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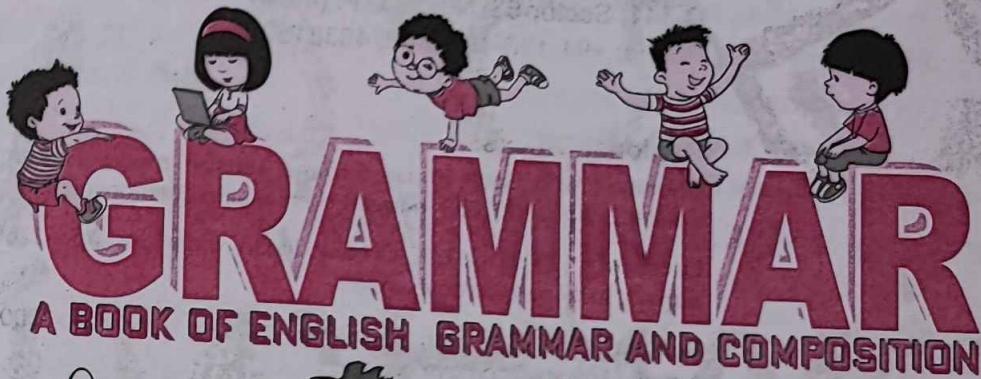
A BOOK OF ENGLISH GRAMMAR AND COMPOSITION



4

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Fun With



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Published by:

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for CORDOVA PUBLICATIONS PVT. LTD.

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Printed on 70 GSM Paper

Printed : 2022-23

Price: ₹ 380.00

Preface

Fun With Grammar (1 to 8) is a grammar series that facilitates the learners not only to grasp the fundamentals of English grammar but also to understand the nuances of the language in the Indian context. It is a unique combination of the **traditional** and **functional** approach towards the teaching of grammar.

This series makes a sincere attempt to teach grammar in a manner that concepts are comprehended without confusion and applications of these concepts made easy. The approach followed throughout the series is **define, explain** (with the help of diagrams, pictures and tables) and **follow up** with relevant, appropriate **exercises** to help the learners at each level. They will be able to **comprehend, remember and apply** easily what they have grasped. The section dealing with **composition** helps the learners organise their thoughts logically and express them with clarity and in a creative manner.

Each book in this series is a **perfect combination of a textbook and workbook** and is a complete package in itself.

SALIENT FEATURES

- Each topic is dealt comprehensively with appropriate **examples and exercises**, best suited to **Indian learners**.
- Comprehensive and **graded coverage of grammar syllabus**.
- Concepts have been presented **graphically** for better visual attraction and clarity. **Features** of each unit have been highlighted.
- Exercises are well graded and have a **variety**. This helps the teacher to follow an activity-based teaching approach in class.
- **Understanding Words Better, Spellings, Antonyms, Synonyms and Punctuation** have also been highlighted. Both the teacher and the learner will find these units extremely useful.
- Different forms of **compositions** have been included with explanation, examples and aided exercises (**paragraphs, essays, story writing, notice writing, biographical sketches, posters and advertisements**, to name a few).
- The learners are exposed to a number of **comprehension passages** and a variety of exercises based on them.
- The course material is supported with **Free Cordova Smart Class Software and Web Support** for teachers.

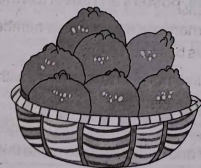
Fun With Grammar aims to help learners find their way slowly but steadily from one class to the other and endeavours to make this transition comfortable and easy.

Authors

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The Sentence

Read the following groups of words.

- I am Naveen.
- Jeet is my brother.
- The book is on the table.



All these groups of words make complete sense and are called **sentences**.

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

Remember

- A sentence begins with a capital letter.
- It makes complete sense.
- It ends with a full stop (.), a question mark (?) or an exclamation mark (!).



Read the following groups of words.

- to garden the went I
- in the garden

The group of words in example (i) does not make sense.

The group of words in example (ii) makes sense but not complete sense.

These groups of words are not sentences since they do not make complete sense.

(A) Put a (✓) against the groups of words that are **sentences** and put a (X) against those that are not.

- In the drawing room.
- To me the gave he book.
- The mouse is eating cheese.
- Left the field.
- The baby is laughing.
- Is Mita studying library the is.
- This pen belongs to Mahima.
- The cat is running after the mouse.



Read this group of words that does not make sense.

Example: (i) season favourite my is summer

But when we write this group of words in another order it makes sense.

Summer is my favourite season.

Example: (ii) school our closed remains summer in

Our school remains closed in summer.

B. Rewrite the following groups of words as sentences. Begin each sentence with a capital letter and put a full stop at the end of the sentence.

1. sun in rises the east the

2. a seven there days are in week

3. upon time once a there a king was

4. Mita sisters are Rita and

5. love to go I to the library

6. boys playing the the are in garden

7. finish my I homework others before

8. Tuesday on my birthday is

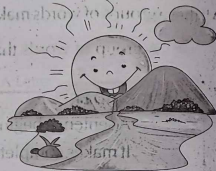
Again, we can add words to the group of words that makes incomplete sense and turn them into sentences.

Examples: (i) in the garden

The boys are playing in the garden.

(ii) on the wall

The clock is on the wall.



VALUE CORNER

A group of words makes a sentence and a group of students makes a class. Do you think teamwork helps in making tasks easier?

C. Make sentences using the following groups of words.

1. in the park

2. my school

3. near the window

4. the class test

5. is today

6. the dog

7. love fruits

8. the book is

D. Rewrite the following passage using capital letters and full stop, where necessary.

the Taj Mahal is in Agra it is one of the wonders of the world it was constructed by the Mughal Emperor Shah Jahan it was built in the loving memory of his queen Mumtaz Mahal twenty thousand workmen worked on it for nearly seventeen years to make this wonderful monument



Let's Revise



Revision

A sentence —

- makes complete sense.
- begins with a capital letter.
- ends with a full stop (.), a question mark (?) or an exclamation mark (!).

Subject And Predicate

A sentence has two parts:

- subject
- predicate

Example: Rahul likes playing football.

This is a sentence that makes complete sense.

- 'Rahul' is the subject because the sentence is about 'Rahul'.
- 'likes playing football' is the predicate because it tells us about the subject 'Rahul'.

The part of the sentence that tells us what or whom the sentence is about is called the **subject**.

The part of the sentence that tells us something about the subject is called the **predicate**.

Look at the following sentence.

The girls are not tired.
subject predicate

The predicate always includes the verb.

Some more examples to understand subject and predicate.

Subject	Predicate
The boy	was chasing a cat.
Suraj	is sleeping.
The toy car	was running on the track.
The helicopter	flew over the sea.

The subject may have only one or more than one word.



A. Circle the **subjects** and **underline the predicates** in the following sentences.

- The bird is flying.
- Ram is an intelligent student.
- Mary walks in the park.
- The teacher sings well.
- The children are reading books.
- Ritu will come today.
- The teacher is in the library.
- You should not sing in the classroom.
- Atul wrote a story.
- The study table is very neat.



Subject in commands

Read these sentences. (i) Come here. (ii) Don't talk.

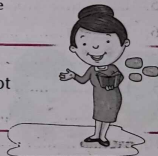
In these sentences, the subject is not mentioned.

The subject is actually 'you' and the sentences actually read like the following:

- (i) You come here. (ii) You don't talk.
subject predicate subject predicate

Remember

In all commands, the subject is 'you' which is not mentioned in the sentence but is understood.



Subject in questions

The subject usually comes before the predicate. But, in questions, subjects come after predicates.

Examples: (i) Where is mother?
predicate subject

(ii) Who are you?
predicate subject

VALUE CORNER

We join a subject and a predicate to make a sentence. Your friend is not talking to you for some time because of your rude behaviour. Will you go and join hands with her/him? Why/Why not?

B. Circle the *subjects* and underline the *predicates* in the following sentences.

- Sit on that chair.
- How are you?
- The picture is very beautiful.
- Switch on the television.
- The cartoon show is very funny.
- I had fever yesterday.
- Jyoti, come inside the room.
- What is that insect?
- Mona and Sona play badminton.
- Where is everybody?



C. Fill in the blanks with suitable *subjects* or *predicates*.

- The girl
- The sun
- is my favourite book.
- live in Delhi.
- is the capital of Goa.
- The stars
- is making a table.
- Lata
- is my best friend.
- Mohan



Let's Revise

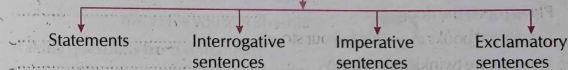
- A sentence has two parts – subject and predicate.
- In commands, the subject is 'you' which is not mentioned but implied.
- In questions and exclamatory sentences, predicates usually come before the subjects.



Kinds Of Sentences

There are four kinds of sentences.

SENTENCES



1. Read these sentences.

- I like watermelons.
- I love to paint pictures.
- Jayant is very happy today.

These sentences are statements.



A statement says or states something. It begins with a capital letter and ends with a full stop.

2. Read these sentences.

- What is your name?
- Did you meet Mr Verma?
- Why were you absent yesterday?

The above sentences are questions.



An interrogative sentence or question asks something. It begins with a capital letter and ends with a question mark.

3. Read these sentences.

- Switch off the fan.
- Please, come to me.
- Take the medicines regularly.

The above sentences are imperative sentences.



An imperative sentence requests, commands or gives directions. It usually begins with a verb. It begins with a capital letter and ends with a full stop.

4. Read these sentences.

- What a beautiful picture it is!
- How fast is she running!

These are exclamatory sentences.



An exclamatory sentence expresses a strong feeling or emotion. It ends with an exclamation mark.

A. Identify the different types of sentences as *interrogative*, *imperative*, *exclamatory* or *statements*.

- Please open the door.
- Are school books available in your store?
- The stars are twinkling in the sky.
- Mother is calling you.
- Don't talk in my class.
- What are you doing here?
- Please tell us the story of Cinderella.
- Shanti, you should go to the doctor.
- What a beautiful painting it was!
- Children, please come inside the class.

B. Make sentences, as instructed in brackets, using the words given below.

- | | | | |
|------------|--------------|-------------|---------------|
| 1. teacher | 2. classroom | 3. friend | 4. painting |
| (question) | (imperative) | (statement) | (exclamatory) |

Let's Revise

I make statements.



Statement

I request, advise or order.



Imperative Sentence

I ask a question.



Interrogative Sentence

I express a sudden feeling.



Exclamatory Sentence



Interrogative Sentences

Interrogative sentences are those that ask questions and have a question mark at the end.

Examples: (i) Are you going to school?

(ii) Have you met Shashi?

Making questions from statements

Read the following statements.

- I am intelligent.
- You have a pencil.
- He is late.

Are you going to school?



Have you met Shashi?

We can turn them into questions in the following manner—

- I am intelligent. (STATEMENT)
Am I intelligent ? (QUESTION)

put 'am' at the beginning before the subject 'I'

- She was sick. (STATEMENT)
Was she sick ? (QUESTION)

put 'was' before the subject 'she'

- He is late. (STATEMENT)
Is he late ? (QUESTION)

put 'is' before the subject 'he'

VALUE CORNER

Interrogative sentences ask questions. Parul tells Preeti the problem she is facing at home. Sangeeta asks Preeti what Parul has told her. What should Preeti do? Should she share what Parul told her or should she keep quiet. Why/Why not?

Is he late?



(QUESTION)

He has seen your report card.
verb

Has he seen your report card

put a question
mark

Here are more examples:

(i) He will come tomorrow morning.	Will he come tomorrow morning?
(ii) The boys were tired.	Were the boys tired?
(iii) She was the winner.	Was she the winner?
(iv) The girl was in class III.	Was the girl in class III?

Rewrite the following as *interrogative* sentences.

1. The children were obedient.
2. He has a new mobile phone.
3. The train will be late.
4. Tamal is fond of rock music.
5. The door bell is ringing.
6. These bangles are expensive.
7. It was raining in the evening.
8. Mansi will wait at the station.
9. She will trust him blindly.
10. Someone is knocking at the door.

Let's Revise

- Interrogative sentences ask questions.
- To form interrogative sentences you have to put:
 - **am, is, are, was, were** before the subject, in sentences with **am, is, are, was, were**.
 - **has, have, had** before the subject, in sentences with **has, have, had**.
 - the first word before the subject when the verb has two words, e.g., **will come** or **have seen**.



Negative Sentences

Read the following sentences.

- (i) Sita is very happy.
- (ii) Rita is ill.
- (iii) I have some food for the journey.

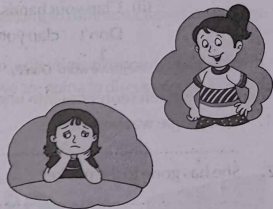
These sentences are positive sentences.

Now, read the following sentences.

- (i) Sita is **not** very happy.
(ii) Rita is **not** ill.
(iii) I have **no** food for the journey.

These sentences are **negative sentences** because they have the word **not** or **no**.

 A **negative sentence** is a sentence that has a **not** or **no** in it.



POSITION OF 'NOT'

- In a sentence, when the verb consists of a single word, we add **no** or **not** after the verb.

Examples : (i) She is sad. (positive) She is not sad. (negative)
verb verb negative word

(ii) She has money. (positive) She has no money. (negative)
verb verb negative word

- In sentences where verbs are made of two or more words, we put **not** after the first word to make the sentence negative.

Example : She is singing. (positive)

verb
She is not singing. (negative)
verb verb
 ↓
 negative word 'not'

- To make an imperative sentence negative, we put **do not**/**don't** in the beginning of the sentence.

Examples: (i) Come inside. (positive)

Don't come inside. (negative)
↓
(negative word 'Don't')

(ii) Clap your hands. (positive)

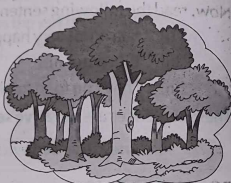
Don't clap your hands. (negative)
↓
(negative word 'Don't')

VALUE CORNER

Negative sentences have 'no' or 'not' in them. One day, you are in a hurry to go out to play. Your grandfather asks you to give him a glass of water. Will you say 'no' to him? Why/Why not?

Change the given sentences into **negative** sentences.

- The jungle was very dense.
.....
- She has gone to the market.
.....
- Jyoti is happy with her new friends.
.....
- He has kept his promise.
.....
- Play in the garden.
.....
- I am satisfied with your work.
.....
- Read slowly.
.....
- Kanta is talking in class.
.....



Let's Revise

- Negative sentences have **no** or **not** in them.
- To make negative sentences we write:
 - not** after the verb when the verb has **am, are, is**.
 - not** after the first word when the verb has more than one word.
 - don't** before the sentence when it is an imperative sentence.



Nouns

Sentences are made up of words. These words belong to different classes or groups. These groups or classes are called **parts of speech**.

There are eight parts of speech and they are **noun, adjective, pronoun, verb, adverb, preposition, conjunction and interjection**. Now, we are going to discuss **nouns** in detail.

