of transport, we use **by + name** of the means of transport without using any article before it, for eg., by bus, by taxi, by boat, by ship, by air, by bicycle, etc.
Examples:
   a. She is coming from Delhi by bus.
   b. He went to Goa by air.

However, when the reference is to a specific car, motorbike, etc., we use in or on in place of by.

Examples:
   a. She went on my motorbike.
   b. We shall go in your car.

It is important to remember that:
   - The preposition on is used to refer to a specific motorbike, bus, plane, ship or train; the preposition in is used to mean a specific car, taxi, van, etc.

Try Out 2!

Choose the correct option:

1. I will go to the airport .................. (by/with) bus.
2. She accompanied me .................. (in/on) my bike.
3. We came for the wedding .................. (through/by) car.
4. I love to travel .................. (by/with) boat.
5. We went to the carnival .................. (on/by/in) train.

It is important to remember that:
   - Many prepositions combine with verbs to form phrasal verbs and invest them with idiomatic sense. These verbs, then, gain a new meaning which is quite different from their original meaning. Some examples of these words are: act upon, give up, look after, put on, set out, etc.
   - Sometimes a word takes one preposition in one context and a different preposition in another context.

Words Followed by Prepositions:
   1. according to a person or situation
   2. afraid of a person or thing
   3. agree to a thing or proposal, agree with a person
   4. amazed at something
5. angry with a person angry at something
6. apologise to a person, apologise for something
7. belong to some person; or some place
8. beware of some person
9. complain to a person, complain against a person
10. congratulate on
11. due to something
12. faithful to a person
13. fond of something
14. grateful to a person, grateful for something
15. jealous of a person
16. junior to a person
17. protect from a person or something
18. satisfied with a person or something
19. wait for a person
20. wonder at something

Try Out 3!

Fill in the blanks with suitable prepositions:

1. I'll be there ................. 4 p.m. Wait ....................... me.
2. Look ...................... the stars shining .................. the sky.
3. Nehruji was born ..................... 14th November ................. 1889.
4. The cat jumped ..................... the well.
5. I have not met her ................ Monday.
6. The vegetables were washed .............. the maid.
7. The snake was killed ................ the farmer ................ a stick.
8. Leaves fell ................ the trees ................ autumn.
9. Come and sit ................ me.
10. The teacher was angry ................ some students.
11. She complained ................ the Principal ................ the rude behaviour of those boys.
12. He was faithful ................ his master.
13. We should be grateful ................ our teachers ................ theirs guidance.
14. She lives 50, Bose Street.
15. Don't fight me.

**Try Out 4!**

**Error Finding:**

1. I was angry on him. ..............................................
2. Beside a Ford she has a Fiat car. ....................................
3. Mumbai is famous at its textiles. ..........................................
4. I am indebted for you for your help. .....................................
5. We go to school by foot. ...................................................
6. She has been ill for Saturday last. .......................................  
7. It is ten o' clock in my watch. ..............................................
8. He laughed on you. ........................................................
9. They are knocking for the door. .........................................
10. Children are usually fond with eating chocolates. .................
11. You should never be afraid in speaking the truth. .................
12. The river flowed on the bridge. ........................................
13. I need for buy a pen. ....................................................
14. He fell of the horse. ......................................................
15. She lives into a small flat near my house. ............................
16. Flour is made off wheat. ...............................................
**CHAPTER 15**

**CONJUNCTIONS**

*Let’s Break the Ice!!!*

Help Little Bo Peep find her sheep! Remember she cannot take the path that has nouns, adjectives or verbs. Which are the words that make her path?

<table>
<thead>
<tr>
<th>though</th>
<th>until</th>
<th>while</th>
<th>since</th>
<th>for</th>
</tr>
</thead>
<tbody>
<tr>
<td>for</td>
<td>long</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>yet</td>
<td>nor</td>
<td>neither</td>
<td>either</td>
<td>pond</td>
</tr>
<tr>
<td>jump</td>
<td>if</td>
<td>fish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hunt</td>
<td>when</td>
<td>pink</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cook</td>
<td>jog</td>
<td>sing</td>
<td>because</td>
<td>ant</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>cake</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>so</td>
<td>point</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and</td>
<td>but</td>
<td>car</td>
<td>fat</td>
<td>pit</td>
</tr>
</tbody>
</table>

The words that helped Little Bo Peep get connected to her sheep are all **conjunctions**.

A conjunction is a joining word that joins words or sentences together. A conjunction joins nouns, adverbs, adjectives and verbs. It also joins two sentences, parts of a sentence, phrases and clauses. Conjunctions are also called **linkers**.

**Examples:**

a. Kritika **and** Abhilasha are sisters.

*Superb English Grammar - 6*
b. The teacher called her **but** she did not hear him.

In the above sentences, **and** and **but** are used as **conjunctions**. In the first sentence, two words, **Kritika** and **Abhilasha** are joined by **and**.

In the second sentence, the following two sentences are joined by **but**.

1. The teacher called her.
2. She did not hear him.

**Try Out 1!**

**Underline the conjunction in each sentence:**

1. He does not like eggs or bacon.
2. They see the stars and the moon.
3. Daniel walks or takes the bus to office.
4. He dives and jumps in the water.
5. The flowers should be either pink or blue.
6. Does Benny have a brother or a sister?
7. Shaun likes ice cream but Susan likes muffins.
8. She couldn’t sing well today for her throat is infected.

**Kinds of Conjunctions**

There are three kinds of conjunctions.

1. **Coordinating Conjunctions**
2. **Subordinating Conjunctions**
3. **Correlative Conjunctions**

**1. Coordinating Conjunctions**

The conjunctions that join together two statements or clauses of equal rank (or importance) are called **coordinating conjunctions**. The words **and**, **or**, **yet**, **so**, **for**, **but**, **also**, **nor**, **either... or**, **neither... nor**, **as well as** are coordinating conjunctions.

**Examples:**

a. Anil **and** Sunil are good friends.  
   (joins two words)

b. She is fond of going to the market **and** the mall. 
   (joins two phrases)

c. Sushmita passed **but** her sister failed. 
   (joins two clauses)
The easiest way to remember coordinating conjunctions is to remember the word FANBOYS, i.e,

F for
A and
N nor
B but
O or
Y yet
S so

Try Out 2!

Look at the pictures. Using the given coordinating conjunctions, express each picture in a sentence as shown in the example.

**tall or short**

Whether the actor is tall or short does not matter much. He must have good performing skills.

**tasty but unhealthy**

……………………………………………
……………………………………………
……………………………………………
……………………………………………
……………………………………………
……………………………………………

**apple and orange**

……………………………………………
……………………………………………
……………………………………………
……………………………………………
……………………………………………
……………………………………………

**tired yet awake**

……………………………………………
……………………………………………
……………………………………………
……………………………………………
……………………………………………
……………………………………………

Superb English Grammar - 6
It is important to remember that:

- **Coordinating conjunctions** always come between the words or clauses they join. When *and* is used to connect two words or phrases within a sentence, no comma is used. **Commas** are used only when it connects three or more items in a sentence.

  **Examples:** Sunny **and** Honey were present.
              Sunny, Honey **and** Tiny were present.

- If a coordinating conjunction joins independent clauses, a comma is placed before the conjunction.

  **Example:** Since you are saying, **so** I must believe it.

- If the independent clauses are short, a comma is not required.

  **Example:** Vyom is timid **so** he thinks negative.

### 2. Subordinating Conjunctions

A **subordinating conjunction** joins two clauses which makes one clause dependent on another clause.

A subordinating conjunction is also known as a **subordinator**. It develops the relation between the dependent clause and the rest of the sentence.

**Example:**

Vishu passed **because** he worked hard.

The sentence contains two statements or clauses - **because he worked hard** and Vishu passed... **because he worked hard** is dependent on Vishu passed. Hence, the conjunction **because**, introducing the dependent or subordinate clause is called a **subordinating conjunction**.

Some common subordinate conjunctions are given in the table.

<table>
<thead>
<tr>
<th>Subordinating Conjunction</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>after</td>
<td>unless</td>
</tr>
<tr>
<td>although</td>
<td>until</td>
</tr>
<tr>
<td>as</td>
<td>when</td>
</tr>
<tr>
<td>Since</td>
<td>whenever</td>
</tr>
<tr>
<td>as soon as</td>
<td>where</td>
</tr>
<tr>
<td>as if</td>
<td>wherever</td>
</tr>
<tr>
<td>as though</td>
<td>whether</td>
</tr>
<tr>
<td>because</td>
<td>while</td>
</tr>
<tr>
<td>before</td>
<td>why</td>
</tr>
<tr>
<td>even if</td>
<td>as much as</td>
</tr>
<tr>
<td>even though</td>
<td>in case (that)</td>
</tr>
<tr>
<td>that</td>
<td>though</td>
</tr>
<tr>
<td>if</td>
<td>till</td>
</tr>
</tbody>
</table>

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It is important to remember that:
Subordinating conjunctions usually come at the beginning of the subordinate clause.
**Example:**
He had finished his work **before** he slept.
The conjunction **before** is placed at the beginning of the subordinate clause **he slept**.

To differentiate between preposition and subordinating conjunction, the word following it has to be noticed. A preposition is followed by a noun, pronoun, etc., whereas, a conjunction is followed by a subject-verb structure.

**Examples:**
- Since this day (**preposition**)
- Since he was not there (**subordinating conjunction**)

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If the dependent clause is placed first in a sentence, a comma will be placed between the two clauses. But if the independent clause is placed first and the dependent clause later, do not separate the two clauses with a comma.

**Example:**
When I’ll **go to the market**, I’ll get some sweets for you. (dependent clause; comma is used)
I’ll **get some sweets** for you when I’ll go to the market. (independent clause; comma is not used)

### 3. Correlative Conjunctions

These conjunctions are used in pairs to join sentence elements of equal importance. They have got their name because they have to be used together at different places in a sentence. Words like **either...or**, **neither...nor**, **not only...but also**, **both...and**, **though...yet**, **whether...or**, etc. are correlative conjunctions. Other examples of correlative conjunctions are **hardly... when, just, as... so, the more... the less, no sooner...than, so... as**, etc.

**Examples:**
- **No sooner** did we reach the station **than** the train started.
- **Though** I was tired, **yet** I kept working.
- **Either** buy the book **or** leave it.

**It is important to remember that:**
While using correlative conjunctions, the verb must agree with the subject.
- If both the subjects are singular, the verb which is written after **either... or, neither... nor** must be singular.

**Example:** **Either** the teacher **or** the assistant has to go on the trek.
• If both subjects are plural, then the conjunction *either... or* and *neither... nor* must be followed by a plural verb.

Example: Neither Poonam’s neighbours nor her friends are ready for the ceremony.

• If one subject is singular and the other is plural, the verb has to agree with the latter noun.

Examples: Either he or they have to go to Delhi. Neither he nor his friends are playing in the ground.

**Try Out 3!**

Choose the correct option to fill in the blanks.