NOUNS

Look at these pictures:



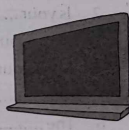
school



Priti Sen



dog



board

School is the name of a place, **Priti Sen** is the name of a person, **dog** is the name of an animal and **board** is the name of a thing. These naming words are called **nouns**.

The names of **persons, animals, things and places** are called **nouns**.

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

- Mother baked cakes and biscuits.
- Give me a cup of tea.
- We get medicines from plants.
- I have a pet dog.
- New Delhi is the capital of India.
- My favourite fruit is mango.
- Jyoti bought two books.
- The Ganges is a sacred river.
- Camel is the ship of desert.
- I left my pencil in school.



B. Underline the nouns in the following story.

Chutki, the milkmaid, was going to the market carrying a pail of milk on her head. As she went along, she began to think what she would do with the money she would get after selling the milk. 'I will buy some hens from Ramu, the farmer,' said Chutki to herself, "and they will lay eggs each morning, which I will sell to Sudha Chachi. With the money that I get from the sale of the eggs, I'll buy a red *ghagra* and silver *payals* from the fair. I will look beautiful and every girl would be jealous of me. But I won't care. I will look at them and swing my hair like this." As Chutki spoke these words, she tossed her head back and the pail fell off, spilling the milk on the ground.

C. Fill in the blanks with the correct nouns from the box below.

stars cows cake chess school water river cowboy boy sheep

- The was wearing a red hat.
- Is your closed today?
- Have you seen those twinkling in the sky?
- My favourite game is
- That is my brother.
- The flows under the bridge.
- Several are grazing in the field.
- They bought a huge on my birthday.
- May I drink in class?
- The gives us wool.



D. Circle the words that are not nouns.

- sing, boy, girl, school, teacher
- baby, talk, sheep, moon, star
- books, read, library, shelf, pictures
- dance, dancer, singer, saree, dress
- giraffe, tall, elephant, ears, tail
- sheep, rabbit, grass, graze, field
- pens, happily, pencil, bag, box
- mango, sweet, oranges, apples, banana
- short, air, water, cloud, rain
- hair, eyes, nose, cry, nail



E. Find nouns from the word grid using the clues given below.

- A large animal.
- It is made of wood and we keep things on it.
- We read it.
- We live in it.
- She takes care of us.
- A red fruit.
- It gives us light.
- Someone who teaches us.

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

F. Can you say who am I?

- I cut hair.
- I fly aeroplanes.
- I catch fish.
- I act.
- I sell food items.
- I mend taps and pipes.
- I sell flower.
- I mend shoes.

B				E	
		L		T	
F		S		R	N
A				R	
G			C		R
P			B		R
F			R		T
C			B		R

Let's Revise

I am a noun.
I name persons, animals, places
and things.





Kinds Of Nouns

There are three kinds of nouns : common, proper and collective.

Common Nouns are the names given to *things, animals, places or people* which are of the same kind. Examples: girl, glass, boy, clock, pencil, park

Proper Nouns are the names of particular *persons, places, animals or things*. Examples: Jawaharlal Nehru, India, New Delhi, Commonwealth Games, Himalayas

Here is a list of some nouns :

Common Nouns

countries
cities
rivers
players
pencils
days
buildings

Proper Nouns

India, Japan, China
Delhi, Kolkata, Jaipur
Yamuna, Godavari
Sachin Tendulkar, Saina Nehwal
Apsara pencil, Natraj pencil
Sunday, Monday
Taj Mahal, Red Fort

[Note that all proper nouns begin with capital letters.]

(A) Match the **common nouns** with the **proper nouns**.

Common Nouns

- boy
- girl
- city
- country
- river
- school
- continent
- cartoon character

Proper Nouns

- Donald Duck
- St Joseph's Convent
- Richa
- Asia
- Rahul
- Godavari
- Mumbai
- China

(B) Rewrite the following sentences using **capital letters**, where needed.

- mumbai is the capital of maharashtra.
- rahul sharma came first in the race.
- i have read ramayana many times.
- my parents are from kolkata.
- have you ever visited shimla?
- smिता and namita are my classmates.
- modern high school is closed today.
- the taj mahal is in agra.



(C) **Underline the common nouns** and **circle the proper nouns** in the given sentences.

- My birthday is in December.
- My father reads 'The Times of India' in the morning.
- Vishesh and Vishal play cricket in the park.
- The leopard has black spots on its body.
- I will visit Europe in January.
- The school remains closed on Saturdays.
- The play is written by Shakespeare.
- She stays in Ranchi.

Collective Nouns are names of groups of people, animals and things taken as one unit.

Examples: A group of cows is called 'a **herd** of cows'. Many ships taken together is called 'a **fleet** of ships'.

(D) Match column A with column B to make correct **collective nouns**.

Column A	Column B
a herd of	fish
a school of	wolves
an army of	flowers
a box of	cows
a pack of	biscuits
a swarm of	soldiers
a bouquet of	sheep
a flock of	bees

- E Find common nouns, proper nouns and collective nouns from the word grid with the help of the given clues.

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

- The Statesman is a (common noun)
- Shahrukh Khan is an (common noun)
- Patna is the capital of (proper noun)
- The capital of Jharkhand is (proper noun)
- The teaches us in school. (common noun)
- The is the national animal of India. (common noun)
- is a famous Indian batsman. (proper noun)
- A of bees. (collective noun)

Let's Revise

Nouns can be of the following kinds.

- Common nouns are names given to things, places, animals or people of the same kind.
Examples: girl, boy
- Proper nouns are names given to particular people, places, animals or things.
Examples: Rita, Mohan
- Collective nouns are names of groups of people, animals or things.
Examples: a **herd** of cows, a **fleet** of ships



Nouns: Number

Singular and Plural Nouns

Today is Rinki's birthday. Read on to find out what she has to tell you.

"For my birthday **party**, all my friends were invited. My room was decorated with colourful balloons and stars. A cake was brought by my **brother**. I got many gifts. Jyoti, my **friend**, gave me a **book** which I liked the most."

The nouns which are in bold talk about a single thing or person such as 'party', 'cake', 'book', 'brother', 'friend'. They are singular nouns.

- Nouns which stand for one person, animal, place or thing are called **singular nouns**.

The nouns which are underlined talk about persons or things which are more than one in number such as 'friends', 'balloons', 'stars'. They are plural nouns.

- Nouns which stand for more than one person, animal, place or thing are called **plural nouns**.

Plural Nouns

Plural nouns are formed in different ways.

- We add 's' to **most singular nouns** to make them plural.

Examples:

Singular		Plural	Singular		Plural
balloon	+ s =	balloons	tree	+ s =	trees
friend	+ s =	friends	girl	+ s =	girls
gift	+ s =	gifts	table	+ s =	tables
book	+ s =	books	chair	+ s =	chairs



- If the noun ends in 's', 'x', 'sh' or 'ch' we form plural by adding '-es'.

Examples:

Singular	Plural	Singular	Plural
glass + es = glasses		dress + es = dresses	
box + es = boxes		fox + es = foxes	
bush + es = bushes		dish + es = dishes	
church + es = churches		bench + es = benches	

- When nouns end in 'y' and there is a consonant before 'y', we drop 'y' and add '-ies'.

Vowels are 'a', 'e', 'i', 'o', 'u'.

The other letters apart from these are consonants.

Examples: 'y', 'y', 's'



Examples:

Singular	Plural
party + ies = parties	
family + ies = families	
duty + ies = duties	
army + ies = armies	
story + ies = stories	
fairy + ies = fairies	
baby + ies = babies	
country + ies = countries	

- When nouns end in 'y' and there is a vowel before 'y', we add 's'.

Examples:

Singular	Plural	Singular	Plural
day + s = days		toy + s = toys	
key + s = keys		monkey + s = monkeys	
play + s = plays		donkey + s = donkeys	
ray + s = rays		valley + s = valleys	
boy + s = boys		chimney + s = chimneys	

- For most nouns ending in 'f' or 'fe', we form the plurals by changing 'f' or 'fe' into '-ves'.

Examples:

Singular	Plural
calf + ves = calves	
half + ves = halves	
knife + ves = knives	
leaf + ves = leaves	
thief + ves = thieves	
wife + ves = wives	
wolf + ves = wolves	

However, some nouns do not follow this rule, e.g., chief – chiefs, roof – roofs, proof – proofs

- Most nouns ending in 'o' form the plural by adding '-es'.

Examples:

Singular	Plural
buffalo + es = buffaloes	
mango + es = mangoes	
tomato + es = tomatoes	
potato + es = potatoes	
mosquito + es = mosquitoes	
hero + es = heroes	

Some nouns do not follow this rule, e.g., photo – photos, radio – radios, piano – pianos

There are some nouns which do not follow these rules.

- Nouns which do not change in plural.

Examples:

Singular	Plural	Singular	Plural
aircraft	aircraft	deer	deer
sheep	sheep	fish	fish

We write 'fishes' when we mean a variety of fish.

Example: The pond has many fishes.

- Some nouns form their plurals in an irregular manner.

Examples :

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

- Some nouns are always used in the plural form :

Examples : scissors, trousers, spectacles, socks

- Some nouns are always used in the singular form :

Example : furniture, news

- (A) Circle the *singular nouns* and underline the *plural nouns*.

- Two boys were playing in the park.
- My right foot hurts.
- The oxen were standing in front of the gate.
- The men wore white shirts and the women wore white dresses.
- The boxes were kept in one corner of the room.
- Girls of our school will participate in the competition.
- Bring tomatoes, potatoes and mangoes from the market.
- The cat ran after the mice.
- The leaves of the tree have become yellow.
- Many sheep are grazing in the field.

- (B) Fill in the blanks with the *correct form* of nouns.

- I have bought two from the bookstore. (book / books)
- My mother is using a to cut the vegetables. (knife / knives)
- The tailor has kept the on the table. (scissor / scissors)
- The two are playing in the garden. (child / children)
- My new house has many (room / rooms)

VALUE CORNER

One day, you get into a crowded bus and an old man with a heavy bag also gets in with you. However, there is only a single vacant seat in the bus. What will you do?

- Take the seat quickly.
- Stare at the old man.
- Ask the old man to take that seat.



- A cricket is going on in London. (match / matches)
- Several of our classroom are broken. (bench / benches)
- Five are kept on the table. (glass / glasses)
- Did you brush your today? (tooth / teeth)
- Shift the from the drawing room to this room. (furniture / furnitures)

- (C) Write the *plural form* of the nouns given in brackets.

- The (leaf) of the tree have dried up.
- The (roof) of both the houses are damaged.
- The (child) are playing in the garden.
- His (tooth) have decayed.
- The (valley) of Jammu and Kashmir are beautiful.
- The (fairy) were trapped by the witch.
- The (deer) are herbivorous animals.
- The (mouse) ate all the cheese in the tin.

- (D) Write the *singular form* of the nouns given in brackets.

- The (donkeys) lost its way.
- The (babies) played in the cot.
- The (benches) needed repair.
- The (ladies) came in a carriage.
- The (birds) flew over the garden.
- The (armies) fought bravely.
- The (children) finished his lunch on time.
- The (diaries) was lost.

Let's Revise



Singular Noun

I am one.



Plural Noun

We are more than one.



Nouns: Gender

Masculine and Feminine Gender

Read the following nouns.



boy
brother
uncle
man

girl
sister
aunt
woman



The nouns in the left column stand for male living beings.

The nouns in the right column stand for female living beings.

A noun that stands for a male living being is said to be of the **masculine gender**.

A noun that stands for a female living being is said to be of the **feminine gender**.

Neuter Gender

Read these nouns.

'pen', 'pencil', 'bat', 'ball'.

All these nouns are non-living things. So, they are neither male nor female. Such nouns are of **neuter gender**.

A noun that stands for a non-living thing is said to be of the **neuter gender**.

Common Gender

Look at these two sentences.

Mr Verma is a **doctor**.

Mrs Verma is also a **doctor**.

One word 'doctor' can stand either for Mr Verma or for Mrs Verma. So, we can use it either for a male or for a female. This means that 'doctor' is of the **common gender**.



A noun that can stand for either a male or for a female is said to be of the **common gender**.

Examples: student, player, classmate, child, teacher, friend, Principal, cousin

Let us read the masculine and feminine forms of some nouns.

Masculine	Feminine	Masculine	Feminine
tiger	tigress	husband	wife
buck	doe	son	daughter
bull	cow	boy	girl
cock	hen	man	woman
fox	vixen	nephew	niece
peacock	peahen	prince	princess
horse	mare	sir	madam
lion	lioness	uncle	aunt

A. Underline the **nouns** in the following sentences and write whether they are of **masculine, feminine, common or neuter genders**.

1. Veena respects her teachers.

2. She is a doctor in this hospital.

3. The gate of this house is very strong.

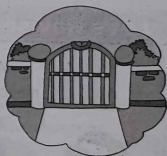
4. This book belongs to Meena.

5. May I come in, Sir?

6. The horse is sleeping in the stable.

7. Jay has invited his friends.

8. The prince and the princess lived happily ever after.



B. Fill in the blanks.

Masculine	Feminine	Masculine	Feminine
1.	girl	6. nephew	.....
2.	daughter	7. peacock	.....
3.	mare	8. man	.....
4.	madam	9. tiger	.....
5.	aunt	10. husband	.....

C. Rewrite the following sentences changing the nouns in bold from feminine to masculine.

- The new **actress** is my sister.
- My **mother** has gone to the market.
- The **daughters** took care of their **mothers**.
- The **princess** had a pet **tigress**.
- Madam**, those **girls** are talking in the class.

Let's Revise

We are of
masculine gender.



We are of
feminine gender.



We are of
common gender.



We are of
neuter gender.



Nouns: Possession

Read these sentences.

- That cycle **belongs** to Rina.
- This bat **belongs** to Ravi.

We can write these as:

- That is **Rina's** cycle.
- This is **Ravi's** bat.



We use 's to show **belonging** or **possession**. We also use it to show that something or someone is related to another.

Example: I know Rohan, he is **the brother** of Ronit.

I know Rohan, he is **Ronit's** brother.

- When a plural noun ends in 's', we do not use 's, we just use the apostrophe (').

Example: She studies in a **school** for the **girl's**.

She studies in a **girls'** school.

- When a plural noun does not end in 's', we add ('s).

Example: The **toys** of the **children** are lying here.

The **children's** toys are lying here.

- When a singular noun ends in 's', we add (') to show possession.

Example: **The house** of **Mr Biswas** is beside the park.

Mr Biswas's house is beside the park.

(') is called
apostrophe which is used
to show possession.



Remember

To show possession or belonging:

We add ('s) — to singular and plural nouns **not ending in 's'**.

We add (') — to singular and plural nouns **ending in 's'**.

VALUE CORNER

We use 's to show possession. You possess an automatic remote controlled toy car. Your friends also want to play with it. Will you allow them to play with it or not? Why will you do so?

Rewrite the words printed in bold using ('s) or only (').

Example: I cannot find the **diary** belonging to my father.

I cannot find my father's diary.

1. The **ring** belonging to Radha is lost.
2. The **office** of the Headmistress is being painted.
3. The **car** belonging to the Principal is parked outside the gate.
4. I will buy a CD of the **songs** sung by Sunidhi.
5. I am happy with the **marks** obtained by Jyoti in Maths.
6. The **hostel** for boys will remain closed during the vacation.
7. The **bag** of Richa is small in size.
8. I have to attend the **birthday** party of Suman.
9. The **class** in which Ankita studies is on the second floor.
10. Don't forget to buy the **gifts** for the children.



Let's Revise

Singular and plural nouns not ending in 's'

Examples: **boy** (s) toys (with singular noun)
children (s) books (with plural noun)



To show possession
we go along with them.

Singular and plural nouns ending in 's'

Examples: **Fathers** (') Day (with plural noun)
Keats (') poem (with singular noun)



To show possession
I go along with them.



Adjectives

Adjectives describe nouns.

Adjectives tell us many things about a noun.

Examples: (i) It is a **beautiful** dress.

The word 'beautiful' tells us about the **kind** of dress.

(ii) Jyoti is an **intelligent** girl.

The word 'intelligent' tells us about the **kind** of girl Jyoti is.

(iii) I have **two** dresses.

The word 'two' tells us about the **number** of dresses.

(iv) The big table has **six** legs.

The word 'six' tells us about the **number** of legs that the big table has.

(v) I want the **red** dress.

'Red' tells us about the **colour** of the dress.

(vi) Veena has a **blue** pen.

'Blue' tells us about the **colour** of the pen.

Adjectives can be placed before nouns or after nouns to describe them.

Examples: (i) This is a **heavy** door.

(ii) The door is **heavy**.

Here, 'heavy' is the adjective and 'door' is the noun.

A. Underline the adjectives in the following sentences.

1. The class was very noisy.
2. It is a warm afternoon.
3. The garden is beautiful.
4. The elephant is a huge animal.
5. I have two rabbits.



6. Jyoti is an intelligent child.
7. The book has many pictures.
8. I don't like unhealthy food.
9. It is a rainy day.
10. My uncle is very brave.



B. Put a noun after each of these adjectives.

- | | |
|--------------------------|-------------------|
| 1. a cute | 2. a neat |
| 3. an innocent | 4. a good |
| 5. a tidy | 6. an old |
| 7. a brave | 8. a broken |
| 9. a sunny | 10. a large |
| 11. an interesting | 12. a blue |

C. Put suitable adjectives that go with these nouns.

- | | |
|---------------------|------------------|
| 1. boy | 2. elephant |
| 3. girl | 4. dog |
| 5. grandfather | 6. weather |
| 7. book | 8. sun |
| 9. classroom | 10. cloud |
| 11. teacher | 12. pen |

D. Underline the adjectives and circle the nouns they describe.

1. I want two apples.
2. The child is happy.
3. The giraffe is a tall animal.
4. The cake is delicious.
5. The deer is a timid animal.
6. The house has a beautiful garden.
7. Mumbai is a big city.
8. The octopus has eight legs.
9. The street is wide.
10. The weather is pleasant.



VALUE CORNER

We use adjectives to describe nouns, like 'unhealthy food'. Whenever Rita, Rajan and Rani go out to have food, Rani and Rajan have burgers, French fries and aerated drinks. Rita, however, chooses yogurt, salad and juice. Who chooses a diet that is good for health? Give reasons for your answer.



Articles: A, An, The

Article - A

Look at the following pictures.



a book



a table



a board



a boy



a teacher



a chair

Vowels and Consonants

The English alphabet consists of 26 letters in all. Of these, 'a', 'e', 'i', 'o' and 'u' are vowels. The rest of them are consonants.

The words 'book', 'table', 'board', 'boy', 'teacher' and 'chair' are all nouns. All of them are singular in number. They begin with a consonant sound and we use 'a' before each one of them.

Examples: a school, a bag, a toy

We use 'a' before common nouns which are singular in number and begin with a consonant sound.

Remember

While using 'a' and 'an', we should understand the difference between **vowel sounds** and **consonant sounds**. Vowel sounds are 'a' as in 'apple', 'e' as in 'egg', 'i' as in 'ink', 'o' as in 'orange' and 'u' as in 'umbrella' and some **consonant sounds** are 'b' as in 'bat', 'd' as in 'duck' and so on.

Article - AN

Now, look at the following pictures.



an ant



an eagle



an elephant



an ass



an ice cream



an ox

The words 'elephant', 'ant', 'ass' and 'ox' are nouns. They are also singular. But all of them begin with a vowel sound. So, we use **an** before all of them.

Examples : an octopus, an apple, an orange

We use **an** before **common nouns** which are **single** or **one** and begin with a vowel sound.

Remember

- We say 'an honest man' because 'honest' begins with the vowel sound 'o' as in 'orange'. So, we put 'an' before 'honest'. (The letter 'h' is silent in the word 'honest').
- Some more examples are: an hour, an honour
- We say 'a utensil' because 'utensil' begins with the consonant sound 'yoo'. So, we put 'a' before the word 'utensil'.

Some more examples are: a useful animal, a used car

- We say 'a one-rupee coin' because 'one' begins with the consonant sound 'wa'. So, we put 'a' before 'one-rupee'.

Some more examples are: a one-hundred rupee note, a one-eyed monster

(A) Fill in the blanks with a or an.

- I have uncle who is artist.
- lion and mouse were good friends.
- The bee is hard-working insect.
- Jia left her house hour ago.
- one-eyed beggar scared the children.
- I have been working in this place for year and half.
- The king had army of five thousand brave warriors.
- The computer is useful machine.

(B) Put a or an before the following nouns.

- interesting story
- pair of shoes

- easy question
- clock
- box
- book

- Indian dress
- purse
- aunt
- boring story

Article - THE

We use 'a' or 'an' when we talk of any person or thing. When we talk of a particular person or thing, we use 'the'.

Examples: (i) Give me a book. (any book)

Give me **the book you are reading.** (a particular book)

(ii) Open a box. (any box)

Open **the box behind you.** (a particular box)

Remember

- A/an** is used for any person/thing.
- The** is used for a particular person/thing.

(C) Fill in the blanks with a, an or the.

- short stories written by Tagore are very interesting.
- I wrote story.
- ostrich is in the cage.
- bus parked outside our school has a punctured tyre.
- He found one-rupee coin in the park.

When we speak of a person or thing for the first time, we use 'a' or 'an'. But when we speak of it again, we use 'the':

Examples: (i) My father gave me a book. **The** book was very interesting.

(ii) I found a purse. **The** purse was lying under a table.

Remember

- A/an** is used when we are speaking of something for the first time.
- The** is used when we are speaking of the same thing in the following sentences.

(D) Fill in the blanks with a, an or the.

- farmer bought donkey from the village fair. He found donkey to be useful animal.

VALUE CORNER

Article 'the' is used for particular persons and things, for example - the Earth. This tells us how important the Earth is for us. Do you think we have some responsibility towards the Earth? What are these responsibilities?

- ant and bee were good friends.
ant stored sugar and bee stored honey.
- I bought orange. orange was tasty.
- Shalini has shifted to new school. school is
very far from her house.
- Rita wore pink dress. dress was very beautiful.

We also use **the** with the following:



the stars



the moon



the earth



the sun



the sky

- with the titles of books: **the** Gita, **the** Ramayana
- with the names of well-known buildings: **the** Taj Mahal, **the** India Gate
- with the names of rivers: **the** Ganges, **the** Yamuna
- with directions: **the** east, **the** south



But we do not use 'the' before particular names of persons or places:

Jay is my friend. (✓)

The Jay is my friend. (X)

Agra is a big city. (✓)

The Agra is a big city. (X)

E. Put **the** wherever you think it is needed and rewrite the sentences.

- Sun rises in east.
- We could see stars shining in sky.
- Ganges is a sacred river.
- Taj Mahal was built by Shah Jahan.
- I travelled on Ganges by boat.

Let's Revise

- Article **a** is used before a singular noun beginning with a consonant sound.
- Article **an** is used before a singular noun beginning with a vowel sound.
- Article **the** is used for particular persons and things, e.g., the moon, the stars, names of books, well-known buildings and names of rivers.



Pronouns

Read the sentences given below.

Ravi has not come to school today. Ravi is not well.
Ravi visited the doctor yesterday. The doctor gave
Ravi medicine. Ravi feels that if Ravi takes the
medicine regularly Ravi will recover soon.



Don't you think it sounds awkward?

Now, let us read these sentences—

Ravi has not come to school today. **He** is not well. **He** visited the doctor yesterday.
The doctor gave **him** medicine. Ravi feels that if **he** takes the medicine regularly **he**
will recover soon.

The noun 'Ravi' has been replaced by 'he' and 'him'. 'He' and 'him' are pronouns.

Pronouns are used for or in place of nouns.

A pronoun makes a sentence simpler and shorter. It is easy to read and understand.

Examples: he, she, it, they

Let us understand the correct use of it.

Example: The donkey fell down because **the donkey** was tired.

The donkey fell down because it was tired.

Pronoun 'it' has replaced two words: 'the' and 'donkey'.

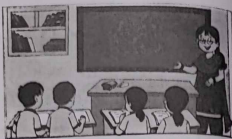
Some common pronouns are—

- | | |
|-----------------|--------------|
| • I, me, we, us | • you |
| • he, him | • she, her |
| • it | • they, them |

A. Underline the **pronouns** in the following sentences.

- Sita told Gita that she should work hard.
- Rima's mother told her to rest after school hours.
- The movie was a flop because it was boring.
- She is leaving the school because her father is getting transferred.

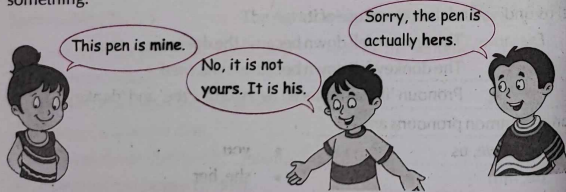
5. The boys are shouting because they have won the basketball match.
6. Mona and Malini went to the zoo but they had to come back because it was closed.
7. The teacher told the pupils to be attentive as she would be teaching a new lesson.
8. Shalini wore the dress she bought from the market.
9. The deer whimpered because it was badly wounded.
10. Ruskin Bond is a writer. He has written many stories.



B. Rewrite the following passage by replacing the underlined words with pronouns given in the bracket.

Tommy, the dog, wanted to grow horns like Gori, the cow. Actually one day, Tommy ran after Gori and Gori scared him by pointing her horns towards Tommy. That night, Tommy went to India Gate with his master. Tommy saw a hair band with two red horns fixed on the hair band. Tommy loved the idea. Tommy wagged his tail and pulled his master's shirt till Tommy and his master reached the vendor selling hair bands. Tommy's master fixed the hair band on his head. Tommy got his confidence back. The next day Tommy ran after Gori. Gori saw Tommy and ran away. (*she, he, him, it*)

We can also use pronouns to indicate that a thing belongs to somebody or something.



Mine, yours, ours, his, hers and theirs are called **possessive pronouns** because they show that something belongs to somebody.

Read the following sentences to understand the use of different possessive pronouns.

- (i) The book **belongs to me**.
The book is **mine**.

- (ii) The book **belongs to you**.
The book is **yours**.
- (iii) The book **belongs to us**.
The book is **ours**.
- (iv) The book **belongs to him**.
The book is **his**.
- (v) The book **belongs to her**.
The book is **hers**.
- (vi) The book **belongs to them**.
The book is **theirs**.



C. Rewrite the sentences using possessive pronouns.

1. That car belongs to him.
2. The doll belongs to her.
3. The house belongs to them.
4. The bag belongs to me.
5. The gift is for you.
6. Those pens belong to you all.

PERSONAL PRONOUNS

Personal pronouns are the pronouns used in place of people, animals and things.

PERSONS

Pronouns have different forms:

First person	Second Person	Third Person
The Speaker	The person we are speaking to	The person about whom we are speaking
I, me, we, us	you	he, him, she, her, they, them, it

- D. When you reached home you said, "Mother, luck was by my side today." Now, think about your lucky day and write about it in first person.

.....

.....

.....

.....

- E. Underline the *pronouns* and write against each sentence, the form of pronoun or 'person' used. State whether it is in the First Person, Second Person or Third Person.

- Lions are royal animals. They are called the King of the jungle.
- I like the cakes made by mother.
- You are such a soft spoken person.
- Their house is spacious. It is so beautiful and well kept.
- We are going to the Golden Temple.
- My mother cooks delicious food for us.
- She makes special food for Anik every day.
- You should maintain a collection of old stamps.
- I joined school on the first day of the new session.
- Cows are herbivores. They eat grass, leaves and vegetables.



- F. Fill in the blanks with the correct form of *personal pronouns*.

- Please come here, want to talk to you.
- Come and tell what happened.
- My mother told about my great grandfather.
- Rita is my best friend and is absent today.
- I have a question for each one of
- Our teacher told that we should not eat outside daily.
- They talk to only when they want me to do something for

- Rita and I are good friends. study in the same school.
- My mother was worried about
- Their class teacher was angry with

SINGULAR AND PLURAL PRONOUNS

Just like nouns, pronouns can be singular or plural.

Singular Pronouns	Plural Pronouns
I, me	we, us
you	you
she, her,	they, them
he, him	
it	

VALUE CORNER

Every year you play the role of Hanuman in *Ramlila*, but this year the selectors chose your friend in place of you. Will you discontinue your friendship with him or help him prepare for the role?

GENDERS

Just like nouns, pronouns too have genders:

Masculine	Feminine	Common	Neuter
he, him	she, her	I, we, me, us, you	it

(Pronouns 'they', 'them', are used for males, females and even neuter genders.)

- G. Show whether the pronouns are:

S-singular, P-plural; M-male, F-female, N-neuter, C-common

Example: **She** (S-F) is a good girl.

- He** () did not like the tomato soup **she** () made for **him** ().
- She** () is such a nice person that **he** () wants to be her friend.
- We**, the ladies, () don't know what to prepare for dinner.
- Please come to **her** () and collect the gifts.
- We**, the students, () have called **him** () today.

- H. Fill in the blanks with suitable *personal pronouns*.

- are late for the test.
- Meena and Tina play badminton. practise in the evening.
- This story is very interesting. should read
- are going to Goa this weekend.
- Can pass the sugar, please?

Verbs

Read these sentences.

- (i) Jyoti **plays** the piano.
- (ii) Shashi **goes** to school.
- (iii) The baby **is crying**.

Words like 'plays', 'goes', 'is crying' are action words that tell us what a person does or is doing. Such words which tell us about the action of a person are called verbs. Let us know more about verbs.

- A verb mainly tells us three things:

What a person,
animal or thing does.

What a person,
animal or thing is.

What a person,
animal or thing has.

- A verb expresses what a person or thing does, what a person or thing is, or what a person or thing has.

- Verbs tell us what a person, animal or thing does.