1. Will you wait ......................... I return? (till / when)
2. We don’t know ......................... the teacher has left the class. (where / why)
3. ....................... the match was over, the medals were distributed. (While / After)
4. The cashier will not pay ......................... the authority approves. (till / unless)
5. Make hay ......................... the sun shines. (while / where)
6. The thief ran away ......................... he was afraid. (though / because)
7. Prateek finished late ......................... he began first. (though / once)
8. Mrinalini found her hair band ......................... she had left it. (where / since)
9. You will get the gate pass ......................... you reach in time. (because / if)
10. Answer the first question ......................... you proceed further. (before / after)

**Try Out 4!**

Correct the highlighted words.

1. Shadab will celebrate Eid with Aditya **but** Nitin.
2. He is unwell **since** he is taking rest.
3. **So** she is busy, she won’t attend the party.
4. **Either** he was unwell, yet he went to office.
5. He had a stomachache **unless** he ate too much ice-cream.
6. Finish your work **as** going to play.
7. **She is afraid of heights or** she will not go on the roller coaster.
8. The seagull flew over my head **if** landed over the roof.
Try Out 5!

Combine the following sentences using the given conjunctions and rewrite. Make necessary changes.

1. Hardeep went to the shopping mall. He bought a gift item. (and)
2. The test starts. You will not be allowed to talk. (when)
3. Her father is unwell. He did all the arrangements. (although)
4. The game finished. The players went to the changing room. (as soon as)
5. They went early to the musical concert. They could not get a seat. (even though)
6. I ran slow. I missed the school bus. (so)
7. We honour him. He is a veteran leader. (because)
8. He did not go to his office. He was perfectly fine. (though)
PUNCTUATION

It is very well seen that punctuation marks are used for the clarity, appropriate meaning and suitable presentation of an idea.

Discuss these phrases in class. It would be real fun!

- Man eating chicken
- Man-eating chicken

Here, we can clearly notice the importance of hyphen. The first phrase means a man is eating chicken.

But the second phrase means a chicken is being talked about who eats man.

Read another funny but a terrible punctuation blunder.

- We will learn cut and paste children.
- We will learn cut and paste, children.

So, punctuation is a necessary aspect of language.

Punctuation is the usage of symbols for the aptness of spoken as well as written language. Punctuation marks are one of the most important components of any language. They are used to organize and structure our writing. We use different symbols to differentiate the meaning expressed in sentences.

Examples:

- She said, “Let’s eat mummy!”
- She said, “Let’s eat, mummy!”

Both the sentences have entirely different meanings.

The basic and the most common punctuation marks are:

- Full Stop (.)
- Exclamation Mark (!)
- Semi Colon (;)
- Apostrophe (‘)
- Question Mark (?)
- Comma (,)
- Colon (:)
- Quotation Marks (“ ”)
• Dash (–)  
• Parentheses ()  
• Ellipsis (...)  
• Hyphen (-)  
• Brackets [ ]

1. **Full Stop (.)**

   Full stop is used to end a sentence.

   **Examples:**
   
   a. This passage needs revision.
   
   b. I have been reading this book since last two weeks.

   • It is also used in abbreviations (names, titles, medals, country names, etc.).

   **Examples:**
   
   a. U.S.A. (United States of America)
   
   b. Etc. (et cetera)
   
   c. V.C. (Vice Chancellor)

   • Full stop is also known as decimal point that is used to separate the whole number from the decimal. It is read as point if it’s not used for money.

   **Examples:**
   
   a. 20.04 (twenty point zero four)
   
   b. $ 10.50 (ten dollars and fifty cents)

**Note:**

Full stop is not used after dates and symbols of measurements.

**Examples:**

a. 12 Feb 2016

b. kg

---

**Grammar Bumps!!!**

There's a difference between contractions and abbreviations. But very rare people know the difference of using full stop in this context.

Do not use full stop with contractions.

**Examples:**

St (saint), Mt (mount) Ltd (limited)

2. **Question Mark (?)**

   Question mark signifies that a sentence is asking a question. It is used after direct questions.

Superb English Grammar - 6
Examples:
  a. Do you know the answer of this question?
  b. My father said, “Are you sure you can handle this situation?”
• Question tags always follow question marks.

Examples:
  a. I shall take the classes regularly, shan’t I?
  b. You’re working in a hostel, aren’t you?

3. Exclamation Mark (!)
Exclamation mark is used to express sudden and strong emotions of joy, sorrow, astonishment, anger, surprise, etc. It is used after interjections.

Examples:
  a. Wow! What a beautiful view.
  b. Bravo! You played really well today.
• It is used after sharp comments, sarcastic expressions and phrases.

Examples:
  a. “Good heavens! Are you sure?” he said.
  b. “That’s unbelievable!”
• A sentence that begins with words like what and how but which is not a question, takes an exclamation at the end.

Examples:
  a. What a terrible news is this!
  b. How pretty you are looking today!

Note:
Do not use exclamation in formal writing like business letters, essays, applications, etc.

4. Comma (,)
Comma is generally used for the shortest pause in a sentence.
• Comma is used to separate series of words like adverbs, adjectives, nouns, etc. in a sentence.

Examples:
  a. He writes neatly, quickly and correctly.
  b. I need a bag, a pencil and an eraser.
• Comma is used to separate pair of words connected by and.

Example:
One must be sincere and honest, dedicated and committed.

• Comma is used to mark off a direct quotation.

Examples:
  a. “Leave the office,” he said.
  b. She said, “Would you care for a cup of coffee?”

• Comma is used to separate the words yes and no.

Examples:
  a. No, I did not finish the homework.
  b. Yes, I will certainly help you achieve your aim.

• Comma is used to separate the date, year, addresses and titles.

Examples:
  a. March 9, 2012
  b. H. No. 17, 7th Avenue Road, XYZ City

• Comma is used to separate question tags.

Examples:
  a. I can attend the ceremony, can’t I?
  b. They won’t mind taking up the task, will they?

• Comma is used before coordinating conjunctions.

Examples:
  a. She was afraid of dogs, but still she boldly faced them.
  b. My Hindi is not that sharp, so I took coaching for it.

• Comma is used in parenthetical elements, i.e., any part of a sentence that can be removed without changing the meaning of the sentence.

Examples:
  a. Raman, one of the awardees, returned the trophy.
  b. My objective, becoming the most popular singer, will be achieved soon.

• Comma is used after the adverbs that modify a complete sentence.

Examples:
  a. Fortunately, she has got the admission.
  b. Surprisingly, they reached at the same time when we did.
• Comma is used in numbers above 999.
Examples:
2, 123
2, 33, 444

5. Semicolon (;)
It is used for a bigger pause than comma. Semicolon is used to separate parts of a sentence which have already been separated by a comma.
Example:
Last night, there were lots of guests at home; I went to the market to buy vegetables.
• It is used to separate two thematically connected sentences.
Example:
She is a good friend; she has always helped me.

6. Colon (:)
Colon is a greater pause than both the comma and the semicolon but shorter than full stop. Some of its common uses are as follows.
• Colon is used before enumeration of a list.
Example:
I am very fond of: pizza, macaroni, garlic bread and spring rolls.
• Colon is used to introduce a quotation or a speech.
Example:
Garry said: “Hate the sin but not the sinner.”
• Colon is used in headings or the descriptive titles.
Example:
Physical Education: a Complete Guide

7. Apostrophe (’)
Apostrophe is basically used in contractions or to show possession.
• It is used in contracted forms or to mark the omission of one or more letters.
Examples:
  a. She can't speak English properly.
  b. I won't allow you to carry on this job.
• It is used to show relations.
Examples:
  a. He is my brother's friend.
  b. My mother’s sister is my aunt.
• It is used to show possession.

**Examples:**

a. Eagle's feathers help it to fly.
   b. This tree’s owner was my grandfather.

• Apostrophe is used with plurals that do not end in **s**.

**Examples:**

a. There is four children’s interview.
   b. It’s a women’s game.

• Some nouns that end in **s**, whether singular or plural, take only apostrophe after them.

**Examples:**

a. This area is No Hunters’ Zone.
   b. He has booked a room in the boys’ hostel.

### 8. Quotation Marks (" ")

Quotation mark is used to enclose a direct quotation or exact words of the speaker.

**Example:**

A.P.J. Abdul Kalam said, "If you want to shine like a sun, first burn like a sun."

• Quotation marks are used in specific bibliographic references.

**Example:**


• It is used around titles.

**Example:**

a. I read the poem ‘The Road Not Taken’ by Robert Frost 12 times.
   b. I went to the PVR to watch ‘Chhota Bheem’.

• It is used to mark a quotation.

**Example:**

“Punctuation is a deeply conservative club. It hardly ever admits a new member.”

**It is important to remember that:**

Use of quotation marks differentiates in American and British English.

**Examples:**

a. “Let’s go for a walk,” she said. (American)
   b. ‘I don’t mind going but wait for 10 minutes,’ he said. (British)
9. **Dash (–)**

Dash is used to separate a strong interruption or change of thought from the rest of the sentence.

**Example:**

Friends, relatives and companions -- all deserted.

- It is used in place of a colon also, i.e., to introduce a list.

**Example:**

Fanny, would this be enough -- salt, pepper, chilly flakes, oregano and green chillies?

10. **Hyphen (-)**

Hyphen is used to join words and to separate syllables of a single word.

**Examples:**

- Father-in-law
- well-written
- It is used in compound modifiers where a hyphen is used before the noun that follows them.

**Example:**

She is a green-eyed girl.

- It is used with some prefixes.

**Example:**

Ex-colleague

- It is used in numbers.

**Examples:**

- Twenty-four
- Fifty-six
- It is used to speak out a fraction.

**Examples:**

- One-tenth
- Five-seventh

- It is used in the last word of a line if there’s no space left. It means that the word has been continued in the next line.

**Example:**

Will you please tell everybody what is the situation and what is your decision?
11. **Brackets ( )**

Brackets ( ) are used to separate a phrase or clause from the main part of the sentence.

**Example:**

Meena is going for second audition. (She has cleared the first round.)

- It is used to explain something in a sentence.

**Example:**

I’m going to the market (fish market) to buy fish.

- It is used for indicating plural or singular.

**Example:**

Please bring your document(s) along with you.

- It is used to define an abbreviation.

**Example:**

He has been appointed in the IOCL (Indian Oil Corporation Limited) as a security head.

---

**Uses of Capital Letters**

The first word of a sentence begins with a capital letter.

It is used to:

- write the names of months of the year.

**Example:**

We will leave the city in January.

- write the names of languages, festivals and holidays.

**Examples:**

a. English is a universal language.
b. Diwali crackers kill many birds every year.

- write Roman numerals.

**Examples:**

a. King George IV
b. Class VI to XII

- begin all proper nouns.

**Example:**

Chandigarh is a planned city.
• write the first word of a direct quotation.

**Example:**
Vikas said, "Behave yourself."

• write the names of historical monuments.

**Example:**
UNESCO’s 4 World Heritage Sites, i.e. Machu Picchu, Peru; Omori, Japan; Lijian, China and Mont Saint-Michel, France are facing acute challenges.

---

**Try Out 1!**

**Fill in the blanks.**

1. ........................................... is used after some abbreviations.
2. ........................................... are round brackets.
3. A ........................................... is used before a list.
4. A ........................................... is used for a pause.
5. A ........................................... is put at the end of a question.
6. A ........................................... is used for a quotation.
7. ........................................... is used to separate date and year.
8. ........................................... is used after an interjection.

---

**Try Out 2!**

**Punctuate the following sentences.**

1. where are you going next week
2. the taj mahal was built by shah jahan
3. veenas brother is a cardiologist in PGI
4. if you work hard you will succeed
5. how are you morphy
6. I go for yoga on monday wednesday and thursday
7. vaijanti mala was a legendary actress in bollywood
8. we had a great time in shimla we enjoyed a lot
9. could you understand why I am upset
10. yes preety said i will be home till 5 o’clock
There is a lot of difference between American and British punctuation terminology. Read the given table carefully and understand.

<table>
<thead>
<tr>
<th>British English</th>
<th>American English</th>
</tr>
</thead>
<tbody>
<tr>
<td>a full stop</td>
<td>a period</td>
</tr>
<tr>
<td>an exclamation mark</td>
<td>an exclamation point</td>
</tr>
<tr>
<td>brackets</td>
<td>parentheses</td>
</tr>
<tr>
<td>square brackets</td>
<td>brackets</td>
</tr>
<tr>
<td>Joy means 'happiness'</td>
<td>Joy means “happiness.”</td>
</tr>
<tr>
<td>Dr, Mr, Mrs, St, Rd, Ct</td>
<td>Dr., Mr., Mrs., St., Rd., Ct.</td>
</tr>
</tbody>
</table>

Try Out 3!

Punctuate this paragraph:

Pritish Nandy is a proud Bengali. He is proud to be a film maker who encourages new talent. The Times of India team once asked him, tell us something about yourself. He replied, I lived in Kolkata till I was 27 and then I came to Mumbai. I wrote my first book of poems when I was in college.

Try Out 4!

Choose the sentence that is written correctly:

1. 
   a. Mark has three sisters, Amy, Paula, and Gina.  
   b. Mark has three sisters Amy, Paula, and Gina.  
   c. Mark has three sisters: Amy Paula, and Gina.

2. 
   a. Andrew's shorts are blue, yellow and white.  
   b. Andrew's shorts are blue yellow and white.  
   c. Andrew's shorts are blue and yellow and white.

3. 
   a. The highest mountain peak in the world is mount Everest.  
   b. The highest mountain peak in the world is Mount Everest.  
   c. The highest mountain peak in the world is mount everest.
CHAPTER 17
DIRECT AND INDIRECT SPEECH

Observe the situations and read the sentences:

**Situation-1**

I play baseball with my friends.

What did he say?

He said that he played baseball with his friends.

**Situation-2**

I fell down the stairs.

He said that he had fallen down the stairs.

Reteaching
There are many ways in which we express ourselves. At times, we refer to other person as we speak.
Did you see how the words said by one person are reported to the other person? Now, read this pair of sentences as well.

Jenny said, “I will achieve my target.”
Jenny said that she would achieve her target.

What does the same sentence written differently convey?
It tells how you can answer the question ‘What did he/she say?’ in two ways:
• by repeating the words spoken (direct speech).
• by reporting the words spoken (indirect or reported speech).

When a speaker says something, he uses his own words, i.e., he directly says whatever and to whomever he wishes. This is called direct speech.
But when someone else tells the speaker’s words to someone else, i.e., he indirectly conveys his words to someone in his own words. This is called indirect speech.

We quote the exact words of the speaker in the direct speech. The quoted words are written within single (‘’) or double (“”) inverted commas.
The first word of the quote begins with a capital letter. A comma (,) is placed after the verb to separate it from the quote.

Examples:

1. Direct Speech
   a. Rajan said to Mrinal, “I’m participating in the recitation competition.”
   b. Harry says, “You have to take the decision.”

The verb written before comma is known as reporting verb. In the sentences written above, said and says are reporting verbs.

The part that is written between the inverted commas is known as the reported speech.

2. Indirect Speech

We may report what the speaker said without quoting his exact words. This type of reporting is called indirect or reported speech.

In this speech, inverted commas and comma are not used to separate the reporting verb from the reported speech. A conjunction like that, if, what, why, etc. Can be used to join the reporting verb to the reported speech.

Examples:

   a. Rajan told Mrinal that he was participating in the recitation competition.
   b. Harry says that you have to take the decision.
• If the **reporting verb** is in **present tense** or **future tense**, then the tense of the reported speech does not change.

Examples:

a. Gourish says, “Kulbir writes a letter.”
   
   Gourish says that Kulbir writes a letter.

b. He will say to me, “Kulbir is my friend.”
   
   He will tell me that Kulbir is his friend.

• If the **reporting verb** states a fact or universal truth in **simple present** or if it is in **simple future tense**, the tense of the reported speech does not change.

Examples:

a. Teacher said, “The Sun rises in the east.”
   
   Teacher said that the Sun rises in the east.

b. My father said, “Mount Everest is the highest peak.”
   
   My father said that Mount Everest is the highest peak.

• If two actions take place at the same time in the past tense, no change in the tense of the reported speech takes place.

Example:

He said, “He finished his work when she arrived.”

He said that he finished his work when she arrived.

• If the reporting speech in third person is used with **to infinitive / would / could / should / must / might / ought**, no change will take place.
Example:
My mother said to me, “You ought to respect your teacher’s words.”
My mother told me that I ought to respect my teacher’s words.
• The pronoun in the first person changes according to the person and gender of the subject of the reporting verb.

Example:
He said, “I am unwell.” (Direct)
He said that he was unwell. (Indirect)
• The pronoun in the second person changes according to the person and gender of the object of the reporting verb.

Example:
Bhawna said to us, “You should co-operate with him.” (Direct)
Bhawna told us that we should co-operate with her. (Indirect)
• The pronoun in the third person does not change.

Example:
Bhawna said, “They are my relatives.” (Direct)
Bhawna said that they were her relatives. (Indirect)
• If the reporting verb is followed by an object, said to becomes 'told'.

Example:
He said to me, “You are a good student.”
He told me that I was a good student.
• Simple present tense changes into simple past tense.

Example:
Our Principal said, “Manoj stands first in class.” (Direct)
Our Principal said that Manoj stood first in class. (Indirect)
• Present continuous tense changes into past continuous tense.

Example:
My brother said, “Father is going to office.” (Direct)
My brother said that father was going to office. (Indirect)
• Present perfect tense changes into past perfect tense.

Example:
The shopkeeper said, “I have sold the dry fruits.” (Direct)
The shopkeeper said that he had sold the dry fruits. (Indirect)
• **Simple past tense** changes into **past perfect tense**.

**Example:**

Hema said, “I worked for eight hours.”  
(Highlighted)
Hema said that she had worked for eight hours.  
(Indirect)

• **Past continuous tense** changes into **past perfect continuous tense**.

**Example:**

Salman said, “My father was laughing over the comedy skit.”  
(Direct)
Salman said that his father had been laughing over the comedy skit.  
(Indirect)

• **Past perfect tense** is left unchanged.

**Example:**

Zahir said to her, “I had been thinking about you.”  
(Direct)
Zahir told her that he had been thinking about her.  
(Indirect)

• **Words** showing nearness in time and place change into words showing distance.

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>will</td>
<td>would</td>
</tr>
<tr>
<td>can</td>
<td>could</td>
</tr>
<tr>
<td>may</td>
<td>might</td>
</tr>
<tr>
<td>now</td>
<td>then</td>
</tr>
<tr>
<td>tonight</td>
<td>that night</td>
</tr>
<tr>
<td>this</td>
<td>that</td>
</tr>
<tr>
<td>come</td>
<td>go</td>
</tr>
<tr>
<td>here</td>
<td>there</td>
</tr>
<tr>
<td>these</td>
<td>those</td>
</tr>
<tr>
<td>next day</td>
<td>the following day</td>
</tr>
<tr>
<td>ago</td>
<td>before</td>
</tr>
<tr>
<td>yesterday</td>
<td>the previous day</td>
</tr>
<tr>
<td>hence</td>
<td>thence</td>
</tr>
<tr>
<td>tomorrow</td>
<td>the next day / the following day</td>
</tr>
<tr>
<td>today</td>
<td>that day</td>
</tr>
</tbody>
</table>

**Grammar Bumps!!!**

*Come will change into go if a word expressing nearness follows it.*
Examples:
She said, “I can come there.”
She said that she could go there.

Yesterday you met an old friend, Neetu, whom you hadn't seen for a long time. She told you the following things about her present status. Enact what Neetu said using direct speech.

1. She is living now in London.
2. She is working with an American software company.
3. She is getting married next month.
4. She is planning to get married in India.
5. She doesn’t know where Aditya, their third friend, is nowadays.
6. You can stay with me if you come to London.
7. Her sister is coming to London next month.

Try Out 2!

Fill in the blanks with correct options:

1. He says, “I watch Chota Bheem.”
   He says that ...................... Chota Bheem.
   I watch ...................... he watches ...................... he watched ......................
2. She said, “He helps the poor.”
   She said that ...................... the poor.
   he helped ...................... he helps ...................... he helped ......................
3. Ashu said to me, “You are my best friend.”
   Ashu told me that ...................... best friend.
   I was her ...................... you were her ...................... she was my ......................
4. I said to him, “You have done well in exams.”
   I told him that ...................... well in exams.
   you had done ...................... he had done ...................... he has done ......................
5. He said to you, “I waited for you for two hours.”
   He told you that ...................... for two hours.
   we had waited for you ........... I had waited for you ........... he had waited for you ...........
6. Shweta said to me, “I was buying gifts for you.”
   Shweta told me that ...................... gifts for me.
   she was buying ...................... she had been buying ...................... I had been buying ......................
Try Out 3!

Choose the correct option.

1. He said to me, “You are a good boy.”
   a. He told me that I was a good boy.
   b. He asked me that you were a good boy.

2. Taran said to Sukanya, “You have become more creative.”
   a. Taran told Sukanya that she has become more creative.
   b. Taran told Sukanya that she had become more creative.

3. The accountant said to them, “You have not paid the bill.”
   a. The accountant told them that they have not paid the bill.
   b. The accountant told them that they had not paid the bill.

4. I said to my father, “I will go to bed now.”
   a. I told my father that I would go to bed then.
   b. I said to my father I will go to bed then.

5. She said to me, “I don't expect such behaviour.”
   a. She told me that she didn't expect such behaviour.
   b. She told me that she didn't expected such behaviour.

6. She said to Anuj, “I did not bring sweets for you.”
   a. She told Anuj that she did not bring sweets for him.
   b. She told Anuj that she had not brought sweets for him.
7. He said to me, “Himani is shifting to Bengaluru.”
   a. I told her that well begun is half done.
   b. I told her that well begun was half done.
8. You said to me, “Good things come to those who wait.”
   a. You said to me that good things come to those who wait.
   b. You tell me that good things come to those who wait.

Try Out 4!

Change the following sentences into indirect speech:

1. He will say to me, “I do not watch movies.”
2. She says, “I always help the needy.”
3. She says to me, “You have planted many saplings.”
4. My mother said to me, “Prevention is better than cure.”
5. I said to her, “Empty vessels make much noise.”
6. The teacher said to us, “The earth moves around the sun.”
7. Shahid said to Sam, “Hardwork is the key to success.”
8. He said to me, “Water boils at 100°C.”