Examples: (i) The boy **plays** in the garden.
(ii) Jyoti **goes** to school.
(iii) She **studies** very hard.

The words 'plays', 'goes' and 'studies' express actions. They tell what persons or things do.

Examples of verbs that belong to this category are 'come', 'call', 'read' and so on.

- Verbs tell us what a person, animal or thing is.

Read the following sentences.

Examples: (i) Meena **is** a student.
(ii) Rahul **will be** happy to hear the news.
(iii) Mrs Verma **was** a kind lady.

The words 'is', 'will be', 'was' tell us about 'Meena', 'Rahul' and 'Mrs Verma'

respectively. These words do not tell us what these persons are doing. They tell us what they are.

Here are some verbs that tell us what a person or thing is : is, are, am, was, were, will be, shall be.

- Verbs tell us what a person, animal or thing has.

Read these sentences.

Examples: (i) Rina and Tina **have** a new pet.
(ii) The dog **has** a small tail.

The words 'have' and 'has' show what belongs to 'Rina and Tina' and the 'dog'.

More about verbs

- A verb can be made of:

- a single word

Example: She **writes** good stories.

- two words

Example: I **have made** pizza for you.

- three words

Example: He **will be leaving** for Australia today.

- A verb is the most important part of a sentence. Without it, we cannot form a sentence.

Examples: (i) Mina to school

(ii) Tania pretty

Do these groups of words make complete sense?

Now, read the following:

Examples: (i) Mina **is going** to school.
(ii) Tania **is** pretty.

Now, we can see that after adding proper verbs, the above sentences make complete sense.

- (A) Underline the verbs in the following sentences.

1. The bird is building its nest.
2. The spider was tiny and black.
3. Give me the iPod.
4. Meena will help us with our work.
5. They are good in Science.

- I will tell the good news to Veena.
- Jyoti lived in Mumbai.
- We have a new computer.
- Her parents are very happy with her progress.
- I had an ice cream yesterday.
- The boy is crying.
- I am hungry.
- We write letters to our friends in the USA.
- We are celebrating Rita's birthday.
- She comes to school on her bicycle.



VALUE CORNER

Verbs are action words. Your actions reflect your personality. Your grandfather is sleeping in his room with the door closed. You want something from his room. What will you do?

- Bang the door.
- Knock on the door.
- Go away quietly.

☐
☐
☐

B. Underline the **verb** and write 'action' – if it is indicating action, 'being' – if it tells us what a person is and 'belonging' – if it shows what a person has.

- You are a good human being.
- The police ran up and down the stairs.
- Sana has long hair.
- I completed my homework.
- Ria goes to school every day.
- My cat has a bushy tail.
- She is a dancer by profession.
- Please open the door.



C. The following words are nouns. Write **verbs** matching them. One has been done for you.

1. SINGERS	S	I	N	G	2. PAINTERS				T
3. TEACHERS				C	4. BIRDS	F			
5. WATER		L		W	6. STARS		H		
7. WRITERS		R		T	8. STUDENTS		T		D
9. SOLDIERS	F		G		10. PLAYERS		L		Y

D. Unscramble the letters in the brackets to make **verbs**. Fill in the blanks with them.

- I an apple every day. (tea)
- The washerman usually our clothes in the morning. (shwaes)

- We kites on weekends. (yfl)
- The baby when it is hungry. (icres)
- Sachin cricket for India. (aypls)
- Mohan very neatly. (iwrtse)
- The library is the place where we books. (eard)
- I cartoons on the television. (tchwa)
- Mother good food every day. (oocks)
- Sonu beautiful pictures. (ainpts)

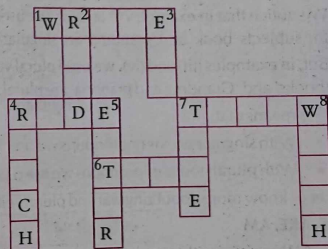
E. Crossword

Across

- We letters.
- Don't in class.
- The stones sink when you them in water.

Down

- We books in the library.
- They their breakfast at 7 am.
- The students school at 8 am.
- Don't my room without my permission.
- You need to her permission to enter the library.
- They movies on Fridays.



Let's Revise



Hi! I am a verb.
I tell you the following

... What a noun does ... Example: The girl sings .	... What a noun is ... Example: She is honest.	... What a noun has... Example: She has long hair.
--	--	--



Verbs: Singular And Plural

Read these sentences.

- (i) The book **is** interesting.
- (ii) Grandma **has** a walking stick.

'Is' and 'has' are singular verbs.

Now, read these sentences.

- (iii) The books **are** interesting.
- (iv) Grandma and grandpa **have** walking sticks.

'Are' and 'have' are plural verbs.

We notice that in examples (i) and (ii), we used singular verbs 'is' and 'has' because the subjects 'book' and 'grandma' are singular in number.

But, in examples (iii) and (iv), we used plural verbs 'are' and 'have' since the subjects 'books' and 'Grandma and grandpa' are plural in number.

This means that:

- With singular nouns or pronouns we use singular verbs.
- With plural nouns or pronouns we use plural verbs.

Let us know more about singular and plural verbs.

IS, ARE, AM

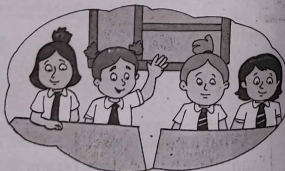
- We use 'is' with singular nouns or pronouns.

Examples: (i) **She** **is** an intelligent student.

↓
Singular
pronoun Singular
verb

(ii) **Jyoti** **is** naughty.

↓
Singular
noun Singular
verb



- We use 'are' with plural nouns or pronouns.

Examples: (i) **They** **are** intelligent students.

↓
Plural pronoun Plural verb

(ii) **Meena and Reena** **are** friends.

↓
Plural nouns Plural verb



We use **am** only with **I**.

Examples: (i) **I** **am** a student.

(ii) **I** **am** happy.

Remember

- 'You' can stand for both singular and plural pronouns.
- We always use 'are' with 'you'.

Examples: (i) **You** **are** an intelligent boy.

↓
used as a
singular pronoun plural verb

(ii) **You all** **are** intelligent boys.

↓
used as a
plural pronoun plural verb

Singular Verbs	Plural Verbs
I — am	we — are
he — is	you — are
she — is	they — are
it — is	

A. Fill in the blanks with **is**, **are** or **am**.

1. Meena the tallest girl in the class.
2. The man a policeman.
3. I very happy to meet you.



4. Mona and Sona best friends.

5. The baby hungry.

WAS, WERE

- We use 'was' with singular nouns or pronouns.

Examples: (i) **Vibha was** at the school gate.

↓ ↓
singular singular
noun verb

(ii) **She was** angry with me.

↓ ↓
singular singular
pronoun verb

- We use 'were' with plural nouns or pronouns.

Examples: (i) The **books were** lost.

↓ ↓
plural plural
noun verb

(ii) **Vani and Meena were** good at painting.

↓ ↓
plural plural
nouns verb



Remember

- With 'you' we use 'were' when we refer to something that happened earlier.

Examples: (i) **You were** my classmate.

↓ ↓
used as a ↓
singular pronoun plural verb

(ii) **You all were** my neighbours.

↓ ↓
used as a ↓
plural pronoun plural verb

Singular Verbs

I — was
she — was
he — was
it — was

Plural Verbs

we — were
you — were
they — were

(B) Fill in the blanks with was or were.

- The geese hurt.
- My mother scolded me, so, I sad.
- It very cold yesterday.
- My father happy to see us after so many days.
- Many students absent yesterday.



HAS, HAVE

- We use 'has' with singular nouns or pronouns.

Examples: (i) The **cycle has** a punctured tyre.

↓ ↓
singular singular
noun verb

(ii) **He has** a new car.

↓ ↓
singular singular
pronoun verb



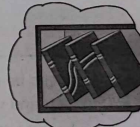
- We use 'have' with plural nouns and pronouns.

Examples: (i) All the **books have** interesting stories.

↓ ↓
plural plural
noun verb

(ii) **They have** a pet dog.

↓ ↓
plural plural
pronoun verb



- We use 'have' with 'I' and 'You'.

Examples: (i) **I have** a pen.

(ii) **You have** a pen.

Singular Verbs		Plural Verbs	
he	has	I	have
she	has	we	have
it	has	you	have
		they	have

C. Fill in the blanks with *has* or *have*.

- The books lovely pictures.
- The elephant big ears.
- My dress a picture of Mickey Mouse printed on it.
- My father and brother similar shirts.
- I a new paint box.
- These chocolates different flavours.
- My dog a new kennel.
- Our park many trees.
- Veena a new lunch box.
- Tania and Tanu long hair.



Let's Revise

- Verbs can be singular or plural.
- Subjects and verbs should always agree :
 - I – am / was / have
 - He / she / it / any singular subject in third person – is / was / has
 - You / we / they / plural subjects - are / were / have



Present, Past And Future Tenses

Read the following sentences.

- Amit is present in class today.
- Amit **was** present in class yesterday.
- Amit **will be** present in class tomorrow.

The verbs 'is', 'was', 'will be' indicate when Amit is present in class. It tells us the time when an action happens, happened or will happen.

In example (i), 'is' is in the **present tense** since it tells us what Amit is doing in the present time.

In example (ii), 'was' is in the **past tense** since it tells us what Amit did in the past time.

In example (iii), 'will be' is in the **future tense** since it tells us what Amit will do in the future time.

- There are three tenses :

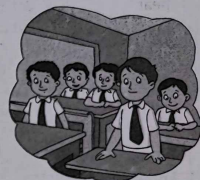
- Present tense
- Past tense
- Future tense

The different forms of the verb 'be' are given below. Read them carefully.

Simple present	Simple past tense	Simple future tense
is, are, am	was, were	will be, shall be

Let us read the simple present, simple past and simple future tense forms of some verbs.

Simple present tense	Simple past tense	Simple future tense
dance	danced	will dance
die	died	will die
do	did	will do
drink	drank	will drink
break	broke	will break
bring	brought	will bring
buy	bought	will buy
blow	blew	will blow



get	got	will get
give	gave	will give
go	went	will go
grow	grew	will grow
has/have	had	will have
hear	heard	will hear
hide	hid	will hide
jump	jumped	will jump
make	made	will make
meet	met	will meet
open	opened	will open
pray	prayed	will pray
know	knew	will know
leave	left	will leave
live	lived	will live
look	looked	will look
read	read	will read
ring	rang	will ring
rise	rose	will rise
run	ran	will run
talk	talked	will talk
take	took	will take
teach	taught	will teach
tell	told	will tell
say	said	will say
see	saw	will see
shine	shone	will shine
sing	sang	will sing
catch	caught	will catch
come	came	will come
call	called	will call
choose	chose	will choose
fall	fell	will fall

fight	fought	will fight
fly	flew	will fly
forget	forgot	will forget
sit	sat	will sit
sleep	slept	will sleep
speak	spoke	will speak
stand	stood	will stand

(A.) Identify the verbs and write their tenses.

1. Monal **polishes** her shoes every day.
2. Jyoti plays the piano very well.
3. Jeet was unwell.
4. I planted many trees yesterday.
5. The sun shines in the east.
6. I will go to school tomorrow.
7. We were at the party yesterday.
8. The baby slept till 10 am.
9. She wanted your grammar book.
10. Mita will return the book after two weeks.

Simple present

(B.) Underline the verbs in the following story and write their tenses.

One day, Naseeruddin sneaked into someone's garden and began putting vegetables in his sack. The owner saw him and shouted, "Why are you in my garden?"

"The wind blew me here," Naseeruddin replied.

"How were those vegetables pulled out from my garden?" asked the angry owner.

"Oh! That's simple," Naseeruddin explained, "I grabbed them to save myself from the wind."

The man pointed at the sack full of vegetables and asked, "How will you explain this?"

"You know what," Naseeruddin said, "I thought on it for a long time but still could not find out how the vegetables got into my sack! I will think about it again tomorrow."

C. Fill in the blanks with the correct form of **verbs** given in brackets. The tenses are also mentioned.

- I to school every day. (walk) (simple present)
- He some beautiful pictures. (paint) (simple past)
- Mitali late for the rehearsal. (is) (simple past)
- He to the stadium at 10 am. (come) (simple future)
- The children to the beats of the drum. (dance) (simple past)
- I was studying when you (call) (simple past)
- I plastic bags in dustbins. (throw) (simple present)
- Monali I was coming. (know) (simple past)
- I to him. (speak) (simple future)
- I a student of class IV. (is) (simple present)

D. Change the **tenses** of the underlined verbs as directed.

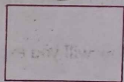
- She lives in Hyderabad. (simple past)
- Goldilocks was a little girl. (simple present)
- I go for a morning walk. (simple past)
- I came back late from school. (simple future)
- The old man looks after the garden. (simple future)



Let's Revise

I talk about actions in the past.

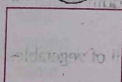
Past



Paste your picture when you were a baby.

I talk about actions in the present.

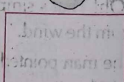
Present



Paste your current picture.

I talk about actions in the future.

Future



Draw a picture of yourself as you think you would look when you grow up.



Simple Present Tense

Let's hear what Rohan does every day—

"I **wake** up early in the morning. I **brush** my teeth and then **get ready** for school. I **reach** the bus stand on time. At 7:30 am, the school bus **picks** me up and **drops** me at the school."

The words in bold are verbs and they tell us what Rohan does every day. All these verbs are in **simple present tense**.

We can see that in the simple present tense, we use the original form of verbs like: 'wake', 'brush' and 'reach'. But in some cases, we add -s like, 'picks' and 'drops'.



Remember

- We use the original form of the verb when the subjects are 'I', 'we', 'you', 'they' or any plural subject. Example: I **play**.
- We add '-s' or '-es' to the original form of the verb when the subject is 'he', 'she', 'it' or any singular subject in the third person. Example: She **plays**.

A. Underline the **verbs** and circle the **subjects** in the following sentences. Write **P** if the subject is plural. Write **S** if the subject is singular.

- We go to the park on Sundays.
- I enjoy classical music.
- She goes to bed at 8 pm every day.
- Jyoti lives in a large house.
- Nita buys chocolates from that shop.
- I like cheese sandwiches.



- They go to bed early.
- We write well.
- Rana plays the flute.
- Meena talks loudly.



- B.** Make three sentences in **simple present tense** with each of these verbs having 'I', 'he'/'she' and 'they' as the subjects.

Example: I eat ...

She eats ...

They eat ...

- sleep
- wake
- eat
- walk
- read

- C.** Change these sentences from **plural to singular** and make the required changes.

Example: The **women** cook food. (plural)

The **woman** cooks food. (singular)

- The singers sing well.
- The little boys sell toys.
- The children wait for the bus.
- The babies like cartoons.
- The students work hard.
- The aeroplanes travel fast.
- The watchmen come on time.
- The girls talk a lot in class.
- The men go to office every morning.
- The girls dance gracefully.



- D.** Change these sentences from **singular to plural** and make the required changes.

Example: The **dog** barks. (singular)

The **dogs** bark. (plural)

- The baby cries bitterly.
- The owl hoots at night.
- The horse hops.

- The cook prepares lunch.
- The boy completes the work.
- The bus moves slowly.
- The boy reads in the class.
- The girl sings loudly.
- The woman cleans the room.
- The baby laughs.



- E.** Fill in the blanks with **verbs in simple present tense**.

- A cobbler our shoes.

M	N		
---	---	--	--

- A carpenter furniture.

M	K		
---	---	--	--

- A postman our letters.

D	L	V			
---	---	---	--	--	--

- A tailor our clothes.

S		T	H	S
---	--	---	---	---

- An engineer houses.

B		L	
---	--	---	--

- F.** Fill in the blanks with the **correct form of verbs in the simple present tense**.

- He always his friends in the evening. (call)
- Monali food for everyone. (cook)
- They very hard for their class test. (work)
- Mita books whenever she travels. (buy)
- They usually late to school. (come)

We know **negative sentences** are those which have the word 'no' or 'not' in them.

Let us read some negative statements in the simple present tense.

- I **come** early to school.
I **do not come** early to school.
- He **comes** early to school.
He **does not come** early to school.
- They **cook** well.
They **do not cook** well.
- She **cooks** well.
She **does not cook** well.



5. You **play** here.
You **do not play** here.
6. He **plays** here.
He **does not play** here.
7. Buses **reach** the stand on time.
Buses **do not reach** the stand on time.



Remember

To form negative sentences—

- ◆ We add **do not** to the original form of the verb when the **subject is 'I', 'we', 'you', 'they'** or any **plural subject**. Example: They **do not play** here.
- ◆ We add **does not** to the original form of the verb when the **subject is 'he', 'she', 'it', or any singular subject in the third person**. Example: He **does not play** here.

G. Convert the following into negative sentences.

1. The cycle belongs to him.
2. He plays cricket.
3. They buy food from the street vendors.
4. Lata wakes up early.
5. She makes good food.



We know **interrogative sentences** ask questions.

Interrogative sentences can be of two types.

1. 'Yes–no–questions' which can be answered by saying 'yes' or 'no'.
2. 'Wh–questions' which begin with such words as 'what', 'how', 'why', 'where' and so on.

Let us read how we can ask questions in the simple present tense. Read these sentences.

- | | |
|---|-------------------|
| (i) Namita studies in DVS School. | (statement) |
| (a) Does Namita study in DVS School? | (yes-no question) |
| (b) Where does Namita study ? | (wh–question) |
| (ii) Mansi and Shristhi like music. | (statement) |
| (a) Do Mansi and Shristhi like music? | (yes-no question) |
| (b) What do Mansi and Shristhi like ? | (wh–question) |

H. Convert the following statements into Yes-No questions.

- Examples: (i) They live in Hyderabad.
Do they live in Hyderabad?
- (ii) Rohan reads very well.
Does Rohan read very well?

1. Manya rides a cycle.
2. Dhoni hits the ball very hard.
3. It rains heavily in July.
4. Tia lives in Mumbai.
5. They love their parents.



I. Complete the conversation using question words given in the brackets.

Example: **What** does Ravi play? (What)

Ravi plays cricket.

1. (When)
Rohan comes every Saturday.
2. (Where)
Nisha lives in Manipur.
3. (Why)
Rashmi visits the doctor very often because her eyes are weak.
4. (How)
The players go to the ground by the team bus.
5. (What)

He brings video games with him.

Let's Revise

In simple present tense, we write:

- The original form of the verb with 'I', 'you', 'we', 'they' and any plural noun.
Example: I go.
- The original form of the verb + '–s' or '–es' with 'he', 'she', 'it' and any third person singular noun. Example: He goes.



Present Continuous Tense

Read these sentences:

- (i) Harshit is **riding** his bicycle.
- (ii) The bus is **running** fast.
- (iii) The boys are **playing** in the ground.



The words in bold are in **present continuous tense** and they tell us what is happening now.

- In the present continuous tense, we use: is/are/am + -ing form of the verb.

Example: I am **eating** a sandwich.

↓ ↓
am + -ing form of the verb 'eat'

A. Match the following.

- | | |
|----------|---|
| 1. I | (a) are participating in the competition. |
| 2. We | (b) is looking for you. |
| 3. They | (c) is not coming to the library today. |
| 4. He | (d) are leaving with them. |
| 5. Seema | (e) are waiting for you at the gate. |
| 6. You | (f) am reading an interesting book. |

B. Complete the sentences given below using the **present continuous tense** of the verbs given in brackets.

- Fatima in the play. (act)
- Tina to music. (listen)
- The telephone (ring)
- Father several saplings in our garden. (plant)
- The sun and the birds in the sky. (rise, fly)
- They from school. (return)
- Mother a cake for me. (bake)



- We for the school bus. (wait)
- Malini a song. (sing)
- The boys television. (watch)



Change the sentences into **present continuous tense** by changing the verbs into the present continuous form.

- The dog **hides** under the car.
- Father **speaks** on the phone.
- The horse **jumps** over the fence.
- She **plays** the guitar.
- Pia and Ria **talk** to each other.
- They **show** their medals to everybody.
- We **go** to the park.
- Sonia and Jia **swim** in the nearby pool.
- The vendor **sells** wooden furniture.
- Veena **stands** in the balcony.



Let's Revise

Hi! I am the present continuous tense.

I am formed by adding is/are/am to the -ing form of the verb.

I tell you about actions going on now.





Simple Past Tense

It was Harsha's birthday yesterday.

Let us hear from him what happened on that day.

"I **woke** up early. My parents **wished** me 'Happy Birthday'. They **gave** me many gifts. I **did not know** that my parents had bought so many presents for me. I **wondered**, "When **did** they **buy** all the gifts?" In the evening, my friends **came** to my birthday party. My grandparents also **came** and they **brought** a cycle for me."

The verbs in these sentences are in the **simple past tense**. We use them to express actions that took place some time ago.

- In the simple past tense, we use the **past tense** form of verbs:

Examples: **verb** **past tense form**

wake woke

wish wished

write wrote

come came

bring brought

- (A) **Change the verbs into simple past tense and rewrite the sentences.**

- I like ice cream.
- I walk to school.
- Sonali buys flowers for her mother.
- Jyoti rides a bicycle.
- She writes a letter to her father.



- In negative sentences, we use: **did not** + original form of the verb.

Examples: (a) She **did not eat** lunch. (b) She **did not go** out yesterday.

- In questions, we put 'did' before the subject and use the original form of the verb.

Example: **Did** they **buy** all the gifts today?

↓ ↓ ↓
did + subject + original form of the verb

- (B) **Fill in the blanks with the past tense of the verbs given in brackets.**

- I a beautiful painting in the shop. (see)
- I my pocket-money on books. (spend)
- Kunal a letter to his sister who was in Chennai. (write)
- Neelam to return the books. (come)
- Mrs Verma us English in school. (teach)

- (C) **Make the following sentences negative.**

- The bus reached on time.
- Meena called Soma last evening.
- Mrs Sen taught us music.
- They went to the doctor immediately.
- Mona wrote the answers neatly.



- (D) **Complete the dialogues using the question words given in brackets.**

Example: 'What did you have for breakfast? (what)

I had a sandwich for breakfast.

- (When)
The organisers held the match yesterday.
- (Where)
His father dropped him at the bus stand.
- (Why)
Mansi called her father because the teacher wanted to meet him.
- (Who)
Grandfather came to meet Jeet.
- (How)
They travelled to Shimla by car.

Let's Revise

- The simple past tense talks about actions which took place some time ago.
- In the simple past tense, we use the past tense form of verbs.



Simple Future Tense

Mita is talking about her plans for the summer vacation.

"My parents and I **will go** to visit grandma who stays in Indore. We **will stay** there for about a week. From there, we **will return** home because my cousins from Mumbai **will come** to spend their holidays with us. But, before enjoying my holidays, I **shall finish** my holiday homework."

The verbs in the passage are in the **simple future tense** because they talk about actions that will take place in the time to come.

- We can see that in the simple future tense : we use shall/will + original form of the verb.
- Negative sentences can be formed when we write : shall/will not + original form of the verb.

Examples: will not go, shall not play

Remember

Here are some important points to remember :

- 'shall' is used only with 'I' and 'we'
- 'will' is used with all the subjects
- we often use short forms

I shall = I'll

We will = we'll

They will = they'll

- In questions, we put 'will/shall' before the subject and use the original form of the verb.

Example:

Will	he	go to the market?
will	subject	original form of the verb

- (A) Write five sentences on what you will do when you grow up.
[You can begin like this—When I grow up I will be a doctor. I will look after the sick people...]

- (B) Fill in the blanks with the **future tense** of the verbs given in brackets.

- I home by 5 pm. (reach)
- Today I at my aunt's place. (stay)
- I for the class test tomorrow. (sit)
- In the drama, Meena the role of the Queen. (play)
- Shanti the CD tomorrow. (buy)
- I the doctor to come immediately. (call)
- Mrs Mathur Maths from today. (teach)

- (C) Make the following sentences **negative**.

- He will reach office on time.
- This year my birthday will fall on Saturday.
- They will divide the duties among themselves.
- I will remind you about the test.
- Faria will appear for the interview.

- (D) Write questions using **question words** given in brackets.

Example: What will you have for breakfast? (What)
I will have sandwich for breakfast.

- (When)
They will hold the tournament in August.
- (Where)
His father will drop him to the school.
- (How)
They will travel to Ladakh by air.
- (Who)
Mona will come along with Soma to the party.
- (Why)
Jeet will call the doctor because his grandfather is not well.

Let's Revise

- The simple future tense talks about actions that will take place in the time to come.
- Its form is : will/shall + original form of the verb.

Adverbs of place tell us **where** actions are done.

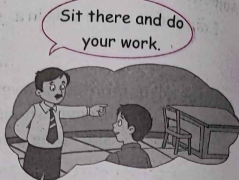
Examples: (i) Sit **there** and do your

work.

(ii) Come **here**.

Here, 'there' and 'here' tell us where certain actions are done. They are **where-adverbs** or **adverbs of place**.

Some more examples — 'upstairs', 'down', 'everywhere', 'up'



C. Circle the adverbs of place in the following sentences and underline the verbs they are added to.

- Please come here.
- I cannot look down from the twentieth floor.
- They are waiting outside.
- Mohan lived downstairs.
- Veena is upstairs.
- Look up in the sky.
- Mita will stay there on Monday.
- It is raining, let's go inside.

Adverbs of frequency tell us **how often** certain actions are done or happen.

Examples: (i) He **often** comes to play with us.

(ii) He **never** finished his work on time.

Here, 'often' and 'never' tell how often certain actions are done. They are called '**how-often adverbs**' or '**adverbs of frequency**'.

Some more examples — 'once', 'twice', 'daily'

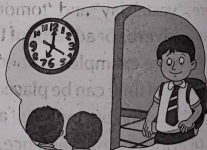
These adverbs are placed—

- before the verb if it is a one-word verb

Example: Jeet always comes on time.
 adverb verb

- after the first word when the verb has more than one word

Example: Jeet has always come on time.
 verb adverb verb



D. Circle the adverbs of frequency in the following sentences and underline the verbs they are added to.

- He went to the school daily.
- We go to their house sometimes.

3. I often play badminton.

5. He never misses his art class.

7. Jyoti calls on me regularly.

4. Swati always carries an umbrella with her.

6. She called me twice yesterday.

8. I met him once.

E. Underline the adverbs in the following sentences and write whether they tell us, when, where, how or how often an action takes place.

- Suhana listens quietly.
- Sometimes, I go to the gym.
- I will stay here in the classroom.
- Geeta gets up from bed early.
- Look up at that bird.
- The soldiers fought bravely.
- Yesterday, I went for abacus class.
- Meena is never late.

F. Match the adverbs with the verbs and then form sentences using them.

VERB lived roared work dance ran

ADVERB angrily fast gracefully happily hard

G. Find adverbs from the word grid. They are formed by adding 'ly' to the given words. Mark them on the grid.

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

1. slow

2. sudden

3. happy

4. soft

5. loud

6. graceful

7. wild

8. quiet

Let's Revise

- An adverb adds meaning to a verb, an adjective or an adverb.
- Different types of adverbs are — adverbs of manner, time and frequency.



Prepositions

Prepositions show the relation between a noun or a pronoun and other words in a sentence.

Example: There are two apples **in** the basket.

- Note, the relation that 'in' shows between 'apples' and 'basket'.

Example: Ram gave the medicine **to** me.

- 'to' shows the relation between 'medicine' and 'me'.

The words 'in', 'to' are placed before nouns or pronouns and they show the relation between them and some other words in a sentence.

These words are called **prepositions**.

Read the following sentences carefully to understand the use of prepositions:

- It is 10 am **by** my watch.
- She is suffering **from** infection.
- This pen is **for** you.
- She sat **at** the table to read.
- The dress is made **of** cotton.
- I am not afraid **of** surprise tests.
- We should be kind **to** the needy.
- I went to school **with** my brother.

A. Underline the prepositions in the following sentences.

- Lavleen looked at the storybooks.
- Rohan lives near Mahatma Gandhi Road.
- The wallet is lying on the table.
- We will have breakfast at eight o'clock.
- The puppy was sleeping under the table.



- Radha gave the ice cream to me.
- He banged the door behind him.
- The men ran after him.
- My friends stay near my house.
- The rat peeped into the hole.



ON, AT, IN

Read the following sentences.

- The train arrived **on** time.
- The bus arrived **at** 7:30 am.
- I did my homework **in** the afternoon.



The prepositions 'on', 'at' and 'in' are often used to denote time and are called **prepositions of time**.

Let us read the sentences given below and understand the correct use of these prepositions.

- On** (i) The letter came **on** Monday.
(ii) The test is **on** 8th December.
- In** (i) She came back **in** the morning.
(ii) The examination is **in** December.
- At** (i) He returned the book **at** night.
(ii) They came to our house **at** 8 pm.



B. Fill in the blanks with at, on or in.

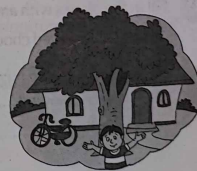
- They are arriving Monday.
- He has a meeting 8 am.
- The train arrived 3 pm.
- I arrived the morning.
- He met us night.
- She came to pick me noon.
- The wedding is April.
- The wedding is 20th April this year.

BEHIND, IN FRONT OF, NEAR

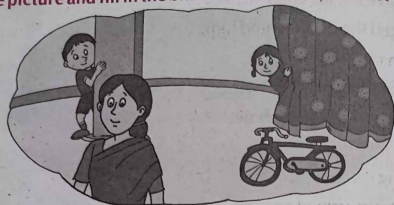
Read the following sentences.

- The house is **behind** the tree.
- Amit is **in front of** the tree.
- The cycle is **near** the tree.

'Behind' and 'in front' are opposite positions, 'near' suggests that something is close by.