Try Out 5!

Change the following sentences into indirect speech:

1. They said, “It has been raining since morning.”
2. I said to him, “I don’t make any lame excuses.”
3. The clerk said to me, “I have filled your form.”
4. The teacher said, “I will start a new chapter today.”
5. She said to him, “You cannot solve this sum.”
6. The children said, “We want to play cricket.”
7. He said to me, “Himani is shifting to Bengaluru.”
8. You said to me, “You are very nice.”
9. Ruchi said to him, “You did not attend my birthday party.”
10. She said to you, “Rachit has brought an aloe vera plant for me.”
Homophones are words that sound the same but differ in spelling and meaning.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All</td>
<td>everything</td>
<td>I have invited all the villagers to the party.</td>
</tr>
<tr>
<td>2. Awl</td>
<td>a small pointed tool</td>
<td>I used an awl to cut the wood.</td>
</tr>
<tr>
<td>3. Aloud</td>
<td>noisily</td>
<td>Children read the text aloud.</td>
</tr>
<tr>
<td>4. Allowed</td>
<td>permitted</td>
<td>My mother allowed me to go for picnic.</td>
</tr>
<tr>
<td>5. Advice</td>
<td>counsel – acts as a noun</td>
<td>Doctor’s advice has to be followed.</td>
</tr>
<tr>
<td>6. Advise</td>
<td>to counsel – acts as a verb</td>
<td>Principal advised all the students to be quiet.</td>
</tr>
<tr>
<td>7. Adapt</td>
<td>to fit</td>
<td>Sofia adapted Indian culture very soon.</td>
</tr>
<tr>
<td>8. Adept</td>
<td>expert</td>
<td>She is adept to the carving activities.</td>
</tr>
<tr>
<td>9. Birth</td>
<td>born</td>
<td>She has given birth to a beautiful child.</td>
</tr>
<tr>
<td>10. Berth</td>
<td>with bed</td>
<td>I reserved three berths for my family.</td>
</tr>
<tr>
<td>11. Bare</td>
<td>naked</td>
<td>She was bare foot.</td>
</tr>
<tr>
<td>12. Bear</td>
<td>tolerate</td>
<td>She could hardly bear the pain.</td>
</tr>
<tr>
<td>13. Bail</td>
<td>to remove water</td>
<td>It took two days to bail out the boat.</td>
</tr>
<tr>
<td>14. Bale</td>
<td>bundle</td>
<td>She collected the bale of cotton.</td>
</tr>
<tr>
<td>15. Brake</td>
<td>Stop</td>
<td>She immediately applied the brakes.</td>
</tr>
<tr>
<td>16. Break</td>
<td>make into pieces</td>
<td>She broke all the glasses in anger.</td>
</tr>
<tr>
<td>17. Born</td>
<td>come into life</td>
<td>She was born in a middle class family.</td>
</tr>
<tr>
<td>18. Borne</td>
<td>carried</td>
<td>It’s an air-borne disease. Take precaution.</td>
</tr>
<tr>
<td>19. Bred</td>
<td>brought up</td>
<td>She was bred in London.</td>
</tr>
<tr>
<td>20. Bread</td>
<td>a baked food</td>
<td>I like bread and butter for breakfast.</td>
</tr>
<tr>
<td>21. Blew</td>
<td>did blow</td>
<td>Traffic police blew the whistle to stop the thief.</td>
</tr>
<tr>
<td>22. Blue</td>
<td>a colour</td>
<td>I wore a blue shirt in the school function.</td>
</tr>
</tbody>
</table>
### Homographs

Homographs are words that are same in spellings but differ in meaning and sound, i.e. pronunciation.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. arms</td>
<td>weapons</td>
<td>Arms and ammunitions are dangerous.</td>
</tr>
<tr>
<td></td>
<td>arms</td>
<td>My arms are too long.</td>
</tr>
<tr>
<td>2. ball</td>
<td>sphere</td>
<td>A ball is round in shape.</td>
</tr>
<tr>
<td></td>
<td>dance</td>
<td>The ball dancers presented a beautiful dance.</td>
</tr>
<tr>
<td>3. band</td>
<td>music makers</td>
<td>We have appointed a new musician for our band.</td>
</tr>
<tr>
<td></td>
<td>strap</td>
<td>I need an elastic band to tie this bag.</td>
</tr>
<tr>
<td>4. bass</td>
<td>low musical sound</td>
<td>Raise the bass in this song.</td>
</tr>
<tr>
<td></td>
<td>fish</td>
<td>Bass is a fine quality fish.</td>
</tr>
<tr>
<td>5. bear</td>
<td>animal</td>
<td>I saw a rare white bear in the zoo.</td>
</tr>
<tr>
<td></td>
<td>carry</td>
<td>She is bearing the consequences since long.</td>
</tr>
<tr>
<td>6. bluff</td>
<td>trick</td>
<td>He uses serious bluffs in the game of flash.</td>
</tr>
<tr>
<td></td>
<td>fool</td>
<td>His deeds proved him a bluff.</td>
</tr>
<tr>
<td>7. boil</td>
<td>bubble</td>
<td>Water boils at 100°C.</td>
</tr>
<tr>
<td></td>
<td>skin sore</td>
<td>The boil on my arm is bleeding.</td>
</tr>
<tr>
<td>8. bow</td>
<td>bend</td>
<td>You must bow in front of God.</td>
</tr>
<tr>
<td></td>
<td>weapon</td>
<td>He is a master in the game of bow and arrow.</td>
</tr>
<tr>
<td>9. box</td>
<td>container</td>
<td>This box seems really heavy.</td>
</tr>
<tr>
<td></td>
<td>hit</td>
<td>He is established for his special box.</td>
</tr>
<tr>
<td>10. brush</td>
<td>tool</td>
<td>His brush strokes are his identity.</td>
</tr>
<tr>
<td></td>
<td>undergrowth</td>
<td>Brush under the staircase can be dangerous.</td>
</tr>
</tbody>
</table>
Synonyms are words that have similar meaning to other words.

<table>
<thead>
<tr>
<th>word</th>
<th>synonym</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>abroad</td>
<td>overseas</td>
<td>He assured me that he can handle the situation.</td>
</tr>
<tr>
<td>admit</td>
<td>confess</td>
<td>I have bought a gold case for her wedding gift.</td>
</tr>
<tr>
<td>agree</td>
<td>consent</td>
<td>You are not supposed to travel in this case.</td>
</tr>
<tr>
<td>allow</td>
<td>permit</td>
<td>His cars display his counts.</td>
</tr>
<tr>
<td>blank</td>
<td>empty</td>
<td>His count can never be incorrect.</td>
</tr>
<tr>
<td>brave</td>
<td>bold</td>
<td>Dates and walnut cake is my favourite.</td>
</tr>
<tr>
<td>change</td>
<td>transform</td>
<td>Mark the date on the calendar.</td>
</tr>
<tr>
<td>collect</td>
<td>gather</td>
<td>Since his mother's demise, I have always seen him down.</td>
</tr>
<tr>
<td>confine</td>
<td>restrict</td>
<td>Go straight and then down to the right.</td>
</tr>
</tbody>
</table>

Try Out 1!

Choose the correct option and fill in the blanks.

1. My .................... (son/sun) has been selected for the state level quiz.
2. He met an accident because he did not apply the .................... (break/brake).
3. She has got short and shiny .................... (hair/hare).
4. She is very .................... (dear/deer) to me.
5. The .................... (tail/tale) of fox and grapes is very old.
6. What is the .................... (price/prize) of this watch?
7. Please .................... (pray/prey) for her well-being.
8. Her face became .................... (pale/pail) because of fear.
<table>
<thead>
<tr>
<th>contrary</th>
<th>opposite</th>
<th>necessary</th>
<th>essential</th>
</tr>
</thead>
<tbody>
<tr>
<td>correct</td>
<td>right</td>
<td>particular</td>
<td>specific</td>
</tr>
<tr>
<td>cunning</td>
<td>clever</td>
<td>perfect</td>
<td>flawless</td>
</tr>
<tr>
<td>dedicated</td>
<td>committed</td>
<td>real</td>
<td>genuine</td>
</tr>
<tr>
<td>delicate</td>
<td>fragile</td>
<td>receive</td>
<td>get</td>
</tr>
<tr>
<td>destiny</td>
<td>fate</td>
<td>renew</td>
<td>resume</td>
</tr>
<tr>
<td>enormous</td>
<td>huge</td>
<td>respond</td>
<td>reply</td>
</tr>
<tr>
<td>enquire</td>
<td>investigate</td>
<td>rude</td>
<td>impolite</td>
</tr>
<tr>
<td>exactly</td>
<td>precisely</td>
<td>sad</td>
<td>unhappy</td>
</tr>
<tr>
<td>except</td>
<td>apart from</td>
<td>safe</td>
<td>secure</td>
</tr>
<tr>
<td>exit</td>
<td>leave</td>
<td>sincere</td>
<td>honest</td>
</tr>
<tr>
<td>famous</td>
<td>renowned</td>
<td>transform</td>
<td>convert</td>
</tr>
<tr>
<td>fantastic</td>
<td>great</td>
<td>under</td>
<td>below</td>
</tr>
<tr>
<td>formerly</td>
<td>previously</td>
<td>unfortunate</td>
<td>unlucky</td>
</tr>
<tr>
<td>fortunate</td>
<td>lucky</td>
<td>vast</td>
<td>huge</td>
</tr>
</tbody>
</table>

**Antonyms**

Antonyms are the words that have opposite meaning to other words.

<table>
<thead>
<tr>
<th>above</th>
<th>below</th>
<th>crooked</th>
<th>straight</th>
</tr>
</thead>
<tbody>
<tr>
<td>absent</td>
<td>present</td>
<td>demand</td>
<td>supply</td>
</tr>
<tr>
<td>ancient</td>
<td>modern</td>
<td>destroy</td>
<td>create</td>
</tr>
<tr>
<td>argue</td>
<td>agree</td>
<td>expand</td>
<td>contract</td>
</tr>
<tr>
<td>arrive</td>
<td>depart</td>
<td>follow</td>
<td>lead</td>
</tr>
<tr>
<td>better</td>
<td>worse</td>
<td>gentle</td>
<td>rough</td>
</tr>
<tr>
<td>blunt</td>
<td>sharp</td>
<td>gloomy</td>
<td>cheerful</td>
</tr>
<tr>
<td>buy</td>
<td>sell</td>
<td>grief</td>
<td>joy</td>
</tr>
<tr>
<td>cautious</td>
<td>careless</td>
<td>hungry</td>
<td>full</td>
</tr>
<tr>
<td>cheap</td>
<td>expensive</td>
<td>idle</td>
<td>active</td>
</tr>
<tr>
<td>complex</td>
<td>simple</td>
<td>innocent</td>
<td>guilty</td>
</tr>
<tr>
<td>compliment</td>
<td>insult</td>
<td>knowledge</td>
<td>ignorance</td>
</tr>
<tr>
<td>like</td>
<td>dislike</td>
<td>rare</td>
<td>common</td>
</tr>
<tr>
<td>major</td>
<td>minor</td>
<td>remember</td>
<td>forget</td>
</tr>
<tr>
<td>maximum</td>
<td>minimum</td>
<td>rigid</td>
<td>flexible</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------</td>
<td>----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>never</td>
<td>always</td>
<td>stiff</td>
<td>flexible</td>
</tr>
<tr>
<td>nothing</td>
<td>something</td>
<td>strength</td>
<td>weakness</td>
</tr>
<tr>
<td>often</td>
<td>seldom</td>
<td>sturdy</td>
<td>weak</td>
</tr>
<tr>
<td>optimist</td>
<td>pessimist</td>
<td>superb</td>
<td>inferior</td>
</tr>
<tr>
<td>ordinary</td>
<td>extraordinary</td>
<td>timid</td>
<td>bold</td>
</tr>
<tr>
<td>permanent</td>
<td>temporary</td>
<td>union</td>
<td>separation</td>
</tr>
<tr>
<td>polite</td>
<td>rude</td>
<td>unique</td>
<td>common</td>
</tr>
<tr>
<td>praise</td>
<td>criticism</td>
<td>vacant</td>
<td>occupied</td>
</tr>
<tr>
<td>pride</td>
<td>modesty</td>
<td>victory</td>
<td>defeat</td>
</tr>
</tbody>
</table>

You have been given a few words. Directions have been given with each word. You have to unjumble the letters to find the answer as per the direction in brackets. An example has been given.