- C. Look at the picture and fill in the blanks with **behind**, **in front of** or **near**.



- The boy is the pillar.
- His mother is standing of the pillar.
- The cycle is kept the curtain.
- The girl is hiding the curtain.

AMONG, BETWEEN

Look at the pictures and read the sentences below them.



- (i) The teddy bear is
among the other toys.



- (ii) The teddy bear is **between**
the car and the van.

We use 'between' with two things and we use 'among' when there are more than two things.

- D. Fill in the blanks with **among** or **between**.

- She distributed chocolates her friends.
- The cat is sitting two kittens.
- Sonali is standing Salma and Soumya.
- I kept the pen your books on the table.



'FROM', 'TO', 'FOR'

Read the following sentences.

- I studied in this school **from** April 2009 **to** December 2010.
- I stayed in Delhi **for** eight months.
- My father went **to** Pune **from** Mumbai.

- E. Fill in the blanks with **to**, **from** or **for**.

We stayed in Delhi eight years. We stayed there 2000 2008. there, we later shifted Jaipur. There, I went St James School. My school timings were 8 am 2 pm. Our summer vacation was almost two months and during that period, we visited Delhi. After the vacation, we returned Jaipur in July.

ON, OVER, UNDER, BELOW, ABOVE

Look at the following picture and read the sentences given below.



- Birds are flying **above** the bridge.
- A car is moving **over** the bridge.
- A boat is passing **under** the bridge.
- The swimmer's body is **below** the water.
- The swimmer is wearing a cap **on** his head.

- F. Fill in the blanks with **on**, **over**, **under**, **above** or **below** (use each word once).

- The dog is hiding the table.
- There is an alarm clock the table.
- The train ran the bridge.
- The bird flew the building.
- The box is kept the window.



IN, INTO, OUT OF

Look at these pictures.



INTO



IN



OUT OF

- (i) The bird is going **into** the cage. (ii) The bird is **in** the cage. (iii) The bird is coming **out** of the cage.

G. Fill in the blanks with **in, into or out of**.

- Raman jumped the swimming pool.
- He did not like to swim so he came the water.
- our country, we celebrate many festivals.
- Mother keeps her ornaments her locker.
- The dog went the kitchen but mother sent it out.

H. Fill in the blanks with the **correct prepositions** from the brackets.

- He wore a cap his head. (on/in)
- The teacher left the books the staffroom. (on/in)
- Please give your answer sheets the teacher. (to/from)
- The girl is standing the food stall. (with/ near)
- He stayed us during the vacation. (in/with)

I. Fill in the blanks with the **correct prepositions**.

- Mr Mehta fell the swimming pool.
- My coach jogs the Jogger's Park.
- The flight Port Blair was delayed.
- Tinker Bell was locked a cage.
- The treasure is hidden a secret place.

Let's Revise

A preposition shows the relationship between a noun or a pronoun and other words in a sentence.



Conjunctions

Read the following sentences.

- I love chocolates **and** ice cream.
- Jyoti is tall **but** Samay is short.
- What will you have tea **or** coffee?

In sentence (i), 'and' **joins two words** 'chocolates' and 'ice cream'. In sentence (ii), 'but' **joins two sentences** 'Jyoti is tall' and 'Samay is short'. In sentence (iii), 'or' **joins two words** 'tea' and 'coffee'.

This means that the words 'and', 'but', 'or' are joining words. They are called conjunctions.

Conjunctions are joining words. They are used to join two or more words or sentences.

Some more examples of conjunctions are as follows.

- They are happy **though** they are poor.
- We started our journey **when** the rain stopped.
- You will do well in the exam **if** you study hard.
- Try and try **until** you succeed.
- She missed the bus **because** she woke up late in the morning.

The use of a conjunction actually depends upon what we want to say.

Read the following and you will notice that we have used different conjunctions to convey different ideas:

I will go home **and** do my homework.

..... **but** I will not take you along.

..... **because** I am tired.

..... **or** I will stay back.

..... **if** I get the air tickets.

..... **when** I get leave.



A. Underline the conjunctions in the following sentences.

1. Ram is naughty **but** Shyam is studious.
2. What do you like bananas **or** oranges?
3. He was taken to the hospital **because** he was ill.
4. She came to school **though** she had fever.
5. I will wait for you **until** you return.
6. I was not at home **when** he called me.
7. Raman **and** Sapna are good friends.
8. You can take rest **if** you feel tired.



Let us understand why we use conjunctions.

AND

We use 'and' to join sentences when the meaning has some relation.

Example: She went to the market. She bought two apples.

She went to the market **and** bought two apples.

We use 'and' to join a list of words.

Example: I like apples, bananas **and** oranges.

B. Use *and* to join the following sentences.

1. We went to the market. We bought vegetables.
2. We went to the station. We boarded the Rajdhani Express.
3. She came home. She switched on the television.
4. We went to the park. We waited for Rahul.
5. Sonali called me yesterday. She told me about the class test.

BUT

We use 'but' to join sentences when one sentence says something and the other just the opposite.

Example: We played well. We lost the match.

We played well **but** lost the match.

C. Use *but* to join the following sentences.

1. The journey was long. We enjoyed it.
2. He failed many times. He never lost hope.
3. We reached the station on time. We forgot our tickets.

4. I loved the dress. Mother did not like it.
5. Amit injured his leg. He kept on playing for his team.

OR

We use 'or' to join sentences and words to show that only one choice is available.

Example: You can have ice cream. You can have chocolates.

You can have ice cream **or** chocolates.

D. Use 'or' to join the following.

1. Finish your breakfast quickly. You will be late for school.
2. Take an umbrella. You will get wet.
3. You can buy ice cream. You can buy lemonade.
4. You have to be there on time. They won't let you in.

BECAUSE

- We use 'because' to answer the question 'why' or to give a reason.

Example: He came first. He was well prepared for the examination.

He came first **because** he was well prepared for the examination.

E. Use 'because' to join the following sentences.

1. I went to the doctor. I was sick.
2. We went to the library. We had some work.
3. The teacher is happy with us. We performed well.
4. My father went to visit my grandma. She was unwell.
5. I am hungry. I did not have my breakfast.

Some more conjunctions

- **Both** is used to talk about two persons or things.
Example: **Both** my brother and sister are doctors.
- **Until** is used to show a point of time.
Example: They study **until** their parents return from office.
- **When** is used to show two events happening at the same time.
Example: They play football **when** it rains.
- **So** is used to show the purpose of something.
Example: I exercised daily **so** I lost weight.



- If is used to show a condition
Example: She will drop you home **if** you are late.
- **Either.... or** are used to show one thing or person.
Example: They **either** eat outside on Sundays **or** get food packed for home.

F. Match the following to make meaningful sentences.

- | | |
|---------------------------------|--------------------------------------|
| 1. Ranu missed the school bus | a. Sonu went down to play. |
| 2. He completed his homework | b. but she did not panic. |
| 3. The book was not interesting | c. as the sun began to set. |
| 4. Though it was a hot day | d. when his mother was away. |
| 5. The shepherd boy returned | e. so, I returned it to the library. |

G. Fill in the blanks with the correct conjunctions from those given in the box.

because	and	if	or
Both	when	but	until

1. We study our father comes from office.
2. We don't watch television we have exams.
3. you and Jane were absent on Tuesday.
4. I'll go to school you come along.
5. I got hurt I fell down.
6. Seema, Raju Suhail are very naughty.
7. You can do sketching paper folding.
8. I called her she did not pick the phone.

Let's Revise

I am a conjunction. I join words, groups of words or sentences.



Interjections

Amit is sad because his team has lost the cricket match. The word 'Oh' expresses his sadness.
Rohan is happy because his team has won the match and the word 'Hurrah' expresses his happiness.

Oh! We have lost.



Words expressing feelings of joy, sorrow, anger or even fear are called **interjections**.

Hurrah! We have won.

MORE ABOUT INTERJECTIONS

'Hurrah', 'Alas', 'Oh' are sounds expressing sudden joy or sorrow and are called interjections. Some interjections like 'help' are words and not mere sounds. Some interjections are made up of more than two words like 'Good luck', 'Well done'.

Interjections are followed by an exclamation mark (!)



Nowadays, the exclamation mark is, sometimes, put at the end of the sentence.
Example: Oh, we have lost!

Fill in the blanks with suitable interjections from those given below.

Oh! Hello! Wow! Congratulations! Hurrah!

1. We have won the match.
2. You have come first in class.
3. I've hurt myself.
4. How are you?
5. You look beautiful in a red sari.



Let's Revise

Hil
I am interjection.



I express sudden feelings of joy, anger or sorrow.



Punctuation And Capital Letters

Punctuation makes our writing clear and easy to understand. Some punctuation marks are:

full stop (.), comma (,), question mark (?) and exclamation mark (!).

Let us know about them:

- A sentence ends in a full stop (.)
Example: I am going home (.)
- A question ends with a question mark (?)
Example: What is your name (?)
- After an exclamatory sentence, we use an exclamation mark (!)
Example: What a dangerous snake (!)



(A.) Insert full stop (.), question marks (?) or exclamation marks (!) appropriately.

1. Do you know my name
2. He is going to the park
3. How delicious was the meal
4. Why are you shouting
5. What an obedient child
6. Do you play chess
7. Are you a fashion designer
8. What an interesting movie
9. Sonia cooks delicious meals
10. When do we meet again



Comma (,) is used to:

- separate words in a list

Examples: (i) I want toffee, candy and chocolate.

(ii) I have bought a book, two pens, a pencil and an eraser.
(just before the name of the last thing we use 'and')

Comma (,) is also used to:

- separate the name of the person from what is said to her or him
Examples: (i) Renu, please come to me.
(ii) Fetch me a glass of water, Sumit.
- show a short break to separate a word or a group of words from the main sentence
Examples: (i) The child, who fell down, is serious.
(ii) The boy, who is in a red shirt, studies in my class.

(B.) Put a comma (,) appropriately in the following sentences where needed.

1. Ramesh read out the headlines.
2. Now pay attention to what I say.
3. Daddy please drop me at the coaching centre.
4. I wish to have chapattis and vegetables for dinner.
5. My little sister where are you?
6. The lady who is wearing a pink saree is the Chairperson of the school.
7. Please bring a glass of orange juice.
8. Ram is that dog your pet?
9. Bring all the notebooks Renu.
10. Students are you listening to me?



Capital letters are used to begin:

- every sentence
Example: The sun rises in the east.
- the names of persons
Examples: Jyoti khanna, Surya Verma
- the names of the days and months in a year
Examples: Saturday, December
- the names of books, newspapers and magazines
Examples: Newsweek, The Ramayana
- the names of subjects
Examples: Physics, Mathematics



- the names of languages
Examples: English, Hindi
- the names of rivers, countries, cities, mountains
Examples: India, The Ganges, Bengaluru, The Himalayas

C Punctuate the following sentences and also use **capital letters** wherever necessary.

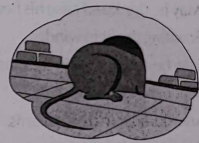
- how wonderful is the weather
- what would you like to have for breakfast
- sam please come to my house tomorrow
- are you allergic to eggs
- garnish the cake with cream chocolate chips and sugar
- tell me the truth son
- sorry dhruv is not interested in acting
- what a gorgeous dress
- no I will not do this
- ram shyam radha and suraj are great friends
- do you know my name



Understanding Words Better

Many times, we get confused with words like 'year' and 'ear' or 'hear' and 'here'. Let us learn the correct use of some such confusing words.

- accept – I have **accepted** Monali's invitation.
except – Everyone went to the party **except** Sonali.
- brake – Apply the **brakes** of your car, there is a puppy on the road.
break – Be careful, don't **break** the jar.
- heal – Don't worry, the wound will **heal** soon.
heel – She has hurt her **heel**.
- peace – We want **peace**, not war.
piece – Give me a **piece** of cake.
- whole – You should know the **whole** truth.
hole – The rat went inside its **hole**.



Fill in the blanks with the correct words.

- I love all subjects Maths. (accept / except)
- A of the broken cup was lying there. (piece / peace)
- Her is hurt badly. (heal / heel)
- There is a in my cupboard. (hole / whole)
- There is something wrong with the of the car. (brake / break)
- We your invitation. (accept / except)
- When the kids are home, there is hardly any (peace / piece)
- Apply the medicine that will the wound. (heal / heel)
- The area is owned by them. (whole / hole)
- Hold the glass vase properly, it might fall and (brake / break)

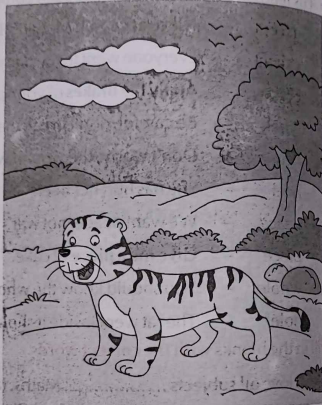


Comprehension

COMPREHENSION-1

Read this poem about 'Tigers' and answer the questions that follow.

May there always be tigers.
In the jungles and tall grass
May the tiger's roar be heard,
May his thunder
Be known in the land.
At the forest pool, by moonlight
May he drink and raise his head
Scenting the light wind.
May he crouch low in the grass
When the herdsmen pass,
And slumber in dark caverns
When the sun is high.
May there always be tigers.
But not so many, that one of them
Might be tempted to come into my room
In search of a meal!



RUSKIN BOND

A. Match the following words and meanings.

Word	Meaning
1. thunder	caves
2. crouch	smelling
3. scenting	sleep
4. slumber	bend
5. caverns	roar

B. After a thorough reading of the poem, answer the questions given below.

- Name the animal in the poem.
- Where do we find tigers?
- What is the tiger's thunder?
- What does the tiger smell?
- Why does the tiger 'crouch' low? [Tick (✓) the correct answer.]
 - to hide himself so that the herdsmen don't see him
 - to hide himself to leap and attack the herdsmen
 - both (i) and (ii)
- Where does the tiger sleep?
- Who would be tempted to come in the poet's room and why?

☐
☐
☐

C. Find the words in the poem which mean the opposite to these words.

- short 2. high
- find 4. lit

COMPREHENSION-2

Read the passage about a little girl Kelly and her teddy bear.

It is almost time for bed. But my friend Barbie is coming over. She lives nearby. "Kelly, I brought you something special!" Barbie says. She gives me a huge box with a red ribbon, I can't wait to open it. Inside the box is a big teddy bear. I can hardly wrap my arms around him! But I hug him as tightly as I can. "Thank you, Barbie," I say. "You're welcome, Kelly," she says. "It's a big bear for a big girl!" Barbie asks, "What are you going to name him?" "I know the perfect name. I'm going to call him Big Bear!" "Let's go and see how he likes your room," Barbie says. Big Bear is so big he doesn't fit into my bed. Where's he going to sleep? There's a new big bed in my room. I wonder if he would like to sleep on it. The new bed is for me, but I haven't tried it out yet. I put Big Bear in my new bed. The bed is very big. "Do you think Big Bear will be lonely?" I ask Barbie. "I don't think so," says Barbie. "But we can put these other animals and dolls next to him." Big Bear now looks happy.

(A) Answer the following questions.

1. Describe the box that Barbie gave to Kelly.
2. What was inside the box?
3. What did Kelly name the teddy bear?
4. Where did they make the teddy bear sleep?



(B) Find words in the passage which mean the same as the following.

- | | | | | | |
|----------|---|-------|-----------|---|-------|
| 1. alone | - | ..... | 2. joyful | - | ..... |
| 3. large | - | ..... | 4. think | - | ..... |

(C) Find words in the passage which mean the opposite of the words given below.

- | | | | | | |
|----------|---|-------|-------------|---|-------|
| 1. small | - | ..... | 2. old | - | ..... |
| 3. awake | - | ..... | 4. far away | - | ..... |

(D) Use these words in sentences of your own.

1. special.....
2. name.....

(E) Identify the following sentences as questions, exclamatory sentences or statements.

1. I put Big Bear in my new bed.
2. Where's he going to sleep?
3. Do you think Big Bear will be lonely?
4. Kelly, I brought you something special!

(F) What do you understand about Kelly's condition when she says, 'I can't wait to open it'? Write in very few words.

COMPREHENSION-3

Read the following passage about the sun.

The sun is a star, just one of billions of stars in the Milky Way galaxy. Although it is very huge and can fit around 1,400,000 earths inside it, the sun is smaller than the other stars. Do you know how the sun shines? The sun consists almost entirely of hydrogen and helium gas. At its centre, the temperature is very high and it helps in turning hydrogen into helium. This produces a lot of energy which keeps the sun shining. The sun lies at the centre of the solar system and there are eight planets in the solar system. Among these planets, the earth is the only planet which has water, which is

needed for life to exist. The earth's distance from the sun produces exactly the right temperature range needed for living organisms to survive.

Jupiter is the largest of all the planets. It is big enough to contain all the other planets together. Jupiter is also known as a 'gas giant', because of its thick gassy outer layer. Saturn is the second largest planet. It has many bright rings around it. Saturn has a large number of moons like Jupiter.

(A) Answer the following questions.

1. Is the sun a planet or a star?
2. Name the two gases found in the sun.
3. What lies at the centre of the solar system?
4. Which is the largest of all the planets?



(B) Fill in the blanks with words from the passage.

1. The sun is a, just one of billions of stars in the
2. The earth is the only planet which has
3. Saturn has many around it.
4. is also known as a 'gas giant'.

(C) Find words in the passage which mean the same as the following words.

- | | | | | | |
|------------|---|-------|------------|---|-------|
| 1. middle | - | ..... | 2. biggest | - | ..... |
| 3. correct | - | ..... | 4. live | - | ..... |

(D) Find words in the passage which mean the opposite of the following words.

- | | | | | | |
|----------|---|-------|----------|---|-------|
| 1. small | - | ..... | 2. inner | - | ..... |
| 3. dwarf | - | ..... | 4. dull | - | ..... |

(E) Rewrite the sentences by putting article 'the' wherever required.

1. Sun lies at the centre of solar system.....
2. Earth is the only planet which has water.....

COMPREHENSION-4

Read the following passage about the famous scientist Edison.

One of the greatest inventors of all times, Thomas Alva Edison was born in 1847 in a small town in Ohio, USA. His teachers thought he was a slow learner, so his mother

taught him himself, inspiring his interest in science. In 1869, after moving to New York, he improved a machine called the "ticker". It was used for relaying information about the stock market.

Edison invented many things that changed the world. Electric lighting, sound recording, and an early form of moving pictures were among these. Perhaps Edison's most important invention was the electric light bulb. It took him thousands of experiments before he succeeded. Edison worked extremely hard and would spend days, months or even years experimenting in order to make something work. He often slept on his worktables, so that he could start work again first thing in the morning.

A. Answer the following questions.

1. Who was Thomas Alva Edison?
2. When and where was Edison born?
3. Mention three inventions of Edison.
4. Was Edison a hard-working man?



B. Circle the verbs in the given sentences and mention their tense.

1. He often slept on the worktable.
2. His teachers thought he was a slow learner.

C. Make sentences with the following words.

1. succeeded -
2. hard -

D. Punctuate the following lines. Use comma, capital letters and full stops wherever required.

edison invented many things that changed the world electric lighting sound recording and an early form of moving pictures were among these

E. Write words from the passage which mean the opposite of these words.

1. failed -
2. fast -
3. late -
4. finish -

COMPREHENSION-5

Read the following story about the fairies—Samy and Susie.

Samy and Susie were fairies. They lived in the fairyland. Susie happened to visit the earth. She came back with tales of the human civilisation. "Oh! They have schools for children where they study books. The children have so

much to do. They read, write, draw and colour to become better and better, day by day. What do we do the whole day long? Nothing!...Oh! Nothing at all. Everything is so easy with the magic wand."

So, Samy and Susie went to the Fairy Godmother and told her that they wanted to visit the human world. Fairy Godmother was shocked to hear this. But she said, "I will take you to the earth and you will see how difficult life is over there."

The next morning, Fairy Godmother took Susie and Samy to a home where they did the vanishing act. They could see everybody but nobody could see them. In this house lived Mrs and Mr Mag and their son Chan, a boy of 12 years. He could manage all his school work without taking any help from his mother who worked in an office. He would come home, warm up the delicious meal cooked by his mother, have it and rest for a while. Then it was tennis, swimming and studies. But one day, the fairies heard him say, "Oh! Mummy. I wish I had a magic wand to do my homework, to teach me everything by uttering a magic spell. Life in the fairyland must be so easy."

To this his mother replied, "But that life is not interesting. Everything comes to you easily. When you work hard you get rewards, every achievement makes you so proud and happy." To this the boy replied, "I guess you are right. We are best fitted into our lives and we should not crave for what we don't have."

Susie and Samy realised the importance of working hard.

A. Answer the following questions.

1. Who were Samy and Susie?
2. What did Susie say about the life of the children on the earth?
3. Describe Chan's life.
4. What did Chan's mother explain to him?
5. What did you learn from the story?



B. Pick any two proper nouns and common nouns from the story and write them in the space provided.

Proper Nouns	Common Nouns
1.	1.
2.	2.

C. Read the passage and find words that mean the same as the following:

1. very surprised

2. tasty
3. stories
4. disappearing
5. prizes

D. Write 'T' for 'True' and 'F' for 'False' for the following sentences.

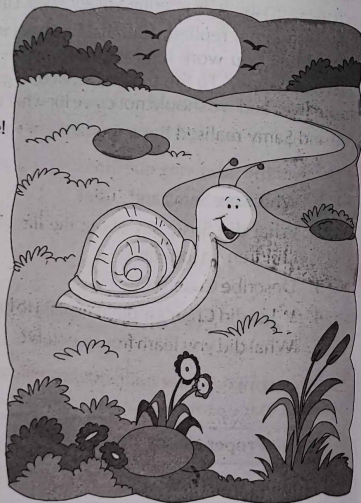
1. Samy and Susie were humans.. ☐
2. In the fairyland, life is very difficult. ☐
3. Chan was a 12-year-old boy. ☐

COMPREHENSION-6

THE SNAIL

Read this poem about a Snail.

Leaving the safety of a rocky ledge
The snail sets out
On his long journey
Across a busy path.
The grass is greener on the other side!
For tender leaf or juicy stem
He'll brave the hazards of the road.
Not made to dodge or weave or run,
He must await each threatening step
Chancing his luck,
Keeping his tentacles crossed!
Though all unaware
Of the dangers of being squashed,
He does not pause or flinch-
A cartwheel misses by an inch!-
But slithers on,
Intent on dinner.
He's there at last, his prize-
Rich leaf-mould where the grass grows tall.
I salute you, Snail.
Somehow you've made me feel quite small.



— Ruskin Bond

A. Answer the following questions.

1. Who leaves 'the safety of a rocky ledge'?
2. Where and what does the snail set out to do?
3. Why do you think he sets out on the journey?
4. Do you think it is safe for the snail to go there?
5. What misses the snail by an inch?

B. Give one word from the poem which means the following:

1. long thin part of a creature used for moving, feeling and holding things
2. moves close to the ground in a smooth, controlled way

C. Underline the *adjectives* and circle the *nouns* they describe in the following lines from the poem.

1. On his long journey
2. Across a busy path

D. Write words from the poem which mean the *same* as the following.

1. stop -
2. dangers -
3. reward -
4. crushed -

E. Write two pairs of *rhyming words* from the poem.

1.
2.

COMPREHENSION-7

Read the following passage about Mr Pinto's farm.

Flurry was a little lamb. He was very weak and small because he ate little. He lived with his huge family in Mr Pinto's farm.
One day, Mr Pinto came to meet the flock of sheep with tears in his eyes. He said, "Sorry friends, but you will understand that I am too old. I cannot look after such a huge farm. I am going away to spend my life with my grandchildren. I'll miss you all."
Then Mr Pinto picked up Flurry and hugged him. He carried him to Mr Paul, the new owner and said, "This is the little lamb I was talking about. He is Flurry. He doesn't

eat much. Please take special care of him." Then Mr Pinto whispered something in Flurry's ear. Tears welled up in the little one's eyes and he hugged Mr Pinto with all his might. Mr Pinto left. The next morning, Mr Paul came to say good morning to everyone along with his wife. Mrs Paul started chatting with all, "You'll have some more companions ... a family of pigeons, a litter of kittens, a herd of cows which are being brought in for milking twice a day, a brood of chicks and for the pond, we will have a school of fish... be happy... we'll be a big family." Then she looked around as if looking for someone. Flurry caught her eye and she patted him, "Don't worry little one. If you will eat properly and become strong, I promise you, I'll convince Mr Pinto to return to the farm and stay with us." All the lambs excitedly leapt in the air and Flurry started eating everything with interest. He realised that everything tasted so good. Then one morning Mr Pinto greeted everybody and Flurry rose to greet him... he looked so big and strong.

(A) Read the passage and answer the following questions.

1. Who was Flurry? Why was he so small?
2. Who was Mr Pinto? Why was he leaving his farm?
3. What did Mrs Paul tell the flock of sheep?
4. What did Mrs Paul tell Flurry?
5. Describe the change in Flurry. Did Mrs Paul keep her promise?



(B) List all the collective nouns from the story.

1.
2.
3.
4.
5.
6.

(C) Make sentences of your own with the following adverbs from the passage.

1. excitedly
2. properly

(D) Circle the conjunctions in the following sentences.

1. Flurry caught her eye and she patted him.
2. He was very weak and small because he ate little.

(E) Look up the passage for words which mean the same as those given below.

1. jumped
2. aged
3. small
4. spoke softly

COMPREHENSION-8

Read this passage about Mrs Pickle and a kitten.

Mrs Pickle was very social. She loved meeting people, inviting friends for meals and helping people. She was known for her kindness and goodness. She would crack jokes to make people laugh. One day, while going to shop for groceries, she saw a wounded kitten. She picked up the kitty for a closer look. "What a wound! It has been bitten by someone more powerful," Mrs Pickle exclaimed. She carried it home. But carrying the kitty was no joke. Mrs Pickle had to chase away the barking dogs who wanted to smell the poor baby. With great difficulty, she reached home.

Mrs Pickle brought out a straw basket from her old box and covered it with a soft cloth. Then she carefully placed the kitty inside the basket. The kitty found it comfortable and cosy. It mewed as if saying 'thank you'.

One day, Mrs Tinkle was at the door because she wanted to visit Mrs Pickle's house. She saw the kitty and raised an alarm, "Oh! My God! The kitten is infected. It needs medical attention, otherwise it will die." Mrs Tinkle helped Mrs Pickle in finding a veterinary doctor. The vet asked them to leave the kitty in his care. It was only after proper medication that the kitty was saved. Mrs Pickle was really touched and she said, "Oh! You've been so kind, Mrs Tinkle and thank you, doctor."

(A) Answer the following questions.

1. What kind of person was Mrs Pickle?
2. How did Mrs Pickle find the kitty? What did she do?
3. Why did Mrs Tinkle raise an alarm?
4. How did Mrs Tinkle help Mrs Pickle?

(B) Complete the following table by picking two examples from the passage for each kind of noun.

Proper Nouns

Common Nouns

1.
2.
1.
2.

(C) Underline the adjectives and circle the nouns they describe.

1. Mrs Pickle was very social.
2. Mrs Pickle brought out a straw basket from her old box.



D. Write 'T' for True and 'F' for False in the following sentences based on the passage.

- Mrs Pickle did not love meeting people.
- Mrs Pickle carried the kitten home.
- Mrs Tinkle helped Mrs Pickle in finding a teacher.
- Kitty was a puppy.

☐
☐
☐
☐

E. Match the following groups of words to their nearest meanings.

- | | |
|-----------------------------------|----------------|
| 1. flour, lentils, soap, bread : | (a) medication |
| 2. hurt, injured : | (b) grocery |
| 3. contaminated : | (c) wounded |
| 4. tablets, medicines, capsules : | (d) infected |

COMPREHENSION-9

Read this story about Shyam and what happened to him one day.

Shyam Sunder was an eight-year-old boy. He had dark eyes and curly hair. One day, when his parents were away, the door bell rang. He peeped through the keyhole and saw a man with a gas cylinder. Shyam asked him through the door, "Tell me, what do you want?"

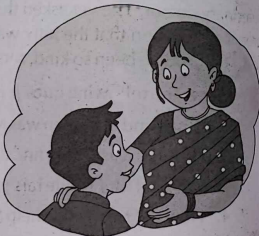
The stranger replied, "Open the door, I've come to deliver your LPG cylinder."

Shyam was about to open the door, when it struck him that the man was not in his uniform. Gas agencies always provide uniforms to their staff.

The man knocked repeatedly. Shyam told him: "Bhaiya, I cannot open the door. Please wait patiently."

Shyam hurriedly called up his mother. She told him that she had not booked any cylinder. She instructed him not to speak any more to the stranger, "Don't panic..... call the neighbours and I'll reach within fifteen minutes, with your father." Shyam called up Mrs Mehta and Mrs Dayal. They assured him that they would reach him within minutes.

Now, Shyam was breathing heavily. The door bell rang again and again. Shyam wiped his brow... then he heard a thud..... Shyam screamed, "The man is about



to break open the door,"..... He leaned against the door for support and heard a thud and a creaking sound..... Suddenly there was a lot of noise..... women shouting and men struggling..... Shyam was shivering with fright and thinking aloud... "What if the man is armed?" At this moment, he heard his mother's voice, "Shyamu open the door." Shyam rushed outside and hugged his mother. Everybody praised Shyam's presence of mind and right decision to call his mother.

A. Answer the questions given below.

- Who was Shyam? Describe his appearance.
- What happened one day when Shyam was alone?
- What stopped Shyam from opening the door?
- What did mother tell Shyam to do when she came to know about the thief?