Example:

<table>
<thead>
<tr>
<th>Maximum (antonym)</th>
<th>M U N I I M M</th>
<th>M I N I M U M</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. cunning (synonym)</td>
<td>E E V C L R</td>
<td>C E R</td>
</tr>
<tr>
<td>2. cent (homophone)</td>
<td>C E T N S</td>
<td>S E T</td>
</tr>
<tr>
<td>3. China (add suffix)</td>
<td>N E I H S C E</td>
<td>C I E</td>
</tr>
<tr>
<td>4. Bred (homophone)</td>
<td>R B D E A</td>
<td>B E D</td>
</tr>
<tr>
<td>5. Angle (prefix)</td>
<td>R N G L E T A I</td>
<td>T I G E</td>
</tr>
<tr>
<td>6. Aloud (homophone)</td>
<td>L L W D O A E</td>
<td>A O D</td>
</tr>
<tr>
<td>7. Well (synonym)</td>
<td>G O D O</td>
<td>G D</td>
</tr>
<tr>
<td>8. Downstairs (antonym)</td>
<td>S R T P AS I U</td>
<td>U T S</td>
</tr>
<tr>
<td>9. Always (antonym)</td>
<td>V R E N E</td>
<td>N V R</td>
</tr>
<tr>
<td>10. Block (add suffix)</td>
<td>A G B O L K E C</td>
<td>B C G</td>
</tr>
</tbody>
</table>
Letters should be easy and natural and convey to the person to whom we send them just what we should say to the person if we were with them...

-Lord Chesterfield

Letter writing is an art in which one must know how to write a clear, legible and readable letter. Everyone in life, at one time or the other, has to write some sort of letter. Letter writing skill is something that every educated person must acquire for practical reasons.

Kinds of Letters
There are several different kinds of letters.

✓ Social Letters
✓ Letters of Applications
✓ Business Letters
✓ Public Interest Letters
✓ Letters to the Editor

Each of these kinds has its own particular format but following titles apply to all the letters.

1. The Sender’s Address / Heading

The heading contains writer’s address at the top left-hand corner of the page and date below it.

Example:
A-3, Patiala Tower
Hira Nandan Estate
Thane West (Maharashtra)
PIN - 400607
November 14, 20xx
2. Date
The date is written below the sender’s address.

3. The Receiver’s Address

4. Subject (only in formal letters)
The subject of the letter is written in a contracted form under receiver's address.

Examples:
Leave application
Disconnection of the current telephone line
Letter of appreciation
Highlighting a public evil -- eve-teasing
Stray dogs have created havoc in the colony

5. The Salutation or Courteous Greetings
The salutation is mentioned at the left hand side of the page, at the lower level than the heading.
The form of greeting will depend upon the relation you have with the person to whom you are writing.

Examples:
a. In personal letters
   • when writing to relatives and elders, we write Dear father / mother / brother / sister / aunt, etc.
   • when writing to friends and younger, we write Dear Aayush / Rinku / Ishita / Shaurya, etc.
b. In business letters, we write Dear Sir / Madam
c. In Letters of Application, official letters, letters to the editor, we write Respected Sir / Madam

6. Body of the Letter
   • This part is written in simple language and in small paragraphs.
   • Starting of the letter should be interesting. Be clear about what you want to say, and say it as directly as possible.
   • Unless the letter is short, divide it into paragraphs so that subject matter becomes interesting.
   • Think of what you want to say before you begin to write; and put down your points in some logical order.
   • Be careful about punctuation. Put in commas, semicolon and full stops in their proper places.
   • Interesting beginning of letter may be as follows:
<table>
<thead>
<tr>
<th><strong>Personal Letters</strong></th>
<th><strong>Business Letters</strong></th>
<th><strong>Application and Official Letters</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I am glad to receive your letter...</td>
<td>I shall be obliged if you kindly...</td>
<td>I would like to bring to your notice...</td>
</tr>
<tr>
<td>It’s been long since I heard from you...</td>
<td>May I draw your kind attention to...</td>
<td>I would like to submit...</td>
</tr>
<tr>
<td>I received your letter yesterday...</td>
<td>Would you be kind enough to send me the following articles...</td>
<td>I have the honour to bring to your kind notice...</td>
</tr>
<tr>
<td>I am in receipt of your letter...</td>
<td></td>
<td>I have the honour to report...</td>
</tr>
<tr>
<td>I am sorry I could not write you a letter earlier...</td>
<td></td>
<td>With reference to your advertisement in ‘Employment News’ dated September 7, 20xx...</td>
</tr>
<tr>
<td>I cannot understand your long silence. It has made me very anxious...</td>
<td></td>
<td>I came to know from a reliable source that you require a few data entry operators in your office...</td>
</tr>
<tr>
<td>I am shocked to hear the sad and untimely demise of...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Body of Letter is usually closed as:**

<table>
<thead>
<tr>
<th><strong>Personal Letters</strong></th>
<th><strong>Business Letters</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>With kind regards.</td>
<td>Thanking you for your precious time.</td>
</tr>
<tr>
<td>With love and best wishes.</td>
<td>Thanking you in anticipation.</td>
</tr>
</tbody>
</table>
Well, good bye for the present.

Hoping to be favoured with early reply.

With love from all of us.

Please consider my request as soon as possible.

Hoping to hear from you soon.

Please reply at the earliest possible.

Convey my best regards to your dear father and mother.

Waiting for your humble response.

Wishing you still better luck.

With sincere sympathy in your distress.

7. The Subscription

The subscription or leave-taking phrase must be written below the last line of the body of the letter and to the left side of the page. The first word of the subscription must begin with a capital letter. Certain forms of polite leave-taking are as follows:

a. In applications to the Principal, we write — Yours obediently/ Yours faithfully

b. Blood relations older than the writer, we write Your loving son/ daughter, or Yours affectionately.

c. To friends, we write Your friend/ name, With love.

d. In business letters, we write Yours faithfully/ sincerely.

e. In applications for jobs, complaints, we write Yours faithfully/ sincerely.

8. Signature

Signature is written below the subscription like:

Examples:

Yours sincerely

Siddharth Kamal

- A woman should prefix to the name Miss or Mrs (or Kumari or Smt)
- Ms can be used by a woman who does not wish to be called Miss or Mrs.

Example:

Yours faithfully

Ms Archana Gupta
**Points to remember:**

1. The contents of the letter are aligned to the left side of the sheet. Sender's address is written at the top–left corner.
2. Leave space (skip a line) between the various elements of your letter so that they may stand out distinctly.
3. Don't use any punctuation mark in sender's or receiver's address.
4. Mention the date by following m/d/y format for example, December 20, 20xx
5. The subject states the purpose of the letter. Keep it short, not more than 7 to 8 words.
6. Don’t write ‘Your’s faithfully’ or ‘Your faithfully’. Write ‘Yours faithfully’ / ‘Yours truly’, etc.

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**Format of Letters to Friends / Relatives**

Write a letter to your friend congratulating him on his success in class V examination.

RZG-15  
Sagarpur West  
New Delhi-40  
June21, 20xx  
Dear Tanu  

I am glad to read in your school magazine that you have topped Class V examination. I conveyed the good news to my parents. They too were overjoyed. I thank God for his kindness and wish you a bright future. I know well that you have been intelligent and diligent in school. Certainly your success is due to God’s grace as well as your hard work and timely guidance of your respected parents.

Please pay my respectful compliments to your parents.

Yours lovingly  
Kanu

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**Format of Applications and Letters**

Write an application to the Principal of your school for remitting your fine.

#12, Sec - 12  
Chandigarh  
August 10, 20xx
Now read the given sample letters carefully.

a. **Application to the Principal**

   Write an application to the Principal of your school for granting three days leave as you wish to go to Amritsar for your uncle’s wedding.

   #345, Sector - 15
   Panchkula
   January 14, 20xx

   The Principal
   Delhi Public School
   Dhaula Kuan
   New Delhi

   **Subject:** Application for leave

   Respected Sir

   Most respectfully, I would like to say that I cannot attend school for a few days, as I wish to...
go to Amritsar for my uncle's wedding. I, therefore, request you to grant me leave for three
days, i.e., for January 14, 15 and 16, 20xx. I shall be obliged.

Thanking you

Yours obediently
Atul Bhatt
Class-VI A

b. Letter to a Relative

Write a letter to your uncle thanking him for the birthday gift you have received from him.

As you know, yesterday was my birthday. I received many gifts but your gift was the best.
The wrist watch is really very beautiful. Everybody liked it very much. I thank you very much
for the lovely gift.
Your gift is very precious for me. I was badly in need of a wrist watch. I often get late for
school. Now I shall be punctual. The watch will help me during my examination days also.
The watch is a token of your love for me. Once again, I thank you from the bottom of my
heart.

With best regards

Yours lovingly
Varsha Chauhan

c. Business Letter

Write a letter to a book seller ordering some books.

I would like to request you to accept my order. I shall be grateful if you send me one
copy each of the following books as early as possible.
1. Monte Cristo
2. Treasure Island
3. David Copperfield
My address is mentioned above.

Yours sincerely
Tejasvini Arya
d. Letter to the Editor
Write a letter to the editor of a newspaper about a stretch of road that is utterly in need of repair.
#34, Sector - 23 D
Chandigarh
23 January 20xx
The Editor
The Tribune
Chandigarh

Subject: Complaint for the repair of a stretch of road
Sir
Our Municipal Corporation needs to be awakened as private appeals to their office have had no effect. Since last month, a stretch of the DAV College road is full of pits due to heavy rains. In the darkness of night, it is extremely dangerous for motors or carriages to pass that way. Moreover, there are heaps of sand and stones on both sides of the road, which leave very little room in the middle. We are facing acute inconvenience for weeks and I hope the public will bring pressure to bear on those responsible so that the road may be put in through repair without further delay.