B. Match the following.

- | | |
|--------------------|----------------|
| 1. instructed | (a) give |
| 2. deliver | (b) directed |
| 3. again and again | (c) pound |
| 4. thud | (d) repeatedly |

C. Underline the adverbs in these sentences and circle the verbs they tell us about.

- Shyam hurriedly called up his mother.
- The man knocked repeatedly.

D. Match the following.

A	B
1. Shyam told the stranger,	(a) "Shyamu, open the door."
2. Shyam's mother said,	(b) "Open the door, I've come to deliver your LPG cylinder."
3. The stranger said,	(c) screamed Shyam.
4. "The man is about to break open the door,"	(d) "Tell me, what do you want?"



Paragraph Writing

A paragraph is a short composition which is written on a single theme.

A paragraph should have the following features:

- The first sentence should introduce the theme.
- All the sentences should give details on the main theme in an interesting way.
- The last sentence should present the ideas of the paragraph in a nutshell.

SAMPLE PARAGRAPHS

Holi

Holi or the festival of colours is my favourite festival. The night before *Holi*, I buy colours and *pichkaaris* and get all the buckets ready to be used the next day. I wake up early on the day of the festival and wear clothes which have become quite old. Then my dad and I mix colours in the buckets and fill our *pichkaaris*. Before going downstairs, I play *Holi* with my parents and my grandparents in our balcony. I put colours on my grandmother and turn my grandfather's hair red. Then I go downstairs in the ground, in front of our house and play *Holi* with my friends. We have great fun but we make sure not to put colours in the eyes of one another. We also use good quality colours which are not harmful for the skin. When we are completely covered with blue, green and pink colours, we return home and have a good bath.

My Sister

Shonu is my sister. She is four years old. She is chubby, fair and naughty. She studies in UKG. She sleeps with me and wakes up with me. We also go to school together. She is intelligent but also naughty and often plays tricks in class. She listens to me and obeys me. I help her with her homework and also play with her. She is very good at drawing and helps me draw pictures. Shonu loves to dance and sing. Whenever there is any cultural programme in school, she participates. She has also won several prizes. Shonu cares for me. I know this because once, when I was ill, she looked after me till I recovered. I know she loves me a lot. I also love her very much.

My Favourite Television Programme

I love the programme 'Craft', shown on the ABC channel everyday at 6 o'clock in the evening. I am very fond of the programme because they show how to make decorative items with the help of various things. With waste items like old newspapers and plastics, we can make unique decorative items. The timing of the programme is also favourable for me because my studies do not get affected. Once, they showed the process of making toy castles with the help of plastic bottles. I liked the idea very much and attempted to make it. I ultimately succeeded and everyone praised my efforts. 'Craft' has now become my favourite programme. My mother is also happy and often joins me to watch the programme because she feels that the programme helps me to be creative. I love the programme and don't miss even a single episode.

A Visit To A Village Fair

My grandfather lives in a village, where he has two cows, huge paddy fields and a few ponds. During my summer vacation, my parents and I went to visit my grandparents. They took me to the village fair which was held once a week on Saturday. It was the first time I had visited such a fair. There were many stalls of different items ranging from fruits, vegetables and grocery items to movie CDs and mobiles. What specially attracted me were the stalls of jewellery items which sold bangles and colourful earrings. I bought colourful glass bangles while my mother bought few home furnishing items. I liked the fair so much that whenever I visit my grandparents, I make sure that I visit the fair.

My Garden

In my home, just next to my room, is a small balcony. There, in that small area, I have made my own little garden. When we shifted to our new flat about a year ago, I was wondering what to do with that open area. My grandfather suggested that I grow plants in small flower pots. He helped me a lot in arranging the plants and taught me how to take care of them. Now, I have become an expert and manage time to water the plants properly and even trim their leaves. Today, after one year, my rose, marigold, shoe-flower plants have grown tall and healthy. They have made my garden and my life colourful with their red, yellow, pink flowers. My garden is my favourite place in the house.

A Visit To A Library

I was only three years old when my mother took me to a library in Connaught Place. Since I was very young, I hardly knew where she was taking me. The moment I stepped inside the library, I was amazed to see hundreds of books kept in racks. Then my mother took me to the kids' section. In that section, books were kept in small shelves and there were many soft toys kept in the room. The books were colourful and had many pictures on them. My mother helped me read a book. Other kids were also going through some books. Some children were very small to understand anything, they kept on pulling one book after another from the rack. They turned the pages and screamed with joy when they found some interesting pictures. Later, my mother told me to choose some books from the rack which I would like to read over the week. I did what she said and since then I fell in love with the library because it gave me the opportunity to read so many books of different kinds.

A Birthday Party

It was Soham's eighth birthday party. All our friends were invited. I had to be at his place at 6 o'clock in the evening. My father dropped me at his place at the scheduled time. When I entered his house, many of our friends were already present while some were yet to come. I handed over the gift to Soham and wished him a 'Happy Birthday'. Finally, at 6:30 pm, when everybody came, Soham cut the cake and we sang the birthday song. We had great fun since we had pizzas, cakes and chips as snacks. We also played many games. Then at 8 pm, my father came to pick me up. I bid goodbye to Soham and came home with the return gift.

Write a short paragraph on each of the following topics.

1. The Person I Love The Most
2. My Favourite Festival
3. A Memorable Trip
4. My Favourite Hobby
5. How I Spend My Holiday



Writing A Letter

Let us see the important parts of a letter.

- (a) Address of the sender
- (b) Date
- (c) Name of the person you are addressing the letter to
- (d) Body of the letter
- (e) Closing
- (f) Your own name



SAMPLE 1 (PERSONAL LETTER)

Write a letter to your friend telling her about the 'Friends' Club' you have started at home.

Green Valley Apartments _____ (your address)
Meerut
4 November 20- _____ (date)
Dear Sanya _____ (greeting)

I have started the 'Friends' Club' at home. I have used the small study as a library where I have stacked all my story books. You can also contribute your books for the library. Every Saturday, members will meet to discuss the progress and will enjoy snacks brought by all in the balcony. During holidays and Wednesdays, we will narrate stories with the help of puppets or picture books to smaller children and charge a weekly fee of ₹20 from every child. Tanya plans to open a muffin corner every second Saturday, to raise more money. The collections from the food corner and the earnings from the story sessions will be used to buy more books from the second-hand book store.

We will have a formal meeting this Saturday. I shall expect you to be there with some more creative ideas.

Your loving friend _____ (the closing)
Chia _____ (your name)

OBSERVATIONS

- Note the address of Chia on the left hand side corner.
- The date has been written along with the address.
- If you are writing to an elderly person, then you should address him or her by writing 'Dear Grandpa', 'Dear Aunt'. For friends, you can write 'Dear Jia' and so on.
- Informal letters usually end by writing 'Your loving friend/son' or 'Yours affectionately' followed by your name.

SAMPLE 2

Write a letter to your friend inviting her/him to your sister's birthday party.

Sea-View Apartments

Dwarka

New Delhi

5 October 20--

Dear Mita

Hope you all are well. You will be glad to know that my sister Neha will turn eight on 7 October 2011. So, to celebrate the occasion, we are organising a party on that day at our residence at 6 o'clock in the evening. I would be very happy if you are present on the occasion along with your family.

Hope to see you at the party.

Your loving friend

Jia



A. Write a letter to

- Your friend inviting him/her to your birthday party.
- Your uncle/aunt telling him or her about your birthday party.

B. Write a letter to your parents. Go to the nearest post office and buy a stamp, affix it and post your letter. Let this be the best surprise for your parents.

The letters mentioned above are informal letters, which are written to family members or friends.

Letters can also be of the formal type. Such letters are the applications written to the Principal, Class Teacher and so on.

FORMAL LETTER

SAMPLE 3

Imagine you are Raj Verma of class IV A at Modern Academy, Dehradun. Write a letter to the Principal requesting her to let you go home early since you are unwell.

The Principal
Modern Academy
Dehradun

(the person you are
addressing your letter
to and his/her address)

21 June 20--

(date)

Subject : Request for half-day leave

(subject)

Dear Madam

(salutation)

It is to inform you that I am not feeling well and have severe stomach ache.

I would be grateful if you kindly grant me half-day's leave and let me go home after recess.

Yours faithfully or obediently

(the closing)

Raj Verma

Roll no. 23

Class IVA

(your name
and class)

OBSERVATIONS

- Note the address of the receiver on the left hand side corner.
- The date has been written along with the address.
- The subject of the letter is mentioned.
- You should address the person you are writing the letter to as : Dear Madam/Sir or Madam/Sir.
- You should end the letter by writing : 'Yours faithfully' or 'Yours sincerely', followed by your name.

SAMPLE 4

You are Monali Khanna of class IV A of Model High School, Shimla. Write an application to your teacher requesting her to give you permission to use the computer lab during recess for preparing a PowerPoint presentation for your Science project.

The Class Teacher

Class IVA

Model High School

Shimla

25 August 20-

Subject : Request for using the computer lab during recess

Dear Madam

It is to bring to your kind notice that I have to prepare a PowerPoint presentation for my Science project for which I will need to use a computer.

I would be grateful to you if you kindly allow me to use the computer lab during recess.

Thanking you

Yours faithfully or obediently

Monali Khanna

Roll no. 24

A. Write a letter to your class teacher, requesting her to give you permission to use the library during recess since you will need the help of several books for completing your social studies project.

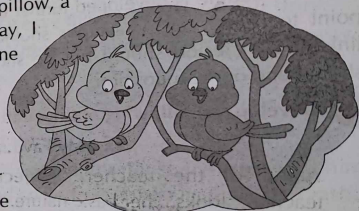
B. Write a letter to your Principal, requesting her to let you leave for home early because there is a function at home.

Read the following essay.

SUMMER HOLIDAYS

Summer holidays give us a lot of time to relax and rest. For me, summer holidays mean spending time with my Grandma who lives in a village called Shamli. She's got a huge open space with trees all around. My favourite is a neem tree.

Granny has a cot under this tree. I take a pillow, a couple of books and lie down. One day, I was deep in thought and heard someone flutter and hop from branch to branch. I looked up towards the branches of the tree. I spotted a Mynah who looked at me and made a shrill cry.... then hopped another one. The notorious pair wanted to make a home. They saw a hole in the trunk and were happy to live with each other.



After a few days, the mother bird laid four bluish green eggs with tiny specs of brown. Once the eggs hatched, both parents were seen feeding the babies.

The fledglings were soft, brown with deep orange coloured beaks, fluttering untiringly to become independent. The children of the locality had found a job and were seen chasing away all the cats in the vicinity to protect the lovable chirpy babies. I became a permanent keeper and Granny the caretaker of the birds.

Day after day, I could see the little chicks grow feathers and I loved the way they would open their eyes and begin to make noise for food. Time seems to fly and days rush by in the lap of nature and among loved ones.

But now my vacation was coming to an end. Daddy called up to tell me that he would come early to pick me up as he had to go on an official tour.

Granny made sweets for dad, laddoos for me and mummy.

Daddy arrived on Saturday and we left the very next day. Granny hugged me for as long as she could when I touched her feet and waved till we were out of sight. I reached home by evening with memories for the entire year. I felt so fresh after my vacation with Granny and the bird family.

An essay is divided into :

1. Introduction
2. Body
3. Conclusion

These parts are decided in the rough outline of the essay. The students need to know and practise to think and write with a feel. A discussion comes in handy.

Then the outline is developed further and we have paragraphs that take us from point to point. The paragraphs should not be too long but short, quick and linked. Conclusion should not be sudden but gradual. Slowly but surely we should end our composition.

(A) Develop the following outline into a composition.

My Favourite Teacher

name of the teacher.....subject she teaches.....description of your teacher.....looks.....her basic nature..... strict or lenient.....style of teaching.....any incident when something she did touched your heart.....and she became a favourite

(B) Give outlines and then develop the following topics into essays.

1. My Friend
2. A Holiday with Grandpa/uncle/aunt
3. My Favourite Sport
4. A Memorable Journey
5. Christmas Celebrations at School



Writing Stories

DEVELOPING A STORY

1. To begin with, think of a storyline. It can be real or a fiction.
2. The plot is important. If the story is about Mr Onion, describe his shape. Then, explain why he likes to make people cry. So, you have an outline that guides you from beginning to the end.
3. To begin with, write a simple story with one or two characters. Describe your characters, give them names and weave them simply into your story.
4. If an outline is given, then develop it further in a simple yet interesting way.
5. Bring your story to an end. It should not end suddenly.
6. Give a befitting title.

Develop the following outlines into a story:

Example : Taashu a pigeon... likes to visit Manu's house... Manu feeds him with care... wheat bread... potato and some fruit... then its time for Taashu to say bye... one day Taashu falls sick... Manu takes good care Taashu is happy

Taashu was a friendly pigeon. It had royal looks. It would fly down to Manu's balcony every morning. It loved to share her breakfast. Manu would sit with her morning newspaper and breakfast tray. The aroma of paranthas, bread, coffee and the sweet smelling fruits would make Taashu's mouth water.

Manu was used to his presence. She would rock in her chair and talk to him, "Good morning, Taashu. How are you?"

He would reply with a throaty sound, "Gutargu!" Manu would turn around and give him a piece of brown bread which was sometimes salty and at other times sweet. Slowly, he would move forward and perch on the arm of the rocking chair to her left. It was good fun. The chair would rock him to and fro.



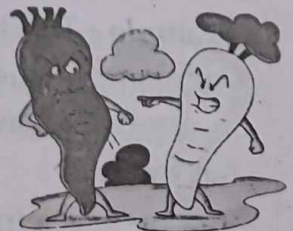
One day, the pigeon was not well but still he flew down to meet Manu. She greeted him as usual but he refused to eat anything. Manu was worried. She took him to a doctor and Taashu was treated like a prince. It took him a while to be fine again. Manu took good care of him. And then Taashu was set free. Once again, he was fine and flew down to Manu's balcony. She picked him up and hugged him. It was a feast... mangoes... potatoes and nuts. Taashu loved Manu.

Develop the following outlines into stories:

- (A) an old woman is begging on the road...she looks poor... Sonu, the little boy feels for her... he wants to help her... he goes up to her... she quickly holds him... puts him in a huge sack... kidnaps him... a man chases her... saves Sonu... hands over the lady to the police... Sonu learns a lesson



- (B) carrot and radish are great friends... one day they fight... carrot says, "I am more beautiful" and radish says, "I am healthier than you"... you settle the fight... tell them that both are nutritious... they make people healthy in different ways



- (C) cats and mice become friends... cats start tasting their crumbs and like them... the mice are happy... cats get the taste of cheese and love it... the mice feel good... but are slowly starved for food... there is no cheese left for them... mice realise it's easier to run for life than starve

- (D) Tinni loves pets... dad brings home a puppy... Tinni calls it Tommy... but the pup is not friendly... Tinni tries hard... but the pup stays away... Tinni gives a bone... they become best friends





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ISBN 978-93-5095-501-7



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