Yours truly
Kumar Gaurav

Try Out 1!
Write letters on the given topics:
1. To your brother describing your mishap in an obstacle race in the school.
2. To a friend expressing your preference for outdoor games.
3. To a sick friend congratulating him on the progress he is making.
4. To the librarian informing her that you are not able to attend school for a few days as you have been away for a family function. Assure her that on your return, the first thing you will do is to return the book issued to you.
5. To the editor expressing your views against gender discrimination.
A **paragraph** is a small part of composition. A paragraph means ‘a number of sentences dealing with one topic arranged in a sequence.’

In any prose book, each chapter is divided into sections. Each section is called a paragraph. Paragraphs make the reading of chapters, essay, stories, etc. easier. The beginning of a new paragraph marks a change of topic or an idea. In writing compositions, it is important to know how to divide them properly into paragraphs.

For instance, if an essay is broken up properly, it will look interesting and will be easy to read.

If a number of sentences are grouped together and are related to the same topic, we get a paragraph.

The division of chapter into paragraphs must be made according to the change of ideas introduced. There is no rule regarding the length of a paragraph.

**Characteristics of a Paragraph**

1. **Unity**
   
   The first and foremost quality of writing a paragraph is ‘unity’ because a paragraph expresses one thought. Every sentence in a paragraph is closely connected with the main topic of the paragraph.

   A short heading or a title is given to the paragraph. It may be a word or a brief phrase. Though not necessary but generally the first sentence of paragraph often expresses the theme or subject of a paragraph. This sentence is called **topic sentence** or **key sentence**.

2. **Order**

   Order is the second characteristic of a paragraph. Events must be connected in order of their occurrence. All ideas should be connected with the leading idea and arranged according to their importance. Irrelevant ideas should not be included.

   The first sentence should be topic sentence and should arouse the interest of the reader. Last sentence should satisfy it.
3. Variety

Variety is the soul of a good paragraph. All types of sentences – short or long, with different structure, should be included in a good paragraph.

4. Length

The length of a paragraph depends upon the limit prescribed in the examination. Generally, it should be neither too lengthy nor too short. To keep the length of the paragraph justified, irrelevant thoughts or points should not be incorporated in it.

5. Topic Sentence and Concluding Sentence

The first sentence of a good paragraph should indicate the idea of the theme which is called the topic sentence and other sentences should explain the paragraph. If last sentence concludes the whole paragraph, it is better.

Let’s read some paragraphs.

1. Write a paragraph on ‘The Stray Animal I Brought Home’ in not more than 100–150 words. Clues have been given.

The Stray Animal I Brought Home

One day, I was passing through a street when I saw a group of boys teasing a little puppy. I approached the boys and gave them a harsh scolding. They all ran away. As soon as I had a glance at the puppy, I found that it had a bruise around one of its eyes. At that moment, I realised that the little puppy needed first aid, shelter and proper care. I brought it home. Initially, my mother was a little annoyed at me but later, when she saw the puppy and its heartwarming gestures, she agreed to my requests to keep it. We named it Bruno. Then I took him to the vet who treated his eye. From then onwards, Bruno has been a part of the family who is loved and adored by all.
2. Write a paragraph on ‘Climate Change and Clean Energy’ in 100-150 words. Clues have been given.

**CLUES**
- continuous rise in the average global temperature
- negative impact on the environment
- non-renewable sources of energy depleting due to excessive use
- renewable sources are used to conserve non-renewable sources of energy
- emission of greenhouse gases is not involved in the ‘clean energy’

**Climate Change and Clean Energy**

Climate change is an increase in the average global temperature. This increase is caused by human activities that cause increased emission of ‘greenhouse gases’, such as carbon dioxide. A number of disastrous consequences like extreme weather patterns resulting into super storms; also extreme weather calamities like heat waves, droughts and negative arctic oscillation and diminishing chances for the various ecosystems to adapt naturally; and acidification of the oceans can take place. It leads to the failure of agricultural output. Major reason being the sources of energy used by humans like coal, gas and petroleum for producing heat and electricity which results in the release of greenhouse gases into the surroundings. Also, fossil fuels are non-renewable sources of energy as these do not replenish. Hence, we must use energy generated from using renewable resources. Energy so produced is called ‘clean energy’ which does not result in climate change.

3. Write a paragraph on ‘A Summer Day’ in not more than 100–150 words.

**A Summer Day**

The heat of summer was at its peak. The temperature of the day rose to 40°C with hot winds blowing outside. It was almost intolerable to walk in the scorching heat of the sun. Inside also, the temperature was quite unbearable. Though the fans and coolers were on, there was no respite from the intense heat of the day. The roads and streets were almost deserted as even the mobile vendors were staying indoors in the fear of a heat stroke. The sunlight was so dazzling that it was hurting the eyes. People drank a lot of water yet it did not quench their thirst. When people lay down on the bed to go to sleep, even at that time they felt restless. They were in an utterly hopeless and helpless condition. There was no relief at all.

4. Write a paragraph on ‘Fortune Favours the Brave’ in not more than 100–150 words.

**Fortune Favours the Brave**

Fortune or luck plays a major role in the life of a person. If he is favoured by the goddess of destiny, he may have everything in the form of wealth, prosperity, happiness, etc. But if fortune frowns upon him, he may be destroyed completely. Goddess of fortune does not show
her benediction towards the lazy, inactive and intolerant. She favours only those who deserve it. Facts and people’s experience in the world clearly indicate that there are no gains without pains. Without toiling hard, farmers cannot have good crops. Without showing entrepreneurship, traders and businessmen cannot succeed in their trade and business respectively. Without studying hard, the students will not get success. Thus, fortune always smiles on those who face the challenges bravely. Only the brave and courageous people are blessed with success, prosperity and happiness.

5. Write a paragraph on 'My visit to the Historical Monuments of Agra'.

**My Visit to the Historical Monuments of Agra**

I think that historical monuments have a universal appeal. They fascinate the viewers. I also love to see the monuments. Last week we went to Agra. We had planned to visit the Taj Mahal. But unfortunately we could not enter it as it is closed for visitors on Fridays. I was very upset. Then my uncle took us to the Agra Fort. It was colossal and majestic. We marvelled at the beauty and grandeur of the fort. We could see the Taj Mahal from its windows and corridors. It is spread over a sprawling 94 acres. This massive red sandstone fort lies parallel to the Yamuna river. After that we went to see Itmad-ud-Daula’s tomb. It was also reflecting the rich cultural heritage of Agra. We explored some other monuments, bought some souvenirs and returned with the sweet memories of the trip. It was an unforgettable experience.

**Try Out 1!**

**Write short paragraphs on the following subjects in not more than 100-150 words.**

1. My Hobby
2. Morning Walk
3. Family Picnic
4. Politeness
5. Trees – Our Environment Saver
6. Agents of Pollution
7. A Day Without Electricity
8. A Day Without Water
A story narrates an incident, event, experiences, etc., in a chronological manner.

A short story is a brief fictional prose that is shorter than a novel. A well-narrated story holds the reader’s attention and creates the element of suspense and awe till the end. The inclusion of details regarding the characters, events, and places also captivates the reader.

Many aspects like coherence, logic, order, and clarity of thought are required in writing a good story. The examiner will consider these aspects while grading your skills and ability to write.

A story has a particular format to follow. Every story has an opening and as moving with the series of events, it reaches its conclusion. Based on this cycle, a story has three aspects in its structure.

1. **The Introduction**
   The story introduces who, where, and when. A lot of stories begin like:
   - Once upon a time...
   - Long time ago, there lived a...
   - Last Sunday, a man...

2. **The Body**
   Events in the story must be logically connected. Events retold in the chronological order will hold the interest of its readers. Wherever possible, introduce a dialogue or conversation. Follow only a single tense in the entire story. Generally, the past tense is used while writing a story.

   See that your composition is grammatically correct, idiomatic, and in good simple English. Be natural and interesting. Keep the word limit in mind.

3. **The Ending**
   The conclusion of the story is important. There may be a decisive conclusion to feel happy or sad about, an unexpected turn of events to surprise its readers or an open ending to keep the reader busy guessing what might have happened finally.

**Important Note:**
A story should have a moral.
The King and the Falcons

There was once a King who was gifted two peregrine falcons. The King was really excited as these were the most beautiful birds. The next day, he saw that though one of the falcons was flying majestically, soaring high in the sky, the other bird had not moved from its branch since the day it had arrived. The King was worried. He asked all the falconers of the land to come and try to make it fly. They all tried but no one could make this falcon fly. The King thought that perhaps somebody living in the countryside, who was close to nature, might understand the problem better. He said to his servants, “Go, get a farmer.” The next day, he saw the falcon that was not flying soaring high up in the sky. When he asked his servants, they told him that it was the farmer who had made it fly.

The King asked the farmer, “What did you do to make it fly?” The farmer answered, “I only cut off the branch on which the falcon was perched.”

Here is the outline of a story given to you. Write down the complete story in your own words. Make sure the length of the story is between 150-200 words.

OUTLINE

Once – old tiger – could no longer hunt – came up – plan – stood on the bank – river with a gold
There was once an old tiger that could no longer hunt. One day, he came up with a plan. He stood on the bank of a river with a gold bangle in his hand. To every traveller that passed by, he said, “I have given up hunting. A sage told me that I had done a lot of misdeeds by killing a lot of people and now to compensate for my crimes, I wish to give away this bangle as alms.” The first three travellers, who passed that way, were not greedy. They could see that the tiger was trying to fool them. They refused to go near. The fourth traveller was greedy. He decided to go near the tiger and take the bangle. Just as he came near, the tiger pounced upon him and ate him up. **Moral**: Never be greedy.

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**Try Out 1!**

Here is the ending of a familiar story given to you. Outline has also been given. Write down the complete story in your own words. Make sure the length of the story is between 150-200 words.

**The Missing Watch**

**OUTLINE**

The Blind Lady

OUTLINE
an old lady becomes blind – calls in a doctor – agrees to pay large fee if cured, but nothing if not cured – doctor calls daily – covets lady’s furniture – delays the cure – every day takes away some of her furniture – at last cures her – demands his fees – lady – refuses to pay, saying cure is not complete – doctor files a court case – judge asks lady why she will not pay – she says – sight not properly restored – she cannot see all her furniture – judge gives verdict in her favour – moral

...“I’m blind than ever and I can prove it. When my eyes were bad, I could at any rate see well enough that my house contained a certain amount of furniture and other things; but now, when I’m cured, I’m entirely unable to see anything there at all.”

Moral: One who wants more, loses all.
In ancient times, a king had a stone placed on the roadway. Then he hid himself and watched to see if anyone would remove the huge stone. Many merchants came by...

*Show and Tell!!!*

Make groups of 5 students each. Identify the given pictures and every group will write 5 lines on each. Share your scripts with each other and try to weave a story based on those sentences. You can add some more sentences or delete a few to make a perfect story.

Give an interesting title to your story.
Comprehension means to understand. To gain knowledge and to comprehend or understand, it is useful to read. We understand or assimilate knowledge by reading from various texts, books, magazines and even newspapers.

We should be able to understand or comprehend the underlying message conveyed by the writer and decipher it.

Problems Faced in Reading of Comprehension

The following problems may arise:

a. Certain words in the passage may not be understood. This may be due to limited vocabulary and lack of knowledge of certain words.

b. Central idea of the passage may not be clear and understood.

How to Overcome Problems

a. Read daily newspaper, books by eminent authors and magazines. Learn as many new words as possible. Refer a dictionary and learn the correct meaning of the new word.

b. Skim and scan the text. Skim involves reading something quickly and noting down the essential points. Scanning means to look for some useful information in the given piece of writing.

c. Create ability to read fast. Ability to read fast can be created by silent reading and by skimming a passage. Fast reading can be considered if a person can read a minimum of 175 to 200 words per minute.

d. Understanding the key sentence, the topic sentence and the supporting sentence is useful. The key sentence or the topic sentence gives the main thought of a passage or a paragraph. The supporting sentence develops the main idea given by the key sentence.

Tips

a. First reading of a paragraph or text should be fast. Know what the text is about.

b. Before reading for the second time, go through the questions asked and try and mark the answers in the text.
Let's read the following passages and notice how to comprehend a passage.

1. **Read the following passage carefully.**

   In today's world, concept of supermarkets has become an integral part. It is a very convenient way of shopping as you can choose the product from a large range and you can know more about the latest product range. 'Self service' is the rule of supermarkets. Everyone needs to buy things in order to live and likely to get them at a cheap and best price.

   For this reason, the supermarkets can be called as 'the all in one shop' because they offer products of every kind. However, getting into the supermarket business can be difficult. While a supermarket needs to do things for customers, it also needs to expand its business and make a large profit. Here are some ideas to make a supermarket become successful.

   The most important requirement is good service by the attendants. They should always smile at customers, no matter whether the customer is right or wrong. When customers ask where they can find things, attendants should not only show the way, but also escort them and get things for them.

   A supermarket needs to provide good after-sales service. For example, when customers buy big and heavy items that they cannot carry by themselves; the supermarket staff should help them deliver those to the right place free of charge. A supermarket should check the expiry date of goods it has stocked to ensure they are fresh. A successful supermarket has many different kinds of goods and its prices are balanced. Customers can thus, compare prices before they buy and choose the best deals.

   Supermarket is a large retail trading organisation, so, it requires a substantial amount of capital. They specially deal in commodities which are required on daily basis. Supermarkets keep all varieties, novelties and brands which give ample scope for selection. It provides a great deal of shopping convenience as all goods are available under one roof.

   A supermarket should be well located and have pleasant surroundings to make the customers feel more comfortable. There should be soft music playing in the background and all goods should be divided into different sections to enable the customers to pick up things easily. In a nutshell, a successful supermarket needs good service, good products and good ideas to expand its business and make large profits.

2. **Answer the given questions in 30-40 words.**

   1. Why have supermarkets become an integral part?
   2. What all is needed to make a supermarket successful?
   3. Why are the supermarkets called 'the all in one shop'?
   4. What features should a supermarket have?
4. A supermarket should be well situated and have pleasant surroundings to make the customers feel more comfortable. There should be soft music playing in the background and all goods should be divided into different sections to enable the customers to pick up things easily.

ANSWERS

A. 1. The concept of supermarkets has become an integral part. It is a very convenient way of shopping as you can choose the product from a large range and you can know more about the latest product range.

2. The most important requirement is good service by the attendants. They should always smile with customers. When customers ask where they can find things, attendants should not only show the way, but also escort them and get things for them.

3. The supermarkets can be called as 'the all in one shop' because they offer products of every kind under one roof. Everyone needs to buy things in order to live and likely to get them at a cheap and best price.

4. A supermarket should be well situated and have pleasant surroundings to make the customers feel more comfortable. There should be soft music playing in the background and all goods should be divided into different sections to enable the customers to pick up things easily.

B. 1. a. expand 2. c. novelties 3. b. instrumental and vocal 4. d. integral

2. Read the following passage carefully.

Everyone has a favourite attraction at an amusement park, and I am no different. However, unlike most people, who seem to prefer roller-coasters, my favourite ride is a little gentler. Every time I go to an amusement park, I absolutely have to ride the Ferris Wheel.

The Ferris Wheel is simple and yet also quite complex. That is, riding it is easy, but how it works is complicated. A series of carts are attached to a wheel, which is attached to a rim. That rim rotates vertically around an axis, and gravity keeps the carts upright.
As simple as the ride seems, only advanced engineers can make safe and fun Ferris Wheels. While the Ferris Wheel is not as thrilling as a roller-coaster, it is still very exciting. The fact of being high up in the air makes it so much more entertaining than a lot of rides. I mean, how often do you hang from that high up in daily life? Nevertheless, I have to admit, I don't seek Ferris Wheels out because of their excitement. Rather, I find them very relaxing.

At the top of the Ferris Wheel, you get beautiful sights of the park. You also get a sense of calmness that you don't get in the hustle and bustle of the park below. Additionally, Ferris Wheels are also gorgeous to look at when they are lit up at night. In fact, the original Ferris Wheel was designed as much to be seen as to be ridden. The first Ferris Wheel was made by and named after George Washington Gale Ferris, Jr. He designed it for the Chicago World's Fair in 1893. It was the tallest attraction there, standing 264 feet high. However, visitors to the fair were impressed by the size of the ride as well as its mechanics. In 1893, anything that was not turned by hand was considered a sight to see. And the wheel, which was a machine, was truly incredible to see. Further, as a visitor puts it, the wheel was amazing because it seemed to be missing support. That is, it did not look like it could stand on its own. And yet it did and even rotated! The next time you're at an amusement park, don't just look up at the impressive wheel in the sky on your way to a newer attraction. Take it for a spin!

A. **Answer the given questions in 30-40 words.**
   1. How does a Ferris Wheel works?
   2. Who made the first Ferris Wheel and when?
   3. What are the beautiful sights on the top of the park?
   4. Why does the author prefer Ferris Wheel?

B. **Choose the correct answer from the given options.**
   1. Find out a word from the passage similar to 'complex'.
      a. similar  
      b. complicated  
      c. upright  
      d. hustle
   2. Find out a word from the passage similar to 'have a sudden feeling of excitement'.
      a. thrilling  
      b. amusement  
      c. gravity  
      d. gorgeous
   3. Find out a word from the passage opposite to 'boring'.
      a. fair  
      b. thrilling  
      c. calmness  
      d. entertaining
   4. Find out a word from the passage similar to 'difficult to believe'.
      a. complex  
      b. entertaining  
      c. incredible  
      d. relaxing

**ANSWERS**

A. 1. Riding a Ferris Wheel is easy but how it works is complicated. A series of carts are attached to a wheel, which is attached to a rim. That rim rotates vertically around an axis, and gravity keeps the carts upright.

2. The first Ferris Wheel was made by and named after George Washington Gale Ferris, Jr. He designed it for the Chicago World's Fair in 1893. It was the tallest attraction there.
Decision making is a very vital part of our lives. This is because what we are today is largely a result of the decisions we took in the past. Similarly, whatever happens tomorrow will be the result of the decisions which we take in the present.

It is not possible to reverse the wrong decisions taken in the past but it is possible to train ourselves into becoming a good decision-maker for the future. Life is full of options and choices each changing the way we decide to live our lives. Making these decisions require an internal thought process that weighs out the positive and negative aspects of each choice. For some, this process can be terrifying and the fear of making the wrong choice will ultimately cause them to avoid making any choice at all. This fear of decision making is called Decidophobia.

Making a decision without planning is fairly common, but does not often end well. Planning allows for decisions to be made comfortably and in a smart way. Planning makes decision making a lot simpler than it is.

To enhance our decision making, we must, first of all, gather as much information as possible about the issue, before we make our final decision. We might be heading towards a failure if our decisions are based on half-baked information. If you have a set of guiding principles in your life, decision making will become a much easier task.

Being clear about our goals can facilitate decision making, if we know exactly where we want to be or what we want to do in the next five or ten years, we will decide to undertake actions which will lead us to our goals.

Action is a vital consequence of decision making. It is the necessary follow-up. Only when we act, will we get a feedback of whether our decision has been correct or not and then we can proceed in a more focussed way. So, it is essential to move from the world of thought to the arena of action.

A. Answer the given questions in 30-40 words.
   1. What determines the course of our life?
   2. How can one facilitate decision making?
3. How can we enhance our decision making?
4. How can we proceed in a focussed way?

B. Choose the correct answer from the given options.

1. Find out a word from the passage similar to 'make possible or easier'.
   a. reverse       b. facilitate       c. positive       d. terrifying
2. Find out a word from the passage similar to 'evaluation'.
   a. relevant      b. conscious       c. facilitate       d. feedback
3. Find out a word from the passage opposite to 'finish'.
   a. proceed       b. internal        c. realise       d. planning
4. Find out a word from the passage opposite to 'decline'.
   a. undertake      b. essential       c. enhance       d. consequence

Try Out 2!

Read the following passage carefully and answer the questions that follow.

The Taj Mahal is considered as the finest example of Mughal architecture, a style that combines elements from Persian, Indian, and Islamic architectural styles. In 1983, the Taj Mahal became a UNESCO World Heritage Site and was cited as “The jewel of Muslim art in India and one of the universally admired masterpieces of the world’s heritage.”

India has many wonderful monuments of exquisite beauty and great artistic charm. Among these, the greatest and the most fascinating is the monument called Taj Mahal. It can be reckoned as one of the Seven Wonders of the World. It can be regarded as a love story written in marble. It’s the history of Taj Mahal that adds a soul to its magnificence.

The historical building stands as a monument of love between Shah Jahan and Mumtaz Mahal. This great monument was built in pure white marble. He had loved her deeply while she was alive and when she died, he wanted to eternalise his love for her by erecting a spectacular tomb. It took twenty-two years to complete this splendid monument.

It is said that Shah Jahan was very impressed by the completed construction and wanted to make sure that there would never be another monument as beautiful as the Taj Mahal. This drove him to commit one of the most horrific crimes recorded in history; he chopped off the hands of all the 20,000 craftsmen. This sadly implies that he ruined at least 20,000 families, as the craftsmen could never work again.

The tombs within are enclosed by sculptured walls of pure white marble, artistically painted and inlaid with precious stones. Couplets from the holy book of Quran are written on the sidewalls. It really gives a divine touch to the monument. No wonder why thousands of people flock to this wonderful monument of eternal love carved on stone. It is the best legacy left behind by the Great Mughals who once ruled our land. Let us, therefore, preserve this noble monument of love in its original charm and splendour for our future generations.
Answer the given questions in one line/word each.
1. In which year did the Taj Mahal become a UNESCO World Heritage Site?
2. What was the total completion time of the monument?
3. Couplets of which holy book are written on the sidewalls of the tomb?
4. What horrifying crime was done by Shah Jahan?
5. From which countries are the architectural styles followed?
6. Why do thousands of people flock to this monument?
7. Find out a word from the passage similar to 'magnificent'.
8. Find out a word from the passage opposite to 'abandon'.

Try Out 3!

Read the following passage and answer questions that follow.
As a rule, Gandhi had a distaste for any reading beyond his school books (like most of the children). But somehow his eyes fell on a book purchased by his father. It was ‘Shravana pitri bhaktinataka’ a play about Shravana’s devotion to his parents. He read it with intense interest. The book left an indelible impression on his mind. “Here is an example for you to copy,” he said to himself. There was a similar incident connected with another play. His father allowed him to see a play performed by a certain dramatic company. This play- ‘Harishchandra’ captured his heart. He could never be tired of seeing it. He said to himself, “Why should not all be truthful like Harishchandra?” He literally believed in the story of Harishchandra. To follow truth and to go through all the ordeals Harishchandra went through, was the one ideal it inspired in Gandhiji.

Q1. Did Gandhiji like reading extra books?
Q2. Which was the first book Gandhiji read with intense interest?
Q3. What was the theme of the book?
Q4. Which play captured his heart?
Q5. What did he learn from the play?
Q6. Find synonyms from passage: everlasting or unforgettable; to captivate and hold the interest; to influence.

Try Out 4!

Read the following poem and answer the questions that follow.

Courage

Courage is the strength to stand up
When it’s easier to fall down and lose hold.
It is the conviction to explore new horizons
When it is easier to believe what we’ve been told.
Courage is the will to shape our world
When it is easier to let someone else do it for us.
It is the recognition that none of us are perfect
When it's easier to criticize others and fuss.
Courage is the power to step forward and lead
when it's easier to follow the crowd, their pleas resound.
It is the spirit that places you on top of the mountain
when it is easier to never leave the ground.
The foundation of courage is solid,
The rock that doesn't roll.
Courage is the freedom
Of our mind body and soul!

Q1. **Tick the correct options:**

(i) Courage is the ____________ to stand up when it's easier to fall down and lose hold.
   - [ ] power
   - [ ] strength
   - [ ] desire

(ii) Courage is the recognition that none of us are ____________.
    - [ ] Happy
    - [ ] free
    - [ ] perfect

(iii) Courage is the strong belief to find out things ourselves even though it is easier to
     belief ____________
         - [ ] what we have been told
         - [ ] what others want us to do
         - [ ] in others ability

(iv) We should step forward and ____________
    - [ ] follow others
    - [ ] lead others
    - [ ] not think about others

(v) Courage is the ____________ of our mind, body and soul!
    - [ ] Spirit
    - [ ] recognition
    - [ ] freedom

Q2. **Find synonyms of these words from the passage:**

(i) The ability to control fear when facing danger: ____________
(ii) A desire or intention: ____________
(iii) Without any faults or defects: ____________
(iv) Emotional requests: ____________
(v) To express disapproval: ____________
Read the poem and answer the questions that follow:

Christopher Columbus
Columbus was wise man,
Who thought the earth was round;
He planned to sail across the see,
Where trading could be found.

Though kings did not believe him,
And men thought he would fail,
He found one friend, the Spanish queen,
Who gave him ships to sail.
The crew rebelled, the sea was rough in 1492;
Still this brave man kept sailing on,
In spite of sea or crew.

But when they spied America,
They landed with a cheer;
And that is why we celebrate Columbus Day each year.

- Gertrude M. Robinson

Q1. Choose the correct options to complete the statements:

(i) Columbus believed that the.................
   a. earth was flat
   b. earth was round
   c. earth was covered with sea water only

(ii) Columbus planned to sail across the seas to.......................... .
   a. enjoy an adventurous life
   b. find different people and tribes
   c. find places for trading

(iii) ............................................. helped him in his mission.
   a. King of Genoa
   b. Queen of Spain
   c. Queen of America

(iv) Columbus discovered a sea route to....................
   a. India
   b. Africa
   c. North America

Q2. What did Columbus plan?

Q3. Did anybody believe him? Who supported him?

Q4. Was his voyage easy? Did he lose heart?

Q5. Find antonyms of these words from the poem:

(i) Foolish .............................. (ii) Lost ..............................
(iii) Enemy .............................. (iv) Coward ..............................
I. Tick the correct options:

1. I have two ......................... volunteers in my group.
   a) one  b) bottles  c) the  d) sincere

2. Laptop is one of the ......................... useful technologies these days.
   a) their  b) good  c) more  d) most

3. ......................... tasks are still pending.
   a) This  b) Some  c) Any  d) More

4. ......................... grandfather gifted me a cool I-pad.
   a) My  b) I  c) Me  d) Mine

5. The mobile in the pink cover is ......................... but the one in the branded cover is
   .........................
   a) their, there  b) my, your  c) yours, mine  d) mine, yours

6. Your brother must ......................... think about his career now.
   a) casually  b) seriously  c) leniently  d) educate

7. As the stallion is to ......................... rooster is to hen.
   a) mare  b) hare  c) bare  d) gear

8. He is ......................... an IPS officer, ......................... an SP.
   a) not only, but also  b) though, yet  c) although, till  d) still, yet

II. Fill in the blanks with suitable helping verbs:

1. Both of these houses ......................... spacious.

2. Both of these houses ......................... spacious rooms.

3. The man wearing blue trousers ......................... my uncle.

4. The condition of the earthquake victims ......................... not good.

5. Yesterday I ......................... present in the meeting.
6. One of the students not yet submitted the file.
7. One of the students absent yesterday.
8. The students of this class intelligent.

### III. Error finding:

1. A girl sitting on the first bench is my sister.
2. The boy sitting behind the bushes are very naughty.
3. She was having the cup of tea.
4. January is the colder month.
5. Children does not hurt others.
6. Chess is play by many people.
7. There are a huge crowd outside the gate.
8. Make hay yet the sun shines.

### IV. Circle the correct options:

1. We get up five the morning. (fill prepositions)
2. You (ought / aught) to respect the law and constitution of India.
3. His car turned upside down because he did not apply the (brake / break).
4. We must try our best to (caste / cast) away all prejudices.
5. I did not have the (hart / heart) to see her in this condition.
6. The (hair / hare) lives in a burrow.
7. Grandmother told me the (tail / tale) of a magical gadget.
8. The travellers suffered a lot due to the terrible journey through the (torturous / tortuous) road.
9. The children have been playing for (two / too) hours now.
10. What is the (prize / price) of this mobile cover?

### V. Do as directed:

1. We get up...five...the morning. (fill prepositions)
2. The stories of Prem Chand...translate...in many languages. (Fill the passive form in simple present tense)
3. You should consult a doctor...you have fever. (if/yet)
4. He fell off horse. He hurt his leg. (join the sentences)
5. Fresh food...serve...to the guests. (fill in the blank with past continuous passive form of the verb)
6. have you seen the akshardham temple said ritu (punctuate it)
7. He blamed ................... for the loss. (fill reflexive pronoun)
8. Don't take it. This book is ...................(fill possessive pronoun)
9. I grabbed my mother's hand. (underline the verb and tell whether it is transitive or intransitive)
10. alas the great leader is no more (punctuate it)
11. He blamed for the loss. (fill reflexive pronoun)
12. He said to me, “I like comics.” (change into indirect speech)
13. She reads story books. (change into passive voice)
14. She said to me, “I can cook food”. (change into indirect speech)
15. He is .................. than you. (fill suitable degree of 'strong')

VI. Fill in the blanks with the antonym of the highlighted word.
1. He's never early; he's always ..............................
2. Was she wearing the bright dress?
   No, the .............................. one.
3. Is your friend tall?
   No, he's pretty ..............................
4. The test was really hard!
   Really? I thought it was ..............................
5. Don't be mean! Be ..............................!
6. Is this his best book?
   No, it's his .............................. one.
7. My soup is too cold.
   Well, mine is too ..............................!
8. What an interesting movie!
   Hmm, I thought it was ..............................
9. Is the store open?
   No, I think it's ..............................
10. I thought he lived close, but he lives really ..............................!
VII. English language Quiz.

(a) Answer these questions:
1. How many parts of speech are there? Name them.

2. How many degrees of comparison are there? Name them.

3. What is ‘dis’ in dislike – a prefix or suffix?

4. Which form of verb is used in the passive voice?

(b) Solve these riddles:
1. Which word is pronounced wrong even by best of the scholars?

2. Say my name and I disappear. What am I?

3. What starts with a T, ends with a T, and has T in it?

4. A certain 5 letter word becomes shorter when we add 2 letters in it. What is it?

5. What always ends everything?

6. Where does yesterday always follow today?

One day emperor Akbar (decide) to (test) the intelligence of his courtiers. He (get) down from his throne and (draw) a line on the ground with a piece of chalk. Then he (say), “I (want) to see if anyone of you (can) make this line look shorter without touching it”. All the courtiers (become) perplexed. Just then Birbal (take) a piece of chalk and drew another longer line below the line the emperor had (draw). “Your Majesty, now your line has (become) shorter,” said Birbal smilingly. Emperor Akbar (laugh) heartily at his quick wit. He (realize) that no one (can) surpass Birbal in intelligence. Akbar (give) him a bag full of gold coins as a gift.

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

One day emperor Akbar (decide) to (test) the intelligence of his courtiers. He (get) down from his throne and (draw) a line on the ground with a piece of chalk. Then he (say), “I (want) to see if anyone of you (can) make this line look shorter without touching it”. All the courtiers (become) perplexed. Just then Birbal (take) a piece of chalk and drew another longer line below the line the emperor had (draw). “Your Majesty, now your line has (become) shorter,” said Birbal smilingly. Emperor Akbar (laugh) heartily at his quick wit. He (realize) that no one (can) surpass Birbal in intelligence. Akbar (give) him a bag full of gold coins as a gift.
IX. Read the following conversation between a doctor and patient and then fill in the blanks in indirect speech.

**Patient:** Ma'am, I'm having an acute stomach ache.

**Doctor:** What did you eat yesterday?

**Patient:** I had eaten momos from a roadside vendor.

**Doctor:** You may have got infection. Now drink boiled water and take these pills thrice a day.

**Patient:** Fine. I'll comeback tomorrow for checkup. Thank you.

**Doctor:** Take care and have some rest.

The patient told the doctor that ....................................................... . The doctor asked the patient what he had ....................................................... . The patient replied that ....................................................... . The doctor told the patient that ....................................................... . He advised the patient to drink ....................................................... and take ....................................................... . The patient said that ....................................................... . He also thanked the doctor. The doctor advised the patient to take ....................................................... .

X. Choose correct options to fill in the blanks in the passive voice. You will get the recipe of banana-shake.

A ripe banana ....................................................... (take/is taken). It ....................................................... (peeled/is peeled) and cut into small slices. Then some sugar ....................................................... (are ground/is ground) in a mixie. Sugar and banana slices ....................................................... (are put/are putted) in a jar. The mixture ....................................................... (is churned/are churned). A glass of milk ....................................................... (add/is added) to the mixture. It is again churned. Some ice cubes ....................................................... (are added/is added). The mixture ....................................................... (pour/is poured) into a tall glass and ....................................................... (garnish/garnished) with chopped cashew nuts and almonds. The banana shake is ready to be served.

XI. Change the voice from active to passive.

1. I am watching a horror movie.
2. He does not cook food.
3. Children have broken their toys.
4. Mr Mehta is encouraging the students.
5. The birds were destroying the crops.
6. He ate an apple.
7. They are attending the guests.
8. She did not teach us.
9. I was chasing a butterfly.
10. Shreya will complete the task.

XII. Find fifteen adverbs from the word search and frame sentences using them:

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